Analysis of Written Discourse Errors Committed by Iraqi EFL Learners

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ABSTRACT

This qualitative study aims to analyze the written discourse errors committed by Iraqi EFL learners and to suggest error remedies. Twenty essays written by the University of Anbar students - Department of English – 3rd stage, have been selected to show errors. To this end, the study adopted Corder's 1974 steps of error analysis. The conclusions showed that the written discourse errors are committed because of the difficulties of learning English as a foreign language and the interference between the tongue language and acquired one. The recurrence of errors reveals that the Iraqi EFL learners committed lexical and syntactic errors much more than other types of errors.

Keywords: Written Discourse; Error analysis; Iraqi EFL learners; Text.

1. Introduction

In the process of learning a second language like English, learners may usually commit errors of different types. Such errors would be something natural because of the differences between the learners, native language and the language in question, that is, the target language. However, some errors seem to be as if they are deep-rooted in the sense that the same error is not only committed by a number of learners at the same time, but also it is committed repeatedly until it become, to some extent, a habit. Arabic speakers transfer rhetorical patterns from their mother tongue into their English writing. Studies showed that EFL learners commit errors because they think in their native language and translate their thoughts into foreign language. Students of English often face problems in essay writing committing a string of errors of different types such as syntactic errors, semantic errors, spelling errors, etc. in addition to errors on the discourse level such as coherence, cohesion, anaphora and cataphora.

The objective of this research is to study and then to classify the types of errors committed by Iraqi EFL learners and explain the causes for the most common errors found in essay writing of the students, with a view to recommending effective remedial measures. Therefore, this paper is devoted to an analysis of discourse errors in the composition of Iraqi Arabic students at the University of Anbar based on a number of samples of a monthly exam. The first section is the introduction. Section 2 is the literature review which provides an account of the previous studies on errors analysis in addition to shedding light on related terms in the field of EA. Section 3 relates the methodology used which describes the corpus, the procedures, and data analysis. Findings and discussion were presented in section 4, while conclusions are provided in section 5.

2. Literature Review

This section starts with discussing the term error analysis and some other related terms. The related terms involve are to sources, causes, and significance of EA, steps of error analysis, collection of a sample of learner language, identification of errors, description of errors, explanation of errors, evaluation of errors, cohesion and coherence, and anaphora. Then, it is important to shed light on some of world, Arabic, and Iraqi studies conducted on student's errors. The researchers were selective in reviewing the related literature concentrating on those useful in fulfilling the objectives of the study.

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As far as world studies on error analysis, a very rich literature has been conducted. Simbwa (1987) investigated the causes of syntactic errors in the English essays of Uganda - speaking male and female public secondary students from Kampala - Entebbe area Uganda. The sample of the study were 94 males and 14 females students of the academic year 1985. The sample was chosen randomly from four schools which were also randomly selected from the 16 public secondary schools in the above area. The results showed that the predominant errors among male students in both grades were prepositions, pronouns and tense, the most predominant error type for females in both grades was prepositions. On the written discourse level, Adiantika (2015) investigated the use of cohesive devices in students expository writing. Specifically, the study focuses on types of cohesive devices used by the students. The data of the study are documents of nine student' expository writings. Public senior high school in Kuningan is chosen as the site for this study. The data are analyzed by using the concept of cohesive devices proposed by Halliday and Hasan (1976) which covers reference, substitution, ellipsis, conjunction, and lexical cohesion. Analyses show that the respondents only use four cohesive devices in their writing i.e. reference, substitution, conjunction, and lexical cohesion. This is because students have not received sufficient training concerning how to use appropriate cohesive devices. Therefore, they should be provided to sufficient training in their writing.

As far as studies of EA in the Arabic content are concerned, much studies were carried out, of which are Al-Ta'ani (2006), and Ibnian (2017). In the United Arab Emirates, Al-Ta'ani (2006) studied the spelling errors of 200 students' writing at the secondary stage. Classifying and identifying the location of spelling errors in the words, the findings indicated that most spelling errors occur in the middle of misspelled words. As for Ibnian (2017), explored difficulties that university students face when they write in English as a Foreign Language (EFL), proposing solutions to help EFL learners overcome writing difficulties. The sample of the study were 82 English majors from the World Islamic Sciences and Education University in Jordan. To this end, a questionnaire was designed on difficulties of writing English and suggestions and solutions that can help the students overcome writing difficulties. The results revealed that "lack of ideas" is the most frequent type of errors or difficulties faced by Jordanian EFL students, followed by "the incorrect use of mechanics of writing". The study also revealed that "lack of clear assessment instruments and marking schemes" come in the third rank, while "time restriction" ranked fourth. "The unsuitable methods of teaching writing" and "vocabulary restriction" are at the 5th. and 6th. Ranks respectively. On the other hand, "topic inappropriateness" and "lack of materials for consulting" are in the seventh and eighth ranks. Finally, "grammar difficulties" and "lack of teacher's help" occupied ninth and tenth respectively. In addition, the study proposed a number of suggestions and solutions to help EFL learners overcome writing difficulties.

As for the Iraqi context, many studies Ali (2012), (Jasim 2012**),** and Mohammed (2018), were conducted in this regard. On paragraph writing level, Ali (2012) studied Iraqi EFL learners' errors at University of Baghdad at three levels primary, intermediate and advanced. The study concentrated on identifying the most common errors committed by Iraqi EFL learners in paragraph writing. The study concludes that most of Iraqi EFL learners had difficulty in writing paragraph, particularly in the use of certain grammatical structures and coherent sentences. Jasim (2012) conducted a study on Iraqi EFL learners writing in English in Misan province. The study aimed to determine why Iraqi EFL learners were poor writers. The study showed that Iraqi EFL teachers misunderstood the nature of writing process whereas learners lacked enough practice in English writing. Mohammed (2018) adopted an empirical method in studying substance errors in the argumentative composition writing of Iraqi EFL learners. There were 70 Iraqi EFL learners (31 males and 39 females) participated in this study majoring in English in the University of AL-Mustansiriah in Iraq. The analysis of the writing task showed that Iraqi EFL learners have problems in substance areas. The frequent types of substance errors were spelling, capitalization, and punctuation. The total of substance errors were 855 times divided into three categories. The highest frequency is spelling errors, which account for 49% of the totality of errors. Besides, learners overuse the space between parts of compound words and split the word into two words as in "every thing" or "outside". It was also identified that learners failed to separate the constituent words by fusing two separate words as in "feednews" or "infront". As for the possible causes of errors, some writing errors have been attributed to

Arabic language transfer "first language".

As far as the present study, although many studies have been produced to deal with error analysis, there are other academic and educational contexts that need to be investigated, hence the university of Anbar. Further, studies need to be extended to involve error on the level of written discourse such as coherence, cohesion, anaphora, and cataphora; an aim that the present study is trying to fulfill.

2.1 Error Analysis: Preliminaries

Error analysis is a type of linguistic analysis that focuses on the errors that learners make. It consist of a comparison between the errors made in the target language and the target language itself. For learners themselves, errors are indispensable, since the making of errors can be regarded as a device the learner uses in order to learn. Also, errors provide evidence of the learner's knowledge of the second language and researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language. Errors analysis provides one means by which the teacher assesses learning and teaching and determines priorities for future effort. Errors analysis has two objects: the first is theoretical and the second is applied. The first object serves to clarify what and how a learner learns when he studies a second language. As for the second, it serves to enable the learners to learn more efficiently by exploiting the knowledge of his dialect for learning purposes.(Corder,1974:122).

In the course of learning a second language, learners usually produce or commit errors by giving wrong or ill-formed utterances both in speech and writing. Traditionally, the attitude towards learners' errors was that such errors were a sign to the fact that the learners had not yet mastered the rules they were taught. Therefore, the rules of a second language were to be dealt with by repeating the explanations to the learners until they stop committing errors. Furthermore, if the learning of a second language were efficient, errors would not occur. This point of view led to the notion that errors were an indication of the difficulties that the learners came across with certain aspects of the language. Errors could be avoided in an ideal teaching situation, and the difficulties of learners could be predicted by a comparison or contrast between the structures of the mother tongue and the target language. Then, appropriate steps could be taken to reduce those difficulties. (Corder,1975:201-03).

However, a language user has a set of cognitive structures acquired by some process of data-processing and hypothesis formation in which the making of errors is evidence of the learning process itself and probably not only inevitable but also necessary. So, it now became relevant to study the linguistic performance of a learner in detail in order to conclude from it the nature of the knowledge of that language and the process by which it is acquired. For this reason, one might be able to adapt the teaching methods and materials in order to make the process of the acquisition more easier. Also, a second language learner is seen as if he is constructing for himself a grammar of the target language on the basis of the linguistic data in the language to which he is exposed, and on the basis of the help that he receives from teaching. (Croder:ibid)

2.2 Sources, Causes, and Significance of EA:

As far as sources of errors are concerned, Richards(1974:37) mentions five sources of errors:

1-Language transfer.

2-Transfer of training.

3-Strategies of second language learning.

4-Strategies of second language communication.

5-Overgeneralization of the target language linguistic material.

Corder (1974:154) identifies three sources of errors:

1-Language Transfer.

2-Overgeneralization or analogy.

3-Methods or Materials used in teaching(teaching-induced error).

In addition, learning strategies, teaching techniques, different training procedures, individual differences of teaching and learners, folklore about the second language, text books, the age of bilingualism, that is, the period over which the second language has been used by the speech community to which the learners belongs, and the learner's sociolinguistic situation all seem to operate to make each learning situation different from the other and may be sources of errors as well. (Richards, 1974:190).

As for causes of errors, it is thought that the phenomenon of errors is caused by the cross-association of both the native language and the target language, the identification and establishing of the various independent interference factors of the native language, the learner's psychological processes of second language learning in terms of learning strategies. (ibid).

Also, errors occur primary as a result of the interference of the native language's habits into the learning process of the target language. This interference is believed to take place whenever the habit of the native language differ from those of the target language.(Ellis,1994:47-48).

Concerning the significance of errors and their analysis, it is believed that the analysis of learner errors had long been a part of language pedagogy. It also puts the teacher in a better position to decide how much time should be spent in teaching. Errors could also be significant in three ways. First of all, they provide the teacher with information about how much the learners have learnt; then provide him with evidence of the way of learning the language; and they serve as a means by which the learners finds out the rules of the target language. Each of these three ways has a significant role in the sense that the first way reflects the traditional role of error analysis, whereas the second one provides a new role which is of a primary interest to the target language researcher. As for the third way, it is important since it enables the researcher to shed light on the process of second language acquisition. (ibid:48).

The investigation of errors can be diagnostic and at the same time prognostic. It is diagnostic because it can tell us the learner's state of the language at a given point during the learning process, and prognostic because it can tell course organizers to change language learning materials on the basis of the learner's current problems. (Corder, 1967:19).

The analysis of language learner's errors is potentially important for the understanding of the purposes of second language acquisition, and consequently the planning of courses incorporating the psychology of second language learning. (Richards, 1974:189).

2.3 Steps of Error Analysis:

Corder (1974,cited in Ellis, 1994:48) suggests the following steps in EA:

1-Collection of a sample of learner language.

2-Identification of errors.

3-Description of errors.

4-Explanation of errors.

5-Evaluation of errors.

2.3.1 Collection of a sample of learner language:

This step represents the point from which the analysis of errors starts is deciding which samples of learners' language to be used in this analysis and how to collect these samples. There can be three types of samples: massive, specific, and incidental. A massive sample is the one which involves collecting several samples of language use from a large number of learners in order to form a comprehensive list of errors as a representative of the entire population. A specific sample of language use collected from a limited number of learners. As for an incidental sample, it involves only one sample of language use produced by a single learner. There are a variety of factors which influence learner's errors. For example, learners may make errors in speaking, but not in writing because of the involvement of different processing conditions. Also, learners of a certain language may make errors which learners of another language do not. (Ellis,1994:48).

2.3.2 Identification of errors:

Once language learners' errors have been collected, they have to be identified. For this reason, it is necessary to decide how these errors are formed, and how to recognize them, but this may be accompanied by the occurring of problems. In order to overcome such problems, there is a procedure which distinguishes three types of interpretation: normal, authoritative, and plausible. (ibid:52).

A normal interpretation occurs when the analyst is able to give a meaning to an utterance on the basis of the basis of the rules of the target language. An authoritative interpretation involves asking the learner to say meaning of the utterance in order to make an authoritative reconstruction. As for a plausible interpretation, we can get it by referring to the context in which the utterance is produced or by translating the sentence literally into the learner's native language. (Ellis:ibid).

2.3.3 Description of Errors:

The description of a learner's errors involves a comparison of the utterances he produces with a reconstruction of those utterances in the target language. Therefore, it requires attention to the surface properties of his utterances. However, it may be difficult to provide a satisfactory description of a second language learner's errors by quantifying the types of errors ha makes. (Ellis, 1994:55).

The description of errors, like their identification, is problematic. Even if the error itself can be easily identified, it is often problematic to determine what the error consist of. Foe instance, if a learner produces the following sentence:

(10) * *My name John*

There is no difficulty in reconstructing the target language version:

(11) *My name is John*

And so saying that "is" has been omitted. But it many cases, the description of the reconstruction of the target language version is problematic. For instance, if a learner produces the following sentence:

(12) * *I am worried in my mind*

It is not clear what constitutes the best reconstruction. One possibility is " I am feeling worried", and another possibility is " I have a problem on my mind". So even if the learners is available for consultation, it may not be possible to choose between these two reconstructions. However, the description of the error will obviously vary according to which reconstruction is finally chosen. (Ellis:ibid).

2.3.4 Explanation of Errors:

The explanation of errors is concerned with establishing their source, that is , accounting for why they were made. The source of errors may be psycholinguistic, sociolinguistic, or may exist in the discourse structure. Psycholinguistic sources concern the nature of the second language Knowledge system and the difficulties learners have in using it in production. Sociolinguistic sources involve such as the learner's ability to adjust their language in accordance with the social context. As for discourse sources, they involve problems in the organization of information into a coherent text. (Ellis,1994:57-63).

However, it is difficult to synthesize the results of attempts to explain errors in learner language. In addition, if clear explanatory statements about errors are often not possible, the value of error analysis as a tool for investigating second language acquisition is thrown into question. (ibid).

2.3.5 Evaluation of Errors:

The evaluation of errors involves a consideration of the effect that errors have on the addressee, that is, the judge. This effect can be measured either in terms of the addressee's comprehension of the learner's meaning, or in terms of the addressee's affective response to the errors. The studies of errors evaluation spread in the late 1970s and in the 1980s, and motivated quite explicitly by a desire to improve language pedagogy. The design of the studies of error

evaluation involves decision on who the addressees (the judges) will be, what errors they will be asked to judge, and how they will be asked to judge them. The judges can vary according to whether they are native speakers or non-native speakers, and also according to whether they are expert non-experts. Also, the judges may sometimes be asked to correct the errors and to give reason for why they judge some errors as especially problematic.(Ellis,1994:63).

So, just like the other aspects of error analysis, the evaluation of errors has a number of problems in the sense that it is not clear at all what criteria the judges use when they are asked to assess the seriousness, intelligibility, or acceptability of an error. Furthermore, the evaluation of error is influenced by the context in which they occur. Thus, the same error may be evaluated very differently depending on who made it and where; when and how it was made.(ibid:67)

2.4 Cohesion and Coherence

Cohesion is an element or a way by which we distinguish a written text or a conversation from a random list of sentences. Speakers and writers often provide internal cues of how the parts of certain text are linked together. One kind of such cues is made by putting what is familiar first, and what is less familiar later on within sentences. Another kind or category of cues are those that show how sentences are related to other sentences. This category of cues creates cohesion in a text.(Johnston, 2008:118).

Cohesive relationships within and between sentences in a text create texture which distinguishes the text from something that is not a text. These relationships are set up within a text where the interpretation of some element in the discourse depends on that of another. Also, a familiar type of explicitly marked cohesive relationships in the texts is indicated by formal markers such as: *and*, *but*, *so* and *then*. These markers relate what is about to be said to what has been said before. (Brown & Yule, 1983:191).

Cohesion can be thought of as all the grammatical and lexical links that link one part of a text to another. This includes the use of synonyms, lexical sets, pronouns, verb tenses, time references, grammatical reference, etc. For example, '*it*', '*neither*' and '*this*' all refer to an idea previously mentioned; '*first of all*', '*then*' and '*after that*' help to make sequence in a text; and ' *however*', '*in addition*' and ' *for instance*' link ideas and arguments in a text. (De Beaugrande & Dressler, 1994:84).

The analysis of the cohesive ties within a text gives the reader an idea about how writers form the structure of what they want to say. These ties may also be important factors in the reader's judgments on whether something is well written or not. In addition, it has been noted that the way of structuring cohesion devices differ from one language to anther and may be one of the sources of difficulty occurred in translating texts. Furthermore, cohesion by itself would not be enough to make reader able to understand or to make sense of what he reads. For this reason, it is quite easy to write a highly cohesive text having a lot of connections between its sentences, but it is difficult to interpret such a text because the interpretation of normal texts is not simply based on the connections between the words and there should be another factor which leads the reader to distinguish connected texts that make sense to him from those that do not. Such a factor is usually described as 'coherence'. (ibdi:126).

Coherence in linguistics is what makes a text semantically meaningful. It is especially dealt with in text linguistics and is achieved through syntactic features such as the use of deictic, anaphoric, and cataphoric elements as well as presuppositions and implications connected to general world knowledge. The purely linguistic elements that make a text coherent are described under the term cohesion. But these elements do not necessarily help achieve coherence. In other words, they do not always contribute to the meaningful form of a text whether it is written or spoken. A text is coherent only if the world around is also coherent. (De Beaugrande, 1996:112).

Coherence can be thought of as how meanings and sequences of ideas relate to each other. Typical examples would be the relation between a statement that is general and one that is particular; the relation between a problem and its solution; the relation between a question and how it is answered; and the relation between a claim and counter-claim. Also, we can think of coherence in accordance with how a text as a whole makes sense of the ideas it contains. So

coherence is how ideas relate to each other clearly and smoothly. Therefore, when sentences ideas, and details fit together clearly, the result will be the fact that the text is coherent, and reader can follow along easily when they read it. (ibid: 84).

Furthermore, coherence is a product of many different factors, which combine together to make every paragraph, every sentence, and every phrase in a text contribute to the meaning of the whole piece. Moreover, coherence in writing is much more difficult to perform than coherence in speech. This is because writers simply have no nonverbal clues to inform them whether their message is clear or not. Therefore, writers must take their patterns of coherence much more explicit and much more carefully planned. (Frohmann, 1994: 365).

2.5. Anaphora and Cataphora

An anaphoric expression is represented by a pro-form or some kind of deictic expression. In linguistics, it is an instance of an expression referring to another. Some linguists prefer to define anaphora generally to include all of the referential effects. Also anaphora generally refers to the way in which a word or phrase relates to other text. An anaphoric reference to something within a text that has been previously identified. For example:

(1)*Susan dropped the plate. It shattered loudly*

The word *it* refers to the phrase *the plate*. (Daniel, 2005:55).

Loos(2003:83) define anaphora as "coreference of one expression with its antecedent. The antecedent the information necessary for the expression's interpretation. This is often understood as an expression referring back to the antecedent. Further, the term " anaphora" is sometimes used to include both anaphora. When it is used in such a way, it becomes synonymous with endophora. For example:

(3) *A well-dressed man was speaking; he had a foreign accent*

In this sentence, the relationship between the pronoun he and the noun phrase *A well-dressed man* is an example of anaphora. (ibid).

As for cataphora, it is used in linguistics to describe an expression that co-refers with a later expression to the discourse. That is to say, the earlier expression refers to or describe a forward expression. Also, cataphora is a type of endophora and it is the opposite of anaphora. As a general rules, cataphoras are quite less common than anaphoras in all natural languages, and cataphoras that are not sentence- internal are typically very uncommon in informal conversational contexts. Cataphora is often used for rhetorical effect. It can build suspense and provide a description. Sometimes it used in subordinate clauses within a sentence. Consider the following example:

(4) *If you want some, here's some parmesan cheese*

(5) *After he had received his orders, the soldier left the barracks*

In the following example:

(6) *A little girl, Jessica, was playing on the swings*

Cataphora is used to provide a description in advance of a name.(Howard & Juan, 1988: 113).

Also, in linguistics, cataphora is the use of a pronoun or other linguistic unit before the noun phrase to which it prefers, In the sentence:

(7) *If she wants to, Nora can be charming*

The pronoun *she* is cataphoric because it substitutes for its antecedent *Nora.* This sentence shows cataphoric ellipsis, since she wants to as understood as "*She wants to be charming*". Moreover, cataphora is less common than *anaphora*, in which the reference is backwards to a preceding part of the text, and in broad terms, anaphora implies cataphora. In the following example:

(8) *Here is the 9 o'clock news*

The use of *here* cataphoric. In such a kind of cataphora, a word in a sentence refers forward to something which will be expressed (Jeffrey, 1987:341).

A sentence such as:

(9) *I will tell you this secret because you kept that other ones so faithfully*

Contains both cataphoric and anaphoric references. It is such in the sense that the first part of the sentence *I will tell you this secret* is a forward or cataphoric reference, and the second part *because you kept that other one* is a back or anaphoric reference. (Quirk & Greenbaum, 1973:107).

3. Methodology
3.1 Corpus of the Study

This qualitative study focuses on the errors of written discourse committed by Iraqi EFL learners at undergraduate level, and suggests error remedies. The corpus consists of twenty essays written by the University of Anbar students - Department of English – 3rd stage. To analyze authentic data, the researchers selected randomly twenty essays from a monthly exam papers of a course in essay writing for the academic year 2019/2020, the 1st.semester.

3.2 Procedure

The twenty essays selected were read many times in order to identify the types of errors committed by students. Errors are classified following the five steps of EA specified by Corder (1974). They are:

1-Collection of a sample of learner language.
2-Identification of errors.
3-Description of errors.
4-Explanation of errors.
5-Evaluation of errors.

3.3 Data Analysis

The major source of data used to find answers to the research questions is the written essays of a monthly exam performed by EFL learners. The topics given in the essay is descriptive. Errors are classified following the five steps of EA specified by Corder (1974) mentioned above.

4 Findings and discussions
4.1 Lexical Errors:

Lexical errors are such as spelling mistakes. In the samples, there were 106 spelling mistakes. The mistakes were in various words but at the same time, there were words that seemed to be problematic for the students. This is due to the fact that there might be less emphasis on writing skill in the last stages of learning- primary and secondary stages. For instance, the following five words were written in different wrong ways:

attention: attention, ettention
because: because, becoas, becous, because
difficult: difflcult, difficult, difficult
people: people, peoples, people
problem: problem, problem, broplem

4.2 Syntactic Errors

Syntactic errors are grammatical errors such as ungrammatical sentences, lack of using the third person singular-s, lack of using punctuation marks and capital letters and so on. In the sample, there were 70 syntactic errors: 26 ungrammatical sentences, 24 cases lacking the use of the third person singular-s, and 20 cases lacking the use of punctuation marks and capital letters. This might be ascribed to the lack of emphasis on writing composition since training on writing composition leads to reinforcing learning habits. Further, less concentration on speaking might lead to forgetting syntactic rules.

The following are some examples of the ungrammatical sentences:

*The life is don't empty from problems.

*I feel very tired and sick.

*We front in the our life many problems and difficulties without limited.

The following are some examples of the cases which lacked the use of the third person singular-s:

Every person in his life <u>pass</u> with bad condition

... the future need ...

... he live alone...

The following are some examples of the cases which lacked the use of punctuation marks and capital letters:

... Our minds. and be	(the letter "a" is not capitalized)
When the man lost his temper he picked...	(there is no comma)
...and lost himself and the others with him	(there is no full stop)
... he couldn't change ...	(there is no apostrophe)
My lecture starts at 9 o'clock ...	(a comma is put instead of an

apostrophe).

4.3 Semantic Errors:

Semantic errors are, for example, sentences which are grammatically correct, but as far as meaning is concerned, they are not. In the samples, there were 4 cases of semantic errors:

... the car was suffering from many problems.

...in this ugly morning, the weather was very miserable.

...some lectures become heavy.

...tired day.

4.4 Literal Translation:

Some were thinking in Arabic and writing in English. In the samples, there were ***16*** cases of literal translation and the following are some examples:

We should wise our minds...

... controlled on him the evil...

He couldn't survive his life from the problems which suffered them in his mind.

When I wake up from my bed...

4.5 Redundancy and Repetition:

They involve the repetition of word, sentences, or even ideas in writing. In the samples, there were 24 cases of redundancy and repetition. This also might be attributed to thinking in Arabic. The following are some examples:

... this person he was...

... the past will never change because this past this go and will never to come.

...the poor life and the suffering life and bad life...

... many people they didn't ....

4.6 Cohesive and Coherent Errors:

In the samples, there were 22 cohesive and coherent errors. Thinking in the mother tongue(Arabic) and the lack of composition training might lead to such errors. The following are some examples:

We meet us in our past may be we make many falses in our life.

...he kill his wife but if her wife and he hidden the biddy...

... also the way to my college is very far so, I came late to the university...

4.7 Anaphoric and Cataphoric Errors:

In the samples, there were 12 anaphoric and cataphoric errors, For these errors, the same reasons mentioned above in (3.6) might also be the same. The following are some examples:

I started to read to my exam and we took first lecture.

But we can see the upside down in the Black Cat. This person he was...

... and be hard in our working to get the thing who wants it.

4.8 Wordiness (the Use of Clichés):

In the samples, there were 14 errors of this kind. Thinking in ready-made cliches might lead to inappropriate use of some words which leads to cohesive and coherent errors. The following are some examples:

Every morning I'm always wake up in 6:00 morning.

After that when I return to my home...

... and after when he death...

... so that I found difficulty in attending the lecture.

... so that it was very hard day.

Following, is a table of the error percentages which summarizes the types of errors committed by the students:

Table (1) error percentages of Iraqi EFL learners

Item	No.of Errors	Percentage of Errors
Lexical Errors	106	39,50%
Syntactic Errors	70	26,15%
Semantic Errors	4	1,50%
Literal Translation	16	6%
Redundancy & Repetition	24	9%
Cohesive & Coherent Errors	22	8,20%
Anaphoric & Cataphoric Errors	12	4,40%
Wordness (the use of Cliches)	14	5,25%
Total	268	100%

5. Conclusion:

As matter of fact, it can be said that learning a foreign language is usually accompanied by committing errors of different kinds by the learners. In addition, the learners in the process of learning may improve themselves and get rid of committing errors, or the errors may be developed little by till they extent in which they tend to be something deep-rooted.

Anyhow, the first result of this paper is that Iraqi Arabic students of the English Department at AL-Anbar University commit lexical and syntactic errors much more than other types of errors and this is according to the samples dealt with in this paper.

The second result is that these students face certain difficulties and problems in learning and acquiring English as a second language. One of the reasons behind such cases is that most of these students do not have the basic background knowledge which has to be learned and acquired during the years of study in the secondary school. Another reason is that most of these students do not even have the desire to learn or to study English which is now considered a formal means of communication all over the world.

The third result of this paper is the familiar and usual habit followed by most of these students: they mostly have good ideas but fail to express them in writing because these students usually think in Arabic and write in English.

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تحليل أخطاء الخطاب المكتوب من قبل المتعلمين العراقيين للغة الإنجليزية كلغة أجنبية

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ملخص

تهدف هذه الدراسة النوعية إلى تحليل أخطاء الخطاب المكتوب التي يرتكبها متعلمو اللغة الإنجليزية العراقيين بوصفها لغة أجنبية، واقتراح علاجات الأخطاء. تم اختيار عشرين مقالة كتبها طلاب جامعة الأنبار -قسم اللغة الإنجليزية -المرحلة الثالثة، لإظهار الأخطاء وتحقيقاً لهذا الهدف، فقد اعتمدت الدراسة خطوات كوردر 1974 كنموذج لتحليل الأخطاء. أوضحت النتائج أن أخطاء الخطاب المكتوب ترتكب بسبب صعوبات تعلم اللغة الإنجليزية كلغة أجنبية، والتداخل بين اللغة الأم واللغة المكتسبة،اذ يكشف تكرار الأخطاء أن متعلمي اللغة الإنجليزية كلغة أجنبية من العراقيين ارتكبوا أخطاء معجمية، ونحوية أكثر بكثير من أنواع الأخطاء الأخرى.

الكلمـات الدالـة: الخطاب المكتوب، تحليل الأخطاء، المتعلمين العراقيين للغة الإنجليزية كلغة أجنبية، النص.