



ERROR ANALYSIS OF MORPHOSYNTACTIC STRUCTURES IN SPOKEN ENGLISH OF EFL LEARNERS

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Abstract: This study examines morphosyntactic errors in spoken English produced by English as a Foreign Language (EFL) learners using an error analysis approach. The main objective is to identify, classify, and interpret recurring grammatical errors in oral production and to explore their underlying linguistic causes. The research adopts a descriptive-analytical design based on spoken data collected from intermediate-level learners through structured speaking tasks. A total of 40 participants were recorded during monologic and dialogic speaking activities, and their speech was transcribed for detailed linguistic analysis. The findings reveal that the most frequent error types include subject-verb agreement errors, tense inconsistencies, article omission, incorrect word order, and prepositional misuse. The study further shows that these errors are largely influenced by first language interference, incomplete acquisition of grammatical rules, and processing constraints during real-time speech production. The results highlight the importance of integrating focused grammatical instruction with communicative speaking practice to improve oral accuracy in EFL learning environments.

Key words: Error analysis, spoken English, morphosyntax, EFL learners, interlanguage, grammatical errors.

This study employs an error analysis methodology to investigate morphosyntactic deviations in spoken English among EFL learners. The research participants consisted of 40 intermediate-level undergraduate students enrolled in an English language program. Data were collected through structured speaking tasks, including guided interviews, picture description tasks, and short monologues designed to elicit spontaneous speech. All oral performances were audio-recorded, transcribed verbatim, and systematically analyzed for grammatical accuracy.

The errors identified in the corpus were classified using a linguistic taxonomy based on surface strategy and linguistic category frameworks. Categories included subject-verb agreement, tense usage, article usage, word order, prepositional errors, and lexical-syntactic mismatches. Quantitative analysis was conducted to determine the frequency and distribution of each error type, while qualitative analysis was used to interpret the linguistic sources of errors, including interlanguage development, negative transfer from the first



language, and overgeneralization of grammatical rules.

The results indicate that subject-verb agreement errors and tense inconsistencies are the most dominant error types in spoken production, followed by article omission and incorrect word order structures. It was also observed that learners tend to simplify sentence structures during real-time communication, often avoiding complex grammatical constructions in order to maintain fluency. This phenomenon reflects a trade-off between accuracy and fluency in spontaneous speech production.

From a psycholinguistic perspective, the findings suggest that cognitive processing limitations during speech production significantly contribute to error occurrence. Additionally, first language interference plays a major role in shaping error patterns, particularly in areas where syntactic structures differ significantly between the native language and English. The study also reveals that repeated exposure and communicative practice alone are insufficient for eliminating persistent grammatical errors without explicit corrective feedback.

The study concludes that morphosyntactic errors in spoken English are systematic and predictable, reflecting developmental stages of interlanguage rather than random performance failures. Error analysis provides valuable insights into learner difficulties and highlights specific grammatical areas that require pedagogical attention. The findings emphasize that improving spoken accuracy in EFL contexts requires a balanced instructional approach that combines communicative speaking practice with focused grammatical instruction and corrective feedback.

Furthermore, the study suggests that teachers should adopt a more diagnostic approach to error treatment, using learner error patterns as a basis for targeted instruction. Future research should explore longitudinal changes in spoken error patterns and investigate the effectiveness of different corrective feedback strategies in reducing persistent grammatical inaccuracies in oral production.

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