

# Errors Committed by EFL Iraqi University Students in Using Prepositions

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## Abstract:

The present paper deals with the errors committed by EFL university students when using prepositions. The researcher arrives at such results as :

- (i) The types of the errors committed in the study are: interference, similarity in meaning, overgeneralization, incomplete applications of rules, and ignorance of rules restrictions.
- (ii) Avoidance strategy is highly committed at production level than that at recognition level.

The study comprises four sections: introduction which gives some idea about the study, prepositions which represent the theoretical material of the investigation, the test which describes the practical material of the study (the test lies in two levels, ie, recognition and production), and finally conclusions which list the results arrived at.

## 1. Introduction

A preposition is a word used to show the relationship of a noun or pronoun to some other word in the sentence (Shaw,1986:20). Being a teacher of English as a foreign language for fifteen years, the researcher felt that it might be fruitful to examine the errors committed by the Iraqi university students of English in using some prepositions which represent a problematic area in grammar. The present paper investigates the errors made by EFL university students when dealing with such prepositions and discusses the reasons behind the errors to help the students avoid committing them in the future. It is hypothesized that: (i) most errors committed here are due to the intralingual transfer since there are not only the rules which govern them but also there is use and (ii) the efficiency of the student at **production level** is less than that at **recognition level**. The prepositions used in this study are limited to only forty-one. For example, around/ about; below/beneath/ under/ underneath; between/ among; during/ in; etc. There will be a test of multiple choice to find out whether the sample used are liable to commit errors or not. In addition, an error analysis will be done to identify the errors and the reasons of them. It is hoped that such a study is to be a guide for both teachers and the learners of English.

## 2. Prepositions:

### 2.1 about/ around:

Both *about* and *around* are similar in meaning, ie, 'approximately'(Alexander,1994:1) as in:

- 1) The fax was received at *around/ about* 8 pm.

However, *around* not *about* is used 'to talk about giving things to everybody in a group, or going to all(or most) parts of a place'(Swan,1980:62):

- 2) Will you hand *around* the papers?
- 3) Would you like to walk *around* the University this afternoon?

### 2.2 below/ beneath/ under/underneath:

The four prepositions have the same meaning, ie, 'lower than' but in different degrees, ie, *below* may mean that one object is on a lower level than the other; *beneath* in or to a lower position than somebody/ something; *under* is the opposite of *over* and shows direct

relationship; *underneath* is the opposite of ‘on top of’ and often means that one object is actually touching the other (Leech & Svartvik, 1994:96 and Hornby, 1995:99, 1296, 1298):

4) We could see him swimming just *below/ beneath/ under/ underneath* the surface. (Alexander, 1994:22)

On the other hand, each one has its distinct reference. *Below* shows ‘the lesser rank or importance than someone/ thing’ and ‘less/ fewer than’:

5) In a hospital a nurse comes *below* a sister, a sister comes *below* a matron. (lesser rank) (Hall, 1986:18).

*Beneath* distinguishes from the three previous prepositions in that it means ‘not worthy of somebody’:

6) They thought that she had married *beneath* her. (Hornby, 1994:99)

According to Hall (1986:18, 19, 57, 69, 80), *Under* has four more indications: (i) ‘less/ fewer than’, (ii) ‘according to certain conditions’, (iii) ‘as *below* but the subject is closer’, and (vi) ‘in the field of’:

7) Shopkeepers are asked to keep their price increases *below/ under* the rate of inflation.

8) The cheque was sent *under* separate cover.

9) In a few years there may be a tunnel *under* the English Channel.

10) Look for the word *under* linguistics if it isn’t filed *under* speech.

### 2.3 between/ among:

*Between* is used to ‘show the relation of two people or things’ and it can be used ‘of more than two when there is a definite number in mind’. *Among*, however, ‘relates a person/ thing to more than two others’, normally we have no definite number in mind. (Thomson and Martinet, 1986:101):

11) You can sit *between* Ali and Ahmed.

12) Luxembourg lies *between* Belgium, Germany and France.

13) He was happy to be *among* friends again.

In addition, ‘for periods identified by their beginning and ending points’, *between* is used:

14) *Between* 1918 and 1939 many people in the West lost their faith in democracy.

### 2.4 during/ in:

Leech and Svartvik (1994, 83) say that the two prepositions are more or less equivalent:

15) You can come back tomorrow *in/ during* visiting hours.

Only *during* can be used to mean ‘in the course of’ before nouns like (say, visit, meal, conversation, etc. referring to an event lasting some time:

16) We went to the zoo *during* our stay in Washington.

### 2.5 during/ through:

Both *during* and *through* indicate ‘time’. That is, *during* denotes a period of time and *through* means ‘from beginning to end’ (Hornby, 1974:271, 901):

17) The sun gives us light *during* the day.

18) He won’t live *through* the night.

But only *through* can be used as a preposition of (place) meaning ‘between the walls or parts of’ and ‘cause of an action or state’ (Hall, 1986:8, 45) as in:

19) I didn’t think I’d get the car *through* that narrow entrance.

20) The argument started *through* a stupid misunderstanding.

## 2.6 beside/ besides:

*Beside* means ‘at the side of’ whereas *Besides* means ‘in addition to’ or ‘as well as’ (Thomsom and Martinet, 1986:100-101):

- 21) We camped *beside* a lake.
- 22) I do all the cooking and *besides* that I help Tom.

## 2.7 above/ over:

The prepositions (*above* and *over*) have the same meaning ‘higher than’ (Swan,1980:4):

- 23) Can you see the helicopter *above/over* the palace.

On the other hand, they are different in some senses. *Above* indicates the following :

(i) ‘measurement on a vertical scale’, (ii) ‘the height of land’( *ibid*) :

- 24) The temperature is three degree *above* zero. (measurement)
- 25) The summit of Everest is over 8000 metres *above* sea – level. (height of land)

*Over*, however, refers to the following: (i) destination, (ii) orientation ( in which a reference not only to two factors but to a third one), (iii) resultative meaning, (iv) passage, and (v) pervasive meaning (Leech and Svartvik,1994:98-99):

- 26) She flung open the French windows and ran *over* the sodden grass. (destination)
- 27) We live *over* the road. (orientation= on the other side of)
- 28)The horses are *over* the fence. (resultative meaning)
- 29) We passed *over* the bridge. (passage)
- 30) He painted (all) *over* the walls(ie he covered the walls with paint). (pervasive)

## 2.8 at/ to:

*To* is used to express ‘motion from one place to another’, while *at* is used to denote ‘position’ (Fitikides,2001:83):

- 31) We come *to* school everyday.
- 32) We are standing *at* the door.

## 2.10 to/ till:

We use *to* with ‘distance’ but *till* (until) with ‘time’ (*ibid*):

- 33) I walked *to* the river and bank.
- 34) I’ll stay here *till* next month.

## 2.11 at/ in/ on:

According to Alexander (1994:16-17), such prepositions may be discussed from the point of view of two norms, that is, (i) place: *at* can be used with ‘point’. *In* is used with ‘an area or a volume’ and ‘for towns, large areas, rooms and particular nouns like bed, hospital), while *on* may be used with ‘surface’:

- 35) We waited *at* the door.
- 36) There was an unpleasant atmosphere *in* the dentist’s waiting room.
- 37) Don’t leave your dirty laundry *on* the floor.

(ii) time: we can use *at* with the following ( at 10 o’clock/ lunch/ Easter, etc.). *On* is used in such expressions as ( on Monday/ May 1<sup>st</sup>/ that day, etc.). *In* can be used in the following ( in March/ 2020/ the morning, etc.) (*ibid*):

- 38) I’ll see you *at* 10.
- 39) I’ll see you *on* Monday.
- 40) I’ll see you *in* March.

## 2.12 in/into:

*In* is used for position without movement; *into* is used to talk about movement which ends in a particular place (Swan, 1980: 315):

41) My mother's the woman **in** the chair by the window.

42) He came **into** the room laughing, but he went out crying.

### 2.13 for/ at:

We use **for** if the actual sum is mentioned , while **at** is used if the actual sum is not given ( Fitikides, 2000: 85):

43) I bought a book **for** fifty pence.

44) I can't buy it **at** such a high price.

### 2.14 by/ with:

When we want to express 'the means or the instrument with which the action is done', **with** is used. **By** indicates 'the doer of the action' ( Leech & Svartvik, 1997: 102-104):

45) The bird is shot **by** the man.

46) The man shot the bird **with** the gun.

On the other hand, we can use **with** 'in deliberate actions'; **by** is used 'accidentally'(Alexander,c1994:28):

47) He was killed **with** a knife.

48) He was killed **by** a falling stone.

### 2.15 from/ by:

After the passive form, **by** is used to show ' the doer of the action'. **From** denotes the ' source or the point of origin' ( Hall, 1986: 47,75):

49) The new shopping centre was built **by** a private company.

50) She comes **from** Indonesia.

### 2.16 for/ about:

The chief use of **for** is to convey the idea of 'in favour of'(Fitikides, 2000:86):

51) Are you **for** the government or against it? (Greenbaum and Quirk,1990:201)

**About** means ' concerning a particular subject' (Hall,1986:73):

52) Why on earth are you talking **about** farming?

### 2.17 with/ in:

According to Alexander(1994:198), **with** is used to mean ' carrying', while the meaning of **in** is 'wearing':

53) Who's the man **with** the stick?

54) Who's the woman **in** the red dress?

### 2.18 in/ within:

We use **in** 'after the end of', whereas **within** 'before the end of'(Fitikides,2000:87):

55) I'll come back **in** an hour. ( if you mean before the end of)

56) I'll come back **within** an hour. ( if you mean after the end of an hour)

### 2.19 since/ for:

**Since** is used with 'time reference= since Friday/eight o'clock/Christmas/etc.'. However, **for** is used with 'period of time= for three days/a long time/etc.'(Alexander,1994:169):

57) I haven't seen Tim **since** January.

58) I haven't seen Tim **for** six months.

### 2.20 since/ from:

According to Thomson and Martinet(1986:95), **since** is used for 'time', never for place and means 'from time referred to'(see 2.19). By contrast, **for** can be used of 'place' and 'time' with (to or till/until):

59) Where do you come **from**? (place)

60) Most people work *from* nine to ten. (time)

### 2.21 for/ to:

*For* and *to* can be used similarly before indirect object, but each of them has its own restriction. In other words, *for* can be used with such verbs as (book, build, cook, buy, bake, boil, fry, fetch, find, get, keep, knit, leave, make, order, and reserve). As for *to* the following verbs are suitable with it (bring, give, hand, leave=in a will, lend, offer, pass=hand, pay, play=an instrument or piece of music, promise, sell, send, show, sing, take, and tell=narrate or inform) (ibid:92):

61) I'll get a drink *for* you.

62) I showed a map *to* Bill.

### 2.22 in time/ on time:

*In time* means 'early enough', while *on time* means 'punctually' (Low,1986:207):

63) Passengers should be *in time* for their train.

64) The 8.15 train started *on time*. ( it started at 8.15)

### 2.23 at the beginning/ at the end/ in the beginning/ in the end/ at fist/ at last:

*At the beginning (of)/ at the end(of)* denote literally 'at the beginning/the end', but *in the beginning/at fist* mean 'in the early stages', they imply that later on there was a change. *In the end/ at last* indicate 'eventually/after some time' (Thomson & Martinet,1986:94):

65) *At the beginning of* a book there was a table of content.

66) *At the end* there may be an index.

67) *In the beginning/ at first* we used hand tools, later we had machines.

68) *At first* he opposed the marriage, but *in the end* he gave his consent.

### 2.24 by/ near:

*By* means 'just at the side of'; something that is *by* may be closer than something that is *near* you (Swan,1980:125):

69) We live *by* the sea. (we can see it)

70) We live *near* the sea. (perhaps five kilometres away)

### 2.25 by/ via:

According to Alexander(1994:193), *by* can be used with (air, land, sea) whereas *via* is used to mean 'through one place on the way to another':

71) Shall I send this *by* air?

72) I couldn't fly to Beijing direct and had to go *via* Frankfurt.

### 2.26 as/ like:

*As* means 'similar to'. *Like*, however, means 'in the same way as'(Murphy,2004:234). It is actually the first that seems (real),while the latter looks(unreal):

73) *As* a manager, she has to make many important decisions. (real)

74) What a beautiful house! It's *like* a palace. (unreal)

## 3. The Test:

In order to fulfill the main purpose of the present study, a written test of two levels(recognition and production) has been designed to investigate the difficulties faced by EFL learners when using such prepositions.

The test is of two questions, the first question is a multiple – choice question consisting of twenty items, each item contains four alternatives (ie recognition level). In the second question, however, the subjects are asked to make meaningful sentences by

using twenty prepositions from the ones under investigation (production level). The test is set for the 3rd year students – Department of English – College of Basic Education – University of Babylon for the academic year 2007-2008. The items of the test are chosen randomly from the theoretical material of the present paper. The reason behind choosing 3rd year students is that they have finished studying such an area in the first course. The number of the subjects participated in the test is forty.

The test has been approved by a jury committee of five experienced instructors. It includes:

Prof Mohammed Jassim Al-Saidy (Ph D in Methods of Teaching English as a Foreign Language) College of Education-University of Dhi-Qar.

Assist Prof Hameed Hasson Al-Masudy(Ph D in Translation andLinguistics) College of Education-University of Babylon.

Assist Prof A'sim A Al-Duleimy(Ph D in Methods of Teaching English as a Foreign Language) College of Basic Education-University of Babylon.

Assist Prof Adil A Al-Akkam (MA in Linguistics) College of Basic Education-University of Babylon.

Lecturer Jasim R Al-Muhayyawi(Ph D in Methods of Teaching English as a Foreign Language) College of Basic Education-University of Babylon.

#### **4. Error Analysis :**

Following Brown (1987:75), Learners' errors can be classified into four categories: (i) interlingual transfer, (ii) intralingual transfer, (iii) context of learning, and (iv) communication strategies.

Galasso (2002:6) states that the influence of the mother tongue leads to many errors. When the learner attempts to make up the deficiencies of his knowledge of the target language, he may use the suitable parts of the native language. When the patterns of the native language differ from those of the target language, it is called interlingual errors interference. The learner depends on his native language to solve problems of a foreign language (FL) because of the deficiencies of his knowledge of the FL (Corder,1981:48). According to Conner (1996:13), intralingual transfer is the extending patterns from the target language (TL) or overgeneralization of a learner's rule. The error may be because of the influence of one target language item upon another (Penny, 2001:9). In relation to context of learning Richards(1974:178) says that there are other factors that lead to errors such as the influence of the situation of learning(the classroom, the misleading explanation by the teacher, and the textbook writer who emphasizes some aspects of the target language and neglects others according to his own beliefs and experience. Brown (1987:80) says that communication strategies are the conscious employment of verbal or non-verbal mechanisms for communicating an idea when practicing linguistic forms or for some reason not available to the learner at the point in communication.

Question(1)

A) Interlingual transfer:

In relation to interlingual transfer, the following are the items of errors committed in the test:

(24%) of the students have committed errors in the item (12) which may due to interference between native (Arabic) and target language (English):

Item (12) I bought a book..... fifty pence.

\* I bought a book with fifty pence.

In Arabic, it is said:

أشتريتُ الكتابَ بدينارٍ.

B) Intralingual transfer:

Errors of intralingual transfer can be summarized in the following:

Items (1), (3), (4), (5), (8), (17), and (19) have not been answered correctly by (70%), (57.5%), (62.5%), (80%), (27.5%), (55%), and (47.5%) of the students respectively due to the similarity in meaning:

Item(1) Will you hand..... the papers?(about, around, in, of)

\* Will you hand about the papers?

Item(3) I didn't think I'd get the car....that narrow entrance. (during, through, at, over)

\* I didn't think I'd get the car during that narrow entrance.

Item(4) I do all the cooking and.....that I help Tom. (beside, with, besides, next)

\* I do all the cooking and beside that I help Tom.

Item(5) The temperature is three degree .....zero. (over, above, beneath, from)

\* The temperature is three degree over zero.

Item(8) There was a pleasant atmosphere.....the dentist's room.(in, at, with, on)

\* There was a pleasant atmosphere at the dentist's room.

Item(17) Most people work.....nine to ten. (since, from, for, at)

\* Most people work since nine to ten.

Item(19).....we used hand tools, later we had machines. (at first, at the beginning, from, before)

\* At the beginning we used hand tools, later we had machines.

(25%), (55%), (67.5), (22.5%), (77.5), (47.5), and (75%) of the students have committed wrong choices in the items (7), (9), (11), (14), (15), (18), and (20) respectively attributed to the confusion of the use (ie at=destination and to=direction in item7,etc ).

Item(7) We are standing .....the door.(at, to, for, on)

\* We are standing to the door.

Item(9) I walked .....the river and bank.(to, till, through, from)

\* I walked till the river and bank.

Item(11) I' ll see you .....March.(in, on, at, to)

\* I' ll see you on March.

Item(14) She comes.....Indonesia.(by, from, on, for)

\* She comes by Indonesia.

Item(15) Who's the woman.....the red dress.(in, with, by, of)

\* Who's the woman with the red dress.

Item(18) I' ll ge a drink .....you.(to, for, into, with)

\* I' ll get a drink to you.

Item(20) Look for the word.....Linguistics. (under, below, near, via)

\* Look for the word via Linguistics.

When dealing with items (2) and (6), there are errors that have been committed by (60%) and (40%) of the subjects respectively because of generalization of the rule concerning such prepositions (between= two; among= more than two) and (over; above and below; underneath):

Item(2) Luxembourg lies.....Belgium, Germany and France.(into, between, off, among)

\* Luxembourg lies among Belgium, Germany and France.

Item(6) She flung opened French windows and run.....sodden grass.(over, above, underneath, below)

\* She flung opened French windows and run below sodden grass.

Some errors might have been caused by the fact that (25.5), (72.5), and (37.5) of the students misuse the rules restriction:

Item(10) He came .....the room laughing, but he went out crying.(in, into, to, at)

\* He came to the room laughing, but he went out crying.

Item(13) The man shot the bird.....the gun.(by, with, within, in)

\* The man shot the bird by the gun.

Item(16) I haven't seen Tim.....six months.(since, from, for, at)

\* I haven't seen Tim since six months.

C) Communication strategies:

It is the fourth source of errors that includes such subcategories as: (i) avoidance( can be syntactic or lexical avoidance, phonological avoidance, and topic avoidance), (ii) prefabricated patterns(when memorizing certain stock phrases or sentences without internalized knowledge of the components of the phrase), (iii) cognitive and personality styles( one's own personality style or style of thinking), appeal to authority(a direct appeal to authority when a learner may ask a native speaker, for authority, or may use a possible guess to make verification of the correctness of the attempt), and language switch( when a learner resorts to use his native language whether the hearer knows that native language or not) (Brown,1980:178-81). Avoidance strategy has been used in the items that were left by the students with no answers. These are put under 'Avoided items' columns. It is noticed that the percentage of the avoided items at the production level is higher than that at the recognition level as shown in table 1 and 3.

Question(2)

A) Interlingual transfer:

(15%) of the students have committed errors in item(7) ascribed to the interference between Arabic and English. In Arabic, it is said:

انتظرتُه أسبوعاً تقريباً.

Item(7) near

\* I hope to meet you near week.

B) Intralingual transfer:

(10%), (7.5%), (27.5%), (37.5%), (40%), (30%), and (82.5%) of the students have wrongly answered items (1), (5), (9), (10), (11), (15), and (18) respectively due to ignorance of the rule restrictions in their use:

Item(1) in

\* May I come in?

Item(5) underneath

\* He went to underneath the Iraq.

Item(9) over

\* The time is over.

Item(10) as

\* As I get home I went to bed.

Item(11) in the end

\* The hero killed in the end of film.

Item(15) into

\* I reached into the house.

Item(18) like

\* I like him.

Item (19) reflects the overgeneralization factor, since (17.5%) of the students have overgeneralized that to: (to+infinitive):

Item(19) to

\* I went to help your father in garden.

Item(8) has not been done correctly by (17.5%) of the students ascribed to incomplete applications of rules:

Item(8) at first

\* I was taird at first.

Some of the students' errors might be attributed to the confusion of the meaning by the students, ie, the students have not used the prepositions correctly, as it has occurred with items (2), (3), (4), (6), (12), (13), (14), (16), (17), and (20):

Item(2) over

\* I will put the book over the table. (over: on)

Item(3) about

\* My house about my school. (about: near)

Item(4) beside

\* I help you beside my reading. (beside: besides)

Item(6) by

\* The man shot the bird by the gun. (by: with)

Item(12) at

\* I wait my friend at house. (at:in)

Item(13) via

\* I went to the zoo via the car. (via: by)

Item(14) till

\* I walk till my college. (till: to)

Item(16) during

\* I entered the room during the window. (during: through)

Item(17) within

\* I go to school within my friend. (within: with)

Item(20) among

\* She set among her father and her mother. (among: between)

#### 4. Conclusions:

The conclusions of this study can be summarized as follows:

The EFL students misuse prepositions investigated in this study at the production level in particular since more items left with no answer than the recognition level.

The highest percentage of the errors at the recognition level happened with such prepositions as about/ around, between/among, beside/ besides, over/ above, in/at/ on, by/with, in/ with, and under/ below.

The highest percentage of the errors at the production level occurred in such prepositions as over, in the end, within, and like.

Students find difficulties in the part of the test related to the production level, ie, there are other grammatical, spelling, stylistic errors besides the ones involved in the use of the prepositions.

Students in the test show interference between Arabic and English attributed to negative transfer may result from fossilization in the both levels.

The percentage of avoidance strategy at production level (26.9) is more than that at recognition level (6.8) as shown in appendix(1) and appendix(3).

#### Appendix 1

The test

Q1: Choose the right word between the brackets: (50 marks)

- Will you hand ..... the papers? (about, around, in, of)
- Luxembourg lies ..... Belgium, Germany and France.(into, between, off ,among)
- I didn't think I'd get the car ..... that narrow entrance.(during, through, at ,over)
- I do all the cooking and ..... that I help Tom. (beside, with, besides, next to)
- The temperature is three degree ..... zero. (over, above, beneath, from)
- She flung opened French windows and run .....sodden grass.(over, above ,underneath, below)
- We are standing ..... the door. (at, to, for, on)
- There was an unpleasant atmosphere .....the dentist's room. (in, at, with, on)
- I walked ..... the river and bank. (to, till, through, from)
- He came ..... the room laughing, but he went out crying.(in, into, to, at)
- I'll see you ..... March. (in, on, at, to)
- I bought a book ..... fifty pence. (at, for, in, over)
- The man shot the bird..... the gun. (by, with, within, in)
- She comes ..... Indonesia. (till, from, on, for)
- Who's the woman ..... the red dress. (in, with, by, of)
- I haven't seen Tim ..... six months. (since, for, during, between)
- Most people work ..... nine to ten. (since, from, for, at)
- I'll get a drink ..... you. (to, for, into, with)
- ..... we used hand tools, later we had machine. (at first, at the beginning, on time in the end)
- Look for the word ..... linguistics. (under, below, near, via)

Q2: Use the following prepositions in meaningful sentences: (in, over, about, beside, underneath, by, near, at first, on time, as, in the end, at, via, till, into, during, within, like, to, among). (50 marks)

**Appendix 2**  
**Percentages at the Recognition Level**

No of item	Correct		Incorrect		Avoided	
	No	%	No	%	No	%
1	8	20	28	70	4	10
2	15	37.5	24	60	1	2.5
3	14	35	23	57.5	3	7.5
4	13	32.5	25	62.5	2	5
5	7	17.5	32	80	1	2.5
6	17	42.5	16	40	7	17.5
7	27	67.5	10	25	3	7.5
8	24	60	11	27.5	5	12.5
9	15	37.5	22	55	3	7.5
10	27	67.5	11	27.5	2	5
11	13	32.5	26	67.5	1	2.5
12	15	37.5	24	60	1	2.5
13	5	12.5	29	72.5	6	15
14	29	72.5	9	22.5	2	5
15	6	15	31	77.5	3	7.5
16	23	57.5	15	37.5	2	5
17	17	42.5	22	55	1	2
18	20	50	19	47.5	1	2
19	20	50	19	47.5	1	2
20	7	17.5	30	75	3	7.5
	Total	Total	Total	Total	Total	Total
	322	40.3	426	53.3	54	6.8

**Appendix 4 Types and Frequency of the Errors in the Recognition Level**

Types of errors	Frequency of errors	%
Interference	24	5.6
Confusion of meaning	160	37.6
Overgeneralization	40	9.4
Ignorance of rule restrictions	95	22.3

**Appendix 5 Percentages at the Production Level**

No of item	Correct		Incorrect		Avoided	
	No	%	No	%	No	%
1	25	62.5	10	25	5	12.5
2	7	17.5	25	62.5	8	20
3	27	67.5	3	7.5	10	25
4	25	62.5	7	17.5	8	20
5	11	27.5	3	7.5	26	67.5
6	35	87.5	4	10	1	2.5
7	28	70	6	15	6	15
8	24	60	7	17.5	9	22.5
9	15	37.5	11	27.5	14	35
10	4	10	15	37.5	21	52.5
11	19	47.5	16	40	5	12.5
12	17	42.5	15	37.5	8	20
13	2	5	7	17.5	31	77.5
14	22	55	10	25	8	20
15	20	50	12	30	8	20
16	17	42.5	13	32.5	10	25
17	3	7.5	21	52.5	16	40
18	2	5	33	82.5	5	12.5
19	23	57.5	7	17.5	10	25
20	23	57.5	11	27.5	6	15
	Total	Total	Total	Total	Total	Total
	349	42.5	236	29.5	215	26.9

**Appendix 6 Types of Frequency of Errors at Production Level**

Types of errors	Frequency of errors	%
Interference	6	2.5
Confusion of meaning	116	49.2
Overgeneralization	7	3
Incomplete applications of rules	7	3
Ignorance of rule restrictions	216	91.5

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