

## **Error Analysis and Paragraph Writing**

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**To My Husband Farshad Zarei, and my father and mother  
GholamReza Ahrami and Fatemeh Aslani**

**MasomehAhrami**

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We would like to thank those who had helped us complete this book.

I would like to express my thanks to my family, especially my husband, who gave me support and encouragement. Without them in my life, none of my dreams or goals could have been accomplished -- MasomehAhrami.

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## Abstract

Writing is a highly complex process for native and non-native speakers of English language. Today, English language has become a necessity all over the world. The main focus of the research presented in this monograph is to present the form and function of the paragraph and the errors committed at the paragraph level. The present study attempts to reveal paragraph errors of English learners at the under graduate level in Bushehr University of Medical Sciences and Health Services in Bushehr City, Iran. The areas of the problem to be probed are as follows:

- 1-What is the role of errors in remedial measures?
- 2-Why do students commit errors in paragraph writing?
- 3-Which type of errors should the researcher study in this research?
- 4-What is the purpose of error analysis in learning language?

**Key words:** English as a foreign language in Iran, paragraph writing, errors and error analysis

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## LIST OF ABBREVIATIONS

**TL= Target Language**  
**EA= Error Analysis**  
**EFL= English as a foreign language**  
**CA=Contrastive Analysis**  
**LI= Native Language**  
**IL=Inter Language**



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Introduction**

Writing is a highly complex process for native and non-native speakers of English language. Today, English language has become a necessity all over the world.

English is used as an international language among all nations in the world. No doubt, learning English requires mastering the four language skills; listening, speaking, reading and writing. Writing requires thinking and cognitive processes to be produced. It is considered the most complex skill because it goes through different stages i.e., prewriting, writing and editing, to reach its final product. Trembley (1993) viewed writing as a hard and risky skill. Additionally, writing involves different aspects such as spelling, punctuation, organization...etc. Despite its complexity, writing is very important for communication. It creates a communication channel between the writer and the reader. It is needed to transfer messages, letters, and knowledge, to take exams and to maintain learning. However, proficiency in one's native language does not necessarily lead to proficiency in L2 writing (Archibald, 2004). Many native speakers find difficulties in mastering the writing skill (Celce-Murcia, 2001). Nonetheless, writing is a crucial skill that is poorly acquired, researches into writing problems seem to be behind those examining other language areas (Klassen, 2001). Chidambaram (2005) argued that writing is a conscious, deliberate and planned activity. Writing has been regarded as an alternative medium of language, as it gives permanence to utterances. Writing enables the transmission of ideas over vast distances of time and space and is a pre-requisite of a complex civilization.

Bloomfield (1933, p.21) observed that “writing is not language but merely a way of recording language by means of visible marks”. It needs a systematized form by making use of the components namely graphemes, vocabulary, syntax, etc. So as to make a decoder understand it clearly. Language is a storehouse of knowledge with many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression (Khansir, 2010).

A paragraph is the fundamental unit in a composition. A paragraph is a sentence or group of sentences that develop one idea or one point. Thus, a paragraph is built around that central idea. Each paragraph should have a topic sentence. The topic sentence presents the main idea of the paragraph. It is also called the controlling idea because it limits the subject of the paragraph. It suggests ways of developing the thought. In a unified paragraph all sentences relate to the topic sentence by explaining it with facts, examples, and supporting details. Paragraph writing is the first step towards any form of writing. A suitable teaching of paragraph writing will help the learners to write a good writing Essay and Thesis.

The main focus of this research is to express opinions at the paragraph level. Therefore, paragraph writing or the organization of a paragraph is of primary importance. However, writing builds larger units from smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make such compositions as letters, reports, and college themes (Hart & Reinking 1990:11). Rajatanun (1988:95) said that a paragraph is a unit of writing which expresses one central idea and consists of two kinds of sentences: a topic sentence and a number of supporting statements.

Error analysis is one of the major topics in the field of second language acquisition research. Learner’s errors are seen as a natural and vital part of the learning process. They are

also seen as inevitable, since learners are encouraged to explore the target language. English language has a different system of grammatical rules. The learner of English as a second or foreign language is unaware of the existence of the particular system or rule in the English language (Khansir, 2010). Corder (1967) proposed the hypothesis that errors are evidence of learner's strategies of acquiring the language rather than signs of inhibition or interference of persistent old habits. He claimed that a systematic study of errors is essential in order to discover the learner's built-in syllabus and learning strategies. He added that this information arrived at through error analysis, would be useful to text book writers, teachers and learners.

## **1.2. Statement of the Problem**

The present study attempts to reveal paragraph errors of English learners at the under graduate level in Bushehr University of Medical Sciences and health Services in Bushehr city. It seems worth mentioning that English is considered as foreign language in Iran. To probe this problem, this study requires of the present researcher to visit the universities, discuss with teachers, and study prescribed text books and syllabus.

The areas of the problem to be probed are as follows:

- 1-What is the role of errors in remedial measures?*
- 2-Why do students commit errors in paragraph writing?*
- 3-Which type of errors should the researcher study in this research?*
- 4-What is the purpose of error analysis in learning language?*

This research cannot and does not pretend to offer prescriptions for solving every problem. However, it is hoped that what this M.A. Research will try to show in its limited scope

is to exemplify how errors are an integral part, directly or indirectly, in language teaching and learning.

### **1.3. Need for the Study**

Today English language is very important and international language in the world. The role of English language can be used to increase the knowledge of the foreign students in their subjects. It seems worth mentioning that the study of English Errors help the students in order to learn the target language as ‘device the students use in order to learn their subjects effectively. Researches have provided empirical evidences pointing to emphasis on learners’ errors as an effective means of improving language of students.

It is generally felt that Iranian learners have a lot of problems in English language in general and in particular in paragraph writing of English language. That is one of the reasons why the researcher has researched this field. Students commit repeated errors in using the target language. There is a great need for such a study to point out why errors are committed by the students and then we need to bring out few remedial measures to enable the students to improve their language and use English flawlessly.

### **1.4. Questions and Hypotheses of the Study**

This study attempts to answer the following question

1. Is there a difference in types of errors between pre-test & post-test in paragraph writing of Iranian EFL students?

The following hypothesis is formulated

H1. There is a significant difference in types of errors between pre-test & post-test in paragraph writing of Iranian EFL students.

### **1.5. Objectives of the Study**

The purpose of the study is to examine the errors of paragraph writing of Iranian EFL students in Bushehr University of Medical Sciences and Health Services, and compare the errors of Iranian learners' paragraph writing in their pre -test and post- test. Finally, the present study will try to suggest remedial measures.

### **1.6. Methodology of the Study**

The present study concentrates on the errors of paragraph writing of Iranian learners of English at under-graduate level in Bushehr University of Medical Sciences and Health Services.

All language learners inevitably produce errors when they write or speak a second language, and that a systematic analysis of errors can provide useful insight into the processes of language acquisition. Therefore, it was concluded that a systematic analysis of errors is very valuable. The methodology adopted in this study consists of the processes such as a) Data collection and b) Data analysis. The data was analyzed utilizing the computer programmed from SPSS in this research.

#### **1.6.1. Participants**

The subjects for this study included 90 first year medical students at the under-graduate level in Bushehr University of Medical Sciences and Health Services as foreign language learners.

### 1.6.2. Procedures

The process of the present research involved in pre- test and post- test of paragraph writing. After, administration of General English Proficiency Test, Background Questionnaire, the students are requested to answer to pre -test .As after, pre- test. The knowledge of the students will be tested. The students will be taught the rules of the paragraph writing. After teacher instruction (the teaching of the paragraph writing), the researcher will give them a post - test questionnaire (paragraph writing).

### 1.6.3. Instruments

1. *A General English Proficiency Test* (Transparent) for determining the proficiency level in English of the participants.
2. *A background questionnaire* to elicit information on subjects' age, gender and level of education.
3. *Pre- test and Post -test of paragraph writing* will be developed by the investigator.

### 1.7. Definition of Key Terms

1. **Error:** an error which results from incomplete or false knowledge, it is related to learner competence.
2. **Foreign language:** is a language which is taught as a school subject in school and it is not used as medium of instruction, for example, in Iran.
3. **Interlingual error:** an error which results from language transfer.
4. **Intralingual error:** an error which results from faulty or partial learning of target language.

5. **Mistake:** A usage that is incorrect which results from carelessness, fatigue and lack of attention. It is related to learner's performance.
6. **Over generalization:** covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.
7. **Developmental error:** An error in the language used by a first or second language learner which is the result of a normal pattern of development, and which is common among language learners.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2. 1. Introduction

Language is a means of communication thoughts and feelings, though not the only means. Cries, signs, gestures, pictorial representations, etc., also serve as a means. Man alone uses language for communication. As Bollinger (1968: 3) argued that “language is species-specific. It is a uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another.” Language is one of the most important characteristic forms of human behavior. It is man’s ability to use language for purpose of communication that distinguishes him from other animals. Accordingly, it has always had a place in human affairs (Khansir, 2012c).

The word "language" is often used to refer to several kinds of human activity, such as the language of music, language of circus, and so on. However, in its ordinary sense, it primarily focuses on the oral and written medium that we use to communicate with one another. We use it especially to refer to human language and thus we tend to distinguish between language and other forms of communication. A general definition characterizes language as a system of arbitrary vocal symbols by means of which members of a society interact with one another.

#### 2.2. English as an International Language:

The use of English for purposes of international communication, as encountered especially among people who do not have the language as a mother tongue. English language is



used as an international language among all people around world. According to this claim, Crystal (1995) mentioned two factors that have caused English language emerge as an international language: “The expansion of British colonial power, which peaked towards the end of the 19<sup>th</sup> century and the second factor is the emergence of the United States as the leading economic power of the 20<sup>th</sup> century.” Thus he also added that the second factor continues the explanation of the position of the English language today.

Widdowson ( 1997:139-140) argued that English as an international language is not distributed as a set of established encoded forms, unchanged into different domains of use, but it is spread as a virtual language...it is not a matter of the actual language being distributed but of the virtual language being spread and in the process being variously actualized . The distribution of the actual language implies adoption and nonconformity. ..It spreads, and as it does, it gets adapted as the virtual language gets actualized in diverse ways, becomes subject to local constraints and controls.

Crystal (1997, p.360) explained the role of English language used in world as follows  
“ It is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music and advertising. Over two-thirds of the world’s scientists write in English. Three-quarters of the world’s mail is written in English. Of all the information, in the world’s electronic retrieval systems, 80% is stored in English. People communicate on the internet largely in English. English radio programs are received by over 150 million people in 120 countries; over 50 million children study English as an additional language at primary level; over 80 million study it at secondary level (these figures exclude China). In any one year, the

British council helps over a quarter of a million foreign students to learn English in various parts of the world. Half as many again learn English in the USA”.

### **2.3. English as a Foreign Language**

Richards, et al., 1992 discussed The role of English in countries where it is taught as a subject in school but not used as a medium of instruction in education nor as a language communication within the country”. Jenkins ( 2002 ) made a distinction between EFL and EIL. EFL is to use English as a foreigner to communicate with native speakers and the purpose of learning EFL is to gain the near-native competence. EIL, on the other hand, is to use English for international communication and the speakers are not foreign speakers, but international speakers of the language.

Khansir (2010) mentioned that in countries such as Iran, where English is taught as a foreign language, it seems difficult to develop the ability of the learners to a standard level. Lack of English input in the everyday life of the learners can be considered one of the major problems. In comparison with countries such as India, there are almost no programs on TV in English; there are few English newspapers or magazines, and almost no opportunity to visit native speakers of English.

English is considered a foreign language in Iran and has not been seen as an important factor in the development of the country. It has always been a foreign language in Iran and there was no need to make it the people's second or official language. Nowadays, in order to maintain and develop the country in a globalized world, it seems necessary to obtain the medium of communicating with the whole world. Changes in educational system, new language teaching/learning policies, new curriculum and materials, and welcoming new opinions and criticisms about the present status of English in the country, is inevitable in Iran.

## 2.4. English in Iran

During World War II, Iran was under the influence of Britain and the United States of America, during which the most remarkable influence of English language was the emergence of a new foreign language. Britain's occupation of Iran together was used as the strategic route to send supplies to the Soviet Union. Another reason is the discovery of petroleum in the early 1900s that attracted other governments, especially the U.S.A. and Britain, to invest their capital in Iran. Rich Iranian people traveled to Europe and the United States of America and therefore had the opportunity to be in touch with the native speakers of English.

English in Iran is used as a foreign language. It is neither an official language, and a medium of instruction nor used in business communication. In Iran English language as a subject is taught as a foreign language from middle (Guidance) school. Though it was introduced as a subject from middle school, the Iranian students accepted it as language to pass in the examination. But last few years, the scenario of English teaching and learning has been changed in Iran. Being realizing the importance of English as language of science and technology like many developed countries, Iran has also embraced it as one of the successful key of knowledge in its education system and now it has been made as an important subject from school level to university level. The Iranian families are also now aware of the fact that the knowledge of English is crucial for international communication for their children.

According to Khansir (2010), today the demand for learning English language among Iranians is growing. There is a great enthusiasm in learning English among Iranians. At present there is a significant development of students' enrollment in various educational institutes to learn English. There are now many newspapers, magazines and T.V. programs in English.

## 2.5. Writing

Writing plays an essential role in language learning. Writing is defined as art of a writer. Hyland (2003) mentions the value of writing “the ability to communicate ideas and information affectively through the global digital network is crucially dependent on good writing skills.” It implies the fact that the mental representation by means of lexical manipulation is given in the form of script or marks in the process of writing. Thus *writing* defined as a term refers both to an act and the result of that act. This immediately sets up two possible perspectives on acquiring writing: Learning the process of composing and learning the form and organization of the product. But writing also has a social dimension and purpose, which can lead to other perspectives focusing on genre, voice and audience (Swalles 1990; Cope and Kalantzis 199; Fairclough 2001; Ivanic 1998). Writing being one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English language. However, it has been used for a variety of purposes, ranging from being merely a ‘backup’ for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners (Harmer 2004).

The learning of writing is one of the most important skills that second language learners need to develop their ability to communicate ideas and information effectively in target language. Writing can be recognized as an integral part of language learning process in ELT classroom. However, writing is a practical representation of unit of a language expression. Drawing pictures or letters is not writing. A sign painter might paint ‘Persian characters’ but he/she is not writing unless he/she knows how to write Persian, i.e. unless he/she understands Persian and the characters. Throughout the history of language teaching, linguists, teachers, and

experts have stressed the different features of writing and this has given birth to a number of approaches to writing such as process, product, integrative, genre approaches (Khansir, 2012b).

### **2.5.1. Writing Perspective: Product and Process**

Product approach to the teaching of writing emphasizes mechanical aspects of writing such as focusing on grammatical and syntactical structures and imitating models and this approach is primarily concerned with correctness and form of the final product, whereas, Process approach emphasizes that writing itself is a developmental process that creates self-discovery and meaning. It is concerned with the process of how ideas are developed and formulated in writing. The approach focuses on how clearly and efficiently a learner can express and organize his/ her ideas clearly. In this approach, students are given opportunity to write what they have in their mind on paper, writing without worrying about form, grammar and correct spelling. (Khansir, 2010).

In product approach, Badger and White (2000) offer writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher. “Product approach only emphasizes linguistic aspects, but ignores the content part, writing freedom, and cognitive approaches. It shows low surrender value in creative writing, it says nothing about “the process of composition and it cares for only accuracy, but not for fluency.” (Khansir, 2012b:292).

Tribble (1996, p 33) suggests that “process approaches stress writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text.”

### **2.5.2. Paragraph Writing**

Jayakaran ( 2005: p. 7 ) argued that “the basic unit of any writing, be it a composition, an essay, an article of general nature, a short story or even a humour piece, is the paragraph”. A paragraph may consist of 2 to 10 sentences. There are three types of sentences: Simple, Complex and Compound. Any paragraph would contain a combination of all these types.

O’Donnell and Paiva (1993:2-4) provided more details about the essential parts for paragraph writing which include a topic sentence, supporting sentences, details, logical order, logical connectors, a concluding sentence, unity and coherence.

Owl(2009:40) clarified a paragraph as a group of closely-related sentences which deal with and develop one idea. According to him, it is like a family in which all members are related; likewise, all sentences in the paragraph are related. Almost every piece of writing that is longer than a few sentences should be organized into paragraphs. Besides, Baker (1962:16) described this unit as a collection of connected sentences which show building blocks of solid ideas that are organized smoothly around one single idea in the paragraph.

### **2.5.2.1. How to Write a Paragraph**

1. Pre writing: when you think carefully and organize your ideas for your paragraph before you begin writing.
2. Writing: when you start to write and turn your ideas into sentences such as write the topic sentence, supporting sentences, supporting details, and closing sentence.
3. Editing: when you check your paragraph for mistakes and correct them.
4. Publishing: when you produce a final copy of your paragraph to hand in.

### **2.5.2.2. Structure of a Paragraph**

The structure of a paragraph consists of three important elements, they are as follows:

1. The topic sentence: it introduces the paragraph and tells the reader what your paragraph will be about. The usual position of the topic sentence is at the beginning of the paragraph but it can sometimes occur anywhere in such unit.
2. The supporting sentences (main points): they come after the topic sentence, to explain your topic sentence. The supporting sentences with their supporting details make up the body of a paragraph.
3. The closing sentence (conclusion): the closing sentence is the last sentence in a paragraph. It restates the main idea of the paragraph using different words and tells the reader what you were writing about.

## **2.6. Discourse and Text**

Discourse and text is called as aspects of language communication. Richards, Platt & Platt (1992) argued that “discourse is a general term for examples of language use, i.e., language which has been produced as the result of an act of communication.” Text is used as means the linguistic form in a stretch of language and those interpretations of them which do not vary with context. Discourse analysis is the interaction of the text with the knowledge of context to create discourse. Potter (1997) mentioned that discourse is the medium for interaction; analysis of discourse becomes, then analysis of what people do. “Text is defined as units of language which consist of a single word, or single sentence or even a novel. Text is meaningful” (Khansir, 2012c:p 169).

## **2.7. Applied Linguistics**

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The term *applied linguistics* seems to have originated in the United States in the 1940s. According to applied linguistics site, 2013, “In the United States, applied linguistics also began narrowly as the application of insights from structural linguistics—first to the teaching of English in schools and subsequently to second and foreign language teaching. The linguistics applied approach to language teaching was promulgated most strenuously by Leonard Bloomfield, who developed the foundation for Language Learning Program (Army Specialized Training Program and by Charles C. Fries, who established the English Language Institute (ELI) at the University of Michigan in 1941. In 1948, the Research Club at Michigan established *Language Learning: A Journal of Applied Linguistics*, the first journal to bear the term applied linguistics. In the late 1960s, applied linguistics began to establish its own identity as an interdisciplinary field concerned with real-world language issues. The new identity was solidified by the creation of the American Association for Applied Linguistics in 1977”.

The creation of applied linguistics as a discipline represents an effort to find practical applications for modern scientific linguistics (Mackey, 1965). Applied Linguistics is often said to be concerned with solving or at least ameliorating social problems involving language. “Applied Linguistics is using what we know about (a) language, (b) how it is learned, and (c) how it is used, in order to achieve some purpose or solve some problems in the real world” (Schmitt and Celce-Murcia 2002:1).

Though, the term applied linguistics has traditionally been associated with the scientific study of such areas as TESOL, TEFL, TESL language teaching and learning , applied linguists do a variety of things: the basic idea is, as the definition implies , to contribute to the real-world issues.

Applied linguists’ research some of the questions as follows:

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1. How can languages best be learnt and taught?
2. What social factors effect on language learning?
3. How can technology be used to contribute to the effectiveness of language teaching/ learning?
4. What are the related problems associated with language disorders? How can these be prevented?

Varshney (1998) defined applied linguistics as the collective term for the various applications of linguistic (and phonetic) scholarship to related practical fields- foreign language teaching, lexicography, translation, speech pathology and therapy, error analysis, etc. Applied linguistics in the widest sense, therefore, borders on other disciplines, for example, sociology, anthropology, psychology, biology, computational linguistics, stylistics, etc. The speech therapist, the literary critic, the translator, the communication engineer, the language teacher, the syllabus framer, the educational planner, the text book writer, the dictionary maker have found linguistics useful for their work. “Applied linguistics is a consumer, or user, not a producer of theories” (Varshney, 1998:13). As a field of study it is about more than 50 years old.

## **2.8. Contrastive Analysis**

Contrastive analysis has been commonly recognized as a branch of Applied Linguistic Science. The American linguist C.C. Fries initiated the study of contrastive linguistic in 1945. This assumption was taken up by Robert Lado more than ten years later in his book, ‘Linguistics across Cultures’ (1957) in which the theoretical foundation of CA was laid down. Lado (1957) claimed that for the students whose target language is second or foreign language, those elements

of the target language that are similar to his/her native language will be simple for him/her and those elements that are different will be difficult.

Keshavarz ( 1994 ) argued that Contrastive Analysis Hypothesis believed that the most effective materials for teaching foreign languages would be those based on contrastive studies this discipline was recognized as an important and integrated part of foreign language teaching for quite a long time. According to this hypothesis, contrastive analysis was considered as the ultimate panacea for language teaching problems.

Ellis (2008) argued that according to contrastive Analysis Hypothesis, learners were strongly influenced by their L1. He added that where the L1 matched the L2, learning was facilitated; where it differed, learning was impeded. In the view of some, such as Lado 1957, believed that errors were mainly, if not entirely, the result of transfer of L1 habits. In addition, this theory of learning was challenged both by Chomsky's attack on behaviourism and also by research on L1 acquisition, which showed that children did not seem to learn their mother tongue as a set of habits but rather seemed to construct mental rules which often bore no resemblance to those manifest in their caretakers' speech.

Contrastive studies consist of two types of studies: theoretical and applied. The first type of the contrastive studies is theoretical contrastive studies, according to Fisiak ( 1981 ) , give an exhaustive account of differences and similarities between two or more languages, provide an adequate model for their comparison, and determine how and which elements are comparable, thus defining such notions as congruence , equivalence, correspondent, etc. Theoretical contrastive studies are language independent. The second type of the contrastive studies is applied contrastive studies are part of applied linguistics. They provide a framework for the

comparison of languages, selecting whatever information necessary for a specific purpose, for example, is teaching, bilingual analysis, translation, etc.

### **2.8.1. Three Versions of Contrastive Analysis Hypothesis**

There are three versions of contrastive analysis hypothesis are discussed in this paper, namely the strong version, weak version, and the moderate version.

Wardhaugh (1970) pointed out that the CA hypothesis can exist in two versions: a strong version claims that the difficulties of the learner can be predicated by a systematic contrastive analysis and teaching material can then be devised to meet those difficulties and a weak version claims that no more than an explanatory role for contrastive linguistics: Where difficulties are evident from the errors made by the learners. Comparison between the mother tongue and the target language of the learners may help to explain them. The third version of the Contrastive Analysis was proposed by Oller and Ziahosseiny on the basis of their analysis of the spelling errors committed by some foreign learners of English with different native language backgrounds. They (1970, P. 184) stated that “the categorization of abstract and concrete patterns according to their perceived similarities and differences is the basis for learning; therefore, wherever patterns are minimally distinct in form or meaning in one or more systems, confusion may result”. In addition, spelling errors of foreign students whose native language employed a Roman alphabet were compared with spelling errors of foreign students whose native language had a little or no relation to such an alphabet. Oller and Ziahosseiny concluded that as far as English spelling is concerned, knowledge of one Roman writing system makes it more difficult, no less, to acquire another Roman spelling system ( Khansir, 2012a).

### **2.8.2. Criticisms of Contrastive Analysis**

Most critics of contrastive analysis are of the view that CA has been unable to meet the objectives which were set for in the fifties. The criticisms are on the following ground:

1. Contrastive studies focus mainly on differences between first and second language and ignore many other factors which affect the second language learner's performance e.g. his/her learning strategies, training procedures, over generalization of target language rules, etc.

2. CA predicts certain difficulties which do not actually show up in the learner's performance and conversely.

3. CA does not predict many problems which are apparent in learner's actual performance (Keshavarz, 1994).

### **2.8. 3. Difference between Error Analysis and Contrastive Analysis**

There are some differences between error analysis and contrastive analyses are considered as follows:

1. Contrastive analysis starts with a comparison of systems of two languages and predicts only the areas of difficulty or error for the second language learner, whereas error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance.
2. EA unlike CA provides data on actual attested problems and so it forms a more efficient basis for designing pedagogical strategies.
3. EA is not confronting with the complex theoretical problems like the problem of equivalence encountered by CA.

4. EA provides a feedback value to the linguist, especially the psycho-linguist interested in the process of second language learning in ascertaining.
  - a. Whether the process of acquisition of first language and second language learning are similar or not?
  - b. Whether children and adults learn a second language in a similar manner or not?
5. EA provides evidence for a much more complex view of the learning process- one in which the learner is seen as an active participant in the formation of and revision of hypotheses regarding the rules of the target language.
6. CA studies Interlingual error (interference) whereas EA studies intralingual errors besides Interlingual (Khansir, 2010 ).

## **2.9. Error Analysis**

Errors are an important source of information to decide the learners' strategy in learning and are found in the learners' output. The teachers come to know the students struggle to learn L2 or target language while learning it for communicative purpose. A look at the various kinds of errors L2 or target language students make will guide the teacher not only to identify the problematic areas of L2 students, but also to spot out areas for which remedial programmes and materials are needed. So the error analysis not only finds out and classifies the errors in L2 students' output, but also tries to interpret the learning strategy of the students. Error analysis also helps in the selection of teaching items and those items which require emphasis in order to devise remedial materials and testing materials needed (Sivakumar, 1994).

Error analysis always plays an important role in language teaching. Corder (1971:152) stated that errors are 'the result of some failure of performance'. Norrish (1983:7) defined 'an

error' as a systematic deviation that happens when a learner has not learnt something and consistently 'get(s) it wrong'. James (1998:1) identified a language error as an unsuccessful bit of language. Moreover, he pointed out that error is likewise unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. According to Corder (1967) Errors are significant in three different ways. First to the teacher, errors tell him how far the learner has progressed and, consequently, what remains for him to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures the learner are employing in his discovery of the language. Thirdly, errors are indispensable to the learner himself, because errors can be regarded as a device the learner uses in order to learn.

Keshavarz (1994) discussed error analysis as follows:

1. Errors are inevitable as we cannot learn a language without goofing, i.e. without committing errors.
2. Errors are significant in different ways.
3. Not all errors are attributable to the learner's mother tongue, i.e. first language interference is not the only source of errors.

Cook (1969) defined the role of an error in first language acquisition and second language learning. According to her, in first language acquisition an error shows that adult competence has not yet been reached and in second language learning an error is taken to show that an item has been wrongly learned. She added that in first language acquisition, errors are an integral part of process. She believes that an error is committed by the native child and the second language learner.

### 2.9.1. Error and Mistake

“While speaking or writing an L2 in the course of L2 learning, the use of words or grammatical features showing faulty or incomplete form may occur. Incomplete knowledge is the main reason for the occurrence of such errors. The occurrence of mistakes, while speaking or writing may be due to the lack of attention on the part of a learner (Sivakumar, 1994: 77).

Khansir ( 2008b: 195-196 ) mentioned that every user of language such as learner of one’s mother tongue , learner of a foreign or second language and even native speaker commits mistakes occasionally. The mistake is caused by lack of attention, fatigue, carelessness etc. for example, an Iranian learner of English who has an excellent proficiency in English says:

“He” instead of “She” as follows:

He is a nurse.

Instead of “She is a nurse”

He is my mum.

Instead of “She is my mum.

Corder (1973) distinguished between ‘lapses’, ‘mistakes’ and ‘errors.’ According to him, errors are divided in two categories: first performance category comprises ‘lapses’ and mistakes, second competence category comprises ‘errors’. Slips of the tongue, false starts, confusion of structures, etc., are termed “lapses.” Ellis (1997) raises the need to distinguish between errors and mistakes and makes an important distinction between the two. He says that errors reflect gaps in the learner’s knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows (Khansir&Shahhoseiny 2013).

### **2.9.2. Error Analysis and Its Use**

Error analysis shows the problems students face in different levels of learning contexts. It involves a close evaluation of the textbook materials. Sridhar (1981: 221-222) mentioned the role of error analysis and its use in language teaching as follows:

“It was believed that error analysis, by identifying the areas of difficulty for the learner, could help in (i) determining the sequence of presentation of target items in textbook and classroom, with the difficult items following the easier ones; (ii) deciding the relative degree of emphasis, explanation and practice required in putting across various items in the target language; (iii) devising remedial lessons and exercises; and finally, (iv) selecting items for testing the learner’s proficiency.”

Burt and Kiparsky (1972: 3) pointed out to the role of error analysis and its use in language teaching and mentioned “one aim of the Gooficon is to help the teacher handle a role which is seldom explicitly treated and for which present materials are not appropriate : to recognize and respond to the particular problems of his own students by becoming thoroughly familiar with their error regularities”.

Corder (1981: 24) argued that error analysis has two objects: one theoretical and another applied. “The theoretical object serves to elucidate what and how a learner learns when he studies a second language. And the applied object serves to enable the learner to learn more efficiency by exploiting our knowledge of his dialect for pedagogical purpose.”

### **2.9.3. Sources of Errors**

Khansir (2008b) argued that the sources of errors have been grouped into two types from different points of view. The first type of the sources of errors is the result of interference of the



first language (mother tongue); this view has been developed by Contrastive Analysis in the 1960. The second part of the sources of errors has been mentioned by Error Analysis has been known as reaction to contrastive analysis. According to error analysis, interference of the first language is only one reason for the source of errors. “Another reason for learners’ errors is due to what Richards (1971) mentioned: ignorance of rule restrictions, incomplete application of rules, false concepts hypothesized, developmental errors and over generalization (Khansir, 2008a: 2)”.

In the field of error analysis, Corder (1971) identified three sources of errors: Language transfer, over generalization or analogy and Materials used in the teaching. Ngara (1983) mentioned three other sources of errors: Incomplete learning, incorrect association and pretentious verbosity.

Dulay and Burt (1974) dealt with problems of errors from a psychological point of view and suggested four types of errors in the following way:

1. Interference like errors: those errors that reflect native (learner’s mother tongue) language structure and are not found in first language (English) acquisition data.
2. First language development: those errors that do not reflect (learner’s) native language structure but are found in first language (English) acquisition data.
3. Ambiguous errors: Those errors that can be categorized as either interference like errors or first language developmental errors.
4. Unique errors: those errors that do not reflect first language structure and also are not found in first language acquisition data of target language.

#### **2.9.4. Criticism of Error Analysis**

Some Criticism of Error Analysis is considered as follows:

Error Analysis Hypothesis might have many merits, but it has not escaped criticism at the hands of certain linguists. The main allegation laid against it is that it makes no allowance for “avoidance phenomena” (Schachter 1974). It is meant that the learner strategy of avoiding what is difficult. The informants may not use certain structures, because he knows he gets them wrong. Instead, he might use structures he is certain he will get right. CA predicts difficulties and therefore does not face this avoidance problem. Another reason for weakness of EAH is due to what Ellis (2008) mentioned: “weaknesses in methodological procedures, theoretical problems, and limitations in scope”. Schachter and Murcia (1977) argued that the Analysis of errors in isolation focuses the attention of the investigator on errors and thus excludes the other corpus from consideration, the classification of errors that are identified is not usually proper, statements of error-frequently are quite misleading, the identification of points of difficulty in target language is usually not very correct, the ascription of causes to systematic errors may not be right, and the biased nature of sampling procedures supplies another point of criticism of EA. It meant that so far the collection of data from a number of informants is considered, the very nature of data collection and selection of informants is biased. Therefore trying to drawn statistically significant findings from such samples may be a questionable practice (Khansir, 2012a).

## **2.10. Interlanguage Theory**

The concept of interlanguage was suggested by Selinker (1972) in order to draw attention to the possibility that the learners language can be regarded as a distinct language variety or system with its own particular characteristics and rules (Jie,2008). Based on the theory that while

learning a second language , learners build up a system for themselves which is different in some ways from their first language and second language systems. The system which the learners build up for themselves has been called interlanguage. According to Adjemian (1976), interlanguages consist of a set of linguistic rules which can generate novel utterances. He claimed that the structure of interlanguages can be derived from grammatical theory; and like natural language, interlanguages can be idealized to make them amenable to linguistic analysis. He added that the universal generalizations that hold for the primary languages also hold for interlanguages. Eckman (1991) claimed that interlanguages are languages and, further, that proposed linguistic universals are fully universal, in the sense that they apply to non- primary as well as primary languages. Ellis (1990) maintained that interlanguage theory can provide an explanation for how both children and adults acquire a second language. According to Tarone, et al. (1976), interlanguage productions have the following characteristics:

- a) Second Language speakers rarely conform to what one expects native speakers of the target language to produce, b) Interlanguage Productions are not an exact translation of native language utterances (i.e., first language interference does not play the primary role in the information of interlanguages), c) Utterances in the second language are not randomly produced, and d) Interlanguages are spoken either by adults or by children when second language acquisition is not simultaneous with that of the first language.

Selinker (1972) identified five interlanguage processes as follows:

1. Language Transfer: sometimes rules and subsystems of the interlanguage may result from transfer from the first language.
2. Transfer of Training: some elements of the interlanguage may result from specific features of the training process used to teach the second language.

3. Strategies of Second Language Learning: some elements of the interlanguage may result from a specific approach to the material to be learned.

4. Strategies of Second Language Communication: some elements of the interlanguage may result from specific ways people learn to communicate with native speakers of the target language.

5. Overgeneralization of the Target Language Linguistic Materials: some elements of the interlanguage may be the product of overgeneralization of the rules and semantic features of the target language.

### **2.11. The Methodology of Error Analysis**

In the field of error analysis, the collection of data is concerned with pedagogical purposes; development of teaching materials, strategies of learning and corrective or remedial procedures. In this item, the methodology of error analysis in general, will be examined as follows:

#### **1. Recognition of Errors**

The first of all, the researcher should recognize what is different between the types of errors such as lapses, mistakes and errors, and between performance and competence errors and etc.

#### **2. Collection of Errors**

Ellis (2008) argued that the type of data collection can have a marked effect on the results of an error analysis. After the recognition of errors, the researcher should collect or classify the errors. The errors can be classified into various levels such as grammatically items, syntactically items, and etc.

#### **3. Explanation of Errors**

Ellis (2008: 53) mentioned that “explanation is concerned with establishing the source of the error, i.e. accounting for why it was made.” Taylor (1986) argued that the error source may be psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse structure.

#### **4. Evaluation of Errors**

The last of the methodology of error analysis is concerned with evaluation of the errors. In this item, all the preceding stages of error analysis have involved an examination of errors from the point of view of the learner, who makes them, error evaluation involves a consideration of the effect that errors have on the person addressed. Khansir (2012a) pointed out that evaluation process is usually followed by determining:

- 1) Frequency of error,
- 2) Seriousness of an error.

#### **2.12. Review of Literature of the Study**

Pertinent studies related to error analysis by researchers in error studies are discussed below:

Olsen (1999:191-205) carried out research in English written by Norwegian EFL learners. Language problems on different linguistic levels were analyzed and the theory of compensatory strategies was used. The results showed that less proficient learners had a higher number of grammatical, orthographic and syntactic errors, which can be attributed to cross-linguistic influence.

Tananart (2000:88-101) examined errors in comparison and contrast paragraphs written by EFL university students at the Chulalongkorn University. The major type of errors were

grammatical structure (73.86%), and the other types of errors were errors in using transition signals (10.01%), verb forms (7.68%), word choice (6.90%) and spelling (1.55%).

Almaden (2006) conducted a research in the topical progression in paragraphs written by Filipino ESL students. The paragraphs were analyzed using Lautamatti's topical structure analysis (TSA), which examines the internal topical structure by looking at the repetition of key words and phrases and provides insights into the internal coherence in paragraphs. It was found that parallel progression was most frequently used in the paragraphs, followed by extended and sequential progressions. The extended sequential progression was least used.

Ghadessy (1976) analyzed errors of 370 freshmen students at Shiraz University in Iran. The students were divided into 12 sections; approximately 30 students per section. The classification of the students was based on the results of a diagnostic test administered prior to their participation in a five week summer intensive course in English at Shiraz University in 1967. He used achievement test, among other items, the achievement test include a written assignment of approximately 150-200 words on one of three topics printed on a separate sheet at the end of the examination books. The time was 30 minutes for assignment in the study. He selected two samples randomly from 11 sections and three samples from the twelfth. He divided the errors into two major types. The errors that occurred within sentences and those that related to the relationship between sentences and the combination of sentences into paragraphs.

The types of errors based on the study are classified as follows:

1. Morphology
2. Modal verbs
3. Tenses

4. Articles
5. Word order
6. Syntax
7. Construction
8. Preposition
9. Lexis

The total of the errors were 216, 167 were systematic errors and 49 other errors that occurred within the study. He discovered that 77.3 percent of the writings of Iranian university freshmen learning English contained systematic errors most of which caused by the lack of reducing sentences by either conjunction or embedding. He also concluded that because the majority of students written errors occur in systematic patterns, these patterns could serve as a basis for developing instructional materials for individual learners (Khansir 2010).

Sunderman (1987) analyzed three Arab student's compositions written in English. English language for them was target language. The two Iraqis students had scores in the M.T. in the range of 44 to 49 which indicated a minimal knowledge of English. They were placed in the beginning class in English for international students. The other student was from Jordan scored in the mid-70s in the M.T. and was placed in an intermediate level in English class. The composition written test was administered in 50 minutes. The students were not permitted to use a dictionary or receive any help from the teacher during the test. Thus a pre and post- test comparison of their M.T. scores also confirmed their lack of improvement in grammatical structure. He said that their lack of progress may be due to several factors. The two of them are married and spoken only Arabic at home. The student had an Arab friend roommate. All of them had tutors to correct their class work. The students claimed that they only needed enough

knowledge of English to read their technical books. It would seem, then, that they had less motivation to learn English than other students enrolled in the same classes. The purpose of this article was to apply research in second language learning and error analysis studies in order to describe and categorize some of the mistakes made by the Arab students in writing composition in English language. By the use of an error analysis of their compositions, he tried to describe the type of errors made and also to separate errors due to native language interference from errors due to intra English confusion.

The categories studies of this work were as follows:

1. Copula
2. 3<sup>rd</sup> person singular and plural verb present tense
3. In correct verb tense
4. Verb incorrectly formed
5. Relative clauses

He found that the Arabs student's errors were of two types: the first type of error was due to their native language structure to imitate utterances in the target language and the second type of error was due to intra English confusion. He said that the first type of error in this study was due to native language interference that the students made were as follows;

1. "The omission of the copula (both as main verb and as auxiliary)" and
2. "The repetition of a subject in relative clauses."

The second type of error was the errors of intra-English confusion made by the students were as follows:

1. Over-generalization about the inflections for verbs in the present tense in English." 2. Regularization of the simple past tense of irregular verbs in much the same way those



children acquiring a first language do. "3. Alterations with the use of 'be' or 'have' as a main verb, the confusion between these two verbs often resulted in students' use of both in the same sentence. 4."Constraints upon such verbs as 'pay' 'keep' and 'meet' were not learned as the students used the present progressive form for them" and 5." the students were unable to apply the rules they had learned for the formation of the present and past perfect forms in English.

The study also showed that the student at the intermediate level of English had fewer errors in all categories than did the two beginning students.

Khansir (2008a) analyzed syntactical errors of a group of one hundred college students enrolled in Second Year B.Com at Mysore University in India. The aim of the study was to classify "errors" made by the students at the sentence levels such as: Auxiliary verbs, passive and tenses. The research showed errors committed in the use of auxiliary verbs, passive forms and tenses. The study indicated that there exist systematic errors in learner's target language. Within the perimeter of the paper, the errors pertaining to auxiliary verbs, passive voice, and tenses indicated that teaching English is not satisfactory in the colleges, and that learning strategies are the cause of errors.

Khansir (2012d) examined the syntactic errors such as auxiliary verbs, passive voice, indirect form, preposition, tag question, relative pronouns, WH- question, and tense in writing of Iranian and Indian students. The results of his study showed that the total number of errors committed by the Iranian students was 2841 and that of their Indian peers" was 3736. The largest number of errors committed by subjects was from the realm of the "indirect form" (1014) and the minimum number of errors recorded in this study was "relative pronouns" (533).

Khansir (2013a) analyzed the written errors such as paragraph, punctuation, articles, spelling, and conjunction in writing of Iranian and Indian students. The results of the study indicated that the total number of errors committed by the Iranian students was 3045 and that of their Indian peers' was 3274. The maximum errors made by the subjects were from the realm of 'punctuation' (1387). The number of errors made by the Indian students in the use of punctuation was 718 which came to 22% for errors in punctuation. The Iranian students committed 669 errors. They constituted 22% of errors for punctuation. Thus, the minimum number of errors recorded in writing in this study was 'spelling.' The total number of errors in the use of spelling was 1050. The number of errors committed by the Iranian students in the use of spelling was 578 which come to 19% for errors in spelling. The number of errors committed by the Indian students was 472. They constituted 14% of errors for spelling.

Gustilo and Magno (2012) investigated the sentence-level errors of freshmen students at three proficiency levels and the aspects of writing that raters focused on while rating the essays. Most of the findings of the study corroborated the findings of previous studies on error analysis and essay evaluation—that sentence-level errors had a significant role in essay scores.

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.1 Introduction**

In the preceding chapters, we discussed on paragraph writing and errors. In this chapter, Researcher tries to discuss on the methodology of the study, as it was stated that error analysis is a branch of applied linguistics and many researches of error analysis have been done around world by many researchers, have been useful for syllabus designers, teachers and students. Form of this point of view, Larsen-Freeman and Long (1991) argued that the study of SLA can be said to have passed through a series of phases defined by the modes of inquiry researchers have utilized in their work: contrastive analysis, error analysis, performance analysis and discourse analysis (p.81).

The present study concentrates on the errors of paragraph writing of learners of English at under-graduate level in Bushehr University of Medical Sciences and Health Services. The methodology adopted in this study consisted of the following processes:

A. Data collection and

B. Data analysis

The collection of data in any study is usually determined by its objectives. The collection of data in this study was used in terms of the following objectives.

- a. To examine types of errors in target language (i.e. English language). Errors are classified in paragraph writing.
- b. To examine types of errors in paragraph writing of Iranian Medical students.

c. To suggest remedial measure to overcome the committing of errors.

The data was analyzed utilizing the computer programmed from SPSS in this research.

### **3.2. Participants**

The subjects for this study were 90 students at under-graduate level, in Bushehr University of Medical Sciences and Health Services. English language is used as foreign language for Iranian learners.

### **3.3. Instruments**

The instruments utilized in this study were as follows:

1. *A General English Proficiency Test* for determining the proficiency level in English of the participants.
2. *A background questionnaire* to elicit information on subjects' age, gender and level of education.
3. *Pre- test and Post -test of paragraph writing* were developed by the investigator.

#### **3.3.1. General English Proficiency Test**

The General English Proficiency Test (Transparent) consisted of 50 multiple choice vocabulary, grammar and reading comprehension items.

The test was selected to assess the participant's level of proficiency in English. In administering the test, the Researcher piloted the test for the target group. In addition, 15 students in the target group were used as participants in this research. The General English Proficiency Test was found to be appropriate for the participants' performing level. Its reliability

through the K-R 21 formula turned out to be .66 for the target group. In this experiment, the students who scored between one standard deviation below or above the mean score were selected for the purpose of collecting data in the present study (see appendix 1).

### **3.3.2. Background Questionnaire**

The background questionnaire for this study was designed to elicit information on subjects. The questionnaire developed by the present researcher consisted of 10 questions which were related to their residential address; age, language use, information about the parents, details about siblings, language attitude, etc. (see Appendix 2).

### **3.3.3. Pre-test and Post-test of Paragraph Writing**

Pre-test and post-test of paragraph writing have been used for collecting data in this research. The Pre-test and post-test of paragraph writing was designed to measure knowledge of English paragraph writing of Iranian students in an academic work.

The Pre-test and post-test of paragraph writing used to identify the types of errors for this study. The tests were chosen to examine the ability of the subjects in selecting the correct paragraph writing rules in English.

In administering the test, the Researcher carried out a pilot test for the target group. In addition, 15 students of the target group were used as participants in this research. . To ensure whether the paragraph writing test is appropriate for subjects of the current study, the Researcher experimented with the KR-21 formula. Applying this formula to measure the reliability of paragraph writing test for the students appeared .62.

### **3.4. Procedure**

To achieve the objectives of this study the following procedures were adopted.

1. Development of the questionnaire.
2. Administration of the proficiency test.
3. Development of the paragraph writing test and its administration.
4. Analysis of collected data.

Before focusing on the paragraph writing test which plays the role of a pedestal function in this study, the present researcher developed and administered the background questionnaire and English general proficiency test.

#### **3.4.1. Administration of the Proficiency Test**

The proficiency test was administered to the Bushehr University of Medical Sciences and Health Services students. Those students who score between one standard deviation below or above the mean were selected to participate in the next stage of the research. 110 students as total were selected to participate in the next stage.

#### **3.4.2. The Background Questionnaire**

The background questionnaire was designed in order to elicit information on subjects. The questionnaire consisted of 10 items which were related to their residential address, age, language use, information about the parents, details about siblings, language attitude etc. The test was administered to the Bushehr University of Medical Sciences and Health Services students. The time limit was, therefore, set. Thus, before the collection of data, the participants were

informed that the purpose of the study was to investigate a research work and the test result would not affect their annual examination results or any other results.

### **3.4.3. Paragraph Writing Test**

The paragraph writing test was chosen to help in the fulfillment of aims set forth in this study. For this purpose, the researcher developed the test through the following writing books, the researcher developed the paragraph writing test related to the present study, because one of the basic principles of selecting a test is to use the scientific books related to the test materials.

1. Reddy, K.G. (2006). Paragraph Writing.
2. Arnaudet, L.M. and Barrett, M.E. (1990). Paragraph Development.

In addition, the present researcher visited Bushehr University of Medical Sciences and Health Services discussed with English teachers and studied prescribed text books and syllabus. Thus, the first author has taught Paragraph writing in the university.

The test was administered to the Bushehr University of Medical Sciences and Health Services students. The time-limit was set in such a way as to allow all the students to attempt every item in the test with ease. The first author cleared the students' doubts during the test. The first author had to exclude 20 students from this study, because they had skipped answering most of questions. The remainders were selected for computer analysis.

### **3.5. Analysis of Collected Data**

The data was analyzed utilizing a T-test and MC Ne mar test statistical techniques in order to answer the research hypothesis posed in this study.

The analysis of data was concerned with the following tests:

1. General English Proficiency Test (Transparent)
2. Background Questionnaire
3. Paragraph Writing Test

The above tests were analyzed utilizing the computer programmed from SPSS. The statistical analysis proceeded in three steps as follows:

### **Analysis 1**

Before making any attempt to investigate the hypotheses of this study, (Errors of this study), the General English Proficiency Test was examined. The actual scores of the subjects on the test were examined. After this analysis, the subjects were selected for the purpose of the collecting data.

### **Analysis 2**

In this analysis, the Background Questionnaire was used to elicit information on the subjects.

### **Analysis 3**

In this analysis, the Paragraph Writing Test was used to investigate the hypotheses of the study and the errors committed by the subjects in Bushehr University of Medical Sciences and Health Services in Bushehr City.

The analysis of work in this study was concerned with the following processes:

- 1. Classification of errors**
- 2. Comparison of errors**
- 3. Explanation of errors**
- 4. Suggestion of remedial measures**



## **1. Classification of errors**

In this process, an attempt was made to classify errors committed by the students in Bushehr University of Medical Sciences and Health Services. While analyzing errors the paragraph writing test, whether it is an error of improper use of topic sentence or wrong form of supporting sentences is used instead of supporting details.

## **2. Comparison of errors**

An attempt was made to compare types of errors in paragraph writing of Bushehr University of Medical Sciences and Health Services students. The total numbers of errors and types of errors committed by the subjects were compared between Pre- test and Post-test in this study.

## **3. Explanation of errors**

Wherever possible an effort was made to explain the errors in terms of whether an error is due to incomplete knowledge or lack of knowledge of English rules, etc.

## **4. Suggestion of remedial measure**

The last attempt was made to suggest remedial measures to overcome the committing of errors on the basis of insight gained into the nature of errors in foreign language learning for foreign language learners. The aim is to help the students to improve their language and use English flawlessly.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1. Introduction**

This chapter deals with the actual analysis of errors of subjects in their target language (i.e. English), in paragraph writing along with background questionnaire. An attempt is made here to classify the observed errors and categorize them. A further attempt is made to compare types of errors in paragraph writing of Iranian Medical learners.

#### **4.2. The Background Questionnaire**

The background questionnaire of this study consisted of 10 items to collect some information about the subjects. The items related to their sex, age, language use, information about parents, details about siblings, and language attitude (see Appendix 2).

All 10 questions in this sphere, tried to seek information regarding the extent to which subjects were motivated to learn English as a foreign language. For example, items 9, 10, were directed to infer their attitude to English and motivation to learn English language.

The question numbers 2, 3, 4, 5, 6 were designed in order to determine approximately their school, sex, age, school subject, and language. They were designed to ask the students questions about their college/university, about their sex, age, school subject, and language.

The question numbers 7, 8, 9, and 10 were designed in order to ascertain their socio-economic status. Question number 7 related to their information about the parents, question number 8 was designed in order to find out information about siblings (brothers and sisters) in

different sphere like education, occupation and income. However, Question number 9 was designed in order to determine their language attitude. The last question, number 10 was devised to ask the students about their students satisfied with teaching English at the school (University).

The questionnaire has been administered to Iranian Medical students belonging to Bushehr University of Medical Sciences and Health Services in Bushehr City.

#### 4.2.1. Sex

According to responses to question number 3, 53 of the students were female and 37 of the students were male. The following table emerges after analyzing this question.

Table (1): sex

Sex	Female	53
	Male	37

#### 4.2.2. Age

According to responses to question number 4, the age of the students fall in the range of age19 to 23. The following table emerges after analyzing this question.

Table (2): Age

Age	19-21	79
	21-23	11

#### 4.2.3. School Subject

According to responses to question number 5, the Iranian Medical students belonging to Bushehr University of Medical Sciences and Health Services were divided into three subjects. The following table emerges after analyzing this question.

Table (3): School Subject

Medical Science	Medical Library Science	30
	Medicine	30
	Medical Urgency Science	30

#### 4.2.4. How Many Languages do you use?

In addition, based on question number 6, all the students speak Persian language as their mother tongue and English language is used as foreign language for them.

#### 4.2.5. Information about the parents:

All participants' parents in the current study belong to middle class. They are not only highly educated but also they belong to the middle income group.

#### 4.2.6. Information about Siblings:

According to responses to question number 8, the age of the all participants' siblings in the current study fall in the range of age 7 to 35. They are not highly educated and they had different jobs such as teaching, studying and business.

#### 4.2.7. Language Attitude: What is your attitude towards English Language?

Fishman (1970) classified studies on language attitudes into three major categories.

1. Those dealing with language oriented or language directed studies.

The first category is concerned with evaluations or ratings of language or language varieties such as;

a) Classical/standard/official versus modern/ non-standard/vernacular varieties, respectively.

b) Creoles, pidgins and trade languages.

2. Those dealing with community-wide stereo-typed impressions towards particular languages or language varieties (and in some cases their speakers, functions etc.).

This category is concerned with the social significance of languages or language varieties, such as attitudes towards speakers of situationally peculiar or appropriate language varieties; attitudes towards speakers of different languages in multilingual settings etc.

3. Those concerned with the implementation of different types of language attitudes.

4. The last category includes language choice and usages; language reinforcement and planning; language learning; expressed views about inter-dialect mutual intelligibility, etc. (Khansir, 2010).

According to responses to questions on language attitude, 76 of the students like English language, only 8 of them dislike the language and 6 of the students tolerate it. In general, their attitude towards English is that they like the language. The following table shows after analyzing language attitude among the students:

Table (4): Language Attitude

Attitude	Female	Male	Total
Like	48	24	76
Dislike	2	6	8
Tolerate	5	1	6

#### 4.2.8. Are You Satisfied with the Teaching of English in Your School/ University?

Question number 10 revealed that the students were satisfied with teaching English in their school. The following table emerges after analyzing this question. The following table emerges after analyzing this question.

Table (5): Satisfied with teaching of English among the students

satisfaction	Female	Male	Total
Yes	52	26	78
No	2	4	6
Tolerate	3	3	6

#### 4.3. An Analyses of Paragraph Writing Test

The paragraph writing test such as topic sentence, supporting sentence, supporting details, and closing sentence were prepared and conducted for this study. The test provided the researcher with a clear picture of errors in the English language, and helped him suggest remedial measures for types of errors in paragraph writing committed by the subjects. (The test papers are included in Appendix 3). The detailed survey of each test is presented below.

##### 4.3.1. Paragraph Writing Test

In this study, the paragraph writing test will be discussed. . The paragraph writing test was specially chosen to examine the ability of the subjects in applying the correct paragraph writing rules in the construction of the paragraph in the English language. The test is classified into four major categories as follows:

1. Topic Sentence
2. Supporting Sentence
3. Supporting Details
4. Closing (Conclusion) Sentence.

After analyzing the paragraph writing test, the following table shows errors committed by Bushehr University of Medical Sciences students.

Table (6): Paragraph Writing

Test Item	Pre- Test		Post- Test	
	Errors	Percentages	Errors	Percentages
Topic sentence	47	%52.2	15	%16.7
Supporting sentences	45	%50	16	%17.8
Supporting details	63	%70	28	%31.1
Closing sentence	54	%60	22	%24.4
<b>Total</b>	209	%0.5805	81	%0.225

Fig.1: Paragraph Writing Errors Committed by the students

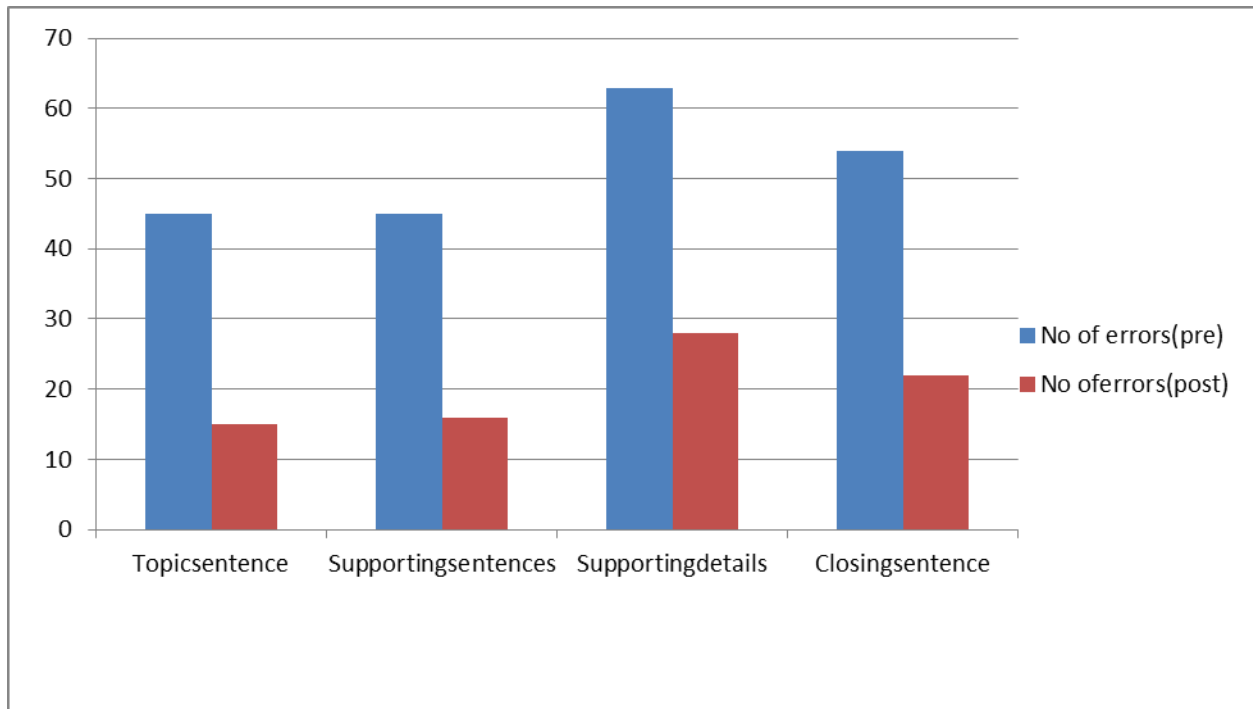


Table 6 and figure1 revealed that in general, the Bushehr University of Medical Sciences students committed more errors in the pre-test of the paragraph writing than their post-test in paragraph writing. The total number of errors in pre-test committed by the students was 209 whereas their post-test errors were 81.

#### 4.3.1.1. Topic Sentence Errors

Errors committed in the use of topic sentence in pre-test by the students were 47 which came to %52.2 whereas errors committed by the students in post-test were 15 which came to%16.7. The errors relating to the topic sentence are as follows:



Table (7): Topic sentence

Test item	Pre-test	Pre-test	Post-test	Post-test
Topic Sentence	Errors	Percentages	Errors	Percentages
	47	%52.2	15	%16.7

Table 7 shows that the learners have failed to choose the correct topic sentence in their answers in pre-test. The errors listed above might be the result of confusion that the learners feel and it is possible that they did not have knowledge in the choice of the topic sentence. After teacher instruction in classroom, the topic sentence errors of the learners in post-test were less than pre-test. The researchers believe that the students need sufficient exercises to be conducted in the classroom in order to increase their knowledge of English paragraph writing and reduce their errors.

#### 4.3.1.2. Supporting Sentence

Errors committed in the use of supporting sentence in pre-test by the students were 45 which came to %50 whereas errors committed by the students in post-test were 16 which came to %17.8. The following table emerges after analyzing errors committed in supporting sentence by the students.

Table (8): Supporting Sentence

Test item	Pre-test	Pre-test	Post-test	Post-test
Supporting Sentence	Errors	Percentages	Errors	Percentages
	45	%50	16	%17.8

Table 8 shows that the learners have failed to choose the correct supporting sentence in their answers in pre-test of the paragraph writing. It is felt that they did not have knowledge in the choice of the supporting sentence. After teacher instruction in classroom, the supporting sentence errors of the learners in post-test were less than pre-test. The research indicated that the students need sufficient exercises to be conducted in the classroom in order to increase their knowledge of English paragraph writing and reduce their errors.

#### 4.3.1.3. Supporting Details

Errors committed in the use of supporting details in pre-test by the students were 63 which came to %70 whereas errors committed by the students in post-test were 28 which came to %31.1. The performance of the subjects in this test is presented in table 9.

Table (9): Supporting Details

Test item	Pre-test	Pre-test	Post-test	Post-test
Supporting Details	Errors	Percentages	Errors	Percentages
	63	%70	28	%31.1

Table 9 indicated that the students did not know proper use of supporting details in paragraph writing. This is major reason why the subjects have committed these errors. After teacher instruction in classroom, the supporting details errors of the learners in post-test were less than pre-test. The researchers believe that the learners should be familiar with the rule of paragraph writing.

#### 4.3.1.4. Closing Sentence

Errors committed in the use of closing sentence in pre-test by the students were 54 which came to %60 whereas errors committed by the students in post-test were 22 which came to %24.4. The performance of the subjects in this test is presented in table 10.

Table (10): Closing Sentence

Test item	Pre-test	Pre-test	Post-test	Post-test
Closing Sentence	Errors	Percentages	Errors	Percentages
	54	%60	22	%24.4

Table 10 indicated that the cause of the errors in the use of closing sentence committed by the subjects was no application of paragraph writing rules in English. After teacher instruction in classroom, the closing sentence errors of the learners in post-test were less than pre-test. The researcher believes that the learners should be familiar with the rule of paragraph writing.

#### 4.4. The Hypotheses of the Study

The present hypotheses were made in order to identify the results of the various analyses regarding to the subjects errors in this research. In addition, the present research takes one hypothesis as its main hypothesis. The hypotheses were formulated that are considered as follows:

H1. There is a significant difference in types of errors between pre-test & post-test in paragraph writing of Iranian EFL students.

Table (11): Paragraph Writing

Test	Mean	N	Std. deviation	Std. Error Mean
Pre-test	1.6778	90	.77645	.08184
Post-test	3.1000	90	.82175	.08662

The results revealed that there is a significant difference in types of errors between pre-test and post-test in paragraph writing of Iranian EFL students. Using t-test and MC Ne mar test determined mean scores, (the pre-test mean scores = 1.6778 and the post-test mean scores = 3.1000) and also standard deviation of the students (the pre-test = .77645 and the post-test = .82175), the inference from present research concludes that the Iranian students have committed more errors in pre-test of paragraph writing as compared to the post-test of paragraph writing.

H2. There is a significant difference in number of errors between pre-test & post-test in topic sentence of Iranian EFL students.

Table (12): Topic Sentence

Test Item	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Topic sentence	90	.4778	.50230	.00	1.00
Post-topic sentence	90	.8333	.37477	.00	1.00

T-test and MC Ne mar test were used to determine if there is a significant difference in number of errors between pre-test and post-test in topic sentence of Iranian EFL students. Result revealed, in general, there is a significant difference in number of errors between in pre-test and post-test in topic sentence of the students. With respect to the mean scores, the pre-test (M=.4778 SD=.50230) the students have committed more errors in pre-test of topic sentence than the post-test of topic sentence (M=.8333SD=.37477).

H3. There is a significant difference in number of errors between pre-test & post-test in supporting sentence of Iranian EFL students.

Table (13): Supporting sentences

Test Item	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Supporting sentences	90	.5000	.50280	.00	1.00
Post-supporting sentences	90	.8222	.38447	.00	1.00

In supporting sentence category, t-test and MC Ne mar test revealed a high significant difference between the pre-test and post-test in number of errors of the students. An examination of table supports this result. The students in supporting sentence category have committed fewer errors in post-test than pre-test. With respect to the mean scores, the pre-test (M=.5000 SD=.50280) and the post-test of topic sentence (M=.8222=.38447).

H4. There is a significant difference in number of errors between pre-test & post-test in supporting details of Iranian EFL students.

Table (14): Supporting details

Test Item	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Supporting details	90	.3000	.46082	.00	1.00
Post-supporting details	90	.6889	.46554	.00	1.00

In supporting details, a high significant difference was found between the mean scores. The mean scores refer to this fact that the students had problems in term of using supporting details in a proper place in the performance of their pre-test.

H5. There is a significant difference in number of errors between pre-test & post-test in closing sentence of Iranian EFL students.

Table (15): Closing sentence

Test Item	N	Mean	Std. Deviation	Minimum	Maximum
Pre--Closing sentence	90	.4000	.49264	.00	1.00
Post-closing sentence	90	.7556	.43216	.00	1.00

T-test and MC Ne mar test were used to indicate whether there is a significant difference or not in number of errors s between pre-test and post-test in closing sentence of the students. Table 15 revealed that there is significant difference in number of errors between pre-test and post –test in closing sentence of the students. With respect to the mean scores the pre-test were (M =.4000 – SD =.49264) and the post –test (M= .7556– SD = .43216).

The result of the present research revealed that the learners also need to be taught more than what is being done at present. Special classes need to be conducted for the backward (disadvantaged) learners from the beginning of the academic year. Error Analysis is a very fertile land for researchers, teachers, linguists, and even learners. The learners should be encouraged to focus their paragraph writing knowledge on actual errors in their own work. The classification of errors in this study can be, therefore, used as a common practice in English language teaching. The technique should be used to pinpoint areas which may require special attention in the preparation of syllabuses and the materials which embody them. Learning strategies and teaching programmes should be based on the scientific perception of the paragraph writing rules of English to eradicate the errors.

## CHAPTER FIVE

### CONCLUSION

#### 5.1. Introduction

The role of error analysis in language teaching is very important and from point of view, Nanjiah (1994) argued that error analysis is a very fertile land for researchers and linguists. In this research only, the errors in the paragraph writing of the Bushehr University of Medical Sciences students are studied. Here, no attempt has been made to analyse the spoken English language of the learners.

The objective of this study was to classify errors of the students learning English as a foreign language and suggest remedial measures to overcome the committing of errors. The areas of the subjects' difficulty for the paragraph writing test were examined by means of t-test and MC Ne mar test to determine the errors committed by the subjects.

In this research, it was found that in general the students committed more errors of the paragraph writing in pre-test than their post-test. The difference in the number of errors in the pre-test and post-test of the paragraph writing committed by the learners can be attributed to a number of factors. Although, within the scope of this study no particular investigation was concluded to empirically identify all the factors which caused the discrepancy in the number of errors committed by the learners in paragraph writing in the two types of test, it was found that teaching English and learning strategies could be responsible for the increase or decrease in the number of errors in the students' paragraph writing in the Bushehr University of Medical Sciences and Health Services.



However, , remedial materials, teaching programmes and planning of learning strategies can be designed or used to enable the students to improve their language and use the target language (English) flawlessly.

## 5.2. Results of the Paragraph Writing Test

The 290 errors which were utilized in the paragraph writing test for this study were classified into two major parts: Pre-test and Post-test. Based on the classification, it was found that the total number of errors committed by the students was 209 in pre-test of the paragraph writing and in the post-test of the paragraph writing was 81. The four major categories such as Topic sentence, Supporting Sentence, Supporting details, and Closing sentence have been presented in table 16.

Table (16): Paragraph Writing

Test Item	Pre- Test		Post- Test	
	Errors	Percentages	Errors	Percentages
Topic sentence	47	%52.2	15	%16.7
Supporting sentences	45	%50	16	%17.8
Supporting details	63	%70	28	%31.1
Closing sentence	54	%60	22	%24.4
<b>Total</b>	209	%0.5805	81	%0.225

Table 16 shows that the largest number of errors committed by the subjects was from the realm of the supporting details test (91). The number of errors committed by the students in 'wrong use of supporting details' in the pre-test of the paragraph writing was 63 which came to %70 for errors in this area. The number of supporting details errors caused by the students in post-test was 28 which came to %31.1. The minimum number of errors recorded in the paragraph writing test in this research was 'supporting sentence (61). The number of errors committed by the students in wrong use of supporting sentence in pre-test was 45 which came to %50. The students committed 16 errors in post-test in this category. They constituted %17.8 of errors for supporting sentence. The other areas, the students committed errors were topic sentence and closing sentence. The number of the students' errors in general in topic sentence was (62). The number of the students' errors in 'wrong use of topic sentence in pre-test of the paragraph writing was 47 which came to % 52.2 whereas the number of errors in post-test of this category was 15 which came to %16.7. The last category of the paragraph writing test was closing sentence. The number of the students' errors in wrong use of closing sentence in pre-test of the paragraph writing was 54 which came to %60 whereas the number of errors in wrong use of closing sentence in post-test of the paragraph writing was 22 which came to %24.4.

The study has collected some important information from the Iranian Bushehr University of Medical Sciences students' paragraph writing. First of all, the study revealed that the students need to be awareness of the vital role of paragraph writing in their course study and in real life situation. Second, the students did not have good knowledge of paragraph writing in English. Third, the students should be familiar with the use of paragraph writing in English. The last item is that the students should recognize the differences between elements of paragraph writing; the

students should know how to build a topic sentence and supporting sentence along with its supporting details, and develop a main idea in their paragraph writing.

The English teachers should awareness of their learners how to write a good paragraph in English and help them in order to reduce their errors in general in English writing and in particular, in English paragraph writing. The teachers should be familiar with the difference between the first and the target language (English). From point of the view, the teachers should increase the number of exercises, drills and classroom activities for English paragraph writing.

### **5.3. Discussion**

English is used as foreign language in Iran. In Iran, in English classrooms, is not restrict spent on writing as written communication, many teachers feel that they cannot teach this skill, but, they focuses on only to grammar. From this point of the view, if many English teachers have eligible to teach writing, they prefer to teach product approach, as writing skill to their students and neglect process approach as other area of writing process. According to Khansir (2012b) Product approach to the teaching of writing emphasizes mechanical aspects of writing such as focusing on grammatical and syntactical structures and imitating models and this approach is primarily concerned with correctness and form of the final product, whereas, Process approach emphasizes that writing itself is a developmental process that creates self-discovery and meaning. It is concerned with the process of how ideas are developed and formulated in writing. Consequently, the students have not good opportunity to develop their skill of writing in classroom and out of classroom. After completed their course, they face writing problems in their academic work, they are not able to use their English writing proficiency in real life situations.in fact that they will go wastage.

It was concluded that the students committed errors when they answered to the selected paragraph writing test. In general, errors are inevitable in language learning process, the researchers believes that error analysis can be used as a fertile land for the Iranian English teachers to improve their learning strategies and teaching techniques of writing in EFL situations.

#### **5.4. Implications of the Study**

The results of this study, which in many ways is similar to the findings of previous studies, show the Iranian foreign language learners are not aware of rules of paragraph writing of English. It was found that in general there exist systematic errors in learners' target language. Therefore, it seems that there are several other sources which could be held responsible for the occurrence of the errors in this research. The sources of the errors could be interference of the mother tongue of the students, complexity of the English language, students' incomplete knowledge or lack of knowledge of paragraph writing in English language.

The aim of errors analysis of this study was to classify errors of the subjects and suggest remedial measures to overcome the committing of errors.

The findings can be used as an aid to teaching–learning process. The studies regarding errors are carried out in order to

- (i) identify strategies which learners use in language teaching,
- (ii) identify the causes of learner errors, and
- (iii) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials (Richards et al, 1992).

In addition, both of the Iranian English teachers and students are also expected to take more responsibility for their own learning and become aware of the paragraph writing process. First of all, the teachers teach the rule of paragraph writing to their students and then give opportunity to them to correct their errors. Khansir (2012d: 100) argued that most of the errors can be replaced by remedial measures through the instructional materials and teachings-learning strategies. A teaching course based on the remedial materials will enable the teacher to teach at the point of error, that is, teach those items which the students have most difficulty. The teacher should arrange the remedial materials on the basis of the degree of frequency recurrence.

### **5. 5. Recommendation for Further Research**

This study concentrated only on the Iranian Medical students' paragraph writing. Further studies are needed to investigate other aspects of the languages by conducting more tests than those examined here for the error analysis.

This study was concerned with the students' paragraph writing problems in Bushehr university of Medical Sciences and Health Services Further studies are recommended in other universities of Iran.

Thus, mistakes (deviance of performance) were not accounted for in this study, it was impossible to clearly separate the so called mistake from errors (deviances of competence). Further researches are needed to investigate the students' errors and mistakes.

In this study no particular attention was placed on the factors which caused the discrepancy in the number of errors made in the writing of the Iranian students. A great deal of empirical research is needed to confidently account for this discrepancy.

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## Appendix 1

### General English Proficiency Test

**Choose the correct answer. Only one answer is correct.**

I arrived home from my work and was surprised that my wife was not there. "She .....1..... shopping," I thought, but after .....2..... for ten minutes, I telephoned her mother. "I .....3..... her all day," She said. "I wish I .....4..... where she was," I said. Just then, I heard the front door .....5..... and my wife came in. "I've .....6..... with carol," she said." .....7..... for her birthday, and she .....8..... to choose a new coat." "You should have left me a note," I said. "If you had, I would have known where you were."

1) A: should go    B: ought to have gone    C: must be gone    D: must have gone

2) A: waiting    B: to wait    C: having to wait    D: I was waiting

3) A: haven't been seeing    B: haven't seen    C: don't see    D: am not seeing

4) A: would know    B: have known    C: should know    D: knew

5) A: opening itself    B: to be opened    C: open    D: to open

6) A: gone away    B: been away    C: gone out    D: been out

7) A: There were given to her \$50    B: she was given \$50

C: \$50 they were given to her    D: she was given \$50

8) A: would that I helped her    B: wanted that I should help her

C: wanted me to help her    D: wanted that I help her

**Choose the correct answer. Only one answer is correct.**

9) Ask him how much .....

A: did it cost    B: it did cost    C: it cost

D: it costed

10) I spoke to him kindly..... him.

A: not to frighten            B: so as not to frighten C: in order to not frighten D: for not frightening

11) H

e broke the world ..... for the one 100 meter.

A: mark                      B: level                      C: standard                      D: record

12) H

e doesn't work but he gets a good..... from his investments.

A: wage                      B: earning                      C: income                      D: salary

13) H

e is the most singer in this country.

A: preferred                      B: known                      C: favorite                      D: popular

14) H

e made a lot of bad ..... in his composition.

A: faults                      B: mistakes                      C: fails                      D: defects

15) I

t's too expensive for me. I can't ..... it.

16) A

: spend                      B: pay                      C: afford                      D: cost

I have classes.....day< Monday's, Wednesdays and Fridays.

A: each other                      B: every other                      C: this and the other                      D: all other

17) T

here is no one there who can.....the problem.

A: deal with                      B: treat with                      C: deal                      D: treat

18) H

e wants ..... as soon as possible.

A: that this job is done    B: this job done    C: that this job is made    D: this job done

- 19) H  
e's all right..... he's left to do the job in his own way.  
A: in case                      B: meanwhile              C: so long as              D: so far as
- 20) ...  
.....crossing the street, he was knocked down by a car.  
A: by                      B: for                      C: at                      D: while
- 21) T  
hat was .....I wanted.  
A: which                      B: the one                      C: the one that                      D: the which
- 22) T  
he present made her.....  
A: to be happy                      B: be happy                      C: happy                      D: that she  
became happy
- 23) ...  
.....Mrs Jonson on my way to the shops.  
A: it happened me that I found                      B: it happened me that I met  
C: I happened to find                      D: I happened to meet
- 24) ...  
.....repeat the question.  
A: Shall I                      B: Will I                      C: Would you like that I                      D: Do you want that I
- 25) H  
er opinion is the same..... Her mother's.  
A: that                      B: as                      C: than                      D: like
- 26) ...  
..... I need is a drink.  
A: The thing what                      B: The which                      C: What                      D: that
- 27) I don't like.....late.  
A: you arrive                      B: you arriving                      C: you arrive                      D: that you arrive

- 28) Do you know .....a cake?  
 A: to do                      B: how to do              C: to make                      D: how to make
- 29) It's usually quiet here..... Sunday mornings.  
 A: on                              B: in                              C: at                              D: the
- 30) I meet him ..... The stairs as I was coming up.  
 A: in                              B: on                              C: for                              D: along
- 31) It's ..... The corner of the room, near the window.  
 A: on                              B: for                              C: under                              D: in
- 32) Will you be able to finish the job this week? .....  
 A: I can't say so              B: I'm not sure so              C: I don't know so              D: I don't expect so
- 33) He has arrived late.....  
 A: as usual                      B: as usually                      C: like usual                      D: like usually
- 34) He..... Works for the same firm after 30 years.  
 A: already                      B: still                              C: yet                              D: ever
- 35) ..... have you known her?  
 A: How long time              B: How long                      C: How much time              D: How much
- 36) He's been very successful, .....?  
 A: hasn't he                      B: wasn't he                      C: isn't he                      D: doesn't he
- 37) ..... a pity I didn't see you.  
 A: That's                              B: What's                              C: It's                              D: There's
- 38) I work .....I can.  
 A: so hard as                      B: as hard as                      C: so hardly as                      D: as hardly as
- 39) I dropped the..... and broke it.  
 A: cup of coffee              B: cup of the coffee              C: cup for coffee              D: coffee cup
- 40) She's he girl .....  
 A: that we were talking                              B: we were talking about  
 C: what we were talking about                      D: which we were talking about

- 41) If you're a good boy, we will let you ..... the TV tonight.  
 A: to watch      B: watch      C: watching      D: that you watch
- 42) He was..... Tired to go on.  
 A: too      B: too much      C: so      D: so much
- 43) I .....play tennis than golf.  
 A: like better to      B: prefer      C: would rather      D: had better
- 44) I don't .....the letter but perhaps I read it.  
 A: remember to see      B: remember seeing      C: remind to see      D: in spite of
- 45) We played tennis .....the rain.  
 A: although      B: instead      C: even though      D: in spite of

In this series of questions, three words have the same sound but one does not. Choose the one that does not.

- Example: A: go      B: so      C: show      D: do
- 46) A: year      B: bear      C: fear      D: hear
- 47) A: most      B: lost      C: cost      D: frost
- 48) A: war      B: car      C: floor      D: door
- 49) A: boat      B: shoot      C: foot      D: root
- 50) A: gave      B: wave      C: have      D: slave

=====



**Appendix 2**  
**The Background Questionnaire**

1. Name .....
2. Name of School ( College/ University).....
3. Sex
  - a. Male..... b. Female.....
4. Age .....
5. School Subject
  - a. Medical Library Science..... b. Medical Urgency Science..... c. Medicine.....
6. How many languages do you use?
  
7. Information about the parents
  - a. Education  
Father.....  
  
Mother.....
  - b. Occupation  
Mother.....  
Father.....
  - b. Income  
Mother.....  
Father.....
  
8. Information about Siblings:
  - a. Education  
Brothers.....  
Sisters.....
  - b. Occupation

Brothers.....

Sisters.....

b. Income

Brothers.....

Sisters.....

d. Age

Brothers....

Sisters.....

9. Language Attitude: what is your attitude towards English language?

a. Like.....

b. Dislike.....

c. Tolerate.....

10. Are you satisfied with the teaching of English in your School/ College?

a. Yes.....

b. No.....

c. Tolerate.....

### **Appendix 3**

#### **Paragraph Writing Test**

Under line topic sentence, supporting sentences, supporting details, and closing sentence in the following passages:

1. There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that, I can travel to English speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

2. There are three basic kinds of materials that can be found in any good library. First, there are books on all subjects, both in English and in many other languages. These books are organized according to subject, title, and author in a central file called the card catalog. Books can generally be checked out of the library and taken home for a period of two to four weeks. Second, there are reference works, which include encyclopedias, dictionaries, bibliographies, atlases, and so forth, and generally must be used in the library itself. Third, there are periodicals-magazines, newspapers, pamphlets which are filed alphabetically in racks, or which have been microfilmed to conserve space. Like reference works, periodicals usually cannot be removed from the library.

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