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ERRORS IN USING PAST TENSE FORMS IN WRITING ESSAYS AMONG KURDISH UNIVERSITY LEARNERS OF ENGLISH

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UNIVERSITI PENDIDIKAN SULTAN IDRIS
2013

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THESIS SUBMITTED IN FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
(MASTER BY MIXED MODE)

FACULTY OF LANGUAGES AND COMMUNICATION
UNIVERSITI PENDIDIKAN SULTAN IDRIS

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DECLARATION

I hereby declare that the work in this thesis is own except for quotation and summaries which have been duly acknowledged.

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DEDICATION

I dedicate this study to the soul of my dear father, who could not see my effort and graduation. May Allah bless his soul.

I dedicate this study to my dear family, who supported me in all my life and gave me the opportunity to study in Malaysia.

I dedicate this study to all my friends in Kurdistan.

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ABSTRACT

The study was conducted to identify the common errors in the use of past tense forms made by Kurdish learners of the English language when writing essays and to investigate the factors that influenced these errors and how the Kurdish first language affect the process of learning the English language. The participants in this study were from the English Department, Faculty of Humanities, University of Duhok. A total of 29 students participated in this study. All the errors were identified and classified into various categories. The results of the study showed seven most common errors in the use of past tense form committed by the participants. These errors were simple past, past progressive, past perfect, past passive, future in the past, irregular verbs and regular verbs. The findings also showed that the errors committed were influenced by the use of the participants' first language and intralingual factors. On the basis of these findings, the researcher discussed some pedagogical implications and provided suggestions for teachers and future researchers.

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ABSTRAK

Kajian ini dijalankan bagi mengenalpasti kesalahan-kesalahan umum dalam penggunaan kata lampau dalam Bahasa Inggeris yang dilakukan oleh pelajar Kurdish apabila menulis esei dan untuk menyiasat faktor-faktor yang mempengaruhi kesalahan-kesalahan tersebut serta bagaimana bahasa ibunda Kurdish mempengaruhi proses pembelajaran Bahasa Inggeris di kalangan pelajarnya. Peserta kajian adalah dari Jabatan Bahasa Inggeris, Fakulti Kemanusiaan, Universiti Duhok.Seramai 29 orang pelajar mengambil bahagian dalam kajian ini. Semua kesalahan tersebut telah dikenalpasti dan diklasifikasikan kepada pelbagai kategori. Dapatan kajian menunjukkan tujuh kesalahan umum yang sering dilakukan oleh pelajar iaitu *simple past, past progressive, past perfect, past passive, future in the past, irregular verbs* dan *regular verbs*. Dapatan kajian juga menunjukkan bahawa kesalahan yang dilakukan dipengaruhi oleh penggunaan bahasa ibunda dan faktor *intralingual* di kalangan pelajar. Berdasarkan kepada dapatan-dapatan tersebut pengkaji turut membincangkan beberapa implikasi pedagogi dan mengemukakan cadangan untuk para guru dan pengkaji masa hadapan.

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CHAPTER 1

INTRODUCTION

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1.1 Introduction

In the current globalization period, English has become an international language and widely taught all over the world as either second or foreign language. Nonetheless, a standardized proficiency of those L2 learners is still unseen. In Kurdistan, since English is not the official language, it is taught as a foreign language in both schools and universities. In order to examine such linguistic phenomenon, many researches have been done on the English proficiency of Kurdish students. It is interesting that results from several researches indicate that tense is the most difficult element for Kurdish students to acquire. (Wahbi, 2001)

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The English Language has become an international language nowadays and it is used in various fields of life. It is the international language of politics, science, economic, technology, etc. In using the English Language, the learners should use the rules of English grammar and especially rules of tenses to show the speech whether it is in present tense, past tense or future tense.

Writing is difficult even in the first language. It is more difficult to write in a foreign language because the first language affects the learners to commit errors in their writings. The influence of the first language in committing errors in using tenses in their writings is that the learners of EFL 'English as a Foreign Language' think in the first language and write in the foreign language and both languages have their own rules so they make mistakes (Zoble, 1980a; 1980b).

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In the speech or writing of a second or foreign language, error is the use of a linguistic item 'e.g. a word, grammatical item, speech act, etc.' in a way which fluent or native speaker of the language regards as faulty or incomplete (Mahdi Abbas and Amin Karimani, 2011).

Writing an essay or paragraph in the English language is very difficult work for Kurdish students to do because their mother tongue is Kurdish and the second language is Arabic; so the English language is a foreign language in Kurdistan and English is not used in Kurdistan any more. The problem arise from here that the English language is a foreign language in Kurdistan of Iraq.

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In the past, the English language was studied in Iraq in general and especially in Kurdistan and started from the fifth grade in schools as one subject called the English language. Nowadays, the English language is also studied as one subject in the schools in Kurdistan, but it starts from the first grade. Studying the English language during university levels is different because there are some colleges that offer the English language as one subject and some others like the college of medicine, the college of Engineering and the college of science where all their curriculums are in the English language, since English is the language of science. For master and doctoral students, they are obliged to take a TOEFL or ILETS test in order for them to apply for the respective study programs.

Even though the English language became more common in schools and colleges and it became the language of business after the invasion of Iraq by the United States of America in 2003, the problem still existed. The problem still persists in schools and colleges in the Kurdistan region of Iraq, where students make many mistakes in speaking and writing English even those who are professional in the English language because they do not emphasize about tenses and they do not think that the meaning of the sentence changes if they make mistakes in using tenses.

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1.2 The Need for the Study

According to Akhmad Subkhi Ramdani (2009:43), "the ability to use English in the era of globalization is much needed. If we want to be able to use English, we have to master the English grammar". The Simple Past Tense is one of the important tenses in grammar and commonly used in English. Irregular verbs in the English grammar are very complicated and cause many difficulties for students.

The study about English tenses is very important and especially Past Tense because most students tend to make mistakes in using this tense. When English tenses are used in a wrong way, the meaning of the sentence changes, so it will be difficult for someone to understand the meaning of the sentence without mentioning the correct tense. For example, sometimes some students write an essay in English language about some true stories that happened in the past and they should write in Past Tense but they cannot differentiate between the tenses and will use many tenses in one paragraph. The reader who wants to read that essay will face difficultly in understanding the meaning of the content of the paragraph.

There is a need to conduct the present study to get feedback on which errors are mostly made in using past tense by the students in writing and why they made such errors in their writing, whether the first language or 'mother tongue' affects them to make these mistakes or how not knowing the rules of using English tenses affect them.

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There is a need to compare the errors in using English tenses committed by students in Kurdish language and English language from the same level of education. In this way, the researcher can know their possible main errors which have not been remedied during the year of the study in the university. When quantitative analysis of the distribution and the occurrences of the errors from different students of the same level of education are studied, the researcher can find out errors operating in tenses and by comparing errors committed by students from the same level of education, the researcher can identify the possible main errors which have not been corrected.

There is also a need to have coherence in tenses in students' writing. The students use so many tense forms in a particular paragraph so that the meaning of the paragraph changes and it causes difficulties for the reader to understand the idea of that piece of writing. Finally, there is a need for this study because the students who participate in this study are going to be teachers after they graduate from their department, so it is important for them to know in which areas they tend to commit errors and how to correct these errors.

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1.3 Purpose of the Study

This research focused on grammatical errors, especially errors in using past tense made by Kurdish learners from the English Department, Faculty of Humanities, University of Duhok. This research was conducted to identify the common errors in the use of past tense made by the Kurdish learners when writing essays and to investigate the factors of making errors in using past tense form by them and how the Kurdish first language affect their process of learning English language.

1.4 Statement of the Problem

Past Tense is one of the most important tenses in grammar and commonly used in the English language. The Simple Past Tense is normally used to talk about events, actions or situations which occurred in the past and are now finished.

The English Language has taken by Kurdish students since they were in primary school. It was found that irregular verbs are more complicated and cause many difficulties for learners of English language, and many learners are still poor in understanding irregular verb forms even for the students in universities (James, 1998:142).

Past Continuous Tense is an important tense in English. However, there is a tendency for students to incorrectly use ‘was’ and ‘were’ with pronouns ‘I, he, she, it, they, we and you’ and the ‘verb+ing’ to make it continuous and they always forget to

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use ‘was’ and ‘were’ correctly when they change the main verb to ‘ing’ form. (Murphy, 1994).

Past Perfect Tense is the most difficult tense for learners when they use it in writing. The students encounter two problems when they use this tense; first they forget to put ‘had’ before the verb, secondly they do not know how to change the verb from base form to past participle especially when they have irregular verbs in the sentence, they always add ‘-ed’ to the verb. In using Past Perfect Continuous Tense, learners face difficulties in differentiating between present perfect continuous and past perfect continuous (Murphy, 1994).

Due to the causes that were mentioned above, that Kurdish learners of English language committed errors in using past tense, the problem existed. Making a grammatically correct sentence is a big problem for the students. The learners are not able to differentiate between tenses in general and specifically between one tense and its aspects. The students do not know how to change one sentence, for instance from past continuous to past perfect or from past perfect to simple past because they do not know the rules of using English tenses.

The study about errors in using English tenses in writing is necessary because many Kurdish students commit these errors and most of them think that using correct tenses are not important for learning a language. Learning another language is a very difficult process, especially for those who have acquired their first language ‘mother tongue’, followed by the second language and they want to learn another language, which is a foreign language for them. Thus, it is very important for them to learn the

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grammatical rules about that language and be able to use them well because the ability to master a language without committing errors is very important for learners to become proficient and competent in the language.

1.5 Research Questions

In this study, the researcher tried to find out the answers for the following questions:

1- What are the common errors in the use of the English past tense forms that were made by Kurdish learners in writing essays?
2- How does the Kurdish learners' L1 influence the errors made in the use of the past tense forms in writing English essays?
3- What are the other factors that contribute to the errors made by Kurdish learners in using the past tense forms in writing English essays?

1.6 Significance of the Study

The findings of this study will benefit researchers and teachers of the English language. Students who are learning English in Kurdistan tend to make many errors in their writings and the teachers know that they make mistakes or errors but they do not know the cause of these errors. So, the teachers will be interested in this study and it will help them to identify the causes of these errors and they will know how to correct

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such errors made by their students by using correct rules in writing by giving exercises, such as an English essay.

Students of the second and foreign language programs will be interested in this study because although the English language has become more widely used in the world and it has become an important language in the world nowadays, Kurdish students still make mistakes in their writings and they do not know why they make such mistakes and they do not know how to avoid such mistakes in their writings. Students in the second or foreign language programs in general and specifically those who are studying in Kurdistan will gain benefits from this study. Norrish (1983: 6) suggested that 'the error itself may be a necessary part of learning a language.' i.e. sometimes learners commit mistakes then they learn from their mistakes. Students will benefit from the nature of the error after the teacher shows the students their errors, they will know they have problem or they do mistakes in which part or which mistakes mostly they do.

It is hoped that the findings of this study will be of importance to those who are interested in the study of the English language. The study can also be of value to those who are responsible for preparing English text-books for Kurdish schools. It is hoped that it can clarify areas of difficulties in the use of English tenses unknown to both the teachers and the students.

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1.7 Definition of Terms

1.7.1 English Tenses

Tenses are forms of a verb that show the time, continuance or completion of an action or a state that is expressed in connection with the moment at which a statement is made. The tenses that are commonly used in the English language include the present tense, past tense and future tense. Each of these tenses can be further divided into several categories. For example, Present tense can be divided into simple present tense, present continuous tense, present perfect tense and present perfect continuous tense. So do Past tense and Future tense. (Larsen-Freeman, 1999)

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1.7.2 Past Tense

According to Baker (2002), the usage of past tense can be pointed out as having some fixed point in time before now. The past tense is used for a completed activity. It is used to describe actions or events that took place in the past. The Past Tense is used in narration about past actions in general, without specifying their possible connection to the present. English verbs are divided into two groups depending on their form in the Past Tense. The majority of English verbs are the so-called regular verbs. They form their Past Tense by addition of the suffix '–ed' or '-d' to the main verb form for all persons: 'to use' I, you, he/she/it, we, they used; 'to like' he liked; 'to work' it worked; 'to want' she wanted. Many useful English verbs form the Past Tense not in the standard way. These are the so-called irregular verbs. In the Past Tense they

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change their stem in different ways: ‘to speak’ I, you, he/she/it, we, they spoke; ‘to go’ they went; ‘to do’ we did.

1.7.3 English Grammar

Grammar is defined as “A central term in linguistics, but one which covers a wide range of phenomena” (David Crystal, 1997: 174). Grammar is the study of the way words and their component parts combined to form sentences or in other words it is the rule of combining words into sentences. English Grammar is the art of speaking, and writing the English language with propriety.

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1.7.4 Grammatical Errors

Lisa Anderson (2008) in her study defined grammatical error in writing as “may involve significant consequences, for example, the message can be misinterpreted or the writer will not be taken seriously. The reason why correctly used grammar is important in writing is mainly that the writer does not have the opportunity to correct the error” (Hedström, 2001:76). According to James (1988) the most common and frequent type of errors which are committed by learners in writing are in tenses, prepositions and the lack of vocabularies. Since errors are now revealed as inevitable part of learning, errors are also regarded as an essential part of language learning. Norrish (1983: 6) suggested that “the error itself may be a necessary part of learning a language.” i.e. sometimes learners commit mistakes then they learn from their

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mistakes. Many researchers (Lado, 1957; Corder, 1967, Dulay et.al, 1982; Norrish, 1983) agreed that learners systematically make errors during their process of second language learning.

According to Ellis (2008:17), 'errors reflect gaps in a learner's knowledge; they materialize since a learner is not aware of the correct rules or structure. Mistakes, on the other hand, reflect occasional slips in performance; they materialize as a result of fatigue or inattention'. Larsen-Freeman and Long (1991:59), claim that an error cannot be self-corrected since 'it is product reflective of his and her correct stage of L2 development, or underlying competence,' at the same time a mistake can be easily self-corrected.

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1.8 Summary

This chapter presented the problem statement, the research questions, the need for the study, the significance of the study and the definition of terms. As it was mentioned before in the purpose of the study, the focus of this study was identifying the errors that the learners made in using past tense, investigate the factors of making these errors and to show the Kurdish first language effect on the process of learning English language. The mentioned students had problems, concerning the use of tenses their writing, thus the intention of this chapter was to introduce how serious these problems were.

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CHAPTER 2

LITERATURE REVIEW

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2.1 Introduction

In this chapter, the theoretical literature and research literature relevant to the study will be identified and discussed by the researcher. The findings of those relevant previous studies will also be identified and presented. At the end of this chapter, the gap that exists between previous research studies and the present one will be identified.

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2.2 Theoretical and Conceptual Framework

The following framework demonstrates the theories that are related to the process of learning the English language. This figure shows the causes of committing some errors by Kurdish learners of English language and the results of these errors.

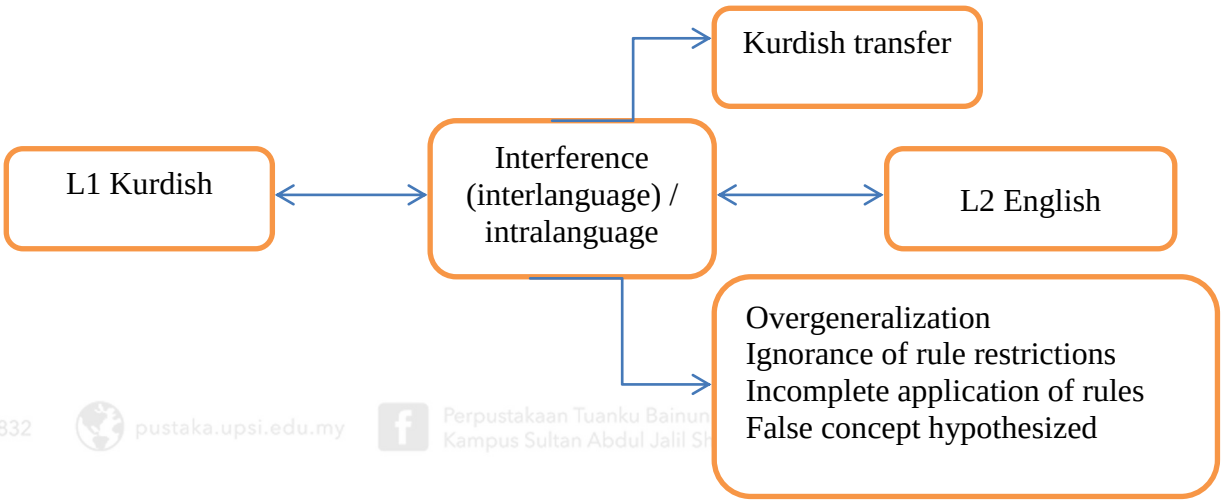


Figure 2.1. Causes of committing errors by the learners of foreign language

This figure shows the production of a new language by the students. Kurdish students of the English language created a middle language or an interlanguage, while they wanted to write a paragraph. This language had a combination of rules of two main languages, the rules of first language which is Kurdish language and the rules of the target language which is English language and they produce a new language with incorrect rules. The students sometimes combined two different English structures in one sentence and that caused intralingual or intralanguage errors so it slowed down

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the learning process of English language. This study is based on the following theories.

2.2.1 Intralanguage

Richards (1974) proposed four factors of intralingual errors, the first factor is overgeneralization. They occur when learners make unusual structures based on other structures of the target language. The second factor is ignorance of rule restriction. This refers to the application of rules in wrong situations. The third factor is incomplete application of rules. It occurs when learners fail to develop a structure completely. The fourth factor is false concept hypothesized. They arise when learners do not fully understand a difference in the target language.

According to Richards (1970: 6) Intralingual/Developmental errors are "items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language".

Brown (1980: 66) considers "the significance of the intralingual source of errors, namely those which occur within the target language itself". He means that the errors made by the influence of intralingual factors are those of incorrectly use of rules of the target language.

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James (1998) states that intralingual errors are created without referring to L1 resources. The outcomes produced by the learner are non-existed in the second language, but result from the misapplication of language rules. The existence of intralingual interference is not the only cause of the error production; here the interlingual transfer has also its own effect on the production part of the second language.

2.2.2 First Language (L1) Interference

According to the behaviorist theory of learning, learning a language is essentially learning a set of habits (Norish, 1983). When learners of a language try to learn a new language, the native language knowledge will interfere with new language utterances. This form of intervention is known as first language 'L1' interference. This process takes place unconsciously in the minds of ESL learners. First language 'L1' interference is one of the main causes of errors. Learners are used to use their own native language and when they try to learn a new language, the rules and the structure of their native language instead of the target language influence them. An example of a Kurdish language sentence is "ئەم دوهی چووینە وێرێ" /am duhi choina were/. In English language, it is "We yesterday went there". A Kurdish student will construct a sentence such as this as the word 'yesterday' is an adverb of time, which should be used at the beginning or at the end of a sentence in English language. On the other hand, in Kurdish language, the word "دوهی" /duhi/ as it means 'yesterday' in English language can be used at the beginning of the sentence, at the end and after the subject of the sentence. This transfer affects the process of learning English language.

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However, the English sentence above is grammatically incorrect. The correct structure of that sentence should be as “we went there yesterday.”

Therefore first language ‘L1’ interference occurs in ESL learners. However, learners will be able to learn a second language proficiently over time since second language learning is a developmental process (Krashen, 1969). Interference of Kurdish language has a great effect on the production of the English language because both of the languages have their own rules and interference makes the target language as considered interlanguage errors, which has no rules. The process of writing or writing skill is greatly affected by this interference and the learners of Kurdish language cannot produce correct grammatically sentences.

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Foreign students of English language make mistakes while writing such essays because they are thinking in their mother tongue which is Kurdish language and directly try to translate to the target language which is English language even sometimes they do not think so much just in a short period of time they write an essay or answer some grammatical questions. Because the students do not think too much when they want to produce an utterance, they are not able to form a correct English sentence. These errors slow down the language acquisition timeline. The categories, which these errors relate in general, are of grammar, vocabulary and phonology.

L1 interference is considered as part of interlinguage factor of committing errors. The term Interlanguage was first used by Selinker (1969) to describe the linguistic stage second language learners go through during the process of mastering

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the target language. Since then, ‘interlanguage’ has become a major stand of second language acquisition research and theory.

Various alternative terms have been used by different researchers to refer to the same phenomenon; Nesmer (1971) refer to approximative systems and Corder (1971) to idiosyncratic dialects and transitional competence. These terms reflect two related but different concepts. First, interlanguage refers to the structured system which the learner constructs at any given stage in the development ‘i.e. an interlanguage’. Second, the term refers to the series of interlocking systems which form what Corder (1976) called the learner’s ‘built-in-syllable’ ‘i.e. the interlanguage continuum’.

Richards (1971) explains that the interlanguage "reflects the general characteristics of rule learning such as a faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply". Therefore, the interlanguage generally involves the overgeneralization of rules in the second language production. The students overgeneralize the rules from one single part of the second language utterance and apply them to other parts and consider them correct. Some rules, like the past form of a verb, differ from one to another, and sometimes the prepositions and their use can cause problems for the students and lead them to use incorrect ones.

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According to Selinker (1972) interlanguage is a temporary grammar which is systematic and composed of rules. These rules are the product of five main cognitive processes:

i) *Overgeneralization*. Some of the rules of the interlanguage system may be the result of the overgeneralization of specific rules and features of the target language.

ii) *Transfer of Training*. Some of the components of the interlanguage system may result from transfer to specific elements via which the learner is taught the second language.

iii) *Strategies of Second Language Learning*. Some of the rules in the learner's interlanguage may result from the application of language learning strategies as a tendency on the part of the learners to reduce the target language to a simple system.

iv) *Strategies of Second Language Communication*. Interlanguage system rules may also be the results of strategies employed by the learners in their attempt to communicate with native speakers of the target language.

v) *Language Transfer*. Some of the rules in the interlanguage system may be the result of transfer from the learner's first language.

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2.2.3 Corder's Theory

The psycholinguist predicts that the nature of the mother tongue will either facilitate or produce difficulties for learning process of certain aspect of a target language (Corder, 1973). Learners of a second language or a foreign language of English make mistakes because they think in the first language 'mother tongue' and directly transfer to the target language. Thus, the study of errors is part of an experiment to confirm or disprove the psycholinguistic theory of 'transfer'. The theory of transfer refers to when the first language 'mother tongue' affects the target language in making mistakes in writing or speaking. Some of the rules in the interlanguage system may be the result of transfer from the learner's first language. When the learners transfer something from the first language to the target language, they make some rules in the interlanguage and these rules affect the structure of target language.

Corder (1978b) outlines one way in which 'interference' can be recast as a learner 'strategy'. He suggests that the learner's first language may facilitate the developmental process of learning a second language. According to Corder (1974), error analysis has two objectives: one theoretical and another applied. The theoretical objective serves to "elucidate what and how a learner learns when he studies a second language." And the applied objective serves to enable the learner "to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes."

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Design for Error Analysis

Corder (1974) suggested a design for error analysis which included five steps:

- Identification of errors.
- Description of errors.
- Explanation of errors.
- Evaluation of errors.
- Correction of errors.

The researcher followed this design for collecting data. First, the researcher collected data from the students and identified all the errors separately. The errors were described and explained by the researcher and each error was evaluated by the researcher. At the end each error was corrected by the researcher.

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2.2.4 Error Analysis

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language 'TL' and the TL itself. Muzi V. Nzama in her study (2010) mentioned that "Pit Corder is the "Father" of Error Analysis (the EA with the "new look"). It was with his article entitled "The significance of Learner Errors" (1967) that EA took a new turn. Errors used to be "flaws" that needed to be eradicated". However, Error Analysis as 'a mode of inquiry was limited in its scope and concentrate on what learners did wrong rather than on what made them successful' (Larsen Freeman & Long, 1991:61).

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Ibrahim Abushihab (2011) mentioned in his study that Error Analysis involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes and evaluating their seriousness. Such errors are called Intralingual and/or developmental errors.

Summaira Sarfraz (2008) in her study of 'Error Analysis of the written English Essays of Pakistani Undergraduate Students' stated that Error Analysis 'EA' is one of the most effective theories of second language acquisition 'SLA' which replaced the Contrastive Analysis 'CA' theory, whose main concern was "the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them" (Fisiak, 1981, p. 1). According to James (James, 2001: 62), EA is "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance".

2.2.5 Language Errors

According to the Dictionary of Language Teaching and Applied Linguistics (1992), a student makes both mistakes and errors when writing. Mistakes are due to lack of attention, fatigue or carelessness. They can be self-corrected when attention is called upon them. Errors are the use of linguistic items in a way that a learner of the language regards them as showing faulty or incomplete learning. They occur because the learner does not know what is correct, and thus errors cannot be self-corrected. Richards (1985:95) described error as "the use of a linguistic item in a way which a fluent or native speaker of language regards as showing faulty or incomplete action."

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Gass and Selinker (2001) claimed that errors are systematic. They arise repeatedly and are not known by the learner. Hence, only the teacher or researcher could locate them, the learner would not.

Regarding learners' errors, error analysis 'EA' enthusiasts make a distinction between mistakes and errors, which are "technically two very different phenomena" (Brown, 2004: 216). Brown (2004) also maintains that a mistake can be self-corrected, but an error cannot. Thus, native speakers can recognize and correct them immediately because they are fully aware of their mother tongue structures and rules. Non-native speakers or L2 learners not only make mistakes, but they also commit errors in their writings; since their knowledge of L2 rules and structure is not sufficient.

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According to Brown (2004: 216), "a mistake refers to a performance error in that it is a failure to utilize a known system correctly; while an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner."

Ellis (1998: 17) distinguishes mistakes and errors in such a way that: "Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional laps in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows."

Based on this concept, students can correct mistakes by themselves, but they cannot correct errors by themselves. To clarify the distinctions between 'errors and mistakes', Ellis (1998) mentions that we can distinguish errors and mistakes by

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checking the consistency of learners' performance. If they consistency substitute 'contain', to refer to the past tense, for 'contained', this would indicate a lack of knowledge on error. However, if they sometimes say 'contain' and sometimes say 'contained' to refer to the past tense, this would suggest that they possess knowledge of the correct form and are just slipping mistake.

Making errors are spontaneous. Learning a second language or foreign language is a complex process, where learners cannot avoid from committing errors. Even the native speakers themselves commit errors. However, errors made by the second or foreign language learners and the native speakers are different. Corder (1973: 1), describes the differences between the errors made by the native speakers and non-native speakers. He states that "the native speakers recognize their errors. On the other hand, non-native learners do not always recognize their errors. Thus, when their attention is drawn to it, they often cannot correct the error, and they often commit another error in trying to do so".

There are several factors that cause English language learners to commit errors. In the study of English errors by Richards (1974: 174), he points out that "errors are not only caused by the interference from the mother tongue 'first language', but also from what he calls as overgeneralization, ignorance of the rules restriction, incomplete application of rules, and false concepts hypothesized". He explains each of these causes as follow:

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Overgeneralization. Overgeneralization or transfer refers to the use of previously available strategies in new contexts or situations which lead to the creation of a deviant structure. L2 learners use their experience of other structures in target language in new contexts or situations in which they are not applicable. The possible causes of overgeneralization are as follow:

i- Learners want to reduce their linguistic burden. For example, learners remove the necessity for subject and verb agreement by omitting the third person –s. For instance:

'He *want* to go home.'

ii- Over learning of a structure due to useless teaching. Certain teaching technique could mislead the learners. For example, learners apply the third person –s to all verbs. For instance:

'He *can dances*.'

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Ignorance of Rule Restrictions. L2 learners apply a rule to contexts where it does not apply by using their previously acquired rule. The errors could be due to rote learning of rules. For example a learner learns that any verbs should be added by –ed when they want to use past tense. Therefore, the learner tends to use –ed with the main verb whenever he/she uses the past tense. For instance:

'She *writed* a letter.'

Incomplete Application of Rules. The errors reflect that the learner is still developing his/her knowledge about a rule. For instance, when a learner says 'She can sings', it shows that the learner has not learned yet the rule in using modals where the verbs after any models are not infected regardless the noun or pronoun used.

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False Concepts Hypothesized. The errors could be derived from faulty comprehension of distinctions in the target language. For instance, the present progressive has mistakenly understood as a narrative tense since the tense describes actions which are in progress. Learners do not realize that simple present is normally used to describe events or actions at the present moment.

2.2.6 Grammatical Errors in Writing

Writing has always been valued as one of the best ways to measure the proficiency of one's language. Writing is an important medium for self-expression, for communication, and for discovery of meaning. Its need is increased rather than decrease by the development of new media for mass communication. (NCTE, 1975: 194) This means that we write in order to express ourselves, to communicate among us and to also to discover meaning.

Abisamra (2003) mentioned in her study about an analysis of errors in Arabic speakers' english writings that Interlingual/Transfer was the main cause of errors in writing made by the students. She said that according to Corder's (1971) theory there were interlingual errors when the learner's L1 habits 'patterns, systems or rules' interfered or prevented him/her, to some extent, from acquiring the patterns and rules of the second language. She explained that the main cause of the existence of the writing errors of the foreign students of English language is the interference of the first language of the students. The Kurdish students face the same problem in their writings. They use their first language rules of grammar and produce sentences in the

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English language with a meaningless language. First language ‘L1’ interference is one of the main causes of errors. Learners are used to use their own native language and when they try to learn a new language, the rules and the structure of their own native language instead of the target language influence them.

2.2.6.1 Past Tense Form

Past tense is the form of language used to refer to an event, transaction, or occurrence that did happen or has happened, or an object that existed, at a point in time before now. Language makes different distinctions within this period, such as whether the reference is recent or distant, or whether the action is completed or not. A range of past tense is also traditionally recognized in English Grammar, following the influence of Latin descriptive models, thought only a single past tense form is represented inflectionally, other past time reference using auxiliary verbs and past time adverbial. Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in ‘–ed’. The irregular verbs have special past tense forms, which must be memorized.

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According to the book of 'English Grammar in Use' by Raymond Murphy (1994) past tense forms have been categorized as follows:

i) **Simple past tense**. This tense is used for completed or finished activities.

Example:

- Company directors *behaved* badly during the stock market crash.
- The researchers *found* that one out of five subject smoked cigarettes.

ii) **Past continuous tense**. This tense is used to describe an event or activity started in the past and continued until a specified time or event in the present. This tense is useful when someone wants to show the influence or circumstances of a past event in relation to a present event.

Example:

- The share prices *were rising* around the world when I invested my money.
- The manager *was changing* his approach to sales before the stock market crashed.

iii) **Past perfect tense**. This tense has a variety of uses. It allows the description of one past event before another past event. It also allows the specification of specific times in the past. It is constructed with the verb *had + verb past participle.*

Example:

- He *had already started* to lose money in 1996; long before the crash occurred.
- By March the manager *had initiated* a process of revitalizing the company.

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iv) **Past perfect continuous tense**. This tense is used to describe a past event which occurs continuously up until another indeterminate past event. It is sometimes used to show cause and effect of an event. It is constructed using the verb *had + been + verb 'ing'*.

Example:

- Rumours about the manager's new policies on staff retrenchment *had been circulating* around the company.
- I *had been working* for three years in the same job when I was head-hunted by another company.
- The manager was fired because he *had been taking* money from the company.

v) **Past Habitual.** Used to describe the habitual or repeated action/ event in the past.

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Example:

- It *snowed* almost every weekend last winter.

vi) **Future in the Past.** Used to talk about an action, activity or event which was in the future at a particular point in the past.

Example:

- I was going to call you, but I forgot.

Regular verbs and Irregular verbs. According to Mark Foley and Diane Hall (2005), most verbs add *–ed* to the base form to make the past simple tense form. The past simple tense form is the same for all persons 'except with the verb *be*':

Watch- I/he/she/it/we/you/they *watched*

Be- I/he/she/it *was*, we/you/they *were*

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The spelling rules with –ed endings changed from one verb to another as follows:

- Base forms ending in a single stressed vowel and a consonant 'except *w, x* or *y*', double the consonant, e.g. *hug- hugged*.
- Base forms ending in a consonant and *y*, change *y* to *i*, e.g. *copy- copied*.
- Irregular verbs do not form the past tense with –ed, e.g. *go- went*.

2.3 Review of Related Researches

This section presents a review of related literature relating to the research topic. The review of literature describes the background of the research area focusing on the findings of the previous studies. This section also presents the research trend relating to the topic of this study.

Akhmad Subkhi Ramdani (2009) in his undergraduate study on students of the English Department, Faculty of Letters at Gunadarma University conducted a research to describe the common errors that the students made in using simple past tense, and it was based on the percentage of errors made by the students in using simple past tense.

He explained that the students who participated in his study were required to do a test in English in order to check for the errors that they made and which errors were commonly made by the students in order to analyze them. The researcher classified the students into groups. The data were analyzed statistically based on the results collected from the students' mistakes.

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He explained that the structure of interrogative sentences in the simple past tense should be auxiliary verb + subject + main verb 'base'. But most students made mistakes in such sentences when they wanted to form a question with the auxiliary verb 'did', because the auxiliary verb 'did' is not conjugated. It is the same for all the persons 'I did, you did, he did etc'. And the base form should not change, but most students changed the form of the verb from base to past when they wanted to form interrogative sentences with the auxiliary verb 'did'.

Example:

- *Did* he *went* to his grandfather's house? 'wrong form'
- *Did* he *go* to his grandfather's house? 'correct form'

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The researcher found two other errors in the students' answers, one of them was that the students used verbs without paying attention to the meaning of the verb because there were some verbs which changed their meanings depending on whether they were regular or irregular and he gave some examples from the students' answers. For example the verb 'hang' if it is regular, the form will change to 'hanged', and the meaning of it is to kill or die, by dropping with a rope around the neck. But if it is irregular, the form will change to 'hung', and the meaning also will change to fixing something 'for example, a picture' at the top so that the lower part is free.

The third mistake the researcher focused on was that the students did not know the forms of the irregular verb. Most students did not know how to change irregular verbs from the base form to the past form and he gave examples from their answers.

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Almost all the students answered *holded* and it seemed that the students thought that the second verb of *hold* was *holded*. And for the verb *shake* almost all the students answered incorrectly, they answered *shaked*, it seemed they did not know the difference between the verb shake and the second verb *shook,* and this proved that some verbs in the form of irregular verbs can cause difficulties for students.

Another study was conducted by Ibrahim Abushihab, Abdallah Hussein Al-Omari and Mahmoud Tobat (2011) on 62 second year students from the Department of English Literature and Translation at Alzaytoonah Private University of Jordan. Students registered in a 'paragraph writing' course in the first semester of the academic year 2009-2010. They were required to be good at writing skill. They were required to write an essay about 'Smoking is a bad habit'. The purpose of the study was to identify and categorize the grammatical errors made by the students in these areas: tenses, prepositions, articles, passive and active voice and morphology.

Ibrahim (2001) collected his data from the students' written paragraphs and analyzed statistically. The number of errors in tenses in his study was 25 which comprised 2.7% of the total number of errors. The most common types of errors committed by the students were in using past perfect instead of simple past and using simple past instead of simple present. The students had 6 errors in using past perfect instead of simple past and had 6 errors in using simple past instead of simple present from the total of 25 errors. Then, errors in using present progressive instead of simple present which comprised 5 from the total of 25 errors. Lastly, errors in using simple past instead of present perfect and using simple present instead of present perfect

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which comprised 4 errors for each of them from the total of 25 errors. Some of the errors that were made by the students are shown below:

Examples:

- I never went to the country. 'simple past instead of present perfect'
- I never see like this kind of cigarette. 'simple present instead of present perfect'

Note: the underlined words are the errors.

He stated that the most numbers of errors made by the students in his study were because the learners of a foreign language think in the first language or 'mother tongue' and directly translate it to the English language. Transferring the idea from the first language to the target language for foreign language learners affects their process of learning English language.

Ibrahim (2011) said that the errors that were made in the use of tenses comprised the lowest number of errors among the linguistics categories employed in this study. This is because of the number of students who did not use different types of tenses in their writing. Another reason for the low number of errors in this category is because the subjects did not make so many errors and they had learnt the grammatical rules.

Another study was conducted by Mahdi Abbasi and Amin Karimnia (2011), titled An Analysis of Grammatical Errors among Iranian Translation Students: Insight from Interlanguage Theory in 2011 on eighty Translation programme students, from

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the Azad and Payam-e-Noor University. They were given a test which included four letters from the selected books to translate from the Persian language into English. The time given to the students was two hours and a half. During the process of translation, the students were free to use any monolingual or bilingual dictionaries they needed because the researchers wanted to find out the possible grammatical errors which were committed by the students.

Mahdi and Amin (2011), stated that thinking in the first language and translating to the target language is the reason for committing mistakes for the learners of foreign language, especially when they wanted to translate something or to write any paragraph. The researchers stated that by error analysis, teachers would be able to have knowledge of the areas that they should be focusing on and the kinds of materials needed in second language classroom. By error analysis, firstly, the language teachers could be able to develop curriculum design and select materials that helped student's learning a second language. Secondly, as mentioned by Ferris (2002,p.56) "there is fairly conclusive evidence that teacher feedback leads to more accurate revisions by students but this improvement could be drawing only on explicit knowledge." So student's errors are valuable feedbacks and based on their errors, some remedial teaching could be done. Thirdly, according to Lee (2004:38) "students expect to get feedback from their teachers and hope that it would be very helpful for them to be good writers." Finally, they mentioned that teachers needed to know the cause of errors and the reason behind occurrences. So, by conducting error analysis, specific problematic areas in language learning could be identified and to which they should provide more attention and emphasis in their teaching.

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In their study, Mahdi and Amin (2011) found that there were many grammatical errors committed by the students. The errors were classified into charts. Each chart contains five tables, and each table shows the error types, the number of errors made by the students and the percentage of the number of errors. The results of their study showed that students had high number of errors in the use of tenses. The students who participated in their study commit the errors in using tenses. The students had 58 errors from the total of 490, or 11.83%.

Mahdi and Amin (2011) showed some random examples taken from students' translations:

Examples:

- She <u>is going</u> shopping every day. 'present continuous instead of simple present'
- I <u>have graduated</u> from university 2 years ago. 'present perfect instead of simple past'
- He <u>was</u> very angry about what his friend did. 'simple past instead of past perfect'
- I <u>was going</u> to school on foot when I was a child. 'past continuous instead of simple past'.

Note: the underlined words are the errors.

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Based on the study, the researchers suggested that educators should devote substantial time and space to these problematic areas. They suggested that in teaching English grammar, the teacher should provide more easily understood explanations or clarify ways in order to make the students more interested in learning English, especially the grammar of English.

Saadiyah Darus (2009) in her study on students of school of language studies and linguistics, faculty of social sciences and humanities, university Kebangsaan Malaysia, conducted a research on error analysis of the written English essays of secondary school students in Malaysia.

She explains that the students who participated in her study were form four Malay students who were studying at secondary school in Malaysia; 37 male and 35 female. All of the students who were participated in her study came from non-English speaking background and hardly communicate in English outside the school. All of the 72 participants were administered a writing assignment that involved essay writing. The researcher in this study wanted to investigate the types of errors made by Form Four students in their written work. All 72 essays were typed using Microsoft Word 2003 so that they were computer readable. After that, the researcher wanted to analyze her data according to the three steps of Error Analysis classified by Corder (1974); collection of sample errors, identification of errors and description of errors.

In the study, Saddiyah Darus (2009), focused on the common grammatical errors made by the students in writing essays. She found that the students made 15 types of errors in their writing but the six most common errors made by the students

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were in singular/ plural form, verb tense, word choice, preposition, subject-verb agreement, and word order.

The findings of her study showed that errors in verb tense were so many. The most committed error made by the students was in singular/plural form 412 errors from the total of 3090 errors, followed by errors in verb tense 346 errors from the total of 3090 errors. She explained that the students made error in two ways; a mistake with the verb tense and inappropriate verb construction. The following are some of the examples that she had explained in her study:

Examples from a mistake with the verb tense:

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Wrong Form

1- We, the member of the cleanliness club of SMK Engku Husain conduct a meeting.
2- The plates and glasses are very oily and dirty because not washes properly.
3- The member of the cleanliness club of SMK Engku Husain having a meeting.

Correct Form

1- We, the members of the cleanliness club of SMK Engku Husain conducted a meeting.
2- The plates and glasses are very oily and dirty because they were not washed properly.
3- The member of the cleanliness club of SMK Engku Husain had a meeting.

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Examples from an inappropriate verb construction:

Wrong Form

1- They are owing us a good service.
2- So many dirty plates and glasses are serves t.
3- The member of the cleanliness club of SMK Engku Husain having a meeting.

Correct Form

1- They owe us a good service.
2- So many dirty plates and glasses are given.
3- The member of the cleanliness club of SMK Engku Husain had a meeting.

Another study was conducted by Andersson (2008) on 44 ninth grade learners of English in Sweden at Göteborg University, Department of English. The study examined 44 essays randomly selected from the National Test in 2003 for year nine. 22 essays were written by females and 22 essays were written by males. All students had been given the same task. The purposes of the study were first, to investigate what types of errors the students made concerning time and tense and second, to compare the types of errors with the results found from 1995 in To Err Is Human (Köhlmyr, 2003).

She explained that her study was a qualitative one which meant that the verb errors made by the students were not compared to how many times they wrote the correct form or the wrong form of the verb. The analysis of the results focused on which types of errors the students made regarding time and tense. In addition, the

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results of her study were presented in numbers so that the readers could get an insight on how many times each type of error occurred.

Andersson (2008) in her study showed that the total number of errors made by the students were 263 errors. The most number errors occurred in the present tense. As many as 117 errors were found in the present tense whereas, 80 errors were found in the past tense and 66 errors were found in the future tense. She presented an overview of the errors in a table which showed how many errors that were found both in numbers as well as in percentages.

Errors that were found in the past tense were divided and presented in four parts; errors which belong to the simple past, errors made in the present perfect, errors found in the past perfect, and errors which occurred with expressions of the past passive. She explained that the total number of 80 errors occurred with expressions of the past tense; 43 errors were found with expressions of simple past, while 29 and 7 errors were found with expressions of the present perfect and past perfect. Incorrect use of the past passive occurred once. She presented an overview of the errors occurred with expressions of past tense in a table and that table showed the numbers of errors and the percentages of errors.

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The following are some of the examples of errors that were committed in their writings:

Examples:

1- And I was born in Sweden when the war I Lebanon begin. ‘simple past’
2- But they was stoped to compit because they was tired on it. ‘simple past’
3- But when I met him everything is perfect. ‘present perfect’
4- After we had shopping we play football. ‘past perfect’
5- But when she been gone everybody been shocked. ‘past passive’

She explained that why the Swedish students made such mistakes because of two reasons; first the fact that the Swedish students did not master the inflections of irregular verbs second was that the Swedish students used the Swedish equivalent, the so called transfer error.

All of the above related researches focused on the grammatical errors made by the students in writing. As it was shown, the most common error that the learners of English language committed in the above studies was misuse of tenses. Therefore, the researcher in the current study wanted to investigate the errors that Kurdish learners of English language made in using the past tense form and how their mother tongue or ‘first language’ affects the process of learning this language.

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2.4 The Current Research

The researcher in this study wanted to fill up the gap in some areas that were not studied or investigated by the other researchers especially on Kurdish learners.

In the first study that was reviewed by the researcher, Akhmad Subkhi Ramdani (2009), in his study about "The Students Mastery in Using Simple Past Tense of Faculty of Letters Gunadarma University" mentioned and analyzed the problems that foreign learners faced in using the simple past tense. He explained why these students of English as a foreign language made mistakes when they were writing essays especially in using the simple past tense.

In the second study, Ibrahim Abushihab (2011), on his study about "An Analysis of writing Grammatical Errors of Arab Learners of English as a Foreign Language at Alzaytoonah Private University of Jordan.", investigated the grammatical errors that were made by the students of English Department in their writings.

The first researcher Akhmad Subkhi (2009) was more specific than the second one in analyzing his data. Ibrahim Abushihab (2011) mentioned many mistakes in his study and tried to analyze all of them and identified the causes of the problem, but Akhmad Subkhi (2009), tried to narrow the area. He tried to analyze only those mistakes which were in using simple past tense made by the students of the English Department.

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In the other study by Mahdi and Amin (2011), which is about "An Analysis of Grammatical Errors among Iranian Translation Students: Insights from Interlanguage Theory", he paid attention not to their translation, but to the grammatical errors that the students made in their translation. There were many mistakes that had been made by the students while translating from the Persian language to English and all were grammatical errors, so he tried to analyze their mistakes and to show which types of errors were mostly made by the students to know the reasons for making them.

The five studies that were reviewed by the researcher in literature review section show that students make many mistakes while writing essays and most of these errors are grammatical one. The researcher of the present study reviewed these studies because the students that participated in the previous studies were quite similar to those who would be the participants of the present study. This researcher wanted to analyze some grammatical errors that had not been analyzed by the researchers above to fill up the gap that were not touched in the previous studies. In the present study, the researcher wanted to focus on those errors in using past tense in order to fill up the gap that the other researchers did not mention before. The researcher in this study also wanted to fill up the gap that the previous researches which had been reviewed in this chapter did not ask students to write paragraphs in both languages, first language and target language. The researcher asked the students to write in both two languages because it was important to know how the students' first language affected their process of writing. The gap here in this study is that the researcher will investigate the errors committed by Kurdish learners of English language which were not done by the other previous researchers.

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2.5 Summary

In this chapter, the theoretical literature and research literature relevant to the present study were presented. The literature review discussed the different types of errors committed in writing and the ways in which learners committed these errors. This chapter also presented the theoretical and conceptual framework of this study.

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CHAPTER 3

METHODOLOGY

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3.1 Introduction

This chapter presents the methodology that the researcher had used in the research. It referred to the design of the research and the sample of the research. Research instruments, data analysis procedures and data collection procedures were identified in this chapter and at the end of this chapter, the limitation of the study was identified.

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3.2 Research Design

This is a case study utilizing the error analysis design. The students wrote two essays and from the errors that they made in their writings, word forms, and the types of errors were analyzed.

Motivated by a desire to improve pedagogy and continued to be concerned with language teaching, many error analysis studies were carried out in the 1970s. Corder (1974), who has contributed enormously to EA, suggests the following steps in EA research:

1- Identification of errors.
2- Description of errors.
3- Explanation of errors.
4- Evaluation of errors.
5- Correction of errors.

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At this point, the researcher found it particular helpful to adopt the five-step approach as his design for error analysis to identify and analyze students' errors.

Error Analysis Design

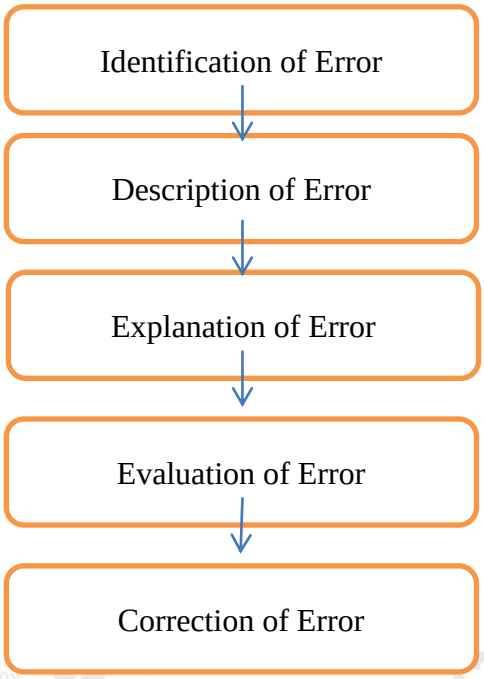


Figure 3.1. Error Analysis Design

Brown (1994: 207-211) and Ellis (1995: 51-52) elaborated on this design. Ellis (1997: 15-20) and Hubbard et al. (1996: 135-141) presented useful advice and provided clear examples of how to identify and analyze learners' errors. The first step needs the selection of a corpus of language followed by the identification of errors. The errors are then classified. The next step, after giving a grammatical analysis of each error, suggestion, an explanation of different types of errors is made.

Moreover, Gass & Selinker (1994: 67) identified 6 steps in conducting an error analysis: Collecting data, Identifying errors, Classifying errors, Quantifying errors, Analyzing source of error, and Remediating for errors. The first step that the researcher should do is to collect data. Then the errors that were made by the students

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in these data should be identified and classified by the researcher. The researcher should quantify the errors from the number of each error and the percentage of each error so as to know which error is commonly made by the students. Next, the researcher should find the causes of each error committed by the students. The last step, the researcher should correct the errors made by the students. For this study, the researcher followed the five steps above which were suggested by Corder (1974) because the researcher had seen that they were best steps for analysing data because he could show the nature of each error that had been committed by the students and the factors that made students to do these errors.

3.3 Sample and Sampling Procedures

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The sample of this study consisted of 29 students from the English Department, Faculty of Humanities of the University of Duhok. They were representative of all the university students who were studying in the English department, third year at Kurdish Universities of Kurdistan of Iraq because Kurdish language has the same rules of grammar for all dialects. These students were studying the English language as their proficiency requirement and they were training to be teachers in English as a foreign language in the Kurdistan region. These students had studied the English language since they were in primary schools as a compulsory subject, furthermore they had three years studying the language in the university and they should be quite proficient in the English language because they would be teachers in that language.

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The participants of this study were chosen from an intact group. They were not from one level of proficiency, as some of them were good in English and some of them were not good. They were from one group from the third year classes and the total number of students selected was twenty-nine students including both males and females. There were thirteen males and sixteen females. The researcher chose third year students because in third year, they take essay writing as a subject in studying. These selected students were the participants for this study.

The study was conducted in the Kurdistan region of Iraq. The participants of this study were from the Kurdish ethnic group and they lived in the region of Kurdistan. All of these students spoke and wrote Kurdish language perfectly because it was their first language or mother tongue and they were familiar with the rules of this language.

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3.4 Research Instruments

The instruments for this study were two essays that were written by the students. One essay was in English and the other one was written in Kurdish in order for the researcher could find the errors that were committed in English language by the influence of Kurdish language. The students of the third year class, English Department had to write one paragraph about one of the movies that they had seen recently and described the most interesting scene in that movie as a story. The essays consisted of not less than one hundred and fifty words. The students were from one group and each student had to write one essay on his/her understanding about that

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movie using the past tense form as much as possible. The following are the instructions for the English version and Kurdish version of the essays that were required by the researcher for the Kurdish students to write about:

ووتار:

ل سەر فیلمەکێ ل ڤێ دویماهیێ تە دیتی بنڤیسە و وەصفا دیمانەکێ سەرنجراکێش بکە دناڤ ڤێ فیلمی دا.

ڤان خالێن ل خوارێ بەرچاڤ وەربگرە:

ا- دەمێ رابردوو بکاربینە.

ب- ووتار ژ (150) ووشا کیمتر نەبیت.

ناڤێ قوتابی .....

Figure 3.2 Kurdish version of essay writing

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Essay Writing:

Narrate a movie that you have seen recently and describe the most interesting scene in that movie.

Include in the essay:

A- Use past tense.
B- Your essay should be no less than (150) words.

Student Name:.....

Figure 3.3 English version of essay writing

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3.5 Pilot study

A pilot study was conducted to test the reliability and validity of the essay questions to be used on Kurdish learners. The essay question was evaluated by an English language lecturer in Sultan Idris Education University. The findings of that pilot study showed that problems did exist with the questions. In the pilot study, the researcher asked the students to respond to the view that 'smoking is a bad habit'. However, the students did not commit many errors in past tense because the topic was not related to something that had happened in the past. For collecting data for this study, the researcher asked the students to write about 'one of the movies that they have seen recently and describe the most interesting scene in that movie' because that topic was related to something that had happened in the past and this enable the researcher to identify the errors that were committed in the past tense form.

Based on the essays that were written by students for pilot study, there were many grammatical errors and most of them were errors in using tenses. There were six types of errors committed; spelling errors, errors in using prepositions and conjunctions, errors in subject-verb agreement, punctuation, sentence structure and errors in using tense and their aspects. From the total of 171 errors that were made by the students, 31 of them were misuse of tenses.

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3.6 Data Collection Procedures

Mehdi Abbasi (2011) mentioned that having sufficient data is essential for any error analysis. The choice of appropriate procedures for collecting data is, in fact, one of the most important steps in the investigation of learner's language. There are two types of data-collecting procedures.

1- Spontaneous Procedures.

2- Elicited Procedures.

For collecting spontaneous data from spoken language, unmentioned conversation and interview are used, and for collecting data for the written language, free composition and examination papers can be used. Akhmad Subkhi Ramdani (2009) had used examination papers as a test for collecting data; he had given a test to the students.

The researcher collected a few essays from some of the students from the English Department, Faculty of Humanities, University of Duhok for this study. These essays were collected by the researcher and checked for the errors that had been made by the students. Then the researcher highlighted the errors and analyzed them. The students who had written these essays were non-native speakers in English language and it was difficult for them to write an essay without committing any mistakes.

In this study, the researcher used written essays for collecting data in order to find out the grammatical errors, errors in the use of English past tense form which the

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English Department students had committed. The essays that they wrote were about one of the movies that they had seen recently and they described the most interesting scene in that movie as a story. The students first wrote Kurdish version of essay then English version. There was no time limit for writing the essays. The researcher himself collected the essays that were written by the students (Refer to appendix A and B).

3.7 Data Analysis Procedures

According to Pit Corder's (1974) error analysis procedure which suggested five steps for analyzing data (identification of error, description of error, explanation of error, evaluation of error and correction of errors) the researcher is going to analyze the data that he collected from Kurdish learners of English language.

After the data were collected, the errors that they were made by the students were highlighted and put in a database to list and analyze them easily. Each paragraph was checked separately for errors. The analytic database contained four tables, the first one was for the names of the students who participated in this research, the second one for the gender of the students, the third one for the errors that were made by the students, and the last one for the type of errors that they had made in their writing. The researcher made sure that the database was in order to classify and to collect all the same error types together. These classified error types gave the frequencies of the errors and the percentage of each type. Each question is addressed separately in order to present answers for the research questions.

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Analyzing the collected data was based on Pit Corder's design of error analysis. Referring to the steps of error analysis, the data were analyzed as follows:

First, the researcher acquired the data and identified the types of grammatical errors made by the students in their essays. Then, the researcher calculated the errors in order to know how frequent these errors had been made by the students. By calculating the frequency of each error, the researcher was able to identify the most frequent error and the least frequent error made by the students. When the errors were calculated and analyzed, the results of the analysis were tabulated. The researcher then presented the errors in the form of tables and examples according to the types of errors, number of errors made by the students and the percentage of errors made by the students. Errors that had been committed by the students were explained and described by the researcher. At the end, the researcher evaluated and corrected all the errors.

For analyzing data for the Kurdish version of essays, the researcher first highlighted all the errors in the English language that made by the influence of the Kurdish language. Then, these errors were presented in the form of examples in Kurdish written language with their transcriptions to show the errors made in English compared to the Kurdish version. The researcher then showed the effect of Kurdish language on the errors in English made by the students.

After the errors of both languages were shown in the form of examples and analyzed, the researcher presented the factors or causes of making those errors made by the students.

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The essays in both languages should have grammatical errors to be gathered and investigated by the researcher. The researcher then presented the types of errors made by the students in the English language which were influenced by the Kurdish language by giving examples. Each error was corrected by the researcher in the English language.

3.8 Limitation of the Study

The data for this study were collected based on essays written in English and Kurdish language by Kurdish university students. The samples of the study were limited to the third year students of the English Department, Faculty of Humanities, University of Duhok.

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3.9 Summary

This chapter presented the research deign of errors analysis and explained the procedure for collecting data, and analyzing the data. The samples and sampling procedures and the instruments that were used for collecting data were also presented.

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CHAPTER 4

RESULTS

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4.1 Introduction

This chapter presents the errors in the use of past tense form committed by the Kurdish students and the frequency and percentage of each error is shown. The students made different errors in using past tense and these errors are presented by giving examples for each error from the students' writing. The effect of the first language and the factors for committing these errors are presented in this chapter.

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4.2 Data Analysis

For analyzing the English version essays, the researcher collected data from the students first. Each essay had its own code which was 'S' with a number which referred to the students who participated in this study. After collecting data, the researcher highlighted all the errors that were made by the students. The researcher identified all the errors that were made in using past tense form and then he described each error type. The researcher explained the students' errors in using past tense form by giving examples for each error and then evaluated which error was mostly made by the students. At the end of analyzing the data of the English version essays, the researcher corrected all the examples of errors that were identified from the students' essays. Each error type is shown in the appendix.

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For analyzing the Kurdish version essays, the researcher tried to highlight similar errors that were made in the English essays through the influence of the mother tongue 'Kurdish language'. The errors committed in using English past tense which were influenced by the Kurdish language were identified and described by the researcher. Then the researcher explained these errors by giving examples in both languages and transcribed the Kurdish examples into English letters or alphabets. Errors committed in English past tense influenced by the Kurdish language were then corrected by the researcher. Each error type is shown in the appendix.

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4.2.1 Results for the First Research Question

RQ1: What are the common errors in the use of English past tense form that were made by learners in writing essays?

The students who participated in this research were required to write two essays, one in the Kurdish language and the other one in the English language and they were required to use past tense in their writing so as to identify the different types of errors committed in using the past tense. The students committed 10 types of errors in using past tense and only 7 of them were analyzed by the researcher due to the very few number of errors committed for the other 3 types.

The errors in using past tense form, which were investigated in this study, were:

1- Simple past
2- Past progressive
3- Past perfect
4- Past passive
5- Future in the past
6- Irregular verb
7- Regular verb
8- Incorrect verb
9- Incorrect use of verb ‘to be’
10- Incorrect use of verb ‘to do’

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After the data had been collected, the researcher checked for those common errors that were made in using past tense. Table 4.1 presents the types of errors in using English past tense, the number of each error made by students and the percentage value for each error.

Table 4.1

Errors made by Kurdish Students in using Past Tense

Types of Errors	Number of Errors	Percentage
simple past	230	56.51 %
Irregular verb	41	10.7 %
Past Progressive	30	7.37 %
Past Perfect	23	5.65 %
Past Passive	21	5.15 %
Regular verb	21	5.15 %
Incorrect verb	18	4.42 %
Future in the Past	13	3.19 %
Using incorrect helping verb ‘verb to be’	8	1.95 %
Using incorrect helping verb ‘verb to do’	2	0.49 %
Total	407	

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The data, showed that the most common error that the students committed in the use of past tense form was errors in using the simple past tense and this is caused by the fact that the students mostly used simple past tense in their writings and thus they committed more errors. This is followed by errors in the use of irregular verbs. Most of the students made errors in changing irregular verbs from the base form to 'past' or 'past participle' form because they considered them as regular verbs and they followed the rules of changing regular verbs from the base form to *past* and *participle* form. Then, errors in the use of past progressive and past perfect were recorded and most of the errors committed consisted of omitting the verb 'to be' 'was' and 'were' before the 'ing- verb' form in the past progressive or omitting '–ing' in the main verb and the errors committed in the use of past perfect by omitting 'had' before the main verb or incorrect use of the main verb in the past participle form.

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Errors in the use of past passive and regular verbs had the same frequency. The students did not know the rules of using the past passive and they did not use the past passive so much. The students committed the errors in the use of regular verbs because they did not know how to add '–ed' to the main verb. The errors in the use of future in the past had the lowest frequency because it was rarely used by the students in writing essays.

Each type of error in the use of English past tense committed by the students in this study is going to be discussed and analyzed separately.

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4.2.1.1 Errors Committed in the use of Simple Past

The number of simple past errors made by the students was 230 or 56.51% of the total of 407 errors in the use of English past tense form. As it has been shown in table 4.1 that errors in using simple past tense have a high average of committed errors comparing to other errors made in using past tense, this is because of the fact that students use simple past tense form more than the other past tense forms while writing an essay. Most of the students have this problem; they are unaware of using simple past tense and most of the times they use simple present tense instead, since they were required to use past tense in writing an essay for this study.

The errors in using simple past tense form were made in different ways by the students; some of the sentences were written in simple present tense form and they should be written in simple past tense form because the students were required to use past tense while writing their essays and because they were narrating a movie that they have watched recently, for narration paragraphs students should use past tense.

In some other sentences, the students started to write in simple past form then suddenly they started to use simple present form or vice versa at a particular sentence; they shifted from one tense to another. Some of the students wanted to use past tense but they did not know how to form a sentence with simple past tense form.

(a) Simple Present instead of Simple Past. The students were found to be weak in using the correct tense. That is why sometimes when they wanted to use past tense and then they changed the tense into present tense in writing an essay and this made it

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difficult for the reader to understand the real meaning of the sentence. The following are some of the examples written by Kurdish students in their writing with their corrections (Refer to Appendix C).

Examples of using simple present instead of simple past

1- **S 19** "He saw that she is not his lady".
2- **S 18** "Antonio knew that the girl that he was in love with her is the daughter of a gold merchant".
3- **S 5** "They did whatever they want".
4- **S 12** "The thing that she had to transport is unknown".
5- **S 15** "The hero and the heroine were not with each other at the beginning of the movie but the can see each other".
6- **S 7** "His friends realized that he doesn't fit them".
7- **S 20** "Snowball, the pig became leader and he believes in equality between animals".
8- **S 29** "They went to the castle and kill all enemies".
9- **S 21** "He drew Rose's picture as it is real".
10- **S 27** "They tried to kill him too, but he runs away".
11- **S 15** "The person who is manage things sent drugs and cure for them hanging in ballon".
12- **S 16** "After that they fall in love, which was forbidden for them because he loved his uncle's wife".
13- **S 18** "she is the daughter of the old man and she married Antonio".
14- **S 27** "when he grows up he became strong man".

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15- **S 14** “The girl immediately got interest and tried to know who is that person”.

16- **S 10** “84 years later Rose tells the story about her life on Titanic to her granddaughter and friends”.

17- **S 18** “I saw it many time because it deal with things that happen to people every day”.

Note: the underlined words were the errors in using simple past form.

Correction of the examples above:

1- “He saw that she was not his lady”.

2- “Antonio knew that the girl that he was in love was the daughter of a gold merchant”.

3- “They did whatever they wanted”.

4- “The thing that she had to transport was unknown.

5- “The hero and the heroine were not with each other at the beginning of the movie but they could see each other”.

6- “His friends realized that he didn’t fit them”.

7- “Snowball, the pig became leader and he believed in equality between animals”.

8- “They went to the castle and killed all enemies”.

9- “He drew Rose’s picture as it was real”.

10- “They tried to kill him too, but he ran away”.

11- “The person who managed things sent drugs and cure for them by hanging in a ballon”.

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12- "After that, they fell in love, which was forbidden for them because he loved his uncle's wife".

13- "She was the daughter of the old man and she married Antonio".

14- "When he grew up he became a strong man".

15- "The girl immediately got interest and tried to know who that person was".

16- "84 years later Rose told the story about her life on the Titanic to her granddaughter and friends".

17- "I saw it many times because it dealt with things that happened to people every day".

In some other cases, simple present has been used in different sentences. Although, the students has been asked to use past tense in their writing but still there some errors which were using simple present tense instead of simple past tense in the whole sentence. The following are some of the examples that the students used simple present instead of simple past (Refer to Appendix D).

Examples

1- **S 25** "Parker decides to call the dog 'Hachi'".

2- **S 25** "Andy arrives soon after that and takes him home".

3- **S 25** "There is a fight between Deception and Autobus".

4- **S 22** "They travel to Egypt".

5- **S 22** "Then he laughs at them and lets them enter".

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Correction of the examples above:

1- "Parker decided to call the dog 'Hachi'".
2- "Andy arrived soon after that and took him home".
3- "There was a fight between Deception and Autobus".
4- "They travelled to Egypt".
5- "Then he laughed at them and let them enter".

(b) Incorrect form of Simple Past. This is when the students wanted to write something in the past tense and they did not know how to form a correct sentence because they were incapable of using the tense. The students tried to form correct sentences with simple past but while trying to use the simple past they used helping verb and added –ed to the main verb (Refer to Appendix E).

Examples of incorrect form of simple past:

1- **S 11** "The story talked about a family who was lived in a happy life".
2- **S 29** "She was killed her parents".
3- **S 29** "She was wanted to kill king".
4- **S 8** "He didn't wanted he wanted to realize his dream with Ellie to reach paradise falls".

Note: the underlined words were the errors in using simple past form.

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Correction of the examples above:

1- "The story talked about a family who lived a happy life".
2- "She killed her parents".
3- "She wanted to kill the King".
4- "He didn't want to realize his dream with Ellie to reach Paradise Falls.

4.2.1.2 Errors Committed in the Spelling of Irregular Verb

The number of irregular verb errors made by the students was 41 or 10.7% of the total of 407 errors in the use of English past tense form. In analyzing the data for this study, many of the errors made by the Kurdish students were in changing base verb to past form or past participle form in order to make correct sentences using simple past tense or past perfect tense. They added –ed to some of the irregular verbs when they tried to change them to past form and some of the verbs were written incorrectly when they tried to change them to the past participle form (Refer to Appendix F).

Table 4.2 shows the errors committed by the Kurdish students in changing irregular verbs into past and past participle forms

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Table 4.2

Errors made by Kurdish Students in using Irregular Verbs

The errors	The correct past form	The correct past participle form	Position of errors
givin	Gave	Given	givin
wan	won	won	wan
heared	heard	heard	heared
falled	fell	fallen	falled
sinked	sank	sunk	sinked
slipt	slept	slept	slipt
begon	began	begun	begon
choosed	chose	chosen	choosed

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Examples of incorrect use of irregular verb form:

1- **S 1** “They have not been givin enough food”.

2- **S 24** “He wan many battles”.

3- **S 11** “He falled in love with her”.

4- **S 20** “He trayed to take a place of Snowball”.

5- **S 1** “At the end Napoleon diyed”.

6- **S 18** “He choosed a young man called Antonio”.

7- **S 1** “The one who taled the animals to rise against the humans was an old pig called old major”.

8- **S 9** “One night their ship sung because of the steam”.

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9- **S 4** “They wanted to sele them”.

10- **S 20** “The humans attacks the animal farm again but the animal wined again in the battle”.

11- **S 10** “when the ship sinked, Jack died”.

Note: the underlined words were the errors in using irregular verb form.

Correction of the examples above:

1- “They have not been given enough food”.

2- “He won many battles”.

3- “He fell in love with her”.

4- “He tried to take a place of Snowball”.

5- “At the end Napoleon died”.

6- “He chose a young man called Antonio”.

7- “The one who told the animals to rise against the humans was an old pig called old major”.

8- “One night their ship sank because of the steam”.

9- “They wanted to sell them”.

10- “The humans attacked the animal farm again but the animal won again in the battle”.

11- “When the ship sank, Jack died”.

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4.2.1.3 Errors Committed in the use of Past Progressive

The number of past progressive errors made by the students was 30 or 7.37% of the total of 407 errors in the use of English past tense form. Based on the data that were collected from the students, it showed that Kurdish students committed errors in different ways while using past progressive. Some students made errors in using present continuous instead of past continuous. Some of them tried to write in the past continuous and they changed the main verb of the sentence to –ing form but they did not put the verb 'to be' before the main verb. Some others put the verb 'to be' before the main verb of the sentence but they did not change the main verb to –ing form, while others tried to join two sentences with 'when' or 'while' and they wrote both sentences in the simple past whereas the long action (to express the long action) should be in past progressive and the short action (to express the short action that happens in the middle of the long action) should be in simple past.

(a) Present Progressive instead of Past Progressive. Students described something in the past which was continuous and they used the present continuous in describing that particular thing. The examples below show the students' errors in using the past progressive: (Refer to Appendix G)

Examples of using present progressive instead of past progressive

1- **S 7** "The ship <u>is moving</u> towards Africa but the penguins were so clevered".
2- **S 19** "All days he <u>is making</u> her to cry".
3- **S 20** "The animals disaeded to attaks Mr, Jones while he <u>is drunking</u>".

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4- **S 25** "Parker was surprised and pleased that Hachi is finally willing to play tech the ball with her".
5- **S 22** "Optimus Prime is telling Sam that they need his help".
6- **S 19** "When they are going to marry the bride runs away".

Note: the underlined words were the errors in using past progressive form.

Correction of the examples above:

1- "The ship was moving towards Africa but the penguins were so clever".
2- "All days he was making her to cry".
3- "The animals decided to attack Mr. Jones while he was drinking".
4- "Parker was surprised and pleased that Hachi was finally willing to play tech the ball with her".
5- "Optimus Prime was telling Sam that they needed his help".
6- "When they were going to marry the bride ran away".

(b) Omission of using -ing Verb Form and Verb 'to be' with Past Progressive. The structure of past progressive tense is verb 'to be + verb –ing', some students make errors in using past progressive. Based on the data that were collected from Kurdish students, they did some errors in using past progressive. They did not write in a correct form of past progressive. In some sentences, they missed to put –ing to the main verb and some other, they missed to put verb 'to be' before the main verb.

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Examples of omitting –ing form with past progressive: (Refer to Appendix H)

1- **S 5** "They cried and they didn't know what were they do▼".
2- **S 29** "They were taught▼ people some type of art fighting".
3- **S 29** "They were do▼ that to how you save yourself from nature creature".

Correction of the examples above:

1- "They cried and they didn't know what they were doing?"
2- "They were teaching people some types of art fighting".
3- "They were doing that to show how you save yourself from nature's creatures".

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Examples of omitting verb 'to be' with past progressive: (Refer to Appendix I)

1- **S 8** "They▼ saving money for the trip to paradise falls".
2- **S 25** "Hachi▼ doing this everyday".
3- **S 20** "Jessie, the dogs seyes Napoleon and Squeller▼ drinking alchohol and sleeping on bed".

Correction of the examples above:

1- "They were saving money for the trip to Paradise Falls".
2- "Hachi was doing this every day".
3- "Jessie, the dogs said that Napoleon and Squealer were drinking alcohol and sleeping on the bed".

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(c) Misuse of Past Progressive with 'while' and 'when'. We can join the two ideas with 'when' or 'while'. We often use the past continuous tense with the simple past tense. We use the past continuous tense to express a long action. And we use the simple past tense to express a short action that happens in the middle of the long action. Kurdish students were unaware of using 'while' and 'when', and they did not use them frequently in their writings but most of them committed errors in using the past progressive. (Refer to Appendix J)

Examples of incorrect use of past progressive with when and while:

1- **S 18** "When the people who work in the mine worked they didn't give them there rights".
2- **S 17** "When he came back on his way he saw two strange min in a car".
3- **S 27** "While his children were grown he had lot of problem and fighting with other groups of Mafia".
4- **S 17** "It started when an american family left their house for the christmass holiday".
5- **S 24** "When William went there, the British army arrest him".

Note: the underlined words were the errors in using past progressive form.

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Correction of the examples above:

1- "When the people who were working in the mine worked, they didn't give them their rights".
2- "When he was coming back, on his way, he saw two strange men in a car".
3- "While his children were growing up, he had a lot of problems fighting with other groups of Mafia".
4- "It started when an American family was leaving their house for the Christmas holiday.
5- "When William was going there, the British army arrested him.

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4.2.1.4 Errors Committed in the use of Past Perfect

The students made 23 past perfect errors or 5.65% of the total of 407 errors. The Kurdish students showed weak command of the English language rules of the use of past perfect. These rules of the past perfect can be found in the Kurdish language, but with very different forms and rules. Therefore, the students, sometimes, were confused about the exact form of the verb, which is followed with the helping verb of the sentence. The basic rule of the English language sentence for past perfect states that the past participle form of the verb follows the verb 'to have' or 'had'.

These past perfect errors could be found in the writing of the Kurdish learners of the English language, since the past perfect in the Kurdish language has a different

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structure. Most of the problems of the past perfect form were in the missing of 'had' before the past participle form of the verb and in changing the main verb from the base form to the past participle form because in the Kurdish language, the past perfect form of the verb do not need any helping verb and some of them used the present perfect instead of the past perfect form.

The structure rules of using past perfect with simple past; i.e. two actions in one sentence and related to each other with using 'after' or 'before', past perfect always followed by 'after' and simple past followed by 'before' because the action in past perfect happened before the action in simple past. Kurdish students of English language wrote both sentences in simple past.

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The following are some of the examples that have been made by the Kurdish learners of English language in using past perfect form. Some of them contain errors of using present perfect instead of past perfect; the others are errors in missing verb 'to have' before the past participle verb form. (Refer to Appendix K)

Examples of using present perfect instead of past perfect:

1- **S 22** "The fallen <u>has</u> triggered the police system and put a hit on Sam".
2- **S 1** "They <u>have</u> not been <u>givin</u> enough food".
3- **S 7** "They realized that he <u>has</u> gone".
4- **S 1** "Napoleon's conspiracy <u>has begon"</u>.

Note: the underlined words were the errors in using past perfect form.

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Correction of the examples above:

1- "The fallen had triggered the police system and put a hit on Sam".
2- "They had not been given enough food".
3- "They realized that he had gone".
4- "Napoleon's conspiracy had begun".

Examples of omitting 'had' with past perfect: (Refer to Appendix L)

1- **S 2** "After he▼ tried, he saw that the notebook is real".
2- **S 23** "After▼ getting money he bought a sugar plantation".
3- **S 16** "After they▼ fall in love, which was forbidden for them because he loved his uncle's wife, Nihal wanted to marry Behlol".
4- **S 17** "After he▼ arrived at home, he enjoyed himself by singing songs".

Note: the underlined words were the errors in using past perfect form.

Correction of the examples above:

1- "After he had tried, he saw that the notebook was real".
2- "After he had gotten money, he bought a sugar plantation".
3- "After they had fallen in love, which was forbidden for them because he loved his uncle's wife, Nihal wanted to marry Behlol".
4- "After he had arrived home, he enjoyed himself by singing songs".

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4.2.1.5 Errors Committed in the use of Past Passive

The number of past passive errors was 21 or 5.15% of the total of 407 errors. The focus was to show how the Kurdish students made errors related to past passive form. Kurdish learners use past passive and present passive in English as they did not know that the form that they were using was passive.

In Kurdish language there is no present passive, only past passive and the structure rule of past passive in Kurdish language is the same as in English language but without using any helping verb before the main verb. This is the main problem for Kurdish learners as they always do not to put helping verb before the main verb.

Based on the data that were collected from the Kurdish students, the students did not use passive many times in their essays, but still they made some errors in using it. Most of the students used the structure of past passive without the use of the verb 'to be' 'was' and 'were' before the verb. Other students used simple past and verb 'to be' 'is' and 'are' before the main verb to make it passive and some of them use the whole sentence in the simple present (Refer to Appendix M).

Examples of incorrect use of past passive form:

1- **S 3** "Batman was mislead by his friend to a trap prepared by Bane".
2- **S 25** "He sat as his usual spot, eating a hot dog gived to him by Jaset".
3- **S 25** "His loyality is profiled in the local newspaper".
4- **S 25** "Parker is instanty captivated by the dog".

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5- **S 25** "Akita Puppy is sent from Japan to the united state".

Note: the underlined words were the errors in using past passive form.

Correction of the examples above:

1- "Batman was misled by his friend to a trap which was prepared by Bane".
2- "He sat as his usual spot, eating a hot dog that was given to him by Jaset".
3- "His loyalty was profiled in the local newspaper".
4- "Parker was instantly captivated by the dog".
5- "Akita Puppy was sent from Japan to the United States".

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4.2.1.6 Errors Committed in the Spelling of Regular Verb

The recorded regular verb errors were 21 or 5.15% from the total of 407 errors made by the students in this study. Changing regular verbs from base form to past or past participle form or –ing form with progressive is easier than irregular verbs for Kurdish students. The students who participated in this study did not make many mistakes in changing regular verbs but still the problem existed.

Students made errors in changing regular verbs from the base form in three ways; first they did not know how to change it to past form when they wanted to use simple past form, second they did not know how to change it to past participle form

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when they wanted to use past perfect form, third they did not know how to change it to *–ing* form when they wanted to use past progressive form.

Students should follow some rules when they want to add *–ed* and *–ing* to the regular verbs. The following are the rules of adding *–ed* and *–ing* to regular verbs:

- If the verb ends with an *–e* that is not pronounced 'as in *smile*', then the final *–e* need to be dropped before adding *–ed* or *–ing*. Very few verbs keep the final *–e* when adding –ing to distinguish them from the similar words. For example, *singe* becomes *singeing* rather than *singing* 'which is present participle of *sing*'
- If the verb ends with a vowel plus *–L* 'as in travel', the *L* should be doubled before adding *–ed* or *–ing*. This rule does not apply to American English just British English. For example, 'travel_ travelled'.
- If the verb ends with a single vowel plus a consonant, and the stress is at the end of the word as in '*refer*', then the final consonant should be doubled before adding *–ed* or *–ing*. For example, 'refer_ referred'.
- If the verb ends with a single vowel plus a consonant, and the stress is not at the end of the word as in '*visit*', then the final consonant should not be doubled before adding –ed or *–ing*. For example, 'visit_ visited'.
- If the verb has only one syllable and ends with a single vowel plus a consonant as in '*stop*', the final consonant should be doubled before adding *–ed* or *–ing*. For example, 'stop_ stopped'.
- If the verb ends in *–c* 'as in *panic*', the verb should be added by *–k* before adding *–ed* or *–ing*. For example. 'panic_ panicked'.

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Table 4.3 shows the ways some errors were committed in changing regular verbs into past and past participle.

Table 4.3

Errors made by Kurdish students in using regular verbs

The errors	The correct past form	The correct past participle form
decyded	Decided	Decided
dived	divided	divided
maried	married	married
dead	died	died
descovered	discovered	discovered
kille	killed	killed
intered	entered	entered

Examples of incorrect use of regular verb form: (Refer to Appendix N)

1- **S 27** “After that he <u>maried</u> and had three children”.

2- **S 27** “He <u>dead</u> of heart attack”.

3- **S 20** “the animals <u>desaidid</u> to attaks mr. jones”.

Note: the underlined words were the errors in using regular verb form

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Correction of the examples above:

1- "After that he had married and had three children".

2- "He died of heart attack".

3- "The animals decided to attack Mr. Jones".

4.2.1.7 Errors Committed in the use of the Future in the Past

The errors made in expressing future in the past time were only 13 errors or 3.19% from the total of 407 errors. The students who participated in this study did not make many mistakes in the use of future in the past because they did not use it that much. While expressing future actions in the past time, the modal 'will' should change into 'would' but Kurdish learners of English language in this study were narrating something and they used future action in the past but they did not change the modal 'will' to 'would'. The following are some of the examples that the students made in their writings: (Refer to Appendix O)

Examples of incorrect use of future in the past:

1- **S 21** "People didn't know that their ship will sink".

2- **S 29** "They went and told him that we will back after a short time".

3- **S 25** "Parker expected that another one will have contact the train station, but no one has".

4- **S 15** "If they injured they can use it and it will recover it immediately".

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5- **S 19** “Antonio and the old man went to the party because they heared that something bad will happen”.
6- **S 2** “He touched it, he saw a ghost, anyone who touches, will see a ghost”.
7- **S 19** “He told his new wife that he will not love her”.
8- **S 2** “Most of the instructions were written in it but was not enough for him to know everything about it and what will happen to him”.
9- **S 25** “He was worried that he will be late for the college”.
10- **S 29** “They went and told to him that we will back after short time”.
11- **S 18** “Antonio and the old man went to a party because they heared that something bad will happen”.

Note: the underlined words were the errors in using future in the past.

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Correction of the examples above:

1- “People didn’t know that their ship would sink”.
2- “They went and told him that we would be back after a short time”.
3- “Parker expected that another one would have contact with the train station, but no one had”.
4- “If they were injured they could use it and it would recover them immediately”.
5- “Antonio and the old man went to the party because they heard that something bad would happen”.
6- “He touched it; he saw a ghost, anyone who touched it, would see a ghost”.
7- “He told his new wife that he would not love her”.

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8- "Most of the instructions were written in it but they were not enough for him to know everything about it and what would happen to him".

9- "He was worried that he would be late for the college".

10- "They went and told him that we would back after a short time".

11- "Antonio and the old man went to a party because they heard that something bad would happen".

The errors related to past tense form that students committed in this study could be summarized. The errors used in the simple past tense consisted of errors in the use of simple present in narration, simple present instead of simple past, and incorrect use of simple past and errors in the use of irregular verbs. Errors in the use of past progressive consisted of errors in the use of present progressive instead of past progressive, errors in the omission of using –ing verb form and verb 'to be' with the past progressive, and errors in the misuse of past progressive with 'while' and 'when'. Some other errors were committed in past perfect which consisted of errors in the use of present perfect instead of past perfect and the errors in the omission of the use of 'had' with past perfect. Students also made errors in the use of past passive, regular verbs and future in the past.

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4.2.2 Results for the Second Research Question

RQ2: How does the Kurdish learners' L1 influence the errors made in the use of past tense form in writing English essays?

4.2.2.1 First Language (L1) Interference

Errors resulted from first language interference is one of the factors that influences the process of learning any language. First language or mother tongue of the learners of any language affects the production of learning the target language. While writing an essay, the learners of any language try to use the rules of their own native language and they transfer something directly from the first language to the target language. In the course of target language production in the essays, the learners who commit errors of mother tongue interference seem to have transferred some of the first language structures into the target language but error occurred when there were no equivalent structures in the target language.

Learners of English language had this problem. While writing an essay, they were thinking in their mother tongue and they transferred directly to the English language so they produce incorrect language. The students who participated in this study were required to write two essays about one of the movies that they had watched recently. Each student was required to write about the same movie in both languages, Kurdish and English, so that the researcher could identify the errors that resulted by transferring from the first language.

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In order to understand the errors committed by the participants, it is important to discuss the errors which resulted from mother tongue interference. After collecting data from the students for this study, the researcher found that there were some errors resulted from mother tongue interference. Some of the students used the rules of the Kurdish language when they wanted to write the English version of the essay. Since the rules of the two languages were different, they could not construct the correct sentence. Some students did not even follow the rules of the Kurdish language as they used their own slang in committing the errors.

The following examples were some errors which resulted from first language transfer taken from the sample of the written essays which were collected from the students who participated in this study.

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1- **S 26** “From there he became prison”.

بەلام لەم کاتەدا زۆر ناخۆشی بەسەر دایەت و دەخرێتە زیندانەوە.

/balam lam kata da zor nakhoshi basar dayat u dakhreta zindanawa/

2- **S 19** “Another family it was a big family and they were very rich”.

خێزانا دی یا مەزن بی ئو ئەو گەلەك د زەنگین بوون.

/khezana di ya mazn bi u aw galak d zangin bon/

Family another it big was family and they very rich were

In both of the examples above, the students used incorrect verb to construct an English sentence. In the first sentence, the student tried to write the sentence in past

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tense so he brought the verb *become* and changed it to past form *became* so he transferred the word زیندان directly from Kurdish language to English language because he brought the verb دەخرێتە in Kurdish language which means *entered* in English language and if he used the verb *entered* the meaning of the sentence would change in English language.

In the second sentence, the student used the word *family* in English sentence and the second time when he wanted to use pronoun instead of *family*, he/she used it as a plural noun so the word *family* followed by the verb to be *were* because in Kurdish language, the word خێزان as it means *family* in English language can be used as a singular and plural noun. The correct form of the sentence above should be like this:

1- There he became prisoner.
2- Another family was a big family and it was very rich.

There were some sudden shifts in using tenses, some of the students committed some mistakes in using tenses when they transferred from Kurdish language to English language. The following are some of errors that the students committed in tenses:

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4.2.2.2 Shift from Simple past to Simple present

1- **S 14** “The girl immediately got interest and tried to know who is that person”.p66

کچك ئێك سەر اهتمام دایێ و دڤیا بزانیت کا ئەو کی یە.

/kichk eksar ihtimam daye u d via b zanit ka aw kiya/

The girl immediately got interest and tried to know who is that person

2- **S 16** “It starts when an American family left their house for the christmass holiday”. p67

دەسپێدکەت دەمێ خێزانەکا ئەمریکی مالا خو دهێلن بو کریسماسێ.

/daspedkat dame khezanaka amriki mala kho dheln bo krismase/

It starts dame family am American house their left for christmass.

3- **S 18** “I saw it many time because it deal with things that happen to people every day”. p67

من گەلەك جارا یێ دیتی چنکو ل سەر وان تشتایە یێت روژانە دژیانا مروڤی دا رێددەن

/min galak jara ye diti chnko l sar wan tshtaya yet rojana d jiyana mrovi da riddan/

I many time it saw because it deal with things every day to people that happen

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4- **S 18** “Antonio knew that the girl that he was in love with her is the daughter of a gold merchant”. p66

ئەنتونیوی دزانی کو ئەو کچا ئەوی حەژی دکر کچا بازرگانێ زێری یە

/Antonyoy d zani ko aw kchka awi haje dkr kcha bazirgane zeriya/

Antonio knew that the girl that he was in love with her is the dausghter of a gold man

The four sentences above were grammatically incorrect. The students committed an error in switching the tense. Since in Kurdish language, someone can speak about something that happened in the past and relate to the present time, the students made errors in using two tenses in one sentence. The correct form of the examples above should be like the following:

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Correction of the examples above:

1- “The girl immediately got interested and tried to know who that person was”.
2- “It started when an American family left their house for the Christmas holiday”.
3- “I saw it many times because it dealt with things that happened to people every day”.
4- “Antonio knew that the girl that he was in love with was the daughter of a gold merchant”.

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4.2.2.3 Shift from Simple Present to Simple Past

1- **S 15** “The person who is manage things sent drugs and cure for them hanging in ballon”. p66

ئەو کەسێ تشت برێڤە دبرن حەب و دەرمان برێکا بالا فرێ دکرن.

/aw kase tsht breva d brn hab u darman breka bala fre dkrn/

The person who is things manage drugs and cure for them hanging in ballon sent

2- **S 16** “After that they fall in love, which was forbidden for them because he loved his uncle’s wife”. p66

پاشی حەژ (بیهتەر)ی دکر کو دبیتە ژن ماما وی ئەوژی نەشیا خو کو کەسەکێ هندەیێ جوان حەژ وێ بکەت ڤێجا هەردووکا حەژ ئێك و دوو کر.

/pasha haj (bihater)i dkr ko dbita jn mama wi awji na shiya kho ko kasake hndaye jwan haj we bkat veja hardoka haj ek u du kr/

3- **S 18** “she is the daughter of the old man and she married Antonio”. p66

ئەو کچا پیرەمێرێ یە ئو شیپ ئەنتونیوی کربوو

/aw kcha pirameriya u ship Antonyoy krbo/

She is the daughter of the old man and married Antonio she

4- **S 27** “when he grows up he became strong man”. p66

لەوێ گەورە بوو و دەبێتە کەسێکی بە هێزو ویستی.

/lawe gawra bo u dabeta kaseki ba hez u wisti/

When he grows up he became man strong

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The four sentences above were grammatically incorrect. The students did not use the correct tense; they committed errors when they used different tenses. These errors resulted from first language interference because in Kurdish language one can construct correct Kurdish sentence using two different tenses at the same time. On the other hand, the meaning of the English sentence changes when there is a sudden shift between tenses in a particular sentence. The correction of the examples above:

Correction of the examples above:

1- "The person who managed things sent drugs and cure for them by hanging in a ballon".
2- "After that, they fell in love, which was forbidden for them because he loved his uncle's wife".
3- "She was the daughter of the old man and she married Antonio".
4- "When he grew up he became a strong man"

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4.2.2.4 Shift from Simple Past to Simple Future

1- **S 15** "If they injured they can use it and it will recover it immediately". p88

ئەگەر ئەو بریندارین داکو وان بکاربینن و دوێ کافێ دا دا چێ بنەفە.

/agar aw brindar bin dako wan bkar binn u dwe gave da da chebnava/

If they injured can use it they and immediately it will recover it

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2- **S 29** “They went and told to him that we will back after short time”. p88

ئەو رێگرین کو ئەو کورك قوتای پاشڤە زوڤرین ئو گوتێ دێ پشتی دەمەکی دێ هێینەڤە.

/aw regren ku aw kork qutay bashva zovrin u gote de pshti damake de heynava/

3- **S 21** “people didn't know that their ship will sink”. p88

ل دەسپێکێ خەلکی نە دزانی کو دێ پاپورا وان بن ئاڤ بیت.

/l daspeke khalki na dzani ko de papora wan bn av bit/

People didn’t know that will ship their sink

4- **S 18** “Antonio and the old man went to a party because they heared that something bad will happen”. p88

ئەنتونیو و پیرەمێر چوونە ئاهەنگێ چنکو وان گولیبو کو دێ تشتەکێ خراب ریدەت.

/Antonyo u piramer chbona ahange chnko wan golebbo ko de tshatke xrab ridat/

Antonio and the old man went to a party because they heared that something bad will happen

Kurdish learners of English language commit mistakes when they want to use future in the past. In the four sentences above, they made errors in using future in the past. In the first sentence, they started the sentence with the simple past and suddenly moved to simple future. In Kurdish language, the modal دا /da/ is used for simple future that is used with simple present and for future in the past which is used with simple past; both of them have the same rules. On the other hand, in English language, the modal verb ‘will’ is used for the simple future and ‘would’ is used for the future in the past. The students transferred the sentence directly from Kurdish language to

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English language and they were not aware of using 'would', they used 'will' with all the sentences in the future. The correct structure of the sentences above should be like this:

1- "If they were injured they could use it and it would recover immediately".
2- "They went and told him that we would be back after a short time".
3- "People didn't know that their ship would sink".
4- "Antonio and the old man went to a party because they heard that something bad would happen".

4.2.2.5 Errors Committed in the use of Irregular Verbs

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Kurdish learners of English language committed errors in the use of English irregular verbs due to the fact that in Kurdish language, the structure of changing verbs from base form to the past or past participle form for all the verbs is the same. Kurdish language verbs change to past and past participle form by adding بو /bo/ to the verb and it has the same form for all the verbs. On the other hand, regular and irregular English verbs have different structure for changing them to past or past participle form. In changing English regular verbs, students can add –ed to the base form in order to change them to past or past participle form. Kurdish learners of English language were unaware of using irregular verbs in the English language. They followed the rules of Kurdish language and they considered that all the verbs in English language have one structure like the Kurdish language and they added –ed to some of the English verbs in their writings. The following are the example of errors

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that were made in the use of irregular verbs with the influence of the Kurdish language:

Examples:

1- **S 10** “when the ship sinked, Jack died”. p72

دەمێ پاپور نقو بووی جاك مر.

/dame papor nqo boy Jak mir/

When the ship sinked, Jack died

2- **S 11** “he falled in love with her”. p72

ئەو کەفیتبوو دناڤ ئەڤینا وی دا.

/aw dkavita d nav avina wida/

He falled with in love her

Correction of the examples above:

1- “When the ship sank, Jack died”.
2- “He fell in love with her”.

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4.2.2.6 Errors Committed in the use of Past Passive

The structure of passive sentences for Kurdish language and English language are different. Students can construct an English passive sentence using different tenses, present tense, past tense or future tense. The structure of English past passive sentences is 'subject+ to be (was/ were)+ verb (past participle form)+ complement'. Kurdish passive sentences can be written only in past tense and future tense. The structure of Kurdish past passive sentences is 'subject+ verb (past form)+ complement'. Kurdish learners of English language committed errors in the use of past passive in their English essays because the structure of both languages is different. In the Kurdish language, the students did not need to put any helping verb before the main verb so they guessed that the structure of English sentences was the same and they made many errors in omitting (was/ were) before past participle verb in English sentences. The following is the error that students committed in their writings in the use of past passive with the influence of the Kurdish language.

Example:

S 25 "He sat as his usual spot, eating a hot dog gived to him by Jaset". p83

ئەو وەکی هەر جار سەر زادی د رینته خار کو جێسێتی دابویێ.

/aw waki har jar sar zadi d rinta xar ko Jeseti daboye/

He as his usual spot eating a hot dog by Jeset gived to him

Correction of the example above:

"He sat as his usual spot, eating a hot dog that was given to him by Jaset"

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4.2.2.7 Errors Committed in the use of Past Perfect

Although the errors that were made in the past perfect by the Kurdish students in the English essay writings were very few, there were still some errors committed in the past perfect due to the influence of Kurdish language. In the Kurdish language, two events can be combined with each other using simple past tense for both sentences. While in the English language, two events can be combined with each other in one sentence by using 'after' or 'before'. The event that is followed by 'after' may be in past perfect tense and the event that is followed by 'before' should be in simple past.

Kurdish learners of English language followed the structure of Kurdish language, they used simple past tense for both sentences while using *after* or *before* in a sentence. The following are examples of using incorrect form of past perfect.

Examples:

1- **S 2** "after he tried, he saw that the notebook is real". p81

پشتی وی پێکول کری وی دیت کو پەرتوك یا ژ راستایە

/pshti wi pekol kri wi dit ko partok ya j rastya/

After he tried he saw that the notebook is real

2- **S 17** "after he arrived at home he enjoyed himself by singing songs". P81

دەمێ زڤریاڤە ل مال ئەوی گەلەك دەمەکێ خوش بوراند کو ستران گوتن

/dame zvriyava l mal awi galake damake khosh borand ko stran d gotin/

After he arrived at home he himself enjoyed by songs singing

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Correction of the examples above:

1- "After he had tried, he saw that the notebook was real".

2- "After he had arrived home, he enjoyed himself by singing songs".

4.2.2.8 Errors Committed in the use of Past Progressive

Students committed errors in the use past progressive in different ways. In the Kurdish language, the students combined two sentences with وەختێ /wakhte/ or دەمێ /dame/ means 'while' or 'when' in English language and they used simple past tense for both sentences. In the English language, two events can be combined with each other with the use of 'while' and 'when'. The sentence which follows 'while' or 'when' may be in past progressive and the other one should be in simple past. The students followed the rules of Kurdish language and they wrote both sentences in simple past tense. The following are some examples of the errors that the Kurdish students committed in past progressive with the influence of the Kurdish language.

Example:

S 17 "It started when an american family left their house for the christmass holiday". p77

دەستپێکر دەمێ خێزانەکا ئەمریکی مالا خو هێلای ژبەر جەژنێ.

/daspekr dame khezanaka amriki mala xo helay j bar jajne/

It started when an family American their house left for the christmass holiday

The correction of the example above:

"It started when an American family was leaving their house for the Christmas holiday.

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4.2.3 Results for the Third Research Question

RQ 3: What are the other factors that contribute to the errors made by Kurdish learners in using the past tense forms in writing English essays?

As it was mentioned before in analyzing research question number two, first language interference was the main factor for errors committed in writing essays by Kurdish students. In addition to that factor, there were some other factors that contribute to the errors made by Kurdish students in using past tense form in writing English essays. Richards (1974: 174), pointed out that 'errors are not only caused by the interference from the mother tongue, but also from what he called as overgeneralization, ignorance of the rules restriction, incomplete application of rules, and false concepts hypothesized'.

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4.2.3.1 Intralanguage Errors

Richards (1974) proposed four factors of intralnguage errors:

The first factor is overgeneralization. Overgeneralization errors occur when learners make unusual structures based on other structures of the target language.

The second factor is ignorance of rule restriction. Ignorance of rule restrictions refers to the application of rules to wrong situations.

The third factor is incomplete application of rules. Incomplete application of rules occurs when learners fail to develop a structure completely.

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The fourth factor is false concept hypothesized. False concepts hypothesized arise when learners do not fully understand a difference in the target language.

Based on the data collected from Kurdish students, the researcher found evidence of the intralanguage errors in their writing. The researcher focused on those intralanguage errors that were made in using past tense form in writing English essays.

4.2.3.1.1 Overgeneralization

As it was addressed before in this study, overgeneralization means applying the rules of a specific structure of the English language to another structure, which cannot accept this application. In this study, the errors of addition of verb 'to be' before and after 'verb' are classified as the overgeneralization errors. The following examples show the errors made by the students of this type of error:

Examples:

1- **S 29** "They <u>were taught</u> people some type of art fighting". p78
2- **S 29** "She <u>was wanted</u> to kill King". p69

Here, in the examples above, the students tried to write a sentence using past tense form but they failed in constructing the correct form of past tense. They used the verb 'to be' 'was' and 'were' in using past tense and that was why they put the verb

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'to be' before the main verb. In the first sentence, the students should have dropped 'were' to turn it into a correct form of past tense. In the second sentence, the students should have dropped 'was' in order to turn it into a correct form of the past tense. They overgeneralized the rules of past passive. In passive sentences students need to put helping verb before the past participle form of verb. The above sentences were in active voice and the students used helping verb before the main verb so they considered as overgeneralization error. Since the two sentences tell the events that happened in the past, the correct form of the sentences should be as follow:

Correction of the examples above:

1- "They taught people some types of art fighting".
2- "She wanted to kill the King".

Here are some other wrong sentences with their corrections that were written by the students and they made errors in overgeneralization:

1- **S 11** "The story talked about a family who was lived in a happy life". p69
2- **S 29** "She was killed her parents". p69
3- **S 14** "The doctor started to teach him how to behave, act, stand and talk when he were be with her".

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Correction of the examples above:

1- "The story talked about a family who lived in a happy life".
2- "She killed her parents".
3- "The doctor started to teach him how to behave, act, stand and talk when he was with her".

In the above sentences also, the students overgeneralized the structures or rules of the passive voice.

4.2.3.1.2 Ignorance of rule restrictions

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As it was addressed before in this study, the ignorance of rule restrictions refers to the application of rules in wrong situations. The students did not have full knowledge to use the correct rules. The students have already learned to use the rules, but they used the rules in new situation. There are four types of errors classified as ignorance of rule restriction from the collected data of Kurdish learners of English language. The errors are as follows:

(a) The wrong form of verb 'to be'. The students wrote their essays in past tense forms and this means they were talking about something that happened in the past but they used the verb 'to be' (am, is, and are) in some situations. The following are some of the examples:

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Examples:

1- **S 25** "There is a fight between Deception and Autobus". p68
2- **S 19** "When they are going to marry the bride runs away". p74

Since the event of the two examples above happened in the past, the students used the verb 'to be' (is and are). In the first sentence, 'is' should be changed to 'was' and in the second sentence; 'are' should be changed to 'were' in order to have the correct form of past tense. The rules of simple past and past progressive sentences were ignored. The correction of the examples above should be as follows:

1- "There was a fight between Deception and Autobus".
2- "When they were going to marry the bride ran away".

In some other situations, the students did not use 'was' and 'were' in the correct situation. The following are some of the examples using incorrect form of 'was' and 'were' with their corrections.

Examples:

1- **S 21** "The place when they met for their appointment were top of the ship".
2- **S 2** "Most of the instructions were written in it but was not enough for him".

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Correction of the examples above:

1- "The place where they met for their appointment was on top of the ship".
2- "Most of the instructions were written in it but they were not enough for him".

In the examples above, the students wrongly used 'was' and 'were' in past tense. If the subject of the sentence is singular, the students should use 'was' in the past sentences. If the subject is plural, they need to use 'were' in past sentences, but the students did not use 'was' and 'were' correctly so the sentences above were considered as ignorance of rule restrictions.

(b) The wrong form of 'verb tense'. The students should use the past form of verb when they want to write about something that happened in the past. Some of the sentences that were written by the students mentioned about an event that happened in the past but they used the infinitive verb or present participle verb. The following are some of the examples that show students using incorrect form of the verb while using the past tense form:

Examples:

1- **S 22** "They travel to Egypt". p68
2- **S 25** "Parker decides to call the dog 'Hachi'". p68

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The two sentences above contained errors in the use of verb. Since the sentences referred to events that happened in the past, the verb ‘travel’ in the first sentences should be replaced by ‘travelled’ and the verb ‘decides’ in the second sentence should be replaced by ‘decided’. The students wrongly used the tense of the sentences above and that was shown by the use of verb of the sentences in the present participle in past sentences. The correct sentences should be as follow:

Correction of the examples above:

1- “They travelled to Egypt”.
2- “Parker decided to call the dog ‘Hachi’”.

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(c) The wrong form of ‘negative sentence’. The students made mistakes in making negative sentences. When they wanted to write a negative sentence, they changed the main verb to past tense form and put ‘did not’ before the verb. In some other cases, they put ‘do/does not’ before the past verb form. To make the negative sentence in the simple past tense, the students should put ‘did not’ followed by the verb form of ‘infinitive’ or ‘was/were not’ after the subject followed by an adjective, noun, or adverb. Some of the examples from this type of error with their corrections:

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Examples:

1- **S 8** "He didn't wanted he wanted to realize his dream with Ellie to reach paradise falls". p69
2- **S 24** "The protagonest of the movie was named William Walus who is seen as a very brave man who didn't gave up".
3- **S 19** "She doesn't told him the reason".

Correction of the examples above:

1- "He didn't want it; he wanted to realize his dream with Ellie to reach Paradise Falls".
2- "The protagonist of the movie was named William Wallace who was seen as a very brave man who didn't give up".
3- "She didn't tell him the reason".

(d) The wrong form of 'verb' with 'modal auxiliary'. Students made mistakes in using modal auxiliary with verb in using the past tense form. The structure of using verb with modal auxiliaries should be (modal auxiliary followed by the base form of verb). Most of the students who used modal auxiliaries, they used *could* followed by the past form of the verb. Since the sentence uses modal auxiliary, the verb should not be changed into the past tense although the sentence tells about the activity which happened in the past. The following are some of the examples using incorrect verb form with modal auxiliary:

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Examples:

1- **S 24** "He didn't know how he could took care of them".
2- **S 24** "He couldn't took responsibility of anything".

Correction of the examples above:

1- "He didn't know how he could take care of them".
2- "He couldn't take responsibility of anything".

4.2.3.1.3 Incomplete application of rules

Kurdish students of the English language made errors related to the rules in the English language due to their weak command of all the rules of the language. Students did not practice all the rules so when they wanted to write something in the English language, they always mixed all the rules. For instance, when they wanted to write something in the past tense, they applied rules of the present tense. The students who participated in this study, omitted to put verb 'to be' in some sentences. This type of error classified as incomplete application of rules. The errors are as follow:

Omission of verb 'to be'. Students omitted to put verb 'to be' before some of the verbs when they wanted to write something in the past progressive or when they wanted to use the past passive. In using past progressive students should put 'was' and

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'were' before the verb –ing so as to make the sentence in a continuous form and for the past passive they should put 'was' and 'were' before the verb past participle. The following are some of the examples from the collected data:

Examples:

1- **S 25** "Hachi▼ doing this everyday". p76
2- **S 8** "They▼ saving money for the trip to paradise falls". p76

The students in the examples above failed to apply a complete structure in the past progressive form and the past passive form as they omitted an element that is 'was' and 'were'. In the first sentence, the students omitted to put 'was' before the verb –ing and in the second sentence, they omitted to put 'were' so as to make them in the past progressive. The revised sentences should be as follow:

Correction of the examples above:

1- "Hachi was doing this every day".
2- "They were saving money for the trip to Paradise Falls".

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4.2.3.1.4 False concept hypothesized

This refers to the errors, which occur because of the wrong form of infinitive ‘to’ in the target language. Sometimes, the students included the infinitive ‘to’ before the verb in the past form in order to write the sentence in the past tense form. The students did not know that only they can put infinitive ‘to’ before the base verb form and for the past sentences, they do not need ‘to’ only they need to change the verb from base form to past form. Students should put the verb base after the infinitive ‘to’ in using any tense.

Examples:

1- **S 23** “The captin showed his agreement to took Robinson Crusoe to England again”.
2- **S 7** “Things started to changed again”.
3- **S 24** “He was the man who was able to unite all Scotish people to fought against Britain”.
4- **S 24** “He really wanted to made his revenge”.

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Correction of the examples above:

1- “The captain showed his agreement to take Robinson Crusoe to England again”.
2- “Things started to change again”.
3- “He was the man who was able to unite all Scottish people to fight against Britain”.
4- “He really wanted to make his revenge”.

4.3 Summary

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This chapter presented the errors in using past tense form committed by the Kurdish students and the frequency and percentage of each error was showed. The students made different errors in using past tense and these errors were presented by giving examples for each error from the students writing. The influence of the first language and the factors for committing these errors were also presented in this chapter.

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CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

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5.1 Introduction

This chapter presents the conclusions of this study according to the three research questions that were analyzed in Chapter 4. The researcher summarizes the results in Chapter 4 and concludes the findings for each research question. In this chapter, the researcher compares the results of previous studies with the current study and relate with the theories in analyzing the data. The researcher also presents implications of the study for each question and relates them to the previous studies and to classroom practice. Recommendations for English language teachers in Kurdistan of Iraq, textbook writers, curriculum designers, and future researches were provided by the researcher at the end of the chapter.

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5.2 Discussion

This section presents the discussion of the findings of this study and their relevance to the previous studies and theories. The errors in the use of past tense committed by the students in this study are compared with the errors committed by students from the previous studies and the causes of making these errors are also discussed.

5.2.1 Common errors in the use of English past tense

From the data that were collected from Kurdish students, there were numerous grammatical errors committed by the students. The errors that the researcher investigated were in simple past, past progressive, past perfect, past passive, future in the past, irregular verb and regular verb.

Compared to the findings of the errors that were committed by students from the previous studies, Kurdish students had a greater problem in using English past tense. In Saadiya Darus's study (2009), the number of students who participated in her study was 72 students and they committed 346 errors in the use of verb tenses. They committed errors in different tense. Mahdi Abassi and Amin Karimani (2011) in their study conducted on 80 students found 130 errors in the use of tenses and they considered these errors as the most common error that were made by Iranian students. Lisa Andersson (2008) in her study investigated errors that were committed by Swedish students. From the total of 263 errors made in the use of tenses, 80 of them were in the misuse of past tense followed by errors in the use of present tense. The

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findings of the study conducted by Ibrahim Abushihab (2011) showed that Arab students also had problems in the use of tenses. From the total of 345 errors committed by Arab students, 25 errors were in the use of tenses. He stated that the errors in the use of tenses were due to the students not using the various types of tenses in their writings. Akhmad Subkhi Ramdani (2009) in his study stated that the most common error that the students committed was in the structure of negative and interrogative sentences in the use of simple past.

The overall discussion between the results of the currents study and the results of the previous studies indicates that although the participants for this study were less than the other studies but they had more errors in using past tense form.

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5.2.2 Learners' L1 Influence

The Kurdish students made many errors in the use of past tense form in writing English essays due to the influence of the first language transfer. English learners of foreign language cannot avoid committing such errors without thinking of their mother tongue. The researcher investigated the influence of the Kurdish language by comparing Kurdish version of written essays with the English version.

The Kurdish language had a great influence on the students in the process of learning the English language. The students already fully acquired the structures of the Kurdish language especially the tenses and they applied them in the English language while writing English essays. Previous studies that were reviewed by the researcher

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stated that first language interference was the main cause for the errors made by the students and the findings of this current study is no exception. The students were thinking in their first language and when they were writing in the target language, they transferred the idea that they had directly from the first language to the target language and whereby both languages have their own rules.

Mahdi Abbas and Amin Karimani (2011) stated in their study that Iranian students committed errors by the influence of interlanguage. They said that according to Corder (1971) there were interlingual errors when the learner's L1 habits (patterns, systems or rules) interfered or prevented them, to some extent, from acquiring the patterns and rules of the second language. They explained that the main cause of the existence of the writing errors of the Iranian students was the interference of the first language of these students. The Kurdish students faced the same problem in their writings. They used the rules of grammar of the first language to produce sentences in the English language when writing their essays.

According to Selinker (1972), some of the rules in the interlanguage system may be the result of transfer from the learners' first language (mother tongue) and this transfer influences the process of learning English language. Interlanguage is identified by researchers as the process in which students construct a sentence with the rules of their mother tongue in a foreign language. Kurdish students built a language in the English essay writings with the rules of Kurdish language so they committed interlingual errors.

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5.2.3 Factors that Contribute to the Errors

In addition to interlanguage influence in the form of first language interference in the process of learning English language for Kurdish learners, there were also evidence of intralanguage or intralingual interference that influenced the errors made by the Kurdish learners. As explained in Chapter 4, Kurdish learners tended to overgeneralize the rules of English language while trying to write grammatical sentences in English and they made unusual structures based on other structures of the target language. They applied rules of the target language to the wrong situations. They failed to develop a meaningful structure completely as they did not fully understand the various structures, forms and rules of the target language.

The researcher could find similar problems in the previous studies reviewed. The students who participated in the previous studies made many mistakes due to the negative transfer of language. They did not understand the rules of the target language well, so they committed errors in constructing correct sentences in the language.

According to James (1981), intralingual errors are created without referring to L1 interference. The outcome is produced with non-knowledgeable of the rules of the second language. Kurdish students of English language committed intralingual errors in their writings because they had not mastered the rules of the English language.

As shown in the analyzed data, it becomes clear that the intralingual interference had a great effect on the learning process of the students, but the

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interlingual interference was considered as the main cause of the errors in learning the L2 for the Kurdish learners.

5.3 Conclusions

Generally, Kurdish students of English language were not knowledgeable of using English tenses while writing an essay and they considered the past tense as only consisting of the simple past tense and they rarely used other types of past tense forms in their essays. In this respect, many students did not know how to write a grammatically correct sentence using the past tense form. Thus, they committed errors in using the past tense form while writing essays, which affected the process of learning the English language. Therefore, committing errors in using the English past tense form is a serious problem among the Kurdish students in Kurdistan.

5.4 Limitations of the Study

Based on the data collected from Kurdish students for this study, the researcher could find many grammatical errors. Since the researcher investigated only the errors in using past tense form in writing and those errors which by the influenced by the Kurdish language, there were some other grammatical errors that were not investigated by the researcher, such as errors in spelling, articles, prepositions, and subject verb agreement. However, errors in using the past tense form had a great effect on the writing skills of the Kurdish students.

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5.5 Recommendations

The following are recommendations based on the findings of this study.

5.5.1 Recommendations for Practice

Based on the findings of this study, the following are some suggestions to be considered in teaching. English teachers must assist their students in identifying their grammatical errors and discus the possible causes of making such errors. Teachers should also provide more instructional time to this problematic area. In teaching English grammar and especially in teaching English tenses, teachers should provide clear explanations in order to make the students more interested in learning the English tenses. This can be done by giving more examples of sentence using different tenses and showing the differences between each tense. Teachers should know in which area the students are weak in, so that they can pay more attention to these areas and teach students how to avoid such errors. In this study, errors in using regular verbs and irregular verbs were ranked as the most frequent errors made by the students, thus, EFL educators should make the students aware of some of the errors that they often make in their writings and teach them the correct rules, especially in changing verbs from the base form to past and past participle or –ing forms.

Language interference is apparently a common problem for learners of English as a foreign language. Kurdish English teachers can help beginning EFL students reduce language interference by specifying the differences between Kurdish ‘L1’ and English language, in order to make the students aware of the differences between the

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structure of English tenses and the Kurdish tenses. EFL teachers should give the students daily exercises to ensure effective learning of the English tenses. EFL teachers should also compare the differences in the verb forms and tense concepts between the Kurdish and English languages. English teachers should teach students suitable techniques in how to translate written materials from the Kurdish language to the English language by refraining from thinking in the first language and directly translating them into the English language.

The teachers should be familiar with their students' ability in order to find address their difficulties, in applying the correct rules of the target language. Teachers should also clearly explain the structure of all the tenses to the students and provide them with extensive practice and examples so that they will refrain from overgeneralization of the rules of one tense to another. Teachers should always immediately correct student's errors so that they will avoid similar errors due to ignorance of rule restrictions. Lastly, not only students need more exposure to the target language but teachers also need to be knowledgeable, well experienced and well exposed, since the majority of teachers of English are non-native speakers in Kurdistan. They need always to keep themselves well-informed of this issue by reading studies, journals and books.

Kurdish curriculum designers need to refer to more sources for designing a curriculum for the school syllabus and other academic institutions for learning and teaching. They can get benefits from such studies like this present study which identified the students' weak areas. They should put more emphasis on topics about tenses in the school syllabus and provide clear structures and rules for various forms

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of grammar of the English language in the syllabus. Curriculum planners or designers may provide the school syllabus some essays, stories and short stories with using different tenses so as the students can differentiate between them. Textbook writers can also get benefits from this present study. They can choose the areas that the students have problem with and focus more on them. They can put more exercises at the end of each unit in the textbook to provide practice for the students.

5.5.2 Recommendations for Further Research

Based on the findings of the study, the following are several recommendations for future researchers:

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- Regarding sampling, the researcher recommends that future researchers collect data from different levels of students. It is better if they collect data not only from one class but from different classes. For example, they can choose some students from a first year class and some of them from a fourth year class to identify the extent to which students make errors according to their levels of knowledge.
- Regarding the collection of data, the researcher recommends that future researchers to not only collect data from written essays but from other sources as well, such as portfolios and examinations papers to get more comprehensive view of the issues being investigated.

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APPENDICES

Appendix A (1)

Essay Writing:

Narrate a movie that you have seen recently and describe the most interesting scene in that movie.

Include in the essay:

A- Use past tense.
B- Your essay should be no less than (150) words.

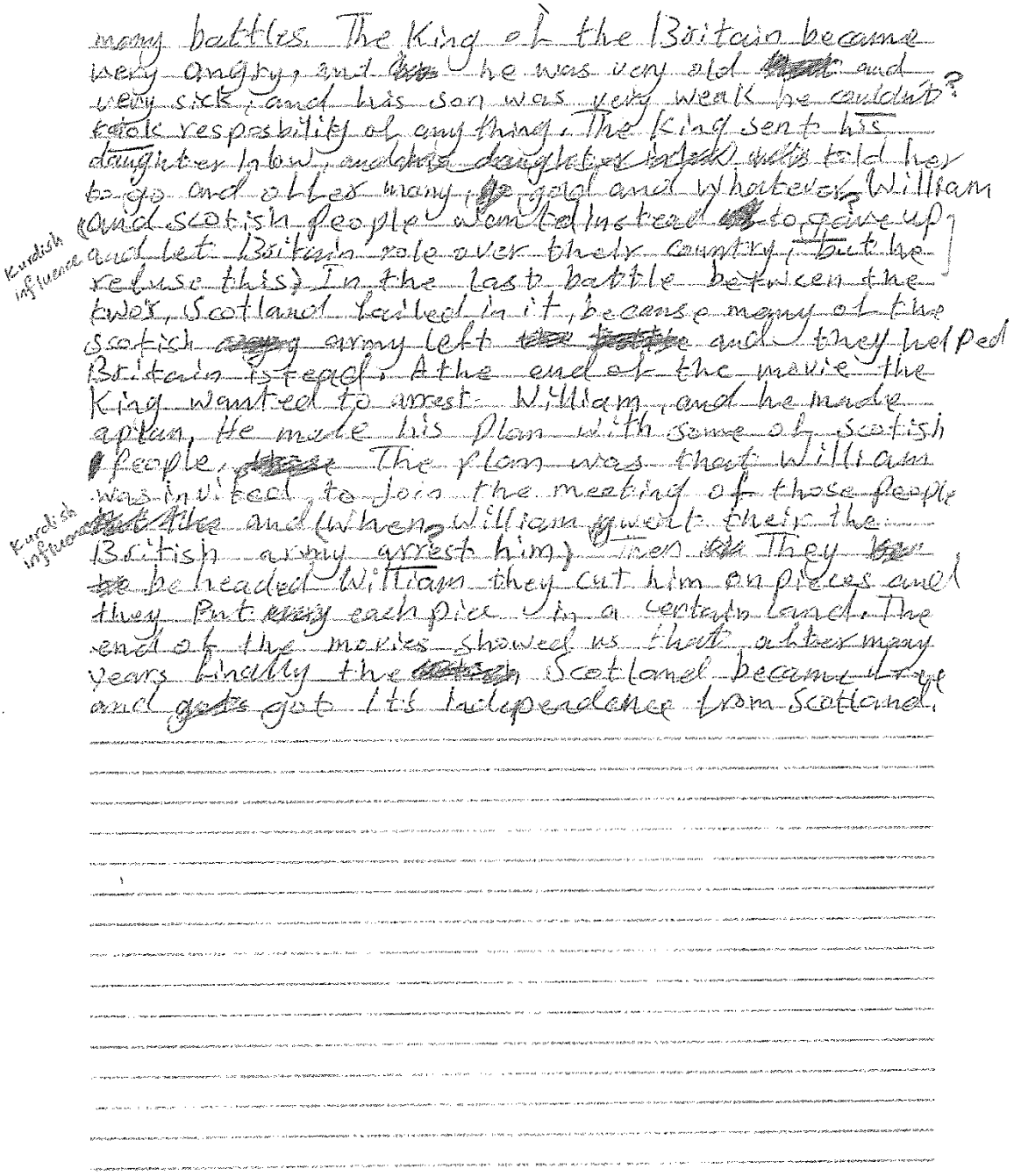
Student Name: Shahriyam Rashid

"The Brave Heart"

A movie that I saw a few days ago was "The Brave Heart". The movie was about the independense of Scotland from Great Britain. Britain invaded Scotland and made it as a part of its land, They were The British army invase very unjustic to scotish people. The scotish people were not allowed to do any thing, because they were not free although they were on there own land. For many years the fight, but they were not able to get their independence. The protagonest of the movie (kurdish influence) was named William Walus who is seen as a very brave man who didn't gave up. He was the man who was able to unite all scotish people to fought against Britain, although they were a part of it that. My best scene was when William's wife was killed by the British army and when William heared this he went crazy and from that moment he really wanted to make his revenge, he made army for scotland and he united all the people, and he was successful in doing this. In many battles that he was going through he was successful, he wan

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Appendix A (2)



many battles. The King of the Britain became very angry, and he was very old and very sick, and his son was very weak he couldn't take responsibility of anything. The king sent his daughter in law and his daughters to talk with told her to go and all her many gold and whatever William (and scotish people wanted instead to give up and let British rule over their country, but he refuse this) In the last battle between the two, Scotland lasted in it, because many of the scotish army left and they helped Britain to reach. At the end of the movie the King wanted to arrest William, and he made a plan. He made his plan with some of scotish people, The plan was that William was invited to join the meeting of those people and when William went to their the British army arrest him, Then They beheaded William they cut him on pieces and they Put each piece in a certain land. The end of the movies showed us that after many years finally the Scotland became free and get it's independence from Scotland.

Kurdish influence

Kurdish influence

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Appendix B (1)

ووتار:

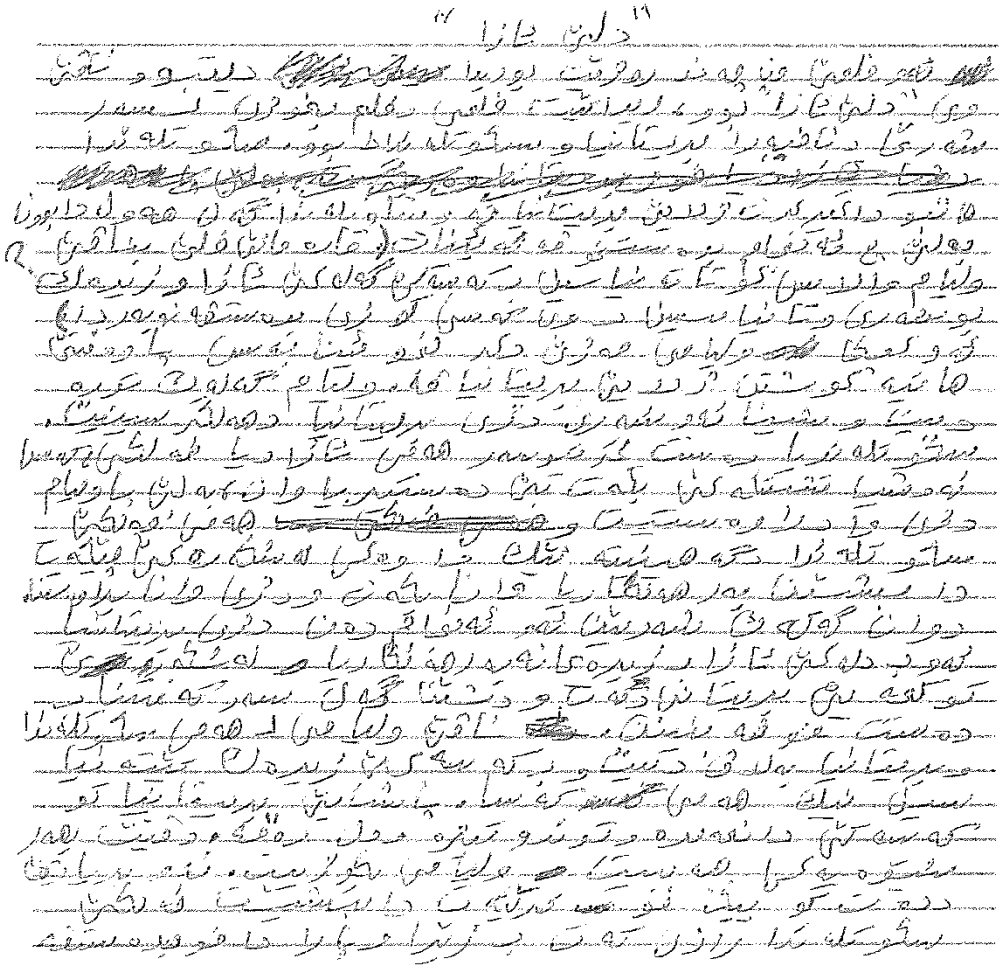
ل سەر فیامەکێ ل قی دویماهیی تە دیتی بنڤیسە و وەصفا نیسانەکێ سەرجراکێش بکە دناڤ قی فیلمی دا.

ڤان خالێن ل خوارێ بەرچاڤ وەربگرە:

ا- دەمێ رابردوو بکاربینە.

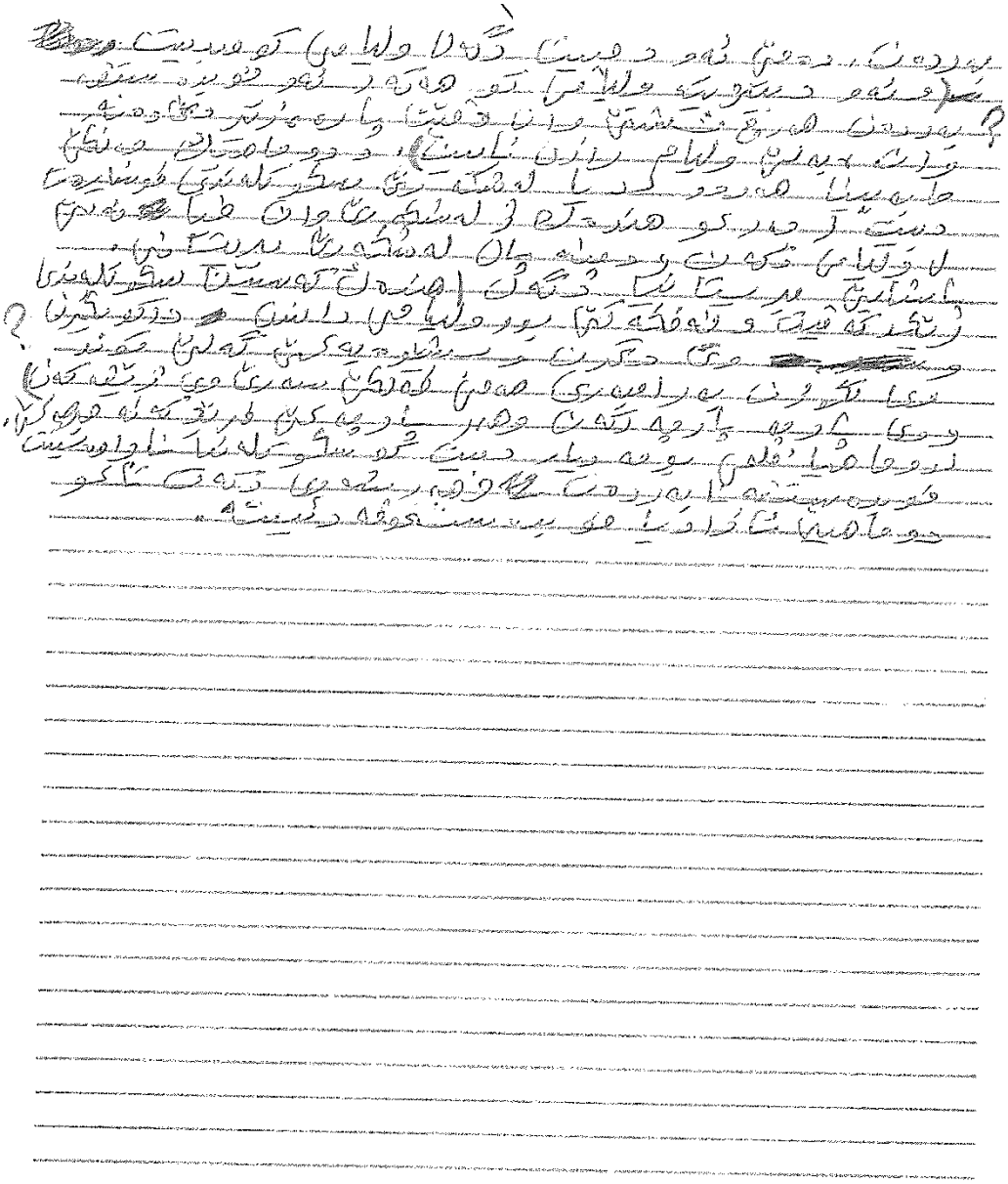
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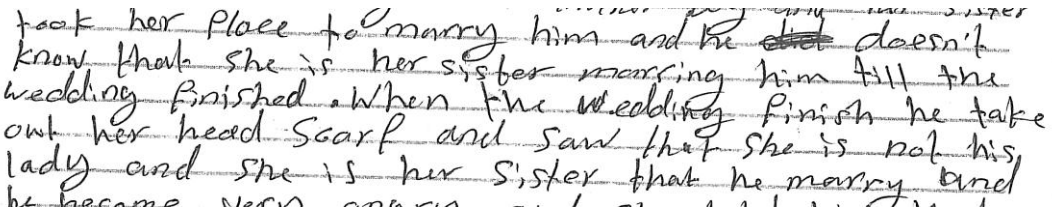
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Appendix B (2)

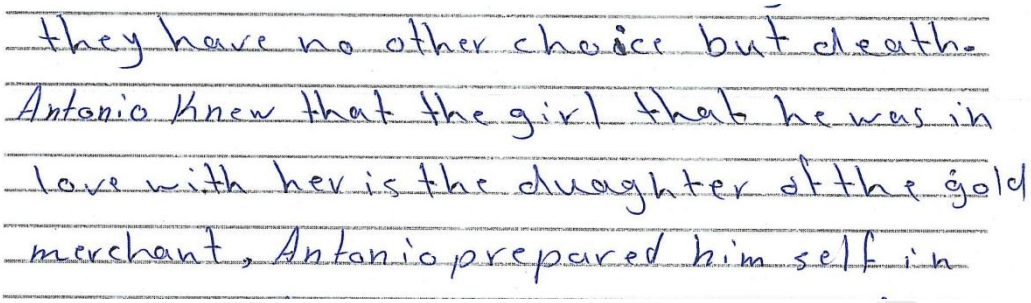


Appendix C (1)

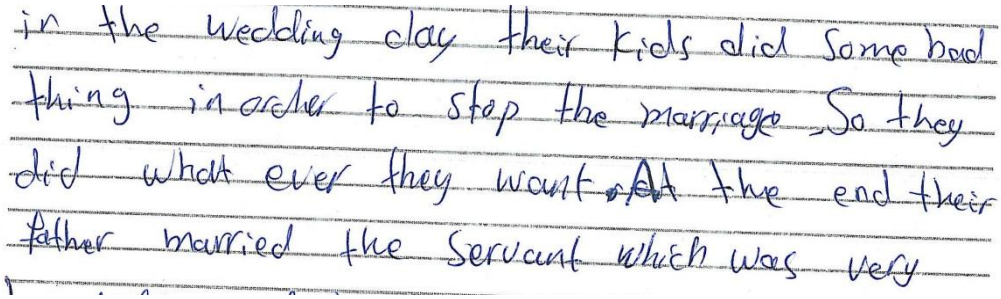
S 19 (Martin)
Example 1


took her place to marry him and he ~~that~~ doesn't know that she is her sister marring him till the wedding finished. When the wedding finish he take out her head scarf and saw that she is not his lady and she is her sister that he marry and

S 18 (Mariam)
Example 2


they have no other choice but death. Antonio knew that the girl that he was in love with her is the duaghter of the gold merchant, Antonio prepared him self in

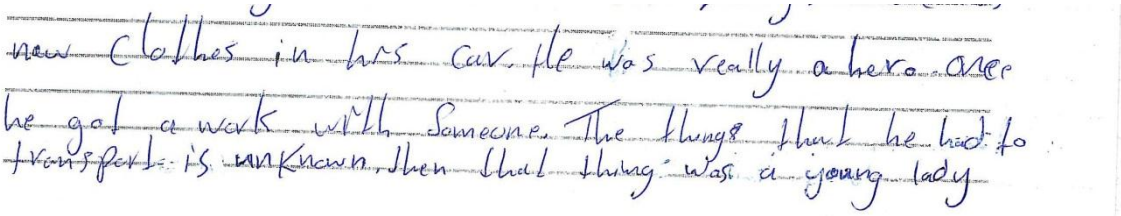
S 5 (Chinar)
Example 3


in the wedding day their kids did some bad thing in order to stop the marriage. So they did what ever they want. At the end their father married the servant which was very

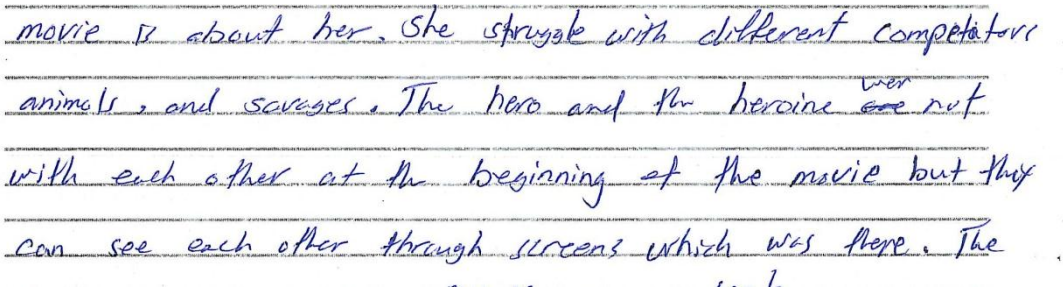
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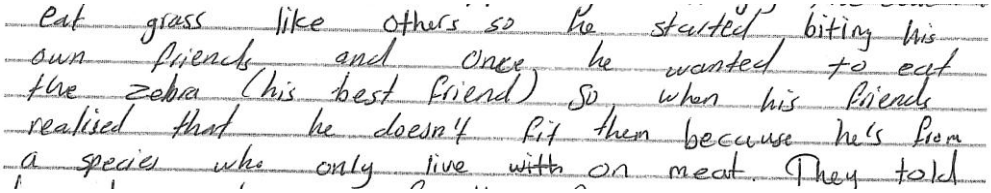
S 12 (Hajar)
Example 4


new clothes in his car. He was really a hero. After he got a work with Someone. The things that he had to transport is unknown. Then that thing was a young lady

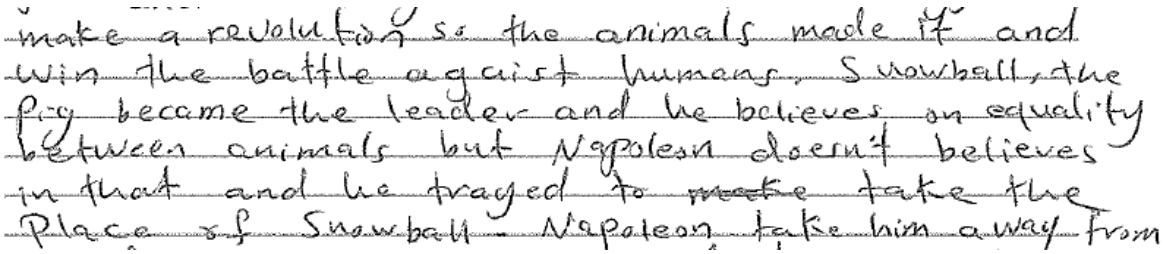
S 15 (Khalid)
Example 5


movie is about her. She struggle with different competitors animals, and savages. The hero and the heroine ~~are~~ were not with each other at the beginning of the movie but they can see each other through screens which was there. The

S 7 (Dereen)
Example 6


eat grass like others so he started biting his own friends and once he wanted to eat the zebra (his best friend) so when his friends realised that he doesn't fit them because he's from a species who only live with on meat. They told

S 20 (Parween)
Example 7

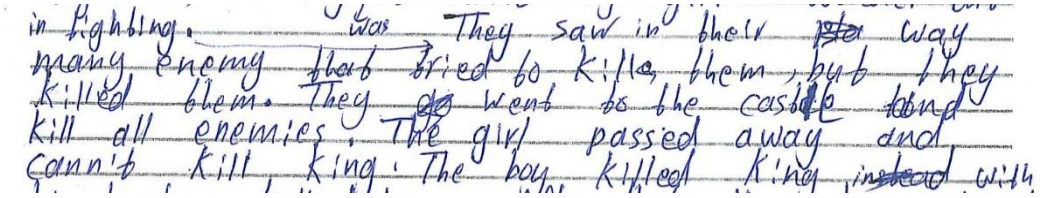

make a revolution so the animals made it and win the battle against humans. Snowball, the pig became the leader and he believes on equality between animals but Napolean doesn't believes in that and he trayed to ~~make~~ take the Place of Snowball. Napoleon take him away from

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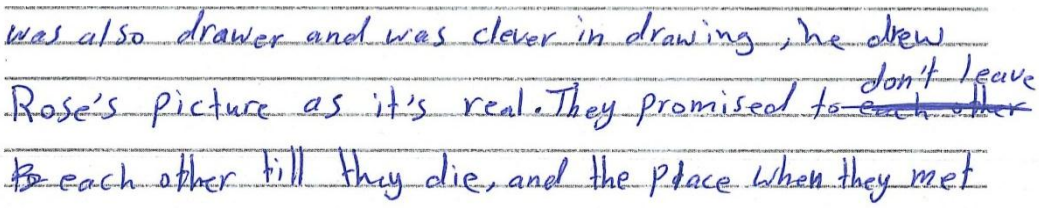
Appendix C (3)

S 29 (Viyan)

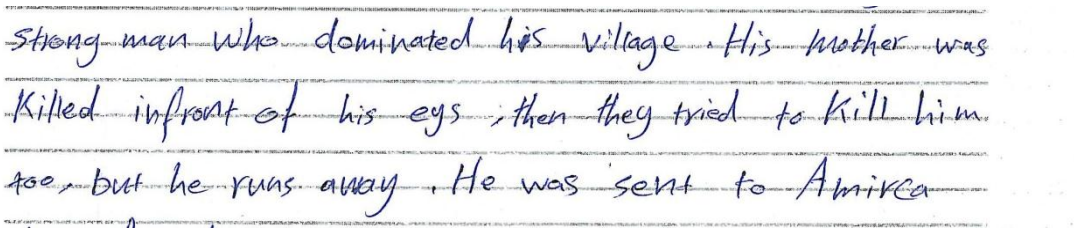
Example 8


in fighting. was They saw in their ~~the~~ way many enemy that tried to kill them, but they killed them. They ~~go~~ went to the castle and kill all enemies. The girl passed away and cann't kill king. The boy killed king instead with

S 21 (Ramadhan)
Example 9

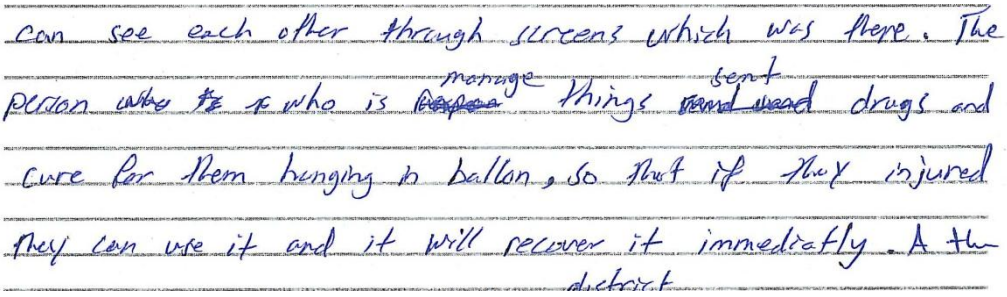

was also drawer and was clever in drawing, he drew Rose's picture as it's real. They promised to ~~each other~~ don't leave ~~B~~ each other till they die, and the place when they met

S 27 (Soran)
Example 10

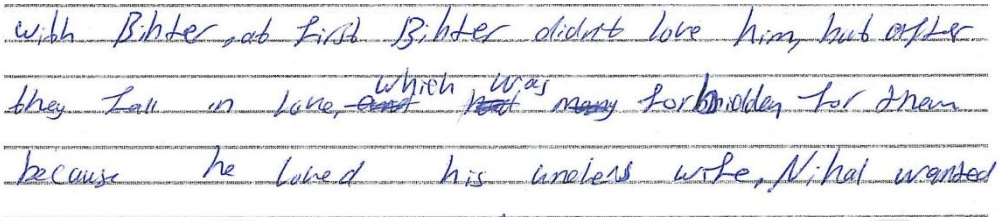

strong man who dominated his village. His mother was killed infront of his eys, then they tried to kill him too, but he runs away. He was sent to Amirca

Appendix C (4)

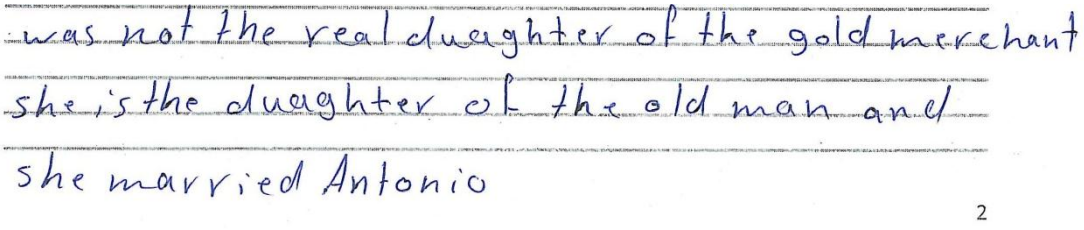
S 15 (Khalid)
Example 11


can see each other through screens which was there. The person who is manage things sent and used drugs and cure for them hanging in ballon, so that if they injured they can use it and it will recover it immediatly. A the distract

S 16 (Loveen)
Example 12

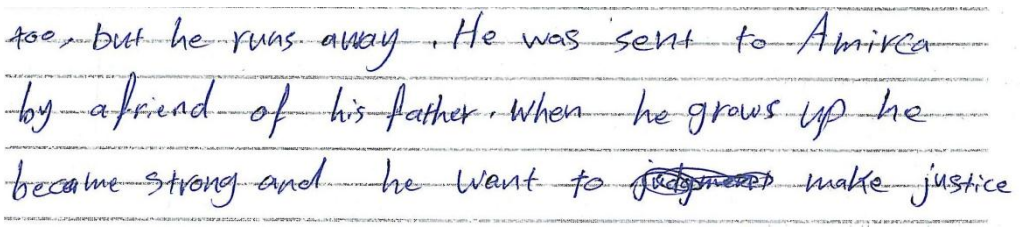

with Bihter, at first Bihter didnt love him, but after they fall in love, which was many forbidden for them because he loved his uncles wife, Nihal wanted

S 18 (Mariam)
Example 13


was not the real dueghter of the gold merchant she, is the dueghter of the old man and she married Antonio

2

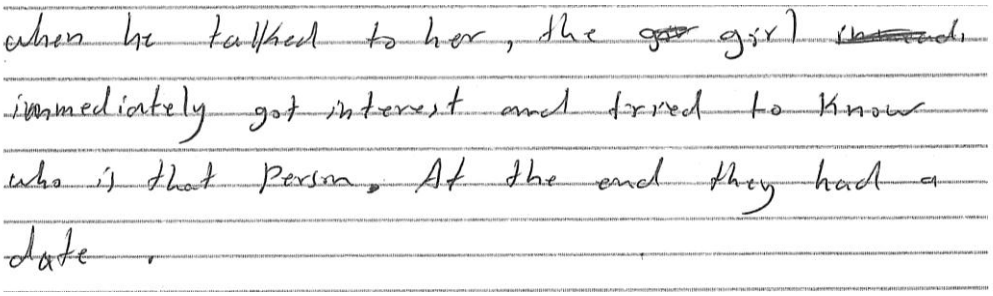
S 27 (Soran)
Example 14


foe, but he runs away. He was sent to Amirca by a friend of his father. When he grows up he became strong and he want to ~~judgment~~ make justice

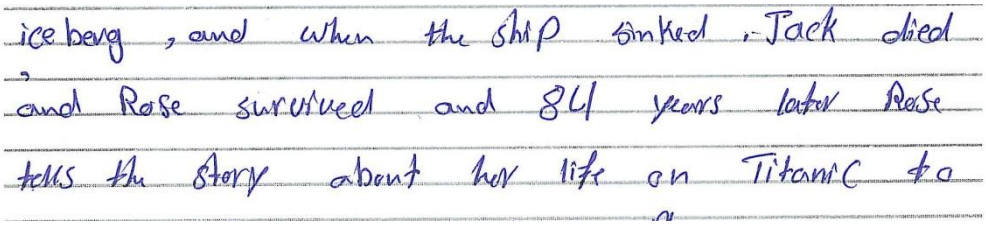
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Appendix C (5)

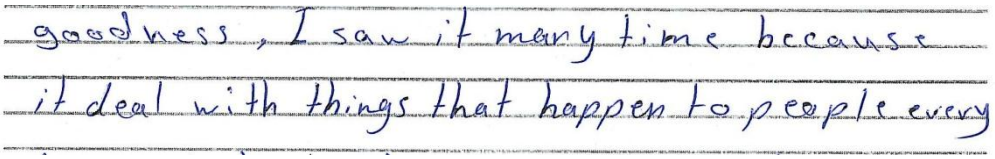
S 14 (Hildan)
Example 15



S 10 (Fatima)
Example 16



S 18 (Mariam)
Example 17



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Appendix D (1)

S 25 (Shawkat)
Example 1

train and takes him to ~~[illegible]~~ work. Where an Japanese college professor, Ken translate the symbol on the pup's collar is 'Hachi'. Parker decides to call the dog 'Hachi'. A few years later, Hachi and parker are close as ever. Parker. However is still mystified by Hachi's refusal to do normal dog like thing Hose and fetches ball.

S 25 (Shawkat)
Example 2

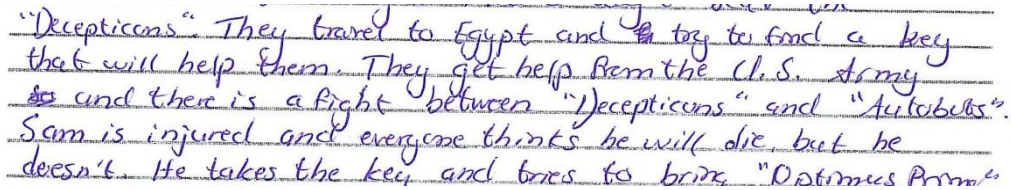
all night. He escapes and eternally find his way to his old house and then to the train station, where he sat as his usual spot eating hot dog given to him by Jasefa a local vendor. Andy arrives soon and takes him home, but lets him out the next day to return to the station that is the my favorite part in this movie.

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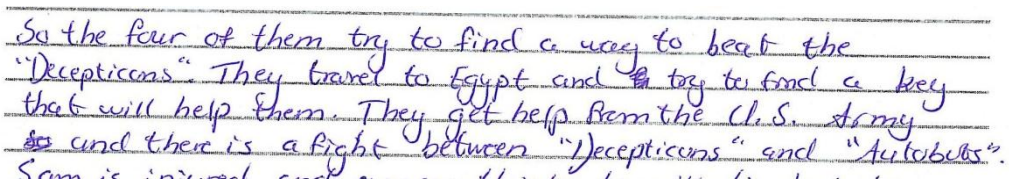
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Appendix D (2)

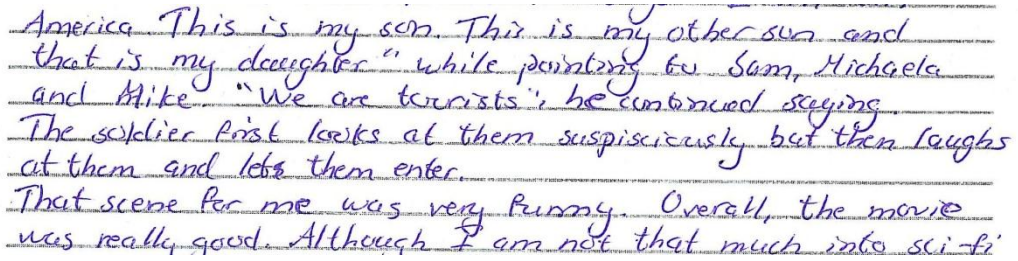
S 22 (Ropak)
Example 3


"Decepticons". They travel to Egypt and try to find a key that will help them. They get help from the U.S. army and there is a fight between "Decepticons" and "Autobots". Sam is injured and everyone thinks he will die, but he doesn't. He takes the key and tries to bring "Optimus Prime"

S 22 (Ropak)
Example 4


So the four of them try to find a way to beat the "Decepticons". They travel to Egypt and try to find a key that will help them. They get help from the U.S. army and there is a fight between "Decepticons" and "Autobots".

S 22 (Ropak)
Example 5

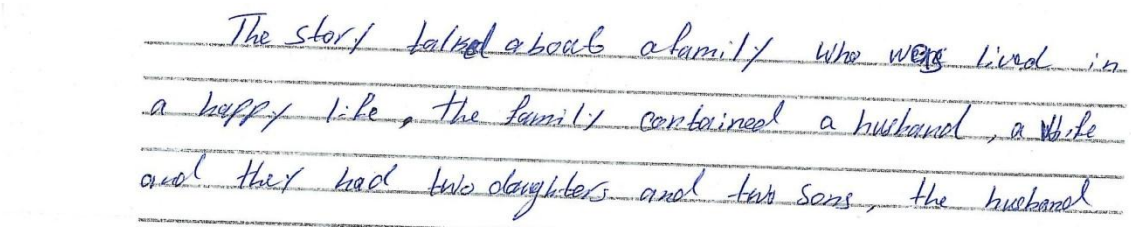

America. This is my son. This is my other son and that is my daughter." while pointing to Sam, Michaela and Mike. "We are tourists", he continued saying. The soldier first looks at them suspiciously but then laughs at them and lets them enter.
That scene for me was very funny. Overall, the movie was really good. Although I am not that much into sci-fi

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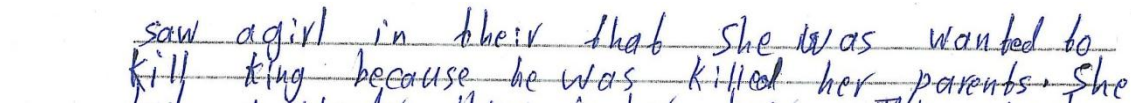
Appendix E

S 11 (Gulistan)
Example 1

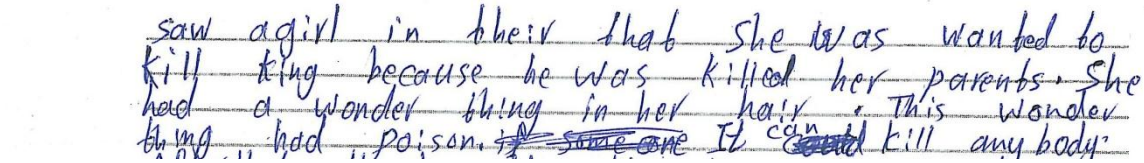

The story talked about a family who were lived in a happy like, the family contained a husband, a wife and they had two daughters and two sons, the husband

S 29 (Viyam)

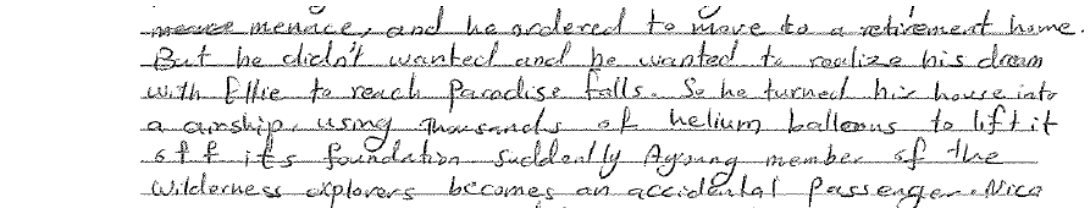
Example 2


saw a girl in their that she was wanted to kill king because he was killed her parents. She

S 29 (Viyam)
Example 3


saw a girl in their that she was wanted to kill king because he was killed her parents. She had a wonder thing in her hair. This wonder thing had poison. ~~If someone~~ It could kill any body.

S 8 (Dildar)
Example 4

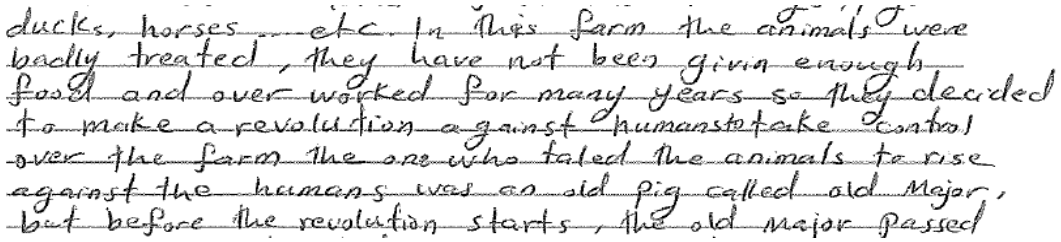

~~never menace~~, and he ordered to move to a retirement home. But he didn't wanted and he wanted to realize his dream with Ellie to reach paradise falls. So he turned his house into a airship using thousands of helium balloons to lift it off its foundation suddenly A young member of the wilderness explorers becomes an accidental passenger. Nica

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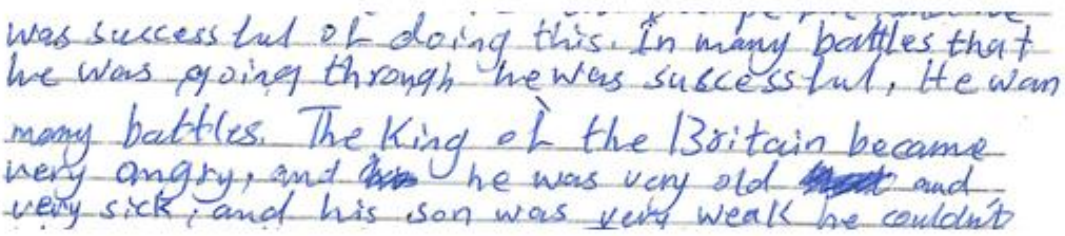
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Appendix F (1)

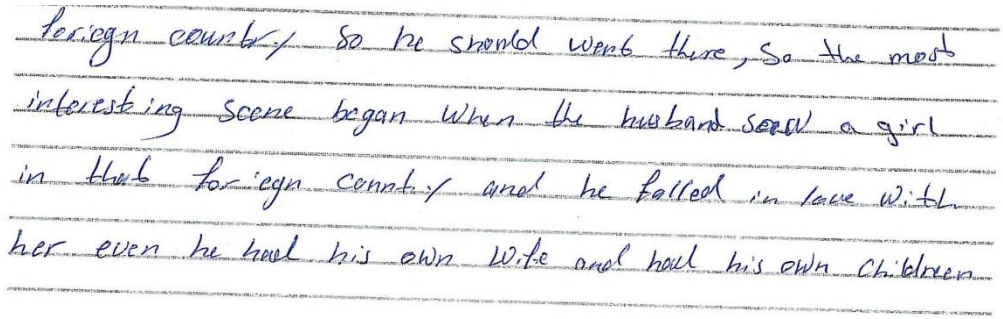
S 1 (Ahmed)
Example 1


ducks, horses ... etc. In this farm the animals were badly treated, they have not been given enough food and over worked for many years so they decided to make a revolution against humans to take control over the farm the one who faled the animals to rise against the humans was an old pig called old Major, but before the revolution starts, the old major passed

S 24 Shahrivan
Example 2


was successful of doing this. In many battles that he was going through he was successful, He wan many battles. The King of the Britain became very angry, and he was very old and very sick, and his son was very weak he couldn't

S 11 Gulistan
Example 3

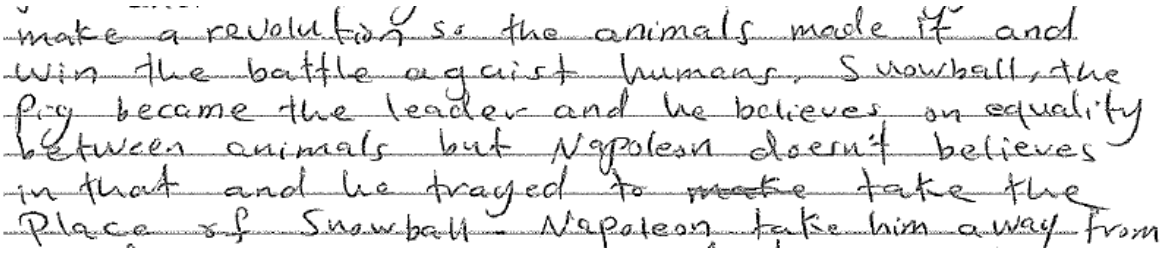

foriegn country so he should went there, So the most interesting scene began when the husband saw a girl in that foriegn country and he falled in love with her even he had his own wife and had his own children

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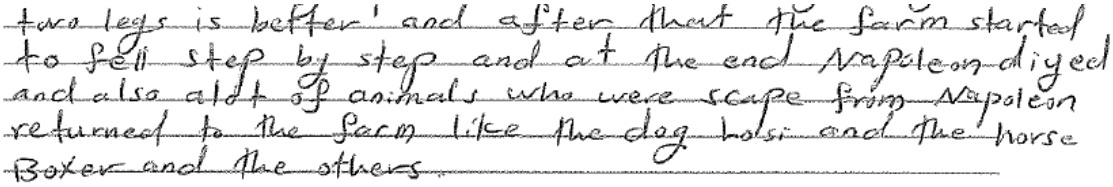
Appendix F (2)

S 20 (Parween)

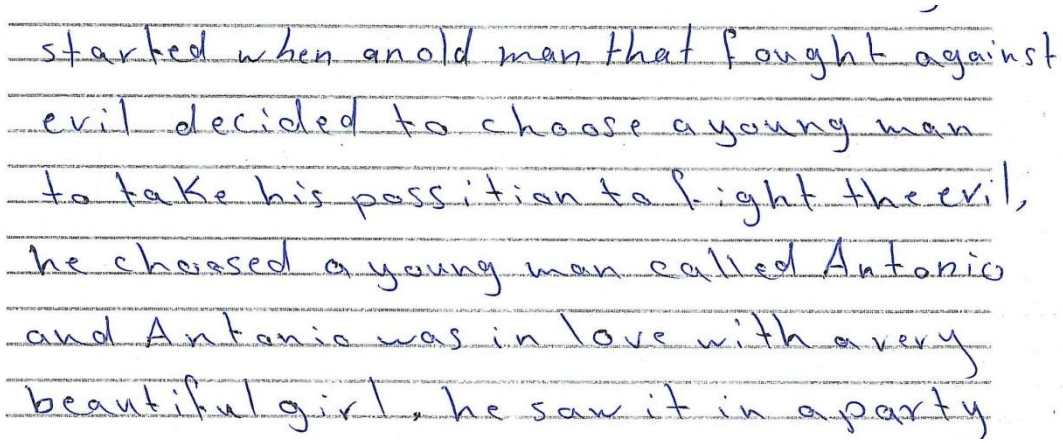
Example 4


make a revolution so the animals made it and win the battle against humans, Snowball, the pig became the leader and he believes on equality between animals but Napolean doesn't believes in that and he trayed to ~~make~~ take the Place of Snowball - Napoleon take him away from

S 1 (Ahmed)
Example 5


two legs is better' and after that the farm started to fell step by step and at the end Napoleon diyed and also alot of animals who were scape from Napoleon returned to the farm like the dog Lobi and the horse Boxer and the others

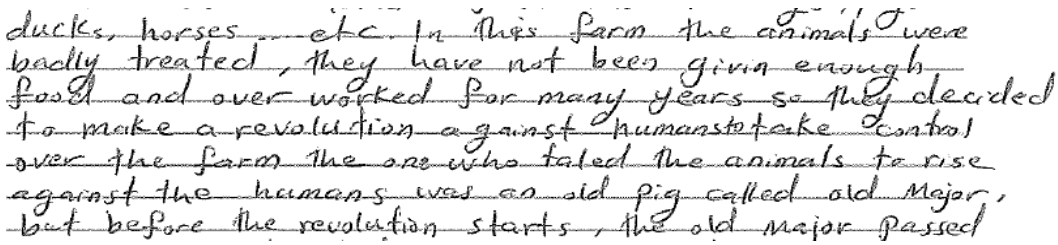
S 18 (Mariam)
Example 6


started when a old man that fought against evil decided to choose a young man to take his possition to fight the evil, he choosed a young man called Antonio and Antonio was in love with a very beautiful girl, he saw it in a party

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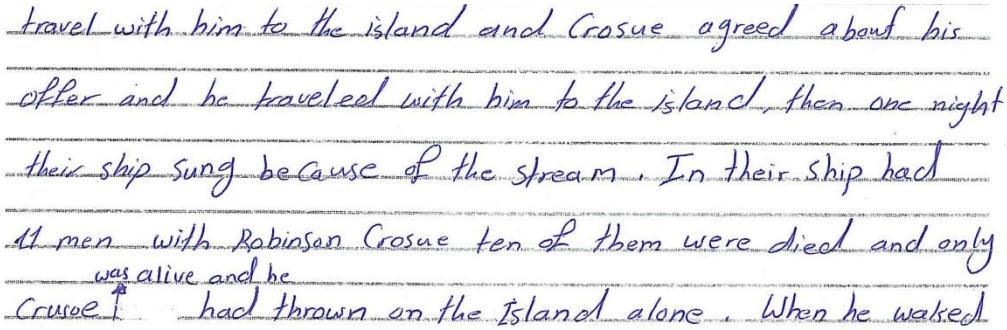
Appendix F (3)

S 1 (Ahmed)
Example 7



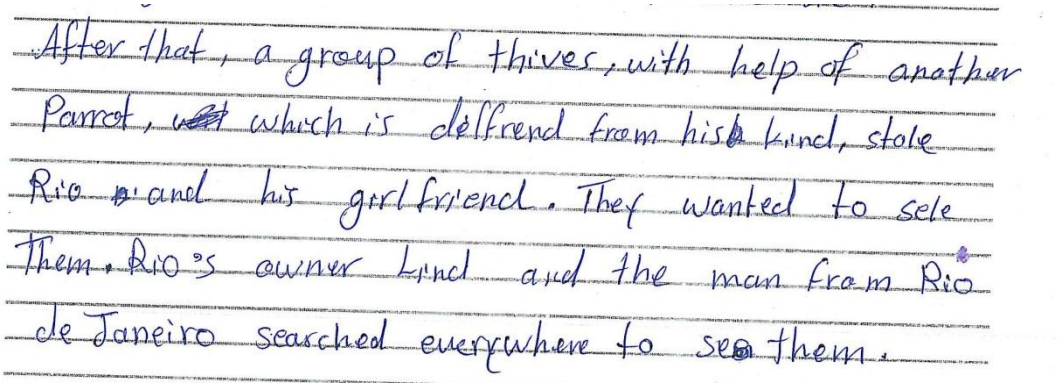
ducks, horses ...etc. In this farm the animals were badly treated, they have not been giving enough food and over worked for many years so they decided to make a revolution against humans to take control over the farm the one who faled the animals to rise against the humans was an old pig called old Major, but before the revolution starts, the old major passed

S 9 (Dilkhaz)
Example 8



travel with him to the island and Crosue agreed about his offer and he traveled with him to the island, then one night their ship sung because of the stream. In their ship had 11 men with Robinson Crosue ten of them were died and only Crusoe was alive and he had thrown on the Island alone. When he waked

S 4 (Bayar)
Example 9



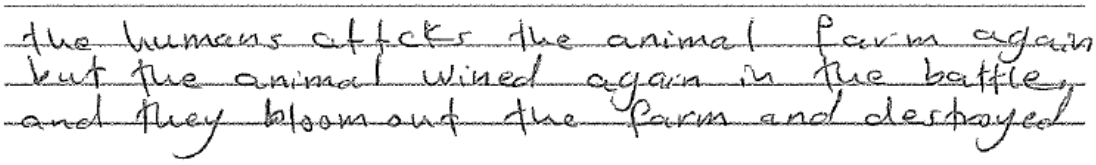
After that, a group of thives, with help of another Parrot, which is delfrend from his kind, stole Rio and his girlfriend. They wanted to sele Them. Rio's owner kind and the man from Rio de Janeiro searched everywhere to see them.

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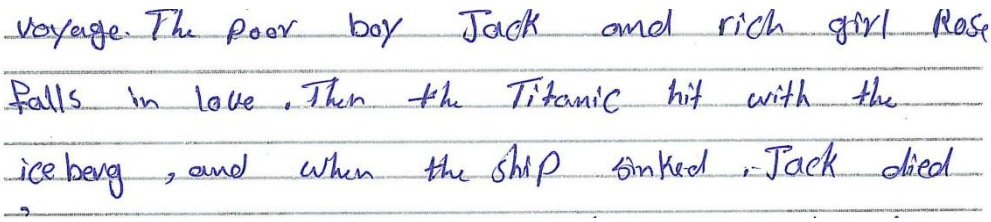
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Appendix F (4)

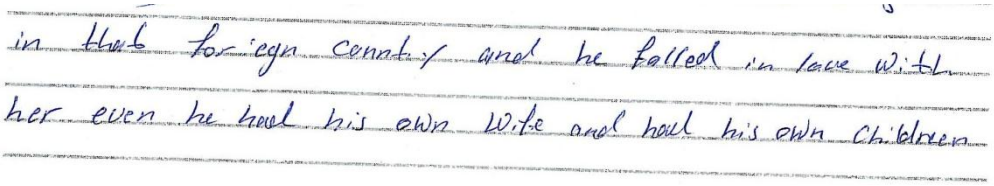
S 20 (Parween)
Example 10



S 10 (Fatima)
Example 11



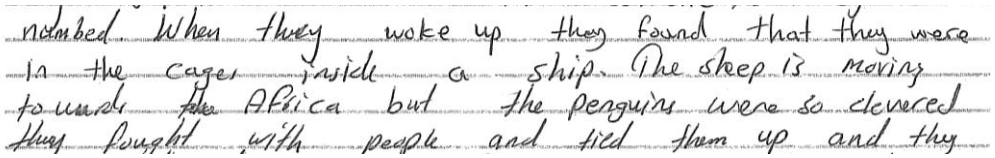
S 11 (Gulistan)
Example 12



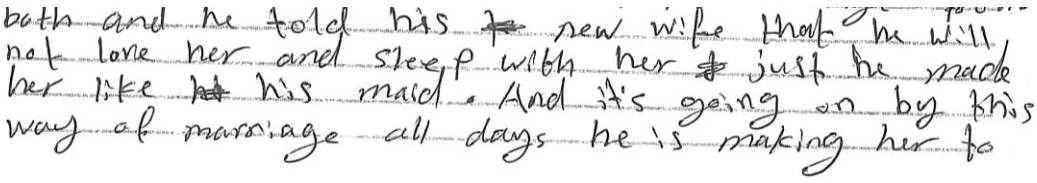
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Appendix G (1)

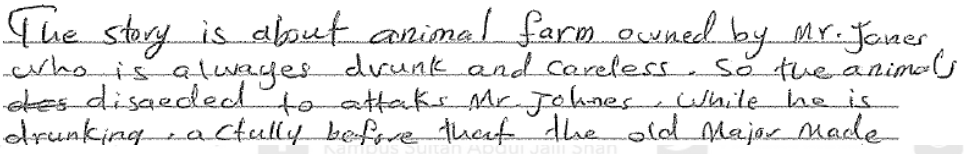
S 7 (Dereen)
Example 1


numbed. When they woke up they found that they were in the cages inside a ship. The sheep is moving to ~~the~~ Africa but the penguins were so clevered they bought with people and tied them up and they

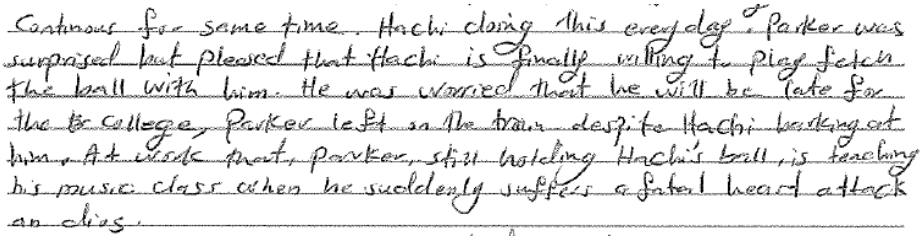
S 19 (Martin)
Example 2


bath and he told his ~~to~~ new wife that he will not love her and sleep with her ~~to~~ just he made her like ~~to~~ his maid. And it's going on by this way of marriage all days he is making her to

S 20 (Parween)
Example 3

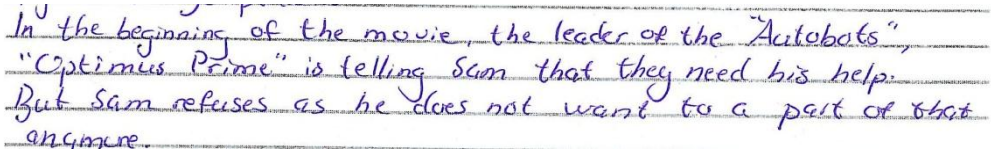

The story is about animal farm owned by Mr. Jones who is always drunk and careless. So the animals ~~des~~ disaeded to attaks Mr. Johnes. While he is drunking. actully before that the old Major made

S 25 (Shawkat)
Example 4

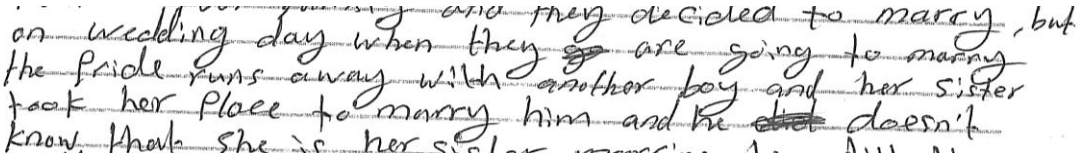

Continous for same time. Hachi doing this everyday. Parker was surprised but pleased that Hachi is finally willing to play fetch the ball with him. He was worried that he will be late for the to college, Parker left on the train despite Hachi looking at him. At work that, Parker, still holding Hachi's ball, is teaching his music class when he suddenly suffers a fatal heart attack an dies.

Appendix G (2)

S 22 (Ropak)
Example 5


In the beginning of the movie, the leader of the "Autobots", "Optimus Prime" is telling Sam that they need his help. But Sam refuses as he does not want to a part of that anymore.

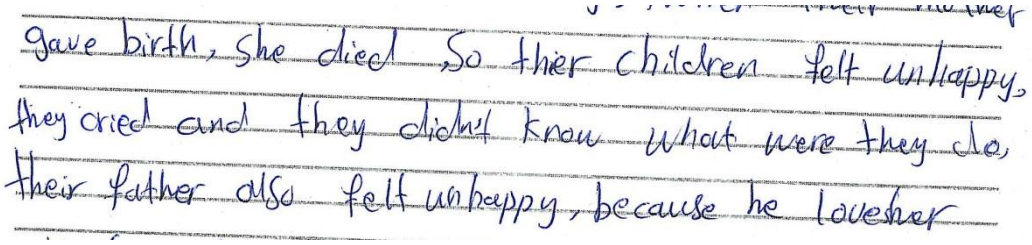
S 19 (Martin)
Example 6


on wedding day when they ~~go~~ are going to marry the bride runs away with another boy and her sister took her place to marry him and he ~~did~~ doesn't know that she is her

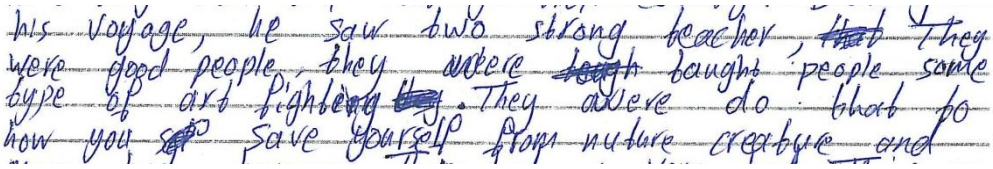
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Appendix H

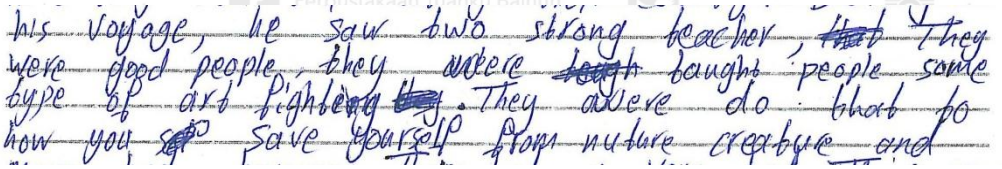
S 5 (Chinar Anwar)
Example 1



S 29 (Viyan)
Example 2



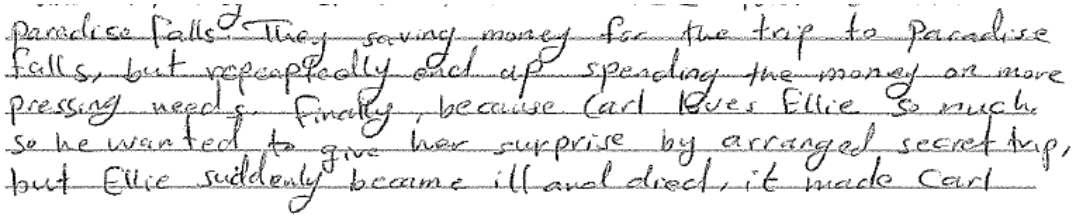
S 29 (Viyan)
Example 3



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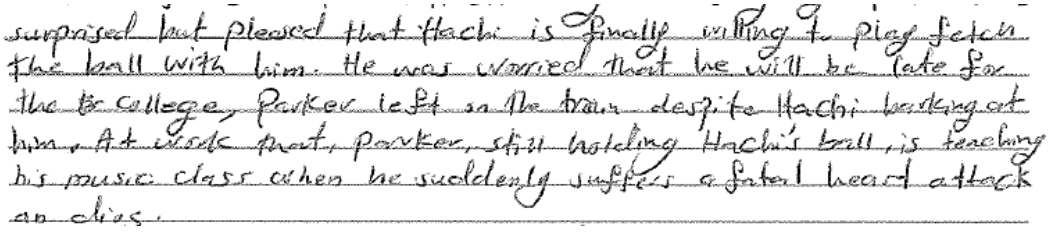
Appendix I (1)

S 8 (Dildar)
Example 1



paradise falls. They saving money for the trip to paradise falls, but repeatedly end up spending the money on more pressing needs. Finally, because Carl loves Ellie so much, so he wanted to give her surprise by arranged secret trip, but Ellie suddenly became ill and died, it made Carl

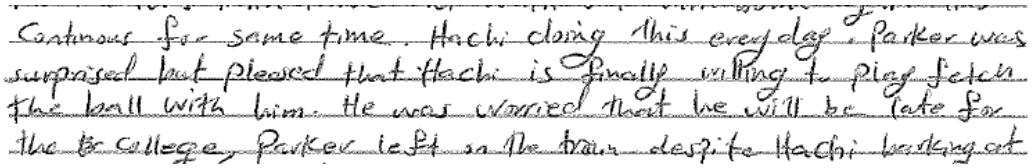
S 25 (Shawkat)
Example 2



surprised but pleased that Hachi is finally willing to play fetch the ball with him. He was worried that he will be late for the to college, Parker left on the train despite Hachi looking at him. At week that, Parker, still holding Hachi's ball, is teaching his music class when he suddenly suffers a fatal heard attack an dies.

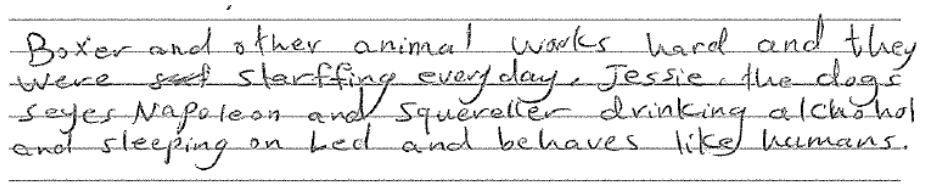
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S 25 (Shawkat)
Example 3



Continous for same time. Hachi doing this everyday. Parker was surprised but pleased that Hachi is finally willing to play fetch the ball with him. He was worried that he will be late for the to college, Parker left on the train despite Hachi looking at

S 20 (Parween)
Example 4

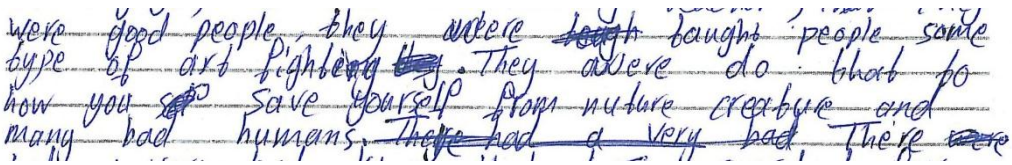


Boxer and other animal works hard and they were ~~sad~~ starffing everyday. Jessie, the dogs seyes Napoleon and Squeveller drinking alchohol and sleeping on bed and behaves like humans.

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Appendix I (2)

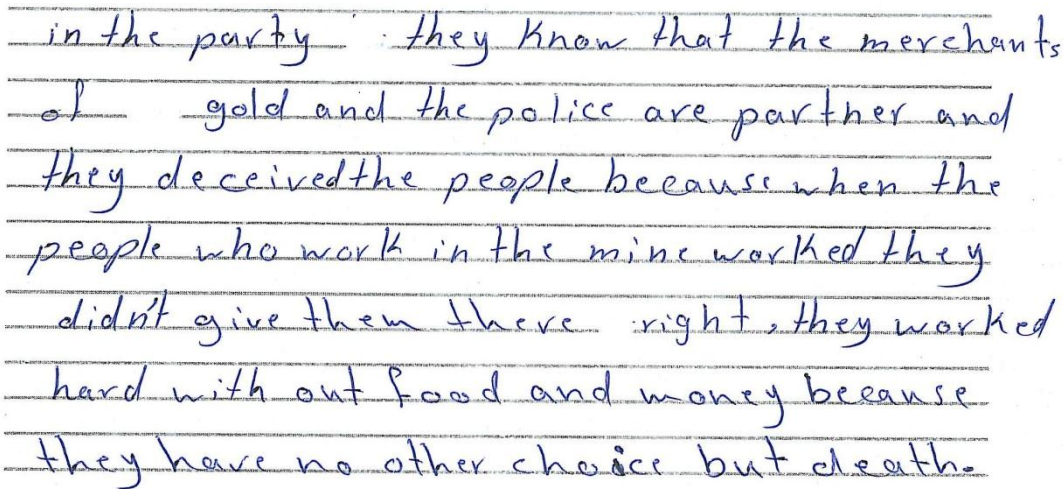
S 29 (Viyan)
Example 5



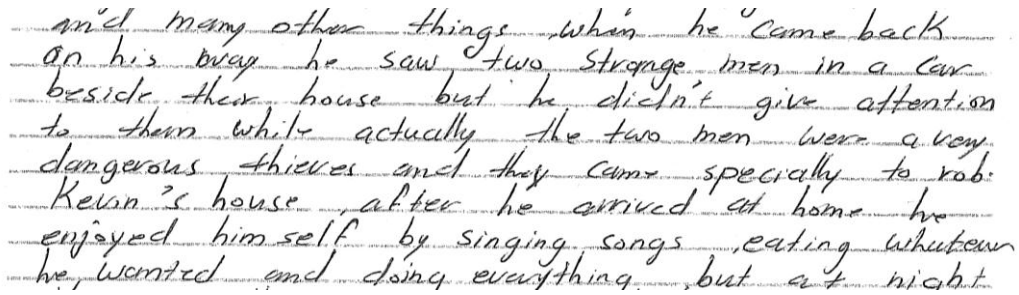
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Appendix J (1)

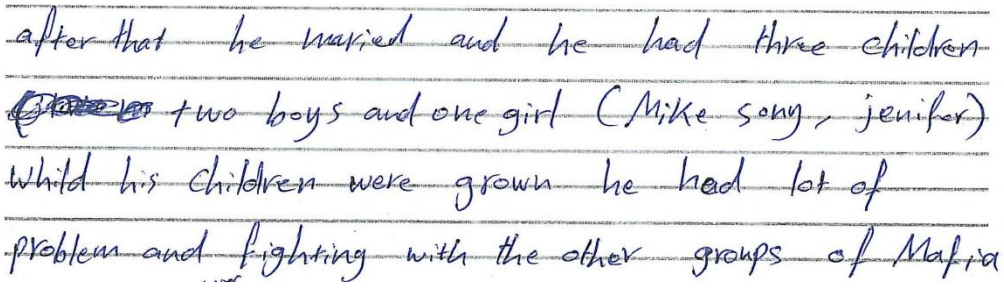
S 18 (Mariam)
Example 1


in the party they know that the merchants of gold and the police are partner and they deceived the people because when the people who work in the mine worked they didn't give them there right, they worked hard with out food and money because they have no other choice but death.

S 17 (Manal)
Example 2


and many other things, when he came back on his way he saw two strange men in a car beside their house but he didn't give attention to them while actually the two men were a very dangerous thieves and they came specially to rob Kevin's house, after he arrived at home he enjoyed him self by singing songs, eating whatever he wanted and doing everything but at night

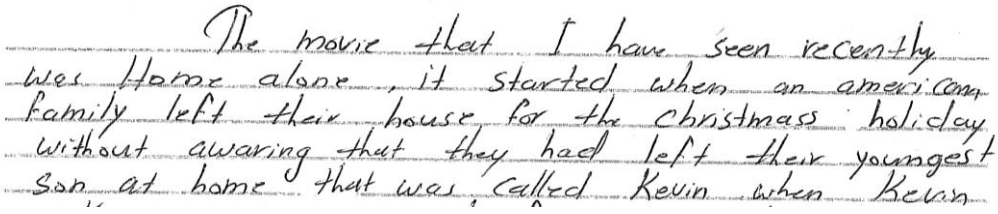
S 27 (Soran)
Example 3


after that he married and he had three children two boys and one girl (Mike song, jenifer) whild his children were grown he had lot of problem and fighting with the other groups of Mafia

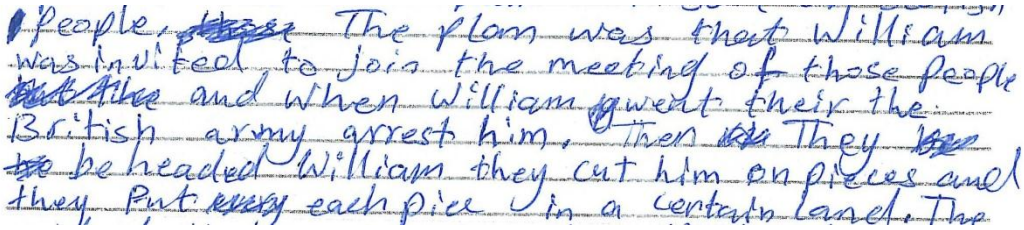
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Appendix J (2)

S 17 (Manal)
Example 4


The movie that I have seen recently was Home alone, it started when an american family left their house for the christmas holiday without awaring that they had left their youngest son at home that was called Kevin when Kevin

S 24 (Shahrivan)
Example 5

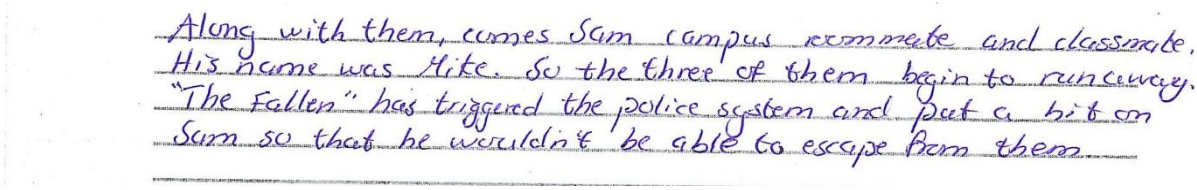

People, ~~they~~ The plan was that William was invited to join the meeting of those people ~~that~~ and when William ~~g~~went their the British army arrest him, ~~then~~ They ~~he~~ be headed William they cut him on pieces and they Put ~~every~~ each piece in a certain lanet. The

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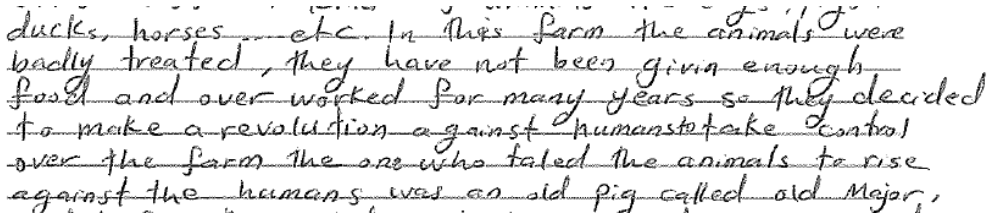
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Appendix K

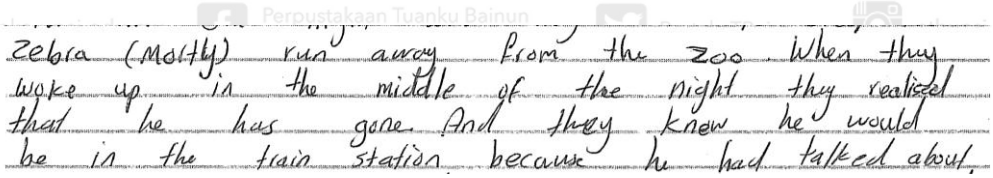
S 22 (Ropak)
Example 1


Along with them, comes Sam campus roommate and classmate. His name was Kite. So the three of them begin to run away. "The Fallen" has triggered the police system and put a bit on Sam so that he wouldn't be able to escape from them.

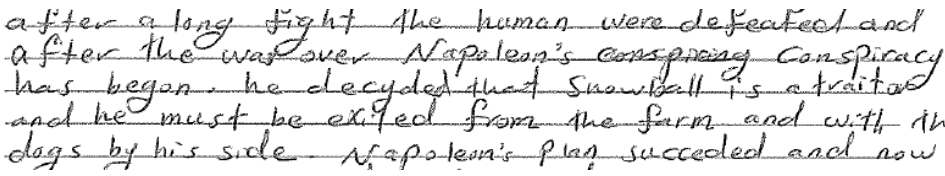
S 1 (Ahmed)
Example 2


ducks, horses ... etc. In this farm the animals were badly treated, they have not been giving enough food and over worked for many years so they decided to make a revolution against humans to take control over the farm the one who taled the animals to rise against the humans was an old pig called old Major,

S 7 (Dereen)
Example 3


Zebra (Molly) run away from the zoo. When they woke up in the middle of the night they realised that he has gone. And they knew he would be in the train station because he had talked about

S 1 (Ahmed)
Example 4

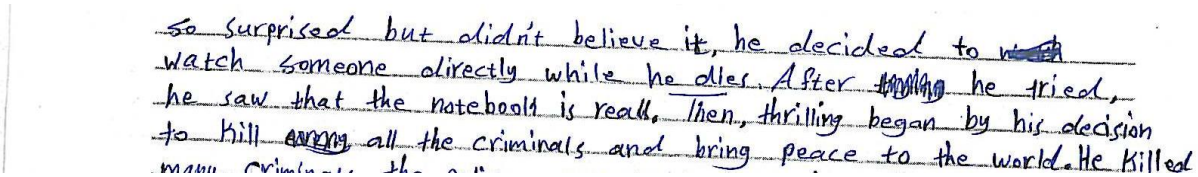

after a long fight the human were defeated and after the war over Napoleon's conspiring Conspiracy has begon. he decyded that Snowball is a traitor and he must be exiled from the farm and with the dogs by his side. Napoleon's plan succeded and now

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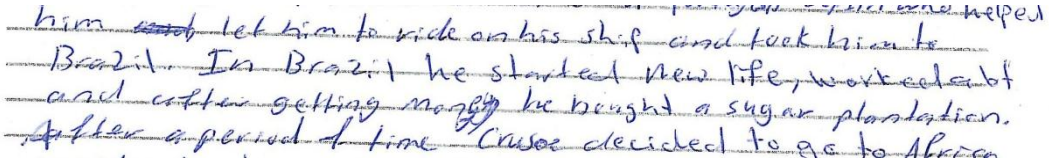
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Appendix L (1)

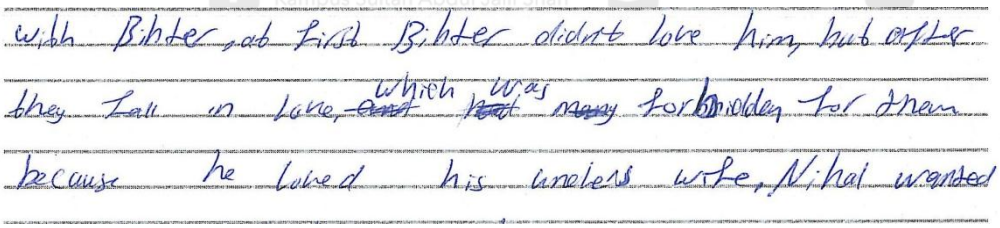
S 2 (Ameer)
Example 1


so surprised but didn't believe it, he decided to watch someone directly while he dies. After he tried, he saw that the notebook is real. Then, thrilling began by his decision to kill all the criminals and bring peace to the world. He killed

S 23 (Seepal)
Example 2


him let him to ride on his ship and took him to Brazil. In Brazil he started new life, worked and after getting money he bought a sugar plantation. After a period of time Crusoe decided to go to Africa

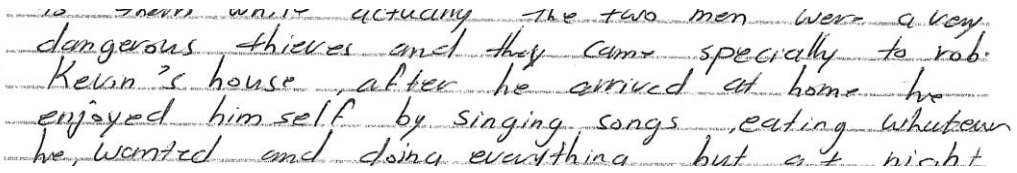
S 16 (Loveen)
Example 3


with Bihter, at first Bihter didnt love him, but after they fall in love, which was many forbidden for them because he loved his useless wife, Nihal wanted

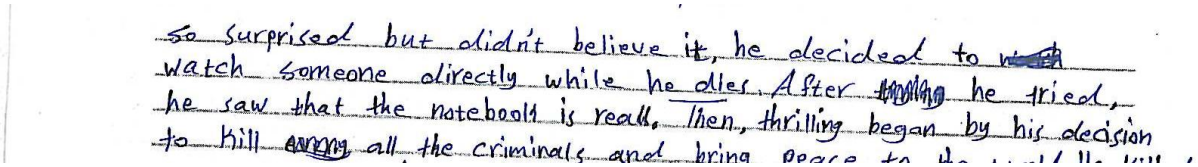
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Appendix L (2)

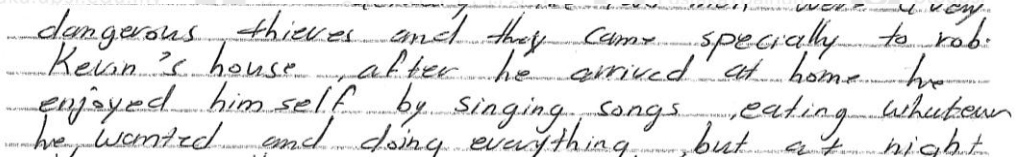
S 17 (Manal)
Example 4



S 2 (Ameer)
Example 5

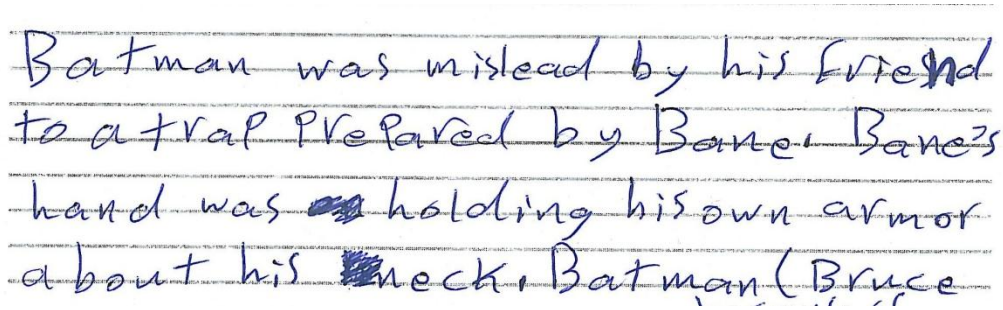


S 17 (Manal)
Example 6

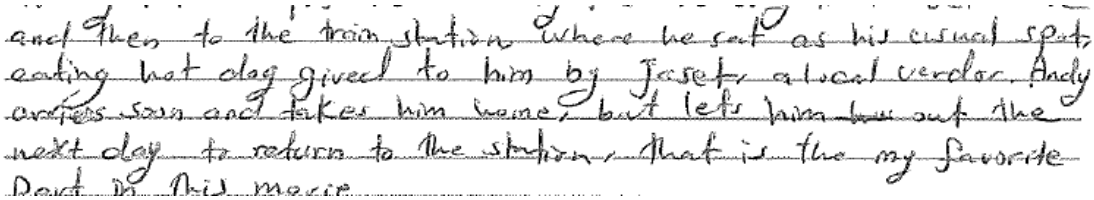


Appendix M (1)

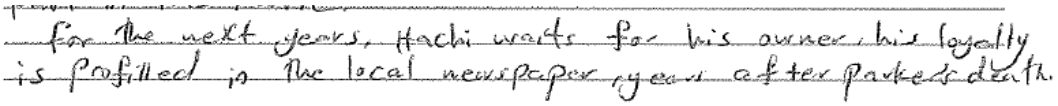
S 3 (Aryan)
Example 1


Batman was mislead by his friend to a trap prepared by Bane. Bane's hand was holding his own armor about his neck. Batman (Bruce

S 25 (Shawkat)
Example 2

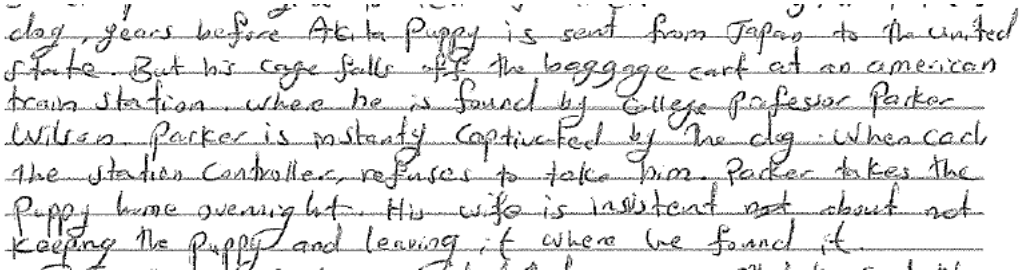

and then to the train station where he sat as his usual spot, eating hot dog given to him by Jaset a local vendor. Andy arrives soon and takes him home, but lets him out the next day to return to the station, that is the my favorite part in his movie.

S 25 (Shawkat)
Example 3

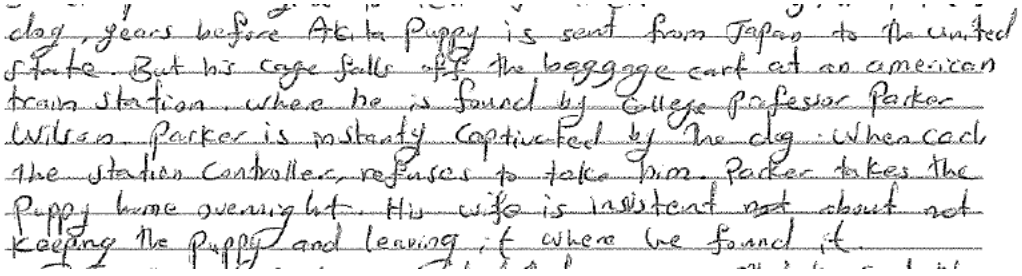

for the next years, Hachi waits for his owner, his loyalty is fulfilled in the local newspaper, years after Parker's death.

Appendix M (2)

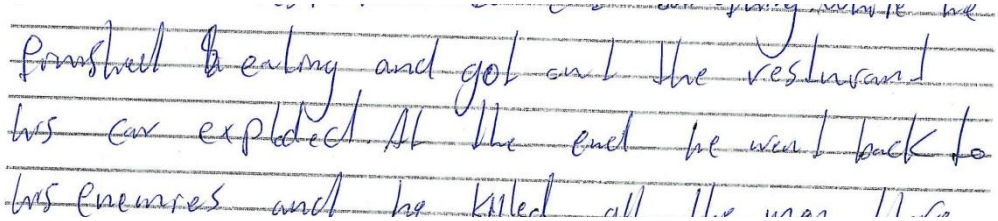
S 25 (Shawkat)
Example 4


dog, years before Akita Puppy is sent from Japan to the united state. But his cage falls off the baggage cart at an american train station, where he is found by College Professor Parker Wilson. Parker is instantly captivated by the dog. When each the station Controller, refuses to take him. Parker takes the Puppy home overnight. His wife is insistent not about not keeping the Puppy and leaving; if where he found it.

S 25 (Shawkat)
Example 5


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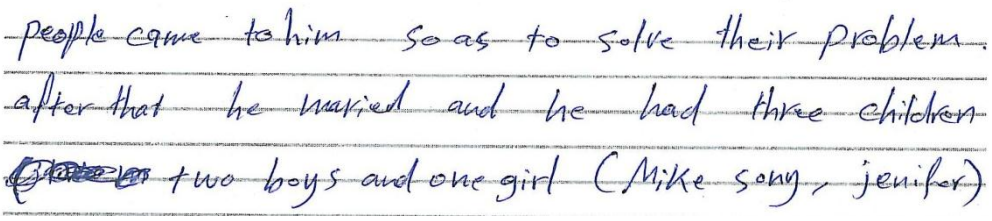
S 12 (Hajar)
Example 6


Farnsfield Dealing and got on the restaurant bus car exploded At the end he went back to his enemies and he killed all the men Who

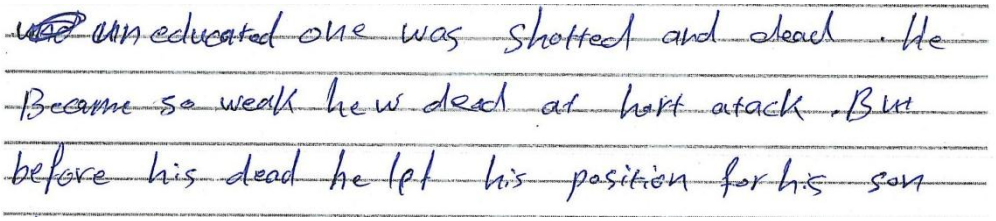
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Appendix N

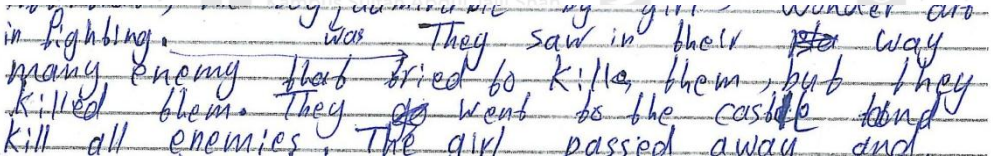
S 27 (Soran)
Example 1


people came to him so as to solve their problem.
after that he married and he had three children
two boys and one girl (Mike song, jenifer)

S 27 (Soran)
Example 2


an educated one was shotted and dead. He
Became so weak he w dead at hart atack. But
before his dead he let his position for his son

S 29 (Viyan)
Example 3

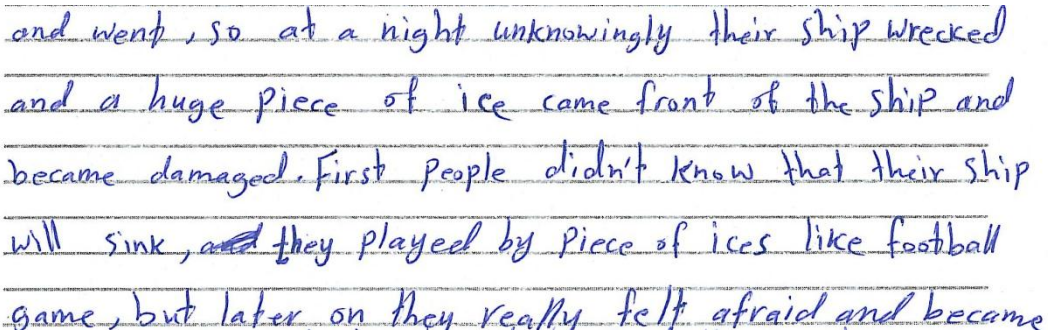

in fighting. They saw in their way
many enemy that tried to kill them, but they
killed them. They went to the castle and
kill all enemies. The girl passed away and

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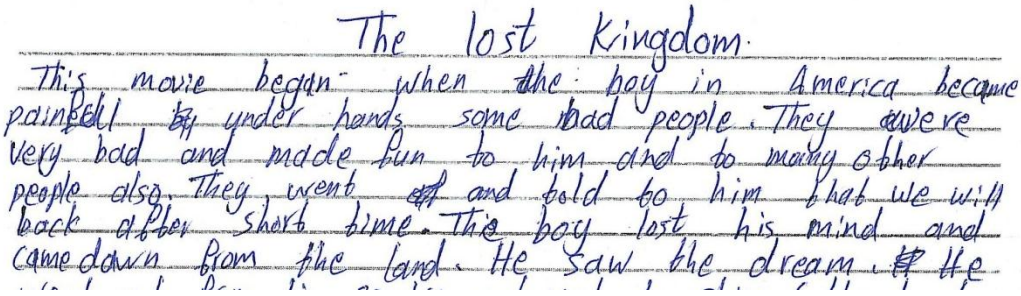
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Appendix O (1)

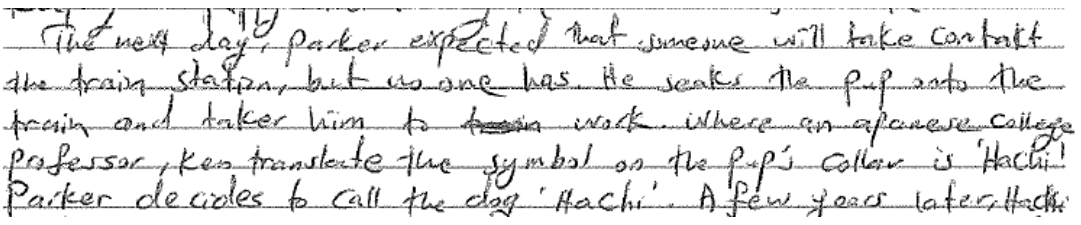
S 21 (Ramadhan)
Example 1


and went, so at a night unknowingly their ship wrecked and a huge piece of ice came front of the ship and became damaged. First people didn't know that their ship will sink, ~~and~~ they playeed by piece of ices like football game, but later on they really felt afraid and became

S 29 (Viyan)
Example 2


The lost Kingdom.
This movie began when the boy in America became painfull by under hands some bad people. They were very bad and made fun to him and to many other people also. They went off and told to him that we will back after short time. The boy lost his mind and came down from the land. He saw the dream. He

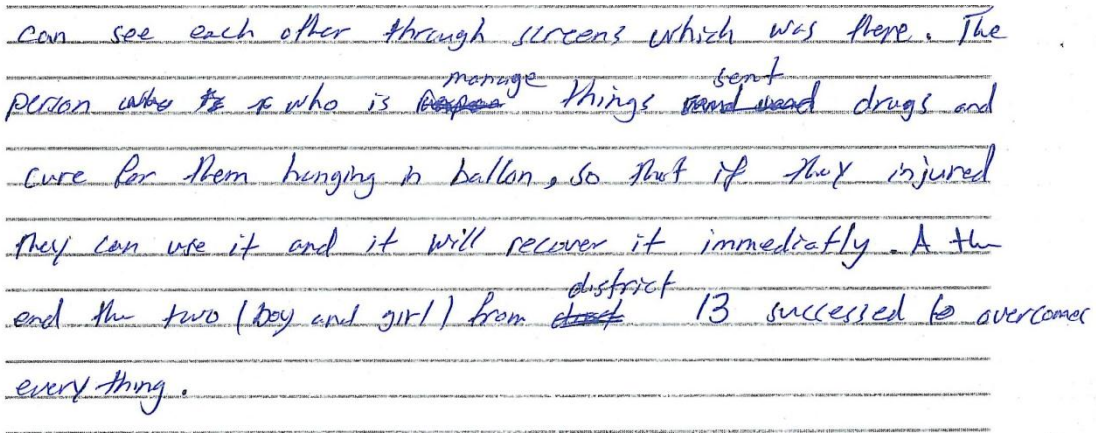
S 25 (Shawkat)
Example 3


The next day, Parker expected that someone will take contact the train station, but no one has. He seeks the pup onto the train and taker him to ~~been~~ work. Where an Japanese College Professor, Ken translate the symbol on the pup's collar is 'Hachi' Parker decides to call the dog 'Hachi'. A few years later, Hachi

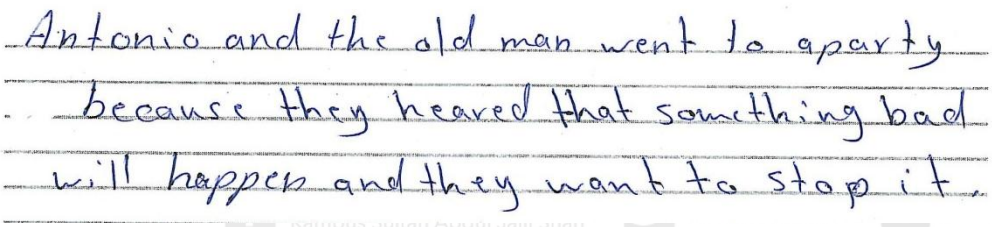
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Appendix O (2)

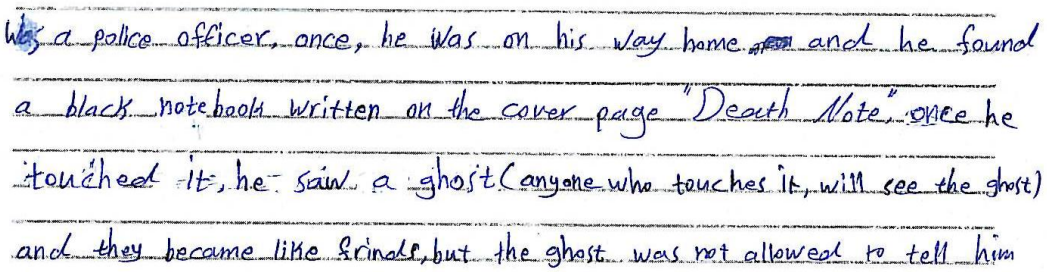
S 15 (Khalid)
Example 4


can see each other through screens which was there. The person who ~~is~~ who is ~~manage~~ manage things ~~send~~ sent ~~and used~~ drugs and cure for them hanging in ballon, so that if they injured they can use it and it will recover it immediatly. At the end the two (boy and girl) from ~~dist~~ district 13 successed to overcomer every thing.

S 19 (Martin)
Example 5


Antonio and the old man went to aparty because they heared that something bad will happen and they want to stop it.

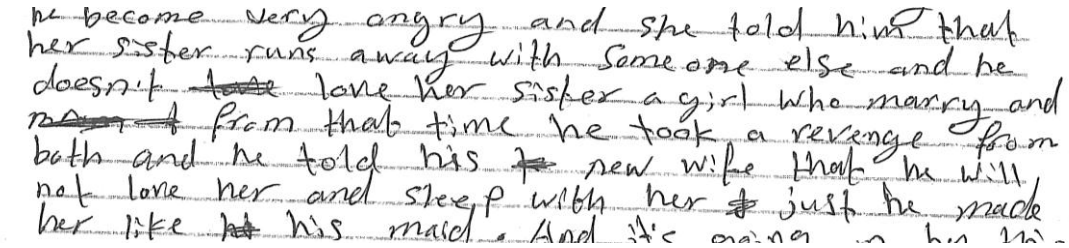
S 2 (Ameer)
Example 6


was a police officer, once, he was on his way home and he found a black notebook written on the cover page "Death Note", once he touched it, he saw a ghost (anyone who touches it, will see the ghost) and they became like friends, but the ghost was not allowed to tell him

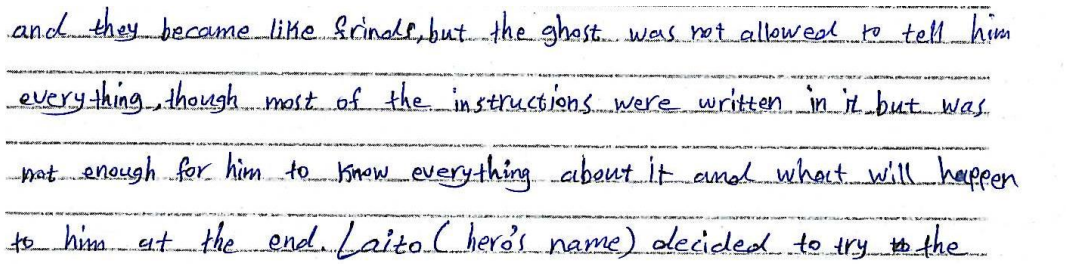
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Appendix O (3)

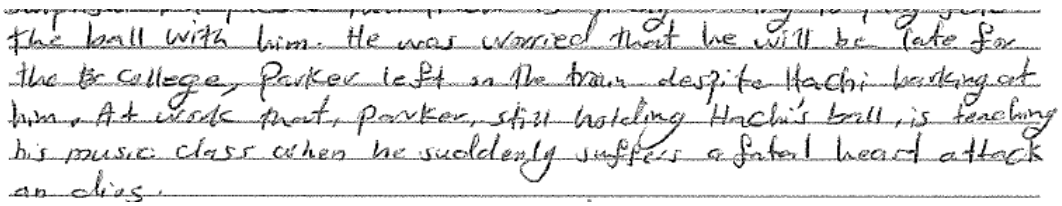
S 19 (Martin)
Example 7


he become very angry and she told him that her sister runs away with some one else and he doesn't ~~hate~~ love her sister a girl who marry and ~~m~~ from that time he took a revenge from both and he told his ~~h~~ new wife that he will not love her and sleep with her ~~s~~ just he made her like ~~he~~ his maid. And it's going on his life

S 2 (Ameer)
Example 8


and they became like friends, but the ghost was not allowed to tell him everything, though most of the instructions were written in it but was not enough for him to know everything about it and what will happen to him at the end. Laito (hero's name) decided to try to the

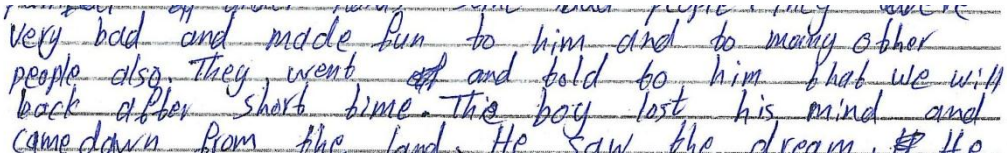
S 25 (Shawkat)
Example 9


the ball with him. He was worried that he will be late for the to college, Parker left in the train despite Hachi looking at him. At work that, Parker, still holding Hachi's ball, is teaching his music class when he suddenly suffers a fatal heard attack an dies.

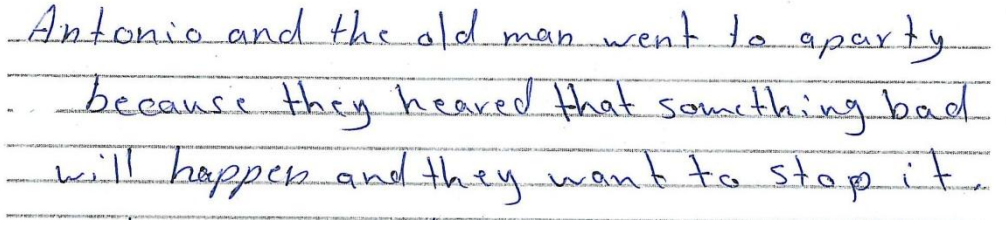
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Appendix O (4)

S 29 (Viyan)
Example 10


very bad and made fun to him and to many other people also. They went off and told to him that we will back after short time. This boy lost his mind and came down from the land. He saw the dream. He

S 18 (Mariam)
Example 11


Antonio and the old man went to aparty because they heared that something bad will happen and they want to stop it.

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