Syntactic Errors Made by Students of Department of Educational and Psychological Sciences

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1.Introduction

Teaching and learning a foreign language is not an easy task, especially when it shows considerable dissimilarities to the native language learner. The result is that even at college level, the time is   spent on   remedial   work rather than spending it on widening the scope of the learners knowledge of English. (Mohammed, 1980:42)

Grammar is designed to help the students to improve the conciseness, clarity and correctness of their writing. (Willis, 1975xix) so the teacher should explain any error or weakness in the students` writings.

For the purposes of error analysis, grammar which aims to relate the semantic structure of a sentence to its surface structure by a set of explicit rules is the most appropriate theoretical model for the description of error. (Corder, 1973:126) .

Corder (1983: 84) mentions that most obvious practical use of analysis of errors is to the teacher because errors provide feedback ,the learners tell the teacher something about the effectiveness of his teaching

materials   and his techniques, and show him what parts of the syllabus need more attention .This is the day –to day –value of errors .

So we can conclude that error analysis has a great benefit for both teachers and students: for teachers:

1. As a feedback.

2. To know what he should concentrate on.

3. What he should stop talking about.

4.What programmes and techniques he should use. As for students, it is important in the following :

 A. To know their mistakes and avoid repeating them.

 B. To classify and identify them.

 C. Then to correct them.

Errors are no longer as bad signs of failure on learning and teaching to be eradicated ;rather they are seen as a necessary part of language learning process .

The learner benefits from his errors by using them to get the feedback from the environment and in turn use that feedback to examine and modify his hypoteses about the target language .Thus from the study of the learner errors we will get some information about the nature of learner's knowledge of the target language at a given point in his learning career .By describing and classifying his errors in linguistic terms ,we build up a picture of the features of language which are causing his learning problems (Kashavarz,2008:43) .

 Error analysis can give great help to the classroom teacher , syllabus designer ,and test maker because error analysis provides valuable information for devising appropriate materials, effective teaching techniques and constructing tests suitable for different groups of learners at different levels of instruction (ibid:49) .

 The researcher has an experience in teaching English in other departments rather than English Dept. such as History,Geography,   Arabic, and   Educational and Psychological Sciences Dept. for both   post graduate and undergraduate students.We have suffered a great deal from the great number of errors committed by such students

in all fields of linguistics specially in grammar .These errors can be attributed to different factors; namely, intralingual , interlingual, overgeneralization, and faulty learning strategies.

The most common errors are related to grammar ;therefore ,the practical part of this study is devoted to analyzing such errors in different grammatical topics such as the uses of different tenses ,auxiliary verbs, pronouns, adjectives , adverbs,prepositions ,and many other topics.

The study aims at:

1- Classifying and identifying the syntactic errors made by the students of Educational and Psychological Sciences Department .

2- Finding the reasons behind such errors .

Accordingly ,it is hypothesized that:

1.Psychological and Educational Sciences students make more erroneous constructions related to omission and substitution than addition and permutation .

2.Mother tongue interference is not the only prime cause of errors in foreign language learners' writings .

The scope of this study is limited to:

1. The fourth year students of Educational and Psychological Sciences Department, College of Education for Human Sciences / University of Babylon , during the academic year (2009-2010) .

2. The errors have been taken from the papers of the 2nd term exam of the students (English Text) lesson. (see Appendix 1) .

3. Only the syntactic errors are going to be analyzed .

It is to be mentioned that the sample of the study ;i.e., fourth year students of the Department of Educational and Psychological Sciences/ College of Education for Human Sciences .The data analyzed include 50 exam papers are chosen randomly from the second term exam in the academic year (2009-2010) .They are identified and classified according to their errors in the model mentioned in 2.1 .

2.Error analysis

Error analysis is a kind of linguistic analysis that focuses on the errors that the learners make .Researchers are interested in errors because they are believed to contain valuable information about the strategies that learners use to acquire a language (Taylar,1975:74).

Errors can be classified according to different linguistic terms, many researchers are setting up different taxonomies and established their own categories of errors .In this research ,the researcher will focus on the processes of errors in order to classify and identify the subjects' errors .

2.1 Processes of Errors

There are many taxonomies for classifying errors . Errors can be classified according to their processes, as adopted in this study, to classify the subjects' errors .

The four main processes which may lead to erroneous constructions are : **omission**,**substitution** ,**addition** , and **permutation** or **wrong ordering** . (Corder , 1973 :277 ; Keshavarz , 2008 : 98 and Els et.al,1987:66) .

Dualy ,Burt and Krashen (1982) mention another taxonomy which classifies errors "not by specific linguistic type ,but by the structural deformations the utterance undergoes", i.e. omission ,substitution ,addition and misordering of target language

word orders (Johnson, and Johnson,1999:111) .Examples and explanations of each of these processes are provided below :

2.1.1 Omission

 Omission means the omission of items in the second language learner's utterances (Johnson and Johnson,1999:111) .That may involve the deletion of function words like (prepositions and articles), morphemes like(plural and third-person singular, past and past participle-ed) ,and auxiliaries ,(Keshaverz,2008:98) .

   Example:

 *I was told: there is**?** bus stop. (omission of article).

                                                                              (Corder ,1973:277)

2.1.2 Substitution or Selection

  Substitution or selection means choosing an incorrect element instead of the correct one .

   Examples:

  *He **have** three brothers.(instead of **has**)   (ibid)

  *I am not afraid **from** dogs .(instead of **of**)   (Keshavarz,2008:99)

2.1.3 Addition

   In this process ,the learner   adds   incorrect or unnecessary element (Corder,1973:277) or adding items not present in the target language.(Johnson and Johnson ,1999:111) .

   Examples :

  *They always discuss **about** different matters .

  *Please answer **to** my letter soon .   (Keshaverz,2008:98)

 2.1.4 Permutation or wrong ordering

   In this process ,the target language words are not used in their correct order .

   Example:

      *What **daddy is** doing ?He is all the time late .(Johnson and Johnson,1999:111)

 2.2 Sources of Errors

     Learners' errors provide signs about learners' knowledge and their acquisition of the foreign language (Corder ,1973:293). It is seen that "systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching " (Corder ,1974:120) .These errors can be of great value to the learners to help them to specify the points of weaknesses since the making of errors can be regarded as a device the learner uses in order to learn (George,1971:88).Therefore, this section is dedicated to the explanation of errors in terms of error sources and processes

2.2.1 Interlingual Errors

   Lado(1964:86)   mentions that this source of error is the result of the native influence of the mother language on the performance of the target language learner .The learner may recourse to the appropriate parts of the native language in an attempt to make up the deficiencies of his knowledge of the target language .

     Interlingual errors or interference take place when the patterns of the native language differ from those of the target language (Ellis,1994:48) .Those errors result from the transfer of phonological ,morphological ,grammatical ,lexico-semantic ,and stylistic elements of the learner's native language to the learning the foreign language (Keshavarz,2008:103) as in the following examples :

* Can you give me some **informations** about this programme ? (Els et al, 1987 :54)

 * Lie the parents (Arabic students make this error because Arabic statement begins with the verb not with the subject)

2.2.2 Intralingual Errors

Intralingual errors are " items produced by the learner which reflect not the structure of the mother tongue ,but generalizations based on partial exposure to the target language "(Richards,1974:6). Brown(1987:82) attributes the deviant structures in the target language to the learners' incorrect application of their previously learned material to a present foreign language context . Intralingual errors may be due to one of the following factors :

2.2.2.1 Overgeneralization

It is associated with reduction .It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language (Richards ,1992 :174) . " It may be the result of the learner reducing his linguistic burden" (Abi Samra ,2003:8) as in the following example:

*He always **try** to help other people .

We notice that the omission of the third person singular '-s' seems to have been caused by the overgeneralization of all other endingless forms in English (Keshavarz,2008:107)

2.2.2.2 Ignorance of Rule Restriction

It means the applying of the rules to contexts to which they do not apply (George,1971:98) . i.e

*There were many **fishes** in the lake.   (Keshavarz,2008:108)

Here the learner fails to know the restrictions of the foreign language structures .

2.2.2.3 False Analogy

" It means the use of certain elements in inappropriate context through analogy "i.e :

*He **went into** his father in the street , but could not say nothing .

The above error explains that the learner uses false hypotheses about the structure of the foreign language based on his limited exposure to it.

"Analogy seems to be the main cause of errors in the misuse of prepositions and article, (Keshavarz,2008:109).

2.2.2.4 Faulty Categorization

Faulty categorization involves the incorrect classification of target language items by the learner . For instance , the learner categorizes English verbs into incorrect classes .

*He did not let me **to go**. (ibid:111).

2.2.3 Transfer of Training

The third major source of errors are those which result from the teacher, the classroom ,and the materials , (Brown,1987:179) . The teacher and misleading explanation ,or the textbook writer may neglect some aspects of the target language for one reason or another . All these things or elements have a passive impact on the learners by encouraging them to make incorrect hypotheses about the language,(Richards,1974:178).

This source of errors refers to the influence of the situation of learning .In classroom, students often make errors because of a misleading explanation from the teacher through a faulty presentation of a structure or a word in a textbook i.e. the success of learning process depends upon adequate teaching throughout the learning period ,good classrooms ,good syllabus design and material sequencing,(Brown ,1994:89) .i.e.

*The cat is **at** the table.

To illustrate the above error ,we may discover that in teaching the preposition (at), the teacher may hold a box and say (I'm looking at the box) so the learners

may infer that **at** means **under** .After that the learner may use **at** for **under** as in the above example (Keshavarz,2008:112).

2.2.4 Language –Learning Strategies

There are three types of language-learning strategies: 1.**overgeneralization** which is explained earlier .

2.**transfer of rules from the mother tongue** which means that the learner uses his previously acquired knowledge from his mother tongue in dealing with the present learning task(Keshavarz,2008:114) ,and

3. **simplification** which means reducing the learning burden by using the reduction of the target language to a small set of general properties (Johnson and Johnson,1999:112) . For example ,in

 * Daddy **want chair**.

The learner omits the verb inflection and the article so the learner eliminates many items which are redundant to form the intended message but this process can not prevent the meaning from being understood ,(Keshavarz,2008:114) .Here , the learner uses his prior knowledge of the target language to ease the burden of learning (Taylor,1975:394) .

2.2.5 Communication Strategies

The communication strategy is used by learners to overcome a problem in communication resulting from their inability to have an ease access to foreign language knowledge (Ellis,2003:340).In this regard ,the learners may use different types of communication strategies such as:

 a- approximation refers to the (using a word or an expression that may share the same semantic features with the word the learner supposes to use (Brown,1987:183) for example :

 ***Pipe** for **water pipe**.   (Keshavarz,2008:115)

b-Circumlocution which involves the using of paraphrasing or description of some characteristics in responding (Brown,1987:183). as in :

***I wish that you made me a good friend in future .**(Munji,2007:80)

c-Guessing which means using clues that may or may not be based on language .The learner may depend on the context to guess the meaning (Scholfield and Katamine,2002:2) .

3. Data Analysis

Pedagogically , it is practical to analyze the findings as there are different kinds of syntactic errors but the researcher will describe and classify just the errors found in the subjects' writings .The   syntactic errors have been classified according to their processes which are mentioned in Table(1). Attempts have been made to determine the sources of these errors to know the difficulties that Iraqi students of Educational and Psychological Sciences Department suffer from :

(Table 1)The Percentages of Omission ,Substitution ,Addition and Permutation

Type of Error	No of Errors	%
Omission	56	44.8
Substitution	43	34.4
Addition	14	11.2
Permutation	12	9.6
Total	125	100

The table above reveals that most of the subjects write erroneous sentences related to "omission" (44.8%) and "substitution" (34.4%) more than "addition "(11.2

%) and permutation (9.6%) .So these results validate the first hypothesis which indicates that the students of Psychological and Educational Sciences Department tend to make errors related to omission and substitution more than addition and permutation (word order) .These errors will be explained with some detail.

3.1 Omission

The subjects' errors related to omission are classified into different types as mentioned in Table (2) below :

(Table 2)The Percentages of the Kinds of Omission Errors

Kind of Error	No of Errors	%
Omission of copula and auxiliary verbs	14	11.2
Omission of 3rd person singular	12	9.6
Omission of preposition and particles	11	8.8
Omission of other morphemes	7	5.6
Omission of article	6	4.8
Omission of the plural –s	6	4.8
Total	56	44.8

We classify these errors into different kinds depending on the frequencies of the subjects' errors , the most important ones of which are the following :

3.1.1 Copula and Auxiliary Verb

The subjects write the following erroneous sentences which include the omission of copular and auxiliary verbs :

* They **?** looking away suddenly ……………….(are).
*They **?** small for their age ……………………..(are).
* It **?** clear statement ……………………………(is).
* The population which**?** taken the sample from ……..(are).
* Their spelling and handwriting **?** poor……..……(are).
* The teacher **?** controlled by his emotion ……….(is).
* The boy**?** immoral ………………………….....…..(was).
*Where **?** it happened ?..(is) .
* What **?** you doing ?...(are) .
* It **?** necessary for the teacher ………………..…..(is) .
*I **?** done this job every day………..……………….(have) .
*They **?**sad……………………………………..…….(are) .
*This food **?** nice ………………………...…………(smells).
*She **?** a teacher…………………………………....(becomes).

The subjects here may be influenced by their mother language (here Arabic) .They feel that they do not need to use the auxiliary verbs because they think that their sentences are meaningful and right as follows :

   * They looking away suddenly .   هم ينظرون بعيدا فجأة

   *It clear statement .   هي جملة واضحة
   *They small for their age .   هم صغار بالنسبه لاعمارهم

This result refers to what is called interligual errors which occur as a result of the influence of the native language (Corder ,1986:66).   We should also note that an error may be attributed to more than one cause. Some researchers state that an error

may be attributed to one source while other causes may also be involved (Keshavarz,2008:102).

We notice that the subjects omit the copular verbs in the last two erroneous sentences. A copula is " a verb that connects the subject directly to another word without the use of prepositions"

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The subjects omit the copular verbs because they think that they are unnecessary auxiliaries or they do not know how to apply their right forms of copular verbs and their subjects .

3.1.2 Third Person Singular

It is found that there are many erroneous sentences which include the omission of the 3ʳᵈ person singular as follows:

*The statement **include** question .
*It **help** the researcher to arrange his ideas .
*It **refer** to children who are not keeping up their education .
*He **need** to work .
*It **take** more ability …………….
*The teacher **encourage** his pupils ……….
*The teacher **build** the curriculum .
*The teacher **utilize** his interest for the …….. .
*He **find** himself good .
*He always **take** real ability to learn ………..
*He usually **attend** the meeting ………
*It also **refer** to………...

The erroneous sentences above refer to deviant structures made by the learners on the basis of their limited knowledge of structures in the target language and that is what is called "overgeneralization " (Keshavarz,2008:107) . The subjects may be confused when there is a word which separates the subject from the verb as in the last three sentences above because of their limited knowledge of English grammar .

3.1.3   Prepositions and Particles

The subjects of the present study tended to omit prepositions and particles in some of their sentences :

*The procedures to be used **?** solving the problems are ..(in).
*The section ,**?** the plan is important …………………...(of).
*She doesn't agree **?** her ……………………………..(with).
*I always begin my reading **?** evening …………………(at).
* method used **?** processing data…………………..……(in).
**He turned ? the light ……………………….………..(on).
*I wake ? at seven o'clock ………………………..…..(up).
*The children are growing ?...(up).
*She fell **?** and hurt her leg…………………….……(down).
*We should write **?** everything the teacher said…….(down).
*My father decided to cut **?** smoking………………..(down).

It is thought that the previous erroneous sentences are attributed   to faulty categorization which refers to incorrect classification of target language items .The subjects omit the prepositions possibly   because they think that they are not necessary.

We notice that in the last six examples the subjects omit the particles because they do not discriminate between the preposition and the particle they may consider as an unnecessary preposition. .

One of the difficulties students suffer from is using particles because they always confuse particles and prepositions.

http://www.ateg.org/grammar/tips/t15.htm

So the subjects   may omit the particles considering them unnecessary prepositions .

3.1.4 Other Morphemes

The subjects omit or delete other kinds of morphemes as derivational and inflectional morphemes   as follows :

*It increased the teacher's <u>develop</u>……………….   (ment).
*There are many teaching <u>develop</u> ……………......(ments) .
*They suffer from many difficulties in <u>understand </u>… (ing). the subject.
*My brothers are <u>interest</u>………………….….… (ing).
*My <u>friend</u> car is beautiful ………………………('s).
*I <u>visit</u> my aunt yesterday ……………………….(ed).
*He is <u>big</u> than me ……………………………….(er).

The subjects omit the derivational morpheme (ment) in the first two examples and the inflectional morphemes (ing) ,possessive ('s) ,(ed) for past and (er –comparative) in the last five sentences respectively   . It is thought that these kinds of errors are related   to transfer of training. They may also be related to "avoidance" which refers to the communication strategy employed by the language learner in order to use less difficult items instead in order not to commit errors, (Keshavarz,2008:107).

We notice that the subjects can not discriminate that derivational morphemes change the meaning of the word or the part of speech or both and often create a new word while   inflectional morphemes create a change in the function of the word as (ed) changes the word to the past. So the subjects lack this part of speech.

3.1.5 Articles

The following examples illustrate that the subjects tend to omit articles whether it is definite or indefinite :
*We have …….lecture in the morning .
*She was ………………..…..good girl .
*…...…weather is very cold in winter .
*It is ………………interesting lesson .
*It is ……......coldest day in …..month .
*I usually take …apple in ..afternoon .

We note that the subjects   do not   know how to use the definite and indefinite articles .That may be related to many reasons .One of them is the transfer of training which involves that certain teaching techniques may lead to erroneous sentences like the errors which result from pedagogical procedures found in a text or employed by the teacher   (Keshavarz,2008:107) .These errors may also be attributed to what is called "simplification", i.e, the reduction of the target language to a simpler system by the learner in order to reduce the learning burden(Edan, 2004 :79).Simplification is called   " redundancy reduction" because of getting rid of many items which the learner thinks they are redundant to conveying the intended message .

3.1.6 The plural "-s"
          The following erroneous sentences clarify the omission of the plural 's'   by the subjects of the study:
*They suffer from many **difficulty** of understanding …………
* There are many teaching **procedure** in the curriculum ………
*There are many **process** in curriculum ……………..
*They said many clear **statement** ………………
*There are clear **method** of teaching ………………
 *He gave us three **sentence** ....
The researcher thinks that the subjects' errors above are caused by simplification ,because the omission of the plural 's' can not prevent their meanings from being understood .

3.2 Substitution
          The subjects' errors which are related to substitution are summed up in the following table:

(**Table 3**) .**The Percentages of the Kinds of Substitution**

Kind of Error	No. of Errors	%
Misuse of preposition	12	9.6
Misuse of pronoun	9	7.2
Misuse of tense	9	7.2
Misuse of adjective and adverb	7	5.6
Misuse of question form	4	3.2
Misuse of article	2	1.6
Total	43	34.4

3.2.1   Misuse of Preposition
The subjects made wrong or redundant use of prepositions as follows :
*The method used <u>to</u> solving the problem is……(instead of in)
*They read slowly <u>on</u> the classroom ……………(= in).
*Parents never lie <u>of</u> children …………………..(= to).
*He eats <u>at</u> the evening………………………….(= in).
*She is suffering <u>with</u> many problems ………….(= from).
*She stays here <u>for</u> the 5th of this month ………...(= to).
*We have a lecture <u>at</u> the morning ……………...(= in).
*We will go to visit her <u>on</u> the evening …………(= in).
*We walk from library <u>until </u>the department ……(= to).
*I am afraid <u>from</u> this thing ……………………...(= of) .
*I failed <u>on </u>English last month ………………….(in) .
*My opinion is different <u>about </u>yours…………...(from) .

     The subjects use certain elements in inappropriate contexts through "analogy" or what is called false analogy ,it is a type of intralingual errors. Analogy can be considered the main cause of errors in preposition misuse and misuse of article (Keshavarz,2008:109).

   It is obvious that the subjects lack that **(in)** is used for periods of the day as (in the morning) ,**(at)** is used for times of the day as (at noon) and **(on)** is used for days themselves as (on Monday) so they used prepositions wrongly .

3.2.2 Misuse of Pronoun

There is another type of substitution when using incorrect pronouns as follows :

  *The teacher encourages the student **themselves** to….(instead of himself).

*The pupil understands **itself** ….(instead of himself) .

* He finds **themselves** good ..…(instead of himself).

*They need to put **his** experience…. (instead of their).

*Treat your children friends as visitors in **him** house(instead of
 your) .

* They are small for **they** age ….(instead of their) .

*They quickly forget what **them** learnt …(instead of they).

*They seem small for **them** age …..(instead of their)

*It refers to children who are not keeping **there** education (instead of their).

    In all the above examples ,we note that the learners do not know which pronoun is correct and it is clear that the subjects do not know the different kinds of pronouns such as personal ,reflexive ,possessive ,object or subject .Also these errors may be caused by false analogy that the learners use certain elements of the target language in unsuitable contexts through analogy.

3.2.3 Misuse of Tense

The subjects used inappropriate tenses   as illustrated   in the following examples:

*They **are like** the hand work (instead of like)

*I **am going** to the college at 8 o'clock every day .(instead of   go) .

*She **has graduated** from secondary school last year (instead of graduated).

*My parents **has visited** them last week….(instead of visited) .

*He **was give** me a present last month……..(instead of gave).

*My friend **had visit** us last week………(instead of visited).

*My mother asked a question and **give** the answer …(instead of gave).

*We **helping** our mother yesterday……….(instead of helped).

*After she had visited her grandmother ,she **had go** to the party………(instead of went).

     The subjects here(in the first two examples) do not know how to use the present tense correctly and they use the present perfect instead of the simple past (in the third and forth examples) .Also they misused the past tense (in the other examples) .

     That means the subjects do not know the order of the events .We notice that the subjects do not know that " the present tense is an action which exists in the moment , in usual ,or repeated. The subjects also ignore that the past tense is an action that ended at a point in the past ".   .

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    Those errors may be caused by 'faulty categorization' which refers to incorrect classification of target language items . The subjects get confused in understanding the different tenses used . That may be attributed to the English teachers of primary, intermediate, and secondary schools since the verb tenses are the foundation of English language study or there are problems which exist in the teaching of grammar for the subjects ,one of which is that teaching tenses is not systematic .

3. 2.4 Misuse of Adjectives and Adverbs

The other kind of substitution is related to using nouns instead of adjectives as follows:

 * It is **importance** to know…….(instead of important).
 * They are **intelligence** pupils….(instead of intelligent).
 *He wants to buy **useness** things….(instead of useful).
 *He is a **stronger** ………………………..(instead of strong)

We note that the subjects do not distinguish between nouns and adjectives .It seems that the subjects do not care about their errors because they think that English language is not their specialty ; so, they do not give a great attention to their responses ;therefore, they committed the above errors which are caused by false analogy .

The subjects committed other errors involving writing adjectives instead of adverbs as follows :

 *He run **carful**……………………..…(instead of carefully).
 *He drives his car **careless**…………(instead of carelessly).
 *He played football **good**…………….....(instead of well).

It seems that the subjects do not know that adverbs modify verbs and adjectives modify nouns so they committed the previous erroneous sentences .

3.2.5 Misuse of question form
 The subjects committed errors by using incorrect forms of questions
 such as :
 * Did she **went** ?... (instead of go).
 * **Does** the statements include questions ?.....   (instead of do).
 ***What** dress does she wear ?........................ (instead of which) .
 *To **who** this present ?...................................(instead of whom).

We notice here that the subjects ignore the restriction of general target language rule ,so they fail to observe restrictions of target language structure. This type of errors is called "ignorance of rule restriction" which is a type of intralingual errors .

We see that the subjects do not know that "**(who)** denotes who is doing something and **(whom)** denotes who has something done to it ".
                    http://www wikihow.com/sample/who and whom

3.2.6 Misuse of Article
 The following examples illustrate the misuse of articles :
*A student Ahmed………………(instead of the).
*A best girl in the section ………..(instead of the).
 As mentioned above the resources of most of the errors in using articles are related to analogy.

3.3   Addition
 The third type of errors according to the division of the four types followed in this analysis is 'addition'. The researcher finds many types of addition as illustrated in Table(4).

Table (4) The Percentages of the Types of Addition

Kind of Error	No of Errors	%
Adding unsuitable prepositions	8	6.4
Adding unsuitable articles	4	3.2
Adding unsuitable words	2	1.6
Total	14	11.2

3.3.1 Adding Unsuitable Prepositions

Addition means using redundant elements in a sentence . The subjects of the present study committed erroneous sentences by adding redundant prepositions   as follows:

* The parents must answer **to** it .

* He must answer **of** it .

* They solve **for** the problem .

* He likes to follow **in** his brother's opinion .

* She took the children **to** home .

* She always tries to help **to** poor students .

* I visit **with** my friends every month .

   * The girls entered **in** the clas**s.**

   We notice that some of the previous errors happened because of the interference of the native language i.e (Arabic) as in the following :

*He must answer of it .   يجب ان يجيب **عليها**

*She took the children to home.   هي اخذت الاطفال الى البيت

   In using the subjects native language ,we need to use a preposition while in the target language we do not   need to use any preposition . The other erroneous sentences may happen because of faulty categorization which means the incorrect classification of target language items .

3.3.2 Adding Unsuitable Articles

   The subjects add unsuitable articles   as in :

*Health involves **a** strong bodies .

* They give me **a** ten pen .

* They read **a** slowly .

* She heard **a** bad news .

   The subjects do not know where to use articles and they generalized using the indefinite article (a) for singular and plural forms .Thus the interference between the native and the target languages causes the following erroneous sentence :

 * When the evil leaves. عندما يغادر الشيطان

 In Arabic we should use an article before the word 'evil' but in the target language we do not   need that; so, the researcher thinks that the subjects generalized using the indefinite article .

3.3.3 Adding unsuitable words

   The subjects add some unsuitable words to express their ideas .This might be because of the ignorance of the rules of the target structure as follows :

*He must be was here .

* The statement should can must in the problem .

The researcher thinks that students of the Educational and Psychological Sciences Department are not aware of knowing more about the structure of the target language because they may think that the learning of a foreign language isn't their major specialty although they had started studying English from the 5th primary stage.

3.4 Permutation

   Permutation or wrong ordering means that the elements of the sentence are not used in their correct order (see 2.1.4). The researcher of the present study finds few numbers of errors which are related to permutation as illustrated in Table (5).

Table (5)The Percentages of the Kinds of Permutation Errors

Kind of Error	No of Errors	%
Verb order	7	5.6
Adjective order	5	4
Total	12	9.6

3.4.1 Verb Order

We note that the erroneous sentences of permutation are affected by the interference of the native language of the learner because the subjects write sentences beginning with verb (Arab people begin with verb instead of subject to write simple statements) as follows:

* Quarl the parentes .

* Say the parents that ……….

* Lie parents to their children .

* Stay the student in the college .

* Leave the student at three o'clock .

*Find the child himself………

*Stay the parents with their children in the house .

3.4.2 Adjective Order

There are some erroneous sentences which involve wrong order of adjectives as follows :

*They are pupils intellegent….....(instead of intellegent pupils).

*It is test difficult one………………(instead of a difficult test) .

*She is nervous little……….(instead of a little nervous).

*They happy look……………………….(instead of look happy).

 *He is tired very………………………….(instead of very tired).

The subjects in most of the erroneous sentences put noun before adjective .This may be attributed to the interference of the native language as follows:

هم طلاب اذكياء   (noun before adjective)

So they think that the adjective is preceded by the noun . Also they do not know that adjectives modify nouns .

From all the obove findings we conclude that the interference of the mother tongue is not the prime reason for the errors of our subjects and that validates our second research hypothsis.

4. Conclusions

In the light of the analysis of results, the researcher concludes that the syntactic errors made by the students are related to the following :

1. The influence of the interference of the mother tongue (Arabic) as it is obvious in some kinds of errors . The production of such errors reflects that the students think in Arabic, which is their mother tongue, when writing English word. This indicates that the students mother tongue disturbs their performance in the foreign language.

2. English teachers of the earlier years might not insist on some issues of the English syntax that make the students know few things about English sentence components. According to the students' answers, there are many types of errors most of which are considered weaknesses in the basic principles of building an English sentence. Since the area of weakness is in the fundamental principles of English language, the weakness may be attributed to primary, intermediate and secondary school teachers.

3. The majority of errors made by such students are the result of common learning processes   such as intralingual and overgeneralization like the omission of the third person singular '-s' or the ignorance of rule restriction ,or faulty teaching techniques like simplification .

4. Most students of Psychological and Educational Sciences Department seem not to be interesting in learning English .So the teachers should use effective ways to make the lesson enjoyable , interesting and useful .

5. The   students of Psychological and Educational Sciences never write research papers, reports, essays or even compositions in English ,they always answer shortly in their daily lessons or in their exams, therefore; they do not know how to use English correctly.

It is recommended that the university teachers who teach English in   Department of Educational and Psychological Sciences should concentrate on the areas which are listed in(Table 1) to help their students to speak and write in correct English.

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APPENDIX I
The Test

Q1/Illustrate the following :

  a-Personality   b-Psychology c-Childhood d-Achievement

Q2/ What are the "Ten Instructions " of children to their

     parents? Mention and explain .

Q3/ Write a composition on one of the following topics :

a- The relationship between you and your colleagues .

b- Ideal self and self-concept .

c- A story with a great aim .