ORIGINAL ARTICLE

Common Mistakes Made by EFL Teachers and Their Suggested Solutions

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ABSTRACT

This study addresses common mistakes that English teachers make in their professional lives to improve the quality of language education and suggests possible solutions to these common mistakes. For this purpose, 100 English teachers working in public schools were included in the study. The data was analysed using content analysis and a qualitative study was conducted. Eight volunteer English teachers who were study participants were interviewed in a semi-structured manner to obtain a more in-depth understanding of the research. Google Forms was used to collect data. As a result of the research findings, it was determined that the most common mistake made by English teachers is mispronunciation. It has been concluded that the recommended solution to this most common mistake is to improve oneself professionally and that more practice is required. It is expected that the study will help contribute to the literature by explaining solution suggestions that can help prevent the repetition of these mistakes in language teaching.

Keywords: Professional mistakes, professional development, teacher competence.

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INTRODUCTION

In the cutthroat world of the twenty-first century, being globally relevant as a person means being socially and academically prepared from an early age. It is indisputable that learning a foreign language is essential to becoming a global citizen. The growth of societies and intercommunal relations are directly correlated with the ability to speak another language (Crystal, 1997; Harmer, 2001). In this way, a nation that offers its citizens quality foreign language instruction helps them in their pursuit of international communication.

The adage "A chain is only as strong as its weakest link" is well-known. In the area of teaching foreign languages, this is also accurate. A good foreign language education requires careful consideration of a multitude of factors. Numerous factors are significant, including student preparation levels, course content, number of courses, hours of instruction, and teacher training. Without a doubt, a bad situation in any of these circles will have a negative impact on the general education system if high-quality foreign language instruction is the goal (Lumpkin, 2008).

Mistakes or shortcomings in the system must be found to strengthen and elevate foreign language instruction. In this regard, Morrow (2002) emphasizes that mistakes should be acknowledged to gain experience and that there is much to learn from them. In a similar vein, Orange (2008) emphasizes that teachers constitute the most significant educational building blocks and that an understanding of the common errors teachers make is critical to a high-quality education. In conclusion, by taking note of the professional mistakes made in the educational system and the remedies provided for them, it is possible to attain a more qualified foreign language education. As a result, it is believed that this research will help close the gaps in the literature by educating us about typical mistakes made by English teachers and outlining potential solutions for them.

Raising and integrating the human profile into society is the goal of education. According to Aydın (2019), the calibre of teachers makes the largest difference in accomplishing educational objectives. In a similar vein, Yariv (2011) concurs that teachers bear responsibility for the education system's continued sound development. Put another way, teachers seem to be the ones who would oversee foreign language instruction because they are the cornerstones of social development and transformation. One of the key factors influencing the effectiveness of foreign language instruction is the presence of foreign language teachers. Given this, it is expected of English teachers to have the necessary tools for their job. To fulfil this requirement, it is essential to disclose the mistakes committed by English teachers in the course of their work and to provide suggestions for reducing these mistakes.

Learning a foreign language is a lifelong endeavour that cannot be made up for in terms of patience or time (Azarnoosh, 2014). The Ministry of National Education categorized the professional competencies that educators need to possess under three main categories (MoNE, 2017): professional knowledge, professional skills, attitudes, and values. Instructors who lack these credentials run the risk of making mistakes in their professional lives. Furthermore, if one does not pursue ongoing professional development while practicing their profession, the probability of making mistakes may rise. In this case, teachers' mistakes present both a bad outcome and a teaching opportunity.

Professional mistakes can be disastrous if they are repeated, but when they are learned from, professional experience is gained. To be more precise, learning from mistakes made in the workplace is what matters most to influence one's future. It would be reasonable to conclude that educational quality would rise in tandem with teachers' increased professional experience. Therefore, professional experiences would be necessary to attain success in foreign language education.

Reviewed literature reveals a dearth of studies that concentrate on the mistakes made by teachers in their professional lives. Even fewer of these studies have been done with teachers of foreign languages. Upon close examination, it appears that no study in Türkiye has addressed the professional errors made by English teachers and potential remedies for these mistakes. While Nel and Swanepoel's (2010) study mentions the linguistic mistakes of ESL teachers, Özer et al. (2016) study concentrate on the mentors of candidate teachers. It is fair to conclude that this research will serve as a guide to improve the calibre of instruction in foreign languages while also averting potential drawbacks.

Theoretical Background

Teachers of foreign languages are essential to the educational process, and they have a lot of responsibilities. They are essential in forming the next generation and raising the standard of instruction for the intended audience (Lumpkin, 2008). Selvi (2010) asserts that the mistakes educators make in achieving the desired human profile may have more serious and far-reaching consequences. To effectively accomplish the objectives of language education, it is necessary to investigate the frequent mistakes made by language teachers. Numerous studies demonstrate that language teachers' mistakes can be attributed to a variety of factors (Bartram & Walton, 2002; Morrow, 2002; Shallenberger, 2015; Tjosvold et al., 2004). Atmaca (2020) asserts that professional shortcomings are frequently the root cause of these mistakes. Rather than focusing on the reasons behind these mistakes, Peeters and Robinson (2015) highlight the detrimental effects. The learning process would be thrown off in both directions, leading to irreversible mislearning. The most important things are to identify the mistakes' origin, educate language instructors about the problem, and put the recommended solutions into practice to avoid unfavourable effects. In summary, solving problems and applying what has been learned are more important than simply understanding the issues at hand.

The teaching profession is greatly impacted by character traits. According to Bruggeman et al. (2021), understanding the fundamental qualities of a teacher will help to advance both the teacher and the educational process. One of the fundamental characteristics that sets one living thing apart from another is its character. Character growth is influenced by both internal and external variables. Knowing the qualities a good teacher should possess is crucial, as educators play a significant role in shaping students' personalities. Numerous studies have demonstrated that a teacher needs to have specific qualities to be certified (Barnes & Lock, 2013; Bayram et al., 2016). In reference to this matter, Beijaard et al. (2004) state that the teaching profession combines both personal and professional traits. Because of this, it is vital to understand and analyse the personal and professional traits of educators as well as the attributes that all effective educators share.

To improve the quality of the educational system and shape society, teachers serve as role models. Ideal teacher qualities are demanded of teachers. Empirical research has demonstrated that an ideal teacher possesses similar competencies (Altan, 2017; Archana & Usha Rani, 2017; Arnon & Reichel, 2007; Cheung, 2006; Çakmak & Gündüz, 2018; Korkmaz & Yavuz, 2011). Some of these are personality traits like great tolerance, patience, empathy, and support. They also exhibit traits of a professional, like questioning and being receptive to new ideas and criticism. It is evident that all these characteristics obtained through all these studies form a common framework. To meet the demands of the teaching profession as best they can, educators need to possess several personal and professional qualities. Here, a few characteristics that foreign language instructors need to possess for the process of teaching foreign languages to be successful (Çakır, 2013). For instance, it is essential to teach pupils every facet of the language and to be aware of the target language's culture. English teachers must also continuously improve to implement the language education process

as effectively as possible. To do this, one must stay up to date on developments in the field of teaching foreign languages.

One of the key strategies for bringing about innovations in foreign language education is teacher training. Effective in-service training and candidate teacher preparation programs are critical for individuals pursuing teaching careers as well as those preparing to enter the field. According to Orland-Barak and Wang (2021), the goal is to improve educational efficiency and the calibre of foreign language instructors. The success of education is directly impacted by any improvements and investments made in foreign language instructors. Any change in this situation must be implemented carefully. During their final year of university, prospective teachers in Turkey begin their training as foreign language educators by putting their theoretical knowledge into practice. It continues through in-service training once they begin their careers. English teachers can continue learning throughout their lives because of these in-person or virtual in-service training programs.

It is possible to become a successful and ideal teacher with both academic knowledge and life experience. Experiences encompass both achievements and setbacks. Numerous mistakes lead to these failures. Mistakes teach us valuable lessons that aid in our experience. It is logical to argue that mistakes should now be reinterpreted as opportunities for learning and a way to redefine what they are. Mistakes committed during the foreign language teaching process provide insight into what future English teachers should and should not do. To avoid unfavourable outcomes in the process of teaching foreign languages, it is imperative to identify the frequent mistakes made by English teachers.

Making mistakes is a normal part of learning a foreign language. This is how professional experience is acquired. It is normal to try and fail to find the best practices or applications that work the best. The fear of making mistakes enhances one's capacity for deliberate action. Teachers will make bolder decisions and implement drastic changes if this fear is effectively managed. Mistakes should therefore be welcomed as a fresh window of opportunity for growth and development. The most important thing in this situation is to recognize your errors, be mindful of the problem, and be able to take the appropriate action in the following phase. The true calamity is when mistakes are repeated and become habits. Given that foreign language education is a vital process that is passed down through the generations and lasts a lifetime, it is advantageous for English teachers to learn from their mistakes in this regard.

Orange (2008) evaluated the mistakes made by foreign language teachers under six main headings in her book titled "25 Biggest Mistakes Teachers Make and How to Avoid Them". The themes that form the basis of this research are as follows: Discipline, teacher-student relations, classroom policies and practices, classroom management and teaching, personality and professionalism, teaching style and behavior. These main headings are divided into several subheadings, and a total of 25 different types of mistakes are reached. Subcategories of the discipline main heading are: Inappropriate Discipline Strategies, Physical Aggression, Purposeful Alienation, and Public Ridicule. Subcategories of teacher-student relationships include: Favoritism, Physiological Discrimination, Personal Attacks, Inappropriate Teacher–Student Relationships, Deliberate Mistreatment, Racial and Cultural Discrimination, and Humiliation. Subcategories of classroom policies and practices include: Inappropriate Classroom Policies and Inappropriate Toileting Practices. Subcategories of classroom management and teaching include: Inappropriate Educational Strategies and Inappropriate Assessment. Subcategories of personality and professionalism include: Teacher Insensitivity, Academic Shortcomings, Poor Administration, Teacher Reputation, and Teacher Misjudgment. Subcategories of teaching style and behavior include: Teacher Bias or Expectations, Unethical Behavior, False Accusations, Inappropriate Reactions, and Sexual Harassment.

Examining the studies carried out both domestically and overseas, it is seen that foreign language teachers make

various mistakes (Atmaca, 2020; Cesur & Tekin, 2018; Özer et al., 2016; Shallenberger, 2015; Yariv, 2011). These mistakes made by EFL teachers may have different sources. For instance, many recent studies (Duman, 2010; Habibi et al., 2018; Kozikoğlu & Senemoğlu, 2018; Macias, 2018) have found that most professional mistakes occur in the early stages of an occupation, especially when it comes to classroom management. In sum, to prevent these professional mistakes from interfering with the process of teaching foreign languages, it is critical to be aware of these mistakes.

The purpose of this study is to improve the effectiveness of the foreign language education process by highlighting frequent mistakes committed by EFL teachers and providing suitable solutions. Accordingly, responses to the following two primary research questions were sought.

1. What are the types of mistakes that EFL Teachers make most frequently?

2. What are the EFL teachers' suggested solutions to avoid making these mistakes?

METHOD

Research Design

The data of this study were analyzed using qualitative research methods. The qualitative data obtained from this research were examined using the content analysis method. Therefore, content analysis of the obtained data, which allows making an inference about a certain subject, was preferred. Content analysis involves the process of coding, categorizing, and interpreting data (Elo & Kyngäs, 2008). Thus, it allowed the data obtained based on the professional mistakes of foreign language teachers and the solutions suggested to minimize or eliminate these mistakes to be examined in detail.

Setting and Participants

The study included 100 English teachers working in public schools across Çanakkale during the 2022-2023 academic year. Demographic information about the study group was gathered by examining variables such as gender, age, grade level, and work experience. As a result, out of 100 English teachers, 80 are female and 20 are male. The age range of teachers is 30-39. Most participants are secondary school teachers. The average professional experience is between 5 and 10 years.

Written informed consent was obtained from all participants prior to any data collection, with separate consent for audio recording secured where interviews were recorded. Participation was explained as entirely voluntary, and individuals were informed that they could decline to answer any question, pause the interview, or withdraw at any time without penalty or loss of benefits. Confidentiality and anonymity were safeguarded by assigning pseudonyms, removing direct and indirect identifiers during transcription, and reporting findings in aggregate form; any illustrative quotations were de-identified before inclusion in the manuscript. Procedures were conducted in accordance with the approval granted by the Çanakkale Onsekiz Mart University School of Graduate Studies Ethics Committee, and data will be retained for research purposes only and disposed of securely after the institutional retention period.

Table 1. Demographic Profiles of the Participants (n=100).

Features		n	f
Gender	Female	80	80
	Male	20	20
Age	20-29	29	29
	30-39	47	47
	40-49	22	22
	Over 50	2	2
Level	Primary School	22	22
	Secondary School	51	51
	High School	27	27
Experience	<5	26	26
	5-10	33	33
	11-20	32	32
	>20	9	9

Data Collection

There are two different sources that form the basis of the study. The first of these is Orange's (2008) book, while the other is Atmaca's (2020) article, which provides information about common mistakes made by EFL teachers and solution suggestions for them. Answers to the two main questions of the research were obtained online through the Google Forms platform. In addition, interviews were held with volunteer English teachers who participated in the study to obtain detailed information about the subject. These meetings were also held via online platforms such as Microsoft Teams, Zoom and Google Meetings.

Data Analysis

The collected data were entered into the Microsoft Excel program and analyzed (Meyer & Avery, 2009). As the first step of content analysis, the data were coded into the program as it allowed a better interpretation of the tables, and these codes and sub-codes were converted into categories and themes (Berg & Lune, 2019; Mayring, 2004). All open-ended survey responses and interview transcripts were analyzed using qualitative content analysis. Following Elo and Kyngäs' (2008) procedure, open coding was conducted to label meaning units, categorization was undertaken to cluster similar codes, and abstraction was carried out to derive themes. A hybrid codebook was developed, with deductive parent categories adapted from Orange's (2008) framework (e.g., Discipline; Teacher–Student Relations; Classroom Policies and Practices; Classroom Management and Instruction; Personality and Professionalism; Teaching Style and Behavior) and inductive subcodes generated from the data (e.g., time management, ineffective instruction, mispronunciation). The codebook was piloted jointly by two researchers on a random 10% of the dataset (balanced across survey and interview sources), during which code names, definitions, inclusion/exclusion criteria, and prototypical examples were refined. The finalized codebook included the code label, definition, decision rules, and an illustrative quotation for each code. Coding

was performed in Microsoft Excel using a case-by-code matrix to enable frequency counts and cross-tabulation by participant characteristics (see Meyer & Avery, 2009; Mayring, 2004). To establish reliability, a 20% stratified sample (survey responses and interviews) was double-coded by two independent coders with ELT research backgrounds. Cohen's κ was calculated for each parent category and for the most frequently used subcodes. Discrepancies were resolved through adjudication meetings, after which decision rules were clarified and the codebook was updated. The remaining data were coded using the stabilized codebook, and periodic spot-checks were conducted to ensure consistency.

RESULTS

This study investigates the most prevalent professional mistakes made by English teachers and suggests solution-oriented techniques for improving the overall quality of foreign language instruction. The findings show that the frequency of such mistakes decreases with more teaching experience. In particular, novice teachers are more likely to make mistakes in their early careers, implying a strong link between professional experience and mistake occurrence. The first research question addressed in the study was to determine the most common types of mistakes made by EFL teachers. The main findings are summarized below.

Table 2. Common Mistakes EFL Teachers Commit by Themes and Subthemes.

Themes	Subthemes	Codes	n	%
Personality and professionalism	Academic shortcomings	incorrect teaching methods / lack of pedagogical knowledge	61	60.40
	Poor administration	time management issues	14	13.86
	Teacher insensitivity	being inconsiderate / uncaring	1	0.99
Classroom Management and Instruction	Inappropriate educational strategies	ineffective instruction	6	5.94
	Inappropriate assessment	unfair rating	1	0.99
	Favoritism	favoring	3	2.97
Teacher-student relations	Humiliation	being abusive	1	0.99
	Racial and cultural discrimination	being prejudiced	1	0.99
Teacher style and behavior	Teacher bias and expectations	having preconceived notions	5	4.95
	Inappropriate reactions	acting harshly	4	3.96
	Public ridicule	mocking	1	0.99
Discipline	Inappropriate discipline strategies	slapping / excessive pressure	2	1.98
Classroom policies and practices	Inappropriate classroom policies	giving no additional help	1	0.99

According to the findings in Table 2, academic shortcomings are the most frequently mentioned professional mistake among EFL teachers, accounting for 60.4% of all responses. These concerns are primarily due to insufficient pedagogical knowledge and the use of inadequate teaching methods. The second most common concern, mentioned by 13.86% of participants, is insufficient classroom management, particularly time management issues. Inappropriate teaching methods are ranked third (5.94%), indicating instructional inefficiency. Other often cited mistakes include teacher bias and unreasonable expectations (4.95%), inappropriate reactions (3.96%), and partiality (2.97%). Less common mistakes, identified by fewer than 2% of respondents, include incorrect disciplining tactics, unfair evaluation practices, emotional insensitivity, public humiliation, racial or cultural discrimination, and a failure to provide further help to students.

As a result of the interviews conducted with eight English teachers, the interviewees were asked to what extent the results regarding the common mistakes of EFL teachers reflect the foreign language teaching process and experiences. Accordingly, the following information was obtained:

Table 3. Common Mistakes Interviewees Make as ELT Teachers.

Mistake Type	I1	I2	I3	I4	I5	I6	I7	I8	n
Inappropriate Discipline Strategies		x			x		x		3
Physical Aggression									0
Purposeful Alienation	x								1
Public Ridicule						x			1
Favoritism	x		x	x	x	x		x	6
Physiological Discrimination		x							1
Personal Attacks			x						1
Inappropriate T–S Relationships									0
Deliberate Mistreatment				x					1
Racial and Cultural Discrimination									0
Humiliation		x						x	2
Inappropriate Classroom Policies	x		x		x			x	4
Inappropriate Toileting Practices		x							1
Inappropriate Educational Strategies				x	x				2
Inappropriate Assessment			x		x				2
Teacher Insensitivity		x							1
Academic Shortcomings	x	x	x	x	x	x	x	x	8
Poor Administration	x	x		x	x	x	x	x	7
Teacher Reputation			x		x				2
Teacher Misjudgment	x	x							2
Teacher Bias or Expectations		x	x	x	x	x			5
Unethical Behavior									0
False Accusations				x					1
Inappropriate Reactions		x				x			2
Sexual Harassment									0
								Total	53

In the light of this information, academic inadequacies were determined as the most common mistake made by the eight English teachers who participated in the interview. The source of this type of mistake is pronunciation problems, that is, pedagogical deficiencies. The second type of mistake most frequently mentioned by both participants and interviewees is related to poor management, that is, not managing time correctly. Inappropriate Teaching Strategies appear to be the third type of mistake typical of EFL teachers. It is noteworthy that certain mistake types—Physical Aggression, Inappropriate Teacher–Student Relationships, Racial and Cultural Discrimination, Unethical Behavior, and Sexual Harassment—were not mentioned by any of the eight participants during the interviews, indicating a zero frequency for these categories. The results obtained from the two instruments applied are as follows:

Table 4. Integration of Participants' Answers to Both Data Collection Instruments.

The results of open-ended questions	n	The results of interviews	n
Academic Shortcomings	61	Academic Shortcomings	8
Poor Administration	14	Poor Administration	7
Inappropriate Educational Strategies	6	Favoritism	6
Teacher Bias and Expectations	5	Teacher Bias or Expectations	5

Inappropriate Reactions	4	Inappropriate Classroom Policies	4
Favoritism	3	Inappropriate Discipline Strategies	3
Inappropriate Discipline Strategies	2	Humiliation	2
Public Ridicule	1	Inappropriate Assessment	2
Humiliation	1	Inappropriate Educational Strategies	2
Racial and Cultural Discrimination	1	Teacher Reputation	2
Inappropriate Classroom Policies	1	Teacher Misjudgment	2
Inappropriate Assessment	1	Inappropriate Reactions	2
Teacher Insensitivity	1	Purposeful Alienation	1
Teacher Reputation	0	False Accusations	1
Teacher Misjudgment	0	Public Ridicule	1
Inappropriate T–S Relationships	0	Physiological Discrimination	1
Unethical Behavior	0	Personal Attacks	1
Sexual Harassment	0	Deliberate Mistreatment	1
Purposeful Alienation	0	Inappropriate Toileting Practices	1
Physical Aggression	0	Teacher Insensitivity	1
Total number of themes = 20	101	Total number of themes = 20	53

It would be reasonable to conclude that Table 4 shows a parallel between the two instruments' results.

It is crucial to consider the mistakes made by English teachers and take action to correct them to attain the desired education in the foreign language education process. For this reason, the research study's second question concentrated on offering remedies for frequent mistakes made by EFL teachers.

Table 5. Suggested Solutions EFL Teachers Propose.

Suggested Solutions	*n*	%
Self-improvement	37	25.52
Practice	29	20.00
Being open to new ideas	21	14.48
Preparation and double checking	14	9.65
In-service training and candidate teacher training	12	8.27
Focus on vocabulary	10	6.90
Increasing student engagement	9	6.21
Creating a positive learning environment	7	4.83
Considering individual differences / different learning styles	4	2.76
Holding an orientation week	2	1.38

Table 5 suggests that personal development is a solution to common mistakes committed by EFL teachers. The second solution that was suggested was to practice English as much as possible. Thirdly, EFL teachers ought to be receptive to novel ideas. Teachers may discover it easier to adjust to changes and implement new material in this way. Planning and double-checking are the fourth solution, which emphasizes how crucial it is for EFL teachers to carefully

plan their lessons. The enhancement of candidate teacher training programs and in-service training ranks fifth. The significance of teaching vocabulary and the necessity for teachers to concentrate on vocabulary instruction rather than grammar instruction were stressed in sixth place. Ensuring that the student participates actively in the lesson comes in seventh place. The next step is to create a warm and secure environment. Another suggestion is to recognize that every student has a unique learning style and that by adapting teaching strategies to suit those styles, motivation will rise. The final recommendation is to plan an orientation week.

Eight English teachers were interviewed, and during the process, they were asked how much the solutions provided to address common mistakes committed by EFL teachers would help them in their foreign language teaching. As a result, the following data was acquired:

Table 6. Suggested Solutions Interviewees Propose.

Suggested Solutions	*n*
Self-improvement (I1, 2, 3, 4, 5, 6, 7, 8)	8
Practice (I1, 2, 3, 4, 5, 6, 7, 8)	8
In-service training and candidate teacher training (I1, 3, 4, 5, 6, 7, 8)	7
Creating a positive learning environment (I1, 2, 4, 5, 6, 7)	6
Being open to new ideas (I1, 2, 3, 4, 5, 7)	6
Preparation and double checking (I1, 5, 6, 7, 8)	5
Increasing student engagement (I1, 2, 4, 7, 8)	5
Focus on vocabulary (I1, 7, 8)	3
Considering individual differences / different learning styles (I3, 5)	2
Holding an orientation week (I4, 6)	2

Interviewees prioritize two solutions above all others: practice and self-improvement, each suggested by all eight participants. All the participants believe that consistent practice will yield excellent results and that continuous self-development is essential for achieving professional competence. These recommendations were especially emphasized in relation to academic shortcomings and poor administration, which were the most frequently observed mistakes. The third most frequently mentioned solution is in-service training and candidate teacher training (n=7), which participants view as a structured way to address professional gaps and reinforce appropriate classroom practices. Closely following, creating a positive learning environment and being open to new ideas (n=6 each) were highlighted as crucial to fostering better teacher–student relationships and maintaining classroom harmony. Preparation and double-checking of lesson content and materials (n=5) was also advised to avoid errors stemming from carelessness or oversight, while increasing student engagement (n=5) was recommended to minimize behavioral issues and classroom disruptions. On a more specific note, some interviewees suggested placing more focus on vocabulary instruction (n=3), especially in response to language-related academic deficiencies. Lastly, two lower-frequency but still valuable solutions were noted: considering individual differences and different learning styles (n=2), and holding an orientation week (n=2) to help both teachers and students adapt more effectively to the learning environment. These diverse solutions collectively demonstrate a proactive and reflective stance among the participants, aiming to reduce or eliminate the most commonly observed teaching mistakes in ELT contexts.

When endorsement rates were calculated, self-improvement and practice were each cited by 100% of participants (8/8). In-service and candidate teacher training was endorsed by 87.5% (7/8). Creating a positive learning environment and being open to new ideas were each reported by 75% (6/8). Preparation and double-checking of lesson content/materials and increasing student engagement were each noted by 62.5% (5/8). A more targeted emphasis on

vocabulary instruction was mentioned by 37.5% (3/8). Lastly, consideration of individual differences/learning styles and organizing an orientation week were each suggested by 25% (2/8). Taken together, these rates indicate near-unanimous agreement on foundational, teacher-led actions, alongside strong support for structured professional development at the school/system level.

Table 7 below displays the participants' combined answers to the second research question that appeared in both instruments.

Table 7. Integration of Participants' Proposed Solutions.

Suggested Solutions	*n*	%
Self-improvement	45	18.37
Practice	37	15.10
Being open to new ideas	27	11.02
Preparation and double checking	19	7.76
In-service training and candidate teacher training	19	7.76
Increasing student engagement	14	5.71
Focus on vocabulary	13	5.31
Creating a positive learning environment	13	5.31
Considering individual differences / different learning styles	6	2.45
Holding an orientation week	2	0.82

Based on the findings from both instruments, Table 7 offers possible solutions for the mistakes that EFL teachers make most often. Self-improvement is the most popular answer, coming in first place with 18.37%. The subsequent solution highlights the value of practice with 15.10%. It would be accurate to state that the results are parallel to one another when comparing the two findings.

DISCUSSION AND IMPLICATIONS

This study examines the prevalent mistakes committed by 100 EFL teachers, as well as their perspectives, experiences, and proposed solutions. The study focused on two principal research questions that directed the study's investigation. Academic shortcomings, especially concerning pronunciation, surfaced as the predominant professional mistakes among EFL educators. Pronunciation difficulties reflect larger concerns about instructors' productive language skills, such as speaking and writing. As Demirpolat (2015) points out, many English teachers lack significant expertise in these areas. Similarly, Gilakjani and Sabouri (2016) believe that low competency levels among EFL teachers are frequently the result of limited educational backgrounds and professional development opportunities.

Since it is difficult to make up for the circumstances that some mistakes will lead to, mistakes are a critical component of the learning process (Ehrmann, 2002). Thus, if EFL teachers make mistakes that will have serious consequences during this process, it may severely disrupt the educational process, which will have a significant effect on the students. Sakulprasertsri et al. (2021) bolster the argument that it is imperative to begin preparing English teachers with robust pedagogical competencies and to maintain these competencies within the confines of professionally recognized

standards. Furthermore, if English teachers can recognize their mistakes, evaluate themselves, and take corrective action to make up for them, they will undoubtedly advance professionally.

The purpose of this research, which highlights the typical mistakes committed by EFL teachers, is to identify potential ways to enhance the process of teaching foreign languages and to eliminate or minimize these mistakes. English teachers were informed of the research questions for this study via a semi-structured interview and a Google Forms survey. Our goal is to come up with ideas for how EFL teachers can improve the effectiveness of this step in the foreign language learning process. It also shares a lot of similarities with the paper by Atmaca, which serves as the foundation for this investigation. Whereas Atmaca focuses on professional mistakes made by teachers in general, the current study examines all kinds of mistakes made by ELT teachers. Among the most frequent mistakes made by teachers involved in Atmaca's study were academic shortcomings. Similarly, poor management is frequently linked to mistakes made in the early stages of a career. Furthermore, EFL teachers behave in ways that can offend students and undermine their confidence, as well as make similar mistakes. It can be claimed that there are similar outcomes even though Atmaca fails to explicitly focus on English language instructors because they appear to be related.

It is essential to identify and minimize professional mistakes if one is to raise standards of education in foreign languages. EFL teachers' mistakes ought to be viewed as professional learning opportunities as well as past events. Every mistake is an opportunity for learning, and in this never-ending process, it is essential to pinpoint the causes of mistakes and make amends. According to the research findings, there is a broad range of kinds of mistakes among EFL teachers. Even though it is obvious that the most frequent mistake is an academic shortcoming, this is typically the result of mispronunciation. EFL teacher education programs should be deliberately tailored to meet current issues. This includes identifying and addressing curriculum gaps, prioritizing practical teaching experience over theoretical learning, and raising awareness about the importance of good communication in the profession. Undoubtedly, implementing these measures can help to address many of the persistent issues in foreign language education.

Consequently, this study has several limitations. The sample is limited to 100 public-school EFL teachers from a single province and year, which restricts generalizability. Data rely on self-reports (online survey) and a small, volunteer interview subset, raising risks of recall and social-desirability bias. Analysis was conducted with a single-team content analysis without observational triangulation, so interpretation bias is possible. The literature-driven coding frame may have constrained emergent, context-specific themes, and the cross-sectional design prevents claims about change over time.

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