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Written Grammatical Errors of Turkish Adult Learners of English: An Analysis[1]

İngilizce Öğrenen Yetişkin Türk Öğrencilerin Yazılı Dilbilgisi Hatalarının Bir Analizi

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Öz

Her tür öğrenmede olduğu gibi dil öğreniminde de hata yapılır ve hata yapmak dil öğrenmede doğal bir süreçtir. Araştırmalar kendi ana dilimizi öğrenirken bile sayısız hatayaptığımızı ortaya koymuştur. Buna benzer bir şekilde yabancı dildeki kuralları ve yapıları öğrenirken hata yapmamız kaçınılmazdır. Bu bağlamda, bu çalışma Anadolu Üniversitesi İngilizce öğretmenliği 2. Sınıf öğrencilerin yaptıkları yazılı dil bilgisi hatalarını incelemek amacıyla gerçekleştirilmiştir. Çalışmada öncelikle ilgili alanyazın taraması yapılmıştır. Çalışmada verilerin toplanabilmesi ve analiz edilebilmesi için hem betimsel hem de nitel araştırma yöntemleri kullanılmıştır. Öğrencilerden daha once izledikleri bir video hakkında öyküleyici tarzda kompozisyon yazmaları istenmiş ve 3 puanlayıcı tarafından bütün dilbilgisi hataları tek tek analiz edilmiştir. Bütün dilbilgisi hataları bulunduktan sonra, ortak görüşe varılarak hatalar sınıflandırılmıştır. Çalışmanın odak noktası dilbilgisi hataları olduğu için, hataların sınıflandırılmasında ICLE/Louvain hata taksonomisi (Diaz-Negrillo& Fernandez-Dominguez, 2006) kısmen kullanılmıştır. Bu çalışmada edat hatalarının İngilizce öğrenen Türkler tarafından en sık yapılan hata türü olduğu belirlenmiş ve sırasıyla fiil hataları, tanımlık hataları, kelime grubu hataları ve zamir hatalarının da yapıldığı saptanmıştır. Literatür göz önüne alındığında, öğrencilerin dilbilgis ihatalarının nedeni anadilden olumsuz transfer ve öğrencilerin gelişimsel süreçleri olduğu düşünülmektedir.

Anahtarkelimeler: dilbilgisi hataları, öyküleyici anlatım, Türk öğrenciler

Abstract

Making errors is a natural process of language learning. As in all kind of learning, language learning also involves making errors. Research has shown that even in the first language acquisition process, children make countless errors. Similarly, adult learners of English will inevitably make errors until they have mastered the rules of target language. In this respect, this study was conducted to examine written grammatical errors of 2nd year Turkish students majoring in English Language Teaching at

Anadolu University. First, related literature has been reviewed in the study. Both descriptive and qualitative research design has been used in order to collect data to be analyzed. The students were asked to write a narrative essay about a video they had watched. All the essays were analyzed one by one to identify all the grammatical errors of the students by three inter-raters. The raters identified grammatical errors manually and reached on a consensus in the categorization process. The only concern of the study was to analyze grammatical errors; this is why, ICLE/ Louvain Taxonomy of Errors (Diaz-Negrillo& Fernandez-Dominguez, 2006) was used partly in the categorization of the errors. The study reported that preposition errors were the most common grammatical errors among Turkish learners of English followed by respectively verb errors, article errors, word class errors, pronoun errors and others. In the light of previous literature, the findings indicate that interference effect and developmental process might have been the reason for the grammatical errors.

Keywords:grammatical errors, narrative essays, Turkish students

INTRODUCTION

"Note how often the errors students make with verbs, no matter how peculiar they may sound to a teacher, are the result not of carelessness or irrationality but of thinking. Part of the task of helping such students master the formal verb system therefore depends upon being able to trace the line of reasoning that has led to erroneous choices rather than upon unloading on the student's memory an indifferent bulk of information about verbs only part of which relates to his difficulties"

Mina P. Shaughnessy

As in all kind of learning, language learning also involves making errors. Making errors is a natural process of language learning. Research has shown that even in the first language acquisition process, children make countless errors. Similarly, adult learners of English will inevitably make errors until they have mastered the rules of target language. However, errors should be identified before they get fossilized. This is why, analyzing errors will provide a deep insight into understanding language learning process. Corder (1981) stated the significance of errors as "A learner's errors, provide evidence of the system of the language that he is using (i.e. has learnt) at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system)". Hence, error analysis will help teachers, and researchers understand the wrong system the learner use and provide opportunities to correct them. Richards andSchmidt (1992) indicated that "the studies regarding errors are carried out in order to (a) identify strategies which learners use in language teaching, (b) identify the causes of learner errors, and (c) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials" (p. 184). Thus, it can be deduced that language learning and teaching cannot be conceived without the findings of error analysis.

DeKeyser (2005) stated that "It appears that at least three factors are involved in determining grammatical difficulty: complexity of form, complexity of meaning, and complexity of the form-meaning relationship". So learning a new and completely different system may be difficult. Yalçın (2010) reports that "What they (foreign language learners) generally cannot utter overtly but genuinely feel its difficulty is most probably in the production of accurate and acceptable sentences." There is nothing more usual than making grammatical errors while learning a new system. This is why, the objective of present study is to analyze

grammatical errors made by Turkish adult learners of English studying at Anadolu University. After the errors have been identified, they will be classified as article errors, adjective errors, adverb errors, noun errors, preposition errors, pronoun errors, verb errors and word class errors. This paper seeks answers for the following questions:

1. What kind of grammatical errors are produced by Turkish speaking ELT students in their English narrative essays?
2. Is there a significant difference in the grammatical errors of students in terms of error type?

Present study is an attempt to provide an overview about the most common grammatical errors made by adult Turkish learners of English. Result of present study revealing the most common grammatical errors will inform teachers about the errors and help them to take some precautions for them. As stated by Corder (1981) "errors tell him (teacher), if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn" (p. 11). Besides, there isn't much study concerning learners' grammatical errors in Turkish context.

LITERATURE REVIEW

Error has been defined differently many times by many researchers. Richards andSchmidt (1992) defined error as (in the speech or writing of a second or foreign language learner), the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Another definition made by Dulay, Burt and Krashen (1982) "the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance" (p. 138).

Here, there should be made a distinction between error and mistake. Although these two terms are used interchangeably in daily conversations, they are quite different from each other. Corder (1973) makes a distinction between systematic and non-systematic errors which refers to lack of performance or mistake resulting from memory lapses, physical states such as tiredness, and psychological conditions such as strong emotion and mistakes are of no significance to the process of language learning. On the other hand systematic errors are errors which result from lack of knowledge and competence. They are significant and worth studying because they reveal the learning deficiency. Brown (2007) has also provided his view upon distinguishing errors and mistakes. According to Brown, all native speakers make mistakes what he calls 'performance lapse'. The key difference between errors and mistakes is mistakes can be self-corrected. Brown explains that a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. An error...reflects the competence of the learner while mistakes can be self-corrected, an error cannot be self-corrected (p.257).

Error analysis researches have shown that there are many different types of error in literature. One of the main distinctions was made by Gass and Selinker. The researchers (1994) report that there are two main types of errors within an error analysis framework: interlingual and intralingual. Interlingual errors are those which can be attributed to the Native Language (NL)Intralingual errors are those that are due to the language being

learned, independent of NL (p. 103). So interlingual errors result from the negative effect of NL, on the other hand, intralingual errors originate from the target language itself.

Burt (1975) classified errors as global and local. Global errors affect overall sentence organization and significantly hinder communication such as wrong word order, missing, wrong, or misplace sentence connectors. On the other hand, local errors are those which only affect single elements in a sentence and do not usually hinder communication such as errors in noun, verb inflection, and article.

Richards (1971) distinguishes three error types:

I. *The interference errors* are those caused by the influence of the learner's mother tongue on his production of the target language in presumably those areas where the languages clearly differ.
II. *The intralingual errors* are those originating within the structure of English itself. Complex rule-learning behavior is typically characterized by overgeneralization, incomplete application of rules, and failure to learn conditions for rule application.
III. *The developmental errors* reflect the strategies by which the learner acquires the language. These errors show that the learner -oftentimes completely independent of his native language- is making false hypotheses about the target language based on limited exposure to it (p.2-3).

Grammatical Errors

The term 'grammatical'was defined by Richards andSchmidt (1992) as a phrase, clause, or sentence which is acceptable because it follows the rules of a grammar. The phrases, clauses, or sentences which break the rules of grammar can be called as grammatical errors. In order to find out the most frequent error types, Izumi, Uchimoto and Isahara (2005) designed an error tag set only for "morphological, grammatical, and lexical errors, which are easy to categorize compared to other types of errors such as discourse errors." (p. 75). Beside error tagging set, the researchers asked a native speaker of English to correct raw learner data including 15 interviews consisting of 17,068 words from NICT JLE (Japanese Learner of English) Corpus. The researchers reported that grammatical errors with 429 out of 959 are the most frequent type followed by lexical errors (407). Most of the grammatical errors were local errors- not interfering with understanding- such as subject verb disagreement or article errors.

A study introducing the technique of computer error analysis by Dagneaux, Dennes and Granger (1998) analyzed 150,000-word corpus of English written by French speaking learners of intermediate and advanced levels. Half of the data was taken from ICLE (International Corpus of Learner English) written by advanced level of English learners and the other half was generated by intermediate level of English learners of French. The result demonstrated that grammatical errors are the most frequent error type (32%) followed by lexical errors (30%) and the difference between advanced and intermediate level was very little. Of all the grammatical errors, subcategories such as article (27%), pronoun (24%) and verbs are the most frequent ones.

Darus and Subramaniam (2009) in their research intended to find the types of errors made by four-year students in their writings. They reported that errors that participants committed

were basically grammatical. The result showed that six most common errors that the students made were in singular/plural form, verb tense, word choice, preposition, subject-verb agreement, and word order.

A similar study conducted on undergraduate students by Jayasundara and Premarathna in 2011 revealed that of all types of errors such as grammatical, orthographic, syntactic, and lexical; with 42% grammatical errors were the most common error type.

In terms of type and frequency of syntactic errors, Yalçın (2010) in her PhD dissertation conducted a cross sectional study to identify syntactic errors made by Turkish ELT students in their English argumentative essays. The study was conducted on 34 participants -17 first year and 17 third year students studying at Anadolu University to find out whether the errors show any difference according to the year level and error type. The result showed that the most frequent error type students made with 31.4% article error followed by verb (25%), noun (16,6%), pronouns (12,8%) and others (14.2). The frequencies of article use and verb use errors were statistically different from the remaining error types. However, there was no significant difference between the two-year-level on the basis of error frequency. She also reported that the students' target language productions seem to be partly influenced by their native language, namely Turkish.

Study of Abushibab, El-Omari, and Tobat (2011) analyzed writings of 62 second year undergraduate university students studying at the English literature and translation and found that the most common grammatical errors made by the students were proposition error, followed by respectively: morphological errors, articles, verbs, active and passive and tenses.

In order to ascertain the most frequent errors and variability and frequency of preposition errors of students' descriptive essays Jimenez-Katalan (1996) conducted a study on 3rd year students of English as a foreign language from three Spanish state secondary schools and she analyzed a corpus of 290 essays. The researcher indicated that out of 3427 errors, preposition errors with 645 were the most frequent one followed by substitution of noun, substitution of verb tense and substitution of verb.

Aim of the study

Research has shown that even in the first language acquisition process, children make countless errors. Similarly, adult learners of English will inevitably make errors until they have mastered the rules of target language. The main aim of this study is to examine written grammatical errors of 2nd year Turkish students majoring in English Language Teaching at Anadolu University, Faculty of Education.

THE METHOD

In order to collect the necessary data tı be analyzed both descriptive and qualitative research design has been applied. Integrating descriptive and qualitative research under one umbrella, qualitative descriptive research is generally known as case studies. The main of this kind of research is to improve practice and a cause/effect relationship between behavior and outcome.

Participants

The participants of the study were 15 second year students studying at Anadolu University, Department of English Language Teaching. The students had a proficiency exam before coming to the faculty, so they have similar background and linguistic knowledge. All the students had writing class at their first year; therefore, they know how to write different kinds of essays. Hence, students were asked to write a narrative essay. The emphasis of the research is on the grammatical structures of sentences; therefore, a single text type – narration- on a single topic was chosen deliberately to form homogeneous data.

Data Collection and Analysis

Students watched a video titled 'Mr. Bean in love' and they were asked to write a narrative essay no less than 200 words about the video. In order to create a learner corpus, all the essays were typed into computer files. 15 narrative essays of the students consisting of 4921 words were copied and submitted to another component researcher to provide inter-rater reliability. Both researchers analyzed the papers and identified grammatical errors. In order to calculate inter-rater reliability, coefficient correlation was run and the result was 0.94, significant at $p < 0.1$ level, which means there is a high inter-rater reliability between the researchers. The table 1 below gives the data used in this study.

Table 1. The Data Used in the Study

Number of Narrative Essays	15
Total number of words in essays	4921
Mean number of words per essay	328.066

Materials & Procedure

In order to find out the frequency of the grammatical errors, each error was counted manually. Every error was recorded only once from each participant even if it reoccurred. For example, if a participant made the same grammatical errors over and over again, only one of them was counted.

After identifying the errors, the researchers established a consensus on categorization process of grammatical errors, and ICLE/ Louvain Taxonomy of Errors (Diaz-Negrillo& Fernandez-Dominguez, 2006) was used in the categorization of errors. The only concern of the research was to analyze grammatical errors; for this reason, the other error types such as lexis, register, style situated in Louvain Taxonomy of Errors were disregarded.

Table 2. ICLE/ Louvain Taxonomy of Errors

| G Grammar	A	Articles
	ADJCS	Adjectives, comparative/superlative
	ADJN	Adjectives, number
	ADJO	Adjectives, order
	ADVO	Adverbs, order
	NC	Nouns, case
	NN	Nouns, numbers
	P	Pronouns
	VAUX	Verbs, auxiliaries
	VM	Verbs, morphology
	VN	Verbs, numbers
	VNF	Verbs, non-finite/finite
	VT	Verbs, tense
	VV	Verbs, voice
	WC	Word class

(Andersen, 2011; p. 126)

Grammatical errors were grouped as article errors, adjective errors, adverb errors, noun errors, pronoun errors, verb errors, and word class errors. The Table 2 above shows the error categories. Based on the observations and previous experiences, preposition errors were predicted to be one of the most frequent error type, so apart from the mentioned categories, preposition errors were grouped as an additional category which was situated in the lexico-grammar part of the *Louvain taxonomy of errors*.

THE RESULTS

After the analysis of all the papers, researchers found a total of 224 grammatical errors. Mean number of errors per essay was 14.93. When the errors were categorized, preposition errors with 69 tokens were the most frequent error type in students' papers (30,8%). The table 3 below shows the frequency and percentage of all the error types. Verb errors were found to be the second most frequent error type in the data analysis (56 tokens, 25%).

Table 3. Frequency and Percentage of Grammatical Errors
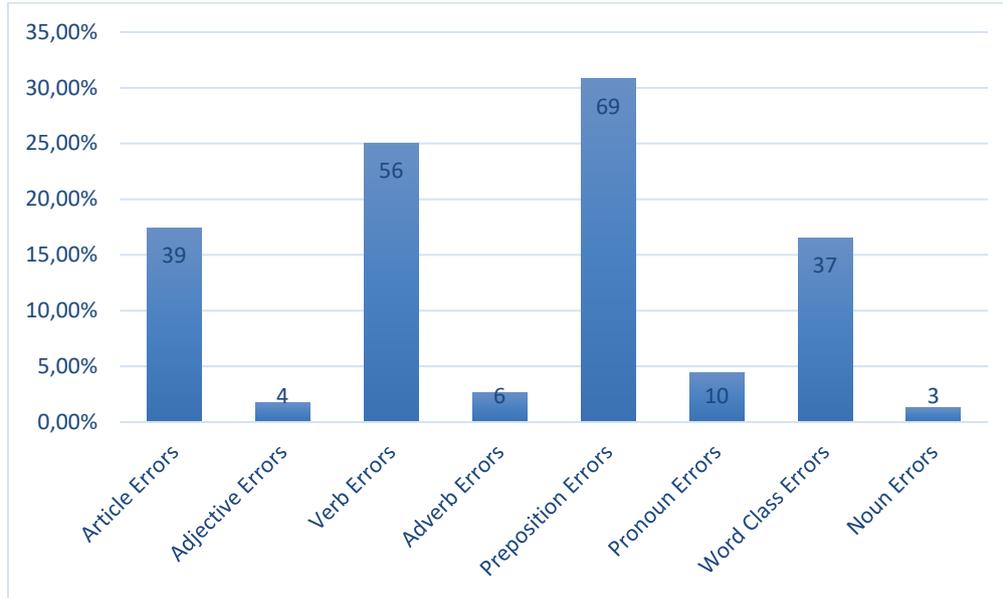
The Table 3 above shows that subsequently article errors (17, 41%), word class errors (16,51%), and pronoun errors (4.46%) followed the most frequent two error types; preposition errors and verb errors. Preposition errors and verb errors together account for 55.80% of all the data. Based on the findings, more than half of the students' errors were preposition and verb errors.

Preposition Errors

This category was found to be the most frequent and problematic error type for the learners. Most students overused, misused or omitted prepositions in their essays. Some examples of this error type are as follows:

1. Mr. Bean was listening music in his room. *
2. Mr. Bean looks her admiringly.*
3. Mr. Bean is in love to the Roxy.*

In the first and second sentences, the students omitted prepositions. In the third sentence, they simply misused preposition. The concern of this research was not to look for sources of grammatical errors; however, it can be inferred from the sentences above, first language interferes with the second language. In Turkish, the verbs listen and look don't require any preposition, as a result of this fact students seem to directly transfer their L1 knowledge while producing sentences in their target language.

Verb Errors

Second most frequent error type in the students' essays was verb errors. This category has sub-categories such as auxiliary errors, subject-verb agreement errors, non-finite/finite and

tense errors. In this category students generally made tense errors and subject verb agreement errors. Most of the students didn't use '-s' in simple present tense for the third singular pronoun. The examples of the errors are as follow:

1. While he falling, he hits the bottles and drops them.*
2. Guard throw away Bean from Roxy.*
3. After concert begin, he accidentally entered to the stage and gave his pencil to her.*

As seen, in the first example, student didn't use auxiliary with the verb. The second one is an example of subject verb agreement. In the third one, students made a tense errors. The students who made different subcategories of verb errors had also the correct usage of the same verbs, which may mean that students don't know the rules or even if they knew the rules, they didn't internalize them.

Article Errors

In the students' essays the third most common error type found to be article errors. The students didn't use the articles in the necessary places or they misused them. Some examples of article errors are as follow:

1. He went to concert place.*
2. This man is in love with Roxy, famous singer.*
3. Roxy gets off the car and kisses the Bean.*

In the first example, although the word 'concert' was mentioned many times, student didn't use the definite article to specify the word 'concert'. In the second one, although the phrase '*famous singer*' undefined, uncertain, the student didn't use the article *'a'*. The last example shows a misusage of definite article. Students don't know the rule proper names don't take definite article. In Turkish, there is no word for definite article and only context helps us understand if the mentioned noun is definite or not. Therefore, students may transfer their native language when writing in English.

Word Class Errors

This error classification here not only includes word class, but also word order, and inappropriate choice of words. Considering the subcategories, the most frequent word class error students committed was inappropriate choice of words. The reason for that may be, as in the proposition errors, negative effect of Turkish. Although some words stated by the srudentsmay sound appropriate in Turkish, they may sound unnatural in English. Some examples of word class errors are as follow:

1. Mr. Bean makes a brainstorming and decides to use this trick to reach to his love.*
2. And, guard's attention is broken.*
3. He gets very sorry.*

The examples above show that, students don't know how to use some of the words and the first language seems to interfere with the second language writing. These kinds of inappropriate choices create an unnatural language. According to Bhela (1999), while writing or speaking in the target language, foreign language learners tend to rely on their native

language structures to produce response. Similarly, Turkish learners of English made word class errors due to direct translation from Turkish to English.

Other Types of Errors

The frequency of pronoun errors, adjective errors, adverb errors, and noun errors weren't frequent compared to article, preposition, verb, and word class errors. The reason of this was lack of variability in students' essays. Students didn't use various adjectives, adverbs and nouns and they preferred to use simple sentences. Some of the examples of these types of errors are as follow:

1. While Mr. Bean is dancing, Roxy comes there and gives him a kiss and cleans *it* with a wipe.* *unclear reference of pronoun*
2. He feels so happy but when he realized that he couldn't take a signature *still*, he feels so bad.* *an adverb error.*
3. The guard comes and kicks *his* out.* *object pronoun & possessive pronoun*

The errors here may be accepted as developmental errors because students didn't use appropriate words in the appropriate places and there isn't any evidence that these errors be interlingual errors. These types of errors may be originated from the lack of linguistic knowledge.

CONCLUSION, IMPLICATIONS

The findings of the study presented that students don't have enough linguistic knowledge especially on preposition, verbs, and articles. They need to improve their linguistic skill on mentioned areas. Yalçın (2010) reported that "the learners seem to be in need of developing their awareness of the use of an article with a noun phrase when its referent is mentioned for the first time or for subsequent times in the text.", which is also suggested in the present study.

Another important conclusion of the study is about the negative transfer of students' native language. Although it was not the concern of the study, it can be inferred that students' native language, namely Turkish, affects their target language production. Preposition errors showed that the students didn't use prepositions in their English essays for the verbs which don't require preposition in Turkish equivalent.

The reason why students don't have many adjective, adverb, and noun errors was the lack of variability in vocabulary in students' essays. Students use the same adjectives and adverbs frequently. This lack of diversity may result from students' weak vocabulary knowledge. Students should improve their vocabulary knowledge and the diversity of vocabularies they use in their writings.

LIMITATION AND FURTHER STUDIES

In this study all the errors were identified and counted manually. Although two researchers identified and counted the errors with a high inter-rater reliability, none of the researchers

were native speakers of English. It may cause a researcher bias, so using computer error tagging manuals would provide more objective results for the study.

This study shed light on students' linguistic process of learning and their grammatical knowledge. In the essays of the students, some of the sentences were grammatically correct; however, they are unnatural. So, the results indicated here only mechanical. Asking a native speaker to analyze the errors and getting his help about discourse errors would make this study more qualified one.

It is suggested for those who are interested in error analysis to do the same study in a cross-sectional way. The number of errors from different language level or from different language background can be compared and it can be stated whether there is a significant difference between low and high or from different linguistic background language learners in terms of grammatical errors.

Comparing the same students' spoken and written grammatical errors would be another research option for those interested in error analysis.

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UZUN ÖZET

Her tür öğrenmede olduğu gibi dil öğreniminde de hata yapılır ve hata yapmak dil öğrenmede doğal bir süreçtir. Araştırmalar kendi anadilimizi öğrenirken bile sayısız hata yaptığımızı ortaya koymuştur. Buna benzer bir şekilde yabancı dildeki kuralları ve yapıları öğrenirken hata yapmamız kaçınılmazdır. Ancak öğrencilerimizin yaptığı hatalar alışkanlık haline gelmeden belirlenmelidir. Bu yüzden hata analizi çalışmaları dil öğrenme sürecini daha iyi kavramamızı sağlarlar. Hata analizleri, öğretmenlere ve araştırmacılara öğrencilerin kullandığı yanlış dil sistematiğini ortaya çıkarmada yardımcı olur ve hataların düzeltilmesi konusunda onlara fırsat sağlar. Richards ve Schmidt'e göre (1992) hata analizi çalışmlları dil öğrenme sürecinde öğrencilerin kullandığı öğrenme stratejilerini belirlemek, öğrencilerin yaptığı hataların nedenlerini belirlemek ve dil öğrenme sürecinde öğrencilerin karşılaştığı ortak güçllükleri belirlemeye ve öğrenme materyallerini bu yönde geliştirmeye yardımcı olmak için yürütülür (s.184). Böylece, dil öğretme ve öğrenme sürecini hata analizi çalışmaları bulgularından ayrı düşünülemez.

Bu bağlamda, buçalışma İngilizce öğretmenliği 2. Sınıf öğrencilerin yaptıkları yazılı dilbilgisi hatalarını incelemek amacıyla gerçekleştirilmiştir. DeKeyser (2005) dilbilgginin zorluğunu belirlemede en az üç faktörden bahsetmiştir: yapının karmaşıklığı, anlamın karmaşıklığı, yapı ve anlam arasındaki ilişki. Böylece; tamamen farklı ve yeni bir sistemi öğrenmek öğrenciler için zor gelebilir. Tamamen farklı ve yeni bir sistemi öğrenirken öğrencilerin hata yapması kadar doğal birşey olamaz. Bu bağlamda bu çalışmanın amacı Anadolu Üniversitesi İngilizce öğretmenliği 2. Sınıf Türk öğrencilerinin yaptığı dilbilgisi hatalarının analizini yapmaktır. Öğrencilerin yaptığı hatalar belirlendikten sonra, bu hatalar tanımlık, sıfat, zarf, isim, edat, zamir, fiil ve sözcük grubu hataları şeklinde sınıflanmıştır. Bu çalışma aşağıdaki sorulara cevap aramaktadır:

1. İngilizce öğretmenliği öğrencilerinin yazdıkları öyküleme metinlerinde en sık yaptığı dilbilgisi hata türleri nelerdir?
2. Öğrencilerin yaptığı dilbilgisi hatalarında hata türüne gore anlamlı bir farklılık var mı?

YÖNTEM

Çalışmada öncelikle ilgili alanyazın taraması yapılmıştır. Çalışmada verilerin toplanabilmesi ve analiz edilebilmesi için hem betimsel hem de nitel araştırma yöntemleri kullanılmıştır.

Bu çalışmaya Anadolu Üniversitesi İngilizce Öğretmenliği bölümünde okuyan 15 Türk öğrenci katılmıştır. Bu öğrenciler fakülteye gelmeden once yeterlilik sınavına girmiş

olduklarından ve birinci sınıfta yazma dersini aldıklarından benzer dilbilgisi düzeyine sahipler ve farklı türde metinler yazabilirler. Bu çalışmanın odak noktası öğrencilerin yaptığı dilbilgisel hataları bulmak olduğundan tek konu ve tek metin türü tercih edilmiştir; böylece homojen very elde edilmeye hedeflenmiştir. Öğrencilerden daha once izledikleri bir video hakkında öyküleyici tarzda kompozisyon yazmaları istenmiş ve 2 puanlayıcı tarafından bütün dilbilgisi hataları tek tek analiz edilmiştir. Puanlayıcılar arasındaki güvenilirlik katsayısı 0.94 olarak bulunmuştur. Bütün dilbilgisi hataları bulunduktan sonra, ortak görüşe varılarak hatalar sınıflandırılmıştır. Çalışmanın odak noktası dilbilgisi hataları olduğu için, hataların sınıflandırılmasında ICLE/Louvain hata taksonomisi (Diaz-Negrillo& Fernandez-Dominguez, 2006) kısmen kullanılmıştır.

SONUÇ ve TARTIŞMA

Bu çalışma edat hatalarının İngilizce öğrenen Türkler tarafından en sık yapılan hata türü olduğunu ortaya çıkarmıştır. Edat hatalarını sırasıyla fiil hataları, tanımlık hataları, sözcük grubu hataları ve zamir hataları izlediği saptanmıştır. Bu çalışma İngilizce öğretmenliği öğrencilerinin yeteri düzeyde dilbilgisine sahip olmadığını da ortaya çıkarmıştır. Literatür göz önüne alındığında, öğrencilerin dilbilgisi hatalarının nedeni ana dilden negatif transfer ve öğrencilerin gelişimsel süreçleri olduğu düşünülmektedir. Bu çalışmada öğrencilerin İngilizce metinlerinde edat gerektiren fiillerle edatları kullanmadığı ortaya çıkmış ve bunun da Türkçeden doğrudan transfer olduğu düşünülmektedir. Öğrencilerin sıfat, zarf ve isim hatalarını sınırlı sayıda yapmalarının nedeni olarak da metinlerde bu türlerin çeşitliğinin az olması düşünülmektedir. Bu türlerin çeşitliğinin az olması da öğrencilerin sınırlı sözcük bilgisine sahip olduğu sonucunu ortaya çıkarmaktadır.