

AN ANALYSIS OF THE RELATIONSHIP BETWEEN STUDENTS'
PERCEPTION AND TEACHERS' PERCEPTION OF MAJOR ERRORS
(TENSE, ARTICLE, ACTIVE/PASSIVE, MODALS, IF AND WISH CLAUSES,
ADJECTIVES, ADVERBS, REPORTED SPEECH) EXPERIENCED BY THE
PREPARATORY STUDENTS WITH REGARD TO GRAMMAR IN EFL AT
THE UNIVERSITY OF GAZİANTEP

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We certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts in English Language Teaching.



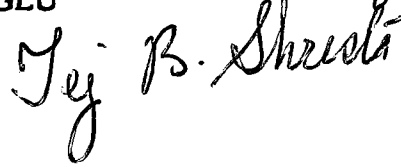
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ABSTRACT

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This thesis aims at analysing major errors experienced by the students in Foreign Language Learning in preparatory section at the University of Gaziantep. In the specification of the errors both learners' and teachers' perception are taken into consideration. In addition to this examples of learners' paragraph writings are used to illustrate actual errors for some grammatical structures. The subjects were seventy five students which form three randomly selected groups. Data on the perception of errors were gathered by means of a student evaluation and a teacher evaluation form on a 5-point scale. A correlational study was conducted to investigate the relationship between students' perception and teachers' perception of errors. The result of the correlational studies indicated that there were generally low but statistically significant relationship between (a) students' perception and teachers' perception (b) students' perception and actual errors, (c) teachers' perception and actual errors.

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ÖZ

GAZİANTEP ÜNİVERSİTESİ HAZIRLIK SINIFI ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENİMİNDE YAPTIKLARI TEMEL DİLGİLGİSİ HATALARININ ÖĞRETMEN VE ÖĞRENCİLER TARAFINDAN BELİRLENMESİNDEKİ İLİŞKİNİN ANALİZİ ETKİLEYEN FAKTÖRLERİN İNCELENMESİ

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Bu çalışma Gaziantep Üniversitesi Hazırlık Seksiyonu Öğrencilerinin yaptığı temel grammar hatalarının belirlenmesinde öğretmen ve öğrencilerin algılamaları arasındaki ilişkiyi araştırmak amacıyla yapılmıştır. Veriler öğretmenlere ve öğrencilere verilen değerlendirme formlarıyla toplanmıştır. Bazı gerçek hatalar için öğrencilerin yazılı paragrafları kullanılmıştır. Aradaki ilişkiyi bulmak amacıyla korelasyon çalışması yapılmıştır. Bu çalışmanın sonucunda (a) öğretmen ve öğrencilerin hataları algılamasında, (b) öğrencilerin hataları algılaması ve gerçek hatalar arasında, (c) öğretmenlerin hataları algılaması ve gerçek hatalar arasında düşük fakat istatistiksel olarak anlamlı sonuçlar elde edilmiştir.

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LIST OF SYMBOLS

EA Error Analysis

CA Comperative Analysis

L₁ First Language (Native Language)

L₂ Second Language

FL Foreign Language

EFL English as a Foreign Language

CHAPTER I

I. INTRODUCTION

1.0. Presentation

Foreign-language teachers are concerned with the cause and elimination of errors in second-language classes. Until recently, most linguists believed that errors were due to interference from the mother tongue. On this basis, they placed a great deal of importance on contrastive analysis (CA). The feeling was that if linguists could analyze carefully and completely the systems of both the first and the second languages, they would be able to predict the errors that would occur during second language learning. This theory was based on the tenet that language was primarily a set of conditioned verbal habits. Errors in second language learning would occur at those points at which the two language systems were dissimilar.

During the last two decades a systematic CA has been advocated as a means of predicting the difficulties in learning a foreign language. The importance of CA has, however, been over-estimated: CA can only predict some of the learning problems. Many learners' errors are due to complexities within the foreign language or due to general learning strategies, observable both in the first and the second language learner, independent of the learner's native language. Predictions of CA are often varied and ambiguous depending on the linguistic model used in describing the native and the foreign language. The points of difference identified in CA may not cause the same degree of difficulty. Moreover, the difficulties in production and perception may be different. This can not be predicted by CA because CA assumes that the learner uses elements which belong to the native language in the foreign language. Because of these and other problems it is now recognized that CA should be used to explain difficulties which have already been observed rather than to predict such difficulties. However, CA is used as a part of the explanatory stage in error analysis. The solution was a systematic analysis of both languages followed by the prescription of pattern drills to overcome first language habits.

Recent investigations of the errors made by second-language learners have revealed surprising statistics. Although some errors are the direct result of native-language interference, the percentage is not so large as had been

believed. The errors tabulated by Dulay and Burt (1973) indicated that only 3 percent of the errors in their study were due to interference. Hanzeli (1975) states that researchers in contrastive analysis "... like Corder, Selinker, Burt, and George have proved conclusively that the traditional contrastive analysis of two grammars can not predict the frequency and hierarchy of learners' errors" .

In the late 1960's the study of learners' errors assumed a new significance. The fields of error analysis (EA) and interlanguage studies came into prominence. The advocates of EA have claimed that a careful study of a large corpus of errors made by speakers of the source language attempting to express themselves in the target language provides factual empirical data for developing a syllabus or a model of second language acquisition.

But in fact we can never achieve a full explanation of learners' errors by error analysis alone . There are some difficulties. As always when a corpus is used, it is never known when it is sufficiently large. The corpora in EA usually consists of tests constructed for other purposes that identifying learners' errors; consequently, one can not expect them to provide complete coverage of possible errors. The best approach is probably to supplement the corpus with information gained from experiments. Tests can be constructed on the basis of a CA, and can be designed to test particular topics. In administering these tests one could control more variables by gathering information about the learners, often looking in the analysis of existing material.

The types and frequencies of learners' errors in such tests may not be a true reflection of learning problems in general. In other tests it is even more difficult to generalize about the learners' problems by observing their mistakes.

Up to now, it has been stated that EA and CA present some difficulties and inadequacies in the analysis of learners' errors. But the knowledge of the individual teacher can not be assumed either to be complete or to be systematically organized so as to include explanations of all the difficulties observed. For this reason, most teachers of FL probably need the information which can be revealed by EA and CA.

The information gained from EA and CA can not be applied immediately to the planning of courses and the construction of teaching materials in foreign languages. In the first place, it is necessary to do studies on the effect of different types of errors on the efficiency of communication. Such studies are important since they reveal the areas where the need of teaching is greatest. Before the results of EA and CA can be applied, it is essential to determine the goals of the studies; this is not a linguistic decision. Moreover,

there are many other extra-linguistic considerations which have to be taken up in collaboration with pedagogues and psycholinguists. Linguists can only furnish part of the information which has to be taken into account.

Finally, one must be careful not to over-estimate the value of EA and CA. The analysis must not lead to an over-emphasis of points of difficulty at the expense of teaching the foreign language as a complete system of communication.

Richard and Oller (1973), characterize the field of EA as follows :

"The field of EA may be defined as dealing with the differences between the way people learning a language speak and the way adult native speakers of the language use the language".

According to Dulay, Burt and Krashen (1982:141), the field of EA can be characterized as an attempt to account for learner-errors that could not be explained or predicted by CA or behaviourist theory, to bring the field of applied linguistics into step with the current climate of theoretical opinion, and to elevate the status of errors from complete undesirability to the relatively special status of research object curriculum guide and indicator of learning stage.

The functions of EA in second language learning and teaching are generally to provide both teachers and learners with information regarding learner strategies and progress, and to provide researchers with insights into the nature of the language acquisition process. According to Sharma, error analysis can be summarized as follows;

"EA can be a very useful device both at the beginning and during various stages of a foreign language teaching program. At the beginning it reveals the knotty areas of the language confronting pupils. During the teaching program EA reveals both the successes and the failures of the program".

1.1. Background

During the 1950's , the views of psychologist B.F. Skinner attracted the attention of many language teachers. Skinner and his colleagues viewed language acquisition essentially as the formation of habits or as the result of the individual's learning a large number of discrete elements and then gaining the ability through practice to manipulate these elements in a rapid automatic fashion. Following this theory of language learning applied linguists sought to identify areas of difficulty for second-language learners on which to base teaching materials. They did this by systematically comparing a description of the learners' mother tongue with one of the target language.

The "classical" Contrastive Analysis Hypothesis claims that the potential negative transfers from native language to target language can be predicted by juxtaposing descriptions of comparable systems and subsystems of the two languages. By the mid 1970's, the CA hypothesis was under attack, most menacingly from those with unequivocal proof of native language interference. More generally, the predictive power of CA was shown to be limited to some items of high interlingual contrastivity proving difficult. It was consequently felt that the promise couldn't be kept of delivering a scale of learning difficulty based on the analysis of language differences and CA was reluctantly abandoned by many of its erstwhile followers.

According to Scott and Tucker(1974), the usefulness of this technique referred to as contrastive analysis has remained for two reasons; no language has been well enough described to permit a complete comparison between it and any other language, and it has become increasingly apparent that not all second language errors have their source in the mother tongue.

During the past decade a new view of native and second language acquisition has emerged. In this newer review research began to view both native and second language acquisition as a dynamic process involving the active participation of the learner. The applied-linguistic concept of error analysis was initially an application of concepts derived from the linguistic theory of the 1960's and from first language acquisition research. One of the goals of error analysis was to help construct an account of the second language learners' linguistic competence.

In this newer review, researchers have begun once again to examine the performance of students in the course of acquiring a second language. The error analyses which have been completed to date suggest strongly that the behaviour of students at various stages of language study is systematic and predictable, although different from that of native speakers' under similar circumstances. These analyses also indicate that a majority of the student's "deviations or errors" are attributable to interlanguage inference rather than to mother-tongue interference.

1.2. Purpose

It is now realized that the foreign language learners' errors are potentially important to the understanding of processes of second language acquisition and consequently the planning of courses incorporating the psychology of second language learning is a current focus in modern language teaching.

For this reason, EA, based on analysis of learners' errors, provides clear

insights into the clearly marked out areas of the foreign language and helps the teacher to vary his/her teaching procedures and materials on the basis of information that s/he gets from errors. EA is not only important in the teaching process but also in the learning process. The awareness of the errors by the students provide them certain fruitful ways to overcome the problems related with their second language learning process. That's why the assessment of the awareness of the errors from the point of both the students and the teachers gives way to identification of the common errors and requirement of a study which is expected to reveal the relationships between the teachers' and students' analysis of errors.

To achieve this, the purpose of this study will be;

- to assess the relationship between the students' perception of their errors and the teachers' perception of students' errors
- to assess the relationship between the students' perception of their errors and actual errors observed from students' guided paragraph writings
- to assess the relationship between the teachers' perception of the students' errors and actual errors obtained from students' guided paragraph writings
- to give assistance to teachers by identifying the causes of errors and giving some ideas as to how to overcome knotty areas in the learning process

1.3. Problem

Learners who have received several years of formal English instruction prior to entering university receive a proficiency test in order to be excluded from the one-year preparatory language course in Gaziantep University. If they fail, they take the English preparatory course. In spite of taking an intensive course of six hours a day, they make certain errors in the performance of the four skills: reading, writing, speaking and listening. Errors made in writing are more observable and identifiable than those made in other areas. During the one-year intensive course, students are required to do guided paragraph writing. The purpose of providing students with a model paragraph is to give them all the elements necessary for writing and to ask them to follow the model students are aware of what they want to say

because they are familiar with the topic, they know how to say it because the model gives them the structures and idioms and they know how to organize it because they are given an outline to follow, but nevertheless, it is observed that there are still certain grammatical errors which are not expected.

Since analysis of errors has made certain contributions to both learning and teaching processes; in other words, to teachers and learners and even to curriculum designers, researchers are intrigued with the identification of errors and of their causes. They are also concerned with the question of whether or not the students are aware of their errors and at the same time if the teachers are aware of students errors or not.

1.4. Hypotheses

- There is no relationship between the scores obtained from the evaluation form on students' perception of their own errors and the scores obtained from the evaluation form on teachers' perception of students' errors.

- There is no relationship between the scores obtained from the evaluation form on students' perception of their own errors and actual scores obtained from error analysis of guided paragraph writings

- There is no relationship between the scores obtained from the evaluation form on teachers' perception of students' errors and actual scores obtained from error analysis of guided paragraph writings

- It is hypothesized by the researchers that the assessment of the teachers and the students does not reflect students' actual grammatical errors

1.5. Definition of Terms

The terms "error" and "error analysis" in education have been explained by academics in a variety of ways :

Johanna Klossen (1991) defines error as follows :

"A form or structure that a native speaker deems unacceptable because of its inappropriate use Ho-Peng (1978:37) defines error analysis thus :

"Error Analysis is a process which enables teachers to predict what errors their students are likely to make and thus helps to avoid them"

Brawn (1980) refers to error analysis in this way :

"The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating with the learner lead to a search of study of learners' errors called error analysis"

Oller and Richards (1973) comment on error analysis as follows :

The "Fields of error analysis may be defined as dealing with the differences between the way people learning a language speak and the way adult native speakers use the language".

Sharma (1981) offers a definition of error analysis as :

"a process based on analysis of learners' error with one clear objective; evolving a suitable and effective teaching-learning strategy and remedial measures necessary in certain clearly marked-out areas of the foreign language".

For this reason "error" can be defined as the term which is used to describe a form or a structure that indicates incomplete learning. "error analysis in" term can be defined as the study of errors which enables the teacher to predict the learners' errors and to take the remedial measures necessary in problematic areas in foreign language learning and teaching.

1.6. Limitations

A study including all types of errors in the four language skills would have broadened the scope of the work too much and for that reason several limitations have been set.

Firstly, twelve types of syntactic errors were chosen. These error types were determined by surveying fifteen instructors for a list of their most common and troublesome student errors.

Evaluation forms including these error types were administered to English prep class students and instructors of Gaziantep University. For this reason the findings of this research will be valid for the University of Gaziantep.

Secondly, three types of errors including articles(a, an, the), tenses and prepositions were observed in students writing paragraphs. Since these paragraphs were guided, students were expected not to make these types of errors. For these errors multicorrelations were established : the correlation between learners' scores and actual scores, the correlation between learners' scores and actual scores, and the correlation between learners' scores and learners scores.

1.7. Assumptions

In this research, it is assumed that the tools used in determining errors and perceptions of students and teachers are valid and reliable, and that the answers given by subjects in the evaluation forms were sincere.

Furthermore, it is assumed that the errors made by learners can be identified and classified under certain specific categories.



CHAPTER II

REVIEW OF LITERATURE

2.0. Presentation

After the 1950's CA was strongly held in the language teaching and learning field. The classical CA hypothesis claims the systematic comparison of description of the learner's mother tongue with one of the target languages. But in the late 1960's, the power of CA was shown to be limited, some items of high interlingual contrastivity proving to be easily learned, some items of low or no contrastivity proving difficult. As a result, a new view of native and second language acquisition emerged. Researchers began to view both native and second language acquisition as a dynamic process, involving the active participation of the learner. And since the 1960's, Error Analysis has come strongly prominence.

2.1. Errors and Acquisition of L_1 and L_2

The human infant is born with an innate predisposition to acquire language; however he must be exposed to language for the acquisition process to start. Furthermore he possesses an internal mechanism of unknown nature which enables him from the limited data available to him to construct a grammar of a particular language. How he does this is largely unknown and is the field of intensive study at the present time by linguists and psychologists.

The application of this hypothesis to second language learning is not new and was essentially proposed fifty years ago by H.E. Palmer. He maintained that we were endowed by nature with the capacity available to us but that this remained in a latent state after the acquisition of a primary language.

Dato (1970:1), like Palmer, explains the acquisition of second language syntactic development as follows :

"..... encouraging results in the search for universals in native language development have led us to explore the existence of similar phenomena in the learning of a second language"

This general hypothesis has been differentiated into three different specific hypotheses :

- . L₂ syntactic development is characterized by learning a sequence in which base structures are learned first, then increasingly "transformed structures" are acquired.

- . The strategies of L₂ acquisition are similar to those of L₁ acquisition.

- . The L₂ learning sequence of syntactic structures is similar to corresponding L₁ syntactic development.

If we postulate the mechanism which explains the steps in the acquisition of learner's own language we may also postulate that the procedures or strategies adopted by the learner of a second language are fundamentally the same. The principle features that differentiate the two operations is the presence or absence of motivation.

When a child constructs an ungrammatical sentence, it is not accepted as "deviant, faulty, incorrect". It is not regarded as an error in any sense. But in the case of a second language learner, it may be supposed that we do have some knowledge of what the input has been, since this is largely within the control of the teacher. That's why sentences which are grammatically wrong are regarded as an error.

2.2. Significance of Errors and Error Analysis in Second Language Learning

While the mother-child relationship and other language activities of the child's experience do not include any consciously instructional strategies, in the field of second language teaching elaborate instructional procedures are often defended as being essential components in successful second language learning. Since the goal of language is to lead the learner toward adult uses of the new language, differences between the way the learner speaks the language have been studied in the hope that methods of overcoming these difficulties might be devised. errors in second language learning, it is sometimes said, could be avoided if we were to make a comparison of the learner's mother tongue and the target language. The sum of differences would constitute his learning difficulties and it is here that teaching strategies would be optimal. Alternatively, interpretation of errors in first language learning suggests that second language errors are not, by nature different from those made by children learning English as a mother tongue.

On the other hand, some linguists, opposed to this view especially after the 1960's, have challenged the usefulness of CA both on theoretical and practical grounds. Their counter claim is that a careful study of a large corpus of errors

committed by the speakers of a source language attempting to express themselves in the language provides factual empirical data -rather than theoretical speculations- for developing a syllabus or a model of second language acquisition.

In the words of Corder (1981) the learner's errors provide evidence of the system of the target language that he is using (e.1. has learnt) at a particular point in the course. It must be repeated that he is using same system although it is not yet the right system.

These errors are significant in three different ways. First, to the teacher; in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and consequently, what remains for him to learn second, to the researchers; in that they provide evidence for the researcher of how language is learned or acquired and what strategies or procedures the learner is applying in his discovery of the language. Thirdly, to the learner; they are indispensable to the learner himself because in this way the learner tests his hypotheses about the nature of the language he is learning.

One other explanation of the significance of EA comes from linguists such as Wilkins (1985).

"When a learner is faced with the task of acquiring a second language, he also has to attempt to establish the rules of the language. Like the native speaker, he can use the evidence provided by the target language itself and this will lead to errors of performance. His grammar-forming mechanism has already mastered the rules of one language is readily available to assist in the formulation of hypotheses about the structure of the second language"

According to Khalil (1985:335) EA is highly significant :

"The second language teachers are frequently frustrated by learner errors is undeniable. Yet errors are an inevitable part of the process of language acquisition. They provide feed back to both teachers and learners regarding learner strategies and progress. They also provide researchers with insights into the nature of the language acquisition process".

As a result it may be concluded that :

- . E.A can be undertaken fruitfully on a limited scale by the classroom teachers.

- . These errors can give a chance to determine the areas in which students go wrong, with various reasons.

- . Errors provide a fruitful insight into the various mechanisms that lead to errors.

. With all the knowledge obtained from EA, classroom teachers will be equipped to devise remedial measures to make their teaching and the learners' learning much more rapid and effective.

2.3. Classification of Errors

2.3.1. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of 12 errors and certain other types of constructions. According to research material 12 errors have most frequently been compared to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learner's mother tongue.

Richard (1989) purposes a three-way classification of errors in comparative taxonomy :

- . Intralingual errors
- . Interference errors
- . Developmental errors

Intralingual errors reflect the characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. The intralingual errors are those originating within the structure of the target language itself. When the complexity of the target language structure encourages learning problems, all learners, regardless of background language, tend to commit similar errors.

Littlewood (1984:23) defines intralingual errors as follows :

"Learners make many errors which show that they are processing the second language in its own terms. Errors of this type are called intralingual errors"

The interference errors are those caused by the influence of the learner's mother tongue on his production of the target language in presumably those areas where the languages clearly differ.

Developmental errors illustrate the learner attempting to build up hypotheses about the target language from his limited experience of it in the classroom or textbook. In other words, the developmental errors reflect the strategies by which the learner acquires the language. These errors show that the learner-of tentimes completely independent of his native

language, is making false hypotheses about the target language based on limited exposure to it.

Another detailed classification of errors under comparative taxonomy was proposed by Delay, Burt and Krashen (1982:138-99).

- . Developmental errors
- . Interlingual errors
- . Ambiguous errors
- . Other errors

Development errors : Developmental errors are those similar to those made by children learning the target language as their first language. Two considerations underlie the interest in L_2 and L_1 acquisition errors. The first has to do with facilitating L_2 theoretical development. If characteristics common to both L_1 and L_2 acquisition could be identified, theoretical inferences that have been drawn from the large pool of L_1 research data may be applicable to L_2 acquisition theory as well. The second consideration has to do with the role of the first language when learning a second. Since children acquiring a first language have not experienced learning a previous language, the errors they make, can not possibly be due to any interference from another language. When such errors are made by second language learners, it would be reasonable to hypothesize that mental mechanisms underlying general language development come into play, not the rules and structures of the learner's native language.

Interlingual errors : Those errors simply refer to L_2 errors that reflect native language regardless of the internal processes or external conditions that spawned them. A full discussion of multiple sources of interlingual errors would necessarily cover external environmental conditions as well as internal processing factors.

Ambiguous errors : Ambiguous errors are those that could be classified equally as developmental or interlingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language. The ambiguous category is particularly important in a comparative taxonomy. Assigning such errors to a separate category ensures the clarity of the findings resulting from error analysis and enables researchers to draw clear theoretical inferences from the rest of the data.

Other errors : Errors which do not fit into any other category are called errors. Since these errors are not similar to those children make during first language development, they must be unique to second language learners; and further, since they are not interlingual, at least some must be unique

reflections of creative construction. A study of such errors could provide useful insights into the specific differences between older and younger minds with respect to the organization of linguistic input.

2.3.2. Surface Strategy Taxonomy

Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language and it also suggests that learner's errors are based on some logic, they are not the result of laziness and sloppy thinking, but of the learner's use of interim principles to produce a new language.

Surface Strategy Taxonomy can be divided into four groups :

- . Omission errors
- . Addition errors
- . Misformation errors
- . Misordering errors

Omission errors : Those are characterized by the absence of an item that must appear in a well-formed utterance. Omission errors are found in a greater abundance and across a greater variety of morphemes during the early stages of a L₂ acquisition. In intermediate stages, when learners have been exposed to more of the language, the item is not supplied at all.

Addition errors : These are characterized by the presence of an item which must appear in well-formed utterances. Addition errors usually occur in the later stages of L₂ acquisition, when the learner has already acquired some target language rules. Addition errors, in fact, result from the all-too-fruitful use of certain rules.

The additional errors'category can be divided into three types :

1. Double Markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

For example;

He doesn't knows my names

We didn't went there

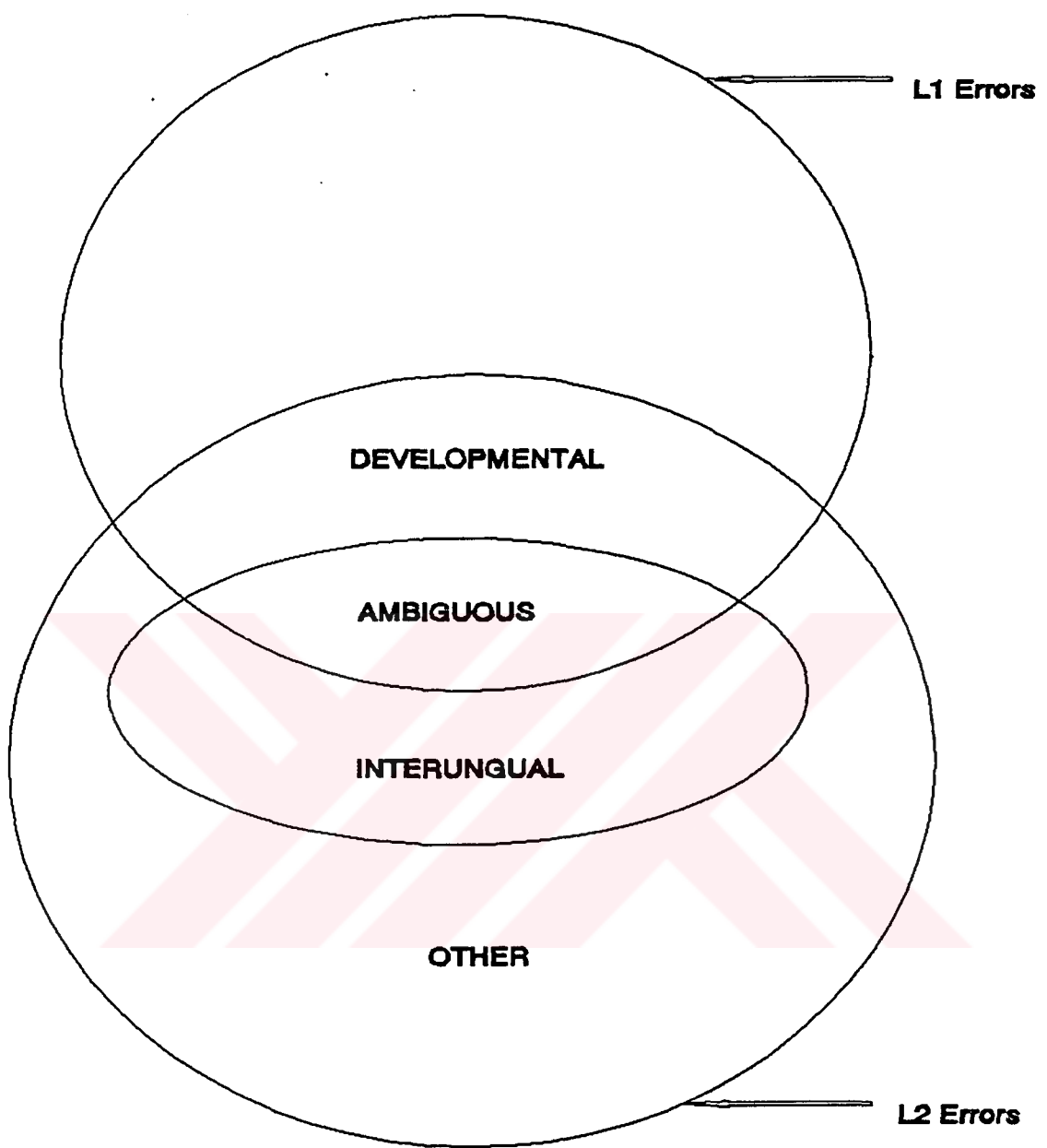


Figure 1. Illustration of the Relationship and Relative Proportions of the Four Error Types in a Comparative Taxonomy

Because two items rather than one are marked for the same feature (tense here in these examples), this type of addition error has been called double marking.

2. Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, the verb eat does not become eated, but ate; the noun sheep is also sheep in plural, not sheeps.

3. Simple Addition

These errors are the "frab-bag" category of additions. If an addition error is not a double marking nor a regularization, it is called simple addition.

Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. In misformation errors, the learner supplies something, although it is incorrect.

For example;

The dog eated the chicken

Three types of misformation can be frequently observed.

1. Regularization errors

In these errors, a regular marker is used in place of an irregular one, as in runned for run or gooses for geese.

2. Archi-Forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called archi-form.

For example;

Give me that

me hungry

that dog

that dogs

The use of archi-forms is a typical phenomenon in the acquisition of a new language. The past irregulars and past participles, for example, are acquired relatively late and thus archi-form usage for those structures is observed during the later phases of L₂ acquisition.

3. Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the free alternation of various members of a class with each other.

For example;
Those dog
This cats
I seen her yesterday
He would have saw them

Misordering

Misordering errors occur systematically for both L_1 and L_2 learners in constructions that have already been acquired, specifically simple and embedded questions.

For example;
What daddy is doing ?
I do not know what is that

2.3.3. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomic focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of their effect on the listener or reader.

Since in this research error analysis from the perspective of the listener and reader are not taken into consideration, this type of taxonomy will be explained briefly for the unity of research.

Communicative Effect Taxonomy focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Research has shown that certain types of errors make a critical difference as to whether or not the listener or reader comprehends the speaker's intended message.

The first communicative effect classification was worked out by Bart and Kiparsky (1972) and Bart (1974) . They discovered that errors which significantly hinder communication are of a certain type, while those that do not hinder communication are another type.

In Communicative Effect Taxonomy, errors are classified under two categories :

- . Global Errors
- . Local Errors

Global Errors : Errors that affect overall sentence organization significantly hinder communication. The most systematic global errors include the wrong order of major constituents, a missing, wrong or misplaced sentence connector and missing cues to signal obligatory exceptions to pervasive syntactic rule.

Local Errors : Errors that affect single elements in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers.

2.3.4. Linguistic Category Taxonomy

Many error taxonomies have been based on a linguistic item which is affected by error. These linguistic Category Taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology, syntax morphology, semantic, lexicon and discourse:

Many researchers use linguistic category taxonomy as a reporting tool which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add the description of errors provided by other taxonomic.

2.3.5. M.P. Jain's Classification of Errors

Jain classifies errors under two categories as L₁ Independent Errors and L₁ Dependent Errors. L₁-dependent errors are overgeneralization and transfer L₁-independent errors are learning strategies and different training procedures. Individual differences of teachers, learners, and textbooks operate to make each learning situation different from the other. Inevitably, L₁-independent errors across diverse language background differ to the extent that these variables operate differently. Of the many factors causing L₁ independent errors, learning strategies, teaching techniques, the age of bilingualism and the learner's sociolinguistic situation are some of the more easily identifiable variables.

2.4. Causes of Errors

Although different linguists and applied linguists classify the causes of the errors from their own point of view, there are several common causes on which they agree. These causes are as follows :

Overgeneralization What actually gives rise to overgeneralization can be a number of factors.

Norrish (1987:31) states that these factors are the manner or order in which the language items are presented; and the actual exercises which the learner is called upon to complete .

Richards points out that this type of error can be regarded as a blend of two structures in the standard version of the language. The error might be made as a result of blending structures learned early in the learning sequence. For instance "He sings" is often contrasted with "He is singing" in the lesson and texts, after what seems like sufficient learning time. Soon after this, the learner produces a blend of the two "He is sings" (1989).

Jakobovits (1970:111-112) defines overgeneralization as "the use of previously available strategies in a new situation. In second language learning, some of these strategies will prove of help in organizing the facts about the second language, but others, due to being more superficial, will be misleading and unacceptable .

General Order of Difficulty : Researchers have found that it is difficult for foreign language learners to distinguish some sounds in English such as /v/ and /ʒ/, /f/ and /θ/ and to understand some complex structures.

Recent works on learning English as a foreign language has indicated that this apparent hierarchy of difficulty may explain some of the learners' errors in English. Bailed, Madder and Krashen (1974), examining results from several experiments, show that both adults and children who are learning English as a second language perform very similarly to each other although the adult level of performance was not so high as that of children.

Incomplete Application of Rules : In this cause it may be noted the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.

According to Richards (Morrish 1987:32)) there are two possible causes for incomplete application of rules; one is the use of questions in the classroom, where the learner is encouraged to repeat the question or part of it in the answer. The other possible cause is the fact that the learner may discover that he can communicate perfectly adequately using deviant forms. For example, a statement form may be used as question, one of transformations in a series may be omitted or a question may be added to a statement form. Despite extensive teaching of both the question and the statement forms, a grammatical question form may never become part of competence in the second language.

False Concepts Hypothesized : This is a class of developmental errors

which derive from faulty comprehension of distinctions in the target language.

Richards (1985:51) states that these errors sometimes occur due to poor graduation of teaching items. The form was, for example, may be interpreted as a marker of the past tense, giving "One day it was happened" and is may be understood to be the corresponding marker of the present tense "He is speaks French"

Ignorance of Rule Restrictions : This is the application of rules to contexts where they do not apply. Some rule restriction errors may be accounted for in terms of analogy; other instances may result from the rote learning of rules. By analogy with the learners previous experience of subject + verb + object constructions, the learner feels that there is something incomplete about "that is the man who I saw" so adds the object after the verb. as he has been taught to do elsewhere.

Norrish (1987:21-27) suggests that it is difficult to avoid errors arising from ignorance of rule restrictions, because such errors evolve from the construction of false analogies. He exemplifies the situation with the following instance.

Ehen the learner requires the two structures such as "Tell him to write the letter" and "Ask him to write the letter" this may led to "Make him to write the letter".

In addition to these causes explained above, Jack Norrish points out three more causes :

Carelessness : Carelessness is always related to lack of motivation. Many teachers admit that it is not always the student's fault. If he loses interest, perhaps the materials and/or the style of presentation do not suit him.

Translation : Learners try to translate a familiar expression in his first language into the language he is learning. Errors sourced from translation may occur when translation is used as a teaching/learning activity in class.

First Language Interference : If language is essentially a set of habits, then when we try to learn new habits, the old ones will interfere with the new ones. This is called mother-tongue interference. The notion of mother-tongue interference as a main contributor to error in the learner's use of FL is related to one's view of how human beings learn a language. But there are clearly some differences between a child learning his first language and the student in the classroom. The main difference is that in many classes the teacher has to help as many students as possible to develop sufficient competence in the language.

2.5. Research History

Politzer and Ramirez (Burt et.al. 1982:41) studied 120 Mexican-American children learning English in the United States, taping their narrative of short, silent animated cartoons. Errors were extracted for analysis from this body of natural speech. Politzer and Ramirez introduce their classification as follows :

"These errors were categorized as an aid in presenting the data rather than to create a basis for extensive speculation concerning the sources for the errors. For this reason they were categorized along fairly traditional lines into errors in morphology, syntax and vocabulary... The three main categories were further subdivided according to different parts of speech or parts of sentence..."

Burt and Kaprisky (Burt et.al. 1982:150) developed another linguistic category taxonomy into which they classified several thousand English errors made by students learning English as well as a host environment.

The first published study that investigated the proportion of interlingual and developmental errors for L₂ learners included three groups of Spanish-speaking children who were learning English in different parts of the United States. The children's speech was collected using a structured communication technique which yields natural speech. The number and proportion of Developmental, Interlingual and Other errors were reported as 513 ambiguous errors.

It was found that 87.1 % (447 out of 513 of the errors were Developmental, reflecting the same error types as those made by children learning English as a first language. On the other hand 4.7 % (24 out of 513) of the errors were interlingual, reflecting the structure of Spanish. Finally 8.2 % (42 out of 513) were other, being neither of the types found in the published L₁ literature nor reflecting the student's first language.

For children learning English in a host environment then, we see that the great majority of error types are developmental; whereas an insignificant proportion are interlingual.

Gonzales and Elijah (Burt et.al. 1982:183) investigated reading. The researchers studied the developmental reading behaviour of seventyfive second to ninth grade Hispanic bilingual students, to determine the kinds of language difficulties the children encountered when learning to read English. Children were tested with a cloze procedure, and their errors were categorized into four types: logical, illogical, interference and other. After counting the error types in each category, Gonzales and Elijah report that 1.7 % of all errors made (across five reading levels) could possibly be classified as interference (interlingual). They write that :

"... in reading, as in oral speech production, children tend to separate the knowledge they have of their first language from language strategies used in reading material written in the second"

LoCoco (Burt et.al. 1982:183) in his study "An Analysis of Spanish and German Learners'Errors" noted that interlingual errors comprise, on the average, only 15.4 % of the total errors, whereas developmental errors comprise 68.7 %.

In another study LoCoco (Burt et.al.1982:183) again examined the errors of an adult learning a second language in a foreign language environment. Her subjects were 28 English-speaking students taking an elementary course in a California University. The purpose of this study was to compare the effects on errors three tasks used to elicit speech in the written mode translation, picture description and composition. Again, in this study the incidence of interlingual errors was low, even lower than in the first study across all three tasks.

Burt and Kiparsky (1972) and Burt (1975) (Burt et.al. 1982:189) worked out communicative effect taxonomy. Burt and Kiparsky collected several thousand English sentences containing errors made by adult EFL learners from all over the world - Germany, Japan, France, Turkey, Ethiopia, Korea, Thailand, and Latin America, as well as by foreign students in the United States. The errors were taken from the tape recordings of spontaneous conversations and from written compositions and letters and EFL teachers.

In order to determine the relative importance of various error types to the communicative effect of a sentence, they selected from their connection of ungrammatical sentences those containing two or more errors. They then asked native speakers of English to make judgements about the relative comprehensibility of a sentence as each error was corrected, one at a time or several at a time. They studied 300 sentences.

As a result, they discovered that errors which significantly hinder communication are of a certain type (global errors), while those that do not hinder communication are of another type (local errors). They also suggest that the global/local distinction seems to be a most pervasive criterion for determining the communicative importance of errors.

Another EA study was conducted by Johansson (Burt et.al. 1982:197). He focuses on the effect of the error in its degree of irritability. He used elementary, secondary and university students to judge the sentences through indirect and direct tasks. He found that errors of verb complementation attained the highest irritability index.

Henning (1978) in his study attempted to analyze developmental error patterns of adult Iranian learners of English as a foreign language.

Twenty-two Iranian women in the second semester of their first year participated in the experiment. 2402 errors throughout the semester were

elicited. These errors were classified into 27 syntactic form class categories and 16 verb operations within five error dimensions; procedural, orthographic and phonological, syntagmatic, paradigmatic and semantic or verb-operational constraints.

In his study, Henning found that some items were more difficult than others in as much as some syntactic classes and past particles, third person singular verbs, adverbs of time and frequency, adverbs of manner and degree and nouns as objects of prepositional phrases, in that order, were the most difficult categories; while the past tense, infinitives and pronouns in subject position were among the easiest categories. Results obtain from this study should be of use to test developers, particularly those developing tests of language proficiency for use with adult Iranian students.

Birdsong and Caisson (1988) researched on the teachers' and students' evaluation of foreign language errors. Ten French native-speaking and ten English native-speaking instructors of French at the University of Teas and twenty-one second language learners participated in this study. Birdsong and Thorn's questionnaire was used. Findings of this research suggest that concordance in teachers' and students' error assessment develops over time and that this convergence is most obvious among students and teachers with the same native language. Alternatively, this phenomenon could result from teachers' success in communicating their attitudes toward errors to their students.

2.6. Some Related Studies in Turkey

Müşerref Dede conducted a study on errors observed in relative clauses. Subjects were chosen from among METU preparatory classes. The compositions of fifty-five students were analyzed and 80 relative clauses were counted. It was found that 29 out of the 80 were incorrect.

Dede explains her findings as follows :

The correct usages of defining and non-defining relative clauses require an advanced level of English. The problem of incorrect usage was source from the fact that there was little difference between defining and non-defining clauses in the English Language.

Sevinç Özer conducted research on the analysis of errors made by adult Turkish learners. In her research she states that the knowledge of the mother tongue does interfere with the target language. Besides, some Turkish learners are not aware of the rules and their usage in their mother tongue because of unconscious knowledge and as a result learners can easily mistransfer from their mother tongue to the target language.

S. Bayraktaroğlu did a study on error analysis of Turkish and English phonetics with special reference to teaching English pronunciation to

Turkish speakers learning English. The aim was to study the specific problems of Turkish speakers of English and how Turkish pronunciation interferes with English pronunciation.



CHAPTER III

METHOD OF DATA COLLECTION

3.0. Presentation

In this chapter subjects, setting and tools which were used for the purpose of this study are explained.

3.1. Setting and Subjects

Gaziantep University English Preparatory School classes were selected as the setting for this study because the researchers may be in better control of the research conditions.

The subjects of the study comprised of the 75 preparatory class students in these classes. Evaluation forms given to the students were filled carefully that's why all the evaluation forms of students were analyzed. The preparatory students were selected so that it would be possible to control the amount of exposition to teaching, teaching methodology applied.

7 instructors of preparatory class were interviewed and evaluation form was given to instructors of 75 students who formed 3 groups.

3.2. Teachers

Each teacher is responsible for the teaching of English in two or three classes. Every one of them follows the same textbook and tries to introduce the material with similar techniques.

3.3. Measuring Tools (in This Study Two Tools were Used)

1. Evaluations form consists of 9 error types was used and given to the teachers and students.

2. Students' paragraph writings were analyzed in order to determine actual errors of learners.

3.3.1. Evaluation Forms

As it was stated previously errors are inevitable and the most problematic areas for teachers and foreign language learners. These second language learner's errors are potentially important for the understanding of processes of second language acquisition and consequently the planning of the courses incorporating the psychology of second language learning is a current focus on modern language teaching.

For this reason, questionnaire comprised of 9 main and 24 sub-types of errors was designed.

In designing the questionnaire instructors of preparatory classes were interviewed and they were asked to write down students' errors which they observed in their classes and 9 main 6 sub-types of errors were determined.

The evaluation form covers the following error types ;

- 1) Tense
- 2) Article
 - 2a - A, AN
 - 2b - THE
- 3) Active - Passive
- 4) Modals
- 5) Clauses
 - 5a - Wish clause
 - 5b - If clause
- 6) Adverbs
- 7) Forms of Adjective
 - 7a - Comparative
 - 7b - Superlative
- 8) Reported Speech
- 9) Preposition

The subjects were asked to rate each error type on a five-point scale

- 1) Never
- 2) Rarely
- 3) Sometimes
- 4) Generally
- 5) Always

3.3.2. Students Guided Paragraph Writing Assignments

Five of the guided paragraph writings of learners were taken and each error type shown in evaluation form was detected and arithmetic mean of each error type was calculated as an indication of the amount of the actual errors made by learners.

3.4. Data Collection

The evaluation form was administered to the total number of 75 learners in 3 different groups. They were asked to evaluate their frequency of each error type on a 5 point scale (see appendix B)

3 instructors teaching 3 groups were asked to evaluate their students' errors on the evaluation forms (see appendix C)



CHAPTER IV

METHODOLOGY

4.0. Presentation

This section briefly presents how the information and data collected through evaluation forms.

In this study correlational study were conducted because correlation techniques enable researchers a certain direction and a degree of relationship between two variables. If there is a linear relationship between two variables the pearson product-moment correlation coefficient can be computed.

4.1. Procedures of Data Analysis

Data were; gathered through the evaluation forms administered to both learners and teachers-learners' guided paragraph writings.

In order to find the relationships between scores obtained from data "Pearson Product-Moment Correlation Coefficient" formula was used.

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

In the formula X stands for the scores calculated for one variable Y for the scores for the other; N stands for the number of subjects. After "r" was calculated "t" test was applied to find whether it was statistically significant on the table of "critical values of t".

$$t=r\sqrt{\frac{N-2}{1-r^2}}$$

In this formula "r" stands for the result of correlation scores obtained by pearson Product-Moment Correlation Coefficient formula "N" stands for the number of subjects.



CHAPTER V

DATA ANALYSIS AND RESULTS

5.0. Presentation

Correlational research aims to investigate the existence and the degree of a relationship between two or more quantitative variables. The existence of relationship between two variables implies that the scores obtained within a certain range on one measure can be associated with the scores within a certain range on another measure. The degree of relationship is expressed in correlation coefficient. The existence of a relationship does not come to mean that one variable is the cause of another.

As stated previously, the aim of this research was to analyze students' perception of their own errors and teachers' perception of their students' errors. The total scores of students' and their teachers' evaluation forms were evaluated and presented in the following order.

5.1. Analysis of the Results of Correlational Studies

In this study for three types of errors, i.e. tense errors, article errors and preposition errors, three kinds of relationships were examined

student - teacher
student - actual
teacher - actual

For the other 6 types of errors, i.e. active/passive, modals, clauses, adverbs, adjectives and reported speech only the relationship between students' perception of their errors and teachers' perception of students' errors was studied. To find the relationships between the scores, "Pearson Product - Moment Correlation Coefficient formula" was used.

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

After r was calculated "t" test was applied to see if it was statistically significant on the table of "critical values of t".

5.1.1. Tense

5.1.1.1. A correlation coefficient of $r = .34$ was obtained as a result of scores received from students' evaluation forms and scores received from teachers' evaluation forms (Table 1)

Table 1

Correlation between students' perception of their tense errors and teachers' perception of students' errors tense		
		correlation with students' perception of their tense errors
teachers' perception of their students' tense errors	r ----- .34	$p < .01$

df:73

When "t" test was applied the value was found as $t_c: 3.008$.

The given value for "t" on the table of critical values of "t" for df:73 at the .01 level of significance is 2.000.

$$t_c = 3.008 > t_t = 2.660$$

So it can be said that there is a statistically significant relation between students' perception and teachers' perception of these errors.

5.1.1.2. A correlation coefficient of $r = .34$ was obtained as a result of scores received from students' evaluation forms and scores received from students' guided paragraph writing assignments (Table 2)

Table 2

Correlation between students' perception of their tense errors and actual errors		
	correlation with students' perception of their tense errors	
actual scores obtained from guided paragraph writing assignments	r ---- .34	p < .05

df:73

When "t" test was applied the value was found as t_c : 2.112

The given value for "t" on the table of critical values of "t" for df:73 at the .01 level of significance is 2.000.

$$t_c = 2.112 > t_t = 2.000$$

Thus it can be said that the relationship between students' perception of their own errors and actual scores is statistically significant.

5.1.1.3. A correlation coefficient of $r = .03$ was obtained as a result of scores received from teachers' evaluation forms and scores received from students' guided paragraph writing assignments (Table 3)

Table 3

Correlation coefficient was obtained as a result of teachers' evaluation forms scores and actual scores		
	correlation with teachers' perception of their students' tense errors	
actual scores obtained from guided paragraph writing assignments	r ---- .03	p < .01

df:73

When "t" test was applied the value for t_c was found as 2.868

Since the given value for "t" on the table at the .01 level of significance is 2.660, $t_c = 2.686 > t_t = 2.660$ it can be said that there is a statistically significant relationship between teachers' evaluation of their students' errors and actual errors.

5.1.2. Article (a, an, the)

5.1.2.1. A correlation coefficient of $r = .36$ was obtained as a result of scores received from students' evaluation forms and scores received from teachers' evaluation forms (Table 4)

Table 4

Correlation between students' perception of their article errors and teachers' perception of their students' article errors	
	correlation with students' perception of their article errors
teachers' perception of their students' article errors	r $-----$ $.36$

df:73

When "t" test was applied, the value for $t_c = 2.686$ was found.

The given value for "t" on the table at the .01 level of significance is $t_t = 2.660$.

Since $t_c = 2.686 > t_t = 2.660$.

It can be said that the relationship between students' perception of their article errors and teachers' evaluation of their students' article errors is statistically significant.

5.1.2.2. A correlation coefficient of $r = .19$ was obtained as a result of scores received from students' questionnaires and scores obtained from students' guided paragraph writing assignments (Table 5)

Table 5

Correlation between students' perception of their own article errors and actual scores obtained from guided paragraph writing assignments		
correlation with students' perception		
actual scores	$\frac{r}{.19}$	$p < .05$

df:73

When "t" test was applied, the value for $t_c = 1.653$ was found.

The given value for "t" at the .05 level of significance on the table is $t_t = 2.000$.

Since $t_c = 1.653 < t_t = 2.000$.

It can be said that the relationship between students' perception of their article errors and actual errors is not statistically significant.

5.1.2.3. A correlation coefficient of $r = .23$ was obtained as a result of scores received from teachers' evaluation forms and scores obtained from students' paragraph writing assignments (Table 6)

Table 6

Correlation between teachers' assessment of students' article errors and actual errors obtained from students' guided paragraph writing assignments		
correlation with teachers' perception		
actual scores	$\frac{r}{.23}$	$p < .05$

df:73

When "t" test was applied, the value for $t_c = 2.019$.

The given value for "t" at the .05 level of significance on the table is $t_t = 2.000$.

$$t_c = 2.019 > t_t = 2.000.$$

Thus it can be said that the relationship between teachers' evaluation of students' article errors and actual errors is statistically significant.

5.1.3. Preposition

5.1.3.1. A correlation coefficient of $r = .28$ was obtained as a result of scores received from students' evaluation forms and scores obtained from teachers' evaluation forms (Table 7)

Table 7

Correlation between teachers' perception of students' preposition errors and students' perception of their preposition errors		
	correlation with teachers' perception of students' preposition errors	
students' perception of their preposition errors	r	p > .05
	.28	

df:73

When "t" test was applied the value for t_c was found as 2.492.

The given value for "t" at the .05 level of significance on the table is $t_t = 2.000$.

$$t_c = 2.492 > t_t = 2.000$$

As a result, it can be said that the relationship between teachers' evaluation of students' preposition errors and students' perception of preposition error is statistically significant.

5.1.3.2. A correlation coefficient of $r = .03$ was obtained as a result of scores received from students' questionnaires and scores obtained from students' paragraph writing assignments (Table 8)

Table 8

Correlation between students' perception of their own preposition errors and actual scores obtained from students' guided paragraph writing assignments		
correlation with students' perception of preposition errors		
actual scores	r — .03	$p < .05$

df:73

When "t" test was applied, the value for $t_c = 0.256$ was found.

The given value for "t" at the .05 level of significance on the table is $t_t = 2.000$.

$$t_c = 0.256 < t_t = 2.000.$$

Thus it can be said that the relationship between students' perception of their preposition errors and actual errors is statistically significant.

5.1.3.3. A correlation coefficient of $r = .28$ was obtained as a result of scores received from teachers' evaluation forms and scores received from students' paragraph writing assignments (Table 9)

Table 9

Correlation between teachers' perception of students' preposition errors and actual scores obtained from students' guided paragraph writing assignments		
correlation with teachers' evaluation of students' preposition errors		
actual scores	$\frac{r}{.28}$	$p < .05$

df:73

When "t" test was applied, the value for $t_c = 2.492$ was found.

The given value for "t" at the .05 level of significance on the table is $t_t = 2.000$.

$$t_c = 2.492 > t_t = 2.000.$$

Thus it can be said that the relationship between teachers' evaluation of students' preposition errors and actual errors is statistically significant.

5.1.4. Active/Passive

A correlation coefficient of $r = .47$ was obtained as a result of scores obtained from students' evaluation forms and scores received from teachers' evaluation (Table 10)

Table 10

Correlation between students' perception of their active passive errors and teachers' perception of students' active passive errors	
	correlation with students' perception of their active passive errors
teachers' perception of students' active passive errors	r $-----$ $p < .001$.47

df:73

When "t" test was applied, the value for $t_c = 4.549$ was found.

The given value for "t" at the .001 level of significance on the table is $t_t = 3.460$.

$$t_c = 4.549 > t_t = 3.460$$

Thus it can be said that the relationship between students' perception of active/ passive errors is statistically significant.

5.1.5. Modals

A correlation coefficient of $r = .23$ was obtained as a result of scores received from students' evaluation forms and scores received from teachers' evaluation forms (Table 11).

Table 11

Correlation with students' perception of their modal errors and teachers' perception of students' modal errors	
	correlation with students' perception of their errors
teachers' perception of students' errors	r $-----$ $p < .05$.23

df:73

When "t" test was applied, the value for $t_c = 2.019$
 The given value for "t" at the .05 level of significance on the table is $t_t = 2.000$.

$$t_c = 2.019 > t_t = 2.000$$

Thus the relationship between students' perception of their modal errors and teachers' evaluation of students' modal is statistically significant.

5.1.6. Clauses

A correlation coefficient of $r = .30$ was obtained as a result of scores received from students' evaluation forms and scores received from teachers' evaluation forms (Table 12)

Table 12

Correlation with students' perception of their errors in clauses and teachers' perception of students' errors in clauses		
	correlation with students' perception	
teachers' perception	r — .30	$p < .01$

df:73

When "t" test was applied, the value for $t_c = 2.686$
 The given value for "t" at the .01 level of significance on the table is $t_t = 2.660$.

$$t_c = 2.686 > t_t = 2.660$$

Thus the relationship between students' perception of their errors in clauses and teachers' evaluation of students' error in clauses is statistically significant.

5.1.7. Adverbs

A correlation coefficient of $r = .24$ was obtained as a result of scores received from students' evaluation forms and scores received from teachers' evaluation (Table 13)

Table 13

Correlation with students' perception of their errors in adverbs and teachers' perception of students' errors in adverbs		
correlation with students' perception		
teachers' perception	r — .24	$p < .05$

df:73

When "t" test was applied, the value for $t_c = 2.112$

The given value for "t" at the .05 level of significance on the table is $t_t = 2.000$.

$$t_c = 2.112 > t_t = 2.000$$

Thus the relationship between students' perception of their errors in adverbs and teachers' perception of students' error in adverbs is statistically significant.

5.1.8. Adjectives

A correlation coefficient of $r = .45$ was obtained as a result of scores received from students' evaluation forms and scores received from teachers' evaluation forms (Table 14)

Table 14

Correlation with students' perception of their errors in adjectives and teachers' perception of students' errors in adjectives		
correlation with students' perception		
teachers' perception	r — .45	p < .001

df:73

When "t" test was applied, the value for $t_c = 4.305$

The given value for "t" at the .001 level of significance on the table is $t_t = 3.460$

$$t_c = 4.305 > t_t = 3.460$$

Thus the relationship between students' perception of their errors in adjectives and teachers' perception of students' error in adjectives is statistically significant.

5.1.9. Reported Speech

A correlation coefficient of $r = .29$ was obtained as a result of scores received from students' evaluation forms and scores received from teachers' evaluation forms (Table 15)

Table 15

Correlation with students' perception of their errors in reported speech and teachers' perception of students' errors in reported speech		
correlation with students' perception		
teachers' perception	r — .29	p < .05

df:73

When "t" test was applied, the value for $t_c = 2.492$

The given value for "t" at the .05 level of significance on the table is $t_t = 2.000$

$$t_c = 2.492 > t_t = 2.000$$

Thus the relationship between students' perception of their errors in reported speech and teachers' perception of students' error in reported speech is statistically significant.

5.2. Discussion of Results

5.2.1. Comments on the findings related to errors in the use of tenses

A correlation coefficient of $r : 34$ was obtained as a result of scores received from students' and teachers' evaluation forms

A correlation coefficient of $r : 24$ was obtained as a result of scores obtained from students' perception forms and students' paragraph writing assessment.

A correlation coefficient of $r : .03$ was obtained as a result of scores obtained from teachers' perception and students' guided paragraph writing assessment.

All these correlation coefficient results indicate low but statistically significant relationship between variables. Since there are statistically significant results the causes of these errors should be taken into consideration.

The cause of this error type is both intralingual and interlingual. For some tenses like past/present perfect tense and present/past perfect continuous tense there is no distinction in mother-tongue; therefore the cause is mother-tongue. Learners transfer the knowledge of past perfect and present perfect to all situations in which the past perfect continuous and present perfect continuous must be used, therefore the cause is intralingual.

In English, present perfect tense has several purposes ;

- a) to indicate actions completed in the past
- b) to show the actions started in the past and continue at the time of speaking and after the time of speaking.
- c) to show the actions completed in a very short time.

In Turkish, for those purposes of the present perfect tense only simple past tense is used.

1) In the use of present perfect continuous tense and present perfect tense pure translation can be seen in these error type. In Turkish, learners

have
(V-yor) for + Been + V - ING in English
has

have
In other words instead of + V₃ Learners use simple past tense
has
VD1 in Turkish (VD1 = V₂ in English)

have
In Eng + V₃ (present perfect)
has = In Turkish VD1 (past tense)

In Eng V₂ (simple past)

Here mother tongue interference can be seen easily.

have
2) for + V₃ in English
has

In other words they use present continuous tense and present perfect tense pattern semantically instead of present perfect continuous. The cause is that; there is no clear distinction between present perfect and present perfect continuous in Turkish although the clear distinction which understood easily in English.

5.2.2. Comments on the findings related to use of article a, an and the

r = .36
r = .19
r = .23

This indicates again low but statistically significant relationship

The cause of the errors in the use of articles is basically originated from target language, because there is no distinction between countables and uncountable nouns in the mother tongue. In addition there are no article constructions in the mother tongue. Therefore the articles are transferred to all situations. Although they know a/an can not be used before uncountable nouns and before plural nouns, they can't make a

differentiation while using them. In other words, learners are making over generalization because of errors originated from target language.

Errors in the use of article "the" are due to target language because it doesn't occur in mother tongue, for this reason although learners acquires the rules articles quiet clearly, they can not use them adequately because they haven't mastered them.

5.2.3. Comments on the findings related to use of active passive voice

The causes of Active Passive errors can be originated from both mother tongue interference and target language.

In English only transitive verbs can be used in the passive voice but in Turkish both transitive and intransitive verbs can be used in the passive voice. There are two suffixes [-In] and [-ıl] in Turkish. Learners use the [-In] suffix as passive voice suffix which is a reflexive suffix at the same time. That's why while they are making sentences passive they consider [In] suffix as passive suffix and as a result they make errors. It will be better to consider [-ıl] suffix as a passive suffix.

As stated above, another cause is target language because it has not been mastered although all the tenses has been taught.

Here subject makes the difference between reflexivity and passivity when the suffix [-In] is added to the verbs. That is to say animate subjects make it reflexive, inanimate subjects make it passive.

In Turkish	Çocuklar temizlendi	(Reflexive)
	Odalar temizlendi	(Passive)

5.2.4. Comments on the finding related to use of modals :

As it is generally observed in classroom; situation, learning modals is difficult for Turkish learners because in Turkish the meaning of modals is different from that in English. For instance Turkish learners make overgeneralizations in the use of {-mE1} . For the meaning they use both "should have V₃" and "must have V₃" because they are not aware of the distinction between these two constructions in their mother tongue. And they also maie overgeneralizations under the influence of knowledge of target language; e.g. "must" shows present obligation so they use "must have V₃" as in the meaning of past obligation. In fact, it shows past interference in English.

Learners use should have V₃ instead of must have V₃ in there paragraph writing or in speaking because there is no distinction between two in the mother tongue. That's why they are not aware of the other uses of

structures in different situations.

In English a modal includes both the meaning of the modal and the time, but in Turkish the meaning of the modal is given by a suffix and the time is given by another suffix.

5.2.5. Comments on the findings related to use of clauses.

The causes of this error type are both intralingual and interlingual.

The difference between Turkish and English causes errors. In Turkish {-se / -sa} is used as a condition is hypothetical. If it is added to the time suffix the condition is real.

It can be said that {-se / -sa} is the conditional suffix in Turkish, time suffix determines the type. But learners do not take this into consideration and they make overgeneralization and applied only {-se / -sa} suffix to real and hypothetical conditions.

Turkish : Daha çok kazansa daha iyi yaşar.

Here suffix {-sa} show condition and is added to verbal stress which indicates present hypothetical.

English : If he earns more money he lives better. Daha çok kazanmış olsaydı daha iyi yaşardı. There suffix {-sa} shows condition suffix {-muş} shows which determines the type and indicates past hypothetical.

English if he had earned more, he lived better.

Learners use past tense in the clauses as a past hypothetical meaning because of their knowledge of target language. For this reason, when the situation is hypothetical, they use past tense instead of past perfect tense which shows past hypothetical in the sentence.

5.2.6. Comments on the findings related to errors in the use of prepositions.

The greatest cause of errors in prepositions is the mother tongue interference learners transfer their knowledge of native language to the target language. For example Turkish "in" means içinde , birçok şeyin arasında English "in" means içinde , "among" means çok şeyin arasında.

or

Turkish {-da}

English on, in, at

Here one Turkish suffix equals to three different prepositions in English. Since learners are not aware of the distinctive use of on, in and at, they use on and at for all situations.

But in some situations errors in the use of prepositions can be resulted from knowledge of target language.

For example ;

If the learners produce sentence like "He helped to his friend", interference of native language on target language occurs, because before he/she has learned the statement like "He listened to his friends".

There are also an other error which is caused by different use of preposition TO , For example in English before downstairs, upstairs, there preposition TO is not used.

In Turkish there is no exception like this learners make overgeneralization under the influence of mother tongue.

5.2.7. Comments on the findings related to errors in the use of reported speech.

Errors seen in Reported Speech are intralingual errors causes of these errors are source from not being mastered on tenses of target language and unawareness of some rules related to structure of reported speech such as changing of time expressions or using of agent whether it should be emphasized a not.

5.2.8. Comments on the findings related to errors in the use of adjectives and adverbs.

Causes of errors seen in the use of adjectives and adverbs are again intralingual learners make errors because of not paying attention to formation of adjectives and adverbs. There are many affixes for forming adjectives which are difficult to be mastered. Also, while learners are using adverbs they do not distinguish adjectives and adverbs semantically and syntactically. The cause of this situation is mother tongue because learners do not master adverbs in their native language, that is to say lack of native language competence.

CHAPTER VI

SUMMARY AND CONCLUSIONS

6.1. Summary

As it has been stated in Section 1.2, the purpose of this study was ; to find out the relationship between students' perception of their own errors and teachers' perception of students' errors, to find out the relationship between teachers' perception and actual errors obtained from students' paragraph writings, to find out the relationship between students' perception and actual errors obtained from students' paragraph writings.

The types of errors given in evaluation forms were classified under nine categories:

1. Tense errors
2. Article errors
3. Active/Passive errors
4. Errors in the Use of Modals
5. Errors in the Use of Clauses
 - a) if clauses
 - b) wish clauses
6. Errors in the Use of Adjective
 - a) Comparative
 - b) Superlative
7. Errors in the Use of Adverbs
8. Errors in the Use of Reported Speech
9. Errors in the Use of Prepositions

An evaluation form (including nine types of errors) was given to the students and teachers of English Preparatory Section at the University of Gaziantep to identify their error perceptions.

To identify the actual errors committed by students, their paragraph writings were used.

The scores obtained from students' evaluation form related to the error perception (X), were correlated with the scores obtained from teachers' evaluation form related to the perception of students' errors (Y) and actual scores obtained from students' paragraph writings (Z).

To assess the degree of relationships between variables mentioned above, "Pearson Product-Moment Correlation Coefficient" formula was used low but statistically significant relations were obtained between those variables. "t" test was applied to see whether the relationships found were statistically significant or not.

6.2. Conclusions

The aim of this study was to determine the degree of relationships between the students' perception and teachers' perception of errors and actual errors observed in students' paragraph writings in EFL at the Preparatory Section of the University of Gaziantep.

The results of first correlational study investigating the relationship between the students' perception of his/her own errors and teachers' perception of students' errors indicate that :

1. There is a rather low but statistically significant relationship between the students' perception of own tense errors and teachers' perception of students' tense errors ($r : .34$)
2. There is a rather low but statistically significantly significant relationship between the students' perception of own article errors (a, an, the) and teachers' perception of students' article errors ($r : .36$)
3. There is a rather low but statistically significant relationship between the students' perception of own active/passive errors and teachers' perception of students' active/passive errors ($r : .47$)
4. There is a rather low but statistically significant relationship between the students' perception of own errors in the use of modals and teachers' perception of students' errors in the use of modals ($r : .23$)
5. There is a rather low but statistically significant relationship between the students' perception of own errors in the use of clauses (if and wish) and teachers' perception of students' errors in the use of clauses ($r : .30$)
6. There is a rather low but statistically significant relationship between the students' perception of own errors in the use of adjective (comparative and superlative) and teachers' perception of students' errors in the use of adjective ($r : .45$)
7. There is a rather low but statistically significant relationship between the students' perception of own errors in the use of adverbs and teachers' perception of students' errors in the use of adverbs ($r : .24$)

8. There is a rather low but statistically significant relationship between the students' perception of own errors in the use of Reported Speech and teachers' perception of students' errors in the use of Reported Speech (r:.29)

9. There is a rather low but statistically significant relationship between the students' perception of own errors in the use of prepositions and teachers' perception of students' errors in the use of prepositions (r:.28)

The results of the second correlational study for three types of errors (tense, articles prepositions) investigating the relationship between the students' perception of his/her own errors and actual errors observed in students' paragraph writings show that :

1. There is a rather low but statistically significant relationship between students' perception of own errors in the use of tenses and actual errors (r:.24)

2. There is not a statistically significant relationship between students' perception of own errors in the use of articles (a, an, the) and actual errors (r:.19)

3. There is no statistically significant relationship between the students' perception of own errors in the use of prepositions and actual errors (r:.03)

The results of the third correlational study for three types of errors (tense, articles, prepositions) investigating the relationship between the teachers' perception of students' errors and actual errors obtained from students' paragraph writings suggest that :

1. There is no statistically significant relationship between the teachers' perception of students' errors in the use of tenses and actual errors (r:.03)

2. There is rather low but statistically significant relationship between the teachers' perception of students' errors in the use of articles and actual errors (r:.23)

3. There is rather low but statistically significant relationship between teachers' perception of students' errors in the use of prepositions and actual errors (r: .28).

From all these results, several conclusions can be drawn :

Through agreement among teachers and students in error evaluation may be desirable in the foreign-language classrooms, whether such "a meeting of minds" (Birdsong et.al. 1989:1) is attainable remains to be seen. Indeed, this idealized consensus would appear somewhat unrealistic, given the idiosyncrasies of individuals teachers and students, along with, the well-documented response variability inherest in metalinguistic task in general, and in error task in particular.

Whatever form the agreement takes, an important precondition must be met : students must be able to detect their errors before they judge them

. Detection of errors requires explicit, analyzed knowledge of language, along with a well-development mental apparatus for retrieving and manipulating such knowledge.

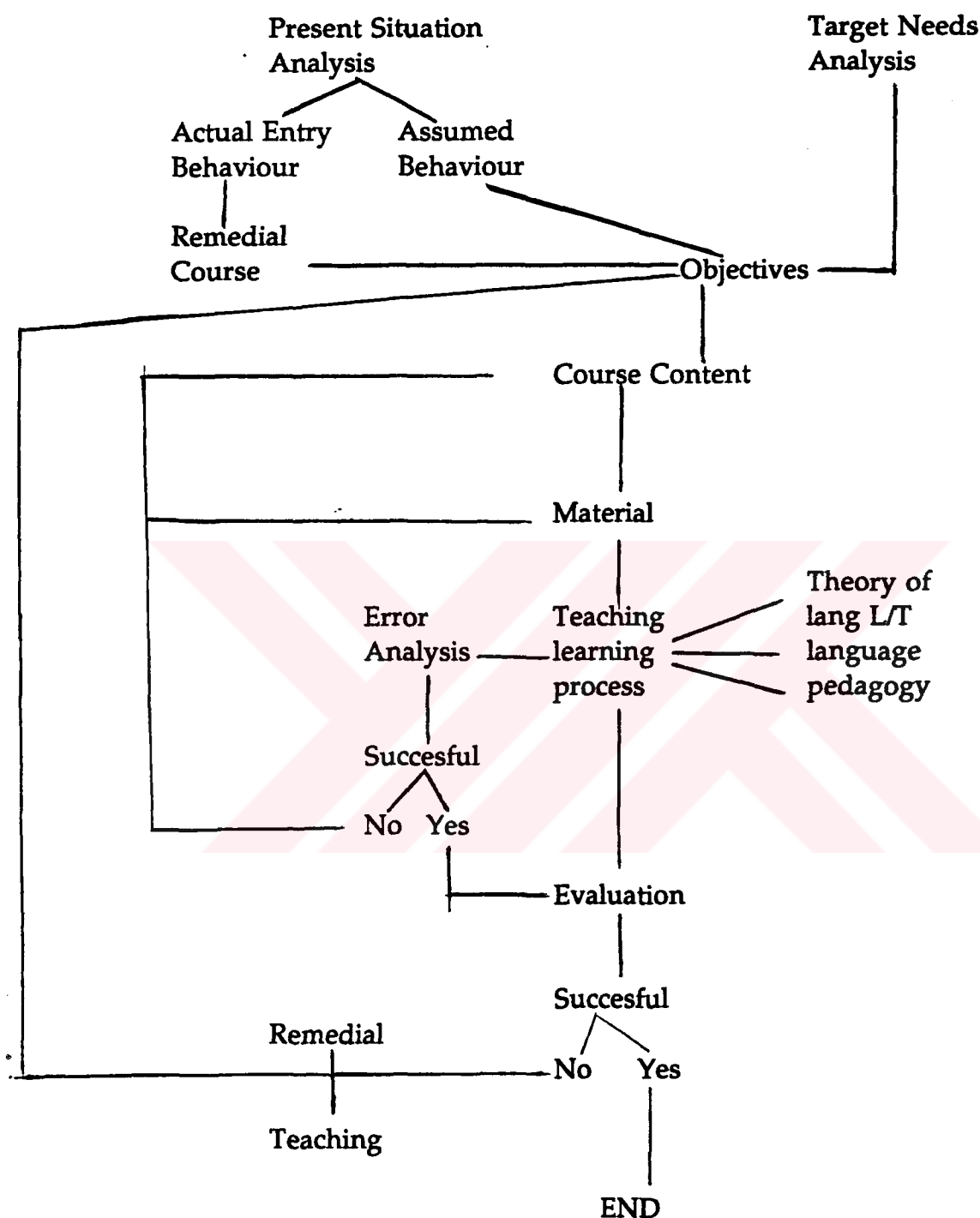
The errors in the knowledge of students in learning a foreign language may be the result of interference, the use of aspects of another language at a variety of levels; of strategies of learning such as overgeneralization and analogy by means of which the learner tests out his hypotheses about the structure of the language; of strategies of assimilation, in which the learner makes his learning task easier; and of strategies of communication, whereby the learner adapts what he knows into an efficient communication model, producing an optimal utility grammar from what he knows of the language.

6.3. Recommendations

It would be better to study each error type in details because if any curriculum design prepared for foreign language courses, it can be useful to put detailed error analysis as the component of teaching learning process in the design.

A Curriculum Design for

Preparatory Section



This may provide teachers to revise their methodology and syllabus, in other words they can choose the best methods or techniques and materials to overcome errors.

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APPENDICES

APPENDIX A: List related to the correlational study concerning errors perceived by students teachers and actual errors observed in paragraph writings

	Tense Errors			Article Errors			Errors in the use of prepositions			Errors in the use of modals		Errors in the use of clauses		Errors in the use of adverbs		Errors in the use of adj. (comparatives and superlatives)		Errors in the use of reported speech		Active/Passive Errors	
	X	Y	Z	X	Y	Z	X	Y	Z	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
1	2	5	1	2	5	2	3	5	4	1	4	1	4	1	3	1	5	1	5	2	3
2	2	5	2	1	5	1	2	5	4	4	4	1	4	2	3	2	5	1	5	2	3
3	2	4	1	3	5	1	2	4	2	1	3	2	3	2	2	1	4	2	3	1	2
4	1	5	2	1	5	1	1	4	2	4	4	1	4	4	3	2	5	2	5	2	3
5	2	4	3	1	4	1	2	4	3	1	3	1	3	3	2	2	3	1	4	2	3
6	1	4	1	2	4	1	2	3	3	4	3	1	3	3	2	2	3	2	4	3	3
7	1	1	3	1	2	1	2	4	2	2	1	1	1	1	1	1	2	1	2	1	1
8	2	4	1	1	4	1	2	3	3	3	3	2	3	1	2	1	3	2	5	3	4
9	2	4	3	1	4	1	3	4	2	1	4	2	3	2	3	2	3	3	5	3	4
10	1	5	4	3	5	1	3	4	2	2	4	1	4	1	4	1	5	3	5	3	5
11	2	2	2	1	3	1	2	4	2	2	2	1	1	1	1	1	2	2	3	1	2
12	3	3	2	1	4	2	2	4	1	2	3	1	3	2	3	1	4	2	5	1	4
13	1	2	2	1	3	2	2	4	3	3	2	2	2	1	1	1	2	1	5	1	3
14	2	2	2	1	2	1	2	3	2	2	2	1	1	1	1	2	1	1	2	1	2
15	1	3	2	1	3	1	2	3	2	1	2	3	2	1	2	1	2	2	3	2	3
16	1	4	2	1	4	2	1	4	3	3	3	2	3	2	3	2	3	1	4	2	4

(X) Student scores , (Y) Teachers scores, (Z) Actual scores.

APPENDIX A: List related to the correlational study concerning errors perceived by students teachers and actual errors observed in paragraph writings

	Tense Errors			Article Errors			Errors in the use of prepositions			Errors in the use of modals		Errors in the use of clauses		Errors in the use of adverbs		Errors in the use of adj. (comperatives and superlatives)		Errors in the use of reported speech		Active/Passive Errors	
	X	Y	Z	X	Y	Z	X	Y	Z	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
17	3	5	1	3	5	1	2	4	2	2	4	3	4	3	4	3	5	3	5	2	4
18	1	4	2	3	3	1	2	3	3	2	3	1	3	2	3	2	4	3	4	4	3
19	1	3	3	1	2	1	2	3	4	1	2	1	2	2	2	2	3	1	3	2	2
20	1	4	1	2	4	1	2	4	2	2	3	1	3	1	3	1	4	2	5	1	4
21	2	5	3	1	5	1	3	4	1	4	3	2	4	1	4	2	5	2	5	3	3
22	2	4	1	1	4	1	2	5	2	3	2	2	4	1	2	1	4	2	5	3	4
23	1	2	2	1	2	1	2	5	1	1	2	1	2	1	1	1	1	2	2	1	2
24	2	2	1	1	2	1	2	5	1	3	2	2	2	1	1	1	1	2	2	2	2
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26	2	3	2	3	3	2	3	3	3	2	4	1	2	2	3	1	3	2	2	2	2
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29	2	5	2	1	3	1	5	3	2	1	4	2	3	2	3	2	3	3	3	3	3
30	2	5	2	2	4	1	2	4	3	3	5	1	5	2	3	2	4	2	2	2	3
31	2	2	2	1	4	2	3	3	3	1	3	2	3	3	3	3	3	3	2	1	3
32	2	2	2	1	5	1	2	3	2	1	5	2	5	2	3	2	4	2	2	1	4

(X) Student scores , (Y) Teachers scores, (Z) Actual scores.

APPENDIX A: List related to the correlational study concerning errors perceived by students teachers and actual errors observed in paragraph writings

	Tense Errors			Article Errors			Errors in the use of prepositions			Errors in the use of modals			Errors in the use of clauses		Errors in the use of adverbs		Errors in the use of adj. (comparatives and superlatives)		Errors in the use of reported speech		Active/Passive Errors	
	X	Y	Z	X	Y	Z	X	Y	Z	X	Y	Z	X	Y	X	Y	X	Y	X	Y	X	Y
33	2	3	1	1	4	1	3	3	3	4	1	3	3	2	3	1	3	2	3	3	3	3
34	2	3	2	1	4	1	2	3	3	3	2	3	3	2	2	2	4	2	3	3	3	2
35	2	5	2	1	5	2	3	3	2	2	5	1	5	2	2	4	3	2	2	3	3	2
36	2	1	1	2	2	2	4	3	3	1	1	1	1	1	1	3	1	2	3	2	2	1
37	2	4	2	3	4	2	2	3	2	1	4	1	2	1	3	1	3	1	2	2	2	3
38	2	1	3	2	2	2	1	3	2	1	2	2	3	2	3	1	4	1	3	1	1	1
39	2	3	2	1	2	2	3	3	3	1	2	2	3	1	2	2	3	1	3	1	1	1
40	2	3	1	1	4	1	1	4	3	1	3	1	3	1	3	2	3	3	3	1	1	2
41	2	2	1	2	2	1	2	3	1	3	2	2	2	1	2	1	3	1	4	1	1	2
42	3	5	2	1	5	2	2	3	2	2	5	1	5	4	3	3	4	2	2	2	2	5
43	1	1	1	2	2	2	3	2	3	2	1	1	2	2	3	1	3	1	3	2	2	1
44	2	3	2	2	3	2	4	2	2	3	3	2	2	2	3	3	3	3	3	3	3	3
45	2	3	2	1	3	2	2	3	2	1	3	2	2	1	2	1	3	2	3	3	3	3
46	3	5	2	2	4	2	3	3	2	2	5	1	5	2	3	2	3	2	3	3	3	5
47	1	2	3	4	4	2	2	2	3	1	2	1	2	2	3	1	3	2	3	1	1	2
48	2	2	2	3	3	1	3	2	1	1	2	2	2	2	3	1	2	2	2	2	2	3

(X) Student scores , (Y) Teachers scores, (Z) Actual scores.

APPENDIX A: List related to the correlational study concerning errors perceived by students teachers and actual errors observed in paragraph writings

	Tense Errors				Article Errors				Errors in the use of prepositions				Errors in the use of clauses				Errors in the use of adverbs				Errors in the use of adj. (comperatives and superlatives)				Errors in the use of reported speech				Active/Passive Errors			
	X	Y	Z		X	Y	Z		X	Y	Z		X	Y	Z		X	Y	Z		X	Y	Z		X	Y	Z		X	Y	Z	
49	1	3	2	2	1	2	2		2	2	2		3	1			2	2			3				2	2			2		3	
50	1	4	1	1	1	2	1	3	3	2	3		1	3			1	3			1				2	3			2		3	
51	2	4	2	1	3	2	2	3	3	3	3		1	3			3	3			2				1	4			4		4	
52	2	3	2	2	2	2	2	2	2	3	2		1	3			2	3			2				2	2			2		3	
53	1	4	2	1	3	2	2	2	3	4	1		1	3			1	3			1				2	3			2		3	
54	1	2	1	1	1	1	1	4	1	1	4		1	1			2	2			1				2	1			1		1	
55	2	4	1	1	3	2	2	4	3	1	4		2	4			2	3			1				2	4			2		4	
56	2	4	3	2	3	3		4	5	2	4		1	4			1	3			1				2	4			2		4	
57	1	2	2	1	1	1	1	2	1	2	1		1	1			1	2			1				1	1			2		1	
58	1	4	1	3	3	2	2	3	2	1	3		2	3			3	3			1				2	4			2		3	
59	2	3	3	1	2	2	2	2	2	2	2		1	2			2	2			2				1	2			2		2	
60	4	5	1	5	4	2	2	5	5	4	5		5	5			5	5			5				5	5			5		5	
61	1	3	1	1	2	2	2	2	3	2	2		2	2			1	2			1				1	2			1		2	
62	1	2	1	1	1	1	1	1	2	2	1		1	1			2	2			1				2	1			2		1	
63	2	3	2	3	2	1	2	2	2	2	2		1	2			1	2			2				2	2			2		2	
64	1	3	2	3	2	2	2	2	2	2	2		1	2			2	3			1				1	2			1		2	

(X) Student scores , (Y) Teachers scores, (Z) Actual scores.

APPENDIX A: List related to the correlational study concerning errors perceived by students teachers and actual errors observed in paragraph writings

	Tense Errors				Article Errors				Errors in the use of prepositions				Errors in the use of modals		Errors in the use of clauses		Errors in the use of adverbs		Errors in the use of adj. (comperatives and superlatives)		Errors in the use of reported speech		Active/Passive Errors	
	X	Y	Z		X	Y	Z		X	Y	Z		X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
65	2	3	2		1	2	2		2	3	2		2	3	1	3	1	2	3	3	2	3	4	2
66	1	2	2		1	1	2		2	2	2		2	2	1	2	1	2	2	1	2	2	1	
67	2	3	2		1	2	3		3	2	3		3	2	2	2	1	2	2	2	2	2	2	
68	1	4	3		2	2	2		1	3	3		2	3	1	3	1	2	2	1	2	1	3	
69	3	3	3		2	2	3		2	3	2		3	3	3	3	3	4	2	2	3	4	3	
70	1	4	2		2	3	2		2	4	3		3	4	1	4	3	3	1	3	2	3	4	
71	2	4	4		2	3	2		3	4	2		2	4	1	4	2	3	1	3	1	4	4	
72	2	4	2		2	2	2		3	3	2		2	4	1	4	2	2	3	3	2	2	3	
73	1	3	4		1	2	2		2	2	1		1	2	1	2	2	2	1	2	3	1	2	
74	1	4	3		2	3	2		2	4	5		1	4	2	4	2	4	3	4	2	4	4	
75	2	2	2		3	2	2		4	2	3		1	2	1	2	3	2	3	2	3	2	4	

(X) Student scores , (Y) Teachers scores, (Z) Actual scores.

APPENDIX B

Gaziantep Üniversitesi Hazırlık Okulu Öğrencilerinin İngilizce Öğrenimlerinde Yaptıkları Hataların Algılanmalarına Yönelik Anket

Değerli Öğrenci,

Bu anket hazırlık okulu öğrencilerinin sınıf içindeki yaptıkları hataların doğru olarak algılandığını ortaya çıkarmayı amaçlamaktadır. Anketten alınacak sonuçlar gruplar halinde değerlendirilecek yalnızca bu çalışmanın amacı için kullanılacaktır.

Yardımlarınız için teşekkür eder, çalışmalarınızda başarılar dilerim.

Sevilay KILIÇ
Gaziantep Üniversitesi
Fen Edebiyat Fakültesi
Yabancı Diller Bölümü

Örnek : Anketi aşağıdaki şekilde doldurunuz.

	Hiçbir Zaman 1	Nadiren 2	Bazen 3	Genellikle 4	Her Zaman 5
Tense Errors		X			

	Asla 1	Nadiren 2	Bazen 3	Genellikle 4	Herzaman 5
Zaman Hataları					
Artikel Hataları (a, an, the)					
Etken/Edilgen Hataları					
Modal Fiil Hataları					
Şartlı Cümlelerin Kullanımındaki Hatalar					
Zarfların Kullanımındaki Hatalar					
Sıfatların Üstünlük ve En Üstünlük Derecelerinde Yapılan Hatalar					
Dolaylı Aktarımda Yapılan Hatalar					
İlgeç Kullanımında Yapılan Hatalar					

	Never 1	Rarely 2	Sometimes 3	Generally 4	Always 5
Tense Errors					
Article Errors (a, an, the)					
Active/Passive Errors					
Errors in the Use of Modals					
Errors in the Use of Clauses (if and wish clauses)					
Errors in the Use of Adverbs					
Errors in the Use of Adjectives (comperatives and superlatives)					
Errors in the Use of Reported Speech					
Errors in the Use of Prepositions					

APPENDIX C : Öğretmenler Tarafından Doldurulan Öğrenci Hatalarını Değerlendirme Formu

	Zaman Hataları					Artikel Hataları	Etken/ Edilgen Hataları	Modal Fiil Hataları	Şartlı Cümlelerin Kullanımındaki Hataları	Zarfların Kullanımındaki Hataları	Sıfatların Üstünlük ve en Üstünlük Derecelelerinde Yapılan Hataları	Dolaylı Aktarımda Yapılan Hataları	İkiçeşlinin Kullanımında Yapılan Hataları
	1	2	3	4	5								
Denekler						•	•	•	•	•	•	•	•

- *1. Asla
- 2. Nadiren
- 3. Bazen
- 4. Genellikle
- 5. Daima

APPENDIX D : Student' Errors Evaluation Forms Filled by Teachers

	Tense Errors					Article Errors (a,an,the)	Active/ Passive Errors	Errors in the use of Modals	Errors in the use of Clauses (if and wish clauses)	Errors in the use of Adverbs	Errors in the use of Adjectives (comparatives and superlatives)	Errors in the use of Reported Speech	Errors in the use of Preposition
	1	2	3	4	5								
Subjects													

- *1. Never
2. Rarely
3. Sometimes
4. Generally
5. Always

T. C.
Yükseköğretim Kurulu
Dokümantasyon Merkezi