the Compositions of the Freshman Students in Al-Imam Al-Kadhum University College

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Abstract

This study is an attempt at investigating morphological and syntactic errors in compositions committed by twenty first-year EFL learners at the Department of English in Al-Imam Al-Kadhum University College/ Thi-Qar. The procedure followed is observing these errors in composition writing. The findings reveal that the compositions are abound with morphological and syntactic errors and such errors are classified under eleven categories: *omission of '-s'3rd person singular, misuse of '-s' plural, misuse of derivational suffixes, wrong word form, inappropriate plural ending, subject-verb disagreement, auxiliary Be omission, irregular verbs, faulty sentence structure, omission of articles* and *misuse of prepositions*. Analyzing the morphological and syntactic errors, the study explores a growing body of evidence that the learners' errors are due to *English rule misapplication, Lack of basic understanding, overgeneralization, online chat or short message service language (SMS) influence* and *L1 language interference (literal translation)*. The findings, which show that the morphological errors are committed more than the syntactic ones, support the claim that *the students lack enough exposure to written English*. Thereupon, the study suggests remedial implications against the stumbling-stone of improper rule application in contributing to provide a remedy for such a critical period of college study and to draw the teachers' attention to the most pervasive errors (the morphological ones) which aggravate difficulties in their written production.

Key Words: morphological and syntactic errors, error analysis, EFL learners, L1 interference, rule misapplication, overgeneralization.

1. Introduction

Writing is one of the most substantial productive skills in expressing one's views and ideas and its most essential feature is the proper grammar that helps make this skill understandable. Therefore, one inevitably commits errors when s/he embarks on writing. Nickel (1971:6) indicates that the proper way to diagnose the EFL students' challenges and difficulties is by error analysis. Such errors are actually considered valuable and highly significant for the process of learning in that they enable teachers know that students' errors vary. In turn, such variety in errors provide an evidence of learners' creativity. Rowley (1971: 165) confirms that learning word structure and vocabularies might be the most taxing learning process learners might confront.

However, during the second course lectures, there tends to be a consensus among the teachers of English Department in Al-Imam Al-Kadhum that the freshman students' writing is abound with grammatical errors, especially in word-formation and sentence-formation. Since then, the present study sets itself to be a stepping-stone against such a deficiency in writing. To the researcher's best knowledge, any study to examine students of English Department in Al-Imam Al-Kadhum University College, in any linguistic field as well as in morphology and syntax, has not been investigated yet.

- **Statement of the Problem**

The topic of the present study is of great importance to be investigated because morphology and syntax represent the building-blocks of language. The students of English Department in Al-Imam Al-Kadhum University College / Thi-Qar often err in morphology and syntax in writing composition and; henceforth, it is advised to explore the reason(s) behind such an erroneous tendency in writing.

- **Aims of the Study**

The study aims at specifying the written morphological and syntactic errors in the compositions of the first-year students in Al-Imam Al-Kadhum University College - Thi-Qar / Department of English.

- **Research Question**

The present study poses the following question to achieve the aim of the study:

What are the morphological and syntactic errors operating on the composition writing of the students in Al-Imam Al-Kadhum University College / Department of English? And why?

- **Limits of the Study**

This study confines itself to identify, categorize and analyse the morphological and syntactic errors committed by Iraqi EFL learners in Al-Imam Al-Kadhum University College / Thi-Qar / English Department/ First

Year students in their composition writing Year 2015-2016. Any other errors are excluded from the analysis. As for the analysis, the morphological and syntactic analysis is carried out in terms of Politzer and Romirez' *Linguistic Category Taxonomy* (1973) as used in Dulay, Burt, Krashen (1982: 146).

- **Significance of the Study**

The present study, the researcher thinks,   gains its paramount significance because it is the first attempt to tackle the errors in the students' compositions in the Department of English in Al-Imam Al-Kadhum University College. It is hoped to be an aid to teachers - especially those who teach grammar - to deduct their students' weaknesses in morphology and syntax. It further tries to be a feedback for teachers of composition.

2. Review of Related Literature

Generally speaking, in human life, any learning is considered a process and, in turn, in any learning process, people are prone to making a lot of mistakes and errors; particularly when they learn novel attitudes (Akarsu, 2004: 1). In the learning process, errors denote incompetency in mastering the target language (see Ellis, 1995: 26).

Error analysis investigates the way learners deviate from the rules of the foreign language. It analyses and classifies what they do not know and do not ignore (see James, 2001: 62). Crystal (1999: 36) indicates that error analysis investigates learners' efficiency in the target language in order to determine the difficulties they encounter. Corder (1973:293) states that errors which learners commit are beneficial and useful in that they provide an impression about learners' weaknesses in learning a given foreign language. To teacher, errors represent feedback to examine the effectiveness of his/her teaching (Ibid).

Morphology studies word-structure through morphemes which are the smallest meaningful units in language (Todd, 1987: 35). Such language units are classified by Stageberg (1981: 66) into free and bound morphemes. Free morpheme is the one which can stand alone meaningfully, whereas bound morpheme, unlike the later, cannot stand alone meaningfully unless it is attached to a free morpheme. He adds that bound morphemes are either inflectional or derivational. Inflectional morphemes do not change the part of speech of the word to which they are added. Also, they function as suffixes only and end words. They are nine: *-s plural, -s possessive, -s plural + possessive,-s 3rd person singular, -ing present participle, -ed past tense, -ed past participle, -er comparative* and *-est superlative*. On the other hand, derivational morphemes change the part of speech of the word to which they are added, not necessarily end words and might be prefixes and suffixes. They are numberless. In other words, they are any bound morpheme which is not inflectional.

Finch (2000: 77) indicates that syntax studies the rules which govern the way sentences are formed by combining words.

Graham and Perin (2007: 21) indicate that it is a misconception for students to be taught traditional grammar and direct instruction and this affects their understanding negatively.

3. Methodology

- **Design of the Study**

The present research makes use of descriptive analysis method for it involves an overall, exhaustive and accurate analysis to identify and categorize morphological and syntactic errors committed in the students' compositions in the Department of English in Al-Imam Al-Kadhum University College / Thi-Qar.

- **Instrument of the Study**

The instrument employed in this study is 20 English compositions written by 20 first year English Department students in Al-Imam Al-Kadhum University College/ Thi-Qar. This exercise is conducted in the second semester in academic year 2015-2016.

- **Population of the Study**

The population of the study consists of all the first year students who are twenty students in Al-Imam Al-Kadhum University College/ Department of English for the second semester in the academic year 2015-2016. They are 20: 8 are males and 12 are females.

- **Sample of the Study**

Twenty students are chosen as a sample of the current study with similar educational backgrounds and without paying attention to the barriers of gender. The students are asked to write about *A Friend in Need is a Friend Indeed*. The writing process took 90 minutes - the students are given enough time to double-check and rectify their composition writing mistakes before submission - and the compositions are required to be nearly 225 words.

- **Data Collection**

The data is collected from 20 compositions. Then, the researcher analyses the errors committed by the students in a free composition exercise about *A Friend in Need is a Friend Indeed*.

The model followed is Politzer and Romirez' *Linguistic Category Taxonomy* (1973) as used in Dulay, Burt, Krashen (1982: 146). *Linguistic Category Taxonomy* (1973) in Dulay, Burt, Krashen's *Language Two* (1982: 146) is used to classify errors according to language components and linguistic constitutes such as phonology, morphology, syntax, lexicon, discourse, semantics and others, but in this study, Politzer and Romirez' *Linguistic Category Taxonomy* (1973) is limited to morphological and syntactic errors. Henceforth, any other language components are excluded from the analysis. Making use of this model descriptively, each error is analysed by three steps. First, any erroneous sentence is well-examined to identify the errors. The second step is to classify the errors to rectify them; i.e., to mention the correct answer. Third, the cause of the errors is

determined. Politzer and Romirez categorize morphological errors and syntactic errors into the following:

A. Morphological errors:
1. omission -s' 3rd singular
2. misuse of '-s' plural
3. misuse of derivational suffixes
4. wrong word form
5. inappropriate plural ending

B. Syntactic errors:
1. subject-verb disagreement
2. auxiliary Be omission
3. irregular verbs
4. faulty sentence structure
5. omission of articles
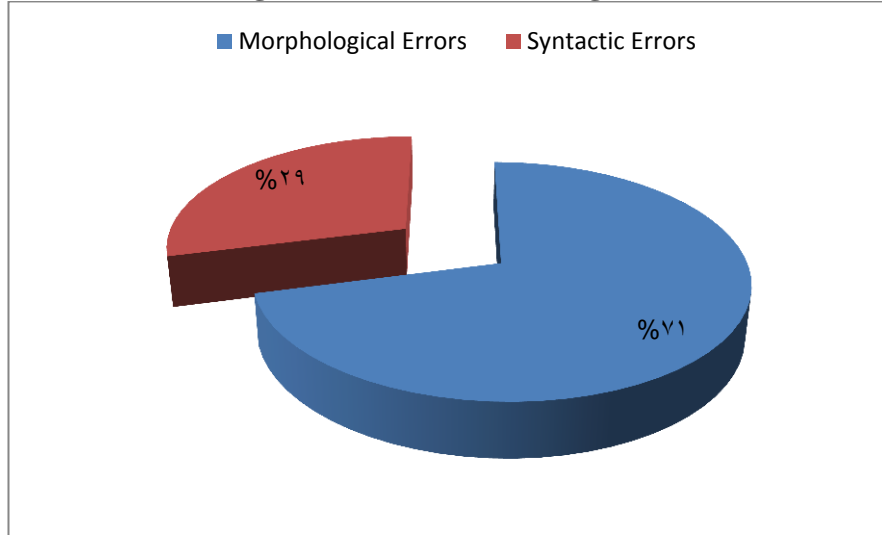6. misuse of prepositions

4. Data Analysis and Discussion

Error explanation is to be regarded as a fundamental step to analyse errors. However, the plausible causes of the students' errors have been seriously investigated. To systematize the analysis, three steps are followed in describing the learners' errors. The data are collected, then numerically calculated and presented in form of tables.

The learners' twenty compositions have been abound with morphological and syntactic errors, besides the non-well handwriting in most, if not all, the compositions. Each composition consists of three paragraphs and, in turn, each paragraph consists nearly of seven sentences. The whole number of sentences is 420. The erroneous sentences – the sentences which contain morphological or syntactic errors or both - are 202 constituting an average of 48%. The total errors evaluated in these compositions are 232 with an average number of 11.6 per composition. Their frequency and percentage are presented in the hereunder table:

Table (1): Error Types in the Date

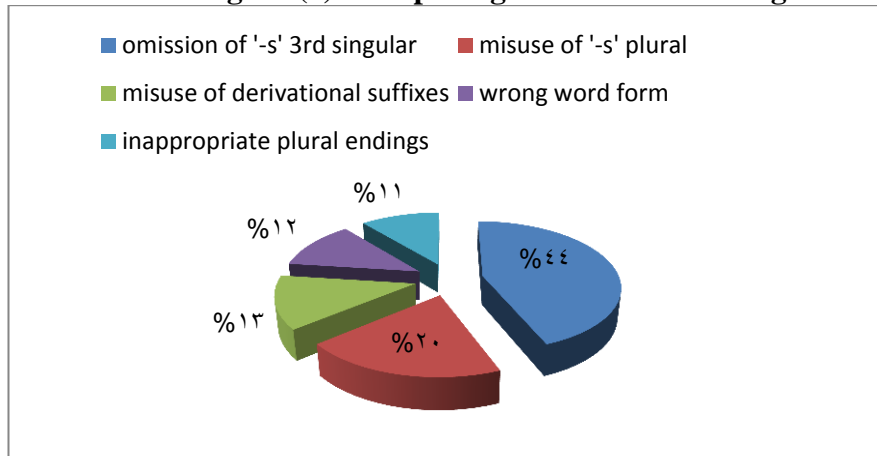| Error Types	Frequency	
	No.	%
Morphological Errors	165	71
Syntactic Errors	67	29
Total Frequency	232	100

Figure (1): Error Percentage in the Date

As the above table and figure show that the morphological errors, which occur 165 or 71 %, are committed more than the syntactic ones, which occur 67 or 29 %. In fact, the analysis could uncover much more numbers of ungrammatical sentences which are not understandable; that is, the errors referred to in the analysis are the only ones which could be clearly understood.

- Morphological Error Analysis:

The morphological errors in the learners' compositions are five - as presented in the following table and figure. They are *omission of '-s' 3rd singular, misuse of '-s' plural, misuse of derivational suffixes, wrong word form* and *inappropriate plural endings*, respectively. The highest frequency of errors occurs in *omission of '-s' 3rd singular* which recurs 72 and 44%. *Misuse of -s plural* comes in the second rank consisting of 33 and 20% followed by *misuse of derivational suffixes* which occurs 22 and 13%. In the fourth rank, *wrong word form* consists of 20 and 12%, followed by the lowest rate of *inappropriate plural ending* which happens 18 and 11%.

Table (2): The Classification of Morphological Errors in the Data

No.	Morphological Error Types	Frequency	
		No.	%
1.	omission of '-s' 3rd singular	72	44
2.	misuse of '-s' plural	33	20
3.	misuse of derivational suffixes	22	13
4.	wrong word form	20	12
5.	inappropriate plural ending	18	11
	Total Frequency	165	100

Figure (2): Morphological Error Percentage

- ■ omission of '-s' 3rd singular   ■ misuse of '-s' plural
- ■ misuse of derivational suffixes   ■ wrong word form
- ■ inappropriate plural endings

%١١
%١٢
%١٣
%٤٤
%٢٠

The learners make errors in the bound inflectional morpheme '-s' 3rd person singular because they are not well-acquainted with the rule of '-s' 3rd person singular as they omit it from the verbs which are preceded by singular subjects like: *he, my friend, the lecture ..... etc.* as shown in the following examples:

a) …. and my friend *see* me as brother.

The correct: …. and my friend *sees* me as brother.

b) The lecture *seem* not good without him and …

The correct: The lecture *seems* not good without him and …

c) …. because if he *ask* me to …..

The correct: …. because if he *asks* me to …..

As sentences a), b) and c) reveal, there is no agreement between 3rd person singular -s and the 3rd person subjects (*s/he, it*).

Also, the learners do not fully master the proper use of the bound inflectional morpheme '-s' plural and do not recognize the difference between singular and plural nouns. The following are illustrative examples:

a) … and *some student* in my college ….

The correct: … and *some students* in my college ….

b) … because they know *all my friend* and ….

The correct: … because they know *all my friends* and ….

c) … I do not leave him for *three reason*.

The correct: … I do not leave him for *three reasons*.

In sentences a), b) and c) the -s plural has been omitted. Differences between Arabic and English could confuse the learners because the rule of pluralizing the word *phenomenon* is not there in Arabic:

d) ... which are *phenomenons* these days.

 The correct: ... which are *phenomena* these days.

e) … as she had *informations* about me.

The correct: ... as she knew/had *information* about me.

f) … and there is *one problems* for …

The correct: ... and there is *one problem* for …

In sentence d), e) and f) above, the students overgeneralize the use of -s plural as they add such bound inflectional plural suffix to nouns wrongly. The -s plural overgeneralization arises in their minds as a result of their uncertainty of rule application.

Misuse of derivational suffixes is caused because some students overgeneralize the use of certain derivational suffixes, as in:

a) He likes the *manageness* in his work.

The correct: He likes the *management* in his work.

b) … to *simplen* the idea.

The correct: … to *simplify* the idea.

c) … which was *discorrect*.

The correct: … which was *incorrect*.

Wrong word form denotes that some students misspell words excessively:

a) … in the *satreat*.

The correct: … in the *street*.

b) … were walking *neer* the river.

The correct: … were walking *near* the river.

c) … in order to go to *colage* every day.

The correct: … in order to go to *college* every day.

Moreover, they have been careless to the form of words as a result of phonetics perception. That is, they write certain words according to their pronunciation, as in:

a) … to *sekseed* this year.

The correct: … to *succeed* this year.

b) He agreed and answered me *" all write."*

The correct: He agreed and answered me " *all right*."

c) *We meat* each other in Baghdad.

The correct: *We meet* each other in Baghdad.

In some cases, the misspelled and abbreviated words are caused by *online chat* and *short message service* which have become part of their daily life:

a) I tell him *thanx*.

The correct: I tell him *thanks*.

b) *IMO* he is brave.

The correct: *In my opinion*, he is brave.

c) … then she told me it is *4U*.

The correct: … then she told me it is *for you*.

Inappropriate plural ending denotes the learners' ignorance of restriction to morphological plural rules:

a) My friend can do two *thinges*.

The correct: My friend can do two *things*.

    b) Then we passed the *quizzs*.
The correct: Then we passed the *quizzes*.
    c) She has two *sisteres*.
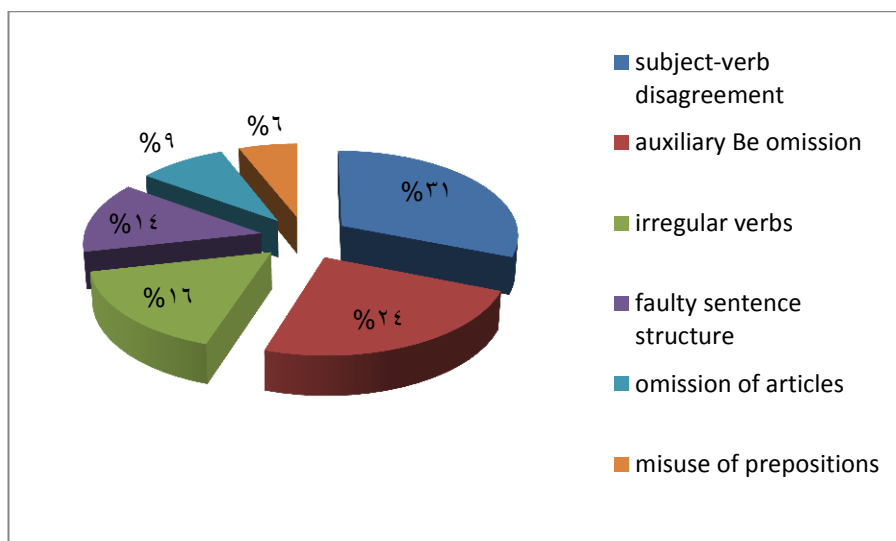The correct: She has two *sisters*.
    - Syntactic Error Analysis

Out of the 232 errors in the learners' compositions, 67 errors are syntactic. They comprise on six categories, namely: *subject-verb disagreement, auxiliary Be omission, irregular verbs, faulty sentence structure, omission of articles* and *misuse of prepositions*, respectively. The highest frequency of errors occurs in *subject-verb disagreement* which recurs 21 and 31%, followed by the frequency of *auxiliary Be omission* which recurs 16 and 24. Then, *irregular verbs* frequency comes in the third occurring 11 times and 16.5%. In the fourth rank, *faulty sentence structure* occurs 9 constituting 13.5, followed by *omission of articles* occurring 6 and 9%. The lowest frequency is that of *misuse of prepositions* which merely occurs 4 and 6%. This classification is clarified in the following table and figure:

Table (3): The Classification of Syntactic Errors in the Data

No.	Syntactic Error Types	Frequency	
		No.	%
1.	subject-verb disagreement	21	31
2.	auxiliary Be omission	16	24
3.	irregular verbs	11	16.5
4.	faulty sentence structure	9	13.5
5.	omission of articles	6	9
6.	misuse of prepositions	4	6
	Total Frequency	67	100

Figure (3): Syntactic Error Percentage

Subject-verb disagreement constitutes the most common syntactic errors in the data. Nonetheless, verb must agree in number and person with its subject in English, they disagree in the data, as in:

a) … I know the *stories which was* …

The correct: … I know the *stories which were* …

b) … and *my friend do* not tell me …

The correct: … and *my friend does* not tell me …

c) *They has* a lot of books and …

The correct: *They have* a lot of books and …

As illustrated in the examples above, the disagreement occurs in the three primary auxiliary verbs: BE, DO and HAVE.

Auxiliary Be is omitted in positions where it is necessarily required:

a) They good friends.

The correct: they *are/were* good friends.

b) … and respect her because *she our teacher.*

The correct: … and respect her because *she is/was our teacher.*

c) We in the same primary school.

The correct: We *were* in the same primary school.

Obviously, there has been a lack of basic understanding of the importance of auxiliary Be in the learners' sentences.

Some of the *irregular verbs* in some learners' compositions are regularized as a result of overgeneralization:

a) I *telled* him the story.

The correct: I *told* him the story.

b) She *winned* the competition.

The correct: She *won* the competition.

c) … and *goed* to market together.

The correct: … and *went* to market together.

Faulty sentence structure is mostly due to the fact that the students think in Arabic to convey what goes in their minds, as illustrated in the following examples:

a) Stand with me my friend in difficult problems.

The correct: My friend helps me when I am in a difficulty/ a difficult situation.

b) … because she is person white heart.

The correct: …. because she is kind-hearted / a kind person.

c) Went my grandfather's soul to God.

The correct: my grandfather died.

As illustrated in the examples above, the students literally translate what they want to express from Arabic to English. For instance, in sentence a) above, the student thinks even in his vernacular to convey what in his mind is. In the following sentences, *Faulty sentence structure* is also caused by wrong position for certain sentence elements using direct questions

instead of indirect ones:

a) … for getting *differently results*.

The correct: … for getting *different results*.

b) I do not know *what is her name* at the beginning.

The correct: I do not know *what her name is* at the beginning.

c) … and *what did he want* concerns me.

 The correct: *what he wanted* concerns me.

In English, adverb precedes adjective and adjective precedes noun. However, in the sentences above, the adverb is used instead of the adjective. Such errors are attributed to the students' mother tongue.

The articles *a, an* and *the* are used to show indefiniteness and definiteness, respectively. Omission of articles is considered ungrammatical:

a) … his father is *teacher*.

The correct: … his father is *a teacher*.

b) … and *there is idea* in my mind which is …

The correct: … and *there is an idea* in my mind which is …

c) … because I think that *main reason* behind it is …

 The correct: … because I think that *the main reason* behind it is …

The following sentences are erroneous as the articles are misused:

a) I read stories about friends when I was *the child*.

The correct: I read stories about friends when I was *a child*.

b) I regard her *a example* of sisterhood.

The correct: I regard her *an example* of sisterhood.

c) We met a man. *A man* asked us about …

The correct: We met a man. *The man* asked us about …

Grammatically, the function of prepositions implies relations of nouns and pronouns within sentences. Such relations are vanished and the sentences become ungrammatical if the propositions are omitted or misused, as in:

a) … and *some them* like English language …

The correct: … and *some of them* like English language …

b) … that these good features are *related my friend*.

The correct: … that these good features are *related to my friend*.

c) *Our need friendship* is obvious.

The correct: *Our need for friendship* is obvious.

In the above three sentences, the prepositions are omitted and so the sentences become ill-formed. The following examples show how the prepositions are misused as a result of L1 language interference and influence, consider the following noteworthy examples:

a) I *meet with him*.

The correct: I *meet him*.

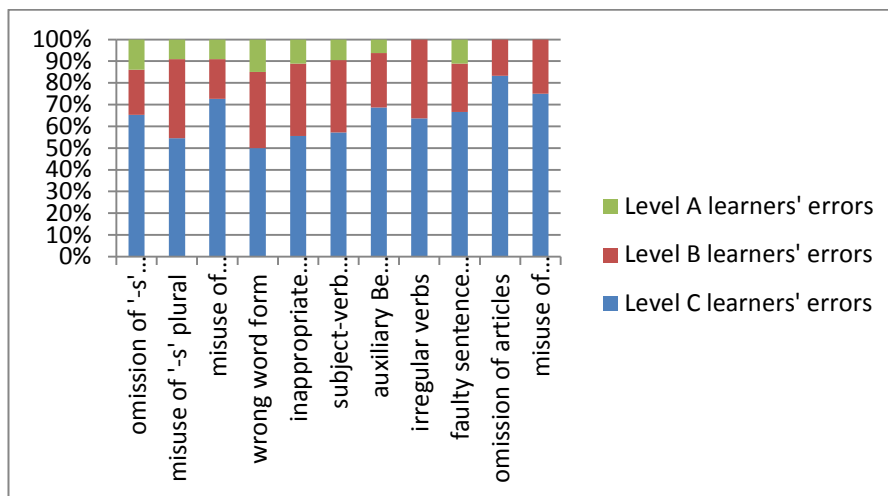b) *The reason by doing* this is my relation with my friend.

The correct: *The reason for doing* this is my relation with my friend.

c) We *entered the college*.

The correct: We *entered to the college*.

While marking the compositions, the 20 learners are hypothetically classified (by the researcher since the researcher himself is their teacher and he has background information concerning each learner's language ability) into three levels according to their level of understanding. These are: level A which represents the intelligent learners, level B is for those whose level of understanding is moderate and level C which stands for those whose level of understanding is low, as shown in the hereunder figure:

Figure (4): Categorical Distribution of the Learners' Errors

As it is obvious in the above figure, even the clever students have flunked in writing well-grammatical compositions.

Causes of Errors

The errors pinpointed in the analysis of the compositions are due to many causes. The first cause which triggers most of the learners' errors is *misapplication of morphological and syntactic rules*. It recurs 129 and 55.6%, followed by *lack of basic understanding* which occurs 37 and 16%. In the third rank, *overgeneralization* causes erroneous sentences constituting 33 and 14.2%, followed by the frequency of *online chat or short message service language (SMS) influence* which occurs 20 and 8.6%. The lowest frequency is that of *L1 language interference (literal translation)* which occurs 13 and 5.6.%. The following table presents the presents the percentage of the reasons or causes behind the occurrence of all the errors obtained from the date analysis:

Table (4): Causes of Errors and their Distribution

Errors committed in the data	Causes	Example of Errors	No. of Error	Percentage %
omission of '-s' 3rd singular	English rule misapplication	This *make* him angry because …	129	55.6
misuse of '-s' plural		… to save their *lifes*.		
inappropriate plural ending		The *curriculi* are difficult.		
omission of articles		In the first day, I met student in college.		
auxiliary Be omission	Lack of basic understanding	She the first student in our class.	37	16
subject-verb disagreement		My friend and I *am* friends since … .		
misuse of derivational suffixes	overgeneralization	… and even the passage became *readful*.	33	14.2
irregular verbs		He *gived* me the camera and …		
wrong word form	online chat or short message service language (SMS) influence	It was the first time to meet her *f 2 f*.	20	8.6
faulty sentence structure	L1 language interference (literal translation)	*Build he* a friendly relationship with me.	13	5.6
misuse of prepositions		I wait him.		
Total	5		232	100

As elucidated in the table above, *English rule misapplication* plays an outstanding role and gets the first rank among error causes. More importantly, this necessitates an urgent pedagogical remedy. *Lack of basic understanding* implies learners' ignorance to know the fundamentals of language. Misuse also occurs between adjectives and adverbs. This is due to *overgeneralization* in the application of affixes. For example: *he is happily* and *they are luckily* while they should use an adjective as subject complement after a linking verb (see, Greenbaum and Nelson, 2002: 156). Sociolinguistically speaking, *online chat and short message service language (SMS)* become indispensible and even students prepare for exams through such technical means. So, this is reflected in their writing. In terms of *L1 language interference*, the fact that the students think in Arabic to convey their ideas and views in English makes some of the compositions defective, for instance: *yesterday I was busy but today I am empty.* This is emerged from the dissimilarities between mother language and target language (Ellis, 1994: 48).

5. Remedy and Pedagogical Implications

In the light of the data collected and analysed, certain pedagogical hints and tips can be presented to teachers to adapt their teaching style since most of the students are prone to err in the fields of morphology and syntax.

The majority of the errors are due to the fact that EFL students in Al-

Imam Al-Kadhum spontaneously pay much attention to what to write meaningfully and less attention to how to write it grammatically, i.e, they misapply morphological and syntactic rules thinking thoroughly in the subject-matter. Such errors are reflected from their lack for sufficient practice and instruction during their school life. For teachers, this study serves as a contributory guide to incorporate games and arts in teaching morphological and syntactic rules. However, such creative ways and means in teaching enable the learners to concentrate on and pay much attention to the context so as to understand promptly.

Some others are due to the nonexistence of the English morphological and syntactic rules in the Arabic language (1L interference) as in: *they cut the street in a hurry*. It is suggested that much attention should be paid to these errors by increasing the exercises, assignments and quizzes so as to reduce their potential occurrence. Also, it tends to be advantageous if teachers concentrate on the structural and sociocultural differences between the mother language (Arabic) and the target one (English) to diminish such error perpetuation. Furthermore, communication tasks and real-life situations might represent advisable means to avoid L1 interference. To a large extent, teachers must avoid grammar translation method and, to some extent, adopt direct approach instead as it is needful in class.

Some of the learners overgeneralize the use of certain affixes such as adding –ed to express Past Simple Tense to irregular verbs (.. speaked..) and adding the negative prefix un- to the adjective busy (..unbusy..) in order to negate it. This overgeneralization, as Gas and Selinker (2008, 46) indicate is due to students' reluctance of understanding the rule system of English language. So, more emphasis should be devoted to teaching affixes rules and exceptions by giving them extra time and homework. Teachers' corrections and improvements encourage the learners to avoid or skip committing errors by applying the rules until getting advanced levels. Also, teachers must regard such errors as a product of learners' unawareness of morphological and syntactic rules.

The literal translation plays a key role in making some of the students' compositions abound with the syntactic errors such as (… *love from my heart my friend…*) and teachers have to boost learners' avoidance of literal translation. To achieve this, students have to be motivated to know the cultural and contextual constraints of the target language by presenting realistic dialogues in our daily-life situations in order for these errors not to fossilize.

Eventually, teachers should consider students' errors as a powerful learning tool and not a failure. It is really positive as teachers view the weaknesses of their learners and how the errors progress in the process of learning and they are not permanent (see Mitchel and Myles, 2004: 20).

Taking these remedial and pedagogical implications into consideration, it is hoped that teachers regard such morphological and syntactic errors as an

impediment in the process of teaching so as for students to avoid them to write compositions flawlessly.

6. Conclusions

The conclusions arrived at reveal that the students of English Department in Al-Imam Al-Kadhum University College / Thi_Qar have a plethora of errors in the fields of morphology and syntax and they perform poorly on college-level composition writing. The study finds out that errors in morphology are notoriously committed more than those in syntax; i.e, the learners confront more difficulties in producing the word-level than in the sentence-level. *omission of '-s' 3rd singular* is the most predominant incompetence, followed by *misuse of '-s' plural , misuse of derivational suffixes, subject-verb disagreement, wrong word form, inappropriate plural ending, auxiliary Be omission, irregular verbs, faulty sentence structure, omission of articles* and *misuse of prepositions,* respectively. Regrettably, the reasons behind committing the errors are *English rule misapplication, Lack of basic understanding, overgeneralization, online chat or short message service language (SMS) influence* and *L1 language interference (literal translation).* This conclusion is due to the *lack of the students' enough exposure to written English language and non-mastering of the differences between Arabic* and *English language.* Also, the common cause of errors is that the students are fond of making an effort to write as fast as possible so as to finish early. Consequently, a remedy then is presented. Such a remedy is hoped to reduce, if not prevent, errors likely being committed by the students. The study enhances the conception that learners' error analysis is a developmental procedure towards mastering morphological and syntactic errors.

الملخص

تحليل الأخطاء المورفولوجية والنحوية في تراكيب الطلبة الجدد في كلية الإمام الكاظم الجامعية

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تعرضت الدراسة الى تحري و استقراء الاخطاء في بنية الكلمة و تشكيل الجملة النحوية في كتابة الانشاء عند طلبة المرحلة الاولى الذين يرومون تعلم اللغة الانكليزية بوصفها لغة اجنبية و ذلك في قسم اللغة الانكليزية في كلية الامام الكاظم (ع) للعلوم الاسلامية الجامعة / اقسام ذي قار. و قد تبنت الدراسة الاجراء التحليلي في تحديد الاخطاء الواردة في كتابة الانشاء. و بعد الدراسة التحليلية المستفيضة، تجلت النتائج التالية:

كثرة الاخطاء في تشكيل بنية الكلمة و تشكيل الجملة النحوية عند كتابة الانشاء و قد صنفت هذه الاخطاء تحت احد عشر فئة: حذف s -الشخص الثالث، الاستعمال الخطأ لصيغة الجمع، الاستعمال الخطأ للواحق الاشتقاقية، الخطأ في املاء الكلمة، لواحق الجمع النهائية غير ملائمة، استعمال غير توافقي بين الفعل و الفاعل، حذف الفعل المساعد be ، البناء الخطأ للجملة، حذف ادوات التعريف و التنكير بدون مبرر، و الاستعمال الخطأ لحروف الجر داخل التركيب الجملي و البنائي للنص.

و عند تحليل الدراسة للأخطاء الواردة في تشكيل الكلمة و تشكيل الجملة النحوية، تجلت شواهد و ادلة على وجود اخطاء متزايدة عند الطلبة يمكن ارجاعها الى الاسباب الاتية: سوء استعمال قواعد اللغة الانكليزية، عدم وجود فهم اساسي للغة الانكليزية، الافراط في استعمال بعض القواعد، تأثير لغة الدردشة عبر وسائل التواصل الاجتماعي او لغة خدمة الرسائل القصيرة (SMS) و تداخل اللغة الام في الترجمة الحرفية.

تؤيد الدراسة الرأي القائل بافتقار الطلبة الى الاطلاع العميق على اللغة و فهمها فهما واعيا، و ذلك بسبب اعتمادهم على اللغة الشكلية المكتوبة. توصلت الدراسة الى توصيات من اهمها تطبيق القاعدة النحوية الصحيحة و تجنب استعمال القواعد الخطأ في هذه المرحلة الحرجة في الدراسة الجامعية، التأكيد على اكثر الاخطاء شيوعا لاسيما اخطاء بنية الكلمة من خلال وضع مقترحات للأساتذة و بالتالي تستطيع تفادي تفاقم الصعوبات في عملهم الكتبي و نتاجهم اللفظي.

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