

Chapter One

Chapter One

Introduction

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the definition of the research problem, the study questions and hypotheses as well the research methodology.

1.1 Background of the Study

Acquiring a foreign or a second language is, as Brown (2000) indicates, a challenging process that requires a lot of effort. Like any other learners of English, Arab learners are expected to face many difficulties while learning English. These difficulties might cause them to commit various types of linguistic errors, semantic, syntactic, and phonological. Corder (1981) considers these language errors a natural byproduct of learning. He among other researchers, such as Hildreth (1962) and Brown (2000), views these errors as an important indicator of the progress of learning. Hence, he encourages systematic analysis of learners' errors in order to know their weaknesses needs and, in turn, design curricula, teaching methods and remedial plans accordingly.

In learning and acquiring a language, a learner is bound to make errors. As many researchers claim, making errors is inevitable in second language acquisition (Dulay, Burt and Krashen, 1982; Zainal, 1990 and Brown, 2000). Since making errors is considered part and parcel of language learning, it is incumbent upon linguistics and all concerned stakeholders to conduct a

throughout investigation and analysis of the nature of the errors commonly produced by students.

Writing is an “intricate” and complex task; it is the “most difficult of the language abilities to acquire” (Allen & Corder, 1974:177). Writing is a complex process even in the first language. Undoubtedly, this makes it more complicated to write in a foreign language. Consequently, lots of researchers have intended to identify the common errors EFL students’ make in writing the second language. Of course, a better understanding of the errors and the origin of such errors in process of EFL writing will help teachers know students’ difficulties in learning that language. Moreover, it will aid in the adaptation of appropriate teaching strategies to help learn better.

Many scholars in the field of error analyses have emphatically drawn attention to the significance of second language learners’ errors. Corder(1967:161), for instance, in his remarkable article, mentions that:

“they are significant in three different ways. First, to teachers, in that they show how far towards the goal the learner has progressed. Second, they provide to the researcher evidence of how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner himself because we can regard making of errors as a device the learner uses in order to learn”.

This reflects that researchers are chiefly interested in errors so long as they contain valuable information about the strategies that people use in their attempts to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974). Moreover, according to Richards and Sampson (1974:15),

“At the level of pragmatic classroom experience, error analysis will continue to provide a method by which the teacher assesses learning and teaching and determines priorities for future effort.”(Khudabande 2006).

The purposes of error analysis vary as to range from the purely theoretical to the more practical. Corder (1981) distinguishes two sets of types of errors relating chiefly to the functions of errors :a theoretical function and a practical one.

The theoretical function of error analysis aims at examining the language learning process and describing the learner’s knowledge at a particular time to relate that knowledge the learners have possessed to the type of teaching they had received.

The practical aim of error analysis is to guide the process of remedial teaching in order to correct unsatisfactory aspects in the learning and teaching operation. Rossipal (cited in Hammarberg, 1974) states that error analysis may provide relevant data in the following areas:

- contrastive language description, prediction of potential interference
- improving the description of the target language
- describing general traits of linguistic errors
- describing linguistic universals
- improving language teaching

Error analysis, therefore, has great significance for the understanding of second language acquisition and has been of interest among researchers in this field. Researchers believe that error analysis provides important information to answer the questions about what the learner has learned and has not learned of the target language and why

learners make certain errors. Substantial studies have been done on error analysis concentrating on identifying types of errors and tracing possible causes (e.g., Dulay& Burt, 1974; El-Sayed, 1982; Politzer& Ramirez, 1973; Scott & Tucker, 1974).

In addition, studies in the field of error analysis have also been carried out to tackle the problem of error gravity; that is, to determine what types of error significantly hinder communication or cause the greatest difficulties for comprehension (e.g., Arani, 1993; Hughes&Lascaratou, 1982; Kresovich, 1988; Vann, Meyer, & Lorenz, 1984).

Error analysis has resulted in changes to language teaching practices. One of the contributions of error analysis is to reexamine the claim that error production is due to the influence of the learners' first language (L1). It was widely believed that the learners' mother tongue has a significant effect on the production of L2. This belief was later questioned when researchers began to find evidence suggesting the influence of learners' development in their L2 system. Dulay, Burt and Krashen (1982:138) note that:

Error analysis has yielded insights into the L2 acquisition process that have stimulated major changes in teaching practices. Perhaps its most controversial contribution has been the discovery that the majority of the grammatical errors second language learners make do not reflect the learner's mother tongue but are very much like those young children make as they learn a first language.

Traditionally English is taught through the four skills of teaching a language : listening , speaking , reading and writing , often grouped into productive (speaking and writing) , and respective (listening and reading) skills . These four skills are to some extent facets of the same diamond .

They must not be separated too rigidly for the purposes of contrasting specific teaching materials. This is supported by Sharwood Smith (1976 :8) who stated that , " Psychologists now warn against relying too heavily on any skills " . Thus , teaching of writing though often considered as a service activity and not as end in itself , should be given its due significance in teaching / learning of writing pre-require the mastery of other skills such as the graphic system , the structures and the vocabularies of the language . However , for teaching purposes the situation is not so simple especially when we consider that the teacher is not only concerned with classroom work but also with guiding the learners performance in the future . Wringe(1989 : 81) stated that :

" Something incorrectly written may not affect the present communication , but if attention is not drawn to it , it may be taken as a model for future writing where it may prove misleading or distracting " .

Moreover , writing is open to inspection and is used in all tests and examinations .

Error made by learners of a foreign language have a long time attracted the attention of many teachers , researchers and linguists . In recent years , there has been a great deal of research in the analysis of errors to account for the reasons of their occurrence and to devise remedial measures to overcome them .

Research on error analysis has also thrown much light on the process of acquiring a new language and on the common problems of learning encountered by many students . This in its turn , led to the devising of remedial materials and the adoption of remedial teaching methodology .

1.2 Statement of the Problem

English occupies the status of a foreign language in the Omani education system in both primary and secondary schools. It has also become the medium of teaching and training in all private and public higher education/post secondary institutions throughout the Sultanate (Al-Issa, 2005a). However, learning English as a foreign language is not an easy task. According to Brown (2000), in order to master the English language, learners have to be adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing. Language teaching in this country is currently focusing on the teaching and learning of the four language skills. However, the standard of English among Omani university students is on the decline despite learning English for several years (Al-Issa, 2005a; Al-Husseini, 2004). Omani students suffer from very weak language skills especially in their writing skills (Muhammad Tanveer , 2013; Muhammed Ali Chalikandy, 2011; Al-Mahrooqi, 2012; Al-Mahrooqi & Tuzlukova, 2012 a & b; Sarath and Joaquin, 2013). They still seem to commit errors in writing . Also, this study is an attempt to give explanations to the causes of these errors.

Among the four skills in English, writing is the most complex aspect but it is a crucial skill for students to learn. Students who have the ability and competency in writing in English will be able to express themselves effectively. Moreover, they will have more privilege when applying for any job compared to other students especially in private sectors and companies that are involved at international level.

Teachers understand the fact that learning a language is a continuous and complex process. A language is taught in a classroom context using the stipulated syllabus set by the ministry or institutions. However, since a

common syllabus is used by all types of schools and institutions, the language problems of some groups of learners, especially the weak groups, may be overlooked. Students will go on attending the language classes but fail to acquire the same level of language proficiency as their peers. Therefore, it is felt that the need to highlight the parts of language which cause problems to the students is called for.

It cannot be denied that language learning is a complex process, one which needs exorbitant effort from the learners and teachers alike. Teaching a learner about the language rules is not enough, learners must be allowed to practice the language through the different communicative tasks given in the class and to see the kind of errors they produced in order to improve their language ability. Because in most cases, students learn more effectively from what they do or see, rather than from what rules governing the language, it is worthwhile for teachers to understand the errors produced by students in classroom to show how these errors can be corrected.

It is often noticed that Omani university students of English exhibit grammatical errors in their writing in English Muhammed Ali Chalikandy,(2011); Riyaz (2014); Al – Mekhlafi(2013). These errors are considered indicative of learning difficulties that hinder good performance . Their general command as was indicated in official educational records, is reported to be very poor (Radwan,2011; Al-Husseini,2004; Al-Mahrooqi, 2012b) .

Due to the problems stated above, the present study has been designed with objective of addressing and investigating to address and investigate grammatical errors mainly along with the other types of errors generally associated with writing skill of Omani university learners, who are in the Foundation Program at Nizwa university in Oman. The grammatical

errors will be analyzed, classified and discussed for the purpose of knowing the possible causes behind them.

1.3 Objectives of the Study

Based on the problems of the study, this study aims to:

1. Investigate and identify the grammatical types of English language errors in the writing essays.
- 2- Identify the possible causes and the sources as to why these errors occur .
- 3- find out whether all the teachers of English at the primary and secondary level in the Sultanate of Oman are reasonably qualified in teaching such a language.

1.4 Significance of the Study

English writing plays a significant part in English teaching. Making errors in English writing is inevitable for EFL learners. Errors could be valuable for teachers to know if learners have acquired what they need to know or where they may have difficulties in learning a language. Analyzing these errors provides teachers with information to feed into their teaching methods (Yang, 2006).

This is one of the few studies which tries to identify , classify and analyse the grammatical errors found in the writing essays of Omani students at the university level at Nizwa university . This study , in turn , is expected to be beneficial for students , teachers and syllabus designers. As for the students they would acknowledge the areas of difficulty that inhibit the mastery of English language writing . The teachers would know the most problematic areas that require more attention . The syllabus designers would know how learners acquire the language , what strategies or procedures the learners are employing while learning the language . The importance of this study is to reorganize the findings regarding the grammatical error

production of the learners and to systematically recommend the emphasis language teachers should put in the language lessons.

In fact making mistakes is a natural process of learning and must be considered as part of cognition. As a result, errors must be viewed positively. Teachers have to recognize that “learning ability varies from person to person”. In addition, “all language learning is based on continual exposure, hypothesizing and, even with the correct hypothesis, testing and reinforcing the ideas behind them” (Bartholomae, 1980: 97). Therefore, EA is the best tool for describing and explaining errors made by speakers of other languages. By investigating students’ written work, it will provide a means to help Omani teachers to recognize the importance of errors as one of the challenging areas in teaching English.

It is hoped that this study will be of value to the students of the university learners of English language at Nizwa university in particular and to the Arab learners of English in general in diagnosing and explaining learners errors.

1.5 Research Questions

This study seeks to examine the following research questions:

- 1- What types of grammatical errors are made by the Omani university students at Nizwa University in their written essays ?
- 2- What are the possible causes and the sources of those errors?
- 3- To what extent are the Omani English language teachers of secondary and primary schools qualified to teach English language?

1.6 Research Hypotheses

- 1- Omani University students at Nizwa University make different types of grammatical errors in their written English essays.

2- Some of students' errors may be attributed to the interlingual and intralingual sources.

3- Omani secondary and primary schools teachers of English are not sufficiently qualified to teach English language.

1.7 The Research Methodology

The following procedures will be used to achieve the aims of this study :

In this research, a descriptive analytical method will be used. The main focus is to find out and describe the grammatical errors made by the university students' writing essays to and find their causes. After identifying the grammatical errors, the researcher defines them, explain them and their causes, then reconstructs the erroneous texts into the target language and puts all of those data collected in a table form.

For the purpose of this study, only students' errors in the grammatical areas will be identified and categorized. On the basis of the students' results, the researcher will include some pedagogical recommendations for teachers, syllabus designers, textbook writers and text developers.

The target population will comprise 100 freshmen students studying at university of Nizwa (Foundation Program). All the participants had previously received a formal English Education at schools for about ten years. The students enrolled in the College of Arts and Sciences, College of Engineering& Architecture, College of Economics, Management & Information Systems and the College of Pharmacy and Nursing.

1.8 The Limits of the Study

1- The study is limited to the students' performance in written English essays at Nizwa University in Oman. The sample of the study will be taken from male and female students at the Foundation Program in the College of (Arts

and Sciences), College of (Engineering& Architecture), College of (Economics, Management & Information Systems) and the College of (Pharmacy and Nursing).

2-The study will largely focus on the grammatical errors in written English essays which are taken into consideration in the study.

3- The purpose of the study is to identify the grammatical errors and find pedagogical implications to overcome such errors.

1.9 Organization of the Study

This introductory chapter would be incomplete without an indication of the layout of the study as a whole.

Chapter One:-outlines the research problem, research questions, research hypotheses, objectives of the study. It also discusses briefly the significance, methodology and limits of the study.

Chapter Two: surveys the situation of teaching English as a foreign language in Oman. It also provides a conceptual background of the study and reviews the literature on the different approaches to error analysis(i.e., contrastive analysis, error analysis and interlanguage), the causes of errors to furnish a theoretical base for the analysis of the students' errors. Moreover, it reviews the literature which is relevant for the study.

Chapter Three: This chapter provides details of the research design and methodology of the study which is quantitative in nature. It also involves organizing, justification and selection of subjects, as well as data collection.

Chapter Four: This chapter presents the findings. It deals with the analysis of data collected for this study. This chapter also discusses the results of the investigation and gives a detailed analysis and interpretation of data. It provides a detailed presentation of statistical results so as to test the hypotheses.

Chapter Five: This concluding chapter provides a brief summary of the entire study. It summarizes the findings of the study, provides different conclusions, makes some recommendations and suggestions based on the findings for further research.

In order to assess and analyze the students' errors in writing essays, a test will be the final writing skill exam (Appendix B). Test is arguably considered to be the most reliable tool for data collection.

After completing the process of sampling, the collected data will be analyzed and calculate in terms of percentage. Data analysis will follow the course of action employed in similar research starting right from collecting to labeling and marking. This would be followed by a process of categorization and then description of errors which is the ultimate step and mention the determination of their frequency and their causes.

The researcher will use a questionnaire for the teachers of English language in the secondary and primary schools in order to know their qualifications in teaching English language.

This chapter presented an overview of this study. The next chapter discusses the literature review of this study.

Chapter Two

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Literature Review

In this chapter relevant literature will be reviewed on the study problem which is focused on the analysis of grammatical errors made by Omani University students in their essays writing. The chapter is divided into three parts. The first one is on the survey of status of English language in Oman, the second one is on the conceptual framework of the study while the third one will review some previous studies related to this research.

Part (1):

2.1 Background: English Language in Oman

This part of the chapter surveys the situation of teaching English as a foreign language (FL) in Oman. The role of English language is provided in order to shed light on the introduction of foreign languages to be taught as the first major FL. This part also describes teaching English language in Oman and preparation and training of teachers in the Sultanate.

2.1.1 English Language Status in Oman

Oman is one of many rapidly developing countries whose economies require increasing numbers of English speakers in the light of the global spread of English in recent decades.

English in Oman is seen as an important foreign language. It is utilized in both governmental and private organizations. However, it is used more in private associations, as they are linked more closely to international organizations, such as UNESCO, UNICEF and other areas such as oil and gas companies. From this international perspective, people in the Omani society see

the need to focus more on how English is taught in classrooms. They also see the importance of teaching English as a means for communication and of developing children's abilities to use it authentically - for example, filling in English forms and writing e-mails. Parents see the importance of this target language for their children as it operates as a tool or as a gateway to the future. They spend their time, effort and money to help their children to learn English quickly and effectively. They sometimes send their children to private institutes during holidays for English and computing courses.

English language is not just for trading purposes, but is also the means of communication within the country, the only tool or medium of communication between Omanis and foreigners/expatriates from all over the world who are working there. Increasingly there seems to be a need for a single language to enable people with different linguistic backgrounds to interact in a variety of settings, especially with the revolution of information technologies. In Oman, as all over the world, English has evolved as that language and is being taught and learned with increasing intensity Hu (2002: 93).

Oman has ever since acknowledged the importance of English as a *lingua franca* and the only official foreign language in the Sultanate, as a tool that serves multiple purposes locally and globally. English in Oman receives political, economic, and legislative support from the elite as represented in the government, which determines its place on the social hierarchy (Al – Issa(2002, 2006a). English in Oman has institutionalized domains like the business, education, and media (Al- Busaidi,1995) and is central to Oman's continued national development (Al-Issa, 2002, 2006a, 2007). People in Oman learn English for science and technology acquisition, pursuing higher education, travelling to non-Arabic and English-speaking countries, finding a white-collar

job and cultural analysis and understanding (Al-Issa,2002, 2007) . The last purpose is best interpreted through watching Hollywood films and other English language programs and reading English language printed materials, which introduce Omanis to the English-speaking countries' cultures and help them see its different aspects through the tool of language. Accordingly, the government accepted English as the only official foreign language and allocated huge budgets and resources for its implementation through education. However, from 1970 onwards it has readily embraced English as an officially taught foreign language in its institutions.

From this standpoint, English is expected to be taught to reach the expectations of society and parents. These expectations lead to focus on the use of the target language. They mainly focus, as the researcher sees it, on language production skills, as parents are keen to see their children write and talk well.

The use of English in Oman has developed into "institutionalized domains", such as business, the media and education (Al-Busaidi, 1995). To prepare future participants to function in these domains, English is taught in government schools from Grade One, while it is taught from Kindergarten One in private schools. English has also become the medium of teaching and training in all private and public higher education/post secondary institutions throughout the Sultanate (Al-Issa, 2005a).

It is clear that English is seen as an effective tool for any educational innovation. As such, efforts to improve English Language instruction receive political and economic support from the government, which determines its place on the social "hierarchy" (Al-Issa, 2002). English is considered as a resource for "national development" (Wiley, 1996). "English is also considered as a fundamental tool that facilitates 'Omanisation'" - a gradual and systematic process through which the expatriate labour force is replaced by a qualified

Omani one (Al-Issa, 2002). Mastery of the English language is a prerequisite for finding a white-collar job (Al-Busaidi, 1995; Al-Issa, 2002). English is, hence, central to Oman's "continued development" (Nunan, Tyacke, & Walton, 1987: 2) and is "a resource for national development as the means for wider communication within the international community" (2). This stresses the need for English language and also a need to specify the objectives of learning it in Oman and other related elements and of course the need to make these elements easy to be known by different organizations in a form of a framework which this study intends to develop.

English in Oman has institutionalized domains like the business, education, and media Al- Busaidi(1995) and is central to Oman's continued national development Al-Issa (2002, 2006a, 2007). People in Oman learn English for science and technology acquisition, pursuing higher education, travelling to non-Arabic and English-speaking countries, finding a white-collar job and cultural analysis and understanding Al-Issa (2002, 2007). The last purpose is best interpreted through watching Hollywood films and other English language programs and reading English language printed materials, which introduce Omanis to the English-speaking countries' cultures and help them see its different aspects through the tool of language. Accordingly, the government accepted English as the only official foreign language and allocated huge budgets and resources for its implementation through education. However, from 1970 onwards it has readily embraced English as an officially taught foreign language in its institutions.

The government recognizes that competence in English is important if Oman is to become an active participant in the new global economy. English is the most common language for international business and commerce, and is the exclusive language in important sectors such as banking and aviation (Al-Issa,

2005a). English is the global language for Science and Technology, and rapidly expanding international computerized databases and telecommunications networks that are maintained in English are increasingly becoming an important aspect of academic and business life (Ministry of Education, 1995).

2.1.2 English Language Teaching in Oman

Oman was never a British colony and “...had no foundations for English...there are no English- medium schools in Oman...there is no British inspired education” Al-Busaidi (1995:90).

English language teaching (ELT) in Oman is a relatively new enterprise. It has been introduced to the Omani education system in 1970, when His Majesty Sultan Qaboos Bin Said came to the throne and started establishing the modern Omani nation-state.

A Ministry of Education document entitled *Philosophy and Guidelines for the Omani English Language School Curriculum* (Nunan et al, 1987) was written by three authors led by David Nunan, a leading Australian scholar in second language teaching and learning. This document outlines policy for the future development of English Language Teaching (ELT) in Oman.

The authors visited and stayed in Oman in 1987. They reported that English was the means for wider communications with the international community. It would be a resource for the country’s continual development and for various key areas such as science and technology. English would be the tool that facilitates the acquisition of science and technology which, in turn, would contribute to narrowing the technological gap between the developed and the developing world ; the bridge towards national development.

The Oman Ministry of Education recognized the importance of developing English language teaching for Omani students and based its

program on the philosophy and guidelines for the Omani English language school curriculum that was produced in 1987. The government affirmed English as Oman's only official foreign language to be used officially in the country and allocated huge budgets and resources for its implementation through education.

English is taught in public and private schools, colleges, universities and institutes. In the public sector, English is taught from Grade One in the Basic Education System (primary) schools as part of the school curriculum along with Arabic which is naturally their mother tongue. English is taught as a subject that is textbook-based and teacher-centered. There are large classrooms with an average number of 30-35 students of mixed ability. They have 5-7 periods per week and each period lasts for 40 minutes, which makes about 3-4 hours of learning English per week.

There are 3 levels of schools running at the same time. The 'Basic Cycle 1 Education, which covers grades 1-4, the Basic Schools, Cycle 2 for grades 5-10 and third level is called 'Post-Basic' schools which includes grades 11 and 12.

Schools are provided with some materials from the Omani Ministry of Education. Each school has a Learning Resource Centre which contains computers, videos, cassette players and many books. However, these centers are rarely used by the English teachers as there are very few English books and resources available in each centre.

Students in Oman are rarely formally exposed to English or to native English speakers. Very few Omani children have the opportunity to listen to English being spoken by their parents at home. However, they are exposed to English through the satellite channels and the Internet, which many can access from their homes. This creates difficulties for teachers seeking to implement the syllabus, as they need to provide more interactive opportunities to use the

language in their classrooms, and to do so in a very interesting and enjoyable way. It must also influence the kind of English that is being taught because there is often a disconnect between the English of text books and that of the media, as the language utilized and taught within a classroom is usually simpler and selective when compared to that which learners might hear from the media. Starting from 1998, learners in the government schools and the private ones started to learn English from grade 1 which might have helped learners to be more exposed to English and get more chances to use it.

English teachers in Oman are comprised of both Omanis and non-Omanis. Non-Omani teachers represent many different nationalities, such as Egyptian, Palestinian, Jordanian, Indian, and Sudanese. Teaching experience in Oman varies; while some teachers have several years of experience, some are fresh graduate teachers with little practical classroom experience. In addition, some non-Omani teachers have been in the country for a few years while some are new to the country and to Oman's education system.

However, facts and figures about ELT in Oman show that the vast majority of the students who leave Grade 12 and join different public and private higher education academic institutions lack the ability to use language effectively and appropriately in all four skills, Al-Issa (2009, 2010). However, these students have been found to be below 4.5 on the International English Language Testing System in spite of spending nine years learning English with five contact hours per week (Al-Issa, 2009). This has been attributed mainly to textbook-based teaching, large and mixed-ability classrooms (35-45 students in each classroom), heavy teaching loads, product teaching at the expense of process teaching, teacher-centered as opposed to learner-centered learning, an examination-based system, a short school year, teachers' varied cultural and

professional backgrounds, and a rigid and bureaucracy-governed system (Al-Issa,2007).

It was found that from the forging survey that English language teaching in Oman is a relatively new enterprise since Oman was never a British colony and "...had no foundations for English...there were no English- medium schools in Oman...there was no British inspired education. It has been introduced to the Omani education system in 1970. It is utilized in both governmental and private organizations.

2.2 Part (2):

Conceptual Framework:

The purpose of this study is to investigate the types of grammatical errors of Omani university students in writing compositions. Thus, this part of the chapter will focus on the literature relevant to the issue of our investigation. Some theories are included to explain the errors produced by learners.

2.2.1 Traditional Attitudes Towards Errors

2.2.1.1 The Pre-contrastive Approach

Drid(2003) wrote that early attitudes mentioned that the deviations the learners made in contexts during the process of learning a language are signs or traces of the 17th century. While teaching Latin in Europe, in the use and the learning of a language with moral and religious shortcomings there was a close association of errors. Such "lapses in knowledge" according to Richards and Rodgers (1986) received a violent and cruel punishment. In other words, errors were certainly bad things to suffer from. In this respect, Crystal (1985:55) wrote:

"Throughout this period, a high standard of correctness in learning was maintained, especially in pronunciation. The

Benedictine Rule, for example, heavily punished the mistakes of children in Latin classes”.

Many efforts were done to collect the common errors of learners in the 1940s. According to Ellis (1985:51), “Error Analysis consisted of little more than impressionistic collections of ‘common’ errors and their linguistic classification. The goals of traditional Error Analysis were pedagogic—errors provided information which could be used to sequence items for teaching or to devise remedial lessons.” According to Corder (1975) It was accepted that the production of errors was a mark of inefficient learning and lack of mastery of the rules; the suitable cure for that was thought to be re teaching.

2.2.1.2 Contrastive Analysis

From the 1940s to the 1960s, a decided shift in the approach to analyzing errors was present. This approach was *Contrastive Analysis*, considering the effect of the learners’ native language on the production of error. This activity was provided by the publication of Lado’s pioneering work *Linguistics Across Cultures* (James, 1980).

Contrastive Analysis was developed from the practical need to teach a second language efficiently, (Ellis, 1985). This is mainly as Lado (1957:9) wrote,

“the teacher who has made a comparison of the foreign language with the native language of the students will know better what the real problems are and can provide for teaching them.”

This was the reflection of comparing pairs of languages to establish the areas of learning difficulty (Ellis, 1985).

2.2.1.2.1 The Contrastive Analysis Hypothesis

The central object of contrastive analysis is the revealing of the existed differences and similarities between languages. As far as error production is concerned, contrastive linguistic studies have their justification in the predicative power, (Drid, 2003). That's why, according to the *Contrastive Analysis Hypothesis*, what is resulted from the differences between the learner's first language and the target one is considered a second language error,(Ellis,1985). In other words, what is known as the *Contrastive Analysis Hypothesis* claimed that:

“A language learner's first language will have a crucial influence on the learning of the second language. Most obviously, errors made in the process of learning the second language will bear significant traces of interference from the first language. The Learners' difficulties can be analyzed, even predicted in advance, by a systematic contrastive comparison of the two languages involved.”(Carter, 1993:15)

Lado (1957:20) states this hypothesis as follows:

“Those elements that are similar to his (the learner's) native language will be simple for him, and those elements that are different will be difficult.”

So according to what Lado said, if the foreign language structure differs from that of the mother-tongue, certainly there would be difficulty in learning and error in performance.

The concept of 'language transfer' should be considered in some detail while dealing with the contrastive analysis hypothesis. Ellis (1985) defines transfer as the process in which knowledge of the first language is used in

learning a second language. This concept constitutes the core of the hypothesis, as Lado (1957:20) points out:

“Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture-both productively when attempting to grasp and understand the language and the culture as practiced by natives.”

In second language acquisition, it is believed that the learner's first language significantly influences the second language acquisition (Brown, 1987; Dulay et al., 1982; Ellis, 1985; Selinker & Lakshamanan, 1992). Odlin (1989) defines “transfer” as “the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired” (Odlin, 1989: 9). Based on this definition, two types of language transfer are distinguished: positive and negative transfer.

1. Positive transfer or facilitation

Positive transfer is “any facilitating effects on acquisition due to the influence of cross-linguistic similarities” (Odlin, 1989:168). It is believed that much of the influence of the native language or of some other language that the learner has previously learned can be of great use, especially when the differences between the native language and the target language are relatively few.

Linguistic similarities produce positive transfer in several ways. For example, similarities between native language and target language vocabulary facilitate reading comprehension. Similarities in syntactic structure assist in grammar learning and similarities between writing systems will provide a good start for learners in reading and writing the target language.

2. Negative transfer or interference

Odlin defines “negative transfer” as “cross linguistic influences resulting in errors, overproduction, underproduction, miscomprehension, and other effects that constitute a divergence between the behavior of native and non-native speakers of a language” (Odlin, 1989:167). In other words, negative transfer is the use of a native language pattern or rule which leads to an error or inappropriate form in the target language.

2.2.1.2.2 Contrastive Analysis Refuted

In early 1970s, there was a traceable shift of emphasis away from the theory of language transfer and its implications. Contrastive Analysis was criticized for three major points. First, concerning the ability of Contrastive Analysis to predict errors, there were doubts which came into existence when researchers started examining language-learner. Second, concerning the feasibility of comparing languages and in the methodology of Contrastive Analysis there were a number of theoretical criticisms. Third, reservations about whether Contrastive Analysis had anything to offer to language teaching were taken into consideration, (Ellis:1985).

The predictive ability of contrastive analysis, however, has been questioned by researchers in the field of second language acquisition. They argue that contrastive analysis does not always make appropriate predictions. Not all areas of difficulty predicted by contrastive analysis lead to learning problems and learning problems also occur in other areas not predicted by contrastive analysis (Dulay et al., 1982; Ghadessy, 1980; Richards, 1974). Towell & Hawkins (1994) point out three main weaknesses of contrastive analysis:

1. Not all areas of differences between L1 and L2 lead to negative transfer.
2. Not all areas of similarities between L1 and L2 lead to positive transfer.

3. Only a relatively small proportion of errors in the speech and writing of second language learners could be attributed to different properties between L1 and L2.

The above criticisms of contrastive analysis are supported by empirical studies such as Dulay & Burt (1974) who claimed that a small number of errors could be explained by the habit formation account of language acquisition or the interference from the first language. A high percentage of errors, on the other hand, were developmental errors, which resembled errors children made in the acquisition of L1.

Richards (1974) studied types of errors in the acquisition of English as a second language which were not derived from transfer from the mother tongue. He supported what Dulay & Burt (1974) found in that developmental errors were frequent regardless of learners' backgrounds. These errors reflect the general characteristics of rule learning such as overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. His findings were supported by later researchers such as Ghadessy (1980) and Ngara (1983), who found that developmental errors rather than interference errors were a major source of error in L2 acquisition.

2.2.1.2.3 The Strong Vs the Weak Claims of Contrastive Analysis

The *Contrastive Analysis Hypothesis* has a number of variants along a “weak strong claim” scale, (Klein, 1986:26). It is worth noting that the distinction between these two versions of the hypothesis opened the way to what is known as “*Error Analysis*”.

According to Ellis (2008:360), there are two versions of Lado's CAH that can be distinguished. In its strong version, the CAH claims that all L2 errors could be predicted by identifying the difference between the learners' native language and the target language. Lee (1968: 180), for instance, states that ‘the

prime cause, or even the sole cause, of difficulty and error in foreign language learning is interference comes from the learner's native language'. While in the weak version, as proposed by Wardhuagh (1970), transfer is, at best, only a partial explanation of learning difficulty, and contrastive analysis could be used only a posteriori to explain rather than predict. Wardhuagh (1970:125) claims that while the two versions are equally based on the assumption of L1 interference; they differ in that the strong version has a predictive power while the weak version has some power to diagnose errors that have been committed.

a. The Strong Version

The Strong Version or priori version claims that the difficulties, hence the errors that students will make can be predicted by contrasting the two languages. Richards (1974:60) argues that "the strong version states that the learner's behaviour is predictable on the basis of a comparison of SL and TL". The strong version of CA has been made with two assumptions; the first is that the differences between languages lead to errors caused by interference. Lightbown & Spada (2006:78) notes that "errors were often assumed to be the result of [negative] transfer from the learner's native language". The second assumption is that where there are similarities between the native language and the target language, the learner is likely to find easiness and facilitation in learning. Lado (1957: 1) argues that "... in the comparison between native and foreign languages lies the key to ease of difficulty in foreign language learning". In the preface of his famous book, Lado states "the plan of this book rests on the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and the culture to be learned with the native language and culture of the student." (1957: vii).

The strong version of the CAH is clearly stated by Lee (1968, cited in Johnson, 2008:180) who claims that the sole cause of difficulty and error in FL learning is the interference that comes from the NL. In addition, he argues that the difficulties are mainly due to the differences between the two languages, and the greater these differences are, the more the learners will face difficulties. The strong version which was supported by many proponents, was, however criticised by others for its prediction power. Wardhaugh (1970, cited in Brown, 2007: 250) claims that the strong version is unrealistic and impracticable because it oversimplifies the process of predicting difficulty. Wardhaugh states that “at the very least, this [strong] version demands of linguistics that they have available a set of linguistic universals within a comprehensive linguistic theory which deals adequately with syntax.” (1970: 125). This is what made him suggest another version, termed as weak version of CAH.

b. The Weak Version

Unlike the strong version, the weak version or the posteriori version does not require a prediction of the difficulties, but it suggests a use of linguistic knowledge to explain actually committed errors. The researchers start with the learner’s errors, explaining a subset of them by pointing to the similarities and differences between languages. The weak version was supported by many linguists such as Richards (1974:61) who claims that “the weak claim of CA is that of accounting for learner behaviour”. Wardhaugh claims that the weak version does not require the prediction of the difficulty, but it demands the explanation of similarities and differences between the two language systems after observing the interference phenomenon. Therefore, the weak version has an explanatory power. Wardhaugh (1970) considers the weak version of CA as one part of error analysis and argues that a great number of contrastive analysts agree with the weak version, but not with the strong one. He states that the weak

version has been proved to be helpful in the field of L2/FL which makes it far from critics or attacks.

2.2.1.2.4 Error Analysis Movement.

The failure of contrastive analysis to make appropriate predictions concerning the problematic areas in second language learning gave rise to error analysis movement in the early 1960's. Error analysis (EA) stemmed from the attempt to provide an alternative to the CA approach to errors. EA was a movement with a rich source of explanation to account for errors unexplained by CA since it has taken a variety of the learner's errors into consideration Dulay et al., (1982:138) sum up:

Error analysis has yielded insights into the L2 acquisition process that have stimulated major changes in teaching practices. Perhaps its most controversial contribution has been the discovery that the majority of the grammatical errors second language learners make do not reflect the learner's mother tongue but are very much like those young children make as they learn a first language. Researchers have found that like L1 learners' errors, most of the errors L2 learners make indicate they are gradually building an L2 rule system.

Since CA lost its popularity in 1960's, EA has grasped the interest of ESL teachers and researchers. It became an alternative to CA and has continuously made significant contribution to theoretical issues in applied linguistics and second language acquisition.

2.2.2 Error Analysis

2.2.2.1 Definition

Ellis (1985) defines Error Analysis as a procedure which researchers and teachers tend to use. Among this procedure, there is a collection of samples of

learner language, identification of the errors in the sample, their classification according to their hypothesized causes, and finally evaluation. Error Analysis is a comparative process, as explained by Corder (1973), in the sense that there is a comparison of synonymous utterances in the learner's language and the target one. This is a particular matter of contrastive analysis which deals with two languages, and it is its starting point indicating the same message as error analysis.

Lightbown and Spada(2006) mentioned that the *contrastive analysis hypothesis* cannot explain many aspects of learners' language, and researchers started using another approach to analyzing learners' errors. During the 1970s, this approach was developed and known as '*Error Analysis*', where there is a detailed description and an analysis of the errors that second language learners make. Error Analysis is different from Contrastive Analysis since it did not predict errors; however, it discovers and describes different kinds of them. The hypothesis of error analysis is that, "like child language, second language learner language is a system in its own right-one that is rule-governed and predictable". (Ibid:80)

When error analysis became an alternative approach to contrastive analysis, it moved to be a research tool for investigating how learners acquire language. Contrastive analysis involved contrasting two systems, the mother tongue and the target language. There was the belief that errors were produced because of negative transfer arising from linguistic differences between the two systems. However, contrastive analysis was attacked, when many predicted errors by contrastive analysis did not occur, and others that were not predicted to occur did occur,(Ellis and Barkhizen,2005). In this respect, Ellis(1985:53) maintains that "The most significant contribution of Error Analysis, apart from the role it played in the reassessment of the Contrastive Analysis Hypothesis,

lies in its success in elevating the status of errors from undesirability to that of a guide to the inner workings of the language learning process”. According to Error Analysis researchers, errors are present not only by the attribution of the mother tongue, and are not only predicted from the differences between languages. In this paradigm, only some errors are caused by first language interference, and there are many other sources for their production, (Ibid).

2.2.2.2 Objectives

Richards et al(1992) cited in Drid research (2003) see that the methodology of investigating learner language or error analysis has three main goals. The first aim is to determine the used strategies by learners in language learning, second to identify learner error causes, and third to obtain information on common difficulties in language learning as an aid to teaching or in the preparation of teaching materials. Then, according to Corder (1975), it comes to be clear that two objectives rule research within this area: a theoretical one concerned with the psychological aspect of the learner language, and the other is practical significant to language teachers. Because of that, Drid(2003) mentioned that there is a distinction between Remedial Error Analysis and Developmental Error Analysis.

A - Developmental Error Analysis

The analysis of learner’s errors had a basic contribution to second language acquisition research, in the sense that it is concerned with the development stages in language learning. Among the principles of error analysis, the learner is supposed to construct a ‘competence’, in the Chomskyan sense, for himself when he formulates hypothesis. In nature, this competence is lasting only for a short time, because his hypotheses are under test and reformulation. It is said that errors are signs of this process; and their analysis provides hints about the

used strategies by the learner and the nature and characteristics of his competence at a given stage of its development.(Ibid)

The language of the learner is often referred to as an ‘*interlanguage*’. The term “interlanguage” is defined as the linguistic system the learner produces in the process of learning another language. Selinker (1972) points out that since the utterances produced by a language learner are not identical to those produced by a native speaker of the target language who attempts to express the same meaning as the learner, it could be hypothesized that there must be a separate linguistic system governing the language performance of the learner in the process of learning the target language. This linguistic system is what he called “interlanguage.”

Following Selinker, Corder (1978) calls this linguistic system “the language learner language”. He states that:

“because of the learner attempting to communicate one and the same set of messages produces utterances which, while similar to those of other language learners, are different from those of the native speaker of the target language, child or adult, dialect or standard speaker, that the concept of interlanguage is justified” (Corder, 1978:72).

The term “interlanguage” or “language-learner language”, thus, suggests the learner’s language that is systematic and rule-governed. It is the mixed or intermediate system showing systematic features of both the first language and the target language.

From the point of view of interlanguage, it is assumed that errors produced by the language learner are not random. The systematicity of the learner’s interlanguage indicates that the learner’s version of the target language must be based on systematic knowledge. That is to say, the learner “must possess

a more or less well-defined personal grammar to base his utterances on” (Corder, 1981:66). In this light, the learner’s performance is viewed as being ruled-governed as the native speaker’s. The interlanguage, then, can be considered a form of language in its own right and differences between the interlanguage and related target language cannot be regarded as errors (Corder, 1981).

Selinker (1972) used the term fossilization to refer to the tendency of many learners to stop developing their interlanguage grammar in the direction of the target language. It is one of the observable phenomena of interlanguage. He argued that interlanguage is a separate linguistic system resulting from the learner’s attempted production of the target language norm; he identified five fossilization processes as follows:

1. Language Transfer: sometimes rules and subsystems of the interlanguage may result from transfer from the first language.
2. Transfer of Training: some elements of the interlanguage may result from specific features of the training process used to teach the second language.
3. Strategies of Second Language Learning: some elements of the interlanguage may result from a specific approach to the material to be learned.
4. Strategies of Second Language Communication: some elements of the interlanguage may result from specific ways people learn to communicate with native speakers of the target language.
5. Overgeneralization of the Target Language Linguistic Materials: some elements of the interlanguage may be the product of overgeneralization of the rules and semantic features of the target language.

B - Remedial Error Analysis

The pedagogical facet of the hypothesis is expressed by Remedial Error Analysis. Close to the search for clarifying the nature of interlanguage and the

responsible mechanism for the production of error, error analysis is a helpful and useful device to language teachers,(Drid,2003). Such deviations are significant to the teacher, explained by Corder(1981:11) :

“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.”

In this respect, Lee (1983:149) says:

“Mistakes analyses based on adequate material show clearly what is most troublesome for the learners concerned and thus where they most need support.”

According to Corder (1981), from the description of the actual errors, valuable insights could be gained. Using this knowledge, the teacher can provide the language learner with the idea that his hypothesis is wrong, and more importantly, with the right information that helps him to formulate an adequate concept of a rule in the target language. From that, it could be said that remediation can be fulfilled on the basis of the observation of errors.

2.2.2.3 Competence Vs Performance Errors

From an Error Analysis point of view, deviations from the target language are seen as normal aspects of language learning. A crucial role the learner plays, in the sense that he processes input, generates hypotheses, tests them, and lastly refines them. Therefore, an error is a clear sort of his competence- in the Chomskyan sense- (Drid, 2003) ; and it “consists of the mental representation of linguistic rules which constitute the speaker-hearer’s internalized grammar”(Ellis:1985:5). In other words, competence expresses the underlying knowledge of language, which is not perfect regarding to the target

language system. It happens that native speakers violate the rules of the target language. This does not mean that the learner does not know what is grammatically correct, but it returns back to some factors which affects his performance.(Drid,2003).

About performance, Ellis (1985,5-6) said “ Performance consists of the comprehension and production of language”. He also said that the development of competence is the main interest of language acquisition studies. However, because the rules which are in the mind of learner are not open to direct examination, so it is important to examine his performance from what he produces. Thus performance is the main concern of second language acquisition research. It is the evidence for what is going on inside the head of the learner. In connection to that Corder(1981) points out a distinction between the learners’ errors and mistakes.

a. Errors

Corder (1973) refers to errors as ‘breaches of the code’, in other words, they are deviations from the norm that arise from lack of knowledge about the target language. The native speakers have the ability to correct their own errors; however learners cannot do so. That’s why it is referred to their errors as ‘breaches of the code’. It is not allowed that the learner breaks a rule he does not know. In this respect, Corder(1975:204) said that errors are: “Typically produced by people who do not yet fully command some institutionalized language system”. From that, it is noticed that the learner is unable to correct his own errors.

b. Mistakes

Corder(1974) said that mistakes are often referred to as ‘lapses’. He said that mistakes are made by all learners when they are speaking their mother tongue and each one can recognize his own mistakes for what they are. They are

due to failure to use a known system correctly. Mistakes are made of several sorts: changes of plan, slips of the tongue or slips of the pen and confusion. At the present time, these are subjects to investigate by linguists interested in language performance. Language learners are expected and responsible for such failures in performance and under the same conditions.

To end, it could be said that errors are related to competence; whereas mistakes are related to performance. Errors have direct relevance to Error Analysis, while mistakes are beyond its scope,(Drid,2003).

2.2.2.4 Language Acquisition Vs Language Learning

Ellis(1985:60) maintains that, “Second language acquisition is sometimes contrasted with second language learning on the assumption that these are different processes. The term ‘acquisition’ is used to refer to picking up a second language through exposure, whereas the term ‘learning’ is used to refer to the conscious study of a second language.”

A lot of differences in the conditions under which learning and acquisition took place are pointed out. This highlights that no transfer from one to another could appear. The process of acquiring language takes place when the infant is growing and developing physically and mentally, and it is important to note that there is a connection or interaction between the two processes. The motivation for learning in each case cannot be the same. For example, means of non-verbal communication is developed by deaf children to satisfy their needs, so it is not a must that young children have to acquire language to cope with the environment. Yet it is observed that children whose physical and mental capacities are regarded to be normal, they do learn language, and it is said that it is a natural process and not a result of the discovery of its practical utility,(Corder,1973).

The crucial argument against the idea that language acquisition and second language learning have anything in common is that the learning process takes place after the acquiring process is completed. In other words,

“the language teacher is not teaching language as such, but a new manifestation of language. The language learner has already developed considerable communicative competence in his mother tongue, he already knows that he can and cannot do with it, what some at least of its functions are,” (Ibid:113).

This could highlight many features in which the circumstances of first and second language learning are different (learner, teacher and linguistic data), (Ibid).

There is another argument which is with the idea saying that language learning and language acquisition are different processes, in the sense that the language learner is a different sort of person from the infant; in which there is qualitative change in his physiology and psychology during his maturation. These changes prevent the use of the learning strategies that are used in the infancy period. These notions are included within „ the critical period“ for language acquisition,(Ibid).

Ellis (1985) dealt with the critical period and said that it is a period when the acquiring process of a language took place naturally and with no effort. It is said that the most favored age for that process is the first ten years. The brain during that period keeps and could easily be shaped. It is also said that the neurological capacity for mastering a language involves both hemispheres at first, but slowly it is concentrated in the left one. The problematic issue which older learners experience was the result of this neurological change.

Language is acquired during a period when the brain is in a specific stage of development. If the language is not acquired in that particular period, it would

be very difficult to be acquired later on. But when a language has been acquired, i.e. verbal behavior is possessed, there would be no psychological or physiological difficulty to the learning of a second language. After the acquirement of verbal behavior, learning a second language is a matter of adaptation or extension of existing skills and knowledge rather than the relearning of a completely new set of skills from scratch. To conclude, it could be said that the process of acquiring language and learning a second one must not be different, however, it is the notion that there are some fundamental properties which are common for all languages, and when these properties are learned before ,through the mother tongue, the learning of a second language would be a small task, (Corder,1973).

2.2.3 Source of Errors

Some attempts have been made to identify the causes of learner's error. Selinker (1972) created the term 'interlanguage' describing the mid-stage between first language and target language. He believes that the reasons behind learners' errors are psycholinguistic factors, and explains that there are latent psychological structures in the brain stimulated in the process of learning a second language. For the same phenomenon, Corder (1967) uses 'idiosyncratic dialects' and Nemser (1971) prefers 'approximate systems' both of which assume that learner's language reflect features of both native language and target language. Selinker (1972) claims that there are five different factors responsible for learner's errors. The first one is the transfer of structures or rules from mother language to target language. The second factor concerns the transfer of training which involves fossilized items, rules, and subsystems. The third is related to the strategies that learners employ when learning the target language. Fourth one is the strategies of target communication referring to the methods and strategies applied by learners to communicate with native speakers of the target

language, and the last factor is overgeneralization of the structures. Richards (1971) also studied the possible psycholinguistic causes of errors.

He uses the term ‘intralingual or developmental’ errors to describe learners’ errors. Further, he classified the causes of errors into four categories; (1) overgeneralization; (2) ignorance of rule restrictions; (3) incomplete application of rules or the failure to learn the deep structure; and (4) hypothesized false concepts triggered by faulty understanding of the target language rules. In his another study (1974), he recategorizes the sources of errors and comes up with a more comprehensive classifications of possible causes of errors; (a) interference; (b) overgeneralization; (c) performance errors; (d) markers of transitional competence; (e) strategies of communication and assimilation; and (f) teacher-induced errors. In a later study of error analysis, Schumann and Stenson (1974) claim there are three primary sources of errors: (1) incomplete acquisition of the target grammar; (2) exigencies of the learning and teaching environment; (3) errors caused by language performance problems. Similarly, Politzer & Ramirez (1973) state that errors may result from several sources such as interlingual transfer, intralingual transfer (misinterpretation of English rules and development errors), and the intrusion of nonstandard English dialects. Likewise, Brown (1994) identifies four factors of errors: (a) interlingual transfer; (b) intralingual transfer; (c) context of learning; and (d) communication strategies.

As there are many different categories for sources of errors, it is necessary to move further and analyze some important terms repeated in those studies. In his ‘Diagnosing Errors’ chapter, James (1998) states four major categories of error sources (interlingual, intralingual, communication strategy, and induced) compiled from previous studies. According to CAH, structures that are similar in the mother language and the target language will be easier to

learn than those that are different. From this perspective, it can be said that the former results in positive transfer whereas the latter results in negative transfer or L1 interference. So, one major source of error is L1 interference. This type of errors is also called interlingual errors. Interlingual errors may occur at any level such as transfer of phonological, morphological, grammatical, and semantic elements of the native language into the target language. Apart from the interferences from the learners' first language, some errors occur due to faulty or partial learning of the target language. These are common in the output of second language learners regardless of their first language.

James (1998) states that intralingual occur due to learners' resorting to some strategies to build up concepts and hypotheses about the target language forms. The strategies that learners use to fill the gap can also be source of error. Some of the learning based errors are false analogy (assuming the new item behaves like the old one), misanalysis (setting false hypothesis due to misinterpretation of the target language), incomplete rule application (aka under-generalization), exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection (consistent over-monitoring L2 output), overgeneralization or system simplification (overuse of some specific items/ rules and underuse of other similar items). As for communication strategy based errors, James (1998) mentions two crucial strategies that learners employ in learning a second language. Holistic strategies are related to the learners' assumption that if one can say X in the target language, then he can say Y. When the necessary form is absent, it is acceptable to use another near-equivalent L2 element that learners have acquired. This phenomenon is also called 'approximation.' The other strategy is analytic strategy in which the learners identify one or more criterial attributes of the referent and mention them for referring to the entity in question. Schuman & Stenson (1974:256) coined the

term ‘Induced Errors’ which refer to learner errors deriving more from the classroom environment than from either the students’ imperfect competence in English grammar (intralingual errors) or mother language interference (interlingual errors). Although they may not tell much about the level of the students’ language competence, they are of importance in that they are easy to overlook and may result in inaccurate evaluation of students’ ability. Further, if they are underestimated, they may induce misunderstanding and form a troublesome basis for future learning. James (1998) states five sources of induced errors: (1) materials-induced errors; (2) teacher-talk induced errors; (3) exercise-based induced errors; (4) errors induced by pedagogical priorities; (5) lookup errors.

In a more recent classification by Keshavarz(2011), in which classification is based on the primary causes of errors, he presented a more comprehensive taxonomy of the sources of errors. However, there are some degrees of overlapping with previous categorization (Figure) below:

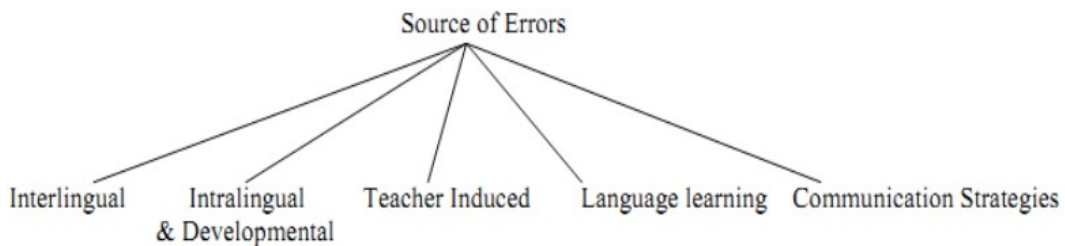


Figure (2.1) : Keshavarz (2011) Classification of Sources of Error.

2.2.4 Significance of Spelling in language learning:

The English language plays an essential role as an international language of commerce, industry, politics and education to the extent that it has become an agreed-upon fact in the academic world of today. So it is important to be able to

express oneself properly and to communicate with other people in English, not only orally, but in writing as well.

One important factor to take into account when discussing writing is spelling. In the worst case, one single misspelled letter can change a word and alter the whole meaning of a text. In the popular view, correct spelling is a sign of education. Conversely, bad spelling simply looks ill (Fagerberg, 2006).

Good spelling ability enables the writer to communicate his/her ideas smoothly and it facilitates comprehension of written language. The quotation below reflects the importance of spelling in learning language.

“ a writer may not communicate well if s/he cannot spell, that is, a reader must be able to interpret marks on the page as meaningful words and s/he cannot do this easily, when words are misspelled.” Murcia and McIntosh (1979: 202)

It has been argued that spelling is a very important factor in writing. Al-Hamash (1974:114) states that spelling is necessary for composition and composition writing strengthens the mastery of correct spelling though spelling is different from composition. He adds that the mastery of spelling demands the mastery of English spelling patterns at the level of recognition (reading) and at the level of production (writing).

To sum up, spelling is very important in written language. Any mistake in spelling can affect the written product and may lead to misunderstanding.

2.2.5 English Language Spelling

English spelling is exceptionally illogical, inconsistent and even irrational. These illogicality, inconsistency and irrationality are derived from a number of causes:

1. The English culture was highly advanced and highly literate from the beginning (which is not the same thing as saying that more than a small proportion of the population as ever literate until about one hundred years ago). English spelling became relatively fixed, in different stages, quite early on (Essinger,2006:3).
2. The connection between spelling and pronunciation has been weakened because changes in pronunciation since the seventeenth century have generally not been reflected in changes in spelling (Greenbaum, 1996:557).
3. English language has always been melting and highly partial to borrowing words from other languages. For example, modern English vocabulary derives directly or indirectly from Latin and most of these borrowing words are spelt rather as the Roman spelt them.

It is rare to find one letter to represent one sound and vice versa. This renders English spelling inconsistent and unreliable as a guide to the production of English sounds, especially when the language is approached through the written medium.

Because of inconsistency both native and non-native learners face many difficulties in learning how to spell English words correctly .The irregularity of English spelling is due to the fact that " there is no one – to – one correspondence between sounds and letters"(Taylor,1981:317).This means that the written symbols in English do not always represent speech sounds ; one letter can stand for several sounds and the same sound can be used for more than one symbol, i.e.,

- (c) car /k/
city /s/
- (s) gas /s/
has /z/
- (a) gate /ei/

- fat /a/
- was /o/
- all /o:/
- (o) soon /u:/
- foot /u/
- pot /o/

Essinger (2006:6) mentions that there are many homophones where the very fact that English spelling is highly illogical and inconsistent help to distinguish between them. Perhaps the most dramatic examples are the words "gnaw" and "nor": two words with exactly the same pronunciation but enormous difference in meaning.

Metric (2007:3) shows some common of inconsistencies English spelling in the following table (2.1) :

Table (2.1) Common inconsistencies of English spelling

Pattern	Examples	How they are pronounced
1.words containing "ough" - combination of letters is used to represent different sounds.	1. thought, bought, fought, brought 2. enough, rough, tough, slough 3. through 4. though, although, dough, thorough 5. cough 6. bough, doughty	1. end with sound of "ot" as in POT, NOT 2. end with sound of "uff" as in STUFF 3. ends with sound of Long U, as in the word THREW or SHOE 4. end with the sound of Long O, as in NO or GO 5. ends with the sound "OFF" 6. contain the same sound as "COW" or "NOW"
2. Words that sound the same but are spelled differently.	1. byte, bite, bight 2. seen, scene 3. hear, here 4. sense, cents, scents 5. their, there, they're 6. feet, feat 7. ate, eight 8. err, heir, air 9. wheel, weal, we'll	1. Long i + t 2. Long e + n 3. Long e + r 4. all end with the sound of "-ENCE" or "-ENSE" 5. Long a + r 6. Long e + t 7. Long a + t 8. Long a + r 9. Long e + L

	10. you, ewe 11. isle, aisle, I'll 12. ale, ail 13. gnu, new, knew	10. Long u 11. Long I + L 12. Long a + L 13. N + Long u
3. Words containing "ight"	• alight, bight, flight, light, night, might, right, sight, tight, plight, fright,	In all of these words, "ight" is pronounced like Long i + t.
4. Words with Silent letters	• g nat, g naw • k now, k nee, k nife, knit, knickers, knuckle • p sychology, p sychiatrist, p neumonia • s hould, c ould, w ould • i isle, a isle, i sland • w rap, w rinkle, w rite • d ebt, d oubt • l isten, s often, c astle	All of these words are pronounced as if the bold letters were not there, but when you write the words, you MUST include those letters.
5. Words that look the same but are pronounced differently	1. wind - Short i sound 2. wind - Long i sound 3. read - Short e sound 4. read - Long e sound 5. abuse - with z sound 6. abuse - with s sound 7. addict - stress on ad 8. addict - stress on dict 9. combine - stress on Com 10. combine - stress on bine 11. defect - stress on de 12. defect - stress on fect	1. moving air outdoors, part of weather 2. twisting motion, as with a clock spring 3. past tense, got meaning from written words 4. present tense of same verb 5. verb, to injure or do harm 6. noun - injury or damage 7. noun - person who acts compulsively 8. verb - to make dependent on 9. noun - a harvesting machine 10. verb - to put together 11. noun - a flaw 12. verb - to desert
6. Words with 'oo' that should sound the same but do not.	1. book, foot, good, hood, look, moor, poor, stood, wood 2. aloof, boom, doom, gloom, soon, bloom, broom, noon, proof, roof, zoom 3. floor, door 4. flood, blood	1. these words have the same Short u vowel sound 2. these words all have a Long u sound 3. 'oo' = an O sound as in 'or', 'more' 4. these words have the same vowel sound as 'bud' and 'cud'

From the above table we can summarize English spelling irregularities into the following features:

- 1- Different letters may represent a single sound as with /u:/ in **‘too’ ‘through’**, **‘clue’** and **‘shoe’**, etc.... .
- 2- A combination of letters can represent a single sound as **ch** in **‘chair’**, **ph** in **‘photo’**, **ci** in **‘ancient’**, **ti** in **‘patient’**, etc.... .
- 3- Different sounds can be represented by the same orthographic symbol as the sounds /u:/ and /ʊ/ which are represented by the letters **oo** in **‘moon’** and **‘look’** respectively, and the sounds /e/ and /i:/ which are represented by the letters **ea** in **‘head’** and **‘heal’**, etc.... .
- 4- Some sounds are not represented in the spelling as with /j/ in **‘cute’**, **‘new’** and **‘union’**, etc... .

Both English and Arabic languages belong to a sound-based type of writing system in which phonemes are represented by graphemes. However, the major difference between the two languages rests in the nature of their writing systems. First, English is alphabetic and Arabic is consonantal (Bassetti and Cook, 2005: 5). Second, the respective writing systems also differ in degree of transparency. Arabic is very consistent with almost a 1:1 phoneme-grapheme representation, and so the sound-symbol correspondences are relatively transparent. On the other hand, while English does have some consistent phoneme-grapheme representation, it also has inconsistent/ more complex representations, and so the sound-symbol correspondences are relatively more opaque than in Arabic.

English has a total of 26 letters. The 24 consonants in English are written by 21 of these letters and the 11 vowels (apart from diphthongs) written by 5 of the letters (see Table 2.2) (Carney, 1994; Wells, 2008). Modern Standard

Arabic, on the other hand, has 28 letters, with its 28 consonants written by these 28 letters. However, what is unique about the Arabic writing system is that it represents its 6 vowels (apart from diphthongs) differently depending on whether they are long or short. Arabic has 3 long vowels written by 32 of the 28 letters, but its 3 short vowels are not written, although they are sometimes indicated by diacritical marks (see Table 2.3) (Nasr, 1963).

Table (2.2) : Summary of the English Long and Short Vowels with Examples

Short vowels	Long vowels
/i/ kit, bid, hymn	/i:/ fleece, sea, machine
/e/ dress, bed, ten	/o:/ goose, two, blue
/a/ trap, bad, cat	/a:/ article, partner, target
/ʌ/ love, strut, ugly	/o:/ record, north, law
/u/ foot, good, put	/ɜ:/ nurse, stir, courage
/ʊ/ lot, odd, wash	

These examples were taken from Wells (2008).

Table (2.3): The Arabic Short and Long Vowels with their Graphemes.

Short vowels spellings	Long vowels spellings
/i/ not spelled but sometimes represented by the diacritical mark: < , >	/i:/ < ى >
/a/ not spelled but sometimes represented by the diacritical mark: < َ >	/a:/ < ا > or < آ >
/u/ not spelled but sometimes represented by the diacritical mark: < ُ >	/u:/ < و >

Bahloul (2007) adds another reason why many Arab learners find English spelling very difficult. He explains that the written form in Arabic does not realize vowels as much as English does. He notes that Arabic only has three written long vowels, while the other vowels are short ones that are sometimes shown as symbols placed over or under some letters. These short vowels appear

in the spoken form of Arabic, but are not usually realized in the written form. As such, most Arabic words are written only using consonants and the three long vowels that have written forms. Bahloul adds that a great number of Arabic words can be written without the use of any written vowels. The short vowels are, as Bahloul continues, easily filled in by skilled Arabic readers using contextual clues. Thus, many Arab learners may transfer their knowledge of writing in Arabic to English, and consequently make a lot of spelling mistakes, especially with words that have irregular use of vowels. For example, the results of a study that he conducted on Arab Learning English showed that some students wrote many English words with a random use of vowels or without the short vowels at all.

To sum up this part, the researcher attempted to account for the approaches, i.e., CA vs. EA and IL which affect attitudes and approaches to the nature of the learner's performance. It is found that, CA differs from the other approaches in so far as it does not take the actual L2 learner performance into account, but is concerned with identifying the similarities and differences that exist between two(or more) languages, with the view that differences cause learning problems while similarities wouldn't. This basic CA assumption has been contested through evidence that differences between MT and TL would necessarily cause errors through transfer and that MT is the sole source of errors. It is therefore an over-simplification to say that differences cause while similarities do not. This has given support to those who claim that CA has failed to account for all types of errors and their causes.

Consequent to this a new approach in applied linguistics has arisen called EA to account adequately for learners observed / actual errors and investigate their application in language teaching and hence the interest is shifted from the learning process towards the learner and his language with

regard to nature and causes of deviation from the TL norm. Here EA and CA, however were not seen as conflicting aspect but complementary in the sense that EA is used to cater for / explain errors other than those caused by interlingual interference, whereas CA caters for the explanation of those errors ascribed to MT interference. However, EA will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort.

In recent years, a more powerful task of performance analysis has been assigned to EA, regarding the investigation of the IL of FL learners, where the focus of attention is no longer on deviation from the L2 norm at a given point in time, but on L2 learning behavior as a whole. Here the learners errors are related to five distinct processes namely: language transfer, transfer of training, strategies of L2 learning, strategies of L2 communication and overgeneralization.

Part (3):

2.5 Review of the Previous Studies

A number of studies have previously been conducted on this theme with specific focus on learners' errors and further classifying the errors into different categories by using error analysis. These studies in general have indicated what learners have acquired and what problems learners encountered in the target language.

Many studies on FL acquisition have been conducted focusing on learners' errors to investigate the difficulties involved in acquiring a FL. These studies have helped FL teachers to be aware of the difficulty areas encountered by their students and dedicate particular emphasis on them. Corder (1967:27) says "We cannot really teach language, we can only create conditions in which

it will develop spontaneously in the mind in its own way”. In this quotation, he asserts on the role of the language teacher by creating good learning conditions in acquiring a new language. Habash (1982) also adds that the dream of all EFL teachers is to have EFL students who can speak and write correctly. In fact, having EFL students who speak and write correctly is not a dream if we can really create good learning conditions and follow good language teaching strategies.

Naturally, it is well-known that no one can learn or acquire any language without committing errors. Learning or acquiring any language might be faced with some problems such as errors or mistakes. Corder (1981) states that these committed errors or mistakes by English foreign learners while learning process are considered as obligatory feature of learning. In other words, they are considered as a part of the learning process as well as a device a learner uses to learn. Ranganayki (1983:2) points out that “the errors are not problems to be overcome or evils to be eradicated”, they are simply a part of the language learning process. Thus, no one can achieve competence in any language without committing errors. Similarly, Corder (1973:257) asserts that the study of errors can help us to “infer what the nature of learners’ knowledge is at that point of time in their learning career and what more has to be learnt”.

Dulay & Burt (1974) conducted a study to determine the causes of syntactic errors children made in learning English as a second language. Unlike the study by Politzer and Ramirez, the errors were classified into three categories: (1) developmental errors— errors that are similar to L1 acquisition errors; (2) interference errors—errors that reflect mother tongue structure; and (3) unique errors—errors that are neither developmental nor interference. They found that developmental cognitive strategies accounted for the most of the errors the children made; that is, the children tended to make errors that were

similar to their first language acquisition errors.

In his study, Flick as cited in Ellis (1994) made an empirical study in that he collected data from 20 adult Spanish L2 learners through oral translation study. He reported that many factors shared a role in their subjects' errors as follows: 24% of errors happened due to transfer, 23% due to performance, and 17% due to the simplifications of function words, 16% due to overgeneralization, and 11% due to pronominal reference.

Another research is conducted by Brown (1994). He found that at the beginning levels of language learning, a large number of errors happen due to negative transfer. He also found that as language learners develop their English, intralingual errors overcome interlingual errors.

Kim (1987) conducted a research in the field of error analysis among 12th grade Korean English learners in their composition and reported that intralingual errors happened more than interlingual. The findings also showed that among 2445 different errors, errors in auxiliary were most common; 419 errors.

Abbasi and Karimnia (2011) also investigated grammatical errors committed by Iranian junior and senior students in their translation. The findings revealed that use of typical Persian structures, errors in the use of tenses, errors in the use of prepositions and errors in the use of articles were the most frequent errors respectively, in both junior and senior students' translation.

Darus and Subramaniam's study (2009) aimed at investigating the types of errors made by four-year students in their written work. The study sought to answer the following research question: What are the six most common errors that students make in their essays?. The corpus was 72 essays written by 72 participants. The participants were from four Malay students who were studying at a secondary school in Malaysia; 37 male and 35 female. They

had experienced approximately the same number of years of education through primary and secondary education in Malaysia. All of the participants came from non-English speaking background and hardly communicated in English outside the school. All of the errors in the essays were identified and classified into various categorizations. The results of the study showed that six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order.

Sarfraz (2011) examined the errors made in a corpus of fifty English essays. The participants were fifty undergraduate Pakistani students. They were non-native speakers of English. The instrument used was the participants' essays in English. The researcher followed Rod Ellis's (1994) procedural analysis of errors : collection of errors, identification of errors, description of errors, explanation of errors, and evaluation of errors in analyzing fifty English essays. The results showed that the number of interlingual errors committed by the participants was higher than the number of intralingual errors.

Darus and Ching (2009) investigated the most common errors in essays written in English by 70 form one Chinese students in a public school in Perak in Malaysia. For all of these students, Chinese was their first language (L1). Using an error classification scheme and Markin 3.1 software, 70 essays were analyzed and categorized into 18 types of errors. The results of the analysis show that four most common errors were mechanics, tenses, preposition, and subject-verb agreement. In these written essays, interlingual errors due to L1 interference were clear. Intralingual transfer of Malay and developmental errors were also observed in their writing. This study suggests that teachers need to emphasize on how certain concepts are handled in English, Malay and Chinese in order to make the students aware of the differences in the structure of English, Malay and their L1.

Watcharapunya Wong and Usaha (2013) analyzed writing errors caused by the interference of the Thai language, regarded as the first language (L1), in three writing genres, namely narration, description, and comparison/contrast. The results revealed that the number of frequent errors made in each type of written tasks was apparently different.

In reviewing some studies conducted on the writing errors committed by Arab EFL learners, many studies show that Arab EFL students face severe problems in writing while learning English process. Researchers, such as Abdulmoneim (2000) and Abisamra (2003), state that most of the syntactic errors committed by Arab EFL learners in their written production are because of the interference of their first language. Interference or transfer from native language could be taken as ‘a matter of habit’, and negative transfer would be obvious in cases of differences between the L1 and the L2. (Abdulmoneim, 2000). Gass and Selinker (1989) define transfer as “a learning strategy or a communicative strategy”. That means EFL learners use their L1 in order to facilitate their language learning process. According to Oldin (1989) interference could be defined as “the influence resulting from similarities and differences between the target language and any other language that has been previously acquired”. Researchers such as Jackson (1987), Corder (1973) and Jakobovits (1970) have emphasized that when the EFL learners don’t know how to express something in the foreign language, they directly refer to their native language.

Many studies have investigated errors made by Arabic-speaking EFL learners in their writing, and their findings show that Arab EFL students have serious problems in writing English. Many researchers discussed grammatical errors made by Arabs learning English as a second language (for a review refer to : Emam, 1972; Elhibir, 1976; Meziani, 1973; Scott and Tucker, 1974;

Ibrahim, 1978; Mattar, 1978; Kambal 1980; Kharma, 1981; Mukattash, 1978, 1981; El-Sayed,1982; Tushyeh, 1993; Shaheen, 1984; Abdeljawad, 1986; Al-Buainain, 1988; Kharma and Hajjaj, 1989; El-hibir and Altaha,1992; Altaha, 1993; Hassan et al. 1993; Bagdady, 1994 ; Altaha, 1994 ;1996; Ghrib, 2001 ; Mahmoud,2002; Abi Samara, 2003; Salebi, 2004; Al-Khreshesh, 2006 and Abu-Jarad, 2008).

Research by Mahmoud (2005), Abisamra (2003), and others argue that the interference of Arab EFL learners' first language results in the syntactic errors in their writing. Mahmoud's(2005) study further shows that interference or transfer from native language is the major source of EFL learners' errors and is taken as a matter of habit. Negative transfer, as found in the case of English and Arabic, is an obvious outcome of the differences between Arabic (L1) and English (L2).

Abisamra (2003) studied a group of 10 essays, which were written by Arabic-speaking EFL students in grade nine. After a careful analysis, she was shocked to see a total of 214 errors, out of which 29 were grammatical, 35 were syntactic, 26 were lexical, three were semantic, and120 were substance errors. She wondered about the reason. She easily concluded that the cause of the errors was not only negative L1 transfer interference but also intralingual interference.

Another significant study was conducted by Mahmoud (2005) where a total of 420 errors were detected in 42 essays. He claimed that some of the errors clearly indicated that EFL students depend on both their interlingual and intralingual strategies to tide over their learning processes.

There are a few researchers like Jackson (1981), Corder (1973), and Jakobovists (1970)who strongly believed that EFL learners will immediately refer to their own native language upon experiencing difficulties in expressing

something in a foreign language. This belief was confirmed and stated exceptionally well by many researchers such as Diab (1996), who had conducted her own tests to determine, analyze, and classify the most common writing errors of some Lebanese EFL students. As part of her study she had collected 73 English essays written by the EFL students of a Lebanese university.

Diab eventually found that the Lebanese EFL students made many grammatical, lexical, semantic, and syntactic errors in their writing. These errors were due to their inherent tendency to carry out a negative interlingual transfer from Arabic linguistic structures into the English language.

Scott & Tucker (1974) studied errors Arabic-speaking students made in their speech and writing. The errors were classified into fourteen types: verbs, prepositions, articles, relative clauses, sentential complements, repetition of subject or object, nouns, pronouns, surrogate subjects, word order, quantifiers, adverbs, adjectives, and genitive constructions. From their findings, verbs, prepositions, and articles were major sources of errors. The errors were explained in terms of performance mistakes, mother-tongue interference, or false intralanguage analogy.

Karma (1981) also conducted a study to investigate errors made by Arab students. Different from Scott and Tucker's study, his study focused on errors in the use of English definite and indefinite articles. The results suggested that the use of English articles was a serious source of difficulty to Arab students. Indefinite articles 'a/an' were the source of the greatest number of errors followed by no article and definite article 'the,' respectively. The researcher also attempted to explain causes of errors. He supported what Politzer and Ramirez previously found in that a great number of errors were caused by the first language interference. However, he also pointed out other

factors that might play important roles such as wrong learning strategies, overgeneralization, and inadequate teaching.

Al-khresheh (2006) also came up with similar results after analyzing 20 essays written by Jordanian undergraduate EFL learners. His study revealed that the students had made a greater number of grammatical, syntactic, and lexical errors. This was because of interlingual interference from their L1. However, he did not stop with that. He also carried out a study on interlingual interference in learning and using English vocabulary. He realized that Jordanian EFL learners made a large number of syntactic interlingual errors. This was with regard to the word order within basic sentence structure. He said that these errors were due to the adoption of L1 habits, which were deeply rooted in the students' minds. Al-khresheh also stated that the subjects were greatly influenced by their L1 knowledge in understanding English sentences.

Abushiba, El-Omri and Tobat (2011) investigated and classified the grammatical errors in the writings of 62 students of the Department of English Literature and Translation at Alzaytoonah Private University of Jordan. The errors were first classified into six major categories and then they were divided into subcategories. It was observed that the most problematic category was prepositions, which comprised 26% of the total errors. The following most problematic areas were respectively: morphological errors, articles, verbs, active and passive and tenses.

Many Arab researchers have examined the negative transfer of habits from Arabic to English among Arab learners of English. An empirical study on the use of English idioms was conducted by Mahmoud (2002). He collected data from paragraphs, essays, and term papers written by Arabic learners of English who were second-year university students majoring in English (academic years 1995/96 to 2000/01). In his study he examined 3,220 pieces

written by 230 students and found out that students used only 124 idioms. For the reliability of his study, he excluded binominals and phrasal verbs. Out of the 124 idioms detected, 25 (i.e., 20%) were grammatically, lexically, and contextually correct. His findings indicated that there was a negative transfer of habits from Arabic to English. The participants in his study made grammatical and lexical errors. As a proof of a negative transfer, he pointed out that some participants incorrectly added the definite article *the*. In all positions where *the* was incorrectly used, Arabic uses *al*, the corresponding Arabic form to the English definite article *the*. An example of a grammatical error made by a student was “*the eye by the eye*,” which means “an eye for an eye”.

Bataineh (2005) investigated Arab Jordanian first-, second-, third- and fourth-year university EFL students. His study aims to explore the kinds of errors they commit in the use of the indefinite article. His findings indicate that developmental factors and common learning strategies such as simplification and overgeneralization are the main causes of the learners' errors. The only type of error which could be traced back to the influence of Arabic, among other sources, was the deletion of the indefinite article.

Abu-Ghararah's (1989) results are consistent with Bataineh's, that subjects attempt to overextend the application of English rules to reduce their learning burden. His results indicate that intralingual article errors are more frequent than interference errors. Intralingual errors in his study include over-generalization and insufficient mastery of syntax. He asserts that insufficient mastery of syntax is another cause of errors.

Sharing Abu-Ghararah's view, Swan and Smith (2001) elucidate the fact that speakers of unrelated languages such as Chinese or Arabic have fewer problems with transfer, and correspondingly more errors arise from the intrinsic

difficulty of the English structures themselves. Some theorists argue that very few errors are the result of L1 transfer (Ellis2008).

In the Sudan Kambal(1980)analyzes three types of free composition written by first year university students. The study gives an account of the major syntactic errors in the verb phrases and the noun phrase made by these students in an attempt to improve the quality of the remedial program in the content of the Arabization in the Sudan.

Kambal(ibid) reports on three main types of errors in the verb phrase: verb formation, tense, and subject-verb agreement. He discusses errors in tense under five categories; tense sequence, tense substitution, tense marker, deletion, and confusion of perfect tense. With regards to subject- verb agreement, three types of errors were identified. These involve the third – person singular marker used redundantly and the incorrect form of verb to be.

El-Sayed (1982) investigated the frequent syntactic errors in compositions written by Saudi students. The errors were categorized into verbs, articles, pronouns, nouns, adjectives, and prepositions. The interlingual and intralingual errors are identified on the basis of these grammatical aspects and his findings support the claim that mother tongue interference is the central cause of student errors.

Ostler (1990:169) stressed the fact that the deviant style of Arabic students' writing in English simply reflects classical Arabic style, which differs in many ways from English. This question was posed to Ostler: "Why, when Arabic-speaking students seem to have mastered most English grammatical forms and idioms, do they still produce 'foreign-sounding' essays, and why it is that experienced ESL writing teachers can identify Arabic-speaking students' English essays as having been written by Arabic speakers?"

Ostler made an attempt to answer this question. She also addressed the issue of the effect of the learner's cultural background on the written discourse. She did this by looking at English and Arabic rhetoric from a historical perspective and by giving an account of devices such as balance and coordination.

There has been a considerable amount of research conducted on spelling errors. Several researchers have analysed the patterns of spelling errors during the last decade. These studies try to classify the errors made by language learners into different types to help them recognize the spelling problems more clearly. Cook (1999), for instance, highlights four types of spelling errors:

- omissions (deletions of some letters);
- substitutions (replacing one letter with another);
- insertions or additions (adding extra letters) and
- transpositions (reversing the position of letters).

Most common type is related to pronunciation mistakes.

In recent years, there has been an increasing amount of literature on classifying errors made by Arab learners; most of them are similar to the one presented by Cook (e.g. Emery, 1997; Al-Jarf, 2008; Vaddapalli, 2012; Al-Jabri, 2006; Al-Hassan, 2006).

Studies has investigated English spelling difficulties among Arab learners such as Vaddapalli (2012), Fender (2008), Al-Jarf (2007), Kharma and Hajjaj (1989), and other studies. Kharma and Hajjaj (1989) and Smith (in Swan and Smith, 1987) argue that Arab learners mostly face difficulty in English spelling because of the irregularity of its spelling system which is totally different from Arabic phonetic language. Smith mentions some spelling problems encountered by some Arab learners such as problems with reading mirror shaped letters such as b and d, q and p and reading letters from right to

left like the Arabic system (*form* rather than *from*). During a few years ago, more information has become available on spelling errors studies in Omani context such as the studies made by Vaddapalli (2012), Al-Jabri (2006) and Al-Hassan (2006). These studies were some attempts to explore the types of spelling errors done by Oman learners and suggest some spelling instructions.

AlJarf (2010) asserted that English language courses neglected the importance of spelling. This paves the way to study the actual students' spelling errors and the reasons behind these errors. Moreover, Fender (2008) showed that Arab students have a lower level in spelling and they have difficulties in spelling patterns, words, and multi-syllabic words. Aljarf also (2007) investigated that some factors affect poor spelling such as communication, breakdown, and inadequate knowledge of the English spelling rules, which influence the Arabic spelling system, students' mispronunciation, and interference between English words, and unfamiliarity with the American pronunciation. This may help in recognizing the relationship between errors and sources of them.

Apparently, tertiary level students in Oman complete their secondary school and enter the university. The first year of the university education usually includes a basic foundation course English. Despite their participation in courses at school and colleges, the learners in Oman face spelling difficulties. Since the main language of Oman is Arabic, almost all schools use Arabic as the medium of instruction except for a few private schools. English language literacy until a few years ago began in Grade 5 and other than English, all the subjects were taught in Arabic. After graduating from high school, the students enter tertiary level with poor language skills, especially poor spelling skills and limited strategies for learning. A majority of students of poor seem to have poor spelling skills and thus have reading difficulties. There has been very poor

performance on spelling assessments. Phonemic awareness skills are required to possess the ability to segment spoken words and analyze the constituent parts of individual words in spelling.

Based on the preceding research reports, it can be seen that researchers have investigated errors at different levels—morphological, syntactic, spelling and lexical—and came up with different types of frequent errors. All of the studies, however, deal with grammatical errors. Apparently, this type of errors is found to be problematic to ESL/EFL learners and should not be ignored in second language instruction.

With reference to the above account which has reviewed a number of relevant research in this area, it is apparent that this theme has been heavily investigated particularly in relation to grammatical and spelling errors in writing. However, the missing gap that this study tries to address is to determine what grammatical error types exist in the writing of university learners in the Omani context.

Along with remarks of these Omani officials in the field of education an experiment has been carried out to collect data to be analyzed in order to come out with a broader view of the volume of the problem.

2.6 Summary of the Chapter

It was found that from the forging survey that English language teaching in Oman is a relatively new enterprise since Oman was never a British colony.

This chapter attempted to show that contrastive analysis, error analysis and interlanguage should be looked upon as three evolutionary phases in an attempt to understand and explain the nature of the target language learner's performance. Moreover, error analysis helps linguists realize that although errors sometimes obstruct communication, they can often facilitate second

language learning, and they play a significant role in training teachers and helping them identify and classify learners' errors, as well as helping them construct correction techniques.

This study is set to carry out a similar research along the lines stipulated in the approaches handled here, namely the grammatical errors by the Omani undergraduate students. However, there are slight differences spotted here and there due to differences of culture, language, motivation and exposure to the foreign language. It is a form of empirical research where the findings could have implications for classroom practioners across the Arab world as well as for the Arab educators and syllabus.

In conclusion, the researcher found that this review of related literature is of great value and importance to this study. In fact, it guided it in the process of shedding the light on the importance of studying and analyzing errors of the written English, determining the procedures of conducting the study and providing her with insights to explain the source of the committed grammatical errors in essays of the Omani university students.

The next chapter will describe the research methodology.

Chapter Three

CHAPTER THREE

Research Methodology

This chapter provides a full description of the research methodology used in the present study as well as the instruments employed to collect the relevant data. In relation to data analysis, the validity and the reliability of these instruments were confirmed.

3.1 The Study Methodology

The present research adopted a mixed- method approach. In that, the study applied the descriptive analytical and experimental method this allowed

the research instruments to be handled for the purpose of arriving at the desired results.

This chapter focuses on the description and explanation of the research method and procedures used during data collection. It describes the design of the study, the sampling techniques, data collection and data analysis procedures. The data that have been described in this chapter were collected by the researcher herself. This was done to ensure a higher reliability of the data and that scientific procedure had been followed in data collection. According to Maree et al.(2007), reliability has to do with the consistency or the repeatability of a measure or an instrument. High reliability obtained when the measure or instrument gave the same results if the research repeated on the same sample. Hence the researcher observed the whole process to ensure that the process done scientifically in a controlled environment.

This research methodology was mainly descriptive, experimental and analytical. It adopted quantitative which gathers numerical data. The data collected then displayed in tables and graphs showing the related statistics. Questionnaires were used to elicit data from English language teachers at the primary and secondary schools for the following purposes:

- (a) to know their professional qualifications.
- (b) to estimate their experience.
- (c) to find out the level at which English was taught.

According to Best and Khan, (1993) a questionnaire is an instrument in which respondents provide responses to questions or mark items that indicate their responses. A questionnaire is used when factual information is desired. When opinions rather than facts are desired an attitude scale is used.

3.2 Sampling Techniques

3.2.1 The Study Population

Definition of population in details helps other researchers determine whether or not the study findings of research are applicable to their contexts.

Two groups of population were identified for carrying out this study:

A- The population of students who are studying at the University of Nizwa “Foundation Institute” was selected for conducting this study. These participants were chosen due to the nature of the research questions , so they were a group of students who could provide answers to study. A hundred students from level 3 Writing were randomly chosen as the sample representing the population of the study. The researcher assumes that the findings of this research are applicable to the target population due to the following characteristics:

- 1- They share the same linguistic background, their mother tongue is Arabic.
- 2- They share the same knowledge of the language for they were educated under the same system prescribed by the Ministry of Education in the Sultanate of Oman.
- 3- They share similar socioeconomic background.
- 4- They are male and female learners.

These subjects were particularly chosen because the nature of the research questions aimed at examining the common errors in essays written by Omani EFL university students and these students were enrolled in the College of Arts and Sciences, College of Engineering& Architecture, College of Economics, Management & Information Systems and the College of Pharmacy and Nursing at that time. Thus, they were a group of learners whose writings might provide valuable answers to the research questions of the study. The participants in this study were all freshmen. Of the 100 students, 45 were male (44%) and 55 were female (56%).

The students who participated in the present study speak Arabic as their mother language and study English as a foreign language. On the whole, Omani students in public schools begin to learn English at the primary school. However, students in private schools may start as early as the primary and even kindergarten levels.

Foundation English was an integrative English course aimed to provide learners with the level and type of English e.g. listening/speaking, reading/writing; EGP, EAP or ESP (Flowerdew, 1993; Kormos *et al*, 2002 and Al-Husseini, 2004) that they need to pursue academic specializations in which subjects are taught in English. It runs by the higher education institutions to enhance students' linguistic competency.

The programme aims to extend the English language skills of the students to enable active participation in their postsecondary or higher education studies (Oman Academic Standards for General Foundation Programmes [OASGFP], 2007). It "is designed for access by students whose English language ability is very basic (Kobeil, 2005 cited in Al-Husseini, 2006:36). It "aims to improve the students' linguistic competence" (Al-Jamoussi and Al-Bedwawi, 2005) in order "to meet their immediate academic needs and prospective labor market requirements" (Al-Hinai, 2005). It is "a bridging year between the secondary school and the new specializations in which English is the medium of instruction" (Al-Bedwawi & Al-Jamoussi(2005).

The subjects for the study were selected from a level 3 Foundation English program because the students had already completed their studies at level one and two (where they had received instruction in listening, speaking, reading and writing). Therefore, it was assumed that the participants had already acquired the basics of writing. It should be noted that in Foundation level (Levels 1 and 2), students are exposed to general English where they are

expected to study the basics of writing paragraphs, whereas level three students are taught academic writing in which they are required to write texts belonging to various types of genres such as writing personal and business letters, compare and contrast essays, analyzing causes and effects, explaining a process, describing graphs and charts and expressing opinions.

Upon completion of this course(level 3), students can brainstorm, classify information, plan, write and revise paragraphs, and essays of at least 250 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.

The course was taught by native-English-speaking instructors. English was used as the medium of instruction and students were encouraged to speak English rather than Arabic in class. Current technology such as multimedia language laboratory, computer, and satellite was also incorporated as the instructional media for the course in addition to teacher lecture and a variety of class activities to enhance teacher-to-student and student-to-student interaction.

B- The population of English language teachers at the primary and secondary schools who are teaching English language.

3.2.2 Sampling of Tools

The researcher used the following two instruments for conducting this study:

- English written essays.
- A questionnaire for ELT teachers.

3.2.2.1 English Written Essays

One of the two instruments, the English written essays written by the subjects of the study during their end-of-year examination at the end of February, 2014. Three questions were asked.

- Question 1 was: How does stress affect your life? ,

- Question 2 was: How do you feel when you don't get enough sleep? and,
- Question 3 was: What qualities do you think are important in a leader? Why are these qualities important?

The task was part of the students' final exam in the English language class February, 2014. Using the examination written scripts was an appropriate method for this study because it is during examinations when learners with different background write about the same topics, under the same circumstances. The intention was to examine Nizwa university, the Foundation Institute, final year students' end-of-year examination scripts because by the end of foundation level phase, it is when they have had maximum exposure to English language. The fact that the instruments used were produced during examination ensured that all writing samples used were non-revised first drafts. It is vital to note that the error analysis used in this study focused especially on grammatical and spelling errors.

3.2.2.2 The Teachers' Questionnaire

The aim of the questionnaire employed in this study was to find out teachers' level of education and qualification in teaching English language. It was administrated to a total of 50 ELT teachers in some secondary and primary school teachers at different parts in the Sultanate.

3.3 Data Collection Procedure

As the research concerned with error analysis, the English written essays produced by the subjects of the study during their end-of-year examination in 2014 chosen as the source from which data were collected.

Two sets of data were collected. One set was collected from the English language teachers in the primary and secondary schools at different parts in the Sultanate. Teachers' questionnaire, with an aim of establishing their level of education and qualification. The second set of data was collected from

the students at the Foundation Institute at Nizwa University. The one hundred (100) essays were marked by the teachers of English language at the Foundation Institute according to the requirement of the study, that is, identifying the errors committed by the learners.

The essays used to collect data for this study were the final skill exam, level 3 writing at the end of February, 2014. A period of one (2) hour was allocated for this task. The essay had to be about 250 words.

Each student's work was given a number for ease of reference.

Each essay was carefully read and errors were highlighted.

The errors were categorized into two main categories: spelling errors, and grammatical errors.

Afterwards, sub-categories were made to assimilate the errors detected in the participants' writings for instance, spelling errors, article errors, prepositions errors, etc. These errors were chosen for their frequency, seriousness, and their impact on the written language of the learner.

To comment on the participants' errors, the researcher used the following techniques:

- 1- A sentence that contained error was marked by an asterisk.
- 2- Correct version of the unacceptable form of the language was directly supplied under the ill formed ones.
- 3- Concerning spelling, spelling errors were underlined and the correct form was produced.
- 4- Omission of items was marked by Ø.
- 5- By adopting the technique of comparison and contrast, the researcher shows unequivocally the reasons behind the occurrence of errors in the participants' work in general.

Depending on the above mentioned procedures, a 100 written tasks used in the study were carefully read and analyzed for grammatical and spelling errors.

3.4 Data Analysis and Classification of Errors

The analysis of errors in this study is informed by various researches on errors in student writing (Hubbard, Jones, Thornton & Wheeler, 1996: 135-141; Ellis, 1997:15-20 and Gas & Selinker, 2001:67). Firstly, the selection of a corpus of language was done and secondly the identification of errors. Next, I classified the errors according to their grammatical and spelling features. After categorizing each error, I quantified the frequency of occurrence of different types of errors.

From the written work of the learners, I counted the errors, I concentrated on grammatical and spelling errors found and the frequency of occurrence. In line with the Taxonomy of Error Analysis designed by James (1998:304), categories and sub- categories such as the following were used for this research to record all the errors made by the subjects:

- grammatical (prepositions, articles, reported speech, singular/plural, adjectives, irregular verbs, tenses, concord and possessive case);
- syntactic (nouns and pronouns, and word order);
- lexical (word choice);
- semantic and substance (capitalization, and spelling).

These error types were collected and quantified. After setting the categories stipulated above, I opted to study the six most frequent error types, and they were mainly: *tenses, prepositions, articles, concord, pronominal and spelling*.

Data collected were analysed to indicate the types frequency of error made by these students. The findings were displayed in tables.

Error analysis is used both as a method of analysing data and a theory. It is a technique for identifying, classifying, and systematically interpreting the unacceptable forms of language writing and speaking (Richards et al., 2002:184; Caicedo, 2009:43). Based on the guidelines of selecting a corpus of language (Ellis, 1995:51-52), a sample of written work was collected from 100 foundation students' examination scripts.

Various research on error analysis including Ellis (1997:15-20), Gas & Selinker (2001:67), Hubbard et al. (1996:135-141) and Huang (2002, as quoted by Chen, 2006:6) informed the processes I used to analyse the data.

After that, the three steps of error analysis specified by Corder(1974) were followed:

- Collection of sample errors.
- Identification of errors
- Description of errors

The 100 written tasks used in this study were read and analysed by the researcher for grammatical and spelling errors. Firstly, started with the identification of errors. Next, classified the errors according to their grammatical and spelling features. After categorizing each error, quantified the frequency of occurrence of different types of errors, reading all the scripts to identify specific errors; classified them into error types and worked out a statement of error frequency. The error identification was done consistently in the scripts in order to find the differences or similarities of error types. Every error was recorded only once from each participant even if it reoccurred.

The selection of a corpus of language was done following the guidelines offered by Ellis (1997:19-20). A total of six errors categories were selected for analysis based on their relative seriousness and frequency of occurrence. The categories are:

- Tenses (*wrong formation of tenses; wrong selection of tenses*);
- Articles (*omission of articles, redundant articles and wrong choice of articles*);
- Prepositions (*wrong choice of prepositions, preposition omission and redundant prepositions*);
- Concord: (*omission of the 3rd person singular and omission of the plural morpheme (s)*).
- Pronominal: (*personal pronouns, possessive pronouns, reflexive pronouns, demonstration pronouns and relative pronouns*).
- Spelling: (*omission, substitution, addition and transposition*).

When the time of the exam was up, the students handed in their writings to the teacher. The one hundred essays were marked by the teachers of English. The Foundation Institute then gave the students' essays to the researcher. Each student contributed one essay to the data base. Upon receiving the data, each student's work was given a number for ease reference representing the student majors — in the College of Arts and Sciences, College of Engineering & Architecture, College of Economics, Management & Information Systems and the College of Pharmacy and Nursing , respectively.

3.5 Pilot Study

The rationale behind the pilot testing is to check the validation of the instruments used. This process is called pilot validation. The following are the steps taken to confirm pilot validation of the instruments used.

The first step taken by the researcher was that, she submitted the students writing tasks to a group of experts Prof. Ayef Habeeb Al Ani/ English Department, Baghdad University and Dr. Jinan Hatem Issa, Assistant Professor/ English Department, Nizwa College of Applied Science to check

whether they really related to the objectives sought by the study. The panel examined them and made their recommendations.

The next step, a group of 20 students who were selected for the pilot study by the time of the tests, which actually took place on the first of November 2013. The teachers of English language invigilated the test, they marked the papers and the researcher received it.

Some useful conclusions were drawn from the pilot study with regards to the subjects and test administration:

1- The choice of the subjects was an appropriate one, since the learners have finished their secondary education and after twelve years of formal instruction in English as a foreign language and upon completion the writing course in which they can brainstorm, classify information, plan, write and revise paragraphs, and essays of at least 250 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.

2- Subjects' errors were mainly spelling and grammar.

The conclusions arrived at through this pilot test were taken into consideration.

3.6 Techniques of Data Analysis

The data of any study should prove to be of good quality. There are two common wide spread ways of testing the quality of the data ; they are validity and reliability. Validity refers to the fact that the data collection techniques should test what they aim to test . In other words , valid data are data that really measure what it is supposed to measure. Reliability deals with the stability of the scores or results of the data collection procedure . It tests to what extent the results or scores do not change according to who the raters are , provided that the experiment is repeated in similar situations.

There are various types of validity and reliability and the type of the data used and the kind of the data collection procedure would lend themselves to a particular type of validity or reliability . In the following lines a report will be given as to whether the data and collection procedures used in the present study are valid and reliable.

3.6.1 The Validity of the Tools

Validity is the most important notion in test evaluation . Definition of the term validity gives the reader a clear vision of what the researcher should do to achieve his goals in a reasonable way. Let's cast some light on the following quotation which defines the term validity precisely "Validity refers to the degree to which a test measures what it is supposed to measure" Gay, Mills and Airasian (2009:154). In the study under investigation both face validity and content validity were applied. Face validity is defined by Harries (1969:21) as , "The way the test looks to the examinees , test administrators , educators and the like " . This means that a test is said to have face validity if it looks as it measures what suppose to measure.

As for content validity it has to be demonstrated that it measures a representative samples of the language skill , structures , etc., with which the test is meant to be concerned . The test would have content validity only if it included a proper sample of the relevant structures which depend on the purpose of the test . To estimate content one could consult experts who are familiar with language teaching and testing and that their judgments were not biased for any reason and use these judgments as a criterion .

As far as teachers' questionnaire concerned , it was examined to ensure both of its face validity and content validity . The questionnaire was checked by many teachers e.g., Professor Ayef Habeeb Al Ani/ English Department, Faculty of Education, Baghdad University and Dr. Jinan Hatem

Issa, Assistant Professor/ English Department, Nizwa College of Applied Science. Both of them have excellent formal knowledge , and practical experience about English language . They have agreed that this questionnaire is valid and quite suitable for its purpose .

It is worth to mention that the questions in the teachers' questionnaire was adapted from two sources:

1- The first one was from: Muzi V. Nzama, Master of Arts, Department of General Linguistics, University of Zululand, 2009.

Error Analysis: A Study of Errors Committed by Isizulu Speaking Learners of English in Selected Schools .

2- The second one was from: Wafaa Abdalrazzak Khalil. M.A. Thesis, College of Languages, Sudan University of Science and Technology, 2005.

Investigating the English Language Teaching Situation in the Capital Khartoum: Problems and Solutions .

3.6.2 Reliability of Tools

With regard to reliability , Lado , (1962 :160) defines it as the "The stability of the scores to the same sample " . In other words , a test is reliable if the testees get nearly the same scores in the same test on different occasions. The researcher avoided administrating the test twice to the same group , as it would be boring for the subjects and their motivation is expected to be low. In addition to this , they may be produce the same responses.

Reliability is expressed numerically as “a reliability coefficient”. The ideal reliability coefficient of tests is 1.00. High reliability should be close to 1.00. Gay Mills and Airasian (2009: 158).

In this research, table (3.1) shows the reliability of the tests in the writing tasks according to the pilot test to be 0.8698 which is considered to be high in comparison to the ideal reliability (1.00).

Table (3.1) Reliability, Validity and Measures of Central Tendency in Pilot Study.

Reliability	Validity	Mean	Variance	St.D	No. Cases
0.8698	0.8974	6.8	15.52	3.94	20

As it appears, the reliability coefficient of the learners' scores in essays pilot test is 0.8698. In comparison to the reliability of the participants' scores in the essays of the experimental test, which is 0.8467 (See table 3.2), they are closely related. This fact mirrors that, the pilot test is highly related to the experimental test, and the research's plan. Such correspondence between the trail test and the experimental test makes the research findings highly reliable. And because the scores in both tests are consistent, the tests have high reliability.

Table (3.2) Reliability, Validity and Measures of Central Tendency (Experimental Writing test)

Reliability	Validity	Mean	Variance	St.D	No. Cases
0.8467	0.8965	6.67	3.86	1.965	100

The standard deviation is 3.94 (See table 3.1). It shows that, the scores of the participant are close to each other. The researcher ascribes this to the fact that the participants were all non native speakers. It might differ if the comparison was between native speakers' writings and non-native ones' writings.

Thus, the higher the correlation between the two administrations, the higher is the reliability of the test. Carroll(1985:127) remarks that “If the correlation to

be found is above 0.75, it is said that there is a high positive correlation”. In this regard, the correlation coefficient can be worked out by applying this formula:

$$r = \frac{(\sum XY) - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[(\sum X^2) - \frac{(\sum X)^2}{N} \right] \left[(\sum Y^2) - \frac{(\sum Y)^2}{N} \right]}}$$

Where r = the correlation coefficient of the scores.

N = the number of testees.

$\sum x$ = the sum of x scores (first test).

$\sum y$ = the sum of y scores (second test).

$\sum x^2$ = the sum of the square of x scores.

$\sum y^2$ = the sum of the square of y scores.

$\sum xy$ = the sum of the product of x and y scores for each student.

The result shown that there was strong correlation between the pre-test and post –test:

Pre – test: 0.8698

Post – test: 0.8467

As it is shown, the reliability coefficient of the learners in the writing pilot test is 0.8698. It shows that the learners’ scores reflect their real standards in relation to the variables being measured.

In comparison to the reliability of the participants’ scores in the writing of the experimental test which is 0.8467, it is clear that , they are closely related. This fact, shows that, the experimental test has high reliability.

3.7 Summary of the Chapter

In this chapter the researcher has described the methodology of the research and the tools and procedures used for conducting this study.

The chapter gave a full description of the population of the study and of the selected sample. It also described the research tools which consisted of a test of essays writing for Omani university students studying at Nizwa university and of questionnaire for ELT teachers.

The chapter also described the steps taken to judge and ensure the validity and reliability of the research tools in addition to the description of the procedure followed for conducting the research.

Thus, having describing the methodology of the study in this chapter , we will deal with the analysis and results of the data in the next chapter.

Chapter Four

CHAPTER 4

Data Analysis, Findings and Discussion

This chapter presents and discusses the findings and data collected from learners and teachers. It presents statistical responses obtained from questionnaires of teachers of English language. It again presents the various types of errors as they have appeared in essay given to the students.

The discussion of the findings is structured according to the research questions as follows:

1- What types of grammatical errors are made by the Omani university students at Nizwa University in writing essays ?

- 2- What are the possible causes and the sources of those errors?
- 3- To what extent are the Omani English language teachers of secondary schools qualified to teach English language?

4.1 Findings of Research Questions 1 and 2

- 1- What types of grammatical errors are made by the Omani university students at Nizwa University in writing essays ?
- 2- What are the possible causes and the sources of those errors?

The findings show that the writing samples studied contain language errors that can be classified as errors related to grammar, and spelling.

In general, students were found to produce grammatical errors, which resulted in the production of flawed sentences in their essay development. The findings also showed that students produced grammatical errors and errors related to spelling.

4.2 Types of Errors Recorded

An analysis of each student's writing indicated several grammatical errors. Six categories where the greatest number of errors occurred in this study were: tenses and verbs errors, articles errors, prepositions errors, concord errors, pronominal errors and spelling errors.

4.3 Spelling Errors:

4.3.1 Introduction

One hundred essays written by 100 subjects were investigated. Accordingly, the errors found were analyzed and further divided into categories which are suggested by Cook (1999). Table (4.1) shows the spelling error. Four major error categories were identified: Omission, Substitution, Addition, and Transposition. These categories were further sub-classified to show whether they contained vowel or consonant letters or both as clarified in the tables (4.1) and (4.2) below:

Table (4.1) Categories of Spelling Errors

Omission	Substitution	Addition	Transposition
Vowels omission	Vowels substitution	Vowels addition	Vowels transposition
Consonants omission	Consonants substitution	Consonants addition	Consonants transposition
			Vowel / consonant Consonant/ Vowel transposition

Table(4.2) Relative Frequency of Occurrence of Spelling Errors.

Type of Error	Cases of Errors	Percentage
Omission	1215	37.8
Substitution	1023	31.8
Addition	627	19.5
Transposition	343	10.6
Total	3208	Approx 100%

4.3.2 Discussion of Results:

Following the identification and classification of the spelling errors a detailed description of each category with explanation of the causes of the errors was carried out.

4.3.2.1 Omission Errors

As it appears from table (4.2) omission errors are the most common spelling errors in this study. Omission errors are deletions of vowel and consonant letters. These deletions show the poor spelling abilities of the

participants. The reason behind this is that spelling in English language does not correspond closely to the pronunciation.

a- Vowels Omission:

Vowels omissions were most common in the participants(68.3% out of 831 cases) , they were more common than consonant omission. Table (4.3) below shows that clearly.

Table (4.3) Occurrences of Spelling Errors in Percentage.

Categories	Vowel		Consonant	
	Cases	%	Cases	%
Omission	831	68.3	384	31.6
Substitution	671	65.5	352	34.4
Addition	381	60.7	246	39.2
Transposition	294	85.7	49	14.2
Total	2177		1031	100%

The most frequently omitted vowel letter was 'e' when it functions as a 'silent letter' in word final position. e.g.,

*befor	for	before
* becaus	for	because
* hav	for	have
* commucat	for	communicate
* lik	for	like
* sam	for	same
* mak	for	make

- * sur for sure
- * becam for became
- * her for here
- * socity for society
- * cultur for culture

This kind of error could be attributed to the MT interference where Arabic is a language which orthographically possesses an intact consonantal structure, therefore, all short vowels are not realized in writing. Students of this study seem to omit silent letters(e.g., *mak* for *make*, *cultur* for *culture*). This shows similar results presented by AL-Jaraf (1999) who believes that this type of error is linked with transferring the Arabic system into English. Students of this study seem to omit silent letters as they almost do not exist in Arabic (Bughio & Shabbir, 2009).

The researcher also noticed many cases of omitting the vowel 'a' omissions in the participants' writings, e.g.,

- *Slary for salary
- *importnt for important
- *Concentrtion for concentration
- * lerning for learning

Vowel 'i' omission was also frequent in the participants' work. e.g.,

- *thnking for thinking
- *responsble for responsible
- *beautiful for beautiful
- * specal for special
- * finshed for finished
- * sutable for suitable

It was observed that vowel ‘o’ omission and vowel ‘u’ omission were also made in the participants' writing . e.g.,

*enough for enough

*yellw for yellow

* opinin for opinion

* ging for going

*anther for another

*becase for because

* shold for should

* bild for build

Such errors could be ascribed to the inconsistency of English spelling. Students made errors such as the omission of the short vowels (a, e, i, o, u). These short vowels in English have higher frequency of use than long vowels and they are represented in different ways as evident from the above examples. Consequently, the students made errors in the omission of the vowels. Moreover, The deletion of short vowels, as in writing *beautiful* as *beautful* is a problem because such vowels are not represented in written Arabic (Bahloul, 2007 & Fender 2008).

Thus, “Irregularity of English” causes the errors that are mostly caused by the non-phonetic nature of English orthographic system. Unlike English, Arabic has a highly phonetic orthographic system, as words are mostly written as they are pronounced. Henderson (1981) indicates, there is no one-to-one correspondence between the written word and its pronunciation, i.e., the written symbols do not represent the speech sounds. Hook(1976:5) says that in spoken language we make use of more than forty sounds but we have only twenty six letters to represent them. Accordingly, some letters must perform at least a double duty.

Therefore, this difference is expected to cause some spelling problems to Arab learners. One example is that English has a large number of words that have silent letters (Kharma & Hajjaj, 1997). Thus, many learners might omit silent letters. Another example is that all vowel graphemes in English have more than one pronunciation (Hildreth, 1962). For example, the vowel grapheme ‘a’ is pronounced differently in the words:

/a / as in sat

/ ei / as in take

/ ð / as in about

/ a: / as in start

/ e / as in many

/ eð / as in area

/ o: / as in hall

/ o / as in was

Another example is given by Liles(1972:276) where one sound can be represented by more than one symbol, e.g., the vowel sound /i:/ can be represented by:

ea as in mean

ei as in deceive

eo as in people

oe as in amoeba

i as in machine

Therefore, many Arab learners might write words as they pronounce them or use wrong vowel graphemes.

b- Consonants Omission

Consonants omission was also common in the students' work. It constitute 31.6% of the total number of omission errors. Errors are noticed in the omission of silent consonants as in e.g.,

- * now for know
- * our for hour
- * rite for write
- * wich for which
- * wold for world
- * knowlege for knowledge

Apparently, learners also tend to delete 'silent' letters like the e.g., above(*now* for *know*) and (*our* for *hour*). They may also experience pronunciation challenges with some English letters that are written but not pronounced. This shows similar results presented by (Al-Jaraf,1999), (Al-Dilaimey,2012) and (Al-Harrisi,2012), their studies indicate that this kind of error is linked with transferring the Arabic System into English. Students of this study seem to omit silent letters as they almost do not exist in Arabic.

Moreover, this kind of error could be attributed to the lack of correspondence between the phonemes and the letter in English language, e.g., 'c', 'q', and 'x' are superfluous. 'c' represents either /k/ as in 'camera' or 's' as in 'cell', 'q' stands for either /k/ as in 'unique' or 'kw' as in 'queen', and 'x' represents the combination of either /ks/ as in 'six' or /gz/ as in 'exaggerate' or /k/ as in 'luxury' or /gz/ as in 'luxuries'. Smith (1973) points out that there are 52 main English spelling units in English, which double the size of the English alphabet and complicates the task for language learners. Hence, it is not only the 26 letters of the alphabet that learners need to know to be able to read and spell words correctly, learners also need to be familiar with many more letter combinations that are used to represent the 43 phonemes of English.

This fact is confirmed by Stone (1965:28) who states that:

"English does not sound as it is written, is not written as it sounds. Unlike other languages which have a consistent sound-spelling relationship... English is really two languages, a written one and a spoken one, and any relationship between them seems to an ESL learner purely coincidental".

This shows that in English there is no one-to-one correspondence between sound and letters and some consonants are written but not pronounced while contrary in Arabic consonants there is one-to-one correspondence between sounds and letters and every written consonant must be pronounced.

Kharma and Hajjaj(1989: 14) state " The spelling of Arabic is overwhelmingly regular. In contrast, the spelling of English is seemingly very irregular. Moreover, to the learner, written English is not always a reliable guide to pronunciation ". Accordingly, all these irregularities cause learners of English to find English spelling a big burden.

Moreover, the students made consonant omission errors in words where consonants are doubled in writing, though representing one sound, e.g.,

- * worry for worry
- * tal for tall
- * spicaly for specially
- * stoped for stopped
- * traveld for travelled
- * corectly for correctly
- * maner for manner
- * shoping for shopping

Moreover, the learners made some errors related to consonant doubling which Cook (1997) considers the most complicated aspect in English spelling system. They tend to omit one letter from doubled consonant letters, e.g. *tal* for *tall* and *mane* for *manner*.

The problem of the errors above arises from the fact that although in Arabic the consonant doubling is articulated as two similar sounds, it is represented orthographically by a single consonant, whereas in English it is represented by doubling the consonant. In Arabic the doubling is indicated by the diacritic mark (ّ) ‘shadda’, which is placed above the consonant sound which is to be doubled as in (السَّيَّارة) , and thus no doubling of consonant letters is required. Here, we could attribute such errors as in the above example to the interference of the MT.

The students make errors in the omission of the consonant ‘r’ both in mid and final word position, e.g.,

- * wold for world
- * howeve for however

The errors above are ascribed to the English sound system. In English, the consonant ‘r’ is pronounced in certain places and not pronounced in others. It is pronounced when it comes at the beginning of a word as in ‘read’ or when it is followed by a vowel as in ‘spring’. It is not pronounced when it comes at the end of the word as in ‘actor’, and when it precedes a consonant as in ‘bird’. In Arabic language, the consonant ‘r’ is pronounced whenever it appears, which rules out interference of MT pronunciation to cause such an error.

It is generally the case that omission is the most committed errors in this study. A review of the literature has indicated that Omani learners of

English language mostly face difficulties in omission (Al-Jabri, 2006) and (Al-Harrisi,2012).

4.3.2.2 Substitution Errors

Cook(1997) shows that learners tend to make two types of substitution errors: vowel substitution and consonant substitution. The findings of the present study seem to be consistent with the results of his research.

a) Vowel for vowel substitution:

Vowel for vowel substitution was the most frequent one in the participants' writings 65.5% . Vowel for vowel substitution could be ascribed to the fact that, one letter in English can represent different sounds e.g., The vowel ‘e’ and ‘i’ are most frequent errors substituted, e.g., ‘e’ replaced ‘i’ in words like:

- * stell for still
- * geve for give
- * rech for rich
- * hem for him
- * defferent for different

and ‘i’ replaced ‘e’ in words like:

- * shi for she
- * rist for rest
- * thim for them

Also ‘a’ replaced ‘e’ or ‘i’ in words like:

- * frash for fresh
- * vogitable for vegetable
- * mysalf for myself
- * personalaty for personality

The results of the current study declare that the learners mostly fail to discriminate between (e) and (a), e.g. *mysalf* instead of *myself*; (e) and (i), e.g., *thim* instead of *them*; (a) and (i), e.g. *personalaty* instead of *personality*. A possible explanation for the first type may be mother tongue interference. This type of error can be attributed to the lack of confusion between various vowels in Arabic as there are only three distinct sounds that assimilate the English vowels but they are diacritics put on the letters. These symbols are not written most of the time, and their absence does not often affect the meaning of words because their major function is to show the syntactic functions of words in sentences. Thus, Arab learners of English are used to pronounce the vowels in reading or speech without having to write them. Moreover, unlike English, the diacritics in Arabic correspond with their spoken sounds while in English there is no one-to-one correspondence between vowels and sounds most of the time; e.g. <a> can represents /a:/ as in "harm" or /æ/ as in "cat" ;the vowel sound / ə / can be represented in different ways such as, 'er' in 'teacher', 'ar' in 'regular', 'or' in 'sailor', 'o' in 'oppose', 'a' in 'standard'etc. This causes a lot of confusion between the two phonemes 'e' and 'i' which results the substitution of 'e' instead of 'i' vice versa in both pronunciation and spelling.

This finding is in agreement with Fender (2008), Al-Jarf, R (2007), Kharma and Hajjaj (1989), and other studies. Kharma and Hajjaj (1989) and Smith (in Swan and Smith, 1987) showed that because English is not a phonetic language, Arab learners struggle to master English spelling.

b) Consonant substitution:

Consonant substitutions were not common in the participants' writing, i.e., 34.4% . Some examples could clarify that. The learners seem to confuse the uses of some letters and alternate between them, e.g., (p) and (b) such as *proplem* for *problem*; (f) and (v) such as *fife* for *five*, e.g.,

‘b’	for	‘p’
* broblem	for	<u>p</u> roblem
* groub	for	gr <u>o</u> up
* bolice	for	<u>p</u> olice
* beople	for	<u>p</u> eople
‘p’	for	‘b’
* puplic	for	pub <u>l</u> ic
* mempers	for	mem <u>b</u> ers
* proplem	for	prob <u>l</u> em
* rapped	for	rub <u>b</u> ed

This analysis further supports the findings of Al-Harrisi(2012) and Vaddapalli (2012) which indicates that Omani students mismatch <p> and as they are the same in Arabic.

The reason for these errors is mother tongue interference, which includes the errors which resulted from the differences between the written and sound systems of English and Arabic. English has some sounds that are not found in Arabic, such as /p/ as in *park*, /v/ as in *very*, and / d3/ as in *much*. Many Arab learners of English replace these sounds with their closest written equivalents that are found in Arabic, which are the ‘b’, ‘f’, and ‘sh’ respectively. For example, some learners would write *fife* for *five*, the confusions is that Arabic does not have the phonemes (p) and (v), and thus the learners tend to substitute them with their counterpart sounds (b) and (f) as they do not discriminate between them. Richards (1985:131) called this ‘hypercorrection’, i.e., over consciousness of making a mistake. Therefore, the students are at a loss when to use these letters and when not to use them and the result is that they make such errors.

The substitution of the consonant letters 's' for 'c' occurs in words like:

- | 's' | for | 'c' |
|---------------|-----|-------------|
| * desided | for | decided |
| * sucseessful | for | successful |
| * plases | for | places |
| * prinsses | for | princess |
| * ashievement | for | achievement |
| 'c' | for | 's' |
| * cpecial | for | special |
| * reacon | for | reason |

The errors above happen when both 's' and 'c' are pronounced /s/, which creates confusion in pronunciation and consequently substitution in spelling. When the letters 'sh', 'c' and 'ch' are pronounced /ʃ/, students make spelling errors in words like 'cpecial' for 'special' due to the irregularity of English spelling where one sound is represented by different symbols in spelling such as the sound /ʃ/ which represented by 'sh' as in 'shop', 'ti' as in 'patient', 'ci' as in 'special' ...etc. In these cases the students make errors by false analogy as evident in the examples above.

Also errors resulting from the substitution of 'f' for 'v', e.g.,

- | | | |
|--------------|-----|---------------------|
| * fife | for | fi <u>v</u> e |
| * themselfes | for | themsel <u>v</u> es |

The errors resulting from the substitution of 'f' and 'v', might be a result of confusion caused by the absence of the /v/ phoneme in their MT, where Arabic only distinguishes the /f/ sound. The students use the 'f' instead of 'v' in free variation. This kind of error could be ascribed to the teaching and practicing to the spelling rules concerning these sound, /f/ and /v/.

Other errors of consonant substitutions include 't' for 'd' or versa visa:

* suppost for supposed

* afrait for afraid

The errors above are due to the mispronunciation on behalf the students which often results in misspelling.

We can conclude that that most errors can be attributed to differences in the spelling system of English and the learners MT whereas Arabic has high degree of correspondence between sounds and letters. English spelling is characterized with irregularity in this respect. Moreover, we can observe that the students tend to overgeneralize some spelling rules when they do not know the right spelling. This explanation accords with Waller's observation (2002) that most learners whose language is phonetic feel confused with English spelling. Arabic does not have the phonemes (p) and (v), and thus the learners tend to substitute them with their counterpart sounds (b) and (f) as they do not discriminate between them. This analysis further supports the findings of Vaddapalli (2012) which indicates that students mismatch (p) and (b) as they are the same in Arabic. However, it differs from one published study by Al-Jabri (2006) who found out that Omani learners do not face much difficulty in distinguishing (v) and (f).

4.3.2.3 Addition Errors (Insertion)

Addition or redundancy errors can occur at all levels of language production: syntactic, lexical, phonological and orthographic, where it leads to errors of spelling. The data of this study revealed that errors resulting from vowel, consonant and vowel/consonant letters additions.

a. Vowel Addition

Errors resulting from the addition of the vowel addition constitute 60.7% .

The addition of the vowel 'e' constitute the highest frequency in this area. Such errors result from adding the 'e' to word endings, e.g.,

- * leade for lead
- * showe for show
- * focuse for focus
- * thinke for think
- * lessone for lesson
- * withe for with
- * finde for find
- * blacke for black
- * wishe for wish
- * theme for them
- * frome for from

and also the addition of 'e' in the middle, e.g.,

- * uesed for used
- * aney for any
- * faceing for facing

The addition of 'e' could be attributed to false analogy with words that have one like 'take', 'make', 'sake' ...etc., or to over generalization that a silent 'e' exists at the end of all words. The overgeneralization is a result of students' ignorance of the rules of the silent 'e'.

The addition of redundant 'a' also occurred. It is noticed to be inserted in sound environments preceding 'i', 'u' and 'y', e.g.,

- * difficault for difficult
- * cray for cry
- * tray for try
- * mast for must

- * boday for body
- * besaide for beside
- * beaing for being
- * fainally for finally

Or following ‘e’ as in, e.g.,

- * reast for rest
- * pearson for person

Addition of the vowel ‘a’ seems to be caused by false analogy with English words like ‘soak’, ‘abroad’, claim’etc.

In addition to that, spelling errors resulting from the insertion of a vowel sound in consonant clusters is also witnessed in the data of this study. Consonant sequences in English are combinations of consonant sounds in succession with no vowel in between. The number of consonant clusters in English exceeds five. In Arabic , however, the sequence of consonants does not have more than two. Omani learners like Arab students in general, in their attempt to pronounce these sequences, often insert a sound breaker, usually a vowel, e.g.,

- * firistly for firstly
- * firstely for firstly
- * firestly for firstly
- * counetry for country
- * inestead for instead
- * heaeleth for health
- * pereson for person

The kind of error above could mainly be attributed to MT interference. In the students’ MT (Arabic language) almost all words in Arabic

do not have consonant clusters and therefore, it becomes difficult for language learners to produce words with consonant clusters (Aziz, 1974).

In his study, Al-Dilaimy(2012) found that Omani learners like Arab students in general, in their attempt to pronounce these sequences, often insert a sound breaker, usually a vowel.

Kharmah and Hajjaj (1989:17) states that this phenomenon is problematic for Arab learners of English, and " very often they follow Arabic patterns of speech as an intrusive vowel which acts as a cluster breaker".

b. Consonant Addition (Insertion)

Additions of redundant consonants constitute 39.2% of all the addition errors in this data. Addition of consonants like ‘c’, ‘d’, ‘l’ and ‘m’ in words such as e.g.,

- * immportant for important
- * helpfull for helpful
- * failled for failed
- * decstroy for destroy

This type of error could be attributed to the false analogy. When the learners realize certain similarities between two or more words they tend to spell one of these words on the pattern of the other to approach the target word. This type of analogy is called phonetic analogy. It happens when the same sound is represented in more than one way in spelling.

Or errors with doubling of consonants, e.g.,

- * bettwen for between
- * honnor for honor
- * crry for cry

Doubling consonant errors could be ascribed to the students' ignorance of the spelling rules regarding the doubling of consonants and to the irregularity of the English spelling system itself. The students here, either represent the sound with one single consonant as in the omission of consonants where doubling is obligatory, or use double consonants where not needed .

4.3.2.4 Transposition errors

Transposition means the change of the order of two letters by putting them in the place of each other. Learners mostly switch the positions of two letters by replacing one letter in the position of the other one. In the present study, transposition errors was a problem of almost 10.6 % of the total numbers of the spelling errors. Transposition errors are few; Spelling errors here were also sub-categorized into; resulting from vowel / consonant, consonant / vowel, and vowel/vowel transpositions. could be ascribed to phonological reasons.

a- Vowel / Consonant, Consonant / Vowel Transpositions

The students made errors in words like:

- * anothre for another
- * daughtre for daughter
- * exampel for example
- * featuers for features

The reason of the errors above could be attributed to phonological reasons. Although the letter 'r' in 'another' and 'daughter' representing a consonant, it is pronounced as vowel / ∂ /. So, the students are confused which letter to use first and as a result they make such errors.

b- Vowel / Vowel Transpositions

Transpositions of vowels ('ei' instead of 'ie') and vice versa, and the vowels ('ai' instead of 'ia') and vice versa, e.g.,

‘ei’ for ‘ie’

- * countreis for countries
- * expereice for experience
- * pateint for patient
- * beleive for believe
- * acheivement for achievement
- * sceince for science

‘ie’ for ‘ei’

- * thier for their

‘ai’ for ‘ia’

- * specailly for specially

‘ia’ for ‘ai’

- * afriad for afraid
- * dialy for daily
- * striaght for straight
- * trianing for training
- * fiar for fair

Also the students commit errors in the (‘ia’ instead of ‘ie’), e.g.,

- * speciel for special

Errors resulting from this type of vowel/vowel transposition might be attributed to phonological reasons, since both vowel transpositions ‘ie’, ‘ei’ are pronounced /i:/ in English. The students are confused, which letter comes first ‘i’ or ‘e’. Concerning the vowel combinations ‘ai’ and ‘ia’ the reason is the combination ‘ai’ is pronounced as /e/ in ‘said’, and ‘again’, while it is pronounced as /ei/ as in ‘rain’ and ‘obtain’. The ‘ia’ combination is pronounced as /ə/ in ‘special’. So the students are at a loss which letter comes first ‘a’ or ‘i’

and the result is that they tend to overgeneralize the distribution of these combinations.

It is obvious that some participants do not seem to be knowledgeable of some basic spelling rules as can be seen from the previous words. Generally speaking, Omani learners may not have been exposed to some English spelling rules or proper spelling instruction during their school years (Al-harrasi, 2010 and Vaddapalli, 2012). Therefore, the learners who made this type of error may be unaware, for example, (e) comes before (i) when it is preceded by (c). These findings also support what the literature says that deficiency in spelling rules make learners have difficulty with the spelling of some words (Al-Jaraf, 2007; Jorm, 1981; Amorso, 1985).

It seems that Omani learners throughout their school years have been taught spelling in primitive ways, mostly through dictation tests. Vaddapalli (2012: 272) declares that reasons for spelling problems made by Omani learners may be because of "lack of proper spelling instruction at schools and colleges, lack of motivation and seriousness among students, poor reading skills, poor listening skills ...". In fact, students start learning spelling in their fourth year of studying English; however, it is not taught in depth. Their syllabus (*English for me*) includes very few exercises related to spelling which are basically not enough for practise; furthermore, it gives very limited emphasis on spelling rules. This leads us to the fact that most learners have no clear idea about some spelling rules that help in facilitating spelling. There is a possibility that some teachers might volunteer to show their students some mnemonics of spelling rules; however, what will be taught would be probably forgotten as they are not practiced enough.

Al – Dilaimy (2012) declares that Omani students always face problems with the pronunciation of English both with individual words, words in context

and utterances that cross the boundaries of single words ,i.e., phrases and sentences. In addition, teachers of English at the primary and secondary schools lack efficiency and mastery of English pronunciation that may make them not good models for their students. Thus, some of the areas of difficulty that result in students' failure to produce an optimal pronunciation date back to their previous inaccurate pronunciation they have got from their teachers. Teachers are either unaware of the students' mispronunciation or they simply concentrate on comprehension and speech perception more than teaching students speech sounds and how to organize them in well defined sound patterns.

Traditionally spelling has been given less importance both by schools and colleges in Oman. It has been neglected even though it is an essential skill in academics. Spelling proficiency is essential for many reasons. Poor spelling often causes severe strain on the reader and many a times a misspelled word may change the actual meaning of the text and may cause a serious miscommunication. A wrongly written word definitely distracts the reader and the reader gets a low opinion of the writer Vaddapalli (2012).

Spelling is evidently a major problem for the Omani learners of English. It constitutes 54.2% of the errors dealt with in this study. They were classified into four major categories: Omission errors 37.8%, substitution errors 31.8%, addition errors 19.5% and transposition 10.6%.

Based on the data analysis, it is important to note that students at undergraduate level are unable to discriminate speech sounds. English spelling is more complex than an Arabic one. The spelling errors were attributed to overgeneralization due to the un-phonetic the English spelling and pronunciation system compared with the Arabic language is different, for example, Arabic is written as it is pronounced, whereas many words in English have silent sounds, and words are multi-syllabic.

Omani students, in general, have spelling problems because of the differences between English and Arabic sound systems (such as, the number and quality of vowels and diphthongs, consonant clusters in word initial, medial and final positions and the Arabic diacritic system is different for the English sound system). The researchers concluded that students have a problem in using words, which express their ideas or opinions about the topic.

4.4 Grammatical Errors

Each of the 100 essays was closely examined sentence by sentence for adherence to the grammatical rules of standard English.

The researcher also consulted with an experienced native-speaking EFL teacher for labeling and categorizing errors. Every single error was identified and labeled. The errors have been numbered and grouped into 5 major types, Table (4.4) below lists the five error categories, frequencies, and percentages of errors found in the 100 writing samples:

- 1- Tenses and verbs errors
- 2- Articles errors
- 3- Prepositions errors
- 4- Concord errors
- 5- Pronominal errors

A total of 2709 grammatical errors which constituted (45.7%) of all errors as shown in the table (4.4) below which shows the number and percentages of these errors:

Table (4.4) The Frequency of Occurrence of Grammatical Errors.

	Errors Category	Frequency	Percentage
1	Tenses and Verbs Errors	1023	37.7
2	Article Errors	655	24.1
3	Preposition Errors	521	19.2
4	Concord Errors	317	11.7
5	Pronominal Errors	193	7.3
	Total	2709	100%

4.4.1 Tenses Errors

Of the five types of grammatical errors identified, it is apparent that the students had a greatest problem with tenses errors. Tenses errors were found the highest percentage of occurrence 37.7%. They have been classified according to usage into: wrong formation of tenses and wrong selection of tenses.

a- Wrong Formation of Tenses Errors

Wrong formation of tenses errors are sub-classified into:

- 1- Wrong formation of past tense forms.
- 2- Wrong formation of tenses with infinitive + to.
- 3- Wrong formation of tenses with negation.

1- Wrong Formation of Past and Past Participle Tense Forms

The students made errors in the formation of simple past tense with irregular verbs. They add the past tense morpheme (-ed) to irregular verb.

In English language, some verbs have certain identical forms for the categories of Past Tense and Past Participle, for example, *talk – talked – talked*. These verbs are called **regular verbs**. Because the regular verbs pattern applies to most of the verbs, students extend this rule to other types of verbs, that is, **irregular verbs**, for example, *take – took – taken*.

Research findings, by Carson (2001) and Kutz, Gorden and Zamel (1993:879-903), suggest different ways in which errors occur. First of all, these

research studies suggest that learners tend to over-generalise the rules for stylistic features when acquiring new discourse structures. Example below indicates this type of error when students confuse regular verbs and irregular verbs. A student has substituted the Past Tense of *come* “*came*” with “*comed*”. Another example of this problem is instead of writing “*had eaten*”, this student wrote “*had eat*”. Students used the verb “*eat*” which is the present tense instead of using the correct verb form “*eaten*” which is the Past Participle.

* My father to goes to the UAE and comed back a year ago.

My father went to the UAE and came back a year ago.

* The best thing that I had eat was....

The best thing I had eaten was.....

2- Wrong Formation of Tenses with Infinitive + to

The infinitive has the same form as the simple past tense except that the main verb is either followed by (to + verb in the base form) e.g.,

* The woman help men to built the home and country.

* So, when we want to chose

* Many people want to married her.

* My father to goes to the UAE and...

The type of error underlined above could be attributed to different reasons such as overgeneralization, carelessness, or hypercorrection. The students overgeneralize the rule of the TL where most of the verbs in English take ‘to’ with infinitive.. However, the same error could be ascribed to carelessness on the part of the students because the rule is not that difficult to be miscomprehended.

3- Wrong Formation of Tenses with Negation

In English language, Negation is carried out by the addition of the negative word ‘not’ to the sentence. ‘Not’ is used with a verb group which

contains an auxiliary verb. It is placed after the first verb in the verbal group.
e.g.,

He might not come today.

Examples of wrong formation of tenses with negation made by the students under investigation are :

* I not know what to do....

* I didn't finished my subject.

* I couldn't understood anything.

* She doesn't married.

In the first example, the student inserted the negator 'not' without the auxiliary 'do' in a sentence which contains a full finite verb in which case the auxiliary 'do' in its various forms is required. This type of error could be attributed to the MT interference where the negators (**laa, lan and laysa**) are used to negate sentences without the addition of any dummy auxiliary. All these negators carry the meaning of **not**.

As for the last two examples, this type of errors also be attributed to the carelessness of the students because they sometimes (in this study)succeeded in using the auxiliary 'do' with finite verbs. However, these errors could be attributed to overgeneralization of a certain grammatical rule.

* People don't works with him.

The error in the example above could be attributed to the overgeneralization of certain grammatical rule namely, the 3rd person present tense agreement, whereby the tense is shown to be carried by both the auxiliary verb and the main verb. This is unacceptable in English language, as the main verb is usually in the infinitive form and the tense is marked in auxiliary preceding it.

b- Wrong Selection of Tenses

Wrong selection of tenses have been classified and arranged according to their frequency into the following:

Simple present instead of simple past

Present progressive instead of simple present

Past progressive instead of simple past

Simple future instead of “ would”+ infinitive

- Simple present instead of simple past

The data revealed that the students made errors in the use of present tense form of the verb in contexts where the past tense form is required, e.g.,

1- * Last year Opera make good programs.

Last year Opera made good programs.

2- * When I was in level one I do not know English well.

When I was in level one I didn't know English well

3-*My father to goes to the UAE and comes back a year ago.

My father went to the UAE and came back a year ago.

4- * When I finish school my father give (gave) me a phone.

In the first three examples (1,2, and 3), students used the simple present where the simple past is more appropriate as adjuncts of time such as “ago” and “last year” always refer to an activity happened in the past. in the example 2 the student wrongly broke the sequence of tenses, by shifting the tense from simple past to simple present while in standard English selection of tenses should be consistent i.e., if the first verb is in the present tense, the second verb has to be in the present tense too.

5- * Also she try to set with some woman and

Also she tried to sit

The omission of the past tense marker (- ed) in example (5), where it is required could be attributed to the learning strategy of simplification stemming from the learner's tendency to reduce certain grammatical performance such as the past tense forms. Richards(1974:175) argues that this kind of error is 'developmental' , i.e., it is made by anyone learning English and it is not derived from transfer.

In other context, the past tense form is used instead of the present tense form as in the example below:

6- * Because man and women work together help and developed the country.

This type of error in example (6) could be attributed to the poor training of students with regard to proper selection of tenses to suit proper contextual situation.

Past Tense instead of Present Tense

* When I drunk coffee at 4 p.m. , I can't get ...

When I drink coffee at 4 p.m. , I can't get....

* I slept at 11:30 p.m. and get up at 4:00 a.m.

I sleep at 11:30 p.m. and get up at 4:00 a.m.

The type of error in the examples above could be attributed to the poor training of students with regard to proper selection of tenses to suit the proper situations.

Present progressive instead of simple present

Example :

* Sometimes I am watching a movie with my sister.

Sometimes I watch movie with my sister.

In the example above, the present progressive is used for regular or habitual actions instead of the simple present tense. The adverb sometimes is usually used with simple present tense.

The use of the present progressive form instead of the present tense form is most probably due to the false concepts hypothesized by the students about the progressive form. Richards(1974:178) said that “The simple present tense in English is the normal tense used for actions seen as a whole, for events which develop according to a plan for sequences of events taking place at present moment. Moreover, Selinker(1974:39) agrees with what Richards(1974) states

“ course-designers have attempted to establish the use of the continuous form in a context in which the present form is appropriate”.

This process is termed by Seliker(1974) as ‘transfer of training’, where coursebooks and teachers always present drills on the progressive as the only tense form which describes continuous actions. They also devote a considerable amount of time to the progressive form since it does not exist in most learners’ mother tongue. They over-emphasize it because it has no exact equivalent in Arabic.

Past progressive instead of simple past

* Yesterday I was writing my composition.

Yesterday I wrote my composition.

* She was discussing what she wanted to do in her country last year.

She discussed what she wanted to do in her country last year.

Here, the errors , in examples above due to the wrong selection of the progressive aspect to describe actions that existed over a period of time in the past which are not regular. Moreover the past progressive is used with the adjuncts “ yesterday” and “last year”. Such adjuncts are almost always used with the simple past tense. Such errors may be due to interference because, unlike Arabic , English requires a sequence of tenses but Arabic is not.

Simple future instead of “would” + infinitive

e.g.,

* If any student got F in two subjects, he will fail.

If any student got F in two subjects, he would fail.

* Any student didn't get enough sleep, he will get low marks.

Any student didn't get enough sleep, he would get low marks.

In the two examples above, the simple future tense is used in contexts where “ would “ is more correct. Such errors are likely to be resulting from MT interference. In English futurity can be expressed by using shall/ will in the present to talk about future . e.g.,

- She will travel tomorrow

or in past to talk about future in the past e.g.,

- He departed not knowing where he would meet her.

However, futurity in Arabic, can be expressed either by the “function syllable /sa/ as a prefix or by the function word /sawfa/” (Nasr, R. 1963).

both followed by the verb in the present tense form. Neither the function syllable (sa) nor the function word (sawfa) have past tense form.

This finding may explain that the use of English verbs was a major learning difficulty for Omani university students. The use of verb tense shows that these students still find a difficulty when and how to use the tense and the form of the verb. The tenses most commonly misused were the simple past tense, future tense, past perfect and present simple. It can be justified by the incomprehensibility of the correct form and use and usage of the verb. Moreover, the 14 tenses in English are considered one of the most difficult structural points facing the Arab students learning English. This thing might happen because Arabic has three tenses only.

4.4.2 Article Errors

English article system involves two articles: definite and indefinite articles. The definite article (the) and the indefinite article (a /an).

The use of articles depends on the noun premodified by the article. Definite article is used with specific reference. The indefinite article with generic reference is used with a singular countable noun when the reference represents the whole class. Arabic has only a definite article called “the L of definition”. Accordingly, the articles are not used similarly in Arabic as in English. For example, “I am a student.”, the English indefinite article “a” is used before the student. However, this is not the case in Arabic. The sentence is formed as "انا طالب" “ana talib”.

There is also a great difference between the two languages in terms of the definite article “the” as stated in the following example:

الحليب مفيد للجميع / al-halibu mufidun liljami' /

(Milk is good for all). we can conclude from the example stated above that mass and abstract nouns take a zero article in English whereas the equivalents in Arabic take the definite article “ال”.

The Arabic defined (marked by the definite article /**al**/) and the undefined (marked by the absence of /**al**/) correspond to the **English** defined (marked by the definite article **the**) and the undefined (marked by the indefinite articles **a (n)** and **zero**).

Errors related to articles are abundant. Students clearly have problems in understanding how and when to use articles. The following examples suggest the confusion they had in applying articles in their writing.

The data analysed for this study revealed (655) article errors with relative frequency of occurrence of 24.1 %. These errors have been classified under three main headings: omission of articles, redundant articles and wrong choice of articles. The distribution of which is shown in the table (4.5) below:

Table (4.5) Frequency of Occurrence of Articles Errors.

	Types	Frequency	Percentage
1	Omission of articles	311	47.5 %
2	Redundant articles	203	30.9 %
3	Wrong choice of articles	141	21.6 %
	Total	655	100%

a- Omission of Articles

The omission of article errors (definite and indefinite) were the highest in frequency (311 cases).

1- Omission of the indefinite article

Indefinite articles a /an have frequently been omitted before singular countable nouns, e.g.,

1- * leader is important person in our world.
 Ø Ø

A leader is an important person in our world.

2- * Opera in nice woman.
 Ø

Opera is a nice woman.

3- * She worked as Ø headmistress.

She worked as a headmistress.

4- * When he will be Ø leader, he.....

When he will be a leader, he.....

The omission of the indefinite article above could be attributed to MT interference.

Carelessness may also contribute to the occurrence of indefinite article omissions. This claim can be justified by the fact that the occurrence of such errors is inconsistent. Students were noticed to produce the correct forms with

the erroneous forms of the same grammatical category at one and the same time.

2- Omission of Definite Article

The omission of the definite article (the) has been frequently omitted before nouns. e.g.,

1-* Sleeping is a rest for us and for Ø body.

Sleeping is a rest for us and for the body.

2- * At Ø end, I thing the good leader most be smart.

In the end, I think the good leader must be smart .

3- * The first mother and teacher of Ø muslim people.

The first mother and teacher of the muslim people.

The definite article omission has been frequently omitted before nouns which are post modified by a prepositional phrase, e.g.,

A possible explanation of such errors is MT interference, where the noun 'leader' in the first sentence was preceded by zero article. This is because in Arabic nouns modified by nominal phrases do not take the definite article overtly, nevertheless the nouns are made definite by the use of the noun-construct where the definite article 'the' is precede the second noun. As a result, the students while writing in English unconsciously tend to omit the definite article before the first noun following the Arabic rule, and produce erroneous sentences like the first example above.

Concerning the third example above, the occurrence of this error could be attributed to the MT interference where English language shows the definite

article, Arabic, on the other hand, shows no article in the equivalent constructions.

b- Redundant Articles:

Redundant of Definite Article

Redundant article usage constitutes 30.9 % of the article errors.

The most noticeable one is the addition of definite article ‘the’ before’ nouns denoting generic reference. e.g.,

1- * The most students have these problems.

Most students have these problems.

2- * The students need to maintain....

Students need to maintain

3- * The sleep is necessary to health.

Sleep is necessary to health.

4- * She puts a lot of the rules.....

She puts a lot of rules

This type of error could be ascribed to MT interference on the one hand and to the ignorance of rule restrictions of the TL itself on the other hand. There is a marked differences between Arabic and English regarding the selectional restrictions of the use of the definite article (the/?al) mass/uncountable nouns with generic reference. Whereas English obligatorily does not use the definite article with mass uncountable nouns with generic reference. Arabic obligatorily selects the definite article in such usages. e.g., the definite article (?al) exists in the Arabic equivalent of the first example above:

?al nawm daruuri ?ila sihha

* The sleep necessary to the health.

Sleep is necessary to health.

Redundant of the Indefinite Article

The data revealed errors resulting from the redundant use of the indefinite article with nouns in the plural form and with uncountable nouns where English language does not require it, e.g.,

With plural nouns:

1- * Madeha likes a children too much.

Madeha likes children too much.

2- * There are many an important women in the world.

There are many important women in the world.

Plural countable nouns do not take the indefinite article. However, in the examples above, the indefinite article redundantly used with such nouns. The source of this kind of errors could not be ascribed to MT interference as Arabic language lacks this grammatical category. These errors could be attributed to ignorance of rule restrictions, inadequate English teaching instructions during the early stages of acquisition could be behind this type of errors.

With uncountable nouns:

The indefinite articles doesn't use with uncountable nouns. They are nouns which “ refer to general things such as qualities, substances, processes, and topics rather than to individual items or events. These nouns have only one form, are not used with numbers and are not usually used with the determiners the – a – an” (Sinclair et al., 1990:8). However, students redundantly used in indefinite article with such nouns, e.g.,

* A sleeping is an important thing.

Sleeping is an important thing.

The error above could be attributed to the fact that there is no apparent grammatical marker through which students could distinguish singular countable nouns from uncountable nouns because the two classes have the same form. Consequently, the students overgeneralized the application of the indefinite

article to both singular nouns and countable nouns, producing ungrammatical sentences.

c- Wrong Choice of Articles

Errors made in this sub-category constitute 21.6 % of the article errors in the data. They mainly results from the interchange of definite and indefinite articles. In many contexts which require a definite article, students used the indefinite article e.g., before singular countable nouns requiring definitization, e.g.,

- * A program which we selected was interesting.

The program which we selected was interesting.

In the example above the students used the indefinite article (a) with singular countable noun postmodified by a relative clause. However, in standard of English nouns made definite by postmodification consequently take the definite article.

The indefinite article is also seen to be misused with superlative forms, e.g.,

- * He is a most famous leader.

He is the most famous leader.

- * Sleeping too much is a biggest problem.

Sleeping too much is the biggest problem.

The wrong use of the indefinite article instead of the definite article could be attributed to students' ignorance of the fact that when using superlative adjectives we are always talking about something definite, thus, the definite article should be used.

Apparently, article errors constitute 24.1% in the grammatical errors. They are sub-categorized into three sub-categories: omission of article, redundant articles and wrong choice of articles. The students' errors are attributed mainly to the inconsistency of the English article system,

overgeneralization of rules, ignorance of rule restrictions and interference from MT plays an important role where the differences between the article systems in English and Arabic is considered a major reason for article errors.

4.4.3 Prepositions Errors

A preposition is a type of a word or group of words often placed before nouns, pronouns or gerunds to link them grammatically to other words. Prepositions may express meanings such as direction (*for example from home*), place (*for example in the car*), possession (*for example the capital city of Oman*) and time (*for example after hours*) (Richards & Schmidt, 2002:414).

This category is the one that includes number of errors which are 521 in total. They have been classified under three main headings:

- a- Wrong choice of prepositions.
- b- Prepositions omission.
- c- Redundant prepositions.

The table (4.6) below shows the relative frequency of each sub-category in percentage.

Table (4.6) The Frequency of Occurrence of Preposition Errors.

	Sub-category	Cases	Percentage
1	Wrong choice of prep	272	52.2
2	Prep omission	152	29.2
3	Redundant prep(addition)	97	18.6
	Total	521	100%

a- Wrong choice of Prepositions:

The total number of preposition errors here, errors in the choice of the appropriate preposition are the highest : they constitute 52.2 % out of all the

prepositional errors. The students made errors in the choice of the preposition 'in' instead of 'at' in time and place expressions. e.g.,

1- * In that moment I felt sleepy .

At that moment, I felt sleepy.

2- * In the university, I want to sleep.

At the university, I want to sleep.

3- * In the first place, woman.....

At the first place, woman.....

4- * When I don't get enough sleep in one day,

When I don't get enough sleep at one day,

In examples above, the wrong selection of 'in' and 'at' could be due to the fact that both prepositions are used in time and place expressions in English , e.g.,

- In the evening, I usually play tennis. (Time)

- People used to use animals in the village. (Place)

Where it is difficult to generalize a rule. Also , such errors could be attributed to the students MT interference where in the majority of cases, the corresponding preposition in Arabic would be (fi), i.e., (in) for both time and place expressions.

Consider this Quotation:

“ Analogy seems to be a major factor in the misuse of preposition. The learner, encountering a particular preposition with one type of verb, attempts by analogy to use the same preposition with similar verbs”.

Jain (1974:201).

The students also made errors in the use of 'in' instead of 'on' and 'at' instead of 'on' and 'in' as in, e.g.,

- 1- * In these days ,opera made some programs.
On these days opera made some programs.
- 2- * In the other hand, there are many benefits...
On the other hand there are many benefits...
- 3- * At the next day, I felt sleepy in the class.
On the next day, I felt sleepy in the class.
- 4- * To go to the university at the morning.
To go to the university in the morning.
- 5- * I'll sleep early to get up at morning.
I'll sleep early to get up in the morning.
- 6- * only sit on bed and chats with my friends.
Only sit in bed and chats with my friends.
- 7- * We feel fresh in all day.
We feel fresh at all day.
- 8- * I don't sleep at the afternoon.
I don't sleep in the afternoon.

In the first two examples above, the students use 'in' instead of 'on' because they translated literally the use of Arabic prepositions into English. Consequently, they produced unacceptable English structures. In Arabic the preposition (fi) is used for a rather wide spectrum of time and place expressions. however, in English, there are three prepositions namely, 'in' , 'at' and 'on' which are used for expressions of the two dimensions of time and place.

In the example (6) the difficulty is that some English prepositions(in, at and on) express both dimensions of place and time. While the learners are instructed that the preposition 'at' is used for time expression, another

dimension of in all day and on all day are encountered. This students seem to have generalized the rule and replaced at all day by in all day.

Arabic language uses the preposition (fi) for both time and place. (fi) is associated in the minds of students with (in, at and on) because usually, whenever English uses in, Arabic can use (fi), but the reverse is not always true, students have therefore used these preposition wrongly in English. Nasr (1967:91) states that:

“ The usages of preposition in both English and Arabic are varied, Arab students are often caught translating prepositions and their uses from Arabic into English ”

Moreover, these errors could be attributed to two sources : mother tongue interference which is the Arabic language , and intralingual interference , intralingual errors " reflect the general character of the learning such as faulty overgeneralization, incomplete application of rules and failure to learn conditions under which rules apply " (dulay ,1982). A good example which reflects Arabic interference in learning the English language as presented in the writings of the students a sentence like "at the next day, I felt sleepy in the class". In this example , the students wrongly used the preposition " in " where they should not use it because it is a literal translation to what it is said in Arabic " filyawm-el-tali " . An example of intralingual errors is a sentence like " I used to sleep on the class " It can be noticed that in this example , the preposition " on " is used wrongly instead of the preposition " in " . This kind of error cannot attributed to the mother tongue since the same preposition is used in both languages. This type of error could be attributed to intralinalgual. Interference in the sense that students may be overgeneralizing the use of the preposition " on " to areas where they should not be used.

Other errors made by the students in the wrong choice of prepositions are the substitution of 'at' for 'for' , ' from' for 'about' and the use of 'of' instead of ' from' . e.g.,

1- * Leaders must respect their people and to be responsible about them.

Leaders must respect their people and to be responsible for them.

2- * She published a book for women.

She published a book about women.

3- * She gives us solution about this problem.

She gives us solution to this problem.

4- * When we go for study.....

When we go to study.....

In examples above , the reason could be lack of practice on the part of the students which entails to ignorance of rule restrictions concerning the preposition.

b- Prepositions Omission:

The omission of prepositions constitutes 29.2 % of the preposition errors. The students omit the following prepositions in contexts where they are obligatory required . e.g.,

1- * I used to wake  early in the morning.

I used to wake up early in the morning.

2- * The government depends  women.

The government depends on women.

The two examples above, the reason of the omission errors could be attributed to MT interference where in Arabic there is no need for such preposition in such contexts.

3- * When she needs to go Ø supermarket.

When she needs to go to supermarket.

In the example above, the error could be attributed to ignorance of rule restrictions. In English, where verbs of ; motion; like ‘go’, take a preposition after them provided that they are not followed by the word ‘ home’ .e.g.,
She goes home.

Apparently, this type of errors made by the students in the omission of prepositions reflect the poor command.

c- Redundant Prepositions:

The least common errors in this category is the redundant prepositions were the least in number (97 cases). They constitute 18.6 % of all preposition errors. The students inserted prepositions in contexts where they are not required. e.g.,

1- * I went to home.

I went home.

2- * So she can’t understand for me.

So she can’t understand me.

3- * because it affect for my lifestyle.

Because it affect my lifestyle.

4- * I feel worried or depressed in sometimes.

I feel worried and depressed sometimes.

5- * His people respect him and trust on him.

His people respect him and trust him.

6- * My teacher told from me to go out...

My teacher told me to go out....

7- * I start in my study at 7 o’clock and finish of it at 4 o’clock.

I start my study at 7 o’clock and finish it at 4 o’clock.

In examples above, the redundantly inserted prepositions, are a result of transfer from Arabic. The Arabic equivalent of the verb 'enter' takes (fi) (in, into) or (inside) . Similarly , Arabic would use (min) and (fi) as the equivalents of (from) and (in) after the verbs 'finish' and ' start' as in example (7) above. It is worth mentioning here that verbs in examples above can be used in Arabic either with or without a preposition. However, students have chosen the pattern which does not correspond to the correct English pattern.

But in example (1), the absence of the preposition 'to' with the motion verb 'go' is obligatory in English, while in Arabic , its use is obligatory. In this case, the students translated into English Arabic utterances with preposition , thus producing unacceptable English utterances.

The data revealed other errors in the redundant use of prepositions where 'of' is inserted wrongly in such contexts as the following. e.g.,

8- * He can control of the people and the army.

He can control the people and the army.

In examples above the redundant use of prepositions could be ascribed to the co-existence of forms like 'all/all of', where the students made errors by false analogy to these forms in the TL.

Apparently, preposition errors constitute 19.2% of all grammatical errors in this study. They were classified under wrong choice of prepositions 52.25, prepositions omissions 29.2% and redundant use of prepositions 18.6% out of prepositional errors.

It was found that students made errors in the selection of the prepositions due to MT interference where the corresponding prepositions in Arabic would be (fi) for both time and place expressions and also due to literal translation. The students also made errors in the omission of prepositions due to

ignorance of rule restrictions. Prepositions were also redundantly used as a result of Mt interference and false analogy and lack of practice.

4.4.4 Concord Errors

Concord is the relationship between two items in grammar. If one item has a specific feature, the other one must have the very same feature. The common kind of concord in English is the one between subject and verb. (Quirk.et al, 1974:359).

This study revealed that most learners of the English language tend to have limited knowledge about concord, which basically deals with subject – verb agreement. Agreement between subject and verb is influenced by the subject form whether it is singular or plural. To construct a correct sentence structurally, the verb must agree with the subject. Fail to recognize this means we are failed to construct correct sentences structurally. Thus, the students must be able to identify the subject whether it is singular or plural. Having no competence in identifying the subject will make students fail to produce the correct form of the verb. It means that the students have made errors in making the agreement between subject and verb.

Besides knowing the verb agreement required of ordinary verbs in the singular or plural forms, many learners have difficulties associating the appropriate verb forms with grammatical structures that have other verb forms. Areas that learners often encounter difficulties in dealing with concord are outlined in the table (4.7) below:

Table (4.7): Types of Concord Errors

Types of Errors	Identification of Errors
Omission of the 3 rd person singular	- Everyone <u>feel</u> Ø tired. - When I finish school my father give me Ø a phone.
Omission of the plural	- These long <u>day</u> .

morpheme(s):	- I made many mistakes and I lose a lot of <u>mark</u> .
--------------	--

Concord errors represent 11.7 % of the grammatical errors committed by the subjects of the study in their writing tasks. They are classified into: omission of the 3rd person singular and omission of the plural morphemes.

a- Omission of the 3rd person singular:

- 1- Everyone feel Ø tired.
- 2- When I finish school my father give Ø me a phone.
- 3- Stress affect Ø my life.
- 4- In addition it make Ø me difficult to concentrate in lectures or lessons.

In all the errors above, The students made errors in subject-verb agreement, particularly of 3rd person singular (-s). In the examples above, the subjects are singular and their verbs are finite verbs of the simple type(i.e., one word). English concord rules necessitate the addition of an(s) at the end of each verb as in the reconstructions. The omission of the 3rd person singular marker(s) could be explained as resulting from:

- (a) It could be attributed to MT interference where English language requires an (-s) with present simple verbs when the subject is one of the 3rd persons, While in Arabic, takes no(-s) marker in the equivalent constructions.
- (b) It is attributed to the overgeneralization strategy. In English language, the present tense marker(s) is only required for subjects in the third person singular when the verb is in the present. When the students overgeneralizes, he relies on a TL rule of great generality and which he already knows and avoids learning the appropriate rule. This process of overgeneralization is in this sense a process of simplification where the (-s) is seen by many students as a redundant feature. The number 'singularity' has already been marked by the fact that the subject is

formally singular. The tenses which is important to the meaning is inherent in the base-form which can function as a simple present form. The presence of absence of the (-s) will not clarify or distort the meaning. Accordingly, the students omit or neglect it.

b- Omission of the plural morpheme(s):

Errors of omitting the plural morpheme (-s) mainly occur in structures using (many+ noun) and (cardinal numbers (more than one) + noun), e.g.,

1- * I made many mistakes and I lose a lot of *mark* Ø.

I made many mistakes and I lost a lot of marks.

2- * These long *day* Ø.

These long days.

3- * Some problem Ø like problem in the family.

Some problems like problem in the family.

4- *because many reason Ø such as chat with my friend.....

.....because many reasons such as chat with my friend....

The errors made by the students in the above examples could not be attributed to MT interference because the corresponding nouns in Arabic would also be plural. So, one may think that the Arabic-speaking students will have little difficulty in forming the plurals of the English words except, the few irregular ones, like: man, foot, ox etc.... But as we have observed from the above examples that the students didn't realize nouns when necessary, where pluralization is realized by simply adding the (-s) marker to the singular form of the noun. It appears to be an intriguing phenomenon. Accordingly, the reasons that can be deduced for this type of error are carelessness of the students and their lack of practice.

All in all, Omission of the 3rd person singular marker (s) in the participants' writing could be attributed to MT interference. Arabic does not

require an 's' at the end of a present verb. The rule of a third person singular inflection in English causes confusion among Arab learners of English whose first language (L1) does not inflect a verb based on the status of the subject. Thus the third person singular marker in English is often omitted by the learners.

Moreover, in Arabic, the subject must agree with the verb that follows, that is to say if the subject is masculine, the verb should respond to it and the same applies to the feminine. A possible explanation why students tend to add –s after plural, and omit –s after singular may be due to overgeneralization of the rule. Students overgeneralize the plural by adding the plural –s to the verb that follows and omit the –s in the verb if the subject is singular. Most Arab students confuse between the third person singular (–s) and the plural (–s). They tend to add --s to the verb if the subject is plural and omit –s if the subject is singular.

4.4.5 Pronominal Errors: English Pronouns

A pronoun is a word that takes the place of a coreferential noun or a noun phrase to make a statement less repetitive when showing the connection between a subject and object of a clause or the connection between series of clauses, e.g.,

I saw a girl in the street. She was a student.

In fact in English there is concord in number, gender and person regarding a pronoun and its antecedent noun. Consider the following examples:

- 1- Man usually shoulders his responsibility.
- 2- Men usually shoulder their responsibility.

English language distinguishes several types of pronouns:

- 1- Personal Pronouns.
- 2- Possessive Pronouns.

3- Reflexive Pronouns.

4- Demonstrative Pronouns.

5- Relative Pronouns.

The table (4.8) below shows the types of pronominal errors.

Table(4.8) Types of Pronominal Errors

Types of Errors	Identification of Errors
a- Relative Pronouns Errors.	I make many mistakes Ø are difficult.
b- Demonstrative Pronouns Errors.	Why must the leader have <u>this</u> qualities.
c- Possessive Pronouns Errors.	<u>Opera</u> Wenfry has a lot of dogs in <u>his</u> house.
d- Reflexive Pronouns.	They do the exercise <u>yourselves</u> .
e- Personal Pronouns.	A <u>leader</u> is so important thing around the world. <u>It</u> make our life easy and simple.

Pronominal errors are the least occurrence in. They constitute 7.3 % of the overall errors 93 cases detected in the participants' writings in the present study. They are found in many areas of pronominal usage: Most of these errors are relative, possessive and reflexive pronoun errors .

a- Relative Pronouns Errors

Relative pronouns errors are problematic area to Omani students of this study. The errors in this section are found to be wrong selection errors and omission errors. They are mainly omission and wrong choice pronouns, e.g.,

* I make many mistakes Ø are difficult.

The difficulty faced by the subjects in choosing the correct relative pronouns can be ascribed to MT interference resulting from the difference between the structural descriptions of relative clauses in English and Arabic. Relative clauses represent a learning problem for L2 learners of English whose L1 has a different linguistic system. According to Fox(1979:123), the relative

clauses in both English and Arabic are identical at the deep structure level the differences, however, arise in the surface structure. The linking element in both languages is a relative pronoun, not a particle. It is this linking element which modifies the antecedent, i.e., the head word of the noun-phrase in the main clause. It can be argued that the same difficulty is faced by the Omani learners of English given the divergence of linguistic systems between their native language, i.e., Arabic, and their target language, i.e., English.

The students also made errors in the wrong choice of relative pronouns, e.g.,
* The teacher give us homework who is difficult.

The kind of error in the example above could be ascribed to MT interference. Arabic language employs the same relative pronoun (, النـي الـي) for both animate and inanimate things and for human and non-human beings; whereas in English employs two relative pronouns: ‘who’ for human and ‘which’ for non-human and inanimates.

b- Demonstrative Pronouns Errors

- * Why must the leader have this qualities.
- * She gave me the solution for this problems.

The errors in the two example above could be attributed to mother tongue interference. Where Arabic language selects singular demonstrative pronouns with nouns of broken plurals. Moreover, the errors could be ascribed to students, failure to distinguish between the singular and the plural forms of the demonstrative.

c- Possessive Pronouns Errors

Possessive pronouns errors are mainly wrong selection of pronouns.

- * My friend Moza cannot concentrate. She cannot do his homework.
- * Opera Wenfry has a lot of dogs in his house.

The source of the errors, in the two examples above could be attributed to students' failure to identify the antecedent. The students thought that the pronoun 'his' refer to "homework, house" instead of referring to "she/Moza".

d- Reflexive Pronouns

- * They do the exercise yourselves.
- * A woman can do housework himself.

The errors above show the wrong usage of reflexive pronouns. This problem could be attributed to direct linguistic transfer.

e- Personal Pronouns

Personal and impersonal pronouns were used in variation resulting in errors as the following examples: e.g.,

- * A leader is so important thing around the world. It make our life easy and simple.
- * She helped the people who lived in Syria, Philitin, El-Irag. She sent some food and medicine to him.

The wrong addition of the subject pronouns in the examples above could be possibly attributed to MT interference where there is differences between the English pronouns and the Arabic pronouns.. The students replaced the impersonal possessive pronoun 'its' by the personal possessive pronoun 'his'.

In the examples above, the underlined object pronoun is inaccurately selected. Students' failure to choose the proper object pronoun could be attributed to their failure to master speech which always requires pronoun changing.

Pronominal errors constitute 7.3% of the grammatical errors. They were treated under the following sub-categories: personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns and relative pronouns.

It was found that the wrong choice of pronouns happened due to the difference between the English pronouns and the Arabic. In English correlation of the pronouns with humans and non-humans or animate or inanimate things is not always easy to make. While in Arabic the same pronoun can be correlated to humans and non-humans or animate or inanimate things. Other errors could be attributed to MT interferences.

4.5 Findings of Question 3

3- To what extent are the Omani English language teachers of secondary schools qualified to teach English language?

Teachers' questionnaire(for collecting information about their academic qualifications and teaching experiences)

This section will attempt to analyze and discuss the results obtained from ELT Teachers' questionnaire. The data were gained from the responses of a total sample of 50 ELT teachers at the primary and secondary schools in different parts in the Sultanate of Oman. The questionnaire was intended to establish their professional qualifications and establish their experience. Teachers were expected to make a cross on the blocks they felt were appropriate for them. All questionnaires were returned to the researcher on time.

4.5.1 Discussion of ELT Teachers' Questionnaire items:

1- Teachers' basic academic qualifications

The following table (4.9) reflects teachers qualifications. It is clear that the majority, which is 37 of the teachers graduated from the College of Education , English department.

Table(4.9) Teachers' Qualifications

	University College	Major Specialization	Total
--	-------------------------------	---------------------------------	--------------

	Faculty		
1	College of Arts	English Language	7
2	College of Arts	German Language	1
3	College of Education	English Language	37
4	College of Economics	Business and Management	4
5	Physical Education	Physical Education	1
			50

It is clear from the results of the teachers' questionnaire that most of the teachers of English language graduated from the Faculty of Education (Sultan Qabus University(SQU) and College of Applied Sciences - Rustaq).

7 teachers were graduated from the Faculty of Arts specialized in English language from different universities in the Sultanate, 4 teachers specialized in Management, 1 teacher specialized in German language and one in Physical education.

It is worth to mention that six of these teachers were not specialized in English language, they don't have linguistic knowledge to be able to teach English language.

There is one publicly funded university, (SQU) in the capital Muscat, that offers an undergraduate degree programme for ELT, form a large proportion of the indigenous teachers in government schools in the Sultanate. This programme regularly graduates 120 students annually since 1990, way below the market demand. These teachers have constantly come under scrutiny and on more than one occasion have been found lacking competence in teaching methods and techniques. They are poorly qualified and lack cultural

sensitivities and awareness (Al-Issa 2006a). This incompetence has been attributed to the training program they complete at SQU. Al-Toubi, 1998; Al-Shihy, 2003) have investigated different aspects of the training program and reached different conclusions about weaknesses and shortcomings in the structure of the program, which has been in effect since the opening of SQU in 1986.

Al-Toubi found the time allocated to teaching practice compared with the exposure to theory inadequate, while Al-Shihy investigated 120 Omani EFL teachers' perceptions of the EFL teacher education program at SQU. She examined four aspects of the program: the academic training, the pedagogical training, its organization; and the teaching and evaluation techniques used by the university professors. She found that the teachers perceived the pedagogical courses and the specialization courses that the trainees took as being useful, while the general education and university elective courses were not considered useful. The teachers rated the teaching practicum as being 'inadequate' to 'moderately adequate'.

Moates(2006) reports that SQU graduates encountered difficulties dealing with EFM(*English for Me*) after they had graduate and joined the teaching force due to their poor methodology training. Moates blames SQU for failing to include appropriate and up-to-date learner- centered methodology in its teacher training programs.

In addition, Moates(2006) found that some teachers are facing difficulties understanding the language used in Grade Eight and Nine materials. He attributes this to the inadequate language level of some Omani teachers educated inland and abroad, which is below the First Certificate of English (FCE) or Band 6 on the IELTS and which has negative implications for significantly raising the students' level and the implementation of EFM.

2- Class/Grade taught

It is clear that most of the teachers taught in the first four grades. 29 teachers 58% taught in the first four grades.

3- Experience in English Teaching:

Table (4.10) Distribution According to English Teaching Experience

1	2	3	4	5
Less than 5 years	More than 5 years plus	10 years	10 years plus	15 years and above
17	15	12	6	-----

The table (4.10) above indicates the experience in English teaching of teachers at the primary and secondary schools. According to the table above, about 17 of these teachers are less than five years experienced and less and the other 15 are more than five years experienced. 6 teachers are more than 10 years experienced. That gives us 17 teachers schools being 5 years experienced and less.

4- Teachers' Employment Status:

Table (4.11) Teachers' Employment Status

Permanent	Temporary
31	19

It is clear from the table (4.11) above that 19 teachers were temporary and 31 were permanent.

5- Teachers' Training to Teach English Language:

Table(4.12) Teachers' Training

Yes	No
34	16

The table (4.12) above shows the training of the teachers whether they are trained to teach English language or not. It appears that 34 only trained and 16 are not.

One of the very important shortcomings was associated mainly with the teachers' performance and their delivery methods and techniques inside the classroom due to their multiple and conflicting cultural and training backgrounds (Al -Issa 2002, 2006b, 2009, 2010). Oman is insufficient in terms of national teachers of English. This is particularly the case in the males sector who prefer other jobs to teaching in general and ELT in particular for various reasons. The problem of conflicting and multiple cultural backgrounds of teachers—Arabs (Egyptians, Jordanians, Syrians, Sudanese, Moroccans and Tunisians) and non-Arabs (Indians, Pakistanis and Sri Lankans). These teachers Were found to teach English language the way they were taught—English through Arabic and teaching through the Grammar Translation Method and Audio-Lingual Approach (Al- Issa 2002), give product an edge over process (Al- Kalbani 2004; Al- Shabibi 2004), and emphasize rote learning at the expense of analysis and thinking (Al-Balushi 1999). Other teachers were found to follow “safe” teaching routines through total adherence to the prescribed steps in the teacher’s guide due to various deficiencies in their English language and methodology training (Al-Issa 2002).

They are not necessarily intrinsically inferior approaches to the teaching of language but the main problem points to how these strategies combine (sometimes unsuccessfully) with Omani students’ own cultural expectations of teaching and learning.

In addition, these Arab and non-Omani teachers have been in the country for a few years while some are new to the country and to Oman’s education

system. Al -Abri(2003) acknowledges the unsatisfactory recruitment and selection of expatriate English teachers in Omani public schools and considers it as an impediment to ELT development in the Sultanate.

However, more and more Omani teachers are joining the teaching force every year. This is important as Omani teachers understand the philosophy behind ELT in their local context more than their non-Omani counterparts do and share the same cultural background and values with the students (Nunan et al. 1987), which should have positive implications for their students' learning, and hence policy implementation.

Moreover, the results of the questionnaire show that many teachers recruited to teach such a subject temporary, the ministry of education do not recruit them permanently because they are not specialized in English language and also not trained to teach such a subject.

However, facts and figures about ELT in Oman show that the vast majority of the students who leave Grade 12 and join different public and private higher education academic institutions lack the ability to use language effectively and appropriately in all four skills, Al – Issa (2009, 2010). However, these students have been found to be below 4.5 on the International English Language Testing System in spite of spending nine years learning English with five contact hours per week (Al-Issa, 2009). This has been attributed mainly to heavy teaching loads, product teaching at the expense of process teaching, teacher-centered as opposed to learner-centered learning, an examination-based system, and teachers' varied cultural and professional backgrounds, Al-Issa,2007).

However, Al-Shabibi(2004) found that teachers' practices in an ELT writing class in Oman are powerfully driven by their beliefs, which steer them to teach writing through grammatical drilling and accuracy. Al-Shabibi

attributes the adoption of this approach to teaching writing to the way these teachers were taught. Al-Rasbiah(2006) is thus critical of the teaching methodology implemented by teachers in Oman and suggests that teachers in Oman need training in communicative English, teaching writing and reading.

Al-Mahrooqi (2012) found that teachers are the major cause of the students' low level of English in Oman and lists 18 reasons for this. Pertinent reasons are teachers' poor training, linguistic inadequacy, textbook-based teaching, focus on finishing the assigned syllabus, use of traditional teaching methods, teaching English through Arabic, and lack of knowledge of students' backgrounds by the expatriate teachers.

So, looking towards Omani teaching personnel it appears that most of them do not as well-trained as they should be and only moderately competent in teaching the language that they will be charged with passing on to the next generation. They neither have the advantage of learning English in its training colleges. The training colleges do not cater for the linguistic needs of their candidates. Moreover, the training institutions themselves suffer from a number of primary weakness pertaining to the training personnel and the use of teaching aids.

All these factors hinder the successful English language policy implementation in Oman which emphasizes the importance of preparing students for use of English as a *lingua franca* in and outside Oman and for functional purposes such as studying science and technology, conducting business, traveling, analyzing and understanding culture, pursuing higher education and finding a white-collar job (Al-Issa, 2002; 2005c; 2007).

4.6 Summary of the Chapter

According to the present study, the general findings indicate that the participants present problems with grammatical and spelling errors.

The results of the present study reveal that spelling was evidently a major problem for the Omani learners of English with the total of 3208 errors. It constitutes 54.2% of the errors dealt with in this study. They were classified into four major categories: Omission errors 37.8%, substitution errors 31.8%, addition errors 19.5% and transposition 10.6%.

Based on the data analysis, it is important to note that students at undergraduate level are unable to discriminate speech sounds. The spelling errors were attributed to overgeneralization due to the un-phonetic the English spelling and pronunciation system compared with the Arabic language is different.

Omani students, in general, have spelling problems because of the differences between English and Arabic sound systems (such as, the number and quality of vowels and diphthongs, consonant clusters in word initial, medial and final positions and the Arabic diacritic system is different for the English sound system).

Moreover, the result of the analysis of learners' errors, 2709 grammatical errors were found. These errors first classified into five major categories and then they were divided into subcategories. It was known that the largest group in the number of errors was the errors of tenses, which was about 37.7 % of the total errors. The next largest was article errors 24.1%. The following most problematic areas were consecutively: prepositions 19.2%, concord 11.7% and pronominal errors 7.3%.

The researcher has so far analyzed and discussed the results of the data obtained from the research tool. The next chapter will provide a summary of the study and conclusions for the study in addition to recommendation and suggestions for further studies.

Chapter Five

CHAPTER FIVE

Summary Conclusions, Recommendations and Suggestions for Further Studies

The present chapter will provide a summary of the whole study. It will also present conclusions for its results and findings. Recommendations drawn from these findings will be made. The chapter will finally offer some suggestions for further studies.

5.1 Summary

This study is one of the systematic studies in the field of investigating the types of grammatical errors of Omani university students in writing essay. The study also aimed at investigating the qualifications of Omani English teachers at the secondary schools in the Sultanate of Oman. It attempts to investigate teachers' qualification in teaching such a language .

The significance of this study arises from the fact that English language is the most important language in the world, as it is the language of science and technology. There are many studies which have recorded a rapid deterioration of the English language standards related to the students at all levels of education in Oman. So, the significance of this study lies ultimately in the hope that it may improve the quality of English language teaching by shedding lights on the types of grammatical errors that the students commit in writing as well as to find suitable solutions for the problems facing them.

The main objectives of this study are to investigate and identify the grammatical types of English language errors in the writing essays, identify the possible causes and the sources as to why these errors occur and also to find out whether all the teachers of English at the primary and secondary level in the Sultanate of Oman are reasonably qualified in teaching such a language.

Then the study reviewed and discussed a historical background of English language teaching in Oman . Moreover , review of literature which is related to error analysis was explained . Also , it reviewed and discussed the previous studies that had been conducted in the area of error analysis.

The method of this study has been based on written essays. The study involved 100 written pieces of essays from four colleges at Nizwa University together with a questionnaire designed for the teachers who are teaching English language at the secondary schools in Oman. The aim of the essay test was to find the types of grammatical errors of these students. The aim of the teachers' questionnaire was to find out the extent to which their academic and professional qualifications are relevant and adequate for teaching English language.

For the purpose of the validity of the final version of the essay test , a pilot study was conducted . The test was given to 20 students of English language at the Foundation Programme . Since we are interested in examining the errors produced by learners, the present study focuses on a test writing task given to the students. The task was part of the students' final examination in the English Language class, as for the validity of the questionnaire , it was adapted from two sources.

The data obtained from the questionnaire and test were entered into the computer . The programme of Statistical Package of Social Sciences (SPSS) was used . Then obtained results were tabulated , analysed and discussed .

Having assured the validity and the reliability of the research tools, the researcher administrated the research tools. The essay test was administered at Nizwa university (Foundation Program) and the ELT teachers' questionnaire was answered by ELT primary and secondary schools teachers from different parts in Oman.

The following study questions were raised:

- 1- What types of grammatical errors are made by the Omani university students at Nizwa University in their written essays ?
- 2- What are the possible causes and the sources of those errors?
- 3- To what extent are the Omani English language teachers of secondary and primary schools qualified to teach English language?

In chapter one three hypotheses stemmed from the above questions. In this chapter the three hypotheses are listed below with description of the outcomes of each in forms of a summary.

Verification of Hypotheses

The purpose of this section of the chapter is to present and discuss the statistical results as they pertain to the hypotheses . Each hypothesis which has been presented in chapter 1 is restated and followed by a discussion of the results which relates to it .

In chapter One three hypotheses were addressed .

Hypotheses 1 and 2 :

- 1- Omani University students at Nizwa University make different types of grammatical errors in their written essays.

2- Some of students' errors may be attributed to the interlingual and intralingual sources.

The first and second hypotheses of this study tested that Omani university students have different types of grammatical errors in their English written work. The four colleges students made similar errors in many respects. However, these errors occurred at different rates of frequency. The following section gives a synthesis of the research as a whole.

The first and second research questions of this study sought to find out the grammatical types of language errors commonly made by the Omani university students and the reasons of these errors. These findings can be summarized as follows:

1- The general picture of the students' errors resulting from the investigation showed that there is still a lot of weakness in the different levels of language analysis. Six of the language error types were identified, namely: *tenses, articles, prepositions concord, pronominal and spelling*.

2- The investigation showed that spelling is a major area of difficulty for Omani students. Spelling errors constituted (54.2%) of the errors investigated in this study. They were identified as omission(37.8%) substitution(31.8%) addition(19.5%) and transposition(10.6%). Vowel omissions were attributed to MT interference, and the inconsistency of English spelling system. Consonant omissions were found to be the result of the un-phonetic nature of English spelling, MT interference, ignorance of the spelling rules, and to English sound system.

As for vowel substitutions, the sources behind their occurrence could be the inconsistency of English spelling system, the phonological differences between English and Arabic, hypercorrection, mispronunciation and differences in the

spelling system of English and Arabic. Consonant substitution were found to be the result of MT interference, and to overgeneralization.

Vowel additions could be resulting from false analogy, overgeneralization, ignorance of rule restrictions and MT interference. Consonant additions were found to be the result of false analogy and ignorance of the spelling rules.

As for vowel/consonant, consonant/vowel transpositions, the reason could be phonological differences between English and Arabic. Vowel/vowel transpositions were found to be resulting from phonological reasons, overgeneralization and inadequate knowledge of spelling rules.

3- The high frequency of errors on the grammatical level showed that there are a noticeable gaps in the mastery of English grammar on the part of investigated students. Grammatical errors constituted (45.7%) of all errors in the data and were divided into five major categories.

a- Tenses and verbs errors (37.7%).

b- Article errors (24.1%).

c- Preposition errors (19.2%).

d- Concord errors (11.7%).

e- Pronominal errors (7.3%).

a- Tenses and verbs errors were classified into: Wrong formation of tenses and wrong selection of tenses. It was found that the high frequency of present and past tenses errors was partially brought about by the fact that these were the two tense forms mostly used by the learners in their essays task. The students were found not to observe the sequence of tenses. They select tense forms randomly and often end with inappropriate ones. The omission of the past tense marker (-ed) could be attributed to the learning strategy of simplification, while the use of past tense instead of present could be attributed to the poor training of students. Moreover, the use of the present progressive instead of the simple

present was most probably due to false concepts hypothesized by the students about the progressive form.

The wrong formation of tenses with the past, with the infinitive and with negation is mostly found with the irregular verbs. The reason for this could be the different conjugation of the irregular verbs of English, MT interference overgeneralization of rules, and carelessness or hypercorrection.

b- Article errors were divided into: article omissions(47.5%), redundant articles(30.9%) and wrong choice of articles(21.6%). The indefinite article (**a/an**) errors were classified into: omission errors, wrong addition or redundant errors and wrong selection errors. The omission of the indefinite article was attributed to MT interference and irregularity of the English article system. The occurrence of wrong addition or redundant errors was ascribed to ignorance of the rules of usage, MT interference and also to overgeneralization. The wrong selection errors were attributed to overgeneralization.

As for the definite article (**the**) errors, They were also classified into: omission of the definite article, wrong addition or redundant of the definite article and wrong selection of definite article. Due to the complexity of the English article system, interlingual and intralingual causes were assumed to have led to the definite omission errors. The wrong addition of the definite article was mainly due to MT interference.

c- Preposition errors were divided into: wrong choice of prepositions(52.2%), preposition omission(29.2%) and redundant preposition(18.6%). Wrong choice of prepositions is expressions of time and place was found to be the highest due to overgeneralization of the TL rules, MT interference lack of practice on the part of the students which entailed to ignorance of rule restrictions concerning the preposition.

Preposition omission in contexts where they are obligatory required, MT interference was found to be the cause of error in addition to ignorance of rule restrictions. The use of redundant prepositions in contexts where they are not required occurred as a result of MT interference and false analogy.

d- Concord errors: a major feature of concord errors was the omission of the 3rd person singular (-s) marker in constructions where the subject is in the 3rd person singular and the verb is in the present tense. This is found to be a result of overgeneralization and MT interference. The omission of the plural (-s) marker where it is obligatory was found to be ascribed to MT interference, and overgeneralization.

e- Pronominal errors were classified into: personal pronouns errors, possessive pronouns errors, reflexive pronouns errors, demonstrative pronouns errors and relative pronouns errors.

The personal pronouns errors found to be attributed to MT interference where there is differences between the English pronouns and Arabic pronouns. Possessive pronouns errors were found to be ascribed to the students' failure to identify the antecedent. Reflexive pronouns errors attributed to the direct linguistic transfer. Demonstrative pronouns errors attributed to the MT interference and also to students' failure to distinguish between the singular and the plural forms of the demonstrative. Relative pronouns errors attributed to MT interference resulting from the difference between the structural descriptions of relatives of relative clauses in English and Arabic.

4- Most of the errors revealed could be attributed to two major sources: interlingual (MT interference) and intralingual (i.e., overgeneralization of TL rules, simplification, false concepts hypothesized, ignorance of rule restrictions and incomplete application of rules).

Therefore, the findings of the study confirmed hypothesis 1 and 2.

Hypothesis 3 :

The third hypothesis tested by this study was that:

3- Omani primary and secondary schools teachers are not sufficiently qualified to teach English language.

The third hypothesis tested by this study was that the Omani English language teachers of secondary and primary schools are not sufficiently qualified to teach English language. The study found out that the teachers of English language at the primary and secondary schools are poorly equipped with the required skills to teach English due to inadequate training. Moreover, most of them are not specialized in English language, Management, German language and physical education. This in turn, lead to the failure of the teachers to help their students have a good commands of English and also this leads to the deterioration of the standard of these students in English language.

So , the third hypothesis was sustained by the findings of the study.

5.2 Conclusions

In the light of the performance of the students in their written essays and the responses of the ELT teachers to the questionnaire, the following conclusions were revealed:

1. Even though the Omani university students in the present study had been studying English for many years since primary school, they still had problems with error-free paragraphs and sentences. Most of the essays written by these particular students included numerous grammatical errors.

More specifically, the grammatical analysis revealed five error categories frequently found in the student' essays, including errors in the use of tenses, articles, prepositions, concord, and pronominal errors. The high frequencies of errors in tenses. These errors were found to be problematic for Omani students in their written essays. Teachers therefore should initially design and

implement activities which particularly focus on these problematic areas of the English language. For instance, teachers may make use of an ‘error hunter’ activity in which students are divided into pairs or small groups and given a list of sentences including errors committed by the students themselves. Then, they could be required to identify errors and then correct them. In this way, error correction can turn into an interesting activity which includes all the students in the class, and it also gives the students the chance to learn from their own errors as well as from those of their peers.

In terms of the possible causes of errors identified in this study, negative transfer (interference) from the first language to the second language and other factors concerning rule learning such as overgeneralization, ignorance of rule restrictions, incomplete application of rules, inadequate teaching and learning seem to be the most likely sources of errors.

2. From the results presented in this research, it can be concluded that the most common types of spelling errors made by Omani learners are omission and substitution. Insertion and transposition type of errors take the smallest proportion of error types. Most of errors occurred due to the failure of the students to realize the corresponding patterns between sounds and letters in English, and also perhaps because of a lack of experience by the students with reading and writing words in English. Thus, EFL teachers should pay attention to spelling problems. They might ask their students to read newspapers, short stories, and short novels as to acquire familiarity with the English word structures. As a solution to near-synonym problems, teachers may ask their students use monolingual dictionaries of synonyms and may also encourage them to use corpora to raise students awareness of collocations. It might even be useful for students to recite and read aloud in English the most common collocations and phrasal verbs in order to get accustomed to the words pairs that

they usually go together in English. Furthermore, EFL instructors might teach lexical items in context with numerous examples and try to warn the student not to transfer culturally-related concepts from their native language into target language or vice versa.

3 - The majority of English language teachers at the primary and secondary schools are not qualified. With regard to training to teach English language, 16 out of 50 teachers were not trained to teach such a language and even six of them are not specialized in English language as a major.

5.3 Recommendations

In the light of the findings of the study the researcher recommends the following:

1. As the present study has identified five types of grammatical errors that tend to be problematic for the students, exercises on grammatical aspects of English that result in these errors seem to be necessary in an EFL class. Accordingly, grammar exercises might still be valuable help to beginning ESL/EFL writers in reviewing problematic grammatical features before they start to write.
- 2- Grammar and spelling should be taught discreetly. Students should have the knowledge on grammar rules to ensure that they could apply them when they write.
- 3- Remedial programme for grammar and spelling could be built into the English programme offered and more contact hours may be allocated for remedial programme. Evaluation (quizzes and examination) should reflect the implementation of the programme and the allocation of contact hours.
- 4- Students should have their own initiatives to have more contact with the language. This could be done through extensive reading (books, journals, etc.) and using the language in the real context, both oral and written. More language

contact would enable learners to build up the language and to use words and phrases appropriately and accurately in sentences or texts.

5- It is highly recommended that the teachers should offer proper training courses in teaching English language. Training should also offer knowledge and practice on communicative methodology. Furthermore, the teacher should be kept informed, knowledgeable and up – to – data in the field of English language teaching.

The steps given, we hope would speed up our undergraduates' language proficiency.

5.4 Suggestions for Further Studies

Based on the findings of this study, future research should focus on the following areas.

- 1- To carry out a comparison study between the writing produced by “good” students and “weak” students to find out which level (low or/and high level) of errors they both produced.
- 2- To find out the spoken errors made by university students.
- 3- To find out undergraduate learning strategies in acquiring English.
- 4- To find out whether problem based learning and teaching could be the appropriate approach to effective language acquisition.
- 5- It would be interesting to compare experiences of subjects from high school and university for the purpose of examining the common errors produced by these two groups.

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Appendices

Appendix A

Teachers' Questionnaire (for collecting information about their academic qualifications and teaching Experiences)

Dear Colleague

Please answer all these questions accurately. I assure you that the information in this questionnaire will be treated confidentially, for research purpose only.

Please mark with a cross in the appropriate space.

1. Your basic academic qualification:

	University College Faculty	Major Specialization	Total

2. Class / Grade Taught

Grade 1	Grade 2	Grade 3
----------------	----------------	----------------

Grade 4	Grade 5	Grade 6
Grade 7	Grade 8	Grade 9
Grade 10	Grade 11	Grade 12

3. Experience in English Teaching:

1	2	3	4	5
Less than 5 years	More than 5 years	10 years	More than 10 years	15 years and above

4. Teachers' Employment Status:

1	2
Permanent	Temporary

5. Did you get training in Teaching English Language.

1	2
Yes	No

Thank you for your cooperation

Wafaa Abd Alrazzak
Ph. D Candidate
College of Languages
Sudan University of Science and
Technology

Appendix B

Sample of Students' Essays

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VIP

University of Nizwa

Foundation Institute



جامعة نزوى

معهد التأسيس

Level 3 Writing Skills Quiz Unit 1

Write an essay

Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page.

Question:

Level 3 writing marking rubric

1	The essay answers the question.	1	
2	There is a thesis statement showing the big idea and the plan.	1	
3	The examples and details are relevant.	1	
4	The ideas are logical and follow the plan.	1	
5	The sentences flow from the start to the end.	1	
6	The tenses are correct.	1	
7	Subjects and verbs agree.	0	
8	There is a range of vocabulary.	1	
9	The grammar is correct.	1	
10	The spelling and punctuation are correct.	0	

Name: Buthaina said Al. habsi

ID: n212005

Section :- 3

Major:- Nursing

8

In our life there are many important things and the qualities of the leader are one of them. This qualities can make the leader is more popular. There are many qualities such as hospitilty, kind and the ability to undersand the new ideas.

The most important quality is hospitilty. The meaing of hospitilty is an inside feeling make you give all people what they want with out and chang. The people who have this quality are very popular and famous. By this quality the leader can make all the members of his group love him. which will help he to achieve more and more.

32-1

The second important quality is kindness. The meaning of kindness is the ability to help anyone. The most great way to influence is kindness. By this quality the leader can make his group more strong which will help them to communicate with others and develop thier selves.

The Third quality is The ability to understand the new ideas. The leader must have a great knowledge because he is an important example for others. This quality can help the leader to put the group on the right way and then they were able to succed.

At the end, everyone knows that the leader is the most important part in any group of people. As a result he must has many quality to help him to control and deal with others. In my view, leader must be a very great example to be followed.

19

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University of Niava

Foundation Institute



جامعة نياوا

معهد التأسيس

Level 3 Writing
Skills Quiz Unit 1

Write an essay

Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page.

Question:

Level 3 writing marking rubric

1	The essay answers the question.	✓
2	There is a thesis statement showing the big idea and the plan.	✓
3	The examples and details are relevant.	✓
4	The ideas are logical and follow the plan.	✓
5	The sentences flow from the start to the end.	✓
6	The tenses are correct.	✓
7	Subjects and verbs agree.	✓
8	There is a range of vocabulary.	✓
9	The grammar is correct.	✓
10	The spelling and punctuation are correct.	✓

Name:

ID:

2

Every one in the world have a qualities and we have different qualities. I think some people have a good qualities So, when we want to ~~to~~ choes Someone to be leader we should choes a good and important qualities. ✓

In my opinion the important qualities in the leader to be a strong, he have a intrsting

19-1

thing he can do he can do any thing when
the people talk with him and they ^{sf} society
person.

We ^B choes the leader who have a intrsting
thing because he can bid something important and
anice thing and the people can uesed for the
life. for example they can bid a Company they
for poor people and the ying people they didn't
have a work. ^{sf}

When the leader do any thing the ^{sf} people
want to be a good and a paylar person and
people be happy So, the leader should do
what the people want and he can do ?

The leader shold ^{sf} become a society person
because he can make a good relationship
with other people

Finally when we choes leader we shold
choes a important qualities because we want
the leader for any thing in the world.

Name: Afrah Saud Khalaf Al-Tobi

ID: 09647593

Section: 2

Major: English Language and Translation

Level: 3

University of Ninawa

Foundation Institute



جامعة نينوى

معهد التأسيس

Level 3 Writing
Skills Quiz Unit 1

Write an essay

Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page.

Question:

- ① How does stress affect your life?

Level 3 writing marking rubric

1	The essay answers the question.	0
2	There is a thesis statement showing the big idea and the plan.	0
3	The examples and details are relevant.	1
4	The ideas are logical and follow the plan.	1
5	The sentences flow from the start to the end.	1
6	The tenses are correct.	0
7	Subjects and verbs agree.	0
8	There is a range of vocabulary.	1
9	The grammar is correct.	0
10	The spelling and punctuation are correct.	1

Name:

ID:

5

C.F.

Use a thesis statement

Stress now are the big problem in our life. It take most of our life because of the study and in the other hand our life routine. In order, I'm a student and I study in the university I get stress all days. When I return to home I go to do my works in the home after that I do my homework. However, with all my works at home I do my homework from 9:30 to 11:30 PM and I feel so tired and stress from the long day. There are a lot of things that get us stress and feel tired such as sit along time in the university and no enough time to sleep.

C.F.

Our day at the university are so long we came at 7:30 AM and go back to home at four o'clock. This long day get us feel tired and we can't do any things excepted we want to get sleep. However,

69-1

when we resive to home we can't get sleep because we have homeworks. One day when I return^{sr} to Gr home from the long day at the university I go to get some rest. But I get sleep all the day with out doing my homework so I did them in the next day at the university.

At of all, we get stress from less sleeping because we don't get enough sleep. That stress looked in our next day in the university. We came tired and sleepy so we can't listen clearly and we can't be attention in the lessons. Actully, some people who not get enough sleep not from study but from they spent all the night with there friends out the home. In order 85% of people get stress from no enough time to sleep because they study and 15% are spent thier time out home.

Finally g. Gr people have a stress in thier life because they can't orginized thier time. Stress from the long day at the university we got so tired and also no enough sleep make as so stress. That came from no time to have rest.

18

SP

University of Nizwa

Foundation Institute



جامعة نوى

معهد التأسيس

Level 3 Writing Skills Quiz Unit 1

Write an essay

Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page.

Question: 1

Level 3 writing marking rubric

1	The essay answers the question.	✓
2	There is a thesis statement showing the big idea and the plan.	✓
3	The examples and details are relevant.	✓
4	The ideas are logical and follow the plan.	✓
5	The sentences flow from the start to the end.	✓
6	The tenses are correct.	0
7	Subjects and verbs agree.	0
8	There is a range of vocabulary.	0
9	The grammar is correct.	0
10	The spelling and punctuation are correct.	0

Name: Maram Almustakim

ID: 13345587

7

In around the world the men not also ~~be~~ famous. also
 women have leaders a country, from the past the women
~~have~~ learn and control houses and be some mans to get
 jobs. also there are many famous women in Oman.
 One of them saidah khatir is she's one of strongest
 women in Oman.

So
 saida was born in small family from Sur. in that time the
~~women~~ Alsaid timor (grandfather of Sultan qabus) was
 leader Oman. so Alsaid timor in that time also the men
 can learn and get jobs but the saida father ~~was~~
 wanted ~~her~~ daughter to get learn. she travel ~~care~~ to
 stade, ~~care~~ take care for her brothers and completed
 study then she be famous.

SP

SP

C-V

18-1

negativ

First ^{Grr} saida is important because in that time she lived it the women cant to get learn just stay on home. but saida travel to Al-Kuwait to learning ^{Pres.} and so she do thing that the any women cant do it. ^{Grr} because she know that learning study is so important thing. to get better life and to improve the country

then, she is important in my opinion she is so important because she do dangerous thing ~~that~~ that she ^{SP} traveled to Kuwait long a sheep. that the man in the ^{SP} sheep didn't know that after women in the sheep just his father. the police come to checked the sheep she was very scared and his father too. but the police didn't see him. ^{SP}

after that ^{SP} I think it's she's important women because she start studyed in Kuwait. She lived with his father and 4 brothers but after 5 years his father died ^{SP} so she take care for her brothers and her study in a same time.

then, ^{SP} he study in a university in Kuwait she be very ^{SP} famous in there. She came back to her country and she ~~collected~~ many books. She married from ~~the~~ Egypt ^{E. pure} man and have many child. ^{SP}

finally, ^{SP} the ~~many~~ women are not different from men ^{SP} they can do all thing. now it is very easy to women they can do any thing. Saidah was one of the woman that was so important. she ~~get~~ travel to Kuwait then she take care for her brothers. then she complete study and she be famous and rited alot of books in the end i would ~~say~~ the women most we most works to gather to improve Omas. ^{SP} means women or men.

Ahmed Khlfan Al-ma'mari - 13016795

Business Administration

(2)

University of Niara

Foundation Institute



جامعة نيارا

معهد التأسيس

Level 3 Writing
Skills Quiz Unit 1

Write an essay

Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page.

Question:

(2)

Level 3 writing marking rubric

1	The essay answers the question.	1	
2	There is a thesis statement showing the big idea and the plan.	1	
3	The examples and details are relevant.	1	
4	The ideas are logical and follow the plan.	1	
5	The sentences flow from the start to the end.	1	
6	The tenses are correct.	1	
7	Subjects and verbs agree.	0	
8	There is a range of vocabulary.	1	
9	The grammar is correct.	0	
10	The spelling and punctuation are correct.	1	

Name: Ahmed Khlfan Al-ma'mari

ID: 13016795

Business Administration

Every country's around the world needs to have a good and smart leader to develop his country. The important qualities in a leader, he must be knowledgeable about people's situation, he must be powerful, and he must be smart.

A leader has more work to do so he needs people to help. He puts people in ministerial positions for example. But he should know about his work, what he does with people of the country, and he must know about if people in his country what they need. Because some ministers in government didn't tell him everything. So I think the good leader should know with his own by using special law.

(2-2)

Secondly I think the leader should be has power. bcause he needs powerfull to keep his country away from proplem. Also to keep the system inside the Country and to keep another Country away and keep his countr! sevr from war.

SP
last thing is shold be smart because he must think about future and built modern contry. he must do some step like SP
be careful about education and popic hilt and the transport's to developed his country. SP

In conclusion the leader must have necessary qualites to drive his country to the idevolved countrys should be know about situation. he has power and shuld be smart.

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University of Niara

Foundation Institute



جامعة نيارا
معهد التأسيس

Level 3 Writing
Skills Quiz Unit 1

Write an essay

Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page.

Question:

2

Level 3 writing marking rubric

1	The essay answers the question.	
2	There is a thesis statement showing the big idea and the plan.	✓
3	The examples and details are relevant.	✓
4	The ideas are logical and follow the plan.	✓
5	The sentences flow from the start to the end.	✓
6	The tenses are correct.	✓
7	Subjects and verbs agree.	✓
8	There is a range of vocabulary.	0
9	The grammar is correct.	0
10	The spelling and punctuation are correct.	0

Name:

ID:

When I spoke about the leader, I thing Kapas
the leader of Oman is the Best leader in
all the world. Every leader in world have
qualities to be the best to lead. In my opinion, I
thing there are many qualities to are important in a
leader, like Smart to find solution to problem,
like other people and kind, he can be responseble
about to other people.

At first, the leader must be smart. he well
have many problem when he will be leader. So
he must be smart to have solution to these
problem. At other ways if he was stupid he will
destroy the country because he can't find
solution to these problem.

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doubt

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17-1

scoldly, the leader ^{sf} must love other people and respect them. Many of leader try to speak with other people kindly to love him. So the leader if he want to be a good leader he must respect other people. In that way, other people will love him and they will help them to lead the country. sf

hardly, he can be ^{sf} responsible about other people. The leader must be ^{sf} responsible to give the people all thing, like enath ~~money~~ money and to be safe country. sf

At the end, I thing ~~being~~ the good leader must be smart to find syoshin to bragam, love other people and respect them, and to be responsible about other people. sf

the end

Latifa Ahmed Mubarak AL-Musalhi

ID 09765459

Section 2

Major: English language and Translation

Level 3

67

University of Nizwa

Foundation Institute



جامعة نزوى

معهد التأسيس

Level 3 Writing
Skills Quiz Unit 1

Write an essay

Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page.

Question:

* How dose stress affect
your life ?

Level 3 writing marking rubric

1	The essay answers the question.	1
2	There is a thesis statement showing the big idea and the plan.	1
3	The examples and details are relevant.	1
4	The ideas are logical and follow the plan.	1
5	The sentences flow from the start to the end.	1
6	The tenses are correct.	1
7	Subjects and verbs agree.	0
8	There is a range of vocabulary.	1
9	The grammar is correct.	0
10	The spelling and punctuation are correct.	0

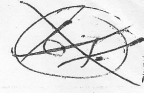
Name: Latifa Ahmed

ID: 09765459

7

People should work hard at school, university or jobs.
They need to do many works and assignments. They feel
stress to do these works on time. Do you feel stress
about something one day? Last year, I felt stresed
^{sp-} befor ^{sp-} my final exams at ^{sp-} schoole. I didn't ^G sleep
all the night. I felt very scard and I didn't
know what I should do. Stress ^G affect my life
so much. when I feel stress, I get ^{1.} less marks and
I lose ^{1.} my confedent.

67-1



^{sp} Befor exams, Students should sleep alot. If they ^Q stressed, thy can't get ^{sp} enught sleep and they feel tired. I told my friend about my problem last week. I was ^{sp} worry about exams. I can't sleep at night and I felt depressed. It causes me stress and it made hard to concentrate in exams, So I made many mistakes and I ^Q lose alot of mark. I feel very sad and I told her to help me.

^Q Secondly, stress affect my personality. I have less confedent when I feel stress. For example, in class when we do any ^{sp} activete and I have the answer. I will be ^{sp} unshoure about my answer. In addition, it ^Q make me diffecult to concentrate in lectures or ^{sp} lisones

^{sp} Finally, stress affected my life in ^{sp} tow things which are, less markes and lose confident. We should solve this problem and ^{sp} stoped his affected in our life. We can talk with someone to get help or read about it in books and get advice.

University of Nizwa

Foundation Institute



جامعة نزوى

معهد التأسيس

Level 3 Writing
Skills Quiz Unit 1

Write an essay

Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page.

Question:

Section: - 3

Major: - Translation

Level 3 writing marking rubric

1	The essay answers the question.	1	
2	There is a thesis statement showing the big idea and the plan.	1	
3	The examples and details are relevant.	1	
4	The ideas are logical and follow the plan.	1	
5	The sentences flow from the start to the end.	1	
6	The tenses are correct.	1	
7	Subjects and verbs agree.	0	
8	There is a range of vocabulary.		
9	The grammar is correct.	0	
10	The spelling and punctuation are correct.	0	

Name: Fatma Saleh Said Al-Harthi

ID: 11997343

Being a leader is a very nice thing, because if you became a leader one day that mean you have really succeeded personality. Probably it is as hard as it's nice, you will get a great experians, you will learn a lot of thing which you may not know before, but you have to concentrate on so many things at one time. Being a leader needs some necessary qualities, the person who will be a leader should be educated and cultural person, should be kind and should be responsible and trust other people.

Firstly, the education and the culture are very important point, every leader have to be an educated and cultural person in these days. The education will help the leader to understand what happened in the world, will help him to deal with the difficult matters, and we

37-1

could find the suitable solution for the problems without facing any problems. Cultural personality is very important in these days because there is a lot of events happen every day all over the world and some rules are changed.

Secondly, Kindness is even important qualities for Leaders. Normally if the person is kind every body will love him, and people will find that talking and dealing with the leader is easy. So the kindness will help the leader to control the country correctly and perfectly, they will do what ever he asked them to do, because they know that he is kind and he want the best for them.

Lastly, trusting others and responsibility. The leader must be a responsible person, doing his duties and doing what he supposed to do without getting bored of his works. He should take the security and protecting the country in a serious way, because that is one of his responsibilities. If the leader trust the people, people will trust him, and they will give him their hands to protect the country.

All in all, every person who wants to be a leader should think carefully about the qualities that he should have before he became a leader. As for the leaders, they must to look back in their personalities and try as much as they can to be a perfect leader. For me I don't want to be a leader, because it is very hard, and you have to think about giving the security for people and the equality.

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The idea of an important woman, is becoming more and more popular in societies all over the world. No doubt, there is someone who would agree have to an important woman in Oman. I will try to present in my issue of why woman is very important in Oman.

In the first place, woman is one of the most important things in our life. Woman is very important for example: she can do anything with her like, I can tell her what is my problems because she is the person who not far away also she is woman and me woman so she is easily understood for me ~~redundant~~

Secondly, with woman we can do a lot of things such as educate children and if the children cry, she knows what they want and why they cry. The woman who give me a lot of things because she is see me every day, so she know what I do or what I did. Most of women set at home, she do a lot of thing instance: clean the house, she cook and she order every things.

Thirdly, if somebody go to school like children, she go with them, if anything catch the children, she will go first to them and she knows what will happen with them. When children come back at school, she learns them a lot of subjects so the woman is very important in Oman.

Furthermore, we can give the woman the secret and she give me the solution for this problems like she will tell me to do something correct and she will try to give me a lot of tips to solve this problems. One thing I want to tell you you know 50% in the world are male and 50% in the world female or women, so I am woman, so I have a lot of responsibility of my life and our life.

Taking everything into account, I would like to underline the fact that I points out in my issue, we should co-operate to give anything and help the woman because she is very important in our life.

University of Niawa

Foundation Institute



جامعة نوا

معهد التأسيس

Level 3 Writing
Skills Quiz Unit 1

Write an essay

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9	The grammar is correct.	0	
10	The spelling and punctuation are correct.	0	

Name: Daynab Hamad Mubarak AL-DARADAI ID: 24228064

Section: 6 Level: 3 Major: Translation

- From the ancient time people used to choose a person to lead them, now each country have a leader or a King how lead the country or controll it. All this leaders have choosen because of a special qualities on them, here I will present some of this qualities for you.

Firstley I belive that every leader have to be honest with his nation, that is important because it's make them trust of him. The honesty between the King and his people makes every clear and simple to except.

Secondly the strong personality it's so important because it make his people respect him and trust on him as a leader for their country.

Thirdley the leader should be so clever more than any one. Because that will make him able

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to solve any series problem ^{sp} happens to his country, and to overcome any complicated situation.

The last important quality is the powerful. every leader ^G need the power because without the power he will never be ^{sp} able to protect his people and his country from the ^{sp} enemy. He ^G have to have the ability to lead the army and to ^{sp} give the orders on the war to keep his country in peace ^{sp} with the ^{sp} others.

At the last I believe that there are many different qualities that ^{sp} each leader need to have in order to be a good leader, and I know that there ^{sp} are many other qualities besides that I mentioned and I know that ^{sp} each person have his own qualities that he wanted to be ^{sp} exist in his leader.

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University of Niura Foundation Institute	 جامعة نيرة معهد التأسيس																																												
Level 3 Writing Skills Quiz Unit 1 Write an essay Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page. Question: Topic 1	Level 3 writing marking rubric <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 5%;">No.</th> <th style="width: 75%;">Criteria</th> <th style="width: 10%;">1</th> <th style="width: 10%;">2</th> </tr> <tr> <td>1</td> <td>The essay answers the question.</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>2</td> <td>There is a thesis statement showing the big idea and the plan.</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>3</td> <td>The examples and details are relevant.</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>4</td> <td>The ideas are logical and follow the plan.</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>5</td> <td>The sentences flow from the start to the end.</td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td>6</td> <td>The tenses are correct.</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>7</td> <td>Subjects and verbs agree.</td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td>8</td> <td>There is a range of vocabulary.</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>9</td> <td>The grammar is correct.</td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td>10</td> <td>The spelling and punctuation are correct.</td> <td style="text-align: center;">0</td> <td></td> </tr> </table>	No.	Criteria	1	2	1	The essay answers the question.	1		2	There is a thesis statement showing the big idea and the plan.	1		3	The examples and details are relevant.	1		4	The ideas are logical and follow the plan.	1		5	The sentences flow from the start to the end.	0		6	The tenses are correct.	1		7	Subjects and verbs agree.	0		8	There is a range of vocabulary.	1		9	The grammar is correct.	0		10	The spelling and punctuation are correct.	0	
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Name: <u>Nora</u>	ID: <u>24361617</u>																																												

Life is important for each people and they need the relaxation to ~~contain~~ continue their life, but each person have to ~~face~~ ~~some~~ ~~difficulties~~ in their life. such as stress, problems. ~~and~~ I strongly believe that each one have a stressful problem in his life from work or other ways.

Firstly, stress is one of the most important problem that ~~people~~ ~~effect~~ on people life. For example, at work some people have a bad manger that is all the time give them instruction to do it. that make them feel stressful, and tired, Also, that make them sit under the pressure. sometime that some people leave their work, because they cant continue in these ways.

Pressure

133-1

Secondly, a stress effect in my life in a different way's such as we are at the university we have to study a lot of subject and do our homework at the time, also when we return to the hostel we have to do other work so that make as so stressful and Confused. we have to do the both of work at same time.

Finally, Sometime we have a free time to do other exercise's, but also most of the time we are busy and have to manage our time to do our homework, sometime we have a diff it is difficult to organize our time, but we have to also, when we don't get a good sleep, we feel tired and boring and get more stress.

At the end, we know that stress is one of the part in our life, we have to live on it in each time, but also we have to know how to deal and solve like these problem in our life in the right way's.

English translation. [English]

(8-1)

✓ VIP

No punct

Mrs Madeeha do alot for Oman. However she graduated from Sultan Qabos university with Baccalorra degree. Then she compelet her study outside Oman to get Master degree. After that she came to Oman and worked as a headmaster of a basic school. Of course after these achievement^{SP} they give her a promotion and she has become the headmaster of the ministry of education. interlingual error (Lang. transfer)

We all believe that this woman did achieve many development in Oman. Firstly^{NO punct} she puts a list of the rules which every student have to do it. Also she changes the contents of the school books, to make it more professional. Actually, the greatest rule that most people like it is if any student got F in Two subject will fail. However this make^{DE} all students study and work hard to get high marks and don't failed. DE

-1-

To sum up, Now adays the world has changed. The woman can^{DE} worked wherever she want^{PE}, also she can do what the men do. We can say that she is part of the society we can live with out it because of her achievement and Mrs Madeeha is one of them because she has a great personality, various certificates and achievements. In my view, I like Mrs ~~Madeeha~~ Madeeha's achievement because all omani know how she make the education in Oman better than befor, and she always find a new ways to improve it- to the best. NO One know may be in the future she will help the students to create an invention.

Redundant

(Lang. transfer)

James Rayo / Abdullah Al Al hadhami / ID: 09281537
 Section: 2 / Level: 3 / Major: Nursing.

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University of Nizwa Foundation Institute		جامعة نوى معهد التأسيس	
Level 3 Writing Skills Quiz Unit 1 Write an essay Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page. Question:		Level 3 writing marking rubric	
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Name: _____ ID: (7)

-1-

At final exam when I was
 at high ^{school} ~~school~~, I couldn't sleep because I
^{Developmental error} didn't finished my subject. I slept at 11:30 pm
 but I get up at 4:00 am. I studied the
 subject very well from 4:00 to 6:00. When I
 went to my schools and I want to answer
 a questions I felt very tired. I can't concentrate very
 well. I think if I don't get enough sleep at night
 I can't concentrate ^(1.) and I want to sleep at ^(2.) work's time.

I think If I don't sleep at night very well I'll feel very tired and I can't concentrate with my teacher. I remember when I was at school, I didn't sleep until 12:00 because I play ^{Developed and} by games with my sister. When I came to the school, ^{read} I couldn't understand any thing.

When you didn't get enough sleep at night, you will sleep at ^{DE} work hours. One day I didn't sleep at night very well. When I went to my ^{spelling} school but I felt very tired, so I slept at my class for 2 hours.

- 2 -

finally, I think sleeping early is important. You should have a rest to work for your day. If I don't get enough sleep at night I can't concentrate and I want to sleep at work time.

Amani Said Al Harrasi
ID: 08987916
Section: 2

Level: 3
Major: Business
VIP

70 X

University of Nizwa		جامعة نزوى																																									
Foundation Institute		معهد التأسيس																																									
Level 3 Writing Skills Quiz Unit 1 Write an essay Your essay should include an introductory paragraph, two supporting paragraphs and a concluding paragraph. Your essay should be at least 250 words. Use the space provided to make an outline of your essay and then write it on the following page. Question: How do you feel when you don't get enough sleep? Do things become more difficult for you? if yes, how?		Level 3 writing marking rubric <table border="1"><tbody><tr><td>1</td><td>The essay answers the question.</td><td>0</td><td></td></tr><tr><td>2</td><td>There is a thesis statement showing the big idea and the plan.</td><td>0</td><td></td></tr><tr><td>3</td><td>The examples and details are relevant.</td><td>0</td><td></td></tr><tr><td>4</td><td>The ideas are logical and follow the plan.</td><td>1</td><td></td></tr><tr><td>5</td><td>The sentences flow from the start to the end.</td><td>1</td><td></td></tr><tr><td>6</td><td>The tenses are correct.</td><td>1</td><td></td></tr><tr><td>7</td><td>Subjects and verbs agree.</td><td>1</td><td></td></tr><tr><td>8</td><td>There is a range of vocabulary.</td><td>1</td><td></td></tr><tr><td>9</td><td>The grammar is correct.</td><td>0</td><td></td></tr><tr><td>10</td><td>The spelling and punctuation are correct.</td><td>1</td><td></td></tr></tbody></table>		1	The essay answers the question.	0		2	There is a thesis statement showing the big idea and the plan.	0		3	The examples and details are relevant.	0		4	The ideas are logical and follow the plan.	1		5	The sentences flow from the start to the end.	1		6	The tenses are correct.	1		7	Subjects and verbs agree.	1		8	There is a range of vocabulary.	1		9	The grammar is correct.	0		10	The spelling and punctuation are correct.	1	
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Getting enough sleep is something important for all of us. we should have enough time to sleep between 6-10 hours in one day (24 hour). people when they younger they need a lot of time to sleep they spend most of ~~the~~ time at sleep. But when people come old they need sleep time. Specially student they need enough time to sleep to work hard and have healthy body. Many do not realise the importance of sleep. I will describe how do I feel when I don't get enough sleep? do things become more difficult for me? and how? No thesis - give 2 ideas

✓ Every one feel tired if they don't get enough sleep. they are many reason for that such as: staying up until morning, some problem like problem in the family or with my friends, not eating enough complex carbonydrates, chat online with my friends, sleep long time at the morning or afternoon, watching TV and do homework until 1 or 2 or 3 am. For my self always I stay until 1 or 2 am because many reason such as, chat with my friend online and watching a movie with my sisters or friends. So when I go to University I feel

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very tired because I didn't get enough time to sleep. That is my problem and I know is wrong way because to go to university ~~use~~ what our have or get enough sleep. Many time I said for my self I will sleep only to get up at morning and go to the work to feel fresh and good what our tired. But I can't do that! And when I don't get enough sleep I feel bad and I don't what to do anything and I don't set with anyone and All time I want to sleep my mind doesn't think for anything only think to sleep.

The big problem for me to not get enough sleep is chat with my friends and family. Until a big time not only at weekend also at workday. ~~When~~ when I was at school my parents didn't give me phone because they now if they give me a phone I never study only I will set ~~at~~ with my phone. So when I finish ~~my~~ school my father give me a phone because he told me before many years when you finish school I will buy for you phone to communicate with other people, So before 1 year I buy a phone. A phone is something good But sometime the phone keep me don't do anything only set on bad and chat and set until morning, I hear my self when I do that because feel tired at work and only I want to sleep.

For all students should get enough sleep to work hard and feel good at work. When we get enough sleep we feel fresh in all day and don't feel tired also we should eat good food like vegetable or any good and healthy food. - 2 -

SP

University of Al-Qadisiyah

Foundation Institute



جامعة القادسية

معهد التأسيس

Level 3 Writing Skills Quiz Unit 1

Write an essay

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Question:

Topic 1

Level 3 writing marking rubric

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10	The spelling and punctuation are correct.	1	

Name: Snad Salim Bati Al-Hinai

ID: 21500064

Section/6 Level/3

Major/Nursing

There are so many woman be famous in the world. The woman help men to built the home and country. The point of my view, there are alot of woman like Fatima bint Mohammad Al-nahiyam, Kadiya Al-Shakisi and there are some woman who try to be famous in hir job, so in my topic I will tokeed about it.

For the first point, Al-sika Fatima bint Mohammed Al-nahiyam. She is the son of leader of UAE. She mak alot of things in hir country and other country. She help the people who lived in Syria, phlistin, Al-erag, and Afganistan. She send some food and medican to him. Also she smart some money and build some school to this

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people to study. Also she try to set with some woman and discussing some thing that they want to do in her country and other country.

The Next point is Kadiya Alsagsiy. She is born in Oman. She is a young woman. She work with muslim person who called Ahmad Alkalili. She wrote a book for the woman to tell them about Islam and what they should doing to be happy with Allah. She work very hard with the Omani women. She opening alot of mesages to study holy Quran in holiday.

At the end, there are so many woman how work very hard in any country in this world. The first mother and teacher of muslim people is Fatima Alzahra bint Mohamed Rasol Allah. And this woman walkinle in his way to building her built. we cant find any work and any job without woman. Because man and woman work together to help and developed the country.

-2-