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TYPES OF ERRORS IN PRODUCTIVE LANGUAGE SKILLS AND EFFECTIVE TEACHER RESPONSES

The process of productive language skills mastering, speaking and writing, is central to successful foreign language acquisition. In secondary school EFL (English as a Foreign Language) classrooms, students often face difficulties in accurate language production, leading to various types of errors. Such errors are not only a natural part of learning but also serve as indicators of linguistic development. Building on previous research into error treatment among young learners [1, 2], this paper examines the classification of errors in productive skills and effective teacher strategies for addressing them in the secondary school context.

Errors in speaking and writing are typically grouped into the following broad categories: 1) grammatical errors; 2) lexical errors; 3) phonological errors; 4) pragmatic errors.

For the grammatical errors, they include mistakes in verb tenses, subject-verb agreement, preposition usage and word order. An example: *She don't like ice cream* (subject-verb agreement error).

For the lexical errors, learners may use incorrect or imprecise vocabulary, often due to transfer from L1 or limited lexicon, such as *He made a photo* instead of, *He took a photo* [3].

For the phonological errors, especially prominent in spoken English, such errors involve sound substitution, stress and intonation. Ukrainian learners, for instance, frequently replace /θ/ with /s/ or /t/.

And as for pragmatic errors, they relate to inappropriate language use in context. Even grammatically correct utterances like *Close the window* may come across as impolite if used with a teacher or peer without softening. Such error types reflect both interlanguage development [6] and is influenced by the learners' first language, which must be considered when planning instruction and correction.

Effective error treatment should foster a positive learning environment while guiding students toward greater linguistic accuracy. In the secondary school classroom, teacher responses often include: 1) recasts; 2) elucidation and prompts; 3) delayed correction; 4) balanced feedback.

One of the most frequent strategies in spoken classroom interaction is the use of paraphrasing. This technique allows the teacher to reformulate the student's incorrect sentence without drawing direct attention to the error. For instance, if a student says *She have a cat*, the teacher might reply with *Oh, she has a cat? That's nice*, modeling the correct form while keeping the

conversation going. Recasts are especially useful during fluency activities where constant interruption might discourage learners.

Another commonly used approach involves *elicitation and prompting*. In this case, the teacher helps the student notice the error and try to correct it independently. Rather than giving the correct version, the teacher might say something like *He go...?* with a questioning tone, or ask *Is that the right tense?* This type of feedback promotes learner awareness and supports the development of self-correction skills [5].

In writing tasks or after speaking activities, *delayed correction* is often more appropriate. Instead of correcting errors immediately, the teacher waits until the end of the task or uses written comments to draw attention to problem areas. For example, in written work, teachers may use codes like “WW” for wrong word or “VT” for verb tense to let the student revise their text.

Equally important is the idea of balanced feedback. Rather than focusing only on mistakes, effective teachers also point out what the student did well. For instance, a teacher can say “*Great use of linking words in your paragraph. Let’s just fix the verb tense here,*” which certainly helps students feel recognized for their effort. This type of response is especially important for teenagers, who are very prone to losing confidence if they feel they’re always being corrected [2].

In line with research by Lightbown and Spada, correction should be tailored to task type, student level, and learning goals [2]

In secondary EFL classrooms, error correction should help learners speak more accurately without making them afraid to communicate. Teachers play a crucial role in identifying error types and choosing the most pedagogically effective response. That is by incorporating both corrective and affective strategies, educators can enhance learner competence and confidence. This approach continues the themes explored in error treatment with younger learners, expanding them to address the cognitive and emotional development of adolescent students.

Rererences:

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