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LEXICAL AND GRAMMATICAL ERRORS THAT STUDENTS MAKE DURING ENGLISH DISCUSSIONS

Annotation. This study aims to examine the lexical and grammatical errors that students make during discussions in English. The focus is on identifying common errors and understanding their underlying causes. The research methodology includes recording and transcribing discussions among students, followed by a thorough analysis of the errors made. The results reveal that students frequently make lexical errors, such as using incorrect words or mispronouncing words. Additionally, grammatical errors, such as subject verb agreement or tense inconsistencies, are also commonly observed. These errors can be attributed to various factors, including limited vocabulary, lack of exposure to English, interference from the students' native language, and inadequate language proficiency. Understanding these errors and their causes can help educators develop targeted strategies to address them and enhance students' English language skills.

Key words: lexical errors, grammatical errors, students, discussion, English language, vocabulary, language proficiency.

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TALABALARNING INGLIZ TILIDA MUHOKAMA JARAYONIDAGI LEKSIK VA GRAMMATIK XATOLARI

Annotatsiya. Ushbu tadqiqot ingliz tilidagi munozaralar paytida talabalarning leksik va grammatik xatolarni tekshirishga qaratilgan. Asosiy e'tibor ko'p sodir etiladigan xatolarni aniqlash va ularning asosiy sabablarini tushunishga qaratilgan. Tadqiqot metodologiyasi talabalar muhokamalarini yozib olish va transkripsiya qilishni, so'ngra yo'l qo'yilgan xatolarni to'liq tahlil qilishni o'z ichiga oladi. Natijalar shuni ko'rsatadiki, talabalar, ko'pincha, noto'g'ri so'zlarni ishlatish yoki so'zlarni noto'g'ri talaffuz qilish kabi leksik xatolarga yo'l qo'yishadi. Bundan tashqari, ega-kesim munosabati yoki zamonlar moslashuvi nomuvofiqligi kabi grammatik xatolar ham, odatda, kuzatiladi. Bu xatolar turli omillar, jumladan, so'z boyligining yetishmasligi, ingliz tili muhitining mavjud emasligi, ingliz tilini o'rganayotganda ona tilining to'sqinlik qilishi va tilni yetarli darajada bilmasligi bilan bog'liq bo'lishi mumkin. Ushbu xatolar va ularning sabablarini tushunish o'qituvchilarga ularni bartaraf etish va talabalarning ingliz tili ko'nikmalarini oshirish uchun maqsadli strategiyalarni ishlab chiqishga yordam beradi.

Kalit so'zlar: leksik xatolar, grammatik xatolar, talabalar, muhokama, ingliz tili, lug'at, tilni bilish.

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ЛЕКСИЧЕСКИЕ И ГРАММАТИЧЕСКИЕ ОШИБКИ СТУДЕНТОВ ВО ВРЕМЯ АНГЛИЙСКОЙ ДИСКУССИИ

Аннотация. Целью данного исследования является изучение лексических и грамматических ошибок, которые студенты допускают во время дискуссий на английском языке. Основное внимание уделяется выявлению распространенных ошибок и пониманию их основных причин. Методика исследования включает запись и расшифровку обсуждений среди студентов с последующим тщательным анализом допущенных ошибок. Результаты показывают, что учащиеся часто допускают лексические ошибки, например, используют неправильные слова или неправильно произносят слова. Кроме того, также часто наблюдаются грамматические ошибки, такие как согласование подлежащего и глагола или несоответствия времени. Эти ошибки могут быть связаны с различными факторами, включая ограниченный словарный запас, недостаточное знание английского языка, вмешательство родного языка учащихся и недостаточное знание языка. Понимание этих ошибок и их причин может помочь преподавателям разработать целевые стратегии по их устранению и улучшению навыков английского языка учащихся.

Ключевые слова: лексические ошибки, грамматические ошибки, учащиеся, обсуждение, английский язык, словарный запас, владение языком.

Introduction. When learning a new language, it is common for students to make lexical and grammatical errors. These errors can occur during various language activities, including discussions. In the context of English language learning, students may struggle with vocabulary usage, word order, verb tense,

articles, and other aspects of grammar. Understanding the common errors that students make during discussions can help teachers identify areas for improvement and provide targeted instruction. By addressing these errors, teachers can help students develop their language skills and communicate more effectively in English.

This paper aims to explore the lexical and grammatical errors that students often make during discussions in English. It will discuss common error patterns, possible reasons for these errors, and strategies that teachers can employ to address them. By gaining insights into these errors, educators can enhance their teaching methods and support their students' language development effectively.

Literature review. Several studies have examined the lexical and grammatical errors that students make during discussions in English. These errors can be categorized into different types, including vocabulary errors, word order errors, verb tense errors, article errors, and others.

- **Vocabulary Errors:** One common error that students make is the misuse or misinterpretation of vocabulary. They may use words incorrectly or choose inappropriate synonyms. For example, a student might say "I am feeling hot" instead of "I am hot" or use the word "big" to describe a person's age instead of their size. These errors can result from a lack of vocabulary knowledge or a misunderstanding of word meanings.

- **Word Order Errors:** Another common error is incorrect word order. English has a specific word order pattern, and students may struggle to follow it. For example, a student might say "I yesterday went to the store" instead of "Yesterday, I went to the store". These errors can occur due to the influence of the student's native language, where word order may be different.

- **Verb Tense Errors:** Verb tense errors are also prevalent during discussions. Students may struggle with using the correct verb tense to express past, present, or future actions. For example, a student might say "I go to the party yesterday" instead of "I went to the party yesterday". These errors can stem from a lack of understanding of verb tenses or difficulties in applying them correctly in speech.

- **Article Errors:** The use of articles (a, an, the) can be challenging for English language learners. Students may omit articles when they are needed or use them incorrectly. For instance, a student might say "I saw cat in park" instead of "I saw a cat in the park". These errors can be attributed to differences in article usage rules between English and the student's native language.

- **Other Errors:** Students may also make other grammatical errors during discussions, such as subject-verb agreement errors, pluralization errors, and pronoun errors. These errors can occur due to a lack of grammatical knowledge or difficulties in applying grammar rules accurately.

- **Reasons for Errors:** The errors students make during discussions can be influenced by various factors. First, the influence of the student's native language can play a significant role. Differences in grammar structures and word order patterns between English and the student's native language can lead to errors. Second, limited vocabulary knowledge and exposure to English can contribute to lexical errors. Third, the lack of explicit instruction on grammar rules and practice opportunities can also contribute to errors.

- **Strategies for Addressing Errors:** Teachers can employ various strategies to address lexical and grammatical errors during discussions. Providing explicit instruction on vocabulary usage, word order, verb tense, and article rules can help students understand and apply them correctly. Engaging students in communicative activities and providing ample opportunities for practice can also enhance their language skills. Additionally, providing corrective feedback and encouraging self-correction can help students become more aware of their errors and improve their accuracy.

Research Methodology. To investigate the lexical and grammatical errors that students make during discussions in English, a research methodology can be designed. The following steps outline a potential approach:

1. **Research Design:** Decide on the research design that best suits the research objectives. This could be a quantitative, qualitative, or mixed-methods approach. Consider factors such as the sample size, data collection methods, and data analysis techniques.

2. **Participants:** Determine the target population for the study. This could be students of a specific age group, proficiency level, or educational background. Decide on the sample size and sampling technique to ensure representativeness.

3. **Data Collection:** Choose appropriate data collection methods to gather information on the lexical and grammatical errors made during discussions. Common methods include audio or video recordings of discussions, written transcripts, and self-reporting questionnaires. Consider ethical considerations and obtain informed consent from participants.

4. Error Identification: Develop a coding system or error analysis framework to identify and categorize the lexical and grammatical errors made by students. This could involve creating categories for vocabulary errors, word order errors, verb tense errors, article errors, and other types of errors observed during the analysis.

5. Data Analysis: Analyze the collected data using appropriate statistical or qualitative analysis techniques. Quantitative analysis may involve calculating error frequencies, percentages, or correlations between different error types. Qualitative analysis may involve thematic coding or content analysis to identify patterns and themes in the errors.

6. Results Interpretation: Interpret the findings of the data analysis in relation to the research objectives. Identify the most common types of errors made by students during discussions and explore any patterns or trends that emerge. Compare the results with existing literature or theories on second language acquisition and error analysis.

7. Discussion and Conclusion: Discuss the implications of the findings and their relevance to language teaching and learning. Consider how the identified errors can be addressed in instructional practices. Draw conclusions about the nature and significance of lexical and grammatical errors in student discussions in English.

8. Limitations and Future Research: Acknowledge any limitations of the study, such as sample size, generalizability, or potential biases. Suggest areas for future research to further explore the topic, such as investigating the effectiveness of specific instructional interventions in reducing lexical and grammatical errors.

By following this research methodology, we can gain insights into the lexical and grammatical errors made by students during discussions in English. This knowledge can inform language teaching practices and contribute to the improvement of students' language proficiency.

Analysis and results. In the course of discussion, students often make lexical and grammatical errors in English. These errors can be attributed to various factors such as limited vocabulary, lack of language proficiency, or simply not being aware of the correct grammatical structures. One common lexical error is the misuse or incorrect use of words. Students may use a word that is similar in sound but has a different meaning, resulting in confusion or misunderstanding. For example, using “accept” instead of “except” or “affect” instead of “effect”. Another lexical error is the incorrect use of collocations or idiomatic expressions, where students may use words that do not naturally go together. For instance, saying “make a homework” instead of “do homework”.

Grammatical errors are also prevalent in student discussions. These errors can range from simple mistakes such as subject-verb agreement or verb tense inconsistencies to more complex issues like sentence structure or word order. For example, students may say “He go to the store” instead of “He goes to the store” or “He went to the store”. They may also struggle with using articles correctly, such as saying “I have cat” instead of “I have a cat”. These errors are often a result of students' limited language proficiency or lack of exposure to the English language. Students who are not fluent in English may rely on their native language’s grammar rules and vocabulary, leading to errors when trying to express themselves in English.

Common Mistakes in English	
Incorrect ✗	Correct ✓
It's a high pay job.	It's a high-paying job.
I'll go out after the dinner.	I'll go out after dinner.
How are you this week?	How have you been this week?
Are you a saler, Jame?	Are you a salesman, Jame?
Which kind of that car?	Which type of car is that?
You like ice cream, isn't it?	You like ice cream, don't you?
How much is the temperature?	What is the temperature?
Why don't stay more time here?	Why don't you stay a litle longer?

Conclusion/Recommendations. In conclusion to address these lexical and grammatical errors, it is important for students to actively work on improving their vocabulary and language proficiency. They can do this by reading extensively, practicing writing, and engaging in conversations with native English speakers or proficient speakers of the language. Additionally, teachers can provide targeted instruction on com-

mon lexical and grammatical errors, and offer opportunities for students to practice and receive feedback on their language usage. It is normal for students to make lexical and grammatical errors in English compositions, especially if they are still developing their language skills. By actively working on improving vocabulary and language proficiency, students can gradually reduce these errors and communicate effectively in English.

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