



APPLICATION OF MODERN LINGUISTIC THEORIES AND PRACTICAL
APPROACHES IN CORRECTING LEXICAL AND GRAMMATICAL ERRORS IN
ENGLISH WRITTEN DISCOURSE

Muminova Dilnora Nuriddinovna

Researcher, SamSIFL

Abstract: This article explores how theoretical and practical insights from modern linguistics can be applied to detect, categorize, and correct lexical and grammatical errors in the written work of English language learners. It discusses the significance of interlanguage theory, cognitive linguistics, pedagogical linguistics, and corpus linguistics. The article also evaluates the effectiveness of instructional approaches such as Error Analysis, Contrastive Analysis, Task-Based Language Teaching, and Form-Focused Instruction.

Keywords: lexical and grammatical errors, written discourse, interlanguage, cognitive linguistics, error analysis, corpus linguistics, modern pedagogical approaches.

Аннотация: В данной статье рассматривается использование теоретических и практических достижений современной лингвистики для выявления, классификации и исправления лексических и грамматических ошибок в письменных работах изучающих английский язык. Анализируется роль теории межъязыковой системы (interlanguage), когнитивной лингвистики, педагогической лингвистики и корпусной лингвистики. Кроме того, оценивается эффективность таких методических подходов, как анализ ошибок (Error Analysis), контрастивный анализ (Contrastive Analysis), обучение на основе выполнения коммуникативных задач (Task-Based Language Teaching) и обучение, ориентированное на языковую форму (Form-Focused Instruction), с приведением примеров их практического применения.

Ключевые слова: лексические и грамматические ошибки, письменная речь, межъязыковая система (interlanguage), когнитивная лингвистика, анализ ошибок, корпусная лингвистика, современные педагогические подходы.

Annotatsiya: Ushbu maqolada ingliz tilini o'rganuvchilarning yozma ishlarida uchraydigan leksik va grammatik xatolarni aniqlash, tasniflash hamda tuzatishda zamonaviy lingvistika nazariyasi va amaliy yondashuvlaridan foydalanish masalasi yoritiladi. Unda intertil nazariyasi, kognitiv lingvistika, pedagogik lingvistika va korpus lingvistikasining ahamiyati ko'rib chiqiladi. Shuningdek, Xatolar tahlili (Error Analysis), Qarama-qarshi tahlil (Contrastive Analysis), Vazifaga asoslangan til o'qitish (Task-Based Language Teaching) va Formalarga yo'naltirilgan o'qitish (Form-Focused Instruction) kabi metodlarning samaradorligi ularning amaliy qo'llanishi misolida baholanadi.

Kalit so'zlar: leksik va grammatik xatolar, yozma nutq, intertil, kognitiv lingvistika, xatolar tahlili, korpus lingvistikasi, zamonaviy pedagogik yondashuvlar.



INTRODUCTION

The worldwide spread of English necessitates more scientifically informed methods for developing writing skills. Because writing involves the interaction of linguistic, cognitive, and pragmatic abilities, addressing learner errors becomes a multifaceted task. Selinker (1972) explains that such errors are "systematic and reflect the developing linguistic system of the learner" (p. 214). Rather than being accidental, these mistakes offer meaningful clues about the learner's progress and the underlying processes of language acquisition. By examining these patterns, educators can design more focused instructional strategies that respond to learners' specific needs, thereby enhancing both accuracy and communicative effectiveness in written English. Furthermore, identifying recurring errors enables teachers to determine which language areas require additional attention, supporting more individualized and evidence-based teaching. This deeper understanding contributes to a learning environment in which students gradually gain greater control over lexical and grammatical forms.

Source: Selinker, L. (1972). *Interlanguage*. IRAL.

Link: <https://doi.org/10.1515/iral.1972.10.1-4.209>

Furthermore, developments in cognitive linguistics provide deeper insight into how learners conceptualize grammatical forms. Lakoff emphasizes that "grammar reflects our conceptual structures rather than autonomous formal rules" (Lakoff, 1987).

Source: Lakoff, G. (1987). *Women, Fire, and Dangerous Things*. University of Chicago Press.

Link: <https://press.uchicago.edu/ucp/books/book/chicago/W/bo3632005.html>

Linguistic Characteristics of Lexical and Grammatical Errors

Lexical and grammatical errors are often a result of learners' incomplete mastery of the target language. Interlanguage theory highlights that such errors are predictable because they emerge from learners' evolving linguistic system (Selinker, 1972). These patterns show that learners rely on provisional rules that gradually become more target-like over time. Such errors also reveal the influence of prior linguistic knowledge, which shapes how new forms are interpreted and produced.

Source: Selinker (1972).

Link: <https://doi.org/10.1515/iral.1972.10.1-4.209>

Cognitive linguistics further clarifies that grammar and lexicon arise from conceptualization, not isolated rules. As Lakoff states, "categories and grammatical structures reflect how humans conceptualize experience" (Lakoff, 1987).

Source: Lakoff (1987).

Link: <https://press.uchicago.edu/ucp/books/book/chicago/W/bo3632005.html>

Pedagogical linguistics also argues that writing errors often stem from insufficient communicative competence and genre awareness.

Theoretical Foundations

Interlanguage and Interference

Interlanguage theory shows that errors such as missing articles or incorrect prepositions are natural developmental features. Selinker emphasizes that "learner errors are an essential component of language acquisition" (Selinker, 1972).



Link: <https://doi.org/10.1515/iral.1972.10.1-4.209>

Interference, or L1 transfer, is one of the key factors influencing errors in interlanguage. Learners often transfer structures, vocabulary, or pronunciation patterns from their first language into their second language. For example:

- A Spanish learner might say "I have 20 years" instead of "I am 20 years old", reflecting direct translation from Spanish ("Tengo 20 años").
- A Russian speaker might omit articles in English ("I bought book"), because articles do not exist in Russian grammar.

Selinker (1972) identifies several processes that contribute to interlanguage development:

1. L1 Transfer (Interference): Using native language patterns in the target language.
2. Overgeneralization: Applying L2 rules too broadly, e.g., "goed" instead of "went".
3. Simplification: Reducing complex grammatical structures to simpler forms, e.g., "He go school" instead of "He goes to school".
4. Communication Strategies: Learners use strategies to convey meaning despite gaps in knowledge, often leading to errors.

Interlanguage is dynamic; as learners receive more input and feedback, their interlanguage gradually approximates the target language. However, interference from L1 can persist, especially when the learner is unaware of differences between L1 and L2 structures.

Pedagogical Implication:

Understanding interlanguage and interference helps teachers anticipate common learner errors and design corrective strategies. For instance, contrastive analysis exercises can highlight typical L1-L2 differences, while guided practice can reduce persistent interference in written discourse.

Cognitive Linguistic Contributions

Cognitive linguistics views language as closely connected to human thought and conceptual frameworks rather than as a system of arbitrary grammatical rules. Lakoff (1987) argues that both grammatical structures and lexical categories mirror the ways humans perceive and organize their experiences. This perspective helps explain why learners frequently make certain errors in English: these mistakes often reveal the cognitive strategies they use to comprehend and produce language, rather than being random slips.

For instance:

- English tense errors often reflect learners' conceptualization of time. A sentence like "Yesterday I go to school" instead of "Yesterday I went to school" shows a simplification in representing past events.
- Prepositional mistakes occur because spatial and metaphorical concepts differ across languages. For example, a learner might write "good in math" instead of "good at math", transferring a conceptual mapping from their native language.

Lexical errors similarly arise when learners try to express ideas beyond their current vocabulary, leading to semantic approximations. A common example is "I am boring" used



instead of "I am bored", reflecting confusion between the experiencer and the agent in the concept of boredom.

Implications for Teaching:

By recognizing the cognitive roots of errors, teachers can develop strategies that address learners' conceptual misunderstandings, not just surface-level forms. Approaches such as visual mapping of concepts, analysis of metaphors, and contextualized examples help learners internalize both meaning and structure, thereby reducing recurring grammatical and lexical mistakes.

Lakoff's work demonstrates that grammar emerges from conceptual structures, which explains learners' struggles with English tenses and prepositions (Lakoff, 1987).

Link: <https://press.uchicago.edu/ucp/books/book/chicago/W/bo3632005.html>

Communicative Competence

The idea of communicative competence, suggested by Hymes (1972), shows that knowing grammar is not enough to be truly proficient in a language. Being able to communicate well also requires using language correctly in different social and cultural situations. This means understanding how to speak appropriately, knowing social rules, and expressing meaning clearly.

When it comes to writing, this explains why learners make mistakes that are not just about grammar or vocabulary. Errors can happen if they do not use the right style, tone, or type of writing. For example, a student might translate idioms word-for-word, creating sentences that are grammatically correct but sound unusual or awkward in context.

Practical Approaches and Contemporary Methods

Practical Approaches and Contemporary Methods (Condensed Version)

Enhancing learners' writing involves not only identifying the reasons behind errors but also applying effective corrective strategies. Error Analysis helps spot frequent mistakes and design focused practice. Contrastive Analysis anticipates errors by comparing the learner's first language with English. Form-Focused Instruction emphasizes correct grammar during communication without interrupting fluency. Task-Based Language Teaching encourages learning through meaningful tasks, supporting both accuracy and practical language use. Corpus-Based Approaches use collections of learner texts to detect common errors and guide teaching decisions.

Technological Tools

Modern technologies help learners improve their writing by providing practical support. AI-based tools detect errors and explain them, promoting independent learning. Visualization tools make grammar and language concepts more tangible and easier to understand. Peer review and self-editing tools encourage students to reflect on their writing and identify recurring mistakes.

Using these technological tools alongside traditional methods enhances learners' error awareness, strengthens correct usage, and fosters autonomous learning in written English.

1. AI-based tools – applications using artificial intelligence to spot errors and give feedback, helping learners practice independently.



2. Visualization tools – instruments that represent grammar and language ideas visually, making complex rules easier to grasp.

3. Peer review tools – systems that allow students to assess and provide feedback on each other's writing, fostering reflection and error awareness.

4. Self-editing tools – resources that let learners review and correct their own writing autonomously.

General definition:

These tools are technological resources aimed at enhancing error detection, improving comprehension of language structures, and supporting self-directed learning.

Errors (not mistakes) made in both second language learning and child language acquisition provide evidence that a learner uses a definite system of language at every point in his development.

This system, or "built-in syllabus," may yield a more efficient sequence than the instructor-generated sequence because it is more meaningful to the learner.

By allowing the learner's innate strategies to dictate the language syllabus, rather than imposing upon him preconceived notions of what he ought to learn, a more effective means of language instruction may be achieved.

Correcting lexical and grammatical errors in written English requires a combination of theoretical and practical approaches. Interlanguage theory (Selinker), cognitive linguistics (Lakoff), communicative competence (Hymes), and empirical corpus analysis (Granger) provide the theoretical grounding for understanding learner difficulties.

Meanwhile, pedagogical approaches such as Error Analysis, Contrastive Analysis, FFI, and TBLT offer systematic strategies for improving accuracy. Integrating these methods ensures scientifically grounded and highly effective instruction.

REFERENCES:

1. Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(1–4), 209–231.

<https://doi.org/10.1515/iral.1972.10.1-4.209>

2. Lakoff, G. (1987). *Women, fire, and dangerous things: What categories reveal about the mind*. University of Chicago Press.

<https://press.uchicago.edu/ucp/books/book/chicago/W/bo3632005.html>

3. Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics in Language Teaching*, 5(1–4), 161–170.

<https://doi.org/10.1515/iral.1967.5.1-4.161>

4. Lakoff, G. (1987). *Women, fire, and dangerous things: What categories reveal about the mind*. University of Chicago Press.

<https://press.uchicago.edu/ucp/books/book/chicago/W/bo3632005.html>