

A COMPARATIVE ANALYSIS OF SELECTED WRITING
ERRORS OF OKLAHOMA STATE UNIVERSITY
STUDENTS LEARNING ENGLISH AS A
SECOND LANGUAGE

By

JO ANN RICHARDSON CLARK

Bachelor of Arts in Education
East Central Oklahoma State University
Ada, Oklahoma
1963

Master of Teaching
East Central Oklahoma State University
Ada, Oklahoma
1968

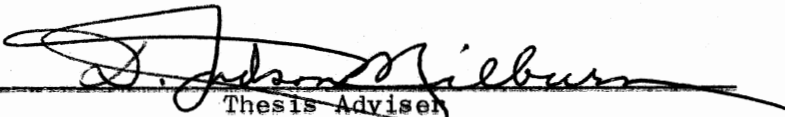
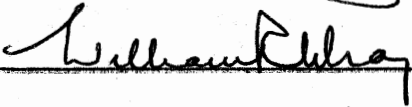
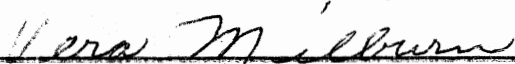
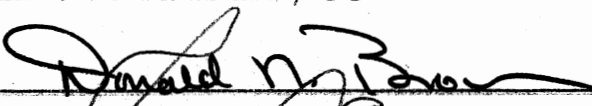
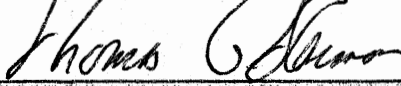

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1979

Thesis
1979D
C593c
cop. 2



A COMPARATIVE ANALYSIS OF SELECTED WRITING
ERRORS OF OKLAHOMA STATE UNIVERSITY
STUDENTS LEARNING ENGLISH AS A
SECOND LANGUAGE

Thesis Approved:


Thesis Adviser





Dean of the Graduate College

1049408

ACKNOWLEDGMENTS

The writer sincerely appreciates Dr. Thomas Karman, who served as committee chairman, for his able guidance, patience, and immense encouragement during the course of this investigation and the preparation of the manuscript.

Appreciation is also given to the other committee members--Dr. Judson Milburn, thesis adviser, and Mrs. Vera Milburn, for their superb guidance on the language study and their constructive criticisms during the writing of my dissertation; and to Dr. William Wray and Dr. Donald Brown for their advice and encouragement.

Special thanks is offered to the individuals who so kindly and graciously served as informants: Dr. Rajen Mehta and Dr. Bibekananda Mohanty, Hindi; Dr. Douglas Tak Chan, Chinese; Mr. Fariboz Ghavidal, Persian; and Dr. Cita Chase, Spanish.

Sincere gratitude is expressed to my husband, Lester, for his support; and to my parents, brothers, and sisters for their confidence. This study is dedicated to my three children, Anthony, Tamara, and Lester, Jr., who made tremendous sacrifices during the period of my research.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	3
Purpose of the Research	3
Assumptions of the Study	4
Definition of Terms	4
Research Question	5
Hypotheses	6
Limitations of the Study	7
II. REVIEW OF LITERATURE	8
Introduction	8
Contrastive Analysis and Teaching English as a Second Language	9
Studies Pertaining to Specific Grammatical Errors and/or Language Problems of Persian-, Spanish-, Chinese-, and Hindi-Speaking Students	17
Summary	24
III. DESIGN AND METHODOLOGY	26
Introduction	26
Population	26
Research Design	27
Instrumentation	28
Data Collection	28
Research Questions	29
Summary	31
IV. ANALYSIS OF DATA	32
Introduction	32
Analysis of Frequency of Errors for Each Language with Each Grammatical Error	33
A Contrastive Analysis of the Four Languages and English for Each of the Five Errors	44
Summary	62

Chapter	Page
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	64
Summary	64
Findings	67
Conclusions	71
Recommendations	71
BIBLIOGRAPHY	73
APPENDIX A - ARTICLE USAGE	76
APPENDIX B - PREPOSITION USAGE	83
APPENDIX C - WORD ORDER	89
APPENDIX D - SUBJECT-VERB AGREEMENT	92
APPENDIX E - PLURALS OF NOUNS	97
APPENDIX F - TRANSLATIONS FROM SPANISH	103
APPENDIX G - TRANSLATIONS FROM PERSIAN	113
APPENDIX H - TRANSLATIONS FROM HINDI	123
APPENDIX I - TRANSLATIONS FROM CHINESE	132

LIST OF TABLES

Table	Page
I. Frequency of Errors for All Languages	32
II. Chi-Square Analysis for Omission of or Inappropriate Use of Articles	34
III. Summary of Chi-Square Comparisons Between Languages for Omission of or Inappropriate Use of Articles	36
IV. Chi-Square Analysis for Preposition Usage	37
V. Summary of Chi-Square Comparisons Between Languages for Preposition Usage	39
VI. Chi-Square Analysis for Subject-Verb Agreement	40
VII. Summary of Chi-Square Comparisons Between Languages for Subject-Verb Agreement	42
VIII. Chi-Square Analysis for Forming the Plurals of Nouns	43
IX. Summary of Chi-Square Comparisons Between Languages for Forming the Plurals of Nouns	45
X. Typical Errors in the Use of Articles by Chinese Subjects	77
XI. Typical Errors in the Use of Articles by Persian Subjects	78
XII. Typical Errors in the Use of Articles by Hindi Subjects . .	80
XIII. Typical Errors in the Use of Articles by Spanish Subjects	82
XIV. Typical Errors in the Use of Prepositions by Chinese Subjects	84
XV. Typical Errors in the Use of Prepositions by Persian Subjects	85
XVI. Typical Errors in the Use of Prepositions by Hindi Subjects	86

Table	Page
XVII. Typical Errors in the Use of Prepositions by Spanish Subjects	87
XVIII. Typical Errors in Word Order by Chinese Subjects	90
XIX. Typical Errors in Word Order by Persian Subjects	90
XX. Typical Errors in Word Order by Hindi Subjects	90
XXI. Typical Errors in Word Order by Spanish Subjects	91
XXII. Typical Errors in Subject-Verb Agreement by Chinese Subjects	93
XXIII. Typical Errors in Subject-Verb Agreement by Persian Subjects	94
XXIV. Typical Errors in Subject-Verb Agreement by Hindi Subjects	95
XXV. Typical Errors in Subject-Verb Agreement by Spanish Subjects	96
XXVI. Typical Errors in Forming the Plurals of Nouns by Chinese Subjects	98
XXVII. Typical Errors in Forming the Plurals of Nouns by Persian Subjects	99
XXVIII. Typical Errors in Forming the Plurals of Nouns by Hindi Subjects	101
XXIX. Typical Errors in Forming the Plurals of Nouns by Spanish Subjects	102

CHAPTER I

INTRODUCTION

The United States' assessment of its educational commitment to second language teaching and learning was most noticeable after Leonard Bloomfield's research on language learning, and because of his research, a new philosophy of language teaching emerged. Among other points, this philosophy included the ideas: that language is speech, not writing; that it is a social behavior; that it is necessary to teach the language rather than to teach about the language; and that each language should be analyzed in terms of its own grammatical structure and not in terms of Latin or Greek (Ferguson, 1972).

Generally, attitudes toward foreign language teaching based on the new philosophy had an impact on the methods used to teach English to Indian children in New Mexico and Arizona, to Mexican children in California, and--in recent years--to foreign students who come to this country without the language proficiency necessary for college training and to their children who attend the public schools. Various methods--e.g., the direct method, the immersian method, the audio-lingual method--were tried, and each met with little or no success as far as enabling speakers to be as functional, linguistically, as native speakers. With the publication of Noam Chomsky's Syntactic Structures in 1957, new viewpoints on what language is gave rise to new theories on foreign language teaching and learning. The psycholinguistic theory

of second language learning is one such theory that grew out of the generative-transformational school of linguistics. Chastain (1971) pointed out that the teacher of English as a second language should be aware that there are common structures in the learner's native language and the target language, and that these similarities and differences should be pointed out to the students so that they may utilize the grammatical knowledge which they have of their own language to facilitate their learning of the second language. Lee (1972) and Ghadessy (1972) advised the teacher of English as a second language to do an error analysis of the students' essays in order to know what kinds of errors are made by whom and to what extent in order to be better prepared in delineating the similarities and differences between English and each language group.

From the general psycholinguistic theory of second language learning, two hypotheses have developed: the Contrastive Analysis Hypothesis (CAH) and the Interlanguage Hypothesis (ILH). The Contrastive Analysis Hypothesis has its foundation in behaviorist psychology because of the emphasis on habit formation. Linguistic errors are seen as bad habits which must be overcome as soon as possible (Frith, 1975). Lado's (1957) explanation of the CAH and the learner's attempt to learn a second language is that the learner's errors in the target language are predictable from and are traceable to the structure of the learner's native language.

The Interlanguage Hypothesis, on the other hand, has its theoretical base in cognitive psychology. The learner acts as a "hypothesis-tester" of the target language. His errors reflect his learning strategies rather than interferences or bad habits from the native

language. This hypothesis stresses the idea that both the native language and the target language of the learner can serve as facilitators to develop the learner's competence in the target language (Frith, 1975).

There seems to be some controversy over the adequacy of either the Contrastive Analysis Hypothesis or the Interlanguage Hypothesis in language studies. Richards (1971) and Selinker (1972) have concluded that contrastive analysis is not a reliable predictor of learner difficulty with target language (TL) material. Schachter (1974) and Kleinmann (1978) concluded, however, that contrastive analysis should not be abandoned as a diagnostic tool for learner difficulty with TL material.

Statement of the Problem

The problem with which this study is concerned is the lack of information relative to the frequency with which five grammatical errors are made by Spanish-, Hindi-, Chinese-, and Persian-speaking students at Oklahoma State University who were enrolled in an English-as-a-second language composition course.

Purpose of the Research

The overall purpose of this study was to make a comparative analysis of selected writing errors of Oklahoma State University students who were enrolled in English 1013 or English 0003 in the spring, 1978, or spring, 1979, semesters and whose native language was Spanish, Hindi, Chinese, or Persian.

Assumptions of the Study

Assumptions made in this study are as follows:

1. The errors made in the compositions selected were representative of the kinds of language problems the students were having at that stage in their language-learning process.
2. All the students whose compositions were used in the study were motivated to use their best writing skills for each composition.
3. The informants used in the study are linguistically competent in their native languages.

Definition of Terms

For the purpose of this study, the following terms are defined:

Native Language is defined as the initial or first language acquired by a learner; also referred to as L1 or 'source language.'

Target Language (TL) is defined as the second language or succeeding languages being studied or learned that are different from the learner's native language; also referred to as L2.

Linguistic Competence is defined as knowledge of the grammaticalness of a language (Akhmanova, 1971).

Specified Grammatical Errors are defined as the grammatical errors used specifically in this study and are:

1. Omission of or inappropriate use of articles
2. Errors in the use of prepositions
3. Errors in word order (both question and statement)
4. Lack of agreement between the subject and its verb
5. Errors in forming the plurals of nouns

Contrastive Analysis is defined as a theory which promotes the idea that the second language learner's errors are predictable and are traceable to his native language (Lado, 1957).

Interlanguage Hypothesis is defined as a theory which has its base in cognitive psychology and promotes the idea that the learner acts as a 'hypothesis-tester' of the target language (Frith, 1975).

Competence is defined as the 'rules of grammar which the native speaker 'knows'; that is, he can apply them, and their operations can generally be brought to consciousness' (Ferguson, 1972).

Performance is defined as the verbal output of a speaker; his actual utterances.

Error Analysis is defined as a theory which promotes the idea that the second language learner's errors reveal his knowledge of the target language to date. They reveal his 'competence' and his strategies for learning the target language. The errors are considered systematic errors (Corder, 1967; Ghadessy, 1976). Error Analysis goes along with the Interlanguage Hypothesis.

Intralingual or Developmental Errors are defined as errors which indicate the second language learner's 'competence' at a certain stage in the language acquisition process (Richards, 1971); they go along with the theory of Error Analysis.

Interlanguage Errors are defined as those errors caused by interference from the learner's native language (Richards, 1971). These errors are sometimes referred to as 'slips' or 'mistakes' and are considered unsystematic or performance-based errors (Ghadessy, 1976). This category of errors is important to the theory of Contrastive Analysis.

Grammatical is defined as any construction that is 'accepted by native speakers as a possible arrangement of words in a language; conforming to the rules of the grammar of a language' (Wardhaugh, 1972).

Ungrammatical is defined as any construction that cannot be generated by the grammar and/or is not accepted as 'grammatical' or normal by native speakers (Akhmanova, 1971). An example of an ungrammatical sentence is 'The ball into box fell the.'

Research Question

For the purpose of this study, the research question is stated as follows: Does a contrastive analysis of the five specified grammatical

structures within English and Chinese, Persian, Hindi, and Spanish support the theory that the native language of adults will interfere with their learning of a second language because equivalent or similar structures in the two languages will be equated by the learners and will be reflected in their errors in the second language?

Hypotheses

The null hypotheses for this study have been formulated as follows:

1. When the compositions of four language groups are analyzed in terms of the omission or inappropriate use of articles, there will be no significant difference in the error rate among those groups.
2. When the compositions of four language groups are analyzed in terms of the use of prepositions, there will be no significant difference in the error rate among those groups.
3. When the compositions of four language groups are analyzed in terms of word order (question and statement), there will be no significant difference in the error rate among those groups.
4. When the compositions of four language groups are analyzed in terms of subject-verb agreement, there will be no significant difference in the error rate among those groups.

5. When the compositions of four language groups are analyzed in terms of plural endings of nouns, there will be no significant difference in the error rate among those groups.

Limitations of the Study

The following limitations exist in this study:

1. Compositions will be from Oklahoma State University international students enrolled in English 0003 and English 1013 during the spring, 1978, or spring, 1979, semesters.
2. Data collection will be limited to the first composition of each student who participated in the study.
3. The compositions will be from those students whose native language is either Spanish, Chinese, Hindi, or Persian.
4. The errors tabulated from each composition will be limited to (1) omission of or inappropriate use of articles, (b) errors in the use of prepositions, (c) errors in word order--both question and statement, (d) lack of agreement of the subject and its verb, and (4) omission of the plural endings of nouns.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Psycholinguistic theory has application to teaching English as a second language in both the contrastive analysis component and the error analysis component. Contrastive analysis has its foundation in the idea that the second language learner's errors are predictable and can be traced to his native language (Lado, 1957). Emphasizing another quality of contrastive analysis other than prediction, Lee (1972) stated that an important aspect of psycholinguistics and the teaching of English as a second language is the teacher's knowledge of the native language of the learner. He further stated that this knowledge does not have to be a bilingual knowledge but rather a comparative knowledge of the two languages.

Error analysis, on the other hand, deals with the "strategies" used by a student learning English as a second language and reveals his competence in that language; therefore, his errors are considered "systematic" errors (Corder, 1967). The literature suggests that a combination of contrastive analysis and error analysis is best for producing speakers who are more linguistically competent in the second language (Cowan, 1976; Schacter, 1971; Lee, 1972).

For the purpose of this study, it was necessary to review the current research related to (1) the psycholinguistic approach to teaching

English as a second language, specifically, the applicability of contrastive analysis and (2) the specific language problems that Chinese-, Persian-, Spanish-, and Hindi-speaking students have when learning English as a second language. When possible, only studies pertaining to the five specified errors included in this study were reviewed.

Contrastive Analysis and Teaching

English as a Second Language

Falk (1978) explained contrastive analysis in her discussion of factors and approaches to second language acquisition. She commented that contrastive analysis was the basis of the technique whereby emphasis is placed on those problem areas in which the native language and target language differ. The long-established "habits" of the native language will create linguistic interference when the student begins to use the target language. She advises that these problem areas must be practiced extensively in order to strengthen the "new habit." Where the native language and the target language are similar to some degree, the learner will probably have less difficulty with the features; and, therefore, less practice on these particular forms will be needed.

Cowan (1976) investigated the perceptual strategies used in reading by students who were learning English as a second language. He concluded with an analysis of the criticisms leveled at the theory of contrastive analysis. There seems to be agreement that contrastive analysis is necessary if one is investigating the universal properties of various syntactic constructions because their behavior must be compared in many different languages. Aside from this area, however, there are two views on the function and usefulness of contrastive analysis.

The "apriori" view is that learning difficulties can be predicted by contrastive analysis; the "aposteriori" view is that contrastive analysis is necessary to determine which errors are caused by interference from the native language and which errors result from "intra-lingual" processes such as overgeneralization, misapplication of rules, or other such errors. In support of an "aposteriori" analysis, Cowan disagreed with Richards (1971) who said that failure to observe the rule restrictions is the cause of errors in relative clause usage by Persians. Cowan believed that through contrastive analysis, it is clear that the relative clause error is caused by interference from Persian, and he agreed with Schacter (1971) that the "aposteriori" approach makes contrastive analysis a tool of the presumably more "encompassing field of error analysis."

Cowan concluded his article with an appeal to linguists to become more interested in contrastive analysis and to refine the techniques used in this approach. He pointed out that for adults the bulk of the evidence suggests that the native language influences their learning problems because they do equate forms in the target language with what they believe to be equivalent structures in their native language.

Lee (1972), in his studies on contrastive analysis, advised the teacher of English as a second language to do a mistake analysis of the essays of the students in order to be better prepared for teaching by knowing what mistakes are made by whom and to what extent. He further stated that what may be a linguistic mountain for one student who is learning English may be another student's molehill. The mistake analysis may reveal, among other things, that the past tenses and puzzling article usage of English may pose problems with Spanish or

Hungarian students because of the similarities of the two systems. English word-order patterns may not be so difficult for native Italian or Dutch speakers, but these patterns may be difficult for native Turkish speakers.

Hanzeli (1975), in an article on the provisional language that each second language learner develops and refines while learning the target language, stated that the language learner exhibits "transfer" or interference from his native language. This "transfer," which was once thought to be a major source of error in second language learning, is now thought of as one in many sources. Hanzeli concluded that a comparison between two grammars can enhance learning if more than just the surface structure is presented. He faulted most textbooks with explaining that French "J'ai mange" corresponds to English "I ate," "I did eat," and "I have eaten." It would be more appropriate, according to Hanzeli, if the second language teacher explained that the feature "emphatic" attached to a verb appears as the auxiliary "do" in English, producing "I did eat," while French grammar requires spelling out this feature adverbially to produce "Bien sur, J'a mange."

Bull and Lamadrid (1971), in their article on the inadequacies of present-day Spanish textbooks for giving grammatical rules that are linguistically accurate, commented that the second language learner learns faster and with less frustration when he is thoroughly conscious of the points of identity and difference between his native language and the target language. In making the comparison of the two languages, the authors cautioned teachers who cite rules about their failure to distinguish a quite accurate statement of linguistic fact and a rule that guarantees proper usage. To clarify this point, several examples

were given that have built-in failure for the student in his production of the target language. When a rule uses "usually" or "very frequently" it is linguistically accurate more than 55 percent of the time; however, the rule will not apply more than 45 percent of the time. An example of their point is "Spanish very frequently omits the subject pronoun as unnecessary to comprehension. It is used only for emphasis, clarity, or politeness." Even though the rule is correct, the student who is operating on English standards will be unable to understand when the subject pronoun is redundant from the Spanish point-of-view. If the student needed to write "He is confused," his English conditioning will tell him that he needs the pronoun for clarity, and his usage, then, in Spanish, will be improper.

The implications from this article are first, more point-by-point comparisons of the two languages and second, rules that are stated in ways that give the student more cues that signal the appropriate linguistic behavior.

Dirven (1976) used a quotation from Charles C. Fries (1945, p. 9) as the introduction to her article in support of contrastive analysis. Fries stated:

. . . the most efficient materials [for the foreign language teacher] are those based on a scientific description of the language to be learned, carefully compared with a parallel description of the native language.

Dirven's hypothesis involved a defense of contrastive analysis in terms of a conceptual approach. She contended that the two languages that are contrasted must include the strictly grammatical level, and the linguist must try to combine an analysis of certain conceptual strategies which shape and are shaped by the grammatical systems of the languages. The author used two very closely related languages--Dutch and English--to

support her view that there are enormous differences in concept-building even though it seems that the same concepts can be formed in all languages. Dirven concluded her comparison with the idea that with the help of psycholinguistic insights, if contrastive research can uncover the proper functioning of concept-building devices in foreign languages, linguists may come to understand these concepts better and thus contribute to the development of more adequate materials for foreign language teaching.

Bouton (1976) further supported the view of Dirven in his article on equivalence in contrastive analysis. His point was that for the linguist to contrast the forms of two languages without reference to the functions of those forms is to address only half of the two languages under study. According to the author, what is needed in contrastive analysis is a set of criteria that would enable the linguist to select sentences that are structurally similar in the target language and the native language. This set of criteria is based in the belief that the sentences of these two languages that are being contrasted must have a common deep structure if linguistic equivalence is to be beneficial. This theory is the universal base hypothesis which, in effect, says that sentences that can translate each other have the same deep structure.

Bouton concluded his article by saying that the universal base hypothesis is attractive, but it has weaknesses that make this type of structural equivalence fail. What the linguist derives from the study of the deep structure, however, does make a substantial contribution to and is of value to contrastive work.

In a paper presented to the Association of Teachers of English as a Second Language, Schachter (1966) examined the implications of the theory of transformational grammar for contrastive analysis. As a basis for his contrast of the transformational rules of relativization in English, Tagalog, and two African languages, Schachter referred to Noam Chomsky's book Aspects of the Theory of Syntax, in which Chomsky suggested that the deep structures of languages may be highly similar. Chomsky, in his model of transformational grammar, went even further by suggesting, in some cases, which deep structures to compare.

Schachter explained that the relative clause is universal in all languages in that there is always some kind of "linking"--a syntactical connection between the clause and the head noun. Second, because languages tend to be economical, one can expect an alteration of the noun within the embedded sentence that is identical to the head noun. Finally, the author has grouped under "other subordinating devices" various other changes that seem to be universal in relativization transformations. Schachter concluded his article by saying that more formal contrasts of the transformational rules governing the deep structures of several languages are needed and that these findings will prove beneficial for and be of interest to language teachers.

In review of the controversy involving contrastive analysis, Eckman (1977) supported the strong form of the contrastive analysis hypothesis, which claims that the errors of a language learner can be predicted from a comparison of descriptions of the native language and the target language. Many of these predictions have been incorrect; therefore, he suggested that an auxiliary hypothesis is needed--the directionality of difficulty--which claimed that it is difficult to learn new contrasts,

or new positions of contrasts, but it is not very difficult to learn to suppress contrasts. For this auxiliary hypothesis to be effective, it must be described in the context of generative grammar. This hypothesis is the Markedness Differential Hypothesis (MDH), which Eckman stated as follows:

The areas of difficulty that a language learner will have can be predicted on the basis of a systematic comparison of the grammars of the native language, the target language and the markedness relations stated in universal grammar, such that, .

- (a) Those areas of the target language which differ from the native language and are more marked than the native language will be difficult.
- (b) The relative degree of difficulty of the areas of the target language which are more marked than the native language will correspond to the relative degree of markedness.
- (c) Those areas of the target language which are different from the native language, but are not more marked than the native language, will not be difficult (p. 301).

The Markedness Differential Hypothesis predicts that the native language will be responsible, to some extent, for the errors of the language learner. These errors will be dependent on the native language to the extent that the areas of difference between the target and native language are marked. The author's conclusion is that rather than abandoning the contrastive analysis hypothesis altogether, it should be revised to incorporate degree of difficulty which corresponds to the notion of typological markedness.

Chastain (1971) outlined eight major implications for second language teaching based on cognitive theory, an additional description for the psycholinguistic approach to learning a second language. Among his eight points were language competence precedes language performance (but language consists of both competence and performance); and before

requesting students to perform, the teacher must be sure that the basic foundation (or foundations) which makes performance possible has been established. The author stated in his conclusion that there are common structures in the native language and the target language and that the teacher should focus upon these similarities as a means of utilizing the grammatical knowledge which the students have of their own language in order to facilitate their learning of the target language.

Pullum (1971) supported contrastive analysis in that he believed the chief value of contrasting two systems is the insight provided for the teacher as to where certain characteristic and persistent errors might originate. He cautioned, however, that no claims for contrastive analysis should be made on how teachers should teach or how much the points of contrasts should be stressed.

Lee (1972) had a different philosophy from Pullum on the teacher's position, and his beliefs seemed to be somewhat representative of several authors on this particular aspect of psycholinguistics and teaching of English as a second language. Lee's philosophy is that the teacher should be knowledgeable of the native language of the learner. He said, however, that the comparative knowledge of the two languages rather than a complete bilingual knowledge has several advantages. One advantage is that the teacher's knowledge of the language awakens the students' sympathies and reassures them that the teacher is "on their side." This comparative knowledge further suggests that the teacher is trying to see things from their viewpoint, and it makes it clear that the learners' language is not looked down upon or regarded as an irrelevant nuisance.

Studies Pertaining to Specific Grammatical

Errors and/or Language Problems of

Persian-, Spanish-, Chinese-,

and Hindi-Speaking Students

Ghadessy (1976), in a study of the writings of Iranian freshman students who were learning English, found that from a sample of 25 assignments with a total of 216 errors, 167 errors were systematic errors (recurrent). Included in the systematic errors were omission of the plural endings of nouns, lack of agreement between a subject and its verb, errors in the use of articles, and errors in the use of prepositions. Of a total of five errors in word order, two were systematic. The author found that some of the systematic errors were caused by the influence of the Persian language, specifically errors in construction with a total of 35, and errors in the use of prepositions with a total of eight.

Yarmohammadi (1977) conducted a study of constructions containing verbs such as "write," "mail," "do," "finish," etc., occurring with six temporal expressions such as "yesterday," "now," "tomorrow," "everyday," "by now" (or "until now"), and "by tomorrow" (or "until tomorrow") which are contained in an "if-clause" resulting in a "then-clause" and the time of the first preceded the time of the second. Even though Yarmohammadi's study did not address itself to any of the five specified errors, the purpose of his research was to contrast English and Persian by formulating possible substitution patterns for Persian speakers learning English. The author's investigations suggested the validity of similar contrastive research on other grammatical constructions in the two languages.

Cowan (1976), in discussing the reading problems of international students, contrasted Persian and English word order of relative clauses and their antecedent noun phrases. The author verified that there are similarities and differences in the two systems; however, when the Persian learner comes to a construction in a relative clause that does not meet his expectations, he resorts to identical strategies in English that he would use in his native language, Persian. Cowan concluded that perception and production errors in the target language may be the result of interference from grammatical rules in the native language, and students learning the target language will reach a stage at which they can understand syntactic structures in the target language; however, because of their native language interference, they will frequently continue to make grammatical errors when producing these structures.

Larson-Freeman and Strom (1977) conducted an error analysis of 37 compositions to determine the average length of T-units and the total-number of error-free T-units in the 200-word compositions of undergraduate and graduate students at U.C.L.A. T-units were defined as simple sentences and independent clauses. The purpose of the research was the development of an index by which the language proficiency of the second language learner could be gauged. In their analysis of the compositions they found that the compositions that had been evaluated "poor" exhibited fewer errors in article usage than those compositions evaluated as "fair." Only those compositions that were "good" or "excellent" had the level of errors in article usage as the "poor" compositions. Fewer errors in word order were made by the beginning learners; however, the advanced learners made somewhat more errors in

word order than the intermediate learners. The authors found that errors in the use of prepositions were a consistent problem with all learners, in that there was no noticeable difference in the number of prepositional errors. The authors concluded that there was an increase in the total number of error-free T-units as the level of language proficiency increased; however, some more research is needed before any theoretical conclusions can be drawn.

Oller and Redding (1971) studied the correlation between knowledge of article usage and knowledge of the rest of English grammar of second language learners. They were also interested in finding if there were significant differences in knowledge of English article usage between language groups which have article equivalents and those which do not and if there were differences in knowledge of articles between groups of non-natives from genetically different language families. Their study included 129 subjects from 29 different language backgrounds who were divided into two groups: Group 1, those languages that had formal equivalents of the English definite and indefinite articles; Group 2, all other languages. The majority of the subjects in Group 1 were native speakers of Spanish, French, Italian, German, Hebrew, or Portuguese; while the majority of subjects in Group 2 were native speakers of Japanese, Chinese, Persian, Korean, or Thai.

The results of this study indicated that (1) 78 percent of the variance in the article-usage test was predicted by scores on the various parts of the total test; (2) Group 1 students (whose native languages have formal equivalents) did better on the test of article usage than did Group 2 students (whose native languages did not have formal equivalents); and (3) the article usage score was not significantly

different for genetically different language families--Chinese-Thai group and Indic-Iranian group. The general conclusions were that knowledge of article usage goes hand-in-hand with overall language proficiency, that article usage is apparently a better predictor of overall language proficiency for students whose native language does not have article equivalents, and that these findings have impetus for contrastive analysis and for what is more specifically meant by the term "interference."

In a study of intralingual and developmental errors in second language learners, Richards (1971) noted that the word order for questions may never become part of the competence in the second language of the learner despite extensive teaching efforts. Although the reason is not known, the author theorized that the cause could be the excessive attention given to points of contrasts at the expense of realistic English. He concluded that contrasts within the language can prove to be an invaluable asset to learning the target language for both the teacher and the student.

In an empirically-based study assessing the interlanguage performance of Chinese students, Cohen and Robbins (1976) studied the short-term effects of teacher correction procedures on the elimination of errors and how these procedures related to interlanguage background and the students' explanations of the errors they had made. The conclusion on correction was that it was neither systematic nor enlightened enough to influence the production of errors. They did suggest, however, that graders of the compositions should keep a copy of past assignments on file to refer to when trying to diagnose new errors that appear. Also, teachers could chart specific errors to determine their frequency.

The author had several conclusions on interlanguage background. First, the learners' metalanguage may be inadequate for them to describe their errors, and their explanations of their errors may be invalid. The technique of probing the strategies the learner uses in learning a second language is a recent undertaking by linguists and has merit in that further research could yield beneficial results for language teachers.

In an article somewhat related to the present study, Vieira (1975) examined the bilingual Spanish and Portuguese programs at Fox Point Elementary School in Providence, Rhode Island. One experiment dealt with cognitive transfer from the native language to the second language. The premise for the objectives of this program was that the child learns best through his native language and thus is better able to transfer familiar subject matter to the target language. The implications of this experiment for bilingual educators are numerous. The transfer from the native language to the second language is enhanced if the lessons are challenging, interesting, and carefully planned. More gains can be made in the second language if the lessons are more concerned with interesting and useful content rather than with language acquisition exercises.

The audio-lingual techniques used with the elementary school students are also applicable to secondary and college students. The main criticism of using this approach with older students had been that the drill exercises had become so tedious that all motivation and interest were lost. Vieira emphasized that the curriculum used in this experiment and the oral language exercises were centered around activities that would produce spontaneous responses from the students; therefore, the

teacher must become acutely sensitive to the students' total language environment. Finally, the author suggested that foreign language educators should become more aware of what is going on in the language classrooms, and maybe more learning would take place if all the lessons were "live, exciting, and pertinent."

Carrow's study (1975) of the English and Spanish language development of preschool Mexican-American children in Houston, Texas, resulted in some interesting findings of what actually constitutes bilingualism. The study involved 99 Mexican children, ages 3 years-10 months to 6 years-9 months, from seven day-care centers that accept only children from below poverty thresholds. The control group consisted of children of all socio-economic levels without regard to language background from nurseries and day-care centers throughout San Antonio.

The Auditory Test for Language Comprehension was administered to each child in the experimental group in both English and Spanish by the same examiner. The referential categories that can be signaled by the form classes and function words, morphological constructions, grammatical categories, and syntactic structure are nouns (30), verbs (8), adjective (19), adverbs (1), morphological endings (8), noun (number) (4), pronouns (5), verb (tense, number, status-affirmative/negative, voice) (16), prepositions (6), interrogatives (2), and syntax complexity (13). Among the findings was the fact that 60 percent of the experimental group at all age levels understood the preposition "on" ("sobre"), but there was a year's delay in the comprehension of "under" ("de bajo de") and "in" ("en") as compared with the children in the control group. The students in the experimental group had difficulty with plural signals in both languages. The singular-plural contrast, chair/chairs

("silla"/"sillas"), was understood when the singular was given first, but they did not understand the "table"/"tables" ("mesa"/"mesas") contrast. They understood the contrast, "balls"/"ball" ("pelotas"/"pelota"), when the plural was given first but not "coats"/"coat" ("abrigos"/"abrigo").

For all subjects direct-indirect objects and active-passive voice were the most difficult of the structural contrasts; however, structures of predication and modification involving a complex sentence with an independent clause and a dependent adjectival clause or a complex imperative sentence with a conditional clause were comprehended equally and at the same age for both the experimental and the control groups. The items that were understood the least by all children were lexical items such as "few" ("pocos"), "alike" ("igual"), "different" ("diferente"), "pianist" ("pianista"), and "pair" ("par"). Structural items which presented difficulty for all were those such as "Neither the boy nor the girl is jumping" ("Ni el muchacho ni la muchacha esta saltando") (negative); "Who is by the table?" ("Quié esta al lado de la mesa?") (interrogative); and "The man is hit by the boy" ("El hombre es golpeado por el muchacho") (passive voice).

Among Carrow's conclusions were the following points: (1) pronouns seem to be a problem for all children in both English and Spanish; (2) negatives were an area of considerable difficulty for the control group; and (3) other areas of difficulty for all subjects were understanding tense markers---with the exception of the present progressive---adjectives, prepositions, and plurals.

Summary

For more than two decades, linguists have been advocating contrastive analysis as a tool for teaching English as a second language. This is indicated by Lado (1957) when he says

. . . in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning . . . (p. 1).

. . . we assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be easy for him and those elements that are different will be difficult (p. 2).

Contrastive analysis was used for many years with the audio-lingual method of teaching English as a second language. In the last ten years, however, some linguists have begun faulting contrastive analysis for predicting sources of difficulty which, in actuality, proved incorrect. From this review of the literature, it seems that today, many linguists still believe that the native language of the learner interferes with the learning of the target language, that the features in the target language that are equivalent or nearly equivalent to features in the native language will be less difficult, and that features which have no equivalent structures in the native language will be more difficult. Based on the research, it seems that this is true more so for adults learning a second language than it is for children.

From the literature, there seems to be a general consensus among linguists that the classical view of contrastive analysis (prediction or "apriori" view) needs modification. The "aposteriori" view, the Markedness Differential Hypotheses, contrasts of universal deep structures rather than surface structures, and the use of error analysis with contrastive analysis are some of the modifications suggested.

Research pertaining to contrasts of the five specified errors in English by students whose native language was one of the four languages used in this study seemed scarce. There has been some research, however, on contrastive analysis and specific components of the languages in this study. It seems that more contrastive research has been done with Spanish-English than with Chinese, Persian, or Hindi and English. Most of the work with Spanish is in contrasting the phonological component of the two languages or on the correlation between attitudes of native Spanish speakers and their attained proficiency in English. In relation to this study, the literature did reveal, however, that Spanish students learning English as a second language do have some difficulty with prepositions and plurals of nouns.

In comparing the amount of research of English and Persian, Chinese, or Hindi, there seems to be more on Persian-English than with Chinese-English and very little, if any, contrastive research on Hindi-English. The literature did reveal, however, that there may be some interference from the native language on the target language, and that what is needed, among other things, for foreign language teachers is more point-by-point comparisons (contrasts) of specific grammatical features of English and other languages. The linguists did agree, too, that more research is needed in all aspects of the acquisition of a second language.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

This study was conducted in order to compare the frequency of five specified errors in the compositions of four groups of international students at Oklahoma State University enrolled in an English-as-a-second language course.

Contained in this chapter is the methodology used to describe (1) population, (2) research design, (3) instrumentation, (4) data collection, and (5) research questions.

Population

The population of this study consisted of students whose native language was one of four language groups--Chinese, Persian, Hindi, or Spanish. These students also must have been enrolled in English 1013 (Freshman English for International Students) or English 0003 (a course for students who failed to pass the Milburn English Language Proficiency Test for International Students, which is given to graduate international students who did not graduate from an American university) at Oklahoma State University in the spring of 1978 or 1979.

Chinese, Hindi, and Persian language groups were chosen because of their diversity, their being non-western languages, and because of the seemingly scarcity of literature contrasting these languages with

English. Spanish was chosen because of the large number of United States citizens whose native language is Spanish and because of the amount of research on Spanish bilingual education in this country.

Research Design

Errors made by foreign students learning English as a second language have been categorized into two general classes: (1) interference between the native language and English (Lado, 1957) or (2) developmental errors that reflect the learner's competence at a particular stage of the language acquisition process (Richards, 1971).

The rationale for selecting the errors that have been used in analyzing the compositions rather than using a complete error analysis of the compositions is as follows:

(1) Previous studies show that there are certain errors which recur week-after-week and year-after-year in the writings of foreign students who are learning English as a second language. It seems that these errors recur regardless of the native language; however, linguists agree that more contrastive research of these recurring errors needs to be done.

(2) Certain errors were included because there seems to be little, if any, contrastive research on these errors with the languages used in this study.

The compositions of international students whose native language was Spanish, Hindi, Chinese, or Persian were analyzed to see if the following grammatical errors were present:

1. Omission of or inappropriate use of articles.
2. Errors in the use of prepositions.

3. Errors in word order (both question and statement).
4. Lack of agreement between the subject and its verb.
5. Errors in forming the plural of nouns.

Instrumentation

In this study, the instrument was not one in the traditional or common sense of the term. The instrument, actually, was the individual compositions of each subject whose native language was Spanish, Chinese, Hindi, or Persian; and the data used in the research came from these compositions.

Data Collection

The procedure for collecting the data for this study was as follows:

1. The first composition of all students who were enrolled in either English 0003 (a course for international graduate students who did not graduate from an American university) or English 1013 (Freshman English for International Students) and whose native language was Spanish, Chinese, Hindi, or Persian were grouped into their respective language categories (compositions from two semesters were used).
2. The writing errors were tabulated by language group using the five specified grammatical errors.
3. Using chi square, an analysis was made of the frequency of errors for each language group with each grammatical error. To test for significant differences, the .05 level of significance was used.
4. A comparative analysis among the four language groups and

between any two languages for each of the five specified grammatical errors was done.

5. Through an informant for each of the four languages, an analysis of specific grammatical structures was made for Spanish, Chinese, Hindi, and Persian. These grammatical structures included only those that were comparable or grammatically equivalent to the five specified grammatical errors used in the study. These informants were selected with the following criteria:

- (a) native speaker of the particular language;
- (b) by nature of their profession, they are linguistically competent in the grammars of their native language and English, e.g., teacher of Spanish to American students or teacher of Hindi to American students;
- (c) from a discussion concerning the structure of their native language and the structure of English, it was determined that they were linguistically competent in the two grammars.

Research Questions

The hypotheses of this study are that (1) when the compositions of four language groups are analyzed in terms of the omission or inappropriate use of articles, there will be no significant difference in the error rate among those groups; (2) when the compositions of four language groups are analyzed in terms of the use of prepositions, there will be no significant difference in the error rate among those groups; (3) when the compositions of four language groups are analyzed in terms of word order (question and statement), there will be no significant difference in the error rate among those groups; (4) when the

compositions of four language groups are analyzed in terms of subject-verb agreement, there will be no significant difference in the error rate among those groups; and (5) when the compositions of four language groups are analyzed in terms of plural endings of nouns, there will be no significant difference in the error rate among those groups.

The research question for the contrastive analysis of each language with English is as follows: Does a contrastive analysis of the five specified grammatical structures within English and Chinese, Persian, Hindi, and Spanish support the theory that the native language of adults will interfere with their learning of a second language because equivalent or similar structures in the two languages will be equated by the learners and will be reflected in their errors in the second language?

The compositions were analyzed to identify the five specified errors for each student in the four language groups. After the errors were located, they were tabulated, and the data were keypunched and made available for statistical analysis.

The Statistical Package for the Social Sciences (SPSS), available through the Oklahoma State University Computer Center, was used to analyze the data collected in this study.

Chi square analysis was used to determine if there was a statistically significant difference in frequency among the four languages for each of the five specified errors. Chi square analysis was also used to determine if there was a statistically significant difference in the frequency among the five specified errors between any two languages.

Descriptive research techniques were used for the analysis of the data from the informants who were native speakers of the languages under

study. The analysis included a comparison of each of the five grammatical features (specified errors) within each language with equivalent or similar features in English.

Summary

This research, a comparative analysis of selected writing errors of Oklahoma State University students learning English as a second language, involved tabulating and analyzing the frequency of errors from the subjects' first composition. The subjects were international students whose native language was Spanish, Chinese, Hindi, or Persian and who were enrolled in English 0003 or English 1013 during the spring, 1978, or spring, 1979, semesters.

The writing errors under study were (1) omission of or inappropriate use of articles; (2) errors in the use of prepositions; (3) errors in word order (both question and statement); (4) lack of agreement between the subject and its verb; and (5) errors in forming the plurals of nouns. Chi square was used for comparing the frequency of errors among the four languages and for the frequency of errors between any two languages.

Informants who were native speakers of the languages and who were proficient in the structure of English grammar were used to analyze grammatical structures in Chinese, Persian, Hindi, and Spanish that were equivalent or similar to the five English grammatical structures used in this study. Comparisons were made between English and each language for each of the five grammatical structures.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The purpose of Chapter IV is to present a detailed description of the findings of the study, i.e., a comparative analysis of selected writing errors of Oklahoma State University students learning English as a second language. The frequencies of the five grammatical errors used in this study were tabulated for each language group--Spanish, Persian, Chinese, and Hindi. These frequencies are shown in Table I. Chi-square statistical analysis was used to determine if there were significant differences in the frequency of errors for each language group with each grammatical error. The facilities of Oklahoma State University Computer Center were used for these analyses.

TABLE I
FREQUENCY OF ERRORS FOR ALL LANGUAGES

Language	Error 1	Error 2	Error 3	Error 4	Error 5	Total
Spanish	23	30	9	14	17	93
Persian	103	61	2	43	76	285
Hindi	56	9	2	10	34	111
Chinese	46	65	3	23	49	186
Totals	228	165	16	90	176	675

Contrastive analysis was used to compare the similarities and differences of grammatically equivalent structures in Chinese, Persian, Hindi, and Spanish with English structures for each of the five errors used in this study. A linguistically competent informant from each of the four languages--one who was a native speaker, was competent in the grammars of his language and English, and from a discussion concerning these grammars, was deemed competent--was used to collect and to analyze these data.

For clarity in presenting the results of this study, Chapter IV is divided into two main sections: (1) analysis of the frequency of errors for each language group with each grammatical error; and (2) a contrastive analysis of the four languages and English for each of the five grammatical structures in this study.

Analysis of Frequency of Errors for Each Language With Each Grammatical Error

One hundred and sixteen compositions were analyzed to identify the five specified grammatical errors for each subject in the four language groups. The percentage of compositions per language group were as follows: 21 percent were from Spanish subjects; 44 percent were from Persian subjects; 16 percent were from Hindi subjects; and 19 percent were from Chinese subjects. In all five categories for all subjects, there were 675 total errors--14 percent of the errors were made by Spanish subjects; 42 percent of the errors were made by Persian subjects; 16 percent of the errors were made by Hindi subjects; and 28 percent of the errors were made by Chinese subjects. See Appendices A-E for a feature analysis by language for each error.

Presented in Table II is the chi-square analysis for error 1, the omission of or inappropriate use of articles. The formula used for all chi-square computations is $\chi^2 = \sum \frac{(O-E)^2}{E}$. The testing of the hypotheses with the chi-square analyses was at the .05 level of significance with three degrees of freedom.

TABLE II
CHI-SQUARE ANALYSIS FOR OMISSION OF OR
INAPPROPRIATE USE OF ARTICLES

Language	N	P	f_o	f_e	$\frac{(O-E)^2}{E}$	χ^2
Spanish	51	.216	23	49.25	14.00	
Persian	25	.440	103	100.00	.072	
Hindi	18	.155	56	35.34	12.08	
Chinese	22	.190	46	43.32	.165	
						26.31*

N = 116

df = 3

$f_e = 228$

.05 = 7.82

Presented in column two is the number of subjects in the sample by native language; column three is the probability of error for each language group derived from the assumption that, based on previous experiences, all subjects had the same opportunity to make errors in their compositions; in column four are the observed frequencies of article

errors; and in column five are the expected frequencies calculated from the probability of error and the total number of article errors.

The chi-square value for error 1 is 26.31, which is significant beyond the .05 level of significance; therefore, the null hypothesis, when the compositions of four international language groups are analyzed in terms of the omission of or inappropriate use of articles, there will be no significant difference in the error rate among those groups, is not accepted.

A comparison of article usage between languages was done to determine if the performance of the Spanish subjects was significantly different from that of the Persian, Hindi, and Chinese subjects since the Spanish language has grammatical structures that are more nearly equivalent to English articles. This comparison is presented in Table III.

Persian, Hindi, and Chinese have no grammatical structures similar or equivalent to English articles. The chi-square analyses between Spanish and each of the other languages in the study showed that there were significant differences in the performance on article usage by the Spanish subjects and the other subjects, with the Spanish subjects making comparatively fewer article errors than all other subjects. Also, the analysis of the data for the Persian-Hindi and Chinese-Hindi comparisons resulted in significant differences for these groups with the Hindi subjects making comparatively more article errors than the Persian or Chinese subjects. However, there was no significant difference in the article usage of the Persian and Chinese subjects. The chi-square values for these comparisons, as shown in Table III, are as follows: Spanish-Persian, 12.24; Spanish-Hindi, 27.27; Spanish-Chinese,

TABLE III

SUMMARY OF CHI-SQUARE COMPARISONS BETWEEN LANGUAGES
FOR OMISSION OF OR INAPPROPRIATE USE OF ARTICLES

Language	N	P	f_o	f_e	$\frac{(O-E)^2}{D}$	χ^2
Spanish	25	.329	23	41.45	8.21	12.24*
Persian	51	.671	103	84.55	4.03	
Spanish	25	.581	23	45.90	11.43	27.27*
Hindi	18	.419	56	33.10	15.84	
Spanish	25	.532	23	36.71	5.12	10.94*
Chinese	22	.468	46	32.29	5.82	
Persian	51	.739	103	117.50	1.79	6.86*
Hindi	18	.261	56	41.50	5.07	
Persian	51	.699	103	104.15	.013	.042
Chinese	22	.301	46	44.85	.029	
Chinese	22	.550	46	56.10	1.82	4.04*
Hindi	18	.450	56	45.90	2.22	

df = 1

.05 = 3.84

10.94; Persian-Hindi, 6.86; Persian-Chinese, .042; and Chinese-Hindi, 4.04. The chi-square values were compared to the tabled chi-square value of 3.84 with one degree of freedom at the .05 level of significance.

In Table IV, the chi-square analysis is presented for error 2, the use of prepositions. As can be seen from the data, there was a significant difference in the subjects' use of prepositions.

TABLE IV
CHI-SQUARE ANALYSIS FOR PREPOSITION USAGE

Language	N	P	f_o	f_e	$\frac{(O-E)^2}{E}$	χ^2
Spanish	25	.216	30	35.64	.893	
Persian	51	.440	61	72.60	1.85	
Hindi	18	.155	9	25.58	10.75	
Chinese	22	.190	65	31.35	36.12	
						49.61*

$N = 116$

$df = 3$

$f_o = 165$

$.05 = 7.82$

As shown, the chi-square value for the use of prepositions is 49.61, which was significant beyond the .05 level of significance; thus, the null hypothesis, when the compositions of four international language groups are analyzed in terms of the use of prepositions, there

will be no significant difference in the error rate among those groups, is not accepted.

All of the languages used in this study have grammatical structures similar to English prepositions; however, the number of these features and their functions are quite different from those for English. Spanish is the only language in the study in which the feature--preposition--is more nearly equivalent to the English feature; however, there are differences between the structures in the two languages. Shown in Table V are the comparisons between the languages for the subjects' use of prepositions.

The chi-square values for each pair of languages in Table V showed that there was a significant difference in the subjects' use of prepositions beyond the .05 level of significance for all the comparisons made. The comparisons of the Chinese subjects' performance with that of the subjects whose native language was either Spanish, Persian, or Hindi had even higher levels of significance--beyond the .001 level--than the comparisons among the other languages. The chi-square values for the use of prepositions are as follows: Spanish-Persian, 7.10; Spanish-Hindi, 5.68; Spanish-Chinese, 17.84; Persian-Hindi, 6.36; Persian-Chinese, 27.64; and Chinese-Hindi, 32.24. The Hindi subjects made comparatively fewer preposition errors than all other subjects; the Chinese subjects made comparatively more errors than all other subjects; and the comparative difference in preposition usage between the Spanish and Persian subjects cannot be explained with these data.

Error 3 is word order, both question and statement, for which there were fewer errors than were expected from each language group--Spanish, 9; Persian, 2; Hindi, 2; and Chinese, 3. Chi square could

TABLE V
SUMMARY OF CHI-SQUARE COMPARISONS BETWEEN LANGUAGES
FOR PREPOSITION USAGE

Language	N	P	f_o	f_e	$\frac{(O-E)^2}{E}$	χ^2
Spanish	25	.329	30	29.94	1.20	7.10*
Persian	51	.671	61	61.06	5.90	
Spanish	25	.581	30	22.66	2.38	5.68*
Hindi	18	.419	9	16.34	3.30	
Spanish	25	.532	30	50.54	8.35	17.84*
Chinese	22	.468	65	44.46	9.49	
Persian	51	.739	61	51.73	1.66	6.36*
Hindi	18	.261	9	18.27	4.70	
Persian	51	.99	61	88.07	8.32	27.64*
Chinese	22	.301	65	37.93	19.32	
Chinese	22	.550	65	40.70	14.51	32.24*
Hindi	18	.450	9	33.30	17.73	

df = 1

.05 = 3.84

not be computed for this error because the frequencies were too sparse for it to be a valid test; therefore, no comparisons were made with any language. Because of this fact, the null hypothesis, when the compositions of four international language groups are analyzed in terms of word order (both question and statement), there will be no significant difference in the error rate among those groups, is inapplicable.

Subject-verb agreement constituted error 4. The computed chi-square value for this error was 4.97, which was not significant at the .05 level of significance. Presented in Table VI is the analysis for the subjects' performance on the grammatical feature, subject-verb agreement.

TABLE VI
CHI-SQUARE ANALYSIS FOR SUBJECT-VERB AGREEMENT

Language	N	P	f_o	f_e	$\frac{(O-E)^2}{E}$	χ^2
Spanish	25	.216	14	1.52	19.44	
Persian	51	.440	43	2.92	39.60	
Hindi	18	.155	10	1.12	13.95	
Chinese	22	.190	23	2.04	17.10	
						4.97

$$N = 116$$

$$df = 3$$

$$f_o = 90$$

$$.05 = 7.82$$

Even though all the languages in this study have a definite relationship for their subjects to their verbs, the systems are quite different among themselves and from English. The null hypothesis for error 4 is stated as follows: when the compositions of four international language groups are analyzed in terms of subject-verb agreement, there will be no significant difference in the error rate among those groups and, was, therefore, accepted.

A comparison between the various language groups gives the basis for the chi-square value for error 4. This analysis is presented in Table VII.

When the Chinese subjects' performance on subject-verb agreement was compared with that of Spanish and Hindi subjects, no significant difference was found. The relationship of Chinese subjects to Chinese verbs has no equivalents in these two languages. The chi-square values for these comparisons are as follows: Spanish-Chinese, 3.50 and Hindi-Chinese, 2.88. For the comparisons between languages, there were significant differences in the performance on subject-verb agreement by the Spanish subjects with the Persian and Hindi subjects and the Persian subjects with Chinese subjects. These analyses resulted in the following chi-square values: Spanish-Persian, 7.10; Spanish-Hindi, 6.17; Persian-Hindi, 4.80; and Persian-Chinese, 7.05. The Chinese subjects made comparatively more errors than all other subjects. Even though the systems encompassing subject-verb agreement are different in the Spanish, Persian, and Hindi languages, they do have, as does English, the features, singular and plural, in one-to-one relationships with the subject and its verb, which is not true for the Chinese language.

TABLE VII
SUMMARY OF CHI-SQUARE COMPARISONS BETWEEN LANGUAGES
FOR SUBJECT-VERB AGREEMENT

Language	N	P	f_o	f_e	$\frac{(O-E)^2}{E}$	χ^2
Spanish	25	.329	14	18.75	1.20	7.10*
Persian	51	.671	43	38.25	5.90	
Spanish	25	.581	14	13.94	2.58	6.17*
Hindi	18	.419	10	10.06	3.59	
Spanish	25	.532	14	19.68	1.64	3.50
Chinese	22	.468	23	17.32	1.86	
Persian	51	.739	43	39.17	3.74	4.80*
Hindi	18	.261	10	13.83	1.06	
Persian	51	.699	43	46.13	2.12	7.05*
Chinese	22	.301	23	19.87	4.93	
Hindi	18	.450	18	14.85	1.58	2.88
Chinese	22	.550	22	18.15	1.30	

df = 1

.05 = 3.84

Plurals of nouns, error 5, is the last grammatical feature analyzed from the compositions of subjects in this study. The chi-square analysis for this error is presented in Table VIII. The obtained value is 23.20 which is significant beyond the .05 level of significance; thus, the null hypothesis, when the compositions of four international language groups are analyzed in terms of forming the plurals of nouns, there will be no significant difference in the error rate among those groups, is not accepted.

TABLE VIII
CHI-SQUARE ANALYSIS FOR FORMING THE PLURALS OF NOUNS

Language	N	P	f_o	f_e	$\frac{(O-E)^2}{E}$	χ^2
Spanish	25	.216	17	38.02	11.62	
Persian	51	.440	76	77.44	2.68	
Hindi	18	.155	34	27.28	1.66	
Chinese	22	.190	49	33.44	7.24	
						23.20*

N = 116

df = 3

$f_o = 176$

.05 = 7.82

All of the languages in this study have the grammatical feature, plurals of nouns; but Chinese is the only language in which the plural is not formed by adding a plural marker to the stem of the singular

noun. The comparisons between the languages resulted in significant differences between all groups. These analyses are presented in Table IX.

The greatest chi-square values were between the Spanish-Hindi, Spanish-Chinese, and Persian-Hindi subjects with values of 46.46, 19.02, and 13.19, respectively. The chi-square values for the remaining comparisons are as follows: Spanish-Persian, 9.00; Persian-Chinese, 4.92; and Hindi-Chinese, 5.46. The Chinese and Hindi subjects made comparatively more errors in forming the plurals of nouns than did the Spanish and Persian subjects. The Persian subjects made comparatively more errors than the Spanish subjects.

A Contrastive Analysis of the Four Languages and English for Each of the Five Errors

The purpose of the research is to permit analysis of the native languages of the subjects in this study and to allow a comparison of the features of those languages with equivalent or similar features in English only in the categories of (1) omission of or inappropriate use of articles, (2) the use of prepositions, (3) word order (both question and statement), (4) use of prepositions, and (5) agreement of the subject and its verb. The omission of or inappropriate use of the articles, "a," "an," and "the," was the first grammatical feature analyzed from the compositions of students whose native language was Spanish, Persian, Hindi, or Chinese. In English, the articles are categorized as definite or indefinite, and they indicate that a noun will follow. "A" is used before non-specific singular nouns which begin with a consonant sound, e.g., "a magazine," "a stump," or "a cup." If

TABLE IX
SUMMARY OF CHI-SQUARE COMPARISONS BETWEEN LANGUAGES
FOR FORMING THE PLURALS OF NOUNS

Language	N	P	f_o	f_e	$\frac{(O-E)^2}{E}$	χ^2
Spanish	25	.329	17	30.60	6.04	9.00*
Persian	51	.671	76	62.40	2.96	
Spanish	25	.581	17	29.63	5.38	46.46*
Hindi	18	.419	34	21.37	41.08	
Spanish	25	.532	17	21.12	8.04	19.02*
Chinese	22	.468	49	30.89	10.62	
Persian	51	.739	76	81.29	3.44	13.19*
Hindi	18	.261	34	28.71	9.75	
Persian	51	.699	76	87.38	1.48	4.92*
Chinese	22	.301	49	37.63	3.44	
Hindi	18	.450	34	37.35	3.00	5.46*
Chinese	22	.550	49	45.65	2.46	

df = 1

.05 = 3.84

this singular noun has an intervening adjective which does not begin with a consonant sound, the article used is "an." If, however, the intervening adjective begins with a consonant sound also, the article remains "a."

The article, "an," is used with non-specific singular nouns which begin with a vowel sound, e.g., "an avocado," "an antenna," or "an organ." The same rule applies for "an" as for "a" if the intervening adjective begins with a consonant sound or a vowel sound. Examples of this principle are as follows: "a dull magazine"--"an interesting magazine;" "a needless mistake"--"an obvious mistake;" "an old artifact"--"a rusty artifact;" "an edible artichoke;"--"a ceramic artichoke."

"The" is the article which indicates that a specific singular or plural noun will follow. The sound of the intervening adjectives has no effect on this article; however, there are times when "the" is omitted, e.g., before holidays and names of places which are singular and do not have a qualifying phrase or clause following. Examples are as follows: "Easter signals the beginning of spring"--"The Easter holidays begin on March 21;" "Oklahoma City is where my youngest child was born"--"The Oklahoma City zoo attracts many visitors each summer."

The use of articles seems to pose problems for a large percentage of international students who have learned English as a second language (Oller and Redding, 1971). From the present study, Chinese students had 46 total errors involving the use of articles. This frequency was 24.73 percent of their total errors. The Chinese language has no equivalent structures to English articles (see Appendices A and I for sample errors involving article usage by Chinese students). For example, a sentence involving the definite article, "the," written by

a student whose native language is Chinese was "Taipei is most prosperous city in our country," with "the" being omitted before the superlative adjective "most." A word-by-word translation of Chinese for this sentence would result in "Taipei is our country most prosperous city." A sentence involving "a" was "It is very interesting thing" with the indefinite article omitted before "very." The translation from Chinese resulted in "This (or it) is one very interesting thing." For "an," an example was "I had a article published last year" with "a" used in place of "an" before "article." The Chinese translation is "I had one article published last year." The rule seems to be that where English has "a" or "an," "one" is used in Chinese if the idea (noun) is tangible; and if the idea (noun) is intangible, "one" is not needed. There seems to be no similar or equivalent feature in Chinese for "the."

Subjects whose native language is Hindi made 56 total errors involving article usage, which was 50.91 percent of their total errors. Hindi has no features similar or equivalent to the English articles, "a," "an," and "the." Examples of errors in article usage are as follows: "One is agricultural university" with the article omitted; "The life has not much changed" with "the" used when it was not necessary; and "There is shortage of food" with "a" being omitted. Translations of these sentences from Hindi to English resulted in "One agricultural university is," "Life much changed not has," and "Food shortage is." The sample of errors Hindi-speaking students made in the use of articles showed that most of their errors were in the omission of the articles (see Appendices A and H).

The Persian subjects made a total of 103 errors in the use of articles, which was 36.14 percent of their total errors. An

overwhelming majority of these errors was in omission of the articles rather than inappropriate use of the articles (see Appendices A and G). Such a large percentage of article errors may be related to the absence of articles in the Persian language from which the subjects could have drawn some similarities and differences with their language and English. An example of a sentence with an omission error is "Tehran is crowded city." The translation from Persian is "Tehran city crowded is." A sentence with an inappropriate article is "We have a wonderful weather in early spring," and the translation from Persian is "Weather early spring very exciting is." There just seems to be no structure in Persian equivalent or similar to the English articles "a," "an," and "the."

The Spanish language is the only language in this study which has grammatical features more nearly equivalent to English articles; however, the Spanish subjects' errors in article usage accounted for approximately one-fourth (24.73 percent) of their total errors. There are both definite and indefinite articles in Spanish. There is one definite article, "the," but there are four words for it in Spanish--"el" which is used with singular nouns, masculine gender; "la" which is used with singular nouns, feminine gender; "los" which is used with plural nouns, masculine gender; and "las" which is used with plural nouns, feminine gender. The indefinite article in Spanish which translates "a," "an," or "one" has several words in Spanish. "Un" is used in an adjective phrase or clause that has a singular, masculine noun present, e.g., "un barco grande"--"a large boat." "Una" is used in an adjective phrase or clause that has a singular, feminine noun or in a singular feminine adjective phrase or clause that has the noun omitted,

e.g., "una corbata bonita"--"a pretty necktie;" "una de rayas"--"a striped one," or literally "one of stripes." "Uno" is used in a singular, masculine adjective phrase or clause when the noun is omitted, e.g., "uno grande"--"a big one" (literally, "one big"). "Unos" is used for the plural masculine, with or without the noun in the phrase or clause; "unas" is used in the same way for plural, feminine. "Unos" and "unas" mean "some" when translated literally, but they are still referred to as indefinite articles. For instance, "Encontramos unos conones enterrados" means "We found some buried canons." A typical error involving the use of articles from the compositions of the Spanish subjects was "The America is very wonderful." The Spanish for this sentence would be "La America hace muy estripenda," meaning "(The) America is very wonderful" (see Appendices A and F for additional examples).

Preposition usage was the second grammatical structure that was analyzed in the subjects' compositions. In English, a preposition is a function word; it must have an object which may either precede or follow the preposition. The object of the preposition is a noun or pronoun, and this structure--preposition and object--is called a prepositional phrase. Some words which are commonly used as prepositions are "at," "to," "for," "with," "by," "of," "in," "from," "behind," "under," "until," "against," "between," "on," "over," "through," and "near." Errors in the use of prepositions accounted for approximately one-fourth (24.44 percent) of all errors tabulated in this study.

The Chinese subjects had a frequency of 65 errors in the use of prepositions, which was 34.95 percent of their total errors. In the Chinese language, there are prepositions; however, they seem to be

fewer in number and they seem to function differently than prepositions in English. The words which seem to have equivalence in the lexicon of Chinese and English are "under," "from," "except," and "in/at." The same word is used for "in" as for "at" with no distinction between the two words. An example of a sentence containing an error in preposition usage is "There are lots of supermarkets, shopping centers, theaters, and schools in there." A translation of the correct usage for this sentence from Chinese results in "In/At there have many supermarket, shopping center, theater, and school." Another example is "I was born in there and grew up in there;" the translation from Chinese is "I in there born, in there grow up." It seems that "in/at" functions as an adverb telling when or where; and if "there" following "in/at" can be construed as a noun, then from this corpus, Chinese words that seem to be equivalent to English prepositions also have nouns following them (see Appendix I).

The Hindi subjects had only a small percentage (8.18) of their errors in the category of preposition usage, even though the structure of prepositions in the Hindi language is different from that in English. There are prepositions in Hindi, but they are not used as separate words; they are attached to the nouns, and their meaning is determined by the gender of the noun to which they refer. Several of the errors involving prepositions consisted of Hindi subjects' adding unnecessary prepositions after the verbs. Two such errors were "The area of my city is spread in a radius of about twelve miles;" and "First I joined in a high school." The translations from Hindi are "My city area twelve miles radius spread is" and "I first high school joined."

The Persian language has prepositions, but there are not as many as there are in English, and their function is not the same. Some common prepositions in English and Persian are "in," "to," "at," and "of." In Persian, no distinction is made between "in" and "at," just as was true for Chinese. The same word stands for either word in English. The frequency of preposition errors in the Persian subjects' compositions was a little over one-fifth (21.40 percent) of their total errors. A typical preposition error was "Usually, nobody trusts to the weather in my town." A translation from Persian produces "Usually no one to weather city of ours trust has not." There is an ending to the Persian word for "weather" which means "to," which may have caused the student to think that "to" was needed for English, also. Another common error was "The weather of my city at summer is not very hot;" a Persian translation is "Weather of city of our in summer very hot not is." This sentence has the common word meaning "in" or "at." In Persian there is no semantic difference in the two words. This may be a possible explanation for the Persian subjects' difficulty in using these two prepositions (see Appendix G for other translations involving prepositions).

As was true with the articles, the Spanish language has grammatical features that are nearly equivalent to English prepositions; however, the Spanish subjects' errors in this category were a large percentage (32.26) of their total errors. All of the words that are commonly used as prepositions in English can be used as prepositions in Spanish, also. As in English, Spanish prepositions signal that a noun will follow, but there may be intervening adjectives, and some adjectives may come after the noun. There are many differences between Spanish and English

prepositions, however. First, one Spanish word may be used for several prepositions, e.g., "por" = "by," "through," "for," and "during;" and it ("por") may be used in phrases which have meanings other than the above prepositions, e.g. "por la tarde" for "in the afternoon" or "por cuenta propia" for "on his own." Additionally, "por" is used to form other words or phrases which are not prepositions, e.g. "por fin" for "finally" or "por ciento" for "percent."

Another difference between Spanish and English preposition usage is that the preposition may be omitted from an English sentence, but it will be required in the Spanish sentence, e.g. "It would match his suit" would be "Haría juego con su traje" in Spanish with "con" meaning "with." "It would go with his suit" would be written the same way in Spanish.

For a particular English preposition, there are several Spanish equivalents. For example, for the English preposition "for," the possible Spanish equivalents are "por," and "a;" or the English word "by," there are "por," "a," and "de." Several preposition errors made by the Spanish subjects in this study may have some relationship to their native language (see Appendix F for translations). Examples of typical errors are "We went on the car," "at both sides of the road," and "en the whole country." In Spanish, "en" can be used for "at," "on," and "in;" and "a" can be used for "at" and "on," which could be the basis of their difficulty in distinguishing these two prepositions in English.

Errors in the word order of questions and statements were tabulated from the compositions used in this study. These errors were a very minor part of the total errors--19 errors out of 675 total errors or

only 2.37 percent of all errors made by all subjects. Even though there are differences between the word order of English and that of the languages in this study, the subjects seem to have mastered English word order. Basic word order in English is subject-verb-object for statements and verb-subject-object for questions; adjectives come before the nouns they modify; phrases are placed close to the words they modify; and in compound subjects or objects, the first person pronoun is last in the series.

The basic sentence pattern for Chinese is the same as for English--subject-verb-object; however, the modifiers in Chinese may be placed differently. One of the few errors in word order by the Chinese subjects (a frequency of 3 errors for a 1.61 percentage of their total errors) was the placement of "also" in the sentence "I like also my hometown." From the data collected from the Chinese informant, "also" is used before the verb in Chinese; therefore, if the subject's native language were interfering with his writing, he should not have made this error in the placement of "also." Examples of the typical placement of modifiers are in the translations "You everywhere able find restaurant," with "everywhere" coming after the subject rather than after "restaurant;" and "every year's August" rather than "August of each year" or "Every year in August" (see Appendix I).

Word order in Hindi follows the basic sentence pattern of subject-object-verb. Hindi students made very few errors in this category, but one error was "The life has not much changed." The translation from Hindi is "Life much changed not has." Adjectives come before the nouns they modify; the auxiliary comes after the main verb; and "not" comes after the main stem of the verb. A typical example of Hindi word order

is given in the translation, "Still much land uncultivated is" with "land" as the subject, "uncultivated" as the predicate adjective (object), and "is" as the verb.

Word order seemed to pose no serious problem for Persian subjects; however, the word order of their language is quite different from English word order in some respects. First, the Persian sentence reads from right to left; there are phrases and clauses; and the position of subjects, verbs, and adverbs is related. There are prepositional phrases composed of a preposition and a noun; adjectives modify nouns, but come after rather than before the noun; and the verb stem comes before the auxiliary verb. An example of the wording as it would be in Persian for the English sentence, "It is located in the southern part of Iran," is "In part southern Iran locate is." An example of an error in the word order of two adjectives modifying a compound noun is "In Shiraz, there are the tombs of the Iranian famous poets and scientists." The Persian translation resulted in "Tomb of poets and scientists famous of Iran in Shiraz is."

Spanish word order is very similar to English word order in many ways. Its basic pattern for declarative sentences is subject-verb-object; but, unlike English, modifying adjectives come after the nouns they modify rather than before; indirect objects come before the verb; pronoun direct and indirect objects come before the verb; subject pronouns are incorporated in the verb; and the negative, "no" or "not," comes before the verb. An example of an error in the compositions was "The structure political is similar to that in Oklahoma." The placement of "political" after the noun it modifies is consistent with the order of adjectives in Spanish. The percentage of word-order errors by the

Spanish subjects was less than ten percent of their total errors (9.68); however, all the errors that were tabulated had the grammatical structures in the English sentences in the order they would have been in Spanish sentences (see Appendix F for translations).

In English, subjects and verbs agree in person and number--singular subjects must have singular verbs and plural subjects must have plural verbs. Generally, the "s" on an English noun indicates that it is plural, and an "s" on an English verb signals that the verb is third person singular. Usually, a compound subject connected by "and" is plural, but there are exceptions. If the deep structure indicates one unit, then the construction is singular. For instance, in "Bacon and eggs is my favorite breakfast," the verb is singular because the subject is a unit. Another exception is if the singular subjects in the compound structure are preceded by "each" or "every." Also, indefinite pronouns such as "each," "either," "everyone," "something," etc. require singular verbs. For example, "Everyone is to report to the tag office to receive his sticker." Certain indefinite pronouns, however, such as "some," "none," "all," etc. may be either singular or plural depending on the prepositional phrase which may follow or on the context of the sentence. Collective nouns that are considered as separate units are usually singular, and some nouns that end in "ics" are singular when they refer to subjects or courses of study.

Chinese subject-verb agreement is very different from that of English in that Chinese verbs are always singular no matter what the number of the subject. For the English structures, "I go," "he goes," and "they go," the same word for "go" would be used with all subjects in Chinese. For the English "I am," "he is," "we are," and "they are,"

the Chinese word for "is" is used in every instance. An example of an error in subject-verb agreement which occurred in the compositions is "I think it taste good," with the plural form of "taste" being used with the singular pronoun "it." Another example is "My hometown people is [dilligent] andindustrious," with the singular form "is" used with the plural subject "people." The translations from Chinese for these two sentences are "I think it is very good eat" and "My home village's people all is hard working." From the errors made by the Chinese subjects, it appears that the students indiscriminately used singular and plural forms of English verbs; however, subject-verb agreement was not their weakest area, for only 12.37 percent of their total errors involved this grammatical feature (see Appendix I).

Subject-verb agreement did not seem to be a major problem for students in the study whose native language was Hindi, for only 9.01 percent of their total errors involved this feature. A typical error in this category was "India is a country which have many different languages" with the translation from Hindi being "India country which many different languages is." For Hindi, verbs agree with the subjects in number and gender; however, in writing, the same word is used for "is," "are," "has," and "have;" but each is pronounced differently. The subject takes on an ending to indicate the gender, and a verb-word is added at the end of the sentence to indicate the number and tense. The verb-words and the endings on the subjects (nouns) are very closely related, in that if the same meaning were to be conveyed in two sentences with the only difference being number, both of these structures would show the number difference (see Appendix H).

Another contrast between English and Hindi in subject-verb agreement is that some subjects will be singular in English but plural in Hindi because of semantic differences. For instance, "team," "club," and "crowd" are examples of a group of collective nouns which are singular in English even though they have plural forms; but these nouns are singular or plural in Hindi even though they have separate plural forms. For example, in Hindi, "crowd" is singular if it is in a mob fashion and plural if it means a social gathering; "club" is singular if the group or team (ball club) operates in its own town, but it is plural if it represents another town or the country.

The Persian subjects had errors in the agreement of the subject and its verb, but the percentage of these errors (15.09) was not as high as for some of their other errors. One reason may be that the Persian language has the same kind of agreement rule as English--singular subjects have singular verbs and plural subjects have plural verbs. The difference is that some words that have a plural meaning in English may have a singular meaning in Persian. For example, among the errors from the subjects' compositions, two such errors were made because of this difference--"Its ruins is glorious" and "A big crowd come to visit my hometown every year." The translations from Persian for these two sentences are "Ruins of glorious is" and "Every year crowd of big for seeing city of our come." "Ruins" has a singular meaning in Persian and "crowd" has a plural meaning (more translations are given in Appendix G).

Spanish subjects and verbs agree in person and number just as English subjects and verbs; Spanish verbs are regular and irregular as are English verbs; but Spanish verbs are further divided into classes

based on whether the infinitive form ends in "ar," "er," or "ir." The singular and plural persons of Spanish nouns and pronouns are first person, second person-familiar, second person-formal, and third person, which are the same as English except there is no distinction in the English second person for familiar or formal. Specific endings are added to the stem of the verbs to indicate changes in person and number. For example, an "ar" verb, present tense, would add the endings "o," "as," and "a" to the stem for singular subject nouns and pronouns; and "amos," "ais," and "an" for plural subject nouns and pronouns. It is through these endings that Spanish subjects and verbs agree. Typical errors made by Spanish subjects in subject-verb agreement were "It have a very important university" and "In the evening the sky turn many colors." These students seemed to have omitted consistently the third person singular "s" from present tense English verbs. In Spanish, with all classes of verbs, there is no "s" on third person singular verbs, present tense; the "s" as part of "as" or "es" or "is" is used with second person-familiar singular verbs only, which may explain their omission of the English "s" (see Appendix F).

Determining number with English nouns is a rather simple process. With most nouns, the plural is formed by adding "s" or "es." With a smaller group of nouns, the plural is formed by changing a vowel within the singular form or by adding an ending to the singular form. Examples of singular and plural English nouns are "desk"--"desks," "man"--"men," and "child"--"children." Some nouns in English may be plural in form but singular in meaning, e.g. "news" or "electronics." Collective nouns such as "team," "group," or "club" are singular when the noun functions as a unit; and these nouns can form the plural with the adding of "s."

Some of the errors in forming the plurals of nouns in the compositions of the Chinese subjects may have been caused by interference from their native language. Most nouns that are tangible are always singular, and if it becomes necessary to specify more than one, then the word for a specific number is added or the word for "several" is added. If the noun is intangible and plurality is needed (which is unusual), then a suffix is added to the noun. The word for "man" and "men" is the same word; "several" or "group" is used before "man" for the plural meaning. An example of a sentence with errors in the plural of nouns is "Most country ship use the harbor for loading, etc. because of its good equipment and the feature of the harbor." The translation from Chinese is "Many country's ship also use this harbor to load because it has very good facility and good feature" (see Appendix I). Another example of an error is "There are many change in this city" with the translation producing "This city have (singular) many change." Approximately one-fourth of the Chinese subjects' total errors (26.34 percent) was in the category of forming the plurals of nouns.

The plurals of nouns accounted for nearly a third (30.63 percent) of the total errors tabulated from the compositions of students whose native language is Hindi. There are singular and plural nouns in Hindi, and like most nouns in English, they form the plural by the addition of a plural marker to the end of the singular form. A difference between English and Hindi is that because of the different word order and the lack of prepositional phrases per se, some words that would be plural in English would have positions in the Hindi sentence that required the singular form. For instance, a sentence that appeared in one of the subjects' compositions was "A very small majority speaks other language

of the world." The translation from Hindi is "A very small majority people world language speaks." The plural form, "languages," was needed for the English sentence, but the singular form, "language," was needed for the Hindi sentence even though there is a plural form, "languages," in Hindi. Several of the errors tabulated in the compositions may have developed from this semantic difference between the use of nouns in the two languages (see Appendix H for more translations).

Plurals of nouns accounted for 26.67 percent of the total errors made by Persian subjects. From the data from the Persian informant, it seems that the forming of plurals of nouns is very similar to the system in English. There are singular nouns which can become plural nouns with the addition of a suffix to the stem. There are some nouns, however, which have a different number in Persian than what they have in English (discussed under subject-verb agreement). One interesting point about Persian nouns that are plural and which require a demonstrative pronoun before them is that these nouns require the singular pronoun. An example of this is that for the English "These parks" the Persian translation would be "this parks," meaning "parks of this place." There seems to be only one instance in the Persian language which may justify an error made in a subject's composition, which was "They give present to children." The translation from Persian would result in "They to children present give," with "present" in this sense having a singular meaning. All other errors made in forming the plurals of nouns seem to have no explanation as far as interference from the Persian language (see Appendix G).

The errors tabulated from the Spanish subjects' compositions in the category of plurals of nouns accounted for 18.28 percent of their total

errors. In Spanish, all nouns are preceded by an article; therefore, forming the plural of Spanish nouns includes changing the articles to their plural forms, as well as adding the plural marker "s" to the nouns. If a Spanish noun ends in a consonant, the plural ending "es" is added. Examples of Spanish singular and plural nouns are as follows: "el Libro"--"los Libros;" "el papel"--"las papeles." Examples of the kinds of errors involving the plurals of nouns the Spanish subjects made in their compositions are "They work in several factory and company," "Guatemala has two season," and "There are 300,000 peoples in this town." From the data collected in this study, more research will have to be done to determine the amount of interference, if any, from Spanish on the English grammatical feature, plurals of nouns.

From the contrastive analysis of English with each of the languages in this study, it seems that there may have been some native language interference for some subjects when they were writing certain grammatical features in English. Specifically, it seems that the errors made in using the English articles may have had interference from the native language of the Chinese, Hindi, Persian, and Spanish subjects. Also, the same may have been true with usage of prepositions for Chinese, Persian, and Spanish subjects. Word order seemed to have been influenced by Chinese and Spanish languages; however, the data were too sparse to make any valid generalizations. Subject-verb agreement may have had interference from the native languages, Chinese, Persian, and Spanish. The Chinese and Hindi subjects' writing of English plurals of nouns may have had interference from their particular native language.

From the data collected in this study, therefore, the research question, does a contrastive analysis of the five specified grammatical structures within English and the four languages in this study support the theory that the native language of adults will interfere with their learning of a second language because equivalent or similar structures in the two languages will be equated by the learners and this equivalence will be reflected in their errors in the second language, is resolved. From the data, a majority of the English grammatical features written by the subjects seemed to have had interference in several instances from the native languages involved.

Summary

There were 116 compositions in this study which were written by international students whose native language was Spanish, Persian, Hindi, or Chinese. These compositions were analyzed to determine if there were significant differences in the error rate among these language groups on each of five grammatical structures--(1) omission of or inappropriate use of articles, (2) use of prepositions, (3) word order--both question and statement, (4) subject-verb agreement, and (5) plurals of nouns. The Persian subjects had 44 percent of the compositions and made 42 percent of the errors; the Spanish subjects had 21 percent of the compositions and made 14 percent of the errors; the Chinese subjects had 19 percent of the compositions and made 28 percent of the errors; and the Hindi subjects had 16 percent of the compositions and made 16 percent of the errors.

Chi-square analysis was used to test the null hypotheses which stated that when the compositions of four international language groups

are analyzed in terms of (1) the omission of or inappropriate use of articles, (2) the use of prepositions, (3) word order--both question and statement, (4) subject-verb agreement, (5) the plurals of nouns, respectively, there will be no significant difference in the error rate among those groups. There were significant differences for the error rates among the language groups for error 1, article usage; error 2, the use of prepositions; and error 5, plurals of nouns; thus, these null hypotheses were not accepted. There was no significant difference in the error rates among the language groups for error 4, subject-verb agreement; thus, this hypothesis was accepted. The hypothesis for error 3, word order, was inapplicable because the frequencies tabulated from the compositions were too sparse for a valid chi-square test.

The contrastive analysis of English and each of the languages in the study resulted in the resolution of the research question. From the data collected, it seems that the subjects' writing of various grammatical structures in English may have had interference from the particular native languages of these subjects. Specifically, the subjects whose native language was either Spanish, Chinese, or Persian may have had interference from these languages on their use of English articles, prepositions, and subject-verb agreement. Hindi subjects may have had interference on articles and plurals of nouns. More research needs to be done on contrastive analysis, word order, and the languages in this study.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to make a comparative analysis of selected writing errors of Oklahoma State University students learning English as a second language. The study was undertaken as a result of the divergent research on language learning and language teaching. Some sources suggested that the teacher of English as a second language should be aware that there are common structures in the native language and target language of the learner. These similarities and differences could be pointed out to the students so that they may utilize the grammatical knowledge which they have of their own language to facilitate their learning of the second language. Still other sources advised that the teacher of English as a second language should do an error analysis of the students' essays in order to know what kinds of errors are made by whom and to what extent in order to be better prepared in delineating the similarities and differences between English and each language group.

The review of the literature reflects that many linguists believe that the native language of the learner interferes with the learning of the target language, that the features in the target language that are equivalent or nearly equivalent to features in the native language will

be less difficult, and that features which have no equivalent structures in the native language will be more difficult to learn. The research indicates that this is true more so for adults learning a second language than it is for children.

To accomplish the purpose of the study, the problem focused on the lack of information relative to the frequency with which five grammatical errors were made by Spanish-, Hindi-, Chinese-, and Persian-speaking students at Oklahoma State University who were enrolled in an English-as-a-second language composition course. In addition, Chinese, Hindi, and Persian language groups were chosen because of their diversity and their being non-western languages. Spanish was chosen because of the large number of United States' citizens whose native language is Spanish and because of the amount of research on Spanish bilingual education in this country.

There were five categories of errors used to analyze the compositions of foreign students whose native language is Spanish, Hindi, Chinese, or Persian. These errors included (1) omission of or inappropriate use of articles, (2) errors in the use of prepositions, (3) errors in word order (both question and statement), (4) lack of agreement between the subject and its verb, and (5) errors in forming the plurals of nouns.

The instrument used in this study was not one in the traditional or common sense of the term; it was, instead, the individual compositions of the subjects; and the data used in the research came from these compositions. Chi square was used to determine if there were significant differences in the frequency of errors for each grammatical structure among the four languages and between any two of these languages.

Informants who were native speakers of the particular languages and who were proficient in the structure of English grammar were used to study each of the languages for grammatical features that were equivalent or similar to the five specified errors. Each informant was selected with the following criteria: (1) that he was a native speaker of the particular language; (2) by nature of his profession, he was linguistically competent in the grammars of his native language and English; and (3) from a discussion concerning the structure of his native language and the structure of English, it was determined that he was linguistically competent in the two grammars. Comparisons were made between English and each language for each of the five grammatical structures.

A research question was formulated which was stated as follows:

Does a contrastive analysis of the five specified grammatical structures within English and the four languages in this study support the theory that the native language of adults will interfere with their learning of a second language because equivalent or similar structures in the two languages will be equated by the learners and will be reflected in their errors in the second language? The research question was resolved.

The following hypotheses were formulated and investigated by statistical analysis in this study:

1. When the compositions of four language groups are analyzed in terms of the omission or inappropriate use of articles, there will be no significant difference in the error rate among those groups. Hypothesis I was not accepted.

2. When the compositions of four language groups are analyzed in terms of the use of prepositions, there will be no significant difference in the error rate among those groups. Hypothesis II was not accepted.

3. When the compositions of four language groups are analyzed in terms of word order (question and statement), there will be no significant difference in the error rate among those groups. Hypothesis III was inapplicable because of the sparseness of the observed frequencies for this category.

4. When the compositions of four language groups are analyzed in terms of subject-verb agreement, there will be no significant difference in the error rate among those groups. Hypothesis IV was accepted.

5. When the compositions of four language groups are analyzed in terms of plural endings of nouns, there will be no significant difference in the error rate among those groups. Hypothesis V was not accepted.

Findings

The findings of this study, a comparative analysis of selected writing errors of Oklahoma State University students learning English as a second language, are divided into two sections: (1) the testing of the hypotheses using chi square analysis at the .05 level of significance with three degrees of freedom and (2) the contrastive analysis of English and each language in the study by using a native-speaker informant from each of the languages. The findings from the statistical analysis of the data are as follows:

1. There was a significant difference (chi square value = 26.31) in the error rate among the four language groups for error 1, article usage. Spanish subjects made comparatively fewer article errors than the other subjects while the Hindi subjects made comparatively more errors than the other subjects.

2. There was a significant difference (chi square value = 49.61) in the error rate among the four language groups for error 2, preposition usage. Chinese subjects made comparatively more preposition errors than the other subjects while the Hindi subjects made comparatively fewer errors than the other subjects.

3. The chi-square test was inapplicable for error 3, word order, because of the sparseness of the frequencies tabulated from the compositions.

4. There was not a significant difference (chi square value = 4.97) in the error rate among the four language groups for error 4, subject-verb agreement. The Chinese subjects, however, made slightly more subject-verb errors, comparatively, than the other subjects.

5. There was a significant difference (chi square value = 23.20) in the error rate among the four language groups for error 5, the plurals of nouns. The Hindi and Chinese subjects made comparatively more errors in forming the plurals of nouns than did the Spanish and Persian subjects. The Spanish subjects made comparatively fewer errors in this category than did the other subjects.

The contrastive analysis of the native languages of the subjects with equivalent or similar features in English yielded the following results:

1. As had been stated in the literature (Ghadessy, 1976; Oller and Reddings, 1971), the articles posed problems for all the language groups in this study. The Spanish, Persian, Hindi, and Chinese subjects' use of English articles seemed to have had interference from their particular native language. Chinese, Hindi, and Persian subjects had 24.73 percent, 50.91 percent, and 36.14 percent, respectively, of their total errors in the category of article usage. The kind of article error for these subjects was omission of the articles which seems logical since none of these languages have any features equivalent to English articles.

The kind of article error made by the Spanish subjects, who had 24.73 percent of their total errors in this category, was the inclusion of "the" in sentences when it was not needed. This seemed logical since Spanish nouns require articles in many instances where they would not be required for English nouns.

2. The subjects' use of English prepositions may have had native language interference for all subjects except Hindi. The Chinese subjects had difficulty using "in" and "at," and this difficulty could have stemmed from the fact that the Chinese language makes no distinction between these two prepositions.

The Persian students had the same difficulty with these prepositions, and, as was true with Chinese, the Persian language makes no distinction between these words. Even though Spanish has features that are more nearly equivalent to English prepositions than the other languages, preposition errors still accounted for 32.26 percent of the Spanish subjects' total errors. Their preposition errors in English usually involved the kind that would have multi-translations in Spanish,

i.e., "on" for "at," possibly stemming from the Spanish "en" being used for "at," "in," or "on."

3. The Chinese, Persian, and Spanish subjects may have had native language interference on their use of English subject-verb agreement. The Chinese language does not have the feature agreement as does English, and the Chinese subjects seemed to use singular and plural verbs indiscriminately with singular and plural subjects in their English sentences. The Persian subjects' errors in subject-verb agreement seemed to be caused by the semantic difference in certain singular and plural Persian and English nouns, i.e., "crowd" is singular in English but plural in Persian. The Spanish subjects' error in subject-verb agreement was consistently omitting the "s" for third person singular present tense verbs which may have stemmed from the fact that the "s" is not used with these verbs in Spanish but rather on second person-familiar singular verbs.

4. The writing of English plurals of nouns may have had native language interference for Chinese and Hindi subjects. Chinese nouns are usually singular even if they have a plural indicator before them. The Chinese subjects' errors reflected this principle in their English sentences (ex, "many change"). Word order may have been a factor in the interference of Hindi on these subjects' use of English plurals of nouns. The semantic difference between English and Hindi nouns may have been the basis for the subjects' errors (30.63 percent of their total errors).

Conclusions

The following conclusions were formulated upon the basis of the findings of this research:

1. This research supported previous conclusions in the literature that international students have difficulty with English articles. All subjects in this study--Persian, Chinese, Hindi, and Spanish--had a significant portion of their total errors in the category of article usage.

2. Contrastive analysis can be used to compare structures in the native language and the target language of the learner.

3. A probable basis for a learner's errors in the target language is interference from his native language. The Chinese, Persian, Hindi, and Spanish subjects had interference from their particular native language on their use of English articles; the Chinese, Persian, and Spanish subjects had interference from their particular native language on their forming the plurals of English nouns.

4. The data from this research did not support previous research reported in the literature that English word order, especially the question form, is difficult for most international students.

Recommendations

As a result of this study, the following recommendations are given:

1. that further research be conducted on the compositions of students studying English as a second language whose native language is Spanish, Persian, Hindi, or Chinese with the inclusion of the following variables: (a) age at which English was learned and (b) the learners' present attitudes toward the English language and the American society.

2. that further research be conducted on student performance and the psycholinguistic factors of positive and negative feedback of teacher attitudes toward various cultures represented in an English-as-a-second language classroom as exhibited through his/her nonverbal communication with the students.

3. that more detailed research be directed toward Spanish, Persian, Hindi, and Chinese employing error analysis with contrastive analysis, especially with the grammatical features, word order, and subject-verb agreement.

4. that research be directed toward the development of teaching materials for English-as-a-second language courses based on error analysis/contrastive analysis with the testing of these materials from specifically designed instructional modules for particular language groups.

5. that English-as-a-second language teachers employ the contrastive analysis findings of this study when analyzing the compositions of Chinese, Persian, Hindi, and Spanish students.

6. that English-as-a-second language teachers group the students' compositions by native language in order to determine if certain errors are consistent for certain students.

7. that, when conferring with international students concerning their errors, English-as-a-second language teachers discuss the similarities and differences between English and the particular native language.

BIBLIOGRAPHY

- Akmanova, Olga. "Concerning Linguistic Competence." Modern Language Journal, 1971, 55, 454-455.
- Allen, Harold B. and Russell N. Campbell, eds. Teaching English as a Second Language. New York: McGraw-Hill Book Company, 1972.
- Bailey, N., C. Madden, and S. Krashen. "Is There a 'Natural Sequence' in Adult Second Language Learning." Language Learning, 1974, 24, 235-244.
- Brown, Roger et al. Psycholinguistics. New York: The Free Press, 1972.
- Bull, William E. and Enrique E. Lamadrid. "Our Grammar Rules Are Hurting Us." Modern Language Journal, November 1971, 55, 449-454.
- Chastain, Kenneth. "Behavioristic and Cognitive Approaches." Language Learning, 1970, 20, 232-245.
- Chastain, Kenneth. The Development of Modern Language Skills: Theory to Practice. Philadelphia: The Center for Curriculum Development, Inc., 1971.
- Chomsky, Noam. Aspects of the Theory of Syntax. Cambridge, Massachusetts: M. I. T. Press, 1965.
- Chomsky, Noam. Syntactic Structures. The Hague: Mouton and Company, 1971.
- Clarke, Mark A. "Second Language Acquisition As a Clash of Consciousness." Language Learning, December 1976, 26, 377-389.
- Cohen, Andrew D. "Error Correction and the Training of Language Teachers." Modern Language Journal, December 1975, 59, 409-415.
- Cook, John L. et al. A New Way to Proficiency in English. Oxford: Basil Blackwell Press, 1967.
- Corder, S. Pitt. "The Significance of Learners' Errors." International Review of Applied Linguistics, November 1967, 5, 161-169.
- Corder, S. Pitt. "The Language of Second Language Learners." Modern Language Journal, December 1975, 59, 405-415.

- Cowan, J. Ronayne. "Reading, Perceptual Strategies and Contrastive Analysis." Language Learning, June 1976, 26, 95-109. ✓
- Dacanay, Fe R. and J. Donald Bowen, eds. Techniques and Procedures in Language Teaching, New York: Oceana Publications, Inc., 1963.
- Danielson, Dorothy and Rebecca Hayden. Using English--Your Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.
- Dirven, Rene. "A Redefinition of Contrastive Analysis." International Review of Applied Linguistics, February 1976, 14, 1-14. ✓
- Eckman, Fred R. "Markedness and the Contrastive Analysis Hypothesis." Language Learning, 1977, 27, 315-331. ✓
- Eliuk-Nakonechny, Annu. "Individualizing Second-Language Learning." Alberta Modern Language Journal, Winter 1976-77, 15, 44-55.
- Erazmus, Edward T. and Harry J. Cargas. English As A Second Language: A Reader. Dubuque, Iowa: William C. Brown Company, 1970.
- Falk, Julia S. Linguistics and Language: A Survey of Basic Concepts And Implications. New York: John Wiley and Sons, 1978. x
- Ferguson, Nicolas. Teaching English As A Foreign Language. Geneva: Foma Lausanne, 1972.
- Finocchiaro, Mary. Teaching English As A Second Language. New York: Harper and Brothers, 1958.
- Frey, Betty J. Basic Helps for Teaching English As A Second Language. Tucson, Arizona: Palo Verde Publishing Company, Inc., 1970.
- Frith, May B. "Second Language Learning: An Examination of Two Hypotheses." International Review of Applied Linguistics, November 1975, 13, 327-332. ✓
- Ghadessy, Mohsen. "An Error Analysis of the Writings of Iranian Freshman Students Learning English--A Pilot Study." International Review of Applied Linguistics, February 1976, 14, 74-81.
- Ginsbury, Ruth R., Robert J. Nassi, and Guillermina M. Supervia. Segunda Vista. Dallas: Allyn and Bacon, Inc., 1966.
- Guiora, Alexander Z. et al. "Language and Person: Studies in Language Behavior." Language Learning, June 1975, 25, 43-61.
- Hanzeli, Victor E. "Learner's Language: Implications of Recent Research." Modern Language Journal, December 1975, 59, 426-432. ✓
- Hedges, John C. and Mary E. Whitten. Harbrace College Handbook. New York: Harcourt Brace Jovanovich, Inc., 1972.

- Jakobovits, L. A. Foreign Language Learning: A Psycholinguistic Analysis. Rowley, Massachusetts: Newbury House Publishers, 1970.
- Kess, Joseph F. Psycholinguistics: Introductory Perspectives. New York: Academic Press, Inc., 1976.
- Kleinmann, H. "Avoidance Behavior in Adult Second Language Acquisition." Language Learning, June 1978, 27, 93-107.
- Lado, Robert. Linguistics Across Cultures. Ann Arbor: University of Michigan Press, 1957.
- Papalia, Anthony. Learning-Centered Language Teaching: Methods and Materials. Rowley, Massachusetts: Newbury House Publishers, Inc., 1969.
- Paulston, Christina B. and Mary N. Bruder. "Teaching English As A Second Language: Techniques and Procedures." Language Learning, December 1976, 26, 433-442.
- Richards, Jack C. "A Non-Contrastive Approach to Error Analysis." English Language Teaching, June 1971, 25, 204-219.
- Selinker, L. "Interlanguage." International Review of Applied Linguistics, 1972, 10, 209-231.
- Schachter, J. "An Error in Error Analysis." Language Learning, 1974, 24, 205-214.
- Schachter, Paul. "Transformational Grammar and Contrastive Analysis." Selected Conference Papers of the Association of Teachers of English as a Second Language, December 1966, 18-24.
- Stevens, Peter. "Second Language Learning." Daedalus, Summer 1973, 149-160.
- Suter, Richard W. "Predictors of Pronunciation Accuracy in Second Language Learning." Language Learning, December 1976, 26, 233-253.
- Wardhaugh, Ronald. Introduction to Linguistics. New York: McGraw-Hill Book Company, 1972.
- Yarmohammadi, Lotfollah. "Open and Rejected Conditions in English and Persian: A Contrastive Sketch for Pedagogical Purposes." International Review of Applied Linguistics, February 1977, 15, 64-74.

APPENDIX A

ARTICLE USAGE

TABLE X
TYPICAL ERRORS IN THE USE OF ARTICLES
BY CHINESE SUBJECTS

1. Omission of "the"

- (a) Before a specific proper adjective --
 - (i) Since it is under British system
 - (b) Before a unique noun --
 - (i) Half of people working
 - (c) Before nouns modified by "of phrases" --
 - (i) An island province of Republic of China
 - (ii) It is acting capital of my country
-

2. "the" Used instead of "a"

- (a) Before an indefinite pronoun modified by an "of phrase" --
 - (i) The above are only the few of them.
 - (b) Before a noun defined by an adjective --
 - (i) Traffic made the noisy voice.
-

3. Omission of "a"

- (a) Before nouns behaving like abstract nouns defined by adjectives --
 - (i) It is very interesting thing
 - (ii) Didn't have traffic problem
 - (b) Before a class noun --
 - (i) Can help neighbor
-

4. "a" instead of "an"

- (a) Before a consonant/noun with an intervening vowel/adjective --
 - (i) Shopping is a easy way.
-

TABLE XI

TYPICAL ERRORS IN THE USE OF ARTICLES BY PERSIAN SUBJECTS

1. Omission of "the"

(a) Before nouns made particular in context --

(i) It is located in southern part

(ii) visit it in future

(b) Before unique nouns --

(i) In spring, weather is chilly

(ii) Persian Gulf is

(c) Before nouns modified by "of" phrases --

(i) It represents glory of an ancient country

(ii) There are nice streets in capital of Iran

(d) Before nouns of nationality --

(i) Some of Iranian people

(ii) which is one of Persian months

2. Omission of "a"

(a) Before nouns defined by adjectives --

(i) We have very hot climate

(ii) Tehran is crowded city

(iii) They have good time

(b) Before indefinite nouns --

(i) Nowrooze is celebration in Favardin

(ii) He has misconception about

(iii) city with population

TABLE XI (Continued)

3. "a" instead of φ

(a) Before an uncountable noun --

(i) hometown has a pleasant weather

4. "the" instead of φ

(a) Before a proper noun --

(i) During the August and September

(b) Before a plural noun --

(i) Shops which sell the foreign materials.

TABLE XII
TYPICAL ERRORS IN THE USE OF ARTICLES BY HINDI SUBJECTS

1. Omission of "the"

- (a) Before a unique noun -- People worship sun
 - (b) Before a specific date -- On 14th of August
 - (c) Before superlatives --
 - (i) Those are most ancient structures
 - (ii) They built most beautiful constructions
 - (d) Before unique proper nouns --
 - (i) Taj Mahal is one
 - (ii) sayings from Holy Koran
-

2. "the" instead of "a"

Before nouns modified by "of" phrases --

- (i) Bombay is the land of beautiful beaches
 - (ii) Bombay is the land of businessmen
-

3. "a" instead of "an"

- (a) Before a vowel/adjective -- It is a attractive
 - (b) Before a vowel/noun -- Working in a industry
-

4. "a" instead of "the"

Before definite nouns --

- (i) Now it is a one which draws
 - (ii) It is a capital of one of the biggest states
-

5. "the" instead of ∅

- (a) Before a proper name -- The India
 - (b) Before an abstract noun -- The life has not
-

TABLE XII (Continued)

6. Omission of "a"

Before indefinite nouns --

(i) following different religion

(ii) In couple of minutes

TABLE XIII

TYPICAL ERRORS IN THE USE OF ARTICLES BY SPANISH SUBJECTS

1. Omission of "the"

- (a) Before a superlative -- Perhaps, most difficult thing
 - (b) Before a specific number -- bigger than forty-eight states
of the United States
 - (c) Before a specific adjective/noun -- Political organization in
Valencia
-

2. "the" instead of ∅

- (a) Before a proper noun -- around the Stillwater
 - (b) Before an abstract noun -- The nature is
-

3. Omission of "a"

- (a) Lanoinda is poor town
 - (b) Culture has great effect on language
 - (c) Child doesn't speak like a professor
-

4. "a" instead of ∅ or "an"

- (a) Before adjectives or nouns beginning with a vowel --
 - (i) It is a industrial town
 - (ii) is a important educational center
 - (iii) for a opportunity
 - (b) Before uncountables --
 - (i) a nice weather
 - (ii) Caracas has a wonderful weather
-

APPENDIX B

PREPOSITION USAGE

TABLE XIV
TYPICAL ERRORS IN THE USE OF PREPOSITIONS
BY CHINESE SUBJECTS

1. "in" instead of

"of"	lots of schools in there
"at"	works in OSU
"on"	living in a small island

2. Omission of

"to"	to go back my hometown
"of the"	I spent most time
"of"	many kinds vegetables
"in"	to study college
"on the"	around it except west side.
"with"	talked my friends

3. "to" instead of

"for"	as to the weather
"with"	unfamiliar to it now

4. "at" instead of

"for"	lived there at fifteen years
"in"	beautiful country at Tung-Kang

5. "on" instead of

"of"	was born on there
"in"	swimming on the summer

TABLE XV
TYPICAL ERRORS IN THE USE OF PREPOSITIONS
BY PERSIAN SUBJECTS

1. "in" instead of

"ف"	In this year a big dam was
"within"	is in fifty kilometers north
"for"	have a great reputation in hospitality
"on"	is in twenty-first of March
"by"	It is bounded in Turkey

2. "at" instead of

"in"	weather of my city at summer
"on"	right at the shore

3. "of" instead of

"ف"	Most of Iranians
	in north of Tehran
	The average of salary

4. "to" instead of

"ف"	nobody trusts to the weather
	reach to their office
	overcame to the giants

TABLE XVI
TYPICAL ERRORS IN THE USE OF PREPOSITIONS
BY HINDI SUBJECTS

1. "in" instead of

"in"	I joined in a high school
	I joined in /a/ university
	spread in a radius
"on"	or in a playground

2. Omission of

"with"	to get along each other
--------	-------------------------

3. "of" instead of

"of"	Most of scientists
------	--------------------

TABLE XVII
TYPICAL ERRORS IN THE USE OF PREPOSITIONS
BY SPANISH SUBJECTS

1. "to" instead of

"q"	when they enter to the elevator
	They greet to the neighbors
	When I left to Oklahoma
"in"	We arrived to Tishomingo
	I went to live to Valencia

2. "at" instead of

"in"	In a beautiful place at South America
"on"	At both sides of the road

3. "of" instead of

"from"	200 Klms of the capital, Caracas
"in"	feels happy of helping
"q"	The average of temperature

4. "in" instead of

"from"	their vacations in school
"at"	changing in the same time

5. "on" instead of

"in"	We went on the car
	small city on an elevated valley
	on the whole country
	sky turns on many colors

TABLE XVII (Continued)

6. "of" instead of

"of" because the small size of the town

because its contribution to our national
economy

APPENDIX C

WORD ORDER

TABLE XVIII

TYPICAL ERRORS IN WORD ORDER BY CHINESE SUBJECTS

-
1. Pronoun courtesy -- 1st person pronoun follows noun --

Because I and farmers

2. An adverb modifying a verb --

I like also my hometown

TABLE XIX

TYPICAL ERRORS IN WORD ORDER BY PERSIAN SUBJECTS

-
1. Dual specific adjectives modifying a noun --

tombs of the Iranian famous poets

TABLE XX

TYPICAL ERRORS IN WORD ORDER BY HINDI SUBJECTS

-
1. Adjective + noun for understood relative pronoun/verb
+ predicate adjective --

The independent industry on foreign resources is no
sign of progress.

2. Noun + has + not + adverb + verb + ed for noun + has + not
+ verb + ed + adverb --

The life has not much changed.

TABLE XXI

TYPICAL ERRORS IN WORD ORDER BY SPANISH SUBJECTS

1. Modifying phrases + independent clause for independent clause
+ modifying phrases --

(a) The whole year there are harvests

(b) In this town I was living

2. Noun + adjective for adjective + noun --

(a) The structure political is similar

(b) My hometown is Caracas, which is also the capital of my
country home

3. Placement of adverbs --

(a) We have also big cities

(b) The climate always is fresh

(c) I will forget never my hometown

(d) The people always are friendly

APPENDIX D

SUBJECT-VERB AGREEMENT

TABLE XXII
TYPICAL ERRORS IN SUBJECT-VERB AGREEMENT
BY CHINESE SUBJECTS

1. Singular count noun + stem (plural to be) for singular count noun
+ stem (singular to be) --

(a) I were born

(b) Chinese food are known

2. Singular count noun + stem for singular count noun + stem + s --

(a) A bridge hang

(b) My husband work

(c) It taste good

3. Indefinite pronoun + noun + plural verb for indefinite pronoun
+ noun + singular verb --

(a) Every person like

(b) Everything were changed

(c) Every student have

4. Mass count noun + singular verb for mass count noun + plural verb --

(a) My hometown people is

(b) People is friendly

(c) People goes there

(d) Customs is changed

TABLE XXIII

TYPICAL ERRORS IN SUBJECT-VERB AGREEMENT
BY PERSIAN SUBJECTS

1. Mass count noun + singular verb for mass count noun
+ plural verb --

- (a) The people needs
 - (b) Its ruins is
 - (c) People knows
 - (d) Its changes is unpredictable
-

2. Expletive + singular verb + plural verb for expletive + plural
verb + plural noun --

- (a) There is many
 - (b) There is heavy snows
 - (c) There is lots of
 - (d) There is many ancient buildings
 - (e) There is not high temperatures
-

3. Singular noun/pronoun with plural deep structure + plural verb for
singular noun/pronoun with plural deep structure + singular verb --

- (a) Everybody go
 - (b) A big crowd come
 - (c) Heavy traffic sometime cause
-

TABLE XXIV

TYPICAL ERRORS IN SUBJECT-VERB AGREEMENT
BY HINDI SUBJECTS

-
1. Mass count noun + singular verb for mass count noun + plural verb --
- (a) People is
- (b) Lots of visitors comes to visit the Taj Mahal
-
2. Singular noun/pronoun + plural verb for singular noun/pronoun + singular verb --
- (a) It look like
- (b) The dress worn by Indians are different from place-to-place
-
3. Plural noun + singular verb for plural noun + plural verb --
- (a) Foods eaten by Indians is
- (b) Lots of students studies there
- (c) System in these countries plays
-
4. Expletive + plural verb + singular noun for expletive + singular verb + singular noun --
- (a) There are still many land uncultivated
-
5. Relative pronoun with singular antecedent + plural verb for relative pronoun with singular antecedent + singular verb --
- (a) A country which have
-

TABLE XXV

TYPICAL ERRORS IN SUBJECT-VERB AGREEMENT
BY SPANISH SUBJECTS

-
1. Mass count noun + singular verb for mass count noun + plural verb --
 - (a) People is human
-
2. Singular subject + have for singular subject + has --
 - (a) It have a very important university
 - (b) Valencia have probably 500,000 people
 - (c) It have 40,000 students
-
3. Relative pronoun (singular antecedent) + plural verb for relative pronoun (singular antecedent) + singular verb --
 - (a) The main thing which affect
 - (b) a person who want to help
-
4. Miscellaneous Errors -
 - (a) Expletive + singular verb + plural noun for expletive + plural verb + plural noun --
 - (i) There is the laws
 - (b) Expletive + infinitive (be) for expletive + singular form (third person)
 - (i) Although there be an association
 - (c) Singular indefinite pronoun + plural verb for singular indefinite pronoun + singular verb --
 - (i) When anybody need help
-

APPENDIX E

PLURALS OF NOUNS

TABLE XXVI
TYPICAL ERRORS IN FORMING THE PLURALS OF NOUNS
BY CHINESE SUBJECTS

1. Singular nouns for plural nouns determined by context --

They are gentle to the native

Different types and different classes of restaurant

School still can't accept all of the students

The feature of the harbour

Except for summer vacation

2. Singular noun for "many"/"most" + plural noun --

I saw many new building

Most system

There are many administration

You can find many interesting and old custom

There are many school

3. Miscellaneous Errors

Plural demonstrative pronoun + singular noun for plural noun --

these little town

Singular indefinite pronoun + plural noun for singular noun --

Every kinds of food

Faulty parallelism --

feet, inch, pound

Singular noun for plural noun --

all woman

Preposition + adjective + singular noun for plural noun --

In British unit

TABLE XXVII

TYPICAL ERRORS IN FORMING THE PLURALS OF NOUNS
BY PERSIAN SUBJECTS

-
1. Singular nouns for plural nouns determined by context --
 - (a) Building which are located
 - (b) They give present to children
 - (c) They decorate their house
 - (d) fruits, especially pear
-
2. Plural numeral + singular noun for plural numeral + plural noun --
 - (a) 10 or 12 street
 - (b) The number of car
-
3. "Many" + singular noun for "many" + plural noun --
 - (a) There is many university
 - (b) There are many library in Tehran
 - (c) My country doesn't have many river
 - (d) There are not many luxury or modern things in this bazar
-
4. Plural indicator (context) + "of" phrase (singular) noun for plural indicator (context) + "of" phrase (plural) noun --
 - (a) one of the most favour poet
 - (b) Pahlavi University is one of the biggest university in Iran
 - (c) A lot of different dialect
 - (d) People had a lot of problem
-

TABLE XXVII (Continued)

5. Plural indefinite (all) or demonstrative (these) pronoun
+ singular noun for plural noun

(a) All the tourist

(b) For all these reason

(c) You can see all part

TABLE XXVIII
TYPICAL ERRORS IN FORMING THE PLURALS OF NOUNS
BY HINDI SUBJECTS

-
1. Singular nouns for plural nouns determined by context --
 - (a) Winter and summer session
 - (b) Cooperation between developed nation
 - (c) by the Indian muslim
-
2. Plural numeral + singular noun for plural numeral + plural noun --
 - (a) Four are general university
 - (b) about five degree centigrade
 - (c) There are six university
-
3. Plural indicator (context) + "of" phrase (singular) noun for plural indicator (context) + "of" phrase (plural) noun --
 - (a) a lot of business shop
 - (b) lots of student
 - (c) one of the biggest city
 - (d) one of the well-known tourist center
 - (e) a lot of article
 - (f) so many different types of question
-
4. "Many" + singular noun for "many" + plural noun --
 - (a) It has many place
 - (b) from many part
 - (c) There are many factor
-
5. Singular demonstrative pronoun + plural noun for singular demonstrative pronoun + singular noun --
 - (a) In this countries
 - (b) affecting this problems
-

TABLE XXIX

TYPICAL ERRORS IN FORMING THE PLURALS OF NOUNS
BY SPANISH SUBJECTS

1. Singular nouns for plural nouns determined by context --

- (a) They work in several factory and company
 - (b) Guatemala has two season
 - (c) All the family who lived there were known to each other
 - (d) but only 15 to 20 floor
 - (e) We have only two defined season
-

2. Expletive + plural verb + singular noun for expletive + plural
verb + plural noun --

- (a) There are no physicians or dentist
 - (b) There are different professional course
 - (c) There are high building
 - (d) There are harvest the whole year
 - (e) There are also 1,100 instructor
-

3. Hypercorrection --

- (a) Plural marker (s) where unnecessary --
 - (i) There are 300,000 peoples in this town
 - (b) Singular indefinite pronoun + plural noun for singular
indefinite pronoun + singular noun --
 - (i) We passed through another towns named Ada
 - (ii) Another things about my town
-

APPENDIX F

TRANSLATIONS FROM SPANISH

SPANISH

ERROR #1--OMISSION OF OR INAPPROPRIATE USE OF ARTICLES

Sample Sentences

1. Error - It is a industrial town.
Correction - It is an industrial town.

Translation

Es un pueblo industrial.

Is a town industrial.

2. Error - Culture has great effect on language.
Correction - Culture has a great effect on language.

Translation

La cultura tiene un gran efecto en la lengua.

The culture has a great effect in the language.

3. Error - I would like to visit other towns around the Stillwater.
Correction - I would like to visit other towns around Stillwater.

Translation

Me gustaria visitar otros pueblos de los alrededores
Me would please to visit other towns of the surroundings

de Stillwater.
of Stillwater.

4. Error - Child doesn't speak like a professor.
Correction - A child doesn't speak like a professor.

Translation

Un nino no habla como un professor.

A child not speak like a professor.

5. Error - Everybody must wait early or late for a opportunity to live in this period.
Correction - Everybody must wait early or late for an opportunity to live in this period.

Translation

Todos deben esperar temprano o tarde una oportunidad
All should wait early or late an opportunity

SPANISH

ERROR #1--OMISSION OF OR INAPPROPRIATE USE OF ARTICLES continued.

Sample sentences

5. (Continued)

para vivir en este periodo.
to live in this period.

6. Error - Caracas has a wonderful weather.
Correction - Caracas has wonderful weather.

Translation

Caracas tiene un clima maravilloso.
Caracas has a weather wonderful.

7. Error - The nature is very beautiful there.
Correction - Nature is very beautiful there.

Translation

La naturaleza es muy hermosa ahi.
The nature is very beautiful there.

8. Error - The places of the work were twenty miles from the town.
Correction - The places of work were twenty miles from the town.

Translation

Los sitios de trabajo estaban a veinte millas del
The places of work were to twenty miles from the
pueblo.
town.

SPANISH

ERROR #2--ERRORS IN THE USE OF PREPOSITIONS

1. Error - Valencia is situated 200 klms of the capital, Caracas.
Correction - Valencia is situated 200 klms from the capital, Caracas.

Translation

Valencia esta situada a 200 Klms de la capital, Caracas.

Valencia is situated to 200 Klms of the capital, Caracas.

2. Error - We went on the car of my friend.
Correction - We went in the car of my friend.

Translation

Fuimos en el coche de mi amigo.

We went in the car of my friend.

3. Error - At both sides of the road we saw many cows.
Correction - On both sides of the road we saw many cows.

Translation

A ambos lados del camino vimos muchas vacas.

To both sides of the road we saw many cows.

4. Error - We passed across another town named Ada.
Correction - We passed through another town named Ada.

Translation

Pasamos por otro pueblo llamado Ada.

We passed through another town named Ada.

5. Error - It was not different with other towns in Venezuela.
Correction - It was not different from other towns in Venezuela.

Translation

No era distinto de los otros pueblos de Venezuela.

Not was different from the other towns of Venezuela.

6. Error - On the whole County, we have only two defined seasons.
Correction - In the whole County, we have only two defined seasons.

Translation

SPANISH

ERROR #2--ERRORS IN THE USE OF PREPOSITIONS continued.

6. (Continued)

En el condado entero no tenemos mas que dos estaciones
 In the county whole not we have more than two seasons
 definidas.
 defined.

7. Error - It is a small city on an elevated valley.
 Correction - It is a small city in an elevated valley.

Translation

Es una ciudad pequena en un valle elevado.
 Is a city small in a valley elevated.

8. Error - They greet each other when they enter to the elevator.
 Correction - They greet each other when they enter the elevator.

Translation

Se saludan cuando entran en el ascensor.
 They greet each other when they enter in the elevator.

9. Error - Our house was different of the others.
 Correction - Our house was different from the others.

Translation

Nuestra casa era distinta de las otras.
 Our house was different from the others.

10. Error - Through the years, the city was growing, and it was
 changing in the same time.
 Correction - Through the years, the city was growing, and it was
 changing at the same time.

Translation

A traves de los anos la ciudad estaba creciendo y
 Through the years the city was growing and
 cambiando al mismo tiempo.
 changing at the same time.

SPANISH

ERROR #3--ERROR IN WORD ORDER (BOTH QUESTION AND STATEMENT)

1. Error - We have also big cities.
Correction - We also have big cities

Translation

Tambien tenemos ciudades grandes.

Also we have cities big.

2. Error - The structure political is similar to that in Oklahoma.
Correction - The political structure is similar to that in Oklahoma.

Translation

La estructura politica es semejante a la de Oklahoma.

The structure political is similar to the of Oklahoma.

3. Error - The people always are freiendly.
Correction - The people are always friendly.

Translation

La gente siempre es amigable.

The people always is friendly.

4. Error - I will forget never my hometown.
Correction - I never will forget my hometown.

Translation

Nunca olvidare mi pueblo natal.

Never I will forget my town home.

5. Error - My hometown is Caracas, which is also the capital of my country home.
Correction - My hometown is Caracas, which is also the capital of my home country.

Translation

Mi pueblo natal es Caracas que tambien es la capital
My town home is Caracas that also is the capital

de mi pais.
of my country.

SPANISH

ERROR #4--LACK OF AGREEMENT BETWEEN THE SUBJECT AND ITS VERB

1. Error - It have a very important university
Correction - It has a very important university.

Translation

Tiene una universidad muy importante.

Has a university very important.

2. Error - The main thing which affect language is culture.
Correction - The main thing which affects language is culture.

Translation

Lo principal que afecta la lengua es la cultura.

The main thing that affects the language is the culture.

3. Error - In the evening the sky turn many colors.
Correction - In the evening the sky turns many colors.

Translation

Al anochecer el cielo se vuelve de muchos colores.

At dusk the sky turns of many colors.

4. Error - There is the laws of all the country.
Corrections - There are the laws of the country.

Translation

Hay las leyes del pais.

There are the laws of the country.

5. Error - When anybody need help, there is always a person who wants to help.
Corrections - When anybody needs help, there is always a person who wants to help.

Translation

Cuando alguien necesita ayuda siempre hay alguna persona
When somebody needs help always there is some person

que quiere ayudar.
that wants to help.

SPANISH

ERROR #4--LACK OF AGREEMENT BETWEEN THE SUBJECT AND ITS VERB continued.

6. Error - Although there be an association to help those poor people,
I don't like to see them walking through the streets.

Correction - Although there is an association to help those poor
people, I don't like to see them walking through the
streets.

Translation

Aunque haya una sociedad para ayudar a esos pobres,
Although there is an association to help to those poor,

no me gusta verlos caminando por las calles.
not me pleases to see them walking through the streets.

7. Error - People is human.

Correction - People are human.

Translation

La gente es humana.

The people is human.

SPANISH

ERROR #5--FORMING THE PLURALS OF NOUNS

1. Error - They work in several factory and company.
Correction - They work in several factories and companies.

Translation

Trabajan en varias fabricas y companias.

They work in several factories and companies.

2. Error - There are different professional course
Correction - There are different professional courses.

Translation

Hay diferentes cursos profesionales.

There are different courses professional.

3. Error - We passed through another towns named Ada.
Correction - We passed through another town named Ada.

Translation

Pasamos por otro pueblo llamado Ada.

We passed through another town named Ada.

4. Error - There are 300,000 peoples in this town.
Correction - There are 300,000 people in this town.

Translation

Hay 300.000 personas en esta ciudad.

There are 300,000 persons in this city.

5. Error - Guatemala has two season.
Correction - Guatemala has two seasons.

Translation

Guatemala tiene dos estaciones.

Guatemala has two seasons.

SPANISH

ERROR #5--FORMING THE PLURALS OF NOUNS continued.

6. Error - Another things about my town is its ground level.
Correction - Another thing about my town is its ground level.

Translation

Otra cosa de mi pueblo es el nivel del terreno.

Another thing of my town is the level of the ground.

7. Error - All the family who lived there were known to each other.
Correction - All the families who lived there were known to each other.

Translation

Todas las familias que vivian alli se conocian.

All the families that lived there knew each other.

8. Error - There are no physicians or dentists.
Correction - There are no physicians or dentists.

Translation

No hay medicos ni dentistas.

Not there are physicians neither dentists.

9. Error - The president and other minister are designated for five years.
Correction - The president and other ministers are designated for five years.

Translation

El presidente y otros ministros son nombrados por
The president and other ministers are designated for

cinco anos.
five years.

APPENDIX G

TRANSLATIONS FROM PERSIAN

PERSIAN

ERROR #1--OMISSION FOR INAPPROPRIATE USE OF ARTICLES

Sample Sentences -- Read from right to left.

1. Error - In the summer, we have very hot climate in the south.
Correction - In the summer, we have a very hot climate in the South.

Translation

هوای جنوب در تابستان خیلی گرم است
is hot very summer in South of weather

2. Error - It is located in southern part of Iran.
Correction - It is located in the Southern part of Iran.

Translation

قسمت جنوبی در ایران قرار دارد
has Locate IRAN Southern Part in

3. Error - (In) spring, weather is chilly with rain.
Correction - In spring, the weather is chilly from rain.

Translation

بهشت بهار به خاطر آب و هوای خنک است
is cool Spring of weather rain of Because

4. Error - Mashhad attracts a lot of people during the August and September.
Correction - Mashhad attracts a lot of people during August and September.

Translation

در ماه های شهریور و آبان خیلی ها به سمت مشهد می روند
become Rush Mashhad toward many of people September and August of months in

5. Error - Tehran is crowded city.
Correction - Tehran is a crowded city

Translation

تهران شهر شلوغی است
is Crowded of City Tehran

 PERSIAN

ERROR #1--OMISSION FOR INAPPROPRIATE USE OF ARTICLES continued.

Sample Sentences

6. Error - We have a wonderful weather in early spring.
 Correction - We have wonderful weather in early spring.

Translation

هوای بهار بسیار جالب است
 is exciting very Spring of early of weather

7. Error - It represents glory of an ancient country.
 Correction - It represents the glory of an ancient country.

Translation

مردمان عظمت یک کشور استانی است
 is ancient country one of glory of representative

8. Error - There are nice streets in capital of Iran.
 Correction - There are nice streets in the capital of Iran.

Translation

تنهت اکرا ضایعی زیبائی دارد
 has nice of streets IRAN of Capital

9. Error - Nowrooze is celebration in Farvardin.
 Correction - Nowrooze is a celebration in Farvardin.

Translation

چش نوروز در فروردین است
 is Farvardin in Norooz of Celebration

10. Error - They got the permission from the responsible authorities.
 Correction - They got permission from the responsible authorities.

Translation

آنها از مقامات مسئول اجازه گرفتند
 got permission responsible authorities of They

PERSIAN

ERROR #2--ERRORS IN THE USE OF PREPOSITIONS

Sample Sentences -- Read from right to left.

1. Error - Today, we can see or read by news which poor countries do not have good technology.

Correction - Today, we can see or read in the news which poor countries do not have good technology.

Translation

امروز ما می‌توانیم خبر مربوط به کشورهای فقیر را که فاقد تکنولوژی خوب هستند
 Today we can see or read news about poor of countries that poor of countries about news can we Today
 -read or see

2. Error - Usually, nobody trusts to the weather in my town.

Correction - Usually, nobody trusts the weather in my town.

Translation

معمولاً هیچکس به هوای شهر ما اعتماد ندارد.
 Usually Nobody weather to Shiraz of City trust ours of City weather to Nobody Usually
 not has trust ours of City weather to Nobody Usually

3. Error - We have native dress, but we dress regualr clothes.

Correction - We have native dress, but we dress in regular clothes.

Translation

ما در عین داشتن لباس محلی می‌پوشیم لباس معمولی.
 We wear regular clothes local clothes have spite in We
 wear regular clothes local clothes have spite in We

4. Error - The weather of my city at summer is not very hot.

Correction - The weather of my city in summer is not very hot.

Translation

هوای شهر ما در بهار بهمان ضعیف است.
 Weather of City of Shiraz in Summer is not hot very Summer in our of City of Weather
 is not hot very Summer in our of City of Weather

5. Error - The grave of Cyrus the Great is in fifty kilometers north of Shiraz.

Correction - The grave of Cyrus the Great is within fifty kilometers north of Shiraz.

Translation

گور کبیر کبیر در پنجاه کیلومتری شمال شیراز است.
 Grave of Cyrus of Great in Great of Cyrus of Grave
 is Shiraz of north kilometers fifty in Great of Cyrus of Grave

PERSIAN

ERROR #2--ERRORS IN THE USE OF PREPOSITIONS continued.

Sample Sentences

6. Error - People of my city, Shiraz, have a great reputation in hospitality.
Correction - People of my city, Shiraz, have a great reputation for hospitality.

Translation

مردم شیراز به داشتن شهرت بزرگ در میزبانی
have fame hospitality to our of Shiraz of People

7. Error - From my eyes, it is the best and nicest city in the world.
Correction - In my eyes, it is the best and nicest city in the world.

Translation

بفکر من آن بهترین و زیباترین شهر در دنیا است
is world in city nicest and best That I of opinion to

8. Error - Some streets have much flowers across the sidewalks.
Correction - Some streets have many flowers on the sidewalks.

Translation

خیابانهای زیادی از خیابانهای گلدار است
is decorated flower streets of many of Pavements

9. Error - In this year a big dam that is named Mohamed Resja Pahlavi was built.
Correction - This year a big dam that is named Mohamed Resja Pahlavi was built.

Translation

سال گذشته بزرگترین سد بزرگ به نام محمد رضا پهلوی ساخته شد
became built Pahlavi Reza Mohammad name to big darn gear This

10. Error - It is bounded in Turkey at north.
Correction It is bounded by Turkey on the north.

Translation

از طرف شمال به نزدیکی ترکیه است
is proximity Turkey with North toward of

 PERSIAN

ERROR #3--ERRORS IN WORD ORDER (BOTH QUESTION AND STATEMENT)

Sample Sentences -- Read from right to left.

1. Error - In Shiraz, there are the tombs of the Iranian famous poets and scientists.

Correction - In Shiraz, there are the tombs of the famous Iranian and scientists.

Translation

مقبره شرا ، علمی نای ایران در شیراز است
 is Shiraz in Iran of famous scientists and poets of Tomb

PERSIAN

ERROR #4--LACK OF AGREEMENT BETWEEN THE SUBJECT AND ITS VERB

Sample Sentences -- Read from right to left.

1. Error - There is many university in this city.
Correction - There are many universities in this city.

Translation

هستند / زیادی / این / شهر / در / وجود
have existence city this in many of Universities

2. Error - Everybody go to his father and mother's home.
Correction - Everybody goes to his father and mother's home.

Translation

هر / کس / به / خانه / مادر / و / پدر / می / رود
goes mother and father of house to person each

3. Error - People knows Shiraz as the city of roses.
Correction - People know Shiraz as the city of roses.

Translation

مردم / شیراز / را / نام / شهر / از / می / شناسند
know rose of city name to Shiraz People

4. Error - Good asphalt communication roads goes through Shiraz.
Correction - Good asphalt communication roads go through Shiraz.

Translation

جاده های / ارتباطی / خوب / از / شیراز / عبور / میکنند
do pass Shiraz of connective good of asphalt of Roads

5. Error - Its ruins is glorious.
Correction - Its ruins are glorious.

Translation

خواب / شیراز / با / عظمت / است
is glory with of Ruins

PERSIAN

ERROR #4--LACK OF AGREEMENT BETWEEN THE SUBJECT AND ITS VERB continued.

Sample Sentences

6. Error - There are many museums which is good centers to see the history of Persia.

Correction - There are many museums which are good centers to see the history of Persia.

Translation

وجود رضای زیاد مرکز خوبی برای شناخت تاریخ پارس هستند.
are Persia of history of understand-for good of centers many of museums of Existence
ding

7. Error - There is lots of flower and tree round river.

Correction - There are lots of flowers and trees around the river.

Translation

کما در درختان زیادی در اطراف رودخانه وجود دارند.
have existence river around in many trees and Flowers

8. Error - A big crowd come to visit my hometown every year.

Correction - A big crowd comes to visit my hometown every year.

Translation

هر سال جمعیت عظیمی برای دیدن شهر ما می آیند.
come our of city seeing for big of crowd year Every

9. Error - Its changes is unpredictable.

Correction - Its changes are unpredictable.

Translation

تغییرات هوا غیر قابل پیش بینی است.
is Prediction ability beyond weather of Changes

10. Error - The most important and recent ones is Bazar Vakil and Masjed Vakil.

Correction - The most important and recent ones are Bazar Vakil and Masjed Vakil.

Translation

مهمترین و جدیدترین آنها بازار وکیل و مسجد وکیل است.
is Vakil of Masjed and Vakil of Bazar They of most new and of most Important

PERSIAN

ERROR #5--FORMING THE PLURALS OF NOUNS

Sample Sentences -- Read from right to left.

1. Error - These parks are the best place for study, walking, and resting.
Correction - These parks are the best places for studying, walking, and resting.

Translation
 این پارک‌ها بهترین مکان برای مطالعه و قدم زدن و استراحت هستند.
 are resting and walking studying for good of Places parks This

2. Error - For Nowrooze, they buy new clothes, and they decorate their house.
Correction - For Nowrooze, they buy new clothes, and they decorate their houses.

Translation
 آن‌ها برای نوروز لباس نو خریداری می‌کنند و خانه‌های خود را تزیین می‌کنند.
 do decoration Their of houses and buy new of clothes Nowrooz for They

3. Error - They give present to children.
Correction - They give presents to children.

Translation

آن‌ها به کودکان هدیه می‌دهند.
 give present children to They

4. Error - Persia has many sightseeings and historical places.
Correction - Persia has many sightseeing and historical places.

Translation

پارس دارای مناطق تاریخی و جاهای دیدنی زیادی است.
 is many of sightseeing of Places and of historical of places of in possession Persia

5. Error - There are many library in Tehran.
Correction - There are many libraries in Tehran.

Translation

کتابخانه‌های زیادی در تهران وجود دارند.
 have existence Tehran in many of Libraries

PERSIAN

ERROR #5--FORMING THE PLURALS OF NOUNS continued.

Sample Sentences

6. Error - I hope that Tehran be a good city for Iranian.
Correction - I hope that Tehran is a good city for Iranians.

Translation

میدویم که تهران شهر خوبی برای ایرانیان باشد
be Iranians for good of city Tehran That I Hope

7. Error - The number of car is so much that there is a big traffic problem.
Correction - The number of cars is so much that there is a big traffic problem.

Translation

کثرت آلودگی ها اندازه ی بزرگی است که در تهران
is big Problem traffic That is extent to Cars of Excess

8. Error - Tehran has many modern building.
Correction - Tehran has many modern buildings.

Translation

تهران فضایی مدرن زیادی دارد
has many modern buildings Tehran

9. Error - My country doesn't have many river.
Correction - My country doesn't have many rivers.

Translation

وجود خانه های زیادی در کشور ما وجود ندارد
have not existence our country in many of Rivers

10. Error - Building which are located in the town are made by using bricks and gypsum.
Correction - Buildings which are located in the town are made by using bricks and gypsum.

Translation

فضایی شهر از آجر و گچ ساخته شده اند
are built gypsum and bricks of city of Buildings

APPENDIX H

TRANSLATIONS FROM HINDI

HINDI

ERROR #1--OMISSION OF OR INAPPROPRIATE USE OF ARTICLES

Sample Sentences

1. Error - Bombay is the land of beautiful beaches.
Correction - Bombay is a land of beautiful beaches.

Translation बंबई सुंदर साँपाटी शहर है।
Bombay beautiful beaches city (land) is

2. Error - One is agricultural university.
Correction - One is an agricultural university.

Translation एक खेती विद्यापीठ है।
One agricultural university is

3. Error - . . . and other four are general universities.
Correction - . . . and the other four are general universities.

Translation और दूसरी चार सामान्य विद्यापीठ हैं।
and other four general universities are

4. Error - In couple of minutes, one can be downtown.
Correction - In a couple of minutes, one can be downtown.

Translation दो मिनटों में गांव जा सकते हो।
couple in minutes down town One can be

5. Error - It is a capital city of one of the biggest states.
Correction - It is the capital city of one of the biggest states.

Translation
यह सबसे बड़ा इलाके की मुख्य शहर है।
it biggest state Capital city is

HINDI

ERROR #1--OMISSION OF OR INAPPROPRIATE USE OF ARTICLES continued.

6. Error - They built most beautiful constructions.

Correction - They built the most beautiful constructions.

Translation उनहोंने बहुत सुंदर रचना बनायी है।
They most beautiful Construction built

7. Error - There is shortage of food.

Correction - There is a shortage of food.

Translation खादक की अछल है।
food shortage is

8. Error - The life has not much changed.

Correction - Life has not changed much.

Translation जीवित बहुत सुधरा नहि है।
Life much changed not

9. Error - They gained their independence few years back.

Correction - They gained their independence a few years back.

Translation उनहोंने स्वतंत्रता थोड़े वर्ष पहलें प्राप्त की है।
They Independence few years back gained

10. Error - Students can make a good use of the opportunities available.

Correction - Students can make good use of the opportunities available.

Translation विद्यार्थी मौक़ों की स़ुझ उपयोग कर सकतें हैं।
Students available opportunities good use Can make

HINDI

ERROR #2--ERRORS IN THE USE OF PREPOSITIONS

Sample Sentences

1. Error - The area of my city is spread in a radius about twelve miles.
Correction - The area of my city is spread a radius of about twelve miles.

Translation मेरे शहर का क्षेत्र का क्षेत्र की व्यास में फैला हुआ है।
My city area twelve miles radius spread is

2. Error - Most of scientists are concerned about the world population.
Correction - Most scientists are concerned about the world population.

Translation बहुत से विद्वानों की दुनिया की जनसंख्या के संबंध में चिंता है।
Most Scientists World population Concerned are

3. Error - You will find many children playing cricket and hockey on the street or in a playground.
Correction - You will find many children playing cricket and hockey either in the street or on a playground.

Translation आप बहुत से बच्चों को रस्ते पर या बाग़ में क्रिकेट और हॉकी खेलते देखेंगे।
You many children street either playground cricket and
Hockey playing find

4. Error - First I joined in a high school.
Correction - First I joined a high school.

मैं पहले (उच्च शिक्षण) की शाखा में दाखिल हुआ।
I first High School Joined

HINDI

ERROR #3--ERRORS IN WORD ORDER (BOTH QUESTION AND STATEMENT)

Sample Sentences

1. Error - The life has not much changed.
Correction - Life has not changed much.

Translation

Translation जीवन ख्यास सुर्यता नहि है।
Life much changed not

HINDI

ERROR #4--LACK OF AGREEMENT BETWEEN THE SUBJECT AND ITS VERB

Sample Sentences

1. Error - I welcome everyone to visit my town and see for themselves what it look like.

Correction - I welcome everyone to visit my town and see for themselves what it looks like.

Translation मैं हरकोड़को मेरे शहरकी मुलाकात करे ये आहता पुं
I everyone my town visit Welcome
और अपने आपसे देखो कैसा है।
and themselves see what it (looks like)

2. Error - Lots of visitors comes to visit the Taj Mahal.

Correction - Lots of visitors come to visit the Taj Mahal.

Translation बहुतसे मुलाकाती ताज महल देखने के लिए आते हैं।
lots (of) visitors Taj Mahal visit come

3. Error - The foods eaten by Indians is more spicy than American food.

Correction - The food eaten by Indians is more spicy than American food.

Translation हिन्दुस्तानीओ से खायी गया खाना अमेरिकन खाना से
Indians eaten food American food
जाध्या भयाकड़का है।
more spicy is

4. Error - India is a country which have many different languages.

Correction - India is a country which has many different languages.

Translation हिन्दुस्तान ये देश है जिससे बहुत अलग भाषाये है।
India Country which many different languages is

5. Error - There are still many land uncultivated.

Correction - There is still much land uncultivated.

Translation अभी भी बहुतसी जमीन खेड़ी नहि है।
Still much land uncultivated is

HINDI

ERROR #4--LACK OF AGREEMENT BETWEEN THE SUBJECT AND ITS VERT continued.

6. Error - The dress worn by Indians are different from place-to-place.
 Correction - The dress worn by Indians is different from place-to-place.

हिंदुस्तानी पोषाक जगह जगह में अलग है।
 Indians dress place to place different is

HINDI

ERROR #5--FORMING THE PLURALS OF NOUNS

Sample Sentences

1. Error - There are six university.
Correction - There are six universities.

Translation छह विश्वविद्यालय हैं।
Six Universities are

2. Error - One of the well known tourist center is the Taj Mahal.
Correction - One of the well known tourist centers is the Taj Mahal.

Translation ताजमहल सभी पर्यटन स्थानों में प्रसिद्ध है।
Taj Mahal of all tourist centers well known is

3. Error - There are many factor affecting this problems.
Correction - There are many factors affecting this problem.

Translation यह मुश्किलों का बहुत कारण है।
this Problem many factors are

4. Error - Newspaper and journals carry a lot of article about its problem.
Correction - Newspapers and journals carry a lot of articles about its problem.

Translation समाचार पत्रों और मासिकों ने मुश्किलों का बहुत ध्यान
Newspapers and Journals problem lot articles
करते हैं।
carry

5. Error - Tourist flock on full-moon days to view the building.
Correction - Tourists flock on full-moon days to view the building.

Translation आँकड़ों की पूर्ण मुसाफ़ीरों भवन देखने के लिए अकड़ें
full-moon days tourists Building to view flock
जोते हैं।

HINDI

ERROR #5--FORMING THE PLURALS OF NOUNS continued.

Sample Sentences

6. Error - We have a lot of business shop and industries.
Correction - We have a lot of business shops and industries.

Translation हमारी बहुतसे धंधेवाली दुकानें और परीशानें हैं।
We have lot business shops and industries

7. Error - We have two big beach, the Juhu Beach and the Marine Drive.
Correction - We have two big beaches, the Juhu Beach and the Marine Drive.

Translation हमारे शहरमें दो बड़े हरिया किनारे हैं। जुहु और
We have (city) two big beaches Juhu and
मरीन ड्राइव
marine drive

8. Error - One of the beautiful one is called the Charminar.
Correction - One of the beautiful ones is called the Chaminar.

Translation सबसे सुंदर चारमीनार है।
One of the beautiful charminar is

9. Error - There are many countries in the world having different cultures and also different type of people.

Correction - There are many countries in the world having different cultures and also different types of people.

Translation दुनिया में बहुतसे देसों (हैं) जिनमें अलग-अलग भाषा और
World many countries having different people and
अलग-अलग प्रकार हैं।
different culture are.

10. Error - A very small majority speaks other language of the world.
Correction - A very small majority speaks other languages of the world.

Translation बहुतसे थोड़े लोग दुनिया की भाषा बोलते हैं।
Very small majority World language speaks
(people)

APPENDIX I

TRANSLATIONS FROM CHINESE

CHINESE

ERROR #1--OMISSION OF OR INAPPROPRIATE USE OF ARTICLES

Sample Sentences -- Written horizontally rather than vertically for convenience.

1. Error - Majority of the people are Chinese although it is a British colony.
Correction - The majority of the people are Chinese although it is a

British colony.
Translation ^{Although this is one British colony but majority people}
雖然這是一個英國殖民地,但是大部份人口
是中國人。
_{is China man}

2. Error - It is very interesting thing.
Correction - It is a very interesting thing.

Translation ^{This is one very interesting thing}
這是一件很有趣的東西。

3. Error - Taipei is most prosperous city in our country.
Correction - Taipei is the most prosperous city in our country.

Translation 台北是我國最繁盛的都市。
_{Taipei is my country most prosperous city}

4. Error - There are many differences between two countries.
Correction - There are many differences between the two countries.

Translation 這兩個國家有很多不同之處。
_{These two country have many difference}

5. Error - I couldn't go shopping in a easy way for people were everywhere.
Correction - I couldn't go shopping in an easy way for people were everywhere.

Translation 我不能很容易地去買東西,因為這裏到處
_{I not can very easily go buy thing because this place everywhere}
都是人。
_{all is man}

CHINESE

ERROR #1--OMISSION OF OR INAPPROPRIATE USE OF ARTICLES continued.

Sample Sentences

6. Error - The mountain, Yang-Ming, has very many beautiful flowers in spring.
Correction - The mountain, Yang-Ming, has very many beautiful fowers in the spring.

Translation

春天裏陽明山有很多漂亮的花
Spring Yang-Ming mountain have many beautiful flowers

7. Error - I got on a boat to get to see the little island in middle of the lake.
Correction - I got on a boat to see the little island in the middle of the lake.

Translation

我上了一只船去看湖中的小島。
I aboard one boat go look lake middle island

8. Error - Since it is under British, most of the system are measured in British units.
Correction - Since it is under the British, most of the systems are measured in British units.

Translation

因為這是在英國的統治下，所以差不多所有的系統都是英制。
Because this is British ruling under therefore about all system is British unit

9. Error - The above are only the few of them.
Correction - The above are only a few of them.

Translation

上面所述不過是其中的一些。
Above mention only is among one few

10. Error - People walk out of house and enjoy the light of moon.
Correction - People walk out of the house and enjoy the light of the moon.

Translation

人們走出房子外，去欣賞月光。
People walk out house go enjoy moon light

CHINESE

ERROR #2--ERRORS IN THE USE OF PREPOSITIONS

Sample Sentences -- Written horizontally rather than vertically for convenience.

1. Error - There are lots of supermarkets, shopping centers, theaters, and schools in there.

Correction - There are lots of supermarkets, shopping centers, theaters, and schools there.

Translation 在那裏有很多超級市場, 商場, 電影院
There have many supermarket, shopping center
 及學校。
and school.

2. Error - As to the weather, I think it is suitable to everyone.

Correction - As for the weather, I think it is suitable to everyone.

Translation 至於天氣, 我想它是適合每一個人的。
concerning weather, I think it is suitable everyone

3. Error - Every weekend you can see many people with their families to the place.

Correction - Every weekend you can see many people with their families at the place.

Translation 每個週末在這裏, 你都會看見很多人與
Every weekend in here, you can see many people and
 家人在一起。
family together.

4. Error - In August this year, I left my country and came here to study.

Correction - In August of this year, I left my country and came here to study.

Translation 在今年的八月, 我離開我的國家, 來這
In this year's August, I leave my country come here
 裏求學。
study.

5. Error - When I arrived Hawaii, I felt it quite different from Taiwan.

Correction - When I arrive in Hawaii, I felt it was quite different from Taiwan.

Translation 當我來到夏威夷之時, 我覺得它是
When I arrive Hawaii at that time, I feel it is
 與台灣有不同的。
and Taiwan have difference

CHINESE

ERROR #2--ERRORS IN THE USE OF PREPOSITIONS

Sample Sentences

6. Error - You can find restaurants in everywhere.
Correction - You can find restaurants everywhere.

Translation 你到處都可以找到餐館。
you everywhere able find restaurant

7. Error - There are mountains around it except west side.
Correction - There are mountains around it except on the west side.

Translation 除了西面, 都有山包圍着。
Except west side, all have mountain surrounding

8. Error - I like it, but I am still unfamiliar to it now.
Correction - I like it, but I am still unfamiliar with it now.

Translation 我喜歡它, 但我仍對它不大認識。
I like it, but I still found not very familiar.

9. Error - I was born in there and grew up in there.
Correction - I was born there and grew up there.

Translation 我在那邊出生, 在那邊長大。
I in there born, in there growing up.

10. Error - Now, my husband work in OSU.
Correction - Now, my husband work at OSU.

Translation 現在, 我丈夫在 O.S.U. 工作。
now, my husband in O.S.U. working.

CHINESE

ERROR #3--ERRORS IN WORD ORDER (BOTH QUESTION AND STATEMENT)

Sample Sentences-- Written horizontally rather than vertically for convenience.

1. Error - I like also my hometown
Correction - I also like my hometown

Translation

我也喜歡我的家鄉。
I also like my hometown.

CHINESE

ERROR #4--LACK OF AGREEMENT BETWEEN THE SUBJECT AND ITS VERB

Sample Sentences -- Written horizontally rather than vertically for convenience.

1. Error - I think it taste good.
Correction - I think it tastes good.

Translation 我想它是很好吃的。
I think it is very good tasteful.

2. Error - Taipei is the famous city where I were born.
Correction - Taipei is the famous city where I was born.

Translation 台灣是我的出生地，是有名的都市。
Taiwan is my born place is famous city.

3. Error - Chinese food are also known to the world.
Correction - Chinese food is also known to the world.

Translation 中國菜也是世界聞名的。
China dish also is world well known.

4. Error - People goes there four or five times every month.
Correction - People go there four or five times every month.

Translation 人們每月都去那裏四或五次。
People every month go there four or 5 times.

5. Error - Every student have to take the entering test on August every year.
Correction - Every student has to take the entering test in August every year.

Translation 每個學生都要在每年八月考入學試。
Every student have to in every year they take enter school exam.

CHINESE

ERROR #5--FORMING THE PLURALS OF NOUNS

Sample Sentences -- Written horizontally rather than vertically for convenience.

1. Error - There are bout four millions people there
Correction - There are about four million people there.

Translation 那裏有四百萬人口。
There are four million people.

2. Error - Although Hong King is a city, it take parts in most of the international affairs like sport and commerce.

Correction - Although Hong Kong is a city, it takes part in most of the international affairs like sports and commerce.

Translation 雖然香港是一個都市，但是它都有參加世界性的事項如體育及貿易。
Although Hong Kong is one city, but it also participate worldly affairs like sports and commerce.

3. Error - I like my hometwon because it gave me a lot of interesting thing to recall.

Correction - I like my hometwon because it gave me a lot of interesting things to recall.

Translation 我喜歡我的家鄉，因為它給我很多有趣的回憶。
I like my hometown, because it gave me many interesting memory.

4. Error - Due to this, there are many administration in this city.
Correction - Due to this, there are many administrations in this city.

Translation 因此，這城市有很多的行政工作。
Due to this, this city have many administration work.

5. Error - There are too many peoples living on this small town.
Correction - There are too many people living in this small town.

Translation 有太多人住在這城內。
There too many people live in this small town.

CHINESE

ERROR #5--FORMING THE PLURALS OF NOUNS continued

Sample Sentences

6. Error - I couldn't slept well for traffics made the noisy voice on the street.

Correction - I couldn't sleep well for traffic made a noisy voice on the street.

Translation 我不能睡好, 因為街上有車子的嘈聲。
I not can sleep well, because street have car noise.

7. Error - You can choice from every kinds of food.

Correction - You can choose from every kind of food.

Translation 你可以選^任何一種食物。
you can choose every one kind food.

8. Error - I won't left my hometwon over a week except for summer vacation.

Correction - I didn't leave my hometown over a week except for summer vacations.

Translation 除了暑假外我是不會離開家鄉多個
except summer vacation I do not would leave hometown more than
 一星期的。
one week.

9. Error - There are many change in this city.

Correction - There are many changes in this city.

Translation 這城市有很多的改變。
This city have many change.

10. Error - Most country ship use the harbor for loading, etc, because of its good equipment and the feature or the harbor.

Correction - Most countries' ships use the harbor for loading, etc, because of its good equipment and the features of the harbor.

Translation 很多國家的船都是用這港口來下貨, 因為
many countries' ship will use this harbor for loading, because
 它有很好的工具及好的環境。
it have good equipment & good feature.

CHINESE

ERROR #4--LACK OF AGREEMENT BETWEEN THE SUBJECT AND ITS VERB continued.

Sample Sentences

6. Error - My hometown people is dilligent and industrious
Correction - My hometown people are dilligent and industrious.

Translation

我 家 鄉 的 人 都 是 勤 奮 工 作 的。
My hometown's people all is hard working

VITA²

Jo Ann Richardson Clark

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARATIVE ANALYSIS OF SELECTED WRITING ERRORS OF
OKLAHOMA STATE UNIVERSITY STUDENTS LEARNING ENGLISH
AS A SECOND LANGUAGE

Major Field: Higher Education **Minor:** English

Biographical:

Personal Data: Born in Ada, Oklahoma, August 11, 1941, the
daughter of Stephen and Dealy Richardson.

Education: Graduated from Ada High School in 1959; graduated from
East Central Oklahoma State University in 1963 with a Bachelor
of Arts in Education degree in English; received a Master of
Teaching degree in Elementary Education from East Central
Oklahoma State University in 1968; completed the requirements
for the Doctor of Education degree at Oklahoma State
University in December, 1979.

Professional Experience: Secretary-typist, Dr. Charles F. Spencer,
President, East Central Oklahoma State University, 1963-1964;
instructor, Oklahoma City Public School System, 1964-1967;
instructor, Langston University, 1967-1974; assistant pro-
fessor, Paul Quinn College, 1974-1977; research assistant,
Cognitive Style Project, Langston University, 1977-1979.

Additional Experience: Wrote and directed two 30-minute produc-
tions for television--"Paul Quinn College--A Preview" and
"The Wonderful World of Blackness;" served as programmer for
the CBS national documentary (1977), "The AME Church and
Black Higher Education;" demonstrated the application of
theatrical makeup and the making of stick puppets for use in
Language Arts at the annual meeting of the International
Reading Association, 1978, in the workshop, "The Three Soulful
Pigs and Rip Van Reading--Reading: An Integrating Process."

Professional and Service Organizations: Mid-America Linguistics
Association; International Reading Association; Society for
Ethnic and Social Studies; Alpha Kappa Mu Honor Society;
The Links, Inc.; Alpha Kappa Alpha Sorority, Inc.