



## Scientific Conference on Multidisciplinary Studies

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### COMMON GRAMMAR MISTAKES AND HOW TO AVOID THEM

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Grammar is the backbone of any language, ensuring effective communication and comprehension. However, both native and non-native English speakers frequently make grammatical errors, which can hinder clarity and professionalism. This article explores common grammar mistakes, their causes, and practical strategies to avoid them, fostering better writing and speaking skills.

**Subject-Verb Agreement Errors.** Subject-verb agreement refers to ensuring the subject and verb in a sentence match in number and person. **Definition:** A mismatch between singular/plural subjects and verbs, such as “She go to school” instead of “She goes to school.” **Causes:** Errors often stem from words or phrases between the subject and verb or confusion about irregular verbs. Identify the core subject and verb before constructing a sentence. Regularly practice subject-verb agreement rules and use grammar-checking tools. **Example:** Instead of “The group of students are arriving,” use “The group of students is arriving.”

**Tense errors** confuse the timeline of events, affecting sentence coherence.

**Definition:** Switching between tenses unnecessarily, e.g., “Yesterday, I will go to the park” instead of “Yesterday, I went to the park.” **Causes:** A lack of understanding about consistent timelines in sentences or influence from native languages. Use tense charts to understand past, present, and future timelines.

Practice exercises requiring consistency in writing paragraphs. **Example:** Replace “I eat breakfast, then went to work” with “I ate breakfast, then went to work.”

**Confusion with Prepositions.** Prepositions connect words and indicate relationships but can be tricky due to subtle distinctions. **Definition:** Using incorrect prepositions, e.g., “good in math” instead of “good at math.” **Causes:** Literal translations from other languages or overgeneralization.

**Avoidance Tips:** Memorize common prepositional phrases. Read and observe prepositions in context.

**Example:** “He is interested for science” should be “He is interested in science.”



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Incorrect Use of Articles (A, An, The) Articles define nouns as specific or general but are often misused. Definition: Errors like omitting articles (“He is doctor” instead of “He is a doctor”). Causes: Absence of articles in some languages or misunderstanding of definite/indefinite article usage. Learn specific rules for when to use “a,” “an,” and “the.” Practice article placement with sentences. Example: Replace “She bought orange” with “She bought an orange.” Sentence Fragments and Run-Ons .Incomplete or overly long sentences can confuse readers. Fragments: Incomplete sentences missing a subject or verb, e.g., “Because I was late.” Run-Ons: Two sentences combined without proper punctuation, e.g., “I was late I missed the bus.” Causes: Overuse of conjunctions or inadequate punctuation. Learn sentence components (subject, verb, object). Break long sentences into shorter ones using periods or conjunctions. Example: Correct “The meeting ended we left” to “The meeting ended, and we left.” Modifiers clarify a sentence but can cause confusion when misplaced. Definition: Placing modifiers far from the word they describe, e.g., “She almost drove her kids to school for five hours” (intended: “She drove her kids to school for almost five hours”). Causes: Lack of clarity in sentence construction. Place modifiers close to the word they modify. Re-read sentences to ensure logical flow. Example: Fix “The dog chased the cat barking loudly” to “The barking dog chased the cat.” Pronouns must agree with their antecedents in number and gender. Using mismatched pronouns, e.g., “Everyone must bring their book” instead of “Everyone must bring his or her book.” Causes: Informal speech patterns or lack of attention to singular/plural distinctions. Identify the antecedent before choosing the pronoun. Use gender-neutral options when possible (e.g., “Everyone must bring their book”). Example: Replace “Each student should bring their notebook” with “Each student should bring his or her notebook.” Words that sound alike but have different meanings are a common source of errors. Mixing up words like there, their, and they’re. Causes: Phonetic similarity and over-reliance on context. Memorize homophones and their meanings. Use them in sentences to reinforce understanding. Example: Replace “They’re books are on the table” with “Their books are on the table.” Using two negatives in a sentence creates confusion or unintended positivity. Definition: Statements like “I don’t know nothing” instead



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of “I don’t know anything.” Causes: Influence of informal or dialectal speech. Learn standard rules for negative sentence construction. Practice rewriting sentences without double negatives.

Example: Replace “He can’t find nowhere to park” with “He can’t find anywhere to park.” Proper punctuation ensures sentence clarity. Definition: Misusing commas, apostrophes, and other marks, e.g., “Its raining” instead of “It’s raining.”

Causes: Misunderstanding punctuation rules or typing errors. Study punctuation rules for commas, semicolons, and apostrophes. Proofread writing for punctuation issues. Example: Correct “Lets eat grandma” to “Let’s eat, grandma.”

### Comparative Analysis of Grammar Challenges in Native and Non-Native Speakers

Similarities: Both groups face issues with advanced grammar (e.g., conditionals or subjunctive mood). Common errors like subject-verb agreement or tense misuse affect everyone. Differences: Non-native speakers struggle more with prepositions and articles due to language transfer. Native speakers often make informal speech-related mistakes, such as double negatives.

## Conclusion

Grammar errors can significantly affect communication, but they are avoidable with practice and awareness. This article has outlined the most common mistakes and strategies to overcome them. By mastering these techniques, learners can write and speak English more accurately and confidently.

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