# *Analysis of Errors Committed by Libyan Learners of English Language: A Case Study of Libyan Students at Misurata University*

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## Abstract

The current study focused on investigating the most frequent morphological, syntactical and spelling errors committed by 41 Libyan learners of the English language department in the Faculty of Education at Misurata University. The study also aimed to identify the leading causes of these errors. For data collection, the researcher selected final examinations writing papers that learners had in the fall semester 2018. The selected samples were 20 papers of writing I exam and 21 papers of writing II exam. The participants` writings were analyzed using Ellis 1974 (Methodology for Error Analysis). The findings indicated that learners committed 602 morphological, syntactical, spelling errors, which belonged to omission, addition, and misinformation. It is also found that the most frequent type of errors that learners repeatedly committed was omission. The study concluded that omission errors may occur because learners frequently transfer their linguistic knowledge of Arabic to construct English sentences. Most spelling mistakes refer to learners` poor knowledge of English spelling rules.

**عنوان الدراسة: تحليل الأخطاء لطلبة اللغة الإنجليزية دراسة حالة (طلبة قسم اللغة الإنجليزية بكلية التربية)**

هدفت الدراسة إلى تحليل الأخطاء الصرفية التي يقع فيها طلبة قسم اللغة الإنجليزية بكلية التربية بجامعة مصراتة لتحديد تلك الأخطاء، والتعرف على أسبابها، وتحديد أكثرها تكراراً.

اعتمدت الباحثة المنهج الوصفي التحليلي، وتمثلت عينة الدراسة في كراسات الإجابة للامتحانات النهائية لمقرري الكتابة 1 وعددها (21) كراسة إجابة، والكتابة 2 وعددها (20) كراسة إجابة لفصل الخريف 2018م، حيث اعتمدت الباحثة في تحليل الأخطاء على أداة تحليل الخطأ (Ellis1974).

وكانت نتائج الدراسة أن حددت عدد (602) خطأ صرفيا، وأن أكثرها تكرارا أخطاء الحذف. كما أن أسباب هده الأخطاء تشير ان الطلبة استعانوا بمعرفتهم للغتهم الام في بناء الجمل لإنجليزية اما أخطاء التهجئة ربما تعود الى `qقصور المغرفة لدى الطلبة عن الهجاء للغة الانجليزية

الكلمات المفتاحية:analysis- morphology- errors

## Introduction

Second language learners encounter many difficulties to acquire the language. One difficulty faced by learners is committing errors. There has been extreme focus on learners` errors recently, (Jakarta &Tengah, 2013;

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Yakub & Hossain, 2018; Anggita, 2017; Alasfour, 2018; Gayo & Pratomo, 2018; Suleman, Altayib, & Gul Sher, 2018).

The linguistic analysis to English language learners` errors could be practical contributions to characterize errors, identify sources and suggesting solutions for these errors. Therefore, analyzing second language errors meet researchers` concern and interest. To analyze errors, researchers adopt systematic methods through particular steps, (i.e. collection, analyzing, description, explanation, evaluation" (Ramadan, 2015). They analyze ill formed structures and phrases written by language learners, e.g. the students omit the –s morpheme that should be added to the third person verb in the present simple tense (he try every day).

Previous findings revealed different conclusions about errors` sources and frequencies. Some researchers claimed that overgeneralization is the major cause of errors (Anggita, 2017), while others referred to the interlingual (first language interference) and intralingual (learners creativity to make utterances) (Gayo & Pratomo, 2018). However, some others indicated that errors could be attributed to the nature of learning environment (Jakarta & Tengah, 2013).

The researcher intended investigating the morphological, syntactical and spelling errors committed by Libyan English language learners to identify the major causes beyond these errors and the most frequent error aspects in Libyan situation

## Research Questions

This research intends to answer the following questions:

1- What are the most frequent morphological, syntactical and spelling errors committed by Libyan learners in the Faculty of Education at Misurata university?

**2-** What are the causes of the morphological syntactical and spelling errors committed by Libyan learners in the Faculty of Education at Misurata university?

## Statement of the Problem

One important step into improving second language learning process is to investigate and analyze learners' errors. The researcher, as a teacher, observes through her own experience of teaching that learners commit various types of errors. In this context, the researcher attempted to identify the most frequent errors by analyzing these errors and generalize the causes beyond them.

## Significance of the Research

Analyzing second language learners` errors may identify the progressing stages of learning in which learners are. This may lead to improve strategies correspond to these stages.  The findings of this study could be significant to, (1) Students may help them to reduce committing errors by revealing the misleading strategies of language learning. (2) Teachers may help them to vary teaching methods concerning errors types and frequency. (3) Future researchers, based on the current study findings, the study might be as related study for future investigations on frequencies and causes of omission errors that will concern early learning stages.

## Literature Review

Language structure is studied through its components phonology, semantic, morphology and syntax. The morphological analysis deals with the internal structure of words. This explains that morphology studies the process of words formation and how morphemes, (e.g. the minimal units of words) combine to build words. However, syntax focuses on the study of how these words arranged into phrases and sentences. While learners attempt to apply these morphological and syntactical rules to communicate, they commit errors.

## Errors

Studying learners` errors is very important that contribute directly in improving teaching learning process. Errors are not random linguistic actions that learners commit while they learn language, instead, they reflect the strategic mechanism that learners try to employ to acquire language.  Tizaz (2014)  insisted on analyzing and studying errors,

"First, it gives a good understanding of the nature and types of errors so as to devise appropriate ways to avoid them (pedagogical advantage); Secondly, it provides an insight about the process of second language acquisition, for the study of learners' errors is part of the systematic study of the learners' language". (p.69)

There are two main methods used to analyze errors. First, Contrastive Analysis(CA), it is  a way of investigating the system of the target language and the system of learners` mother tongue concerning the structural differences and similarities between them. Secondly, Error Analysis(EA) ,which is most used in analyzing errors, is a technique through which the errors are analyzed in five stages (collection of data,, identification of errors, errors classification, errors explanation, errors evaluation) (Alasfour,2018). Researchers concerned studying and classifying errors according to the incorrect construction that words with errors have.Dulay(2013)  referred  to

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five types of errors: addition, misinformation, omission, disordering, and blends (Cited in Yakub1&Hossain, 2018).

**Morphology**

Morphology studies the internal structure of words and how morphemes arranged according to particular morphological rules. Carstair and Carthy (2002) defined morphology as "area of grammar concerned with the structure of words and with relationships between words that involve the morphemes that compose them" (p.144)

English language speakers are able in some way to create a large number of words by applying regular morphological rules. For example, (the s, plural rule), English speakers form most plural nouns by following this rule. They are inapplicable to all English plural nouns. For example, the suppletion rule, it is a rule that makes a change in vowel quality of pluralized nouns and this change results in a shift in grammatical function (e.g. woman, women). However, the number of nouns affected by this rule is not that great number.

Another way of word production is affixation. Affixation is a process of adding affixes (morphemes) to a word in order to form new one. This results in a new grammatical word- class and meaning such as happy/ happily, or change in meaning without any change in the word- class such as (happy-unhappy) (Katamba,2005)

Morphemes are classified in terms of productivity into three types which are : (i) productive morphemes, (ii) semi- productive morphemes, (iii) unproductive morphemes. This classification depends on the number of words that attached to a given affix. The larger number of words occurs with a morpheme; the more productive morpheme is.

There is an infinite number of words introduced to the language by productive affixation process. However, not every new formed word corresponds with this process. This refers that there are restrictions on productivity. These restrictions could be phonological, morphological or semantic (Byrd & Mintz, 2010).

**Syntax**

Syntax studies the structures of sentences and phrases Jakarta andTengah (2003) referred to syntax as "the study of the principles and processes by which sentences are constructed in particular languages"(p.65). Syntax constructs patterns that grammatically arrange words into sentences. This explains that placing words randomly result in incorrect structures. For example, SVO pattern, (subject-verb-object) correspond essentially to a particular word order to form structures. A sentence such as, I ate an apple, it is syntactically nonsense if it is , such as, *"ate an I apple"*.

Thus, a string of words should be applied to a particular pattern to form syntactically correct structures. "It is clear that there are certain rules in English for combining words. These rules constrain which words can be combined together or how they may be ordered, sometimes in groups, with respect to each other." (Kim & Sells, 2008, p.2)

**Morphology and Syntax Interference**

The researcher notes, while studying the investigated issue, (English language learners' errors) that authors vary in their classifications to errors. For example, Jakarta and Tengah (2013), Yakub and Hossain (2018) indicated that the ill formed structures such as *"he never listen to his mom". (Omission of past simple -ed). "They were getting hungry" (misformation of adjective form). "My parents also fine". (Omission of the auxiliary). "Brother helped me a lot" "Because give my exam well". (Omission of pronouns my, I). "They going another place" (Omission of the preposition to). "After that I go to the another class". (the addition of article the),* are related to morphological analysis and classified them as morphemically incorrect.

Other studies investigated similar structures and they characterized the errors as syntactically incorrect, (Christina,2017; Alasfour, 2018;Gayo & Pratomo, 2018; (Suleman, Altayib, & Gul Sher, 2018). For example, *"the tsunami was only issue" (omission of article). "It makes we understand vocabularies", (misformation of pronoun). "That full of students", (omission of the auxiliary is). "People have been worried about getting something that lend to someone", (omission of pronoun). "Some butterfly become rare because many people has been hunt for collection" (omission of past participle-ed). "They works from Monday to Friday", (misformation of third singular person -s). "They are the big cat which lives on earth." (misformation of third singular person-s). "I born in Samtah at 1991" (misformation of the preposition).* These examples are represented as they written in the above mentioned studies.

This variation may exist because of Distributed morphology (DM) which integrates morphology under syntax. As Trias (2010 claims that syntax is processing both word formation and sentence structures. He adds according to the frame work of DM, there is unique generative component namely syntax, which is responsible for both word and phrase structure. Consequently, there is no component specially designed foe word formation". (Trias 2010, p.47)

This variation in errors classification has been referred to by (Ming Y & Xu, 2001, p.26 , Cited in Dulay, 1979).

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"The previous studies EA of either interlingual or interlanguil errors tended to emphasize morphological and syntactical errors for example." Pollitzer and Ramirez (1973) in their study that 120 Mexican American children learning English in the United States tackled various errors in morphology and syntax. Listed in morphological category are articles and possessive –s third person singular –s simple past and irregular past tense, omission of past participle –ed , whereas at the syntactical level examined were noun phrases, verb phrases and word order all of which were again divided into subcategories. Other studies on syntactic errors include the expanded form of " be + -ing" (Walfganing & ZydatiB, 1979); "be" and " have" sentences in English and Chinese(Chue,1978).

This leads to the fact that language components are correlated and they essentially affect each other, (e.g. morphological errors could destroy the semantic and syntactical aspects of a structure, (he boys reads a books), the addition of the third singular (s) morpheme interferes with the syntactic rule (subject-verb agreement). The addition of the plural morpheme(s) semantically doubts the number of the read books. "Sentence comprehension crucially relies on processes that recover semantic and syntactic information from words and morphemes (Allen & William, 2003, p. 405).

**Previous Studies**

Many studies focused on investigating learners` errors concerning different language aspects. Jakarta and Tengah (2013) investigated the morphological and syntactical errors towards students' English narrative compositions. The researchers collected data through a test requires narrative writings. Research findings explain that most participants have not mastered the target language. It is also revealed that teacher`s teaching method and learners` mother tongue may be causes to errors committing.

Anggita (2017) conducted a study on morphological and syntactic errors. She analyzed a cooking book draft written by university English language learners. The findings found out that the types of errors made in the book vary especially in morphological and syntactic terms. The morphological error types in the book were suppletion, internal change and affixation. While the syntactic error types in the book were the incorrect of phrase structure, word level categories, passive structure, and expletive there. The researcher also explains that 60 out of 90 errors were classified as overgeneralized errors. Additionally, she suggested this type of errors is the major cause of errors.

In Libya, a study by Elmejie and Msimeer (2021) analyzed the article errors made by Libyan EFL learners in their use of the English article system.

The findings revealed that the errors of using "the" were more common than errors of using a,, and "an" .The study concluded that transfer was not the only source of errors but L2 was another source as well. The researchers suggested that ignorance and incompletion of the article rules make the participants to commit intra-lingual errors.

A descriptive study by Sarinah (2018) aimed to find out the errors of inflectional and derivational affixes made by the students in English Essays. Findings indicate that errors in inflectional morpheme were (omission 52,41%, addition 11,64%, misformation 22,31% , disordering 0% .). In derivational suffix, errors found in omission was 5,82%, addition 1,94%, misformation 9,7% and disordering 0%. The researcher suggested that English teachers should focus more on illustrating morphology rules to learners since this is highly related to language mastering.

Gayo and Pratomo (2018) investigated the morphological and syntactical errors on the English writing of junior high school in Indonesia. The result of the study indicates the types of morphological errors occur in the omission, addition, and misformation which include the derivation, inflection, preposition, article, copula be, personal pronoun, auxiliary, and determiner, and syntactical errors occur in the omission, addition, misformation, and disordering which include the passive voice, tense, noun phrase, auxiliary, subject-verb agreement. The two major sources of errors are the inter-lingual (first language interference) and intra-lingual (learners' creativity to make utterances). Accordingly, the researchers indicate that findings of these studies contribute in improving teaching methods by experiencing the suggested solutions to reduce such types of errors.

Different studies have been addressed learners errors occurrence and the factors contributed to an undesirable outcomes. For instance, Alasfour (2018) investigated the role of learners` mother tongue in learners' acquisition of grammatical instructions of the target language. This is a reference to errors which could be attributed to the interference of mother tongue In addition, a study on the morphological errors made by students who study business, agriculture and technology (Yakub1 & Hossain ,2018). Further investigation, by Lastres (2017), was on the grammatical punctuation, spelling errors and areas of difficulty learning of university students. All focused on analyzing errors and finding out the causes

**Methodology**
**Participants**

The sample of this study was 41 students studying at the department of English in Faculty of Education , Misurata - Libya. The participants were

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from different learning stages. They consisted of 20 students who had completed writing I course, and 21 students had completed writing II course.

## Data Collection and Analysis

Due to the nature of research`s questions, this study adopted the qualitative and quantitative approaches in collecting and analyzing data. For errors analysis, it was applied Ellis 1974 methodology for EA as cited in Jiang 2009.

## Steps of Analyzing Errors

The first step of errors analysis is data collection. The data of this study obtained from 41 answer sheets of final examinations of writing courses that participants passed in fall semester of 2018. Writing I exam consisted of five questions, two were subjective and three were objective. The first subjective question included four pictures of people which the learners asked to describe them. The second question was writing paragraph about a best friend. Furthermore, Writing II exam consisted of seven questions, the first four questions were objective and did not demand writing of learners . The researcher just worked on the last three questions that needed writing activities. The fifth question was to write a paragraph about how you can make a sandwich. The sixth question was about writing an expository paragraph. In the last question, learners were asked to write an outline of a short essay about a topic of their choice.

The second procedure of analyzing learner`s errors is identifying the ill-formed structures produced in writings. The researcher counted all errors that existed in learners` writings. The third stage is errors description. In this stage, the researcher classified the errors into types that they belong to (omission, addition, misinformation)

The following step is errors explanation, the researcher attempted to explain the causes behind learners' errors by identifying the mechanisms and strategies that learners try to employ to express English and analyzing the environment where language is learned. The last stage is evaluating errors. In this stage, the researchers presented some implications about the investigated errors that may facilitate language learning and teaching.

## Findings and Discussion of Results

This section answers the research questions. (1) Which are the most frequent morphological, syntactical and spelling errors made by Libyan learners in Faculty of Education at Misurata University?. (2) What are the causes of the morphological, syntactical and spelling errors that Libyan learners made in the Faculty of Education at Misurata University? Then, it concludes with some recommendations and suggestions.

The researcher identified all errors found in the participants` final examinations papers. She presented three aspects of errors (omission, addition, misformation). Each aspect is provided with examples.

**1) Omission**: This error aspect occurs when the learner omits a morpheme or a grammatical item that necessary to function in a word or in a sentence. Two hundred thirty-nine omission errors have been identified.

**Here are Some Examples**:

Omission of auxiliary (be) (syntactical error e.g. he tall). This structure is ill formed and it needs the auxiliary (is) to be syntactically correct. The differentiation between main verbs and auxiliaries is a complicated task for Libyan learners. The auxiliary (be) is not existed in learner`s mother tongue, therefore, constructing sentences without auxiliaries is common error.

Omission of prepositions (syntactical error e.g. she is known school) the correct form is (she is known at school). Prepositions could be problematic since their properties of meaning differ from language to another.

Omission of pluralizing morpheme (morphological error s, es, e.g. she has big ear) in this sentence, the learner omitted the plural morpheme(s) in the word (ears). This type of error refers to the lack of mastering the target language and learners are still in the first language learning stages.

Omission of personal pronouns (syntactical error e.g. Fatima is best friend) the omitting pronoun is (my). Learners face difficulties to acquire the accurate usage of pronouns. So, they misuse them or omit them.

Omission of articles (syntactical errors e.g. he has small nose). The learner omitted the article (a). The indefinite articles (a, an) do not exist in learners` mother tongue, so the omission is possible in these cases. Learners transfer Arabic structures to express English.

Omission of the third person singular marker (morphological error (s, es) e.g. he wear big jacket). The correct construction should be (he wears a big jacket).

Omission of spelling (e.g. I lik Mona). The word ( like) is miswritten. Spelling mistakes are so common in learners` writings, which could be because of the nature of spelling rules in English.

**Table of errors omission frequency{1}**

| Error Type | Aspect of error(omission) | Frequency | Percentage |
|---|---|---|---|
| Spelling | Spelling | 71 | 29.7 |
| Morphological | Plural marker (s) (es) | 41 | 17.2 |
| Syntactical | Article | 31 | 13.0 |
| Morphological | Third personal singular marker 's', 'es' | 29 | 12.1 |

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| Error Type | Aspect of error(omission) | Frequency | Percentage |
|---|---|---|---|
| Syntactical | Auxiliary(BE) | 28 | 11.7 |
| Syntactical | Personal pronoun | 28 | 11.7 |
| Syntactical | Prepositions | 11 | 4.6 |
| **Total** | | **239** | |

Pic. {1}
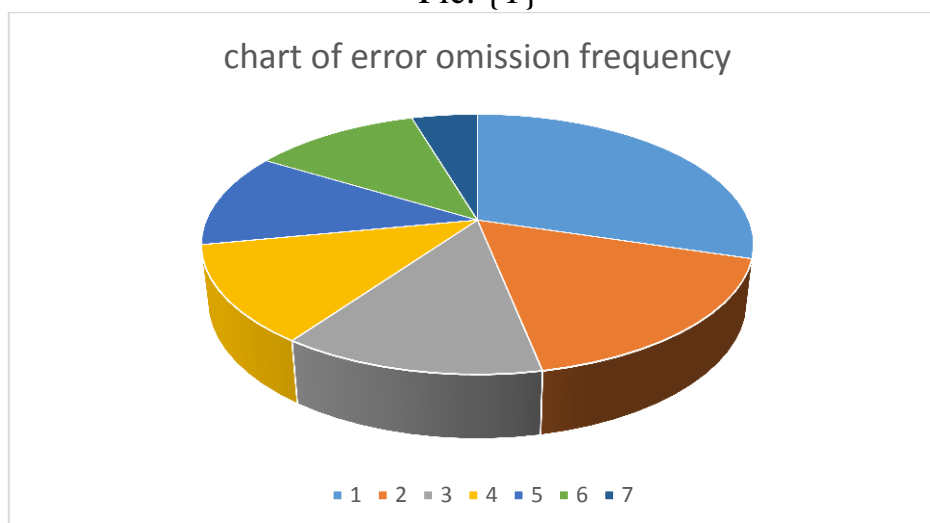


**2) Addition:** This aspect of error occurs when the learner adds a morpheme or a grammatical item that leads to ill formed structure. One hundred ninety-five addition errors have been identified.

**Here are some examples**:

Addition of the auxiliary (be) (syntactical error e.g. she is likes English). This sentence is incorrect. This type of errors reflects the complexity of learning stage in which learners are.

Addition of prepositions (syntactical error e.g. the best friend for to me). This phrase includes two prepositions which results in incorrect structure.

Addition of plural marker (morphological error(s, es, e.g. take breads and meat).The learner added the plural morpheme(s) in the word (bread) in this sentence. Generalizing morphological rules is commonly applicable by learners.

Addition of personal pronouns (syntactical error e.g. most of people you have best friend). This structure is ill formed because of the addition of the pronoun (you).

Addition of articles (syntactical error e.g. she has a big eyes). The learner added the article (a) in front of the adjective (big). Arabic refers to singular nouns without using indefinite articles so, learning the function of articles in English could be difficult task.

Addition of the third personal singular marker (morphological error (s, es, e.g. we loves same things). The correct construction should be (we love the same things)

Addition of spelling (e.g. she has long black haire). The word (hair) is miswritten.

**Table of errors addition frequency{2}**

| Error Type | Aspect of error(addition) | Frequency | Percentage |
|---|---|---|---|
| syntactical | Article | 65 | 33.3 |
| Spelling | Spelling | 50 | 25.6 |
| syntactical | Auxiliary(BE) | 31 | 15.9 |
| syntactical | Prepositions | 20 | 10.3 |
| syntactical | Personal pronoun | 18 | 9.2 |
| morphological | Plural marker (s) (es) | 9 | 4.6 |
| morphological | Third personal singular marker 's', 'es' | 2 | 1.0 |
| **Total** | | **195** | |

Pic. {2}
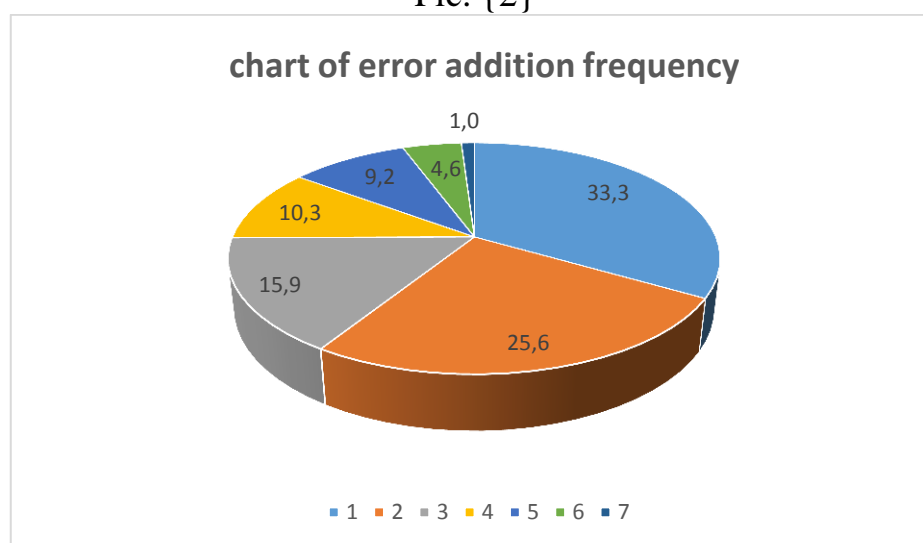


3) **Misinformation**: This aspect of errors occurs when learners misuse a morpheme or a grammatical item to produce the language. One hundred sixty-eight morphological addition errors have been identified.

**Here are some examples:**

Misformation of the auxiliary be (syntactical error e.g. she is small eyes). The learner misused the auxiliary (is).

Misformation of prepositions (syntactical error e.g.  I missed in the school).

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Misformation of plural marker (morphological error s, es e.g. her names is Hana)

Misformation of personal pronouns (syntactical error e.g. the best friend is Mona. I like them).

Misformation of articles (syntactical error e.g. she has got a short black hair).

Misformation of the third personal singular marker (morphological error s, es if in Tunis can makes meeting by using internet)

Misformation of spelling errors (e.g. she is tell). The word (tall) is written with the letter (e) instead of (a).

Most of misformation errors reflect that Libyan learners most often progress in learning stages by overgeneralizing or neglecting rules restrictions.

**Table of error misinformation frequency {3}**

| Error Type | Aspect of error(misinformation) | Frequency | Percentage |
|---|---|---|---|
| Spelling | Spelling | 100 | 59.5 |
| Syntactical | Prepositions | 27 | 16.1 |
| syntactical | Personal pronoun | 18 | 10.7 |
| syntactical | Auxiliary(BE) | 17 | 10.1 |
| syntactical | Article | 3 | 1.8 |
| morphological | Plural marker (s) (es) | 2 | 1.2 |
| Morphological | Third personal singular marker 's', 'es' | 1 | 0.6 |
| **Total** | | **168** | |

Pic.{3}



chart of error misinformation frequency
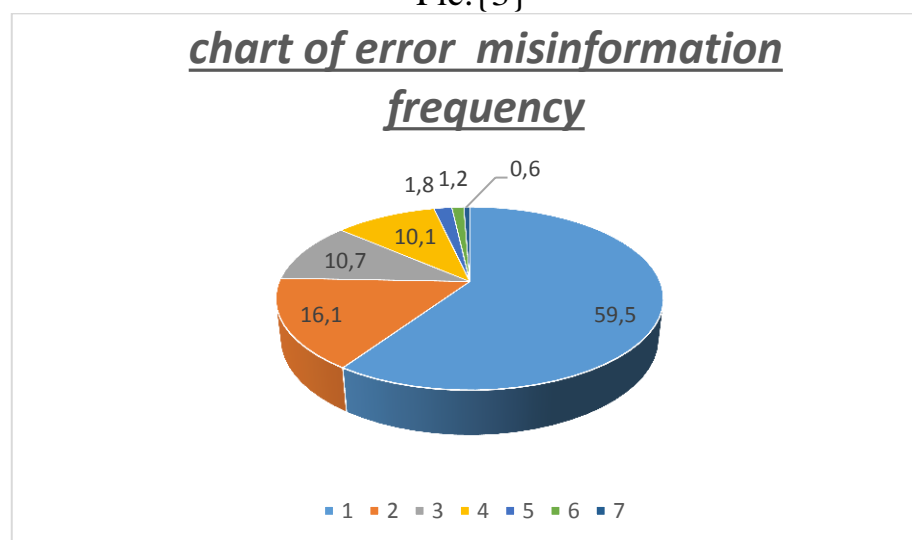
The above tables indicate each aspect of errors separately. They present the number and the percentage of each type in comparison with the other types. The following table shows the number and percentage of each aspect in comparison with the other aspects. It also shows the total number of all errors.

**Table of error omission, addition and misinformation frequency{4}**

| Aspect of error | number | Percentage |
|---|---|---|
| Omission | 239 | 39.7 |
| Addition | 195 | 32.4 |
| Misinformation | 168 | 27.9 |
|  | 602 |  |

Pic.{4}
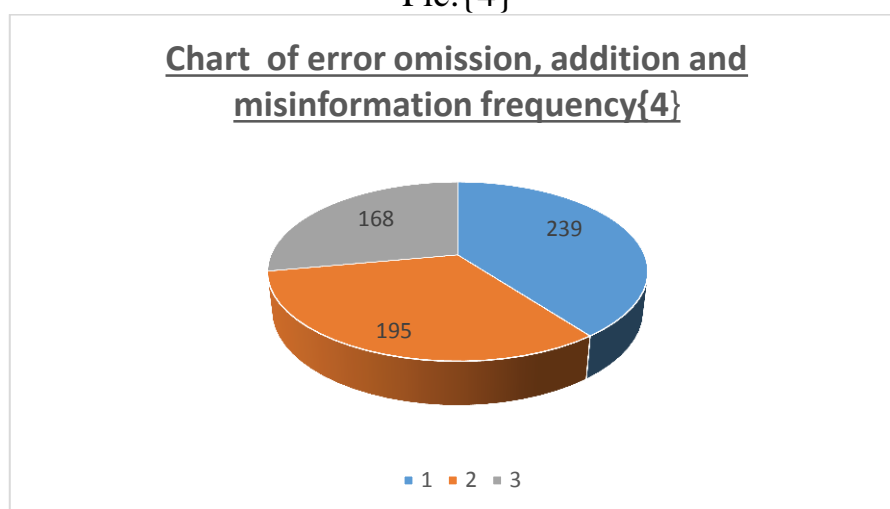


The following table shows the total number of each type error of different aspects of error and the total number of each type error of the same aspect of error.

**Table of types and aspects of errors{5}**

|  | Aspect of error | omission | Addition | Misinformation | Total |
|---|---|---|---|---|---|
| 1 | Spelling | 71 | 65 | 100 | 236 |
| 2 | Prepositions | 41 | 50 | 27 | 118 |
| 3 | Personal pronoun | 31 | 31 | 18 | 80 |
| 4 | Auxiliary(BE) | 29 | 20 | 17 | 66 |
| 5 | Article | 28 | 18 | 3 | 49 |
| 6 | Plural marker (s) (es) | 28 | 9 | 2 | 39 |
| 7 | Third personal singular marker 's', 'es' | 11 | 2 | 1 | 14 |
|  | **Total** | **239** | **195** | **168** |  |

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Pic. {5}

**Chart of types and aspects of errors{5}**

14
39
49
66
80
236
118

1  2  3  4  5  6  7
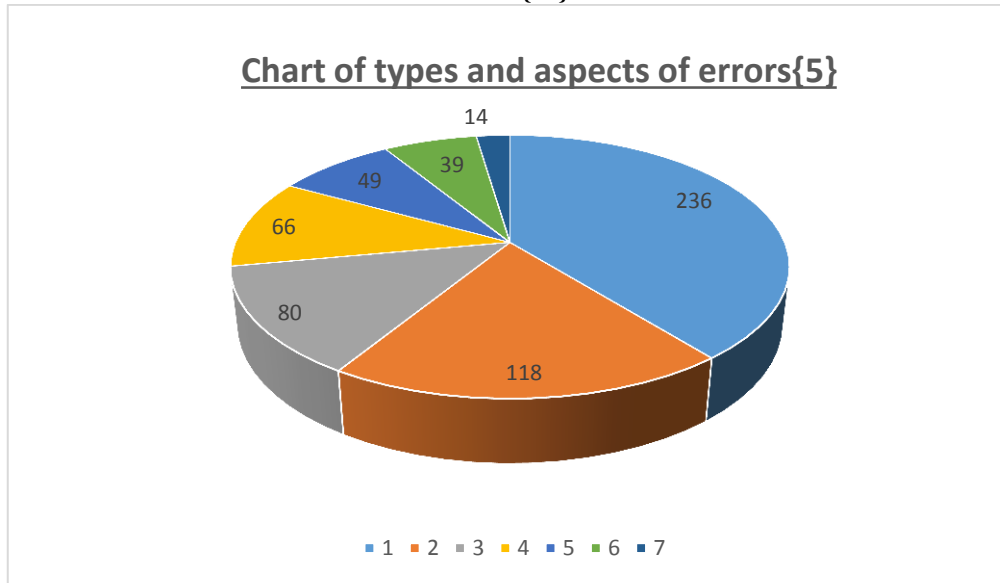
**Summary**

The study found that the frequent aspects of errors committed by Libyan learners are omission aspects and mostly caused by transfer. Table 4 mentions that 39.7% of errors are omission type (239 errors). Prepositions, personal pronouns and auxiliaries errors are the highest. The use of personal pronouns and articles produced in learners` writings is likely to reflect that mastering function words progress confusingly. The addition errors are also huge in number indicating (195). It is the second highest errors types. These errors of spelling, prepositions, personal pronouns and auxiliaries appear in the highest levels. Being these errors frequent indicates that learners have incorrect understanding of using English items, and they replace their knowledge of Arabic instead. The lowest performed errors are misinformation errors. They are (168). Table 5 indicates that spelling misinformation errors are higher than spelling omission and addition errors.

# Conclusion

From the above analysis, It is concluded that spelling errors occur because learners may find difficulty to master spelling rules of English language. However, in learners` mother tongue, it is written what learners can spell. Unlike English language, there are many silent letters and other pronunciation rules related to spelling. A study investigated errors committed by Arab learners as  Alasfour ( 2018 ) revealed that spelling errors are considerable and link committing this type of errors to lacking of English spelling rules.

Prepositions errors are highly caused by means of transfer their meaning in Arabic language to English language. Auxiliaries could be confusing for Arab speakers. The incorrect use of auxiliaries is possibly occurred because Arabic language construction do not include them necessarily as English language construction does. Lacking knowledge of this linguistic difference possibly makes misleading strategies learning. Some studies investigated errors causes like Jakarta andTengah ( 2013 ) who revealed that learners` mother tongue could be a vital source of errors committing.

It is definitely true that all languages over the world differ in their linguistic system. So when language learners employ what they have mastered to produce what they have not mastered, they unconsciously transfer from their mother tongue to the target language. Learners should be used to improve productive skills with regard to process thoughts in their minds using the target language and improve receptive skills with regard to how its structures formed. In this context, teachers may provide convenient environment in what students can realize English language construction and reduce the opportunity of transfer.

The investigated morphological errors of plural marker 's' ,'es' and third person singular marker 's', 'es'  are likely to occur because learners ignore restrictions on these rules. Overgeneralizing to English rules could be commonly used by most second language learners. They might be overexposed to regular rules in comparison with irregular rules. Anggita (2017) suggested that overgeneralized errors play important role to mislead learners to commit errors. Constraints on regular rules might be considerably emphasized by teachers so learners might recognize restrictions on rules and reduce misusing generalizing.

The results of the present study are in line with Tizazu's study2014), which investigated the linguistic errors of Arab students through their compositions. Both  studies revealed that learners frequently and highly commit omission errors. In contrast withYakub and Hossain's findings ( 2018) who claimed that Misinformation type of errors is the most frequent type that students committed. However, the current study revealed that omission type is the most frequent.

## Recommendations

1-Teaching vocabularies with spelling rules would be helpful for learners to reduce their spelling errors and could be useful to build knowledge about English word structures.

مجلة كلية التربية – جامعة سرت     المجلد(1) العدد (2) يوليو 2022

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2- Teaching English morphemes (free and bound morphemes) should be more concentrated. Teachers need to explain intensively the meanings and the forms of English morphemes.

3-Teachers should clarify, for their learners, the errors caused by transfer; so they avoid think in Arabic to produce English.

4-Errors caused by generalization, such generalizing the plural marker 's', and 'es', third person singular marker 's' and 'es', should be taken into consideration. Teachers should provide precise instructions in teaching these rules.

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## Appendixes

### TEEACHERS`S VIEWS AND VALUES 1          ON ERROR ANALYSIS TABLES

**Dear ( teachers and doctors)**

We will be very grateful for your collaboration

This analysis error criterion is the method used by the researcher to analyze the morphological errors committed by English language learners in faculty of education. Your contribution will be greatly appreciated that helps to achieve analysis accuracy.

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The researcher kindly seeks your comments on the tables next page:

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Tables of error analysis

| Aspect of error(omission) | Frequency | Example |
|---|---|---|
| Helping verbs(do, have) | | |
| Miscellaneous | | |
| Auxiliary(BE) | | |
| Prepositions | | |
| Plural marker (s) (es) | | |
| Personal pronoun | | |
| Article | | |
| Tense | | |
| Possession marker ('S) | | |
| Third personal singular marker 's', 'es' | | |
| Spelling | | |

| Aspect of error(Addition) | Frequency | Example |
|---|---|---|
| Auxiliary(BE) | | |
| Prepositions | | |
| Plural marker (s) (es) | | |
| Personal pronoun | | |
| Article | | |
| Tense | | |
| Possession marker ('S) | | |
| Third personal singular marker 's', 'es' | | |
| Spelling | | |

| Aspect of error(misinformation) | Frequency | Example |
|---|---|---|
| Auxiliary(BE) | | |
| Prepositions | | |
| Plural marker (s) (es) | | |
| Personal pronoun | | |
| Article | | |
| Tense | | |
| Possession marker ('S) | | |
| Third personal singular marker 's', 'es' | | |
| Spelling | | |