



ERROR ANALYSIS OF THE UNIVERSITY LEVEL STUDENTS IN THE USE OF CONCORD

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Abstract

Learners at all educational levels commit errors while trying to perform the different tasks assigned to them. Such errors committing is said to be the violation of the linguistic rules by learners and can occur at all linguistic levels depending on the frequency of learners' dealing with the constituents of each level. Learners' written performance forms no exception in this respect. There are errors of various types in learners' writings and to varied degrees. Some are called minor errors if they do not hinder communication and, or they are called major errors when they stand in the way of communication.

The present research aims at presenting a detailed account of errors and error correction. It also aims at identifying a number of errors committed by a sample of students in the use of concord.

Section One **Errors**

1.1. Introduction

Errors are usually the outcome of competence deficiency due to the incorrect storage of rules in the learners' minds. Errors are made either because the learner doesn't have appropriate knowledge or because he has some false knowledge .

Encarta Encyclopedia (2005) makes the point that linguists look at the error learners make as they learn another language and at their strategies for communicating in the new language at different degree of competence. In seeking to understand what happens in the mind of the learner, applied linguists recognize that motivation, attitude, learning style, and personality affect how well a person learns another language and duly lead to the occurrence of errors.



1.2 Definition of Errors:

Error, has got several meanings. For instance, **The Free Dictionary on Line (1978)**, defines an error as:

1. An act, assertion, or belief that unintentionally deviates from what is correct, right, or true.
2. The condition of having incorrect or false knowledge.
3. The act or an instance of deviating from an accepted code of behavior.

On its part, **Oxford Advanced Learner's Dictionary** defines an 'error' as "a mistake, especially one that causes problems or affects the result of something", while **Longman Advanced American Dictionary** states the following: "A mistake in written or spoken language." This last definition applies to what is primarily meant by errors in the current research.

1.3 Error, Mistakes and Lapses:

Chomsky(1965:8-10) draws a distinction between two concepts: competence and performance. Competence is "the speaker hearer's knowledge of his language", whereas performance is "the actual use of language in concrete situations. "In other words , competence is what people are able to do, while performance is what people actually do for communicative purposes.

Corder (1974:24) on the other hand, differentiates between three types of "faults" or "deviations" which are: errors, mistakes and lapses. According to him, errors are the result of incomplete command of language system, i.e. they are the result of competence deficiency since rules of the language are stored incorrectly in the learner's mind. Grower and Walters (1989 :121) agree Corder in that "an error is much more deeply ingrained and a learner might believe that what he is saying is correct, and not know what the correct form should be.

As for mistakes, they usually result from performance deficiency. They are, "the result of some neurophysiological breakdown or imperfection in the process of encoding and articulating speech" (Corder, 1974: 22) . Mistakes are cases of wrong selection of style, dialect or variety. They are of no significance to process of language learning ,and the native speaker is normally capable of recognizing and correcting them .



The last type of faults, the lapses and the slips of tongue or pen, are committed by both native speakers and language learners. They are unsystematic errors (Corder, 1974: 24).

Corder concludes the difference between mistakes and lapses and lapses by stating that 'all people are aware that in one's native language there are error of one sort or another.

These are due to memory lapses, physical states, such as tiredness and psychological conditions such as strong emotion. They are artifacts of linguistic performance and do not reflect a defect in knowledge of one's own language. Furthermore, people are normally immediately aware of them when they occur and can correct them with more or less complete assurance."(Corder,1974: 24).

1.4 Significance of Errors :

Errors play an important role in learning in the cense that when people learn a certain activity or language, they go through many stages of failure. The errors committed by either children learning their mother tongue or by adults learning a foreign language are natural phenomenon and evidence that language learning is taking place. Their significance is stressed by many scholars in the field of error analysis. Corder, for instance, in his influential article (1967), remarks that they are significant in three different ways.

First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Added to that, teacher can benefit from errors in revealing the extent of the effectiveness of the teaching strategies and materials whether they should continue teaching in the same way or to adopt a different one. Error show teacher the places wherein pupils are weak and need help so that they can devote more time to clarify and re-explain such points.

Secondly, they provide to the research evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language.



Researchers can also get benefit from errors as the latter show both the positive and negative sides of language teaching and learning.

Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. In other words, it is a way the learner has for testing his hypotheses about the nature of the language he is learning (Corder: 1967). In the same vein, Bell thinks that errors are a sure sign that the learner has not mastered the code of the target language. "In other word, errors emphasize the fact learners need more practice and attention in a specific area. In other words, errors make it clear that the learner needs more time and effort to try again since he has not achieved his task to learn.

2.5. Attitudes Toward Errors:

structuralism, based on behaviouristic psychology, and post-structuralism, based on cognitive psychology, adopt two different attitudes towards errors. Structuralists think if the learners are taught correct language forms or structures, they will learn how to produce the correct language without errors. Errors, from the Structuralists' point of view, are not allowed and considered as sins. Brooks says that "like a sin an error is to be avoided". Structuralists further believe that the continuous appearance of errors is attributed to the inadequate teaching techniques or the subsequenced instructional materials.

Post-structuralists, on their part, think that errors are inevitable natural phenomena in the language learning process and represent, as Corder (1974) puts it, "normal stages in the development of communicative skills, i.e. the learner can produce correct or incorrect forms." They have made teaching language more humanistic and less mechanistic. It has also given teacher more freedom to concentrate on communication rather on grammatical accuracy. Chastain expresses this in a very clear way when he states that "more important than error-free speech is the creation of an atmosphere in which the student want to talk." With this in mind, learner feel free during the language production process without being afraid of making errors .



Section Two

Types and Source of Errors

2.1 Types of Errors:

Errors are of different types. There are four descriptive taxonomies: linguistic taxonomy, surface strategy taxonomy, comparative analysis taxonomy and communicative effect taxonomy. The first three taxonomies are classified according to the errors' forms, functions and causes, i.e. any word, phrase..., etc. which are erroneous pronunciation ally, grammatically or lexically. The last taxonomy is based on the effect of errors on the listener or hearer , i.e. classification is done according to the errors related to the meaning of the message.

2.1.1 Linguistic Category Taxonomy:

This type is widely used by linguists and classifies errors according to either language components or particular linguistic constituent of each component or both of them. This type of classification is very important for teacher, learners, researchers and curriculum developers because:

- 1- Teaching and learning process will be ordered step by step beginning from small linguistic components to larger ones .
- 2- Errors can be easily identified in term of the part they belong to .
- 3- Teachers can teach any part of the language separately without interfering with other fields.
- 4- The learner can choose any specific field he is interested in.
- 5- Researchers can use this taxonomy as a tool for classifying the errors collected through out their research careers .
- 6- Curriculum developers can make use of it to organize language lessons.

2.1.2 Surface Structure Taxonomy:

This type of taxonomy usually alters the surface the surface structure of utterances. In this respect, Dulay et al. (1982: 150-3) set four types of errors: omission, addition, Misformation, and disorder:



2.1.2.1 Omission Errors:

Omission errors are characterized by the absence of an item that must there in a well-formed utterance such as grammatical and content morphemes.

Examples:

She is ...doctor. (a)

She is ...home. (at).

2.1.2.2 Addition Errors:

On committing these errors, learners usually add an item that should not appear in a well-formed utterance. These errors usually occur in the later stages of foreign language learning when learners learn some rules of the new language. They are subclassified into three types: double marking , regularization, and simple addition .

- a. **Double Markings:** It means the failure to delete certain items when adding some new ones.

Examples: He doesn't likes school.

e.g. They didn't sent him his money.

- b. **Regularization :** This represent learners' failure to manage some rule application, i.e. applying certain rules inflections to some irregular cases such as plural and 3rd person singular.

e.g. **mans gived,**

- c. **Simple addition:** If the addition is not one of the abovementioned types, we call it simple addition.

e.g.: He is in over here.

A this book is new.

2.1.2.3 Misformation Errors:

These errors are characterized by the use of the wrong form of the morpheme or structure, i.e. applying some part of the rule and leaving the



other. They are again of 3 types: regularizations, archi-forms, and alternating forms:

a. Regularization:

Regularization is the application of one rule used with the regular form to other irregular ones. This type of error is called overgeneralization.

e.g. Foots , hisself, bringed.

b. Archi-form : It is the selection of one member of a class of forms to represent others in the class.

e.g. This pen this pens .

c. Alternating Form: It is the alternation of various members of a class with each other.

e.g. These car this cars .

2.1.2.4 Misordering Errors:

these errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

e.g. He is all the time working.

2.1.3 Comparative Taxonomy

This taxonomy is based on comparisons between the structure of foreign language learner's errors and certain other types of structures, namely comparing learners' errors to children's while learning their first language or to the native language or foreign language structures. According to Richards (1974) and Dulay , this taxonomy comprises two types of errors: interlingual and developmental. The first type of errors happens because of the interference made by the learner's mother tongue. In other words, the learner applies the forms and rules of his native language while learning another language. As for as development errors, are concerned Richards (ibid :78) states that "illustrate the learner attempting to build up hypotheses about the English language from his limited experience in the classroom or textbook."



Finally, Richards makes reference to another type of errors called intralingual errors. Intralingual errors reflect the general characteristics of rule learning. They are of three subdivisions: faulty generalization (overgeneralization), incomplete rules application, and failure to learn conditions under which rules are applied (ignorance of rule restrictions). They appear due to previous knowledge , rules and structures learned from the foreign language.

In his book "the Context of Language Teaching", Richards gives a list of errors with a short definition of each.

They include:

- 1- Overgeneralization errors which are caused by extension of **FL** rules to inappropriate contexts.
- 2- Simplification errors resulting from redundancy reduction.
- 3- Developmental errors which reflect built-in stages of linguistic development.
- 4- Communication- based errors resulting from the strategies of communication.
- 5- Induced errors which are derived from the sequencing and presentation of **FL** items.
- 6- Errors of avoidance represented by learners' to use certain types of **FL** features because of perceived difficulty.
- 7- Errors of overproduction, especially when **FL** features are produced correctly but used too frequently.

2.1.4 Communicative Effect Taxonomy:

The three preceding taxonomies tackled errors as linguistic items. The fourth and last taxonomy, i.e. communicative effect, studies errors from a different perspective. Burt , a prominent advocate of this type differentiates between two types of errors: global errors and local errors.

2.1.4.1 Global Errors:



This type of errors can affect the meaning of the sentences and can even hinder communication and understanding. It comprises the following subtypes.

a- Wrong word order:

e.g. She saw a boy handsome

b- Missing, Wrong or Misplaced Sentence Connectors.

e.g. (If) ... she doesn't water flowers, they die.

c- Missing cues to signal obligatory exception to pervasive syntactic rules.

e.g. The dishes washed Reem .

The missing words here are (were) and (by)

d- Overgeneralization pervasive syntactic rules to exceptions,

i.e. not observing selectional restrictions on certain lexical items.

e.g. They amused that film very much

(That movie us very much).

2.1.4.2 Local Errors:

This kind of errors usually affects only one element in the sentence and it does not deter communication. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers.

There is another type of error called fossilized errors.

It includes certain forms, rules, and structures used continuously by learners as they speak. Brown (1987:203) defines fossilization as "the relatively permanent incorporation of incorrect linguistic forms into a person's second language competence ...the internalization of incorrect or unnative like forms of language."

This means that the fossilized errors become a permanent feature of the learner's speech, i.e. they will never completely disappear .

Selinker (1972) believes that the key causes of fossilized errors can be summed in: language transfer, transfer of training, strategies of an FL learning, strategies of an FL communication, and overgeneralization of an FL linguistic material. Other causes stated by Selinker and Lamedella are following :

1- Low motivation for learning a foreign language.



- 2- Age: people who learn a foreign language at older age usually retain a clearly recognizable foreign language.
- 3- Limited range of a foreign language input due to restricted period of time variation.
- 4- Learner's attention being focused on other tasks than correct language use.
- 5- Extreme tension or relaxation may also encourage fossilized speech.

2.2 Sources of Errors:

A lot of sources of errors have been presented some Linguists . They form the main reasons behind committing errors. According to Taylor (1975:73) and Brown (1987:109) , the common sources of errors are interlingual transfer, intralingual transfer, and the context of learning including both teaching materials and teaching methods adopted by teachers.

2.2.1 Interlingual Transfer:

At the beginning of learning a foreign language, learners transfer items from their native language to the foreign one they are learning. Such transfer can be either positive or negative. Positive transfer leads to the facilitation or learning while negative transfer leads to errors. In other words, Interlingual /Transfer errors are attributed to the native language. There are interlingual errors when the learner's L1 habits (patterns, systems or rules) interfere or prevent him/her somehow from acquiring the patterns and rules of the second language (Corder, 1971:161). Interference (negative transfer) is the negative influence of the mother language on the performance of the target language learner (Lado, 1964) .

2.2.2 Intralingual Transfer:

Intralingual/Developmental errors belong to language being learned, independent of the native language. As such, the foreign language can be a source of errors as learners transfer negatively some rules within the



foreign language, i.e. they learn some new rules and then use them wrongly with other different cases. Richards (1974:6) point out that they are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the foreign language. The learner language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language"

The two preceding types of sources of errors are linguistic. In other words, linguistic items, rules and structures are transferred wrongly through a comparison that learners make believing that such a procedure is possible and correct.

2.2.3 The Context of Learning:

Teaching methods and materials within the classroom can also be a source of errors. Taylor (1975:73) thinks that the faulty presentation of structures or words in a textbook, improper contextualization of pattern , and teaches ignorance might lead to errors .

2.2.4 Mental and Physical Process:

According to Taylor's mental and physical process as a source of errors, the following subcategories have been identified:

- 1- Overgeneralization:** Think kind of errors are made because of the wrong application of some rules from the foreign language.
- 2- Convergent structural Analysis:** The failure to differentiate between elements in a string. An example is the failure to perceive the existence of inflections .
- 3- Formal Item Conflation:** Failure to notice the right application of some rules because of confusion. As in the false concord, confusion in pronoun usage between masculine and feminine.
- 4- Auditory Discrimination Failure :** Inability to observe phonemic and phonetic distinctions.
- 5- Muscular:** Inability to produce the sounds of a foreign language.

Brown (1987:88) think that the so-called "Communication



Strategies" form another source of errors committed by learners.

He subdivides the sources of error into the following subtypes:

- 1- Avoidance:** The learner avoids the using of some words, rules and topics. Such types of avoidance are called lexical, syntactic, phonological and topic avoidance.
- 2- Prefabricated Pattern:** This includes memorizing certain stock phrases or sentences without internalized knowledge of the components of the phrases. Since phrases are used in certain contexts and not in other, learners sometimes misuse them incorrectly.
- 3- Cognitive and Personal Styles:** Learners' personal styles may affect the production of correct language and can be sources of many errors.
- 4- Appeal to Authority:** Whenever the learner cuts his speech for some reason, he either asks another person to help him, mainly a native speaker or the teacher, or he may consult his dictionary for help.
- 5- Language Switch:** When all the previous strategies fail to produce a meaningful sentence, the learner will use his mother tongue to make the other understand him.
- 6-**

Section Three

Error Analysis and Error Correction

3.0 The Theory of Error Analysis:

Error analysis was conceptualized and applied based on the behaviorist theory of language learning which implied that errors were signs that a language learner had simply not learnt the rules of the target language effectively (Brown, 1987:95) In the early 1950's, the notion of language as a system, and more importantly, the notion of foreign language learning as the meeting of two language systems obtained more acceptance and



linguists began to regard errors as evidence of language transfer. With this conceptualization, errors were considered the manifestation of ineffective language learning and were focused upon by linguists and teacher intent on their elimination (Brown, 1987; Ellis, 1985).

It wasn't until the late 1960's that researchers used evidence gained through error analysis to discredit the existence of negative transfer as the dominant factor in acquiring a second language, since many errors are not due to intersystemic interference. What they and other researchers were demonstrating was that learners didn't just memorize target language rules and use them to form their own utterances: they were constructing their own rules based on the input they had received . Hence , there was a rebirth of error analysis and a movement from an undifferentiated world organized by mind, from a world of world of instances to a world related by generalities and abstractions requiring the whole concept to be redefined and approached from a more cognitive or mentalist perspective.

Psychology became a much more influential field for linguists interested in using error analysis as a diagnostic tool, to help identify the causes of errors. The term error itself was redefined in recognition that many mistakes in spontaneous speaking or writing could be attributed to a simple pause, or a "slip of the brain."

Errors to help describe and explain the way in which learners learned a language rather than their progress toward conforming to a set of real or imagined standards of expression and thus, had a more positive role.

Today, error analysis is used with a variety of techniques for identifying, classifying and systematically interpreting the mistakes made by language learners and helped support hypotheses such as the natural route of development, as well as identify the weaknesses and/or disprove theories of language learning like contrastive analysis, throughout the last few decades, of the 20th century .

3.1 The Process of Error Correction:

Error correction is a form of feedback. It has been studied thoroughly in recent years due to its importance in the field of language teaching.



Broughton et al. in their book entitled "Teaching English as a Foreign Language" outline a number of stages for error correction. According to them, the first stage is to establish what the error is. The basic question to ask is whether the learner intended to state is the same as the normal understanding of what he actually said or wrote. The second stage is to establish the possible source of the error, to explain why it happened. It is important to do this as a full knowledge of the causes of an error enable the teacher to work out a more out a more effective teaching strategy to deal with it. The third stage is to decide how serious the error is. The last stage, after establishing the area of the error, is it correction.

The teacher should deal with the errors very cautiously- everyone know the feeling when a piece of written work comes back with red ink, and many student complain bitterly of their teacher correcting their writing so often that they no longer write a single letter of a piece of writing to be submitted to the teacher.

Immediate feedback is possible with regard to written as well as oral work. However, it is always preferable to avoid using too much red ink. Instead of writing the correct version and telling the student to think about, the teacher might use a simple and self-evident code: T- tense error; P-preposition error; V- vocabulary error; etc.

Correction might also come from another source apart from the student himself and the teacher. The other member of the group work provides another alternatives The last two alternative seem to be more practical in the sense that the student will not feel embarrassed. Hence, learners' opinion on error correction has been attended to and duly studied in some detail.

3.2. Concord and inflection:

1. lack of number concord, e.g. between subject and verb, including absence of *s* on 3rd person singular present simple verbs
2. false general concord, i.e. his, her, their.
3. Incorrect inflections, e.g. *s-* vs. *-es*, changing *y* to *i*, or not
4. Lack of concord for gender, e.g. *who* or *which*



5. Using 's for plurals (except after figures and letters)
6. apostrophe omitted before/after genitive s

3.2.1 Verbs

1. impossible combination of auxiliary + main verb (doesn't sleeps, *didn't left, had came, could went, will knew*, etc.)
2. use of non-finite form as a finite verb, e.g. *done* without an auxiliary
3. incorrect addition/omission of *to* in basic infinitive construction, e.g. *to* after modal auxiliaries
4. *to* + past form for infinitive, e.g. *to spoke, to gave*
5. *have* for *be* when giving ages, e.g. *he has fourteen years*.

3.2.2 Pronouns, possessives and articles

1. using *him/her* for *it*, when there is no personification intended
2. confusion of *its* with *it's* e.g. *it's tyre is flat*
3. incorrect use of *a/an* e.g. *an university*

3.2.3 Adjectives

1. plural adjectives e.g. *they are goods*
2. double comparatives/superlatives, e.g. *more better*

3.2.4 Word order

1. sentences without a subject or with two subjects e.g. *Ali he arrived*
2. verb + subject construction where there is no question
3. question with affirmative word order
4. failure to separate sentences with a full stop and capital letter
5. basic clock times, e.g. *at six and quarter; at three and ten*

3.2.5.common confusions

1. misspelling of *who, which, beginning, feel*
2. homophones involving basic vocabulary, e.g., *by/buy, new/knew, sun/son, to/two, meat/meet*
3. using *were* for *where*, and vice versa
4. using *of* for *off*, and vice versa
5. using *live* for *leave*, and vice versa
6. using *want* for *won't*, and vice versa
7. using *thing* for *think*, and vice versa



3.3 Other grave errors

3.3.1 Concord and inflection

failure to use common irregular plurals (men, foot, children, people)

3.3.2 Verbs

1. using the present perfect in contexts that are clearly past narrative or with expressions of past time reference using the past perfect for straightforward events in past narrative
2. use of *will/would* in *if*- and other comparable clauses (e.g. *when*)
3. using *uses to/used to* for present habits
4. failure to use common irregular verb forms correctly
5. lack of *got* or auxiliary *do* with *have*
6. basic errors with be born, e.g. *I born, I borned*

3.3.3 Pronouns

i for the first person singular *I*

3.3.4 Adjectives

interesting (activity/person/object, etc.) vs. *interested* (reaction)

3.3.5. Prepositions

1. confusing *in* and *on* in basic spatial context
2. using *since* instead of *from* when followed by *to/till/until*

3.4. Syntax

1. double negatives
2. using the wrong part of speech clock times involving minutes other than multiples of e.g. *seven and twenty-three*, and
3. inappropriate use of the 24-hour clock, e.g. with o'clock or p.m. after a number greater than 12 (*14 o'clock p.m.*, etc.)

3.5. Errors of Concord:

Error of concord, agreement between subject and verb, forms a prominent type of errors committed by learners at all studying levels. They usually refer to the following unacceptable language structures:

1. lack of number concord, e.g. between subject and verb, including absence of *s* on 3rd person singular present simple verbs



2. false gender concord, i.e. his, her, its, their.
3. Lack of concord for gender, e.g. *which* for *who*.
4. using *him/her* for *it*, when there is no personification intended.
5. incorrect use of *a/an*.
6. plural adjectives.

To make the previous theoretically mentioned literature of relevance to the present research) has been closely looked through. This was followed by the identification of the errors of concord. A limited list of some typical errors of concord committed by the students learning English, college of Education /Sammarra/Tikrit university is listed below:

1. The new jobs would becomes better because the war finished .
2. Our school *contain* a lot of new equipments.
3. . I feel *relaxation* when I pass .
4. Because our life become hard.
5. We saw *their* to go for picnic.
6. Her work are boring and not tired.
7. We have *maintaining* relationships with family or friends.
8. People *has* suffered *a lot*.
9. A person may learn how *to arranging* time .
10. It is necessary to find *a good friends* .
11. She must find *much solutions* .
12. There are people who *are suffer of* bad health .
13. They have become *more taller* .
14. *Many book* which is used by most of students .
15. You don't know how *to behavior* with people .
16. . His homework be difficult .
17. How *we making* us famous .
18. This work is the *most danger* and good work at the same time .
19. Life of every *one changing* .
20. The pictures *that draw* are very nice.
21. It makes you forget the pressure you *have get* from the work.
22. *The rich* in my family can be *showing* .
23. My father always use *a types* of pressure in order to work.



- 24 *people* works harder, nowadays .
- 25. *A lot of student* wants to leave early.
- 26. Our Friends could helping us .
- 27. It *gived us* *asmall* gift .
- 28. *Student* during their studies in all his stages is facing different types.
- 29. Humans live in society is *fulled* of problemes .
- 30. *A persons* whom we deal with.

It is noticed that most of these mistakes are relevant to the concord, i.e. the agreement between the subject and verb, the auxiliary with the main verbs and pronouns.

Section Four

Conclusions and Pedagogical Implications

4.1 Conclusions:

- 1- Errors are usually the outcome of competence deficiency owing to the incorrect storage of rules in the learners' minds. Errors are committed either because of the learner's appropriate knowledge or because of some false knowledge .
- 2- In spite of the fact that the main point of research in the present project has been the analysis of student' written performance in using 'concord' at university level, the very limited scope of the practical part of such a topic has led to focus on the theoretical part of the study in an attempt to shed light on the notions of 'error' and 'error analysis' .
- 3- Many points relevant to such notions have been accounted for in detail through the introduction of detailed and rich literature by some prominent figures in the field of applied linguistics.
- 4- In this research, types, sources, and the importance of errors and attitudes have been the main aspects of this research.
- 5- Error correction has also been provided with a detailed list of the unacceptable errors made by learners.
- 6- Errors are reckoned a significant part of the learning process .



7- There are different attitudes toward errors: those who rely on principles based on behaviouristic principles. Those errors should be avoided and corrected immediately whenever they occur and communicative ones which should not be corrected immediately .

8- It is hoped that the present research can work as a source of feedback to both teacher and students. As for teachers, they can identify the points of difficulty in their students' use of concord. Students can also get use from their mistakes as a remedial source for future written performances.

4.2 Pedagogical Implications

1- Students' errors have considerable importance to teachers and syllabus designers. They help instructors identify the problematic areas of students' writings. They will be able to identify also the nature of the learner's knowledge at a certain stage in his/her learning career and find out what he is to learn.

2- Error analysis is a clear indication for instructors to outline the learning problems.

3-Such a research based on the frequency of errors will enable instructors to teach the point of error and to emphasize more those areas where the error frequency is higher .

4- Errors provide feedback; they tell instructors something about the effectiveness of his teaching materials and teaching techniques and show him/her what parts of the syllabus he/she has been following have been inadequately learned or taught and need further attention. Secondly, errors are important to syllabus designers to see what items are significant to be included in the syllabus. The analysis of the students' errors can help identify their linguistic difficulties and needs at a particular stage of language learning.

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Abstract in Arabic

لا يمكن لأي عمل أن يؤدي بشكل كامل دون بعض العيوب التي قد تظهر هنا وهناك . قد تكون هذه العيوب فعالة إلى درجة أنها تشوه العمل كله أو صغيرة تماماً و لا يكون لها تأثير بأي طريقة. وهذا ينطبق على أداء الطلبة في تعاملهم مع الجوانب المختلفة للغة. وتحدث فروق كثيرة لقواعد اللغة أثناء هذا الأداء تسمى فروق القواعد اللغوية هذه بالأخطاء .

يشمل الهدف الرئيسي لمشروع البحث الحالي تناول الأخطاء التي يرتكبها الطلبة في استخدام التوافق .

ولتحقيق هذا الهدف تم وضع فرضية تقول بأن الطلبة في قسم اللغة الإنكليزية, كلية التربية - سامراء - جامعة تكريت , يرتكبون أخطاء عند استخدام تعابير التوافق عند أداء العمال الكتابية.

يقع مشروع البحث الحالي في جزئين . يتناول الجزء النظري أنواع الأخطاء واتجاهات المدارس اللغوية المختلفة اتجاهها وسيكون هذا الجزء محورياً رئيسياً للنقاش وهو يميز أيضاً بين أنواع الأخطاء المختلفة ويقترح استراتيجيات تصحيح هذه الأخطاء .

يقدم الجزء العملي قائمة من الأخطاء التي يرتكبها الطلبة مع بعض التعليقات عليها في محاولة لتحديد طبيعة هذه الأخطاء ومن ثم تقليلها في أداء الطلبة المستقبلي لأي عمل كتابي .

كما يؤكد هذا البحث التركيز على أخطاء الطلبة الشائعة والمتكررة لتصويب وتصحيح ما اعتاد عليه من أخطاء لبعض الطلبة