

LEXICAL COLLOCATIONAL ERRORS MADE BY EFL HIGH SCHOOL STUDENTS

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ABSTRACT:

This research paper addresses various lexical collocational errors made by EFL private school students, aiming to investigate their writings (essays and paragraphs) through detailed analysis. The primary objectives of this study are to identify various lexical collocation errors in the written compositions of students at the school level and to provide the correct forms of these lexical collocations to enhance their writing accuracy. The study utilizes both qualitative and quantitative methods, focusing on a sample of 50 randomly selected students (males and females), who participated voluntarily. By using qualitative and quantitative methods and adopting the classification of lexical collocational errors by Benson et al. (1997), for data analysis and to check the acceptance of word combinations, these errors were manually identified in the target written tasks. Then, the researchers used the HASK collocation database (www.pelcra.pl/hask_en/), a reliable online resource containing a large number of collocations. The extracted errors were analyzed and interpreted, with their frequencies and percentages tabulated using Excel bar charts. The findings of the study conclude that EFL students make diverse errors in using lexical collocations in their writing when they try to express their thoughts and ideas. In the analysis of 50 academic pieces of writing, 58 lexical collocation errors were found. It was also found that two specific patterns, (verb + noun) and (verb + adverb) were rarely or almost never used by the participants of the study. The study also found that literal translation from the native language to the target language and limited knowledge of collocations were the main reasons behind these errors. The current study is valuable since collocations play an essential role in improving writing skills. Particularly, the identification of common lexical collocation errors helps educators target specific instructional areas and understand their impact on students' long-term language development. The findings also aid curriculum developers in addressing lexical challenges faced by EFL high school students.

KEYWORDS: EFL learners, writings, lexical collocational errors, challenges.

1. Introduction

The primary concern of the study is to investigate and demonstrate the lexical collocation errors made by students. With this goal in mind, understanding the history of collocations and their importance in the language learning process becomes significant. It is crucial to grasp the historical aspect of collocations in order to fully comprehend the recent paper. This insight forms the basis for understanding the evolution and functionality of collocations in a language. Such background knowledge sheds light on the reasons why certain collocational patterns poses difficulties for EFL students, enabling the identification of the underlying causes of errors. Moreover, historical insights can inform the creation of improved teaching strategies and materials specifically designed to tackle these challenges. The term "collocation" was firstly introduced by Firth (1957) in his study, who defines the term to be the word combination or words that go together. Moreover, the term originated from the Latin verb 'collocare' which means to set in order or to arrange.

However, according to Lewis (1997), studies on collocations started about 2,300 years ago in Greece. According to McCarthy (2018), collocations are instances of how languages should put words together and are said to be pairs of words that happen together frequently. He further believes that collocations do not have to be used next to one another, they only have to take place in the same setting. On the other hand, the significance of collocations for the expansion of vocabulary and communicative competence has been stressed in early studies by Benson (1986), Brown (1974), Channel (1981), and Lewis (1997). Furthermore, Brown (1974) underlines that the collocations boost improvement in oral communication, listening comprehension, and reading speed, and that teaching collocations empower learners to be conscious of language pieces used by native speakers in both spoken and written language. Besides, collocations are essential in language production by EFL learners in many ways. The use of an acceptable or correct form of collocations helps the English learners to be understood easily by others and especially by native speakers (Deveci, 2004). In addition, collocations are said to be originated in a considerable variety

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of forms, and types where they can consist of two, three, or more words, and these combination words can be from different syntactic classifications or parts of speech and they can also be mixed up in more than one fixed way. It is important to know in many cases, in a particular sentence or any kind of utterance, collocations should be adjacent, while in some other sentences they can be parted by several words (Mckeown & Smadja, 1990).

When it comes to reviewing literature on lexical collocational errors, there are few studies that have been conducted on this topic in a context where the Kurdish language is official and English is secondary. That is why, the current paper is conducted to find the answers to the following questions:

1. What are the lexical collocational errors committed by EFL learners?
2. What are the reasons behind making lexical collocational errors?

For the purpose of answering the above study questions, the paper framework is limited to investigating lexical collocation errors found in pieces of writings written by 10th and 11th grade students at a private English school. Other types of collocational errors are excluded.

This research paper is important and valuable for all EFL students. Findings of the study will help students to improve their collocational skills in their academic writings. Moreover, the study will enhance the quality of the target language proficiency and competence. These two values are achieved by identifying lexical collocational errors, and avoiding the misuse of word combinations.

2. Literature Review

Combining words into collocational patterns is challenging. EFL learners require enhanced linguistic competence in the target language. Hence, most of the EFL learners do not have enough linguistic knowledge for the “automation of collocations” (Chen, 2004). In the following subsections, the term of collocation and its types are tackled. Further, some previous studies related to the assessment of lexical collocational errors done by EFL learners, in writing tasks, are referred to.

2.1. Collocations

The term collocation has been defined differently by different scholars and linguists. Seretan and Wehrli (2006) state that

collocations cannot be described by means of general syntactic and semantic rules but rather they describe them to be arbitrary and unpredictable, therefore, need to be memorized. According to Attar and Allami (2013) a collocation is formulated of two or even more terms (words) that are frequently used together in English. Beare (n.d.) claimed that collocations are made up of two or more words that regularly go together. These combinations just should sound "right" to native English speakers, who use collocations all the time in their everyday conversation and writings. On the other hand, while other combinations may sound or seem unnatural and just be "wrong "or unacceptable at all. For example, in English, the word "promise" should go with verbs like "make, keep or even break " but cannot go with "do or take". Moreover, Beare (n.d.) explained that it is natural to say the following examples such as "the fast train, fast food, a quick shower, or a quick meal". But it does not sound natural to utter the following combinations in speech “the quick train, quick food, a fast shower, or a fast meal". In English, three types of collocations can be found (Yong, 1999):

1. Lexical collocations are repeated word combinations that consist of primarily content words such as verbs, nouns, adjectives and adverbs.
2. Grammatical collocations are defined to be recurrent combinations of words that basically include a preposition or any other grammatical structures.
3. Idiomatic expressions are the most static word combinations where replacement of any of their components is almost impossible and unacceptable, they are just fixed structures.

As mentioned earlier in the scope of the study, the main focus will be on lexical collocations and particularly errors done by EFL learners at high school levels while other types of collocations namely grammatical collocations and idiomatic expressions are excluded.

2.1.1. Lexical Collocations

Lexical collocations represent a category of collocations devoid of clauses, infinitives, or prepositions. Rather, they are constituted by various combinations of nouns, verbs, adverbs, and adjectives (Bahns, 1993). In their seminal work, Benson et al. (1997) delineate and propose six subtypes of lexical collocations in their study known as “The BBI Dictionary of English Word Combinations”.

Table 1: Types of Lexical Collocations

Lexical Collocation Patterns	Examples
1. verb + noun	break a rule
2. adjective + noun	strong relationship
3. noun + noun	school uniform
4. adverb + adjective	strictly accurate
5. verb + adverb	appreciate sincerely
6. noun + verb	bomb explodes

2.2. Previous Studies

The study of lexical collocation errors has emerged as a significant focus within the field of learning and teaching. Numerous researchers and scholars have recently conducted studies on this topic. Among these, Ridha and Riyahi (2011) undertook a study examining lexical collocational errors in the writings of 40 Iraqi EFL students at Basra University. Using Excel calculations and tabulations, and drawing on the lexical collocational patterns identified by Benson et al. (1997), the analysis revealed a notable negative influence stemming from the students' native Arabic language. This influence was

identified as the primary factor contributing to lexical collocational errors among Iraqi students. The study concludes by proposing practical and effective methods to enhance learners' awareness of lexical collocations, based on the findings presented.

Moreover, the primary purpose of a research called "The Investigation of Collocational Errors in University Students' Writing Majoring in English" conducted by Hashemi et al. (2012), was to explore the collocational errors frequently done by EFL college learners in their writings. The researchers collected data from 68 sophomores at a university in Hamadan

city. A total of 38 assignments and 38 in-class activities were collected and analysed for the sake of finding collocational errors. By adopting Benson et al. (1997) classification of collocational errors, lexical collocational errors were recognized. For the data collection procedure, a questionnaire was created as the method to investigate the participants' perceptions of collocations. The results showed that the participants' definitions of collocational styles differed from the types of collocational errors they made in their writing samples. The most common causes of committing such errors were (1) lack of understanding collocation rules, (2) interference with their mother tongue, and (3) insufficient knowledge about collocations.

In a separate investigation titled "Collocation Errors in English as a Second Language (ESL) Essay Writing," conducted by Shitu (2015), the study focused on exploring the nature and types of collocational errors. Employing a descriptive approach, the study systematically identified and analyzed errors found in essays written by undergraduate learners at the Federal College of Education, North-West Nigeria. The findings highlighted the presence of consistent patterns of errors, indicating both similarities and recurrent mistakes among the learners. Consequently, it was deduced that these collocational errors stem from deficiencies in the teaching and learning processes.

In a recent study titled "Lexical Collocation Errors in Literary Translation," Bartan (2019) endeavoured to identify lexical collocation errors made by Turkish English as a Foreign Language (EFL) learners in their translations of literary texts from Turkish to English. Drawing upon the classification of lexical collocations provided by Benson et al. (1997), the study analysed various types of collocational errors within a sample of translated texts. The findings revealed that the most prevalent errors among the participants involved verb-noun combinations. Moreover, the study highlighted several significant implications for EFL practice in translation. Consequently, it was recommended that international language learners should have access to bilingual lexical collocation dictionaries in both English-Turkish and Turkish-English, as the process of identifying the correct collocations demands considerable time and effort.

3. Method

The methods used for analyzing, interpreting, and discussing the data include both qualitative and quantitative approaches. That is, the researchers looked for the different patterns of collocational errors manually from the collected writings. On the other hand, for assuring the acceptance and availability of word sequences, the researchers consulted HASK collocation database and Excel sheets. In the following subsections, participants, materials, tools, and data collection procedures are explained.

3.1. Participants

The participants of the study are 10th and 11th grade students from both genders aged between 15 and 16, who study at an English private school. Selected from these two groups, the participants represent the study's target population, a specific number of students including both gender and age have been selected following a simple random sampling to have more variable, reliable and unbiased results.

3.2. Tools and Materials

This study aimed to identify the different lexical collocation errors made by private English school students. Due to the

nature of the study, it was decided that a number of paragraphs (50 in number) on various topics (Library, Fast food, Cinema, Room Decorations, Travelling and many other likewise topics) to be collected to find errors in lexical collocation usage. It is based on some primary data which consists of writings submitted during their academic year of study, that would best collect the data for this current research. As a method mixed-up approach will be used including both the qualitative and quantitative research methods to obtain a more in-depth understanding of the topic and representing the results more vividly and accurately. It is qualitative in terms of figuring out different errors made in each previously mentioned types of lexical collocations. Simultaneously, it is going to be quantitative where the data will be measured as how frequently a particular error occurs.

3.3. Data Collection Procedures

For the purpose of extracting, counting, analyzing the data, the following procedures were followed:

1. A total of 50 paragraphs and essays, which were written by the 50 participants as assignments, were selected.
2. All the texts about the different topics were read thoroughly, and then all the available lexical collocations were underlined and have been checked to know whether or not they are acceptable.
3. The different patterns of lexical collocations, classified by Benson et al. (1997), were labeled on the text sheets manually.
4. The collected data were analyzed through the online platform HASK, namely, www.pelcra.pl/hask_en/. It is a large database designed and developed at the University of Lodz by Piotr Pezik. The HASK basically contains phraseological databases used to search and detect the errors in using the collocations and provide the most suitable combination of words.
5. After the suitable combination of words (lexical collocations) were checked for collocational acceptance via the HASK, the results were presented on Excel sheets and bar charts.

4. Data Analysis and Discussion of Results

The current study employed both qualitative and quantitative methods to present the data's frequencies and percentages. As it was mentioned earlier in the methodology, Benson, et al's. (1997) classification of lexical collocational errors was adopted to classify the collocational errors understudy. Then, the HASK collocation database developed by the PELCRA group at the University of Łódź, was used to check the acceptability of extracted errors committed by the participants. HASK offers immediate access to collections of word combinations sourced from English and Polish reference corpora. Users can explore potential collocates for nouns, verbs, adjectives, or adverbs in predefined patterns. Along with detailed statistics, users can also view concordances, visualize, and download phraseological profiles for specific entries. Besides its role in theoretical phraseology research, the HASK dictionary serves as a valuable resource for linguists, educators, lexicographers, and learners of English and Polish.

In reading 50 texts of different topics, the results showed that the participants, in their written assignments, made 58 lexical collocational errors. These errors varied between the different patterns (i.e., verb + noun, adjective + noun, noun + noun, adverb + adjective, noun + verb, and verb + adverb). The percentages of these errors are presented on the following bar chart:

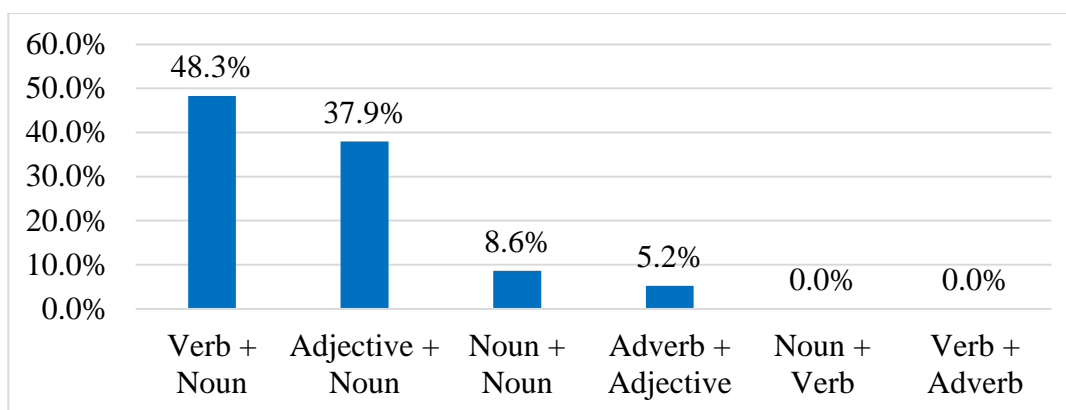


Figure 1: Percentages of Lexical Collocational Errors Committed by EFL Learners

As it is clear from the above chart, the analysis reveals distinct patterns in the occurrence of lexical collocational errors within the data. Notably, the verb + noun construction emerges as the most error-prone, constituting a significant 48.3% of all identified errors. Following closely is the adjective + noun pattern, with 22 errors observed, translating to a 37.9% error rate. Conversely, the noun + noun pattern displays a notably lower incidence of errors, comprising just 8.6% of the total errors, as only 5 instances were noted among the 58 errors tallied. In contrast, the adverb + adjective combination exhibits the lowest error rate among the analyzed patterns, with a mere 5.2% of total errors stemming from only 3 instances. Intriguingly, no lexical collocation errors were detected within the noun + verb and verb + adverb patterns. This absence can be attributed to two probable causes: these patterns were either infrequently utilized in the written assignments or, when employed, were executed accurately by the participants.

The investigation into the root causes of lexical collocation errors among EFL school level learners reveals several key insights. Primarily, it is evident that many learners possess limited understanding of how to effectively acquire and utilize natural word combinations. English collocations, in particular, play a pivotal role in language acquisition, as they contribute to the development of a more authentic and native-like linguistic proficiency. Mastery of these collocations not only enhances fluency but also facilitates greater expressiveness in both spoken and written communication.

A prominent factor contributing to these errors is the tendency among learners to rely on direct translation and literal interpretations from their native language. This approach often results in the formation of awkward or grammatically incorrect word pairings. Additionally, a misconception regarding synonyms further complicates matters. Learners may erroneously assume that any pair of words with similar meanings can be seamlessly combined, regardless of their appropriateness or common usage in English.

Addressing these challenges necessitates a multifaceted approach that encompasses instruction on proper collocation usage, exposure to authentic language contexts, and opportunities for meaningful practice. By fostering a deeper understanding of collocations and encouraging learners to explore nuances of word combinations, educators can empower students to communicate more effectively and confidently in English.

Moreover, it is important to note that the outcomes of the investigation into lexical collocational errors among EFL learners align with the findings of numerous earlier studies, which also highlight common patterns and causes of these

errors. The present study specifically identifies a high frequency of verb + noun errors, which can be attributed to the influence of the learners' native languages, similar to the findings of Ridha and Riyahi (2011). This suggests that native language interference is a widespread cause of such errors among different groups of learners. Furthermore, the present study supports the findings of Hashemi et al. (2012), as it identifies limited knowledge of collocations, direct translation, and misunderstanding of synonyms as reasons for these errors. Both studies emphasize the urgent need for improved teaching methods and materials that focus on collocations. Similar to the findings of Shitu (2015), the recent study underscores the importance of effective teaching strategies. The errors identified in the present study indicate a gap in the instructional approach to teaching collocations, suggesting a broader issue in EFL education. The prominence of verb + noun errors in the recent study aligns with Bartan's (2019) findings, indicating a specific difficulty that EFL learners face with this pattern. The suggestion of using bilingual dictionaries could also benefit learners in the present study, as it would help address direct translation issues and improve collocational accuracy. Therefore, the findings of the present study align well with previous research in this area, reinforcing the notion that lexical collocational errors pose a persistent challenge for EFL learners. Common patterns, such as verb + noun errors, and causes, such as native language interference and insufficient knowledge of collocations, are consistently observed across different learner groups and contexts. By addressing these issues through targeted teaching strategies, improved instructional materials, and resources like bilingual collocation dictionaries, learners' proficiency in using natural and appropriate lexical collocations can be significantly enhanced.

5. Conclusions

This research paper addresses the widespread errors in the use of lexical collocations among EFL students. The conclusions that the study reached are presented here in this section. It is found out that the knowledge of lexical collocations is very significant in the process of learning a language where in this study English is the target language. It is worth mentioning that for the procedure of putting each collocation into a specific category, calcification by Benson et al. (1999) was chosen to be the basics in examining the data collected. It was shown that the first most used pattern was the combination of (verb + noun) and because of that the number of errors was the highest one this was followed by (adjective + noun), (noun + noun), and (adverb + adjective) patterns while the combinations consisting of (noun + verb), as well as the (verb + adverb) were not commonly and frequently used patterns. It is also concluded that all those six patterns of lexical collocations are not used systematically by students because of various reasons including the limited knowledge they have

in this regard, the word-by-word translations was also found to be another reason behind this and lastly, the idea of synonym make students think that all synonyms and put with a particular word to express themselves by using lexical collocations as EFL students.

5. Suggestions for further Research

1. It is suggested to conduct a study to explore how collocational errors contribute to challenges in oral proficiency among EFL high school students.
2. It can also be suggested to conduct another similar study and include learners at different educational levels (e.g., middle school, university) to explore how lexical collocational errors differ across different levels.
3. It is also suggested to investigate the effectiveness of various instructional interventions in reducing lexical collocational errors.

6. Implications

Identifying common lexical collocational errors may direct language educators to particular areas that require more specific instructions. Moreover, the study findings can help instructors understand how collocational errors in high school might affect students' long-term language development as well as their language competences at higher education levels. Finally, the findings can also help curriculum developers to understand certain lexical collocational issues that EFL high school students encounter.

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Appendix

The lexical collocational errors committed by the participants and their possible correct acceptability in the HASK

First Pattern (verb + Noun)		
NO	Used Collocations	Possible/natural Collocations
1	Provide relaxation classes	Give relaxation classes
2	View the film	Watch the film / see the film
3	Increase skills	Improve skills
4	Create memories	have memories
5	Make alone	Leaving alone
6	Get a problem	Have a problem
7	Make food	Cook food
8	Use money	Spend money
9	Become sick	Get sick
10	Solve a disadvantage	Overcome a disadvantage
11	Eat medicine	Take medicine
12	Come near	Come close
13	Balance food	Balance diet
14	Say the truth	Tell the truth
15	Keep time	Save / take time
16	Do adventure	Begin / Start / set out on an adventure
17	Have perk	Get perk
18	Eat fast	Eat quickly
19	Show sense	Have sense
20	Cost highly	Cost a lot / cost a fortune
21	Contribute anxiety	Cause / create anxiety
22	Read homework	Do homework
23	Receive lectures	Take lectures
24	Take virus	Have / get / catch a virus
25	Do a mistake	Make a mistake
26	Obtain money	Gain money/make money
27	Make exercise	Do exercise
28	Viewing a movie	Watching a movie
29	Forgot connection	Lost connection

Second Pattern (Adjective + Noun)		
No	Used Collocation	Possible /natural Collocations
1	Easy food	Practical food
2	Big quantities	Large quantities
3	Leading to the right point	Leading to the right path
4	Worth risk	Risk worthwhile
5	Fearful accident	Horrific accident
6	Light future	Bright future
7	Free soul	Free spirit
8	Needy ingredient	Ingredients needed
9	Hard job	Hard work
10	A huge population	A large population
11	Big feelings	Deep feelings
12	Widen skills	Improve skills
13	Famous institutions	Prestigious institutions
14	The Careful words	The right words/carefully worded
15	Vivid time	Vivid memories
16	Nice heart	Good hearted
17	Leading to the right point	Leading to the right path
18	Peaceful person	Peaceful personality
19	Correct time	Right /suitable time
20	Healthy sleep	good Sleep
21	Psychological illness	Psychological disorders

Third Pattern (Noun+ Noun)		
No	Used Collocation	Possible /natural Collocations
1	Experience culture	Learn culture
2	People nature	Human nature
3	Handling the problem	Tackling the problem / handling the situation
4	Parent figure	Father figure

5	experiencing a film in the cinema	See / watch a film in the cinema
Fourth Pattern (Adverb + Adjective)		
No	Used Collocation	Possible /natural Collocations
1	Improperly packaged	Poorly packaged
2	Generally obedient	Blindly obedient
3	Truthly expected	Rightly expected

شاشيين هاتينه نه نجامدان د بكارئينانا په يقين ريځستيدا ژ لاي قوتابيين قوتابخانه يه كا ناستي ناماده ي، نه وپن كو فيري زماني ټينگيزي دبن

پوخته:

نه ف كه كولينه نه وان شاشيان (خه له تيبان) دده ته دياركرن يپن كو د ريځستينا په يقاندا دهينه نه نجامدان ژ لاي قوتابيين قوتابخانه يه كا نه حكومي ل ناستي ناماده ي، نارمانجا نه في خواندنې كه كولينه ل سهر پارچه نفيسينين وان قوتابيين يپن كو فيري زماني ټينگيزي دبن وهك زمانه كي بياني. بو بده سته ټينانا نارمانجين نه في كه كوليني ومه به سستا شروفه كرنا پزانينان (۵۰) قوتابي ژ هه ردوك ره گهزان هاتينه هه لپزانين وان وان ب خوبه خشانه بشكداري د چالاكيه كا نفيسيئي داكرن. ب كارئينانا هه ردوك شتوه يپن جاواني و چه ندي، ههروه سا ب مفا وهرگرتن و بكارئينانا ريزبه ندبا ريځستينيت په يقان ژ لاي Benson. et all 1997 داتا به يسي HASK بو راستفه كرنا وان شاشيان يپن ژ لاي فه كوله ران فه هاتينه ده ستينشانكرن د پارچه نفيسينين بشكداران دا هاتيه بكارئينان، ب ريكا نه في لينكي (/www.pelcra.pl/hask_en) بنكه هه كي پزانينايه و وپسايته كي باوه رپيكرى يه، كو ژ هژماره كا زور يا په يقين ريځستى پيكده يت. زنده بارى في چه ندي، نه و خه له تيبان هاتينه ده ستينشانكرن هاتينه شروفه كرن و ريزه يا هه ر جوهر كي د پوليني دا، ب ټيكسلى خسته بو هاتيه دورستكرن. د نه جامي في فه كوليني دا هاته دياركرن، كو نه و قوتابيين فيري زماني ټينگيزي دبن وهك زمانه كي بياني، نه وان ل ده م فياين هزر و بيرين خو دربيرن شاشيين جورا و جور ل ده م بكارئينانا په يقين ريځستى دا د پارچه نفيسينين خو دا كرينه، زبه ر في چه ندي د شروفه كرنا (۵۰) پارچه نفيسينين نه كاديمي (۵۸) خه له تي هاتينه دبن و زنده بارى هندى هه ردوك پيكهاتين (كار+ناف) و (هه فالنكار+كار) كيم بان ب ټيكجاري نه هاتينه بكارئينان. ژ هه ژى گوته يه؛ كو نه گه رين سهره كي يپن كو د بنه نه گه رين وان خه له تيبان نه وه ل ده م قوتابي وهرگيرانا په يف ب په يقين بكاردينيت ژ زماني ده يكي بو زماني ټينگيزي، نه گه رى دوپي هه بوونا كيم پزانينان سه باره ت په يقين ريځستى ب گشتي. نه ف فه كولينه يا گرنكه، چونكي په يقين ريځستى روله كي گرنك و بهرچاف د باشتركرنا شياين نفيسيئي دا هه يه.

په يقين سهره كي: قوتابيين كو فيري زماني ټينگيزي دبن وهك زمانه كي بياني، شاشي، پارچه نفيسين، په يقين ريځستى.

الأخطاء المرتكبة عند استخدام الكلمات المنظمة من قبل طلاب المدارس الثانوية الذين يتعلمون اللغة الإنجليزية

الخلاصة:

يهدف هذا البحث إلى التعرف على الأخطاء التي يتم ارتكابها في تنظيم الكلمات عند طلاب المرحلة الثانوية في إحدى المدارس غير الحكومية، والهدف من هذه الدراسة هو البحث في كتابات الطلاب الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. ولتحقيق أهداف هذا البحث ولغرض تحليل البيانات تم اختيار 50 طالباً من الجنسين وتطوعوا للمشاركة في نشاط كتابي. باستخدام كل من الأشكال (المرئية والكمية)، وكذلك من خلال الاستفادة من ترتيب الكلمات لدى بنسون. وآخرون Benson. et all 1997 وقد تم استخدام قاعدة بيانات HASK لتصحيح الأخطاء التي حددها الباحثون في كتابات المشاركين. من خلال هذا الرابط (/www.pelcra.pl/hask_en) هو مركز للمعلومات وموقع موثوق، فيه عدد ضخم من الكلمات المنظمة. بالإضافة إلى ذلك، تم تحليل الأخطاء التي تم تحديدها وصنفت نسبة كل نوع منها، وجدولت بجدول خاص فيه في برنامج Excel. أظهرت نتائج هذه الدراسة أن الطلاب الذين يتعلمون اللغة الإنجليزية كلغة أجنبية، عندما أرادوا التعبير عن أفكارهم، قاموا بأخطاء مختلفة عند استخدام الكلمات المنظمة في كتاباتهم، لذلك عند تحليل (50) مقطع كتابي أكاديمي تم العثور على (58) أخطاء وبالإضافة إلى ذلك تم استخدام (الفاعل + الفعل) بشكل قليل أو لم يتم استخدامها على الإطلاق. ومن الجدير بالذكر؛ الأسباب الرئيسية لهذه الأخطاء هي عندما يستخدم الطلاب الترجمة كلمة بكلمة من لغتهم الأم إلى اللغة الإنجليزية، والسبب الثاني هو عدم المعرفة بالكلمات المنظمة بشكل عام. هذا البحث مهم لأن الكلمات المنظمة تلعب دوراً هاماً في تحسين مهارات الكتابة.

الكلمات الرئيسية: الطلاب الذين يتعلمون اللغة الإنجليزية كلغة أجنبية، الأخطاء، مقطع كتابي، الكلمات المنظمة.