

**ERROR ANALYSIS IN WRITING SKILL: A CASE STUDY OF
PRIVATE PAMUKKALE EĐİTİM VAKFI (PEV)
PRIMARY SCHOOL STUDENTS
WITHIN FIVE SEMESTERS FROM 6TH TO 8TH GRADES**

Ayşegül SİĐİNÇ

**September 2008
DENİZLİ**

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**Pamukkale University
Institute of Social Sciences
Master of Arts Thesis
Department of Western Languages and Literatures**

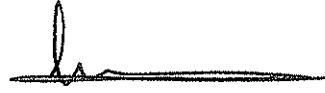
Ayşegül SİĐİNÇ

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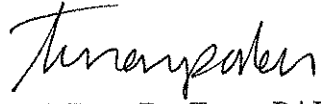
YÜKSEK LİSANS TEZİ ONAY FORMU

Batı Dilleri ve Edebiyatları Anabilim Dalı, İngiliz Dili ve Edebiyatı Bilim Dalı öğrencisi Ayşegül SİĞİNÇ tarafından Yrd. Doç. Dr. Turan PAKER yönetiminde hazırlanan “**Error Analysis in Writing Skill: A Case Study of Private Pamukkale Eğitim Vakfı (PEV) Primary School Students within Five Semesters from 6th to 8th Grades**” başlıklı tez aşağıdaki jüri üyeleri tarafından 05/09/2008 tarihinde yapılan tez savunma sınavında başarılı bulunmuş ve Yüksek Lisans Tezi olarak kabul edilmiştir.



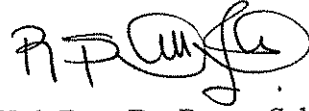
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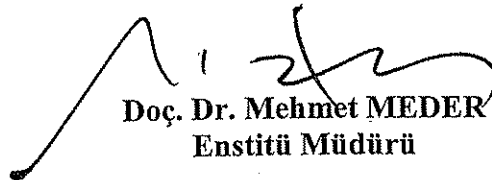
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Doç. Dr. Mehmet MEDER
Enstitü Müdürü

Bu tezin tasarımı, hazırlanması, yürütülmesi, arařtırmalarının yapılması ve bulgularının analizlerinde bilimsel etięe ve akademik kurallara özenle riayet edildiđini; bu çalışmanın doğrudan birincil ürünü olmayan bulguların, verilerin ve materyallerin bilimsel etięe uygun olarak kaynak gösterildiđini ve alıntı yapılan çalışmalara atfedildiđini beyan ederim.

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ÖZET**YAZMA BECERİSİNDE HATA ANALİZİ: ÖZEL PAMUKKALE EĞİTİM
VAKFI İLKÖĞRETİM OKULU ÖĞRENCİLERİNİN 6.SINIFTAN 8.SINIFA
KADAR OLAN 5 DÖNEM****İÇERİSİNDEKİ DURUM ÇALIŞMASI**

Sığınç, Ayşegül

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Bu çalışmanın amacı, yabancı dildeki dil öğrenme ve öğretme sürecindeki hata tiplerini ve bu hataların nedenlerini tanımlamak ve hata analizi bakımından öğrencilerin kompozisyonları aracılığıyla gelişimsel süreçlerini ortaya koymaktır. Bu çalışmaya Özel Pamukkale Eğitim Vakfı İlköğretim Okulu'nda eğitim gören 39 öğrenci katılmıştır. Bu öğrencilerin yazılı kâğıtları üç yıl boyunca 6.sınıftan 8.sınıfa kadar olan 5 dönemde toplanmış ve analiz edilmiştir. Veri toplamak için sadece öğrencilerin yazılı kâğıtları kullanılmıştır. Yazılı kâğıtları analiz edilirken önce hata tipleri belirlenmiş, daha sonra her hata tipinin sıklığı hesaplanmıştır. Verilere göre 13 farklı hata tipi belirlenmiştir. Bu hata tipleri artikkel, yardımcı fiil eksikliği, yanlış kelime kullanımı, kural genelleme, kelime yazımı, yanlış zamir kullanımı, özne eksikliği, yanlış sözdizimi, özne-yüklem uyumu, kural sınırlama, edat eksikliği, yüklem eksikliği ve anadilden aktarım hatalarıdır. Veri sonuçlarına göre, hata yüzdeleri 3 yıl boyunca bir sınavdan diğerine değişirken, hata tipleri değişmemiştir. Ayrıca, öğrenci hatalarının çoğu 7.sınıfta artarken 8 sınıfta azalmıştır. Ancak, yanlış zamir ve anadilden aktarım hatalarında, hata yüzdeleri 7. ve 8. sınıfta düşmüştür. Artikkel, kural sınırlama ve edat eksikliği hata tiplerinde öğrenciler 8. sınıfta hiç hata yapmamıştır. Veri sonuçlarına göre öğrenci hatalarının dilsel nedenleri diller arası ve diliçi olmak üzere iki ana hata tipine dayanmaktadır.

Anahtar kelimeler: hata, hata tipleri, hata analizi, İngiliz dili eğitimi

ABSTRACT

ERROR ANALYSIS IN WRITING SKILL: A CASE STUDY OF

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The purpose of the study is to describe the types and sources of errors in language learning and teaching process in a foreign language context as well as to present the developmental process of language learners in terms of error analysis through their written work. Thirty- nine students of Private PEV Primary School took part in this study. The exam sheets of these students were collected and the writing parts of these sheets were analyzed in three years' time from grade 6 to grade 8 within 5 semesters. For data collection, only exam papers of the students were used. While analyzing the exam sheets, first of all, error types were identified. Then, the frequency in each error type has been counted. Based on the data, thirteen different error types were identified. These error types are article, missing copula, wrong word choice, overgeneralization, spelling, wrong pronoun, missing subject, wrong word order, subject-verb agreement, rule-restriction, missing preposition, missing verb and L1 transfer errors. Although the percentages of the errors changed from one exam to another in three years' time, the kinds of errors did not change. The results have shown that most of the students' errors increase in grade 7 and decrease in grade 8; however, in two error types namely, wrong pronoun and L1 transfer errors, the percentage of errors decreases in both grades 7 and 8. It is also important to state that in article, rule-restriction and missing preposition errors, students did not make any errors in grade 8. The results also suggest that linguistic causes of errors are based on two categories: interlingual and intralingual errors.

Key words: error, error types, error analysis, ELT

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LIST OF ABBREVIATIONS

AR	Article
EA	Error Analysis
EFL	English as a Foreign Language
ELT	English language teaching
F	Female
L1	First Language
L2	Second Language
M	Male
MC	Missing Copula
MP	Misusage of Preposition
MS	Missing Subject
MV	Missing Verb
OG	Overgeneralization
PEV	Pamukkale Egitim Vakfi
RR	Rule-restriction
SP	Spelling
SV	Subject- Verb Agreement
TL	Target Language
WWC	Wrong Word Choice
WVO	Wrong Word Order
WP	Wrong Usage of Pronoun

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

The language learning conditions are continuously developing with the help of new materials and technology. Although most of the state schools in Turkey do not have all language teaching facilities, especially private schools have lots of books, supplementary materials like readers, workbooks, pictures, posters, flashcards, and audio and visual materials such as VCD and DVD, computer and internet facilities. They have also got language laboratories. However, under these circumstances one might consider that a language learner can learn a foreign language without producing any unacceptable and inappropriate utterances in the target language. If a learner makes some remarkable mistakes or errors in the process of learning a foreign language, does this mean that he would never learn the target language accurately? Why does a teacher face errors made by learners even when it is considered that the teaching is done under the best possible conditions? Such questions may arise in the matter of language learning and teaching. This chaotic phenomenon, errors with their sources, identifications, classifications and descriptions will be the main scope of this study.

1.2. Statement of the Problem

In the process of learning a foreign language, there is an inevitable concept called a 'mistake' or an 'error' that the teachers, the psychologists, the methodologists and applied linguists have been concerned. When this concern is questioned, there are two different views about who the owner of the responsibility is. While some regard the student himself as mainly responsible, the others are the teachers or the teaching materials. In fact, to some extent, these cases may be possible. As a result of careless teaching and teaching techniques, teachers can be blamed for causing errors.

On the other hand, students are blamed for their errors because of the lack of attention, motivation and enough intelligence. Except from all above, there is one thing that should be stressed; errors occur even if the teaching is given under the best conditions. Richards (1992:127) state an error in language as follows: “the use of a linguistic item (e.g. a word, a grammatical item, a speech act etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.”

A distinction is sometimes made between an error which results from incomplete knowledge and a **mistake** made by a learner when writing or speaking which is caused by a lack of attention, fatigue, carelessness or some other aspect of performance.

The ungrammatical utterances in both spoken and writing of L2 students are errors rather than mistakes. The teacher has to develop strategies to deal with errors in students' language. However, the teachers try hard; the students continue to make the same errors. The process in which errors become a permanent of the way in which a person uses language is called fossilisation (Macdonald, 1988, 15:115). It is clear that the language produced by the learners who are the focus of this study can be defined as interlanguage. Interlanguage is a kind of language that has aspects that are borrowed, transferred and generalized from the mother tongue (Selinker, 1975). Some sentences of the learners' L2 are borrowed or transferred directly from Turkish (their mother tongue). Their language has the characteristics of both their mother tongue and the target language. These errors in English may be fossilized. The students may not be able to develop their interlanguage any further.

1.3. The Aim and Scope of the Study

This study aimed to describe the types and sources of errors in language learning and teaching process in a foreign language context as well as to present the developmental process of language learners in terms of error analysis through their written work.

This study addresses the following research questions;

1. What kinds of errors are made by students?

2. Are the types of errors changing from grade 6 to grade 8?
3. Do the numbers of errors reduce from grade 6 to grade 8?
4. What could be the causes of errors?

1.4. Assumptions and Limitations

This study is to identify and classify errors by analyzing primary school students' writings throughout three years. This study is limited to thirty-nine students, attending Private PEV Primary School in Denizli. The students were exposed to a language teaching program from pre-intermediate to intermediate level through grade 6 to grade 8. Our data are based on the writing parts of their achievement examinations applied by their English teachers three times each semester. Each achievement exam had a guided writing part in which students are required to write their opinions or feelings in English on a given topic.

Our assumption is that students commit errors during the process of foreign language learning. In this study, we expect that they will commit some errors while writing on given topics to them no matter how much instruction they get in the learning process.

1.5. Operational Definitions

In this study, the writing parts of students' exam papers were examined in three years time. Based on the results of these papers, all the deviant forms that is to say misusages of the students are called as "error". Moreover, in this study, the learner regardless of his gender is called as "he".

CHAPTER 2

REVIEW OF LITERATURE

In this chapter, a literature review pertaining to error analysis has been presented. First, the definition of error analysis is presented and then different views to error analysis are discussed. Finally, the nature and the sources of errors are elaborated with various examples.

2.1. The Definition of the Error Analysis

Corder (1974:124) emphasizes that “systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.” For that reason, error analysis (EA) is the examination of those errors committed by students in both the spoken and written medium. Corder, who has contributed enormously to EA, explains that:

The study of error is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process.

(Corder, 1974:125)

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that target language itself. Pit Corder is the ‘Father’ of Error Analysis (the EA with the ‘new look’). It was with his article entitled “The significance of Learner Errors” (1967) that EA took a new turn. Errors used to be seen as ‘flaws’ that needed to be eradicated. Corder presented a completely different point of view. He contended that those errors are ‘important in and of themselves’ (Corder, 1978: 58).

For learners themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn. Gass and Selinker (1994) defined errors as 'red flags' that provide evidence of the learner's knowledge of the second language.

Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974). Moreover, according to Richards and Sampson (1974, p. 15), "at the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort." According to Corder (1974:78), error analysis has two objects: one theoretical and the other applied. The theoretical object serves to "elucidate what and how a learner learns when he studies a second language." And the applied object serves to enable the learner "to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes."

2.2. Different Attitudes towards Error Analysis

In this part of the study, certain aspects of "Error Analysis" will be discussed under various subheadings in relation to the present study.

2.2.1. Behaviourist attitude

Before 1960s, when the behaviouristic viewpoint of language learning was prevailing, learner errors were considered something undesirable and to be avoided. It is because in behaviourists' perspectives, people learn by responding to external stimuli and receiving proper reinforcement. Behaviourists suggested that the learning was largely a question of acquiring a set of new language habits. They felt that if language is essentially a set of habits, then when one tries to learn new habits the old ones will interfere with the new ones. A proper habit is being formed by reinforcement, so learning takes place. Therefore, errors were considered to be a wrong response to the stimulus, which should be corrected immediately after they were made. Unless corrected properly, the error becomes a habit and a wrong behavioural pattern would stick in your mind (Krashen, 1982).

From this point of view, in spite of the teaching, if errors occur this was the result of mother tongue interference. In this occasion, the linguists' main contribution was expected to

be in the area of contrastive analysis. That is, the interference of the mother tongue requires contrastive analysis (Fisiak, 1981).

In accordance with behaviourist theory, the prevention of errors was more important than the identification of errors. This viewpoint of learning influenced greatly the language classroom, where teachers concentrated on the mimicry and memorisation of target forms and tried to instil the correct patterns of the form into learners' mind. Moreover, the audio-lingual method of teaching considered pattern drills especially useful as a remedy against possible errors. When learners made any mistake while repeating words, phrases or sentences, the teacher corrected their mistakes immediately. Errors were regarded as something you should avoid and making an error was considered to be fatal to proper language learning processes (Er, 1990).

2.2.2. Cognitive attitude

In the late 1960s, it was observed that there was no empirical basis for contrastive analysis in turn, and this approach left the learner out of consideration. As a result, a cognitive attitude to learners' errors has begun to spread out among the linguists and methodologists (Brown 1994).

Chomsky (1957) wrote in his paper against Skinner that human learning, especially language acquisition, cannot be explained by simply starting off with a 'tabula rasa' state of mind. He claimed that human beings must have a certain kind of innate capacity which can guide you through a vast number of sentence generation possibilities and have a child acquire a grammar of that language until the age of five or six with almost no exception. He called this capacity 'Universal Grammar' and claimed that it is this very human faculty that linguistics aims to pursue.

Moreover, the cognitive theory has become common with the emergence of the 'Cognitive-Code' theory, whose proponents viewed error as not a sign of failure, but as evidence that the learner is working his way towards the correct forms. Errors are inevitable and a necessary part in the learning process (Brown 1994). This view allows the teacher to adjust the level of difficulty of learning to their students' progress. Therefore, the teacher

must be concerned about what is going in the student's mind, and must be prepared to tackle the language problem of the student (Brown 1994).

Teachers and researchers of foreign languages soon came to understand that errors the learner made in his process of constructing a new system of language needed to be analyzed and classified carefully. They thought that errors possibly held some of the keys to the understanding of the process of language learning (Ellis 1997). Corder (cited in D.Brown, 1980: 164) points out that "learner's errors are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language". It can be said that errors are useful because they show us how language is learned.

The collection, classification and analysis of errors in the performance of the language learner have had a role in language pedagogy since, at least, the 1950s. However, Politzer (1968), Oller (1971), Wardhaugh (1970), Selinker (1972), Richards (1974), Taylor (1974), and Tran (1975) have concerned themselves with the analysis of errors in non-native performance in the 1960s and particularly in the 1970s. At the beginning of the 1970s new studies changed the approach to the Error Analysis problem. Following the new Cognitive theory of language learning, these theorists asserted that the second language learners could be viewed as actively constructing rules from the data they encounter and gradually adapting these rules in the direction of the target-language system. This means that learners' errors need not be seen as signs of failure. On the contrary, they give some evidence for the learner's development systems. Today, the theories of language learning are increasingly learner-oriented. Error Analysis is still of interest since errors which represent the product of learning, can be used to get hints about the underlying process of learning and particularly the learner's strategies (Er, 1990).

The notions mentioned above have become quite sufficient to undertake the error analysis movement. However, there are also two different approaches which have the same attitude towards errors: Traditional approach and Reformist approach.

2.2.3. Traditional error analysis

In the traditional approach to error analysis, researchers did not direct themselves further than to determine impressionistic collections of common errors and their taxonomic classification into categories. The attempts made to define the error notion had hardly any satisfactory results (Er, 1990).

2.2.3.1. The objectives

The objectives of traditional error analysis were pedagogic. It was believed that error analysis, by identifying the areas of difficulty for the learner, could be fruitful undertaking. Error analysis, in this respect, would produce good results in:

- Deciding the relative degree of emphasis, explanation and practice which are required in putting across various items in target language.
- Determining the sequence of presentation of target items in the teaching, so easier items could precede difficult ones.
- Planning remedial lessons and exercises.
- Selecting items for testing the learners' proficiency.

(Er, 1990:30)

2.2.3.2. Methodology

According to Er (1990:45), traditional error analysis followed the process below composed of six steps:

- Collection of data. Students' free compositions and exam papers are used as data.
- Identification of errors. In this step, errors are labelled with respect to the exact nature of the deviation e.g., wrong sequence of tense, etc.
- Classification into error types. After errors are identified, they are classified as errors in verb forms, errors in agreement, etc.
- Determination of the frequencies of error types. It can be observed that some error types are more frequent than other ones.

- Identification of the problematic areas. The areas, with which the learner has difficulty, should be pointed out so that the last stage should be based in this way.
- Treatment. Finally, after the identification of the difficult areas in the target language, remedial drills are supplied.

Traditional EA cannot be considered as an adequate method in language teaching because errors are not analyzed from the psycholinguistic point of view, that is, in terms of their main causes, but only in the respect of its linguistic aspects (Er, 1990).

2.2.4. Reformation of error analysis

The absence of any applied aspects of EA has led to reorganize the process of EA. However, it cannot be said that the view of reformation of EA happened to appear because it was a reaction to the traditional EA or that the traditional EA had some weaknesses.

It was just believed that with some addition to the previous approach EA would be more helpful and effective in the language teaching process in relation to the selection of teaching materials (Er, 1990).

2.2.4.1. The Objectives

Error analysis is a process based on the analysis of learners' errors with one clear objective: developing a suitable and effective teaching, learning strategy, and remedial measures. It is a process that involves much more than simply analyzing errors in the written language of the learners and counting for frequency (Corder, 1974).

Corder (1971:48) argues that:

“Error analysis has too often concerned itself exclusively with the applied goals of correcting and eradicating the learner's errors at the expense of the more important and logically prior task of evolving an explanatory theory of learners' performance.”

Therefore, the theoretical aspect of error analysis cannot be ignored as the applied aspect of error analysis that has the goals of correcting and eradicating learner's errors.

2.2.4.2. Methodology

In the reformation of error analysis, it is thought that the more sophisticated methodology will be developed if the following two steps are added.

- Analyzing errors in terms of their sources. If the source of the error is known, the teacher will easily develop a remedial strategy. L1 interference, overgeneralization, simplification can be the source of some errors.

- Determination of the seriousness of the error in terms of communication. This suggests that some errors occurred in the learning process can be ignored. It is generally believed that the least serious errors are those that do not interfere with comprehension and do not prevent communication (Er, 1990).

From this point of view, error analysis may be regarded as one source of evidence for an overall theory of language learning. With the help of error analysis studies, developed techniques are helpful now for investigating the nature of learners' competence.

Error analysis is important that it has provided into both the process of second language acquisition and language learning (Er, 1990).

2.3. The Nature of Errors

The mistakes are likely to appear in a learning process. This is not the only case in language learning. Native speakers of a language also make mistakes when they are speaking their mother tongue. It would be useful at this stage to make a distinction between types of anomalous language behaviour on the part of both native speakers and learners: mistakes, lapses and errors.

2.3.1. Mistakes

A mistake refers to a performance error that is a random guess or a slip of tongue of a native speaker and sometimes of a language learner. If one can correct his deviant form, then it means that he made a mistake. Mistakes are not the result of deficiency in competence; but the result of the breakdown or imperfection in the process of speech production (Corder, 1986). A language learner may sometimes use one form sometimes the other form

inconsistently. This inconsistent deviation is called as a 'mistake'. However, we call such a phenomenon a mistake providing that the learner corrects himself when his attention is drawn to his mistake. In the other case he might have used the right form by chance (Krashen, 1986).

The mistakes are typically random and readily corrected by the learner. Such deviant forms of native speakers are always treated as mistakes because they are capable of recognizing and correcting their mistakes. Mistakes are also the subjects of investigating at the present time by linguists interested in language performance (Krashen, 1986).

2.3.2. Lapses

The lapses can be considered another sort of mistakes. They are also called slips of pen or slips of tongue. They may be caused by a number of extra-linguistic factors such as memory failure, physical or mental fatigue or even drunkenness (Richards, 1985).

An important characteristic of these lapses is that the language user becomes instantaneously aware of a lapse and corrects himself without external assistance. The typical examples of such slips are the substitution, transposition or omission of some segments of an utterance such as a speech sound, a morpheme, a word, or even a phrase. In the case of the occurrence of lapses, the learner changes his plan where he starts an utterance, breaks off and starts another one with a different structure. (Richards, 1985) For instance:

It's a little- it didn't happen- I mean I really didn't do so.

2.3.3. Errors

An error is something different from the other two phenomena mentioned above. An error is a systematic deviation of the learner's linguistic system. The learner has not learned something and consistently repeats the wrong item. Richards (1985:95) define 'error' as "(in the speech of writing of second or foreign language learner), the use of a linguistic item (e.g., a word, a grammatical item, a speech act... etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning."

The errors which are caused by the language learner are similar to those of an infant acquiring his mother tongue. In both cases the error could not be recognized and corrected by the language user. He may even commit another error in trying to do so.

If a learner of English says;

My friend does speak English

he has probably committed an error, reflecting his competence in the target language.

This error has occurred by analogy of

- a. My friend can speak English.
- b. My friend will speak English.

According to this view, the utterances of a language learner can be accepted as belonging to a different language. Nemser (1971) coined the term 'approximative system' for the language the learner is using, implying that the learner is engaged in a progressive process in the direction of the target language.

Selinker simply (1972) discarded the concept of errors by viewing the language used by the learners as a whole system, for which he coined the term 'interlanguage', implying that such a language is a continuum on the one end of which there is the mother tongue or any previously acquired language and on the other there is the target language. The 'interlanguage' shares the characteristics of two social dialects of the languages (Selinker, 1972).

Corder would regard the learners' language as an idiosyncratic dialect which is based on the transitive competence of the learner. For idiosyncratic dialect "some of the rules required to account for the dialect are not the numbers of the set of rules of any social dialect, they are peculiar to the language of that speaker" (Corder; 1981).

Corder (1987; 259) points out that it is reasonable to describe the errors of native speakers as 'breaches of code', thinks that it is partially misleading to refer to the errors of learners as breaches of the code since one can not break a rule that he does not know.

However, it should be thought that the learner also makes mistakes in the use of language code. In this case, these mistakes of the learner can be referred to as breaches of the code. If we are not sure about whether the learner has made a mistake or an error, the best way to be applied is to understand whether he can correct himself when challenged. If he can,

he probably made a mistake. If not, he made an error (Corder, 1981). As a result of all these notions, it is thought that there should be a system in the occurrence of errors.

2.3.3.1. Systematicity of errors

According to this view, the nature of language is systematic so errors have systematic natures. However, this is not true to say that all errors are systematic. Richards (1980; 190) points out that "there is a system in learner's errors in spite of their apparent arbitrariness in performance data." Corder (1987: 270) also proposes that "for one thing, the single occurrence of an error is obviously insufficient evidence upon which to base any hypothesis of a system."

It is stated that the systematicity of errors refers to more occurrences of a particular error than one so one can account for an error. Because of this reason, there can not be a direct remedial teaching to non-systematic errors which possibly occur in the performance of the learner. It is not always that the learner is able to apply his hypothesis with a degree of consistency in performing his target knowledge. This is the occurrence of non-systematic errors (Er, 1990).

In the following steps, the systematic and non-systematic errors are explained in a more detailed way.

2.3.3.1.1. Systematic errors

The systematic errors are more important than non-systematic errors. They are also subject to remedial teaching because systematic errors give the teacher some information about the learners' knowledge of language. In a clear way, systematic errors mean that the learner has his own target language rules; that is to say, there is also system in the learner's own target rules. The learner reflects his own perception about target language rules with the deviant forms which are called 'systematic errors'. Systematic errors are subdivided into three parts: pre-systematic errors, systematic errors and post-systematic errors (Er, 1990).

2.3.1.1.1. Pre- systematic errors

A learner makes these errors while he is trying to understand a new topic. These errors occur at a stage which the learner is unaware of that there is a systematic order to a particular

class. The learner the learner would not be able to correct his error because most probably he does not know that the error has been committed (McDonough, 1986).

2.3.1.1.2. Systematic errors

The learner begins to understand that there is a particular system or rule in the target language at this stage. McDonough (1986:115) explains that “systematic errors are those produced when the learner has formed some conception on the point of issue- a hypothesis- which is, however, wrong in some way”. He also stated that “errors which are related to inaccurate hypotheses will regularly occur and a systematic error cannot be corrected by the learner, but he can explain what he has wanted to do”.

2.3.1.1.3. Post- systematic errors

These errors occur when the learner has discovered the correct system; however, he is inconsistent in his application of what he knows. These errors can be both corrected and explained by the learner. It seems that he has forgotten something to apply a known rule as a result of lack of attention.

Table 2.1. The features of error types

ERROR TYPE	CORRECTION POSSIBLE	EXPLANATION POSSIBLE
a. pre- systematic	No	No
b. systematic	No	Yes
c. post-systematic	Yes	Yes

(Corder, 1973:273)

After giving information about the systematicity of errors, it is important to mention that the stage at which these systematic errors occur does not describe a learner's total target language system. For instance; the learner makes a pre- systematic error with respect to the usages of certain preposition while he commits errors in the use of verb tense. The learner may be in a different stage of learning in respect to every different systems of the language.

2.3.3.1.2. Non- systematic errors

In contrast to systematic errors, some errors are not systematic and unpredictable. From these type of errors which are called non-systematic, the teacher cannot understand what the learner means without an authoritative interpretation. Non-systematic errors are likely to occur when several things are being introduced (Er, 1990).

2.4. The Classification of Errors

In spite of the best conditions of teaching, the students make errors in their performance of the target language. When the reasons of errors being asked, the similar answers will be given. It is believed that one of the reasons may be that the student lacks the concentration on the target point to be learned or it is carelessness on the part of the students. Most of the teachers think that there is first language interference and the students have a tendency to translate from their first language (Corder, 1985).

Ellis (1985:85) mentions that “an error was either the result of the interference or some other factor such as developmental processing... Any particular error may be the result one factor on one occasion and another factor on another.” That is to say, there are also many factors of errors depending on the circumstances besides the major ones. Ellis also states that “there is no logical or psycholinguistic reason why a given error should have a single invariable cause.

As a result of many reasons, there are different categories for describing errors. Firstly; Corder (1973) classifies the errors in terms of the difference between the learner's utterance and the reconstructed version. Thus, the errors are divided into four categories:

- Omission of some required element
- Addition of some unnecessary or incorrect element
- Misordering of the elements
- Selection of an incorrect element

However, Corder himself states that this classification is not enough to describe errors. Therefore, he adds the linguistic level of the errors under the sub- areas of morphology,

syntax and lexicon (Corder, 1973). Ellis (1997) reports that classifying errors in these ways can help us to diagnose learner's learning problems at any stage of their development and to plot how changes in error patterns occur overtime. These steps and the definitions of them are given below:

2.4.1. Omission

The omission errors are characterized by the deletion of a required element in a well formed utterance (Ellis, 1997).

Morphological omission	A strange thing happen to me yesterday.
Syntactical omission	Must say also the names?

(Erdogan, 2005)

2.4.2. Addition

The students make some unnecessary additions which are not found in the native speaker's utterance. Addition errors usually occur in the later stages of language learning because the student has learned some target language rules. (Ellis, 1997)

In morphology	The books is here.
In syntax	The London
In lexicon	I stayed there during 5 years ago.

(Erdogan, 2005)

2.4.3. Selection

The student uses an item different from what the native speaker uses, making a wrong selection. This includes selection of a lexical item, a verb form and the like. (Ellis, 1997)

In morphology	My friend is oldest than me.
In syntax	I want that he comes here.

(Erdogan, 2005)

2.4.4. Misordering

The misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. (Ellis, 1997)

In pronunciation	“prulal” for “plural”
In morphology	“get upping” for “getting up”
In syntax	He is dear to me friend.
In lexicon	“key car” for “car key”

(Erdogan, 2005)

An error varies in magnitude. It can include a phoneme, a morpheme, a word, a sentence or even a paragraph. Due to this fact, errors may also be viewed as being either ‘global’ or ‘local’. (Ellis cited in Brown, 2000). **Global errors** conceal communication. They prevent the message from being understood as in the example below:

I like bus but my mother said so not that we must be late for school.

(Erdogan, 2005)

On the other hand, **local errors** do not prevent the message from being comprehended as in the example below:

If I hear from her, I would let you know.

(Erdogan, 2005)

The final group is two related dimensions of error; ‘domain’ and ‘extent’. The domain is the rank of linguistic unit from phoneme to discourse that must be taken as contexts in order for the error to be understood whereas the **extent** is the rank of linguistic unit that would have to be deleted, replaced, supplied or reordered in order to repair the sentence. This

suggestion by Lennon (cited in Brown, 2000) is parallel with Corder's other categorization of overtly and covertly (1973). **The overt errors** are unquestionably ungrammatical at the sentence level. However; the **covert errors** are grammatically well-formed at the sentence level but are interpretable within the context of a communication. For instance; "I'm fine, thanks." Is a correct sentence but if it is given as an answer to the question of "How old are you?" it is covertly error (Erdogan, 2005).

2.5. Sources of Errors

As there are many descriptions for different kinds of errors, it is important to mention about the sources of errors. It has been stated in 2.4. that errors were assumed as being the result of many reasons. However, the main sources of the errors are interlingual transfer and intralingual transfer (Corder, 1987).

2.5.1. Interlingual transfer

Interlingual is an important source for language learners. In Dictionary of Language Teaching and Applied Linguistics (1992) interlingual errors are defined as being the result of language transfer which is caused by the learner's first language. However, this should not be confused with behaviouristic approach of language transfer because when the second language learners use the elements of their mother tongue, it is called language transfer. However, error analysis regards interlingual transfer as signs that the learner is internalizing and investigating the system of the new language. That is to say, interlingual errors reflect the native language structure regardless of the internal process or external conditions that cause them to occur. The external conditions are listed as the following:

- a. There are limited conditions under which language may be learned. Therefore, in such conditions the main aim of the language learning which is communication, is not realized.
- b. There is a lack of native speakers. Because of this fact, in this situation, it is difficult for the learner to have an environment in which English is spoken as a native speaker (Er, 1990).

Errors which occur interlingually on the part of Turkish learners of English can be categorized under four groups:

2.5.1.1. Errors caused by the syntactic order differences between the systems of Turkish and English

One of the different structures of English from Turkish is that in English the verb of the sentence is in the second place whereas in Turkish it is in the end.

I piano play. X

I play the piano. (correct form)

Piyano çalıyorum.

He music listening. X

He is listening to the music. (correct form)

O müzik dinliyor.

(Er, 1990)

2.5.1.2. Errors caused by complete categorical differences between the systems of Turkish and English

In a long sentence with more coordinate verb phrases than one and with a common object for each verb phrase, the object is repeated with the entire verb phrase (Er, 1990).

a. She wrote a letter and sent the letter to Izmir.

b. She wrote a letter and sent it to Izmir.

c. She wrote a letter and sent to Izmir.

In the third sentence, the common object has been omitted in terms of syntax of English. In the second sentence, an objective pronoun has replaced "the letter". In Turkish we would have the corresponding equivalence of the sentences above as follows:

a. O mektup yazdi ve mektubu Izmir'e gönderdi.

b. O mektup yazdi ve onu Izmir'e gönderdi.

c. O mektup yazdi ve Izmir'e gönderdi.

(Er, 1990)

2.5.1.3. Translation errors

Errors tend to occur more frequently when translation is used. Dulay (1982: 10) points out that "translation tasks artificially increase the L2 learner's reliance on the first language structures, masking processes the learner otherwise uses for natural communication." However it cannot be true to omit the translation from the teaching process.

According to the some researches made by Dulan and Burt (1971), errors interlingually occur only 3 percent rates. Ellis (1982: 109) explains that "... errors resulting from first language influence will represent only some 8 to 23 % of all errors made in natural production." Therefore; it can be true to think that most errors occur because of some other factors such as 'intralingual transfer'.

2.5.2. Intralingual transfer

Intralingual errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influence of one target language item upon another. According to Richards (1970:123), they are "items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language" (Richards, 1970, p. 6).

Intralingual transfer is manifested when the learner has begun to learn parts of the new system. Mostly, the irregularities in the target language cause the occurrence of the errors intralingually. These errors can be divided in a number of categories such as overgeneralization, incomplete application of rules and ignorance of rule restriction (Dictionary of Applied Linguistics, 1992).

2.5.2.1. Overgeneralization

One of the Selinker's (1972) central processes is called overgeneralization of target language rules. In learning language, the learner is in the tendency of searching for regularities in the target language. However, he has an insufficient data about the rules of the target language; he will overgeneralize the rules and fail to take the exceptions into account.

Errors that reflect an overgeneralization strategy point two important facts about a learner's knowledge of the target language.

- The learner does not have enough knowledge of how to use the rule appropriately.
- The learner is an active participant in the language learning process so he exercises his previous knowledge in a creative way.

Overgeneralization is the incorrect application of previously learned target language to a present target language. By using the knowledge of English, the Turkish student constructs a deviant structure which is called as redundancy reduction. For instance, the student uses his previous knowledge about subject- verb agreement. However this knowledge leads him to the committing of an error (Richards, 1974). Sometimes overgeneralization errors refer to a mixture of two structures in the standard version of the language as can be seen from the following:

Ellis (1982) asserts that some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the target language simpler. Use of past tense suffix – ed for all verbs is an example of simplification and overgeneralization.

2.5.2.2. Incomplete application of rules

The errors in this group occur while learning more complex types of structures. The structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. The use of questions in the classroom where the learner is encouraged to repeat the question or part of it in the answer is a possible cause (Dictionary of Applied Linguistics, 1992).

2.5.2.3. Ignorance of rule restriction

When rules are extended to contexts where they do not apply in the target language usage, the ignorance of rule restriction occurs. It is similar to what children do when they are acquiring their own language. The learner is unaware that there are some restrictions on existing structures (Dictionary of Applied Linguistics, 1992).

2.6. Other Sources of Errors

As it is mentioned before, except from two main causes of errors there are also two psycholinguistics reasons of errors. However, it should be known that the identification of the sources of errors can be accepted as an important step in terms of remedial methodology.

2.6.1. Age

Age has an important influence on the occurrence of errors. According to neorolinguistic view, critical period (around the age of puberty) may be accepted as a factor in terms of resulting in loss of openness to receive the features of another language. However, there is an opposition to this view. To others, learners in teens are more effective L2 learners than 7 years old. They think that adult learners have a larger store of abstract concepts so they can perceive these kinds of things better than children (Cook, 1986).

On the contrary, children are better imitators of speech sounds. Although age is stated as a factor in language learning, the best age for learning cannot be defined clearly. Brian (1971:87) points out that "the question is not so much whether children are biologically predisposed to learning resembles or differs from adult language learning". He also stated that "age leads to an examination of the different language learning situations which typify child and adult language learning."

2.6.2. Carelessness

It should be known that the carelessness does not cause the error by itself. First of all, it is important to find the reasons of why some students are careless, and when they become more careless. Motivation is one of the reasons that affect learner's attention. Motivation has been identified as the learner's orientation with regard to the goal of learning a second

language (Crookes and Schmidt 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk, 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also stated that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native-like pronunciation" (Finegan 1999:568).

In an EFL setting such as Turkey, it is important to consider the actual meaning of the term "integrative." As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity. As Turkey is a monocultural society, opportunities to use the target (L2) language in daily verbal exchanges are relatively limited. There is also limited potential for integrating into the target language community.

In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterised by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

CHAPTER 3

METHODOLOGY

This chapter presents the information about the research methodology, the participants, the instruments, the procedures used to collect data, and the methods for data analysis.

3.1. Research Design

The research method used in this study is mainly descriptive and can be categorized under the deductive approach. According to Macmillan and Schumacher (1993:35), research using a descriptive design 'simply describes an existing phenomenon by using numbers to characterise individuals or a group'. This study describes phenomena that occur naturally without the intervention of an experiment.

Although the research context was controlled to a degree, the data were collected from a naturally occurring group of subjects. Seliger and Shohamy (1998:124) describe descriptive research as deductive in its objectives and as often quantitative.

3.2. Participants

The participants in this study are thirty-nine students attending Private Pamukkale Egitim Vakfi (PEV) Primary School in Denizli. While the age of the students was 12 at the beginning of the study, it was 14 at the end of the study because the study continued in three years time from 2005 to 2008. This group can be defined as homogeneous because all students speak Turkish as a first language. They all share the same Turkish culture, customs, values and norms. The students' aim for learning English is that English is the language of access to a wide range of cultural, scientific and economic activities internationally. A good knowledge of English ensures wider educational and employment opportunities. Students also learn English for their own personal, educational and social development.

With regard to the students' socio- economic circumstances, students come from rich homes where the standard of living is high. Therefore, the students can reach and buy all the materials and books related to learning English. As the school is the private one, it is designed with high-technological materials. There are also language laboratories at school. The participants are supported by CDs, DVDs and lots of audio-visual materials. There are pictures and English words, statements, idioms on the walls so the learners acquire language because they gain lots of things peripherally. For instance; at the entrance of the school, the word "welcome" greets the students.

Students learn English 5 hours a week from grade 1 to grade 4. Throughout first three years, they learn basic things such as names of the school subjects, animals, colours etc. They learn these things by singing songs, watching cartoons and also by painting. However, from Grade 4 to Grade 8, they have English courses ten hours a week. They learn to introduce themselves and also explain the things both by speaking and writing. They learn main grammar points peripherally within the context. They elicit the grammar topics by themselves. Throughout the English courses, they use four basic skills. They listen to the audio CDs and watch films which are parallel to their course subjects. Therefore, they can reinforce their knowledge not only with the audio materials but also with the visual materials. They sing songs and also they perform some dialogs in the classroom. They speak English during the lesson so that they develop their speaking skills. At Private PEV Primary School, English is not taught only in accordance with the requirements of national syllabus. Furthermore, the students study different books and materials from state schools. The students study English lessons in computer and language laboratories. The laboratories are equipped with computers and a projection. Therefore the students can develop their listening and speaking skills. An hour each week, the students can make a sound for watching DVD films so that they can also develop their pronunciation and creativity. The most important skills to be developed are speaking fluently with confidence, listening and reading with comprehension, writing with appropriate English. In the English language classroom, priority is given to the communication which supports the ability of learners to communicate by using the language. At the end of the year, they perform some plays in English.

Outside the school environment, students have opportunities to access English language. They can buy English newspapers, magazines and also watch television programmes in English via internet. Some of them also have a chance to go abroad for their holidays.

3.3. Data Collection Procedures and Data Analysis

In this study, the writing part of achievement exam papers of thirty-nine students have been analyzed throughout three years; that is to say the period from 2005 to 2008. In each term, the students have three achievement exams in English. For the selection of a corpus of language, all exam papers of the students were collected. In the exams, the students were provided with a topic. The students were given a plan, a model to follow or a partly written paragraph with suggestions about how to complete it or a series of questions to give responses to. Moreover, some grammar points were handled so that the students were evaluated in some way to find out whether or not they use particular component of writing such as content, organization, vocabulary, and accuracy in their tasks (see Appendices).

Each of their writing tasks was reviewed by checking errors in different category and their frequency. Finally, their exam papers in each exam in three years' time were compared to evaluate whether there was an increase or a decrease in the error frequency. After analyzing the exam papers of the students, the table is classified as;

AR: Wrong Article

MC: Missing Copula

WWC: Wrong Word Choice

OG: Over Generalization

SP: Spelling

WP: Wrong Use of Pronoun

MS: Missing Subject

WWO: Wrong Word Order

SV: Subject Verb Agreement

RR: Rule Restriction

MP: Missing Preposition

MV: Missing Verb

L1: First language transfer

3.3.1. The identification and classification of the errors

- ❖ Missing Copula: "He _ going to school in the morning."
"They _ late."
- ❖ Word Order: "She didn't know who were they."
- ❖ Word Choice: "He has got yellow hair."
- ❖ Subject verb agreement: "Lots of people was there."
- ❖ Over-generalization: "I wasn't listened."
"Who did write the book?"
- ❖ Rule-restriction: "He invited me his party"
".She is a student whose her bag is small."
- ❖ Spelling: "They were succesful."
- ❖ Missing Preposition: "I look forward _ your answer."
- ❖ Wrong Use of Pronoun: "My father gave it to I."
- ❖ Part of Speech: "She is well."
- ❖ Missing Subject: "My parents..... _ Go to the cinema."
- ❖ Missing Verb: "The man who was standing." ____
- ❖ L1 Transfer: "Thomas and David fish hunt"
- ❖ Article: "It was _ interesting class."

In order to use an objective procedure for the identification of the different errors, the number of errors was counted. Each error was identified under the relevant category. Examples of each type of error made were recorded in a separate notebook. The total number of errors made and the average number was worked out. At the end, the total number of errors made by each learner and in each category was identified and classified.

The data collected for this study were analysed by means of descriptive analysis. According to Welman and Kruger (1994), descriptive statistics is concerned with the description of the data obtained for a group of individuals.

Huysamen (1998:4) states that the purpose of descriptive statistics is to reduce large amounts of data to facilitate the drawing of conclusions about them. The results pertaining to the main hypothesis which deals with overall errors have been presented by means of tables indicating the number of errors made by thirty-nine students in three years' time.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study is to describe the types and sources of errors in language learning and teaching process in a foreign language context as well as to present the developmental process of language learners in terms of error analysis through their written work. Based on our data collected from the written part of the exam sheets of students, the results and discussions have been presented in line with the research questions:

- What kinds of errors are made by students?
- Are the types of errors changing from grade 6 to grade 8?
- Does the number of errors reduce from grade 6 to grade 8?
- What could be the causes of errors?

4.1. Results and Discussions Related to the Kinds of Errors Made by Students

While analyzing the exam papers of the students, thirteen different types of errors were identified. These error types are article, missing copula, wrong word choice, overgeneralization, spelling, wrong pronoun, missing subject, wrong word order, subject-verb agreement, rule-restriction, missing preposition, missing verb and L1 transfer errors. Each error type has been presented with examples taken from our data below.

4.1.1. Article errors

Article errors consist of three different categories which are omission of the articles, use of wrong articles and use of unnecessary articles.

4.1.1.1. Omission of article

Omission of article can be defined as a lack of necessary article in the sentence. The examples below which deal with the omission of both definite and indefinite articles show that articles are problematic in the language of English L2 learners. It is because of the fact

that there are no similar structures in the students' mother tongue so Turkish students are struggling when dealing with articles because they cannot apply the rules regarding to use a particular article.

I am x student. X

I am a student. (Correct form)

She is listening to x radio. X

She is listening to the radio. (Correct form)

4.1.1.2. Use of wrong article

Use of wrong article can be defined as a use of an unsuitable article in the sentence instead of a right one. In the examples below, learners inserted the indefinite articles instead of the definite ones.

Summer is the hottest season of a year. X

Summer is the hottest season of the year. (Correct form)

David climbed a tree. X

David climbed the tree. (Correct form)

He told me a right thing. X

He told me the right thing. (Correct form)

4.1.1.3. Use of unnecessary article

The sentences below are wrong because students use indefinite articles with uncountable nouns.

She has got a brown hair. X

She has got brown hair. (Correct form)

I am a happy. X

I am happy. (Correct form)

I have a much money. X

I have much money. (Correct form)

4.1.2. Missing copula errors

Missing copula can be defined as the lack of auxiliary verb in the sentence. Learners of English as a second language have problems with missing copula because in Turkish there is not any kind of structure.

He x crying.

He is crying. (Correct form)

We x playing football.

We are playing football. (Correct form)

He x not go to the school.

He does not go to the school. (Correct form)

They x swimming.

They are swimming. (Correct form)

4.1.3. Overgeneralization errors

Overgeneralization errors can be defined as an ignorance of the exceptional rules. The following examples of errors that have been taken from the exam papers of the students reveal a common variety of errors and an interlanguage that seems to be founded on a set of rules unique to the interlanguage of the students. In fact, it is a common set of deviant rules.

Use of auxiliary was/were and past tense form of verb

In the following sentences, the students seem to understand the formation of the past tense form of the verbs but they have still tendency to use was/were before a verb. It is because of the fact that they know that was/were are the signals of the past tense so they apply this rule to all verbs.

I was **danced**. X

I was dancing or I danced. (Correct forms)

He was **died**. X

He was dying or he died. (Correct forms)

Double signalling of the past tense

In the following sentences , students use the past tense twice in the verb itself even it is stated in the negative forms of the auxiliaries.

She didn't **listened** to music. X

She didn't listen to the music. (Correct form)

I didn't **watched** TV. X

I didn't watch TV. (Correct form)

Wrong formation of tense from irregular verbs

The erroneous past tense forms in the following sentences are clear signals of overgeneralization of target language rules. The students have applied the rule regarding the use of -ed in a situation where it is inappropriate. According to Makalela (1998:47) overgeneralizing the regular past is common in English L1 and L2 acquisition.

The teacher **leaved** the classroom. X

The teacher left the classroom. (correct form)

I **wearred** my skirt. X

I wore my skirt. (correct form)

4.1.4. Concord (subject-verb agreement) errors

The definition of concord rule is that singular nouns are followed by singular form of the verb and a plural noun is followed by the plural form of the verb. The researchers therefore classified these types of errors both tense and concord errors. The examples below reveal the students' lack of grasp of the concord rules.

My mother and father **is** at home. X

My mother and father are at home. (Correct form)

She **have** a cat. X

She has a cat. (Correct form)

There **is** two cars. X

There are two cars. (correct form)

4.1.5. Wrong pronoun errors

It is observed that learners have a tendency to use the noun instead of a possessive pronoun. Moreover, they use he and she instead of one another because there is no similar structure in their native language.

He name is Mert. X

His name is Mert. (correct form)

He is favourite sports are basketball and volleyball. X

His favourite sports are basketball are volleyball. (correct form)

I have a brother. **She** is ten.

I have a brother. He is ten. (correct form)

4.1.6. Wrong word order errors

One of the errors that students have a difficulty is word order. This type error can be accepted to some extent because the syntactic orders of Turkish and English are totally different. While making a sentence, learners have a tendency to apply the rules of Turkish to English so they commit errors. In Turkish, the syntactic order is as the following:

Subject+ object +verb

While in English it is:

Subject+verb+object

I like very much it. X

I like it very much. (correct form)

Last year my cat at home died. X

Last year my cat died at home. (correct form)

Thomas water in the fell. X

Thomas fell in the water. (correct form)

4.1.7. Missing preposition errors

Roodt (1994:99) argues that prepositions are sometimes omitted in instances when they are required. Ngara (1983:37-38) argues that most errors are result of incomplete learning which is caused by the fact that the second language speaker half-learned a structure, a word or an expression or any other feature of the target language. Ngrara reasons that preposition errors occur because learners forget the prepositions that go with those expressions.

He has a breakfast X 8 o'clock.

He has breakfast at 8 o'clock. (Correct form)

I am x home.

I am at home. (Correct form)

It was x Monday.

It was on Monday. (Correct form)

4.1.8. Missing subject errors

While analyzing the exam papers of the students, it was identified that some students did not use subjects. This reveals that those students were not mastered in both of their first and second language because subject is the crucial part of the sentence. The meaning of the sentence changes without subject. It seems to be a command. The following sentences exemplify these statements:

Last week **X** visited her grandmother.

Last week she visited her grandmother. (Correct form)

He likes football. **X** play in the school team.

He likes football. He plays in the school team. (Correct form)

On their holiday **X** go to Istanbul.

On their holiday they go to Istanbul. (Correct form)

4.1.9. Wrong word choice errors

As it is seen in the examples below, students used words which have close relationships with the proper words. For instance; while in the second sentence the correct word is summer but the student can be unconsciously associated the word “sunny” with the season “summer. Therefore, she used “sunny” instead of “summer”.

She carried a **hard** bag.

She carried a heavy bag. (correct form)

My favourite season is **sunny**.

My favourite season is summer. (correct form)

I **sound** a noise.

I heard a noise. (correct form)

4.1.10. Spelling errors

While analyzing the data carefully, it is seen that in some exams spelling errors reach 80%. In order to decrease this type of errors, students should make more practices on writing. They should note the words down and also they should have separate notebooks only for words so that by writing the same word in many times, they can learn the correct spelling of the words unconsciously.

<u>Students' errors</u>	<u>Correct forms</u>
Aet	eat
Archatock	architect
Beatiful	beautiful
Sucesful	successful
Exatied	excited
Somethink	something

4.1.11. Rule-restriction errors

The students complicate the target language rules. They sometimes forget that there are some exceptions. In the first sentence, he thinks that after "to", he can use the infinitive form of the verb. However, "- look forward to" requires gerund (-ing) after "to".

I am looking forward to visit my grandparents.

I am looking forward to visiting my grandparents. (correct form)

He likes a swim.

He likes swimming. (correct form)

4.1.12. Missing verb errors

In the first and second sentences, while combining two sentences with the conjunction "and" the student forgets to use verb for second sentence. In the third sentence, the student most probably thinks the future tense structure "-be going to" as a verb. Therefore he does not prefer to use verb.

My friend is tall and **X** long hair.

My friend is tall and has long hair. (correct form)

He is going to be famous and **X** very good life.

He is going to be famous and has a very good life. (correct form)

He is going to **X** a doctor

He is going to be a doctor. (Correct form)

4.1.13. L1 transfer errors

The following sentences seem to be influenced by the students' native language "Turkish" which interferes with target language learning because learners, word by word, translate idiomatic expressions, vocabulary and even the grammatical rules of the learners' first language into the second language.

My eyes colour is black. X

I have black eyes. (Correct form)

My hair color is brown. X

I have brown hair. (Correct form)

My tall is one metres one hundred. X

I am one metre and one hundred cm. tall. (Correct form)

4.2. Results and Discussions as to Whether the Types of Errors Are Changing From Grade 6 to Grade 8

Our second research question is whether the types of errors are changing from grade 6 to grade 8. In order to answer this question the exam sheets of thirty-nine students were analyzed semester by semester in line with the types of errors students have made and the frequency in each error type was observed. The error types and their abbreviations used in tables are presented below.

AR: Wrong Article

MC: Missing Copula

WWC: Wrong Word Choice

OG: Over Generalization

SP: Spelling

WP: Wrong Use of Pronoun

MS: Missing Subject

WWO: Wrong Word Order

SV: Subject Verb Agreement

RR: Rule Restriction

MP: Missing Preposition

MV: Missing Verb

L1: First Language transfer

As it can be seen in Table 4.1, the main errors in the first exam are on missing copula (71.8%), next on word order (41%), another one is on spelling (35.9%) and the other one is on overgeneralization (33,3%). In the second exam, the percentages of the errors are different from the ones in the first exam. The outstanding errors are on wrong pronoun (69%); overgeneralization (56.4), missing verb (43 %), and L1 transfer (25.6%) respectively. In the third exam, the highest percentages of errors are on wrong pronoun (69%), missing verb (33%), and spelling (25.6%). Here in the first semester when we have started to collect our data, the outstanding errors are missing copula, overgeneralization, and wrong pronoun, missing verb, wrong word order and L1 transfer. When we analyze the data carefully, we can see that these errors do not systematically increase or decrease but fluctuate. For example, in the first exam, missing copula is the main error but the percentages of the same error type are 71.8%, 15, 4%, 15, 4%, respectively in three midterm exams. That is the same situation for the wrong word order error, 41%, 5.13% and 12.8%. Overgeneralization errors also show fluctuating movements, 33%, 56% and 20.5 %.

Table 4.1. The distribution of each error type for each exam in grade 6 throughout the academic year

N=39

	1st	exam	2nd	exam	3rd	exam	4th	exam	5th	exam	6th	exam
	n of	%		%	n of	%		%	n of	%	n of	%
	errors				errors				errors		errors	
AR	3	7,69	6	15,4	5	12,8	5	12,8	6	15,4	9	23,1
MC	28	71,8	6	15,4	6	15,4	5	12,8	7	17,9	8	20,5
WWC	3	7,69	7	17,9	8	20,5	6	15,4	11	28,2	9	23,1
OG	13	33,3	22	56,4	8	20,5	20	51,3	16	41	11	28,2
SP	14	35,9	6	15,4	10	25,6	4	10,3	6	15,4	9	23,1
WP	2	5,13	27	69,2	27	69,2	0	0	9	23,1	9	23,1
MS	7	17,9	5	12,8	8	20,5	1	2,56	6	15,4	10	25,6
WWO	16	41	2	5,13	5	12,8	7	17,9	12	30,8	12	30,8
SV	4	10,3	9	23,1	8	20,5	4	10,3	6	15,4	13	33,3
RR	0	0	2	5,13	5	12,8	0	0	6	15,4	9	23,1
MP	3	7,69	2	5,13	5	12,8	1	2,56	6	15,4	10	25,6
MV	7	17,9	17	43,6	13	33,3	3	7,69	13	33,3	13	33,3
L1	8	20,5	10	25,6	8	20,5	14	35,9	8	20,5	10	25,6
Total	108	277	121	310	116	297	70	179	112	287	132	338

In the second term, the first exam, the main errors are on overgeneralization (51.3%), another one is on L1 transfer (35.9%), and the other one is on wrong word order (17.9 %). In the second exam, the highest percentages of errors are on missing verb (33.3%), another one is on wrong word order (30.8 %) and the other one is on wrong word choice (28.2 %). In the last exam of the second term, the striking errors are on subject verb agreement (33.2 %), another one is on overgeneralization (28.2 %) and the other ones are on L1 transfer, missing preposition and missing subject (25.6 %). Based on the second term results, it can be said that the main errors are on overgeneralization, L1 transfer, missing verb and wrong word order. Like the results in the first semester, in the second semester the percentages of errors fluctuate. For instance, in the first exam, the striking error is overgeneralization; however, the percentages of the same error are 51.3 %, 41 % and 28.2 % respectively in three midterm exams. The same situation is also valid for L1 transfer errors, 35.9 %, 20.5 and 25.6 %.

When we analyze the data in terms of two semesters, it can be said that there is parallelism among errors. Both in first and second terms, overgeneralization, wrong word order, missing verb and L1 transfer errors are common. When the highest percentages of these four common errors are compared, it can be seen that only the percentage of L1 transfer errors increase in the second term. The percentages of other three errors, namely, overgeneralization, wrong word order and missing verb errors decrease in the second term.

Table 4.2 shows the percentage of each error type for each exam in grade 7. In the first term of the year, the main errors are on overgeneralization (51.3 %), another one is on wrong word choice (43.6 %) and the other one is on missing preposition (38.5 %). In the second exam, the highest percentage of errors is overgeneralization (46.2 %), the second one is missing subject errors (43.6 %) and the third ones are missing preposition and wrong word order errors (30.8 %). In the third exam, main errors are on missing verb (51.3 %), another one is on spelling (48.7 %) and the other one is on overgeneralization (46.2 %).

In the first term, the striking errors are on overgeneralization, wrong word choice, missing subject and missing preposition errors. When these striking errors are analyzed, it can be concluded that while the percentages of overgeneralization errors decrease, wrong word choice, missing subject and missing preposition errors fluctuate. For instance, the percentage

of missing subject errors is 28%, 43.6 % and 28.2% while the percentages of missing preposition error are 38.5 %, 30.8% and 41% in three exams.

Table 4.2. The distribution of error type for each exam in grade 7 throughout the academic year

N=39

	1st exam	2nd exam	3rd exam	4th exam	5th exam	6th exam
	n of errors	n of errors	N of errors	n of errors	n of errors	n of errors
	%	%	%	%	%	%
AR	10	5	8	8	7	7
MC	12	10	10	10	26	12
WWC	17	8	11	11	25	10
OG	20	18	18	10	15	21
SP	14	11	19	18	25	21
WP	14	8	14	14	10	9
MS	11	17	11	11	20	15
WVO	13	12	12	10	17	12
SV	12	9	15	12	19	9
RR	11	8	7	8	29	7
MP	15	12	16	12	14	15
MV	13	10	20	15	12	29
L1	10	6	9	8	10	8
Total	172	134	170	147	377	229

In the second term, the first exam, the main errors are on spelling (74.4 %), another one is on missing verb (46.2 %) and the other one is on wrong pronoun (35.9 %). In the second exam, the main errors are on rule restriction (74.4 %), another one is on missing copula (66.7 %) and the other one is on spelling (64.1%). In the third exam, the highest percentage of error is missing verb errors (74.4 %) and other ones are overgeneralization and spelling errors (53.8) and the other ones are missing subject and missing preposition errors (38.5 %).

In the second term of the 7th grade, the striking errors are on spelling, rule-restriction, missing copula and missing subject. While the percentages of all these four errors decrease in the second exam, they increase in the third exam so that there is no stability. For instance, the percentages of rule restriction are 20.5 %, 74.4 % and 17.9 % in three exams. Moreover the percentages of spelling errors are 46.2 %, 64.1 % and 53.8 %.

When main errors in the first and second terms are compared, it can be identified that only missing subject errors are common. While the highest percentage of missing subject error is 43.6 %, it is 53 % in the second term so the percentage increases.

Table 4.3 shows the numbers and percentages of each error type in the first term of grade 8. In the first exam, the main errors are on wrong word order (56.4 %), another one is on missing copula (43.6 %) and the other one is on L1 transfer (20.5%). In the second exam, the main errors are on overgeneralization (61.5 %) and the next one is on wrong pronoun (53.8 %) and the other one is on spelling (43.6%). In the last exam of the first term, the highest percentage of error is missing copula (71.8 %) and the next one is wrong word order (41%) and the other one is overgeneralization (38.5 %).

Table 4.3. The distribution of error type for each exam in grade 8 throughout the academic year

N=39

	1st	exam	2nd	exam	3rd	exam
	n of errors	%	n of errors	%	n of errors	%
AR	0	0	0	0	0	0
MC	17	43,6	10	25,6	28	71,8
WWC	6	15,4	7	17,9	3	7,69
OG	7	17,9	24	61,5	15	38,5
SP	5	12,8	17	43,6	14	35,9
WP	7	17,9	21	53,8	2	5,13
MS	3	7,69	8	20,5	7	17,9
WVO	22	56,4	6	15,4	16	41
SV	1	2,56	16	41	4	10,3
RR	1	2,56	0	0	0	0
MP	3	7,69	0	0	3	7,69
MV	1	2,56	12	30,8	7	17,9
L1	8	20,5	10	25,6	6	15,4
TOTAL	81	208	131	336	105	269

In the first term of grade 8, the striking errors are on missing copula, overgeneralization, wrong pronoun, spelling and wrong word order. These errors have no coherence. For instance; while the percentages of wrong pronoun errors are 17.9 %, 53.8 % and 5.13 % in three exams, the percentages of missing copula are 43.6 %, 25.6% and 71.8%.

Table 4.4. The distribution of each error type for each exam in terms of genders in grade 6 throughout the academic year

F=19, M=20

	1st exam		2nd exam		3rd exam		4th exam		5th exam		6th exam							
	F	M	F	M	F	M	F	M	F	M	F	M						
	%		n of error		%		n of errors		%		%							
AR	0	3	4	2	1	4	3	2	1	4	1	4	5,26	20	1	5,26	8	40
MC	16	12	3	3	2	4	4	1	2	5	5	25	5,26	25	1	5,26	7	35
WWC	2	1	4	3	1	7	6	0	5	6	0	30	26,3	30	2	10,5	7	35
OG	9	4	13	9	5	9	10	14	6	8	40	40	31,6	40	6	31,6	9	45
SP	5	9	4	2	5	5	0	4	2	4	20	20	10,5	20	1	5,26	8	40
WP	0	2	11	16	14	13	0	0	4	5	25	25	21,1	25	1	5,26	8	40
MS	0	7	1	4	5	3	1	0	2	4	0	20	10,5	20	2	10,5	8	40
WWO	6	10	1	1	1	4	4	3	2	10	50	50	10,5	50	5	26,3	7	35
SV	3	1	4	5	1	7	1	3	2	4	20	20	10,5	20	4	21,1	9	45
RR	0	0	1	1	1	4	0	0	2	4	0	20	10,5	4	2	10,5	7	35
MP	3	0	1	1	1	4	0	1	2	4	5	25	10,5	4	2	10,5	8	40
MV	1	6	7	10	5	8	2	1	4	9	45	45	21,1	45	4	21,1	9	45
L1	7	1	6	4	0	2	4	6	5	5	25	25	26,3	25	2	10,5	4	20
TOTAL	52	274	60	61	42	74	35	184	40	211	175	410	211	82	33	174	99	495

Table 4.4 shows the numbers and percentages of each error type for each exam in terms of genders in grade 6. Twenty boys and nineteen girls took part in this study. In the first exam of the year, while the main errors of girls are on missing copula (84 %), overgeneralization (47 %) and L1 transfer (36 %), the main errors of boys are on missing copula (60 %), wrong word order (50 %) and spelling (45 %). In the second exam, the main errors of girls are on overgeneralization (68.4 %), wrong pronoun (57.9 %) and missing verb (36 %) whereas the main errors of boys are on wrong pronoun (80 %), missing verb (50%) and overgeneralization (45 %). In the third exam, the main errors of girls are on wrong pronoun (73 %), missing verb, missing subject, spelling and overgeneralization (26 %) while the main errors of boys are on wrong pronoun (65 %), overgeneralization (45 %) and missing verb (40 %).

Based on the results of the first term, it can be said that the striking errors of girls are on missing copula, overgeneralization, wrong pronoun and wrong word order while the main errors of boys are on missing copula, wrong pronoun and overgeneralization and missing verb. There are four main errors in each gender. Three of four errors are common. While the highest percentage of missing copula errors is 84 % in girls, it is 60 % in boys. The highest percentage of overgeneralization errors is 68 % in girls whereas it is 45 % in boys. While the highest percentage of wrong pronoun errors is 65 % in girls, it is 80 % in boys. According to these results, it seems that boys make fewer errors than girls but in total results, it is vice versa.

When we analyze the data carefully, the percentages of wrong pronoun errors of girls are 0 %, 57 % and 63 % while the percentages of wrong pronoun errors of boys are 10 %, 80 % and 65 %. The percentages of wrong pronoun errors of girls increase, errors of boys fluctuate. Moreover, the percentages of overgeneralization errors of girls are 47 %, 68% 26% whereas the percentages of the same errors of boys are 20%, 45% and 45%. While the errors of girls fluctuate, the errors of boys increase. The percentages of missing copula errors of girls are 84%, 15% and 10% while the percentages of missing copula errors of boys are 60%, 15% and %20. While the percentages of missing copula errors of girls decrease, the errors of boys fluctuate.

In the first exam of the second term, the main errors of girls are on overgeneralization (52.9 %), wrong word choice (31 %) and missing copula, wrong word order and L1 transfer errors (21%) whereas the main errors of boys are on overgeneralization (70%), L1 transfer (30%) and spelling (20%). In the second exam of the second term, while the main errors of girls are on overgeneralization (31%), L1 transfer, wrong word choice (26%) and missing verb, wrong pronoun (21%), the main errors of boys are wrong word order (50%), missing verb (45%) and overgeneralization (40%). In the last exam of the academic year in grade 6, the main errors of girls are on overgeneralization (31%), wrong word order (26%) and subject-verb agreement and missing verb (21%). The main errors of boys are on overgeneralization, subject- verb agreement and missing verb (45%), article, spelling, wrong pronoun, missing subject, missing preposition (40%),missing copula, wrong word choice and rule restriction (35 %).

In the second term of grade 6, the striking errors of girls are on overgeneralization whereas the main errors of boys are on overgeneralization, wrong word order, subject-verb agreement and missing verb. While the percentages of overgeneralization errors of girls are 52%, 31% and 31%, the percentages of overgeneralization errors of boys are 70%, 40% and 45 %. While the errors of girls increase, the errors of boys fluctuate.

Table 4.5. The distribution of each error type for each exam in terms of genders in grade 7 throughout the academic year

F=19, M=20

	1st exam		2nd exam		3rd exam		4th exam		5th exam		6th exam				
	F	M	F	M	F	M	F	M	F	M	F	M			
	%	%	%	%	%	%	%	%	%	%	%	%			
AR	2	8	0	5	2	6	2	2	2	6	2	5	2	5	25
MC	4	8	8	2	4	6	3	3	7	7	9	17	4	8	40
WWC	6	11	4	4	6	5	4	7	7	7	9	16	4	6	30
OG	10	11	10	7	6	14	6	7	7	7	12	9	9	13	65
SP	5	9	5	6	11	8	9	9	9	9	7	18	9	12	60
WP	4	10	4	4	8	6	8	8	6	6	4	6	4	5	25
MS	3	8	5	12	4	7	4	4	7	7	7	13	4	11	55
WWO	5	8	5	7	3	9	5	5	5	5	3	14	3	9	45
SV	3	9	4	5	7	8	4	4	8	8	8	11	4	5	25
RR	2	9	5	3	2	5	2	2	6	12	2	17	2	5	25
MP	4	11	6	6	5	11	2	2	10	7	7	7	9	6	30
MV	4	9	6	4	9	11	4	4	11	8	4	8	14	15	75
L1	3	6	5	2	2	5	1	1	4	2	2	2	4	3	15
TTAL	55	117	67	67	69	363	54	54	93	86	453	143	715	103	515

Table 4.5 shows the percentages and numbers of each error for each exam in terms of genders in grade 7 throughout the academic year. In the first exam of the first term, the main errors of girls are on overgeneralization (52.6 %), wrong word choice (31.6 %) and wrong word order (26%). The main errors of boys are on wrong word choice, overgeneralization, missing preposition (55%), spelling, subject-verb agreement, rule-restriction, missing verb (45%) and article, missing copula, missing subject and wrong word order (40%). In the second exam, the main errors of girls are on overgeneralization (52.6 %), missing copula (42.1%), missing preposition and missing verb (31%). The main errors of boys are on missing subject (60%), overgeneralization, wrong word order (35%), spelling and missing preposition (30%). In the last exam of the first term, the main errors of girls are spelling (57.9 %), missing verb (47.4%), and wrong pronoun (42.1 %) whereas the main errors of boys are on overgeneralization (70%), missing verb, missing preposition (55%) and wrong word order (45 %).

In the first term of grade 7, the outstanding errors of girls are overgeneralization, missing copula, wrong pronoun and missing verb whereas the main errors of boys are overgeneralization, missing subject, spelling, missing preposition, wrong word choice and missing verb. When these errors are analyzed one by one, it can be seen that these errors have no coherence. For instance, the percentages of overgeneralization errors of girls are 21%, 42% and 21% while the percentages of overgeneralization errors of boys are 55%, 35% and 70%. However, only the percentages of wrong word choice errors of boys state a stable graphic. The percentages of errors decrease respectively, 55%, 20% and 15% in three exams.

In the first exam of second term, the main errors of girls are on spelling (47.4 %), wrong pronoun (42.1 %) and overgeneralization (31%) while the main errors of boys are missing verb (55%), missing preposition (50%) and spelling (45%). In the second exam, the main errors of girls are on overgeneralization and rule restriction (63.2 %), missing copula and wrong word choice (47.4%) and also subject-verb agreement (42.1 %) whereas the main errors of boys are spelling (90%), missing copula and rule-restriction (85%) and wrong word order (80%). In the third exam, the main errors are on missing verb (73.7 %), missing preposition, overgeneralization and spelling (47.4%) while the main errors of boys are missing verb (75%), overgeneralization (65%) and spelling (60%).

In the second term of grade 7, the outstanding errors of girls are spelling, missing verb, overgeneralization, rule restriction and missing copula whereas the main errors of boys are spelling, overgeneralization and missing preposition.

After analyzing the outstanding errors of girls, it can be said that the distribution of percentages of spelling, overgeneralization, rule restriction and missing copula errors are not systematic. While in the second exam their percentages increase, in the third exam, they decrease. However, the percentages of missing verb errors increase respectively 21%, 21% and 73% in three exams. According to the errors of boys, it can be said that while overgeneralization errors increase respectively 35%, 45% and 65% in three exams, missing preposition and spelling errors fluctuate. For instance, the percentages of spelling errors are 45%, 90% and 60%.

Table 4.6. The distribution of each error type for each exam in terms of genders in the first term of grade 8

F=19, M=20

	1st exam				2nd exam				3rd exam			
	F		M		F		M		F		M	
	n of errors	%		%	n of errors	%		%	n of errors	%		%
AR	0	0	0	0	0	0	0	0	0	0	0	0
MC	4	21,1	13	65	4	21,1	6	30	16	84,2	12	60
WWC	2	10,5	4	20	5	26,3	2	10	2	10,5	1	5
OG	8	42,1	3	15	17	89,5	9	45	11	57,9	4	20
SP	0	0	5	25	9	47,4	8	40	5	26,3	9	45
WP	3	15,8	4	20	16	84,2	5	25	0	0	2	10
MS	1	5,26	2	10	2	10,5	6	30	0	0	7	35
WWO	13	68,4	9	45	2	10,5	4	20	6	31,6	10	50
SV	0	0	1	5	9	47,4	7	35	3	15,8	1	5
RR	0	0	1	5	0	0	0	0	0	0	0	0
MP	3	15,8	0	0	0	0	0	0	3	15,8	0	0
MV	1	5,26	0	0	2	10,5	10	50	1	5,26	6	30
L1	2	10,5	2	10	4	21,1	4	20	5	26,3	1	5
TOTAL	37	195	44	220	70	368	61	305	52	274	53	265

Table 6 shows the percentages and numbers of each error type for each exam in terms of genders in the first term of grade 8. In the first exam, the main errors of girls are on wrong word order (68.4 %) and overgeneralization (42.1 %) while the main errors of boys are on missing copula (65%) and wrong word order (45%). In the second exam, the main errors of girls are on overgeneralization (89.5%), wrong pronoun (84.2%) and subject-verb agreement, spelling (47.4%) whereas the main errors of boys are on missing verb (50%), spelling (45%) and spelling (40%). In the third exam, the main errors of girls are on missing copula (84.2%), overgeneralization (57.9%) and wrong word order (31.6%) while the main errors of boys are on missing copula (60%), wrong word order (50%) and spelling (45%).

In the first term of grade 8, the striking errors of girls are overgeneralization, missing copula, wrong word order and wrong pronoun whereas the striking errors of boys are missing copula, wrong word order, and overgeneralization and missing verb.

Based on the error percentages of girls and boys, it can be said that there is a parallelism between the error types of each gender. According to results of girls, overgeneralization, wrong word order errors fluctuate in three exams. For instance; the percentages of wrong word order errors are 68%, 10% and 31%. While percentages of missing copula errors increase, respectively, 21%, 21%, 84% at the end of the first term, the percentages of wrong pronoun errors decrease respectively, 15%, 84% and %0 at the end of the first term.

4.3. Results and Discussions as to Whether the Number of Error Reduce From Grade 6 to Grade 8

In order to answer this question students' errors have been classified as error types and the frequency in each error type of individual students has been identified from grade 6 to grade 8. In this analysis, 0 to 2 errors have been considered as fewer errors while 3 or more errors have been considered as more errors.

4.3.1. Article errors

When we analyze article errors of students individually, we have pointed out that students who made more errors are respectively 12.8%, 17.9% and 0% in three years' time. In this respect, it can be said that only some students have committed article errors in the 6th grade, and the percentage increases to 17.9% in the 7th grade, but in the 8th grade, none of the students committed this type of error (See in table 4.1).

4.3.2. Missing copula errors

When the missing copula errors of students are analyzed individually, it has been found that students who made more errors are respectively 28.2%, 33.3% and 23.1% within five semesters from 2005 to 2008. It shows that only some students have committed missing copula errors at grade 6, and the percentage increases to 33.3% at grade 7, but it decreases to 23.1% at grade 8.

4.3.3. Wrong word choice errors

When we analyze the wrong word choice errors of students individually, we have seen that students who made more errors are respectively 17.9%, 28.2% and 5.13% from grade 6 to grade 8. It shows that only a few students have committed this type of error at grade 6, and the percentage increases to 28.2% at grade 7, but it reaches its lowest percentage (5.13%) at grade 8.

4.3.4. Overgeneralization errors

When we analyze the overgeneralization errors of students individually, we have found that students who made more errors are respectively 35.9%, 46.2% and 20.5% in three years' time. It shows that some of the students (35.9%) have committed overgeneralization errors at grade 6, and the percentage increases to 46.2% at grade 7, but it decreases to 20.5% at grade 8.

4.3.5. Spelling errors

When we analyze spelling errors of students individually, we have found that students who made more errors are respectively 25.6%, 48.7% and 20.5% from grade 6 to grade 8. It shows that only some students have committed this type of error at grade 6, and the percentage increases to 48.7% at grade 7, but it decreases to 20.5% at grade 8.

4.3.6. Wrong pronoun errors

When the wrong pronoun errors of students are analyzed individually, it has been found that students who made more errors are respectively 35.9%, 20.5% and 7.69% within five semesters from 2005 to 2008. It shows that only some of the students (35.9%) have committed wrong pronoun errors in the 6th grade, and the percentage decreases to 20.5% in the 7th grade but it reaches to its lowest percentage (7.69%) in the 8th grade .

4.3.7. Missing subject errors

When we analyze missing subject errors of students individually, we have found that students who made more errors are respectively 15.4 %, 33.3 % and 5.13 % in three years' time. It shows that a few students have committed this type of error at grade 6, and the percentage increases to 33.3 % at grade 7, but it decreases to 5.13 % at grade 8.

4.3.8. Wrong word order errors

When we analyze wrong word order errors of students individually, we have observed that students who made more errors are respectively 20.5%, 25.6% and 15.4% from grade 6 to grade 8. In this respect, it can be said that only some students have committed wrong word order errors in the 6th grade, and the percentage increases to 25.6% in the 7th grade, but in the 8th grade, only a few students have committed this type of error.

4.3.9. Subject-verb agreement errors

When the subject-verb agreement errors of students are analyzed individually, it has been found that students who made more errors are respectively 12.8%, 33.3% and 7.69% within five semesters from 2005 to 2008. It shows that only a few students have committed subject-verb agreement errors at grade 6, and the percentage increases to 33.3% at grade 7, but it reaches to its lowest percentage (7.69%) at grade 8.

4.3.10. Rule-restriction errors

When we analyze the rule-restriction errors of students individually, we have found that students who made more errors are respectively 7.69%, 25.6% and 0% in three years time. It shows that a few students have committed rule-restriction errors in the 6th grade, and the percentage increases to 25.6% in the 7th grade, but none of the students have committed this type of error in the 8th grade.

4.3.11. Missing preposition errors

When the missing preposition errors of students are analyzed individually, it has been found that students who made more errors are respectively 7.69%, 30.8% and 0% within five semesters from 2005 to 2008. It shows that only a few students have committed missing preposition errors at grade 6, and the percentage increases to 30.8% at grade 7 but none of the students have committed this type of error at grade 8.

4.3.12. Missing verb errors

When we analyze missing verb errors of students individually, we have found that students who made more errors are respectively 28.2 %, 30.8 % and 7.69% in three years'

time. It shows that only some students have committed this type of error at grade 6, and the percentage increases to 30.8 % at grade 7, but it decreases to 7.69 % at grade 8.

4.3.13. L1 transfer errors

When we analyze L1 transfer errors of students individually, we have observed that students who made more errors are respectively 7.69%, 7.69% and 5.13% from grade 6 to grade 8. In this respect, it can be said that only a few students have committed this type of error at grade 6 (7.69%) and at grade 7 (7.69%), but the percentage decreases to 5.13% at grade 8.

Table 4.7. The frequency of students' errors in various error types from grade 6 to grade 8

N=39

Error types	GRADE 6	GRADE 7	GRADE 8
AR	12.8	17.9	0
MC	28.2	33.3	23.1
WWC	17.9	28.2	5.13
OG	35.9	46.2	20.5
SP	25.6	48.7	20.5
WP	35.9	20.5	7.69
MS	15.4	33.3	5.13
WVO	20.5	25.6	15.4
SV	12.8	33.3	7.69
RR	7.69	25.6	0
MP	7.69	30.8	0
MV	28.2	38.5	7.69
L1	7.69	7.69	5.13

As it can be seen in Table 4.7, in almost all error types students errors increase in grade 7 and decrease in grade 8 except wrong pronoun and L1 transfer errors. It is also important to note that in article, rule-restriction and missing preposition errors, students did not make any errors in grade 8. In this respect, we can state that students go through interlanguage period for a while and the more they are exposed to language, they have a better chance to improve their knowledge and the usage of English.

4. 4. Results and Discussions about the Causes of Errors

As this study is based on the writing errors of the students, the focus is mainly on the linguistic causes of the errors. These errors have been handled in two categories as interlingual and intralingual errors.

Interlingual errors occur when the errors reflect the native language structures. In Dictionary of Language Teaching and Applied Linguistics (1992) interlingual errors are defined as being the result of language transfer which is caused by the learner's first language and regarded as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors on the part of Turkish learners of English can be divided into three groups and some examples have been provided from our data.

- Errors caused by the syntactic order differences between the systems of Turkish and English

Everyday school I go. X

I go to school everyday. (Correct form)

Her gün okula gidiyorum.

She tea likes. X

She likes tea. (Correct form)

.Çayi seviyor.

They TV watching. X

They are watching TV. (Correct form).

Televizyon izliyorlar.

- Errors caused by complete categorical differences between the systems of Turkish and English

She cooked a cake and ate X immediately.

She cooked a cake and ate it immediately. (Correct form)

Yesterday he bought a book and read X

Yesterday he bought a book and read it. (Correct form)

I bought a CD and watch. X

I bought a CD and watch it. (Correct form)

- Translation (L1 error) Errors

The Turkish-speaking learners of English may make errors resulting from word by word translation. The examples can be seen through the following table:

Table 4.8. Some translation errors between English and Turkish

TURKISH	ERRORS	ENGLISH
Sigara içmek	Smoke cigarettes	Smoke
Sınıfta otuz öğrenci var.	There is thirty student in the classroom.	There are thirty students in the classroom.
O Alman ile evlendi.	She married with German	She married a German.

Intralingual errors occur because of the effect of one target language item upon another and result from faulty or partial learning of the target language rather than language transfer.

According to Richards (1970:15), they are “items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to “derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language” (Richards, 1970:12).

Intralingual errors are divided into three groups and some examples have been provided from our data.

- Overgeneralization

I'm get up a. I get up
 b. I am getting up

She is goes a. she goes
 b. she is going

He can swims a. he can swim
 b. he swims

He caught the fish.

He caught the fish. (Correct form)

She weared a t-shirt.

She wore a t-shirt. (Correct form)

- Incomplete Application of Rules

Teacher:

Student:

What are you doing?

You are doing homework

Ask how old he is

how old he is

The bag is very heavy; I can't lift it.

The bag is too heavy to lift it. X

The bag is too heavy to lift. (Correct form)

- Ignorance of Rule Restriction

The woman I liked her very much is a teacher. X

The woman whom I like very much is a teacher. (Correct form)

He introduced me the man. X

He introduced the man to me. (Correct form)

CHAPTER 5

CONCLUSION

In this chapter, a brief summary of the study has been presented, and then the implications of the study are discussed. Finally, the suggestions for further research have been provided.

5.1. Summary of the Study

This study intended to describe the types and sources of errors in language learning and teaching process in a foreign language context as well as to present the developmental process of language learners in terms of error analysis through their written work. Therefore, exam papers of thirty-nine students were evaluated. This study has concluded that however students are exposed to a foreign language, errors are inevitable.

The first reason for investigating this topic was to contribute to a better understanding of the phenomenon of error analysis particularly at private elementary school level. Another reason was to pay attention to common erroneous features in the written English of L2 learners. Therefore, the study can help teachers in terms of needs of L2 learners so that they can easily guide students to produce fewer written errors.

The literature related this study states that error analysis took a new turn with the works of Corder. According to Corder (1974), the study of error analysis provides us with a picture of the linguistic development of a learner and also gives us some hints about the learning process. According to Gass and Selinker (1994), errors are "red flags" that give evidence about the learner's knowledge of the second language.

The participants of this study were the thirty-nine students of Private PEV Primary School; however, they did not take part in this study actively because this study is based on the errors in the written parts of their exam sheets. The exam sheets of these students were

collected and the writing parts of these papers were analyzed in three years' time from grade 6 to grade 8 within five semesters.

In order to collect data, only exam papers of the students were used in order to observe the development process of them. While analyzing the exam sheets, first of all, error types were identified. Then, the frequency in each error type has been counted (See Tables 4.1, 4.2 and 4.3).

The first research question was as follows: "What kinds of errors are made by students?" After analyzing exam sheets from grade 6 to grade 8 within 5 semesters, thirteen different error types were identified. These error types are article, missing copula, wrong word choice, overgeneralization, spelling, wrong pronoun, missing subject, wrong word order, subject-verb agreement, rule-restriction, missing preposition, missing verb and L1 transfer errors.

The second research question was "Are the types of errors changing from grade 6 to grade 8? When we have analyzed our data in terms of error types from grade 6 to grade 8, it can be said that there is parallelism among errors at grade 6. Both in first and second terms, overgeneralization, wrong word order, missing verb and L1 transfer errors are common. When the highest percentages of these four common errors are compared, it can be seen that only the percentage of L1 transfer errors increase in the second term. The percentages of other three errors, namely, overgeneralization, wrong word order and missing verb errors decrease in the second term. Moreover, in the first term of the 7th grade, the striking errors are on overgeneralization, wrong word choice, missing subject and missing preposition errors. When these striking errors are analyzed, it can be concluded that while the percentage of overgeneralization errors decrease, wrong word choice, missing subject and missing preposition errors fluctuate. In the second term of the 7th grade, the striking errors are on spelling, rule-restriction, missing copula and missing subject. While the percentages of all these four errors decrease in the second exam, they increase in the third exam so that there is no stability. Furthermore, in the first term of grade 8, the striking errors are on missing copula, overgeneralization, wrong pronoun, spelling and wrong word order.

The data are also evaluated in terms of genders. In the first term of the 6th grade, the striking errors of girls are on missing copula, overgeneralization, wrong pronoun and wrong word order while the main errors of boys are on missing copula, wrong pronoun and

overgeneralization and missing verb. In the second term of the 6th grade, the striking errors of girls are on overgeneralization whereas the main errors of boys are on overgeneralization, wrong word order, subject-verb agreement and missing verb. In the first term of 7th grade, the outstanding errors of girls are overgeneralization, missing copula, wrong pronoun and missing verb whereas the main errors of boys are overgeneralization, missing subject, spelling, missing preposition, wrong word choice and missing verb. In the second term of the 7th grade, the outstanding errors of girls are spelling, missing verb, overgeneralization, rule restriction and missing copula whereas the main errors of boys are spelling, overgeneralization and missing preposition. In the first term of the 8th grade, the striking errors of girls are overgeneralization, missing copula, wrong word order and wrong pronoun whereas the striking errors of boys are missing copula, wrong word order, and overgeneralization and missing verb. To sum up, although the percentages of the errors changed from one exam to another in three years' time, the kinds of errors did not change.

The third research question was "Do the numbers of errors reduce from grade 6 to grade 8? In order to answer this question students' errors have been classified as error types and the frequency in each error type of individual students has been identified from grade 6 to grade 8. Most of the students' errors increase in grade 7 and decrease in grade 8; however, in two error types namely, wrong pronoun and L1 transfer errors, the percentage of errors decreases in both grades 7 and 8. It is also important to note that in article, rule-restriction and missing preposition errors, students did not make any errors in grade 8.

The fourth research question was "What could be the causes of errors?" While this study is based on the writing errors of the students, only linguistic causes of errors were taken into consideration. Linguistic causes of errors are divided into 2 categories: interlingual and intralingual errors. While interlingual errors occur when the errors reflect the native language structures, intralingual errors occur because of the effect of one target language item upon another. In almost all exam papers, the effects of interlingual and intralingual errors were seen.

Although the research findings of this study derived from a sample taken from one school, they have led the researcher to conclude that even though the students have fluctuating movements in three years' time, grade 8 students make fewer errors than grade 6 and grade 7 students. These results prove that they have clearly benefited from the additional

two years exposure to English as a subject. The evidence of errors states that errors are inevitable in an environment where English is a foreign language.

5.2. Implications of the study

Several implications can be elicited for teachers, students and testing writing through this study.

Teachers will be aware that in foreign language process, students' errors are inevitable. Thus, teachers can tolerate their students' errors and provide more input for them so that students will hopefully repair their errors in time.

Teachers may make use of various error types identified in this study and prepare activities to raise consciousness towards these errors in various levels.

Teachers can make use of most frequently made errors according to grade level, and create activities so that their students will get rid of them.

Students should be given information about their error types and they should be aware of their problems. They should also be encouraged to communicate in English although they make errors. Students should understand that errors are part of the learning process so they should not get panic and get angry with themselves.

In writing part of the tests, the evaluation should be based on content, organization and appropriate usage of words. The main focus should be on communication. Thus, students' errors can be tolerated as long as they do not create a big problem in meaning.

5.3. Suggestions for Further Research

The data of this study were collected in one school so this study can be conducted with wider participants in different schools. Furthermore, this study can be replicated in longer time frame within a different context. Data for such a study can be collected from two different schools such as one private and one state school and results can be compared and contrasted.

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**APPENDICES:
SOME SAMPLES OF EXAM SHEETS OF STUDENTS
FROM GRADE 6 TO GRADE 8**

WRITING: (15 pts)

Read this letter from James.

Hi Emma,

My name's James and I'm thirteen years old. My birthday is on 1st January. I live in London with my family and my dog, Buster. I'm a student at Northgate School. I'm interested in geography and maths and I'm quite good at football and swimming. What about you?

Best wishes,

James

Write your answer to James. Write 25-35 words.

Hi, Özlem

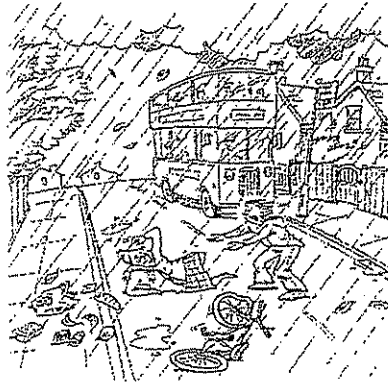
How are you? I'm 12 years old.
How old is she? I live in Istanbul with my family. I'm play basketball, play tennis. I'm swimming. What about you? I'm play football.

friends Güleç

(10)

WRITING (20 PTS)

Look at the pictures and write about the accident in 50-70 words. Use some of the verbs in the box.



happen - ride a bike - rain - go - see - hurry
get on - carry - shout - crash - hit

One day boy ride a
bike. He is hurry and
very quickly old woman
carry milk, break. Go to
the home. Weather cold
and rain. Old woman see
boy. Old woman hurry. Because
boy crashed. Old woman
shout the boy. He is
very sad. Old woman. you are
crazy.
Boy. No
Old woman. Yes, and stupid.
Old woman going to home
old woman carry say, crazy
boy scary boy
boy into in yde home.

Content: 2

Organization: 3

Accuracy: 2

Vocabulary: 2

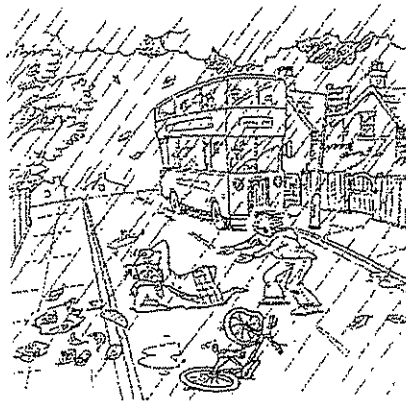
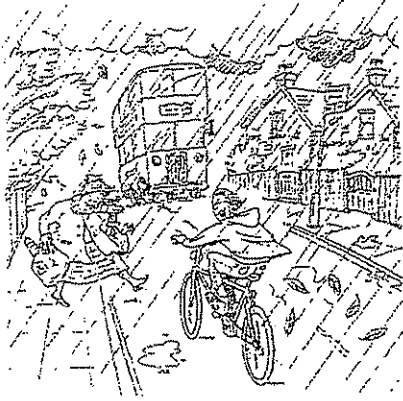
(15)

3

(5)

WRITING (20 PTS)

Look at the pictures and write about the accident in 50-70 words. Use some of the verbs in the box.



happen ride a bike rain go see hurry
get on carry shout crash hit

He rode a bike in the street and it rained. He don't see in the street. He very fasted and went to the old woman. She don't see in the street. She carried plates. He don't see woman and he crashed woman. She very angry. She say 'What are you doing?' He don't answered and he went to the home. And tomorrow don't going. He ride a bike and he saw old woman, he stopped and old woman walked. She went to the home.

Content: 8

Organization: 3

Accuracy: 1

Vocabulary: 2

14

E. **Writing** (20 pts)

Imagine you are a member of a youth club. Write 50-70 words to describe the club in three paragraphs. Use some of the clues below and your own ideas.

1st paragraph

General information: name of the club, location, how to get there (by car, by bus), how many members it has, how to become a member of the club

2nd paragraph

Activities: sports, swimming pool, art studio, the Internet café, concerts

3rd paragraph

What you do in the club, your opinion about the club

MY YOUTH CLUB

My club name is wather club - Wather club location is Istanbul Istanbul is very very big city, and my club is very very big club -

My club activities is sport, swim, art studio, the Internet cafe and concerts -

My club is enjoyable and crazy - I love you club -

I recommend it you.

8
10

E. Writing (20 pts)

Imagine you are a member of a youth club.
Write 50-70 words to describe the club in
three paragraphs. Use some of the clues
below and your own ideas.

1st paragraph

General information: name of the club, location,
how to get there (by car, by bus), how many
members it has, how to become a member of
the club

2nd paragraph

Activities: sports, swimming pool, art studio, the
Internet café, concerts

3rd paragraph

What you do in the club, your opinion about the
club

location is Hamburg.
I am general information name Cool girl Club, location
get there to by car and by bus.

Activities sports, swimming, baseball, basketball, football
Internet cafe, tennis court, golf school, concerts,
horse raising, high school,

I do in the club a hotel, hospital, restaurant.

My opinion about the club it's 8:00 am - 2:00 pm.

I Cool club very beautiful, enjoyable.

I swim, play basketball, football, golf ---

B E C O M E W A I T I N G

?

15

6

E. ~~Writing~~ (20 pts)

Imagine you are a member of a youth club.
Write 50-70 words to describe the club in
three paragraphs. Use some of the clues
below and your own ideas.

1st paragraph

General information: name of the club, location,
how to get there (by car, by bus), how many
members it has, how to become a member of
the club

2nd paragraph

Activities: sports, swimming pool, art studio, the
Internet café, concerts

3rd paragraph

What you do in the club, your opinion about the
club

The name of the club is submarine. Submarine
Club is in Washington. How to get here by car but
you can with by bus coming. It has 47 members.
You come here and you member of the club. Here is
sports, swimming pool one big one little, art studio, a internet
cafe and concerts. I'm teacher here and I love
here very much.

(20)

Writing:

Write a story. Begin with these words: *I had just got up when the phone rang.*
Write 80-100 words. (15 pts)

PLAN

Paragraph 1: Describe the situation.
Make it dramatic but simple.

Paragraph 2: What happened next?
Use direct speech to make the story personal.
Use the past simple for actions and the past continuous for background descriptions.

Paragraph 3: Finish the story.
What happened in the end? Is it a happy or a sad ending?

5

GHOST

Mother and dad is home down. Zzzzz. telephoned.

I: Hello!

Ghost: Hello!

call close telephone. Dadd! Mamm! I was scared. I was scared.
I went to the kitchen. Mom! Dad! I went to the mom and dad. I sit down
sofa. Opened the television. Chant the canal. Ghost! Ghost! Ghost!
Gat!!! Close the kitchen the door. After opened the door! Hello!
AAA! Mom! I was scared!!

Writing:

3 Write a story. Begin with these words: *I had just got up when the phone rang.*
Write 80-100 words.

PLAN

Paragraph 1: Describe the situation.
Make it dramatic but simple.

Paragraph 2: What happened next?
Use direct speech to make the story personal.
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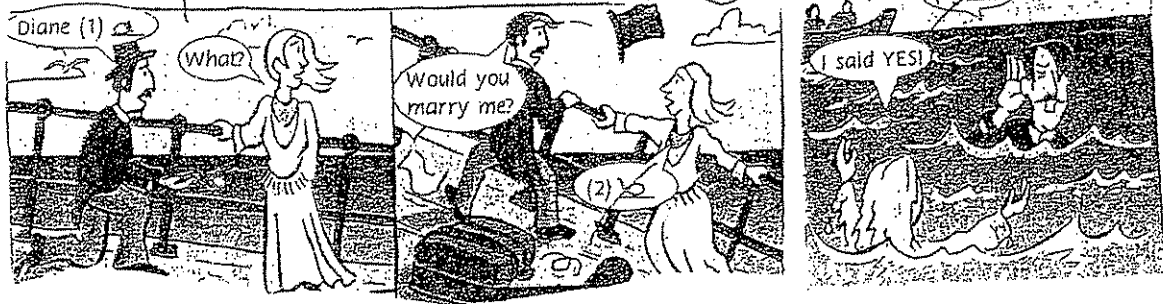
15

I had just got up when the phone rang. I was very angry for this I went to near the phone and took the phone. I said "hello, who is this?" But the phone was quiet and again "hello" and I heard a screen. It sounds like my best friend.

Then I said, "what happened to them? Who please talk to me?" and the voice said "I'm your best friend" but the voice was very good. I said "how, really? I had you as my sister?" what was happy? "Valla you hugged me." I said "I hug you"

I said "Goodbye" I said "hello and weather is you" and the girl said "hello" the girl said "I'm really happy and I want you" I was very happy and I had my best friend and I hugged her from my father.

c) Complete the comic strip with the sentences



- A) I don't know how to say this.
- B) What did you say?
- C) I beg your pardon?

Writing (15 pts)

Write a postcard to a friend or your family about your holiday. Use the notes below to help you. Write 60-90 words.

Before you start:

- Decide where you are and what type of holiday it is.
- Decide who you are writing to.

The postcard

- Where are you staying?
- How did you travel?
- What was the journey like?
- What's the place like?

Activities

- What have you already done?
- What are you doing now?
- What are your plans?

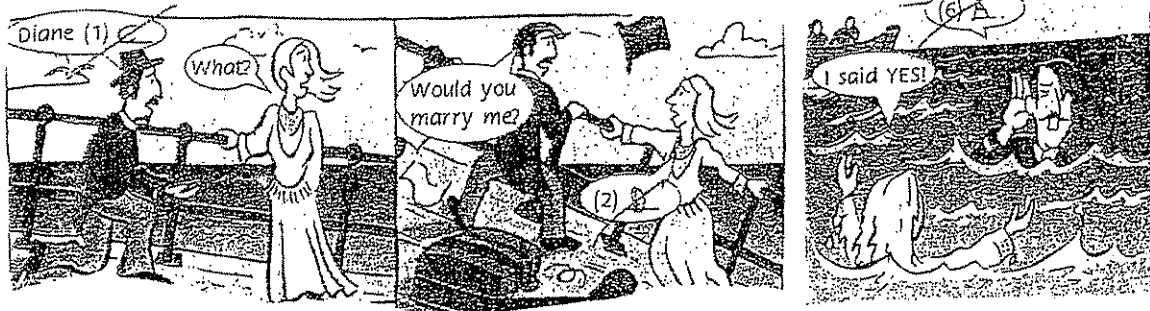
10

I went to Turkey. I saw many two
 cities like Antalya, Izmir, Bursa, Ankara and Denizli. After
 going to the Adana, Nevşehir, Konya
 and Bursa. But I go to the Istanbul
 and plans to go to the Sultanahmet
 and the Anadoluhisari. After that
 the pamukkale, and the Antalya
 surprise!!!
 BYE!!!

Belgama Sak Rose
 Moh. Mounad Cad.
 1128 Sak. No: 8
 Kat: 3
 Londra/English

10

c) Complete the comic strip with the sentences



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- How did you travel?
- What was the journey like?
- What's the place like?

Activities

- What have you already done?
- What are you doing now?
- What are your plans?

(7)

Hello!!!

My name is Nansi. I am 13 years old.

What did you do on holiday? I am happy.

I went to the Paris, America, Africa.

I can play football, basket ball, etc.

It's a very enjoy. And I love the beach.

Match a sentence in part A to a reason in part B.

(5 pts)

A

- 0 He must be embarrassed.
- 1 He can't be our Maths teacher.
- 2 He must be rich.
- 3 She can't be hungry.
- 4 Julia must be clever.
- 5 Mauro might be playing football.

~~c~~
~~f~~
~~d~~
~~a~~
~~e~~
b t 3

B

- ~~a) She ate three packets of crisps at lunchtime.~~
- ~~b) He isn't at the youth centre.~~
- ~~c) He doesn't know any of the answers in class.~~
- ~~d) He's just bought a new mobile phone.~~
- ~~e) He looks very young.~~
- ~~f) She always gets good marks in her exams.~~

Writing

Write in your diary about something that has happened at school this week. Think about the questions below. Write between 80 and 100 words.

- What kind of event was it (for example, a school swimming competition)?
- When did the event take place?
- How many people were at the event?
- Was the event successful or not?

(10 pts)

10

Hi, New Day

Saturday a really race; 4 men and 1 woman (who's really bad)

It race it really funny.

It even take place. desert and sea. Desert and sea very hot I love desert

I mission; eath the poison snakes II mission; in the sea teeth eath him fish. It really bad. III mission; fast Swimmig

race but in sea Shark.

In the game - play doesn't popular, people; Neenti, Alharat, Khamel, Hyez, Bana, Emie

But people it foible and not win game It's really bad

But I love.

-5-

12

😊

Match a sentence in part A to a reason in part B. (5 pts)

A

- 0 He must be embarrassed.
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c
e
d
a
f
b

f 5

B

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- How many people were at the event?
- Was the event successful or not?

Big surprise
so happy
- for
city (10pts)

10

13

Event

And one day we school. And go to the basketball
Per Voley and ODTÜ play basketball. And we Per
Voley don't win, ODTÜ win. And I and friends
enjoy. After going to the school. And school
I and Nami and Seshan play football. And
play Voleybol. After I and friends going to
the home. House I have a rest. And I play
computer games. And homework. And watching television.
After I sleep

3) Circle the correct answer.

- 1 We've got a tent - we're going to stay in a guest house on a campsite.
- 2 We're going for a drive trip in the country in my new car!
- 3 We're still loading packing our suitcases - and we're leaving in an hour!
- 4 I'm booking arranging a double room at the hotel.
- 5 Our flight is cancelled delayed. It's leaving later this afternoon.

✓
4

19

4.) Complete the sentences with the correct prepositions.

from
by
on

- 1 Are you travelling to Budapest by coach or by plane?
- 2 We're arriving in Buenos Aires at midday.
- 3 They're walking to Kathmandu on foot.
- 4 We have to be at the airport at half past eleven.
- 5 The Moscow train departs from platform 3.

5.) Circle the best word, a, b, c or d, to complete the statements.

- 1 She's clever and attractive but she's so ___ about it, nobody likes her.
a confident c jealous
b) arrogant d exciting
- 2 My brother never thinks about other people. He's really ___
a) selfish b helpful c shy d sensible
- 3 I like my young cousins but they're very ___ I get really tired when I look after them.
a rude b friendly c) lively d popular
- 4 What a nice, ___ boy. He always says 'please' and 'thank you'.
a confident b) polite c punctual d helpful
- 5 Her boyfriend hates her talking to other boys. He's very ___.
a clever b modest c) jealous d tolerant
- 6 My uncle always gives us money and nice presents. He's very ___.
a friendly b proud c lazy d) generous

6.) Complete the following echo questions.

- 0 She's Welsh. Is she?
- 1 She thinks I'm from Ireland. Does she?
- 2 He's got a bilingual daughter. Has he?
- 3 I love my community and its traditions. Do you?
- 4 They are complaining about their boss. Are they?

Writing (15 pts)

15

FIRST CLASS
SCHOOL OF ENGLISH

Come to sunny Brighton and learn English!
• courses all year
• all levels from beginner to advanced
• satisfied students from all over the world!

Call us now! (44) 1788 672 801

Read the advert for the First Class School of English on page 19. Write a formal email to the school.

Find out:

- if there are still places in the Pre-Intermediate group at the moment.
- how much the course costs.
- how many students there are in the group.
- if the school can help you with accommodation.

I am sixteen years old. I am interested in course you are organising. I hope you can answer some questions. Are there still places available Pre Intermediate group at the moment? Could you tell me how much it costs? Could you tell me how many students there are in the group? Can the school help us with accommodation?

Best Regards...

Gizem ONURAN

Good Luck ☺
Jagül @ Nesra

14

3) Circle the correct answer.

- 1 We've got a tent - we're going to ~~stay in a guest house~~ / camp
- 2 We're going for a drive / ~~trip~~ in the country in my new car!
- 3 We're still ~~loading~~ / packing our suitcases - and we're leaving in an hour!
- 4 I'm ~~booking~~ / arranging a double room at the hotel.
- 5 Our flight is ~~cancelled~~ / delayed. It's leaving later this afternoon.

3

6

4) Complete the sentences with the correct prepositions.

for to at or x 2 in

- 1 Are you travelling ~~from~~ Budapest to coach or by plane?
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- 6 My uncle always gives us money and nice presents. He's very d.
a friendly b proud c lazy d generous

3

6) Complete the following cliche questions.

- 0 She's Welsh. isn't she?
- 1 She thinks I'm from Ireland. aren't she?
- 2 He's got a bilingual daughter. isn't she?
- 3 I love my community and its traditions. do you?
- 4 They are complaining about their boss. aren't they?

writing (15 pts)

10

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- Find out:
- if there are still places in the Pre-Intermediate group at the moment.
 - how much the course costs.
 - how many students there are in the group.
 - if the school can help you with accommodation.

Hello! My come from Turkey
 My 14 years old. I popular crazy film,
 Crazy Taxi. Where there is a Asian
 Population. I love is chat and internet.
 School name is Pao kolej. I'm riding.
 8 class. If there are still places in the
 Pre Intermediate group at the moment.
 How much the math course costs.
 How many students there are in the
 group. If the school can help you
 with accommodation.

Good Luck ☺
Aygül @ Nesra

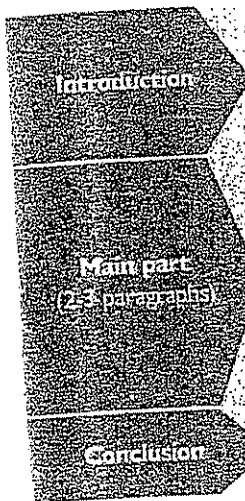
15

- c) Complete the conversation. Write the correct letters a-f.
- A How do I get to this new club then?
 B ⁰ e.....
- A Where? I never go to art galleries.
 B ¹ a.....
- A Yes, of course I do!
 B ² d.....
- A What? By the railway bridge?
 B ³ c.....
- A OK. Then do I turn left after the bridge?
 B ⁴ f.....
- A You said it was easy!
 B ⁵ b.....

- a) Good. So go along that street and round the shopping centre.
 b) It is if you go by car!
 c) OK. Do you know Tony's pizzeria?
 d) Yes, go under the bridge.
 e) It's easy. It's near the art gallery.
 f) No, right. Then go through the square and over the river. The club's there.

writing (15 pts)

A teenage magazine is holding a competition and is inviting its readers to write a description of their best friend.



• give general information about the person

• describe the person's:
 • appearance/physical characteristics
 • personality/character
 • interests

• give your general opinion about this person

What is the person's name?
 How did you meet this person?
 What is your relationship with him/her?
 Why are you writing about this person?

What does this person look like (age, facial features, hair, etc.)?
 How does this person dress? What does he/she like to wear?
 What sort of personality/character does he/she have?
 What does this person like doing in his/her free time?
 What does this person like/dislike?

What do you think of this person?
 Do you like him/her?

His name is Cardor Soygin. After my mum borned me, I met with him. He's my father, I love him very much.

His hair is very short and he is 33. He often wear a jean and t-shirt. He don't like wear watch.

He's very cool. He often promise but he don't make this promise. His hobb's are listening music, reading books and watching TV. While he's angry, you mustn't make any little mistake. Because he is being angry more. He never eat bananas. He always forgets. But he's honest.

I think he's a very good human. I love him so much!



Nesrağ Aygün

16 ☺

- c) Complete the conversation. Write the correct letters a-f.
- A How do I get to this new club then?
 B ⁰ e
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Writing (15 pts)

A teenage magazine is holding a competition and is inviting its readers to write a description of their best friend.

Introduction	give general information about the person.	What is the person's name? How did you meet this person? What is your relationship with him/her? Why are you writing about this person?
Main body (2-3 paragraphs)	describe the person's appearance/physical characteristics personality/character interests	What does this person look like (age, facial features, hair, etc.)? How does this person dress? What does he/she like to wear? What sort of personality/character does he/she have? What does this person like doing in his/her free time? What does this person like/dislike?
Conclusion	give your general opinion about this person.	What do you think of this person? Do you like him/her?

15

She's Farima. We met when we was in 7th A. We're good friend. I love her. She understand me. She's very good person. She's optimistic, sensitive...

She has brown eyes, long yellow hair. She like jeans, shirts, T-shirt. She like speak, smile, surf the internet, chat with his friends. She like go park, fly, in jets. I love her because she's very good friend. I love speak her. I speak her my problem. She understand me. Free time we speak her boy friend. I love her.



DoFa

Nesra Aggul



17

Writing

You have just received a letter from the New Horizons Summer Camp in Scotland. They got your address from your school and want to know if you would like to work for them this summer as an Activity Instructor. Write a formal letter of reply accepting the job. Use the notes to help you. Write 80-100 words.

Summer Camp (15pts.)

To New Horizons: Address: Rey College, Denizli / Turkey
Date: 19.01.2008

<p>Layout Pay attention to the layout of your letter: address, date, beginning and ending.</p> <p>Introduction Thank the person and say why you are writing.</p> <p>2nd paragraph Give information about yourself and why you would like the job.</p> <p>3rd paragraph Ask some questions about the job.</p> <p>Ending Close the letter correctly.</p>	<p>I wrote this letter because I accept be a Activity Instructor Thank you for this job</p> <p>I'm eighteen years old. I live in Denizli and I go to Rey College I like this job because I like this activities and I like camp</p> <p>I know somethings about this job How much money I have in the one month? When I will start the job? How much continue this job? Where can I stay there?</p> <p>I wait your answers please.</p> <p>Best Wishes Yunus Esmer</p>
---	--

(15)

Good Luck
Aygül Mesra

Writing

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(15pts.)

- Layout**
Pay attention to the layout of your letter: address, date, beginning and ending.
- Introduction**
Thank the person and say why you are writing.
- 2nd paragraph**
Give information about yourself and why you would like the job.
- 3rd paragraph**
Ask some questions about the job.
- Ending**
Close the letter correctly.

10.07.2008

Thank you from your letter. I am writing you because I decided to work in Summer Camp

I am 20 years old and I passed OSS with 450.000 score and now I am in Bamsici High School. A year ago I worked Summer Camp in Germany I like this job because I like Summer Camps and children.

Can you give me information about start and finish time, clothes and foods.

Best regards,
Supra Altuntas

(15)

ISTANBUL / MASLAK

Good Luck
Aygül Mesra

CURRICULUM VITAE

Name & Surname : Ayşegül SİĞİNÇ
Mother Name : Havane
Father Name : Nurullah
Place of Birth : Manisa / Salihli
Date of Birth : 20.08.1983
Graduation Degree : Gazi University
Education Faculty
English Language Teaching Department
Date of Graduation : 2005
Foreign Languages : English, German