



DETECTING AND CORRECTING ENGLISH LANGUAGE LEARNERS' GRAMMAR MISTAKES

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Annotation: For this academic research, I picked Fatima, one of my students in the ninth grade at school in order to identify and correct Fatima's grammar mistakes. During the interview, I learned important information about her academics, as well as her personality and history. Fatima is sixteen years old. She has been learning English since she was a youngster since she was obsessed with mastering the English language.

Key words: written communication, CCL (Cooperative Language Learning Methods), CEFR, motivation, regular verbs, grammar rules and structures, vocabulary.

Аннотация: Для этого академического исследования я выбрал Фатиму, одну из моих учениц девятого класса школы, чтобы выявить и исправить грамматические ошибки Фотимы. Во время интервью я узнал важную информацию о ее учебе, а также о ее личности и истории. Фатиме шестнадцать лет. Она изучала английский язык с детства, так как была одержима овладением английским языком.

Ключевые слова: письменное общение, CCL (Кооперативные методы изучения языка), CEFR, мотивация, правильные глаголы, грамматические правила и конструкции, словарный запас.

In this academic research I have identified Fatima's grammar mistakes during the interview. Fatima has been a student of mine for a year. She had good grammar and a huge vocabulary when I started teaching her, but she couldn't apply them in her spoken or written communication. I showed her how to incorporate previously acquired vocabulary and grammatical rules or structures into her speech and writing. In addition, I have tried a range of tactics and ways to improve her productivity. During the class, I largely used CCL (Cooperative Language Learning Methods) to help her enhance her speaking abilities. As a result, her communication and pronunciation are now superb. Karim (2018) defines it as "the use of interactive tasks that include specific language structures and communicative functions necessary to achieve communicative competence; Helping learners develop successful learning and communication strategies; The goal is to create a low-stress learning environment that reliably reduces the student's emotional filter and increases motivation" (p. 2). After a year of hard work, she is now able to communicate in English and write simple essays. According to the CEFR, her English level is B1. When I asked her why she wanted to study English, her response astounded me since her objectives are to broaden her horizons and tour the world, and she stated that she does not want to be only a school teacher. One of the motivations for learning English is to relocate to a foreign country to fulfill her requirement for job and study. I found out Fatima enjoyed a lot of ambitions for the future, and all of them involve the English language. She has been studying English for five years in order to enhance his overall English language skills. As a result, she wants to study in America in order to follow her desired profession. In terms of personality, she is quiet yet highly eager. When I first introduce a new topic to her, she swiftly develops a slew of sentences that adhere to a new grammatical rule.

Despite this, she suffers with written English; she is unable to write smoothly or easily communicate his views with her words. In this instance, she must be inspired since motivation is essential in the learning process. According to Do'nyei (1998), "motivation is responsible for determining human behavior by energizing it and giving it direction" (p. 117). She is an aural and visual learner, according to her personality. However, she makes some grammar-related errors in both her speaking and writing processes. She anticipates that she will utilize English to be a professional and sophisticated in her future work. After taking interview from Fatima, I consider some key elements about her personality and ways of study while teaching her. These crucial dates will really help me to set the main objectives to master target language effectively.

I have chosen three of articles from Wester university library to explain grammar rules and structures for my learner. My learners make the same errors in relation to using past and present simple tenses in her both spoken and written production. After analyzing her errors, I use academic sources in order to understand deeper those grammar rules. I find those academic articles essential as there are given grammar rules and structures in detailed and clear prof with a lot of examples. When we talk about some action which is happened or occurred in the past, we should use past forms of verbs. As Givon (1993) stated that "The past tense in English is marked most commonly by the suffix -ed. For a group of irregular verbs, the form is unpredictable, and involves internal changes in the form of the verb stem itself. Some of the verbs are:

Teach - taught see- saw

Sing – sang bring- brought. (pp. 148.149). According to Leech's (2006) explanation "the -ed form of regular verbs ends in -ed (for example, looked, prepared, tied). The form of irregular verbs takes many different forms (for example, blow, sung, sent). (p. 30). According to second error that my learner made which was about to present simple tense, I will give clear explanation from academic sources. We can use the present simple tense when discussing our routines, frequent acts, or a scenario that is now occurring. It uses the root form of verbs or adds -s, -es to the root form of verbs according to the person. We employ **Do** or **Does** with subject in the negative and inquiry forms of the present simple tense. For negative and inquiry forms, **do** and **do not** are used with the first and third person subject. **Does** and **does not** are used in question and negative forms with the second person subject. As Biber et al (2021) noted that "do functions as an auxiliary verb in negative and yes-no interrogative constructions with a lexical main verb. This use of do is known as do-support, because they do merely serves to mark the construction as negative or interrogative, without contributing any independent semantic content." (p.435)

After analyzing my learner's errors through the interview, I have made a decision to create a lesson plan which is include the most appropriate tasks or activities to overcome my learner's mistakes and master this grammar rules and structures deeply. I have created my activities into three stages: intake, input and output stages. For each stage includes two activities. VanPatten and Cadierno (1993) defined about these three stages, the first group of procedures is concerned with input processing; that is, the conversion of input to intake. While diverse points of view can exist in order to explore the processes involved in the conversion of input to intake, we shall employ the concept of "form-meaning connection." Input processing, as defined above, refers to the strategies and mechanisms that facilitate form-meaning links during comprehension. As most of students find grammar rules and structures more boring and monotonous, this lesson plan is based on activities to be more engaging the lesson. I have used TBLT and CLL approaches during this lesson plan according to my students' needs. Moreover, I have used inductive methods during this lesson plan. In the **input stage** my students are divided into three groups to learn language by working peers. The first activity in input stage is based on enhancing my learners' awareness of past form of verbs which are regular and irregular verbs. As Folse mentioned that "Verbs have four principal parts: base form, past, past participle, and present participle. For regular verbs, the past and past participle forms use the suffix -ed. Irregular verbs use a variety of forms, including the suffixes -en and -ne as well as internal vowel changes or no change at all" (p. 47). Taking into this fact, most learners find it challenging to differentiate regular and irregular verbs. Before make some sentences in the past simple, students have to identify correct forms of past simple verbs. Then, according to analyzing correct form of past tense verbs, students have to make a sentence in order to be clear. The objectives of this activity are to identify past form of verbs and to make a sentence according to past tense. In the second activity is about correcting categorizing regular and irregular verbs by giving some handouts for each group. The activities in input stage are the most appropriate activities for my

learners according to their levels and ages.

When it comes to the third activity in **intake stage** which is about to practice what my learners acquire in the beginning of the lesson. As Thornbury (1999) mentioned that "The practice stage was aimed at accuracy" (p. 128) This is filling the gap questions to check students' knowledge by giving infinitive form of verbs at the end of the sentences. students have to turn these verbs into past form and complete the sentences. the objectives of this activity are to find correct forms of past simple tense. To check students' comprehension about usage of question form of past simple tense, in the fourth activity I have given some questions in relation to students' past actions. Students have to answer these questions individual by using correct form of past simple tense. The objectives of these activity are to write their answers on their notebook while using correct forms of past simple tense.

As Thornbury (1999) mentioned that "When it was recognized accuracy alone is not enough to achieve mastery of a second language, a third elements were added production, the aim of which was fluency" (p. 128). The last **output stage**, students have to work individual and produce what they have learned during the lesson. The fifth activity is checking students' reading comprehension. The short story is given which is about "Summer Vacation" for each student and they have to read and understand this story fully. After analyzing this passage students have to answer the questions that are given below the passage.

Conclusion

The objectives of this activity are to discuss about summer vacation with their peers and understand the passage and write answers to the questions while using past simple. The last activity, students have to write their own story according to reading passage. "Educators are encouraged to comprehend extensively the structure and objectives of the lesson," according to Lee (2013). And learners should be taught how the lesson will be arranged and what they should anticipate to acquire by the conclusion" (p. 728). When it comes to writing ability, I believe it is difficult to acquire. It will be simpler for pupils if they employ some effective tactics or approaches. Students can improve their writing skills by using a whole language approach. They may use their own experience while writing a story by using correct form of past simple. After creating the story, students have to talk about their last summer vacation in front of the class. The content and language objectives of this activity are to create and speak their own story about "My last summer vacation" and create and speak their own story about "My last summer vacation" while using past simple tense. Students may develop their writing skills and originality by participating in this writing exercise. As a result, by creating and reading their own tale, they may improve their analyzing skills. While creating this lesson plan and activities, I have paid attention the rule of scaffolding, since all activities must be ordered in order to acquire target language better for most of learners. As Thornbury (1999) defined that "Scaffolding. There should be sufficient support (or scaffolding) to provide security to take risk with the language. This means the practice activity should try to balance the new with the familiar.

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