

METHODOLOGICAL FOUNDATIONS FOR CORRECTING LEXICAL AND GRAMMATICAL ERRORS IN STUDENTS' WRITTEN SPEECH IN ENGLISH LANGUAGE TEACHING: THE EXPERIENCE OF JAPAN (BASED ON 7TH–8TH GRADE STUDENTS)

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This study investigates common lexical and grammatical errors made by 7th and 8th grade students in English writing and explores effective strategies to correct them. Drawing on Japan's experience, it highlights methods such as self-correction journals, peer editing, error categorization, and interactive grammar and vocabulary activities that actively engage students in identifying and correcting their own mistakes. Research shows that these metacognitive strategies enhance students' self-awareness, independence, and confidence in writing. The study also emphasizes the importance of regular practice, guided feedback, and a supportive classroom environment for improving writing skills. Implementing these approaches in Uzbek middle schools can make English writing instruction more student-centered and lead to clearer, more accurate, and confident written expression.

Keywords: English writing skills, Lexical errors, Grammatical errors, Error correction strategies, Metacognitive approach, Peer correction, Self-correction journals, Middle school students, Japanese teaching methods, Student-centered learning

МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ИСПРАВЛЕНИЯ ЛЕКСИЧЕСКИХ И ГРАММАТИЧЕСКИХ ОШИБОК В ПИСЬМЕННОЙ РЕЧИ УЧАЩИХСЯ ПРИ ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА: ОПЫТ ЯПОНИИ (НА ПРИМЕРЕ УЧЕНИКОВ 7–8 КЛАССОВ)

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Данное исследование изучает распространенные лексические и грамматические ошибки, совершаемые учащимися 7–8 классов при письме на английском языке, и исследует эффективные стратегии их исправления. Опираясь на опыт Японии, в нем освещаются методы, такие как ведение журналов самокоррекции, редактирование работ сверстниками, категоризация ошибок и интерактивные задания по грамматике и лексике, которые активно вовлекают учащихся в выявление и исправление собственных ошибок. Исследования показывают, что эти

метакогнитивные стратегии повышают самосознание учащихся, их самостоятельность и уверенность в письменной речи. В исследовании также подчеркивается важность регулярной практики, целенаправленной обратной связи и поддерживающей учебной среды для совершенствования навыков письма. Внедрение этих подходов в средних школах Узбекистана может сделать обучение письму на английском языке более ориентированным на учащихся и привести к более ясному, точному и уверенном письменному выражению мыслей.

Ключевые слова: навыки письма на английском языке, лексические ошибки, грамматические ошибки, стратегии исправления ошибок, метакогнитивный подход, взаимная проверка, журналы самокоррекции, учащиеся средней школы, японские методы обучения, обучение, ориентированное на ученика

TALABALARING INGLIZ TILIDAGI YOZMA NUTQIDAGI LEKSIK VA GRAMMATIK XATOLARNI TUZATISHNING METODOLOGIK ASOSLARI: YAPONIYA TAJRIBASI (7–8-SINF O'QUVCHILARI ASOSIDA)

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Ushbu tadqiqot 7- va 8-sinf o'quvchilarining ingliz tilidagi yozma ishlarida uchraydigan umumiyl leksik va grammatik xatolarni o'rganadi hamda ularni tuzatishning samarali usullarini aniqlaydi. Yaponiya tajribasiga tayanib, tadqiqot o'z-o'zini tuzatish jurnallari, tengdoshlar tomonidan tahrirlash, xatolarni tasniflash va interaktiv grammatika hamda lug'at mashg'ulotlari kabi usullarni ajratib ko'rsatadi, ular o'quvchilarni o'z xatolarini aniqlash va tuzatishda faol ishtirok etishga undaydi. Tadqiqot natijalari shuni ko'rsatadi, bu metakognitiv strategiyalar o'quvchilarning o'z-o'zini anglashini, mustaqilligini va yozma nutqda ishonchini oshiradi. Tadqiqot shuningdek, yozma ko'nikmalarni rivojlantirish uchun muntazam mashq, yo'naltirilgan fikr-mulohaza va qo'llab-quvvatlovchi sinf muhiti muhimligini ta'kidlaydi. Ushbu yondashuvlarni O'zbekiston o'rta maktablarida tatbiq etish ingliz tilidagi yozuv darslarini o'quvchi markazida tashkil etishga va yozma ifodani aniqroq, to'g'riroq hamda ishonchliroq qilishga yordam beradi.

Kalit so'zlar: Ingliz tilida yozish ko'nikmalari, Leksik xatolar, Grammatik xatolar, Xatolarni tuzatish strategiyalari, Metakognitiv yondashuv, Tengdoshlar tomonidan tuzatish, O'z-o'zini tuzatish jurnallari, O'rta muktab o'quvchilari, Yapon ta'lim usullari, O'quvchi markazida o'qitish

English is now a global language used in communication, science, technology, and business. Because of this, schools aim not only to improve

students' speaking skills but also to help them write correctly and clearly in English. Writing has become an important part of learning the language. Many students in grades 7 and 8 often make different mistakes in their writing, especially related to vocabulary and grammar. These mistakes can make it difficult for them to express their thoughts clearly. As a result, students may lose interest in learning English and their academic performance may suffer.

Therefore, teachers apply modern and effective methods to help students overcome these difficulties. Regular practice, guided feedback, and engaging writing activities can significantly support learners in developing stronger writing skills. Creating a supportive classroom environment also encourages students to write with more confidence and fewer mistakes. In the 1950s and 1960s, the audiolingual approach to teaching foreign languages consisted of learners spending much of their class time memorizing, drilling and studying grammar - reminiscent of the phrase "practice makes perfect" (Allwright, 1984, p156, Hendrickson, 1978, p387). When it came to errors, some educators took a severe view. Nelson Brooks published an influential text in 1960 that compared errors to sin: "Like sin, error is to be avoided" but also acknowledged that "its presence is to be expected" (Brooks, 1960, p58). Brooks' solution, in keeping with the methods at the time, was drilling. "The principal method of avoiding error in language learning is to observe and practice the right model a sufficient number of times" (ibid.). Students were never to recognise their own errors (The Manual, 1961, p28, 32), and when errors did occur, they were to be immediately corrected by the teacher and practiced in the classroom (Hansen and Wilkins, 1974, pxvii). It became clear that this approach wasn't working. file:///C:/Users/USER/Downloads/kiyo_53_07.pdf

Written expression is an essential part of language learning, playing a key role in helping students convey their thoughts in a clear, precise, and logical manner. In the educational systems of developed nations, the teaching of writing skills is constantly evolving, combining both theoretical knowledge and practical application. A particular focus is placed on identifying and correcting lexical and grammatical errors in student writing. Internationally, many countries regularly assess students' writing mistakes and develop tailored programs and instructional resources to minimize these errors. For instance, in the United States and Canada, students receive individualized assessments and comprehensive feedback after each writing task, enabling them to understand their mistakes and avoid repeating them in future assignments. In European Union countries, contrastive analysis is widely employed to detect and address errors, especially in multilingual settings. This method emphasizes teaching the differences between students' native language and the target language, which is particularly effective in reducing grammatical errors. Moreover, numerous advanced countries make use of communicative and interactive teaching methods to enhance writing proficiency.

Students are encouraged to write essays, blogs, formal letters, and informal communications on real-life subjects. This not only broadens their vocabulary but also strengthens their ability to use grammatically correct structures.

We specifically examine the instructional methods employed in Japan to enhance students' writing skills, as well as to effectively identify and eliminate the lexical and grammatical errors that learners commonly encounter in their written work. There are certainly no shortage of native English speaking teachers in Japan. Despite this, English proficiency in Japan is at a lower level than its Asian neighbours (English Proficiency Index, 2022, Ang, 2021, Zandt, 2021). This is despite a highly developed education system that includes standardized mandatory English classes. While such rankings may be open to criticism, a situation where there is a generally low level of English would be something for the Japanese government to improve upon and to improve education in Japan overall. English is a compulsory subject in junior high schools and high schools. It has also been recently introduced in elementary schools.

file:///C:/Users/USER/Downloads/kiyo_53_07.pdf. In the Japanese education system, the development of writing skills heavily relies on methods that encourage students to identify and correct their own errors. The main approaches include:

- Analysis of common grammatical mistakes: Frequent errors made by students are used as a basis to plan specific grammar lessons and targeted exercises.
- Self-correction journals: Students maintain personal journals where they record and correct their own mistakes, promoting reflection and awareness of their learning process.
- Vocabulary development: Vocabulary is enhanced through interactive activities based on real-life situations, helping students use words accurately and expand their lexical resources.
- Common Vocabulary and Grammar Errors in Students' Writing

Students at the middle school level often encounter difficulties in expressing their ideas accurately in writing. These difficulties are primarily due to three interrelated factors:

1. Incomplete understanding of grammar rules: Many students have not fully internalized the rules of English grammar, which leads to frequent mistakes in sentence structure, verb usage, and agreement between subjects and verbs.
2. Limited vocabulary: A small lexical repertoire restricts students' ability to express nuanced ideas, resulting in repetitive word choice and an overreliance on familiar expressions.
3. Lack of confidence in organizing ideas: Students often struggle to structure their thoughts coherently, which affects the logical flow of their written work and can lead to unclear or fragmented sentences.

Typical Errors

The most common errors observed in students' writing include:

- Incorrect verb tenses: Students frequently mix past, present, and future tenses, which can confuse the reader and obscure the intended meaning.
- Confusion between adjectives and adverbs: Misplacement or misuse of adjectives and adverbs is common, especially when modifying verbs, adjectives, or other adverbs.
- Incorrect word order: Students sometimes construct sentences in a way that does not conform to standard English syntax, affecting clarity and readability.
- Misuse of synonyms and antonyms: Limited vocabulary often leads to the incorrect substitution of words, resulting in semantic errors or awkward phrasing.
- Repetition of words: Due to lexical limitations, students tend to repeat the same words excessively, which reduces the richness and variety of their writing.

Understanding these common sources of errors is crucial for designing effective writing instruction. By identifying the specific areas where students struggle, teachers can implement targeted strategies that address both grammatical and lexical deficiencies, helping students to develop more accurate, varied, and confident written expression. Japanese schools use unique and effective methods to teach writing. Teachers help students improve their writing by identifying and correcting mistakes through various strategies, such as:

Journal Writing: Students keep a regular diary in English;

Peer Correction: Students check and correct each other's writing;

Error Logs: Each student keeps a personal notebook to track and learn from their mistakes;

Teacher Feedback: Teachers give comments and suggestions to help improve writing

Error Categorization: Mistakes are grouped into types like grammar, vocabulary, or spelling.

Metacognitive Approach in Japan. In Japan, correcting writing errors is not solely the responsibility of teachers. Instead, students are encouraged to identify, analyze, and correct their own mistakes, which helps them reflect on their learning process and take responsibility for improving their writing skills. This method, known as the metacognitive approach, fosters self-awareness, critical thinking, and independent learning. By actively engaging in error correction, students develop strategies to avoid repeating mistakes and gain confidence in their writing abilities.

Practical Strategies for 7th–8th Grade Students

Based on the Japanese experience, several effective strategies can be applied to middle school classrooms:

- Weekly Writing Tasks: Assigning short essays, letters, or journal entries encourages regular practice and helps students apply grammar and vocabulary in context.
- Error Journals: Students record their mistakes in personal journals and reflect on them, which promotes self-monitoring and independent learning.
- Peer Editing: Collaborative review sessions allow students to check and correct each other's work, improving attention to detail and learning from peers.
- Grammar Games: Interactive activities make practicing grammar and vocabulary engaging and enjoyable.
- Oral and Written Feedback: Providing clear feedback supports students in understanding their errors and applying corrections in future writing.

Effective versus Ineffective Error Treatment Inextricable from the critical question “Does error correction help students to improve their writing?” is the question of what makes error feedback effective or ineffective. As I have noted elsewhere (Ferris, 1999a), few would argue that poorly conceived, inconsistent, or inaccurate error correction is unlikely to help student writers and may well be harmful to their development. Though the answers to this question bear much more scrutiny, we at least have some starting points from the available research: (1) indirect feedback is in many cases more beneficial than direct feedback; (2) a wide range of error types, including those previously deemed “untreatable,” appear to be responsive to indirect feedback; and (3) coded, labeled feedback may not be necessary

http://103.203.175.90:81/fdScript/RootOfEBooks/E%20Book%20collection%20-%20202024%20-%20G/ENGLISH/ferris_dana_r_treatment_of_error_in_second_language_student.pdf

Japanese research has suggested that recasts are popular and familiar with both teachers and students. Yoshida (2008) compared learners' preferences for recasts in comparison to other types of corrective feedback (including prompts). Teachers preferred giving recasts because they are conducive to maintaining a “supportive classroom environment” (p89) and are also more efficient regarding time management. Long et al. (1998), found short-term benefits for recasts among learners of Japanese and a preferred locative construction.

Peer correction is also recommended, again, with its caveats. Most Japanese classrooms are homogenous. In such a class, one student will easily be able to recognize another's error (Hendrickson, 1978, p396). file:///C:/Users/USER/Downloads/kiyo_53_07.pdf. These metacognitive strategies help students become more independent, responsible, and confident writers. When learners actively participate in identifying and correcting their own errors, they are more engaged in the learning process. As a result, their writing skills improve more

effectively, and they develop the ability to express their ideas clearly and accurately.

CONCLUSION

Writing is a fundamental component of learning any foreign language, particularly English. Correcting grammatical and lexical errors goes beyond merely producing "correct" text; it allows students to deepen their understanding of the language and use it more effectively. Japan's experience demonstrates that regular error correction combined with active student participation significantly enhances writing skills. When students are encouraged to identify and correct their own mistakes, they develop metacognitive awareness, become more responsible for their learning, and gain confidence in expressing their ideas. Implementing these strategies in middle school classrooms, especially for 7th and 8th grade students, can make English writing instruction more effective, engaging, and student-centered. Ultimately, such practices lead to measurable improvements in students' ability to communicate clearly and accurately in writing.

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