An Analysis of the spoken Errors Committed by EFL Iraqi Learners At the university level

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Abstract

This study investigates the spoken errors committed by the Iraqi EFL learners. The sample consists of forty students, fourth stage who study English at the department of English Thi-Qar university college of education for humanities, they had same level of education, from both sexes (male and female) and they are of a similar age. The instrument used for this study is a recorded lectures in a course of linguistics. The recorded lectures are first transcribed and then analyzed. The results of the study show that most recurrent errors are those in tenses, morphology, prepositions, articles, verbs, and relative pronouns. This study sheds light on the process through which students internalize English grammatical rules. By analyzing EFL learners' errors, we can gain some insights into future course design or types of remedial instruction. In addition ,the proper treatment to the errors. Also, we can give some comprehensive and considerate feedback to the learners and eventually help them achieve successful learning.

1.Introduction

In recent years there has been a growing research interest in the analysis of errors EFL students make while learning a foreign language.

Errors are an integral part of language learning. Naturally, it is well-known that no one can learn or acquire any language without committing errors. Learning or acquiring any language might be faced with some problems such as errors or mistakes. Corder (1981) states that these committed errors or mistakes by English foreign learners while learning are considered as obligatory feature of learning. In other words, they are considered as a part of the learning process as well as a device a learner uses to learn. The learner of English as a second language is unaware of the existence of the particular system in English language. The basic task of error analysis is to describe how errors occur by examining the learners' output and this

includes his/her correct and incorrect utterances. There are many aspects that can cause the learners as a foreign language make errors. These aspects are interference, overgeneralization, strategies of communication and assimilation and teacher-induced errors. Corder (1967:161) states the usefulness of errors analysis in three respects: to the teacher, to the researcher, and to the learner himself. First, to the teacher, they show how far towards the goal the learner has progressed. Second , they provide the researcher with evidence of how language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn The analyses of learners' errors provide more insights into the process of language teaching and learning. As such, concrete conclusions may usually be drawn from the results of the analyses regarding how a second language can be more effectively taught and learned, or how existing methods of teaching and learning can be improved.

2.Concept of Error Analysis

Hedge(2008: 409) defines error analysis as " an a procedure for analyzing samples of learners' language which attempts to explain the errors they make". In the same sense Richards (1973: 96) states that error analysis may be carried out in order to:

1. find out how well someone knows a language.
2. Find out how a person learns a language
3. Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Hedge (2008: 170) points out that errors analysis has provided teachers with insights into the main problems which are learners seem to have with English.

Brown (1980: 166) defines error analysis as " the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learners." Crystal(2003: 165) provides the same concept or definition. He states that error analysis is a techni**que** for identifying, classifying and systematically interpreting the unacceptable forms produced by EFL learning, using any of the principles and procedures provided by linguistics. The definitions above clarify that error analysis is an activity to identify, classify, and interpreted or describe the errors made by EFL learners.

2.1. Identifying Errors

Corder(1973: 276) provides a good model for identifying erroneous or idiosyncratic utterances in a second language. The model is presented   below. Figure:(1) algorithm for providing data for the description of idiosyncratic dialects
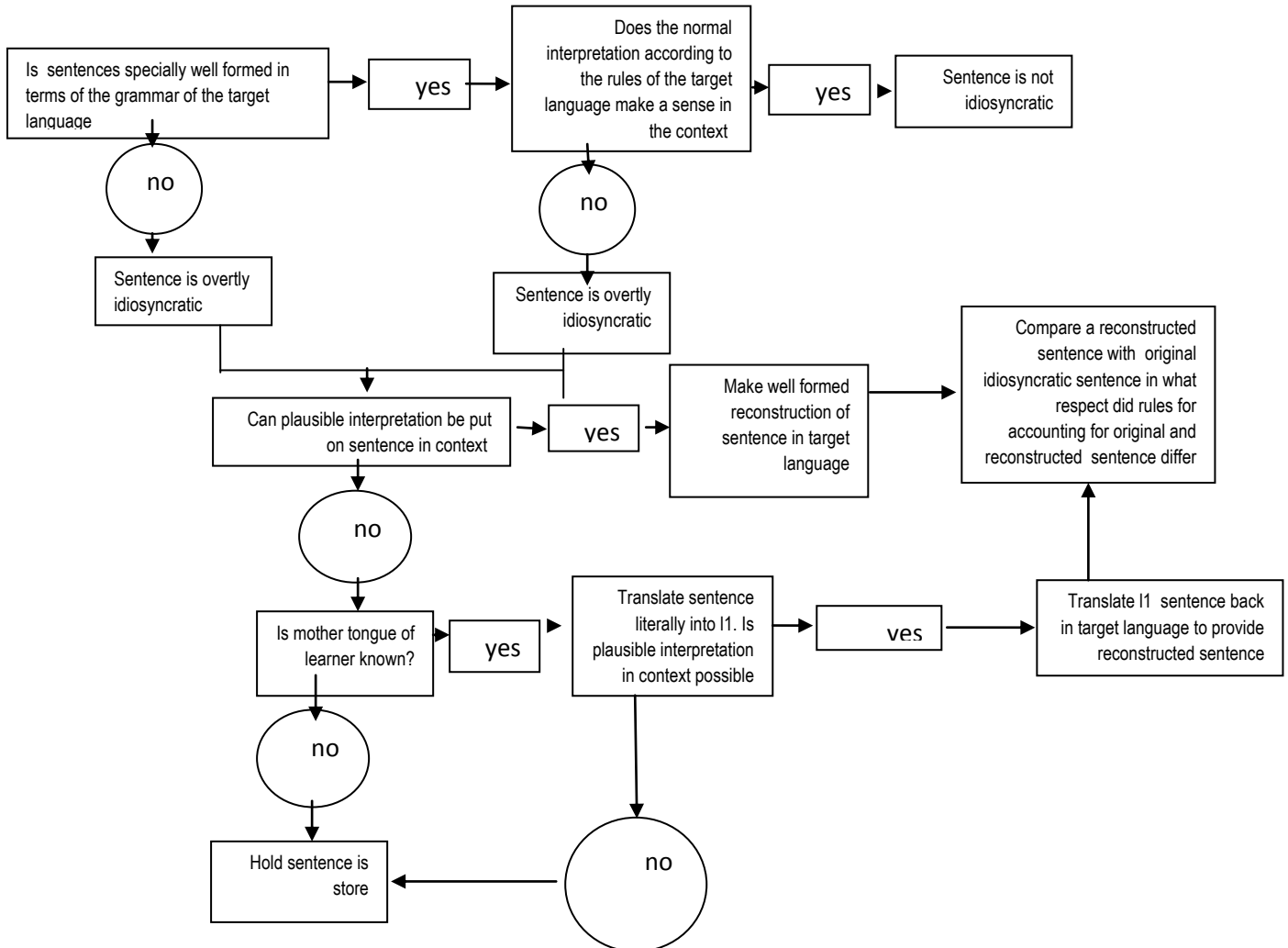
According to the above model, any sentence uttered by the learner and subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made between overt and covert errors. If a plausible interpretation can be made of the sentence, then one should form a reconstruction of the sentence in the target language, compare the reconstruction with the original idiosyncratic sentence, and then describe the differences. If the native language of the learner is known, the model indicates using translation as a possible indicator of native language interference as the source of error
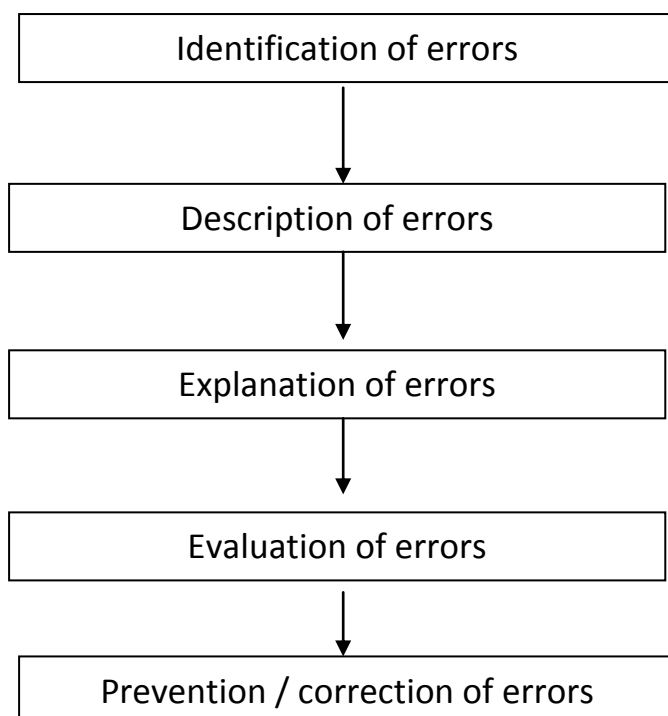
2.2 .Describing Errors

The assumption underlying the description of errors is that they are evidence of a system, not the system of the target language but a system of other language (Coder, 1973: 263). He adds that there is a class of mistakes which we call" slips of the tongue" or "slips of the pin" a typical of such slips are the substitution, transposition or omission of some segment of an utterance such as speech sound, a morpheme, a ward or even a phrase. (ibid:257-8).

2.3. Concept of Errors

 Corder(ibid) states that native speakers know how to correct their mistakes, they can recognize their mistakes for what they are. But this is not the case with mistakes made by a learner. The majority of learners errors are linguistically different from those made by native speakers. The term error in addition to its use in language teaching and learning it is used in psycholinguistic referring to mistakes in successive speaking or writing. In this sense it differs from its notion that is based on the ability of language users to conform to a set of expressions(Allen and Corder, 1974:123). Likewise, Anderson and Pool(2001:26) point out that errors are linked to many fields in life.

   Els et al.(1977:47) state that there is a series successive steps distinguish within error analysis such as:

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┌─────────────────────────────────┐
│      Identification of errors     │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│       Description of errors       │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│       Explanation of errors       │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│        Evaluation of errors       │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│  Prevention / correction of errors │
└─────────────────────────────────┘
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They add that errors cannot be identified easily. Their identification depends on a number of things:

1- The medium (spoken or written language).

2-Social context (formal or informal).

3-The relationship between speaker and hearer(symmetrical or asymmetrical).

2.4. Steps of Errors Analysis

1- Identification Or Recognition of Errors

The recognition of errors depends on the analyst making a correct interpretation of the learners' intended meaning, because well-formed utterances may be right by chance. The learner may not know the rules and by guessing he may hit on a well-formed utterance. These utterances may be overtly   (superficially) or covertly erroneous(Corder,1973: 269). He adds this process as a comparison between the production of the learner and what a native speaker counterpart would produce in the same context. The basic procedure of identification or recognition errors is as follows:

1-Preparing a reconstruction of the sample as would have been produced by the native speaker counterpart, this is the key procedure.

2-Assuming that every sentence produced by the learner is erroneous.

3-Identifying which part of each sentence differs from the reconstructed version.

2.Description of Errors

Describing errors is a comparative process. It involves specifying how the forms produced by the learner differs from those produced by the native-speaker counterparts. It emphasize on the surface properties of the learner's utterances. There are two steps for describing errors:

1-The development of a set of descriptive categories for coding errors that are identified.

2-Recording the frequency of the errors in each category. (Ellis and Barkuizen, 2005: 60). The main aim of this process is to explain errors linguistically and psychologically in order to help learners to learn.

3.Explanation of Errors

Explanation of errors is the field of psycholinguistics. Its concerned with how and why learners make errors. Observation suggests that many errors are due to the effectiveness of the mother-tongue language, that word for word translation. This observation led to the theory of transfer which assumes that a learner transfers into his performance the habits of his mother-tongue. If the first language resemble those second languages there be facilitation, and if they differ there will be interference. So we can say that this process involves determining the source of errors. It can be regarded as the most important stage in error analysis (Allen and Corder, 1974: 130).

4.Errors Evaluation

It is a supplementary procedure for applying of an error analysis and to decided which errors should receive instructions. Planning for an error evaluation study involves the following:

1-Select errors to be evaluated.

2-Decided the criterion on which the errors are to be judged.

3-Prepare the error evaluation instrument(instructions, erroneous text)

4-Choose the judge. The more judges the more better.(Ellis and Barkuizen, 2005: 62).

5.Prevention/Correction of Errors

The technique of correction is not one of simply presenting the data again and going through the same set of drills and exercises to produce the state over learning. It require on the contrary that the teacher understand the source of the errors in order to provide the appropriate data and other information, sometimes comparative, which will resolve the learner's problems and allow him to discover the relevant rules (Corder, 1973: 275).

2.5 Types of Errors

Bell (1981:171) states that Corder (1971) puts forward a useful distinction between three types of "faults":

1-Error: The grammatically in correct forms.

2-Mistake: The socially in appropriate form.

3-Lapse:The slip of the tongue/pin.

2.6 Sources of Errors

Brown (1980:1973-81) classifies of error into :

1-Interligual transfer: It is the negative influence of the mother tongue of learner.

2-Interalingual transfer: It is the in correct generalization of rules within the target language.

3-Context of learning, which overlaps both types of transfer(the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In the classroom context the teacher or the textbooks may lead the learner to make wrong generalization about the FL.

4-Communication strategies: it is the conscious employment of verbal mechanisms for communicating an idea when a linguistic forms are not available to the learner for some reasons. There are four main communication strategies:

1-Avoidence: The most common type of avoidance is "syntactic or lexical avoidance" within a semantic category.

2-Prefabricated Patterns: To memorize certain stock phrase or sentences without understanding their components.

3-Cognitive and Personality Style: Ones own personality style can be a source of error.

4-Language Switch: A learner may use his native language (just a word or two in hope that he can get the gist of what is being communicated.

There is some value in analyzing the reasons or errors, because this will lead to a greater understanding of the difficulties that learner's face and will assist in the development of pedagogic strategies(Wilkins,1974:206).

Norrish(1983:21-26), and Richards (1973:19-22) were classified the cusses of errors into many types:

1-Carelessness which is closely related to the lack of motivation.

2-First Language, Norrish states that learning language(a mother tongue) is a matter of habit formation. When the learner tries to learn new habits the old one will interfere the new one. And this cause error called first language interference. Crystal agree with them, he states that learners transfer sounds, structures and usages from one language to the other(Crystal, 2007:433).

3-Translation, this happen because the learner translate his first language sentence in to the target language word by word, which is the most common causes of error.

4- Overgeneralization which involves the creation of one deviant structure in place of two regular structure.

5-Incomplete Application of Rules, such as the rules can be seen in the question forms.

3. Data analysis and Results

The objective of this analysis is to assess the grammatical errors made by the Iraqi EFL at Thi-qar University College of education for humanities. The data analyzed in this study comprises video – recorded lectures , and the subjects are fourth stage students in the department of English . Each class includes forty subjects. This study purports to identify and categorize Iraqi University Students' grammatical errors in English specially in order to find out the sources of those errors away of remediation.

Table (1) shows the analysis of grammatical errors based on type of errors, number of errors, and percentage of errors committed by the learners:

Table(1) Percentage of Grammatical Errors

Type of errors	Number of errors	Percentage
Morphology	10	5.47%
Wrong word formation	10	5.47%
Missing of 3rd person –s	7	3.83%
Omission of verbs	6	3.2%
Verbs	5	2.7%
Tense	5	2.7%
Prepositions	3	1.6%
Missing of prepositions	3	1.6%
Disorder of words	3	1.6%
Misuse of verbs	3	1.6%
Omission of a/an	2	1.09 %
Verbs in place of adjectives	2	1.09%
Abundant use of prepositions	2	1.09%
omission of plurals	2	1.09%
Relatives pronouns	2	1.09%
Noun instead of infinitive	1	0.5%
Omission of pronouns	1	0.5%
Missing of demonstratives	1	0.5%
Misuse of relative clause	1	0.5%
Verbs in place of nouns	1	0.5%
Missing possessive-s	1	0.5%
Omission of prepositions	1	0.5%
Misuse of tense after modals	1	0.5%
Total	73	40%

The results show that the most common grammatical errors that the learners made are in morphology(5.47%), wrong word formation(5.47%), missing of 3rd person-s(3.83%), omission of verbs(3.2%), verbs(2.7%), tense(2.7%),preposition(1.6%), missing of prepositions(1.6%), disorder of words(1.6%), misuse of verbs(1.6%), omission of a/an(1.09%), verbs in place of adjectives(1.09%), abundant use of prepositions(1.09%), omission of plurals(1.09%), relatives pronouns(1.09%), noun instead of infinitives(0.5%), omission of pronouns(0.5%), missing of demonstratives(0.5%) misuse of relative clause(0.5%), verbs in place of nuns(0.5%), missing possessive-s(0.5%), omission of prepositions(0.5%), misuse of tense after modals(0.5%).

1.Morphological errors

Some participants misuse the plural of nouns the suffix "s" must be applied to the countable plural noun. Such as found in line 19: - others who are native speaker(s*).

A possible reason for the failure to construct plural noun form is probably because in Arabic , there is no plural marker for noun. Some participants missing 3rd person singular, such as shown in lines, 38,81,103,124and 134:

38: for example, the feature plural aim(s*)of the noun.

81:because when the master treat(s*) him badly no one care(s*) about him

103:lucky forget(s*) himself as human beings and forget(s*) the others.

124:because lucky represent(s*) the weakness side, part this university.

134: it represent(s*) a hope.

Other morphological errors show that the participants have problems with word formation in English, such as shown in line 10,19,45,61,.

10:lucky's speech is a mixture of un connect words structure and by organize (ion).

19:Acquisition is when someone gets acquire(ing) language .

45:there are three points, God, Man, (and) Universal(universe).

61:it focus (es) on use (ing) l1 only.

2.Verb tenses

wrong application of verb tenses can be seen when the participant do not apply the correct tense to the verb in the sentences. And most errors can be attributed to interference from their L1 such as shown in lines :19,64,79,112,114,and138.

19: Acquisition (is*)when someone …

64:it (is) about list words….

79:he though (s*)that God (is*) not ….

112:the universe (is*) unfair.

114: because, many people just like him are humiliated and bad treated and he has a pessimistic review that the world(is*)

Bad place to live.

138: I think there is (are*) four reason.

3.Prepositions

EFL learners are not sure of the semantic scope of certain prepositions. This often follows from interference from their native language where the mental representation of spatial relations in a given scene is different from the representation in English. Some time the participants omitted the prepositions and other time used abundant prepositions such as found in lines:15,30,,105,107

15: Acquisition means (to*) acquire language naturally.

30:he is angry against(with*) human beings.

105:through lucky's speech men present the image (*of) In activity.

117:because they just set down and wait (for*) God to com.

This study shows that Iraqi University students have problems with the basic English grammatical rules. Text books should   address these problems by providing the appropriate strategies to foster the learning process.

3.1 Conclusion

This study has identified common spoken errors committed by university Iraqi students. Errors analysis of data showed that the four common grammatical spoken errors are(morphology, wrong word formation, missing of 3rd person-s and omission of verbs). This study sheds light on the fundamental role of EA in assessing teaching materials because teachers can have a clear idea regarding where the main problems of their students lie, and what should be placed more emphasis in teaching. By using EA teachers can re organize their points of view and re address their methodology for fixing and fulfilling students' gaps.

3.2 Recommendations

Learners must have a lot of oral practices inside EFL classroom to keep on with English language. These practices must focus on   fluency and accuracy of English language.

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Appendix(A)

Transcription of lecture number 1

01 T:Right.^ training has finished , and now you are back, so welcome back, we will be continuing our syllabus.

02 T: O.K. today with chapter which is similar to the previous one, which talk about 2nd language acquisition and learning. You remember if you do we had a chapter which talked about 1st language acquisition, which talked about what? Discussed how the child acquired the language. Do you remember that?

03 All students: Yes.

04 T: O.K.

05 T: O.K. today we will be talking about similar subject. But not in the case of 1st language, but a 2nd language. So, the title of our chapter is second language acquisition and learning. So it is possible for 2nd language either to be acquired like 1st language, or to be learns, so, that why the chapter is called 2nd language acquisition and learning. Right^ so, our cup of tea is second language acquisition and learning.

06 T: From the title you can see that we have two things, we have acquisition and we have what?

07 All students: learning.

08 T: Good.

09 T: Can you tell me the different between acquisition and learning?

10 : Hands raised.

11 T: Anybody telling me the differences between acquisition and learning?

12 T: Yes, please (chose one of the students).

13 S1: Acquisition, means acquiring the ability learning language without instruction and teaching. But learning the ability to acquire language throughout instruction and teaching .

14 T: Yes, please (chose another student).

15 S2: Acquisition, means acquire language naturally. But learning artificially processes, including instruction program.

16 T: Why did artificial, why did that?

17 S2:Because happens through planning program.

18 T: Yes, please (chose another student, head nod)

19 S3: Acquisition when someone gets acquire language through others especially who are a native speaker, acquire the language the language without instruction or without learning while learning can someone gets to learn drama and vocabulary can get a second language in the classroom.

20 T: Good. So in this case either we acquire 2nd language or we learn it.

 the teacher is start to explain the differences between 2nd language and foreign language, and between acquisition and learning.

21 T: Right .^ we have factors which determine the acquisition or learning. What are these factors which could determine the acquisition or the learning?

22 : Hands raised.

23 T: Yes ,Ali.

24 Ali: The embracement or un willingness all this factors prevent him to acquire 2nd language.

25 T: Do you mean psychological factors ? yes carry on I'm listening

26 Ali: Yes, and physical one.

27 T: Yes, please (choose another student).

28 S5: Factors his ability they want to learn or not ability of the learner , motivations whether they want to learn or not, ability, and a willingness.

29 S5: Keep silent with (head nod, means have nothing more).

30 T: that's all? What do you mean?

31 S5: willingness of the learner whether he want to learn or not.

32 T: So, we have a motivation , a psychological status, which actually encourages the person or discourages the learner to learn 2nd language (the teacher keep explaining the effective of motivation on learner's willingness to learn or acquire the 2nd language this called the effective factor.

33 T: O.K. this is the first factor, the effective factor is related to willingness, to psychological variant , so if we have a willingness or motivation, we will have acquisition or learning. But if we don't have a willingness r motivation we have no acquiring or learning. The second factor is called the degree of similarities between L1 and L2. Right we have two systems, so we have similarities and differences between L1 and L2, in this respect those are two languages, those are two systems, they have syntactic system, semantic system, pragmatic system, lexical system, phonological system, and a lot of systems, because a language is a system of systems. To what extent that they are similar, we have transfer of elements, so either we have a positive transfer or we have a negative transfer. what is the meaning of positive and negative transfer?

34 : Hands raised.

35 T: Yes, please (chose one of the students).

36 S6: If there is a feature that is similar between L1 and L2, in this case either the learner be able to benefit from the positive transfer of its self

37 T: What do you mean by benefit (interruption)?

38 S6: For example, the feature plural a aim of the noun , if there is feature is arrival in two language, so be easy for him to learn this feature.

39 T: Ah. O.K.

40 S6: and if there is difference the feature of the language we called negative transfer and this occur in first stage of learning or acquire.

41 T: O.K. Somebody else?

42 T: What is the differences between positive and negative transfer?

43 T: Yes, please (chose one of the student)

44 S7: Positive transfer caused by something found in l1 and l2 when some features are found in both languages. negative transfer caused by something found in l1 and didn't found in l2. .

45 T: Is not found, is found in L1 but not found in L2 (correct).

46 S7: Yes.

47 T: O.K. we have two cases. If we have elements, structures, vocabulary meaning which are found in L1, if it is found in L2 or similar it is easy to be acquire, or learn, this transfer is called positive , because the learner will find no difficult in acquiring or learning that items. This is called positive transfer, which means we don't have problem as learners to acquire to understand, to get to learn that items, therefore it is positive. But some time, items are found in L2 but they are not found in L1, therefore the learner will find difficulty in learning. This process is called negative transfer, so the transfer is negative, the transfer is difficult , the learning is difficult. So we have appositive and a negative transfer.

48 T: Is that clear?

49 All students : Yes.

50 T: Right.

51 T:Rigth ^ . Now we move to another factor. The other factor is the way of teaching, the method of teaching. This process is related to language learning , not acquisition, not acquisition because teaching is a process which is related to learning not to acquisition, because acquisition is taking place normally , normally without instruction, so we don't need lectures, we don't need teaching, so the other factor is method of teaching, the way we teach.

52 T: When you were in third stage, you been taught methodology. Do you remember that?

53 All students : yes.

54 T O.K. we have methods of teaching , we have the grammar translation methods, we have the communicative approach, we have the audio lingual approach,…you know those methods?

55 All students: Yes.

56 T: O.K., Right, first we have the grammar translation method. What about this method? What does it say? What is the main focus?

57 Hands raised .

58 T Do you know anything about the grammar do you study the grammar translation method? What about? What does it say? What does it focus on?

59 Hands raised

60 T: Yes, Ali

61 Ali: It focus on use L1 only.

62 T: Yah.

63 T: Yes,(chose other student)

64 S9: It about list words and grammatical rule, and the written rather spoken language.

65 T: O.K. the main cup of tea of grammar translation method is the following ,what is the most important thing when we teach a language? What is the most important according to grammar translation method is the rules. So the learner is taught to memorize the rules, so , when we know the rule , the rules are the most important to be mastered in language it is a matter of memorizing the rules, understand the rules, you know the meaning of the words that set. This method has a weakness, this a weakness is that, the learner is not well equipment with communication ability, so he can write well, but not speak well.(the teacher is keeping explain the other types of methods , and the students are write down their teachers' notes.

66 T: What are the four language skills? You know the four language skills?

67 Hands raised.

68 T: Yes, please(choose one student).

69 S10: Speaking, listening, writing, and reading.

70 T: Good, these are the four language skills.

Appendix （B)

Transcription of lecture number two

01 T: O.K. ^Today we will finish the last part of this act.

02 T: Are you ready?

03 All students : Yes

04 T: O.K. ^ this part is very important, both in your way of understanding the play in general, and in the exam. This particular part is really significant in the sense that it links all the threats of the play together .

05 T: Who is responsible for our suffering? Is it God? Is it people? Is it both? Human beings relationship are deeply criticize in this play. So I think you have to reconsider this play and give it's a huge attention. So starting with Luckey's speech.

06 All students: mm, and open their books.

07 T: Lets discus first, the language used by Lucky's speech. What kind of language he used?

08 Hands raised.

09 T : Yes , please.

10 S1 : Lucky's speech is a mixture of un connect words by structure and by organize.

11 T: Disconnected words.

12 S1: Yes, disconnected words , by both its structure and its organize .

13 T: Thanks . The language itself is disorganized, not well structure, not punctuation. So , what does this indicate?

14 Hands raised.

15 T: Yes, please.

16 S2 : There is no aim of the speech.

17 T: There is no

18 S2: No aim.

19 T: Why there is no aim, there is no one who speak without an aim. There should be an aim. But why it seems as if it makes no sense, Why?

20 Hands raised .

21 T: Yes, please.

22 S3: He was angry.

23 T: He was angry, mm.

24 T: Suppose you are angry and you speak to your mother, will your speech, for example will be logical?

25 S4: Non sense.

26T: Non sense. Usually non sense because of angry means that your vision are un clear, and you are confused , and you are not choosing your words logically.

27 T: So , it means that Lucky, when he talks he is totally angry. But angry at what? Why he is angry first? And at what? At whom?

28 Hands raised.

29 T: Yes, please.

30 S5 : He is angry against human beings.

31 T: At human beings.

32 S5: Yes, because he is badly treated.

33 T: very good, because he is badly treated.

34 T: By whom?

35 S5 By his master.

36 T: By his master, Yah exactly.

37 T: Suppose you are punished by un responsible father that usually de humanize you as a way of education, insult you. What kind of image you will formulate about the world around you?

38 : No answer.

39 T: what image, is it positive or negative?

40 All students: Negative.

41 T: Negative, of course negative, that why Lucky's idea about life is

Totally negative, hopeless, pessimistic. Why? Because he has been badly treated by his master.

42 T: O.K. ^ this is the language. What about the main points Lucky talks about in his speech?

43 Hands raised.

44 T: yes please.

45 S6 : there are three points ,God ,Man , Universal.

46T: Universe.

47 S6 : Yes universe .

48 T: Good.

49 T: He used two words to describe universe, what are they?

50 Hands raised.

51 T: yeas please.

52 S7: Air and earth.

53 T : Good, so there   are three   main points in Lucky's speech, God, Man, and Universe.

54 T: How doeshe describe God, Yahiya(one of the students).

55 : No answer.

56 T: what the image of God in Lucky's eyes, what kind of God that he addressing .

57: Yahiya: The idea of God is not clear, because he is confuse man.

58 T: Very good, of course , when you are a confusing man everything that you will talk about , will be without meaning.

59 T: So, what kind of image does he have?

60 Hands raised.

61 T: Yes, please.

62 S9: Lucky thinks about God , but he poses no reason.

63 T: But what kind of God that in his mind, in his eyes?

64 S9: Crowell God.

65 T: not exactly, he uses a word.

66 Hands raised.

67 T: Yes , Noor.

68 Noor: he thinks God like and hate some people for a reason and for non.

69 T: But he describes this with a word, what is it?

70 Hands raised.

71 T: Yes please.

72 S11: In different heavens .

73 T: In different heavens. He sees God as in different heavens.

74 T: why in different heavens?

75 No answer.

76 T: I means in terms of Lucky's way of understanding his life, why in different heavens which means carless, why he looks at God in such a way?

77 Hands raised.

78 T: Non verbal signal(teacher use his finger to indicate the student.

79 S12: He thought that God not care about the suffering of people.

80 T: Of people, how does he know that?

81 S12: because when the master treat him badly no one care about him.

82 T: Exactly, through his own experiences, he has been badly treated.

83 T: Where is God?

84 Hands raised.

85 T: Yes please.

86 S13: He describes God as a dictator .

87 T: Not exactly.

88 Hands raised.

89 T: Yes, please

90 S14: He describes God as a source of mercy , but there is no mercy on the ground.

91 T: Yah, good, this is the contrast between the theory and the application.

92 T: O.K. what about the man, how man look like through Lucky's speech?

93 Hands raised .

94 T: Yes, please.

95 S15: The man life is the same.

96 T: Is the same no change at all?

97 S15: Yes, the world around change but the man life still the same.

98 T: How and why?

99 S15: Man is responsible about his life.

100 T: Regarding of responsible, having being responsible or not, I mean exactly in words of Lucky's speech, how he portrait mans' life?

101: No answer.

102T: Yes, please.

103 S16: Lucky forget himself as human beings and forget the others.

104 T: Yes, please (chose another student).

105 S17: Through Lucky's speech men present the image of in activity .

106 T: O.K. O.K.

107 S17: Because they just set down and wait God to come.

108 T: God, very good. He says in spite of   the fact that everything

 around man is change, but mans' life have not been change.

109 T: What about the Universe?

110 Hands raised.

111 T: Noor

112 Noor: The universe un fair.

113 T: Why un fair.

114 Noor: Because, many people just like him are humiliated and bad treated and he has a pessimistic review that the world bad place to live.

115 T: Very good, the universe is the place of dictator, masters, selfish. So, how does he describe this universe?

116 No answer.

117 T: He used certain vocabulary to describe this universe. What kind of words does he used? I mean key words to describe the universe,

118 Hands raised.

119T: Yes, please.

120 S19 Skulls and stones.

121 T: Yes, only skulls and stones are remain of the world. Why does he use these two words?

122 Hands raised.

123 T: Yeas, Yahiya

124 Yahiya: Because Lucky represent the weakness side, part of this universe.

125 T: Good skulls and stones indicates nothingness, there is nothing left from the slave just stones and skulls.

126 T: Do you remember Willy Loman ,when he addresses his master saying that , you cannot eat the fruit and through the peel away?

127 All students: Yes.

128 T: So, the slavery system throw man just as a stone and skull.

129 T: There are questions, I would like to ask you , and I wish you write them down.

130 All student start writing down their teachers' questions.

131 T: The last question is, what is the symbolic significance of the boy's coming at the end of act one?

132 Hands raised.

133 T: Yes, please.

134 S21: It represent a hope.

135 T: represent of hope, how do you know that? I mean why not an old man, why a boy? Why we indicate a boy as a symbol of hope?

136 Hands raised.

137 T: Yes Noor.

138 Noor: I think there is four reason.

139 : What are they?

140 Noor: I think boy it means a small thing a small hope.

141 T : A small hope , because he is small !

142 T: I mean what is the relationship between?

143 Noor: represent a future.

144 T: Yah, represent a new life, a new blood, a new coming. And?

145 Hands raised.

146 T: Yes please.

147 S22: He is carrying a message from Goddow.

148 T: Yes he is carrying a message from Goddow.

149 T: Lets go back to universe. How does Lucky describe the universe?

150 No answer.

151 T: What words does he used? We said that he used stones and skulls. How can we link these three points together(God, man, and universe)? In order to come up with concluding remarks about Lucky's speech?

152 No answer.

153 T: what is the relationship between these three things? Do you find any relationship?

154 One student raised his hand.

155 T: Yes, please.

156 S23: He saw the whole universe meaningless, badness.

157 T: Exactly.

158 T: I would like to draw your attention back to the boys' roles . What does he symbolize? Noor said, hope. But I said also why does a boy indicate hope? Because he represents a new life, a new blood, a new future. The message or symbol boys' carry on, is that you still have a hope .

159 All students : um ahope.

160 T: change, change your life, instead of waiting for Goddow's coming you have to do something, real thing, logical thing for him to come not be just a passive one. So, are they are ready for the change?

161 All students: No.

162 T: Never, they are un able even to move.

163 T: It means who is responsible about their sadness , tragedy life?

164 All students : themselves.

165 T: Yes, themselves. The problem that they are un active they are passive, because they are confused .

166 T: That enough today, next time we will start with act two

تحليل الأخطاء اللفظية التي ترتكب من قبل متعلمي اللغة الانكليزية كلغة أجنبية

مطر صبيح ناصر

جامعة ذي قار

الملخص

ناقشت الدراسة تحليل الاخطاء اللفظية في قواعد اللغة الانكليزية والمرتكبة من قبل متعلمي اللغة الانكليزية من قبل طلبة قسم اللغة الانكليزية المرحلة الرابعة لكية التربية الانسانية في جامعة ذي قار 0 قام الباحث بتسجيل محاضرات في علم اللغة لهؤلاء الطلبة ومن ثم قام بتحويلها الى محاضرات مكتوبة ومن ثم قام بتحليلها, وقد اظهرت نتائج التحليل ان معظم الاخطاء كانت في اساسيات قواعد اللغة الانكليزية من افعال وحروف جر وتعريف وازمنه وكيفية تركيب الجملة 0 سلطت الدراسة الضوء على تلك الاخطاء وكيفية معالجتها وكيفية تصميم منهاج تعليمي نتغلب به على على تلك الاخطاء0