

Analysis of Oral English Errors and Correction Strategies for Junior Middle School Students

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Abstract

Oral English mistakes have always been the focus of teachers' attention, so it is also the goal of teachers to correct their mistakes. At present, in the process of junior middle school students' English learning, oral English has always been a shortcoming of junior middle school students, and there are many types of oral mistakes junior middle school students make in the process of oral English learning, such as pronunciation and intonation mistakes, vocabulary mistakes, grammar mistakes and pragmatic expression mistakes. According to the above types of oral error correction, this study conducted a comprehensive analysis of the types of oral error of junior high school students and a systematic analysis of the error correction strategies based on the types of oral error, the subject of error correction, the types of error correction and the timing of error correction. By investigating the current situation of English teachers' error correction in junior middle school, this paper aims to help English teachers improve their teaching methods and enhance classroom efficiency.

Keywords

Middle School English Class; Oral English Error; Error Correction.

1. Introduction

At the present stage of junior middle school English class, with more and more content and difficulty, students have more and more opportunities to practice oral English. It is inevitable that there will be a variety of oral mistakes in oral English practice. Due to the influence of mother tongue, sometimes there will be mistakes in word selection and word order. If teachers do not correct their oral errors in time, students will easily form Chinglish. Therefore, English teachers' mastery of the types of verbal errors and correction strategies of junior middle school students will be of great help to improve their oral errors.

1.1. Factors that Interfere with Oral English Teaching in Junior Middle School

Students in junior high school have not accumulated a lot of English rules, and it is easy to be affected by the difference between mother tongue and English when communicating in English. For example, Chinese does not emphasize the use of articles, but English has specific usage requirements for articles. For example, "playing the piano" is "play the piano", "playing basketball" is "play basketball", both verbs are "play", but the use of the article is not the same, and under the influence of Chinese, students often make mistakes in the use of the two phrases. Moreover, Chinese verbs do not have any formal changes, do not distinguish person, tense, but English is different, verb forms will change with the above two. In junior middle school English classroom teaching, students often ignore verb form changes because of native language habits, such as "I go shopping with my friends yesterday" or "She don't like the new teacher" and other wrong expressions.

1.2. Culture Difference

There are differences between Eastern and Western cultures in many aspects, and these differences also lead to differences in language, which have a great impact on junior high school students' oral Cambria learning. For example, when Chinese people meet, they often start a conversation with "Have you eaten?", and this sentence has no special meaning, just for pleasantries. However, in the western cognition, asking the other party whether to eat or not will be considered as an invitation to the other party, and there is a hope to date and make friends with the other party. When receiving compliments from others, most Chinese will be self-deprecating, but Westerners will readily accept and express gratitude. Moreover, the cultivation of cultural consciousness is more important in junior middle school English teaching. Students lack understanding of cultural differences, and "Chinglish" often appears in oral dialogue, that is, using the Chinese way of thinking to communicate in English. Therefore, in oral English teaching, these cultural differences will more or less affect students.

1.3. Teaching Focus

China's education inevitably has the disadvantage of "examination only" and "score only". What will be examined in the exam is the main learning content, while other content will be ignored to a certain extent. As far as English learning is concerned, all kinds of examinations take knowledge as the main content of examination, and rarely test students' oral ability. Therefore, in teaching, teachers also take theoretical knowledge as the main content and focus on the explanation of grammar, vocabulary, etc. Although some oral practice is also carried out in the overall teaching process, it does not attract enough attention from teachers and students. Teachers focus on memorizing phrases and sentence patterns in oral practice. The students memorized mechanically in order to complete the teacher's request. At the same time, the classroom oral practice is mechanical and lacks practicability, and students' participation and enthusiasm are not well mobilized.

2. Principles of Using Error Correction Strategies in Oral English Teaching

2.1. Identify the Cause of the Error

When teachers correct students' mistakes in the actual oral teaching, they should make it clear whether the mistakes are caused by oral errors or grammatical problems. If it is caused by a slip of the tongue, then the teacher does not need to deliberately emphasize the use of obscure methods to remind students, so as not to discourage the enthusiasm of students to express. However, if there are major grammatical errors or vocabulary errors due to violation of language rules, teachers need to analyze the mother tongue and cultural interference, and then make targeted corrections accordingly.

2.2. Error Correction Varies from Students

In psychology, people's cognitive style is divided into field dependent type and field independent type. Field dependent students are more susceptible to the influence of external factors, and their understanding of things is easily disturbed by people around them, especially teachers and classmates. Field independent students are not easily affected by external factors, and they are more inclined to independent thinking and self-analysis. Teachers should distinguish between students' cognitive styles when correcting mistakes. For field-dependent students, teachers can make students make corrections by means of peer assistance or teacher assistance. For field independent students, teachers can inspire them and set aside a certain amount of time for them to self-correct.

2.3. Pay Attention to the Timing of Error Correction

In oral English teaching, teachers should pay attention to grasp the time of error correction, and take appropriate methods to correct errors according to the actual teaching situation at that time. If a student's mistake at that time will affect his subsequent expression or mislead other students, the teacher can correct the mistake immediately; However, if the mistake is only a small detail, it will not affect the overall dialogue, nor will it have a bad impact on other students, the teacher can remind the students after the dialogue and let them realize it.

3. Application of Error Correction Strategy in Oral English Teaching of Junior High School

3.1. Direct Error Correction and Indirect Error Correction

Direct error correction means that teachers point out students' mistakes or even correct them directly. In the oral English teaching of junior middle school, teachers either directly point out or make certain comments on the mistakes of students' oral expression, so as to help students correct their mistakes. Adopting the method of direct error correction can directly and accurately guide students to correct mistakes, but at the same time, it is necessary to avoid proposing too blunt and discouraging students' enthusiasm. For some grammatical and phonetic errors, direct error correction is easier to achieve the purpose of correction, and students' phonetic errors, error correction is more direct and timely, long-term wrong pronunciation is not easy to correct, but also easy to have an impact on the future.

Indirect error correction means that the teacher allows the students to find their own mistakes and take the initiative to correct them by means of inspiration or suggestion. In the teaching of spoken English in junior high school, teachers can make students aware of their mistakes by frowning, shaking their heads and other expressions, or by emphasizing tone, repetition, rhetorical questions and other ways. When using this method, teachers should be careful not to increase the tension of teaching. For example, when a student makes a mistake in tenses and makes a mistake like "We go to school together yesterday", the teacher can repeat the student's expression and put emphasis on the words "go" and "yesterday" to attract the students' attention and correct the mistake indirectly.

3.2. Students Self-correct with Teachers or Others

In the actual middle school English teaching, teachers should pay attention to the appropriate change of the subject of error correction. When students correct themselves, teachers need to give certain clues and hints from the side, and provide time for students to think on their own. Adopting the method of students' self-correction can not only protect students' psychology, but also help improve students' autonomous learning ability and deepen their impression of this knowledge.

If students are unable to recognize their mistakes, or are unable to correct them independently, then they need the help of teachers or other students. For example, teachers need to help students correct phonetic mistakes in oral expression. For some other mistakes, you can also ask other members in the group to help correct mistakes, or directly let the collective error correction, so that more students can participate in class activities.

4. Conclusion

In classroom teaching, teachers should constantly summarize the characteristics of students' language errors, give students sufficient time for error correction, create a relaxed atmosphere for error correction, and cultivate students' error correction ability. When a certain error correction strategy is not effective, avoid using a serious tone or even a critical tone, give more

guidance and encouragement to students, respect students' individual development, change flexible and diversified error correction methods, inspire students to look at their own language problems correctly, and have the courage to accept the error correction from teachers or classmates, which can not only protect students' learning enthusiasm and participation. It can also improve the efficiency of classroom teaching and improve students' language ability.

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