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DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ERROR ANALYSIS IN WRITINGS OF ENGLISH LANGUAGE TEACHING PREP STUDENTS: A STUDY ON BILINGUALS OF KURDISH AND TURKISH MAJORING IN ENGLISH

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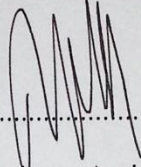
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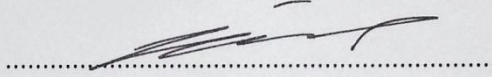
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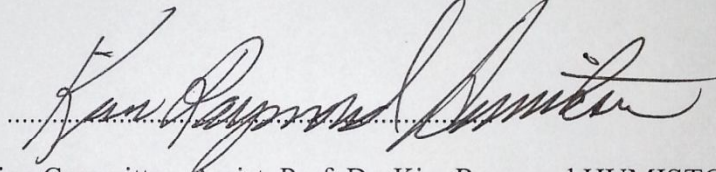
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Gökhan ÇEPNİ

ÖZET

İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜ HAZIRLIK ÖĞRENCİLERİNİN YAZILARINDA HATA ANALİZİ: KÜRTÇE VE TÜRKÇE KONUŞAN VE İNGİLİZCE ALANINDA UZMANLAŞAN ÇİFTDİLLİ ÖĞRENCİLER ÜZERİNE BİR ÇALIŞMA

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Bu çalışmanın amacı, Kürtçe ve Türkçe dili konuşan ve İngilizce öğrenen çift dilli öğrencilerin yazılarında hata türlerinin ve kaynaklarını ne olduğu, bu hataların nasıl sınıflandırılacağı ve bu hataların temel sebeplerinin ne olduğu gibi soruların cevaplarını araştırmaktır.

2013-2014 Eğitim Öğretim yılında Hakkari Üniversitesi İngilizce Öğretmenliği Bölümünün hazırlık sınıfının öğrencisi olan on altı Kürtçe-Türkçe konuşan İngilizce konuşan kişi çalışma gurubu olarak seçilmiştir. Öğrenciler ülkenin farklı şehirlerinden olup, Kürtçeyi anadilleri olarak ve Türkçeyi eğitim hayatında edinmişlerdir. Hata analizlerinin yanı sıra, öğrencilere ayrıca Türkçe ve Kürtçe sevilerini tespit için bir anket verilmiştir. Bu anket ayrıca bu kaynak dillerin farklı becerilerdeki seviyelerini de sorgulamaktadır.

Veri toplama aşaması ortalama beş ay sürmüştür. Paragraf ve denemelerin ilk taslakları analiz için seçilmiştir. Corder'un algoritması hata tanımlama için kullanılmıştır. Anketin analizi için SPSS kullanılmıştır.

Bu çalışma çift dilli öğrencilerdeki öğrenme sürecine ışık tutmuştur. Çalışmanın sonuçları öğrencilerin anadili olan Kürtçe İngilizce eğitimi sürecinde ikinci dilleri olan Türkçeden daha az etki göstermiştir ve hataların çoğunluğunda Türkçe'nin etkisi yoğun olarak gözlemlenmiştir. Çalışmanın başında Kürtçenin etkisinin daha fazla olacağı öngörülürken, çalışmanın sonunda aldıkları eğitimin dili olan Türkçe daha baskın çıkmış ve yabancı dil öğrenimindeki hataların çoğunluğunun kaynağı olmuştur.

Anahtar Kelimeler: Hata, hata analizi, hata tipleri, çift dillilik, karıştırma, idyosenkrazi, İngiliz dili eğitimi

ABSTRACT

ERROR ANALYSIS IN WRITINGS OF ENGLISH LANGUAGE TEACHING PREP STUDENTS: A STUDY ON BILINGUALS OF KURDISH AND TURKISH MAJORING IN ENGLISH

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This study aims to find answers on what type of errors do bilingual students (speaking Kurdish and Turkish, and learning English as a target language) make in their writings, what are the sources of these errors, and how these errors can be classified and what potential reasons lie behind these errors.

16 Turkish-Kurdish speaking learners of English selected from preparatory class, English Department, Hakkari University in the academic year 2013-2014. They come from different parts of Turkey where they acquired Kurdish as mother tongue and Turkish in academic life as second language. Besides the written task, a questionnaire will be given to assess the level of source language one and source language two. It also questions the skills' levels in detail and assess the attitude to source languages in learning process.

Data collection procedure of this study took approximately 5 months. The first drafts of paragraphs and essays were chosen to analyze. Corder's algorithm was used here to identify errors. SPSS was used to analyze the questionnaire.

Thus this study has highlighted the situation in bilinguals. It has shown that even though Kurdish is the mother tongue of all students, Turkish, which is their second language,

has more effect on their errors, and learning process. It has been foreseen before the study that SL1 would possibly have more effect on errors and learning process. However, at the end of the study it is understood that SL2 has a higher effect on errors and learning process.

ABBREVIATIONS

ELT : English Language Teaching

TL : Target Language

SL1 : Source Language One (Kurdish)

SL2 : Source Language Two (Turkish)

SPSS : Statistical Package for Social Sciences

Freq. : Frequency

Catg. : Category

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CHAPTER I

1. INTRODUCTION

This chapter includes background to the study, statement of the problem, purpose of the study and the research questions.

1.1. Background to the Study

In recent years, there has been a growing research interest in the analysis of errors learners make while learning a second language. Both spoken and written production of learners have been taken into account and analyzed in order to find problematic areas that learners have. Error analysis, particularly, in writing skill has been main scope of many studies (Corder, 1974, Kim 2001, Sığınç 2008) , as writing is "intricate" and complex task; it is the "most difficult of the language abilities to acquire" (Allen & Corder, 1974, p. 177). Writing is intricate because in writing process non-native speakers have to think about all rules of the language that native speakers are supposed to automatized, which makes non-native speakers are more prone to making mistakes and/or committing errors.

Corder (1967) states that, errors are 'indispensable', for learners themselves since the making of errors can be regarded as a device the learner uses in order to learn. Therefore errors have become a significant part of learner language as they bear valuable information on language learning process. Examining and studying learners' errors in the process of target language acquisition may help teachers understand the nature of errors to find means of correcting and eliminating them. Corder (1982) claims that having such knowledge is "needed to make any well-founded proposals for the development and improvement of the materials and techniques of language teaching" (p.1). Kafipour and Khojasteh (2011) state that error analysis is of great help in revealing nonrandomness of errors. Teachers can see the logic behind the kinds of errors made, and that logic can provide the teachers with a window in to the writer's understanding. Corder (1967) remarks that "learner errors are significant in three different ways". First, to the teacher, in that they show how far towards the goal the learner has progressed. Second, they provide to the researcher evidence of how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn" (p. 161). Depending on Corder's (1974) claims that hold systematically analyzing errors made by language learners makes it possible to determine

areas that need reinforcement in teaching, this study aims to analyze errors made learners in their writings and the effect of instruction given during the research.

The influence of L1 on the interlanguage of a person learning a foreign language (L2) has been topic for many researches in literature. (Selinker, L. 1972; Corder 1981; Matsumura 2014) However, the source of cross linguistic influence on interlanguage of multilingual person has rarely been pinpointed. This paper also aims to provide more evidence for the English Interlanguage of Kurdish speakers with Turkish as Source Language One (SL1) and English as Target Language (TL).

1.2. Statement of the Problem

Despite the emphasis given to English as a foreign language instruction, a great number of non-native speakers (NNSs) of English still fail to achieve satisfactory level of English mastery in establishing appropriate and effective communication. In Turkey, in spite of many years of learning English in primary, secondary, high school and university, learners, when they encounter with a problem, they resort to their mother tongue. As they cannot communicate flawlessly in the target language (TL) setting, they make use of their existing TL repertoire in order to avoid taking risks. When this repertoire is limited and it does not allow using TL knowledge, which causes idiosyncrasies in writings that makes it impossible to understand the intended message. As of bilingual learners learning English as a third language, it has been stated that bilingual learners present advantages when learning an additional language in comparison to monolingual learners (Cenoz, 2003).

Learners may benefit from instruction on how to cope with performance problems. However, interlanguage of learners should be analyzed in order to see the development of TL as instruction keeps on. It is important to see how and why learners employ certain errors in their writings. Besides knowing the source of errors may enable teachers to overcome problems faced during process of teaching and learning.

Many researches about multilingualism and language learning have shown that mother tongue influences the way TL is learnt. However, very few have focused on the case of bilinguals who tries to learn a foreign language as the third language. Thus, impact of SL1 and SL2 linguistic systems on TL interlanguage is needed to be analyzed.

1.3. Purpose of the Study

Errors are very important according to Corder (1982, p.13) to portray the needs and insufficiencies of learner and, with a systematical analysis of errors a more reflective and effective syllabus or teaching method can be employed. Besides examining and studying learners' errors in target language learning may help to development and improvement of the materials and techniques of language teaching.

This study aims to find out potential contribution of five months of writing instruction on bilingual speakers of Turkish and Kurdish learning English as their target language. It also seeks to find answers on what type of errors students make, what are the sources of these errors, and how these errors can be classified and what potential reasons lie behind these errors.

1.4 Justification of the Study

The results of this study provide information on error types and sources of bilingual learners who learn English as target language. In addition to that, the impact of instruction on writing and reasons behind the errors are analyzed. In this sense the study is unique to itself with its bilingual focus. These findings will shed light to process of bilingual students' learning English and effect of SL1 and SL2.

1.5. Research Questions

1. What type of errors do ELT students make in their writings?
2. What are sources of errors
3. How can these errors be classified?
4. What potential reasons lie behind these errors?

1.6. Operational Definitions

Error Analysis

Error analysis found its place in applied linguistics thanks to work of P.S Corder in 1982 which deals with learner errors and interlanguage. Richards, Plott and Platt (1996:127) state that error analysis helps researchers and teachers identify strategies which learners use in language learning, track the cause of learners' errors information on common difficulties in

language learning or on how to prepare teaching material. Gass & Selinker (2001) defined errors as "red flags" that provide evidence of the learner's knowledge of the second language.

Interlanguage

American linguist Larry Selinker (1972) introduced the term "interlanguage" (IL) as a separate linguistic system which is clearly different from both the learner's 'native language' (NL) and the 'target language' (TL) being learned. This system is developed by the learner while learning the TL. Therefore, this system is a distorted form of the target language containing errors caused by inappropriate use of learner's native language while communicating in the TL. As exposure to TL increases, TL becomes more effective in IL. That is, learners develop a system that is more similar to the TL.

Bilingualism / Multilingualism

A bilingual person is someone who is proficient in two languages. People become bilingual if the acquire two languages at the same time, or sometime after acquiring the first language. A person speaking more than two languages is called to be multilingual.

Idiosyncratic Sentences / Dialect

Corder (1967) defines idiosyncratic dialect as the incorrect production in TL. Bada (1989) stated that idiosyncratic sentences have rules that do not conform to the standard English grammar rules; idiosyncratic utterance produced by L2 learner cannot be considered as an error, rather it can be regarded as a part of interlanguage system of the learner.

CHAPTER II

2. REVIEW OF LITERATURE

2.1 Introduction

In this chapter, definition of error and error analysis, a brief review of approaches to analyses of errors, error analysis procedure, and sources of errors are presented.

2.2 What is an Error?

An error according to Corder, takes place when the deviation arises as a result of the lack of knowledge (as cited in Ellis, 1994). In other words, errors can be defined as systematically incorrect use of linguistic items or structures which are found in learner language.

2.3 What is Error Analysis?

Error Analysis became popular in 1960s as one of the ways to investigate L2 acquisition. In those times, there was not a generally accepted view that holds first and second language acquisition differs from each other. Therefore, second language learners' production was considered to be an incorrect form of the target language. The Contrastive Analysis Hypothesis (CAH) which considered native language interference, as the major source of errors in second language learning, was favored the way of describing learners' language till 1960s. In this hypothesis, learners' mother tongue and the target language used to be compared, and depending on similarities and differences between two languages, predictions were made on errors that learners make. However, this hypothesis declined in popularity due to the inaccurate or uninformative predictions of learner errors. Questioning about reliability of Contrastive Analysis research, researchers developed an approach called error analysis (EA hereafter) which, different from CA, seeks to understand different kinds of errors made by learners in the process of learning a foreign language.

Richards and Schmit (2002) define EA as "The study and analysis of the errors made by second language learners"(p.184). Gass and Selinker (2001, p.67) define errors as "red flags", that means they are warning signals which provide evidence of the learner"s knowledge of the L2. Corder (1967) who is considered to be the "Father of Error Analysis" with his article entitled "Significance of Learner Errors" defined, Error Analysis as a type of linguistic analysis that focuses on the errors learners make. Corder (1974, p.125) explained that the study of errors is part of the investigation of the process of language learning. In this respect, it resembles methodologically the study of 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 learning process.

Corder (1971) argued that "what has come to be known as error analysis has to do with the investigation of the language of second language learners." Error analysis leads teachers to assess more accurately what remedial work would be necessary for English as a second language students preparing for an English Language test, so as to help students avoid the most common errors.

Richards and Schmidt (2002,p.184) pointed out that EA may be carried out in order to:

- identify strategies which learners use in language learning;

- try to identify the causes of learner errors;

- obtain information on common difficulties in language learning as an aid to teaching or in the preparation of teaching materials.

Holding some views regarding Error Analysis, Corder (1981) mentioned about two justifications for studying learners' errors. First one is its relevance to language teaching and the study of the language acquisition process. In other words, it is a pedagogical justification, namely that a good understanding of the nature of error is necessary before a systematic means of eradicating them could be found. The other one is a theoretical justification, which focuses on study of learners' errors by a systematic study of learners' language which is important to understand the process of second language acquisition.

Related to Corder's systematic justification, Richards et all (1996) stated that error analysis is of great help in identifying strategies which learners use in language learning, tracking the causes of learner's errors, obtaining information on common difficulties in language learning or knowing how to prepare teaching materials.(127)

In 1974, Corder stated that both researchers and teachers use EA as a procedure which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness with the purpose of finding "what the learner knows and does not know" (Corder, 1974, p. 170)

2.4 A Brief Review of Approaches to Analyses of Errors

Keshavarz (1999,) stated, "there have been two major approaches to the study of learners' errors" namely Contrastive Analysis and Error Analysis." (p. 11). According to

Keshavarz, "Error Analysis" emerged due to shortcomings of Contrastive Analysis. In contrastive analysis, which generated from behaviorist theory, learners' mother tongue and target language are compared, that is formal distinctions between mother tongue and target language is sought to predict errors. Corder (1983) points out that Identifying the differences would lead to a better understanding of the potential problems that a learner of the particular L2 would face. However, Kim (2001) mentions that Contrastive Analysis lost its power on account of the fact that it leads to inaccurate or uninformative predictions of learner errors, as errors did not occur where predicted, but instead errors showed up where CA had not predicted. Concerned about the reliability of the CA research, researchers yielded to Error Analysis in 1970. Brown (1987) states that ;"The fact that learners do make errors and these errors can be observed ,analyzed and classified to reveal something of the system operating within the learner led to a surge of study of learners' errors, called 'error analysis'." Error Analysis, defined by Corder (1967), is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness.

Studies tackling with semantic errors are rare in literature. Al-Shormani and Yehia Ahmed Al-Sohbani (2012) published an article called "Semantic Errors Committed by Yemeni University Learners: Classifications and Sources". They classified semantic errors into several categories and subcategories. They identified 1388 semantic errors. They have found that "omission of letters Category" scores the highest number of errors while "misselection of a prefix category" is the lowest one.

2.5 Some Studies on Error Analysis around the World

There have been many studies conducted on error analysis. Roos (1990) analyzed Vista University students' syntactic errors in their written works. She concluded her study recommending the use of remedial feedback which should be in the form of problem solving activities. Duskova (1969) analyzed lexical errors and found four types of these errors when she analyzed the writing of 50 Czech postgraduate students: confusion of words with formal similarity, similar meaning, and misuse of words caused by one or several equivalents between Czech and English, and distortions among lexical mistakes, and concluded that beginners tended to make form-based associations, while more advanced learners tended to make meaning-based associations. Chamimah (2007) conducted study on lexical errors of students of The State Islamic University of Malang at Al-Hikmah Al-Fathimiyyah. She found

234 errors, the most prominent error from the data is distortion category with 136 errors, while in formal miss election has 72 occurrences, and then followed by error miss formation with 26 errors.

Kusumawati (2008) investigated morphological errors in the essays of the fifth semester students of English Letters and Language Department of UIN Malang. The result of this study shows that there are several morphological errors in English student's essays. The researcher found all types of morphological error in students' writings, which are "Omission, addition, malformation and disordering Based on the findings, she found that the most dominant kind of morphological error is omission with 25 times used or 40.98 %.

In his study on morphological errors that students commit in their descriptive writings, Riantini (2011) aims to describe the types of morphological errors made by the students of SMPN 1 Kalibaru in the 2010/2011 academic year and the percentage of each type of morphological errors. The results show that there are four types of morphological errors in descriptive paragraph writing. They are plural inflection errors as many as 66 errors (56.41 %), the third person singular verb inflection errors as many as 26 errors (22.22 %), possessive inflection errors as many as 7 errors (5.98 %), and present participle inflection errors as many as 18 errors (15.38). And, the most morphological error in descriptive paragraph writing made by the students was the plural inflection errors as many as 56.41 % of whole errors.

Al-Shormani and Al-Sohbani (2012) conducted a study on semantic errors commited by second/foreign language learners. They classified semantic errors identified in their study into three broad categories namely, lexical, collocation and lexicogrammatical. Each of these categories is classified into further categories and subcategories depending on the errors identified. They identified 1388 semantic errors and found that omission of letters category scores the highest number of errors, viz. 251, i.e. 18.08% while misselection of a prefix category is the lowest where only12, i.e. (0.68%) errors were committed. It has also been found that L1 sources include translating concepts, words and phrases literally from L1, i.e. Arabic into L2, i.e. English and applying Arabic linguistic rules to English. However, L2 sources include having false concepts about English, insufficient knowledge of English semantic system and confusion about English vocabulary.

Haryanto (2007) analyzed grammatical errors on recount texts made by the twelfth year students. He classified the grammatical errors into seven groups. They were errors in producing verb group, errors in subject-verb agreement, errors in the use of articles, errors in the use of prepositions, errors in noun pluralization, errors in the use of pronouns, and errors

in the use of conjunctions. He concluded that the students made 235 grammatical errors which were classified into 153 errors in producing verbal groups, 3 errors in subject-verb agreement, 10 errors in the use of article30, errors in the use of preposition, 12 errors in pluralization, 23 errors in the use of pronoun, 4 errors in the use of conjunction.

2.6 Some Studies on Error Analysis in Turkey

Saltık (1997) conducted a study to explore and briefly explain the main linguistic problems of learners of English encounter in their essays. To realize this aim, he analyzed sample essays of a number of freshman students at the Middle East Technical University. The errors of the students were analyzed according to the frequency they occurred, to see if they showed certain characteristics revealing the nature of English proficiency they had. He found that the most problematic areas are in the three main areas of linguistics, orthography, lexico-semantics, and syntactico-morphology. The errors in the first two areas were usually made by physical science students while those in syntactico-morphology were often made by social science students. The insights gained from the study of error analysis can provide and some suggestions for the remedial teaching of these points have in advance been given.

Gürsel (1998) analyzed learner errors to investigate and classify the writings of students in Department of Foreign Languages. He found that the most problematic area for Turkish learners of English is morphology. After morphology, syntax was found to be the second most problematic area. The third problematic area was prepositions. The study also focused on sources of errors and revealed that the intralingual errors were more than interlingual errors.

Yılmaz (2004) carried out a research to draw attention to the errors that occur in the use of collocations and idioms in sentence translation from Turkish into English with a special emphasis on Error Analysis. Based on the data, she found that most errors were intralingual. Most of the errors were due to overgeneralization and false concepts hypothesized among the most erroneous items in word choice category were propositions to be used after certain verbs and verbs to go with certain noun which would prove to be intalingual and developmental errors. Only a small amount of errors were interlanguage errors which are caused by mother tongue interference. It is seen that language learners have problems of lexical relationships, collocations, restrictions, knowledge on idiomatic expressions, meaning, sense relations and word choice.

Sığınç (2008) analyzed errors in writings of primary school students to describe types and sources of errors in language learning and teaching process in a foreign language context and to present the developmental process of language learners progress through their written work. Based the data, she found that thirteen different error types. These are article, missing copula, wrong word choice, overgeneralization, spelling, wrong pronoun, missing subject, wrong word order, subject verb agreement, rule-restriction, missing proposition, missing verb, and L1 transfer errors. Her study revealed that most of the students errors increase when they are in grade 7 and decrease in grade 8. The results also show that linguistic causes of errors are based on two categories: interlingual and intralingual.

2.7 Error Analysis Procedure

2.7.1 Collecting Samples of Learner Language

Spoken and written samples of learners are collected to gather objective data that can aid in describing learner language (Granger 1998). Through investigation of authentic natural data of learners, researchers and educationalist can focus on the language system that learners have in specific development process. Such investigation "gives access not only to learner errors, but also to learners' total interlanguage". (Granger 1998:p. 6)

2.7.2 Identifying the Errors

While identifying errors, it is needed to make distinction between "errors" and "mistakes". Mistakes occur not because of deficiency in competence but because of imperfection in the process of producing speech (Brown 1987). That is, mistake refers to a failure to make use of known system. On the other hand, errors can be considered as deviances that are due to deficient competence. It should be taken into account that learners may also make mistakes in the use of language code. Corder (1981) stated that if there is uncertainty about learners' mistake or error, the best way to understand it by challenging them with a difficult task. If they achieve the task, their deficiency can be considered as mistakes, but if they not, it can be considered as an error. Therefore, systematicity of errors gives researchers and teachers a way to recognize and identify learner errors. Corder (1981) introduced the distinction between systematic and non-systematic errors. For non-systematic errors. Corder (1981) stated that people commit errors of one sort or another due to memory lapses or physical state such as tiredness and psychological conditions. These errors do not reflect a deficiency in their knowledge of their own language. If speaker corrects the error in the next time, these are called non-systematic errors, in other words mistakes. McDonough

(1986) explained 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". These errors occur regularly and cannot be corrected by the learner, but learner can explain what he intended to mean. (115)

2.7.3 Describing the Errors

A special case of error analysis is used in order to describe the errors that learner make. Synonymous utterances are compared with learners' dialect and the target language That is, "erroneous utterance" and "reconstructed utterance" are compared (Corder 1973). Brown (1987) mentioned about a major distinction between "overt" and "covert" errors. Ungrammatical errors at the sentence level are called overtly erroneous while covertly erroneous utterances are grammatically well-formed at the sentence level, but are not interpretable within the context.

2.7.4 Classifying Errors

Depending on the literature (Corder, 1974 Selinker, 1972) errors can be categorized grammatically, morphologically, lexically, syntactically, semantically, and organizationally. Analysis of the students' work can demonstrate a wide range of these types of errors. Errors in auxiliary verbs, tense singular/plural nouns, possessive case, reported speech, relative clause, adjective and adverb, article, proposition, pronoun, conjunction can be listed under grammatical category. Errors in affixation can be listed under morphological category. Errors resulting from overgeneralization of rules, transfer of training or language transfer can also be considered morphological errors. As of lexical errors, spelling errors, eggcorn (oronyms) errors, malformation errors caused by language transfer, collocation errors caused by language transfer, overgeneralization of rules and transfer of training in lexical items can be listed. When it comes to syntactic errors, language transfer overgeneralization of rules, and transfer of training are considered to be causes of errors. Finally, language transfer is the main reason for semantic errors.

2.8 Sources of Errors

Errors manifest themselves in the learners' written and verbal production rapidly. Different kinds of errors in language learners' production of target language are described and mentioned in literature (Corder 1967; McMahon,2008). In 1972, James identified three sources of errors: Interlingual transfer, intralingual transfer, and induced errors.

2.8.1 Language transfer

Error analysis studies regard language transfers as signs that learners are internalizing and investigating the systems of the language.

2.8.1.1 Interlingual Transfer / L1 Interference

During second language production, both language systems of L1 and L2 are activated and searched in parallel; therefore, If a speaker of second language intends to produce a nominal phrase in his or her second language, the lemmas of the corresponding first language translation equivalents and their grammatical features are also activated and may thus interfere with second language production (Bordag 2003). This interference brought up the term "interlanguage" to the literature of Second or foreign language studies. Selinker (1972) defines interlanguage as a structured linguistic system which is developed by the learner while learning/acquiring a target language. Richards, Plott and Platt (1996) defined "interlanguage" as the kind of language that has aspects that are borrowed, transferred and generalized from the mother tongue. In other words, it is the type of language produced by second language and foreign learners who are in the process of learning a language. The interlanguage is considered to be separate linguistic system which is different from both the learner's 'native language' and the 'target language', but linked to both native language and target language by interlingual identifications in the perception of the learner. (Tarone,2006)

2.8.1.1.1 The Interlanguage Hypothesis

The term 'interlanguage' was introduced by Selinker in 1969 and elaborated in 1972. Brown (2007) sheds light on the term interlangauge by saying "just as children develop their language in gradual, systematic stages, adults, too, manifest a systematic progression of acquisition of sounds and words and structures and discourse features" (p.77) according to Brown (2007), the interlanguage principle tells us:

Second language learners tend to go through systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful interlanguage development şs partially a result of utilizing feedback from others. (p.77)

As cited in Corder (1982), "Selinker regarded the 'interlanguage system' as the product of a psycholinguistic process of interaction between two linguistic systems, those of the mother tongue and the target language." (p.87)

Azevedo, (1980:217) describes interlanguage systems when he writes:

"An interlanguage is an imperfect, incomplete linguistic system as well as a set of working hypotheses about the target language. As learning proceeds, some hypotheses are found adequate and retained, others are expanded into more general ones, and still others are dropped as inappropriate. More often than not, however some inadequate rules are kept in the learner's system. Regardless of whether these are mother tongue rules or rules devised by the learner, they represent gaps in his competence and are one of the causes of errors. (p.217)"

Based on his analysis of learner language, Corder (1973) proposes four stages of interlanguage development. In the first stage, there are random errors which are also called presystematic errors. In this stage, learner is only vaguely aware of the fact that there is some systematic order to a particular class of items. This can be a stage of experimentation and guessing. The second stage is emergent stage in which learners are gradually becoming more consistent in linguistic production. Learner has begun to internalize certain rules but cannot correct mistakes when they are specified or pinpointed by someone else. The third stage is systematic stage in which learner comes closer to target language's linguistic system. Learner shows more consistency in second language production and can correct mistakes when she/he pinpointed out. Final stage is stabilization stage which is also called post systematic stage. In this stage, errors decrease in number, and learner masters system of the second language. Most importantly, learners have gained the ability to self—correct his/her own mistakes.

2.8.1.1.2. The Influence of Mother Tongue

As aforementioned, interlanguage system of the learner is based on the data of mother tongue and that of target language. Individuals tend to transfer the forms and meanings of their native language and culture to the foreign language and culture when attempting to speak a second language. This can be interpreted that mother tongue influences the learning of a second or foreign language. The phenomenon which results when second language learners use elements of one language (mother tongue) when using another language (target language) is called language transfer. Behaviorist approach holds that when learners use the elements of their mother tongue, they apply positive or negative transfer on their learning. For instance, Wilkins (1972) observes that:

When learning a foreign language an individual already knows his mother tongue, and it is this which he attempts to transfer. The transfer may prove to be justified because the structure of the two languages is similar- in that case we get 'positive transfer' or

'facilitation' – or it may prove unjustified because the structure of the two languages are different in that case we get 'negative transfer' – or interference. (p. 199)

According to Selinker, (1972), language transfer is one of the central processes which produce what he calls fossilized competences and which are central to L2 learning processes. Language transfer therefore causes the fossilization of interlanguage structures.

2.8.1.1.3. Fossilization as an Important Element of an Interlanguage

Selinker (1972) describes fossilization as linguistic phenomena are linguistic items, rules, and subsystems which speakers of a particular L1 tend to keep in their IL relative to a particular TL, no matter what the age of the learner or amount of explanation and instruction he receives in the TL (Selinker, 1972, p. 215).

Selinker claims that "fossilization" can be considered as evidence for existence of interlanguage system because learner language may differ phonologically, morphologically and syntactically from target language in spite of years of instruction and exposure to target language. Tarone, (1994) says, "a central characteristic of any interlanguage is that it fossilizes—that is, it ceases to develop at some point short of full identity with the target language" (p.323). Therefore, Bada (1993) points out that IL is a linguistic system which is independent from the mother tongue and the TL. Just similar to other language systems, interlanguage is also a developable linguistic structure having its own stages of development.

2.8.1.2 Intralingual Transfer

It is clear that intralingual transfer (within the target language itself) is another major factor in learning second foreign language learning. Although early stages of language learning is characterized by a predominance of interference (interlanguage transfer) (Taylor, 1983), Brown (1987) states that learners tend to use more intralingual transfer when they have begun to acquire parts of the new system. According to Richards (1970) items that learners produce "reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language" (p.123). When learners begin to learn parts of the new system, they tend to make errors due to irregularities in the target language. These errors can be listed under few categories such as overgeneralization, incomplete application of rules and ignorance of rule restriction. (Dictionary of Applied Linguistics, 2010) Therefore, intralingual errors are committed regardless of L1.

According to Dictionary of Applied Linguistics" Intralingual errors were classified as overgeneralizations (errors caused by extension of target language rules to inappropriate

contexts), simplifications(errors resulting from learners producing simpler linguistic rules than those found in the target language), developmental errors(those reflecting natural stages of development),communication-based errors(errors resulting from strategies of commu-nication), induced errors (those resulting from transfer of training), errors of avoidance(resulting from failure to use certain target language structures because they were thought to be too difficult") (p.201).

2.8.1.2.1 Overgeneralization (simplification and developmental errors)

Learner extends the application of grammatical rule of a linguistic term beyond its accepted uses. This error type is found when the writer learns a rule or pattern in the target language, he/ she then, assumes that the rule or pattern operates without exception (Scovel, 2001). Overgeneralization may appear in different aspects such as semantic, syntactic, morphological, or behavioral. When learners apply some rules which are grammatically (or morphologically/phonologically, etc.) less complex than target language, they tend to simplify the target language. This process is called simplification. For instance, a learner may know a single rule for forming past tense (by adding -ed to the verb base) but not know regarding exceptions. S/he tend to produce incorrect forms such as breaked, staned or goed. Errors are also caused by normal pattern of development are common among language learners. "These errors are called developmental errors which tend to disappear as learners' language ability increases. (Longman Dictionary of Language Teaching and Applied Linguistics" p. 17, 166).

2.8.1.2.2 Communication Strategy-based Errors

Yang (2010) writes that errors include holistic strategies and analytic strategies. Learners assume that if you can say X in the L2, then you must be able to say Y. This is coined with holistic strategies. This can be seen in a number of forms such as using near synonyms e.g.* credibility for the intended truth; or subordinate terms such as fruits for blackberries. The other option is to use an antonym or opposite, and fourth option is to coin a word.

Analytic strategies are used to express concepts indirectly. This is achieved by circumlocution which uses allusion rather than direct reference. The learners identify one or more criteria attributes of the referent and mention these in an attempt to refer to the entity in question.

2.8.1.2.3 Induced Errors

Induced errors term was first used by Stenson (1983) to refer to learner errors 'that result more from the classroom situation than from either the students' incomplete competence in English grammar or first language interference'. James (1998) defined this source of error type as "material-induced errors, teacher-talk induced errors, and exercise-based induced errors which are considered classroom based error" (p. 191).

2.8.1.2.4 Errors of Avoidance

Dictionary of Language(2002) teaching and Applied Linguistics defines this strategy as avoiding using a difficult word or structure when speaking or writing in a second/foreign language. Instead of using difficult words, learner uses simpler words. For example, a student who is not sure of the use of the relative clause in English may avoid using it and use two simpler sentences instead: "That's my building. I live there." instead of "That's the building where I live." (p.46)

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents the nature of the research, description of the participants, instrumentation, data collection procedure, and data analysis. This study aims to investigate source and type of potential learner errors in their writings.

3.2. Research Design

This study is designed as descriptive study, which aims to find out learner errors in their writings and the effects of TL instruction in a natural educational setting. According to Best and Kahn (2006, p.113) descriptive research tries to find out answers to question by analyzing events and conditions that already occurred and the researcher only selects relevant variables for an analysis. As the definition claims, descriptive research design best suits for this study.

3.3. Research Questions

1. What type of errors do ELT students make in their writings?
2. What are sources of errors
3. How can these errors be classified?
4. What potential reasons lie behind these errors?

3.4. Participants

Convenience sampling technique was applied while choosing the participants. 16 Turkish-Kurdish speaking learners of English selected from preparatory class, English Department, Hakkari University in the academic year 2013-2014. They come from different parts of Turkey where they acquired Kurdish as mother tongue. They aged between 18-22 and they are 11 females and 5 males. They have been studying English for seven years (3 years at secondary and four years at highschool). Aim of choosing bilinguals was to analyze process of production and possible errors of bilingual minds performed during foreign language learning. The participants of the research were all students of English Language Teaching who failed to pass the proficiency exam of ELT Department, Hakkari University. The highest score acquired was 57 and the lowest score was 43 over 100 from a sample TOEFL. The

exam was based on four skills such as: Grammar, Reading and Comprehension, Writing and Listening. Those who got over 60 had the right to take part in "Speaking Exam". None of the participants have succeeded that.

This study focuses on writing skills and production, so issues related to speaking skills were omitted. Participants have taken two courses of expository writing, fall and spring term. They have taken twenty weeks of training and six hours of writing course each week for each term. During the courses students have learnt writing different types of paragraphs and essays including narrative version. The instructors have been given in TL in the classroom as much as possible. However, this research does not focus on investigating teaching any specific strategy or technique. Thus, the instructors and the course-books were not taken into consideration as a variable in this study.

3.5. Data Collection Instrumentation

Participants are asked to write a narrative paragraph about an event whose basic details have been given as a draft on a table printed. They are not allowed to change this topic as their progress to be observed in two different levels. First, in the very beginning of the semester, they are asked to write a narrative paragraph in the writing test. Then in the second semester they are asked to write an essay about the same topic in the writing test. By remaining consistent with the topics after the first test, it is aimed to prevent potential effects of differences related to context changes. In addition to that the time between two tasks is long enough, which are five months, to avoid an effect of writings on each other.

Besides the written task, a questionnaire will be given to assess the level of source language one and source language two. It also questions the skills' levels in detail and assess the attitude to source languages in learning process.

3.6 Data Collection Procedure

Data collection procedure of this study took approximately 5 months. Necessary permission and approval was taken before conducting the research. The participants of the research were all students of English Language Teaching who failed to pass the proficiency exam of ELT Department, Hakkari University; hence the instructions and task were in English. The instruction was given by the same teacher during the study and task was based on same facts written on a table. While writing narrative paragraphs and essays participants used same data in fall and spring terms. In the term fall, students wrote a narrative paragraph

based on a specific event whose main points given on a table by the teacher. Likewise, in spring term participants wrote a narrative essay using the exactly same event table given by the teacher. The first drafts of paragraphs and essays were chosen to analyze.

A questionnaire to identify the levels of their mother tongue and second language knowledge was given to participants. In addition to that a protocol has been made with participants to identify the reasons lying behind errors spotted.

All of the participants was voluntarily took part in the study and signed a convenient form.

3.7 Data Analysis

Qualitative data were analyzed through content analysis. Numbers were given to each participant and besides numbers letter "A" attributed to paragraphs while letter "B" is attributed to essays. Each text was analyzed word by word and sentence by sentence to spot idiosyncratic utterances. After spotting the utterances, they were analyzed again to identify and code types of errors. Corder's algorithm was used here to identify errors. The researcher, another instructor, and a native speaker of English coded errors simultaneously to dissect the reliability. In addition to that, the researcher and the supervisor kept continuous interaction during the process of coding. The researcher consulted his supervisor when he encounters an error.

As the following step of the analysis, error types were categorized and their frequencies were noted down. Depending on the literature (Corder, 1974 Selinker, 1972) errors can be categorized grammatically, morphologically, lexically, syntactically, and semantically. Analysis of the students' work can demonstrate a wide range of these types of errors. Errors in auxiliary verbs, tense singular/plural nouns, possessive case, reported speech, relative clause, adjective and adverb, article, proposition, pronoun, conjunction can be listed under grammatical category. Errors in affixation can be listed under morphological category. Errors resulting from overgeneralization of rules, transfer of training or language transfer can also be considered morphological errors. As of lexical errors, spelling errors, eggcorn (oronyms) errors, malformation errors caused by language transfer, collocation errors caused by language transfer, overgeneralization of rules and transfer of training in lexical items can be listed.

Figure 1. Algorithm of Corder's (1971) Idiosyncratic Dialects and Error Analysis
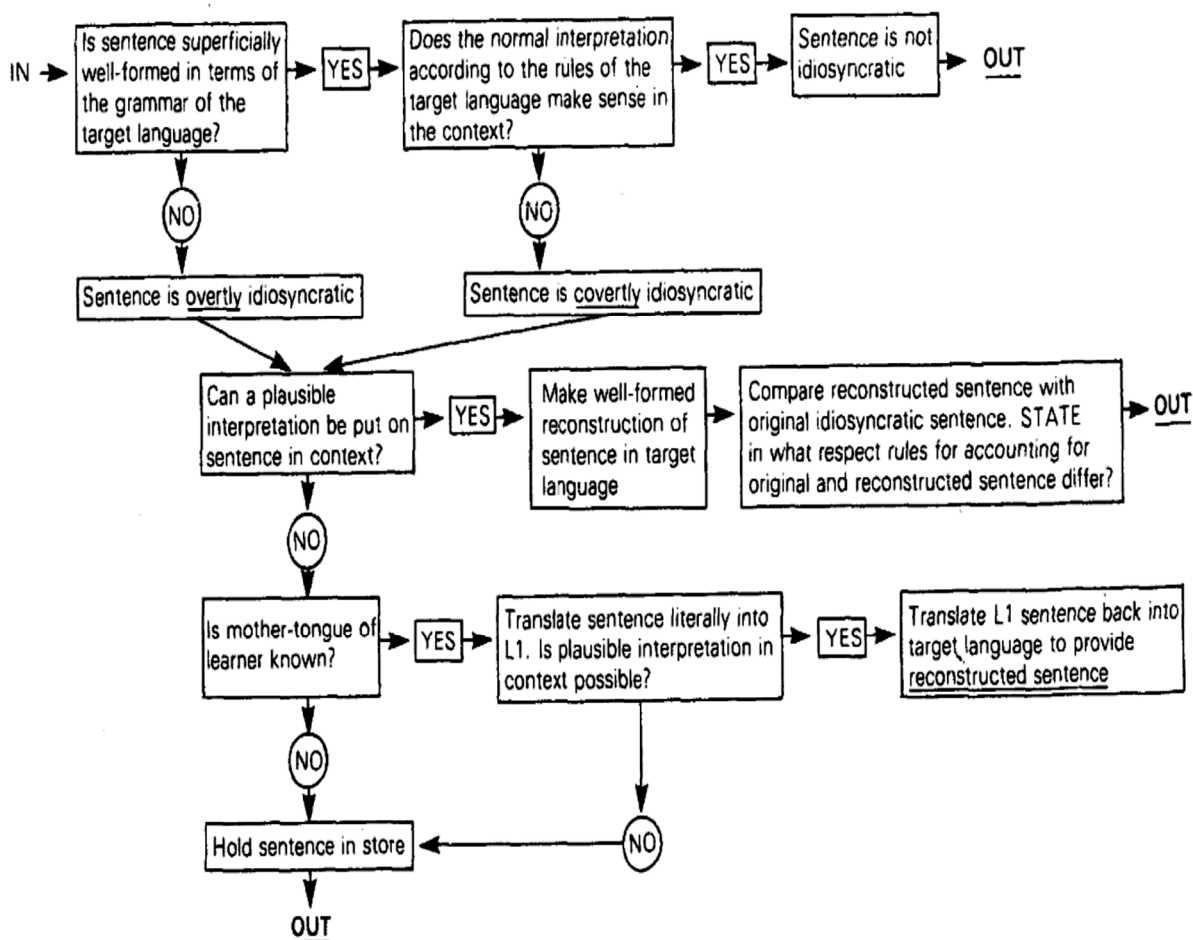
When it comes to syntactic errors, language transfer overgeneralization of rules, and transfer of training are considered to be causes of errors. Finally, language transfer is the main reason for semantic errors. In addition to that in 1972, James identified three sources of errors: Interlingual transfer, intralingual transfer, and induced errors. The detailed list can be find in (Appendix 1)

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1. Introduction

Chapter four presents results and findings of the study that have been obtained through error analysis of writings and a questionnaire identifying students levels of Turkish and Kurdish (See Appendix 1). The results and findings are described based on research questions. First the results of the questionnaire will be presented and then results and findings of error analysis will be presented.

4.2. Results of the Questionnaire

42,9% of students consider their level of Kurdish as "good". However, when they are asked to specify their reading level in Kurdish, only 14,3% of students regard their reading skill to be good; 42,9% of students see their reading in Kurdish as poor. This case is somewhat similar in writing. This may be the result of not having been educated on reading and writing before. When it comes to speaking and listening, their proficiency in these skills are relatively higher than that of reading and writing. 50% of students think their listening skill is "excellent" while 28% of students consider themselves to be excellent at speaking.

On the other hand, they rank themselves as to be highly proficient in all skills of Turkish language. Nearly all of the students see themselves to be excellent in reading, writing, listening and speaking skills in Turkish.

64,3% of students acquired Kurdish language first, and 78,6% of students can express their ideas in Kurdish. While 50% of students use Kurdish while thinking something in their minds, 100% of students say they use Turkish in their thinking process. When students are asked which language is more dominant in their thinking process, 71,4% of them are recorded to think more in Turkish.

In order to see which language has more effect on the interlanguage of students, they are asked to answer the question: "Is Kurdish or Turkish the most dominant language when you learn English?" 85,7% of students said that Turkish is the dominant language when they learn English. That is, they resort to Turkish more than they do to Kurdish while learning English.

As it is seen from the questionnaire that 28,6% of students first think in Kurdish, then translate their ideas in Turkish; finally they translate it to English while writing. 21% of students does vice versa.

Open ended question was asked to understand what strategy students use while writing in English. Most of the students wrote that they first think in Turkish and then translate their ideas in English. Some students said that they think in Kurdish first than in Turkish, and finally they write in English by translating from Turkish to English. Some students said they sometimes think in Kurdish and sometimes think in English.

4.2.1. The Effect of Source Languages: Kurdish, and Turkish.

The interlanguage system of learners has been topic of debate for many years. "Selinker regarded the 'interlanguage system' as the product of a psycholinguistic process of interaction between two linguistic systems, those of the mother tongue and the target language." (p.87) (as cited in Corder 1982). Depending on what Selinker's claim of existence of an interaction between the linguistic systems of students, it can be deduced that bilingual learners have more intricate linguistic systems that can interfere with second or foreign language learning process. This study regarded first language the learners acquired, Kurdish, as source language first; the second language they acquired, Turkish, as source language two.

Factors such as popularity of a language, or for a language being official in a country may affect the use of language in all situations, which may give rise to less dependence on one language. Participants in this study are asked to specify their level of Kurdish and Turkish in order to identify the level of interference with foreign language learning process, writing in specific.

64,3% of students acquired Kurdish language first, and %78,6 of students considered themselves to be sufficiently qualified in expressing their ideas in Kurdish. While 50% of students said they sometimes resort to Kurdish while thinking something in their minds, 100% of students say they usually use Turkish in their thinking process. When students are asked which language is more dominant in their thinking process, 71,4% of them are recorded to think more in Turkish.

4.2.2. Students' Level of Kurdish and Turkish

When questionnaire is analyzed by SPSS 16, it is found that 42,9% of students consider their level of Kurdish as "good". However, when they are asked to specify their reading level in Kurdish, only 14,3% of students regard their reading skill to be good; 42,9% of students see their reading in Kurdish as poor. This case is somewhat similar in writing. This may be the result of not having been educated on reading and writing in Kurdish before. When it comes to speaking and listening, their proficiency in these skills are relatively higher than that of reading and writing. 50% of students thinks their listening skill is "excellent" while 28% of students consider themselves to be excellent at speaking.

On the other hand, they rank themselves as to be highly proficient in all skills of Turkish language. Nearly all of the students see themselves to be excellent in reading, writing, listening and speaking skills in Turkish.

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4.2.3. The Effect of Kurdish and Turkish on English Learning

In order to see which language has more effect on the interlanguage of students, they are asked to answer the question: "Is Kurdish or Turkish the most dominant language when you learn English?" 85,7% of students said that Turkish is the dominant language when they learn English. That is, they resort to Turkish more than they do to Kurdish while learning English.

4.3. Error Analysis

The purpose of this paper is to present a numerical analysis of grammatical morphological, lexical, syntactic and semantic errors in students' writing; to present types of errors and sources of these errors. It was difficult to categorize and subdivide these errors due to the wide range of error types and the complexity of some errors. It is for reason that the

data from many articles are compiled and error codes are specified to analyze all kinds of errors. (Appendix 2)

4.3.1. Error Analysis of Students' Paragraphs

This part presents an answer to research question: 1: What type of errors do ELT prep year students make in their writings, paragraphs in specific? 2: What are the sources of these errors?

The analysis of errors will be made under main categories: grammar errors, morphological errors, lexical errors, syntactic errors, semantic errors. Related data to error types and sources will be presented under these category topics. The most frequent error types will be exemplified with sample incorrect sentences and correct versions of them.

4.3.1.1. Types of Errors in Paragraphs

Table 1. Grammar Errors in Paragraphs

	Frequency	In Related Catg. %	In General %
Grammar Errors	**253**		**48**
1- Auxiliary Verb Error	15	6	3
2- Tense Error	29	11	6
3- Singular/Plural Error	11	4	2
4- Possessive Case Error	5	2	1
5- Reported Speech Error	13	5	3
6- Relative Clause Error	0	0	0
7- Adjective and Adverb Error	6	2	1
8- Article Error	34	13	7
9- Preposition Error	45	18	9

10- Pronoun Errors	21	8	4
11- Conjunction Error	36	14	7
12- Missing Subject	0	0	0
13- Missing Object	4	2	1
14- Missing Verb	1	0	0
15- Over Generalization of Rules	18	6	3
16- Transfer of Training	15	6	3
17-Source Language Transfer Errors (Transfer of Grammar Rules)	0	0	0
a- Source Language 1Transfer	0	0	0
b- Source Language 2 Transfer	0	0	0

.

The Table 1 shows the rates of grammar errors with two different rate types: rates of errors among grammar errors, and rates of errors among the all types of errors in paragraph. According to it grammatical errors in paragraphs of learners are found to be the most frequent error types by percentage of 48%. To Özbek (1995) students violate grammar rules in their writing even though grammar "is the first prerequisite for effective writing", students are unable to make use of the grammar they know in composition courses. He thinks that grammar is taught in isolation, and learners do not have the opportunity to apply it in actual discourse.

The Table 1 shows error types in detail and according to it, the most frequent error types in grammar section are: with 18% percentage preposition errors, with 14% percentage conjunction errors, with 13% percentage article errors, with 11% percentage tense errors. Most students had difficulty in using prepositions. Some of them used wrongs prepositions and some didn't use any. Students had also problem in using articles and conjunctions. Many

students couldn't use "the" article properly as I will be shown below with examples. It can also be seen in Table 1 that students had trouble with using tenses correctly or using the correct tense. Errors in using pronoun, auxiliary verb, and transfer of training are the other observed grammar errors.

It is interesting that interlanguage transfer error does not exist in grammar section. In other terms, students did not transfer any rules from their source languages to the target language. However they generalized the rules of target language by the rate of %6 and they claimed they have performed fifteen errors, which is 6% percent of grammar errors, as a result of their erroneous training.

The following sample errors and their correct version are presented below under the titles of their error type to exemplify the most frequent ones. The number of examples varies depending on the subcategories of error type. Detailed list of error types can be found in appendix.

Preposition errors are the most frequent errors performed by participants. They usually miss a preposition or use a wrong preposition which causes erroneous phrases and failure in the meanings of conveyed messages. There

Preposition Error Samples:

- Fethullah were looking something curiously (incorrect)

- Fetullah were looking for something curiously (correct)

- At that day we had a presentation (incorrect)

- On that day we had a presentation (correct)

Conjunction errors are the second most frequent error type. Participants usually use conjunction words not as connecter sentences but as simple word in, at the beginning of sentences. In addition to that they sometimes forget to use a conjunction.

Conjunction Error Samples:

- I left the bank I went to faculty again I saw Huseyin left the building.(incorrect)

- I left   the bank and I went to faculty again. Then I saw Huseyin leaving the building.(correct)
- And also me too. I amazed fort his situation. (incorrect)
- I was also amazed for this at this situation. (correct)

Article usage is one of the most problematic issue for non native speakers of English, especially when the source language doesn't have similar linguistic rule or system. The most frequent type of article error in this study was the wrong usage of article "the". Participants frequently forgot to use it or misused it.

Article Error Samples:

- We called to police. (incorrect)
- We called the police. (correct)
- An light was coming towards me. (incorrect)
- A light was coming towards to me. (correct)

Tense errors are also frequent in the paragraphs of participants. They mostly failed to choose the correct time phrase to define the action and less frequent than that they used irregular verbs incorrectly.

Tense Error Samples:

- We didn't take it, you couldn't accuse us. (incorrect)
- We haven't taken it, you cannot accuse us. (correct)
- I felled very exciting. (incorrect)
- I felt very exciting. (correct)

Table 2. Morphological Errors in Paragraphs

	Freq.	In Related Catg. %	In General %
Morphological Errors	**17**		**3**
1- Affixation Error	8	47	1
2- Over Generalization of Rules	8	47	1
3- Transfer of Training	0	0	0
4- Language Transfer Errors (Transfer of Morphological Rules)	1	6	0
a- Source Language 1 Transfer Error	0	0	0
b- Source Language 2 Transfer Error	1	6	0

Another category of error types is "Morphological Errors" and the Table 2 illustrates the rates of error types. According the table morphological errors constitute only 3% of general errors in paragraphs and it has a frequency of 17 out of 522. Eight affixation and eight over generalization errors have been found in the paragraphs of students. However, only one error has been observed related to interlanguage transfer.

The following sample errors and their correct version are presented below under the titles of their error type to exemplify the most frequent ones.

Participants had affixation errors mostly by wrong usage of suffixes. They sometimes had problem with the functions of suffixes and failed to use them properly.

Affixation Error Samples:

- Then at **breaking** time, there was an offending robbery. (incorrect)
- In **break** time, a terrifying robbery happened. (correct)

- Everybody in the classroom was **exciting**… (incorrect)
- Everybody in the classroom was **excited**… (correct)

Some of the participants generalized some rules related to affixation. They used functional and derivational affixes incorrectly and failed to crate correct phrases.

Overgeneralization Error Samples:

- Then there **the polices** came. (incorrect)
- Then **the police** came. (correct)
- Seher started to **shouting**. (incorrect)
- Seher started to **shout**. (correct)

Table 3. Lexical Errors in Paragraphs

	Freq.	**In Related Catg. %**	**In General %**
Lexical Error	**97**		**19**
1- Spelling Error	23	24	4
2- Eggcorn (Oronyms) Error	5	5	1
3- Distortion Error	0	0	0
4-Over Generalization of Rules	3	3	1
5- Malformation Errors caused by Language Transfer	0	0	0
a- Source Language 1Transfer	0	0	0
b- Source Language 2 Transfer	0	0	0
6- Collocation Errors caused by Language Transfer	65	67	12
a- Source Language 1 Transfer	*6*	*6*	*1*
b- Source Language 2 Transfer	*59*	*61*	*11*
7- Transfer of Training	1	1	0

Lexical Error is the other category in the analysis of errors in paragraphs. It ranks as the third category when the frequencies of errors are counted. This category constitute 19% of errors with the frequency of 97 over 522. The Table 3 shows clearly that collocation errors caused by interlanguage transfer takes the first place in this category with 67% percentage and 65 frequency. SL2 transfer has the highest percentage by 61% under the title of interlanguage transfer and SL1 has a very low rate. This shows that SL2 effect on lexical errors is more powerful that SL1. It is interesting that mother tongue has lower effect of lexical issues than SL2. Spelling errors takes the second place in this category. Twenty three of ninety seven errors are spelling errors and it is 24% of lexical errors. Eggcorn errors with 5% and over-generalization error with %3 have a low effect in this category.

The following sample errors and their correct version are presented below under the titles of their error type to exemplify the most frequent ones.

A high number of participants chose words based on their semantic meanings. Turkish meanings of words controlled the word selection and participants used meaningless, unrelated, or incorrect phrases to transfer their ideas and thoughts.

SL2 Transfer Error Samples:

- **Sevcan teacher** came to the class. (incorrect)
- **Mrs. Cepni/ The teacher** came to the class. (correct)
- Fetullah and Yeliz were talking **in between**. (incorrect)
- Fetullah and Yeliz were talking **to each other**. (correct)

Spelling errors are the other most common errors and they are usually done by writing the wrong letters or incorrect writing of capital letters.

Spelling Error Samples:

- It was on thursday. (incorrect
- It was on Thursday. (correct)
- …because thieft was bad thing. (incorrect)
- …because theft was bad thing. (correct)

Eggcorn Errors have a quite low frequency compared to other error types in lexical error category, yet it is an interesting type of error. Some of the participants failed to transcribe words correctly, but they wrote another word from their lexical which seemed to have same pronunciation.

Eggcorn Error Samples:

- I felt relaxed and revealed. (incorrect)
- I felt relaxed and relieved. (correct)
- Nobody could focalize the lecture. (incorrect)
- Nobody could focus on the lecture. (correct)

Syntactic Error category is the other group of errors which mainly constitute of interlanguage transfer errors. As the **Table….** below shows, there are forty-five errors in this section. SL2 transfer errors takes the first place with a rate of 71% in the category. SL1 errors are also not very low. There are 10 errors with a rate of 22%.

Table 4. Syntactic Errors in Paragraphs

	Freq.	**In Related Catg. %**	**In General %**
Syntactic Errors	**45**		**9**
1- Language Transfer Errors	42	93	8
a- Transfer of Source Language 1	*10*	*22*	*2*
b- Transfer of Source Language	*32*	*71*	*6*
2- Over Generalization of Rules	3	6	1
3- Transfer of Training	0	0	0

In the category of syntactic errors SL2 transfer errors take the first place and many syntactical errors caused by the transfer of syntactical rules of Turkish. Participants mostly

tries to apply rules of SL2 to create new utterances and this cause syntactical errors. The samples below exemplifies the syntactical transfer errors of SL2.

SL2 Error Samples:

-…and a bit I was nervous. (incorrect)

- …and I was a bit nervous. (correct)

- You cannot believe only someone, because people are very different.(incorrect)

-You cannot believe anyone, because people are very different. (correct)

The effect of SL1 on transfer errors is very low; however, some students claimed in the protocol that they made some mistakes by using syntactical rules of SL1.

SL1 Error Samples:

-How was a freezing day? (incorrect)

- How a freezing day it was. (correct)

- I was planned this plan. (incorrect)

- I planned this. (correct)

- Halime was secretly speaking with Saliha. (incorrect)

- Halime was speaking secretly with Saliha (correct)

Table 5. Semantic Errors in Paragraphs

	Freq.	**In Related Catg. %**	**In General %**
E- Semantic Errors	**110**		**21**
1- Semantic Errors caused by Language Transfer	110		21
a- Semantic Transfer of SL1	19	17	4
b- Semantic Transfer of SL2	91	83	17

Semantic Error category is the last category of error analysis of paragraphs. It is the second most problematic area with a one hundred and ten error count. It constitutes the 21% of all errors. According **Table…** Semantic transfer of SL2 has the highest rate with 83% in the category and 17% in general. This shows that participants errors mostly caused by the effect of SL2 and SL1 has lower effect.

SL1 Transfer Error Samples:

-..she saw us and she was getting red. (incorrect)

- ..she saw us and get ashamed. (correct)

- That day was an ordinary day, we were thinking so at least. (incorrect)

- We thought that it was an ordinary day. (correct)

SL2 Transfer Error Samples:

- After I made my presentation, everybody made their own jobs. (incorrect)
- After I gave my presentation, everybody turned to their own business. (correct)
- That was so bad event. (incorrect)
- It was such a bad event. (correct)

4.3.1.2. Sources of Errors in Paragraphs

Table 6. Sources of Errors in Paragraphs

Sources of Errors Paragraphs		
	Count	Rate %
Intralingual Transfer	257	49%
Interlingual Transfer	217	42%
Over Generalization of Rules	32	6%
Transfer of Training	16	3%
Total	**522**	**100%**

James (1998) identified three sources of errors: Interlingual transfer, intralingual, induced errors. Intralingual errors are produced by the learner failing to reflect the structure of target language by making generalizations based on partial exposure to target language (Richards, 1974, p.123). These type of errors are usually made by the learners who has begun to learn parts of the target language, especially irregularities (Dictionary of Applied Linguistics, 1992). Selinker (1972) stated that a freeing language learner in the beginning stages develops an interlanguage which is close to his/her native languages. In this study, according the **Table…** intralingual transfer errors are the most frequent one with a rate of 49%. Participants made 257 errors caused by their knowledge. As the participant candidate English Teachers, they have a prior knowledge of target language. Thus it can be claimed to be the reason of the highest rate of intralingual error. However, interlingual transfer errors are very close to intralingual transfer errors in frequency and rate. This verifies Selinker's argues.

4.3.2. Error Analysis of Students' Essays

This part of the study includes analysis of the findings of errors types and sources in students' essays.

4.3.2.1. Types of Errors in Essays

This study also aimed to find out the effects of target language instruction in a natural educational setting on the types and sources of errors. It was aimed to see how learners develop their interlanguage after a period of language instruction. It is for reason that their paragraphs written in the first semester, nearly at the beginning of the term, and essay that are written at the second term are analyzed.

Table 7. Grammar Errors in Essays

	Frequency	In Category %	In General %
Grammatical Errors	**385**		**50**
1- Auxiliary Verb Error	24	6	3
2- Tense Error	56	15	7
3- Singular/Plural Error	24	6	3
4- Possessive Case Error	1	0	0
5- Reported Speech Error	3	1	0
6- Relative Clause Error	2	1	0
7- Adjective and Adverb Error	13	3	2
8- Article Error	47	12	6
9- Preposition Error	86	22	11
10- Pronoun Errors	26	7	3
11- Conjunction Error	32	8	4
12- Missing Subject	1	0	0
13- Missing Object	3	1	0
14- Missing Verb	2	1	0

15- Over Generalization of Rules	31	8	4
16- Transfer of Training	33	9	4
17-Source Language Transfer Errors (Transfer of Grammar Rules)	1	0	0
a- Source Language 1Transfer	0	0	0
b- Source Language 2 Transfer	1	0	0

Table 7 clearly shows that 48% of participants' errors are grammatical ones. When overall errors of the essays are taken into account, it can be said that participants are still in the process of committing errors which cannot be easily eliminated from their writing. Grammar errors are also subdivided into categories to show what type of grammatical errors students generally have. It is recognized that proposition errors account for a substantial proportion of all grammatical errors. Out of 385 errors, 22% of errors are proposition ones. As propositions performs so many complex roles, it is difficult to master them. Chodorow, Tetreault and Han (n.d) gives reasons of difficulty in mastering propositions in English. As propositions appear in adjuncts, they mark the arguments of predicates, and they combine with other parts of speech to express new meanings, it is a burden on the shoulders of language learners. For example," the choice of preposition in an adjunct is largely constrained by its object (in the summer, on Friday, at noon) and the intended meaning (at the beach, on the beach, near the beach, by the beach)" (p.1). These adjuncts are optional and flexible in their position in a sentence, which makes it difficult for learners to understand. Propositions can also be used while marking arguments of a predicate. This predicate can be expressed with a words but sometimes can be in the form of adjective (he was fond of beer), a noun (they have thirst for knowledge), or in the form of normalization (the child's removal from the classroom). Therefore, the choice of proposition depends on the type of an arguments it marks (p.2). There are also many phrasal verbs which contain many prepositions, which can be meaningless for non-native speakers of a language because of their non-compositionality.

When learners use wrong verb tense in certain sentence, tense error occurs Second type of error that is committed mostly is tense errors. This study shows that % 15 of grammar errors are tense errors.

As Turkish language do not have an article system and article system in English is one of the most complicated features of English grammar, many learners of English encounter with problems in the usage of articles in their writing. 12% of grammar errors is recorded to be article errors.

8% of participants in this study demonstrated confusion for the right usage of conjunctions.

As of sources of grammar errors, students believe that they are not well trained to correct their mistakes. 9% of participants considers their source of errors as transfer of training.

The examples below are given to illustrate the most frequent errors. The first most common error type is preposition error. In this part participants mostly forgot to use a preposition or used a wrong preposition which caused a failure of conveying message. Using wrong preposition error is less frequent than missing.

Preposition error samples:

- If you **live this** world….(incorrect)
- If you **live in this** world…(correct)
- Everybody **look Dilara** while she was crying. (incorrect)
- Everybody **looked at Dilara** while she was crying.(correct)
- After I had a breakfast I **left to** the dormitory. (incorrect)
- After I had breakfast, I **left the** dormitory. (correct)
- Yeliz was watching the sunset **from** the window. (incorrect)
- Yeliz was watching the sunset **through** the window. (correct)

The second most common error type is tense error. In this part participants mostly use a wrong tense which caused a failure of conveying message. The samples below exemplifies the error type.

Tense error samples:

-…**he had found it when** he was doing the cleaning. (incorrect)

-…**he found it while** he was doing the cleaning. (correct)

- She was very depressed and crying. We **try to relaxed** her but we couldn't.(incorrect)

- She was very depressed and crying. We **tried to relax** her but we couldn't. (correct)

The third most common error type is article error. In this part participants mostly forgot to use an article or used a wrong article which caused a failure of conveying message. Using wrong article error is less frequent than forgetting to use.

Article error samples:

-Before **police** came in…(incorrect)

-Before **the police** came in…(correct)

-To sum up, it was **a awful day**. (incorrect)

-To sum up, it was **an awful day**. (correct)

-…I had **quiz** the next day. (incorrect)

-…I had **a quiz** the next day. (correct)

The fourth most common error type is conjunction error. In this part participants mostly forgot to use a conjunction or used a wrong conjunction which caused a failure of conveying message. Using wrong conjunction error is less frequent than forgetting one.

Conjunction error samples:

-Dilara **called me said that** she was waiting for me. (incorrect)

-Dilara **called me and said** that she was waiting for me. (correct)

-She went to the **canteen took** a bottle of water. (incorrect)

-She went to the canteen **and** bought a bottle of water. (correct)

-**While** I asked them? what happened? what is the problem? (incorrect)

-**When** I asked them what happened and what was the problem…. (correct)

Table 8 demonstrates morphological errors that students commit in their essays. Affixation errors and over generalization of rules account for a substantial proportion of all

morphological errors. 47% of morphological errors is affixation error with a frequency of 7 and over generalization error has the same numbers of frequency and rate. This two error type has 94% rate in the category. However, this category has only 2% effect on rates in general.

Table 8. Morphological Errors in Essays

	Frequency	**In Category %**	**In General %**
Morphological Errors	**15**		**2**
1- Affixation Error	7	47	1
2- Over Generalization of Rules	7	47	1
3- Transfer of Training	0	0	0
4- Language Transfer Errors (Transfer of Morphological Rules)	1	6	0
a- Source Language 1 Transfer Error	0	0	0
b- Source Language 2 Transfer Error	1	0	0

In this part participants mostly used affixes wrongly and that caused a failure of conveying message. The samples below exemplifies the errors of affixation.

Affixation error samples:

-....by saying that it was **inreasonable thing**. (incorrect)

-…by saying that it was **an unreasonable thing**. (correct)

-..she was very angry and **worry**. (incorrect)

-…she was very angry and **worried**. (correct)

- I was **confusing** because…(incorrect)

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- I was **confused** because…(correct)

Table 9. Lexical Errors in Essays

	Frequency	In Category %	In General %
Lexical Error	**203**		**27**
1- Spelling Error	71	35	9
2- Eggcorn (Oronyms) Error	8	4	1
3- Distortion Error	0	0	0
4-Over Generalization of Rules	11	5	1
5- Malformation Errors caused by Language Transfer	1	1	0
a- Source Language 1Transfer	0	0	0
b- Source Language 2 Transfer	1	1	0
6- Collocation Errors caused by Language Transfer	111	55	14
a- Source Language 1 Transfer	*28*	*14*	*3*
b- Source Language 2 Transfer	*83*	*41*	*11*
7- Transfer of Training	1	1	0

Table 9 shows that majority of lexical errors in participants' essays contain spelling errors with the percentage of 35% in lexical errors category. The frequency of spelling has the second highest rate with 71 errors. Collocation errors caused by inter language transfer has the highest frequency and rate inside the category and SL2 transfer (Turkish) with the frequency 83 and rate 41% has the highest effect on word determination. Most of the students uses their

Turkish mental lexicon to determine the English correspondences. SL1 has a lower effect with the rate of 14% and it is obvious that participants, whose native language Kurdish, use Kurdish less that Turkish to determine the word choices.

In this part most of the participants made spelling errors and transfer errors has the second highest rate in the category.

Lexical error samples:

-Bahar said **ewerybody** in the room…(incorrect)

- Bahar said **everybody** in the room… (correct)

-**Sudenly** my phone ragn. (incorrect)

-**Suddenl**y my phone rang. (correct)

- **we** went to university from… (incorrect)

- **We** went to university from… (correct)

This error type is consist of SL2 and SL1 semantic transfer in word or collocation level. SL2 has a higher effect on errors than SL1.

Collocation errors caused by interlanguage transfer:

- Before the police came into the class, somebody **left a doubt** with her/his behaviors **me**. (incorrect SL1 transfer)
- Before the police came, everybody in the class **acted suspiciously** which caused me to suspect from them. (Correct)
- **The classroom** tried to understand what happened **like me**. (incorrect SL2 transfer)
- **The class** tried to understand the problem, **as I did**. (correct)
- Hüseyin**,** Elvan, Remzi **did weird actions.** (incorrect SL2 transfer)
- Hüseyin, Elvan, Remzi **acted weirdly.** (correct)

Table 10. Syntactic Errors in Essays

	Frequency	In Category %	In General %
Syntactic Errors	**57**		**7**
1- Language Transfer Errors	53	93	7
a- Transfer of Source Language 1	16	28	2
b- Transfer of Source Language 2	37	65	5
2- Over Generalization of Rules	4	7	1
3- Transfer of Training	0	0	0

Table 10 demonstrates that language transfer errors are 93% inside the category. Transfer of SL1 is 28% while transfer of source language 2 is 65%. The table shows that SL2 plays an important role in interlanguage transfer as it is in other categories. However, syntactic error category has a lower rate in general, which can be related to the level of students. 28% of interlanguage errors is SL1 based with the frequency of 16.

As in the other categories, participants have conducted syntactic errors based on mostly SL2 transfer errors. The samples below exemplify the errors.

Interlanguage error samples:

- I wondered what were they talking about secretly I didn't know. (incorrect SL2 transfer)
- As I didn't know, I wondered about what they were talking secretly. (correct)
- I understood that it was **wrong something.** (incorrect SL2 transfer)
- I understood that it was **something wrong**. (correct)
- We all learnt **who thief** but still there were questions in my mind. (incorrect SL1 transfer)

- We all find out **who the thief was**, but still there were questions in my mind. (correct)

Table 11. Semantic Errors in Essays

	Frequency	In Category %	In General %
E- Semantic Errors	**108**		**14**
1- Semantic Errors caused by Language Transfer	108	100	14
a- Semantic Transfer of SL1	23	21	3
b- Semantic Transfer of SL2	85	79	11

Table 11 shows that all semantic errors are caused by language transfer. 14% of errors in general are caused by semantic transfer. 79% of errors is caused by semantic transfer of SL2 with a frequency of 85 inside the category. SL1 has an effect of 21% in the category and there are 23 errors. The SL1 has a lower effect on general error count and rate.

As in the other categories, participants have conducted semantic errors based on mostly SL2 transfer errors. The samples below exemplify the errors.

Interlanguage transfer error samples:

- When Gokhan teacher came to class we thought everything about the robbery. (incorrect SL2 transfer)
- When the teacher came to class, we considered scenarios of a possible robbery. (correct)
- Elvan was crying, Seher was smiling. I didn't understand anything from them. (incorrect SL2 transfer)
- Elvan was crying, and Seher was smiling. I didn't understand the reasons why they acted like that. (correct)
- My suspects began to increase minute by minute. (incorrect SL1 transfer)

- I began to suspect more and more. (correct)

4.3.2.2. Sources of Errors in Essays

Table 12. Sources of Errors in Essays

Sources of Errors in Essays		
	Frequency	**Rate %**
Intralingual Transfer	459	60%
Interlingual Transfer	275	36%
Induced Errors	34	4%
Total	768	100%

James (1998) defined three main sources of error: Interlingual, interlingual, and induced errors. Even though there are other definitions which defines many more sources, James's categorization suits best to this study. Thus it can be said that there are three main sources of errors in this study an according to the Table 12 intralingual transfer is the most frequent source of errors with the percentage of 60%. Interlingual transfer follows it the percentage of 36%. There is a bigger gap in those two error sources' rates when compared to rates in paragraph analysis. It seems that the participants have developed an interlanguage which is more close to target language. It can be said that this causes an increase in the rate intralingual errors.

CHAPTER V

5. CONCLUSION

5.1 Summary and Conclusion

This study aimed to find out common errors that students commit in their writings. Student paragraphs and essays were compiled and analyzed with an error code list that was gathered from different articles. Each error is coded, and each specific student error is recorded according to this error code. AntConc, a concordance program and multi-purpose corpus analysis toolkit is used to analyze concordance of each error type in student writings.

To the question "What type of errors do ELT students make in their writings?", it can be stated that students make grammatical, morphological, lexical, syntactic and semantic errors. These general categories are subdivided and each error is counted under this general categories. Grammatical errors have the highest frequency among other error categories followed by lexical, syntactic, semantic, and morphological. In writings of students, there are 638 grammar errors 131 of which is preposition errors, 85 of which is tense errors, 81 of which is article errors, 68 of which is conjunction error, 49 of which is overgeneralization errors, 47 of which is pronoun errors, 39 of which is auxiliary verb error, and 35 of which singular/plural error. Remaining errors are transfer of training, adjective/adverb error, possessive case error, missing object and missing word errors. Morphological errors are counted as to be 32, 15 of which is affixation error; 15 of which is overgeneralization of rules and 2 of which is SL2 transfer errors. Lexical errors are 300 in total. 142 of these errors are SL2 transfer errors; spelling error number is 94, which is followed by SL1 with the number of 33. Lastly, eggcorn is recorded to be 13 and there are 14 overgeneralization errors. Syntactic errors are 102 in total. There are 69 SL2 transfer errors while 26 of the errors are caused by SL1 transfer. Overgeneralization of rules is recorded to be 7. Semantic errors are 218 in total. 176 of these errors are SL2 transfer based while SL1 errors constitute 19% of these error with a frequency of 42.

Regarding the second question, 'What are sources of errors?' it can be said that there are three main sources of errors observed in the writings of students. Intralingual transfer has the highest frequency of errors with a number of 748 and it consists 58% of total errors. It is the most significant source of errors which implies that students' interlanguages have developed during the study and became closer to target language. However, interlanguage

transfer errors do still have a noteworthy rate and frequency. There are 492 errors based on interlingual transfer with a rate of 38 and this shows that exposure to target language should continue. In addition to language transfer errors, there is another source of error. Induced errors have a frequency of 50 and rate of 4 in general. This shows that material, training, method based errors have a lower effect on students errors.

As for the third question 'How these errors can be classified' the classification process was designed according to the needs of study and by analyzing similar studies conducted and articles related. As a result of this spadework, errors were classified under five main categories as grammatical, morphological, lexical, syntactic, and semantic.

The study shows that there are only two error type categories in which a significant change observed. Lexical errors have increased from 19% to 27% and Semantic errors have decreased form 21% to 14%. Any other significant change was not observed in other categories. However, when the sources of errors are analyzed, it can be said that there a noteworthy change between the rates of inter and intra language transfers. While intralingual transfer consists 55% of source of errors in paragraphs, it consists 60% of source of errors in essays. In addition that, interlingual transfer error constitute 42% of sources of errors in paragraphs, while 36% of sources of errors in essays are interlingual based. There is not any significant decrease or increase in Induced errors.

Regarding the question, 'What potential reasons lie behind these errors' according to the study it can be said that exposure to target language decreases the rate or interlingual transfer errors and increases the intralingual errors. According to this date, reason of errors can be the amount of exposure to the target language. As the amount of exposure increases, then the number of errors will possibly decrease.

5.2. Implications of the Study

The present study focused on the errors of students' writings who are bilingual learners of English. All of the students speak Kurdish and Turkish as native language and they are preparing to be an English teacher. The study aimed to find out the types and sources of error in the writing of those bilingual learners. This made the study different and important in its field. Many studies have been conducted with an aim of error analysis, yet very few used bilinguals as a subject group. Thus this study has highlighted the situation in bilinguals. It has shown that even though Kurdish is the mother tongue of all students, Turkish, which is their

second language, has more effect on their errors, and learning process. It has been foreseen before the study that SL1 would possibly have more effect on errors and learning process. However, at the end of the study it is understood that SL2 has a higher effect on errors and learning process. As a result of this, it can be surely said that error analysis is a perfect tool to see the sources and types of errors in students' works. It is a perfect tool to analyze present situation and to decide the insufficiencies of learners. With a true analysis of errors of learners, a better and effective teaching procedures can be applied.

5.3. Suggestions for Further Research

This study highlighted the error types and sources of bilingual learners' writings with a limited number of participants and in a limited location. Furthermore, this study can be replicated in a longer time frame and with a higher number of participants. Additionally, a more detailed research can be done to shed light on specific types.

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7. APPENDICES

7.1. APPENDIX 1: QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING QUESTIONS OBJECTIVELY ACCORDING TO THE DIRECTIONS MENTIONED IN EACH SECTION.

Name/Surname: Male ☐   Female ☐   Age……   Date:...../…../……….

Studying English for……………years.   Ethnic Origin:……………………..Mother tongue:……….............

Have been living in: urban ☐ rural ☐

Part A. *Choose a number to scale your knowledge about the mentioned topic. Put a "X" to the box you have chosen.*

N.		1	2	3	4
1	My language level of Kurdish				
2	My language Level of Turkish				
3	My level of reading in Kurdish				
4	My level of reading in Turkish				
5	My level of listening in Kurdish				
6	My level of listening in Turkish				
7	My level of writing in Kurdish				
8	My level of writing in Turkish				
9	My level of speaking in Kurdish				
10	My level of speaking in Turkish				

Equivalents of the numbers: Poor (1), Enough (2), Good (3), Excellent (4)

Part B. *Answer the questions by choosing "yes or no". Put a cross "X" into the box you have chosen.*

N.		Yes	No
1	Is Kurdish the first language you have acquired?		
2	Is Turkish the second language you have acquired?		
3	Do you know Kurdish good enough to express your ideas?		
4	Do you know Turkish good enough to express your ideas?		
5	Do you use Kurdish in your thinking process?		
6	Do you use Turkish in your thinking process?		
7	Is Kurdish the most dominant language in your thinking process?		
8	Is Turkish the most dominant language in your thinking process?		
9	Is Kurdish the most dominant language for while learning English?		
10	Is Turkish the most dominant language for you while learning English?		
11	Do you make translations between Kurdish and Turkish while learning English?		
12	Do you translate your ideas in Kurdish to Turkish while writing in English?		
13	Do you translate your ideas in Turkish to Kurdish while writing in English?		

Part C. Please answer the question below *objectively*.

What do you think happens in your mind while you are writing in English? How do the thinking and producing process take place? Would you describe the it?

………
………
………
………
………

7.2. APPENDIX 2: LIST OF ERROR CODES

Identification and Classification of Errors and their Sources – Error Codes

Grammatical Errors

1- Auxiliary Verb Error   GRAVE

    a- Missing Auxiliary Verb   GRAVEM

    b- Wrong usage of Auxiliary Verb   GRAVEW

2- Tense Error   GRTE

    a-Wrong Tense Usage   GRTEW

    b-Wrong usage of Regular/Irregular verbs   GRTERI

    c- "-s" Error with singular verbs   GRTES

3- Singular/Plural Error   GRSPE

    a- Wrong usage of singular/plural auxiliary   GRSPEA

    b- Wrong usage of singular/plural nouns   GRSPEN

4- Possessive Case Error   GRPCE

5- Reported Speech Error   GRRSE

    a- Using wrong tense   GRRSET

    b- Missing conjunction word   GRRSEC

    c- Transformation error   GRRSER

6- Relative Clause Error   GRRCE

    a- Wrong usage of conjunction   GRRCEW

    b- Missing pronoun   GRRCEMP

    c- Missing verb   GRRCEMV

d-Subject-verb disagreement between clauses	GRRCESVD
7- Adjective and Adverb Error	GRAAE
a- Using Adjective instead of Adverb	GRAAEAJ
b- Using Adverb instead of Adjective	GRAAEAV
c- Wrong use of Adjective	GRAAEWJ
d- Wrong use of Adverb	GRAAEWV
e- Missing Adjective or adjectival phrase	GRAAEMAJ
d- Missing Adverb or Adverbial phrase	GRAAEMAV
8- Article Error	GRAE
a- Missing article	GRAEM
b- Wrong usage of article	GRAEW
9- Preposition Error	GRPE
a- Missing Preposition	GRPEM
b- Wrong usage of preposition	GRPEW
10- Pronoun Errors	GRWP
a- Missing Pronoun	GRWPM
b- Using Wrong Pronoun	GRWPW
c- Wrong Use of Pronoun	GRWPU
11- Conjunction Error	GRCE
a- Missing Conjunction	GRCEM
b- Wrong use of Conjunction	GRCEW
12- Missing Subject	GRMS

13- Missing Object   GRMO

14- Missing Verb   GRMV

15- Over Generalization of Rules   OGRG

16- Transfer of Training   TTG

17- Language Transfer Errors   (Transfer of Grammar Rules)

    a- Source Language 1Transfer   SLIG

    b- Source Language 2 Transfer   SLKG

Morphological Errors

1- Affixation Error

    a-Wrong usage of Suffixes   ASPSM

    b- Wrong usage of Prefixes   ASPPM

    c- Wrong usage of Infixes   ASPIM

    d- Wrong usage of Derivational Affixes   ASPDM

    e- Missing Derivational Affixes   ASPDAM

2- Over Generalization of Rules   OGRM

3- Transfer of Training   TTM

4- Language Transfer Errors (Transfer of Morphological Rules)

    a- Source Language 1 Transfer Error   SLIM

    b- Source Language 2 Transfer Error   SLKM

Lexical Error

1- Spelling Error

    a- Misspelling   LESPL

    b- Capitalization Error   LESPLC

2- Eggcorn (Oronyms) Error   LEOE

3- Distortion Error   LEDE

4- Malformation Errors caused by Language Transfer

      a- Source Language 1Transfer   LESLIME

           -Borrowing   LESLIMEBO

           - Coinage   LESLIMECO

           -Calque   LESLIMECA

      b- Source Language 2 Transfer   LESLKME

           -Borrowing   LESLKMEBO

           - Coinage   LESLKMECO

           -Calque   LESLKMECA

5- Collocation Errors caused by Language Transfer

      a- Source Language 1 Transfer   LESLICE

           -Semantically determined word selection   LESLICESD

           - Statistically weighted preferences   LESLICESD

           - Arbitrary combinations and irreversible binomials

                                               LESLICEAC

      b- Source Language 2 Transfer   LESLKCE

           -Semantically determined word selection   LESLKCESD

           - Statistically weighted preferences   LESLKCESW

           - Arbitrary combinations and irreversible binomials

                                               LESLKCEAC

6- Over Generalization of Rules   OGRL

7- Transfer of Training   TTL

Syntactic Errors

1- Language Transfer Errors   XT

        a- Transfer of Source Language 1   SLIXT

        b- Transfer of Source Language 2   SLKXT

2- Over Generalization of Rules   OGRX

3- Transfer of Training   TTX

Semantic Errors

1- Semantic Errors caused by Language Transfer   YT

        a- Semantic Transfer of SL1   SLIYT

        b- Semantic Transfer of SL2   SLKYT

7.3. APPENDIX 3: SAMPLES OF STUDENTS' WRITINGS

PARTICIPANT 7

THE MOST BAD DAY IN MY SCHOLL LIFE

One day I was at home   I have breakfast . Sudenly my phone rang and gülfidan was calling me ; gülfidan said that me quickly came to faculty and   I didn't understand anything as soon as I had breakfast I went to faculty. I went to faculty and I saw many police infront of my class and I was sochked . when I entred class firstly I saw yeliz , halime Ferhat and gülfidan . As I asked them what happened ? They said nothing and they aperence very bad.

l looked the police   they were searching   something and they looked for something ; l was very afraid. Later than dilan ,halime, saliha and amine came and everybody was very anxious and generally nobody knew something. Police said that us came here and we sat down in class and the police asked us many question. While police asked us few question l understood what happened and l was very afraid , very sochked because l didn't believed this event happened in our class. ln fact l didn't want to believe , because the teacher's computer was stolen !!! .The police asked us many question and took many notes took our photoghrapy and went out. l looked the class and l didn't saw our few of my friends   and obviously l was suspect , because remzi, elvan ,hüseyin and seher didn't appereence l didn't saw them. Everybody in faculty was talking about this event and each of them was saying diferent thing. l was discomforting because nobody knew something but they were saying many diferent things. l didn't believed them , because nothing was certain. Saliha and halime talked about something secretly . l was very discomforthing and l went out of the class ; l went to shop because l was very nervous.

l was bored , and l went to shop l saw remzi and hüseyin. They were very bad and very nervous. While l asked them " what happened , what is the problem " ? They said nothing to me. The most interesting subject they   asked me many question about the robery . Forexample "The police what asked you , who called the police to came the faculty"? etc. My suspects increase minute by minute, because they weren't at the class especially while the police came there and searched something , but they knew almost the whole event.   A friend of mine called me and he said that me came to caffe. while l entered the caffe l saw elvan sat down at the corner of the cafe   and she was crying , she was very nervous. l

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didn't understand anything. We drank tea and played chess; later than we left from the caffe to bought mobile phone. My friend said me l want buy a mobile phone and we went to mobilephone shop. When we entered the shop we saw seher. She was very happy and talked with someone by mobile phone. She bought many things and she was carying many pockets she changed her mobile phone , bought a new computer etc. When l saw her l was sochked becuse l know her, she was very poor a student. She didn't afford to bought many things. After two weeks one day we sat down at the canteen the police came to faculty and arrested seher , elvan, remzi and hüseyin. The police looked fort he faculty's cameras and saw them they stolen the computer. We understood why they were arrested by the police. They together stolen the computer, but seher deceived remzi, elvan and hüseyin, later than sold the computer by herself and bought new mobile phone , new computer and many things. The police arrested them and they were expelled from the university.

PARTICIPANT 6

UNRELIABLE FRIENDS

Have you ever had a thief friend? People are very unreliable and dishonest. We can't trust them; we can't believe them. It is very bad for friendship or communication around people. But we can't do anything about this subject. I had a bad memory that I can't forget

Last term, it was a sunny and cosy day. I would go to school. I got up and had a breakfast with Dilara and Berivan. After 15 minutes, we arrived to school. when we entered the class, there were only four students in the class. Fetullah and Gülfidan were speaking about someting, and on the other hand, Yeliz and Ferhat were reading book. I took my seat and waited to teacher. I was very excited that day because I had a presentation. After mrs. Çepni came, we started to our presentation and I did my presentation very well. I felt good. After my presentation, I sat my seat and looked the class. I saw people presenting, and I saw Amine was texting.

After the presentation, I went out with Fetullah and I smoked. After break, I went to class and when I entered the class, I saw that the class was empty. Only Halime and Yeliz were there, and I realized that they spoke something secretly. I took my seat, and our teacher came. when we were about to start the lesson, I heard a loudy sound, and I was afraid. This

was Gülfidans' sound. we understood that her diamond ring was stolen. After that, she started to cry.

Finally, our teacher called police and we told about the event. After that the police decided to look for our bags and everybody felt sorry about this issue. And the ring was found in Halime (not Çetin). All of the my classmates were very surprised. Because she mustn't do that bad thing. we must have a good characteristic and we must be a good person.