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DISSERTATION

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**On the topic: “KARAKALPAK LEARNERS ERRORS IN LEARNING
ENGLISH, THEIR REASONS AND CONSEQUENCES”**

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INTRODUCTION

After the Presidential decree “On measures for further development system of high Education”, which was signed on the 20th of April 2017, a great positive changes happened in the sphere of high education [1]. It has given stimulus for introduction highly developed teaching methods using modern information technologies, education of a new generation to foreign languages, fundamental movement of the system of training of specialists who are confident in foreign languages, creation of conditions and opportunities for wide use of information resources by students. Therefore the task of education, the task of rising up a new generation, capable of national renaissance will remain the prerogative of the state constitute a priority.

Furthermore the resolution of the 1st President of Uzbekistan “On measures to further improvement system of foreign languages teaching” dated from December 10, 2012 [2] new opportunities in teaching foreign languages have been introduced. A lot of projects, highly developed teaching methods using modern and information technologies in education motivating a new generation of youth to learning foreign languages, fundamental movement of the system of training of specialists who are confident in this languages, creation of conditions and opportunities for wide use of information resources by students have been carrying out.

Teaching and learning foreign languages is one of the most important tasks to be resolved by the nation if it wants to be integrated into the world community. And, traditionally the aspect of teacher's literacy in the language she/he speaks is put on the first place. Looking forward to globalization of the market, Uzbekistan is focused on the preparation of fully trained professionals able to work at the international level. Therefore, an educational system, which is comparable to international standards at all levels, is a must. We hope this dissertation paper will contribute to methodological studies in its depth and help to make clear how error correction methods and techniques were developed and investigated and

dealt with the most prominent methodologies and linguists' contribution to it by analysis of many examples causing difficulties in the teaching process. Basically we try to define Karakalpak learners errors in learning English, their reasons and consequences

There are many problems associated with error correction in the EFL classroom. For example, every student wants to improve their accuracy but not every student likes being corrected. Another common problem is that students and teachers often disagree on the amount of error correction that there should be in class. As should be clear from these two examples, for most teachers today it is not a case of deciding whether there should be error correction or not, but the much more difficult task of getting the amount of error correction just right for each individual level, age group, nationality, personality type, learning style etc.

We tried to investigate some approaches to Karakalpak learners errors in teaching productive skills. The Common European Framework of Reference (CEFR) is an indispensable tool for the realization for the New PreSETT programm in the Higher Educational institutions of our Republic. It offers guidance for teaching, learning and assessment of languages for communication purposes.

Speaking has always been one of the most difficult skills for learners to develop because it requires them to produce the language which most of the time, spontaneously or without enough time to construct the appropriate and correct utterances. English language learning is a process where all aspects of English (listening, reading, writing, speaking, vocabulary, and grammar) are interconnected. Consequently, in order for learners to develop their speaking proficiency, all aspects of languages must be involved. Due to a lack of English exposure in non-English speaking countries, most learners do not have sufficient opportunity to improve their oral proficiency in English. Language teachers usually hold the most authority to correct learners' errors, especially regarding the fact that learners value and expect teachers' feedback on their work. However, to most language teachers, correcting students' speaking and writing errors is one of the

most frustrating tasks because it has more potential for subjectivity due to individual variables such as background knowledge, pronunciation, and spontaneity as influential parts [6,23]. Therefore, error correction should be done appropriately; lest, it will discourage them from practicing the language.

There has been much discussion on errors and their correction in the foreign language classroom because of the fact that the attitudes towards errors of both teachers and students differ, as well as error correction diverge depending on the approaches that are applied.. In spite of many attempts of researchers and scientists to set a definition which still remains problematic, generally one can state that an error is the form of foreign language produced by a learner, which reflects his or her contemporary competence and which does not belong to the target language system.

The notions of feedback and correction are very often presented in terms of evidence, which is the information that learners receive about the target language and their attempts at reproducing it. The question arises whether error correction is needed and useful in the process of language acquisition. As the issue is rather controversial it has both proponents and opponents. One of the critical opinions is that very often error correction is unreliable, vague and ineffective [10;7]. The similar statement is presented by Truscott [10;6] who added that there is no proof that corrective feedback is helpful but teachers treat it as something always necessary in the language classroom. He also claimed that error correction is more of a hindrance rather than a useful tool. Some linguists, including Krashen [15;5] have believed that language is acquired unconsciously and learning it formally is of little use in later real life situations, that is why concentrating on formal correction is rather counterproductive.

Expert opinions on error correction have evolved over the years. Like sin, error is to be avoided and its influence overcome, but its presence is to be expected – Brooks [10;8] Error correction is a serious mistake because it puts students on the defensive and causes them to avoid complex constructions – Krashen [15;9]. You should tell students they are making mistakes, insist on accuracy and ask for

repetition – Harmer [25;10]. There is a place for correction, but we should not overestimate it – Ur [12;9]. Feedback on learners' performance in an instructional environment presents an opportunity for learning to take place – Larsen-Freeman [30;7]. Correction works best when done in context at the time the learner makes the error – Mackay

Actuality of the dissertation paper: This paper reviews errors on grammatical, lexical, and phonological aspects of written and spoken English with theoretical background and procedure of error analysis. It empirically through qualitative and quantitative method finds out the errors in pronunciation, grammar, articles, auxiliaries, and prepositions and also reflects the possible reasons behind the errors in written and spoken English. Finally, it provides some recommendations for effective remedial measures and feedback techniques for developing spoken English in the light of the theoretical and empirical findings of the research.

The object of the investigation is error correction methods and techniques used in teaching process at Nukus State Pedagogical Institute, feedback types given by teachers to students oral production.

The subject of the research is to analyze error correction methods and techniques used in English classes of 1st year students of English language and literature department.

The aim of the dissertation paper is to research and analyze the Error correction methods used in English classroom particularly Karakalpak learners errors in learning English, their reasons and consequences.

Novelty of the present work is defined by the choice of to research and analyze the Error correction methods used in English classroom particularly Karakalpak learners errors in learning English, their reasons and consequences and by concrete results of investigation.

To achieve the main aim we set up **the following tasks:**

- To overview the general problems of Error correction in teaching English ;
- To reveal the significance of error correction in teaching productive skills;

- To define nature of errors and ways dealing with them;
- To investigate Karakalpak learners errors in learning English;
- To analyze methods of error correction in productive skills;

To solve outlined tasks in this work various methods of scientific research are used:

Experimental method - using positive feedback and error correction in speaking and writing assessing classes during pedagogical practice;

Survey method – investigation of methodological materials and researchers' opinions in the field of problem of qualification paper work.

Data analysis method - questioning. This method aims at defining students' and teachers' attitudes and perceptions with regard to the effect of error correction on the quality of their oral and written output.

Methodological basis of research is Decrees of the President of Republic of Uzbekistan about development of languages, educations and sciences, the national program on a professional training, and also basic researches in the field of the Methodology of teaching foreign languages, in particular Principles of teaching foreign languages, Classroom Language and Classroom investigation.

The method and theory of our research work is based on the works of native and foreign researchers on error correction methods in the English, Uzbek and Karakalpak languages Bang, Y. Carroll, S., & Swain, M., Cathcart, R. L., & Olsen J. W. B., Courchêne, R., Shaffer, D, V.D.Arakin, A.T.Iriskulov, J.Jalolov, L.T.Ahmedova, A. Tajieva, D.Mamirbaeva, and etc.

The theoretical significance of the dissertation paper consists in contributing to the further development of error correction methods particularly Karakalpak learners errors in learning English, their reasons and consequences

The practical value of the work is determined by the possibility to use the research sources at lecture courses on stylistics of the English language, comparative stylistics of the English and Karakalpak languages and also at lecture courses of modern foreign literature, to familiarize a wide number of intellectuals and just interested people with the research findings through the research work.

The research work can be also used in propositions of teaching and methodological aids on Foreign language teaching.

The structure of the dissertation paper. The dissertation paper consists of Introduction, three chapters, conclusion and containing the list of used scientific literature, vocabularies and manuals.

Introduction contains the topicality, aims and main objectives, scientific novelty of the research work, its theoretical significance and practical value, the object and subject, sources of material are pointed out, the theoretical and methodological bases are described as well.

Chapter I deals with description of error and mistakes in linguistics. In this chapter we discuss and analyze the nature of errors, the role of errors and mistakes in developing speaking, types of Errors and their sources, error Correction in writing and some ways of error correction.

Chapter II we tried to investigate some typical errors of Karakalpak learners in learning English, some difficulties in Listening and Speaking, some difficulties occurring in listening comprehension, pronunciation problems of Karakalpak learners and Karakalpak learners Grammar mistakes has been discussed.

Chapter III error correction methods have been discussed. We analyzed such problems as new mistakes or the same old ones, error Correction in speaking activities. Also data collection and data analysis have been conducted

Conclusion presents the results of the research work. The list of literature includes 86 names. To sum up, the results of this study suggested a positive and favorable attitude toward error correction and positive feedback illustrated positive effects of the quality of Karakalpak students' oral output. The results of this paper provide to developing a clearer understanding of students' perceptions toward positive feedback and error correction.

CHAPTER I

LITERATURE REVIEW

1.1 Types of errors

Nowadays, in present day life , learning any foreign language is becoming more acceptable. But during learning process still learners and teachers face the errors which made the learners. And it is natural that if someone makes the mistake in learning process, but it is not good to correct his or her mistake on the spot.

Learners and teachers of foreign languages cannot pass it without making any errors during learning process.

It is necessary to begin our paper describing the definition of errors. Many language teachers believe that errors are inevitable yet indicators of the progress in language learning.

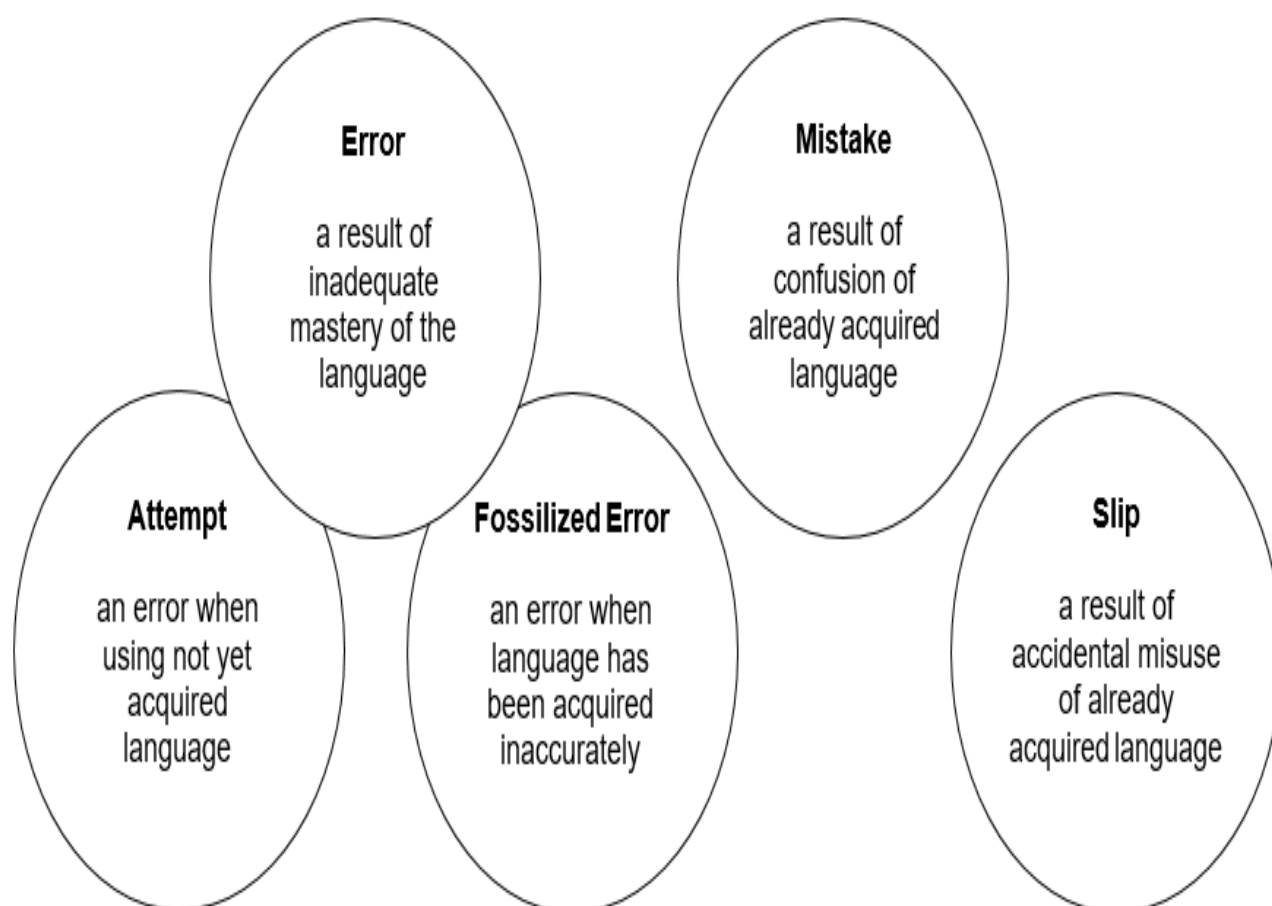
There has been much discussion on errors and their correction in the foreign language classroom because of the fact that the attitudes towards errors of both teachers and students differ, as well as error correction diverge depending on the approaches that are applied. According to James [3:6] language is said to be uniquely human, so an error is like-wise distinctive. But how can an error be defined? A typical definition includes the reference to the linguistic form which deviates from the correct one. However, what does it mean „correct“? The term is very often identified with the native speaker norm [5;7] which is, however, controversial because native speakers“ utterances vary too much and most of the language teaching takes place in a non-native context by non-native speakers. In order to analyze learner language in a proper perspective, it is crucial to distinguish between errors and mistakes. An error is a deviant form which results from lack of knowledge of a particular form and reflects a learner’s current stage in the interlanguage development [66;15]. It is an attempt to try something out, even though a learner does not have sufficient knowledge to produce a given form or item correctly. A mistake, however, refers to a learner’s temporary inaccuracy [66;25] and performance problems and takes place when a student is familiar with

the rule but an incorrect form appears because of inattention, fatigue, or as a result of a shift from the initial plan or intention during speaking. Mistakes manifest themselves as hesitations, slips of the tongue, random ungrammaticalities and other performance lapses [Brown, 1994]. In spite of many attempts of researchers and scientists to set a definition which still remains problematic, generally one can state that an error is the form of foreign language produced by a learner, which reflects his or her contemporary competence and which does not belong to the target language system. Errors happen when a learner doesn't have sufficient knowledge of the language. This could occur when they have never been exposed the language and make an error because they have no prior knowledge to refer to. These are known as attempts. Or errors could come from the language having been acquired incorrectly and as far as they are concerned they are correct. These are fossilized errors.

Slips are the opposite end of the error spectrum. Slips happen when a learner knows the language but due to the speed of conversation or other factors, they say or write something incorrect. These are often self-corrected or ignored. They even happen to native speakers when we mispronounce a word or mix up words in an idiom that we've used a million times. One interesting thing to note is that even at the highest bands of C2 level, Cambridge writing scales say that inaccuracies that occur as slips are perfectly acceptable. They are not something to be punished.

Mistakes happen when a learner forgets the language that they have already acquired. It's not that they don't have the language, it's that they haven't accessed it correctly. Typical mistakes would come from L1 influence and often involve the use of false cognates or word order. The over-application of L1 rules in L2 frequently causes mistakes. This could happen to native speakers too, especially children. The typical example is when they conjugate an irregular past verb incorrectly (e.g. teached) because they have learnt a new rule and they start applying it too much.

Table 1.1. Differences between terms: errors, mistakes, slips



In the process of learning and teaching a language an error has always been regarded as something negative, as a result, both teachers and students have adopted a repressive attitude towards it. Such a belief was supported by behaviourists, such as Skinner [1957] who perceived the process of language learning as a habit formation and an error as an obstacle which should be avoided because it caused the formation of bad habits. A different point of view was presented by Chomsky [1959] who claimed that language learning is not a mechanical process but rather a mental one where learners test some previously formed hypotheses against positive evidence. This cognitive process of rule formation may be modified by negative evidence, that is correction.

According to cognitivists a learner has its own language system, called Interlanguage [Selinker, 1972], which signifies a learner's contemporary stage of knowledge of the second language and it represents the continuum of stages that

characterizes a learner's progress [Ellis, 1994]. From this perspective, errors are the evidence of the development in the language learning process. Error making is stated to be an inevitable and necessary part of language learning [Dulay & Bart, 1974; Hendrickson, 1987], as it is a sign that the learner develops and assimilates the rules of language. Moreover, errors help teachers to verify what features of language cause students learning problems and tell how far towards the goal learners have progressed and, consequently, what is to be acquired [Corder, 1981]. A number of errors and the types of them serve not only as indicators of the proficiency level, but they also help teachers in applying appropriate steps to treat learners difficulties, as they are provided with feedback on the effectiveness of teaching materials and techniques adopted and receive information whether they can move on to the next item which is included in the syllabus. Corder [1967; 1981] highlights that teachers should not only notice errors but try to understand some psychological reasons for their occurrence as well.

Apart from the distinction between an error and a mistake, deviant forms can be ascribed to various categories depending on characteristics that are taken into account. A well-known taxonomy involves the specification of errors in terms of linguistic categories, in terms of the location of an error in the overall system of the target language "based on the linguistic item which is affected by the error" [Dulay et al., 1982; James, 1998, p. 104f]. Taking into account this criterion one can distinguish the following types of errors: phonetic, morphological, syntactic, lexical, semantic and pragmatic. In the process of identifying and describing errors, the division between covert and overt errors has been made where the former are said to be unquestionably ungrammatical at the sentence level, whilst the latter are grammatically correct but cannot be interpreted within the context of communication [Corder, 1973]. For example, "I'm fine, thanks." is a correct sentence but if it is given as an answer to the question of "How old are you?" it is a covertly committed error. Another criterion in classifying errors which has an influence on providing correction

is whether a deviant form impedes communication or not, in other words, whether a sentence is comprehensible or not. Such a distinction has been proposed by Burt and Kiparsky [1974] who defined a global error as the one which affects the interpretation of the whole sentence (examples are: word order, missing or wrongly placed sentence connectors, and syntactic overgeneralizations), and a local error as a type which affects a single element in a sentence. It is important to define an error, its source, a type, since it has a considerable impact on further decisions that a teacher has to make, namely, the decisions concerning corrective feedback.

Committing errors is an inevitable circumstance that occurs in human learning, including language [James, 1998:1]. Errors used to be recognized as the undesirable problems which teachers tried to prevent. The conception of an error as a negative output of language learning was based on the behaviorist theory of learning. The behaviorist theory, lying on Skinner's model, suggests that learning is a habit formation process, resulting from reinforcement [River, 1968:73]. Therefore, the external factors such as the teachers' input and the exposure to the native speaker environment played an important role in contributing to the learners' achievement in learning the TL. The reward for correct behavior and the punishment for mistake and error were employed in shaping the verbal behavior [Jones & Wheeler, 1983:326]. Recently, errors are differently considered as the sign of learning progress. This perspective is influentially based on the discussion of Chomsky [1986:23], indicating that children's development in the language structures are innate. The current conception of the foreign language learning is that the learners conduct hypotheses about the systematic rules in of the TL, test those hypotheses against the perceived information, and make adjustment accordingly [Hadley, 2001:101]. As a consequent, an error is perceived as the evidence resulting from the language learning process in which the learners use various strategies in learning a new language as well as test the hypotheses. Basically, an error refers to an identifiable alteration of the grammatical elements of a native speaker, presenting

the learners' competence in the target language [Brown, 2007:257-259]. Errors are viewed as the non- native outcomes of the learners' inadequate linguistics knowledge. Corder [1973] defined an error as "those features of the learner's utterances which differ from those of any native speaker" [p.260]. Lennon [1991] supported Corder's definition by referring an error to "a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers counterparts" [p .182]. In addition, errors in language learning occur systematically and repeatedly without any notice by the learners [Gass&Selinker, 2008: 102]. The errors are identifiable only by teachers or others who possess an accurate knowledge of grammatical system.

According to Ellis [1997:18], "Error can be described and classified into the types". According to Heidy, Burt and Krashen [1982:154], "Omissions are characterized by the absence of an item that must appear in well formed utterance". The example is John a new student (taken from Fauziati [2009:145]. The next is addition. "Addition is the opposite of omission, they are characterized by the presence of an item which must not appear" [Heidy, Burt and Krashen, 1982:156]. The example is in over here. "Misformation is characterized by the use of the wrong form of the morpheme or structure" [Heidy, Burt and Krashen, 1982:158]. The example is the dog eated the chicken. The last is misordering. According to Heidy, Burt and Krashen [1982:162], "misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance". The example is "what daddy is doing?" c. Explanation of Error Errors can be classified into two. The first is competence (errors). According to Ellis [1994:58], the sources are transfer, intralingual, and unique. The second is performance (mistake). The sources are processing problems, and communication strategies. There is the relationship between speech error and error analysis. In the micro skills, there is statement that produces fluent speech at different rates of delivery. It is related to speech error theory. The other statement in micro skill is using grammatical word classes, systems, word order, patterns, rules, and elliptical forms. It is related to

error analysis theory. So, criteria of speech error and error analysis include to micro skill of speaking and this research can be analyzed by speech error theory and error analysis theory.

Generally speaking, error correction is defined as a reaction to a speaker's utterance by someone who has made an assessment that the utterance itself or at least the part of it is linguistically or factually wrong. James [1998] regards correction as the improved version of what the first speaker aimed to say.

1.2. Sources of Errors

Errors are indispensable to the learning process but why learners make errors and why they find it so difficult to correct their errors. Brown [2000, p. 224] states that there are two main sources of errors, namely, interlingual errors and intralingual errors. Interlingual (Interference) Errors are those errors that are traceable to first language interference. These errors are attributable to negative interlingual transfer. The term "interlingua" was first introduced by Selinker [1972]. He used this term to refer to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language [AbiSamra, 2003, p. 5].

Researchers dealing with second language acquisition [Carder, 1974, Shovel, 2001] agree that one of the major causes of errors is language transfer. Yet, we can mention other related errors' sources as follow:

1. Language transfer or interlingua interference. In this type, errors are caused by mother tongue interference. Eg1. I followed him yesterday slowly in the street. (Karakalpak thinking: negative transfer from Karakalpak to English) E.g. 2: I received confidential information from the police. (Negative transfer from French to English)

According to Kavaliauskiene [2009, p. 4], transfer of errors may occur because the learners lack the necessary information in the second language or the attentional capacity to activate the appropriate second language routine.

Transfer is of two kinds: positive and negative. The transfer may prove to be justified because the structure of the two languages is similar – this case is called 'positive transfer' or 'facilitation', or it may prove unjustified because the structure of the two languages are different – that case is called 'negative transfer' or 'interference' [Wilkins, 1972]

2. Intralingua interference: this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge.

In addition, errors are also caused by the difficulty or the problem of language itself. According to Richards [1971], intralingua errors are also subdivided to the following categories:

a) Overgeneralization:

E.g: He can swim. Instead of saying: He can swim or He swims.

b) Simplification: (Redundancy/ reduction)

E.g.I studied English for two year. (Instead of years)

c) Communication base:

E.g: Using “air ball” instead of balloon (coinage)

d) Induced errors: Due to the teacher’s presentation of the material: E.g: as if= like. The learner will write the following sentence:

E.g: She cries as if the baby cries instead of writing: She cries like a baby.

d) Analogical errors: (started, goed)

E.g: He goed to school on foot.(Instead of saying went)

e) Ignorance of rule restrictions: the learner applies rules to context where they are not applicable (e.g. He made me to go rest through extension of the pattern "He asked/wanted me to go").

f) Incomplete application of rules: the learner fails to use a fully developed structure (e.g. "You like to sing?" in place of "Do you like to sing?")

g) False hypothesis: the learners do not fully understand a distinction in the target language (e.g. the use of "was" as a marker of past tense in "One day I was travelled.").

If we want to develop speaking skills effectively, we should be familiar with the following four stages that characterize the interlanguage development. The four stages are based on observations of what the learner does in terms of an error.

The first stage of random errors is a stage which Corder [1973] called 'pre-systematic'. Here, the learner is only vaguely aware that there is some systematic order to a particular class of items. Inconsistencies like "He cans speak French" occur. The second stage of interlanguage development is called 'emergent stage'. The most salient feature of this stage is the fact that the learner has already begun to internalize certain rules. This stage is also characterized by 'backsliding' in which the learner seems to have made certain progress and then regresses to some previous stage. The learner is not able to correct errors, even if these are pointed out by somebody else. The third stage is a 'systematic' stage. We can see that learners are able to correct the produced errors. The final stage is the 'stabilization' or 'post-systematic' stage. The linguistic system is complete enough and thus, attention can be paid predominantly to fluency practice. What is more, learners can correct their errors without waiting for feedback from other interlocutors. performance and postpone the correction of errors to final stages of language

It is also inevitable to remark that correction of speech errors is a complex phenomenon and many variables like age, educational background, level of proficiency, and interests of language learners should be taken into consideration. What is also of great interest to us are activities that learners are involved in. In case of fluency practice it is strongly recommended to sustain the flow of oral lesson.

Source of Error Clark and Clark [1977:271], there are three sources of speech error, as follow:

- a. Cognitive reason "People usually take longer time to produce sentences which deal with abstract things than concrete ones".
- b. Psychological or affective reason "When people are anxious they become tense, and their planning and execution of speech becomes less efficient".

c. Social reason “Speech plan seems difficult when conversation takes place under pressure”.

Richards [1974], for instance, states that two major sources of errors are interlingual errors and intralingual errors. The first one refers to errors caused when learners wrongly use the rules of their first language when they produce sentences of the target language. The second errors are caused during learners’ language learning process. The errors include overgeneralization, false analogy, etc. James [1998] proposes that there are four sources of errors which are interlingual errors, intralingual errors, communication strategy-based errors, and induced errors. Based on her study, Penny [2001] concludes that there are two major sources of errors: interlingual transfer and intralingual transfer. Likewise, Heydari and Bagheri [2012] also state that interlingual interference and intralingual interference are the two sources of errors committed by EFL and ESL learners. In Thailand, a considerable number of scholars also carried out the study to explore the sources of errors. Kaweera [2013], for example, concludes that there are two main sources of errors, namely interlingual interference and intralingual interference. The first one is a negative transfer of learners’ first language. The other one involves errors caused by learners’ incomplete knowledge of the target language. Later, Runkati [2013] and Rattanadilok Na Phuket and Othman [2015] propose the two sources causing errors which are interlingual interference and intralingual interference.

After studying and analyzing the research about errors committed by Thai EFL learners, another Thai scholar, Hinnon [2014] differently proposes that there are three sources of errors: Negative transfer of the mother tongue, limited knowledge of the target language, and the difference between words and sentence structures of the mother tongue and those of the target language. In summary, two major sources leading to errors made by EFL and ESL learners are interlingual interference.

1.3. Interlanguage and its role

An interlanguage is a type of speech or writing developed by people during the process of learning a new language, when the learner is starting to gain proficiency in the new, or “target,” language but has not mastered it. It is a distorted form of the target language that contains errors caused by inappropriately using aspects of the learner's native language while trying to speak the target language, incorrectly applying the target language's grammar or pronunciation rules or trying to express concepts in the target language by using more basic words the learner already knows. This is normal during the process of learning a new language. Every interlanguage is specific to the person speaking it and evolves as he or she continues to learn the target language.

Although they are both formed from elements of multiple languages, an interlanguage should not be confused with a pidgin or Creole language. Pidgin language is an improvised form of communication created by two or more people who do not share a language in common, while a Creole language is a language that originally arose from a mixture of different languages but has become a natural language in its own right, with children in the society where it is spoken growing up with it as their native language. An interlanguage, on the other hand, is always unique to a particular individual and is by definition never anyone's first language, as it is partially a product of a different language that the speaker already knows.

The American linguist Larry Selinker introduced the term interlanguage (IL), referring to adult second language learners who try to express meanings in the language they have learned, the so called target language (TL). The IL is characterized as a separate linguistic system that, however, contains elements and links to both languages, the native language (NL) and the TL (Tarone, 2006). This is due to the fact that in most cases, the utterances “of a second language learner [are] not identical to the hypothesized corresponding set of utterances which would have been produced by a native speaker of the TL had

he attempted to express the same meaning as the learner” (Selinker, 1972, p. 214). Consequently, most of the adult second language learners will never reach the same level of facility for the TL children with the TL as their NL have. Selinker states that a mere five per cent of language learners reach this state (ibid, p. 212). So why do children always succeed in acquiring their NL, whereas adult second language learners have problems learning a second language? This is what interlanguage research tries to find out: its goal is “to describe and explain the development of interlanguages and also to explain the ultimate failure of interlanguages to reach a state of identity with the target language” (Tarone, 2006, p. 747).

The interlanguage hypothesis aims at identifying the psycholinguistic processes that influence the learner’s language. According to Griffiths and Parr (2001) the significance of interlanguage theory lies in the fact that it is the first attempt to take into account the possibility of learner conscious attempts to control their learning. Furthermore, it is stated that the interlanguage hypothesis initiated an expansion of research (e.g. Robin 1975) into psychological processes in interlanguage development, with the aim to determine what learners do in order to facilitate their own learning, i.e. which learning strategies they use. Hence, Selinker supported Corders view of the significance and judged learner’s errors “as evidence of positive efforts by the student to learn the new language” (ibid, p. 248).

Selinker (1988) summed up that interlanguage utterances can be characterized by the following factors (ibid, pp. 47-48):

- (1) Whenever a learner attempts to express meaning in a second language, the utterances which he or she produces will not be identical with those which would have been produced by the native speaker of the target language (TL) (in attempting to express the same meaning).
- [(2)] Learner-produced L2 utterances will not be an exact translation from the native language (NL) but will be formed by a variety of learning and production strategies, language transfer clearly being a major strategy.

[(3)] Furthermore, some utterances (and some portions of utterances) may remain [fossilized] in learner speech and writing over time.

As stated in the third criteria, learner's interlanguage can also stop developing: a process which is called fossilization and will be the topic of the following chapter.

An interlanguage can also contain errors caused by knowing the target language's general rules but following them too rigidly. A non-native speaker might conjugate irregular verbs according to the rules of regular verbs, similarly to the way small children learning their first language often do. This can produce mistakes like saying "goed" instead of "went" or "you am" instead of "you are"

Language learners may also over-apply previous lessons about how the target language differs from their native language. For instance, while adjectives in French usually follow the noun, there are exceptions. *Petit*, French for "small," is an example of this. Once an English speaker has learned how French adjectives generally work, he or she might overgeneralize the knowledge and incorrectly refer to a small fish as "*un poisson petit*" rather than the correct *un petit poisson*. The particular way a learner incorrectly applies the rules of the target language depend on when and how they were learned in the first place. An English speaker who had not yet learned that most French adjectives follow rather than precede nouns would be unlikely to make a mistake like "*un poisson petit*," for instance.

Finally, an interlanguage can contain attempts to express things the learner has not yet learned in the target language, using his or her limited existing knowledge of it. This can involve vocabulary.

CHAPTER II

ERROR ANALYSIS IN LEARNING ENGLISH LANGUAGE

2.1. Definition of error analysis

Errors are seen as a systematic deviation made by learners who have not yet mastered the rules of L2. A learner cannot self-correct his/her errors because they are a reflective product of his/her current stage of L2 development. Whereas, mistakes are defined as a random confirmation slip caused by tiredness, excitement or other sources, and the learner can readily self-correct his/her mistakes. Error Analysis is one of the most influential theories of second language acquisition. It is concerned with the analysis of the errors committed by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors. For Crystal [1999,p. 108] Error Analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language. According to James [1998], EA refers to "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance". Another definition of error analysis is given by Brown [2000]. He defined error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner". As stated by Abi Samara [2003], Error Analysis can be viewed as "a type of linguistic analysis that focuses on errors committed by learners". Corder [1967] views errors as valuable information for three beneficiaries: for teachers, it clues them on the progress of the students; for researchers, it provides evidence as to how language is acquired or learned; for learners themselves, it gives them resources in order to learn.

Error signifies the deviation from a selected norm or set of norms. In case of ESL (English as a Second Language) errors are considered as being the result of the persistence of existing mother tongue habits in the new language. Though error

occurs in both receptive and productive activity, it is most readily noticed in speech and writing. The examination of the errors committed by the L2 students in both spoken and written medium is called Error Analysis (EA). According to Corder (1971) “the study of error is part of the investigation of the process of language learning. In the respects it resembles methodologically the study of the acquisition of the mother tongue. It provides us with the picture of the linguistic development of a learner and may give indication as to the learning process” (p.26) As a branch of applied linguistics, EA demonstrate that learner errors were not because of the learner’s native language but also they reflect some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as basic process of second language learning as what behaviorist suggested. On the other hand, EA deals with the learner’s performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. Therefore, the primary focus of EA is on the evidence that the learners provide with an understanding of the underlying process of SLA (Second Language Acquisition). It was Pit Corder (1967) who for the first time recommended error analysis for ESL/EFL oriented pedagogical activities. In one of his articles he pinpoints the huge potential for applying new hypotheses about how language is learned in the native language of learners to the learning of their target language. At this point he remarks “Within this context the study of errors takes on a new importance and will I believe contribute to a verification or rejection of the new”. In the same article Corder claims that learners’ native language(L1) is different from their target language (TL) in respect of motivation rather than any other facts. He conveyed that like a child adult learners too will inevitably learn a second or foreign language if they are exposed to the desired language data. He also postulates that at least some of strategies adapted by learners of L2 are appreciably identical with those by which L1 acquired. Having focused on the process of SLA, Corder turns to error in order to explain its role in the target language learning process. He says that at the time of learning a mother tongue, no one expects that a child would generate only

forms or expressions which according to adults are accurate or non-deviants. Actually adults interpret a child's inaccurate utterances as signals that it is in the process of acquiring language. It is very likely that erroneous forms would put forth the important evidences of its knowledge of its mother tongue at any point of its development. Different definitions of "error" have been developed from different stands in error analysis literature. Corder's definition of error can be said to be partly traced back to the Chomskian dichotomy between competence and performance. Where as a mistake is a random or non-systematic performance slip owing to memory lapse or physical state like fatigue or excitement and so on, an error is a systematic deviation made by learners who have not had a good command over the rules of the target language yet. Corder also added that errors are systematic and predictable; they can reflect learners' existing underlying knowledge of the target language development which he calls "transitional competence". Stvens [1969] theorized that, "errors should not be seen as mere problems to be overcome". Rather they should be taken as normal and inevitable features that signify the criteria that learners employ while acquiring the target language. He held that if one had examined a regular pattern of errors in the performances of all learners in a particular setting and if some of them had shown their progress through this pattern, one could have taken their errors to be proof of accomplishment in the target language learning rather than proof of failure.

To Ellis [1991] it seems awkward to focus on "what learners get wrong than on what they get right". Still he says, "there are 'good reasons' for paying good attention to errors and they are as follows. First, there is a conspicuous feature of learner language, raising the importance of 'Why do learners make errors?' Second, it is useful for teachers to know what errors learners make. Third, it is possible that making errors may actually help the learners to learn when they self-correct the errors they make" [Ellis, 1991, p. 15]. Finally, it is very reasonable to comment that, EA has made a substantial contribution to SLA research. And at the end it is clear that errors were not something to be avoided but were an inevitable feature of the learning process.

The result of error analysis can be used as an indicator of learning achievement and guidance of teaching. It can be used in the target language to predict the categories of errors which will be helpful not only developing teaching materials but also selecting authentic teaching methods in ESL/EFL context. According to Ellis, within the framework of EA, errors can be categorized according to psycholinguistic process [Ellis, 2001, p. 68-69] into two types:

- a) Inter-lingual errors
- b) Intra-lingual errors

Inter-lingual errors are those errors which can be "Errors". The mother tongue interference occurs in the areas of Syntax, grammar, lexis and pronunciation. For example, under the influence of Bengali language, English learners produce errors like- He go, Four cat etc. On the other hand, intra-lingual errors are errors those are caused as a result of interference from within the target language itself. These errors are also termed as "Developmental Errors". The following examples will clarify this: I goed to school.

He cutted the cake.

2.2. Pronunciation problems of Karakalpak learners

Phonetic difficulties appear because the phonic system of English system is different from that of other language. The following sounds present much trouble to beginners in learning the English language: [ə], [ə], [w], [æ][ʌ], [ŋ], [a:], [o:]. Such words as worked-walked, first-fast-forced, lion-line, tired-tide, bought-boat may also cause some problems in comprehension. The difference in intonation often prevents children from comprehending a communication. For example, Good' morning (when meeting); Good /morning (at parting).

The teacher, therefore, should develop his pupils' ear for English sounds and intonation.

One of the common factors that they find difficult is the pronunciation of another sound system. Learners find that their mother tongue influences their pronunciation of English. And also we can see some problems on consonant sounds. Especially Karakalpak learners will have some difficulties in the pronunciation of sounds which do not exist in the native language. For instance, /s/ and /z/ is considered confusable in usage.

The learners pronounce /s/ instead of /z/, so that a word such as peas is pronounced as peace. Consequently, the meaning will also be changed. And some consonants are written but not pronounced. This is either because they were once pronounced (knock) or come from a foreign language (psychology). [3] Initial position — kn — knock, knee, knife — ps — psychology, psychiatry End position — mb — lamb, climb, thumb — mn — condemn, autumn, column Besides, we have a lot of pronunciation mistakes in the consonant sounds /θ/ and /ð/. Differing these sounds are very difficult for Karakalpak learners too. Speakers often create a heavily voiceless stop /t/ instead of a voiceless fricative /θ/ in a word like thank. Apparently, they vocalize the sound /t/ based on their language since in elementary level learners the letter th is combined by a heavily aspirated /t/. So, the word three can be pronounced exactly like tree.

The results of experiment held among beginners in the English language learning show that process of pronouncing phonemes correctly should be accomplished in

three steps: 1) to pronounce consonant and vowel sounds which do not exist in the Karakalpak language separately. For example, consonants [ð, θ, r, w, f, v] and vowels [u, ou, ai, ue]. 2) to pronounce the words with voiced consonant at the end [b, d, g, v,]. 3) To pronounce “similar” consonants (consonants which exist in both English and Karakalpak languages) in phrases [m, g, b, s, z, n, d, p, t, k,]. [6]

Learning the pronunciation of some words are combined with the degree of easy and difficult sounds. That means some English sounds are difficult to pronounce. The teacher utters one sound and this way is named “saying speech sounds” and “listening sounds by elementary level learners” level. The learners should pay attention to the content of phrase and should understand its meaning of that new word or phrase.

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The teacher, therefore, should develop his pupils' ear for English sounds and intonation.

Another problems occurring in speaking is speed of speech. As English is not the native language, children cannot speak it as fast as their mother tongue. Learning to relatively accelerate English speech depends on the development of language aspects and training to speak.

When mastering English pronunciation students of the Karakalpak audience make a number of mistakes that are explained by the influence of the pronunciation habits of their native language. These mistakes are especially numerous when learning English vowel phonemes. It is known English according to the classification of A.A.Reformatsky belongs to Indo-European and Karakalpak - to Turkic languages. These languages, which are distant from each other, in the process of their historical development in sound terms, were significantly influenced by other related and unrelated languages. The choice of the topic of this work is due to the fact that in the process of teaching phonetics to Karakalpak students, it

turned out that the greatest difficulties in the vowel system are the setting and correction of the pronunciation of the vowel phonemes of the front row. Thus we interested not so much in the phonological typological comparison of the vocalism of the two compared languages as in the phonetic –methodological comparative analysis of a purely practical goal, namely, to reveal the typical mistakes of our students in the pronunciation of English phonemes and to indicate the most effective methods and techniques for overcoming difficulties. In English, there are four front vowel phonemes and in Karakalpak there is only one which presents pronunciation difficulties for Karakalpak students. Below are some techniques and methods to help students of Karakalpak auditorium formulate the correct pronunciation of English phonemes. There are two methods in teaching pronunciation. One of them is method of imitation and the other is conscious- analytical are distinguished. These two methods complete each other and both of are used by teachers in avoiding difficulties in pronunciation and error correction of Karaklapak students . The setting of English sounds should start with its pronunciation not separately but in combination with apical alveolar sounds.[ni:],[ti:],[di:].

The more effective is exercises “mini pairs” with translation.

[i:t] eat- кушать [it] it- он,оно,она.

[Si:t] seat сидение [sit] садиться

[fi:l] чувствовать [fil] fill заполнять

[si:p] sheep овца [sip] ship корабль

One of the effective practice is deviding English vowels with corresponding ones in Karakalpak language.

[i:t] eat- ийт

[bil] bill – бил

[ti:] tea –тий

[iz] is – из

[bel] bell – бел

[sæt]sat- сат

[men] men – мен

[in]- in – ин

[bet] bet –бет

2.3. Karakalpak learners Grammar mistakes

Grammatical difficulties are mostly connected with the analytic structure of the English language.

1. English is rich in grammatical homonyms, e.g.: answer – to answer, better – to better, work – to work and others.

2. Grammar errors omission of auxiliary verb to be: ОНЫН АНАСЫ МУГАЛЛИМ, АЛ АКЕСИ БОЛСА ИНЖЕНЕР -His mother a doctor and his father an engineer. But it must be translated into English as His mother is a doctor and his father is an engineer.

3. Grammatical tense forms in English and Karakalpak languages differ or they don't coincide.

“Ол Университетке киятыр” - this sentence denotes the action in process and it 'd be translated into English using Present Continuous tense. But there isn't any tense form in Karakalpak language like Present Continuous so students translate them as “He coming to the University“. It must be translated into English as “He is coming to the University”.

4. Omission of articles as far as there isn't any articles in Karakalpak language. “Ол китап сатып алды”. “He bought book” is erroneous translation . He bought a book.

Lexical difficulties are closely connected with the phonetic ones. Youngsters often misunderstand words, for they hear them wrong. For example, He worked till night – He walked till night. My cat is sleeping – My cat is slipping. The most difficult words for listening are the verbs with prepositions, such as: put on, put off, go on, go about, go along, go in, go at, go in for, call in, call for, call off, call put, etc.

You might expect learners of English whose native language is Karakalpak to make very different mistakes when writing and reading in English. In reality, while there are some mistakes that that are unique to a particular language speaker, there is a core of mistakes that ALL non-native speakers make. For example, speakers of virtually all the world's main languages will say something similar to I am here

since a week instead of I have been here (for) a week. We've focused on the most commonly made mistakes. Clearly, mistakes tend to vary from language speaker to language speaker, but there does seem to be a core of typical mistakes as I discovered by researching the books on typical mistakes. However, there are some areas of grammar that tend to be more idiosyncratic and these are:

- word order - i.e. the position of the main parts of the sentence: subject, verb, object; and also the position of adverbs
- prepositions

Word order and the use of preposition tends to vary massively from language to language, even languages within the same language group, and of course some languages don't even have prepositions.

Types of Corrective Feedback

1. Explicit correction. Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.

S: Economy of Uzbekistan is deVeLOPING .

T: stress isn't correct " We say DEVEloping."

2. Recast. Without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

S: My parents teachers ?

T: My parents are teachers. Good."

S: "I want eat."

T: "What do you want to eat?"(grammatical error)

3. Clarification request. By using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

S: "Can, can I made a card on the...for my computer?(multiple errors) little brother on the computer?"

T: Pardon? "Pardon?"

4. Metalinguistic clues. Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?", "That's not how you say it in Karakalpak," and "Is it feminine?").

S: Euhm, le, le éléphant. Le éléphantgronde.(multiple errors) "Uhm, the, the elephant. The elephant growls."

T: "Do we say theelephant?"

5. Elicitation. The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in English?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a...") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

S: "...Well, there's a stream of perfume that doesn't smell very nice..."(lexical error)

T: "So a stream of perfume, we'll call that a...?"

6. Repetition. The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

S: A girafe? (article error) "the giraffe?"

T: "The giraffe?"

2.4. Errors in speaking

Davis and Pearse [11] state that “errors are integral part of language learning and not evidence of failure to learn”. Many studies have indicated that errors are signals that learning occurs; in other words, errors indicate learners’ stage which reflects parts of lesson that have been understood and to be improved [27,13] . Error correction is defined as ‘a response either to the content of what a student has produced or to the form of the utterance’ [24] . However, considering the individual variables such as contexts, pronunciation, vocabulary, and spontaneity as influential parts in speaking, error correction in speaking is highly challenging and possibly perplexing. There are many factors to be carefully considered such as learners’ level, which errors to be corrected, when, and how to correct. To reiterate, it is emphasized that errors are inevitable in language learning; thus, appropriate error correction method is needed. A class observation in Speaking classes in Karakalpak State University will stimulate the discussion on how to correct errors in the communicative speaking class, mainly from participants’ profile and participants’ attitude toward error correction.

Errors and mistakes play a crucial role in the process of developing speaking skills.

On the basis of our teaching experiences, we would like to propose possible suggestions as far as correction of speech errors is concerned, taking into consideration motivation of language learners.

Firstly, we need to explain the difference between fundamental notions that are related to the correction of oral performance in a target language, so that the teacher can take adequate measures in the language classroom. The notions we bear in mind are ‘errors’ and ‘mistakes’. Errors are due to deviant competences or the result of ‘interlanguage’. In these cases, the learner’s performance truly accords with his competence which has developed characteristics different from those of L2 (target language) norms. Mistakes in performance occur when the user/learner is unable to bring his/her competences properly into action. (CEFR 2006)

When mentioning errors and mistakes, it is important to clarify the term 'interlanguage' as it plays a significant role in the process of speaking skills development. Interlanguage can be defined as the learner's momentary system of target language. It is a system that has structurally an intermediate status between the learner's mother tongue and target language. The term 'interlanguage' was used for the first time by Selinker in 1972. In order to understand its functioning, we need to be aware of the fact that it is dynamic in nature. It changes all the time as a result of our mood and other variables primarily connected with learners' personality traits.

2.5. Errors in writing

Writing is the most difficult skill in English, so most EFL students tend to make errors in writing. In assisting the learners to successfully acquire writing skill, the analysis of errors and the understanding of their sources are necessary.

Writing is a crucial component of language performances. English writing in both educational and professional settings is increasingly important in countries of non-native speakers of English [Leki, 2001:199]. Most university students are required to write a variety of genres of writing, including business writing, summaries, internship report, and research proposal. EFL learners often find that writing is a difficult task. One reason is that a good writing requires a text with complexity of syntax and morphology, a wide range of vocabulary, and a good command over conventional forms and over the means of signaling the relation of the texts [Cumming, 2001:3]. With all these details, the foreign language students find English writing is a difficult assignment. It is impossible not to make errors in writing. ESL students who wish to write well need help in understanding and avoiding mistakes in their writing. There are 4 main types of mistake in written language: spelling, punctuation, grammar and usage.

Spelling mistakes: English spelling is irregular and even many native-speaker adults have difficulties with it. Spelling mistakes do not usually prevent the reader from understanding what the writer is trying to say, but they can create a negative impression. For this reason it is advisable to try to remove them from important pieces of writing. Probably, the best way is to write on the computer and use a spellcheck. Diligent use of a dictionary is a good alternative. For high stakes writing, e.g. job applications, the piece should be given to a teacher to check over.

Extensive reading in English is a very good way in the longer term to learn English spelling patterns, so that mistakes are less likely.

Punctuation mistakes: ESL students need to learn certain aspects of the English punctuation system, such as the way to punctuate direct speech. In general, however, the most serious of punctuation mistakes are made not only by ESL students, but by native speakers too. These mistakes are due to the lack of a clear understanding of what a sentence is, and they result in fragments (incomplete sentences) or run-ons ('sentences' that do not end when they should).

Punctuation mistakes can often be spotted if the student reads the writing aloud. If a natural pause in the reading does not correspond with, say, a comma or a full-stop in the written text, then it is likely that the punctuation is faulty. Important writing should be given to a competent native-speaker to check.

Extensive reading, especially of non-fiction, both in English and the mother tongue, will help students understand the concept of the sentence as the basis of good writing.

More about sentence errors.

Grammar mistakes are the next type of error commonly made by ESL students. For example, learners often do not choose the correct English verb tense for expressing an idea or do not use it in its correct form. They may fail to use the articles (a/the) correctly, or place words in the wrong order in a sentence.

Some grammar mistakes are easy for learners to correct themselves, particularly if they read their writing aloud. Other grammar mistakes are not easy to find, however, because the learner simply does not yet know the correct way to express an idea in English. Looking in a grammar book will not often help in such circumstances - the best thing to do is to ask a native speaker to check the writing.

In the long term most grammar mistakes will disappear by themselves, particularly if the learner does extensive reading in English.

Practice correcting grammar mistakes

Usage mistakes are the final type of error often seen in ESL students' writing. A usage mistake does not break a grammar "rule", but is a word or string of words that a native speaker would never use to express the particular meaning that the ESL student is trying to convey.

Usage mistakes can often be more of a problem to the reader than grammar mistakes. The ESL student who writes My mother don't speak English or Then I putted beaker on tripod will be understood. On the other hand, the student who writes in a journal My mother has an arrangement with her operator today will not be understood to mean that his mother has an appointment with her surgeon.

It is usage problems rather than grammar problems in extended pieces of writing that immediately identify even the most proficient of ESL students as non-native speakers. Once again, the short-term solution to usage problems is to ask a native speaker to check the work; and the long term solution is to do lots of reading in English.

CHAPTER III.

ERROR CORRECTION METHODS

3.1. Error correction strategies

According to James [1998], it is sensible to follow the three principles in error correction. Firstly, the techniques involved in error correction would be able to enhance the students' accuracy in expression. Secondly, the students' affective factors should be taken into consideration and the correction should not be face-threatening to the students. Some scholars believed that teachers' indirect correction is highly appreciated. They either encourage students to do self-correction in heuristic method or present the correct form, so students couldn't feel embarrassed. Compare the two situations: Teacher: "No, listen, what does this word mean?"

(1) Student: "What means this word?"

(2) Student: "What means this word?"

Teacher: "What does it mean? Well, it is difficult to explain, but it means..."

It is obvious that teacher's remodeling in (2) is more natural and sensible than the direct interruption in (1).

Up till now, both the theory and the application have been illustrated, in the next section we are going to deal with both the significance and limitations of error analysis in language teaching and learning. There are several ways of correction that can be employed in the classroom.

Self-correction:

After the student recognizes what is incorrect in his/her response, s/he should be able to correct him/herself. Self-correction is the best technique, because the student will remember it better.

Peer correction:

If the student cannot correct him/herself the teacher can encourage other students to supply correction. This technique is to be applied tactfully, so that the student who originally made the mistake will not feel humiliated. In the case of errors,

it is useful if after peer correction the teacher goes back to the student who made the error and gets him/her to say it correctly. Edge (1990) mentions the following advantages of peer correction:

- It encourages cooperation, students get used to the idea that they can learn from each other
- Both learners (who made the error and who correct) are involved in listening to and thinking about the language
- The teacher gets a lot of important information about the learners' ability - if students learn to practice peer correction without hurting each other's feelings, they will do the same in pair-work activities. However, it may happen that whenever the teacher asks for peer correction from the whole class, it is always the same students who answer. In this case the teacher has to make sure that other students are involved as well.

Teacher correction:

If no one can correct, the teacher must realise that the point has not yet been learnt properly. In that case the teacher can re-explain the problematic item of language, especially if the teacher sees that the majority of the class has the same problem. There might be more repetition and practice necessary.

We must not forget that the main aim of correction is to facilitate the students to learn the new language item correctly. That is why it is important that after correction the teacher has to ask the student who originally made the error or mistake to give the correct response

As we have already pointed out, error correction can be a rather sensitive issue in case of all age groups. That is why it is inevitable for any language teacher to sustain interaction among students in friendly and positive atmosphere, where students' motivation is enhanced to a maximum degree (Ellis 1997).

- The student's natural interest intrinsic satisfaction
- Motivation by the teacher extrinsic rewards
- Success in the task satisfaction and reward

Intrinsic motivation

- Involves an interest in the learning task itself and also satisfaction being gained from task.
- Effective teaching must win the hearts and minds of pupils if the learning experience is to involve intrinsic motivation, curiosity, interest and a proper educational engagement useful way of eliciting students' interest is to pose a question or a problem at the start of the lesson.
- A task can afford a way of working that is satisfying, such as learning as part of a group in a social context. Active involvement and co-operation between pupils fosters enjoyment.
- Project work can act as a very important source of motivation through the degree of choice and control it offers to students in undertaking the work.
- Select topics that are likely to interest students, particularly if they relate to students' own experiences.
- Offering a choice can also elicit interest.
- Provide students with regular feedback concerning how their skills and competence are developing. Review: Show what you know, understand and can do - rehearse, practice and memorize.
- Draw their attention to what they can do and understand now compared with before the course of work began.

Extrinsic motivation

- Teacher praise is a powerful motivator although its effect depends on skilful use.
- Praise should be linked to students' effort and attainment, conveying sincere pleasure on the teacher's part and should be used with credibility.
- Well judged, consistent, frequent and targeted use of praise that identifies the individual or group's specific behaviour or attributes and celebrates them with positive unconditional language is very powerful.
- Indicate to students the usefulness, relevance and importance of the topic or activity to their needs.

Expectation for success

Teacher expectations can influence their behaviour towards students in ways that promote greater progress and produce a 'self-fulfilling prophecy' effect.

- Ensure the tasks are challenging and offer students a realistic chance of success, taking into account their ability and previous learning.
- 'Hook' what is to be learned to existing experience or knowledge to aid memory, help assimilate new learning and raise expectation.
- Expectations need to convey that the activities are worthwhile and of interest.
- Monitor students' progress closely providing quick and supportive feedback when a student has encountered major difficulties.
- High expectations which are too demanding will not foster greater progress.
- One of the best things you can do as a teacher is aid language acquisition through targeted and effective corrective feedback that embraces the concepts of noticing and demanding high while ensuring the advancement of learners' individual language systems.
- Everyone makes mistakes even while using their own L1. In the second language learning making mistakes is a natural part of the learning process. The correction of the mistakes is a very important element of the teaching/learning process, therefore, teachers need to make informed decisions about what, when and how to correct their students to improve their speaking for fluency skills and not discourage them from the speaking. In this part of our dissertation paper, we will present a number of useful techniques which will smooth the correction slot pressure.
- Basically, error correction can be divided into two categories: Immediate correction (on-the-spot correction, when students get an immediate, individual correction in the context) and Delayed Correction (correction doesn't interrupt the flow of the fluency-based task).

Delayed correction

- This technique is one of the most effective ones since the teacher doesn't interfere in the speaking flow and lets the students finish up their mind. The idea is that the teacher monitors the learning during a speaking activity and collects the errors (grammar, lexical, pronunciation) by noting them in a notebook. The teacher needs to be selective and jot down those mistakes which are closely connected with the lesson topic, impede communication or are repeated mistakes. Mistakes referring to the topics which haven't been studied or minor mistakes which don't obscure the meaning shouldn't be given notice of.
- After the activity is over the teacher boards the sentences which contained mistakes, divides the learners into pairs and asks to correct each sentence. They write their versions on pieces of paper, give them to the teacher who jumps through the answers of all pairs and decides the winning pair. Afterwards, the correct answers are discussed open class. In this way, the students will not feel very stressed about being corrected and actually, the error correction slot will turn into a competition. Moreover, students enjoy analyzing the errors and working out the right answers with their peers. Moreover, you can write down on the board not only sentences with mistakes but also ones with good grammar or vocabulary usage. In this case, a teacher asks students to find and correct incorrect sentences.
- An alternative to delayed correction is when the teacher boards sentences which contain mistakes and asks the students to divide them into two columns where in the first column they must include the mistakes which lead to misunderstanding and in the second column those mistakes which are slight and don't give rise to any misunderstanding in the communication. In this way, the teacher shows to the students that making mistakes is quite a natural part of the language learning process and not all mistakes must be corrected.
- You can use grammatical terminology to make students identify the mistake. Use this technique with more high-level students who know grammatical terms.
- "You used the wrong tense",
- "You need an adverb, not an adjective"

- “Can change that into the passive?”
- “Say the same sentence, but with the comparative form”

Facial Expression and Body Language

- In many cases when the teacher wants to point to the mistake on the spot he/she may use facial expressions or body language.
- tilt your head to one side or frown slightly to make the students understand that not everything is ok with their response/speech. In this way, you give them the chance to self-correct
- point the thumb backwards showing that the sentence must be used in the past tense form or that there is a mistake in the usage of the past tense.
- point to the posters or any other visual in the classroom which contains the right answer. I had a number of great posters with idioms, use of prepositions, functional language use and so on. In case, when I was spotting a mistake related to those language items I was pointing to one of those posters for students to self-correct and students were able to notice their mistake quite successfully.

Echoing – Repeat what they have said

- This can mean repeating the whole sentence or one section of it including the wrong part with an increasing intonation.
 Student: “The man GOED to the shop. ”
 Teacher: “The man GOED to the shop?”
 Student: “Went to the shop”.
- You can also repeat the sentence up to the wrong part or the sentence with the wrong part missed out (with maybe a humming noise to show the gap that should be filled). In this way, the teacher illustrates that there is an error and gives some hint as to which bit is wrong by using a questioning.

Recast or Shadow correction

- A recast is a corrected answer given by the teacher to a student who has made an error. The teacher effectively repeats what the student has said but in a corrected form.

- Teacher: “What did you do yesterday?”
- Student: “I GOED to the shop. ”
- Teacher: “Oh, you WENT to the shop yesterday”.

Self-correction

- Sometimes, students don't need much help at all but just a chance to do it again. In such cases, when you spot a mistake you can just ask them to repeat the sentence again. A lot of students enjoy self-correction and if they finally come up with the right version of the sentence/language item they have a feeling of accomplishment and get better at language awareness.
- “One more time (but think about the grammar more this time”
- “Give it another go”.

Error correction is necessary to prevent fossilization, over-correction could be demotivating. This means that teachers need to be selective. For this reason, they can even agree with the students on what type of mistakes they need to be corrected for.

3.2. Data collection and data analysis

This study addressed the following research question:

What are the Nukus State Pedagogical Institute English language and Literature Department students' attitudes and perceptions with regard to the well balanced use of error correction in teaching productive skills.

Participants

The participants of this study were comprised of thirty 1st year students of Nukus State Pedagogical Institute .

These students were both males and females, ranging from 18 to 24 years of age. They had registered in the course of Listening and Speaking , in which they had to extensively produce spoken language via short presentations lectures, summaries and oral communication.

Instrument

The instrument used to elicit information on students' attitudes regarding error correction was a questionnaire developed by us. The questionnaire consisted of two main sections, each of which encompassed certain related questions. The questionnaire consisted of two main sections, each of which encompassed certain related questions. The first section contained eight demographic questions/statements about the participants of the study. The second section addressed the research question of the study to examine the students' general views on classroom oral error correction. These views included: whether or not student errors should be corrected; whether or not the teacher should correct all errors of speaking even if they interrupt communication; whether or not the teacher's positive feedback lead to improvement of their speaking and whether or not they think that their speaking would be less accurate if the teacher had not given positive feedback.

The students were asked to indicate their degree of agreement or disagreement with four different statements.

Response options were coded on 5-point scales, starting from strongly disagree to strongly agree.

The students who took part in this study attended 8 hours sessions in the Listening and Speaking class for a whole month. At the beginning of the term, the teacher explained the benefits of error correction and instructed the students indirectly on the way their erroneous oral language productions will be given positive feedback by the teacher using restatements of their erroneous oral output. During other instructional sessions, the students had to make presentations on pre-specified topics, present summaries of previous stories covered in the class and participate in class communicative discussions on various topics. During all these activities, the teacher tried to supply students with positive feedback. The questionnaires were completed by the sample at the end of the month. The purpose was to elicit their viewpoints about positive feedback in the developing speaking skills and compared and contrasted it to other strategies. The students of this study answered four main categories of question with regard to their perceptions about the effectiveness of error correction and using positive feedback on their oral output.

Table 3.2. Responses of the students to the 1st question

1. I want my teacher to correct my errors when I speak in English		
	number	percentage
1. agree	11	6.66%
2 strongly agree	13	93.34%
3 – disagree		
4 – strongly disagree		
5 - no idea		

The first question category elicited information from the participants to see whether or not they agreed that the teachers should correct their speaking errors.

As illustrated in table 2, 93.34% of the students stated that they agreed or strongly agreed that teachers should correct the students' errors when they are speaking in English. The potential reason that the participants of this study may have had for their tendency toward error correction can be their willingness to be accurate users of the English language. It was observed during the semester that when they were involved in speaking, they were much concerned about producing accurate sentences or other linguistic forms. This desire on the part of the students for accuracy in their oral output encouraged and motivated their positive attitude about error correction in their speaking activities.

Table 3.2. Responses of the students to the 2nd question

2.The teacher should correct all errors of speaking even if they interrupt communication		
	number	percentage
1. agree	12	28,5%
2 – strongly agree	17	34,2%
3 – disagree	5	18,5%
4 – strongly disagree	5	18,5%
5 - no idea	1	0,55%

Referring back to table 2, it was observed that 62.45% of the participants agreed or strongly agreed that all errors in speaking should be corrected even if the corrections

interrupt their flow of communication. The logical interpretation for this standpoint can be the students preference for accuracy over fluency, or at least parallel attention to accuracy and fluency at the same time. This incorporates that these EFL students have awareness toward their learning process and, in contrast to many generally accepted viewpoints, do not sacrifice accuracy for fluency.

Table 3.2. Responses of the students to the 3rd question

3.I want my teacher doesn't interrupt me while speaking English		
	number	percentage
1. agree	20	90%
2 strongly agree	10	10%
3 – disagree	0	
4 – strongly disagree	0	
5 - no idea	0	

The third question category elicited information from the students to see whether or not they want their teacher interrupt them while speaking English think that most of students do not want to be interrupted while speaking English.

Table 3.2. Responses of the students to the 4th question

4.My teacher's restatements of my erroneous productions lead to improvement of my speaking		
	number	percentage
1. agree	20	90%
2 strongly agree	10	10%
3 – disagree	0	
4 – strongly disagree	0	
5 - no idea	0	

As shown in the table 1 , 93.63% of the participants reported that they either agreed or strongly agreed that when their teacher corrects their errors with restatements, their speaking ability improves. The justification for this finding is that when the language learners are stopped by a restatement of their production, the chance for self monitoring escalates. As a result, they will face an opportunity to reformulate or modify an erroneous form during the learning process in their speaking. This can help the learners to notice their errors and further, to correct them. This will lead to a general improvement in learners' oral output.

Table 3.2. Responses of the students to the 5th question

5. I think my speaking would be less accurate if my teacher had not corrected me.		
	number	percentage
1. agree	20	90%
2 strongly agree	10	10%
3 – disagree	0	
4 – strongly disagree	0	
5- no idea		

The 5 th question category asked whether or not the students oral output could be less accurate if they were not corrected by the teacher. In this regard, 72.02% of the participants reported that they either agreed or strongly agreed that if they were not corrected by the teacher their oral output would be less accurate. This finding conform with the idea that error correction in general and positive feedback in particular, are effective means through which accuracy can be enhanced and oral output can be improved.

Table 3.2. Responses of the students to the 6th question

6. My teacher's positive feedback on my oral productions lead to the development of my speaking skills		
	number	percentage
1. agree	20	90%
2 strongly agree	10	10%
3 – disagree	0	
4 – strongly disagree	0	
5- no idea		

These acts can touch boost students' confidence. A teacher's response of 'That's wrong!' will make them focus on the errors and not the revision. On the other hand, constructive comments like 'Do you mean _____?' and sincere compliments such as 'That is interesting' or 'What a clear explanation' will add participants' willingness to improve. In short, if teachers can highlight participants' progress, they can neutralize the negative emotions created by the corrections on fluency, grammar, pronunciation, and vocabulary.

Table 3.2. Teacher's positive feedback to the learners errors

1. A Teacher's positive feedback on our oral productions is usually given after our performance speaking		
	number	percentage
1. agree	18	78%
2 strongly agree	8	18%
3 – disagree	4	4%
4 – strongly disagree	0	

5- no idea		
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Teacher should provide students with regular feedback concerning how their skills and competence are developing. In this case 65 % agreed or strongly agreed that a teacher's positive feedback on their oral productions is usually given after their performance speaking

Table 3.2. Teacher's positive feedback to the learners errors

8. A teacher's positive feedback on oral productions encourages developing speaking		
	number	percentage
1. agree	20	90%
2 strongly agree	10	10%
3 – disagree	0	
4 – strongly disagree	0	
5- no idea		

If students want to go forward, to improve speech making, they'll realize receiving feedback is vital. The teacher doing the rating will actively listen and watch the speech evaluating each element. The final assessment will generally show a range (up and down the scale) over most of the aspects. Therefore a speech can be seen to be 'good' in some areas, 'excellent' in others and perhaps 'fair' in one or two.

3.3. Results of questionnaire

The students of this study answered four main categories of question with regard to their perceptions about the effectiveness of error correction and using positive feedback on their oral output.

This study was designed to figure out the Karakalpak EFL learners' general attitudes and preferences toward the effect of positive feedback on the quality of their oral output. The results indicated a positive attitude toward positive feedback as one strategy in developing speaking. Most of the students reported that they want their teacher to correct all the oral errors after their speech. In addition, the findings suggested that the students insist on the quality of their oral output by weighting accuracy more than fluency. The results indicated that they prefer to have positive feedback which encourages developing speaking. Besides, they maintained that extensive error correction in the form of constructive feedback by the teacher, had improved the quality of their speaking. Furthermore, they believed that if their errors were not corrected in the form of restatements, their oral output quality would have decreased because their productions would have been less accurate. To sum up, the results of this study suggested a positive and favorable attitude toward error correction and positive feedback illustrated positive effects of the quality of Karakalpak students' oral output. The findings of this study provide to developing a clearer understanding of students' perceptions toward positive feedback and error correction. Further studies on the topic at hand are needed to verify the results of this study.

Results of questionnaire to teachers

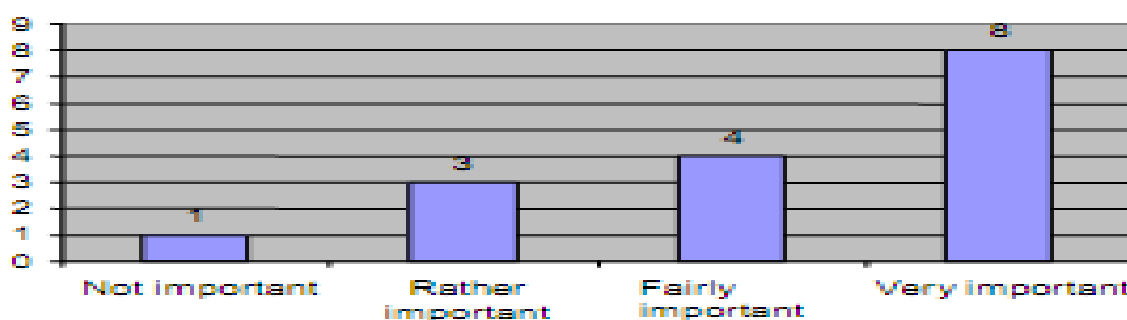
The purpose of our research was to investigate what error correction methods are effective in PreSETT groups of Nukus State Pedagogical Institute. The research answered the questions: if teachers find oral feedback effective; how do teachers use oral feedback; when do teachers use different approaches.

I handed out our questionnaire to a total of twenty teachers who are teaching English at the English language and literature department of Nukus State Pedagogical Institute; and received sixteen answers which corresponds 80%.

Considering that this was at the end of the semester and most teachers were busy marking students' papers and thinking about grades, we think this percentage is satisfactory. The questionnaire contains fourteen questions. Question numbers 3, 4, 5, 6, 7 and 11 will answer if the teachers think that feedback is important at all and what approach they prefer. These questions helped me determine if teachers in the university use oral feedback when they correct their students' oral mistakes and which approach they find most useful. Question numbers 8, 9, 10, 12 and 13 helped me determine when the teachers use different feedback approaches and if that depends on the error made by the student. Question number 1, Question number 1, considering if the teacher is a male or female, is not dealt with as the number of questionnaires answered was so small and it would therefore not be possible to prove if male teachers prefer and use other feedback approaches than female teachers do.

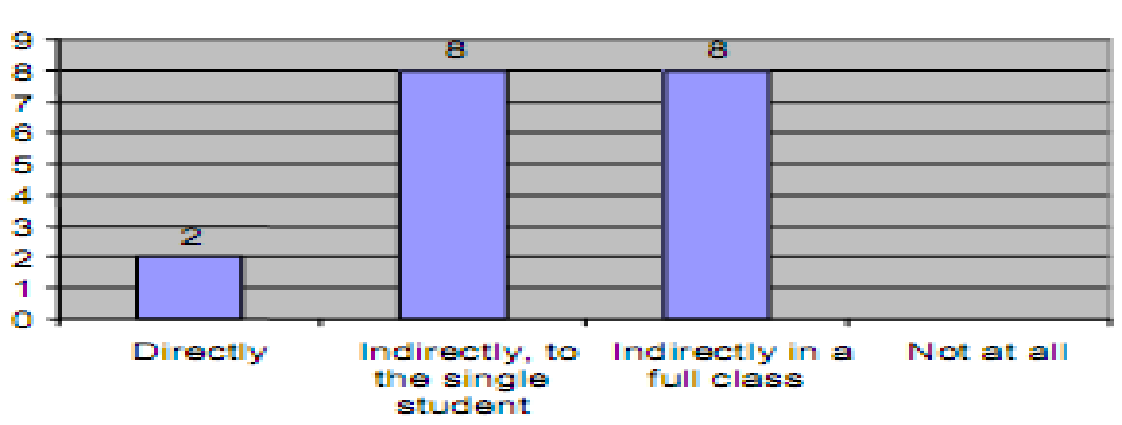
Oral feedback was very important for eight teachers, while one teacher did not think it was important at all (question 4) (see chart 2). The most important reasons for giving feedback, according to the teachers, were to confirm that they have understood what the student has said. Some teachers also commented that it depended on the situation, if feedback was important or not. The teacher who answered that feedback was not so important commented that s/he usually takes notes when the students speak and instead, s/he always gives positive or negative feedback when working with students in groups of three or four students at the time.

Table 3.3.The questionnaire to the teachers(question 4)



Most teachers prefer to give oral feedback indirectly later on to the single student or indirectly in a full class activity (question 6). Only two teachers prefer to give feedback directly. Three teachers marked that both types of indirect feedback was useful depending on situation and student. One teacher did not mark any alternative at all even though he/she thought oral feedback was important.

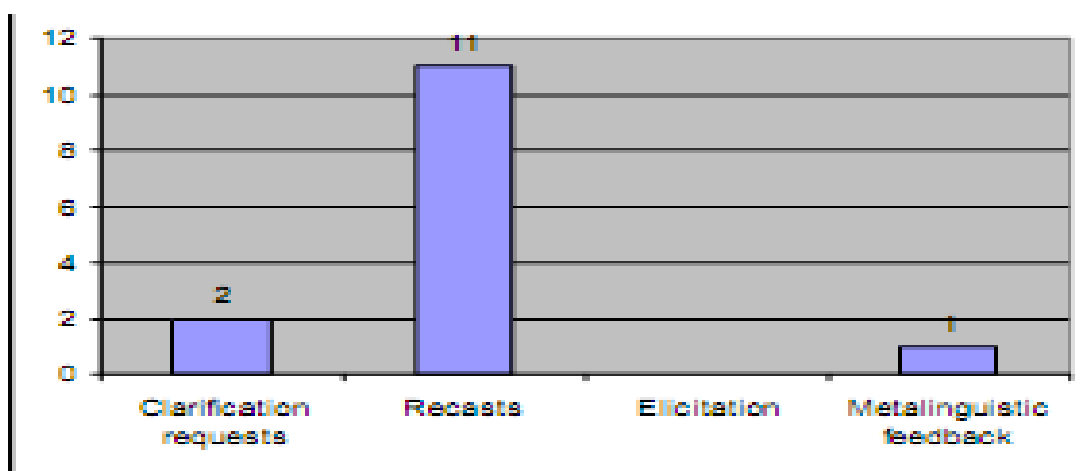
Table 3.3.The questionnaire to the teachers(question 6)



Seven teachers answered that a meaning-focused teaching approach is the approach they find most useful and only one teacher said s/he used a form-focused teaching approach (question 3). Eight teachers filled in that they preferred a mix of both approaches. According to one of the teachers who uses a mix of the two approaches, a meaning-focused teaching approach can be useful to start with and when s/he is sure that the student has the courage and self-confidence s/he focuses more on correctness.

When a teacher uses a meaning-focused teaching approach, the most useful way of correcting the student would be to use clarification requests or recasts. On the other hand, if a teacher uses a form-focused teaching approach, elicitation or metalinguistic feedback is more useful. Most teachers prefer to use positive (question 7). The chart below shows which approach different teachers prefer. Two teachers did not mark any alternative, which means that there are only fourteen answers to this question.

Table 3.3. The questionnaire to the teachers (question 7)

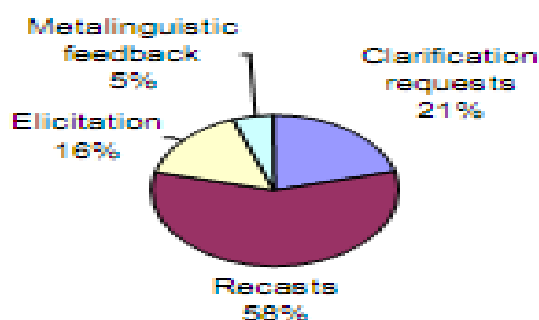


When asking what type of feedback will produce the best student uptake, I received mainly two different answers as well as a lot of comments (question 11). Seven teachers thought that positive was the approach that would give the best student uptake. A reason given by one of the teachers for choosing this approach is that it does not embarrass the student. Two teachers answered clarification requests. The rest of the teachers answered that it depends on the situation, the specific student and his/her learning strategies and what the teacher is commenting on. Some of the teachers also pointed out that a mix is needed.

The charts below show when teachers prefer to use different feedback approaches (questions 8, 9 and 10). When correcting, or giving feedback on grammar skills the most commonly used approach is recasts (35%). Clarification requests and metalinguistic feedback is also used quite often (25% each), while elicitation is not so frequently used (15%).

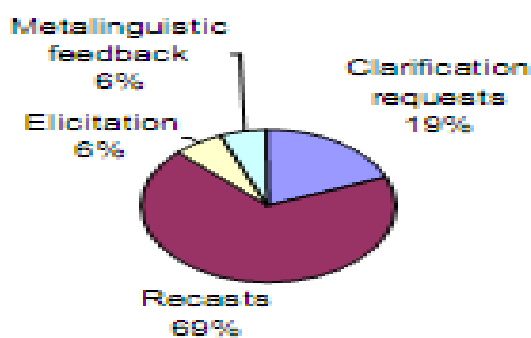
More than half of the teachers (58%) prefer to use recasts when focusing on vocabulary mistakes. Some of the teachers also use elicitation (16%) and clarification requests (21%) and only 5% use metalinguistic feedback (see chart 7).

Chart 3.3.The questionnaire to the teachers(chart 7)



The answer to the question as to what approach the teachers prefer to use when focusing on pronunciation is very clear. 69 % answered recasts and 19% answered clarification requests, while almost no one uses elicitation or metalinguistic feedback (6% each) (see chart)

Chart 3.3.The questionnaire to the teachers(chart 8)



In response to question number 12 there were a lot of suggestions regarding factors which influence the students' uptake. Factors such as response from classmates, comfortable learning situation, size of group, type of tasks and how much English is spoken in the classroom, were mentioned. Also personal factors such as attitude, expectations, ambition, intelligence, social security, alertness, self-

confidence and encouragement were referred to as being important for any uptake to occur.

Almost all the teachers answered that they almost always adapt the type of oral feedback depending on the needs of individual students (question 13). Some teachers pointed out that when there are many students in each class, it takes time to get to know each individual student, which means that it is not possible to vary the type of feedback until you know the specific student well enough. Finally I asked the teachers to give comments regarding oral feedback in the second language classroom (question 14). Some teachers pointed out the importance of making it natural to write another language and to make the students feel confident in the classroom. It is also important to remember that each student is different. Another comment was that feedback should always be encouraging and constructive.

There are three classifications of error found in the data. They are speech error, lexical error, and grammatical error.

1. Speech Error

There are nine types of speech error according to Clark and Clark theory(1977:263). In this research, the researcher only finds eight types.

a.Repetition

Repetition occurs when the speakers produce speech sound and the speakers repeat one or more words before they finish their sentence, such as turn on the heater/the heater switch. The researcher finds 58 utterances containing repetition. There is an example of repetition “What do 8 you/what do you call today?” According to this question, the speaker repeats the words what, do, and you. After repeating the words, the speaker completes the question.

b.Unretraced

Unretraced occurs when the speaker getting wrong in their speech, and they try to repair their sentence by correcting one word or more words, such as turn on the stove/heater switch. The researcher finds 9 of unretraced. The example of unretraced“Let our start the expressing apologize informal is/are.9

e. Filled Pause

The speaker produces speech sounds, and in the speech sound there is a gap filled by ah, er, uh, mm, such as turn on, uh, the heater switch. The researcher finds 43 of filled pause. The example is “So it likes just, ee, an elaboration”. In the middle of the sentence, the speaker stops for a second, but it is not silent. The speaker fills it by producing sound “ee”, and then she continues her sentence.

f. Silent Pause

Silent pause occurs when the speaker take a second or more between words. The speaker thinks the next word or forgetting the next word. So, the speaker keeps silent for a second to produce the next word such as turn on the // heater switch. There 21 of silent pause in data. There is a sentence of silent pause. “I have some // exercise for you”. After the word “I have some”, the speaker stops and keeps silent for few minutes. Then the speaker completes the sentence by saying “exercise for you”.

g. Stutters

Stutter occurs when the speaker repeats same sound rapidly, such as turn on h – h – h heater switch. There 4 of stutters in data. The example is “ec- ec-ec each person one”. The speaker repeats the word “ec” rapidly. After repeating the word “ec”, the speaker can produce the sentence fluently.

h. Slip of The Tongue

Slip of the tongue occurs when the speaker slips in their sounds, words, or the other, such as turn on the sweeter hitch. The researcher finds only 1 utterance containing slip of tongue. There is the example of slip of tongue “This material today in it invitation”. The speaker tries to speak “is”, but in the end of the sentence is the word “invitation”. The speaker produces the speech unsuccessful. The word “invitation” influences the word before. So, the sounds “is” become the sounds “in” and “it” and the speaker gets slip.

CONCLUSION

The present study aimed at analyzing errors committed by Karakalpak EFL students when they produced pieces of writing in English, and to seek for the sources that lead to the errors. The findings showed that the students made different types of errors due to four sources: interlingual interference, intralingual inference, limited knowledge of English grammar and vocabulary, and their carelessness. From these findings, limited knowledge of the target language may be the major source leading to other sources since having very limited knowledge of English, the students turned to rely on their first language. This can result in errors that could cause written miscommunication. Teachers, hence, should consider the differences between vocabulary and grammar knowledge of English and those of students' first language. Last, but not least, the researcher would like to emphasize that errors found in EFL students' writing are not wrong, but useful tools to help EFL students make fewer errors and write better in English.

Some pedagogical recommendations can be given in order to reduce the number of errors committed by the students in their English, in particular, written and spoken English. These are discussed below. The first thing is that the teachers should often remind the students that they should think in the target language norms when they are using it (in Speaking or Writing). They should do so in order that they do not bring any feature of their mother tongue. The instructor or the teacher should explain the reason of the ungrammaticalness of some construction. The good thing would be that the teacher has a good command of the target language. In addition, s/he should have a working knowledge of the first/ native language of the students. Error analysis is associated with a rich and complex psycholinguistic view of the learner. In order to improve teaching, the teachers need to explore the learners' psychological process in language learning so that they can enhance their understanding of learners' errors. So, teachers should emphasize on four skills of language (Reading, Writing, Listening, and Speaking) equally. They should advise their students to preserve in studying

English. There will be a time when they will be well- exposed to the language through the various language skills. Only then through this process the possibility of committing errors can be minimized. Like the students, teachers should also speak in the target language as much as they can. Teachers should help the students in writing more creatively by providing them idea about different topics and various grammatical structures and vocabulary items. They should encourage the students to speak by giving some situations and helping them in carrying on interaction. Besides teachers should make constructive criticisms which would motivate the students to work with language. Over- consciousness (or what Krashen termed as “Monitor Over-users” in his Monitor Model theory/ hypothesis) on correctness hinders the learning process and flow of speaking and writing. This thought of correctness produces a kind of fear in the minds of the students. So, students should have an environment in which they can think freely. They have to be inspired by the teachers when they are writing something or when they are speaking. The teacher should be a close observer. While involving the students in group discussions, a writing session, or role playing the teacher should observe and later make corrections with explanations. The right attitude of the teacher is important for the students who are grappling with the complexities of English Grammar, vocabulary, pronunciation, and spelling. The language is difficult enough; it should not be made more difficult for them. The teacher should try to explain the rules, structures, or forms of the target language in the easiest way. The majority of the teachers of the department of English are non- native speakers. They should try to acquire native like competence as much as they can. It should be done in order that the students can follow them directly. Teachers should ensure the all-round language development of the students. They should not spend too much time on only one or two of language skills to the detriment of others. Teachers should allot extra time for their students to teach pronunciation by using phonemic chart, places of articulation, manners of articulations, forces of articulation, and figure of organs of speech. Besides, teachers should help the students in using the articulatory organs while pronouncing sounds. For writing,

teachers should teach the students only those issues in which they are found to be weak. This would be done group wise. Teachers should follow and should advise the students to follow the IPA transcription of every word from dictionary of pronunciation. They should also advise them to practice memorizing and writing spelling of words. Students should be advised to listen to good English from whatever available source like Radio, Television, Native speakers, and good local speakers of the language and write down in accordance with the record. Practicing diction would enhance their listening and writing power. Teachers should encourage students to practice English (writing and speaking) both in classroom and in the dormitory. Some programs like preparing Wall Magazine, Essay Writing competition, Evaluative Writing (one student will check another's script) can be introduced for the betterment of their linguistic ability. There are times when teachers might be busy. During that time, the first year students can take help from the senior students. For active participation in both the class activities and outdoor activities, a kind of friendly environment is needed. Teachers should come forward to create such an environment for the students. As a result, the anxiety and fear of the students will be reduced. As students appear to be sensitive to fear of making mistakes, teachers should encourage the students to have the confidence in the skills. Furthermore, as a positive response to students' concern over the harsh manner of teachers' error correction, teachers' selection of error correction technique as Horwitz et. al [63:131] recommended, should be based upon instructional philosophy and on reducing defensive reactions in students. Teachers need to impress upon the students the importance of including the reading habit which helps the students to learn the correct spelling as well as new sound and enrich their vocabulary and internalize acceptable and appropriate sentence construction.

In order to improve teaching, we need to explore the learners' psychological process in language learning so that we can enhance our understanding of learners' errors. Based on the analysis of the causes of their errors, we provide our timely guide and help. In addition, while placing an emphasis on error correction in the

classroom, we should take the teaching objectives, students' linguistic competence, their affective factors and the effectiveness of the error correction into consideration. Consequently, we can employ more flexible strategies in error correction and make more contributions to the EFL classroom teaching and learning.

Most of EFL students have learned English since they were in primary school; however, their English proficiency, especially writing, is still unsatisfied. Error analysis has been widely used as a means to gain understanding on how writing skill is learnt. This study was an effort to systematically investigate the types and sources of errors in writing. It also explored the linguistic feature in which the students made the most errors. The procedures of the error analysis were employed. The results suggested that EFL students had grammatical difficulties in writing. They also had faced with a problem in selecting the appropriate words that convey the writers' intended meaning. The results of this study confirmed that learners' native language has played a major role in English learning among Thai students. Addressing students' areas of difficulties, instructors are able to make the right judgment in material selection and preparation.

Error correction in teaching speaking is a deep issue and requires a serious and careful treatment because each learner has different features and gives different reactions to the teachers' error correction and feedback. The purpose of the communicative language class is to make the students use the language in a correct and fluent way. Therefore, teachers should be careful about error correction, make a clear distinction between global and local errors, and should be somewhat tolerant by considering the flow of the communication. We can say that they should behave selectively and constructively in speech error correction and giving feedback. We should have in mind that correcting too many errors may lead the learner to feel discouraged and lose the hope of communicative use of language, but ignoring their errors may cause fossilization of the errors. Therefore, attitude toward error correction has a determinative role in the success of error

correction; thus, the teacher should give optimal feedback and they should provide the learner with a balanced feedback and error correction. Feedback has a crucial role in learners' awareness of their errors and performance. However, immediate feedback or correction should be avoided so that the learner has the time to think on his/her error and to maintain the flow of communication. So, feedback should be given after the learner's performance.

In the 1st chapter of our paper we've concerned the problems such as the nature of errors, error analysis, speech error correction and giving feedback, some ways of error correction, error correction as a sensitive issue,

The 2nd chapter deals with the question of Karakalpak learners errors in learning English, their reasons and consequences. We've tried to find out Karakalpak learners pronunciation mistakes, grammar errors in learning English.

In the 3rd chapter of our dissertation paper we've investigated Error correction methods, observed Listening and Speaking subjects in order to study which error correction methods are mostly used by the teachers and their effectiveness, the importance of positive feedback in the correction of spoken errors, data collection and data analysis.

This study was designed to figure out the Karakalpak EFL learners' general attitudes and preferences toward the effect of positive feedback on the quality of their oral output. The results indicated a positive attitude toward positive feedback as one strategy in developing speaking. Most of the students reported that they want their teacher to correct all the oral errors after their speech. In addition, the findings suggested that the students insist on the quality of their oral output by weighting accuracy more than fluency. The results indicated that they prefer to have positive feedback which encourages developing speaking. Besides, they maintained that extensive error correction in the form of constructive feedback by the teacher, had improved the quality of their speaking.

Furthermore, they believed that if their errors were not corrected in the form of restatements, their oral output quality would have decreased because their productions would have been less accurate.

The teacher ought to provide an explanation with regard to the possible source or cause of error to bring about an awareness of what could be the potential contributory factor. The tasks practiced should be contextualized so that students get maximum exposure to the language. Selection of topics in the syllabus should include pronunciation learning and the syllabus should be graded from difficult to easy. Finally, there should be more and more research in this field so that teachers and students can get help from that.

To sum up, the results of this study suggested a positive and favorable attitude toward error correction and positive feedback illustrated positive effects of the quality of Karakalpak students' oral output. The results of this paper provide to developing a clearer understanding of students' perceptions toward positive feedback and error correction.

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APPENDIX

Observation form: Error Correction & Feedback

Teacher: Date:

1. Type of lesson:
2. Time:
3. Level:
4. Number of students:
5. Topic of the lesson:
6. How much time devoted to:
7. Speaking Pronunciation Grammar Vocabulary
8. Listening Writing Reading Culture
9. Error correction

10. Did the teacher anticipate any mistakes?
11. On a scale 1-5 circle the most appropriate number (1 – never, 5 – always):
12. Teacher was sensitive to students when correcting. 1 2 3 4 5
13. Teacher corrected the mistake at appropriate stage of lesson. 1 2 3 4 5
14. Teacher encouraged self-correction. 1 2 3 4 5
15. Teacher guided other students to help in correction. 1 2 3 4 5
16. Teacher ensured repetition of the corrected form. 1 2 3 4 5
17. Did the teacher correct too much or too little

Interview Questions for Teachers:

1. Country of origin:
2. Age:
3. Gender: male x female
4. What age-group do you teach?
10-15 years 16-20 years 21-30 years 31-50 years 51+ years
5. What levels of English do you teach?
6. How many lessons on average do you give every week?
7. How long have you been teaching?
8. What type of classes do you teach (e.g. conversation, grammar, mix of all skills, etc.)?
9. What do you think are the most important goals in your lesson? Why?
10. How would you describe your teaching approach?
11. Has anyone influenced you in your teaching approach? If so, who and how?
12. Do you self-educate yourself in teaching methodology? How and how often?
13. Do your students have a difficulty understanding these terms?
14. Do you teach pronunciation? Why (not)?
15. What approach do you use for error correction in speaking?
16. When doing a speaking activity in class, do you usually give your students feedback on their mistakes?
17. Do you give them feedback during or after the activity?

18. How many mistakes (in %) do you usually correct?
19. How many pronunciation mistakes (in %) do you usually correct?
20. How many grammatical mistakes (in %) do you usually correct?
21. How many lexical mistakes (in %) do you usually correct?
22. How many mistakes in appropriacy (in %) do you usually correct?
23. What techniques do you use to correct a mistake?

