An Analysis of Written Grammatical Errors of Arab Learners of English as a Foreign Language at Alzaytoonah Private University of Jordan

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Abstract
The study was conducted in order to investigate and classify the grammatical errors in the writings of 62 students of the Department of English Literature and Translation at Alzaytoonah Private University of Jordan. The students enrolled in a paragraph writing course in the first semester of the academic year 2009/2010. These errors were first classified into six major categories and then they were divided into subcategories. It was observed that the category that included the largest number of errors was the errors of prepositions, which comprised 26% of the total errors. The following most problematic areas were respectively: morphological errors, articles, verbs, active and passive and tenses. On the basis of the students' results, the researcher has included some pedagogical implications for teachers, syllabus designers, textbook writers and text developers.

Introduction
The last thirty years have witnessed the development of research in linguistic analysis. Research in these areas has assumed a growing interest in describing the performance data of learners in the hope that such description will provide the problem areas for teachers, syllabus designers and textbook writers to design remedial exercises and focus more attention on the defects which hinder learning the foreign language.

One very useful research technique has been Error Analysis which focuses on the errors learners commit. Studying the nature of errors enables the researchers to have a better understanding of the linguistic area where the learners of foreign language have the most difficulty while trying to write effectively.

Er (1990) emphasized in her study on two main concerns. The first one was the applied aspect of Error Analysis because it would provide the teacher with some hints about the effectiveness of his techniques and teaching material. The other concern of the study was related to the students whom they needed the remedial exercises. An organized and carefully administered remedial study would enable the students to notice their incorrect hypotheses. She analyzed the compositions written by the first year students of ELT Department, Faculty of Education, Ondokuz Mayis University. She classified the errors in terms of grammar and lexis, and sub-classified them into omission, substitution, addition and ordering.
Within the field of applied linguistics, most of the studies of foreign language learning have adopted one of the following as a basis of accounting for or explaining errors: the Contrastive Analysis Hypothesis (CA), Error Analysis (EA) and the Interlanguage (IL) approach (Fisiak, 1981).

Studies based on the first approach (CA) attribute most of the learner's errors to interference from the mother tongue or first language (L1). According to CA, errors are the result of differences between the learner's first language and the target language. In the 1950 and 1960, Behaviorism and Structuralism were of great popularity and CA was formulated by Fries (1945) and developed by Lado (1957). The ultimate aim of CA is to compare phonological systems, morphological systems, syntax and lexical meanings of two or more languages. It was the result of the need to teach a L2 in the most efficient way.

The second approach is the Error Analysis (EA). It involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes and evaluating their seriousness. Such errors are called Intralingual and/or developmental errors.

The procedures for EA are stated as follows:
1. A corpus of language is defined.
2. The errors in the corpus are identified.
3. The errors are classified.
4. The errors are explained.
5. The errors are evaluated (Ellis, 1985:51-52)

The third approach is the Interlanguage (IL). Errors made by second language learners have been examined in terms of the theory of IL (Selinker, 1972) and language transfer (Selinker, 1972, Broselow, 1984). Studies of IL have shown that the forms produced by L2 learners were distinct from both L1 and L2. On the other hand, studies conducted in favor of language transfer were due to the idea that errors were mostly due to transfers from L1 into L2.

IL which was proposed by Selinker (1972) is based on the theory that there is psychological structure learnt in the brain which is activated when one attempts to learn a second language.

In this study, written productions of learners, who are English major in their second level at Alzaytoonah Private University of Jordan will be analyzed and classified by the researcher and two other raters. For the purpose of the study, the errors will be classified and counted under the following major grammatical categories: tenses, prepositions, articles, active and passive voice, verbs and morphological errors. These major categories will be classified under other sub-categories.

**Review of Literature**

In the middle of the 20th century, when Behaviorist Psychology and Structuralism were very popular, CA was very widely accepted in language teaching. CA was considered as a remedy for language teaching problems. As a result of the popularity of this approach, a series of contrastive studies began to appear and they were usually pedagogical and aimed at analyzing learners' errors. Brown (2000: 208) stated that "the principal barrier to the second language system is the interference of the first language system with the second language system." It is considered that interference is the result of CA and it causes errors.

Lado (1957:2) claimed that "the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his language will be simple for him, and those elements that are different will be difficult". Stockwell, Bowen and Martin (1965) assured that "the main source for predicting the difficulties is the interference between native language and target language."

Transfer theory is the process of using knowledge of the first language in learning a second language. Transfer can be positive, when a first language system identical with a second language
system is transferred or it can be negative, when a first language system different from the second language system is transferred. In the latter case, L1-induced errors occur (Ellis, 1996:304-305).

It must be noted that Transfer Theory exists in strong and weak versions. These two versions are equally related to the notion of L1 interference. The strong version claims that all the errors in L2 can be prepared by identifying the differences between the learner's native language and the language being learned, but the weak one claims to have the power diagnose errors in L2. James (1980:63) added that "the job of diagnosis belongs to the field of error analysis". Wardhaugh (1970:123) stated that according to the strong version, all L2 errors that will occur can be predicted through the differences between L1 and L2 and weak version claims that only some of the errors can be identified through these differences.

Chan (2004), in his article, presented evidence of syntactic transfer from Chinese to English based on data obtained from 710 Hong Kong Chinese ESL learners at different proficiency levels. The focus of the study was on five error types: (a) lack of control of copula (b) incorrect placement of adverbs (c) inability to use the there be structure for expressing the existential function (d) failure to use the relative clause and (e) confusion in verb transitivity. The result showed that many Chinese ESL learners in Hong Kong tended to think in Chinese first before they wrote in English and that the surface structures of many of the interlanguage strings produced by the participants were identical or very similar to the usually or normative sentence structures of the learners' first language (L1).

EA is a branch of applied linguistics. It has two functions. One of them is theoretical and the other is practical. The theoretical area of EA has its place in methodology. It describes the learner's knowledge of the target language. It helps the researcher find out the nature of the psychological processes and the relation between the knowledge and the teaching the learner has been receiving. Whereas the practical area of EA is the function of all that knowledge in remedial action to overcome the mismatch between the knowledge of the learner and the demands of the situation. According to Corder (1981:47), mismatch is a problem of diagnosis because the degree of mismatch is a quantitative assessment whereas the nature of mismatch is a qualitative assessment. It involves the study of the nature of the learners knowledge of the language.

According to Dictionary of Language Teaching and Applied Linguistics (1992), a student makes mistakes and errors when writing. Mistakes are due to lack of attention, fatigue or carelessness. They can be self-corrected when attention is called. Errors are the use of linguistic items in a way that a learner of the language regards them as showing faulty or incomplete learning. They occur because the learner does not know what is correct, and thus errors can not be self-corrected. Richard (1985:95) described errors as follows: "the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete action." Gass and Selinker (2001) claimed that errors are systematic. They occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher could locate them, the learner wouldn’t.

To conclude, mistakes are not a result of deficiency in competence. They are considered as slips of the pen or the tongue. They are lapses, but errors are different from mistakes. They occur because the learners do not know what is correct. They are due to incomplete acquisition of the language.

**Methods, Sample and Procedure**

The subjects of the study were 62 second year students distributed in two sections from the Department of English Literature and Translation at Alzaytoona Private University of Jordan. They were enrolled in "paragraph writing" course in the first semester of the academic year 2009/2010. They were required to be good at writing skill. They had to write on different topics during the course under the supervision of the instructor. The compositions analyzed in the study were the ones written in the final exam because at this stage the students were supposed to have acquired skills of writing during the course. The subjects were asked to write an essay about "Smoking is a bad habit".
The compositions were required to be written according to the following criteria given to the students in the test:
1. It should consist of 200-250 words.
2. They should pay attention to the unity, coherence, cohesion, grammar, vocabulary and organization of the written work.

The compositions were analyzed and classified by the researcher and then copies of the same compositions were given to other two raters. They were asked to identify the grammatical errors. Dulay, Burt and Krashen (1982) indicate that there are four major linguistic categories of errors:
1. Orthography (spelling)
2. Lexicon and semantics (vocabulary and meaning)
3. Syntax and morphology (grammar)
4. Discourse(style)

For the purpose of this study, only students' errors in the following grammatical areas were identified and categorized: tenses; prepositions; articles; voice; morphology. On the basis the students' results, the researcher has included some pedagogical implications for teachers, syllabus designers, textbook writers and text developers.

Limitations of the study
The study includes the following limitations:
1. The study is limited to the students' performance in written English.
2. 62 students' compositions are analyzed in the study.
3. Only the grammatical errors in the compositions are taken into consideration in the study.
4. The purpose of the study is to identify the grammatical errors and find pedagogical implications to overcome such errors.

Results, Discussion and Applications
62 students who learn English as L2 at Alzaytoonah Private University of Jordan were chosen as the subjects for this study. They were enrolled in "paragraph writing" course and distributed into two sections. They were in the second year level in the first semester at the academic year 2009/2010. They were asked to write an essay of 200-250 words about "smoking is a bad habit". The written data were analyzed by the researcher and two other raters in terms of identifying and classifying of the grammatical errors which were found in tenses, prepositions, articles, active and passive voice, verbs and morphological errors. A total of 345 grammatical errors were found.

As stated above, they were classified into 6 major linguistic categories. Table I is given in order to show the number and percentages of these errors as shown below:

Table 1: The number and percentages of errors

<table>
<thead>
<tr>
<th></th>
<th>The number of errors</th>
<th>The percentages of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenses</td>
<td>25</td>
<td>7.2%</td>
</tr>
<tr>
<td>prepositions</td>
<td>90</td>
<td>26.08%</td>
</tr>
<tr>
<td>Articles</td>
<td>75</td>
<td>21.7%</td>
</tr>
<tr>
<td>Active and passive voice</td>
<td>30</td>
<td>8.69%</td>
</tr>
<tr>
<td>Verbs</td>
<td>40</td>
<td>11.59%</td>
</tr>
<tr>
<td>Morphological errors</td>
<td>85</td>
<td>24.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>345</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
A Detailed Classification of Errors
The errors, which are stated above into grammatical categories, were classified in a more detailed way. The errors committed in the compositions of the students will be presented as follows:

A. Tenses
The number of errors in tenses is 25 which comprises 7.2% of the total errors. These errors are divided into sub-categories as stated in the table below:

Table 2: Errors of tenses

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple past instead of present perfect</td>
<td>4</td>
</tr>
<tr>
<td>Simple present instead of present prefect</td>
<td>4</td>
</tr>
<tr>
<td>Simple past instead of simple present</td>
<td>6</td>
</tr>
<tr>
<td>Present progressive instead of simple present</td>
<td>5</td>
</tr>
<tr>
<td>Past perfect instead of simple past</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

This category is the lowest number of errors among the linguistic categories employed in this study. This minority of the errors in this category is due to the students who do not use various types of tenses in their writing. Another reason for the minority of the errors in this category is the certain rules about the usage of tenses and the subjects do not make so many errors because they have learnt these rules. Some of these errors are below:

1. I never went to that country. (simple past instead of present perfect)
2. I never see like this kind of cigarette. (simple present instead of present perfect)

A possible reason for such errors may be the lack of equivalent of present perfect tense in Arabic. Accordingly, the subjects tend to translate literally from Arabic and use simple past or simple present which are the nearest equivalent of the present perfect. Unlike English, the particle قاد qad/ plus the perfect verb like ترك gadar/" left" is used to render the perfect tense in Arabic as follows:

لاقاد الداد ابي الى لندن/
Laqad gadara abi ila london/

Which is equivalent to perfect tense in English:
My father has left to London.

The subjects of the study also tend to substitute the simple past for the simple present as follows:

3. I hoped that all of us give up smoking

Such errors may be due to interference because, unlike Arabic, English requires a sequence of tenses but Arabic is not as the following example:

قال انى تركادى أبداً/qaala ‘inna-hu sayu gadiru gaden
He said that he would leave the next day

We notice from the example stated above that the verb قال qaala/ is in the past tense but the main verb تركادى /sayu gadiru/ is in the future tense.

Another example is the use of present continuous instead of simple present as follows:

4. I am understanding why smoking is harmful.

Such example may be due to wrong overgeneralization. Some English verbs are considered as non-continuous verbs. Arab learners tend to overgeneralize wrongly the progressive to all types of verbs.

In another sentence, the subject uses wrongly past perfect tense instead of the simple past:

5. He had given up smoking last year.
B. Prepositions
This category constitutes the most problematic area for the subjects. Most of the subjects omitted or misused some prepositions. This category is the one that includes number of errors which are 90 in total. They are summarized as follows.

Table 3: Errors of prepositions

<table>
<thead>
<tr>
<th>Type of errors</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of prepositions</td>
<td>50</td>
</tr>
<tr>
<td>Addition of prepositions</td>
<td>15</td>
</tr>
<tr>
<td>Misuse of prepositions</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>

Prepositions express a relation between two entities. English prepositions have different functions, so it is not easy for Arab learners to learn to use prepositions correctly. As it is seen in table 3, the most common errors in this category is omission of prepositions. Some examples of this category are as follows:

1. I am waiting (-----) him. (omission of the preposition)
   The English verb “wait” is followed by the preposition “for” while the Arab equivalent is not. The error committed above is due to over-literal translation from Arabic language.

2. He laughed from me because I was smoking.
   Another most common errors in preposition category is the misuse of the prepositions. Most of the preposition misuse errors are considered as a result of interference from Arabic as follows:
   3. From the other hand, smoking harms our hearts.
   The preposition “from” is used wrongly in sentences 2 and 3. The preposition “from” meaning من/min/ in Arabic replaces the English preposition “at” and “on” consecutively. Such errors are due to literal translation from Arabic.

4. when he returned to home, he smoked heavily.
   The least common errors in this category is the addition of prepositions as follows:
   In sentence 4, the preposition “to” is an extra added item that does not fit the standard English. Such errors are due to interference because the equivalent Arabic sentence comprises إلى “ila” which means “to”. The subjects attempt to translate word from word from Arabic.

C. Articles
Another problematic area for the Arabic learners learning English as a foreign language is the use of articles. Nearly twenty two percent of the total errors are in this category. The number of errors is 75 as stated in table 4:

Table 4: Errors of Articles

<table>
<thead>
<tr>
<th>Type of errors</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of “the”</td>
<td>17</td>
</tr>
<tr>
<td>Addition of “the”</td>
<td>5</td>
</tr>
<tr>
<td>Omission of a / an</td>
<td>30</td>
</tr>
<tr>
<td>Addition of a / an</td>
<td>7</td>
</tr>
<tr>
<td>Misuse of articles</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
</tr>
</tbody>
</table>

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

(الحليب مفيد للجميع / al-halibu mufidun liljami’ / Milk is good for all). we can conclude from the example stated above that mass and abstract nouns take a zero article in English whereas the equivalents in Arabic take the definite article “ال". Thus, the Arab learners may produce so many errors of articles. Some other examples are as follows:

1. Smoking is a bad habit in---- world. (omission of “the” definite article)
   In sentence 1, the definite article “the” is omitted. Such errors are due to simplification because the Arab learners have tendency towards simplification which is mostly considered as a simplification strategy.

2. I like to smoke in the home. (addition of the definite article “the”)
   Such errors are due to L1 interference in the form of addition because the definite article (ال "the" is used before home in Arabic as البيت (the home), so the Arab learners use it wrongly. This type of errors also indicates ignorance of rule restrictions on the part of the learners.

3. After ---- month of not smoking, I got lost (omission of indefinite article "a")
4. Within a half an hour, my friend smoked more than four cigarettes (addition of indefinite article “a”).
   Such errors may be due to interference because indefinite articles are not used in Arabic.

5. My friend is starting (the) college in October (misuse of the definite article “the”)
   Such errors are due to difficult nature of the foreign language. The learner does not know the rules of definite article “the” with places of assembly such as (church, school, college, market, home, bed, etc.). When these places are visited and used for their primary purposes, the definite article “the” is used, but if they are visited and used not for their primary purposes, the definite article “the” is not used such as the following example:
   I go to the market to see my friend there.
   But
   I go to market for shopping.

D. Active and Passive Voice
This category comprises 8.69% of the total errors. The total number is 30. Both English and Arabic have active and passive with different constructions. English passive construction uses auxiliaries and word order change. Arabic passive construction is a matter of vowel change without changing the order of the words in a sentence. Such differences may cause errors that are due to interference.

These errors are divided into sub-categories as stated in the table below:

<table>
<thead>
<tr>
<th>Type of errors</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive auxiliary Be omission</td>
<td>17</td>
</tr>
<tr>
<td>Passive with intransitive verb Be addition</td>
<td>7</td>
</tr>
<tr>
<td>Preposition confusion</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Below are some samples of such errors:

1. I ---- shocked by the results (passive auxiliary Be omission)
2. They were decided to give up smoking (passive with intransitive verb /Be addition)
3. The heart disease is caused from smoking (preposition confusion)

The Arab learners tend to omit the passive auxiliary (Be) because of non-presence in Arabic passive construction. Arabic also differs from English passive in which we can passivise only transitive
verbs. In Arabic we can make passive from intransitive as well as from transitive. Accordingly, Arabic learners may produce wrongly such sentences:

I was stood in front of the house.
Which is equivalent to Arabic passive construction:

وقف أمام البيت / w’uqifa amamu al bayt/

**E. Verbs**

The number of errors in verbs is 40 which comprises 11.59% of the total errors. These errors are divided into sub-categories as stated in the table below:

**Table 6:** Errors of verbs

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>Number of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of the verb “Be”</td>
<td>10</td>
</tr>
<tr>
<td>Addition of the verb “Be”</td>
<td>20</td>
</tr>
<tr>
<td>Misuse of the verb “Be”</td>
<td>4</td>
</tr>
<tr>
<td>Omission of other verbs</td>
<td>3</td>
</tr>
<tr>
<td>Misuse of other verbs</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

The most erroneous area in this category are the use of the verb “Be”. Both omission and addition of verb “Be” are found as the following example:

1. when a smoker---- smoking heavily he hurts other people. (Be omission).
2. The idea of giving up smoking can be happen and this idea is not a dream (Be addition)

The omission of the verb “Be” in sentence 1 is due to L1 interference because similar structures in Arabic lack the verb “Be”. In sentence 2, “Be” verb is an extra added item. The erroneous structure of this sentence shows wrong overgeneralization in the form of addition. The learners apply the English passive construction wrongly in this sentence which has intransitive verb.

Another type of errors is the misuse of the verb “Be” as the following example: The teacher says it is essential that smokers are given a special attention.

Such errors are due to difficult nature of language. The learners do not know the construction of the subjunctive form. If “that clause” is used after certain words (adjectives, verbs, nouns), the bare infinitive will be used. If “that clause” is used after words that do not take the subjunctive form, the regular form of the verb must be used. The Arab learners overgeneralize the second rule wrongly. The learner has to use “Be” (bare infinitive) in place of “are” in the sentence stated above.

Another possible reason for the errors relating to “Be” is probably that distinction in the use of verb “Be” in Arabic and English. The translation of a sentence with the verb “Be” in English may seem to have no verb in Arabic. When the learners translate the sentence into English without applying the rules of English, the result may be erroneous. The other errors in this category are not so common and their possible reason is carelessness.

**F. Morphological Errors**

This category constitute 24% of the total errors and the number of errors is 85. The following table indicates the classification of the morphological errors:

**Table 7:** Morphological errors

<table>
<thead>
<tr>
<th>Types of errors</th>
<th>Number of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission of plural ending “s”</td>
<td>12</td>
</tr>
<tr>
<td>Misuse and addition of the plural ending “s”</td>
<td>15</td>
</tr>
<tr>
<td>Misuse of possessive “s”</td>
<td>7</td>
</tr>
<tr>
<td>Incorrect use of comparative adjectives</td>
<td>10</td>
</tr>
<tr>
<td>Wrong word form</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>
The table indicates that the most problematic sub-category is wrong word form such as nouns instead of verbs or adjectives instead of adverbs. The learners do not build the adequate competence of the foreign language. They do not have sufficient knowledge of the forms of these words. Some samples of this sub-category are as follows:

1. We live good without smoking (adjective in place of adverb)
2. We live in Jordan culture. (noun in place of adjective)
3. I am please. (bare infinitive in place of past participle)
4. Giving lectures about the harmful of smoking is a good idea for make smokers give up smoking. (Base infinitive instead of gerund)

Some other errors in this category are as follows:

5. One of the most important benefit (lack of plurality)
6. Another benefits is saving money (addition of the plural ending “s”)
7. It’s importance leads to decrease diseases. (it’s instead of its)
8. Students’s ideas are very good. (misuse of possessive “s”)
9. This benefit is ---- important than others. (incorrect use of comparative adjective)

**General Pedagogical Implications**

The study indicates that interference from L1 and inadequate competent of L2 are the main source of errors. This conclusion is essential in learning the target language because if the sources of errors are identified, a remedial teaching can be easily prepared.

Studying the nature of errors enables teachers of foreign languages and researchers to have a better understanding of the linguistic area where learners have the most difficulty while writing. The data provided by the analysis of learners' errors will help teachers, syllabus designers and test developers to determine their way of teaching or materials in the process of language teaching and learning. They should make use of such studies to acquire new techniques and insights. It is possible for them to see language learners from a different point of view.

The results of the study indicate that the learners are competent in basic rules of the target language, but their knowledge of the target language has some defects. These defects in Learning the target language may be due to the lack of practice in writing during their education at school. Accordingly, teachers of foreign languages should focus on the most common errors and try to overcome them by using various materials and methods. They can conduct remedial teaching using exercises and skills related to the problematic areas of the target language. Besides, textbook designers and syllabus designers should design their materials in the light of these errors. Test developers should also construct their tests according to these errors so that they could measure students’ improvement by proper tests.

Richard et al (1992) stated the studies relating to errors are carried out in order to (1) identify the causes of learners’ error and (2) obtain information on common difficulties in language learning as an aid to teaching materials. It can be inferred that language teaching can not stand away from the findings of error analysis.

Errors are inevitable part of language learning and teaching and error correction is also a very important step in language teaching. Error correction is a real burden for teachers. They should let learners identify and correct their errors themselves as a good technique in avoiding such errors later and have a better understanding of their errors.

**Conclusion**

The subjects of the study are 62 students from the department of English literature and translation at Alzaytoonah private university of Jordan. They are second year students in the first semester of the
The study was conducted to find and classify their grammatical errors in writing. As a result of the analysis of learners’ errors, 345 grammatical errors were found. These errors first classified into six major categories and then they were divided into subcategories. It was known that the largest group in the number of errors was the errors of prepositions, which was about 26% of the total errors. The next largest was morphological errors. The following most problematic areas were consecutively: articles, verbs, active and passive and tenses.

References