

**ERROR PATTERNS IN UZBEK EFL LEARNERS' WRITING A CORPUS-BASED PERSPECTIVE****Ulviya Dilshodbek qizi Rustamova**<https://doi.org/10.5281/zenodo.17099139>

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**Introduction**

Developing accurate writing skills in English as a foreign language (EFL) is a central challenge for learners in Uzbekistan. Despite years of formal instruction, many students continue to produce recurrent errors in their written texts. This study investigates error patterns in Uzbek EFL learners' writing, with a specific focus on morphosyntactic and lexical aspects. A corpus-based approach was applied in order to provide empirical evidence of the frequency and distribution of errors, and to better understand the influence of the learners' native language.

**Literature Review**

Previous research in applied linguistics has highlighted the significance of learner error analysis for language teaching (Ellis, 1994; James, 1998). Corpus-based methods have added a new dimension to such studies, allowing researchers to quantitatively measure error types and compare them across learner groups (Granger, 2003). For Uzbek learners, however, systematic corpus-driven studies remain scarce. Existing works have largely been descriptive, noting difficulties with verb usage, prepositions, and sentence structure. This research builds upon these observations by providing a quantitative and qualitative corpus-based analysis.

**Methodology**

A learner corpus was compiled from 80 argumentative essays written by Uzbek undergraduate students, containing approximately 20,000 words. The texts were analyzed using AntConc software to identify and categorize errors into grammatical, syntactic, and lexical types.

Special attention was given to morphosyntactic errors, including verb tense misuse, prepositional errors, and incorrect word order. Frequencies were calculated, and representative examples were extracted for qualitative discussion.

**Findings and Discussion**

The results revealed that morphosyntactic errors were the most frequent category. Verb tense misuse accounted for 29% of all errors, while prepositional errors made up 21%. Additional recurrent issues included word order (15%) and lexical choice errors (14%). These findings confirm that L1 interference plays a significant role: Uzbek, as an agglutinative language with flexible syntax, differs substantially from English, which has strict word order and relies heavily on prepositions. Compared to international learner corpora, Uzbek learners show a particularly high frequency of errors in verb tense and prepositions. This suggests that teaching strategies in Uzbekistan should place greater emphasis on tense-aspect distinctions and the correct use of prepositional phrases.

**Conclusion and Pedagogical Implications**

This study provides evidence that Uzbek EFL learners' written errors are systematic and predictable, particularly in the areas of verb tense and prepositions.

Corpus-based approaches have proven effective in identifying these recurrent difficulties and providing frequency-based data for teaching. Pedagogically, the findings suggest that grammar instruction in Uzbekistan should include targeted practice on verb tenses and prepositions, alongside exposure to authentic English texts. Incorporating corpus-based materials into EFL classrooms could enhance learners' awareness of common mistakes and promote more accurate writing. Future research should expand the learner corpus and explore error patterns across different proficiency levels.