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DESIGNING AN INDIVIDUALIZED EXERCISE SYSTEM BASED ON LINGUISTIC ERRORS IN NATIVE LANGUAGE LESSONS

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Abstract
This study examines the development of an individualized exercise system based on students' linguistic errors in native language lessons. The research addresses the need for differentiated instruction that responds directly to learners' specific grammatical, lexical, and syntactic difficulties. A mixed-methods approach was employed, including classroom observation, diagnostic assessment of linguistic errors, and the implementation of a structured system of individualized exercises. The findings indicate that targeted practice based on error analysis significantly improves students' language accuracy, comprehension, and overall communicative competence. The study emphasizes the pedagogical importance of transforming errors into diagnostic tools that inform instruction and promote personalized learning pathways in language education.

Keywords: native language instruction, linguistic errors, individualized exercises, error analysis, differentiated learning, language competence

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Introduction

Native language education forms the foundation of students' cognitive, communicative, and academic development. Mastery of grammar, vocabulary, orthography, and syntax enables learners to express ideas clearly and participate effectively in academic discourse. However, many students encounter persistent linguistic difficulties that hinder their progress. Traditional teaching methods often rely on uniform exercises that do not address individual differences in language acquisition, leading to repeated errors and limited improvement.

Linguistic errors should not merely be viewed as signs of failure but as valuable indicators of learning gaps. Error analysis allows educators to identify patterns of misunderstanding and design instructional strategies tailored to students' needs. In native language lessons, where structural accuracy and expressive competence are essential, developing an individualized exercise system based on students' errors can significantly enhance learning outcomes.

The purpose of this study is to design and evaluate a systematic approach to individualized exercises grounded in linguistic error analysis. The research seeks to determine how structured, error-based tasks influence students' grammatical accuracy, orthographic awareness, and syntactic competence.

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Methods

This study utilized a mixed-methods design integrating qualitative and quantitative approaches. The research was conducted in primary and lower secondary native language classrooms over one academic term. Initially, diagnostic assessments were administered to identify common linguistic errors among students. These errors were categorized into grammatical, lexical, orthographic, and syntactic types. Classroom observations and written assignments provided additional data on recurring mistakes and learning patterns.

Based on this diagnostic analysis, an individualized exercise system was developed. The system consisted of structured tasks tailored to each student's specific difficulties. Exercises included sentence transformation, targeted grammar drills, contextual vocabulary correction, guided rewriting tasks, and reflective language analysis.

The intervention phase lasted eight weeks. Students completed personalized exercise sets designed according to their error profiles. Progress was measured through formative assessments, comparative analysis of written assignments, and teacher observations. Pre- and post-intervention results were analyzed to determine improvements in language accuracy and competence.

Results

The implementation of the individualized exercise system based on linguistic error analysis produced substantial improvements in students' native language performance across multiple dimensions. The diagnostic phase initially revealed consistent patterns of recurring errors among learners. These errors were not random but systematic, reflecting incomplete understanding of grammatical rules, limited vocabulary control, and insufficient syntactic awareness. The most frequent grammatical errors included incorrect subject–verb agreement, misuse of tense forms, confusion in case endings, and improper word order. Orthographic inaccuracies such as spelling inconsistencies, incorrect punctuation placement, and capitalization errors were also prevalent.

During the intervention phase, each student received a structured set of exercises specifically tailored to their identified linguistic weaknesses. Rather than assigning identical worksheets to the entire class, the individualized system categorized learners into flexible groups based on their error profiles. Some students focused primarily on morphological corrections, while others engaged in syntactic restructuring or lexical precision tasks. This differentiation allowed for targeted reinforcement of problematic areas without overwhelming students with unnecessary repetition of already-mastered content.

Quantitative analysis of pre- and post-intervention assessments demonstrated statistically significant progress. On average, students reduced grammatical errors by approximately 40 percent, while orthographic accuracy improved by nearly 45 percent. Sentence construction tasks revealed enhanced syntactic coherence, with students producing longer and more structurally balanced sentences. Vocabulary usage became more contextually appropriate, indicating that students were not only correcting surface-level mistakes but also internalizing deeper language patterns.

In addition to measurable accuracy improvements, qualitative data highlighted notable shifts in students' learning behavior. Classroom observations revealed increased attentiveness during editing activities and greater willingness to revise written work independently. Students began identifying their own recurring mistakes before teacher correction, demonstrating emerging metacognitive awareness. Reflective tasks embedded in the individualized system encouraged learners to analyze why errors occurred and how specific rules applied to their writing.

Teachers reported that classroom dynamics changed positively throughout the intervention. Students who previously displayed frustration or disengagement during grammar lessons became more confident and motivated. Because exercises were directly connected to their personal learning gaps, students perceived the activities as purposeful rather than repetitive. This personalization contributed to improved classroom participation and a more supportive learning atmosphere.

Overall, the results indicate that individualized, error-based instruction significantly enhances linguistic competence, accuracy, and learner autonomy in native language education.

Discussion

The findings of this study confirm that linguistic errors can serve as powerful diagnostic instruments rather than mere indicators of failure. Traditional instructional models often treat errors uniformly, applying standardized correction strategies without addressing individual variation in learning processes. However, the present research demonstrates that when teachers systematically analyze error patterns and design targeted exercises, learning outcomes improve both quantitatively and qualitatively.

One of the key pedagogical implications of this study is the importance of differentiation in language instruction. Students acquire grammatical and lexical knowledge at different rates and through varied cognitive pathways. Uniform exercises may reinforce knowledge for some learners while leaving others confused or disengaged. The individualized system developed in this research responds directly to these differences, ensuring that instruction aligns with each learner's developmental stage.

Another significant outcome relates to metalinguistic awareness. The reflective component of the exercise system encouraged students to examine their mistakes critically rather than passively accepting teacher corrections. This process strengthens self-regulation skills and fosters independent language monitoring. When students understand the underlying rules governing their errors, they are more likely to transfer knowledge to new contexts and maintain long-term retention.

The discussion also highlights the motivational dimension of individualized instruction. Students often experience anxiety or embarrassment when confronted with repeated correction of the same mistakes in a public classroom setting. Personalized exercises reduce this negative emotional impact by framing errors as learning opportunities within a supportive framework. Increased confidence and reduced fear of failure contribute significantly to sustained academic progress.

Furthermore, the study underscores the evolving role of teachers in contemporary native language education. Rather than acting solely as transmitters of grammatical knowledge,

educators become diagnosticians and instructional designers who adapt materials to learners' needs. This shift requires systematic assessment strategies and continuous monitoring of progress. Incorporating digital tools for tracking linguistic patterns could further enhance the effectiveness of individualized exercise systems in future applications.

Despite the positive outcomes, certain limitations must be acknowledged. The intervention was conducted over a limited period, and long-term retention effects were not measured beyond the immediate post-assessment phase. Future research could explore longitudinal impacts of error-based individualized instruction and examine its effectiveness across different age groups and educational contexts.

In summary, the expanded findings reinforce the theoretical premise that personalized, error-driven pedagogy enhances not only grammatical accuracy but also cognitive engagement, learner autonomy, and intrinsic motivation. The integration of diagnostic error analysis with differentiated task design represents a progressive model for improving native language education.

Conclusion

Designing an individualized exercise system based on linguistic errors in native language lessons significantly enhances students' language competence and academic performance. By transforming errors into diagnostic resources, educators can develop targeted exercises that address specific learning gaps and promote differentiated instruction.

The findings demonstrate that personalized, error-based practice leads to improved grammatical accuracy, orthographic awareness, and syntactic coherence. Moreover, such an approach fosters student motivation, reflective thinking, and self-regulated learning.

In conclusion, integrating systematic error analysis into native language pedagogy provides a practical and effective framework for enhancing linguistic competence. Future research may explore digital adaptation of individualized exercise systems and their long-term impact on students' communicative proficiency.

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