

*An Analysis of Sentence-Level Errors in Written Assignments Committed by English-Major Students at Salahaddin University-Erbil*

*Key Words: errors, mistakes, error analysis*

*Abdul-Nafi' Khidhir Hasan MA Instructor*

*Salahaddin University-Erbil*

*College of Basic Education*

*English Department*

*[nafih\\_khidhir@yahoo.com](mailto:nafih_khidhir@yahoo.com)*

*Abstract*

*The current study highlights the linguistic errors in morphology and syntax written assignments committed by the English-major students at Salahaddin University-Erbil. This investigation, as the title refers to, is restricted to the analysis of errors at sentence-level. The analysis is applied to certain respects which encompass 1) categories of errors that are composed of grammatical, semantic, morphological, spelling, and punctuation errors, 2) error rates for each category, 3) error sources and 4) the percentage of the frequency of each error source. The analysis of discourse-level errors is excluded as it is beyond the scope of this research. To conduct a study into the intended learners' errors, a sample of 80 randomly selected students were given the task of writing answers to morphology and syntax short-answer questions. The results obtained from the analysis revealed that grammatical errors, among other categories of errors, were the most commonly occurring errors. The analysis additionally found out that 1) inter-lingual factors, 2) intra-lingual factors and 3) students' inclination to prefer efficient communication to accuracy were almost equally responsible for students' errors. The analysis results provided bases for suggesting remedial measures and teaching strategies that could assist EFL teachers in dealing effectively with students' errors.*

*1. Introduction*

*Dealing with learners' errors assumes prominence in language pedagogy, particularly in teaching English as a foreign language. Errors in the student's output capture the attention of a considerable number of teachers, researchers and linguists. Celce-Murcia explains that high frequency of errors in the academic writings of non-native speakers of English might result in the rejection of their writings by the university faculties (Cited in Baleghizadeh and Gordani, 2012, p. 162), and Lush (2002) and Larsen-Freeman (2003) consider grammatical accuracy essential to ensure the writer's intended meaning and to avoid communicative misunderstanding (Cited in Puengpipattrakul, 2009, p. 91). Using correct linguistic structures in social settings conveys the message the author wishes, while incorrect forms send an unwanted one (Newman, 1996 p. 23).*

*Errors occur while students practice their language skills: reading, writing, listening and speaking, in performing the tasks which assess their knowledge, understanding and proficiency at different levels. In practicing language skills, language learners make errors and the errors are categorized according to the level of linguistic structure in which they occur. Kukich (1992) points out that errors were traditionally identified at five levels, that is, a lexical level, a syntactic level, a semantic level, a discourse structure level, and pragmatic level (Cited in Yuan, 2017, p. 15). The term, sentence-level errors can be used as an umbrella for Lexical, semantic, syntactic, morphological and punctuation errors. Discourse-level and pragmatic-level errors are beyond the sentence (Yuan, 2017, p. 15).*

*Using correct linguistic units within the sentence framework can significantly improve learners' linguistic performance in writing and it is considered as one of the successful entrepreneur's education requirements, not to mention that the educational system in higher education context relies heavily on written language used in examinations, assignments, graduation projects, essays and reports. Mastering English writing skills increases the student's employment opportunities and an increasing number of companies require their job candidates to demonstrate good mastery of writing skill since this skill is used in emails, reports, presentations, sales material, and visual aids (Promsup, et al, 2017, p. 94). Therefore, it is crucial that the undergraduates majoring in English be equipped with grammatically correct forms in written English.*

*The correction of written assignment errors receives teachers' great attention. The only reason why teachers incline to do so is that corrected texts are so significant and useful in language learning classes that they provide students with urgent feedback on their performance so that they continue to improve (Ondrakova and Siruckova, 2014, p. 848). To ensure accuracy in writing on the student's part, Izumi states that language learners can develop their ability to use grammatical form when they compare their written output with a reading passage (Cited in Vickers and Ene, 2006, p. 110).*

*To establish a research problem, the researcher needs to ask questions, and these questions demand logical answers (Walliman, 2011, p. 32). The central focus of this research paper is finding out possible answers to these main three questions:*

- 1. What linguistic errors are English language learners likely to commit when they write assignments?*

2. *What are the possible causes of their sentence-level errors?*

3. *What are the strategies that could work best for minimizing errors?*

*Undertaking this research is principally to shed light on the linguistic obstacles the target learners of English encounter in applying the rules of English language in written assignments. The current study also aims to reveal the extent to which EFL learners face difficulties in using grammar, syntax, word formation, collocations, punctuation and spelling, as well as to find out the reasons why they face these difficulties. The data derived from the error analysis can lead to some practical suggestions concerned with developing teaching and learning strategies to minimize the problem of errors at university level.*

## *2. Literature Review*

*Learners' target language always contains errors and such errors are generally considered as an inevitable sign of human weaknesses which result from lack of attention, poor memory, or learners' incomplete knowledge of the language, or inadequate teaching on the part of the teacher (Fauziati, 2011, p.23). The emergence of the process of analyzing language learners' errors which was implemented in the sixties was to reveal that the learner's native language was not the only source of learners' errors but also they reflected some universal strategies (Khansir, 2012, p. 1027). This was a reaction to Contrastive Analysis Theory which regarded mother tongue interference as the main source of errors in second language learning (Ibid). Nevertheless, dealing with errors can also be traced back to 1903as Nesfield (1903, p. v) explains:*

*"The sentences, which the student is asked to" correct, improve, or justify,*

*have been taken both from literature and from journalism, mainly, however, from the latter, and mainly from very recent journalism."*

*Errors are defined as they reveal gaps in the student's knowledge and they occur because students are not aware of what is correct (Tafani, 2009, p. 49). A mistake, according to Corder (1999), is a problem of application rather than of knowing (Cited in Tafani, 2009, p. 49). The distinction between an error and a mistake can be drawn as an error reveals a side of the learner's linguistic competence in the target language (Ibid) and James points out that an error cannot be self-corrected (Cited in Brown, 2000, p. 217), while Brown (2000, p. 217) states that a mistake is a failure to achieve correct use of a known system and can be self-corrected if the deviation is pointed out to the speaker.*

*Errors are particularly significant in teaching and learning a foreign language. First, Selinker (1969) indicates that errors are of considerable significance for language teachers since they demonstrate the learner's progress. According to Corder, teachers' diagnosis and correction of errors is essential to understand why and how they can interfere to help their students (Cited in Mohamed, 2012-2013, p.15). Corder also states after a systematic analysis of the errors, determining the areas which need reinforcement in teaching is attainable (Cited in J.M.P.V.K. and C.D.H.M.: 2011, p. 1). Second, errors provide the language researcher with insight into how language is learnt. Third, they are also important to language learners themselves as they get engaged in hypothesis testing (Cited in Touchie, 1986, p. 76). In the process of second language acquisition, learners make mistakes and that process does not work smoothly if they do not commit errors and then draw on different forms of feedback on those errors (Brown, 2000, p. 217). Furthermore, making mistakes can be used by learners as a device to learn (Fang and Xue-mei, 2007, p. 13).*

*It is sometimes necessary to treat the student's errors or they will become fossilized (Ibid). Identifying and correcting errors are of pedagogical significance, but its application could be accompanied by some drawbacks. The shortcomings of error correction are firstly, placing too much attention on the learner's errors might impede communicative fluency and, secondly, in error analysis, there is overemphasis on production skills, but no attention is paid to comprehension data (Brown, 2000, p. 218-19). Another drawback with error correction is that most of the opinions on the strategies used for correcting errors take the views of language teachers and linguists into account, but learners' opinions and their preferences for correcting errors are almost totally neglected (Oladejo, 1993, p. 73).*

*Regarding whether making errors is due to teaching methods, Corder (1967, pp. 162-163) indicates that there have been two schools of thoughts. The first school maintains that if teachers employ a perfect teaching method, learners never commit errors in the first place. Likewise, Brown (2000, p. 226) states that one of the sources of the learner's errors can be the classroom context in which the teacher explains, presents and contextualizes materials improperly. The philosophy of the second school is based on the thought that errors occur even if someone makes their best efforts.*

*Errors can also be attributed to inter-lingual factors, intra-lingual factors and learning strategies. As far as inter-lingual errors are concerned, Bhela suggests that adopting word-for-word translation or thinking in native tongue leads to EFL errors (Cited in Kaweera, 2013, p. 10). Richards (1971: pp. 0, 11,*

18 and 19) adds this definition to inter-lingual errors stating interference is defined as use of rules of another language at different levels, for example, Czech learners of English might produce a structure like the author give us instead of the author gives us. Regarding intra-lingual errors, Richards states they result from making wrong generalization, applying rules incompletely and failing to learn the way rules are applied (Cited in Bordag, ND, p. 14). Richards (1971, pp. 0, 11, 18 and 19) continues that students use such a learning strategies as overgeneralization and analogy whereby learners test their speculations within the structure of the target language, by analogy, He showed me the book leads to He explained me the book.

Other possible factors that cause errors to occur are: assimilation whereby the learner simplifies his/her learning tasks, e.g. pidgin language; according to learners' strategies of communication, he/she modifies what he/she learns to suit an efficient communication model, for instance, water is not coming, so he go ask (Ibid); errors are caused by natural and untutored language acquisition, exemplified as a blend of Mexican-American English and the Standard English exposed to Japanese accent (Brown, 2000, p. 227).

The Student's psychological and physical state can be a contributing factor in making errors. Corder (1967, p. 166) suggest that language learners' errors can be due to memory lapse, such physical states as tiredness and psychological states, for example strong emotion.

As an area of applied linguistics, error analysis is concerned with the differences between how people learn to speak a language, and how adult native speakers of the language use it (Richards, 1971, p. 3). James (1988) points out that error analysis is comparing the learners' acquired norms with those of the target language and describing the errors diagnosed and Crystal defines it as investigating unacceptable forms produced by a language learner, especially a foreign language (Cited in Sawalmeh, 2007, p. 3).

### 3. Methodology

According to Walliman (2011, p.1), the techniques and tools used for undertaking a research are called research methods. The term, research refers to any kind of investigation which results in finding out interesting and new facts. Carrying out this research complies with the requirements suggested by Mackey and Gass (2005, pp. 9-12) which comprise participants, materials, procedures, analysis and results.

#### 3.1. Participants

In this research paper, the researcher selected the Third Year EFL Undergraduates at the College of Basic Education-Salahaddin University-Erbil in the city of Erbil as a sample. A total of 80 students participated in this

*study in the academic year 2016/2017. As one of the basic components of the curriculum taught in each academic year, the students surveyed took a course on morphology in the first semester of the academic year, and attended a course on syntax in the second semester. The undergraduates who were randomly selected as a sample were given a test assignment to assess their linguistic accuracy. They were with an average age of 21 and almost all of them had Kurdish as their mother tongue.*

### **3.2. Instruments**

*The research instrument employed in this study was 80 morphology and syntax assignments written by the participants. Each one wrote answers to the following questions:*

*Q1). Identify the prefixes and suffixes in the following words. To what word-class do the words*

*to which the affixes are added belong, and what word-class results?*

- 1. deafen 2. mouthful 3. afloat 4. Boyish*

*Q2). Create new words by combining prefixes or suffixes with the following:*

- 1. lung 2. -ocracy 3. ideal 4. popular 5. right-hand 6. dressed 7. violet 8. auction*

*Q3). What is the origin of the word "jeans"? What word-formation process does it belong to?*

*Q4). Define, with examples, the following:*

- 1. Functional morpheme*
- 2. Lexical morpheme*
- 3. Derivational affix*
- 4. Suffix*
- 5. Ditransitive verb*

*Q5). Give the meaning of dis in dislike.*

*Q6). Derive a verb from burglar, then use the verb in a sentence.*

*Q7). Use the following in sentences:*

- a. wear as a nontransitive verb.*
- b. lost a predicative adjective.*
- c. daily as a noun.*

*The length of the assignment should be between 150 and 200 words.*

### **3.3. Collecting Data**

*The students from whom the sample was drawn were regularly given written assignments as a matter of routine, but the assignment given to the sample was exclusively to gather data about linguistic errors in writing. They were given a class assignment in which they were required to write answers to the questions on the topics mentioned earlier in one and a half hours. The*

students taken as a sample took the test at the end of the second semester of the academic year, 2016-2017.

### 3.4. Data Analysis

The analysis of the data collected was a step-by-step process. In the first step, the linguistic units (sentences, phrases, words) produced by the student were compared with what would be the correct form of English language. The units which did not conform to norms of English grammar rules were considered errors. The next step was categorizing the errors identified as grammatical, lexical, morphological or punctuational and the frequency and percentage of each type were calculated. In the final phase of the analysis, possible sources of errors were sorted out, classified into errors attributed to inter-lingual factors, intra-lingual factors or the student's learning strategy and the analysis also resulted in working out frequency and percentage of error sources.

Samples of students' assignments are shown in Appendix.

## 4. Results

An analysis of the linguistic errors made by English-Major Students at Salahaddin University-Erbil was carried out and the results obtained from the analysis were organized in four tables as shown below:

Table 1: Analysis of Types of Errors

### A. Grammatical Errors

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
1.	<i>Subject-verb concord</i>	<i>They <u>consists</u> of articles, prepositions, pronouns and conjunctions</i>	<i>They <u>consist</u> of articles, prepositions, pronouns and conjunctions.</i>

With those situations in which the verb permits the distinction between singular and plural, the verb form used is determined by whether the subject is singular or plural (Quirk and Greenbaum, 1973, p. 11). In the example analyzed, they is plural and it does not agree with the singular verb, consists.

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
2.	<i>Subject-complement concord</i>	<i>-ish in boyish is <u>suffixes</u>.</i>	<i>-ish in boyish is <u>a suffix</u>.</i>

*There is concord of number, but not of person between subject and complement in clauses of type SVC (Ibid, p. 181). -ish in boyish and suffixes do not match correctly.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
3.	<i>Number: singular/plural</i>	<i>Some <u>suffix</u> have to be added <u>at</u> the end of word.</i>	<i>Some <u>suffixes</u> have to be added <u>to</u> the end of <u>the</u> word.</i>

*The quantifier, some with sense of "a number of" is used before a plural count noun. The error identified is that some is used before a singular count noun.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
4.	<i>Verb form</i>	<i>It <u>is creat</u> a new word.</i>	<i>It <u>creates</u> a new word.</i>

*In the affirmative, the verb in the simple present which is used with the subjective pronoun it has the same form as the bare infinitive, but adds -s for the third person singular (Thomson and Martinet, 2011, p. 159). Thus, the correct form is creates, not is create.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
5.	<i>Redundancy</i>	<i>(<u>dis</u>) in <u>dislike it</u> means not like something or someone.</i>	<i>(<u>dis</u>) in <u>dislike</u> means to not like something or someone, or <u>it</u> means to not like something or someone.</i>

*Redundancy is the unnecessary repetition of a sentence element or an idea. In the above error the subject is repeated. The sentence must have one subject, either (dis) in dislike or it.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
6.	<i>Word order</i>	<i>It can be added a new words into the language.</i>	<i>New words can be added to the language.</i>

*Word order means the way words are arranged in sequence in a sentence, clause and phrase. In English, the usual word order is SVO. The error made*



*is that the subject, new words follows the verb, can be added, and it is redundant.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
7.	<i>Missing verb</i>	<i>We almost never new functional morphemes to the language.</i>	<i>We almost never <u>add</u> new functional morphemes to the language.</i>

*A complete sentence has a subject, a main verb and any other sentence elements that are needed to make a complete idea.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
8.	<i>Missing auxiliary</i>	<i>He <u>wearing</u> a coat and tie.</i>	<i>He <u>is wearing</u> a coat and tie.</i>

*The present continuous form is formed with the present tense of the auxiliary verb be and the present participle (Thomson and Martinet, 2011, p. 153).*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
9.	<i>Active/passive voice</i>	<i>Jeans <u>is belong</u> to eponym.</i>	<i>Jeans <u>belongs</u> to eponymy.</i>

*Intransitive verbs cannot be made passive. Therefore, the sentence above cannot be transformed into the passive voice since its verb is intransitive.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
10.	<i>Missing article</i>	<i>Some affixes have to be added to <u>...</u>end of <u>...</u> word.</i>	<i>Some affixes have to be added to the end of the word.</i>

*The is required before a noun that is made definite by the addition of a phrase or clause (Thomson and Martinet, 2001, p. 19), e.g. the addition of the phrase, of the word makes the end definite. The is used before a singular noun that represents a class of things (Ibid), e.g. the word in the phrase, the end of the word represents a class of linguistic units.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
11.	<i>Wrong choice of preposition</i>	<i>Suffixes are added <u>at</u> the of end the word.</i>	<i>suffixes are added <u>to</u> the end of the word.</i>

*The correct preposition is used to make the relationship between words clear. Errors are reported in the sentences in which the learner makes errors in the choice of a correct preposition.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
12.	<i>Sentence fragments</i>	<i>Affixes have added end of word <u>is</u> called suffixes.</i>	<i>The affixes which have to be added to the end of the word <u>are</u> called suffixes.</i>

*A sentence fragment which is made up of a group of words bears resemblance to a sentence. It lacks a complete idea, a sentence element or part of a sentence element. The sentence fragment above lacks a number of words and contains grammatical mistakes.*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
13.	<i>Verb tense</i>	<i>He <u>has been</u> lost when it <u>go</u> to the forest.</i>	<i>He <u>was</u> lost when <u>he</u> <u>went</u> into the forest.</i>

*The verb tense is described as the verb form that indicates past, present or future. Errors occur when a wrong verb tenses is used in a sentence.*

### *B. Semantic Errors*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
14.	<i>Collocational errors</i>	<i>he burgled <u>the door</u></i>	<i>He burgled <u>the house</u>.</i>

*Collocation is the way words go together to produce natural expressions in speech and writing. Collocational errors occur when learners use unnatural combinations of words.*

### *C. Morphological Errors*

	<i>Error Classification</i>	<i>Example of error</i>	<i>Correct form</i>
15.	<i>Morphological errors</i>	<i>auctioner</i>	<i>Auctioneer</i>

*Errors in morphology occur when learners add a wrong affix to a word to form a new word. The word, auction does not accept the suffix -er. It accepts -eer.*

#### **D. Spelling Errors**

	<b>Error Classification</b>	<b>Example of error</b>	<b>Correct form</b>
16.	<b>Spelling errors</b>	<i>The word jeans baset on the place wher the first clouths is made</i>	<i>The word jeans is based on the name of the place where the cloth was first made.</i>

*Correct spelling helps the receiver of a written context to understand it and to avoid confusion.*

#### **E. Punctuation Errors**

	<b>Error Classification</b>	<b>Example of error</b>	<b>Correct form</b>
17.	<b>Punctuation errors</b>	<i><u>h</u>e burglad the housed yesterday</i>	<i>He burgled the house yesterday.</i>

*A sentence starts with a capital letter and ends with a period, a question mark, or an exclamation mark. An error in punctuation can covey a wrong message to the recipient (The Write Corner (2009)).*

**Table 2: Analysis of Frequency of Occurrence and Percentage of Each Type of Errors**

<b>.. Grammatical Errors</b>			
	<b>Error Classification</b>	<b>Frequency of Occurrence</b>	<b>Percentage</b>
1.	<b>Subject-verb concord</b>	8	4.28 %
2.	<b>Subject-complement concord</b>	4	2.14 %
3.	<b>Number: singular/plural</b>	10	5.35 %
4.	<b>Verb form</b>	19	10.16 %
5.	<b>Redundancy</b>	5	2.67 %
6.	<b>Word order</b>	6	3.21 %
7.	<b>Missing verb</b>	2	1.06 %
8.	<b>Missing auxiliary</b>	20	10.70 %
9.	<b>Active/passive voice</b>	9	4.81 %
10.	<b>Missing article</b>	16	8.56 %
11.	<b>Wrong article</b>	4	2.14 %

			%
12.	<i>Sentence fragment</i>	19	10.16 %
13.	<i>Verb tense</i>	9	4.81 %
<b>B. Semantic Errors</b>			
14.	<i>Collocational errors</i>	10	5.35 %
<b>C. Morphological Errors</b>			
15.	<i>Morphological errors</i>	5	2.67 %
<b>D. Spelling Errors</b>			
16.	<i>Spelling errors</i>	25	13.37 %
<b>E. Punctuation Errors</b>			
17.	<i>Punctuation errors</i>	16	8.56 %
	<b>Total</b>	187	100 %

**Table 3: Analysis of Types of Error Sources**

	<i>Example of error</i>	<i>correct form</i>	<i>source of error</i>
1.	<i>a. I sold one customer five pair of shoes yesterday. b. A conjunction is used to join two sentence.</i>	<i>a. I sold one customer five pairs of shoes yesterday. b. A conjunction is used to join two sentences.</i>	<i>Inter-lingual</i>

*Inter-lingual errors resulted from applying the rules of Kurdish grammar to produce English phrases. The Kurdish rule that caused students make errors is that the nouns that follow plural numbers can be singular in form.*

	<i>Example of error</i>	<i>correct form</i>	<i>source of error</i>
2.	<i>a. <u>au</u>ctioner b. <u>dis</u>kind</i>	<i>a. <u>au</u>ctioneer b. <u>un</u>kind</i>	<i>Intra-lingual</i>

*Intra-lingual errors come from the wrong use of the target language rules. Errors in the two examples, auctioner and diskind resulted from attaching inappropriate affixes to the bases, auction and kind. According to Stageberg (1981: 94) a suitable way to add suffixes to words is:*

*“The words with which derivational suffixes combine is an arbitrary matter. To make a noun from the verb adorn we must add -ment-no other suffixes will do, whereas the verb fail combines only with -ure to make a*

*noun failure.”*

	<i>Example of error</i>	<i>correct form</i>	<i>source of error</i>
3.	<i>In driver is added to verb, but in Icelander is added to concreat noun.</i>	<i><u>-er</u> in driver is added to <u>a</u> verb, but in Icelander <u>it</u> is added to <u>a</u> concrete noun.</i>	<i>Modified structure</i>

*The learner modifies the required response in order to communicate information in an efficient way.*

*Table 4: Analysis of the frequency and percentage of occurrence of error sources*

	<i>Error Classification</i>	<i>Frequency of Occurrence</i>	<i>Percentage</i>
1.	<i>Inter-lingual</i>	<i>18</i>	<i>36.73 %</i>
2.	<i>Intra-lingual</i>	<i>17</i>	<i>34.69 %</i>
3.	<i>Modified structure</i>	<i>14</i>	<i>28.57%</i>
	<i>Total</i>	<i>49</i>	<i>100 %</i>

## *5. Conclusions and Recommendations*

### *5.1. Conclusions*

*In the light of the results obtained from the data analyzed on two levels, that is, types of errors level and error sources level, the concluding part of this study was drawn and is comprised of the following:*

*-First, the analysis of categories of errors is a clear indication that around 70% of the undergraduates' errors were grammatical errors and the rest were spelling, punctuation, lexical, and morphological errors.*

*-Second, according to the analysis of sources of errors, the errors can be attributed to three factors, namely, the interference of Kurdish as the learners' mother tongue in the target language learning, English language learning strategies such as overgeneralization and analogy, and learners' tendency to implement a communication strategy whereby they modify certain expressions to match an efficient communication model.*

*-Third, there is imbalance between theoretical knowledge and practical knowledge. That is, students are good at abstract concepts, but they have difficulty in dealing with authentic use of language.*

*-Fourth, the results show that the intended learners experienced considerable difficulties in retaining the knowledge they need in the real-world writing.*

### 5.2. Recommendations

*On the basis of findings and conclusions presented above, the recommendations below are suggested:*

*It is highly recommended that:*

*-teachers regularly check students' written assignments, identify their errors and get them back as soon as possible.*

*-students see their errors and mistakes with correct answers so that they can be aware of their performance and manage to avoid the same errors again and again.*

*-students be urged to think in English when they write or speak in English. For instance street and street go which is a literal translation of ja:da u ja:da biro is not acceptable in English. It must, therefore, be translated into Go along the street.*

*-teachers should draw students' attention to the differences between English and Kurdish whenever they come across the errors and mistakes which are caused by the interference of the mother tongue. For example, the Kurdish phrase du: rista which would be similar to "two sentence" must be translated into "two sentences".*

*-students should avoid overgeneralizing rules of the target language. In one of the assignments taken as a sample, the student overgeneralized the rule of using suffixes and added the suffix -er to the noun auction which it does not accept (See table 1 item15).*

*-it is vital that English language learners be taught to transfer what they learn to real world situations.*

تحليل أخطاء طلاب قسم اللغة الإنكليزية على مستوى الجملة حين أدائهم الواجبات

المكتوبة في جامعة صلاح الدين - أربيل

الكلمات المفتاحية: أخطاء ، أخطاء ، تحليل خطأ

م. عبد النافع خضر حسن

جامعة صلاح الدين - أربيل - كلية التربية الأساسية

الملخص

هذا البحث يسلط الضوء على الأخطاء اللغوية التي يقع فيها طلاب دارسي اللغة الإنكليزية في جامعة صلاح الدين - أربيل عند كتابة واجباتهم. هذه الدراسة تقتصر على تحليل الأخطاء في إطار الجملة من نواح محددة، وتتضمن: أولاً/

أخطاء متعددة (متنوعة) و تشمل الأخطاء النحوية والدلالية و الصرفية و الإملائية وعلامات الترقيم، ، ثانيا/ النسبة المئوية لكل نوع من الأخطاء. ثالثا/ مصادر الأخطاء، رابعا/ النسبة المئوية لتكرار مصادر الاخطاء. واستثنينا تحليل الأخطاء ذات الطابع الخطابي بسبب محدودية مدى البحث. استقينا النتائج من تحليل ثمانين نصا مكتوبا لواجبات الطلاب الصفية، وأظهرت بان الاخطاء النحوية كانت الأكثر شيوعا من بين أنواع الأخطاء الأخرى. إضافة الى ذلك فإن عوامل بين-اللغتين و عوامل داخل-اللغة الواحدة و ميل الطالب لتفضيل التواصل الكفوء على الدقة كانا تقريبا بالتساوي سببا للوقوع في الاخطاء. نتائج التحليل تضمنت اساسا لأقتراح إجراءات واستراتيجيات علاجية قد تساعد مدرسي اللغة الإنكليزية كلغة اجنبية في التعامل المؤثر مع الاخطاء.

### References

- Baleghizadeh, Sasan and Yahya Gordani(2012). Academic Writing and Grammatical Accuracy: The Role of Corrective Feedback. Gist Education and Learning Research Journal No. 6.**
- Bordag, Denisa (ND). Interlingual and Intralingual Interference during Gender Production in Czech and German.**  
<http://artsites.uottawa.ca/clo-opl/doc/Interlingual-and-Intralingual-Interference-during-Gender-Production-in-Czech-and-German.pdf>  
Retrieved on 16/12/2017.
- Brown, H. Douglas (2000). Principles of Language Learning and Teaching 4<sup>th</sup> ed. White Plains, Addison Wesley Longman, Inc., a Pearson Education Company.**
- Corder, SP (1967). The Significance of Learners' Errors. IRAL, Vol. V/4.**
- Fang, XIE and JIANG Xue-mei (2007). Error analysis and the EFL classroom teaching. US-China Education Review, Vol. 4, No.9 (Serial No.34)**
- Fauziati, Endang (2011). Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as a Foreign Language. Indonesian Journal of Applied Linguistics, Vol. I, No. 1.**
- Ghasemi, Fereshteh, Abusaied Janfaza and Afshin Soori (2014) A Contrastive Analysis of the Prepositions Of and From. International Journal of Education & Literacy Studies Vol. 2 No 4.**
- Hourani, Taiseer Mohammed Y. (2008). An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary**

- Male Students in the Eastern Coast of the UAE. Unpublished Master's Dissertation, British University in Dubai.*
- Iseni, Arburim (2008).** *Teachers' Attitudes Towards Correcting Students' Errors. Potra Linguarum No 10.*
- James, Carl (1998).** *Errors in Language Learning and Use-Exploring Error Analysis. New York, Pearson Education Limited.*
- J.M.P.V.K., Jayasundara and Premarathna C.D.H.M. (2011).** *A Linguistics Analysis on Errors Committed in English by Undergraduates. International Journal of Scientific and Research Publications, Vol. 1, Issue 1.*
- Kaweera, Chitamma (2013).** *Writing Error: A Review of Interlingual and Intralingual Interference in EFL Context. Volume 6, No. 7.*
- Khansir, Ali Akbar (2012).** *Error Analysis and Second Language Acquisition. Theory and Practice in Language Studies, Vol. 2, No. 5.*
- Mackey, Alison and Susan M. Gass (2005).** *Second Language Research-Methodology and Design. New Jersey, Lawrence Erlbaum Associates, Inc.*
- Mansfield, J. C. (1903).** *Errors in English Composition. London, MACMILLAN and CO., Limited.*
- Mohamed, Mezrag (2013).** *The Importance of Error Analysis in the Learners' Writing Skill, the Case of First Year English Students at Biskra University. Biskra, Mohamed Khider University, Unpublished Master's Thesis.*
- Newman, Michael (1996).** *Correctness and Its Conceptions: The Meaning of Language Form for Basic Writers. Journal of Basic Writing. Vol. 15, No. 1.*
- Oladejo, James A. (1993).** *Error Correction in FSL: Learners' Preferences. TESL Canada Journal/Revue TESL Du Canada, Vol. 10, No. 2.*
- Ondrakova, Jana and Jitka Siruckova (2014).** *An Analysis of Mistakes in Written Assignments of Students of German. Available online at [www.sciencedirect.com](http://www.sciencedirect.com). Retrieved on January 14, 2018.*
- Promsup, Preeyanuch, Patchara Varasarin and Prapart Brudhiprabha (2017).** *An Analysis of Grammatical Errors in English Writing of Thai University Students. HRD Journal, Vol. 8, No. 1.*
- Puengpipattrakul, Walaipun (2009).** *The Use of Journals to Develop Grammatical Accuracy in Writing. MANUSYA: Journal of*



---

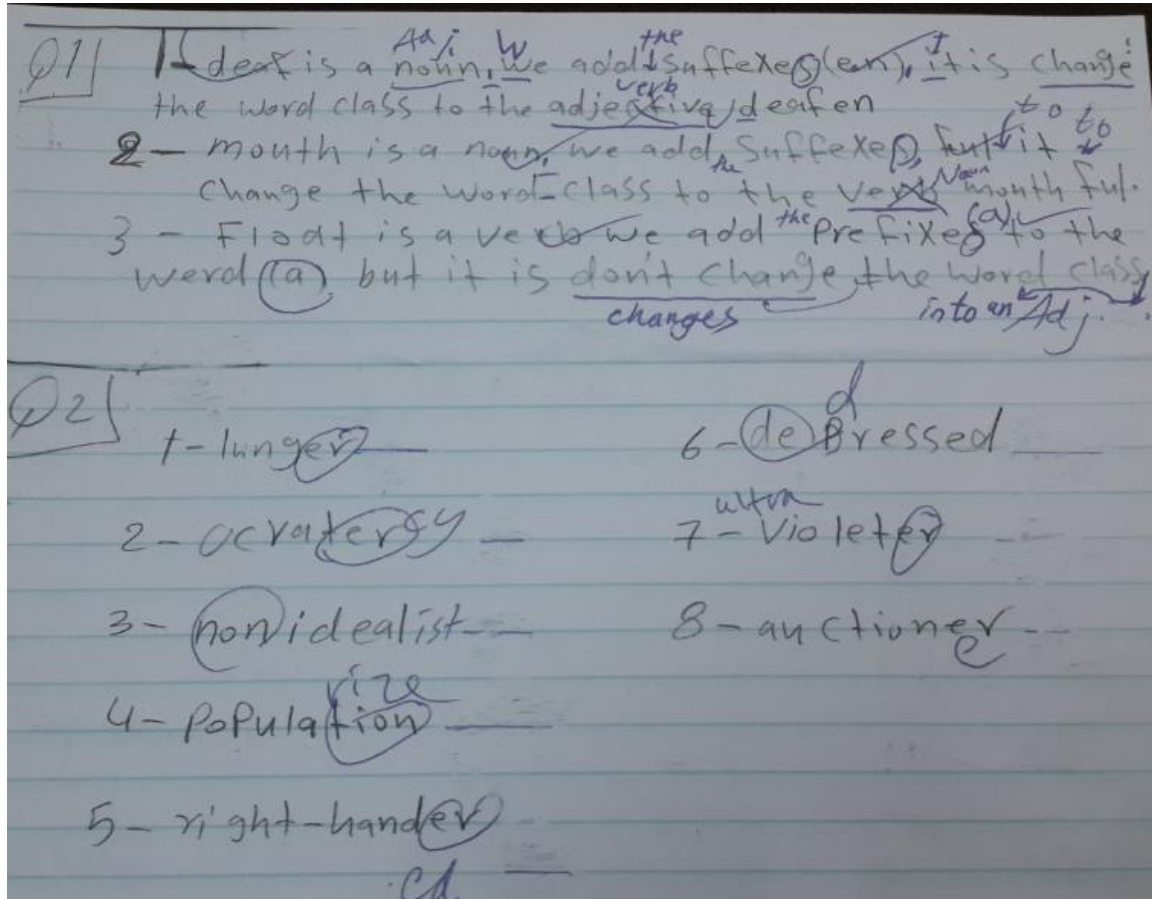
*Humanities Regular 12.2.*

- Quirk, Randolph and Sidney Greenbaum (1973). A University Grammar of English. Harlow, Long Man Group LTD.*
- Richards, Jack (1971). Error Analysis and Second Language Strategies, Resume, the text of an invited lecture given at Indiana University, Bloomington.*
- Sawalmeh, Murad Hassan Mohammed (2013) Error Analysis of Written English Essays: The case of Students of the Preparatory Year Program in Saudi Arabia. English for Specific Purposes World, Vol. 14, Issue 40.*
- Shekhzadeh, Ebrahim and Majid Gheichi (2011). An Account of Sources of Errors in Language Learners' Interlanguage. IPEDR Vol.26. Singapore, IACSIT Press.*
- Stageberg, Norman C. (1981). An Introductory English Grammar. Orlando, Holt, Rinehart, and Winston, Inc.*
- The Write Corner (2009). The Importance of Punctuation. Retrieved on January 27, 2017. Available at:*  
<https://thewritecorner.wordpress.com/2009/11/14/the-importance-of-punctuation/>
- Thomson, A. J. and A. V. Martinet (2001). A Practical English Grammar. Oxford, Oxford University Press.*
- Touchie Hanna Y. (1986). Second Language Learning Errors, Their Types, Causes and Treatment. JALT Journal, Vol. 8 No 1.*
- Tafani, Vilma(2009). Correcting or not Errors and Mistakes. LCPJ, Vol. 2/2.*
- Thomson, A. J. and A. V. Martinet (2001). A Practical English Grammar. Oxford, Oxford University Press.*
- VALERO , AMANDO LÓPEZ, EDUARDO ENCABO FERNÁNDEZ, ARBURIM ISENI and CHRISTOPHER PAUL CLARKSON (2008). Mistakes. Porta Linguarum 10.*
- Vickers, Carolina H. and Estela Ene (2006). Grammatical Accuracy and Learner Autonomy in Advanced Writing. ELT Journal Vol. 60/2.*
- Walliman, Nicholas (2011). Research Methods-the Basics. New York, Routledge.*
- Yuan, Zheng (2017). Grammatical error correction in non-native English. Cambridge, University of Cambridge.*
- Zhu, Honglin (2010). An Analysis of College Students' Attitudes towards*

**Error Correction in EFL Context. Canadian Center of Science and Education, Vol. 3, No.4.**

**Appendix**

Assignment sample 1:



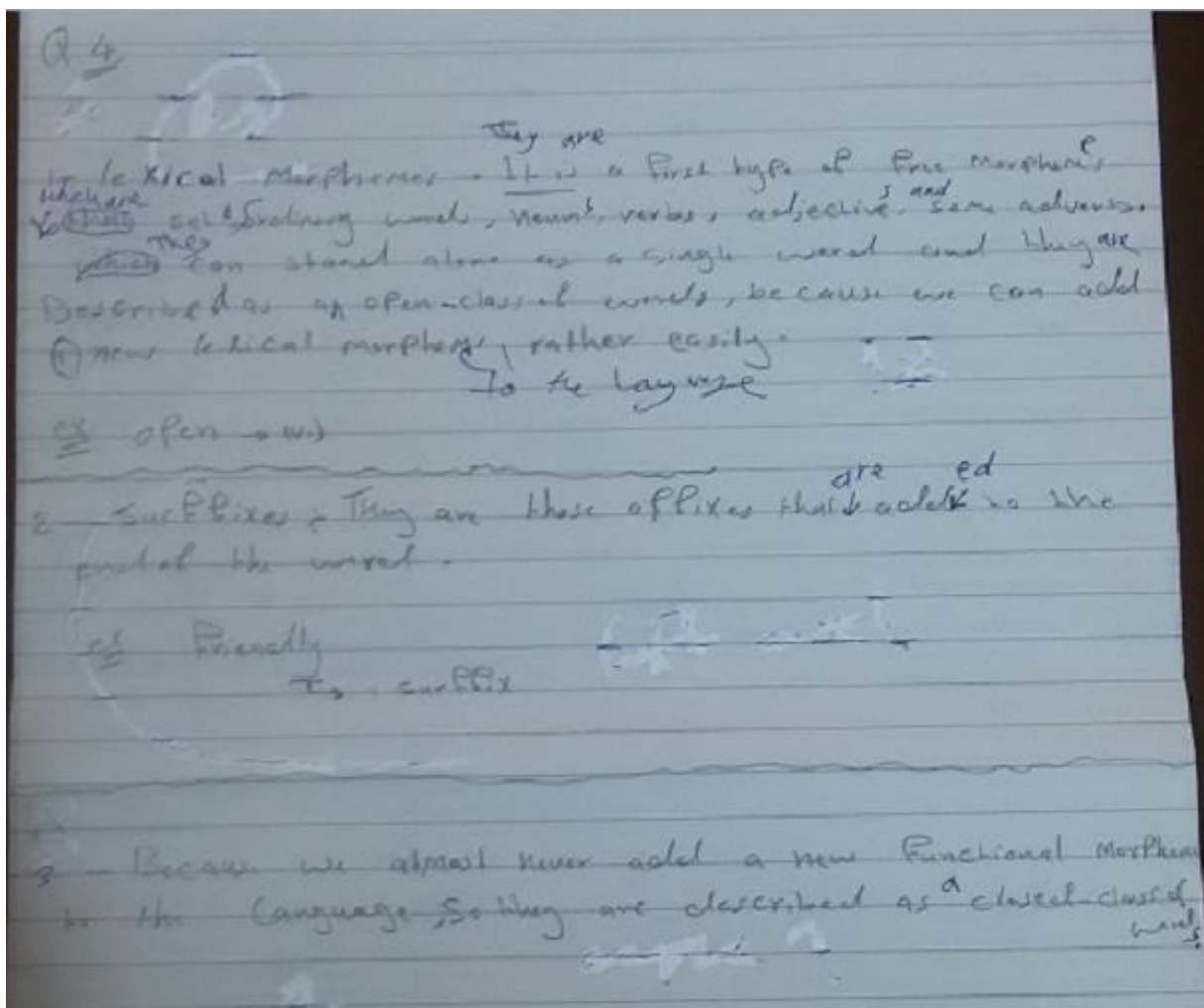
The correct answers to question 1 are:

1. Deaf is an adjective. We add the suffix, -en to it. It changes the word-class to the verb, deafen.
2. Mouth is a noun. We add the suffix, -ful to it. -ful changes the word-class to the noun, mouthful.
3. Float is a verb. We add the prefix, -a to the word. It changes the word-class into an adjective.

The correct answers to question 2 are:

1. aqualung 2. democracy, theocracy 3. idealistic 4. popularize 5. right-handed 6. overdressed underdressed 7. ultraviolet 8. auctioneer

Assignment sample 2:



**Correct answer to question 4-1 is:**

**Lexical Morphemes:** They are the first type of free morphemes which are a set of ordinary words such as nouns, verbs, adjectives, and some adverbs. They can stand alone as a single word and they are described as an open-class of words because we can add new lexical morphemes to the language rather easily.

e.g., Open is a verb.

**Correct answer to question 4-2 is:**

**Suffixes:** They are those affixes that are added to the end of the word, e.g., -ly in friendly.

**Correct answer to question 4-3 is:**

**Functional Morpheme:** Because we almost never add a new functional morpheme to the language, so they are described as a closed-class of words.