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**Perceiving Errors of Grammatical Concord Committed By Iraqi undergraduates studying English as A Foreign Language****A B S T R A C T**

This paper endeavors to inspect the intralingual errors induced by the undergraduates who learn English as a foreign language. The basic goal of this research is to identify those errors and itemize them into types.

Recognizing such errors let the teachers diagnose the vulnerable points that the learners suffer from as it assists the learners in exploring their errors which is an impetus to overcome their errors. Attending a good linguistic magnitude of competence of grammatical concord rules in the learner's mind might not be discharged practically in a real context which occurs due to tenuous practice exerted by the learner. Performing well-formed structures – without errors is bounded up with conceiving the rules of grammatical concord, then practiced appropriately within the context. Otherwise, inefficacious performance stemming from faulty implementation or misuse of rules vitiates the appropriateness of the sentences produced. Rules of concord relating to number and subject-verb types have been almost violated.

A parcel of monthly exam answer sheets has been used in the process of analysis in order to advocate the objective of the research.

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## **1. Introduction:**

Error analysis is a significant topic in applied linguistics which is inclusively a basic issue in second language acquisition. Richards and Schmidt (2002: 184) define the term error " the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning". Their view considers the error as inappropriate act of learning where the learner commits errors in the second language which he learns as a foreign language. Corder (1981:35) states that studying the errors made by learners of a second language needs no justification. Errors are the task of the teacher to detect through the process of teaching. Simultaneously, such errors are considered as feedbacks to the learners which is their only chance to outstrip them. When the teacher pins down the learners' errors, he alters his teaching procedures and materials, the pace of the progress, and the amount of practice which he plans at any moment. For this reason, it is important that the teacher should be able not only to detect and describe errors linguistically but also understand the psychological reasons for their occurrence. The diagnosis and treatment of errors is one of the fundamental skills of the teacher.

Davies and Elder (2004:509) points out that the analysis of learners' errors has contributed much to our understanding of second language learning since it concentrates mainly on structures which learners have not yet fully acquired at a particular time, it does not tell us much about the actual progression of learning. So, error analysis is mainly concerned with detecting the ill-formed structures in a certain text and analyzing them.

Richards and Schmidt (2002) explains the purpose of error analysis may be carried out to identify strategies which learners use in language learning and attempt to determine the causes that make the learners commit. They think that it may extend to obtain some tips of information on common difficulties in language learning.

Errors are mainly classified into interlingual and intralingual errors. Intralingual errors are important in this research because they are the focus of our research. Richards (1994:17) defines the intralingual errors " errors produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target". They are concerned with the violations of the L2 grammatical rules and not sticking to them, whereas the interlingual errors are caused by transferring rules from the L1 to the L2.

## **2. Review of Literature:**

Concord is a formal relationship between elements, whereby a form of one word requires a corresponding form of another, i.e., one element agrees with other one within a sentence (Crystal, 2008:18). Concord is important in grammar because it shows the grammatical marking between the elements of the sentence. Correspondence between two or more sentence elements in respect to their morphosyntactic categories embracing case, person, number, gender is called grammatical agreement which

occurs within a sentence or its constituents (Bussman, 1996:32). Trask (2007:10) views concord as "the grammatical phenomenon in which the form of one word in a sentence is determined by the form of another word which is grammatically linked to it". All the above linguists agree that concord is specialized with the correspondence between two elements in a sentence which specifically covers grammatical issues, such as person, number, gender and verb tense.

If a statement has a singular subject, it is followed by a singular verb, and it has a plural subject, it is followed by a plural verb; namely, the verb agrees with the subject. Compare the two sentences:

She **lives** in China → More people **live** in Asia than in any other continent.

In the first sentence, the subject is singular which requires a verb with third personal singular (-s), while the second sentence has a plural subject which requires no third personal singular (-s) (Hewings, 2013:27).

Eastwood (2005:188) states that verb Be agrees with the subject in case of number. This, actually, means if the subject is singular, the verb takes (is), otherwise it takes (are). These cases have been shown in the sentences below:

- The house is empty.
- The houses are empty.

He (2005:188) further adds that agreement is sometimes called concord stressing that it is a matter of terminology and they do the same function.

Chalker (1984:97) presents the term 'verb concord' which means the correspondence or agreement between singular or plural subjects and their verbs. He points out that the auxiliary verbs 'be', 'do' and 'have' have verbs inflections which proves that they have tense distinctions and grammatical markers in the sense that the past form of 'is' is 'was' whose plural form is 'are'. Grammatically, the verb 'is' is used with singular subject, whereas the verb 'are' is used with plural subject. Baker (2008:1) exhibits the importance of agreement in relation to verbs. Verbs are associated with agreement, often agreeing with their subjects in person, number, and gender features, and sometimes agreeing with their objects in these features as well.

Singular concord treats the group as a unit, while plural concord treats the group as a collection of individuals. Hence, if the speaker refers to individual members of the group, the verb should be plural, for example 'The team are wearing badges'. Conversely, if the speaker means the group as one entity, the verb should be singular, for example, 'This committee was set up last year' (Cruse, 2006:79).

Concord in British English is different from concord of American English regarding the organizations, business, official agencies and athletic teams. In BrE one could say 'the committee *are* going to issue a statement', and 'the government *are* considering the proposal', whereas in AmE one

would say 'the committee *is* going to issue a statement', and 'the government *is* considering the proposal'. Once more, in BrE it is acceptable to say 'the company *are* interested in the new process', but such construction is often considered unusual, if not ungrammatical because in AmE one should say 'the company *is* interested in the new process' which is the only acceptable form (Modiano, 1996:127-128).

Quirk and Greenbaum (1973) divide concord to different types. Subject-verb concord requires an agreement between the subject and the verb of the clause. Subject – complement concord requires an agreement between the subjects and the complement describes or identifies it. Subject – object concord exists between subject and object. It is also called pronoun concord. Notional concord is the agreement of the verb with the subject of the sentence according to the idea of number rather than the actual presence of the grammatical marker for the idea. Another type is the verb tense concord which refers to the agreement between the verb tense- being past or present or future and its modal auxiliary. As it shows the agreement between the verb tense with the adverb following it.

### **3. Statement of the Problem:**

Error analysis is a device used in the process language teaching to identify the errors produced by the students who learn English as a foreign language. The learners' errors being identified, they should be patterned and evaluated. Errors enable the teachers to inspect the level of competence that the learner has about the rules of grammatical concord. As they let the learners recognize the wrong forms they performed and their right forms. It has been noticed that the students learning English at the department of English, Faculty of Arts at Anbar University blunder errors of concord when they do their monthly exams and such errors are observed in their answer sheets. Although the teachers, when scoring the learners' sheets, identify the errors, mark them, and give their correct forms, the learners keep repeating most of the errors. The learners devote their attention to the word order of the sentence elements but they misapply the rules of concord appropriately. Teachers get worried about the crucial causes behind failing in performing correct sentences regarding grammatical agreement between the sentence elements. Some students, for instance, write the sentence 'he go...' instead of the correct form 'he goes...', thus they ignore using 3<sup>rd</sup> personal singular (-s) with the verb. They are either unaware of grammatical rules or they have weak performance in real contexts when writing a composition or an essay or answering the questions in an essay way. Maros et al. (2007:3) ensure that errors made by learners give us better insights into the process of language learning because errors are considered as a very significant tool for diagnostic purposes in language teaching – especially in teaching English as a Foreign Language.

### **4. Objectives of the Study:**

The study aims at examining the learners' recognition of grammatical concord and its types and exploring the errors they commit when they

respond to the monthly exam questions which almost require detailed accounts in their answers where incompatible errors can be detected. The other important objective is to check on the difficulties the learners face up when writing sentences which lack grammatical agreement among the elements of the sentence. It is necessary to verify the frequency of the most occurring errors made by the learners.

## **5. Methodology:**

The method that can be followed in conducting this research is to adopt Ellis' Approach (1997) in studying the errors committed by EFL learners. He follows five steps in achieving error analysis research. First, collecting data from the tested learners. Second, identifying the errors committed by the learners who submitted to the test. Third, classifying errors into types using Quirk and Greenbaum's Model (1973). Forth, analyzing errors using certain mathematic equations in order to obtain the frequency and percentage of each type to determine the weak points of the learners. Fifth, explaining the errors compromising ill-formed structures which violate the rules of grammatical concord and then giving corrective feedbacks only to keep the learners and readers in the correct status.

### **5.1. Participants:**

The material consists of two groups; the first group represents taking the third-year students' monthly exam answer sheets, while the second group represents the fourth-year students' monthly exam sheets. The material compromises the third- and fourth-year students exam sheets, the subject of tested material of the third stage is Linguistics, while the subject of the fourth stage is Literary Criticism. The students' exam scripts were taken from the teachers of the Linguistics and Literary Criticism after scoring the students' scripts by using the red pen for encircling and underlining the students' errors of grammatical agreement. The corpus of Linguistics consists of (51) students; while the corpus of Literary Criticism consists of (39) students. The material relates to the Department of English, Faculty of Arts at Anbar University and the two monthly exams were done in the Department's Halls, third stage's Hall no. (6) and forth stage's Hall no. (11) The exams were done in the second course of the academic year (2017-2018).

### **5.2. Instrument:**

Error analysis depends on identifying the errors committed by the learners, then classifying them into types and giving their correct forms. This process requires achieving certain issues. First finding an appropriate grammatical model which explains the types of concord which the researchers use in analyzing and counting the errors made by each learner. The number of the samples is (90) compromising second course monthly exam sheets where each student has answered four questions in an essay answer. The researchers assess each sheet in order to identify the errors and categorize them into types according to Quirk and Greenbaum's Model (1973). After gaining the numbers of errors committed by each learner, this

helps in exploring the learners' weaknesses, then giving solutions and recommendations. Since it is a quantitative research, the researchers are much concerned with carrying out statistics for the frequency and percentage of each type of error the learners commit.

### 5. 3. Data Analysis and Discussion of Results:

After collecting (51) answer sheets of Linguistics subject of the third stage and (39) sheets of Literary Criticism subject of the fourth stage which both were taken from the teachers of these subjects in April. This indicates that the test was done spontaneously because the teachers did the exams in their routine way in April and in June, the researchers requested the exam sheets from the teachers who are responsible for teaching these two subjects. The researchers also told the teachers the reason behind borrowing the sheets from them. The researchers evaluated the sheets themselves and focusing on concord and obtained a collection of errors regarding concord which are counted and rated in the tables below.

**Frequency of Concord Errors of Linguistics Exam Answer Sheets Table (1)**

<b>No</b>	<b>Concord Error Type</b>	<b>Sheet's Total Number</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Subject-verb Concord	51	62	%13.15
2.	Subject-complement Concord	51	2	3.93%
3.	Subject-object Concord	51	1	1.96%
4.	Notional Concord (Number Concord)	51	63	12.35%
5.	Verb Tense Concord	51	116	22.74%
	<b>Total</b>	<b>51</b>	<b>244</b>	<b>%54.13</b>

**Frequency of Concord Errors of Literary Criticism Exam Answer Sheets Table (2)**

<b>No</b>	<b>Concord Error Type</b>	<b>Sheet's Total Number</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Subject-verb Concord	39	107	%27.43
2.	Subject-complement Concord	39	1	2.56%
3.	Subject-object Concord	39	2	5.12%
4.	Notional Concord (Number Concord)	39	66	16.92%
5.	Verb Tense Concord	39	57	14.61%
	<b>Total</b>	<b>39</b>	<b>233</b>	<b>66.64%</b>

The results show that the highest number of concord errors of linguistics' sheets is the fifth type verb tense concord reaching (116) errors and rating (%22.74). Subject-verb Concord got (62) errors and rated (%13.15). The lowest number found in the subject-object concord type was (1), with the percentage (1.96%) followed by subject-complement concord type which got (2) errors only and rated (3.93%). In the subject of Literary Criticism at the fourth stage, the statistics were partially different –

especially in the highest part in the sense that the type Subject-verb concord got (107) errors with a percentage (%27.43). In the second rank, the notional concord reached (66) errors with a percentage of (%16.92). The two lowest types of concord in Literary Criticism were similar to the lowest two types of third year Linguistics. The subject-object concord type got (2) errors only rated (5.12%), while the type Subject-complement concord got (1) error only with the lowest percentage (2.56%).

To let the learners, know the errors they have committed in their answers and their correct forms, the tables below show how they broke the rules of grammatical concord and wrote ill-formed structures.

**Table (3) Samples of Concord Errors and their Correct Forms of Linguistics Exam Answer Sheets**

<b>No</b>	<b>Errors</b>	<b>Concord Type</b>	<b>Correct Forms</b>
<b>1.</b>	a. The car make a lot of noise. b. We wants to show the syntactic... c. This sentence we talks ambiguity... d. This mean that... e. It refer to optional... f. The methods involves the test form. g. It mean or it refer to different types. h. The noun phrase consist of ... i. It describe them ... j. The first sentence concern with the window. k. The first way consist of ...	Subject-verb Concord	a. The car makes a lot of noise. b. We want to show the syntactic... c. This sentence we talk ambiguity... d. This means that... e. It refers to an optional... f. The methods involve the test form. g. It means or it refers to different types. h. The noun phrase consists of ... i. It describes them ... j. The first sentence concerns with the window. k. The first way consists of ...
<b>2.</b>	a. Annie had an umbrella and he bumped into a man. b. In the sentences, we use us ... c. d.	Subject-complement Concord	a. Annie had an umbrella and she bumped into a man. b. In the sentences, we use them... c. d.
<b>3.</b>	a. The man ate sandwich, as he ate the him. b. c. d.	Subject-object Concord	a. The man ate the sandwich, as he ate it. b. c. d.
<b>4.</b>	a. The difference between these two sentences are in the surface structure.	Notional Concord	a. The difference between these two sentences is in the surface structure.

	<p>b. When groom were waiting outside.  c. We make an interrogative sentences.  d. That one surface structure have move than ...  e. at the beginning we was described the sentence...  f. We don't know which teacher were met exactly.  g. The guns was on the table.  h. We have three word and use just one.  i. It have the meaning but ...  j. These two sentences has a difference in their surface structure.  k. This rule of grammar need to ...  l. .... With man who have his umbrella.  m. The first expression are ...</p>		<p>b. When groom was waiting outside.  c. We make an interrogative sentence.  d. That one surface structure has move than ...  e. at the beginning we were described the sentence...  f. We don't know which teacher was met exactly.  g. The guns were on the table.  h. We have three words and use just one.  i. It has the meaning but ...  j. These two sentences have difference in their surface structure.  k. This rule of grammar needs to ...  l. .... With a man who has his an umbrella.    m. The first expression is ...</p>
<p><b>5.</b></p>	<p>a. We can uses other forms.  b. Ahmed broken the window.  c. It can adding a structure ...  d. It means that we can to put a part of ...  e. .... In which would need to using ...  f. This sentence may interpreted as ...  g. It is become unacceptable.  h. He teaching history.  i. It based on the difference ...  j. That she will helped ...  k. We can to creating or making ...  l. Ali come yesterday.</p>	<p>Verb Tense  Concord</p>	<p>a. We can use other forms.  b. Ahmed broke the window.  c. It can add a structure ...  d. It means that we can put a part of ...  e. ....In which would need to use ...  f. This sentence may be interpreted as ...    g. It becomes unacceptable.  h. He is teaching history.  i. It is based on the difference ...  j. That she will help ...  k. We can to create or make ...  l. Ali came yesterday.</p>



**Table (4) Samples of Concord Errors and their Correct Forms of Literary Criticism Exam Answer Sheets**

No	Errors	Concord Type	Correct Forms
1.	<p>a. A dialogue that define us as individuals.</p> <p>b. They depends on the text ...</p> <p>c. New criticism focus on poetic language.</p> <p>d. The writer know what happened in the end.</p> <p>e. They focuses on the individual words within the text.</p> <p>f. Bakhtin state that any dialogue ...</p> <p>g. For the joy it add to the novel.</p> <p>h. This method of analyzing aim to study the poem ...</p> <p>i. New criticism want to interpret the text ...</p> <p>j. He explain that the poetry is ...</p> <p>k. Shelly embody the nature and ...</p>	Subject-verb Concord	<p>a. A dialogue that defines us as individuals.</p> <p>b. They depend on the text ...</p> <p>c. New criticism focuses on poetic language.</p> <p>d. The writer knows what happened in the end.</p> <p>e. They focus on the individual words within the text.</p> <p>f. Bakhtin states that any dialogue ...</p> <p>g. For the joy it adds to the novel.</p> <p>h. This method of analyzing aims to study the poem ...</p> <p>i. New criticism wants to interpret the text ...</p> <p>j. He explains that the poetry is ...</p> <p>k. Shelly embodies the nature and ...</p>
2.	<p>a. Ontological critic is the critic that considers word as concrete entity.</p>	Subject-complement Concord	<p>a. Ontological critic is the critic who considers word as a concrete entity.</p>
3.	<p>a. She considers the poetry is his greatest ...</p> <p>b. According to Bakhtin her writing called...</p>	Subject-object Concord	<p>a. She considers the poetry is her greatest ...</p> <p>b. According to Bakhtin his writing is called ...</p>
4.	<p>a. All languages according to Bakhtin is a dialogue.</p> <p>b. There is another concepts which is used ...</p> <p>c. The author have no abilities to see the events ...</p> <p>d. He says that poetry are expression of imitation.</p> <p>e. His poetry were spiritual and imaginative.</p> <p>f. .... The individual word of the text which have denotative and connotative meaning.</p> <p>g. All Bakhtins' critical views is related to language.</p>	Notional Concord	<p>a. All languages according to Bakhtin are dialogues.</p> <p>b. There is another concept which is used ...</p> <p>c. The author has no abilities to see the events ...</p> <p>d. He says that poetry is an expression of imitation.</p> <p>e. His poetry was spiritual and imaginative.</p> <p>f. .... The individual word of the text has denotative and connotative meaning.</p> <p>g. All Bakhtins' critical views are related to language.</p>

	<p>h. He said that every speech are dialogue.                  i. The New criticism have two kind of paradox and irony.                  j. Examine all allusions that is found within the text.                  k. .... and every one have voice ...</p>		<p>h. He said that every speech is a dialogue.                  i. The New criticism has two kinds of paradox and irony.                  j. Examine all allusions that are found within the text.                  K. .... And everyone has a voice ...</p>
<p>5.</p>	<p>a. That is uses all forms ...                  b. That should followed the denotative ...                  c. This thing will leads to the truth.                  d. They saw that the literary work is must concerned with imagination ...                  e. They emphasize that every work can understanding by the text only.                  f. It is possesse the necessary information to producing meaning.                  g. They were thinks that poetry is the best thing ...                  h. They just focusing on the text itself.                  i. New criticism can be consider ...                  j. New criticism can make a relationship between critics when they are read a text.                  k. It is a term use whereby new criticism ...</p>	<p>Verb Tense Concord</p>	<p>a. That uses all forms ...                  b. That should follow the denotative ...                  c. This thing will lead to the truth.                  d. They saw that the literary work is concerned with imagination ...                  e. They emphasize that every work can be understood by the text only.                  f. It processes the necessary information to produce meaning.                  g. They were thinking that poetry is the best thing ...                  h. They just focus on the text itself.                  i. New criticism can be considered ...                  j. New criticism can make a relationship between critics when they read a text.                  k. It is a term used whereby new criticism ...</p>

This proves that applying the rules of concord appropriately leads to produce grammatically correct and acceptable sentences. English learners should maintain the grammatical rules related to concord and practice them intensively. Turton (1995:7) implies that agreement simply means "when we say that two words in a sentence must 'agree', we mean that they have same grammatical features". This denotes that if the subject is singular, verb Be must be singular but if it is plural, verb Be must be plural, taking into account the tense of the verb.

**6. Conclusions:**

Analyzing the errors of grammatical concord made by the third- and fourth-year students studying English as a foreign language at the department of English at the Faculty of Arts has revealed that the students violate grammatically the rule of subject-verb concord. The rule stipulates that if the subject of the sentence is singular 3<sup>rd</sup> speaker, its verb should take 3<sup>rd</sup> personal singular (-s). Conversely, if the subject of the sentence is

either first speaker or second speaker, its verb does not take 3<sup>rd</sup> personal singular (-s). Therefore, most of the students violate the first base with evidence they do not use the 3<sup>rd</sup> personal singular (-s) with the verb as indicated by the sentence written by the third year student (He become....) and the sentence written by the fourth year student (He assert that....). This error might occur because the students mix between these two grammatical rules.

Another violation of the rule of concord is the notional concord where the students misuse the verb Be which is an indicator of singularity and plurality in the sense that the sentence (These poems is romantic) written by the fourth-year student commenting on two poems proving the student's unawareness of using verb (Be) properly. In addition, students break the verb tense concord rule which means that the verb tense matches with the adverb. So, it is not plausible to use adverb indicating future with a verb indicating past tense as shown in the sentence "He will helped you tomorrow". Here the main verb is past but preceded by a future modal and future adverb.

Investigating the concord errors discloses odd forms, i.e. ill-formed structures which have different errors even they have double concord error which means violating the rules of grammatical concord twice. The sentence " ... this have two types....", it, in fact, shows that notional concord type has been violated twice, once in the phrase 'this have' which should be 'this has' and the second violation is observed in the phrase 'two types' which should be 'two type'.

## **7. Recommendations:**

According to the conclusions reached in conducting this research, it is possible to suggest the following recommendations:

1. The teachers of grammar should focus on the topic of concord and its types and endorse their explanation with more practical example.
2. The teachers who teach third and fourth stages are highly recommended to review the material of concord to the students in the beginning of each course.
3. It is recommended to teach this material in details at the second stage not in the third stage in Grammar and fourth stage in Linguistics.
4. Students should visit internet websites which contain teaching videos of grammar and exclusively they watch videos for teaching concord which elicit understanding concord and its types.

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**Appendix (A): A Sample of Third Year Linguistics Exam Answer Sheet**

Sara Basheer 3<sup>rd</sup> stage

18  
29

Q1

1. Recursion: When we have a rule and this rule can be apply more than one time as well as the sentence give sense, for example when we have a sentence such as The gun on the table, we can apply this rule of preposition or noun phrase to become the gun is on the table near the door as well as the sentence give sense we can specify ~~and~~ the gun where exactly to add more ~~prepositional~~ prepositional phrase. The gun is on the table near the door in the room. We can also insert a sentence (clause) inside another sentence ex. John believed that Mary saw that Cathy killed George. So ~~we can~~ one rule can apply more than one time. In short recursion mean the ~~repeatedly~~ <sup>repeatedly</sup> capacity of repeat <sup>one</sup> rule more than one time in a sentence.

2. Deep Structure: When ~~any~~ analysis is a sentence like Cathy broke the window NP VP and NP we ~~split~~ <sup>analyze</sup> about it ~~and~~ <sup>for</sup> these phrases far from their surface structure they have interpretation that should represent so the deep structure is the abstract level or the underlying meaning of a sentence in this case we may have two sentences different ~~in~~ in their surface structure but they disguise the fact that they're ~~related~~ <sup>related</sup> or even identical this is ~~the~~ in the case of active and passive voice.

Cathy broke the window  
the window was broken by Cathy.

it is related to the surface structure.

although the first sentence concern with what ~~at~~ Cathy did and the second concern with ~~what~~ <sup>what</sup> happen to the window and what happen to it, the meaning is the same.

3. Surface structure: Is the surface or the form (shape) of the sentence that from one underlying meaning we can give different surface structures, ex. when we make an interrogative sentences, so sentence such as Cathy broke the window and The window broken by Cathy are different in their surface structure although the fact that they're ~~in~~ <sup>in</sup> the same meaning.

Appendix (B): A Sample of Fourth Year Literary Criticism Exam Answer Sheet

Names: Fahad Muhammed.G  
4<sup>th</sup> Stage

8  
1/2  
2/2

Q.1

Bakhtin represents major ~~critical~~ critical views, ~~starts~~ starts at the beginning for term dialogics, ~~which is~~ which is a term that the language is a dialogue that happens between the speaker and ~~the~~ listener and form a relationship between them, it occurs between two people or more than two, Bakhtin produces another major critical view that called unfinalizability which is a term that define as ~~the~~ individual people ~~that~~ the person can change it respects that the ability ability of person can change, Bakhtin has another aspect is that the heteroglossia which means the other ~~are~~ ~~language~~ language, that dominated in any given text. Bakhtin sees that the novel characterized in two aspects, the polyphonic, which ~~that~~ the author ~~has~~ has no ~~ability~~ ability to see the the events and what happened ~~is~~ the end or ~~knows~~ story ~~that~~ he writes, but non ~~play~~ poly phonic that the author can see or know the