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**COMMON ERRORS COMMITTED BY STUDENTS OF
UNIVERSITY OF SİİRT AND DETERMINATION OF
EFFECTIVENESS OF GRAMMAR TRANSLATION /
COMMUNICATIVE LANGUAGE TEACHING ON
WRITING SKILLS**

MASTER OF ARTS

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YAPILAN GENEL HATALAR VE DİLBİLGİSİ-ÇEVİRİ
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Emrah ERİŞ'e ait **COMMON ERRORS COMMITTED BY STUDENTS OF UNIVERSITY OF SİİRT AND DETERMINATION OF EFFECTIVENESS OF GRAMMAR TRANSLATION / COMMUNICATIVE LANGUAGE TEACHING ON WRITING SKILLS** konulu çalışma, jürimiz tarafından Batı Dilleri ve Edebiyatları Anabilim Dalı, İngiliz Dili ve Edebiyatı Bilim Dalında Yüksek Lisans **oy birliğiyle** kabul edilmiştir.

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ABSTRACT

Common Errors Committed By Students Of University Of Siirt And Determination Of Effectiveness Of Grammar Translation / Communicative Language Teaching On Writing Skills

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In this study, most common errors committed by the students of Siirt University, their sources and causes were examined together with an intention of determining the effectiveness of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) methods on reducing numbers of errors and improving their writing skills. Study population constituted of fifty (50) students from Siirt University Health Department. They were separated into two groups of twenty five (25). They were given three months of courses in English through GTM and CLT. Each month they were tested and written papers were analyzed by the researcher and another rater. After the course period, findings were analyzed in terms of Error Analysis. Findings demonstrated that CLT method was more effective and better than GTM in reducing the students' errors significantly. Another crucial point that was determined in the light of these findings was that mother tongue interference was the most important source and cause of the errors committed. Other significant factors that led to errors were fossilization, overgeneralizations, ignorance of rule restrictions and incomplete application of rules. At the end of the study, students were recommended to be aware of the culture and nature of the target language in order to minimize the errors and teachers were given advices about giving feedback in due time to assist students to correct themselves.

Keywords: errors, mother tongue interference, error analysis, fossilization, target language

ÖZET

Siirt Üniversitesi Öğrencileri Tarafından Yapılan Genel Hatalar Ve Dilbilgisi-Çeviri Yöntemi/İletişimsel Dil Öğretiminin Yazma Becerileri Üzerindeki Etkisini Belirleme

Emrah ERİŞ

Yüksek Lisans, İngiliz Dili ve Edebiyatı Bölümü

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Bu çalışmada, Siirt Üniversitesi öğrencileri tarafından yapılan en genel hatalar, kaynakları ve sebepleri, hata sayılarını azaltmak ve onların yazma becerileri üzerindeki Dilbilgisi Çeviri Yöntemi (DÇY) ve İletişimsel Dil Öğretimi (İDÖ) yöntemlerinin etkinliğini belirlemek düşüncesiyle birlikte incelenmiştir. Çalışmanın evrenini Siirt Üniversitesi Sağlık Bölümünden elli (50) öğrenci oluşturdu. Yirmi beş (25) kişilik gruplara bölüştürüldü. Onlara DÇY ve İDÖ ile üç aylık İngilizce kursları verildi. Her ay test edildiler ve yazılı kâğıtlar araştırmacı ve diğer iki değerlendirici tarafından analiz edildi. Kurs süresinden sonra, sonuçlar Hata Analizi açısından analiz edildi. Sonuçlar, İDÖ yönteminin DÇY yönteminden hatalara aza indirgemede önemli ölçüde daha etkin ve daha iyi olduğunu gösterdi. Bu sonuçların ışığında belirlenen başka önemli bir nokta da, ana dilin müdahalesinin yapılan hataların en önemli kaynak ve sebebi olduğudur. Hatalara sebebiyet veren diğer önemli faktörler fosilleşme, aşırı genelleme, kural sınırlamasının göz ardı edilmesi ve kuralların eksik uygulamalarıdır. Çalışmanın sonunda, hataları minimize etmek için öğrencilere hedef dilin kültüründen ve doğasından haberdar olmaları tavsiye edilip öğretmenlere de öğrencilerin kendilerini düzeltmeleri için anlık geri dönütler vermeleri hususunda tavsiyeler verildi.

Anahtarkelimeler: hatalar, anadilmüdahalesi, hataanalizi, fosilleşme, hedefdil

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ABBREVIATIONS

EA: Error Analysis

SLA: Second language acquisition

CA: Contrastive Analysis

EFL: English as Foreign Language

EU: European Union

CLT: Communicative Language Teaching

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

IL: Interlanguage Theory

TL: Target Language

METU: Middle East Technical University

ANOVA: Analysis of Variances

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CHAPTER I

INTRODUCTION

1. 1. Background to the Study

After dominance of Greek and Latin during Hellenistic and Roman times and French from 17th century to the middle of 20th century, English became lingua franca which is today spoken officially in 54 countries and almost in all the foundations and texts. Our world is inevitably globalized swiftly and English is one of the means that affects this situation. Almost everywhere in the world, English is used either officially or as a second language. All the universities, colleges, schools and entities teach English for different purposes as they all believe that it wouldn't be possible to have contacts with others easily without having a word to say in this language. In this context, it would be rational to say that Turkey is not away from this issue. Though until the late 1990s English was not taught effectively in Turkey, it is definitely not the case today. Now, while at all universities in Turkey, English is taught to all freshmen, at some universities such as METU, Bosphorus University education is totally in English. All these universities have one thing in common and it is to teach English to the students in order to make them a global actor but an actor with a proficiency of English.

Though English is taught widely, it does not mean that everybody learns it properly and without errors. Learners of this language often commit errors until acquiring that language and even after acquisition some errors can turn out to happen. As a result of this case, error analysis came into being by researchers and is still studied widely by many linguists and educators. Researchers feel a need to study errors and do error analysis (EA) because it gives the teacher information about his/her students' progress in what he/she teaches. As cited by Corder (1967), errors show how far towards the goal the learner has progressed (Corder S. , 1967) . For the researchers themselves, analyzing errors is of huge

importance as it may give clues about the development of a language in the learners mind. What is emphasized by Corder, (1967) is that researchers are provided with an evidence of how a language is acquired and what strategies the learner is employing in his/her learning of a language (Corder S. , 1967). Errors are inevitable items of a language acquisition. As a common view, it is believed and mentioned that learners can learn from their errors. Thus, analyzing errors would be a good way to help students understand where and how they commit errors and whereby learn how to make use of them in learning the target language. Of course, not everybody who learns a language faces the same types of challenges and can apply overgeneralization, simplification, (Corder S. , 1967). As a matter of the fact that every language has its own structures and grammatical forms, learners may have different error types. In this respect, Turkish students are to be expected to commit errors that may differ from others.

In Turkey, students are taught English through different kinds of methods. Two of the most used ones are grammar translation and communicative language teaching (from now on CLT) methods. Though grammar translation method is criticized considerably as it is not believed to be very effective any more, it is still applied by English language teachers. As Braddock, Lloyd-Jones and Schoer point out, teaching grammar is trivial in developing writing skills and it may even have a negative effect on “written expression”, (Braddock, 1963). On the other hand, CLT is a method which is increasingly being used in language classes and welcomed enthusiastically by both learners and teachers as it is considered to be promising and valuable in terms of language teaching/learning. These two methods will be discussed elaborately within the next chapters with an intent to determine effectiveness of both methods in reducing errors committed by learners and their features. For data collection, a mixed research type, qualitative and quantitative types of research have been used.

1. 2. Statement of the Problem

English is a course and a language which is taught from the 4th degree to the final year of the high education in Turkey. Turkish people seek to be closer to EU not only as a member of the community but also of EU society. Psychologically, they are of the opinion that English is an indispensable part of this wish as it will certainly be necessary in many ways such as visa, financial cooperation, etc. Thus, they regard English as very significant and remarkable to be taught. However, there is a shortcoming and it is about how to learn and teach it. As for many years English has been taught by applying solely grammatical structures teaching and this approach has not turned out to be very useful, it has made Turkish people think that English is not necessarily easy to learn. From the beginning to the end of the course of English language, students commit errors and they are observed in written and oral exams profoundly. Moreover, these errors can occur in different types. Wherever errors are committed and by whoever they are committed, they do not occur spontaneously but have some sources and causes.

There are several ways in which errors occur. As Richards, J. C. (1971) emphasizes, error sources can be interference, intralingual errors such as overgeneralization (e.g. "he can sings", ignorance of rule restrictions (e.g. "he made me to go rest") and incomplete application of rules (e.g. "You like to sing?") or developmental errors (Richards, 1971).

According to Muzi, V. Nzama, (2010), fossilization is also a source of errors in which incorrect linguistic features or errors become permanent part of the way in which a person uses the language (Muzi, 2010). As stated by Selinker (1972), fossilizable linguistic phenomena are linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their interlanguage (Selinker, 1972, p.215).

Since language classes are not well-equipped as to be very efficient in language teaching in Turkey, students who are taught English are prone to make a lot of common errors. The class environment is not appropriate to use English as in reality and thus is not having an influence on students' progress in English. Another issue is that Turks are not able to use English in everyday life or are not willing to use it as they do not believe that they have proficiency in this language. Plenty of errors can be observed in their speeches and written expressions when using English. What may be the reasons for this situation? In this study, the main focus will be on type of errors and their sources and besides, on teaching methods (Grammar Translation and CLT) which are used in languages classes by English teachers in Turkey. The teachers may not be aware of some strategies when coming across with errors committed by their students and hence, error analysis is a good way to make teachers be familiar with common errors and to let teachers have awareness of how to handle with such situations in order to reduce students' errors as much as possible. As most of the mistakes are seen when writing, the study will seek to find most common errors in written exams/papers and will give some recommendations for the teachers on how to react students when they make errors. In order to find out this, students will be taught for a period through Grammar Translation method and for a period through CLT. Effectiveness of these methods on declining errors will be tried to be determined with an error analysis.

1.3. The Objective of the Study

In this study objectives are as following:

- i. To investigate the types of errors made by Students of University of Siirt
- ii. To find the most common errors students commit in their writings
- iii. To compare two teaching methods impacts on writing improvement: Grammar translation method/Communicative language teaching CLT
- iv. To reach a conclusion to decide the effectiveness level of the two methods on writing skills of the students and on reducing their errors.

To give information about the objectives in detail, it can be said that an error analysis is to be done on the writing skills of students of Siirt University by giving them a short-term course in English both through Grammar Translation and CLT method.

1.4. The Significance of the Study

Turkey is one of the countries which is waiting for being a member of European Union (EU) and therefore, people are beginning to think about the requirements and conditions to be verified. One of these requirements is undoubtedly English language. As not many people in Turkey believe that they are proficient enough in English, they always bear in mind that as soon as possible they should acquire this language. It is regarded as a target language to be learned. In this respect, English is taught in almost all grades at schools, however, of course there may be errors and this can be observed in their speeches and written papers. Yet, not everybody is aware of the fact that they make a lot of common errors and what the reason for it is. This study will give an insight into what gives rise to their errors and how they can minimize it. They will have an insight into the sources of

errors and possible causes of them. By doing so, they will be able to find some ways to correct themselves as learners of that language.

As regards teachers, it can be suggested that in Turkey language classes are not appropriate enough to teach English efficiently. Most of the classes have not been computerized yet and materials necessary for teaching English effectively and with long lasting impact are not provided. As a result of this situation, teachers may not be able to achieve their goals in teaching English without a lot of errors, which is because not only do these situations create a negative medium for education but also because they do not have enough knowledge about strategies and reactions when they come across with errors of their students. Should the students be corrected directly and immediately or should they be given time to correct themselves? What is going to be learned from this study is that teachers will have the chance to know about the strategies and how to react when students make errors, particularly in class environment. They will be able to reduce the errors committed by them while creating a better atmosphere through the strategies they will learn in this study.

Before beginning a class, it is significant to determine objectives as they are very crucial parts of the education. One of the most important parts of the objectives is to decide which methods/techniques to use. As they will help students progress in what they learn as a way to arrive the destination, they should never be neglected. In this respect, Grammar Translation and CLT methods are the ones which are applied most in Turkey. As this study offers a determination of effectiveness of both of these methods in the end, teachers and students, who are two essential parts of the education, will have the opportunity to reassess their methods and study. Awareness in strategies, reactions and methods used will definitely bring about a better language class atmosphere with better outputs and less errors.

As a whole, this study will make way for the teachers and students and as a result for the people using English language for various purposes in having a gift for gab. The more aware they are of errors committed, the better they react and the less they make errors.

1.5.Organization of the chapters in the study

This study consists of 4 chapters. All the chapters will be explained briefly in this section. The first chapter starts with an introduction of the study and goes on with the statement of problem in which the problem is identified and explained thoroughly. Next, objectives of the study are enumerated one by one with a short description of them in the end of the section. One of the last two sections is significance of the study in which there are explanations and reasons for what it is important and what it will make way for. Organization of the chapters, as the last one, is giving a brief representation of the whole study respectively. Approximately 30 articles and books were read carefully in detail and web sources were used for data collection.

The second chapter is composed of a literature review of error analysis and interlanguage theory and its components such as errors, mistakes, sources of errors. It starts with an introduction and goes on a description and definition of error analysis and error itself. The topics are about subjects such as why to study error analysis, sources and causes of errors, mother tongue interference. Error analysis will be discussed with its related subjects elaborately. The last two parts will be made up of two methods to be studied, Grammar Translation and CLT methods. These two methods will be analyzed in view of their effectiveness on reducing errors committed by the students. For this chapter, data collection instruments were websites, books on English language acquisition and errors and class experiences. on the other hand, error analysis will be discussed with its historical

development and relevant topics. The questions of “when did it come into being, who created it and was it well received” will find answers. Moreover, interlanguage theory – with its ins and outs- will be discussed and revised. All the data and revisions were selected appropriately and meticulously. As many sources as possible have been analyzed and common things about error analysis and interlanguage theory with pros and cons have been put down on paper.

The next chapter - chapter 3 –is the one in which research and design methodology exists. In this chapter, through an introduction methodology used and participants will be given in detail. The participants will be explained in terms of their education level, department on which they study, age and genders. Following that, data collection procedures, which consist of written exam papers and multiple choice questions, will be given. Finally a summary of the chapter will be written down.

The next chapter is Chapter 4. This chapter is mainly about findings and conclusion. First of all, an introduction was given and then findings from the exam papers and those which were as regards errors of learners were given in detail. Next, recommendations were given and limitation of the study was included. Finally, the conclusion part was presented with all the findings and discussions. At the very end, you will find references, appendices, and CV.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

EA is not something new and has a history of approximately forty years. A great number of researchers and educators have written about EA and many strategies have been developed related to EA and its relevant fields. In this chapter, the definition of EA, its development, the reason for its being studied, difference between “error and mistake”, sources and causes of errors, and mother tongue interference will be discussed. Moreover, Grammar Translation and CLT methods will be examined within the framework of EA. The first to be analyzed is EA as a subtitle.

2.2. A review of Error Analysis

It was not until 1970s that Error Analysis (EA) was considered to be important and plenty of papers were written on it. It was considered to be very significant after having realized that EA had a lot to give to the teachers on what was learned and the process of learning. As emphasized by Londono Vasquez, D. A., (2007), EA can be considered as a fundamental tool in language teaching in order to reorganize teacher's point of view and readdress his/her methodology for fixing and fulfilling the students' gaps(Londono Vasquez, 2007). Furthermore, Corder (1967) states that studying students' errors of usage has immediate practical application for language teachers as errors provide feedback; they tell the teachers something about the effectiveness of his teaching(Corder S. , 1967).

A great number of researches and studies have been carried out throughout the world. These studies have mainly focused on the errors and sources of them in terms of various causes such as overgeneralization, mother tongue interference - language transfer-, and so on. Moreover, studies have been examined on writing and speaking skills in order to determine the intensity or amount of the errors committed. Some of the studies relevant to EA and its sources will be given with their results and statistics below.

As regards the relationship between first language (L1) and English as foreign language (EFL, Ying (1987) examined 120 Taiwanese EFL students' compositions and sorted errors on the basis of three criteria of overgeneralization, simplification, and language transfer. A total of 1250 errors were detected in the 120 compositions, among which 78.9% of the errors were a result of language transfer, 13.6% of the errors were overgeneralization of the target language, and 7.5% were forms of simplification(Ying, 1987).

Another study that has been conducted is Kim's (2001) error analysis of college students' writing. In his study, Kim (1989 cited in Lee, 2001), conducted Error Analysis with two-hundred 10th grade Korean EFL learners using their English translation of Korean sentences. She identified 1122 errors in which transfer errors resulting from L1 structure were higher (24%) than overgeneralization errors (23%). Furthermore, she identified the 1122 detected errors in terms of six domains and subdivided them into 22 linguistic categories. Her findings revealed that errors in articles were most common (354) and that there were only 8 errors in word order and 2 in voice(Kim, 2001).

Likewise, Jiang (1995) analyzed Taiwanese EFL learners' errors in English prepositions and found that a great number of errors derived from language transfer. The researcher stated that compared to English speakers, Mandarin speakers use fewer prepositions for more concepts, therefore increasing difficulties in learning English prepositions (Jiang, 1995). In addition, some researchers employed Error Analysis to examine the error types in Taiwanese EFL students' English writings. For example, Horney (1998 cited in Chen, 2006) investigated compositions written by 80 Taiwanese EFL students. The results revealed that errors in the use of articles had the highest error percentage (11%). Both errors in the use of prepositions and errors in the use of verbs had the same error rate of 9% and were considered the second highest error percentage. By contrasting Mandarin and English, the researcher confirmed that L1 related errors were the largest proportion of the total errors (Chen, 2006).

In a study done by Akarsu, O. (2011), errors committed by Turkish Learners of English as foreign language were analyzed through questionnaire and a multiple-choice test, in which the results showed that there were more grammatical errors than lexical errors. Moreover, it was found that mother tongue interference was influential in their errors in speeches (Akarsu, 2011). Besides, in another analysis, Abbasi, M, and Karimnia, A, (2011), studied the grammatical errors in translation committed by Iranian students at Islamic Azad University. Totally 80 students, forty seniors and forty juniors, were examined. The results revealed that there were significant shortfalls in students' translation in terms of error analysis. 98 percent of the students had grammatical errors and most of them were intralingual errors, which indicated the mother tongue interference (Abbasi, 2011).

All the studies conducted that were mentioned above are relevant to this study in the way the analysis is aimed at and methodology to be followed. On the other hand, what makes this study distinctive from others is that Grammar Translation and CLT methods will be examined so as to determine the effectiveness on reducing errors. Through analysis of both of these methods, whether a reduction is in question or not will be detected and whereby provide the educators of language to reassess their methods in language classes.

2.2.1. What is error analysis?

To understand the EA, it is significant to learn what error is. As defined by Ellis, R. (1994), an error is “deviation from the norms of the target language” (Ellis, 1994). The target language is not used properly or according to its norms. Robinson’s (2012) definition is also in the same direction. He defines errors as “a deviation from accuracy or correctness” (Robinson, 2012). Another definition is put forward by Klassen, J. (1991) as to refer to a form of structure that a native speaker deems unacceptable because of its inappropriate use (Klassen, 1991). According to Selinker (1972), errors are defined as “red flags” that provide evidence of the learner’s knowledge of the second language (Selinker, 1972). As defined by researchers, errors are actually not mistakes but deviations or inappropriate uses of the target language.

Considering definitions, it can be suggested that errors should be examined. Therefore, many papers were noted down on EA. as the father of EA, Corder, S. P. (1967) defines EA as “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.” (Corder S. , 1967).

Undoubtedly, EA did not come into being immediately and dramatically. The origin of EA dates back to 1970s when it was first established by Corder S. P. (1967) and colleagues Ellis (1994). EA is a branch of Applied Linguistics. In the history of Second Language Acquisition (SLA) research, EA was originated from Contrastive Analysis (CA), an area of Comparative Linguistics which is concerned with the comparison of two linguistic systems; learners' native or first Language (L1) and target or second language (L2) to find out the structural differences or similarities between them. The CA hypothesis was based on the idea that L2 learners transfer the habits of their L1 into their L2. As explained by Fries, C. (1945), "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." (Fries, 1945). Another supportive explanation on CA is given by Ellis, R. (1994) as to put forward that all L2 errors could be predicted by identifying the differences between the learners' native language and the target language (Ellis, 1994). Though it could predict well on which errors are likely to be made, CA did not go a long way. The theory of CA lost favor with most of the researchers during 1960s and was supplanted by EA, which maintained that learners' errors were not only due to the transfer or interference from L1. EA showed that CA was unable to predict a great majority of errors, which were produced by learners making faulty inferences about the rules of the new language. In 1970s and early 80s, a large number of papers on error analysis were published throughout the world. It was Corder (1967) who first advocated in ELT/applied linguistics community the importance of errors in language learning process. Moreover, it was him who made the first argument for the importance of learners' errors in his paper. The significance of learners' errors, which signaled the shift of pedagogical interest from contrastive analysis to error analysis, provided the impetus for many

empirical studies. Before Corder, linguists observed learners' errors, divided them into categories, tried to see which ones were common and which were not, but not much attention was drawn to their role in SLA. It was Corder who showed to whom information about errors would be helpful (teachers, researchers, and students) and how (wikipedia, 2012). Since EA was seen as important, there has been a lot of progress within this field. It has gain importance in linguistics as well. Concordantly, James (2001) defined the EA as “the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance”(James, 2001).

2.2.2. Why to study Error Analysis?

After established and advocated by Corder, S. P. (1967), EA was studied enormously as means of helping teachers in language teaching and learning process. Plenty of reasons may be presented. As cited by Richards, (1974), errors are believed to contain valuable information on the strategies that people use to acquire a language (Richards, 1974). When people learn something, whatever it is, there occur some types of errors. People are the living creatures that learn something through an ongoing process and within this process errors are indispensable. At this point, learning cannot be considered without errors. Errors that are committed guide the way that learning process is undergone. They are the strategies that are followed in order to acquire the target language. That's why; studying them is to be regarded as valuable. In this context, EA serves a lot in language learning. According to Corder S. P. (Corder, Nemser, & Selinker, 1974; 1971; 1972):

“Error analysis has two objects: one theoretical and another applied.

The theoretical object serves to ‘elucidate what and how a learner

learns when he studies a second language.’ And the applied object serves to enable the learner ‘to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes”

Learners have a lot to benefits from the errors. He shouldn't be discouraged or give up; on the contrary, he should take advantages of it both theoretically and practically. The way the learner reacts the errors is of great importance. Weireesh, (1991), considers learners' errors to be of particular importance because the making of errors is a device the learners use in order to learn. He states that EA serves as a reliable feedback to design a remedial teaching method (Weireesh, 1991). Errors are devices in the process of learning the target language. They should be exploited usefully to acquire something from the language. They give a lot of feedback in what to be done to reduce errors. According to some researchers (Corder, 1967; DAI Wei-dong, SHU Ding-fang, 1994; CAI Long-quan, 2000; Jie, X, 2008), errors tell the teachers something about the effectiveness of their teaching materials and teaching techniques and show them what parts of the syllabus they have been following have been inadequately learned or taught and need further attention. In this way, they can provide learners with some more individual help and more appropriate tools depending on their specific needs and difficulties. Indeed, the attempt to discover more about L2 acquisition through the study of errors is itself motivated by a desire to improve language pedagogy. What is more, they should be analyzed systematically and new strategies should be developed in the way the language is learned both by the learners and teachers (Jie, 2008).

EA analysis is seen negative at first glance though it is exactly not the case. It is a guide to discover how the learners learn the target language and what is going on. As stated by Sercombe, (2000), EA serves three purposes. Firstly, to find out the level of

language proficiency the learner has reached; secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language (Sercombe, 2000). From this statement it can be concluded that the study of errors should also be looked at as something positive both for learners and teachers. The students who make errors have some shortages in the target language as there is still much to learn in order to use that language properly and without deficiencies. What is to be done is an EA in a way to make him/her realize why he makes errors and what he/she should revise to cut down the errors. From this point of view, Vahdatinejad, (2008) maintains that error analyses can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence (Vahdatinejad, 2008). As mentioned above, students are not always aware of what errors they make and why they tend to commit them. In other words, teachers should assist them in such a case, in this way difficulties can be overcome and better understanding of errors can be gained. As a supporting evidence, Mohammad's (2012) statement as "a better understanding of the errors and the origin of such errors in the process of EFL writing will help teachers know students' difficulties in learning that language. Moreover, it will aid in the adoption of appropriate teaching strategies to help EFL students learn better" can be cited (Mohammad, 2012).

2.2.3. Difference between error and mistake

Mistakes and errors are things that are very common to people not only in a learning process but also in everyday life. They are to be accustomed and should not be seen as negative as they are likely to occur in any time of our lives. They may be used interchangeably. However, they are two different phenomena. The definitions of Norrish

(1983) will clearly distinct the two facts by giving explanations. According to him, errors are “a systematic deviation when a learner has not learnt something and consistently gets it wrong.” He added that when a learner of English as a second or foreign language makes an error systematically, it is because he or she has not learnt the correct form. Norrish (1983) defined mistakes as "inconsistent deviation." When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake(Norrish, 1983). In terms of rectification, these two cases still differ from each others. Both Corder, (1967, 1971) and James, (1998) reveal a criterion that makes us think in that way: it is the self-correctability criterion. A mistake can be self-corrected, but an error cannot (Corder, Nemser, & Selinker, 1974; 1971; 1972) and (James, 1988). As expressed by these linguists, the students make errors but are not prone to correct them as it is not so easy and haphazard. Nonetheless, mistakes are facts that can easily be rectified but not systematic. As regards errors, there are certain types of them such as overgeneralization and incomplete use of rules. These are systematic errors and can be easily repeated, thus should be examined through strategies in order to decrease the amount of them and their frequencies. As cited by Gass, S. M. and Selinker, L. (1994), “Errors are ‘systematic,’ i.e. likely to occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not.”(Gass, 1994). Mistakes can easily be recognized by both learners and teachers, thus they are not meant to be systematic ever. Unlike mistakes, errors are realized by educators but the learners themselves. However much careful the students/learners may be, they will make errors if they lack something in the target language or if they overrule something; on the contrary, a mistake is done by fault. As defined by Robinson (2012), “A 'mistake' is an error caused by a fault: the fault being misjudgment, carelessness, or forgetfulness.” (Robinson, 2012).

2.2.4. Sources and Cause of Errors

Errors are systematically made and repeated. They are not committed because of fault or forgetfulness but because of lacking something in the learning process. However, that does not mean that they just happen. There are some sources and causes of them that make them be repeated and used in the language. As regards learning a language, as many errors as possible can occur in students' writing papers as well as speeches. There are certain types of errors such as deletion of the indefinite article, writing *a* as part of the noun/adjective following it, substitution of the indefinite for the definite article, substitution of the definite for the indefinite article, substitution of *a* for *an*. In other words, errors related to verbs, prepositions, articles and use of questions can occur. Richards, C. (1971) showed the different types of errors relating to production and distribution of verb groups, prepositions, articles, and the use of questions. Based on this, he distinguished three sources of errors:

“These are interference errors, resulting from the use of elements from one language while speaking/writing another, intralingual errors and developmental errors, reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply and developmental errors, occurring when learners attempt to build up hypothesis about the target language on the basis of limited experiences. Intralingual errors are divided into four main categories -overgeneralization ones, ignorance of rule restrictions, incomplete application of rules and false hypothesis-. (Richards C. , 1971).

As regards the subdivisions of intralingual errors, in overgeneralization errors, the learner creates a deviant structure on the basis of other structures in the target language (e.g. "He can sings" where English allows "He can sing" and "He sings"). If the ignorance

of the rule restrictions is the case then the learner applies rules to context where they are not applicable (e.g. "He made me to go rest" through extension of the pattern "He asked/wanted me to go"). If the learner fails to use a fully developed structure (e.g. "You like to sing?" in place of "Do you like to sing?") it is called the incomplete application of rules. And finally, false hypothesis happens when the learners do not fully understand a distinction in the target language (e.g. the use of "was" as a marker of past tense in "One day it was happened" (Richards J. C., 1971). Students tend to make errors when they are inexperienced in creating a sentence in a language. As they repeat these errors, they become accustomed to it and commit it all the time. It becomes a part of the language. It is fossilized. As defined by Muzi, V. (2010), the process in which incorrect linguistic features or errors become a permanent part of the way in which a person uses language is called fossilization (Muzi, 2010). Fossilization is the way learners of that language use the same structures for every sentence. In other words, fossilization is a term used when someone learning a second language uses the same structures for others and does this permanently and thus committing errors. For instance, "I was go" is a sentence that is meant to use "was" for making past tense instead of saying "went". This becomes something like a new language system between L1 and L2. It can be called as "interlanguage". As cited by Selinker, L. (1972):

"Fossilizable linguistic phenomena are linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to a particular target language, no matter what the age of the learner or amount of explanation or instruction he receives in the target language"(Selinker L. h., 1972)

Learners who apply fossilization are those who repeat the same structures again and again. This is somehow an interlanguage. Interlanguage system is the situation in which

the learner creates a new linguistic system that embodies rules and structures from both L1 and L2. Crystal, D. (1997) explains that Interlanguage reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first language ('transfer'), contrastive interference from the target language, and the overgeneralization of newly encountered rules(Crystal, 1997). Interlanguage is not a new theory and was also examined by Corder (1967), Nemser (1971) and Selinker (1972). Through the earliest conception, definition of the interlanguage was done by these researchers as “metaphorically a halfway house between the first language (L1) and the target language (TL)” (Corder, Nemser, &Selinker, 1974; 1971; 1972). Interlanguage theory (IL) was suggested by Selinker (1972) and expresses a language system that is independent of both L1 and L2. It can be described as a third language which is not dependent on the mother tongue or target language. It embodies its own grammar structures, lexicons and forms. According to Selinker (1972), IL is the learner’s second language system that has intermediate status between native and target language. On the other hand, Corder (1967) proposed the notion of “idiosyncratic dialects” to identify the idea that the learner’s language is peculiar and “transitional competence” to pinpoint the dynamic nature of the learners’ developing system. In this sense, another system was suggested by Nemser (1971) as “approximative system” which refers to the learner language of this type -one of a series of approximative stages through which the learner moves in his acquisition of the TL-.This system is the one that makes the learner adapt the target language gradually on his/her way to the target language acquisition. Target language is not acquired directly from nothing but through some developmental stages which were mentioned above. During this period, errors are committed through interlanguage system by the learners.

As it has been understood, there are two major causes of errors and these are interference (transfer) and intralingual errors. Intralingual errors are related to the grammatical structures mostly and most of them occur because of inappropriate usages or incomplete sentences. What is more, intralingual errors occur more than transfer errors – interference errors- as they directly used in everyday life speeches and school writing papers. In a study done at Chungbuk National University, Kim, H. (1987) identified a total of 2455 errors in the English compositions of 12th grade Korean EFL learners. The findings showed that errors in BE and auxiliaries were the most common (419), followed by errors in prepositions (287) and that intralingual errors arose more than transfer errors (Kim H. , 1987). As Tabatabai, M. (1985) reports, “complexity of the English language, students' incomplete knowledge or ignorance of certain structures, the interference of conversational English into written English, the transfer of training, lapses of memory, lack of sufficient practice informed writing, unfamiliarity with the requirements of written English, and pressure of communication were among the major causes of errors. As it is obvious, the causes of errors that he reported were mostly intralingual.”(Tabatabai, 1985). Though intralingual errors have precedence over the amount of errors committed generally, interference errors, also called transfer errors, should not be ignored as they highly influence the way errors are made. Interference errors can be explained by two separate issues. One of them is L1 and the other one is L2 interference. Learners who learn a language can be influenced by their mother tongue or the target language itself. L1 refers to mother tongue and L2 refers to the target language. Learners are prone to transfer their old experiences into the new ones. In the case of language learning, this occurs as well. Learners may not be free of mother tongue influence when learning the target language. It is somehow a habit from now on.

As Skinner, B. (1957) states:

“If language is essentially a set of habits, then when we try to learn new habits the old ones will interfere with the new ones. This is called mother tongue interference. Provocative inhibition occurs when the old habits of LI interfere with the attempts of learning new ones. In such conditions old habits must be unlearned to give place to the learning of new ones”(Skinner, 1957)

As to be understood, learners must be away from the influence of their L1, otherwise, it would be possible for errors related to mother tongue interference to occur. The reason for this is that learners are exposed to a negative transfer which leads to errors commitment. However mother tongue interference may be positive in some aspects. If the two languages belong to the same language family, learning process may be even easier and faster and hereby can be a reason for rareness of errors. For example, a Dutch person who learns German may have positive transfers from his/her L1 as both these languages are Germanic languages which have similar structures and forms. Wilkins, D. A. (1972) emphasizes the positive transfer as: “if two language (mother and target language) and negative transfer if two are different structurally.”(Wilkins, 1972). On the other hand, in the cases of having different structures linguistically, learners tend to suffer difficulties of creating sentences without interference and this interference turns out to be negative. When the structures and forms of the languages are different, the learners should create new cognitive strategies in order to acquire the target language. It is not that easy to learn a language that has nothing in common or a little in common with the learner’s L1. It is a new world for the learners himself/herself. He/she does not have any familiarity with that

language, therefore, will have difficulties and need to get accustomed to it. Particularly in writing, which this study focuses on, there will be many distinctions and this fact will make writing harder and harder for the learner as writing structures of the two languages are different from each others. Even in his/her own language a learner can have problems in writing. As Feagans, L. and Applebaum, ML (1986) put forward, it is still a fact that the ability to produce written text, cohesive and understandable, is an important skill in our society and essential to academic success (Feagans & Applebaum, 1986). From this point of view, it can be suggested that differences between L1 and L2 writing are challenging for learners. As suggested by Cumming, A. (1989), much of the difficulty involved in learning to write derives from the fact that in order to write we must learn a whole new set of cognitive strategies(Cumming, 1989). The learners come up against a new set of cognitive and are prone to make a lot of errors as they find necessary in mind to transfer their L1 into the L2.

The levels of the students are also of great importance in making errors and types of errors can vary according to the level. If the learner is a beginner, then he/she will commit more errors that when he is elementary or intermediate. Moreover, types of errors are greatly different in different levels. The beginner students are prone to transfer a lot and thus errors resulting from mother tongue interference influence will predominate. On the other hand, these students will tend to make errors of those of intralingual ones. Interlingual – L1-L2- may be resulted from readiness levels of the students. Beginner students are not ready for a new and very differently structured language, that's why, will be inclined to commit more errors. However, intralingual errors may stem from inappropriate usage of the target language. Brown H. D. (1994) explains this situation by saying: “Of course, quite a number of researchers have found that L2 learners at the

beginning level produce a large number of intralingual errors. They also observed that as these learners progress in acquiring the norms of the target language, more and more intralingual errors are manifested.” (Brown, 1994).

During the process of evaluation of causes of errors, some other factors should also be taken into consideration. Factors such as exposure to the target language, class environments, techniques and methods applied within the language class, readiness levels of the students for a new language, socioeconomic situation of the learners and so on can be effective on making errors. To illustrate, if the learners are not exposed to the target language in real life, they may not make progress as someone who is much exposed to it in everyday life occasions. Furthermore, a learner who has all the opportunities and facilities provided for the language class will have more enthusiasm and willingness towards learning new things in the target language. Even a bilingual or trilingual is apt to make interference errors by confusing the vocabulary or grammatical structures of those languages he can speak or write. Javidan S. (1980) states that while providing strong support for the claim that interference from the mother tongue is not the only source of errors adult L2 learners make, but rather a large number of errors made by these learners can be explained due to interference from the target language, indicate that in addition to these two major sources of errors –interference and intralingual-, other factors such as teaching and testing materials and techniques, type of language exposures available to the learner, transfer from a third or more languages known by the learner, and so on, should also be evaluated as the causes of errors in L2 learning (Javidan, 1980).

Not all the learners of L1 make different types of errors or face with the different difficulties. As cited by Collins, L. (2007), “learners of different L1 backgrounds may face

similar types of challenges.” (Collins, 2007). Though there are many factors to influence the interference of mother tongue on the target language, there may be similar challenges as to errors. Most of the learners may be experiencing times when they commit errors resulting from fossilization, inappropriate usages off the rules of the target language.

More and more factors can be given as causes of errors. Some of them can be psychological or cultural, non-linguistic interference, environmental factors and so on. To illustrate some errors with their causes, some examples will be given below. One of the most common error types is intralingual error. Within this type, overgeneralization occurs when someone says: “he goed to the market” instead of saying: “he went to the market.” Or by saying “he hate sports?” is a simplification error type. As an illustration for the inter-lingual interference, a Turkish learner can make error saying: “is there money on you?” where he should have said: “do you have money on you?” or by expressing himself/herself as: “drink a cigarette!” which must be corrected as: “smoke a cigarette!” – as regards fossilization, learners use such a sentence as: “I been to England many times.” Where it must be: “I have been to England many times” – here, the learner tries to create his/her sentences through the same form and applies it in every sentence like this. Psychological factors can be illustrated as in this sentence given by a lady saying: “I am very very angry at him” instead of saying: “I am extremely angry at him”. As the lady mentioned here is very angry, she psychologically wishes to express her feelings deeply and applies an inappropriate usage of the word of “very” by prolonging it. Cultural interference can also be a factor in applying wrong sentences. For example, Turkish people use collocations such as “more power to you (kolaygelsin)! Or good health to you (sihhatlerolsun)! – An idiom used for people who take shower- “though they are not expressions that are used in other European countries and when used by Turkish people in those countries, it may not

be well received, which will lead a misunderstanding and thus an error resulting from cultural interference. All these errors that have been mentioned are commonly encountered in students' writing papers, exams and assignments. In view of EA on these errors seen in the writing papers, some methods will be examined. In this study, two main methods used in Turkey –Grammar Translation and CLT- methods will be studied in a way to raise awareness about their effectiveness on reduction of errors.

3.2. Grammar Translation Method

Throughout the history, people have searched for the ways to teach how to communicate easily and efficiently. As a means of communication, language has always been on the top of the lists having gotten the concentration. Language has been analyzed widely and most of the researchers have expressed their ideas through scientific researches on how to teach a language better. In the long run, second (or foreign) language teaching has undergone many shifts and due to these swings various types of teaching methods have existed. The main reason of the frequent swings is, according to Celce-Murcia, M. (2001), that very few language teachers have a sense of history about their profession and thus are not aware of the historical bases of the many methodological options they have at their control (Celce-Murcia, 2001). Out of these methodological options, one of the most discussed and the first method to be used on a large scale was Grammar Translation method. As regards its origin, through its developmental sequence, a brief explanation will be given.

It was in the twentieth century that approaches to language teaching and hereby to Grammar Translation method showed up. Actually, Grammar Translation method was foremost approach to second language teaching that developed and was used during the

final quarter of the 20th century. Prior to the twentieth century, there were two types of approaches in teaching a language: getting learners to use language and getting learners to analyze the language. In this sense, Greek and Latin languages were taught all over Europe. However, during renaissance, the way Latin was used within classical texts and the one used for everyday purposes were different grammatically. As a result of a huge preoccupation with formal study of classical texts, European began to think about learning other languages. Modern languages did begin to appear in school curriculums. Hereupon, there was a need for teaching modern languages and grammar translation method was used as an extension approach of teaching classical languages to the teaching of modern languages (Celce-Murcia, 2001). As a result, Grammar Translation was used not only to teach Latin but also modern languages. Karl Poetz, a German scholar, was perhaps the best one to codify. In order to teach other languages rather than Latin and Greek, grammar translation method was acknowledged by being applied to modern languages classrooms. Even in the United States of America, the basic Foundations of this method were used in most high school and college foreign language classes (wikipedia, 2012).

As a method which is still being used today, Grammar Translation has been defined by a great number of researchers and educators. According to the definition of British Council, Grammar Translation is “A way of teaching in which students study grammar and translate words into their own language.”(Council, 2012). The main focus of the method is not actually on using the target language but on translation. That’s why; it is often underestimated by educators and researchers. In another definition, it is defined as “a dull, dry, and ineffective teaching method completely devoid of theoretical justification” (Glossary). The teachers who use this method do not mean to develop a sense of making the learners have a fluency but accuracy and instead of improving spoken skills, writing skills are focused on. To mention this point of Grammar Translation, Cook, G. (2010) has

stated that Grammar Translation is associated with a very grammar driven approach to learning, with an emphasis on accuracy rather than fluency, and on the written form rather than the spoken form (Cook, 2010). A harshly criticizing definition towards the sense of this method was given by Kelly, L. G. (1969) as “to know everything about something rather than the thing itself” (Kelly, 1969).

Considering the goals of Grammar Translation, two main goals come in sight. The first of them, according to Richards, Jack C.; Rodgers, Theodore S. (2001), is to develop students’ reading ability to a level where they can read literature in the target language (Richards, Rodgers, & Theodore, 2001). And the other one is described by Mallison, V. (cited by Richards & Rogers, 2001) as to develop students’ general mental discipline. As he put it:

“When once the Latin tongue had ceased to be a normal vehicle for communication, and was replaced as such by the vernacular languages, then it most speedily became a ‘mental gymnastic’, the supremely ‘dead’ language, a disciplined and systematic study of which was held to be indispensable as a basis for all forms of higher education” (wikipedia, 2012).

Though this approach has now and again been seen as the one which has made the way for and been the basis for teaching of other languages coming after Latin, it does not mean that it has lasted long in language classes up to now. It is a fact that it is still applied in classes; however, modern time’s language teaching has changed a lot and requires a better understanding of the target language in terms of all of its aspects. Learners feel the need to communicate and use the target language in everyday life. Conclusively, teachers started to reassess their teaching methods and students are not away of this opinion. They began to criticize methods used in such a sense. There has been a common belief that disadvantages outweigh the advantages of it enormously. It is not the same as before when

the target language was slightly used and solely in written forms. Students wish to participate in the class activities but Grammar Translation method does not offer such a facility by depriving the students of a participative atmosphere in the language class. What is more, they feel the desire to be involved in the usage of the target language in every step of life. Under these circumstances, a lot of drawbacks of Grammar Translation method can be enumerated. One of them is that The Grammar Translation approach involves no learner participation and little teacher-student relationship. Students are required to learn from a textbook and use the same method throughout their learning (ehow, 2012). Traditional teaching processes do not go down well with students. They do not believe that they are motivated and on the contrary, they are of opinion that de-motivation stands over there making them discourage of studying and making progress. As cited by Thuleen, N. (1996), “The worst effect of this method is on students’ motivation. Because s/he cannot succeed- leads to frustration and lack of confidence in language usage.” (Thuleen, 1996). Grammar Translation method is severely being criticized.

As Grammar Translation does not give much about the target language, it will not give rise to a reduction in the amount of the errors and thus applying it in the language classes will not make students/learners makean improvement and hereby acquiring the target language effectively. It is focusing on the instructions but not letting the students find some themselves. In this sense, students will not be able to be aware of the error types and strategies to follow in order to have feedback on their errors and how they should correct them. One of the most important things in leaving the errors related to interlanguage interference behind is to be aware of the target language thoroughly. The target language should be acknowledged, analyzed culturally and structurally, moreover, it should be introduced n a way that the students should gradually be accustomed to the target language as it was mentioned in the “approximative system” of Nemser (1971).

Nobody can acquire the target language from the zero but through the analysis and understand of the target language, errors can be minimized by the learners themselves. As an objective of this study, Grammar Translation method is used to determine whether it can minimize the errors or not; nonetheless, it is expected that it shall not be that effective as the approach is not the one that concentrates on the target language but only on translating and reading of the literature of the target language.

3.3. Communicative Language Teaching (CLT)

As mentioned above, language teachers have always shifted their methods of teaching languages in the class over the last few centuries. What was once very popular may not be so today. Or what is considerably well received now may not be applied again in the future. These situations are all the cases that can happen in the language world. During 1970s, as a reaction to the audio-lingual method, CLT was proposed and thought to be more useful in teaching languages through several processed having been used. Since then, it has gained considerably much reputation and spread all over the world and so in Turkey. As CLT offers a lot of different classroom activities to acquire L2, the notion of student-centered classes have been believed to be brought into being. CLT creates a classroom model that integrates four components of the language, listening, writing, speaking and reading. As a notion of CLT, students are seen active rather being passive as before. They are prompted to participate in the class activities and negotiation of the meanings. Within the framework of CLT, writing and speaking skills are focused more than listening and especially reading as they are described as *productive*, whereas listening and reading skills are regarded as *receptive*. CLT can be said to give importance to writing

and speaking in language teaching. As regards what CLT is, below some brief definitions of CLT are given:

“Communicative language teaching (CLT) refers to an approach where the goal of language teaching is learner ability to communicate in the target language”(Savignon, 2001)

“An approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes”(Brown, 2007)

“Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study” (wikipedia)

As can be understood from the definitions stated by various researchers and sources, CLT is a student centered approach which leads the way for authentic atmosphere in the language classes through activities such as role plays, games, interviews, language exchanges, information gaps, pair-works and surveys and so on. In some classes, even more activities related to this approach can be observed. Meanwhile, grammar quizzes and homework are certainly not ignored as they help students practice them and use them in order to transfer what they learn into practice.

As mentioned above (see Sources of Errors), when learning a new language, learners who aim to acquire a language that is substantially different from their L1 has difficulties in writing and communication in the target language. As a result of this, they are making errors resulting from interlanguage interference. As they are far away from such features of the target language as culture, structure of it, semantic notions,

communicational styles etc., the way to the acquisition of the target language is being tedious for them. To overcome this arduous process, they are recommended to be aware of the facts and features of the target language. Hereupon, approaches to language teaching are crucial in terms of giving what the learners wish. In consideration of CLT, students are taught to communicate the target language and hereby acquiring the language by being engaged in social functions and authentic activities. All of these mentioned properties are ways to reduce errors and thus can be implemented in the language class with CLT approach. As the main features of CLT indicate, which are stated by Nunan, D. (1991), CLT makes the way for communication of the target language not only linguistically but socially and semantically. Nunan (1991) gives five main features of CLT as follows:

- *An emphasis on learning to communicate through interaction in the target language.*
- *The introduction of authentic texts into the learning situation.*
- *The provision of opportunities for learners to focus, not only on language but also on the learning process itself.*
- *An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.*
- *An attempt to link classroom language learning with language activities outside the classroom. (Nunan, 1991)*

Interaction in the target language can minimize the interlanguage interference into it. The learning process, if operated with language teaching, will provide learners with a better understating of the target language. As consequences of these elements, the notion that emphasizes that CLT aims a student centered classroom will be realized and therefore the learners will contribute greatly to the classroom teaching. All in all, practice into reality can be verified by learners by means of communication. Giving huge of importance to writing and speaking skills, CLT also helps students know the process along the way the

language is learned. That the learners will not be isolated from most of characteristics of the target language give the learners the chance to use the language properly and go through what they have learner so far. What is being used and communicated will not be forgotten easily, thus heading the way to the progress on the acquisition of L2. At first glance, it can be suggested that structures and forms that are spoken may be difficult to write out though through a systematic teaching approach it shall not be so hard to note them down into a paper. As CLT offers a class arrangement not only with social contexts and semantic notions on communication basis but also teaching of linguistic forms, students are able to get feedback for their correction of errors and practice them.

From the papers of the participants of the study, CLT method's effectiveness will be taken into consideration on the purpose of how it assists to reduce the errors.

CHAPTER III

Research Design and Methodology

3.1. Introduction

What is going to be examined in this chapter is the explanation of the research design and methodology applied in this study. This chapter will have some to say about the data procedures and data collection processes. It will focus on how data were collected, how they were described and explained and what processes were applied. Moreover, participants of the study will be explained in a detailed way. Within the study, the data has been collected by the researcher himself and there was no interpretation on the data collected related to this study. There were two types of data collection procedures one of which is questionnaire and the other of which is writing papers of the students written in English language about several topics. The questionnaires were applied in order to ensure a reliability of the data collected. As the focus of the study is on English language, the questionnaire was applied to the students themselves to learn about their backgrounds in English and to reveal their reactions and attitudes towards English. The other data collection process was done by the explanation of the errors committed in the writing papers in English by the students.

These two processes were the data collection ones that were applied to examine the study in terms of the research design and methodology. The data collection was done in a controlled environment which also gave a scientific approach to the collected data. In order to ensure the objectivity, the writing papers were examined by one more rater from the University of Siirt. As there might be systematical errors in evaluating the papers if done by only one rater, one more rater was asked to be rater so that there would be objectivity. This rater was also a teacher of English language at the university and was given

information about what would be researched and thus was able to keep to the objectivity of the data collected.

A quantitative and qualitative (mixed research) method was applied in this study in order that this kind of method offers objectivity and reliability. Qualitative method was applied because the students errors were interpreted in terms of error analysis. On the other hand, in quantitative method, what is focused is to give numerical values and statistics on what is being researched. In a way, the data is analyzed through statistics and mathematical expressions such as percentages, numbers, etc. Moreover, usage of quantitative method is widely seen in social sciences, which refers to this study as well. Therefore, quantitative method was found appropriate for this study and applied in order to express the questionnaires and written papers in terms of quantities. As it is adjacent to reliability and objectivity, quantitative research method was used. One definition for quantitative method was done by Burns & Grove as “Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world.” (Burns N, (2005)). Information is obtained by analyzing the data numerically. In doing so, objectivity is sought for. Another definition is given as “Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology.” (wikipedia, 2013). In addition, there is another definition by Cohen (1980) in which quantitative method is described as “social research that employs empirical methods and empirical statements.” He states that an empirical statement is defined as a descriptive statement about what “is” the case in the “real world” rather than what “ought” to be the case (Cohen, 1980.)

3.2. Participants

The study population of the study consisted of 50 students of the Nursing Department of Siirt University Health High School. They were divided into two groups of 25. At first, they were tested in order to determine their level of English. After the test, they were divided into two classes and were given courses on writing in English for three months. The reason why they were chosen as participants of the study was that they were able to write better than the other departments as they were given English courses for three years at the university and were seen as more voluntary for this study. There were both males and females in those groups. Division of the group was done randomly without seeking a specific feature from them. They were randomly chosen. They were at the 2nd grade of the university education. They had been having English courses for almost one and half year when they were chosen to be tested and given courses in writing English to determine what, how and how often errors are committed. Before they were divided into groups, they were at the same class so there would not be much difference between their levels of English as they all had the same amount of courses during their university education. As the researcher of the study is an instructor at Siirt University, the study population was chosen from this university in order to do his tests and questionnaires in person to see the ongoing process that would be followed along the study.

3.3. Data Collection Procedures

For the collection of data, two types of procedures were followed. One of them was questionnaire and the other was writing papers filled by the students who were participants in the study. First of all questionnaires related to the students' background in

English will be described below and next, written exam papers will be examined in detailed.

3.3.1. Questionnaires Related To the Students' Background in English

As there was not clear information about the students' background in English, there was need for a short questionnaire to detect how they find English and what their reactions were towards English. There were nine (9) questions asked to the students. These were as follows:

1. At which department do you study?
2. How long have you been learning English? (whole life)
3. Do you wish to learn English?
4. If yes, what is the reason?
5. How often do you study English?
6. Do you communicate in English in everyday life?
7. How do you find English?
8. Do you believe that it is a must to learn English language?
9. If yes, what is the reason?

These questions were answered under the control of the researcher himself in a class. All of the students answered the questions and the data will be shown in the next chapter in detailed with tables and charts in a numerical form.

3.3.2. Written Exam Papers

The main and the more important data procedure for this study were "written papers". There were some steps in applying this procedure. First, students were tested in order to identify their levels of English. It was done to learn whether they were appropriate

to be participants in such a study which aimed to detect errors. Second step came with their being divided into groups for having courses for another three months in specifically writing English. The purpose in dividing was to give the courses more effectively and efficiently as crowded classes would not be appropriate for a healthy class management and language class atmosphere. The next step was to give topics of different issues and write about them in English. Each month they were given topics as a list and asked to write and interpret them in English. The topics that were given to them as to write about were as follows:

- Smoking damages you and your relatives.
- Aging
- Education
- Cancer
- Philosophy
- Languages
- Telling lies
- Headaches
- Hypertension
- Future
- Technology
- Science
- Sports
- Culture
- Economy
- Virus
- Food safety
- Employment
- Care
- Psychology

They were asked to select a topic from those above and write at least 200 words about the topic they chose. They were given 40 minutes for completing their task. In order to ensure that nobody would tend to cheat, they were all supervised by the researcher and another educator in the class. Period during which they were given courses and hereby

given tests on writing about these topics were between November the 1st and February the 1st. After all the monthly tests, the errors were identified by the researcher and one more rater and were noted. Following this step, explanation of the errors was made in detailed to see why they were done and how often they were done. All the findings that were found out following these steps will be given in detail within the next chapter as findings regarding written papers.

3.3.3. Interrater reliability

The researcher and his colleague served as two raters to evaluate written exam papers. The second rater has an MA degree on English language, and has been an instructor on duty in a university for 9 years. The second rater was given the error template and requested to detect errors in accordance with it. To maintain consistency in scoring and to minimize any bias a rater could develop, each rater independently scored each article tied up to a certain evaluation criteria. Inter-rater agreement measured through Cohen's kappa in terms of how written exam papers were scored; and the result was .80, which equals to not perfect agreement but substantial. So, it can be said that there existed a consensus or homogeneity between raters in terms of scoring.

3.4. Summary

What was given in this chapter was the data procedures that were followed, steps that were included in collecting data and the study population. There were details about participants and questionnaires as well as written exam papers. A brief explanation was given on how written papers were evaluated, and by how many raters. Besides, there was information about the period of the course given to the students who would be tested in

order to determine the frequency and amount of the errors. Within the next chapter, findings will be given in-depth. They will be interpreted with tables and charts which will show the statistics that were found about the students' background in English and errors committed in written exam papers.

CHAPTER IV

Findings

4.1. Introduction

Within this study, the researcher aimed to find out the errors committed by the students of Nursing Department at Siirt University in a way to determine whether Grammar Translation Method or Communicative Language Teaching Method (CLT) would be more effective in decreasing their errors while writing in English. In doing so, students were tested at first to determine their levels of English and then were taught in English writing skills. The students that were at the same levels were divided into groups of 25. They were all at pre-intermediate levels. Therefore, there would not be any problem about evaluating their errors at the same table. For data collection, questionnaires to determine their background of English language and written exam papers to determine their errors in terms of error analysis procedures were used. As there are plenty types of errors committed by students, these errors were categorized into some specific types such as verbs, auxiliaries, infinitives, articles, prepositions, plurals, pronouns, missing words and wrong word orders. They were examined, described and shown in tables and charts. Findings were analyzed and examined in terms of types of errors.

In this chapter, there will be tables describing the results of the questionnaire filled in by the students and results of the error types by being shown in tables. The findings will be analyzed in terms of EA.

4.2. Findings from the Questionnaires and Exam Papers

Within this part, at first, results related to the questionnaires will be given in detail.

4.2.1. Findings As Regards Students' Backgrounds

The questionnaires were given to 50 students from Nursing Department in order to determine their backgrounds in English language in all aspects of the language. They were asked 9 questions and the answers were given to all of them as follows:

As the first question was about their department they study at present and as it was only one department, all of them gave the answer as Nursing Department. The next questions will be described in statistics in tables below.

Table1: Duration of Learning English

	N	Range	Minimum	Maximum	Mean
How long have you been learning English?	44	14	0	14	7,68
Valid N (listwise)	44				

As shown in the table, 6 of the 50 the students having answered the question did not answer this question, the reason which is not clear. According to the table, the students who learned English in maximum have been learning it 14 years and the average is 7, 68 years for the participants.

Table 2: Wish to learn English

Would you like to learn English?

N	Valid	50
	Missing	0
Mean		1,14
Median		1,00
Mode		1

Would you like to learn English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	86,0	86,0	86,0
	No	7	14,0	14,0	100,0
	Total	50	100,0	100,0	

Would you like to learn English?

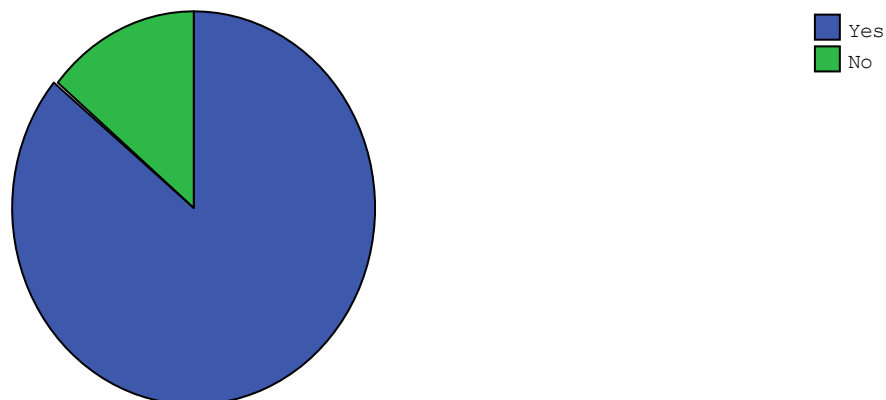


Figure 1: Percentage of the students in total

As seen from the Table 2, all the students answered the question above and there was no missing. The percentage of those who expressed that they wished to learn English was 86% as valid and cumulative percent, whereas it was 14% for those who stated that they would not like to learn English at all. This shows that most of the students

tend to learn English and are voluntary to be engaged in learning English. The pie chart that shows the percentage totally is shown in Figure 1 above.

Table 3: Reasons of Learning English Language

If yes, what is the reason?

N	Valid	43
	Missing	7
Mean		1,84
Median		2,00
Mode		2

If yes, what is the reason?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic Reasons	16	32,0	37,2	37,2
	Communicational Reasons	19	38,0	44,2	81,4
	Occupational Reasons	7	14,0	16,3	97,7
	Specific Reasons	1	2,0	2,3	100,0
	Total	43	86,0	100,0	
Missing	System	7	14,0		
Total		50	100,0		

It is seen from the Table 3 that 14% of the students left this question empty without stating any reasons for what they learn English. For those who answered, the percentage was 32% for academic reasons, 38% for communicational reasons, 14% for occupational reasons and 2% for specific reasons respectively. As can be understood, students wish to learn English mainly to communicate and to study academically. The shares of the reasons in total will be given in the pie in Figure 2 below.

If yes, what is the reason?

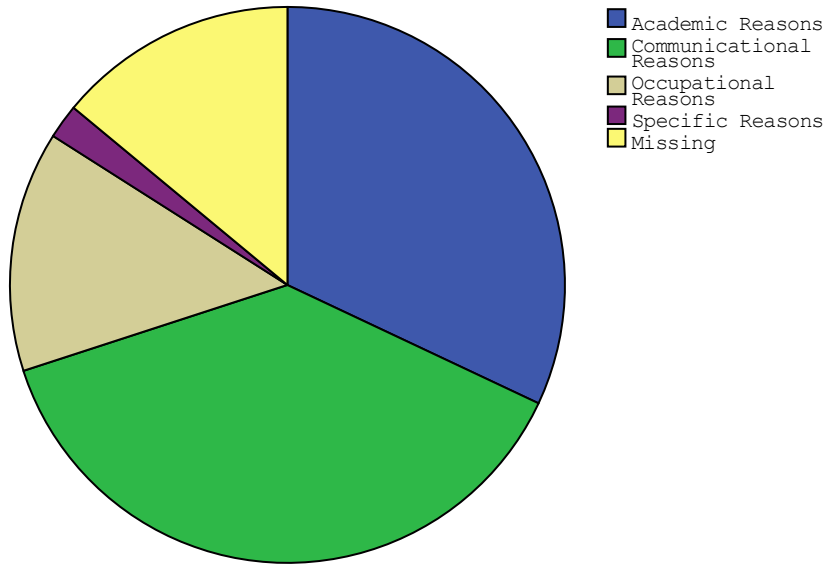


Figure 2: The Reasons of Learning English Language

Table 4: Frequency of Studying English Language

How often do you study English?

N	Valid	50
	Missing	0
Mean		2,44
Median		2,00
Mode		2

How often do you study English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	28	56,0	56,0	56,0
	Never	22	44,0	44,0	100,0
Total		50	100,0	100,0	

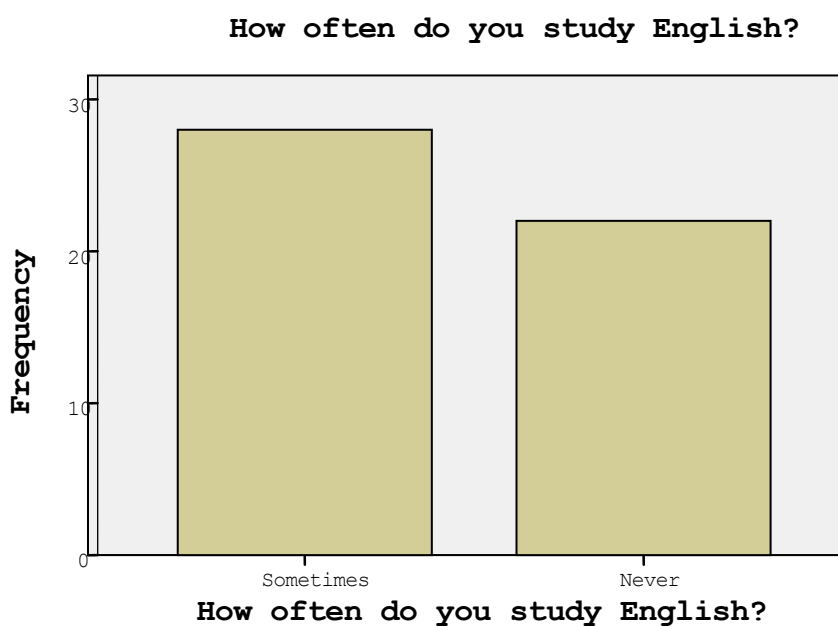


Figure 3: Frequency of Studying English Language

As can be seen from Table 4 and Figure 3, none of the students left this question without an answer. Though most of the students wished to learn English (see Table 2 and Figure 1), not all of them study it frequently. While 56% of the students study English sometimes, 44% of them, which is too high, state that they do not spare time to study English at all. As Figure 3 shows, the percentage of those who sometimes study English is just over of those who never study it.

Table 5: Using English in Everyday Life

Do you use English in Your daily life?

N	Valid	50
	Missing	0
Mean		2,58
Median		3,00
Mode		3

Do you use English in Your daily life?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2	4,0	4,0	4,0
No	17	34,0	34,0	38,0
Sometimes	31	62,0	62,0	100,0
Total	50	100,0	100,0	

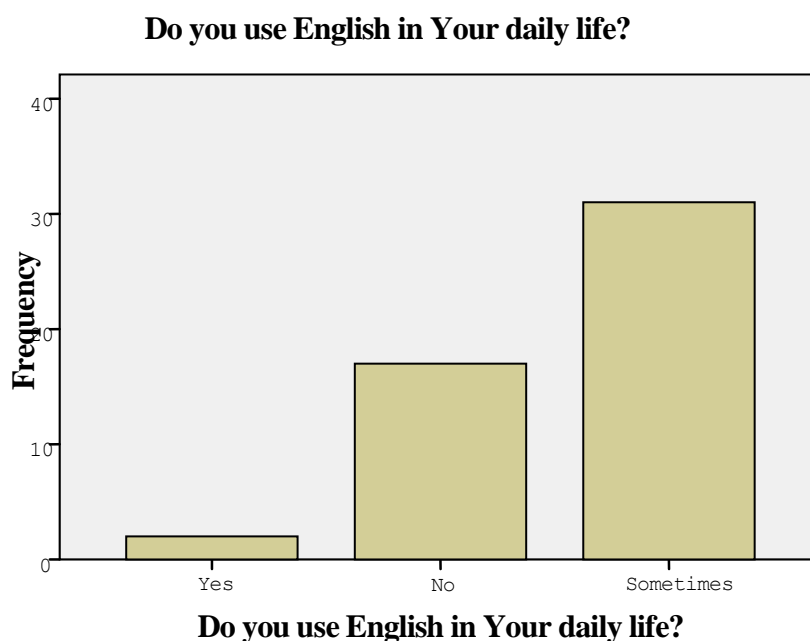


Figure 4: Using English Language in Everyday Life

What is clear from Table 5 and Figure 4 is that most of the students, the percentage of whom is 62, sometimes communicate in English in their lives. On the other hand, 4% of them frequently use English in their social life. Those who do not use English frequently have a percentage of 34, which refers to a reverse reaction to their studying frequencies and voluntariness in learning English language. Figure 4 demonstrates that those who sometimes study English outweigh those who use it frequently.

Table 6: Degree of Difficulty of English Language

Is learning English hard?

N	Valid	50
	Missing	0
Mean		1,72
Median		2,00
Mode		2

Is learning English hard?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easy	18	36,0	36,0	36,0
	Difficult	28	56,0	56,0	92,0
	Too Hard	4	8,0	8,0	100,0
	Total	50	100,0	100,0	

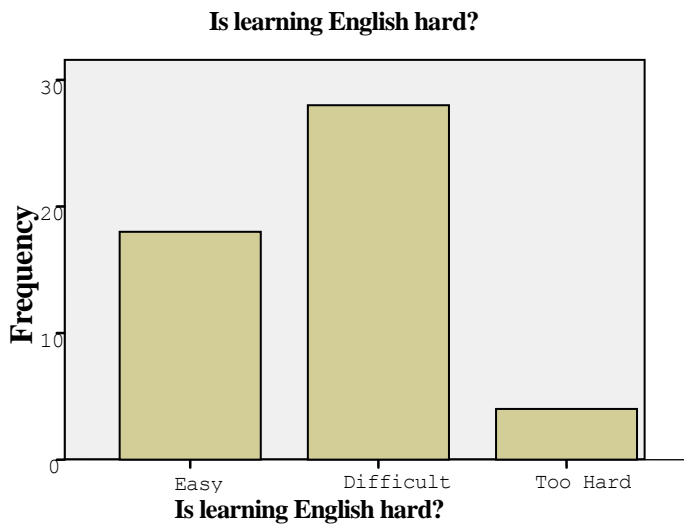


Figure 5: Degree of Difficulty of English Language

It is obvious from the Table 6 that all of the students answered the question and more than half of them, 56%, have stated that English is difficult to learn. Those who believe that it is easy are more than those who believe that it is too hard to learn with 18% and 4% respectively. According to Figure 5, students' attitudes towards English are pessimistic which is because students believe it difficult.

Table 7:Necessity of English Language

Do you think that English is a must?

N	Valid	50
	Missing	0
Mean		1,36
Median		1,00
Mode		1

Do you think that English is a must?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	64,0	64,0	64,0
	No	18	36,0	36,0	100,0
Total		50	100,0	100,0	

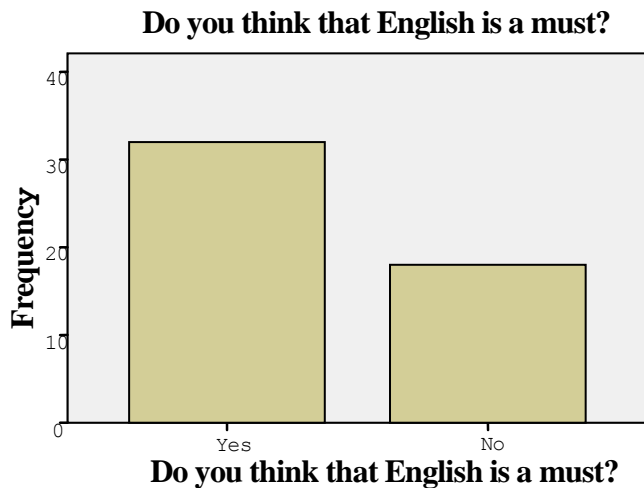


Figure 6:Necessity of English Language

According to Table 7, all the students answered the question without missing. 64% of the students find it necessary to learn English, while 36% of them do not believe so. As can be seen from Figure 6, amount of those who believe that English is necessary nearly doubles of those who do not believe in that way.

For the last question as “if you believe English language is a must to learn”, the answers that were given by the students were that they believed English is a global

language therefore, it should certainly be learned and spoken or written. They stated that they would have much trouble abroad without knowing enough or any of English language. Another issue that made them state that English language is a must to be acquired was that they believed that for their career, they needed English language as all the universities and other institutes require English language to be spoken and written at a good level. A majority of the students who said “yes” to this question stated English language as “a language that should definitely be learned during their high education”.

For the seventh question (7th), the common view focused on the fact that English language is a global language and people who cannot communicate in English cannot survive abroad. Another answer type that was given by the students was that for their careers, academically or vocationally, English language would keep a huge place in progressing.

4.2.2. Findings As Regards Written Exam Papers

Regarding the errors committed by the students, students were given tests to write a passage in English language about some specific topics. In the light of these exam papers, errors that were committed were identified and analyzed in terms of EA. types of errors were categorized in order to specify the errors through illustrations and examples from the papers written by the students. These error types were categorized as verb tenses, auxiliaries, mother tongue interferences, articles, prepositions, missing words/plurals, and word orders/pronouns. These errors were examined for both those who were taught with CLT and Grammar Translation Method. These types of errors will be examined one by one below.

a. Verb tenses

Considering the errors committed by the students, it can be said that verb tenses were the most common types of error that were committed by the students. Here are some examples of verb tenses errors below:

- I wined university exam (instead of “I won university exam”)
- The language is live (instead of “The language lives”)
- They are love aging (instead of “They love aging”)
- Recently opened huge..... (instead of “it has recently opened”)
- I am playing football every time (instead of “I play football every time”)

What is clear from the sentences written by the students above is that there is still much to learn about verbs and tenses in order to write a clear and understandable sentence. This type of error can be considered as an “overgeneralization” in terms of EA. within the sentence “I wined university exam”, the student has overgeneralized the past form of “win” as “wined” instead of writing its V₂ as “won”. In another sentence, the student has applied a wrong tense. The student has used past tense instead of using present perfect tense. In this sentence, the learner creates a deviant structure on the basis of other structures in the target language, which causes overgeneralization as called by Richards, C. There is also an incomplete application of rules in which students apply wrong sentence completions such as “I love to go” instead of saying; “I love going.”

b. Auxiliaries

One of the types of errors that can be encountered is auxiliaries. In the sentences below, some sentences will be examined.

- I like is job (instead of “I like job”)
- I am want..... (Instead of “I want....”)
- I be interested in sports (instead of “I am interested in”)
- My favorite sport swimming (instead of my favorite sport is swimming”)
- I going to tournament (instead of “I am going to tournament”)

Above, sentences written demonstrate that students omit auxiliaries or use incomplete structures which cause incomplete application of rules or fossilization. As Richard, C. state, learners may ignore the use of proper structure and may apply the rules incompletely and when these errors are repeated, it leads fossilization. As Muzi, V. Nzama, states, fossilization is also a source of errors in which incorrect linguistic features or errors become permanent part of the way in which a person uses the language. In the light of the sentences above, it can be seen that students tend to use these sentences with errors permanently and this creates fossilization in language learning for learners.

c. Mother tongue interferences

The second most common types of errors are those that derive form mother tongue interferences. In almost every paper, these types of errors were observed. It is clear that the learners are still influenced by their mother tongue whiling learning the target language. As the sentences chosen from the papers show below, they are mostly affected by mother tongue. Here are some examples:

- I read Siirt University (in which learners want to say “ I study at Siirt University”)
- My family job a farmer (in which learner wishes to state “My father and mother are farmers)
- We are sitting in Adiyaman (in which learner means that “We live in Adiyaman”)
- I am drinking smoke (in which learner means that “I am smoking”)
- We mustn’t do stress (in which the learner wishes to express that “we mustn’t get stressed”)

What the sentences above demonstrate is that students are deeply affected by their mother tongue in creating new sentences in the target language. In many ways, they make errors either by using collocations used in their mother tongue or by applying words that are used the same as in their mother tongue. The only thing that does not change is that they commit errors. As suggested by Selinker, Interlanguage theory (IL) expresses a language system that is independent of both L1 and L2. It can be described as a third language which is not dependent on the mother tongue or target language and moreover he states that IL is the learner’s second language system that has intermediate status between native and target language. Considering this fact, learners who committed errors above have not purified from their mother tongue structures yet, and therefore, they are prone to write wrong sentences which can be really hard to understand for the native speakers or those whom they communicate with. Another reason of mother tongue interference in these learners’ errors may be that they feel really free when creating sentences by ignoring the rules or structures of the target language. In doing so, they suppose that everybody can understand them, however, it is not the case when considering it in terms of EA and scientifically.

d. Articles

Though there are not as many errors related to articles as verb and tenses, auxiliaries and mother tongue interferences, plenty of errors related to articles have been observed.

Some sentences can be illustrated as follows:

- I will read a English film (instead of “an English film”)
- He is best footballer (instead of “the best...”)
- Care delays a aging (instead of “aging”)
- I am bad football player (instead of “a bad player”)
- It is very large a language (where it should be “it is a very large...”)

As can be seen from the sentences above, application of the articles in the sentences are either wrong or missing. This situation can be associated to incomplete application of rules. On the other hand, there seems to be an ignorance of application of rules. In fact within the sentence “he is best footballer”, the word “best” can be used without using article, however, when it is used with a noun following it, it must get an article. Hereupon, it may be said that there is an ignorance of rule or rule restriction.

e. Prepositions

In Turkish language, prepositions are used at the end of the word, however, in English language they are used before the noun. As a result, learners have not mastered in prepositions and committed errors related to the prepositions in this direction. Moreover, there are too many omissions related to the usage of prepositions. By examining the sentences in which there are errors related to prepositions, it will be more obvious to see how they happened.

- Sports are useful health (where “for” is omitted)
- I am engaged football (where “in” is omitted”)
- I study Siirt University (where it should be “at Siirt University”)

- I play to chess (where it should be corrected as “I play chess”)
- When I was High School (where it is meant to be “I was at High School”)

One of the causes of the errors that were committed within the sentences above is most probably mother tongue interference as students have not used the place of prepositions properly or have not used at all. As their mother tongue has a different structure related to prepositions, they may not transfer the rules to the sentences appropriately. As Richards, C. states, intralingual errors can result from ignorance of rule restrictions, in some of the sentences above, errors resulting from this situation can be observed.

f. Missing words-structures / Plurals

There are some sentences that students use without a preposition, article, conjunctions and auxiliaries. Besides, plural forms of the nouns have not been mastered yet and thus leading to wrong plurals. Some of the sentences that can be proof for this situation are as follows:

- I want be a teacher (where it has to be “I want to be a teacher”)
- I will ALES to success (where the learner means “I will take ALES to success”)
- There are big problem (where it should be “there is a big problem”)
- Swimming body building (where the learner wishes to say “Swimming helps body building”)
- We often play volleyball my friends (where it should be “we often play volleyball with our friends”)
- This is dietary factors (instead of “these are dietary factors”)
- My languages is Turkish (instead of “my language is Turkish”)
- Example; basketball, football.. (where it should be “for example;”)

- Sports are very healthy (where the learner implies “sports are very healthy things/activities”)
- Languages is various (instead of “languages are various”)

As the students tend to ignore rule restrictions, they may commit such errors above. Another factor that drives them to commit these kinds of errors can be explained with mother tongue interference. For instance, in Turkish, in some occasions a word or words can be used with an adjective or adjectives solely though it may not be appropriate grammatically in English language. Within the sentence “sports are very healthy”, in fact the learner wishes to express the healthiness of the sports though in English language it needs a word following it such as things, activities etc.

g. Word orders / pronouns

Though some students who took the exam had right sentence orders, it is not the case for the majority of them. It may not be said that they committed plenty of errors in this situation; however, there are clear evidences that they confused the order of the words, verbs, conjunctions or other structures. Through the examples below, it may be well understood.

- Headaches causes are stress..... (Where it should be “causes of headaches are...”)
- Headaches causes don’t know (where the learner wishes to say “we don’t know the cause of headaches”)
- They never to be like by other people (where it should be “they never like to be by/with other people”)
- It is aging inescapable fact of life (where the learner wishes to state “aging is an inescapable fact of life”)

- Old people are necessary care (where it should be “care is necessary for old people”)
- I am love very sports (where it should be “I love sports very much”)
- Football is world the best sports branch (where it should be “football is the best sports branch of the world”)
- Their don’t like.... (Where it should be “they don’t like....”)

As shown above, students are not sure about where to use verbs, nouns or adjectives properly and this causes errors. Moreover, some pronouns are not used appropriately. In some sentences, instead of using pronouns, possessive adjectives without a noun are used and the sentence seems meaningless. This type of error can be associated to fossilization as they are repeated in all the sentences and turn into a permanent part of the language use. The students do not tend to develop themselves; instead, they create sentences in the way they prefer, which can be explicated as a new or mixed language system, namely interlanguage system. They do not know whether it is true or not and thus ignore the rules and restrictions.

As regards the effectiveness of the two methods, Grammar Translation and Communicative Language Teaching Method, results have been shown in Appendix I and Appendix II to indicate which method has been more effective and better in improving the students’ writing skills and reducing errors of the learners. According to Appendix I, students who were taught with CLT method improved their levels of writing skills by having far less errors compared to the first exam papers they had in the beginning. As shown in Appendix I, a one-way ANOVA with repeated measures was conducted to compare the mean scores of pre, post and delayed post-test of writing tasks in order to find

out whether using communicative language teaching model has an effect on writing improvement rate. The findings indicated that there is a statistically significant difference ($F(2,32,602)=256,164, p<.001$) across the three tests (Sphericity assumption was not met, Greenhouse-Geiser results are reported). To detect where the significant difference occurred, pairwise comparisons with Bonferroni adjustment were calculated. The results showed that there is a statistically significant difference across all three tests; pre-test ($M=19,84, SD=3,902$), post-test ($M=15,40, SD=4,340$), and delayedpost test ($M=7,32, SD=1,930$) (see Appendix I).

Regarding Grammar Translation method, it can be said that there was not a significant difference between the scores of the students who had courses through Grammar Translation method. As can be seen in Appendix II, A one-way ANOVA with repeated measures was conducted to compare the mean scores of pre, post and delayed post-test of writing tasks in order to find out whether using grammar translation method has an effect on writing improvement rate. The findings indicated that there is not a statistically significant difference ($F(1,427, 34,257)=2,087, p=.117$) across the three tests (Sphericity assumption was not met, Greenhouse-Geiser results are reported). Although a significant result was found between pre_testand delayed_post test ($p<.05$), the overall results showed a non-significant result (see Appendix II).

To sum, CLT has been much more effective in providing a difference between the scores of the students in terms Error Analysis in a positive way while for Grammar Translation method this has been reverse.

CHAPTER V

Conclusion And Discussion

5.1. Conclusion

What was intended through this study was to determine the types of errors committed by the students of Nursing Department of Siirt University and to determine their sources and causes after a short period of teaching so as to determine the effectiveness of CLT and Grammar Translation Method on writing skills of the students. What was found was that almost all the students commit similar errors though types of them may differ slightly. Another issue that was observed after the study was that mother tongue interference, namely interlanguage system has a huge affect on their writing as they apply their mother tongue while writing a sentence in the target language. Majority of the students are either culturally, socially or grammatically influenced by the structures and forms which are available in their mother tongue and therefore, it is indispensable that they apply these structures and forms while using the target language. The last issue to be pointed out is that CLT method can be applied with an intention to improve the students' writing skills as it gives more chances to the students to use the language both actively and effectively. Though Grammar Translation Method also had a positive effect on improving their writing, it did not meet the demand as CLT did.

5.2. Recommendations

The errors and types of errors were identified and it was seen that CLT method was better to decrease the errors committed by students than GTM. In this context, there are some recommendations to given by the researcher about how to minimize the errors while learning a language. These are as follows:

- Teachers and learners should exactly be aware of the culture and nature of the target language which will help them be more active in the target language,
- Students should be driven to revise their tasks and they should be supervised by their language teachers periodically,
- Students should be directed to be involved in the classroom activities in person which will create a better and competitive classroom atmosphere, which will provide them with a better understanding of the target language,
- Teachers should definitely give feedback to their students, especially those who are bad or slow at learning the target language,
- Students should be encouraged to use the target language outside of the classroom, namely in real world,
- Students should be given tasks in order to make them use the language in all aspects,
- All four skills of the language learning should be applied while teaching the target language,
- CLT method should be applied in order to make the students be active in using the target language,
- Finally, students should be informed about tools to be used or sources to be applied in order to learn the language more deeply and thus providing them with all the materials that may help them be more active, involved in the target language.

5.3. Limitation of the Study

This study is limited to the students of Siirt University. Besides, it is limited to only one of the departments at the university. Therefore, it is not known how the situation is or will be at other universities. Another limitation is that the students who constituted the study population were at pre intermediate level, thus, how it may be with students at other levels cannot be estimated thoroughly. Finally, not all the exam papers were written in a length as expected, which may limit the evaluation of the paper.

5.4. Discussion

In a comparison with other studies that were done on this topic, this study showed similar results. In a study that was done by Akarsu, O. (2011), errors committed by Turkish Learners of English as foreign language were analyzed through questionnaire and a multiple-choice test, in which the results showed that there were more grammatical errors than lexical errors. Moreover, it was found that mother tongue interference was influential in their errors in speeches. Though this study focused on the students' writing skills, it still identified that mother tongue interference was the most influential factor in terms of errors made.

In another study, Kim (2001) conducted an error analysis in terms of writing as it was done in this study. Kim (1989 cited in Lee, 2001), conducted Error Analysis with two-hundred 10th grade Korean EFL learners using their English translation of Korean sentences. This study has conducted Error Analysis with Turkish students. In both studies, L1 structures turned out to be the main interference tool which led the students' errors.

As all the language have different forms and structures, types of errors that were made may vary from language to language. The researcher has given examples that have similarities in terms of Error Analysis. Languages may have differences in terms of grammatical sturture and verbal forms and collocations, however, the students' errors that were tested show that most of the errors derive from mother tongue interference which identifies that students are mostly affected by their mother tongue when learning a new language.

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APPENDIXES

Appendix I: Statistics related to CLT method

EA of the first(1st) month test for those who were taught with Communicative Language Teaching Method

Students	Verbs/ Tenses	Auxiliaries	Mother Tongue Interference	Articles	Prepositions	Missing Words /Plurals	Word orders /Pronouns	Total
1	2	2	3	1	1	1	2	12
2	3	1	3	1	1	2	1	12
3	4	6	4	3	3	1	2	23
4	5	2	3	2	2	1	2	17
5	5	4	3	2	1	2	1	18
6	4	3	3	3	2	2	2	19
7	4	4	2	1	2	3	2	18
8	3	3	3	1	2	5	3	20
9	3	4	6	3	2	5	3	26
10	8	4	3	2	2	4	2	25
11	4	3	4	5	3	3	4	26
12	3	2	4	5	3	3	4	24
13	1	4	3	2	2	2	3	17
14	6	3	7	1	1	4	1	23
15	4	6	3	2	3	4	1	23
16	2	4	3	2	3	5	2	21
17	3	4	2	1	2	3	4	19
18	6	3	3	2	2	2	3	21
19	5	4	4	2	2	2	2	21
20	5	3	2	2	2	2	2	18
21	3	5	4	2	2	2	1	19
22	2	3	3	2	2	1	1	14
23	2	5	3	5	4	3	1	23
24	6	3	3	3	2	1	3	21
25	3	3	3	2	1	2	2	16
TOTAL	96	88	84	57	51	65	54	495

EA of the second (2nd) month test for those who were taught with Communicative Language Teaching Method

Students	Verbs/ Tenses	Auxiliaries	Mother Tongue Interference	Articles	Prepositions	Missing Words /Plurals	Word orders /Pronouns	Total
1	1	1	0	1	0	0	1	4
2	2	0	2	0	0	2	1	7
3	3	5	2	3	3	0	1	17
4	3	1	2	1	1	1	2	11
5	3	2	3	1	1	2	1	13
6	3	1	3	3	2	1	2	15
7	4	3	1	0	1	3	2	14
8	2	3	1	0	2	5	3	16
9	3	3	4	3	2	5	3	23
10	7	3	2	2	2	3	2	21
11	1	1	3	4	3	2	4	18
12	2	1	3	4	3	3	4	20
13	1	3	2	1	2	2	1	12
14	5	2	5	1	1	4	1	19
15	3	5	1	2	3	3	1	18
16	2	4	2	2	3	5	2	20
17	3	3	1	1	2	3	4	17
18	5	2	2	1	2	1	2	15
19	4	3	3	2	1	2	1	16
20	4	2	1	1	2	2	2	14
21	2	4	5	2	1	1	1	16
22	1	2	3	2	2	1	0	11
23	1	4	2	5	4	2	1	19
24	5	2	2	3	1	1	3	17
25	2	3	3	1	1	1	1	12
TOTAL	73	63	58	45	44	55	46	384

EA of the third (3rd) month test for those who were taught with Communicative Language Teaching Method

Students	Verbs/ Tenses	Auxiliaries	Mother Tongue Interference	Articles	Prepositions	Missing Words /Plurals	Word orders /Pronouns	Total
1	1	1	0	1	0	0	0	3
2	2	0	1	0	0	1	0	4
3	2	2	1	1	1	0	0	7
4	2	1	1	1	0	1	1	7
5	2	1	2	0	0	1	1	7
6	1	1	1	2	1	1	1	8
7	2	2	0	0	1	2	1	8
8	1	1	0	0	1	3	2	8
9	1	1	2	1	1	1	2	9
10	1	1	1	1	1	0	1	6
11	1	0	1	2	1	1	1	7
12	1	0	2	2	2	0	1	8
13	1	2	0	0	1	2	0	6
14	3	1	3	0	0	1	1	9
15	2	3	1	1	2	1	1	11
16	0	1	1	1	2	2	1	8
17	1	2	1	0	1	2	2	9
18	2	0	1	0	1	1	1	6
19	1	1	2	1	0	1	1	7
20	2	2	0	1	1	1	1	8
21	0	1	2	1	1	1	1	7
22	0	1	1	1	1	1	0	5
23	1	2	2	3	2	2	0	12
24	2	0	1	2	0	0	1	6
25	1	2	2	0	1	1	0	7
TOTAL	34	28	29	22	22	26	21	182

Descriptive Statistics

	Mean	Std. Deviation	N
pre_test	19,84	3,902	25
post_test	15,40	4,340	25
delayed_post_test	7,32	1,930	25

Multivariate Tests^a

Effect	Value	F	Hypothesis df	Error df	Sig.
Pillai's Trace	,957	253,423 ^b	2,000	23,000	,000
Wilks' Lambda	,043	253,423 ^b	2,000	23,000	,000
Hotelling's Trace	22,037	253,423 ^b	2,000	23,000	,000
Roy's Largest Root	22,037	253,423 ^b	2,000	23,000	,000

a. Design: Intercept

Within Subjects Design: time

b. Exact statistic

Mauchly's Test of Sphericity^a

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	,528	14,703	2	,001	,679	,706	,500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. Design: Intercept

Within Subjects Design: time

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
time	Sphericity Assumed	2014,587	2	1007,293	256,164	,000
	Greenhouse-Geisser	2014,587	1,358	1483,059	256,164	,000
	Huynh-Feldt	2014,587	1,412	1427,206	256,164	,000
	Lower-bound	2014,587	1,000	2014,587	256,164	,000
Error(time)	Sphericity Assumed	188,747	48	3,932		
	Greenhouse-Geisser	188,747	32,602	5,789		
	Huynh-Feldt	188,747	33,877	5,571		
	Lower-bound	188,747	24,000	7,864		

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	time	Type III Sum of Squares	df	Mean Square	F	Sig.
time	Linear	1959,380	1	1959,380	394,771	,000
	Quadratic	55,207	1	55,207	19,029	,000
Error(time)	Linear	119,120	24	4,963		
	Quadratic	69,627	24	2,901		

Tests of Between-Subjects Effects

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	15094,613	1	15094,613	504,518	,000
Error	718,053	24	29,919		

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	19,84	25	3,902	,780
	post_test	15,40	25	4,340	,868
Pair 2	pre_test	19,84	25	3,902	,780
	delayed_post_test	7,32	25	1,930	,386
Pair 3	post_test	15,40	25	4,340	,868
	delayed_post_test	7,32	25	1,930	,386

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test&post_test	25	,932	,000
Pair 2	pre_test&delayed_post_test	25	,599	,002
Pair 3	post_test&delayed_post_test	25	,680	,000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	pre_test - post_test	4,440	1,583	,317	3,786	5,094	14,022	24	,000
Pair 2	pre_test - delayed_post_test	12,520	3,151	,630	11,219	13,821	19,869	24	,000
Pair 3	post_test - delayed_post_test	8,080	3,341	,668	6,701	9,459	12,093	24	,000

Appendix II: Statistics related to Grammar Translation Method

EA of the first (1st) month test for those who were taught with Grammar Translation Method

Students	Verbs/ Tenses	Auxiliaries	Mother Tongue Interference	Articles	Prepositions	Missing Words /Plurals	Word orders /Pronouns	Total
1	3	2	4	2	2	1	1	15
2	4	2	6	2	2	1	3	18
3	3	5	5	2	2	3	3	23
4	6	4	4	2	2	1	3	22
5	5	4	4	2	1	2	1	19
6	5	3	5	3	2	2	2	22
7	4	4	2	1	2	3	2	18
8	3	3	3	1	2	5	3	20
9	3	4	6	3	2	5	3	26
10	8	4	3	2	2	4	2	25
11	4	3	4	5	3	3	4	26
12	3	3	4	5	3	3	4	25
13	2	4	4	2	1	3	2	18
14	6	3	7	2	3	3	2	26
15	5	6	4	3	3	2	2	25
16	1	3	3	3	1	2	5	18
17	1	2	3	2	1	2	5	16
18	4	5	3	1	1	1	3	18
19	2	5	5	1	3	1	1	18
20	5	2	3	1	1	2	1	15
21	5	4	5	3	1	1	2	21
22	3	3	3	2	1	2	2	16
23	1	3	4	4	1	2	3	18
24	5	3	5	3	2	2	2	22
25	4	3	4	1	2	3	3	20
TOTAL	95	81	103	58	46	59	64	510

EA of the second (2nd) month test for those who were taught with Grammar Translation Method

Students	Verbs/ Tenses	Auxiliaries	Mother Tongue Interference	Articles	Prepositions	Missing Words /Plurals	Word orders /Pronouns	Total
1	3	2	4	1	2	2	1	15
2	3	2	6	2	2	1	1	17
3	3	4	5	3	2	2	4	23
4	5	4	4	2	2	2	3	22
5	4	4	4	2	1	2	2	19
6	4	3	5	4	2	2	2	22
7	4	3	3	1	2	3	2	18
8	3	3	3	1	2	4	3	19
9	3	5	5	3	3	4	3	26
10	6	3	4	3	4	3	2	25
11	4	3	4	4	3	3	5	26
12	4	3	4	4	3	3	3	25
13	2	4	4	2	1	3	2	18
14	6	3	5	3	3	3	3	26
15	5	5	4	3	3	2	3	25
16	3	3	3	2	1	2	4	18
17	1	2	3	2	1	2	4	16
18	3	4	2	2	2	2	3	18
19	2	5	5	1	3	1	1	18
20	3	3	3	2	2	1	1	15
21	4	3	4	3	3	2	2	21
22	4	2	3	2	1	2	2	16
23	1	2	4	3	3	2	3	18
24	4	3	6	3	2	2	2	22
25	3	3	3	2	2	3	4	20
TOTAL	87	81	100	60	55	58	65	506

EA of the third (3rd) month test for those who were taught with Grammar Translation Method

Students	Verbs/ Tenses	Auxiliaries	Mother Tongue Interference	Articles	Prepositions	Missing Words /Plurals	Word orders /Pronouns	Total
1	2	3	4	1	2	1	2	15
2	3	3	5	2	2	2	1	18
3	4	3	4	2	2	4	3	22
4	3	4	5	3	3	2	2	22
5	3	3	4	2	2	3	2	19
6	4	3	4	3	3	2	3	22
7	3	3	3	2	2	2	2	17
8	3	3	3	2	3	3	3	20
9	3	4	5	3	3	4	4	26
10	3	5	4	4	3	3	3	25
11	5	3	4	4	3	4	3	26
12	4	4	5	3	2	4	3	25
13	3	3	4	2	2	2	2	18
14	5	5	4	4	3	3	2	26
15	4	4	5	4	4	2	2	25
16	3	3	3	2	3	2	2	18
17	2	3	3	2	2	2	2	16
18	2	4	3	2	3	1	3	18
19	2	3	4	2	2	2	3	18
20	3	2	3	1	2	2	2	15
21	3	3	3	2	2	3	4	20
22	2	3	3	2	1	2	3	16
23	2	3	3	2	1	2	4	17
24	3	3	3	3	3	4	3	22
25	4	3	3	2	3	2	3	20
TOTAL	78	83	94	61	61	63	66	506

Within-Subjects Factors

Measure: MEASURE_1

time	Dependent Variable
1	pre_test
2	post_test
3	delayed_post_test

Descriptive Statistics

	Mean	Std. Deviation	N
pre_test	20,40	3,606	25
post_test	20,32	3,648	25
delayed_post_test	20,24	3,643	25

Multivariate Tests^a

Effect	Value	F	Hypothesis df	Error df	Sig.
Pillai's Trace	,240	3,632 ^b	2,000	23,000	,043
Wilks' Lambda	,760	3,632 ^b	2,000	23,000	,043
Hotelling's Trace	,316	3,632 ^b	2,000	23,000	,043
Roy's Largest Root	,316	3,632 ^b	2,000	23,000	,043

- a. Design: Intercept
 Within Subjects Design: time
 b. Exact statistic

Mauchly's Test of Sphericity^a

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
time	,599	11,802	2	,003	,714	,746	,500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

- a. Design: Intercept
 Within Subjects Design: time
 b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
time	Sphericity Assumed	,320	2	,160	2,087	,135
	Greenhouse-Geisser	,320	1,427	,224	2,087	,151
	Huynh-Feldt	,320	1,492	,214	2,087	,149
	Lower-bound	,320	1,000	,320	2,087	,161
Error(time)	Sphericity Assumed	3,680	48	,077		
	Greenhouse-Geisser	3,680	34,252	,107		
	Huynh-Feldt	3,680	35,808	,103		
	Lower-bound	3,680	24,000	,153		

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	time	Type III Sum of Squares	df	Mean Square	F	Sig.
time	Linear	,320	1	,320	4,571	,043
	Quadratic	9,104E-013	1	9,104E-013	,000	1,000
Error(time)	Linear	1,680	24	,070		
	Quadratic	2,000	24	,083		

Tests of Between-Subjects Effects

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	30967,680	1	30967,680	785,384	,000
Error	946,320	24	39,430		

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	20,40	25	3,606	,721
	post_test	20,32	25	3,648	,730
Pair 2	pre_test	20,40	25	3,606	,721
	delayed_post_test	20,24	25	3,643	,729
Pair 3	post_test	20,32	25	3,648	,730
	delayed_post_test	20,24	25	3,643	,729

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test&post_test	25	,997	,000
Pair 2	pre_test&delayed_post_test	25	,995	,000
Pair 3	post_test&delayed_post_test	25	,991	,000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre_test - post_test	,080	,277	,055	-,034	,194	1,445	24	,161
Pair 2	pre_test - delayed_post_test	,160	,374	,075	,006	,314	2,138	24	,043
Pair 3	post_test - delayed_post_test	,080	,493	,099	-,124	,284	,811	24	,425

Appendix III: Some Examples of Written Exam Papers

Name: Colalattin

Surname: TIMURTAJ

List of Topics

Select a topic among the topics written below. Write at least 200 words about a topic you choose. You should spend 40 minutes.

- Smoking damages you and your relatives.
- Aging
- Education
- Cancer
- Philosophy
- Languages
- Telling lies
- Headaches
- Hypertension
- Future
- Technology
- Science
- Sports
- Culture
- Economy
- Virus
- Food safety
- Employment
- Care
- Psychology

Hypertension is ~~the~~ the big problem for people. The hypertension can be genetic and also can come from environment factors. ~~to be~~ Hypertension is illness and if you don't be carefully it can be very dangerous for you. Because if hypertension go up your brain can be bleed and your body can stop or your a little body can be stop. it is just a problem we can say a lot of problem like this so we must be very careful. Now I want to write about what are we can do? firstly we must be carefully when we eat

Or we must know which med or meds
can be problem for our hypertension. ~~for~~

for example everybody must know the salt the
biggest enemy of hypertension, so especially when
we take our med or when we eat our
food we ~~must~~ be carefully and we must
don't put salt in our med, it is just
a problem for th hypertension we can write
or say alotot ~~more~~ things like salt,
I want to write ~~a~~ more thing about hypertens
anybody is not perfect so All of us can have
different problem, it can be about our ~~his~~
our family or our school, we must ~~in~~
~~do~~ ~~at~~ do stress, so finally ~~I~~
want to say that ~~EVERYTHING~~
ALL ~~is~~ IS WELL. It must be
our ~~password~~ password.

Name:

Surname:

List of Topics

Select a topic among the topics written below. Write at least 200 words about a topic you choose. You should spend 40 minutes.

- Smoking damages you and your relatives.
- Aging → yaşlanma
- Education → eğitim
- Cancer → kanser
- Philosophy
- Languages → dil
- Telling lies
- Headaches
- Hypertension → hipertansiyon
- Future → gelecek
- Technology → teknoloji
- Science → bilim
- Sports
- Culture → kültür
- Economy → ekonomi
- Virus → virüs
- Food safety → gıda güvenliği
- Employment → istihdam
- Care → bakım
- Psychology

~~We live~~

We will live some ills. Because it's virus. and there is to everytime. ~~some~~ ills we know hypertension, it be aging. we live to future. ~~they~~ ^{we} want to core everytime. I don't want to aging because I live some problems my live. I don't go to my school and I don't study my lesson. I like to say education. I have got philosophy problems. I don't want to live! I like to travelling.

Curriculum Vitae (CV)

Education

1986 – Born in Kurtalan / Siirt

1996 – Graduated from Kurtalan Atatürk Primary School

1999 – Graduated from Batman Atatürk Secondary School

2003 – Graduated from Batman Super High School

2007 – Graduated from Muğla University

2010 - – still a Master Degree student at dissertation stage at Kafkas University in
Kars

Skills

Languages: English, Italian

Computer: Microsoft, Excel, PowerPoint