

RESEARCH ARTICLE



ISSN

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2636 (Print);2321-3108 (online)

MORPHOLOGICAL ERROR ANALYSIS OF ENGLISH WRITTEN TEXTS PRODUCED BY
THE TERTIARY LEVEL STUDENTS OF BANGLADESH

FAWZIA YAKUB¹, MD. FORHAD HOSSAIN²

¹Senior Lecturer, Department of Languages, IUABT-International University of
Business Agriculture and Technology
Email: fawzia@iubat.edu

²Assistant Professor, Department of Languages, IUABT-International University of
Business Agriculture and Technology
forhadhossain@iubat.edu



FAWZIA YAKUB

ABSTRACT

Error analysis provides insights of learners' ability and recommends the dos and don'ts that may facilitate effective learning by the learners. In each and every learning context, where English is a foreign or second language, error analysis is indispensable for both the students, and teachers. The current study focuses only on Morphological errors. To analyze the morphological errors, a study has been conducted among 50 tertiary level students who study at IUBAT-International University of Business, Agriculture and Technology. Selected students have been asked to answer some structured and unstructured questions to collect error samples. Corder's (1974) model of error analysis has been followed to collect, identify, classify, explain and evaluate the errors. To classify the errors, Surface Structure Taxonomy has been used. To evaluate and explain the sources of errors and reasons behind them, Brown's and James' classification of sources of errors into Interlingual, Intralingual, Context of learning (Induced Errors) and Communication strategies (strategy based) has been adopted. In the study, it has been found that learners have produced 1452 morphological errors those are oriented to omission, addition, misinformation, and disordering. The errors are mainly caused by Interlingual and Intralingual factors.

'A powerful agent is the right word. Whenever we come upon one of those intensely right words . . . the resulting effect is physical as well as spiritual, and electrically prompt.' MARK TWAIN

1. Introduction

As Bangladesh is a developing country, there is scarcity of jobs in the market and inevitably English skills are considered as the most important criteria to qualify in a job recruitment test. English is learned as a Foreign Language, and in all job recruitment tests, English occupies a significant part

of administered question paper. In such circumstances, in all educational institutions, English is widely valued. In each stage at least one English course, in some cases more than one/ supplementary courses, is offered and taught in order to strengthen the base of English skills with a prime focus on writing and sometimes on speaking as well. In English medium schools, the scenario is little different as they emphasize the development of all four skills. Parents are also more serious about their children's efficiency in English and they spend more on this as well. But, unfortunately, the

students develop their ability only to a very little extent. So, the universities also receive the students who have significant amount of deficiency in exhibiting English skills.

The current study has been conducted among the students of a private university named IUBAT-International University of Business Agriculture and Technology which is situated in Dhaka, Bangladesh. The university offers four English Courses to its students: 1. Basic English Composition that covers Speaking and elementary Writing, 2. English Comprehension and Speaking that covers Reading and Speaking, 3. Advanced English Composition that extensively focuses on Writing and 4. Public Speaking. There is no department of English but there are English teachers under the Department of Languages who teach English to the students of different departments like Economics, Agriculture, Tourism and Hospitality Management, Civil Engineering, Electronics Engineering, Computer Science etc. The university receives students of different types and abilities from different corners of Bangladesh. The researchers of the study also work in this university and they are very familiar with the learners and their language learning behavior.

The performance of learners in terms of different English skills is full of errors that are rooted greatly on the deficiency that grew in school and college level. The errors found by the teachers include Phonological Errors, Syntactic Errors, Morphological Errors and Semantic Errors. The university wants to make its learner more efficient in the productive skills: Speaking and Writing. In both speaking and writing students are found very poor. The Department of Languages and the University are trying to improve their performance in various ways. They are using their own materials that have been developed on the basis of learners' needs. But still the number of errors produced by the learners is alarming. The researchers of the study think that a study of their mistakes might help in developing strategies to better the learners' performance. So, they decided to conduct separate error analysis on each branch of English language. It is true that it might be challenging, sometimes may not yield effective findings, to conduct separate analysis on each branch as language is learned as a

whole. It is also evident that there is a close connection between Morphological and Syntactic Errors: most often a morphological error leads to a syntactic error as well. The researchers also believe that morphological errors might take place more in speaking performance. Keeping all these issues in mind, the researchers have conducted a study for analyzing Morphological Errors produced in the written text. The authors selected Error Analysis Approach to conduct the study. Contrastive Analysis (Lado, 1957) could also be useful in this regard as Abbot (1981) has revealed that error analysis is equally unreliable as contrastive analysis. He concludes that error analysis complements contrastive analysis. The authors found Error Analysis more inclusive in comparison to Contrastive Analysis. Thus, the study aimed at investigating the morphological errors produced by the tertiary level students in Bangladesh.

2. Concept of Error and Error Analysis

Error

In simple words, error in language study can be defined as an incorrect statement, either spoken or written.

The Oxford English Dictionary defines this word as "action of state of erring", "the condition of erring in opinion", "to hold wrong notions or beliefs", "something what is done wrongly because of ignorance or lack of attention etc."

According to Edge (1989), an error is "something that is done wrongly because of ignorance or lack of attention"

In connection to applied linguistics, the term error is connected to the notion that any written or spoken performance of learners that breach any rule of target language or that is a deviation from the accepted rules should be considered as error.

According to H. Douglas Brown (1994) "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" is linguistic error. He cites an example *Does John can sing?* In this example, use of 'does' makes the sentence erroneous as there is already modal auxiliary 'can' in the given sentence. To Dulay et al (1982), Error is a

systematic deviation from a selected norm or set of norms.

Error vs. Mistakes

As, in applied linguistics, the concepts of Error and Mistakes are differentiated; it is also useful to integrate these in error analysis as well. Mistakes are caused by the learners not putting into practice something they have learned; while errors are caused by the learner trying out something completely new and getting it wrong (Bartram and Walton 1991, p. 25).

According to Ellis (1997), errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Mistakes, on the other hand, reflect occasional lapses in performance because the learner is unable to perform what he/she knows. Ellis suggests that mistakes and errors can be distinguished by observing the consistency of learners' performance. Ellis (1997) also states that "a clear distinction between an error and a mistake may not be possible".

However, mistakes are corrected by the learners themselves as they know the reason for incorrect performance; while errors may not be corrected by the learners as they do not know the reason for their incorrect production of speech and writing. Teachers in the classroom can play a great role by giving continuous corrective feedback to the learners.

Error Analysis

Error Analysis got its birth in the sixties to both supplement and criticize the Contrastive Analysis. Contrastive Analysis was introduced in 1950s and 1960s. CA compares systems of two languages to predict the areas of difficulty or error for the second language learner. Lado (1957) claims that the learners find those elements easier to learn that they find similar to their native language; on the other hand, they find those elements difficult that they are not familiar with in their native language. "Contrastive Linguistics has been defined as "a subdiscipline of Linguistics concerned with the comparison of two or more languages or subsystems of language in order to determine both differences and similarities between them"(Fisiak,1981,p.I).

The supporters/researchers of CA, like Bose (2005), Ferguson (1965), Mackey (1965), Fries (1945) emphasize the significance of CA. The summary of their observation is that CA can play a significant role in explaining and predicting problems in second language learning and thus help develop course, course materials and actual classroom for language teaching.

Later on CA was criticized by the proponents of Error Analysis as they found it not capable of addressing the other aspects of learners' errors. By the early 1970s, the reliability of CA was challenged. According to James (1998: 4), "many of the predictions of TL learning difficulty formulated on the basis of CA turned out to be either uninformative or inaccurate". Corder (1981:6-7) says that: the differences in first and second languages those proposed by contrastive linguistics do not say anything about the process that takes place in learning the first and second language. The new hypothesis, i.e., the study of errors confirms verification or rejection of new hypothesis with regard to child language acquisition and its implication to the learning of the second language.

Fisiak (1981, 7) states that "the value and importance of Contrastive Analysis lies in its ability to indicate potential areas of interference and errors. Not all errors are the result of interference. Psychological and pedagogical, as well as other extra linguistic factors contribute to the formation of errors". As all the errors do not happen only due to the interference of learners' mother tongue, researchers came up with the umbrella term Error Analysis to make an inclusive analysis of learners errors and mistakes and thus CA saw its decline with the rise of other explanations of learning errors like EA and Interlanguage.

Different scholars have defined Error Analysis in different ways. "Applied error analysis, on the other hand, concerns organizing remedial courses and devising appropriate materials and teaching strategies based on the findings of theoretical error analysis" (Erdogan 2005).

Richards (1971, p.I.) illustrated "the field of error analysis may be defined as dealing with the differences between the way people learn a

language and the way adult native speakers of the language use the language”.

According to David Crystal (Crystal, 2003, p. 165), Error Analysis (EA) as a “technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics”

Keshavarz (2012, p. 168) claims that EA is “a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying errors, classifying them according to their nature and causes, and evaluating their seriousness”.

Hendrickson (1987:357) uses the word ‘Signal’ to refer to error. To him Errors indicate an actual Learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language.

Brown (1980) defines error analysis as the process to observe, analyze and classify the deviations of the rules of second language.

In short, error analysis can be defined as a tool that is used to collect, identify, classify, interpret and evaluate errors in order to understand the causes and nature of errors and thus it leads to the remedial of errors by suggesting the courses, appropriate teaching materials and teaching strategies required to eradicate the amount of learner’s errors.

3. Morphology

In general term morphology is defined as the study of words; how the different parts of words are combined, how they are formed, how they are used and what relationship does exist between words. Crystal (1991:20) defines it as the study of word structure and how they can be modified. According to Collins Dictionary, “morphology refers to the way words are constructed with stems, prefixes and suffixes”. Bloomfield (1995:200) opines that morphology deals with construction of words and parts of words. Rochelle Lieber (2009) says “morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they’re used in

sentences.” Todd (1987) defines morphology as the study of morphemes, which are the smallest units of grammar.

As this study is on Morphological Errors, it is important to be familiar with the concepts discussed in morphology in brief. This study focuses on the morphological errors that are either found in the use of bound morpheme or free morpheme. Free morphemes (friend, play etc) can stand by themselves and still carry meaning; while bound morphemes (‘s’ in Friends, ‘ed’ in Play) cannot stand alone and they are only added to the free morphemes. Bound morphemes are classified into two groups:

a. Inflectional: Inflectional bound morphemes perform grammatical function in a sentence. They mark properties such as tense, number, person etc. Inflectional morphemes (only Suffixes) do not change the word class. For example ‘s’ in **friends** is a plural marker and ‘ed’ in **played** is a tense marker. In both these examples word class remains same after the addition of ‘s’ and ‘ed’.

b. Derivational: Derivational bound morphemes perform lexical function. They may change or may not change the word class. ‘En’ in ‘**enrich**’ (verb) is an example of class changing derivational morpheme and ‘im’ in ‘**impractical**’ is an example of class maintaining derivational morpheme.

This study will analyze those morphological errors that are related to ‘be’ verbs, auxiliary verbs, Preposition, plural marker ‘s’ and ‘es’, personal pronoun, article, past and past participle marker ‘ed’ and ‘en’, apostrophe ‘s’ and possessive ‘s’, third person singular marker ‘s’ and ‘es’, spelling and miscellaneous aspects. Many of the mentioned categories are also related to Syntactic errors. But only the morphological errors will be identified and analyzed.

3. Significance of Morphological Error Analysis

It is taken for granted that foreign language learners will produce erroneous language output; if otherwise is expected, we are far away from the second/foreign language learning context. Learners will make number of errors and it is necessary to identify why they make the error and how their errors can be healed in order to ensure effective learning. Corder (1976) finds study of errors is

significant to 3 groups: 1. Teacher 2. Researchers and 3. Learners. The significance of error analysis to the teachers and students is very clear cut as they are directly involved in teaching and learning. It is also important to the researchers who investigate how language is learned or acquired by the learners. The analysis of morphological errors is of paramount importance in context of foreign language learning in Bangladesh. Here, in most schools and colleges the grammar is taught deductively and learners are encouraged to master selected items of English language. Learners tend to memorize the rules foolishly, most often partially as well, and thus, as there is no opportunity to apply the rules except solving some exercises in examinations. They produce erroneous performances when they are asked to speak and write. Their errors in morphological domains destroy the syntactic and semantic function of speech or written sentences. As morphology deals with smallest units of language and learners also learn individual rules one by one, it is important for them to be skilled in using each item. For example if a learner cannot form past participle form of a word by changing the word form, nobody can expect error free performance from him/her. First, accuracy must be ensured at the word level and then we can expect larger output like simple and complex sentences from them. So, it is quite important and relevant to study the learners' morphological errors.

4. Objectives of the Study:

The objectives of the study have been set as broad and specific objectives

a. Broad Objective: To identify the morphological errors in order to classify them, explain the reasons for errors that will ultimately guide to develop effective measures to heal their errors

b. Specific Objective:

- i. To find out the morphological errors
- ii. To identify and classify the dominant/frequent errors
- iii. To explain the sources and reasons for errors
- iv. To suggest remedial measures

5. Research Questions:

a. What are the morphological errors found in the written texts?

b. What is the frequency of each type of error? Which errors are more dominant?

c. What are the sources of errors and why they take place?

d. Which measures may heal the learners' errors?

6. Significance of the Study: The significance of this study lies in the features that exist in the context of learning. Here, the learners are mixed ability and mixed group of learners: in one class there are students from different departments. The classes are also mixed in term of learners' age, personality, prior language exposure, demographic characteristics etc. The University gives opportunity to every student to study here so, the classes are heterogeneous in many ways. The university authority wants to make the learners efficient in English and Department of Languages is also working to achieve the same goal. The department has developed and compiled four English Course Books for four different courses those are being used for the last couple of years. The students are found to produce varieties of errors and thus it is observed that they have not improved enough. The error analysis of these students will identify the reasons for their mistakes. The authors of this paper strongly believe that this study will suggest what the teachers and students should do to improve efficiency in using words appropriately.

7. Limitations of the Study: As every study does have, this study also has some limitations. The authors think that a more inclusive sampling could yield better findings. The study focuses only on morphological analysis while a combined approach to morphological, syntactic and semantic errors could yield conclusive and definitive outcomes because morphology is closely connected to other features of English language. The samples have been collected from different students of different levels of different departments, but all of them are from the same university. Collecting samples from other universities' student would ensure reliability of the research. The study investigated morphological errors only in few certain aspects of errors.

8. Literature Review

The literature review section summarizes both the studies conducted on morphological error analysis and opinions of scholars regarding the

concept of error, error analysis, and methodology in research on error analysis.

Corder (1967) differentiates two types of errors: 1. Breach of the code (wrong application of grammatical rules) and 2. Errors in the use of code (Use of target language in inappropriate context). Corder (1974) also identifies four types of errors that are grammatically correct but inappropriate use of constructions: a. Referential errors b. Registerial errors c. Social errors and d. Textual errors.

Burt and Kiparsky (1972) categorize errors as global and local errors. Dulay and Burt (1974) says 'One cannot learn without goofing (making errors)' They also suggest 4 types of goofs (errors): 1. Interference like goofs, 2. Developmental Goofs, 3. Ambiguous Goofs and 4. Unique Goofs.

Corder (1974) in Ellis (1994) has discussed five stages in error analysis: 1. Collection of a sample of learner language 2. Identification of errors 3. Description of errors 4. Explanation of errors 5. Evaluation of errors.

Dulay et al. (1982) categorized the errors in four major taxonomies: 1) Linguistic Category Taxonomy, 2) Surface Strategy Taxonomy, 3) Comparative Taxonomy, and 4) Communicative Effect Taxonomy.

Brown (1980) classifies the sources of errors into: 'interlingual transfer', 'intra lingual transfer', 'context of learning', and 'communication strategies'.

Interlingual error deals the errors that are produced by the interference from the learner's mother tongue. Learners produce these errors when they transfer elements of their mother tongue to perform in the second language. Tarone (1969) says about three types of transfers: Negative, Positive and Divergent transfer. According to a study conducted by Chau (1975), 51% errors are interlingual.

In discussing intralingual errors, Richards (1971) and George (1972) opine that majority of the error produced by the learners do not have their origin in the learners mother tongue. Selinker (1972) opines that learners' mother tongue interference is one of the causes for errors but there are many other sources like intralingual confusions and faulty

pedagogical instructions. Krashen (1976) says "many of the errors in the second language acquisition are 'developmental' rather than solely a result of interference".

Richards (1971) found 4 major sources or causes of intralingual errors: Overgeneralization, Ignorance of Rules Restrictions, Incomplete Applications of Rules and False Concepts Hypothesized.

James identifies four main diagnosis-based categories of learner errors ('interlingual', 'intra lingual', 'strategy based', and 'induced errors') Norrish in Hasyim (2006) classifies causes of error into three types : carelessness, first language interference, and translation.

Dulay in Kuntjara (2013) talks about **five types of errors**: Omission, Addition, Misformation, Disordering, and Blends. Selinker in Nzama (2010) describes that there **are five sources of errors**. They are a. Language transfer. b. Transfer of training. c. Strategies of second language learning. d. Strategies of second language communication. e. Overgeneralization of the target language (TL).

Abundant number of researches has also been conducted on morphological error analysis. Ramadan (2015) in a study on Jordanian students found that students make errors in Plural 's' morpheme, past forms of irregular verbs, omission of 's' morpheme, misuse of possessive 'S' morpheme, omission of 3rd person singular verb form, wrong use of prefixes, analogous use of certain prefixes, compounding, conversion etc.

Dulay and Burt (1973) conducted a study using Bilingual Syntax Measure to investigate three groups of students' speech who have varying exposure to English. They found that each group produced similar type of accuracy in terms of use of morphemes.

In a study on 'Vocabulary knowledge profiles: evidence from Chinese speaking ESL teachers', McNeil (1996) found there was a significant difference between two groups of students: one who was taught through English and the other who was taught in Chinese.

Akande (2003) investigated how the learners use eight inflectional morphemes, the occurrences and the misuse of these grammatical

morphemes. He found that students perform poor in the use of English Past participle, possessive, past tense and plural inflectional morphemes.

Basirah et al (2017), in a study on 'Factors affecting the morphological errors in young ESL learners' writing found that 51.13% errors are intralingual error, 40.60% are Interlingual, 0.75% are induced error and 7.52% are communication strategy based error.

Gayo and Wido (2018) found that errors are frequent in the following areas: inflection, derivation, preposition, article, copula Be, pronoun, auxiliary, demonstrative determiner. According to the study, learners make errors most (14.86%) in using Copula Be and least (0.34%) in using demonstrative determiner.

9. Research Methodology

Research methodology deals with the approach by which the researcher conducts a study. It describes how data is collected, analyzed and interpreted to yield expected results/findings. In this section the authors have discussed the following: research design, target population, sampling strategy, data collection instruments and process, and analysis of the data.

Research Design: Croder's (1974) five stages procedure for error analysis has been adopted to conduct the whole study. In each stage relevant tools and techniques have been used to conduct the research. The following points will summarize the whole procedure followed in the study.

I. Collection of Sample

The first step in the Corder's procedure is collection of samples from the learners. The size of the sample depends on the researchers' objective of the research; they can select a large number of learners or a limited number of learners. Large number of population will make it possible to collect a comprehensive list of errors. For morphological error analysis both the learners and written texts produced by them are samples.

a.Sampling: There are around eight thousand students in the university; among them at least 900 hundred students intake the mentioned four English courses in each semester. In a sense target population is eight thousand. But the authors have chosen to select samples only from the current

semester: Fall 2018 because the students who have already completed the courses might not perform well as they have completed the courses much before and they might not be able to remember what they learned in past. As they are not the learners of Department of English, it is also quite possible that they do not cherish and practice the contents of English courses. The authors have selected 50 students from three different courses: ENG 101, ENG 102 and ENG 203. The researchers are taking these courses in the current semester, so they adopted convenience sampling method and chose learners from their own sections as they have easy access to the target population. In these 3 courses, there are 102 students. Among them, the authors selected 50 students through simple random sampling method. The number of students from ENG 101, ENG 102 and ENG 203 is 29, 16 and 15, respectively. Among them, there are three Somalian students. Among 50 students 25 are female and 25 are male. The authors randomly but intentionally picked same number of boy's and girl's scripts so that they can identify which gender produces more errors. It is important to note that 102 students participated in the examinations (tests), among them the authors picked 50. The justification of doing so is given in 'instruments of data collection'.

b. Instruments of Data collection: In each course, data collection method and instrument were different. In ENG 101, the samples were collected from the students' midterm examinations script. The students of the course were asked to answer six questions that include situational dialog writing, descriptive questions, sentence writing, spelling and word meaning. The students of ENG 102 were asked to answer questions that include comprehension exercise, word formation processes, world class identification, use of morphemes in forming and combining words, and spelling. ENG 203, the students were asked to write a paragraph on "The Bangladesh You Dream". It was a surprised test and taken without prior notice/declaration. In ENG 101 and 102, the students were given 1 hour and ENG 203 the students got 30 minutes to answer. The answer scripts were distributed among the students in each case and collected back. The samples have

been collected through examinations and quiz so that it can be investigated how much mastery they have on the taught contents and how many errors they make; at the same time authentic data were also collected. The answer scripts provide the base for data analysis.

II. Identification of errors

After the collection of samples, the next step is identifying errors. The concept of error has already been identified in the earlier part of the paper. As Corder (1967) suggests that EA should investigate only the errors, the authors have identified the errors- any deviation from the rules of target language. The authors have also identified what the learners have written and what should the reconstructed version. Though there are other types of errors like syntactic and semantic errors, the authors have marked all the errors and then separated the morphological errors. The authors sometimes have found it confusing even to distinguish syntactic and morphological errors as the same error may fall into both the categories. Like, 'I am agree with you'. In this sentence the morpheme 'am' is an error of addition. At the same time, the presence of 'am' creates syntactic error if we consider the verb 'agree' in combination with auxiliary 'am'.

While identifying errors, the authors also identified the aspect of morphological errors as well. It has been found that the area where students produce more errors include: BE verbs, auxiliary verbs, Preposition, plural marker 's' and 'es', personal pronoun, article, past and past participle marker 'ed' and 'en', apostrophe 's' and possessive 's', third person singular marker 's' and 'es', spelling and miscellaneous aspects.

III. Description of errors

Description of errors provides a base for data analysis in error analysis. In this stage of error analysis, the errors are classified into categories. The authors have adopted Dulay et al's (1982) '*Surface Strategy Taxonomy*' to classify the identified errors. In the mentioned SST, the errors are divided into five types: Omission, Addition, Misinformation and Disorder. Dulay in Kuntjara (2013) added a fifth type: blends.

IV. Explanation of errors: Classifying the errors is not much useful unless the causes and sources of errors are explained. Errors caused for unknown reasons can hardly be healed. The fourth stage of EA explains sources of errors and the reasons behind them. To us, this is the most important stage of error analysis as findings in this stage can help the teachers understand how learners learn a language and how their cognitive and affective processes work and thus the teachers can find out the medicine to heal the learners' errors. It also helps students understand about themselves by showing them what types of errors they produce, why and how. In this research, to explain the sources and causes of morphological errors Brown's and James' four sources have been used. To Brown 'interlingual transfer', 'intralingual transfer', 'context of learning', and 'communication strategies' are the sources of errors; while James refer to interlingual', 'intralingual', 'strategy based', and 'induced errors. To study the interlingual morphological errors, Richard's (1971) four sources have been considered. On the other hand, to study the intralingual morphological errors, the role of L1 interference has been considered. The current study focuses only on interlingual and intralingual morphological errors.

V. Evaluation of errors: The fifth and final stage deals with evaluation of errors in terms of their types, sources and causes in order to explain the implications of research findings. Evaluating the morphological errors' type, sources and reasons behind them will guide the material developers of the current courses to modify the materials in an appropriate way that will improve both the teachers' and students' performance. Teachers will develop teaching methodologies to ensure better teaching and learners will learn more effectively.

10. Research Findings

The researchers have analyzed the sample documents and identified types of errors, sources of errors and the reasons behind them. In all the scripts, whether of poor, average, good or excellent students, good number errors of different types have been found; poor students have produced more errors than the other students. As the samples have been collected from Midterm examination and surprise test, the amount of identified

morphological errors are huge in number: 1452 in total (excluding the syntactic and other errors). It is not possible to mention all of them as the length of the paper will increase. So, the summary of the errors will be provided in various forms.

A. Sources of Errors: First of all the authors find it useful to classify/group the errors by using 'Surface Strategy Taxonomy'. In this taxonomy, Dulay (1982) says about 4 types of errors. For each type of error, only a few examples and aspects of errors have been provided here along with the corrections.

i) Omission: The errors which take place due to the deletion of certain necessary items by the second language learners are called omission. Though it happens in the early stages of second language acquisition, the tertiary level students also produce this type of errors as their background knowledge is faulty. Total 443 morphological omissions have been identified. The following are some of the examples found in document analysis.

A. Aspect of Error: Omission of auxiliary 'Be'

Error Example Corrected sentence

My parents also fine* May parents are also fine.

How his condition? How is he? How is his condition?

Some people going one place to another Some people are going from one place to another.

B. Aspect of Error: Omission of other auxiliary verbs

Error example Corrected sentence

Why you do this? Why did you do this?

What your family member do? What do your family members do?

C. Aspect of Error: Omission of prepositions

Error example Corrected sentence

The middle left hand corner* On the middle left hand corner

They going another place* They are going to another place

My brother read class seven.* My brother reads in class seven.

I am waiting my university bus.* I am waiting for my university bus.

D. Aspect of Error: Omission of plural marker's' or 'es'.

Error example Corrected sentence

I have three member in my family.*

I do many thing on Friday.

I have three class today.*

E. Aspect of Error: Omission of personal Pronoun

Error example

Brother helped me a lot.*

Because give my exam well.*

When were are go to new market.*

How are Shopon?

I have three members in my family.

I do many things on Friday.

I have three classes today.

Corrected sentence

My brother helped me a lot.

Because I gave my exam well

When we were going to new market.

How are you Shopon?

F. Aspect of Error: Omission of Article

Error example

My brother is government employee.

My father is only income member in our family.

I see most of people are running.

Corrected sentence

My brother is a government employee.

My father is the only earning member in our family.

I can see that most of the people are running.

G. Aspect of Error: Omission of past and past participle marker 'ed'

Error example

I talk to him last night.

Bangladesh have delope a lot.

It hapen yesterday.

Corrected sentence

I talked to him last night.

Bangladesh has developed a lot.

It happened yesterday.

H. Aspect of Error: Omission of Apostrophe 'S'/ possessive 'S'

Error example

Come to my brother marriage ceremony.

My father name is Abdul Motin

Rahim uncle is no more

Corrected sentence

Come to my brother's marriage ceremony.

My father's name is Abdul Motin.

Rahim's uncle is no more.

I. Aspect of Error: Omission of third person singular marker 's' and 'es'

Error example

My brother read in class 9.

He do not listen us.

He plays for me.

Corrected sentence

My brother reads in class 9.

He does not listen to us.

He plays for me.

ii) **Addition:** It is little opposition to omission. Addition refers to usage of any item that is unnecessary. These items are unwanted in a sentence. Total 241 morphological additions have been identified. The following are some of the examples that have been found in document analysis.

A. Aspect of Error: Addition of Singular/ plural form of a morpheme.

Error example	Corrected sentence
Many peoples were absent.	Many people were absent.
I can see three childs in the picture.*	I can see three children in the picture.
I bough many furnitures.	I have bought many furniture.
In the picture mens are carrying lugges.	In the picture men are carrying their luggage.

B. Aspect of Error: Addition of auxiliary 'Be'

Error example	Corrected sentence
My parents are live in Mirpur.	My parents live in Mirpur.
Some people back coming.	Some people are coming back.
I am pray everyday.	I pray every day.
He was died yesterday.	He died yesterday.

C. Aspect of Error: Addition of other auxiliary verbs

Error example	Corrected sentence
I did not went to the university.	I did not go to the university.
One person has died last night	One person died last night.

D. Aspect of Error: Addition of prepositions

Error example	Corrected sentence
He lives in front of near river.	He lives near river.
I want to talk on about my Saturday work.	I want to talk about my Saturday work.

E. Aspect of Error: Addition of personal Pronoun

Error example	Corrected sentence
Where are you studying your brothers?	Where are your brothers studying?
My elder brother he is studying.	My elder brother is studying.
Me after that again I prepare my homework.	After that I prepare my homework again.

F. Aspect of Error: Addition of Article

Error example	Corrected sentence
I live in the Bangladesh	I live in Bangladesh.
After that I go to the another class	After that I went to another class.

G. Aspect of Error: Addition of past and past participle marker 'ed' and 'en'

Error example	Corrected sentence
Everyday I walked for thirty minutes	Every day I walk for ten minutes
I cannot believed it.	I cannot believe it.
I given the trophy his hand.	I gave the trophy in his hand.

H. Aspect of Error: Addition of Apostrophe 'S'/ possessive 'S'

Error example	Corrected sentence
My uncle's has a car	My uncle has a car.
People's are running here and there	People are running here and there.

I. Aspect of Error: Addition of third person singular marker 'S' and 'Es'

Error example	Corrected sentence
He does not wants to study	He does not want to study.
He did not invites us	He did not invite us.

3. Misinformation: Any wrong form of morpheme is identified as morphological misinformation error. A huge number of misinformation errors have been found. Seven hundred and thirty nine morphological misinformation related errors have been identified. Seventy percent morphological errors are misinformation errors. The following are some of the examples found in document analysis

A. Aspect of Error: Spelling.

Error example	Corrected sentence
Hellow	Hello
I have brought a car.	I have bought a car.
Bangladesh has development a lot.	Bangladesh has developed a lot.
My father death yesterday	My father died yesterday.
I am clearing my dress.	I am cleaning my dress
This is not possival for me.	This is not possible for me.
I hope I will get at list 70 in math	I hope will get at least 70 in math.

My grandparents are recently past away

My grandparents have recently passed away.

B. Aspect of Error: Misinformation of auxiliary 'Be'

Error Example

How is your family members?

I think there is very people.

Where are my son?

Corrected sentence

How are your family members?

I think there are many people.

Where is my son?

C. Aspect of Error: Misinformation of other auxiliary verbs

Error example

What are they do?

I am not agree with you

Our family have four members.

Corrected sentence

What do they do?

I do not agree with you

Our family has four members

D.Aspect of Error: Misinformation of prepositions

Error Example

You have failed for English

You are liked my brother

I saw you on the canteen.

I am addicted in smoking

Corrected sentence

You have failed in English.

You are like my brother.

I saw you at the canteen.

I am addicted to smoking.

E. Aspect of Error: Misinformation of plural marker's' or 'es'.

Error example

I have two brother

I am free in these day.

I can see many tree.

Corrected sentence

I have two brothers

I am free on these days.

I can see many trees.

F. Aspect of Error: Misinformation of personal Pronoun

Error example

I haven't seen he.

Me do not like to watch cricket

They are helping myself

Corrected sentence

I haven't seen him.

I do not like to watch cricket.

They are helping me.

G. Aspect of Error: Misinformation of Article

Error example

Cox's Bazar is a most beautiful place in Bangladesh

I am the student of IUBAT.

Corrected sentence

Cox's Bazar is the most beautiful place in Bangladesh

I am a student of IUBAT.

H. Aspect of Error: Misinformation of past and past participle marker 'ed' 'en'

Error example

I have drived a car.

I have complete my homework.

I go there after he called me.

Corrected sentence

I drove a car/ I have driven a car.

I have completed my homework.

I went there after he called me.

I. Aspect of Error: Misinformation of Apostrophe 'S'/ possessive 'S'

Error example

Two dacoit's were dead.

I do not like's to study for pressure.

What's you know about him.

Corrected sentence

Two dacoits were dead.

I do not like to study under pressure.

What do you know about him?

J. Aspect of Error: Misinformation of third person singular marker 'S' and 'Es'

Error example

They provides us bus service

I tells him to return my book.

I return my book.

Corrected sentence

They provide us bus service.

I told him to return my book. I have told him to return my book.

K. Aspect of Error: Miscellaneous morphological misinformation related errors

Error

example
I didn't knew it

I am free in this days.

Uncle, please don't crying.

What is your father professional?

Than I take rest.

I thing they are alright.

Corrected sentence

I didn't know it.

I am free on these days

Uncle, please don't cry.

What is your father's profession?

Then I take rest.

I think they are alright.

Explanation

Wrong form of verb tense

Wrong form of demonstrative pronoun

wrong form of verb form due to unnecessary suffix 'ING'

Wrong use of suffix 'al'

Wrong form of adverb 'then' caused for spelling error

Wrong form of verb 'Think'

I also fine too. I am also fine/
I am fine too.

4. Disordering: This type of error happens when a morpheme is incorrectly placed. The number of disordering morphological errors is much less in comparison to other types of errors. Most of the disordering errors are syntactic errors; while some other errors fall into both the categories as a morphological error leads to a syntactic error as well. In total 29 disordering morphological errors have been identified. The following are some of the examples found in document analysis.

Example	Corrected sentence
Oh, may you go now.	Oh, you may go now
Some people back coming.	Some people are coming back.
Also my father is businessman.	My father is also a businessman.
My brother is engineer	My brother is a civil

civil engineer.	engineer.
So weekly my routine is very tough	So my weekly routine is very tough.
In the left side walk some people.	In the left side some people are walking

Table 1: Gender of the Respondents

Gender	Number	Percentage of Errors made by them	Total number of mistakes
Male	25	55.9	812
Female	25	44.1	640

Table 2: Types of Morphological Errors

Type of Error	Frequency	Percentage
Omission	443	30.51%
Addition	241	16.60%
Misinformation	739	50.90%
Disordering	29	1.99%

Table 3: Types and Aspects of Morphological Errors

Aspect of Error	Omission	Addition	Misinformation	Total
Copula BE	57	23	76	156
Auxiliary	83	42	102	227
Prepositions	47	12	38	97
Plural Marker 's', 'es'	63	66	92	221
Personal Pronoun	23	18	35	76
Article	21	12	29	62
Past and past participle marker 'ed'	72	22	123	217
Apostrophe and Possessive 's'	26	18	42	86
Third personal singular marker 's', 'es'	51	28	87	166
Spelling	---	---	62	62
Miscellaneous	---	---	53	53
Total	443	241	739	1423
			Disorder	29
			Total	1452

B. Sources of Errors:

1) Interlingual Errors: It is undoubtedly true that learner's mother tongue (L1) always interferes learning a second/foreign language (L2). Learners develop understanding of their mother language that is deeply rooted in their brain and the language aspects become a part of their subconscious thought process. Thus, they are natural in the use of L1. They face challenge when they start learning a second or foreign language as the aspects of mother language

interfere them especially if the second language has similarities with the learners' mother tongue. Because of this interference, the learners produce errors and these errors are called interlingual errors. As there are many similarities between Bengali and English language, the learners produce errors due to the interference of their mother tongue.

Table 4: Examples of Interlingual morphological errors

Aspect	Error example	Explanation	বাংলা
Copula BE	My parents also fine.* My parents are also fine.	This type of error of omission takes place as in Bengali, in most cases; auxiliary verb is not needed and in some cases omitted.	আমার পিতামাতা ও ভালো (আছেন)।
Auxiliary	What your family member do?*	In Bengali auxiliary is not needed before the main verb in making question	তোমার পরিবার এর সদস্যরা কী করে
Prepositions	They going another place.* They are going to another place.	In Bengali Padānbaṅī abyāṅa (preposition) 'to' can be omitted	তারা অন্য কোথাও (কোন দিকে) যাচ্ছে
Plural Marker 's', 'es'	I have three class today.* I have three classes today.	In Bengali the concept of plural and their formation is different. There is no morpheme like English 's' or 'es'	আজ্ঞা আমার তিন টি ক্লাস আছে।
Article	My brother is government employee.*My brother is a government employee.	In Bengali article can be omitted.	আমার ভাই একজন সরকারিচাকুরীজীবী।
Article	My house Dhaka.* My house is at Dhaka.	In Bengali both the auxiliary and Preposition can be omitted.	আমারবাড়িঢাকা
Disorder	They back coming* They are coming back.	In Bengali adverb is placed before the verb.	তারা ফিরে আসছে

II) Intralingual Errors: Intralingual errors are the most common type of error as the learners do not know the target language well and they try to apply their sense in creating new words or sentences. Richard (1974) categorizes the causes of these types of errors into four groups:

a. Overgeneralization: This type of error is produced by the learners when they apply a learned rule of target language to form new morpheme or utterance that they never produced earlier. Doing so, they apply a rule incorrectly as they are not well aware of the situations where the rule can be applied. For example, *I have three childs**

b. Ignorance of Rules Restrictions: Learners often fail to understand the restrictions on a certain structure and thus produce erroneous structure.

Richard (1974) opines the ignorance of rule restriction is closely connected to overgeneralization.

c. Incomplete Application of the Rules: This type of error takes place due to the failure of learners in applying a rule completely. Ellis (1994) provides an example: *You like sing?** Do you like to sing?

d. False Concept Hypothesis: As the learners do not have enough knowledge on the target language, most often they internalize a false understanding about the structure of that language. Thus they produce errors. According to Richard (1974), wrong interpretation of a certain rule of English language causes this type of error. For example: *I am praying Jumma prayer last Friday**

Intralingual Errors found in the Samples

Table 5: Overgeneralization

Aspect of Error	Error example	Correction
Copula BE	Your son was died yesterday.	Your son died yesterday.
Auxiliary	I am agree with you.	I agree with you.
Prepositions	I look forward to hear from you	I look forward to hearing from you.
Plural Marker 's', 'es'	My parents has three childrens.	My parents have three children.
Past and past participle marker 'ed'	My grandparents have past away.	My grandparents have passed away.
Third personal singular marker 's', 'es'	They lives in Kumilla	They live in Kumilla.

Table 6: Ignorance of rules restrictions

Aspect of error	Error example	Correction
Copula Be	They was not identified the dead body	They did not identify the dead body.
Auxiliary	This information are not helpful	This information is not helpful.
Preposition	I talk to you in order to describing my problem.	I talked to you in order to describe my problem
Plural marker 's' 'es'	I bought many furnitures	I bought a lot of furniture.
Article	I study English for a hour	I studied English for an hour.
Apostrophe/ Possessive 's'	My uncles's has a car	My uncle has a car.
Third person singular marker 's' 'es'	He did not invites us.	He did not invite us.

Table 7: Incomplete application of rules

Aspect of error	Error example	Correction
Copula BE	Where are your brother?	Where are your brothers?
Auxiliary	Why you do this?	Why did you do this?
Preposition	I am free this days.	I am free on these days.
Plural Marker 's', 'es'	I attended three calss. I have many work.	I attended three classes. I have many works.
Personal Pronoun	How are shopon?	How are you Shopon?

Table 8: False Concept Hypothesis

Aspect of Error	Error example	Correction
Copula BE	I was went to my uncle house.	I went to my uncle's house.
Auxiliary	These people has lost there money.	These people have lost their money.
Prepositions	I live in uttara.	I live at Uttara.
Plural Marker 's', 'es'	There are so many peoples.	There are so many peoples.
Personal Pronoun	I grandparents was death four year ago.	My grandparents died four years ago
Inflection	I am the happy person in world.	I am the happiest person in the world

11. Discussion: Bangladeshi learners most often fail to use the target language properly as they do not have enough knowledge of English Language. The pattern, aspect and the frequency of the errors show the learners capability in using the words appropriately. From the gender perspective, we can

see (in table 1) that male students produce more morphological errors (55.9%) than the female learners (44.1). It indicates the need of extra care and motivation for male students. Another study can also be conducted to search the reasons for male's poor performance. From the table 2, we can

see the 50.90% morphological errors are Misinformation type (739 errors). So we can easily predict that the learners have huge tendency to use wrong form of words or part/s of a word. This also proves that, 50.90% learners do not know how to use a morpheme correctly. It has been found that learners produce maximum misinformation related errors in using inflectional suffixes 's', 'es' and 'ed'. They are weak in deciding when to use singular form or plural form of a morpheme. They are also very poor in using the past and past participle form of a morpheme and thus it can be deduced that they are also poor in English tenses.

The number of omission type errors produced by learners is also significant; 443 in total. This type to error is the second highest type in percentage: 30.51%. Again the errors of inflectional suffixes are dominant. Learners omit the plural marker 's', and 'es', third person singular marker 's' and 'es' and auxiliary verbs. As they omit auxiliary verbs and copula Be more (140 errors), the sentences they produce are erroneous. If the misinformation and omission related errors can be healed, the other two types of errors will automatically be reduced to a great extent. Learners add different aspect erroneously because they are not careful about omission and misinformation and they are confused when to add a plural marker 's' or a third person singular marker 's'. So they are influenced by overgeneralization and they develop false understanding of English morphemes. As a result they add morphemes unnecessarily. From the findings, we can see that number of addition type errors is also not that much (16.60%). The research findings also show that the learners hardly make disordering type morphological errors. The total number of this type of error is only 1.99%. The researchers strongly believe that this percentage will be reduced to almost 00% if other types of errors are healed.

The sources and causes of errors also provide significant implications about the language behavior of the learners. In table 4, the errors caused by interlingual factors and their explanations, along with the parallel examples from Bengali language, have been provided. From the examples and their explanations, it is evident that

learners' mother tongue Bengali interferes them significantly and thus they produce errors in using different morphemes. They know Bengali grammar more than that of English. So, teaching morpheme with comparative approach will reduce the confusions among the learners. As the learners do not have enough knowledge of morphological aspects of English Language, they have produced different intralingual errors that are caused by overgeneralization, ignorance of rules restrictions, incomplete applications of rules and False concept hypothesis. They know a little and the knowledge gap forces them to use the morphemes with wrong anticipation. Table 5, 6, 7 and 8 show the morphological errors caused by intralingual factors. From the tables, we can see that students produce morphological errors more with aspects of plural marker 's', and 'es', third person singular marker 's' and 'es' and auxiliary verbs. Thus, it is also evident that the learners must have sound knowledge on English morphemes. The teachers can play a great role in reducing intralingual errors by describing the sources and causes of errors to the learners.

12. Recommendations

1. Teaching comparative grammar would be helpful to remove the influence of interlingual factors on making error those are disordering type and those are caused by Overgeneralization and False Concept Hypothesis.
2. Male students should be given more attention.
3. Right forms of English morphemes, both free and bound, should be taught more.
4. Misinformation and omission errors should be healed through appropriate course contents, extensive exercise and effective test.
5. Spelling Errors should be taken care of.
6. Right use of plural marker 's', and 'es', third person singular marker 's' and 'es' and auxiliary verbs should be taught in various ways to remove misinformation and omission related errors.
7. Causes and sources of errors should be explained to the learners by the teachers.

13. Conclusion

From the research findings, it is conspicuous that learners produce different types of

morphological errors that are rooted in intralingual and interlingual factors. Due to the dominant influence of these factors, the learners become induced that results in erroneous performance. In the context of Bangladesh, it is an urgent need to decrease the deficiency of learners' ability to use different aspects of English language. As the deficiency of knowledge is significant and learners produce a huge number of errors while using English morphemes, this type of error analysis can provide an in depth view of learners' language output. The findings of the research will surely, at least to some extent, make the teachers feel what they should teach to their students and what strategies and materials are needed. The material developers will also rethink about the quality and appropriacy of materials they have compiled and developed at IUBAT. The researchers of the papers believe that both the teachers and learners will be benefited from the findings of this study. The authors also hope that findings of this research will drive the need of further error analysis from various perspectives as a part of effective syllabus design, curriculum development and the creation of number of teaching pedagogies. Thus, a feasible, practical and effective environment for learning English as a foreign language will be created in the country.

References

- Aknade, A.T. (2003). Acquisition of the Inflectional Morphemes by Nigerian Learners of English Language. *Nordic Journal of African Studies*, 3, 310–326.
- Basirah, S.Z., Rashid, R.A., Azmi, J. N.& Sarah, S.Y.(2017). Factors Affecting the Morphological Errors in Young ESL Learner's Writing. 6(3),129-136. Retrieved from: http://hrmars.com/hrmars_papers/Factors_Affecting_the_Morphological_Errors_in_Young_ESL_Learners%E2%80%99Writing.pdf
- Bowen, C. (2014). Brown's Stages of Syntactic and Morphological Development. Retrieved from *Speech Language Therapy*: http://www.speech-language-therapy.com/index.php?option=com_content

&view=article&id=33:brown&catid=2:uncategorised&Itemid=117

- Brown, H.D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall.
- Corder, S.P. (1971). *Idiosyncratic dialects and error analysis: International review of applied linguistics*, 9,(2), pp.147-160.
- Corder, S. P. (1981). *Error analysis and Interlanguage*. Oxford: Oxford University Press.
- Corder, S.P. (1983). *The significance of learners' errors*. In W.Robinett & J.Schachter (Eds.), *Second language learning: Contrastive analysis, error analysis, related aspects* (pp. 163-172). Ann Arbor, MI: University of Michigan Press.
- Dulay, H., Burt, M., and Krashen, S (1982). *Language two*, Oxford: Oxford University press.
- Dulay, H.C. & Burt, M.K. (1974). *Errors and strategies in child second language acquisition*. *TESOL Quarterly*, 3,(2), pp.129-136
- Ellis. R. (1994). *The Study of Second Language Acquisition*. Oxford:Oxford University Press.
- Gustilo, L. & Carlo M.(February, 2012). *Learners' Errors and their Evaluation: The Case of Filiphino ESL Writers*. De La Salle University, Manila. *Philippine ESL Journal*, Vol. 8.
- Gayo,H & Widodo.(April, 2018). An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students. 17(4).58-70.]
- Heydari, P., & Bagheri, M. S. (2012). Error Analysis: Sources of L2 Learners' Error. *Theory and Practice in Language Studies*, 1583-1589.
- James, C. (1998). *Errors in language learning and use: Exploring error analysis*. London: Longman.
- Kafipour, R., & Khojasteh, L. (2011). The study of morphological, syntactic, and semantic errors made by native speakers of persian and english children learning english. *Studies in Literature and Language*, 109-114.

- McNeill, A. "Vocabulary Knowledge Profiles: Evidence from Chinese-speaking ESL teachers." *Hong Kong Journal of Applied Linguistics* 1 (1996): 39-63.
- Ramadan, S. (2015). Morphological Errors Made by Jordanian University Students. *Journal of Literature, Languages and Linguistics*. 14.25-32. Retrieved from: <https://www.iiste.org/Journals/index.php/JLLL/article/view/25876>
- Richards, J.C (ed.) (1974). *Error analysis: Perspectives on second language acquisition*. London: Longman.
- Richards, J.C. (1983). *A noncontrastive approach to error analysis*. In W.Robinett & J.Schachter (Eds.), *Second language learning: Contrastive analysis, error analysis, related aspects*. Ann Arbor, MI: University of Michigan Press.
- Selinker, L. (1992). *Rediscovering Interlanguage*. London: Longman
- Selinker, L. (1974). Interlanguage. In Richards, J. (Ed.). *Error analysis: Perspectives on Second Language Acquisition*. 31-54. Essex: Longman.
- Sridhar, S. N. (1980). Contrastive analysis, error analysis, and interlanguage. IN: J. Fisiak (ed.) *Contrastive linguistics and the language teacher*. Oxford: Pergamon Press.

About Corresponding Author

Ms. Fawzia Yakub is a Senior Lecturer in the Department of Languages at IUBAT. She completed her **B.A. (Honors) in English** in 2005 and **M.A. in Applied Linguistics and ELT** in 2006 from Department of English, Jahangirnagar University. On 04 February, 2012, she joined IUBAT and since then she has been teaching English Language at IUBAT-International University of Business, Agriculture and Technology. Before that she worked as a lecturer at Hazi Osman Goni Model College, Bajitpur, Kishoregonj. She is interested in conducting research in different fields of English Language and Linguistics, especially in Psycholinguistics, Curriculum and Syllabus Design, Teaching Language Skills.
