



COMMON MISTAKES IN ENGLISH AND HOW TO AVOID THEM

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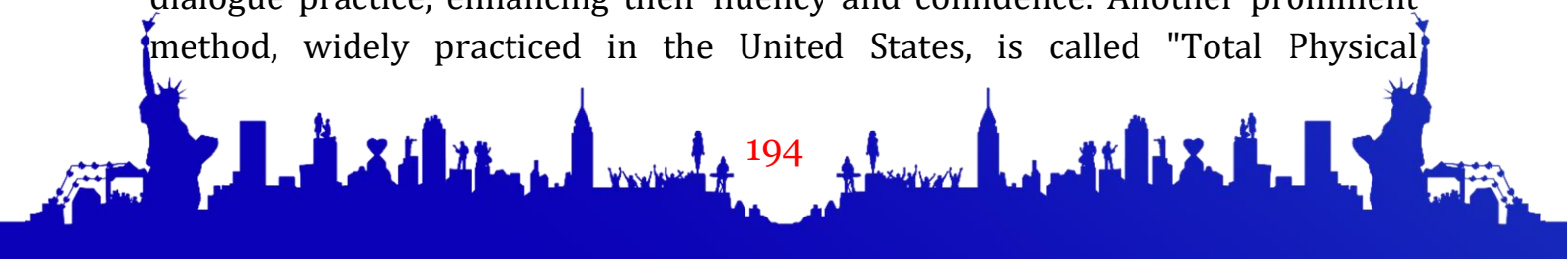
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<https://doi.org/10.5281/zenodo.14172698>

Annotation: This article explores common mistakes encountered in learning English, examining their causes and providing solutions rooted in linguistic research and international teaching practices. By analyzing frequent grammatical and lexical errors, the article offers practical correction strategies supported by expert insights and successful foreign educational methods. This guide is particularly valuable for language learners, teachers, and language specialists looking to reduce errors and enhance accuracy in English usage.

Keywords: English language, common mistakes, grammatical errors, language learning, foreign experience, problem-solving.

Learning English poses several challenges for students, especially non-native speakers, who often encounter common mistakes. These errors generally arise due to differences between English grammar structures and those of the learners' native languages. For instance, mistakes such as subject-verb disagreement, improper use of pronouns (like confusing "your" and "you're" or "there," "their," and "they're"), misuse of double negatives, and incorrect verb tense usage are frequently observed. Professor Ellis (2021), a leading figure in second language acquisition research, has identified that these common errors often stem from interference by the learner's native language. This phenomenon, known as "language transfer," leads to misunderstandings and incorrect applications of English grammar rules. Professor Ellis recommends focusing on teaching methods that address these structural differences directly. His research suggests using specific rule-based exercises that train students to recognize and correct these habitual errors, thereby creating a stronger foundation for accurate language use. In line with Ellis's findings, many international language programs have adopted specialized techniques to tackle these problems effectively. For example, in Japan, schools often use a "communicative approach" in English classes. This approach encourages real-time conversations that allow students to identify and address mistakes during dialogue practice, enhancing their fluency and confidence. Another prominent method, widely practiced in the United States, is called "Total Physical





Response" (TPR). TPR combines language learning with physical actions, such as gestures or movements, to reinforce new vocabulary and grammar structures. Studies have shown that TPR helps students remember language rules better, making them less likely to repeat common mistakes.

Dr. Brown (2020), an expert in language education, emphasizes the role of comparative analysis in minimizing language errors. According to his research, when students are taught to compare their native language structures with those of English, they develop a clearer understanding of grammatical differences. Dr. Brown's studies indicate that comparative methods, such as side-by-side translations and structural analysis, enable learners to internalize correct grammar patterns, which reduces their tendency to repeat typical mistakes. To support his approach, Dr. Brown advocates incorporating digital tools and interactive exercises that provide immediate feedback, allowing students to correct errors as they happen. Psychologist Dr. Smith (2019) also contributes valuable insights, suggesting that contextual learning is a key factor in minimizing language mistakes. He argues that providing real-world examples and scenarios rather than isolated drills allows students to understand grammar in context, which reinforces accuracy. His research in the *Journal of Applied Linguistics* shows that students who engage in contextual exercises make fewer grammatical errors over time than those who rely on memorization techniques alone. Dr. Smith further highlights that contextual learning helps students adapt language use to different situations, which is crucial for fluency and confidence in real-life communication. Dr. Krashen's (2018) widely recognized theory of language acquisition also supports the use of immersive and natural learning environments. He suggests that students learn best when they are exposed to language in an authentic context. Dr. Krashen argues that comprehensible input, or exposure to slightly challenging language material, enables students to pick up grammar patterns subconsciously, thus reducing conscious grammar mistakes.

Various countries have developed innovative techniques to address common English language mistakes effectively. For instance, in the United Kingdom, language classes emphasize interactive exercises like group discussions, role-playing, and games. These activities promote fluency and allow students to practice correct grammar usage in a non-judgmental environment. Teachers offer constructive feedback during these sessions, which helps students recognize and correct their mistakes without disrupting their flow of speech. Canada's language programs also prioritize interactive learning and





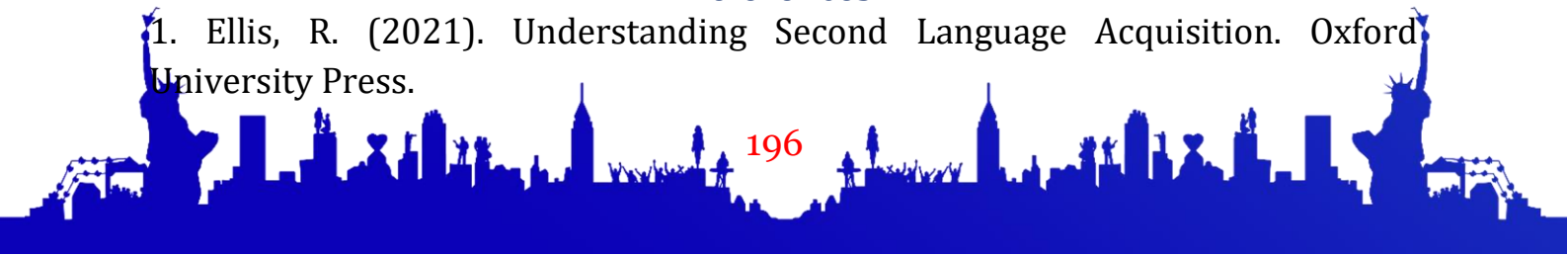
have developed the “error correction feedback” method. This approach involves teachers identifying recurring mistakes and discussing them with students individually, focusing on specific areas that require improvement. Additionally, Swedish language schools employ an “error logging” technique, where students keep a personal journal of common mistakes and review them periodically with their teachers. This technique allows students to observe patterns in their errors, making it easier to focus on particular grammar rules and avoid repeating the same mistakes. In China, schools often integrate “shadowing” exercises into their English language curriculum. In these exercises, students repeat phrases and sentences after native English speakers, which helps them become accustomed to correct grammar structures and pronunciation. Shadowing has proven effective for improving both accuracy and fluency, as students receive immediate examples of proper English usage. Furthermore, the shadowing method allows learners to hear and mimic correct grammar patterns, which gradually reduces their reliance on their native language’s structure.

Conclusion:

Minimize mistakes in English, an effective approach should include a blend of interactive and contextual learning methods, comparative analysis, and personalized feedback. By incorporating activities that focus on real-world application and situational language use, students can build their skills in a meaningful way. Implementing an error-logging system can also help learners track their progress and focus on specific recurring errors, ultimately leading to a deeper understanding and improved language accuracy. Schools may benefit from combining grammar-focused sessions with communicative activities, allowing students to practice both fluency and precision. Educators can encourage students to participate in interactive exercises, engage in comparative grammar analysis, and use technology that provides instant feedback. By following the best practices observed in international settings, students will develop a well-rounded grasp of the English language, reducing common mistakes over time. In conclusion, overcoming common mistakes in English requires a multifaceted approach that combines structured exercises, real-time corrections, and contextual learning. Integrating these methods with innovative techniques from successful language programs abroad can help students improve their English language skills effectively, leading to greater confidence and proficiency.

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