

UDC 378.147:81'243]:001.89
DOI <https://doi.org/10.24919/2308-4863/76-2-41>

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ELIMINATION OF LINGUISTIC MISTAKES CAUSED BY LANGUAGE INTERFERENCE IN THE SENIOR STUDENTS' ORAL AND WRITTEN SPEECH

In modern linguistics, the phenomenon of mistakes in oral and written speech of students learning a foreign language is actively studied. Mistakes are viewed as a necessary component of the learning process and evidence of progress stages in language acquisition. This approach is based on the understanding that mistakes are the result of a cognitive process where students use various strategies to solve language tasks and test their hypotheses about language rules. The concept of mistake in linguistics is interpreted by various researchers who distinguish pre-systematic, systematic, and post-systematic mistakes. Pre-systematic mistakes occur due to lack of knowledge of a specific language norm, systematic mistakes effectively – due to incorrect use of known rules, and post-systematic mistakes – due to inconsistency in rule application. This classification approach allows teachers to influence effectively the mistake correction process.

The main sources of mistakes include interlingual and intralingual influences. Interlingual mistakes arise from the influence of native language structures on the target language and can manifest in various aspects, including phonology, morphology, and grammar. Intralingual mistakes result from insufficient knowledge of target language rules and may include incorrect application of grammatical structures and selection of inappropriate lexical units. Research has also revealed that mistakes in students' written works have different types, such as mistakes in grammar, vocabulary, and sentence structure. This confirms the need for an individual approach to mistake correction depending on their type and context.

In summary, the research shows that understanding the nature of mistakes helps implement effective teaching and correction strategies, contributing to a more successful process of foreign language acquisition by students.

Key words: mistake correction, foreign language teaching, interlanguage mistakes, intralinguistic mistakes, grammar mistakes, self-checking, oral communication, written work, language interference.

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УСУНЕННЯ МОВНИХ ПОМИЛОК, ЗУМОВЛЕНИХ МОВНОЮ ІНТЕРФЕРЕНЦІЄЮ, В УСНОМУ ТА ПИСЕМНОМУ МОВЛЕННІ УЧНІВ СТАРШИХ КЛАСІВ

У сучасній лінгвістиці активно досліджується явище помилок в усному та писемному мовленні студентів, які вивчають іноземну мову. Помилки розглядаються як необхідна складова процесу навчання та свідчення про

етапи прогресу в оволодінні мовою. В основі такого підходу лежить розуміння, що помилки є результатом когнітивного процесу, коли учні використовують різні стратегії для розв'язання мовних завдань та перевірки своїх гіпотез щодо мовних правил.

Поняття помилки в лінгвістиці інтерпретується різними дослідниками, які виділяють досистематичні, систематичні та постсистематичні помилки. Досистематичні помилки виникають через незнання конкретної мовної норми, систематичні – через неправильне використання відомих правил, а постсистематичні – через невідповідність у використанні правил. Цей класифікаційний підхід дозволяє вчителям ефективно впливати на процес корекції помилок в учнів. Основні джерела помилок включають міжмовні і внутрішньомовні впливи. Міжмовні помилки виникають через вплив структур рідної мови на мову, яку вивчають, і можуть проявлятися у різних аспектах, включаючи фонологію, морфологію та граматику. Внутрішньомовні помилки є результатом недостатніх знань правил цільової мови і можуть включати неправильне застосування граматичних структур та вибір невідповідних лексичних одиниць.

Дослідження також виявили, що помилки в письмових роботах учнів мають різні типи, такі як помилки в граматиці, лексиці та структурі речень. Це підтверджує необхідність індивідуального підходу до виправлення помилок залежно від їхнього типу та контексту.

Узагальнюючи, дослідження показує, що розуміння природи помилок допомагає впроваджувати ефективні стратегії викладання та коригування, що сприяє успішнішому процесу оволодіння іноземною мовою учнями.

Ключові слова: виправлення помилок, викладання іноземної мови, міжмовні помилки, внутрішньомовні помилки, граматичні помилки, самоперевірка, усне спілкування, письмова робота, мовна інтерференція.

Formulation of the problem. Mistake correction is a subject of concern for many researchers, mainly in the field of foreign language teaching. Similarly, there are many theories that support or deny who, where and how should correct mistakes. In our opinion, there are some definitions that are similar among scholars who deal with this topic. Some of them are related to the concepts of mistake, which is perceived as a deviation in language that occurs when learners do not fulfil their responsibilities, and mistake, which is described as a deviation in learners' language that results from insufficient knowledge of a rule, as proposed by C. Corder (Corder S., 1973).

Degree of Problem Elaboration. For a long time, the issue of mistakes in oral and written speech has been of interest to domestic and foreign scholars, including: I. Voloshok (Voloshok I., 2014: 71–74), O. Kurovska (Kurovska O., 2004: 60–63), O. Tkachuk (Ткачук О., 2016: 67), C. Corder (Corder S., 1973), S. Doughty (Doughty S., 2006), J. Edge (Edge J., 1997), S. Krashen (Krashen S., 1981), D. Schachter (Schachter D., 1974), and others. Making mistakes is an inevitable circumstance that happens when a person learns a language (James C., 1998: 1). Previously, mistakes were considered undesirable problems teachers tried to prevent. The concept of mistake as a negative outcome of language learning was based on the behaviourist theory of learning.

Thus, external factors such as teacher input and the influence of native speakers play an important role in learners' success in learning English. Rewards for correct behaviour and punishment for mistakes have been used in shaping speech behaviour (Jones H. & Wheeler T., 1983: 326). Recently, mistakes have been seen as a sign in learning progress. This point of view is largely based on the ideas by N. Chomsky (Chomsky N., 1986: 23), who points out that language

structures development in children is innate. The modern concept of foreign language learning is that learners make hypotheses about systemic rules in a foreign language, test these hypotheses on the basis of perceived information and correct them accordingly (Hadley A., 2001: 101).

As a result, an mistake is perceived as evidence that results from the language learning process in which learners use different strategies in a new language learning and test hypotheses. Basically, an mistake means an identified change in the grammatical elements of the native speaker's language, which indicates the learners' competence in the language being studied (Brown H., 2007: 257–259). Mistakes are seen as uncharacteristic results of inadequate linguistic knowledge of learners. S. Corder defined an mistake as «those features of a learner's utterances that differ from those of any native speaker» (Corder S., 1973: 260). P. Lennon supported Corder's definition, calling an mistake «a linguistic form or combination of forms that in the same context and under similar conditions of production would probably not be produced by native speakers» (Lennon P., 2015: 182).

Besides, mistakes in language learning occur systematically and are repeated without any warning from the learner (Gass S., 2008). These mistakes can only be detected by teachers or others who have accurate knowledge of the grammatical system.

The purpose of the study is to theoretically substantiate the issue of mistakes caused by language interference in students' oral and written speech and practically to model a system of methods, techniques and exercises to prevent grammatical mistakes in senior secondary school students. In accordance with the aim and subject of the study, **the following tasks** have been defined: to analyse the content of the

phenomena of «mistake», «interference», typology of language mistakes in the oral and written speech of senior students, with special attention being paid to grammatical mistakes; to identify the peculiarities of senior students' oral and written speech activities; to highlight the requirements for these types of speech activities and focus on the organisation of a lesson with these types of activities in senior secondary schools; to clarify the ways and methods of preventing grammatical mistakes in senior students' oral and written speech; to develop own models of different ways and methods of preventing grammatical mistakes in the senior school students' oral and written speech.

Research methods: analysis and synthesis of scientific and methodological literature in order to determine the state of research on the problem of preparing and conducting a set of exercises and tasks for the prevention of grammatical mistakes in oral and written speech in senior secondary schools students; generalisation and systematisation of experience in correcting grammatical mistakes in oral and written speech in schools senior secondary; modelling to develop own models of exercises and tasks for the prevention of grammatical mistakes in senior students' oral and written speech.

Presentation of main material of the research.

Nevertheless, the role of mistakes is not primarily discussed in research, as they are seen as temporary mistakes that can be automatically corrected by the learner and generally do not interfere with communication. Taking into account the difference between mistakes, J. Edge (Edge J., 1997: 9–11) classified mistakes into blunders, defined as mistakes that can be corrected by the language learner, and attempts, as mistakes made by the language user because he does not know how to organise the thought he wants to express. However, for the sake of clarity, it is worth focusing on mistakes and their classification. Taking into account the research conducted on this topic, some characteristics of mistakes have been added in order to identify the stages of mistakes and types of mistakes in order to ensure adequate prevention. For example, S. Corder (Corder S., 1973: 167–168) argued that there are three types of mistakes: pre-systematic mistakes, i. e. those that occur when a learner is unaware of a specific norm in the language being studied; for example, the use of *I have 30 years* without realising the existence of the verb *to be*. Systematic mistakes are characterised by the fact that the learner knows the rules but still uses them incorrectly; in this case, lack of practice may be the main reason why this type of mistake is commonly made by language learners, For example, although an English language learner may know the third person singular conjugation, they often do not conjugate it correctly.

Finally, post-systematic mistakes occur when learners know the rules of the target language but do not use them consistently. For example, when a language user knows the sociolinguistic difference between the terms «*teacher*» and «*professor*», but accidentally uses them to refer to the same person. According to this theory, language teachers should work on these mistakes in the first two stages (pre-systematic and systematic) to avoid the so-called «*fossilization*». Mistakes can occur at any of the previously mentioned stages, affecting or not affecting comprehension. Mistakes can occur in the course of oral and written discourse due to insignificant linguistic units.

These classes are clearly defined by J. Jaeger (Jaeger J., 2004: 22–25) as phonological, syntactic, lexical and propositional. Phonological mistakes are phonological and prosodic units that do not carry semantic content; some of these mistakes are represented in consonant and vowel sounds, as well as in the stress or rhyme of the utterance. Syntactic mistakes, on the other hand, relate to the organisation of phrases and sentences, in particular the misplacement of lexical items such as words and morphemes, as well as phrases. For example, in the sentence *I have a yellow car*, the word *yellow* is displaced because adjectives should come before nouns. In contrast, lexical mistakes are substitutions or combinations of meaningful lexical items; some categories of lexical mistakes include functional and meaningful words, as well as affixes. For example, in the expression «*I am stressing*», the affix «*ing*» should be replaced with the form «*ed*». Finally, propositional mistakes indicate statements that the language user constructs with one intention, but they are different from what he or she intended to say. That is, in the sentence *I brought my carpet, sorry my folder*, the person had an intention that was not reflected in the first statement, so he or she immediately corrected it.

According to S. Corder (Corder S., 1973: 167), mistakes made by English learners as a foreign language are important because «they provide the researcher with evidence of how the language is learned or acquired, what strategies or procedures the learner uses to discover the language». According to D. Richards, interlanguage mistakes are mistakes caused by the interference of the mother tongue (Richards D., 1972: 205). These mistakes are the result of learners using elements of their mother tongue in their oral or written utterances in the target language. In most cases, it is inevitable to learn a foreign language exclusively without depending on some linguistic features of the mother tongue. One way or another, interference can occur in different areas of linguistics, including phonology, morphology, grammar, syntax, lexis and semantics R. Ellis (Ellis R., 1997: 350).

When the linguistic principles of the mother tongue differ significantly from those of the target language, it is difficult for learners to understand, and they begin to apply the mother tongue rules and structures in the learning process (Krashen S., 1981: 65). Intralinguistic mistakes – these mistakes refer to mistakes that occur due to ineffective learning patterns, such as misapplication of rules and lack of awareness of rule limitations (Richards J., 1972: 206). Intralinguistic mistakes are not related to the mother tongue interference, but are caused by the foreign language itself. In the language learning process, these mistakes usually occur when learners acquire insufficient knowledge (Kaweera C., 2013: 13–18).

Initially, researchers investigated mistakes in English writing by English learners as a foreign language (Ridha N., 2012: 22–45). The results of the study show that interlanguage mistakes are divided into many categories: verb tense, word choice, sentence structure, article, preposition, modal / auxiliary verb, singular / plural form, verb forms, pronoun, clauses, infinitive / gerund, subject-verb agreement, parallel structure and comparison structure, respectively. The results of this study also showed that each writing genre is characterised by a different number of mistakes. To sum up, the analysis of the written works shows that the mother tongue still plays a negative role in the written works of English language learners.

Other studies have identified ten types of language mistakes, including adjective order, subject-verb agreement, direct / indirect application, use of verbs in the past tense, present perfect, non-possessive-direct speech, passive voice and interrogative sentences (Sattayatham A., 2007: 170–194). The results of the study also show that the mistakes are caused mainly by intralinguistic sources: overgeneralisation, incomplete application of rules, omissions, etc. The interference of the native language is found in a small number (Sattayatham A., 2007: 170–194). Let us consider the most typical mistakes. When studying the linguistic levels at which the most mistakes are found, the mistakes are analysed according to the following criteria or English linguistic levels: grammar, vocabulary and writing. Grammar turns out to be the most difficult linguistic level, where mistakes occur most often. In addition, a one-way analysis of variance is conducted to determine whether the types of mistakes in the writing of Ukrainian EFL learners differ between the three language levels: grammar, vocabulary and writing. The results of the analysis show that there is a statistically significant difference between mistakes at the three language levels.

Literal translation of Ukrainian words: One of the techniques that Ukrainian learners of English as

a foreign language use to acquire English language skills, including in writing, is the literal translation of Ukrainian words into English.

Verb tense: It is not surprising that many sentences of English as foreign language learners are found to use incorrect verb tenses. In particular, many (130) mistakes are found to be the result of incorrect use of tenses that do not accurately indicate the time of action. Since Ukrainian does not have some forms of past tense verbs, these mistakes may be the result of native language interference. The main problem was replacing the past tense form with the simple tense. For example, *She sends <sent> a message to me. He wants <wanted> for us to get a scholarship. I like <liked> to follow my mother and ask <asked> her many things.*

In the English language system, if the wrong tense is used, the text cannot convey the author's intention or the meaning that the authors imply.

Preposition: The analysis shows that mistakes in the use of prepositions account for omission, addition and substitution. In addition, prepositions are used differently in different languages. The same preposition can convey a completely different meaning in different languages. The examples of preposition substitution in the following sentences are examples of mistakes that can be made when you choose the wrong preposition instead of the right one. *I had been crying about <for> fifteen days.*

In English, the preposition «*about*» means «*relatively*», «*approximately*» or «*almost*». However, the preposition «*for*» is used to indicate the duration of an action. In this case, the learner's knowledge of the Ukrainian language hinders his writing. In addition, below is an example of a mistake related to the omission of a preposition. *I was too lazy to search <for> more information.*

«*For*» is used to represent the object of intention in English, whereas in Ukrainian there is no preposition in this pattern. Finally, prepositional mistakes were found in accordance with the addition of a preposition where it is not needed.

Word choice: It is evident that many sentences contain inappropriate or inaccurate vocabulary to distort the meaning of the written text. *He has a joke <a good sense of humor>.* While a joke means something made to make you laugh, a good sense of humour is a characteristic of being able to say or do something humorous. In this sentence, a good sense of humour is the appropriate phrase to convey the exact meaning. This is another example of poor word choice. *They are lovely <nice> to me;* «*lovely*» means beauty inside and outside of a person. This is not the meaning the student intended to convey.

Verb form: There are five forms of verbs in English: main, third person singular, past tense, present tense, past participle and -ing. Students' mistakes in using the wrong verb form can be seen in the following sentences. *He graduate <graduated> from school.*

The author of this sentence uses the base form to indicate the past tense of the verb, which is incorrect. *It is hard to decided <decide>.* On the other hand, the author of this sentence made a mistake by using the past tense form of the verb in the infinitive.

Spelling: Spelling mistakes are found in different categories. First of all, students make mistakes by adding or omitting a space in one word. Below are examples of sentences. *Some friend <Some friends> are fun to be with. Every one <Everyone> has several reasons. You are in my heart for ever <forever>.*

Mistakes arose because students inserted an extra letter in certain words. *He huges <hugs> me. Everythings <Everything> was not easy as I thought.* Mistakes related to the absence of letters in certain words can be detected. *We always <always> love him. It can work againt <against> you.*

The analysis presents that most of the spelling mistakes identified in the study are the result of using a substitution or an incorrect letter. *We decided <decided> to separate. It was my dicision <decision>.*

So, these are the main reasons for mistakes made by learners in the process of learning a foreign language:

Unclear knowledge of the rules. For example, a learner who knows that the past tense of a verb is formed by the ending -ed can say «*I grew up in Great Britain*» or a learner can apply the rules incorrectly, so some people make mistakes like «*Your cat is bigger than mine*».

Students often make mistakes because they are inattentive. Modern methodologists believe that the essence of working on mistakes should be based on the student's understanding of what mistake he or she makes and how to correct it (Voloshok I., 2014: 71–74). That is why modern domestic and foreign linguists believe that the teacher should only highlight or underline the place where the mistake was made, as this will make students think again, remember the rule or exception and find out for themselves that this is exactly what they did O. Tkachuk (Ткачук О., 2016: 67). At the same time, students need to learn to find, correct and comment on their mistakes, and the teacher must first teach them how to correct them.

Particular attention should be paid to correcting mistakes in the written senior students' work. Recently, methodologists and linguists have been emphasising and recommending teaching and developing writing skills because of its importance in language learning (Voloshok I., 2014: 71–74).

Today, there are modern approaches to correcting mistakes in oral speech during language learning. It has long been proven that the general meaning of the word «mistake» is broader and reflects phenomena and processes in language use. Sometimes it is not always useful to correct mistakes in speech. Since learners make a wide variety of mistakes, which in turn have a wide variety of causes, the methods of correcting mistakes should also be varied.

There are a number of recommendations on the technology of correcting mistakes in written works:

1. before collecting written work, time should be given for self-checking of completed tasks.

2. students can correct their own mistakes by using a whiteboard that contains the correct versions of their work, which allows them to compare the correct version with the incorrect one, as well as to see the incorrect version in their notebook.

3. while students are working on their writing, the teacher looks at their notebooks, noting hints for correcting mistakes, but not pointing out the mistake itself. Then, after a while, the teacher comes back to the student and, if the mistake has been corrected, removes the mark that was previously placed to indicate the incorrect spelling. This method is very useful because it is not difficult for the teacher to find the mistake and does not take much time.

4. Self-checking is also possible: when the written work is coming to an end and the teacher has to collect the notebooks, students can change places and check their classmates' written assignments for mistakes (mistakes outside the margins). However, it should be remembered that this work should be guided by the teacher, i. e. one student reads aloud, while others listen and analyse and correct the completed tasks. So, the best way to correct mistakes in written work is to do it in the form of group or pair work. For example, in the form of a competition «*Who can find more mistakes?*» or «*Who can find 5 mistakes in a paper faster?*». Students either work independently or change papers, or receive the same papers with the same mistakes.

Conclusions and suggestions. Thus, high school students are not always successful in correcting mistakes in their oral communication. In fact, teachers are often unable to help their students notice and correct their mistakes simply because they lack the necessary understanding of mistake correction. Despite the fact that various studies have been conducted in this area, many teachers lack sufficient awareness of the various aspects of mistake handling. According to the researchers, «the teacher has no guidance other than his intuition to tell him which mistakes are most important to correct» (Burt M., 1978). To work effectively on

mistakes, teachers need to make informed decisions. Teachers need to decide how to deal with mistakes and what methods to use to do so. Last but not least, teachers need to decide who should correct mistakes in the classroom. Before addressing each of these aspects, it is necessary to have a clear understanding of the concept of mistake itself.

Attitudes towards mistakes and their close connection to learners' affective states in the foreign language classroom present an interesting observation area for teachers to explore and develop. By focusing on the approaches to feedback adopted in the classroom, a teacher can identify discrepancies between their own beliefs about how, when and what types of feedback should ideally be used and what is actually used. Correcting mistakes is a very complex process, and research shows that teachers are often inconsistent in providing corrective feedback. On the one hand, these inconsistencies include differences between how teachers believe they should treat mistakes and how

they actually work in the classroom; inconsistencies also include the fact that teachers may correct a particular mistake at a particular time while ignoring it at a later stage. At the same time, there is, depending on the position adopted on mistake correction, a wide range of possible alternatives for providing feedback. This diversity of approaches is taken into account in the Common European Framework, which invites users to reflect on some possible procedures, including the following: – all mistakes and inaccuracies should be corrected immediately; – for mistakes, immediate correction by colleagues should be systematically encouraged; – all mistakes should be noticed and corrected at a time when it does not interfere with communication; – mistakes should not just be corrected, but analysed and explained at the appropriate time; – mistakes that are simply mistakes should be allowed to pass, but systematic mistakes should be eradicated; – mistakes should be corrected only when they interfere with communication.

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