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Analysing Writing Errors of Kurdish EFL Students

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Abstract

This study has aimed at identifying and analysing writing errors of Kurdish EFL undergraduate students from two Departments of English at Koya University, Salahaddin University and two English Language Centres of the same universities in Kurdistan Region of Iraq (henceforth, KRI). The study also seeks to determine the types and frequency of each type of students' errors in writing. Therefore, 80 students' writing samples were collected randomly. The results were analysed using a combination of statistical and descriptive approaches. The results of the study showed that errors made by the Kurdish EFL students are mostly grammatical, lexical, punctuation and spelling errors respectively. The errors might be due to the students' lack of experience, knowledge, and ignorance of English writing skills. Hence, the study suggested using two essential approaches to eliminate writing errors made by Kurdish EFL students. That is, proper teaching methods should be used to teach EFL students; also corrective feedback should be given mainly because both approaches are important and work together for the benefit of the students' writing skills.

1. Introduction

One of the four language skills that students have to acquire and master is writing and this is a skill with which most of the students face many challenges (Ellis, 2008). Also, writing is one way of communicating one's emotions, feelings, and thoughts whether it is in a first language (L1), second language (L2) or a foreign language (FL). This obliges students to use proper vocabulary, punctuation marks, and spelling with appropriate grammar. Furthermore, students write in order to explain, describe, and narrate classroom and social situations (Brown, 2000). This is essential for students to be competent in writing in the L2/FL, yet it is inevitable to commit errors.

Committing errors is an inevitable consequence with an adverse outcome in language studies (Al-Buainian, 2009). In other words, many teachers and students have different views on what constitutes an error, its attractiveness, and effects are such areas which are highly influenced by errors in the EFL. It can be reinforced by ideas signifying that EFL students are likely to commit errors due to the L1 interference (Beuningen, 2010). Errors in EFL settings are regarded as unavoidable due to overgeneralization (Bandpay, 2012). Chandler (2003) states that EFL students' errors are likely to occur any time primarily; owing to the use of unsuitable teaching materials and approaches.

According to Corder (1978:63), there is no difference between errors and mistakes since they can be used interchangeably. However, some linguists have tried to distinguish between mistakes made by the native speakers and those of the non-native speakers. Speakers of native languages commit mistakes when they use their language, but when they are being aware of these mistakes, they can easily recognize and correct them. These types of mistakes made by native speakers are called mistakes. Mistakes are unsystematic and are not caused by the ignorance of the system of the first language. But speakers of a foreign language are not aware of their errors. They commit these errors due to lack of adequate knowledge of the system of the language they are learning. These types of mistakes made by the non-natives are called errors. Errors are a systematic deviation from the norms of the language being learned and are caused by

ignorance of the system of the target language (ibid: 260).

Practically, distinguishing errors from mistakes is not always easy. Nonetheless, they are distinguishable. Errors result from lack of knowledge (competence), but mistakes are owing to the demands of performance. Secondly, errors are instances of the learner's language that do not conform to the accepted norms of usage. The learner's effortless self-correction is a mistake (Thornbury, 2006:75). The classification of errors is in terms of the language system (pronunciation, vocabulary-lexical, grammar, or discourse); or according to the way they depart from the norms (omission, addition, mis-selection, mis-formation, and mis-ordering) (ibid: 75-76). "A slip caused by lack of attention, or speaking too fast, would be a mistake." (ibid: 75).

THE PROBLEM OF THE STUDY

The writing skill, on which the present study focuses, is one of the productive skills in which errors occur. It is one of the difficult skills among all the other language skills. Due to its difficulty, committing errors is something inevitable since it needs students' practicing, skills and strategies to master and come up with a piece of writing free of grammatical, syntactical and morphological errors. Teaching writing skill is a burdening skill on behalf of the teacher on the one hand, and facing students to many of writing difficulties on the other hand. Since writing errors have not been investigated properly, this study hopes to shed light on the issue, to avoid students from such type of errors and let students show better performance.

THE AIM OF THE STUDY

The main aim of the current study is to identify, analyze and classify the different types of writing errors made by Kurdish EFL students as well as the types and frequency of each error committed by the students.

ERROR ANALYSIS

Error analysis (EA), as a model approaching the process of L2 acquisition, dates back to the 1970s, in the wake of contrastive analysis (Corder, 1967). It is a field of research that collects, collates, and explains errors (Thornbury, 2006:76). Conventionally,

learner's errors were regarded as a hindrance to language learning. Errors are indeed, a necessary part of the learning process (Corder, 1973:10). Error analysis is not a new method to approach the process of learning a new language. The identification of the errors of a learner and their analysis has become a common practice in language teaching and learning (Hartmann and Stork, 1972:78).

Error analysis can be defined as a "technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics" (Crystal, 2008:165). Some believe that teachers' study of errors will help them to diagnose the students' errors and learn how to deal with them. It will also lead to create better materials for learners (Ellis, 2008). Others think that errors can be used to gain knowledge about EFL learners' progress and how to improve it (Al-Saudi, 2013).

The target of error analysis is to describe and explain errors made by learners of a foreign language while speaking or writing. This analysis is important on the one hand, for foreign language teachers, textbook writers, course designers, and on the other hand, for the learners themselves. As for teachers, it is important for them to know the difficulties and problems encountered by their students in the course of their learning a new language. Additionally, it reveals the aspects of difficulties where the learners need more explanation and guidance (Etherton, 1977:68). Students may get advantages from error analysis because the teacher may adjust his/her methods of teaching to overcome their difficulties in learning the new language (Nafea' Ayoub, 2006:5).

SOURCES OF ERRORS

Lado (1957:2) focuses on the impact of first language interference in the process of foreign language learning. He states that "when the learners are exposed to the language, they find that some features are easy for them to grasp and others are difficult. Those elements that are similar to their native language will be simple for them, and those elements that are different will be difficult." Since there are many features in English that are not available in Kurdish, Kurdish EFL learners face difficulties in grasping them properly. So, they

make mistakes while using them such as third person singular (s/es), word order, plural nouns after numbers, capitalization, noun adjective order, some tenses, various preposition usage, and some others. In addition to the above points, poor teaching and carelessness of the students also play an important role in the emergence of many errors in their productive skills especially in their writing skill (Nafea' Ayoub, 2006:6).

Overgeneralization is another cause of errors of a pattern or a rule. What makes students to overgeneralize is the irregularity of the English language that results in producing incorrect forms. Occasionally, textbooks of syllabi are set in a way that does not meet the actual needs of the students (Falk, 1978:360, Thornbury, 2006:76). Hence, learners' inadequate knowledge of the foreign language leads to the commitment of many errors by the learners (Falk, 1978:360). Nunan (2001) stated that errors are likely to occur owing to the interference of L1 into L2 structural system. Furthermore, the cause of errors is the concern of error analysis. Developmental errors are those that occur as a natural part of the learning process. Finally, according to (Thornbury, 2006:76) severity of errors is the other causes.

PREVIOUS STUDIES

This section deals with the literature about writing errors committed by EFL students of different nationalities and contexts. All around the globe, numerous studies have been carried out to identify the problems of EFL/ESL students in their writings. However, the number of such studies is a few or not enough in Iraqi Kurdistan's context in comparison to other nationalities and contexts. The findings of these studies reported that although students study English as an obligatory subject for many years before joining any colleges, universities or technical institutes, only a few of them can show satisfactory performance in their writings.

In his study, Abdullah (2020) examined the type and frequency of the common errors in the writing of EFL students in the KRI, considering the correct use of mechanics of writing, and he also compared the errors made by students in the two groups of male and female Kurdish students. To collect data a composition test was conducted to identify

errors made by the participants. Generally, the results indicated that the major problems of Kurdish students and the most errors they made were in capitalization (61%), punctuation (88%), and paragraphing (87%). Yet, female students were found to have generally much better performance than the male ones.

The objective of the study by Pouladian, Bagheri and Sadighi (2017) was to examine the kinds, frequency, and sources of writing errors made by adult Iranian EFL students. The sample of the study was 100 Iranian adults, both males and females, at the age ranging from 31 to 52, were selected using convenient sampling at Hormozgan University of Medical Sciences in Bandar Abbas. Based on their previous IELTS band scores ranging from band 4 to band 6, the members are separated into three groups. The results of the study revealed that verb tense was a very common grammatical mistake made by members in all three groups. Also, the male participants made more written errors than their female peers.

The goal of the research by Mahmood (2016) was to identify, describe, analyze, and evaluate writing errors, their causes, and sources, as well as discussing the role of EFL materials and their relation to EFL writing errors. The researcher used a Cambridge Standard Writing Test (CSWT) to examine the writing skills of EFL students from two universities in Kurdistan. The study demonstrated that these particular Kurdish EFL students have serious problems in writing generally, and they have weaknesses leading to errors in grammar, spelling, vocabulary, punctuation and particularly grammar.

The frequency and the types of sentence errors committed by the random choice of 30 subjects under the Accounting Technology Program from the College of Business, Entrepreneurship Accountancy were investigated by Quibol-Catabay (2016). The study showed two main categories of mechanical and structural errors. The most common errors committed by students in the mechanical category were the wrong use of punctuation, verb tense for the grammatical category and the use of sentence fragments. The structural category of errors had a total of 63 which ranked first, grammatical category

ranked second with 43 errors and mechanical category ranked third with 31 errors.

Javid and Umer (2014) investigated the important writing tasks, major fields of difficulty in academic writing, factors resulting in these difficulties, and the corrective measures in the Saudi EFL academic setting. They tried to identify gender-based differences for the above-mentioned factors and the results of independent-samples t-test did not indicate major differences in the perceptions of both the groups. A 40-item Likert-scale agree-disagree questionnaire was developed and piloted before it was administered to 194 Saudi EFL learners (108 males & 86 females) studying at Taif University. The findings demonstrated that these particular Saudi EFL learners had serious problems in their academic writing due to their weaknesses in using appropriate lexical items, organization of ideas and grammar. The other weaker areas included the wrong use of prepositions, spellings, irregular verbs, articles, punctuation, suffixes, and prefixes.

A study by Sun and Sun (2014) attempted to investigate many common ungrammatical patterns that were found in Chinese EFL learners' free writings. The findings showed the misuse of determiners as the most frequent grammatical errors in Chinese students' writings. The other ungrammatical patterns were Chinese-English expression, tense error, and misuse of prepositions.

Another study by Koroğlu (2014) analyzed Turkish EFL students' grammatical errors in 23 persuasive essays written by 23 Turkish EFL students at Gazi University, in Turkey. The study indicated that participants committed intra-lingual errors, L1 transfer in preposition use, inter-lingual errors especially overgeneralization, ignorance of rule restriction, and incomplete application of rules.

Jung (2013) investigated the kinds of errors students commit more between form-based and meaning-based errors, as well as to examine in which error taxonomies Korean learners frequently make errors. For this end, 264 compositions from 42 participants who were at a Korean university were collected in three studies. Error correction symbols by Harmer (2007) were employed to analyze error types simply and easily. The study

revealed that form-based errors (91%) were generally reported much more than the meaning-based errors (9%) by both the teacher's and students' review.

The study by Başöz and Aydın (2011) investigated the grammatical mistakes made by advanced EFL writers in their written products. The sample of the study was 75 students; the data collection tool was a background questionnaire and the paragraphs they wrote. The results showed that advanced EFL students made rare mistakes in the tenses, verbs, adjectives, nouns, adverbs, conjunctions, articles, relative clauses, adverbial clauses, and prepositions.

Another study by Fatah, Al Bajalani and Majeed (2009) was identified the kind of errors students likely to make, the causes of making errors, what can the researchers learn from examining their students' errors in detail, the attitude and policy the researchers should adopt towards errors when they occur. The sample of their study included one hundred samples of student's writings in the first year in the College of Languages and the second year in the College of Education, Departments of English. These samples included descriptive, narrative, argumentative, and expository compositions as monthly exams or assignments during the first semester of the academic year 2003-2004. The errors were divided into syntactic and morphological errors (the forms). The study found that the problem seems to have been ignored, even though teachers face these problems daily, and in a very direct way. When students make mistakes and are corrected, they frequently and quite naturally ask why it is a mistake, that is to say, they are asking for grammatical rules or some sort of logical description of the language they are trying to learn. The errors are the violations according to the English language rules. Nearly all the errors committed by Kurdish learners can be subsumed under two categories: Selectional and transformational errors.

The aim of the research conducted by Nafea' Ayoub (2006) entitled 'The Analysis of Errors Made by Iraqi Students in Writing' was to study and then to classify, describe and explain the causes of the most common errors found in the English writings of the students' tests carried out on the first-year students of the College of Arts/Department of English

found the interference of their mother tongue (Arabic Language) in their English writing. It was also found out that a large number of errors were due to the difficulties and irregularities of the English Language itself. The method of teaching was also found to be responsible to a great extent for the students' weakness in English. There were some other factors like inadequacy of time devoted to the teaching, lack of motivation on the part of the students, and the inefficiency of some of the teachers entrusted with the responsibility of teaching the English language.

This paper is unlike the above mentioned studies in literature, aims at investigating a variety of writing errors and the most typical of them made by Kurdish EFL students studying English as a foreign language at two different departments of English at Koya University, Salahaddin University and two English language centers (Bahar Language Centre and Salahadding university Language Centre) in KRI. Though the method adopted to collect data might be similar to some of the studies, what distinguishes this study from the ones cited is that 80 writing samples were taken from participants randomly regardless of taking the gender variation to indicate the differences in the type and frequency of errors. Furthermore, more than one academic institute was involved in carrying out the study.

THE SCOPE OF THE STUDY

The scope of this study is limited to the investigation of types and frequency of writing errors made by Kurdish EFL students in two English departments and two language centres. The types of errors targeted here are: 1. Grammatical i.e., a. Morphological, b. Syntactical, c. Semantic, 2. Paralinguistic errors i.e., a. Punctuation, b. Capitalization, and c. Spelling related errors in writing skill.

RESEARCH QUESTIONS

This study focuses mainly on identifying and analyzing the Kurdish EFL students' errors in English writing. Additionally, the paper tries to find and provide proper answers to the following research questions:

1. What are the main types of writing errors Kurdish EFL students make in their writing?

2. What are the most common English writing errors among Kurdish EFL students?
3. Which writing error type has been made more frequently than others by Kurdish EFL students in their writing?

SIGNIFICANCE OF THE STUDY

The study is expected to be of benefit to both EFL students and teachers because the analysis of the students' writing errors can help familiarize both students and teachers to various types and frequencies of writing errors in the writings, individualize instruction for different learning styles. In addition, the suggestions to avoid making such writing errors derived from the writing samples of this study can be helpful for both EFL teachers and students.

METHODOLOGY

To identify and analyze the kinds of Kurdish EFL students' writing errors and the frequency of their occurrence, researchers decided to apply qualitative and quantitative methods. For that aim, 80 written essays of Kurdish EFL students were collected as the required sample data (20 writing samples from each of the four institutions mentioned below) without considering the students' gender as a variable. The written samples were collected equally from the Kurdish students of two different English language departments at Koya University and two English language centers namely Behar English Center Koya University located in Koya and Salahaddin Language Center in Erbil randomly. The written samples collected in four different settings to promote the variability of the data not to compare and contrast students' performance at language centres to the university students.

RESEARCH INSTRUMENTS

The data were randomly derived from the written samples (descriptive and narrative essays) of the students without being informed about their writings which are used for research purposes. The topics of the written samples were various such as: talk about your favourite restaurant, a family picnic, an unforgettable event, write about your favourite journey you have ever had, write about your best childhood experience, to name but a few.

The data were extracted via reading through the students' written sheets. Different types of writing errors were set for the purpose of this study like grammatical, lexical, spelling and punctuation related errors. After collecting the data and reviewing them from written samples of the Kurdish EFL students in four different settings in both semesters of the year 2019-2020, they were analysed and categorized.

The collected data were analysed and categorized by using frequencies and percentages, and were presented in the form of tables and charts to help the researchers facilitate convenience and effectiveness in both the analysis and examination of the collected data. All the collected written samples were reviewed to find and analyse the errors committed by EFL students and classify them based on the above mentioned types.

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Answering the first research question about the main types of writing errors Kurdish university students commit in their English writings, it was found out that the errors are categorized into four main types of grammatical, lexical, punctuation and spelling. Below is an overview of these errors that are listed according to their frequency with which they occur. (See Table 1 and Chart 1) This result confirms the study findings of (Mahmood, 2016) that indicated errors in grammar, spelling, vocabulary, punctuation of Kurdish EFL students and (Javid & Umer, 2014) that showed Saudi EFL students' problems in their academic writing due to their weaknesses in using appropriate lexical items, organization of ideas and grammar. The other weaker areas included the wrong use of prepositions, spellings, irregular verbs, articles, punctuation, suffixes, and prefixes. (See Appendix A for 50 sample sentences of the students' various errors made in English writing skills, types and their correction)

Table 1: Overall Main Error Types

| Types of Errors | Grammatical Errors | Lexical Errors | Punctuation Errors | Spelling Errors | Total Errors |
|-----------------|--------------------|----------------|--------------------|-----------------|--------------|
| No. | 423 | 240 | 100 | 86 | 849 |

In Table 1, it can be noticed that out of 80 text samples, 320 sentences were found with errors, 849 errors were made throughout the whole sentences. Grammatical errors scored the highest percentage compared to other types of errors with 423 (that is just approximately 50% of) errors which was the most frequent one. This is followed by lexical errors with 240 (28%) errors and then punctuation errors with 100 (12%). The least type of occurred errors was spelling with only 86 (10%).

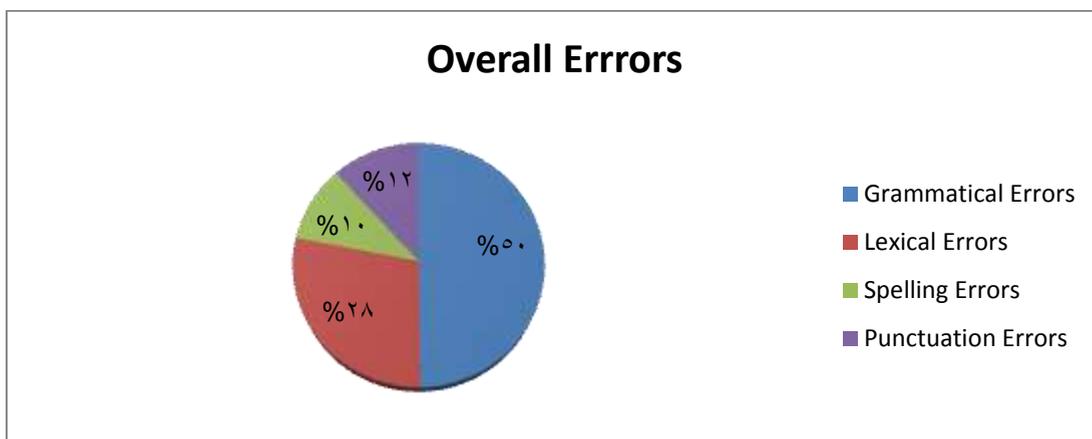


Chart 1: Main Error Types

The sub-categories of all the four main types of writing errors Kurdish university students commit are shown in Table 2.

Table 2: Overview of Errors and their Frequency

| W.V. T | S-V A | Art. | Prep. | Pronoun | W.O . | M.W. | W.W . | Word formation | Sing. /plural | Info . | Spelling | Capital. | Other Punc. | Space |
|--------|-------|------|-------|---------|-------|------|-------|----------------|---------------|--------|----------|----------|-------------|-------|
| 117 | 22 | 62 | 94 | 28 | 29 | 71 | 141 | 31 | 55 | 13 | 86 | 50 | 29 | 21 |

ERRORS FOR ALL CATEGORIES ACCORDING TO THEIR FREQUENCY

The errors for all taxonomies based on their frequency are listed as: Tense errors; for instance, Wrong verb tense, subject-verb agreement, articles, prepositions, pronoun inconsistency, word order, missing words, using wrong words (unfit words), word formation, singular/plural markers, informality, spelling, capitalizations, other punctuations and spacing (analyzed at word, sentence and paragraph levels of the written essays). (See Appendix B for the abbreviations used for each error type) This result confirms the result of Abdullah (2020) in which the errors of capitalization, punctuation were identified. Moreover, it confirms the findings of the study conducted by (Quibol-Catabay, 2016). Also, it supports the findings of Başöz and Aydın, (2011) that the participants had almost all the components of grammatical errors. The reason behind the frequent grammatical errors could be the

difficulty for Kurdish students to master its sub-categories. This is because English is an SVO language, while Kurdish is SOV. To state more, based on the researchers' observation of the Kurdish EFL written samples, students literally translate from their L1 (Kurdish) into English while they write. This makes a huge problem in expressing themselves correctly and more academically.

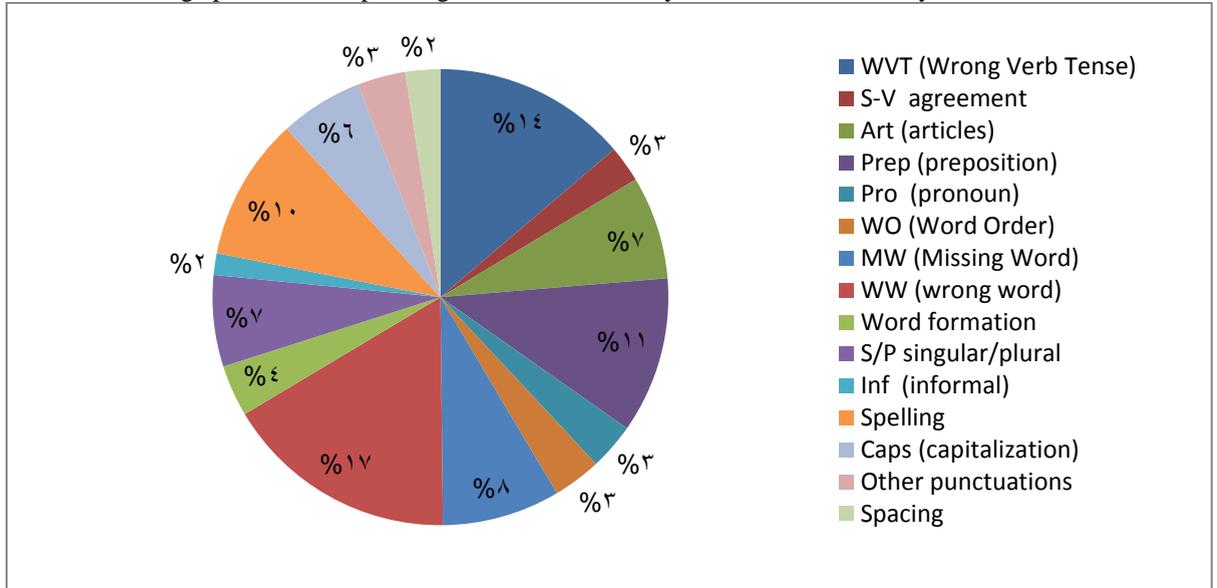


Chart 2: Sub-Types of Errors

To answer the second research question which is about the most common English writing errors among Kurdish EFL students, it could be said that grammatical errors are the first and foremost common English writing errors among Kurdish EFL students.

GRAMMATICAL ERRORS IN WRITING

The grammatical errors are listed as follows: Wrong verb tense 28%, subject-verb agreement 5%, articles 15%, displaced (misplaced) or misused of prepositions 22%, pronouns 6%, wrong order 7%, and missing words 17%. The classification of grammatical errors in the essays written by the participants is illustrated in Chart 3.

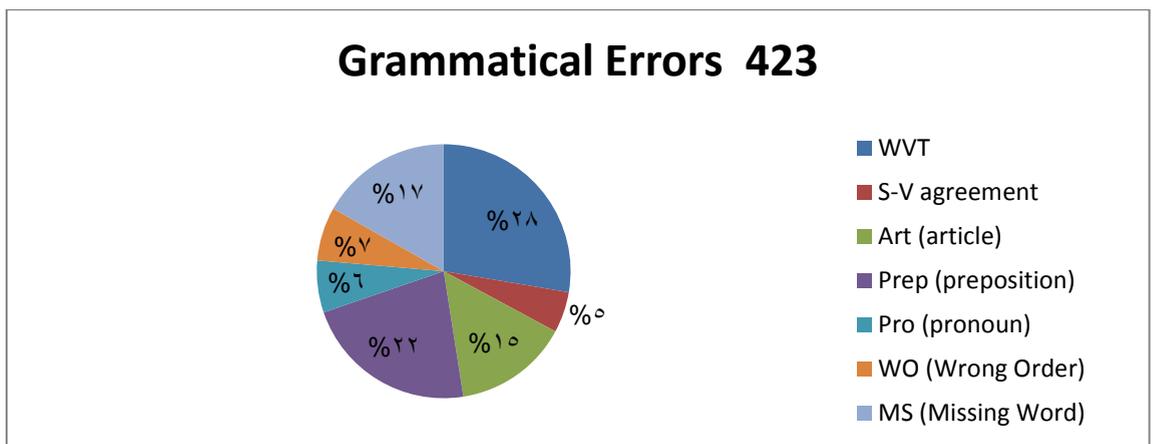


Chart 3: Grammatical Errors

LEXICAL ERRORS

The lexical errors committed by students in their writings along with their frequency are the second most common type of error. The wrong word is 59%, word formation 13%, singular and plural 23%,

and informal 5% as shown in Chart 4. The second dominant and frequently committed error by Kurdish students is in the use of vocabulary.

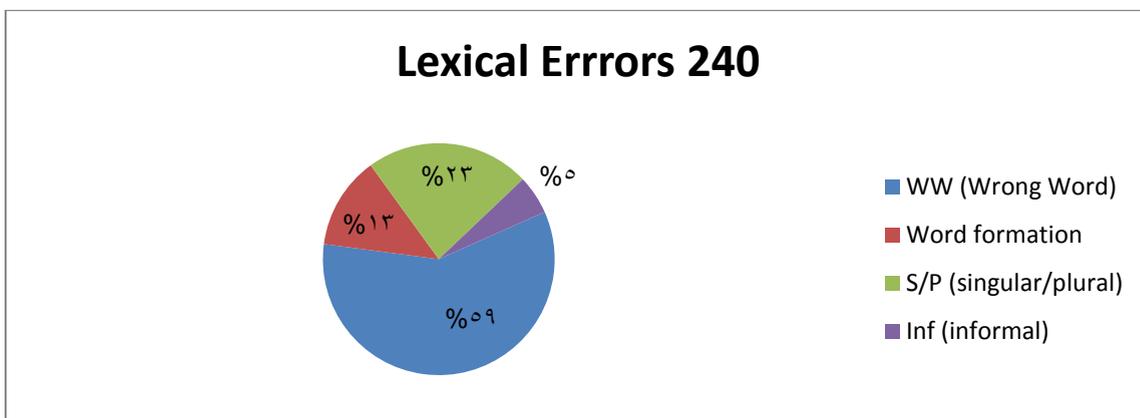


Chart 4: Lexical Errors

PUNCTUATION ERRORS

The type and frequency of the punctuation marks (mechanics) are listed in order and as follows: capitalizations 50%, other punctuations 29%, and spacing 21% as indicated in Chart 5.

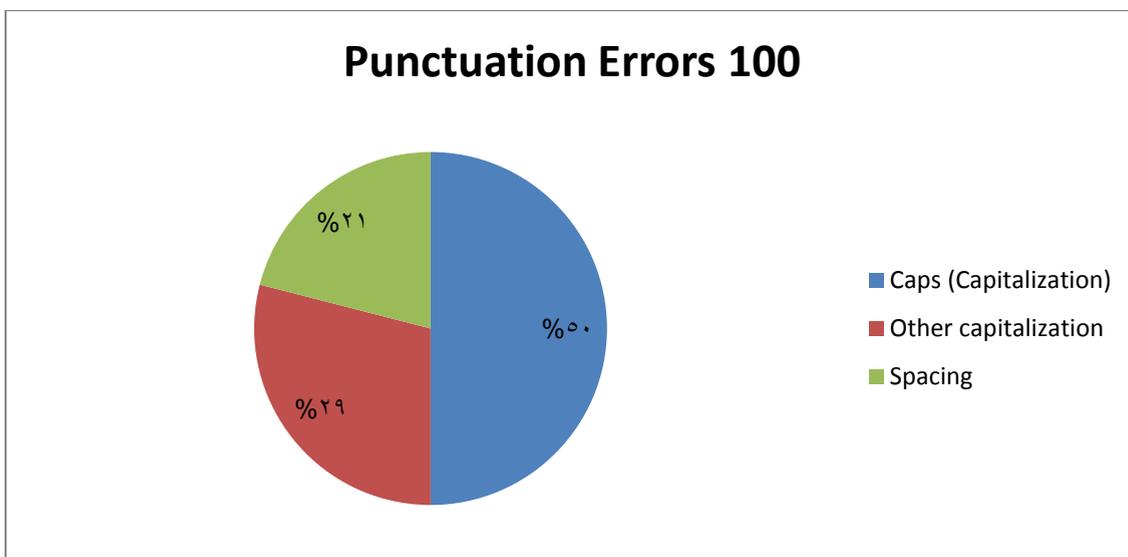


Chart 5: Punctuation Errors

SPELLING

The spelling error comes fourth among the main types of writing errors. The type, number and frequency are 86 in the writings of the participants.

CONCLUSIONS

The results show that the students' most common errors are in grammar, vocabulary, punctuation and spelling respectively. This can be due to the students' mother tongue (Kurdish) noticeable influence on their L2 as they literally translate while they write. This confirmed the evidence presented in the literature and the recent studies conducted in the last decade. Hence, one of the influences of making errors in students' writing is the influence of Kurdish language interference in EFL learning. Therefore, language teachers need to be aware of the transfer and interference of the students' mother tongue language. This study concludes that it is true that teachers teach grammar and vocabulary at all stages, but they might not focus on the grammar and vocabulary thoroughly, efficiently, and

adequately in syllabus. Therefore, more effort and attention is required to concentrate on students' grammatical, lexical, punctuation and spelling errors and teaching them in a way to be eliminated. Furthermore, in the light of the results, it has been found that the sources of errors are due to the students' lack of English language experience, knowledge, ignorance of English writing skills, violating language rules, carelessness and first language interference without considering the distinctive features of L2 rules.

SUGGESTION FOR FURTHER RESEARCH

The future research on similar topic may work on extensive data collection in various universities and language centres in Kurdistan Region; differentiate between male and female students' performance in their writing skill as well as compare and contrast the errors made by Kurdish EFL learners at universities with the ones at English language centres.

RECOMMENDATIONS

There are several recommendations that can be put forward:

1. Curriculum designers and decision makers and lecturers have to give priority to grammatical structures and lexical items in the process of instruction.
2. It is crucial that researchers give direct or indirect feedback (correction) on their students' writings.
3. Universities and educational institutions in KRI can expand the sample as well as apply other possible types of research methods such as questionnaires, interviews, and case studies. This will give a better understanding of the learners' progress in their L2.
4. Additional research should tackle the feedback skills especially students' L2 written products.
5. There are some explicit methods for language teachers to rectify students' errors. One way to indicate the impact of the L1 on the students' learning of English is to collect those errors and ask the students to analyse them and ask students if they could correct.

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APPENDIX A

| No | Sentences with different writing errors | Types of Errors | Corrected sentences |
|----|--|---|--|
| 1 | <u>people they</u> are very happy | Grammatical error/ pronoun | People are very happy. |
| 2 | Some <u>people doesn't</u> accept that. | Grammatical error/ S.V. agreement | Some people do not accept that. |
| 3 | I <u>hope go</u> back to <u>that days</u> . | Grammatical error/ missing word, plural demonstrative | I wish I could go back to those days. |
| 4 | <u>Not hearing</u> those people who say <u>you can't success</u> . | Grammatical error/ negation Lexical error/ wrong word | Don't listen to those people who say you cannot succeed. |
| 5 | Give the <u>meats</u> to poor people. | Grammatical error/ uncountable noun | Give meat to poor people. |
| 6 | <u>The people</u> wear <u>anew clothes</u> . | Grammatical error/ misusing definite and indefinite articles | People wear new clothes. |
| 7 | <u>Some of people maked of party</u> in a house. | Grammatical error/ preposition Lexical error/ word formation | Some people held a party in a house. |
| 8 | They <u>didn't maked</u> a party | Lexical error/ word formation | They didn't hold a part. |
| 9 | <u>. But now aday</u> they <u>maked a party</u> . | Punctuation/ capitalization Spelling error, wrong word | , but nowadays they hold a party. |

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|----|--|---|---|
| 10 | , <u>And</u> makes them <u>felling happy</u> and <u>funy</u> | Punctuation/ capitalization Lexical error/ wrong word. spelling | , and it makes them feel happy and funny. |
| 11 | My son is a <u>fun of Meci</u> . | Lexical error/ wrong word, spelling | My son is a fan of Messy. |
| 12 | <u>All time</u> I like Barcelona. | Lexical error/ wrong word | I always like Barcelona. |
| 13 | I <u>went to with my family</u> last week. | Lexical error/ wrong word | I went out with my family last week. |
| 14 | <u>The foods</u> in the restaurant was <u>delitious</u> . | Lexical error/ uncountable noun Spelling error | The food in the restaurant was delicious. |
| 15 | I <u>enjed</u> them very much. | Spelling error | I enjoyed them very much. |
| 16 | <u>For desert</u> , I had orange, melon and <u>chery</u> . | Spelling errors | For desserts, I had orange, melon, and cherry. |
| 17 | <u>Finally</u> I consider that <u>as a worst</u> day in my life. | Punctuation, Lexical error/ wrong word | Finally, I consider that as the worst day in my life. |
| 18 | <u>i exercise in the home</u> . | Spelling, grammatical error/ prep. | I exercise in at home. |
| 19 | Usually <u>we goes</u> to the walk. | Grammatical error/ word order, S.V agreement | We usually take a walk. |
| 20 | <u>We have many type</u> of novel. | Lexical error/ informal, singular/plural | There are many types of novel |
| 21 | I always <u>return to home</u> at 2 pm. | Lexical error/ wrong word | I always return home at 2 pm. |

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|----|--|---|---|
| 22 | I study english at <u>Night</u> . | Spelling error, capitalization | I study English at night. |
| 23 | I exercise <u>some activates</u> in the week. | Spelling error, lexical error/ wrong word | I exercise some activities in the week. |
| 24 | <u>Once time</u> in the week. | Lexical error/ wrong word | Once in the week, |
| 25 | <u>It is all</u> makes you <u>stress</u> . | Grammatical error/wrong tense | It makes you stressed |
| 26 | I <u>wanna talked</u> about <u>the worse</u> day. | Lexical error/ informal, spelling error, grammatical error/ tense | I want to talk about the worst day... |
| 27 | They are easy <u>a helps</u> you stay fit. | Lexical error/ wrong word | They are easy and helps you stay fit |
| 28 | Mahibad is <u>a very interesting</u> in iran. | Grammatical error/ missing word, spelling error | Mihabad is a very interesting city in Iran |
| 29 | <u>People in Mahibed they</u> are Kurdish <u>nationity</u> . | Grammatical error/ pronoun, spelling error | People in Mihabad are Kurds |
| 30 | <u>At the first</u> I <u>feel</u> bad. | Grammatical error/ misusing article, Punctuation, | At first, I felt bad. |
| 31 | My <u>favourite's city Akre</u> . | Grammatical error/ word order | My favourite city is Akre. |
| 32 | I have <u>another hobby working</u> with my mother. | Grammatical error/ missing words | I have another hobby which is working with my mother. |

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|----|--|---|--|
| 33 | I like making <u>dessert it</u> was <u>so enjoyabl</u> . | Grammatical error/ missing word, spelling error | I like making desserts as it was so enjoyable. |
| 34 | <u>Wach english movie it</u> was my another hobby. | Spelling, lexical error/ word formation, capitalization, s/p | Watching English movies was another hobby of mine. |
| 35 | It is <u>giving relax</u> to my mind. | Grammatical error/ wrong verbs tense, lexical error/ word formation | It gives relaxation to my mind. |
| 36 | Reading <u>is relax</u> my mind. | Lexical error/ wrong word, word formation | Reading is relaxing my mind. |
| 37 | <u>Some of book</u> can change <u>your live</u> . | Lexical error/ wrong words | Some books can change your life. |
| 38 | I have <u>a several hobb</u> es. | Grammatical error/ article | I have several hobbies. |
| 39 | <u>Alot of time I using</u> mobile phone. | Spelling/ grammatical error/ word order, wrong verbs tense | I use mobile phone a lot of time. |
| 40 | <u>And I so like walk</u> to every place. | Punctuation, capitalization, lexical error/ wrong word | , and I like to walk to every place. |
| 41 | <u>Suddenly</u> the teacher <u>comes the class</u> . | Punctuation, grammatical error/ missing word | Suddenly, the teacher comes to the class. |

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|----|--|---|---|
| 42 | I <u>tryed</u> to learn a lot <u>for get a high mark</u> . | Spelling, grammatical error/ incorrect preposition | I tried to learn a lot to get high marks. |
| 43 | I <u>meet</u> some new <u>frinds and class maits</u> . | Grammatical error/ wrong verbs tense, spelling errors | I met some new friends and classmates. |
| 44 | <u>One day we have exam for tomorrow</u> . | Punctuation, grammatical error/ missing article, wrong word | One day, we had an exam on the day after.... |
| 45 | <u>I have very shaymed and stress</u> . | Lexical error/ wrong word, spelling error, wrong tense | I was very shy and stressed. |
| 46 | I <u>dreamed for</u> Medical <u>department</u> | Grammatical error/ missing words, capitalization error | I had a dream of becoming a student at Medical Department |
| 47 | I was <u>achild</u> had a big dream. | Spelling error, grammatical error/ missing words | I was a child, and I had a big dream. |
| 48 | <u>Hopefully</u> we were <u>good healthy</u> . | Lexical error/ wrong word, punctuation, missing conjunction | Fortunately, we were good and healthy. |
| 49 | I <u>come</u> a student <u>English Department</u> . | Lexical error/ wrong word/ grammatical error/ missing word | I became a student at the English Department. |
| 50 | <u>I didn't any thing</u> about the rules of the school. | Grammatical error/ missing verb, spelling error | I didn't do anything about the rules of the school. |

50 sample sentences of the students' various errors made in English writing skills, types and their corrections

APPENDIX B

(List of Abbreviation Symbols)

- Wrong Verb Tense= WVT
- Subject Verb Agreement=SVA
- Article=Art.
- Preposition=Prep.
- Pronoun=pron.
- Word Order=W.O.
- Missing Word=M.W.
- Wrong Word= W.W.
- Word formation=W.F.
- Singular and Plural= Sing. /plur.
- Informal=Info.
- Spelling=Spell.
- Capitalization=Capital.
- Other Punctuations= Other Puncs.
- Spacing= Spac.