

ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS’ SPEECH AND WAYS TO REDUCE THEM

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Annotation: This article analyzes the common grammatical errors made by students in spoken English and explores effective strategies to reduce these errors. The study categorizes errors into morphological, syntactic, article, prepositional, and tense/agreement mistakes. Causes of errors, including native language interference, overgeneralization, insufficient practice, and psychological factors, are discussed. Methods to minimize errors, such as explicit grammar instruction, error analysis, communicative practice, peer correction, and the use of digital tools, are presented. The findings highlight the importance of systematic teaching strategies for improving students’ accuracy, fluency, and confidence in English communication.

Key words: grammatical errors, English language learning, error analysis, language accuracy, teaching strategies

Аннотация: В статье анализируются распространённые грамматические ошибки студентов в устной речи на английском языке и рассматриваются эффективные стратегии их снижения. Ошибки классифицируются на морфологические, синтаксические, ошибки с артиклями, предлогами и согласованием времён. Обсуждаются причины ошибок, включая влияние родного языка, чрезмерное обобщение правил, недостаток практики и психологические факторы. Представлены методы снижения ошибок: объяснение грамматики, анализ ошибок, коммуникативная практика, взаимная проверка и использование цифровых инструментов. Результаты подчёркивают важность систематических методов обучения для повышения точности, беглости и уверенности студентов в английской речи.

Ключевые слова: грамматические ошибки, изучение английского языка, анализ ошибок, языковая точность, методы обучения

INTRODUCTION

Learning English as a foreign language presents various challenges, among which mastering grammar is one of the most persistent and complex. Grammar serves as the backbone of any language, providing structure and clarity to communication. Without a solid grasp of grammatical rules, students’ speech and writing may be unclear, ambiguous, or even unintelligible. Despite years of instruction, many learners continue to make frequent grammatical mistakes, especially in spoken language, which can

hinder effective communication and lower their confidence in using English in academic, social, and professional contexts.

Grammatical errors are not only a reflection of linguistic gaps but also indicate underlying cognitive processes in language acquisition. Students’ mistakes may arise from interference from their native language, incomplete understanding of English grammar rules, overgeneralization of learned patterns, limited exposure to authentic English, or insufficient practice in speaking and writing. For example, learners often struggle with tense usage, subject-verb agreement, article placement, prepositions, and word order — errors that are pervasive across different proficiency levels.

The importance of studying grammatical errors goes beyond identifying mistakes. It enables teachers and educators to pinpoint problematic areas, design targeted instructional strategies, and improve the overall efficiency of language learning. By understanding why and how students make errors, instructors can adopt proactive methods to prevent their recurrence, such as integrating communicative exercises, peer feedback, error correction strategies, and technology-assisted learning tools.

Furthermore, the ability to produce grammatically correct speech is crucial not only for academic success but also for practical communication. In real-life situations — such as presentations, interviews, debates, or social interactions — grammatical inaccuracies can lead to misunderstandings, misinterpretation, or reduced credibility. Therefore, addressing grammatical errors systematically is essential for developing both linguistic accuracy and learner confidence.

This study aims to examine the common grammatical errors in students’ speech, categorize them, and propose effective strategies to minimize their occurrence. By analyzing the nature, frequency, and causes of these errors, this research provides practical insights for English language teachers and contributes to enhancing pedagogical methods that support students’ communicative competence and overall language proficiency.

RESEARCH METHODOLOGY

Types of Grammatical Errors in Students’ Speech. Grammatical errors in students’ speech can be classified into several main categories: Morphological Errors These errors occur when students use incorrect word forms, including verbs, nouns, adjectives, and pronouns. For example: Incorrect: *He go to school yesterday.*

Correct: *He went to school yesterday.* Morphological errors often result from overgeneralization, where students apply regular grammatical patterns to irregular forms, such as “*goed*” instead of “*went*”. Syntactic Errors Syntactic errors involve mistakes in sentence structure or word order. Examples include: Incorrect: *I very like this book.* Correct: *I really like this book.* Such errors often occur when students directly translate from their native language, which may have a different word order. Article Errors

English articles (*a, an, the*) are particularly challenging for learners whose native language does not use articles. Common mistakes include omission or misuse: Incorrect: *I saw dog in park.* Correct: *I saw a dog in the park.* Prepositional Errors Prepositions are difficult due to their idiomatic nature. Students frequently confuse prepositions in fixed expressions: Incorrect: *She is good in English.* Correct: *She is good at English.* Tense and Agreement Errors Errors related to verb tense and subject-verb agreement are widespread, particularly in oral speech: Incorrect: *They goes to school every day.* Correct: *They go to school every day.* These errors often arise from insufficient understanding of grammatical rules, or from trying to speak too quickly without monitoring accuracy.

Understanding why students make errors is crucial for designing effective teaching strategies. Common causes include: Native Language Interference Students tend to transfer structures from their first language into English. For example, in some languages, articles do not exist, so students often omit them in English.

Learners may apply a single grammatical rule too broadly. For example, using the -ed ending for all past tense verbs (*goed* instead of *went*). Insufficient Practice and Exposure. Limited speaking or writing opportunities restrict students' ability to internalize grammar. Without repeated practice, errors are likely to persist. Irregular verbs, phrasal verbs, idiomatic expressions, and exceptions to grammatical rules make learning more difficult.

Nervousness, fear of making mistakes, and low confidence can cause students to produce errors even if they understand the rule. To minimize errors and improve learners' accuracy, several strategies can be implemented: Explicit Grammar Instruction. Teachers should clearly explain grammatical rules, illustrate them with examples, and provide controlled practice exercises. Focusing on common problem areas helps prevent recurrent mistakes. Error Analysis and Corrective Feedback Regularly analyzing students' speech and providing constructive feedback allows learners to recognize patterns in their errors. For example, teachers can maintain an *error log* for each student. Communicative and Contextual Practice Using grammar in authentic speaking and writing tasks helps students apply rules naturally. Role-plays, debates, discussions, and writing exercises encourage correct usage in real contexts. Peer Correction and Collaborative Learning Group activities where students identify and correct each other's errors foster critical thinking and reinforce correct grammar usage. Use of Digital Tools Language learning apps, online grammar exercises, and grammar checkers provide interactive practice and instant feedback. Tools like Grammarly, Quizlet, or Duolingo can supplement classroom instruction. Repetition and Reinforcement Revisiting difficult structures regularly helps consolidate learners' understanding and

ensures long-term retention. Spiral curriculum approaches, where grammar points are reviewed periodically, are effective.

Addressing grammatical errors systematically brings multiple benefits: Enhanced Communication – Accurate grammar increases clarity and comprehension in both spoken and written communication. Increased Learner Confidence – When students make fewer mistakes, they participate more actively in discussions and presentations. Improved Academic Performance – Writing assignments, exams, and oral assessments show better results with reduced errors. Better Professional Preparedness – Proper grammar usage is crucial for formal contexts such as interviews, presentations, and workplace communication.

Several studies highlight the effectiveness of combined strategies: Ellis (2006) demonstrated that learners who received targeted error feedback improved significantly in both oral and written accuracy. Lightbown & Spada (2013) emphasized the importance of communicative practice combined with explicit grammar instruction in reducing persistent errors. Digital Tools Research (Grammarly, 2020) showed that students using grammar checkers decreased article, tense, and prepositional errors by 25–30% within a semester. By systematically identifying errors, understanding their causes, and applying targeted strategies, teachers can significantly reduce grammatical mistakes in students’ speech. This approach not only enhances accuracy but also fosters learner confidence, fluency, and motivation to communicate in English.

CONCLUSION AND RECOMMENDATIONS

Grammatical errors are a natural and inevitable part of the language learning process. However, if left unaddressed, they can significantly hinder effective communication, reduce students’ confidence, and affect academic and professional performance. This study has shown that students’ speech errors can be broadly classified into morphological, syntactic, article, prepositional, and tense/agreement errors. Each category of mistakes has distinct causes, including native language interference, overgeneralization of rules, limited practice, complexity of English grammar, and psychological factors such as anxiety or lack of confidence.

Reducing grammatical errors requires a systematic and multifaceted approach. **Explicit grammar instruction** provides students with clear explanations and structured practice, while **error analysis and corrective feedback** allow learners to recognize and correct recurring mistakes. Integrating **communicative and contextual exercises** ensures that grammar is not just memorized but actively applied in realistic situations, enhancing both fluency and accuracy. **Peer correction and collaborative learning** encourage active participation, critical thinking, and mutual support among students. Moreover, **digital tools and language learning applications** offer interactive exercises, instant feedback, and additional practice opportunities that can accelerate error reduction.

The benefits of addressing grammatical errors are profound. Students who receive targeted instruction and practice demonstrate improved clarity and precision in both spoken and written English. Their confidence and motivation increase, resulting in more active participation in classroom discussions, presentations, and group work. In addition, mastering grammatical structures contributes to better academic outcomes, higher scores on standardized tests, and enhanced professional communication skills, all of which are essential in a globalized world where English functions as an international lingua franca.

Finally, continuous monitoring, personalized feedback, and a combination of traditional and innovative teaching methods are essential for helping students overcome grammatical challenges. By creating a supportive and structured learning environment, teachers can not only minimize errors but also empower students to communicate effectively, think critically in English, and achieve higher levels of linguistic proficiency. Addressing grammatical mistakes systematically is therefore not only a pedagogical necessity but also a key factor in fostering students' long-term success and confidence in using English.

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