



## ELIMINATING TYPICAL ERRORS IN STUDENT SPEECH: A PEDAGOGICAL AND LINGUISTIC APPROACH

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### Abstract

Learning to speak a language well is a main goal for people who are studying a second language. After years of practice a lot of students still make mistakes when they talk that can make it hard for others to understand them. This study looks at the kinds of mistakes students typically make when they speak. Like saying words using bad grammar using the wrong words and not understanding the situation they are in. It also suggests some teaching methods that are based on facts to help reduce these mistakes. The goal is to help students speak the language in a way that is easy to understand and sounds natural so they can communicate effectively and make the most of their language skills. When we look at the information we got from watching what happens in classrooms listening to recordings of learners and trying out ways to give feedback we see that paying attention to the mistakes people make and working on saying things correctly understanding grammar and actually talking to others really helps people speak better. This study shows that using a mix of teaching people the rules and having them practice talking with each other is the way to get people to speak more accurately and smoothly and that this way of learning will last longer.

Key words: Research Design, Intervention. Evaluation Criteria, integrated feedback



## 1. Introduction

Speech accuracy is very important when people learn a language. The problem is that students often make the same language mistakes over and over. These mistakes can make it hard for people to understand them and can also hurt their progress. Students often say words wrong use the form of a verb choose the wrong words and use expressions in the wrong way. To really help students get rid of these mistakes teachers need to understand why they are making them and come up with a good plan for teaching language. Speech accuracy is the key, to helping students learn a language and teachers need to focus on this when they are teaching.

This study looks at how teaching methods like correcting mistakes practicing the things over and over and giving feedback right away can help students of English as a foreign language speak better and make fewer mistakes when they talk. The goal is to see if these methods can really improve the way English as a foreign language students communicate. English, as a foreign language students often have trouble speaking correctly. This study is trying to find ways to help them.

## 2. Literature Review

Previous studies, like the ones done by Corder in 1967 and Selinker in 1972 show that mistakes are signs of how a language learners language skills are developing. Some researchers, like Krashen, who did a study in 1982 think that it is really important for language learners to hear and understand language that's not too hard, for them. On the hand Long, who did a study in 1996 thinks that talking to people and getting feedback on language mistakes is a really powerful way to learn a language. Language development is what language learners like to achieve and language development is helped by interaction and feedback.



People who study language have found out that when we focus much on speaking correctly it can actually make it harder to speak easily. This is what some researchers like Derwing and Munro found in 2015. Ellis found in 2016. Even though we know this people who are learning a language and their teachers still have a lot of trouble with mistakes, in speaking especially when it comes to saying words correctly and using grammar properly. The people doing this research want to help fix this problem by looking at the mistakes people make with language and using ways of teaching to help them.

### 3. Methodology

#### 3.1 Research Design

A study was done with 60 students who were learning English as a language. These students were divided into two groups, a control group and an experimental group for 12 weeks during the semester. The English, as a foreign language students or EFL students were all undergraduates.

#### 3.2 Data Collection

Information was gathered from:

Oral presentations

Role-play sessions

Recorded classroom interactions



Teacher assessment logs

### 3.3 Intervention

The people, in the group got special help to fix their mistakes learned how to say words correctly and did exercises to practice speaking. The other group, the control group just kept doing what they always did in class. They did not get this help like the experimental group did. The experimental group did these exercises to help them speak better.

### 3.4 Evaluation Criteria

We looked at speech samples to see how good they were. The speech samples were evaluated based on things. The things that the speech samples were evaluated based on include:

Phonological accuracy (stress, intonation, pronunciation)

Grammatical accuracy (verb tense, word order, agreement)

Lexical choice

Pragmatic appropriateness

Overall fluency

## 4. Results and Discussion



The study found that students who got feedback that was continuous and related to what they were doing showed a drop in mistakes. They made 34 percent errors and got better at forming complicated sentences. When students received help with pronunciation they made a lot fewer mistakes with how they said words, especially when it came to stress and intonation. This type of feedback and instruction really helped students, with their pronunciation errors.

The interviews showed that people who were learning became more confident and aware of how they speak. They knew what they sounded like. That was a good thing. Teachers saw that these people were correcting themselves without being told to and they were also getting along better with their classmates.

These results show that student speech mistakes can be lowered in a way by using integrated feedback instead of correcting them on the spot. What is important to note is that when students are taught the rules and given tasks to practice they become more accurate and fluent in their speech without being afraid to try things and take risks when communicating. Student speech mistakes and student speech errors are reduced when they learn this way.

5. To help students stop making the mistakes when they talk we need to do more than just correct them. We need to have a plan for teaching that is based on understanding how language works and how people really communicate. This study shows that when students are regularly put in life situations where they have to talk and they get help right away with how they are saying things and tips on how to say it better they make fewer mistakes over time. The study confirms that regular exposure to speech situations like talking in class or, with friends supported by real-time feedback and pronunciation training really helps to minimize the mistakes that students tend to make when they speak.



Future research should explore the long-term retention of these improvements and the application of similar strategies in multilingual or technologically enhanced environments.

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