

Peer-correction and Self-correction of Errors in Foreign Language Classes and their Benefit

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Abstract. Error correction is an important component of every lesson in every subject, but it is of particular significant importance in foreign language classrooms. In traditional lessons, errors can be corrected mostly by teachers. Peer-correction and self-correction in German classes are not widely used. The purpose of this article is to identify the benefits of peer and self-correction of errors. The ways of using messengers in language acquisition are clarified. Using messengers for the purpose of error correction in after-classroom activities is a highly beneficial practice.

1 Introduction

The problem of errors in foreign language acquisition and the methods of their correction have been studied by a number of researchers around the world [4,5,6,7,10,13,14], but there have been no studies on errors made by Uzbek native speakers in the process of learning German and on improving the competences of future German language teachers to correct errors and eliminate them. Hunter [10] clarified whether learners can correctly identify the grammaticality of items drawn from corrective feedback (CF) on their own oral production or on that of their peers. Satake [11] noted that using data-driven learning helps teachers with successful error correction.

In addition, the fact that errors are an integral part of the language learning process, that they occur at every stage of learning, and that incorrect feedback causes language learners to lose interest and motivation in language learning shows the relevance of the topic.

This article discusses the benefits of peer and self-error correction in the foreign learning process using audio texts shared via social messengers such as Telegram or WhatsApp with the purpose of error correction.

2 Materials and methods

It is important to pay attention to errors in foreign language lessons [10,12]. They are an integral part of the foreign language learning process. If both the teacher and the language learner have more information about correcting errors, the language learning process will be easier. Correction of verbal errors is mainly done in two ways:

1. Self-correction;
2. Peer-correction.

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The above-mentioned error correction methods also have their own subtypes. First, we want to dwell on both methods in detail.

Self-correction of errors must be done by the language learner herself or himself. In this case, the teacher warns the language learner that s/he made an error and encourages her/him to find the correct answer once again. The next method of self-correction is performed by the language learner her/himself. In this case, the language learner makes a mistake for a certain reason and quickly realizes his/her mistake and immediately tries to correct it. Making a mistake can be caused by the haste of the language learner, noise in the group, etc. Sometimes errors may not be corrected using this method.

Raising the voice can also encourage self-correction, and this is one of the most commonly used methods by teachers. If the teacher repeats the part of the sentence spoken by the language learner out loud, it serves as a signal that there is an inaccuracy in the sentence. In addition, the teacher can indicate a mistake by snapping his/her fingers, nodding, or clapping his hands. Then the language learner realizes that he made a mistake somewhere and tries to correct his/her inaccuracy.

Non-verbal signs can also be used to encourage self-correction of inaccuracies. For example, when a mistake is made in the word order of a sentence, it is possible to make a substitution sign with the help of hands and thereby warn about the word order in the sentence. A nod is also often used to signal that a mistake has been made. Mimics and gestures are non-verbal tools that serve to correct mistakes. The use of facial expressions and gestures are the most convenient tools for warning against grammatical errors. However, when the teacher uses non-verbal signs, the language learner must be sure that s/he understands these signs and pays attention to the way s/he is looking at the teacher.

The next type of error correction is an external correction. External correction refers to correcting the error of a language learner who has made an error by other language learners in the group. This can be both the teacher and one of the language learners in the group. This process can be initiated by the teacher and continued by the language learners in the group. It depends on how the teacher approaches the error. The teacher corrects the inaccuracies of learners in two ways:

1. The teacher directly or indirectly corrects the mistake.
2. The teacher asks the group to correct mistakes.

Correction of mistakes by the teacher. Usually, the teacher has the right to correct mistakes during the lesson. The teacher can correct mistakes directly or indirectly. In direct error correction, the teacher corrects a mistake as soon as a language learner makes a mistake. In this case, the teacher tells what the correct answer and solution will be. In indirect correction of a mistake, the teacher reminds the learner of the rule without giving the correct answer.

However, such corrections made by the teacher are hard to remember by the language learner. Therefore, it is appropriate to encourage language learners to find and correct their own mistakes. Through this, the language learner thinks again about the construction he is using and learns something. In many cases, when the teacher corrects the mistake, it is difficult for the language learner to understand what was corrected. In this case, the language learner may repeat the corrected answer, but not consciously implement it.

In the process of direct correction of the mistakes made by the teacher, the content may change completely, in this case, it is often because the teacher did not understand what the language learner intended to say. Through this, the teacher moves from the thought of the language learner to a sentence with completely different content. Therefore, it is important to clarify what the language learner is trying to say before directly correcting the error. In many cases, teachers correct the mistakes of language learners in a way that is convenient for them, and through this, the language learners remember the sentence that is not suitable for the same process but is grammatically correct. This shows that mistakes appear under the

influence of a foreign language lesson. Therefore, the teacher is required to be more attentive in the process of correcting mistakes.

For the second way, the teacher could ask, "Who can try to make this sentence better?" and encourage the group members to find the right answer. It can be the other way around: one of the language learners in the group notices her or his partner's error. At the end of the lesson, errors will be corrected by the teacher or by the language learners.

However, it is difficult for the language learner to remember the corrections made by the teacher. Therefore, it is appropriate to encourage language learners to find and correct their own mistakes. Through this, the language learner thinks again about the construction he or she is using and learns something.

The next way of error correction is peer correction. In this type of error correction inaccuracies can be corrected by the other language learners in the group. However, for such an error to be corrected, the language learners must possess the requisite knowledge to do so. Correction means that another language learner in the group finds his/her partner's error and then corrects that error. Of course, this can be corrected by other language learners, in which case the teacher's question should act as a signal.

In many cases, language learners prefer to have their mistakes corrected by their peers rather than by the teacher. Usually, in a teaching group, coevals learn, and it is easy for them to discuss their problems related to a foreign language and find solutions together, thereby expanding their knowledge of the language, and learning new constructions. Another reason for this may be the authoritarian assessment of the teacher's role by language learners. Language learners are comforted by the fact that their peers make the same mistakes as they do and that they have the same status.

Correction of mistakes by the teacher has its advantages. Teachers prefer to be corrected by the teacher because it saves the teacher time. If the language learners are allowed to correct the error, sometimes time is lost before they come to a decision and say the correct answer.

The objective of this study was to develop the error-correction competence of future German language teachers and to teach them to provide positive feedback and identify and correct errors while listening to their peers and their own recorded speech. The hypothesis that errors can be viewed as a positive development in the language learning process was tested through a pedagogical experiment.

In the pedagogical experiment, methods such as observations, testing and analysis were used. Thirty 2nd year students of Fergana State University studying Foreign Language and Literature (German language) took part in the pedagogical experiment-testing process. All students participating in the pedagogical experiment process know German at the B1-B2 level. Students were first introduced to the goals and objectives of the experiment. The purpose of the experiment is to identify inaccuracies and correct them by listening to the recorded speeches of peers and their own speeches.

Each student who participated in the experiment was first given the task of finding grammatical errors in their audio text by listening to it once. This task was followed by 2nd and 3rd listening errors. A list of students who participated in the experiment was formed. Each student was assigned a number from 1 to 30, depending on the order number on the list.

After that, students were sequentially divided into pairs, and 15 pairs were formed; that is, pairs were formed from the first and second, third and fourth, ..., twenty-ninth and thirtieth students. These students were given the task of listening to their partner's audio texts and finding the grammatical inaccuracies they made. This process was also carried out in the form of hearing corrections two and three times.

The practice of error correction is beneficial for language learners, as it equips them with the skills necessary to effectively address the errors of pupils at schools.

The number of errors found by students while listening to audio texts was compared with the errors found by an expert teacher. As a result, it was determined how well students can find their errors and the errors of their peers.

3 Results and analysis

Findings are given in the following tables:

Table 1. Results of self-correction

Student's number	The first-time hearing error rate	The second-time hearing error rate	The third-time hearing error rate
1	4	6	6
2	5	7	7
3	8	9	10
4	3	3	3
5	8	9	9
6	4	6	7
7	2	3	3
8	6	7	7
9	1	3	3
10	6	8	9
11	5	7	9
12	3	4	4
13	5	5	5
4	2	3	4
15	4	6	6
16	3	5	5
17	2	2	2
18	1	3	3
19	3	4	4
20	8	8	9
21	5	6	6
22	3	5	5
23	2	3	4
24	5	5	5
25	3	4	4
26	2	3	3
27	4	4	4
28	3	4	4
29	6	7	8
30	5	7	7

It can be seen from the table that the students were able to find fewer errors when they first heard their recorded speech. The results of the second and third hearings are almost the same. While most students were able to find all their errors in the second hearing, only eight students were able to come to a conclusion about their errors in the third hearing (Table 1).

The table below shows the ability of students to notice the errors of their peers.

Table 2. Results of peer-correction

Student's number		First-time hearing error rate	Second-time hearing error rate	Third-time hearing error rate
Peer's number				
1	1	5	6	6
2		7	7	7
3	2	9	9	10
4		3	3	3
5	3	9	9	9
6		6	6	7
7	4	3	3	3
8		6	7	7
9	5	2	3	3
10		7	8	9
11	6	7	8	9
12		4	4	4
13	7	5	5	5
14		4	4	4
15	8	5	6	6
16		4	5	5
17	9	2	2	2
18		2	3	3
19	10	3	4	4
20		9	9	9
21	11	5	6	6
22		4	4	5
23	12	3	3	4
24		5	5	5
25	13	3	4	4
26		3	3	3
27	14	4	4	4
28		3	4	4
29	15	7	7	8
30		6	7	7

It can be seen from the table that students are more aware of their partner's errors than their own (Table 2).

In this table, the number of errors noted by students for third-time and experts for first-time is compared. It can be seen from the table that the students found fewer errors when they heard their speech for the first time, but the number of errors recorded by the students in the second and third hearings is almost the same as the number of errors recorded by the expert. Only 12 percent of learners did not find all errors by yourself. It means that it is desirable for students to practice more on error correction (Table 3).

Table 3. Results of self-correction and expert-correction

Student's number	First-time hearing error rate of the expert	Third-time hearing error rate of the students
1	6	6
2	8	7
3	10	10
4	4	3
5	9	9
6	7	7
7	3	3
8	7	7
9	3	3
10	10	9
11	9	9
12	4	4
13	5	5
4	4	4
15	6	6
16	5	5
17	2	2
18	3	3
19	4	4
20	10	9
21	6	6
22	5	5
23	4	4
24	5	5
25	4	4
26	3	3
27	4	4
28	3	4
29	9	8
30	7	7

4 Discussion

It is essential that according to the language level of learners, it is appropriate to allow them to correct their inaccuracies at the initial stage of learning [1,2]. Wulf posited that the correction of an error by a language learner might not be realized [15]. This is because the learner attempts to correct their mistake but is unable to do so. Research shows that self-correction by the language learner is more effective than teacher-correction. The main reason for this is that the language learner will try to correct the error again [3,8] and learn something, and in most cases, the same error will not be repeated. In this process, it is necessary to pay attention not only to the fact that one language learner understands and does not repeat his error but to other language learners in the group and their efforts to correct them. Other language learners should also learn something from their peers' errors and the process of correcting them. Furthermore, being able to correct one's own error should also serve to increase the interest of language learners in learning a foreign language. The teacher is required to use error correction for this purpose [9].

5 Conclusion

As a result of the pedagogical experiments conducted, the following conclusions were reached:

- Students can find errors in their one-minute recorded texts and share them with their peers via social network messengers using the audio messaging feature. For this, it is advisable to listen to the recorded audio message several times;
- Students find errors made by their peers more easily than errors made by themselves;
- Learners can find errors that they did not find the first time when they listen to the recorded audio message several times.
- Teaching language learners to find errors in audio messages and correct them will positively help them in their future pedagogical activities at school. They get used to quickly understanding the mistakes in the oral speeches of their pupils and finding the optimal way for the correction.
- Today's students are very active on social networks. Every group also has its discussion group. Such groups are especially popular in Telegram messenger. Each teacher can also engage in error correction with their language learners using such groups.
- Self and peer correction of mistakes can serve as a motivating force for language learning only when it is consciously implemented. For the given feedback to be a motivation for language learning, the teacher must be able to integrate it into correct, authentic communication.

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