

**COMMON GRAMMATICAL ERRORS MADE BY UZBEK EFL LEARNERS:
CAUSES AND PEDAGOGICAL SOLUTIONS**

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Annotation : *This paper investigates the most frequent grammatical errors made by Uzbek learners of English as a Foreign Language (EFL), analyzing their underlying causes and proposing effective pedagogical solutions. Drawing on data collected from student writing samples, classroom observations, and teacher interviews, the study categorizes common errors related to verb tense, articles, prepositions, and sentence structure. It explores the influence of first language (L1) interference, lack of grammar awareness, and inadequate teaching practices. The paper also outlines classroom strategies and corrective techniques aimed at minimizing these errors and improving grammatical accuracy in Uzbek EFL contexts.*

Keywords: *grammatical errors, Uzbek EFL learners, L1 interference, error correction, grammar instruction, language transfer, pedagogy*

Grammar plays a central role in mastering a foreign language, yet many Uzbek EFL learners struggle with consistent grammatical accuracy. Errors in verb tenses, article usage, subject-verb agreement, and prepositions are commonly observed in both spoken and written English. These errors can hinder effective communication and limit learners' academic and professional development. Several factors contribute to this problem, including negative transfer from the Uzbek language, gaps in foundational grammar knowledge, and ineffective teaching approaches that prioritize memorization over application. Understanding the root causes of these recurring mistakes is essential for developing more effective teaching strategies. This paper aims to identify the most prevalent grammatical errors among Uzbek learners of English, analyze their causes, and propose practical pedagogical interventions to support more accurate and confident language use.

Grammatical accuracy is an essential component of effective English language learning. However, for many Uzbek learners of English as a Foreign Language (EFL), mastering English grammar remains a significant challenge. A range of grammatical errors continues to persist across all proficiency levels, often rooted in native language interference, educational system limitations, and ineffective teaching strategies. This section explores the most frequent grammatical mistakes made by Uzbek EFL learners, examines the linguistic and pedagogical reasons behind them, and offers practical classroom-based solutions.

One of the most **common grammatical issues** is the **incorrect use of verb tenses**. Many Uzbek students misuse past, present, and future tenses, often defaulting to the present simple regardless of the context. For example, instead of saying "Yesterday, I went to the

market,” a student might say “Yesterday, I go to the market.” This confusion largely stems from differences in verb tense structures between Uzbek and English. Uzbek verbs do not always reflect time through inflection in the same way English verbs do, leading learners to neglect auxiliary verbs or tense markers. To address this, grammar instruction should emphasize contrastive analysis and focus on form-meaning-use connections. Visual timelines, real-life storytelling, and tense-based games can reinforce proper usage.

Another **frequent problem** involves the **omission or misuse of articles (a, an, the)**. Since the Uzbek language does not use articles, learners often struggle to understand their necessity and function in English. A sentence like “She bought a car” may be written as “She bought car” by Uzbek students. Even advanced learners may confuse definite and indefinite articles or use them inconsistently. Teachers should therefore integrate focused instruction on articles, using contextual examples that highlight their communicative function. Visual aids and classification tasks (e.g., identifying countable vs. uncountable nouns) can help reinforce article usage patterns.

Prepositions are another area where errors are widespread. Learners often confuse prepositions such as *in*, *on*, *at*, or omit them altogether. This is partly due to the fact that Uzbek prepositional equivalents are either limited or function differently. For instance, a student might say “I am good in English” instead of “I am good at English.” Teachers should provide ample input through collocation lists, prepositional phrase practice, and error analysis exercises. Encouraging students to keep personal “preposition journals” where they note expressions from authentic texts can also build long-term retention.

Subject-verb agreement errors are common in written and spoken English among Uzbek learners. Examples like “He go to school” instead of “He goes to school” are often heard. These errors usually stem from insufficient emphasis on agreement rules or lack of awareness about singular vs. plural subjects in English. In Uzbek, verb forms are often more regular and predictable. To remedy this, teachers should provide immediate corrective feedback, include regular agreement drills, and use interactive tasks such as sentence correction races or role-play with targeted grammar points.

Another area of difficulty is **sentence structure and word order**. While Uzbek allows for relatively flexible word order due to its agglutinative nature, English relies on a stricter subject-verb-object structure. Uzbek learners may produce sentences such as “To school I every day go,” reflecting native word order. Teachers should incorporate sentence scrambling activities, translation tasks (from Uzbek to English), and guided writing exercises to develop syntactic awareness. Peer editing sessions where students identify and correct structural errors in each other’s work can also be beneficial.

The causes of these grammatical errors are multifaceted. One major cause is **L1 interference**, where students transfer Uzbek grammatical rules into English unconsciously. Another significant factor is the **grammar-translation method**, still prevalent in many Uzbek schools, which emphasizes written translation and memorization over

communicative practice. Students often learn grammar rules abstractly without sufficient exposure to real usage, resulting in fragmented or passive knowledge.

Additionally, **limited exposure to authentic English** hinders internalization of correct grammar. Many learners rely on outdated textbooks or teacher-centered instruction, with minimal opportunities to hear or use English in meaningful contexts. Moreover, classroom time is often dominated by exam preparation, which prioritizes multiple-choice grammar questions rather than applied usage.

To address these issues, several **pedagogical strategies** can be implemented:

1. **Contextualized grammar teaching:** Grammar should be taught within meaningful contexts, not in isolation. For example, using a story or article to introduce grammar points helps students see how forms function in real communication.

2. **Task-based learning:** Incorporating tasks such as interviews, surveys, and role-plays allows students to use grammar in authentic situations, reinforcing both accuracy and fluency.

3. **Error correction strategies:** Teachers should provide clear, consistent corrective feedback using techniques such as recasting, elicitation, and delayed error correction. Peer correction can also promote awareness and collaborative learning.

4. **Use of authentic materials:** Videos, podcasts, articles, and songs offer rich sources of grammatically accurate input. These materials help students notice grammar in natural discourse and improve their receptive and productive skills.

5. **Formative assessment:** Regular informal assessments like grammar journals, quizzes, and classroom discussions help monitor progress and identify persistent error patterns.

6. **Professional development for teachers:** Many grammar teaching challenges stem from insufficient training. Continuous professional development in communicative grammar instruction and second language acquisition theory can equip teachers with effective tools.

In conclusion, grammatical errors made by Uzbek EFL learners are influenced by native language structure, teaching methods, and limited exposure to contextualized English. Addressing these challenges requires a shift toward learner-centered, interactive grammar instruction grounded in real-life communication. Through focused feedback, contextual learning, and engagement with authentic materials, both teachers and learners can reduce grammatical inaccuracy and build greater confidence in using English accurately and effectively.

The analysis of common grammatical errors made by Uzbek EFL learners reveals that verb tense misuse, article omission, prepositional mistakes, subject-verb agreement errors, and incorrect word order are the most persistent issues. These errors largely stem from negative transfer of Uzbek language structures, traditional grammar-translation teaching methods, and limited exposure to authentic English usage. To effectively address these

challenges, teachers should adopt communicative, context-based grammar instruction that emphasizes meaningful use rather than rote memorization. Incorporating task-based activities, providing timely corrective feedback, and utilizing authentic materials can greatly improve learners' grammatical accuracy. Furthermore, ongoing professional development for teachers is essential to equip them with effective pedagogical strategies. Ultimately, a learner-centered approach that integrates grammar within real-life communication contexts will foster greater linguistic competence and confidence among Uzbek EFL students.

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