

THE MOST EFFECTIVE ERROR CORRECTION GAMES IN SECOND LANGUAGE LEARNING

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Annotation: If your students are bored with correcting, it could be a sign that they get too much correction or they don't see the importance of what they are correcting. This can become more problematic if the teacher introduces a game or asks students to spend a few extra hours correcting (perhaps unnecessary) mistakes. With all classes, but the least motivated, students need not be thrilled to discover that something they've been saying for years isn't true, that something could be misunderstood. That something L1 can't translate directly into English, that an English word seems to have been made up somewhere else, or that no one actually said something their middle school English teacher taught them.

The problem is that even correcting mistakes causes students to say, "Really? I never knew that. Interesting. I really need to try to avoid this in the future" alone is unlikely to be enough to prevent them from making the same mistake again. Therefore, the emphasis in the games below is to make the language easier to remember. This can be done by asking students to think carefully about the language before correcting it and by repeatedly pointing out common mistakes. These factors can be augmented by asking students to create example sentences or whole text and then add errors to test other groups, or simply by introducing several similar errors. into an activity.

Key words: error correction, pairing fixes, video games, self correction, common mistakes, repetition.

Pairing fixes.

Pairs of students receive student A and student B's worksheets with the same sentence but each time an error is added to one of the versions, for example, "I've been there three times" on the worksheets Student worksheet A and "I've been there three times" on workbook B. Students can give sentences as individual sentences or as part of a continuous text, such as a dialogue. Perhaps after working with someone with the same worksheet to try to figure out where the error was, the students were merged into Student A and Student B. Without showing each other their spreadsheets, the students followed suit. pairs try to find out which entries are different in their two tables. versions, then jointly decide whether Student A's version or Student B's version is correct each time. The person with

the faulty version then fixes it to match their partner's spreadsheet. When students think they're done, it's great if you can give them a hint to help them and ask them to check again. For example, you could tell students that the number of errors on each worksheet should be equal, asking them to correct them if they have "corrected" more sentences on one worksheet than the other. After they have checked their answers in class or with the answer key, you can give them another worksheet containing only the mistakes that need correcting, this time they can see all the sentences without needing to do so. any help.

Errors listing dictation

Students pay attention to a listing of comparable matters till they could exercise session why they're incorrect or how they must be corrected. For example, in the event that they hear "I wouldn't accept as true with him. He become in a jail till recently" and "I hated French withinside the faculty", you may provide one factor for the primary character to identify that the item isn't wanted in each sentences. You can also provide any other factor to every body who can give an explanation for why (in this situation that each terms have unique meanings, specifically "He become a prisoner" and "When I become a faculty pupil", and so aren't genuinely speaking approximately the place). This hobby takes loads of coaching however appears to paintings well – as a minimum till college students exercise session that it isn't genuinely a whole lot of a sport ! To upload greater of a sport element, you may provide out copies of the worksheet and ask them to pick the maximum tough class and maximum tough examples to check their companion with.

Use "grass skirt"

This activity is fun. Ask students to work in groups of three. Prepare for the activity by collecting errors in students' essays – about ten that will be useful for your students to analyze and correct. Now write these sentences on different colored sheets of paper (the more sheets, the more groups) and cut the sheets of paper into strips so that there is one sentence on each strip - check out this sample for ideas. Make sure you don't cut completely, but just cut just enough so that each strip is easy to separate from the other strips on the paper. It will look a bit like a grass dress, hence the name of this activity.

Now stick the grass skirts on the classroom wall and assign a color to each group. Tell students that the goal of the game is to correct errors in their essays. Explain that only one student on each team can run to his assigned skirt and tear off one sentence, and only one sentence at a time. Then they should run back to their team and try to fix the error together. Once they have corrected the error, they must present their correction to the teacher. If you check it, it means it's okay and they

can tear out sentence number two. If not, they will have to go back to their group and try again. The team that finishes first is the winner.

Use sticky notes

This is a great activity to help students get off their seats and interact with other classmates to discuss mistakes. On the classroom wall, post a few sentences with errors in their essays. Ask students to work in pairs and give each pair a number and the number of stickers equal to the number of sentences you plan to stick on the wall.

Ask students to go around the class, reading the sentence with the mistake and discussing how to correct it. Students should write the correct version on the postcard with their number and stick it next to the sentence.

When the students have corrected all the sentences, they sit down. Now take sentence number one and ask the class to discuss the mistake. Check the sticky notes and award one point for each pair that corrects the error. The winner is the pair with the most points at the end.

Video games

This game takes a little more preparation, but it's very effective. It has two phases. In the first stage, you will have to create and print a set of cards containing the sentences with the error and another set of matching cards with an explanation of the error. You will need to create sets of these cards for each pair of students in the class. The object of the game is that students work in pairs to match the errors with the explanations. Phase two. To follow up and hopefully reinforce learning, go back to the cards and then read one of the sentences with the mistake. Now, in pairs or groups, students try to memorize the explanation of the error and write it down. After each sentence, check your answers with the whole class before moving on to another example.

Self-correction: teachers can help students realize their own mistakes/errors and can also help students correct their mistakes. Correcting classmates: A student can get help from friends to identify and correct his/her mistakes/errors. Correcting errors in class: The whole class can pay attention to student statements, identify errors in them, and correct them accordingly. Correction Teacher: When a student's mistake is detected, the teacher can intervene to correct it. It is best for teachers to make students realize their mistakes. If the children do not know how to make mistakes, the teacher can have the whole class correct them. If the other students don't see the error either, the teacher can correct it himself.

Repeating

This is often used to correct pronunciation errors. Teachers can repeat student statements to correct mistakes in them. For example, a beginner student might say

"I know him", pronouncing the word "to know" as it is written; a teacher can repeat words and correct students' pronunciation.

I will focus on time, to correcting errors and errors that occur in the talk, as writing errors are not time sensitive and will show up for much longer. When you correct errors, it can depend on a number of factors, such as what you are teaching. For example, if you are teaching new vocabulary and a student mispronounces it. You will probably correct the mistake immediately, whereas if you are teaching fluency and a student mispronounces a word, you will probably wait until after reading to correct it.

Other factors that will determine when teachers choose to correct errors are student confidence and class size. Teachers should be careful not to interrupt the flow of the class with excessive comments. For example, you can share feedback with a student after the next task begins, which will also help reduce confusion. I should also mention the possibility that if mistakes are not corrected, students will develop a habit of repeating the same mistakes. This is called bug ossification, which will be more difficult to correct later. Repeating a sentence until an error occurs gives students the opportunity to understand where the error occurs in their sentences. This will again give them a chance to correct themselves.

Use your fingers again while repeating the sentence to point out where a word is missing. Can be used when students miss words like "a" or "the".

Again, I don't like this statement because it gives students the right answer and doesn't give them much opportunity to think about the mistake. I can see this being used for words that are already mispronounced because they should hear a sample rather than keep guessing what the correct pronunciation is.

Compare the true and false forms, for example: "I like it" or "I like it" which do you think is correct? Let's talk. (sorry McDonald's).

A classmate corrects the mistake, if the student is unable to correct the mistake on his own, perhaps a classmate can help correct the mistake. This can be done by asking another student to help you. This can also be achieved by allowing colleagues to make suggestions and letting students choose the correct answer.

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