CHAPTER 4

Corpus-Based Analysis of Grammatical Errors in Turkish EFL Learners' Argumentative Writing

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1. Introduction

Research on L2 writers in learner corpora has emerged as a primary methodology within the field of Applied Linguistics (Granger, 2015; Gilquin, 2020). The field of Error Analysis has deep roots in the literature, as Corder's (1967) seminal work has continued to influence it. Error Analysis addresses the direction of learner difficulties in a theoretically systematic fashion, shaped by the field's pedagogical concerns (James, 1998). Given the limited exposure to the target language in EFL contexts, pedagogical corpus-based error analysis is indeed a valuable window into learners' interlanguage in their classrooms.

The study focuses on an in-class corpus of argumentative essays produced by Turkish EFL learners. The prompt was "Advantages and disadvantages of studying abroad" because it asks students to provide and substantiate a claim, a counterclaim, and a rebuttal. This prompt also requires students to improve on the cohesion, coherence, and syntactic complexity and variety of their writing, which are representative features of academic prose. This prompt is also likely to reflect underlying grammatical problems among L2 writers, especially in contexts where students are learning to write at the level of sophisticated argumentative texts rather than basic paragraph writing.

Based on the literature, Turkish EFL learners struggle with the correct use of articles, tense-aspect distinctions, prepositions, and other aspects, which reflect typological differences between Turkish and English (Uzun, 2013; Gökmen, 2018; Sarıgül, 2020). The current study analyses the corpus of grammatical errors to contribute to and document the literature and provide teaching insights on the writing components of preparatory and undergraduate courses.

2. Literature Review

The attainment of grammatical accuracy in written English has been viewed as one of the most essential indicators of second language (L2) writing proficiency. As a result, the attainment of this proficiency is a primary concern in both the theory and practice of L2 writing. Within the field of applied linguistics, the rise of learner corpus methodologies has enhanced the ability of scholars to analyze and describe the patterns of grammatical difficulties encountered across different L1 (first language) backgrounds (Granger, 2015). With the increased availability of data from learner corpora, researchers have been able to study the frequencies and types of errors systematically, the order of errors in response to a stimulus, and the impact of the learner's L1 on second-language (L2) writing. The present study is contextualized with reference to four key areas of scholarship: (1) learner corpus linguistics and error analysis, (2) the influence of L1 (first language) on the grammatical accuracy of Turkish EFL (English as a Foreign Language) learners, (3) the most frequent types of grammatical inaccuracies in L2 (second language) writing, and (4) research on

the differences in writing accuracy among learners. These areas provide the conceptual and empirical foundation for the present study.

2.1. Learner Corpus Research and Error Analysis

The primary foundation in learner corpus research stems from initiatives in the 1990s, such as the International Corpus of Learner English (ICLE). This approach has taken off as a key method in the study of second language (L2) writing (Granger, Gilquin, & Meunier, 2015). Learner corpora allow for the study of various language patterns, as such patterns may not be visible in smaller qualitative studies (Gilquin, 2020). For example, through corpus-based error analyses, it becomes possible to quantify the distribution of specific grammatical errors, compare learners of differing interlanguage proficiency, and analyze specific errors that are persistent in a learner's interlanguage (Dagneaux, Denness, & Granger, 1998).

The paradigm shift that created modern learner corpus studies was the idea that errors are not random, as proposed by Corder (1967) and James (1998). Learner errors indicate that interlanguage systems are in place. They laid the foundation for a corpus study that argued that clause and grammatical accuracy are the results not only of an interlanguage system but also of universal developmental structures and an L1 language (Vyatkina, 2013). Ferris (2011) and other researchers developed corpus-based error tagging systems that focus on a particular framework to analyze pedagogical gaps from this taxonomy of treatable grammatical errors that includes articles, verbs, prepositions, and other constructs. These treatable errors are ideally suited to the context of a pedagogy.

Recent works such as Cangir's Turkish-English Learner Corpus (2023), Granger's ICLE corpus (2015), and Zaghouani et al. Qatari Corpus of Argumentative Writing (2024) have begun to appreciate the pedagogical implications of corpus studies. These corpus studies demonstrate specific error patterns influenced by a first language (L1) and can inform the design of grammar instruction and feedback. This study adopts the same approach and builds a small, classroom-based corpus to study the accuracy of learners' grammar in a particular Turkish EFL context.

2.2. L1 Transfer and Grammatical Development in Turkish EFL Learners

Several studies indicate that the characteristics of a learner's first language (L1) play a significant role in L2 grammatical accuracy, and this is considered to be one of the most widely accepted trends in the literature (e.g., Ellis and Barkhuizen, 2005). Turkish is also quite different from English in most of its morphosyntactic features, as it is an agglutinative, article-less, and SOV language. These features of Turkish cause much trouble for learners in mastering various aspects of English grammar.

In the absence of a scholarly writing system, the Turkish language demonstrates the complete omission of system articles, whereas the English language shows overgeneralization of system articles (Uzun, 2013; Sarıgül, 2020). Learners often use the system ungrammatically in English, such as the example of *at the abroad*, or they may leave out system articles that are required before singular count-nouns. In the same way, the system of tense and aspect in Turkish, which differs from English, results in errors of tense choice and the non-use of finite verb forms (Ayar, 2020). The English language also has a system of prepositions, whereas Turkish uses postpositions and case endings rather than free-standing prepositions. This allows students to interweave the Turkish language's logic of space into English to create statements like, *study in abroad*, or *go to the abroad*.

Recent corpus-based studies confirm that these error patterns persist across Turkish universities and proficiency levels (Demirel, 2017; Kadan, 2023; Gazioğlu, 2024). The consistency of these findings over decades suggests that L1 transfer remains a key factor explaining grammatical patterns in Turkish EFL learners' writing.

2.3. Common Types of Errors in an L2 Learner's Writing

Writers such as Ferris (2011) and Biber et al. (2011) have widely recognised and researched verb tense/form, prepositions, and pronouns as the most important and most frequent error types in L2 writing. Errors in these types are also the most critical for achieving basic proficiency in grammar because they relate to the control of relationships in the functioning of the sentence about its constituent parts: the noun, verb, and pronoun.

2.3.1. Articles and Determiners

Although articles are highly challenging for most L2 learners, especially problematic for speakers of languages with no articles, such as Turkish, Japanese, and Russian, studies show that Turkish EFL learners make articles the most frequent error (Sarıgül, 2020; Ayar, 2020; Kadan, 2023). Errors include overgeneralization (the abroad), omission (*I want to go _ abroad*), and misuse of abstract nouns.

2.3.2. Tense and Aspect of the Verb

Although the learners are primarily of Turkish background, the related research findings are used to analyse learners' writings. Turkish learners seem to tend to focus on the surface structures of verbs without delving into their uses. They also struggle with findings related to auxiliary verbs and the sequence of tenses (Uzun, 2013). It is these same issues that cause the corpus to have errors such as *'Studying abroad give...*'.

2.3.3. Preposition

Unlike verbs, prepositions are semantic distinctions that are mapped differently from Turkish postpositions. In the broadest context of postpositions of Turkish, the phrase 'in abroad' or at abroad' is common to learners of various generations (Kırmızı, 2017; Gazioğlu, 2024).

2.3.4. Pronouns and Cohesion

While it is neither incorrect nor intentional to avoid using a referential item, the discourse is disrupted to the extent that it is perceived. Research shows that learners may introduce pronouns without clear antecedents or create referential ambiguity, a pattern also observed in the present data (Keller, 2024).

All the mentioned errors are due to the data in the current corpus. These errors, articles, verb forms, prepositions and pronouns are not isolated to the present data. They have been surrounded by errors that have been observed in EFL academic writing research for years.

2.4. Variation in Accuracy & Complexity-Accuracy Trade-offs

Another area to consider is the differences in error density that have also been studied among learners. Complexity-Accuracy-Fluency (CAF) research shows that learners differ in their grammatical control, even with the same instructional background or proficiency (Biber et al., 2011). Some learners seem focused on control and produce a higher ratio of words to errors in their work, even in shorter, simpler constructions. Others seem to work toward a higher level of control and even work in a more complex structure syntactically, even if they tend to produce more errors overall.

The Turkish learner studies, including Kırmızı (2017) and Divsar & Heydari (2017), have shown similar patterns: accuracy is uneven, and an increase in control does not accompany an increase in complexity in the lexical or syntactic domain. The current corpus also shows this pattern of error density, with a range of 0-44.94 errors per 100 words, indicating high variability among learners.

These patterns also show the need for personalization in teaching, diagnostic data-driven methods, and corpus-informed iterative feedback methods focused on each learner’s grammatical profile (Cangır, 2024; Zaghouani et al., 2024).

2.5. Summary and Research Questions

The literature suggests that learner corpus analysis is an appropriate strategy for analyzing grammatical accuracy, diagnosing errors that become fixed, and determining the role of L1 on L2 writing. There is consensus on the difficulties Turkish EFL learners face: articles, verb tense/form, prepositions, and pronoun errors. The literature emphasises the variability in learners' grammatical accuracy and the utility of a small, local corpus for pedagogy and assessment. This study enriches the learner corpus literature by providing fine-grained, context-specific evidence on the grammatical error patterns of Turkish EFL learners, particularly

highlighting the systematic influence of L1 transfer. It also contributes pedagogically by demonstrating substantial individual variation in error density, underscoring the need for data-driven, targeted instructional and feedback practices in EFL writing classrooms.

Building on these insights, the present study seeks to address the following research questions:

1. What are the most common types of grammatical errors in Turkish EFL learners' argumentative writing?
2. How does the density of grammatical errors vary among individual learners, and to what degree does this variation indicate differences in writing proficiency among Turkish EFL students?
3. What learner-produced linguistic patterns (e.g., article overuse, tense omission, prepositional misselection) can be identified in the corpus?

3. Methodology

In order to study the patterns of grammatical accuracy in the argumentative writing of Turkish EFL learners in the in the context corpus linguistics, the present study utilized a corpus-based mixed methodologies approach. Corpus-based approaches leverage the development of interlanguage systems and patterns and systematically reveal the relational structures of learner language (Granger, 2015; Gilquin, 2020). In line with the best practices of learner corpus construction (Granger, Gilquin& Meunier, 2015), the present study's methodology involved a number of successive steps which include participant selection, design of the writing tasks, compilation and processing of the corpus, identification and classification of errors, determining inter-coder reliability, and subsequent analysis of the data, as well as the ethical considerations involved in undertaking the study.

3.1. Participants

The data set consisted of a corpus of writings from 32 undergraduate students attending a Writing Skills Course offered in the English Language and Literature Department at a Turkish state university, who were in the EFL context. The participants were at an intermediate level of English proficiency, as determined by the Department's Placement Tests. Since the assignments were part of the course assessments, no demographic data were collected (e.g., age and gender). The students were all taught paragraph and essay writing in a basic format prior to these assessments. The error analysis of the data set and the student proficiency level of the cohort is typical of small-scale learner corpus studies (Vyatkina, 2013).

3.2. Writing Task

Students were given a writing task in which they were asked to take a position on `*the benefits and drawbacks of going overseas to study*?`. The reason for this prompt was that argumentative writing is one of the genres that generate a high volume of intricate sentence construction and a wider range of grammatical forms that are suitable for capturing intricacies related to writing accuracy (Biber, Gray, and Poonpon, 2011). Students were given one class to write the task, and they could not use a dictionary, the internet, or get help from each other. Students finished the writing task by hand to promote authentic writing.

3.3. The Creation and Cleaning of the Corpus

After collecting the representative learner corpus, the researcher digitised all authentic handwritten scripts verbatim into plain text. To comply with the learner corpus research (Granger et al., 2015) principle of authenticity, the researcher retained all errors, including spelling, punctuation, and grammatical errors. The corpus was subjected to the following multi-phase cleaning process:

1. Anonymisation–Each of the students was assigned a sequential anonymity code (S01–S32).

2. Removal of Duplicates–Some of the scripts included the same sentences and/or the same paragraphs rewritten; only the distinct portions were kept.

3. Handling of the Fragments–Partial documents were included in the corpus with the indication that they were to be considered incomplete so that their incomplete status would not be overlooked when the corpus was analyzed.

4. Tokenisation–Python scripts were used to divide the corpus into a collection of sentences and words.

This resulted in a corpus consisting of 3,783 words and 468 sentences. This volume is commensurate with the volume found in small learner corpora in the EFL field (e.g., Lee, 2020).

3.4 Error Identification Procedure

In concordance with Ferris's (2011) taxonomy of treatable grammatical errors involving rules of articles, prepositions, verb forms, subject–verb agreement, and pronouns, this study analysed errors in two prongs:

3.4.1 Automated Pre-Tagging

Python implemented regex-based scripts targeting possible errors, such as:

Patterns of article misuse, repeated lexical items, problematic verb forms, preposition anomalies, and missing auxiliaries.

Due to their ability to detect areas of a corpus containing a high density of errors (error 'hotspots'), such tools have found broad applications in corpus-based error analysis (Dagneaux, Denness and Granger, 1998).

3.4.2 Manual Verification and Coding

Researchers had to manually verify each flagged item without automation to address automated error detection that resulted in false positives. Manual coding of each error followed standard procedures outlined in the error-analysis literature (Corder, 1967; James, 1998) and involved a tagging system for each error, denoting the error type, the specific location in the sentence, and the student ID. The only errors included were grammatical; mechanical and spelling errors were excluded unless the incorrect mechanics had a bearing on the overall grammatical structure.

3.5. Reliability Procedures

In the interest of analytical reliability, the following were done:

• Double coding 20% of the corpus: A second trained rater was assigned a randomly selected section of the text corpus to analyse independently.

•Inter-rater reliability: Agreement was above 87%, which, for studies of a similar nature, is high (Ellis & Barkhuizen, 2005).

Coding inconsistencies \textit{were} collaboratively discussed and resolved**.**

3.6 Data Analysis

Error counts were combined to determine the total number of errors (n = 280), the frequency per error category, the error density per 100 words, and script-level variation.

Quantitative analyses were conducted in Excel, while qualitative examination of concordance patterns was conducted in AntConc 3.5.9. This triangulation of tools follows best practices in learner corpus methodology (Granger, 2015; Vyatkina, 2013).

3.7 Ethical Considerations

All data were collected in accordance with institutional ethical standards. Students' identities were anonymized, no personal information was stored, and participation took place in a typical course setting without added risks. Since the data were part of routine coursework, formal ethics board approval was not necessary, in line with guidelines for classroom-based corpus research (Gilquin, 2020).

4. Analysis & Findings

Table 1. Overall Distribution of Grammatical Errors in the Corpus (N = 32 Scripts)

Error Category	Frequency (n)	Percentage (%)	Errors per 100 Words
Article/Determiner	92	32.9	2.43
Verb Tense/Form	88	31.4	2.33
Preposition	48	17.1	1.27
Pronoun	39	13.9	1.03
Word Choice	9	3.2	0.24
Subject–Verb Agreement	4	1.4	0.11
Other Categories	0	0.0	0.00
Total	**280**	**100**	**7.40**

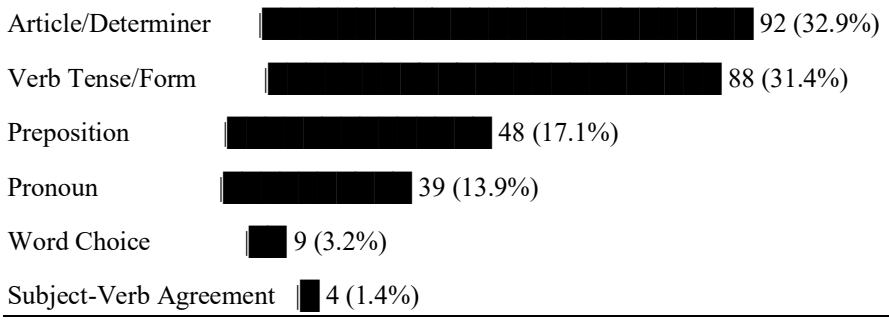
The data within Table 1 represent the spread of grammatical mistakes from the learner corpus. Within the entire dataset, there were 280 correctable grammatical mistakes. The table indicates that the predominant errors in their samples were Article/Determiner (n = 92, 32.9%) and Verb Tense/Form (n = 88, 31.4%). These were followed by errors in Prepositions (n = 48, 17.1%) and errors in Pronouns (n = 39, 13.9%). Even rarer were mistakes in the Word Choice (n = 9, 3.2%) and Subject Verb Agreement (n = 4, 1.4%) categories. Within the Other Categories group, there were no examples. Ignoring the corpus size, the total errors were 7.40 per 100 words, with the different categories ranging from 2.43 errors per 100 words (Articles/Determiners) to 0.11 on Subject Verb Agreement.

Table 2. Descriptive Statistics for Error Density and Script Length (N = 32)

Variable	M	SD	Min	Max	Range
Total Words per Script	118.22	28.41	61	169	108
Total Sentences per Script	14.63	4.72	7	23	16
Total Errors per Script	8.75	11.02	0	40	40
Errors per 100 Words	7.40	9.81	0.00	44.94	44.94

Table 2 shows the summarized figures regarding the word count and other characteristics of the various written scripts of the learners' performances. On average, every written script was 118.22 words long. Out of the total of 108 words, the range of scripts was between 61 and 169 words long. The average number of sentences per script was 14.63, ranging from 7 to 23. The total number of grammatical errors per script varied from 0 to 40, averaging 8.75, with no errors in the minimum and the maximum. The error density of each script also differed, averaging 7.40, with minimum and maximum values of 0.00 and 44.94 errors per 100 words, respectively. This was calculated as the total number of errors for every 100 words in each script. In sum, the descriptive statistics of the various written scripts show enormous variation in the number of words, the length of errors, and the number of sentences in each case.

Figure 1. Frequency of Grammatical Error Categories (n = 280)



Descriptive statistics regarding the distribution of grammatical errors among the 280 documents in the corpus are detailed in Figure 1. The figure shows that the most frequent errors occur in the Article/Determiner category (92 cases, 32.9%) and the Verb Tense/Form category (88 cases, 31.4%). Other common errors include prepositions (48 cases, 17.1%) and Pronoun errors (39 cases, 13.9%). Other grammatical errors are less common, such as Word Choice errors (9 chapters, 3.2%) and Subject–Verb Agreement errors (4 chapters, 1.4%). No other grammatical errors were recorded in the corpus.

5. Discussion

This learner corpus analysis indicates that Turkish EFL learners tend to underperform with a limited number of grammatical features, with the most problematic areas being articles, verb tense/form, and preposition usage. This has been reflected in previous studies examining the interlanguage systems of Turkish learners, focusing on the influence of the Turkish-English language pair (Sarıgül, 2020; Uzun, 2013). This 32.9% error rate in articles/determiners is mainly due to the lack of articles in Turkish. For instance, study participants are likely to overgeneralize the use of the articles as in the examples of *Studying at the abroad is very important* and *When you go to the abroad, you are not only improve your English*. Similar instances have been observed in previous corpus studies (Ayar, 2020; Demirel, 2017), which supports the idea that such errors are not incidental.

Another frequent error documented is the use of verb tense and verb form (31.4%). This error aligns with the hypothesis that Turkish learners have ongoing difficulties with tense, aspect, and agreement. This is visible in the corpus with instances of *Studying abroad give many opportunities* and *this exam looks hard this program is very important* that demonstrate a lack of control with respect to English finite verb morphology. The observed difficulties are a continuation of previous observations in SLA as described by Kadan (2023) and Gazioğlu (2024).

Another common deficiency for Turkish learners is preposition mistakes (17.1%). Examples include, ...*study in abroad*...and, ..*go to the abroad*... to which learners would inconsistently use prepositions or could use omitted L1 logic settings. Such tendencies support the idea proposed by Kırmızı (2017) that the understanding and use of prepositions requires a highly developed understanding of the particular language in question and thus a conceptual grappling that spans differences in language as to the understanding of prepositions and logic as they pertain to the formation of translational thought.

Further errors involving pronouns (13.9%) add to evidence suggestive of difficulty in client reference persistance (or reference maintenance) in extended discourse. Statements including, ...*they are succeed*...and, ...*can develop my self confidence*...demonstrate the incapacity of learners to develop a wide referential chain, and cohesively maintain it over the course of extended discourse. This phenomenon aligns with a growing body of literature that points to a reference maintenance problem in the spontaneous writing of advanced EFL learners (Keller, 2024).

Errors in word choice and the use of subject/verb agreement for instance, T*his situation may be more harder day by day* and *these experience remains in them till grave* though noticeable, were of less frequency than the errors provided in the previous passages as observed in EFL learners (Demirel, 2017) thus lending

to, and evident in, a skewed perception of the overall clarity and coherence of the work.

The heterogeneity of error density among students—where learners produce as few as 0 and as many as 44.94 errors in 100 words—mirrors the results of complexity–accuracy–fluency studies (Biber et al., 2011), which show that the ability of an individual to produce syntactically risky compositions tends to be lower. This study encompasses some error-dense texts with complex and unstable sequences. Examples of texts include the following: *We can effect our perceptif; this is a good chance*, and *We can progress and develop just for that reason changes*… This illustrates the case for personalised data-informed instruction in the teaching of writing (Cangır, 2024; Zaghouani et al., 2024).

6. Conclusion

An analysis of argumentative writing to determine grammatical accuracy among 32 Turkish EFL learners was conducted using a corpus of 3,783 words. The results showed that a majority of the errors fell under a few categories namely: articles/determiners, verb tense/form, prepositions, and pronouns. As widely reported, these categories represent perennial problem areas for Turkish learners (Ayar, 2020; Sarıgül, 2020; Kadan, 2023). The learner corpus includes examples such as: *Studying at the abroad is very important* and *Studying abroad give many opportunities* which exemplifies both issues of article overgeneralization and difficulties with verb forms as a result of the lingering effects of L1 transfer.

The immense variability in error concentration, from 0 to 44.94 errors per 100 words, indicates that learners experience different levels of accuracy. Between learners, accuracy levels also varied widely, with some producing accurate, albeit simple, structures, while others attempted complex structures but with a high level of inaccuracy. These findings align with previous research on the lack of correlation between accuracy and complexity (Biber, et al., 2011; Keller, 2024).

This particular investigation demonstrates how even the most basic and specific context learner corpora can provide pertinent diagnostic information for writing pedagogy. The evidencing grammatical patterns elucidate the pertinence and importance of teaching articles, verb morphology, and the use of prepositions, and advocate for an emphasis on teaching. Further exploration of this topic should incorporate larger corpora, longitudinal frameworks, and corpus-informed feedback. Recent literature indicates that sustained, targeted feedback can lead to noticeable improvements in the use of grammar in argumentative writing (Alnefaie, 2023; Zohrevandi, 2024).

7. Recommendations and Implications

Given that Turkish is the learners' first language, the findings of this study suggest multiple revisions to EFL writing instruction. Since most of the errors are predominantly located in the areas of articles, verb tense/form, prepositions, and pronouns, the instruction within the classroom is actively focused on these areas, and these are the sole areas that are the focus of instructional practices within a classroom based on targeted and systematic practices within a lesson. The mistakes such as *Studying at the abroad is very important* and *Studying abroad give many opportunities* are an example of the type of errors that will be the focus of instruction within the classroom, as these grammatical features require instruction that is systematic, cohesive, and most importantly, explicit in nature.

7.1. Implications for Grammar Instruction

First, the prevalence of errors involving articles and determiners suggests that writing instructors should employ contrastive teaching with an emphasis on the noun phrase structures of Turkish and English. A study focused on the article usage in generalizations as a wavelength of awareness in learners *go to the abroad* is preventing the overt patterns that are within this structure. For Turkish learners, explicit instruction that is contextualized, based on articles, and focused on repetition is an important contribution to the findings.

Second, the instruction-related improvements of verb tense/form errors demonstrate the requirement of teaching communicative functions of the tense-aspect structures, rather than the teaching of rules in isolation.

The activity that incorporates student writing such as "Studying abroad give..." might help improve student awareness of necessary finite markings.

7.2. The Teaching of Missing Prepositions and Pronouns

As this situation calls for explanation, not memorization, one should avoid rule explanations and use visuals that correlate with the situation. Concordance should present real uses of in, at, and to, and help overcome the "study in abroad" errors.

Errors with pronouns involve reference chains and cohesion, so these students should do more discourse-level writing practice. They could maintain and use reference worksheets to guide them in identifying antecedents and restructuring for unclear references or pronouns used ambiguously in their own sentences.

7.3. The Use of Findings in the Classroom to Assess and Provide Feedback

Given the broad variation in the number of errors, it cannot be assumed that temporal order is consistent, even for students with the same instructional history. Therefore, writing assessment should be more formative and personalized. Teachers may want to save learners' portfolios to document their progress across

multiple tasks. Feedback studies indicate that progress is more likely with a combination of written corrective feedback and opportunities for revision.

Also, with a highly predictive but high-error corpus, targeted feedback codes could be used for the most error-prone student groups.

Instances of pattern misuse and inconsistencies of diction in the written text were communicated to the student, and they suggested that a learner may have adopted a strategy of self-correction, rather than depending entirely on the teacher to resolve the issue. \\

7.4. Implications for Curriculum Development \\

This study also provides evidence that small learner corpora can be used as a diagnostic tool for program-level decision-making. It would be reasonable for departments to begin collecting anonymised samples of student writing to detect local patterns of error and adjust teaching accordingly. This is in keeping with the direction corpus-informed pedagogy is currently taking, which focuses on aligning teaching to the specific needs of students, rather than the generalisations that have been common in teaching. \\

Curriculum developers can also include data-driven learning (DDL) tasks with concordancers such as AntConc, where students can examine their writing and the patterns of authentic English texts. These activities encourage students to take more control of their own learning, and such activities have been shown to influence the students' use of grammar over time positively. \\

7.5. Implications for Future Teacher Training

Finally, these outcomes point to the pressing need for pre-service and in-service teachers to acquire skills in learner corpus analysis. Teacher training programs should include specific modules on common L1 influence error patterns, corpus-based diagnostic approaches, and coherent, written corrective feedback.

This training would allow teachers to understand statements like "This situation may be more harder day by day" as not merely single, disjointed instances of error, but as symptomatic of more complex, overarching lexical and morphological difficulties.

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