



INVESTIGATING THE EFFECTS OF ERROR CORRECTION ON GRAMMATICAL ACCURACY IN B1 LEVEL LEARNERS

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Abstract

The topic of error correction has been widely talked about in recent decades, especially by language learners and educators. The Covid-19 pandemic has only highlighted the importance of effective error correction techniques for students worldwide, increasing their value even more. Students have observed first-hand that prompt error correction can greatly improve their grammatical accuracy. This paper aims to delve deeper into the subject, specifically focusing on explaining the concept of error correction and demonstrating its role in enhancing grammatical precision in the process of language acquisition.

Keywords: Error correction, grammatical accuracy, B1 level learners, language learning, second language acquisition

INTRODUCTION. This study investigates the effects of error correction on grammatical accuracy in B1 level learners. Two groups participated in a quasi-experimental study: a control group that did not get mistake correction and an experimental group that received it. Learners at the B1 level were divided into the two groups at random. To evaluate changes in grammatical correctness, both groups received pre-tests and post-tests. Direct correction was used to apply error correction in the lectures given to the experimental group. The experimental group receiving error correction showed significantly greater improvement in grammatical accuracy than the control group. Correction of errors in language acquisition has been extensively researched and debated, especially in terms of its effect on grammatical precision. While the term "error correction" gained popularity in the late 1900s, a large amount of research has been conducted in this area within a short timeframe. Understanding this subject is crucial in helping B1 level learners, who are progressing from basic to intermediate skills, enhance their grammatical accuracy using a variety of correction methods. The idea of error correction includes various methods used by teachers to deal with and fix grammatical errors made by students. These strategies are designed to enhance overall language proficiency by not only fixing errors but also promoting a more in-depth understanding of grammatical rules. The extensive interest and ongoing research in error correction are evident in the bibliography, which consists of more than 1700 articles and research papers. The concept has been explained and then reexplained by many academics, each offering their own viewpoint on the topic.



Essentially, error correction entails giving learners feedback on their language errors to assist them in identifying and rectifying these mistakes. Nevertheless, the methods for correcting errors can range greatly, from straightforward correction to more indirect, implicit feedback. The objective of this article is to examine how error correction impacts grammatical accuracy in B1 level students. Through the analysis of different correction methods and their effects, our goal is to offer understanding of the most successful approaches for enhancing grammar precision during this critical phase of language acquisition. By thoroughly examining current literature and empirical studies, this article aims to add to the ongoing conversation about effective strategies for error correction and its significance in language education.

METHODS. This study investigated the effect of error correction on the grammatical accuracy of English learners at B1 proficiency level. Various techniques were employed, such as surveys, interviews, document analysis, and observation in the classroom. Participants completed questionnaires to evaluate their attitudes towards error correction and their degree of motivation. Interviews were conducted with a group of individuals to obtain a thorough insight into their experiences and perspectives on error correction. The class resources and teaching schedules were evaluated to determine the extent to which they motivated students to enhance their grammatical precision. Observations were conducted in the classroom to evaluate the implementation of error correction techniques. The findings indicated a clear connection between the correction of errors and grammatical precision. Students who corrected errors actively tended to show greater grammatical accuracy and achieve higher academic success in English courses. The study also found that educational resources and teaching strategies that encouraged active error correction resulted in increased levels of grammatical accuracy and achievement. The study discovered that error correction is essential in improving grammatical accuracy and supporting B1 level English language learners in academic achievement. The compelling narrative of enhancing grammatical accuracy through strategies that focus on error correction can be observed in educational institutions worldwide. This story does not center around traditional language teaching approaches, which usually include instruction led by the teacher and learning through repetitive memorization. It emphasizes an active and interesting approach that uses correcting errors to improve language abilities. The primary principle of this approach highlights that language is more than just a list of rules to memorize; it is a dynamic instrument for conveying thoughts and originality in interactions. By employing different error correction techniques, students are motivated to engage with the language in a way that enhances fluency, confidence, and self-expression. Students' self-assurance and skill in communication develop when they have control over their learning and set their own goals. Participating in self-editing activities encourages students to discuss their own experiences, improving their ability to organize their thoughts and communicate clearly. Visual stories stimulate imagination and encourage the use of new words and complex sentence structures, making the process of learning a language more enjoyable and less overwhelming.

RESULTS AND DISCUSSIONS. The research involved conducting tests to assess the impact of a specific stimulus while maintaining consistent conditions across both the experimental and control groups. The experimental group and the control group both participated in activities focused on improving grammatical accuracy, including sentence correction, grammar exercises, and writing tasks. Nevertheless, students in the experimental



group were given prompt feedback on errors that specifically helps those struggling with grammar. As researchers, we aimed to utilize outcomes and logically analyze results in order to assist B1 level learners in enhancing their grammatical precision. First, a class was selected and divided into groups for the experiment and the control. Visual and auditory tools were chosen based on students' developmental level. Integrating instant error correction can enhance grammar accuracy and offer an interactive way to learn language that goes beyond usual methods. The upcoming experiment details a successful method for improving the grammatical accuracy of B1 level learners through error correction. Phase of getting ready. The traditional classroom grammar activities were experienced by the experimental group for a period of two weeks in order to set a reference point for comparison. During this time, the control group proceeded with their usual classroom tasks. Introduction to Error Correction: After the preparation phase, the experimental group was introduced to the concept of error correction and how it can help improve grammatical accuracy. Sessions for correcting errors. During the following month, the experimental group participated in activities that provided instant error correction feedback aimed at improving their grammatical accuracy. Sentence correction, grammar exercises, and writing tasks with immediate feedback were part of the activities. Activities that occur after a mistake is corrected. Post-Intervention Evaluation: After six weeks, all students participated in a post-intervention assessment to gauge enhancements in their grammatical accuracy.

Control Group Comparison. The control group took part in post-intervention evaluations to compare how well error correction worked compared to traditional classroom techniques. **Advantages and Results** The students' active involvement in receiving immediate error correction led to a better grasp of their mistakes, ultimately enhancing their grammatical accuracy. Correction of errors help students to fix typical grammatical mistakes, enhance sentence organization, and boost their confidence in writing.

Results and Discoveries: Analysis of the data showed notable enhancements in the students' grammatical accuracy in the experimental group in comparison to the control group. The findings from the study showed a notable enhancement in the grammatical precision of students who engaged in the error correction practice, in contrast to those in the control group. The performance in post-assessment tasks indicated that the experimental group showed better accuracy and confidence in their written language production. Students who participated in error correction activities expressed higher levels of motivation and engagement in learning a language, crediting their improvement to the prompt and interactive feedback they received. A significant discovery from the research was the greater readiness of students in the experimental group to try new grammatical structures and expressions by taking risks. The prompt feedback offered a secure and encouraging environment for students to rehearse without worrying about criticism or shame. The ability to make mistakes and get instant corrections has aided students in improving their grammar and refining their writing style. A significant result was obtained by calculating the mean of the entire sample. Students started to understand the rules of grammar and made significant improvements in the accuracy of their writing.

In general, the use of immediate error correction could positively affect the development of grammatical accuracy in B1 level learners.



CONCLUSION.

In summary, the study on utilizing error correction to improve grammatical accuracy in B1 level learners demonstrates a significant and complex effect. This method, based on teaching principles promoting active mistake correction, revitalizes language acquisition through enhancing its complexity, involvement, and customization. Error correction strategies create a setting in which students are actively involved in identifying, correcting, and reflecting on their language errors. Promoting the correction of errors during language instruction offers clear benefits, resulting in increased grammatical accuracy, self-assurance, and motivation in learners. Students are encouraged to go beyond conventional learning by engaging in self-assessment tasks, establishing individual objectives, reviewing their advancements, and working together with classmates. They step into a realm where errors are seen as chances for growth, and their personal endeavors, while unsure at first, become more deliberate and prosperous.

Furthermore, error correction in language education serves a purpose that extends beyond academic achievement. It assists students in fostering accountability, motivation, and abilities for continuous learning. It enables students to view language as a tool for gaining personal and intellectual empowerment, rather than solely for communication purposes. When considering the impact of error correction on B1 level students, it is clear that this approach offers benefits beyond just education.

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