

INTERNATIONAL APPROACHES TO CORRECTING LEXICAL-GRAMMATICAL MISTAKES IN LEARNERS' WRITING

Muminova Dilnora Nuriddinovna

Researcher, SamSIFL

Abstract: This article examines the most influential international approaches to correcting lexical-grammatical mistakes in learners' writing. It analyzes traditional, cognitive, communicative, sociocultural, and technology-enhanced methods used in foreign language teaching around the world. The study compares direct and indirect feedback strategies, explores teacher, peer, and self-correction techniques, and evaluates the effectiveness of automated digital tools. The paper concludes with recommendations for adopting an integrated, learner-centered correction model suitable for diverse educational contexts.

Keywords: Lexical-grammatical errors, error correction, learner writing, feedback strategies, communicative approach, cognitive approach, technology-enhanced learning, peer feedback.

МЕЖДУНАРОДНЫЕ ПОДХОДЫ К ИСПРАВЛЕНИЮ ЛЕКСИКО-ГРАММАТИЧЕСКИХ ОШИБОК В ПИСЬМЕННОЙ РЕЧИ УЧАЩИХСЯ

Муминова Дильнора Нуриддиновна

Исследователь, СамСИФЛ

Аннотация: В этой статье рассматриваются наиболее влиятельные международные подходы к исправлению лексико-грамматических ошибок в письменной речи учащихся. Анализируются традиционные, когнитивные, коммуникативные, социокультурные и технологийные методы, используемые в преподавании иностранных языков во всем мире. Исследование сравнивает прямые и косвенные стратегии обратной связи, изучает методы исправления ошибок преподавателем, сверстниками и самим учащимся, а также оценивает эффективность автоматизированных цифровых инструментов. Статья завершается рекомендациями по внедрению интегрированной, ориентированной на учащегося модели исправления ошибок, подходящей для различных образовательных контекстов.

Ключевые слова: Лексико-грамматические ошибки, исправление ошибок, письменная речь учащихся, стратегии обратной связи, коммуникативный подход, когнитивный подход, технологийное обучение, обратная связь от сверстников

O'QUVCHILARNING YOZMA ISHLARIDAGI LEKSIKO-GRAMMATIK XATOLARNI TUZATISHDA XALQARO YONDASHUVLAR

Muminova Dilnora Nuriddinovna

Tadqiqotchi, SamSIFL

Annotatsiya: Ushbu maqola o'quvchilarning yozma ishlaridagi leksiko-grammatik xatolarni tuzatishda eng ta'sirli xalqaro yondashuvlarni o'rganadi. Unda butun dunyo bo'ylab chet tillarini o'qitishda qo'llaniladigan an'anaviy, kognitiv, kommunikativ, sotsiokultural va texnologiyalar bilan boyitilgan usullar tahlil qilinadi. Tadqiqotda to'g'ridan-to'g'ri va bilvosita fikr-mulohaza strategiyalari solishtiriladi, o'qituvchi, tengdosh va o'z-o'zini tuzatish texnikalari o'rganiladi hamda avtomatlashtirilgan raqamli vositalarning samaradorligi baholanadi. Maqola turli ta'lim kontekstlariga mos integratsiyalashgan, o'quvchi markazli tuzatish modelini qabul qilish bo'yicha tavsiyalar bilan yakunlanadi.

Kalit so'zlar: Leksiko-grammatik xatolar, xatolarni tuzatish, o'quvchilarning yozuvi, fikr-mulohaza strategiyalari, kommunikativ yondashuv, kognitiv yondashuv, texnologiyalar bilan boyitilgan o'qitish, tengdosh fikri

Errors in lexical and grammatical usage are a natural and inevitable part of second language (L2) learning. Mistakes are a natural part of learning any new skill, especially when mastering a new language. As a second language learner in an ESL school, you may feel hesitant to engage in conversations, fearing mispronunciations, grammar mistakes, or accidentally applying rules from your native language. It's completely normal to feel this way, and you're not alone. Many students worry about making errors and sometimes shy away from speaking in English as a result. But here's the good news: mistakes are not something to be afraid of—they're a crucial part of the learning process. <https://glctschoo.com/the-importance-of-making-mistakes-as-you-attend-esl-school/>. Lexical errors and crosslinguistic influence Agustín-Llach (2011) defines lexical errors as “deviation[s] in form and/or meaning of a target-language lexical word” (p. 75), which include spelling mistakes as well as other incorrect sequences like erroneous collocations and false friends. The author then goes on to indicate that the study of lexical errors can say much about second language acquisition and can help teachers design materials that definitely address learner needs. . View of Improving lexical errors in EFL writing by using software- <https://revistaseug.ugr.es/index.php/portalin/article/view/20847/22745> mediated corrective feedback. Writing, as a productive skill, often exposes learners' linguistic gaps more clearly than speaking. Therefore, error correction—especially correction of lexical-grammatical mistakes—plays a central role in global L2 pedagogy. Various countries and educational systems employ different correction philosophies, ranging

from strict teacher-centered approaches to communicative and technology-based feedback techniques. This article aims to provide a comprehensive overview of international approaches to correcting lexical-grammatical mistakes in learners' writing and to identify the strengths and limitations of each.

The Nature of Lexical-Grammatical Errors.

Lexical-grammatical errors typically include:

- Incorrect verb forms (tense, aspect, agreement)
- Misuse of prepositions and articles
- Incorrect sentence structure or word order
- Collocational errors
- Wrong word choice or false friends
- Inappropriate register or style

Understanding the nature of these mistakes helps educators choose appropriate correction strategies.

Traditional Approaches to Error Correction.

Direct Teacher Correction. Common in many Asian and post-Soviet educational systems, direct correction involves the teacher explicitly rewriting incorrect forms.

Advantages:

- Clear and unambiguous
- Helps lower-level learners

Limitations:

- May reduce learner autonomy
- Often leads to passive memorization

Indirect Correction. Popular in Western and European countries, indirect correction uses symbols, underlining, or margin comments to indicate the error without providing the correct form.

Advantages:

- Develops critical thinking
- Encourages self-correction

Limitations:

- Time-consuming
- Requires learner training

Coded Feedback. Teachers use a system of abbreviations (e.g., *WW* for wrong word, *VT* for verb tense).

Widely used in the UK, Canada, Australia, and Germany.

Communicative and Meaning-Focused Approaches. Focus on meaning before form. Communicative Language Teaching (CLT), widely used in Europe and North

America, emphasizes communicating ideas first. Correction of lexical-grammatical mistakes is done after the message is understood.

Goal: maintain fluency while supporting accuracy.

Reformulation. A teacher or advanced speaker rewrites the learner's text in a natural way. Learners compare versions to identify lexical-grammatical improvements. Common in the UK and Ireland.

Minimal Marking

Instead of correcting each error, the teacher marks only a few representative mistakes to avoid discouraging students. Widely applied in Scandinavian countries.

Cognitive Approaches. Consciousness-Raising Tasks

Used mainly in Japan, Korea, and the United States. Learners analyze sample texts to identify patterns of lexical or grammatical use.

Noticing Hypothesis-Based Correction

Rooted in Schmidt's theory, learners must *notice* the gap between their output and target language. Teachers highlight errors, use color-coding, or provide recasts.

Process Writing

Learners submit multiple drafts, receiving feedback after each. Common in American writing pedagogy.

Sociocultural and Collaborative Approaches

Peer Feedback. Widely practiced in Canada, the Netherlands, and Scandinavian countries. Peers identify lexical-grammatical errors using checklists or guided questions.

Collaborative Editing. Students work in pairs/groups to rewrite and improve texts. Benefits:

- Enhances critical thinking
- Encourages negotiation of meaning

Teacher-Student Conferences. Common in North American universities. A personalized meeting where the teacher explains errors and guides learner reflection.

Technology-Enhanced Approaches

Computer-generated scoring and feedback. In today's world technology and computers are becoming essential in every aspect of our lives, including teaching. There has thus been increasing scholarly interest in finding out the extent to which computer programs can be used to detect errors and provide corrective feedback on those errors. View of Improving lexical errors in EFL writing by using software-
<https://revistaseug.ugr.es/index.php/portalin/article/view/20847/22745> mediated corrective feedback. Digital tools have transformed the correction of lexical-grammatical mistakes globally.

Automated Grammar Checkers. Tools such as Grammarly, LanguageTool, and AI-based editors identify issues in real time.

Advantages: fast, convenient, consistent

Limitations: may overlook context, style, and deeper lexical nuances.

AI-Powered Writing Assistants. Large language models (LLMs) provide explanations, alternative expressions, and personalized feedback. Used in the United States, Singapore, South Korea, and Europe.

Corpus-Based Feedback. Learners consult corpora such as the British National Corpus (BNC) or COCA to check collocations and grammar patterns. Especially common in UK universities and applied linguistics programs.

Comparative Evaluation of International Approaches

| Approach | Strengths | Weaknesses | Contexts Best Suited For |
|-------------------------|--------------------|-------------------|--------------------------|
| Direct correction | Clear, efficient | Reduces autonomy | Beginner learners |
| Indirect/coded feedback | Builds skills | Requires training | Intermediate learners |
| Communicative feedback | Encourages fluency | May miss errors | CLT classrooms |

It can be difficult to decide on what and how much to correct in a student's piece of writing. Students can develop a negative attitude towards writing because their teacher corrects all their errors or if the teacher only corrects a few, they might feel that the teacher hasn't spent sufficient time looking at their work.

<https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/error-correction-1>

An effective international model should combine the strengths of multiple methods:

1. Start with direct correction for beginners.
2. Introduce indirect and coded feedback as learners progress.
3. Use communicative tasks to maintain fluency.
4. Apply cognitive strategies (e.g., noticing, drafts) for deeper learning.
5. Include peer review and collaborative editing for motivation and autonomy.
6. Integrate AI and grammar-checking tools responsibly.
7. Provide reflective activities to help learners internalize rules.

Conclusion

Mistakes Encourage Active Learning One of the biggest benefits of making mistakes is that they push you to engage more actively with the learning material. When

you make an error in pronunciation, grammar, or comprehension, you are forced to analyze what went wrong and correct it. This active reflection helps reinforce the correct information in your mind and encourages deeper learning. <https://glctschoo.com/the-importance-of-making-mistakes-as-you-attend-esl-school/>. Correcting lexical-grammatical mistakes is a complex but essential part of writing instruction worldwide. While no single approach fits all learners, international research shows that blended, learner-centered strategies are the most effective. By integrating traditional, communicative, cognitive, sociocultural, and technological methods, educators can support learners' accuracy, fluency, and long-term linguistic development. Error correction is crucial for ensuring accuracy and reliability, whether in language learning (helping students fix mistakes and progress) or digital systems (maintaining data integrity). In language, it prevents errors from becoming permanent, boosts comprehension, and develops accurate skills, while in technology, it guarantees data quality and function by fixing corrupted bits during transmission or storage. Balancing correction is key in education to motivate learners without overwhelming them.

https://www.google.com/search?sca_esv=8ff73cc9fbbf5111&sxsrf=AE3TifMUGREWlxAvdzt7How3LZ6dI6Zymg:1765281306340&q=Importance+of+error+correction&sa=X&ved=2ahUKEwi1u8WpubCRAxUGEBAIHaeICWkQ1QJ6BAhDEAE&biw=1366&bih=641&

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