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## THE ANALYSIS OF ERROR CORRECTION IN ORAL ENGLISH TEACHING

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It is inevitable to have errors in the process of second language acquisition. The reason is that there are differences between the rules of the mother tongue and the target language, and the mother tongue may produce negative transfer to the target language. Usually, errors are divided into two categories: interlingual and intralingual. Educators and teachers should treat different types of errors differently so that they can eliminate errors effectively in teaching.

**Keywords:** error analysis; error correction strategies; second language teaching; oral English teaching; English learning.

In English learning, mistakes are inevitable. Language learning is about making gradual progress on the basis of constantly correcting mistakes. In the early stages of second language acquisition, learners' language learning errors are considered useless and can be ignored, and should be avoided by learners. However, the process of language learning is always accompanied by the occurrence of errors. Errors are significant in the language learning process.

According to behaviorist learning theory, the process of language learning is a process of forming habits. When learners master the correct language learning rules, they will receive positive feedback, which is "positive transfer". However, when learners do not want a certain behavior to occur again, they will receive negative feedback, which is "negative transfer" [1]. Therefore, once an error occurs during the language learning process, it should be corrected immediately so that correct behavioral habits can be adopted.

With the emergence of cognitivist learning theory, cognitivist learners place more emphasis on learners' cognitive abilities. Cognitivist learning theory believes that errors are an important factor in the language learning process [2, p.252]. Errors can clearly demonstrate the learner's ability and allow language teachers to grasp the learner's current language level. Therefore, by analyzing learners' errors, language teachers can understand learners' deficiencies in the language learning process and provide them with targeted help, which is beneficial to both teachers and learners.

In recent decades, error correction theory has been further developed, including Contrastive Analysis, Error Analysis, Interlanguage Theory, Face Work and so on. In order to clarify the root causes of errors and comprehensively and systematically analyze learners' errors, a linguist Corder S.P. believes that in the process of language learning, errors occur not only due to interference from the mother tongue, but also from the influence of the target language. Analyzing learner errors can play a key role in various aspects. Firstly, language teachers can grasp the learner's learning situation and learning progress in the process of analyzing learners' errors. Secondly, learners can understand their own shortcomings in the process of error analysis and improve their skills. Finally, researchers can also collect research

data during the error analysis process and analyze learners' learning styles. Research and other studies have conducted in-depth and detailed research on issues related to errors and error correction [3, p.163].

There are many different views on the classification of errors. Many of them overlap with each other and no specific classification is given. Generally speaking, errors can be divided into interlingual error and intralingual error from the perspective of Error Analysis. Here are two examples:

Example 1: In the park the singer with the dancer singing and dancing.

The transfer of mother tongue causes learners to make some errors. When the rules of the mother tongue are different from those of the target language, the mother tongue will produce negative transfer to the target language, resulting in errors and difficulties for learners. This example shows that the learners apply Chinese word order to English, resulting in errors. This is interlingual error which occurs during the use of the second language.

Example 2: I *writed* a short passage yesterday.

Interference that occurs within the same language is called "intralingual interference". Intralingual interference refers to internal interference errors that prevent learners from fully using the target language due to inaccurate or incomplete understanding. In this example, the learner made an error because the learner applied the regular conjugations of verbs he had learned to irregular verbs. The main manifestation of intralingual interference is "overgeneralization", which means that language learners believe that language rules that can be used in one situation can also be applied in other situations.

There are two completely different views on how to deal with learner errors. One is the behaviorist point of view. According to this point of view, errors are a deviation in stimulus responses, and the correct form should be strengthened through new stimuli. Therefore, errors must not be controlled and corrected. The other one is the cognitivist view. According to this view, the learner's mistakes just prove that the learner is a flexible decision-maker with the ability to distinguish and judge. Moreover, errors show that the learners are good at constantly adjusting his goals and achieving goals in the process of learning and communication. The errors will disappear automatically when the learner's language knowledge reaches a certain level.

Behaviorism is too mechanical in its approach to errors, while cognitivism is too tolerant. In oral error correction, we should first clarify what an error is and which types of errors need to be corrected. When identifying errors, it is necessary to distinguish between the two concepts - error and mistake. When learners violate the rules of the target language because they do not know enough about the target language, an "error" will occur. In other words, the learner either has wrong assumptions in his mental grammar or has insufficient understanding of the rules. Specifically manifested in the lack of "language ability". While "mistake" occurs when learners fail to use the language rules they have mastered correctly due to negligence. In other words, the problem lies in his expression rather than his language ability. This type of mistake may be due to the gap between the two knowledge systems and abilities. Learners are not necessarily ignorant of a certain rule. This kind of mistake will naturally disappear after a period of time. Generally speaking, "mistake" in spoken English is irregular, and most learners can realize it and may automatically correct it.

Teachers and educators should provide two kinds of feedback for learners who make errors in oral English speaking. One is to expose learners to the correct sayings so that they can correct their mistakes consciously; the other is to point out their mistakes directly and correct them, which may help to cultivate learners' grammatical awareness.

According to Chaudron, most learners want their mistakes to be corrected [4, p.460]. From a long-term perspective, teachers' correction of learners' error can greatly promote the process of foreign language learning. However, error correction is a sensitive issue, and whether it is handled appropriately will directly affect the teaching effect and the learner's enthusiasm especially in oral English teaching. Inappropriate error correction strategies will dampen

students' enthusiasm, while using effective error correction strategies can turn errors into valuable classroom teaching resources and improve teaching efficiency. Error correction has long been referred to as one type of feedback. The following principles should be adhered to when correcting errors in oral English teaching.

First of all, teachers must handle the relationship between accuracy and fluency. It is not a good choice that correcting the learners' mistakes one by one or interrupting their speech to correct them. Otherwise, it will interfere with the learners' thinking, and make oral communication difficult.

Secondly, teachers should treat different types of errors differently. Generally speaking, teachers should pay attention to errors that hinder smooth communication, especially hidden errors which are more difficult to identify and will bring greater obstacles to communication.

Thirdly, when correcting learners' oral errors, teachers should pay attention to protecting their self-esteem and self-confidence. To correct errors by using strategies such as encouragement, repetition and humor, and avoid being blunt or rude. Encouragement is an important means when correcting oral errors which especially important for learners who lack confidence.

In addition, the fundamental goal of oral English teaching is to enable students to use foreign languages to communicate successfully. Cultural factors penetrate into communication all the time and affect the progress of communication. Language is produced and used under a specific cultural background. Learning a foreign language requires not only learning the language, but also mastering the culture carried by the language through the study of the language.

Finally, when analyzing errors, teachers should analyze the reasons for the errors in order to take effective corrective measures. Therefore, it is useful for teachers to pay attention to collecting corpus of learners' speaking errors, classify and analyze them, and find ways to avoid them. At the same time, teachers should improve their theoretical accomplishments in order to analyze and correct errors effectively.

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## **CONSTRUCTIVE FEEDBACK IN ADULT LANGUAGE LEARNING ENVIRONMENTS**

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This article delves into the pivotal role of constructive feedback in adult language learning environments. Recognizing its transformative impact on learning outcomes, idea quality, and learner engagement, the synthesis draws insights from diverse theoretical perspectives. Theoretical foundations such as behaviorism, professional culture, and age-specific considerations provide a comprehensive