บทความวิจัย (Research Article)

การศึกษาความผิดทางไวยากรณ์ของผู้เรียนภาษาอังกฤษชาวเติร์กเมน

Investigation of grammatical errors committed by Turkmen learners of English

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บทคัดย่อ

ภาษาอังกฤษในฐานะเป็นภาษาของโลกได้แผ่ขยายไปทั่วทุกมุมโลก รวมทั้งประเทศเติร์ก เมนิสถานในทวีปเอเชียกลาง ซึ่งภาษาอังกฤษได้เข้ามาแทนที่ภาษารัสเซีย ในปัจจุบันภาษาอังกฤษ ยังเป็นวิชาบังคับเรียนในสถานศึกษาสำหรับชาวเติร์กเมน อย่างไรก็ตามความสามารถทาง ภาษาอังกฤษของชาวเติร์กเมนยังไม่เป็นที่ประจักษ์กันมากนัก งานวิจัยชิ้นนี้จึงมีจุดประสงค์ใน การวิเคราะห์ลักษณะความผิดทางไวยากรณ์ในงานเขียนภาษาอังกฤษระดับย่อหน้าที่เขียนโดย ชาวเติร์กเมนจำนวน 17 คน โดยใช้กรอบการวิจัยของเบิร์ดและเบนสัน (1994) ในการวิเคราะห์ ความผิดทางไวยากรณ์เบิร์ดและเบนสันได้จัดกลุ่มความผิดทางไวยากรณ์ไว้ 3 ระดับโดยแบ่งย่อย ออกเป็น 12 กลุ่ม ผลการศึกษาแสดงให้เห็นว่าความผิดทางไวยากรณ์ในงานเขียนของชาวเติร์ก เมนเกิดขึ้นมากที่สุดในระดับที่ 2 คือในระดับคำ แต่เป็นที่น่าสังเกตว่าจำนวนความผิดไม่ จำเป็นต้องมีความเกี่ยวข้องกับความร้ายแรงของความผิด และอาจกล่าวได้ว่าความผิดทาง ไวยากรณ์ในงานเขียนของชาวเติร์กเมนอาจเป็นผลมาจากการแทรกแซงจากภาษาแม่

คำสำคัญ: ภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศ, ความผิดทางไวยากรณ์, ผู้เรียนภาษาอังกฤษชาวเติร์กเมน

Abstract

The domination of English as a global language has penetrated every corner of the world and that includes a Central Asian country, Turkmenistan. English has replaced Russian and is currently a compulsory language for the Turkmens. However, little has been known of Turkmen learners' English proficiency. This study was therefore conducted to investigate such issues by analysing paragraphs written by 17 participants and identifying their grammatical errors. The theoretical framework for the analysis is adapted from Byrd and Benson (1994) who divided grammatical errors into three stages with 12 sub-categories. The results demonstrate that the highest number of errors occurred in the second stage (intermediate problems), which are mainly related to word-level errors. It is however worth noting that the number of errors does not necessarily correspond with the severity of errors. Arguably, these grammatical errors of Turkmen English learners may be caused by their native language interference.

Keywords: English as a foreign language, grammatical errors, Turkmen learners of English

Introduction

In general, grammar is defined as the general system and structure of a language that contains all the potential rules of a language (Donald, 1970) which means that grammar basically consists of syntax, morphology, phonology and semantics. Harmer (1987) defines grammar as the way in which words group together in order to make sentences. It is about the form and structure of words and sentences. Despite contesting pedagogical theories that have been consistently developed, a lot of scholars have still upheld the idea that grammar is the most important aspect of a language because it shows the accuracy of a language (Brown, 1994).

To reinforce the ideas of upholding grammar in pedagogical practices, it is important to see the differences between spoken and written language. While most of the speaking patterns are more flexible and errors are at times overlooked because they are spontaneous and applied mostly in communication, written English is more about accuracy of language and therefore highlights the significance of grammar (Cullen & Kuo, 2007). That explains why

ungrammatical patterns such as incomplete sentences, uncommon use of words and phrases could be forgiven when occurring in people's talk or conversation but it is not as acceptable in written language, especially in academic English (Crystal, 2005)

The idea that accuracy is one of the most important aspects in language learning is noticeable in countries where English is learnt as a foreign language. In Turkmenistan, the researcher's country of origin, English has become popular and the Turkmens are at present required to learn English as a foreign language. Previously, Russian was the predominant language in education given the historical fact that Turkmenistan was once part of the Soviet Union. With the rising acceptance of English as a foreign language, English has replaced Russian in the domains of politics, business sectors, media, and education. Nowadays, in every educational institution of Turkmenistan, English is taught compulsorily and arguably, like other EFL countries in the area such as Turkey, grammar is considered to be the most important aspect of English. Turkmen schools evaluate students by their grammar proficiencies such as word forms and accuracy in the acquisition of English. Moreover, it is widely known among the Turkmen students that both local and national English proficiency tests generally examine their grammar knowledge.

Grammatical errors of Turkmen English learners are an important matter in Turkmenistan. Based on the researcher's experience in the country, Turkmen learners make different types of grammatical errors in their written English. This problem may have arisen because the Turkmens are not familiar with English grammar. In addition, the Turkmen language, the mother tongue of the people, comes from a different family from English and that interferes with the learners' acquisition of English. While error analyses were extensively conducted and several pieces of research were produced on this topic, little attention has been paid to grammatical errors of students in Turkmenistan. To the best of the researcher's knowledge, such a study does not exist. For that reason, the researcher believes that a study of this nature could shed light into a more profound understanding of Turkmen English learners' grammatical errors in their writings and potentially a way in which such errors could be prevented by English instructors This research aims to respond to the following research question:

What are the grammatical errors found in Turkmen students' writings?

Literature review

1. Error Analysis

Error analysis is a theory which examines the errors of learners to find out the hypothesis about the progress of individual learners (Corder, 1967). This approach can be applied in different ways such as giving feedback to learners or recording their errors. In second language acquisition, this theory is applied in studying the types and causes of language error. Some terms under this big phenomenon are used to describe the second language acquisition such as interlanguage (Salinker 1972), approximative system (Nemser, 1971) and idiosyncratic dialogue (Corder, 1971). These theories describe the intermediate status between native and target language of the learners.

1.1 Types of errors

Different scholars have proposed different categories of errors. In this study, a few dominant ones are used merely as examples. Some prominent linguistic scholars (such as Corder, 1967; Norrish, 1983; Hendrickson, 1987; Prabhu, 1987; Ellis, 1997; Loewen & Reinders, 2011; and Chang, 2012) agree with the categories of errors in second language acquisition as follows:

☐ modality (i.e. level of proficiency in speaking, writing, reading and listening)

☐ linguistic levels (i.e. pronunciation, grammar, vocabulary and style)

☐ form (such as omission, insertion and substitution)

☐ type (systematic errors/errors in competence VS occasional errors/errors in performance)

☐ cause (such as interference, interlanguage)

☐ norm VS system

Additionally, Richards (1971) divides the intralingual errors into four types: overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concepts hypothesized. However, later on, he expands those errors into six types: interference, overgeneralization, performance errors, markers of transitional competence, strategies of communication and assimilation and teacher–induced errors (1974).

The types of errors proposed by those scholars seem to include all levels of errors in the acquisition of a second language, which is beyond the scope of this study. Therefore, the researcher adopted the categories of errors proposed by Byrd and Benson (1994) because their categories focus specifically on grammatical errors. Each category will be explained in detail later in 2.4.

1.2 Significance of error analysis in second language acquisition

According to Corder (1983), students' errors state their strengths and weaknesses with evidence. He states three important benefits of error analysis in the learning process. First of all, teachers can see the learning progress of students. They will show how learners are progressing on reaching their target. The next benefit is that an error analysis provides evidence. Errors can be evidential to how the language is acquired and to which theories and methodologies are applied. Teachers can also see which method of teaching is more suitable in a specific context. Thirdly, errors can teach learners, because students will also be able to learn from their mistakes. Thus, making errors could be counted as one kind of learning strategy in the acquisition of second language, since learners have an opportunity to understand from their mistakes. In conclusion, conducting an error analysis can yield fruitful benefits in second language acquisition.

2. Previous studies on error analysis

As mentioned earlier, many studies were conducted on the grammatical errors in writing. Since there has been no work done on Turkmen students' grammatical errors in particular, other relevant studies included in this study cover other EFL learners and their grammatical production. In this research, a few recent studies conducted in Thailand are used as illustrations. Hinnon (2014) reviewed the studies of errors analysis in English writing of Thai university students. The findings showed that the Thai students mostly had grammatical–

lexical errors caused by first language interference in their English writings. They were likely to make syntactic errors, lexical errors, semantic errors, and the use of Thai words. Ua-umakul and Vittayapirak (2016) analysed and compared the main causes of common errors of upper secondary school students (Grade 11) at Watsuthiwararam School, Bangkok who enrolled in Physics Laboratory using the corpus-based approach. The results revealed the top mistakes of students were omission of articles, wrong subject verb agreement, wrong active voice, misplaced commas and wrong capitalization. While those errors are not surprising or new, they can have useful implications for English teachers and researchers in finding strategies to cope with such recurring errors. Stepping away from the academic circles, the study of Nareerak (2018) focused on analysing errors on English signboards in Muang district, Kamphaengphet province. According to the results, punctuation and mechanic errors were found most frequently in English signboards and they were followed by vocabulary, verb construction and preposition errors.

Closer to Turkmenistan, Turkish researchers have conducted similar studies on their leaners. Abushihab (2014) reported that Turkish students were likely to make grammatical errors in writing English essays. Turkish prepositions, for example, do not have different functions like those in English (Yuksel, 2007). Also, Turkish has an S-O-V structure, different from English that has an S-V-O structure. This considerably affected the Turkish learners. Moreover, Kirkgoz (2010) also supported the idea that Turkish students make more grammatical mistakes in their writing, since Turkish and English share many grammatical distinctions. Based on the findings, errors were believed to be caused by the first language interference.

3. Framework of the study

As a framework of this study, the researcher deployed 12 types of errors, proposed by Byrd and Benson (1994), to analyze and interpret the data. Those 12 errors made by ESL writers are primarily categorized into three groups: the most serious problems, intermediate problems and problems of punctuations and mechanics. According to Byrd and Benson (1994), errors in the first group are the most serious errors, most of which can potentially disrupt the understanding or the flow of the writing. Those errors may obstruct readers from getting the message that writers would like to convey. In addition, Byrd and Benson explain

that while errors such as subject–verb agreement may not cause much misunderstanding, they can demonstrate different levels of proficiency of writers. Namely, highly proficient writers will not commit such errors whereas those with lower proficiency tend to ignore the agreement rules in English. Errors in the second group are not as serious as the first ones as they distract only certain parts of the sentences but readers may still be able to make sense of the assigned meaning. The last three errors in the third group are mechanics and punctuations which deviate from the conventions of English writing but will not cause much misunderstanding.

Table 1 shows the categories of 12 errors. The researcher took liberty in adding the category of preposition in the stage of intermediate mistakes because it is at the word level. For that reason, the category of preposition was included with other mistakes at the word level (word order and word form).

Table 1 Types of grammatical errors (Byrd & Benson, 1994)

Groups of errors	Error types	Descriptions
The most serious problems	1. Fragment	An incomplete written sentence
	2. Verb	Writing a wrong verb tense or passive sentence incorrectly
	3. Agreement	A mismatch between a subject and a verb: The subject requires a particular form of the verb
	4. Run–on entence	A run–on sentence is created when two or more sentences are written together without the correct punctuation.
	5. Comma splice	Comma splice takes place when two or more complete sentences are joined by a comma.
Intermediate problems	6. Preposition	Placing or using inappropriate prepositions
	7. Word order	Placing some part of a sentence in the wrong position
	8. Word form	Using the wrong form of a word, including singular and plural features
	9. Article	Selecting the wrong article for the meaning that you

Groups of errors	Error types	Descriptions
		need or leaving out an article when one is required for the meaning that you need
Punctuation and mechanic problems	10. Punctuation	Making a punctuation error
	11. Capitalization	Using inappropriate capital letters
	12. Spelling	Spelling a word incorrectly

Research Methodology

1. Participants

The subjects of the study were 17 university students who are originally from Turkmenistan and Turkmen is their native language. All participants have studied English at least for five years and their English proficiency level is upper intermediate. They are currently studying their first non–English major degree in Turkmen universities.

2. Data

The data for this study were made up of fifteen approximately 200–word paragraphs written by the participants. The topic of the paragraph was about their experience of learning English in their university. The paragraphs were written and emailed to the researcher between April and May 2018.

3. Data analysis

The scope of analysis was based on the framework of Byrd and Benson (1994). A unit of analysis is sentence. The stages of analysis as follow:

1. Count number of sentences in each paragraph.

2. Analyze errors in each sentence based on the conventional grammatical rules to identify grammatical errors of Turkmen learners of English using the framework of Byrd and Benson (1994).

3. Ensure the accuracy, by cross– checking with a lecturer of English at the department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology Thonburi.

4. Calculate the frequency of the errors.

Table 2 illustrates how the data were analysed.

Table 2 Examples of errors divided by each group and type.

Groups	Error types	Descriptions	Examples	Explanation
Most serious problems	Fragment	an incomplete written sentence	Whether you might need it while applying to a job you want to attain, or when having an urgency while travelling to the farthest corners of the world. (Essay 10)	This is not a complete sentence; they are merely two dependent clauses beginning with 'whether' and 'when'. To make it complete, an independent clause is needed.
	Verb	Writing a wrong verb tense or passive sentence incorrectly	Back then our school didn't *had* English lessons. (Essay 4)	In the negation of past tense, a base form of verb is expected after the helping verb, *did not*. The sentence then should read "Back then our school didn't have English lessons"
			Additionally, it is often the nominated language to *use* in many kinds of industries such as aviation. (Essay 9)	The writer used an active voice instead of a passive. The word *language* should be used in a passive voice.
	Agreement	Is a relationship between a subject and a verb. The subject requires a particular form of the verb	. . . not all people of my country *knows* English...(Essay 3)	The subject *people* is plural so, it requires the plural form of the verb which should be *know*.
			Learning English *have* always been my passion. (Essay 4)	The subject *learning English* is singular so the right form of verb should be *has*.
	Run-on	A run-on sentence is created when two or	Now the world is meaning of English if you know English you know all the world its	In this example, three clauses are combined in one sentence without any punctuation.

Groups	Error types	Descriptions	Examples	Explanation
		more sentences are written together without the correct punctuation.	meaning that English is. (Essay 3)	
	Comma splice	A comma is used to combine two or more independent sentences when a full stop is expected.	English is the world language, so if I know English I can find any job of any country I can leave, I can travel any country. (Essay 3)	These sentences should be separated using a full stop or a conjunction.
Interme–diate problems	Preposition	Using inappropriate prepositions	So if you are good enough *in* English and your career you will be selected everywhere. (Essay 1)	It is common to use the preposition *at* after the adjective *good*.
			For that reason people give more importance *on* English. (Essay 1)	It is common that the preposition *to* is used after the verb '*give*'.
	Word order	Placing some part of a sentence in the wrong position	*Even* you can communicate with foreigners easily. (Essay 15)	The word order is questionable. If *even* is put in front of the subject, then the emphasis is on the subject, not on the action. Therefore, in this context, the word *even* should come after the verb.
	Word form	Using the wrong form of	Every *aspects* of life we use English.	*Every* requires a singular word so it should be

Groups	Error types	Descriptions	Examples	Explanation
		a word, including singular and plural features	(Essay 1)	followed by a single noun.
	Article	Selecting the wrong article for the meaning that you need or leaving out an article when one is required.	English language is one of the most common languages in the world. (Essay 2)	This sentence specifies the English language, so article *the* is needed in front of *English* to make the sentence more accurate.
			If you will know English you can easily find *the* new job. (Essay 3)	The article *the* used for specific nouns. When we say *new job*, it is not yet specific; the article *a* should be used instead.
Punctuation and mechanic problems	Punctuation	Making a punctuation error	So learning English is the first step in getting ahead in your career. (Essay 17)	In this example, the conjunction *so* is written in the beginning. A comma is needed after it.
	Capitalization	Using inappropriate capital letters	For example *If* you are a scientist you need it to read special literature and to take part in conferences. (Essay 7)	In the example, the word *if* shouldn't be capitalized because it is not beginning of the sentence.
	Spelling	Spelling a word incorrectly	About my future job now I have *diplom* of environment engineering...(Essay 3)	The word *diploma* must be written with an *a* at the end.

Results

Based on the analysis, the research identified and counted the frequencies of errors committed by the participants as presented in Table 3. Refer to Appendix A for examples of paragraphs.

Table 3 Frequencies of errors divided by each group and type

Essays	Number of sentences	The Most Serious Problems					Intermediate Problems				Punctuation and Mechanic Problems			
		Frag.	Verb	S–V Agree-ment	Run – on	Comma splice	Prep.	Word order	Word form	Art.	Punc.	Capital	Spell	Total
1	12	1		1			1			2	2		1	8 (66.67%)
2	11		1						1	1	1			4 (36.36 %)
3	5		2		2	2			2	2			1	11 (220 %)
4	13	1	1						1	1	4	1		9 (69.2 %)
5	12		1					1		1	2			5 (41.66 %)
6	10					1			1		1		2	5 (50 %)
7	12								1	3	5			9 (75%)
8	12	1	2						3	1	1			8 (66.67 %)
9	11										1			1 (9.09 %)

Essays	Number of sentences	The Most Serious Problems					Intermediate Problems				Punctuation and Mechanic Problems			
		Frag.	Verb	S–V Agree–ment	Run – on	Comma splice	Prep.	Word order	Word form	Art.	Punc.	Capital	Spell	Total
10	9	1					1		1		1			4 (44.44 %)
11	9								1					1 (11.11 %)
12	10		1						2		2	1		6 (60 %)
13	10					1			1		1			3 (30 %)
14	10		2				1			1	1			5 (50 %)
15	10										5			5 (50 %)
16	6										1			1 (16.66 %)
17	12	1					4		4		4			13 (108.33 %
Total	174	5	10	1	2	4	7	1	19	13	31	2	4	99
		(2.87%)	(1. 74 %)	(0. 174 %)	(1.14 %)	(2.29 %)	(4.02 %)	(0. 174 %)	(10.91 %)	(7.47 %)	(17.81 %	(1.14 %)	(2.29 %)	(56.89 %)
		= 22 (12.64 %)					= 40 (22.98 %)				= 37 (21.26 %)			

According to the table, the highest number of errors occurred in the second group (intermediate problems) in which the mistakes occurred most with 'word form', accounting for 19 times with the percentage of 10.91 %. The problems with articles followed at 13 (7.47%) and those with prepositions at 7 (4.02%). The word order error appeared only once and its percentage was 0.174. In addition, the third group (punctuation and mechanic problems), related to the conventions of writing, contained 37 errors with the percentage of 21.26, 31 of which, alarmingly, were punctuation misuses. The frequency of punctuation errors was 17.81 %. The least number of errors lay in the first category (the most serious problems). In this group, there were 22 mistakes in total, equaling to 12.64 %. Of the 22 errors identified, the most frequent type was the use of wrong verb tense which appeared ten times. Its percentage was 1.74 %. It was followed by incomplete sentences or fragments. There were five fragments in total with the percentage of 2.87 %. Comma splice sentences followed with the number of four errors and their percentage was 2.29 %. Run on sentences and agreements were the least frequent errors, making up 1.14 % and 0.174 % respectively.

In terms of participants committing those errors, Participant 17 produced the highest number of errors (13 errors out of 12 sentences), eight of which were prepositions and word forms, four of which were punctuations and one of which was a fragment. Participants 4 and 7 made roughly the same number of mistakes that were nine mistakes out of 13 and 12 sentences respectively. They were followed by participants 1 and 8 with eight mistakes for each, out of 12 sentences. Most of the mistakes were in the second and third groups of errors with some in the first group.

According to the table, it should be noticed that the errors committed by the participants had no fixed patterns as the number and type of those errors were not consistent. Participant 3, for example, produced the highest percentage of errors (eleven errors out of five sentences, accounting for 220%). Of those errors, six errors (verb, run-on and comma splice) were the most serious problems. Whereas Participant 17 had the higher number of errors, most of the errors were intermediate ones. Other participants, in addition, committed errors in different ways and the percentage of errors was not high. It can therefore be suggested that the advanced Turkmen participants did not make such a high number of mistakes.

Conclusion and Discussion

In Turkmenistan, English is used as a foreign language and English learners are facing the same problems that most, if not all, EFL students are, too. As part of the acquisition process, they seem to make various grammatical mistakes when they write in English. This paper studied and identified the grammatical mistakes that were committed by seventeen Turkmen English users.

Since there were no fixed patterns of the errors committed by the participants, it is more challenging to find a conclusive statement about what contributed to those errors. The most reasonable explanation could be that those Turkmen participants are in the process of acquiring the language and their L1 features are probably the results of language transfer as explicated in the interlanguage rules. As Hinnon (2014) argued, errors committed by the learners could be influenced by their native languages. This study seems to correspond with such findings. As shown in the result tables, wrong uses of verb tense and fragments are some of the examples of mistakes in the most serious problems category. For the wrong verb tense, Turkmen students usually write a double past tense verb form in the negative sentences. For example: *Back then our school didn't had English lessons.* In this sentence, the writer used the double past tense verbs because they were unfamiliar with the grammar rule of English past tense. In Turkmen grammar, helping or auxiliary verbs are not required in negative and question forms. Instead, only the tense of main verbs is normally changed and can be used in both questions and negations by adding the suffixes. Therefore, as one

can see, English and Turkmen have totally different grammar rules when it comes to the formation of past sentences. This is an example of past Turkmen sentence:

Affirmative Turkmen	*Ol nahar iy-**di**.*
Literal English translation	He food ate.
Negative Turkmen	*Ol nahar iy-**me**-di*
Literal English translation	He food ***not*** ate.

According to the examples, it is shown that in Turkmen grammar, instead of using helping verbs to make negative sentences, the Turkmens add the suffix [*me*] that marks the negative form in front of the past marker [*di*].   Having different ways of constructing negative past sentences may have caused the confusion when Turkmen students have to write in English.

Another serious problem that Turkmen English learners have is a fragment or incomplete sentence. This is also affected by Turkmen grammar because in Turkmen, a complete sentence can be without verbs. However, in English, to make sentences complete, there must always be a verb. Here is an example of Turkmen sentence without a verb:

Turkmen sentence	*Biz aç.*
Literal English translation	We hungry.
Correct English sentence	We are hungry.

This example shows that in Turkmen grammar, adjectives can function on their own in a sentence without verbs. When the adjectives come at the end of a sentence, they can render it complete. As a consequence, this may explain why some participants omitted the copula verbs in front of the adjectives.

Moreover, as the results suggested, several intermediate mistakes can happen in Turkmen English writings. Word form and article are the obvious examples which occur frequently.   Of course, these problems are caused by the writers' mother tongue, too. To elucidate, there is no article in Turkmen language, so it is confusing for Turkmen learners of English to use English articles flawlessly. The last example of errors frequently seen in the

data is punctuation. This is regarded as a mechanic problem. It is worth noting that punctuation mistakes may not have been the results of Turkmen interference because there are punctuations in Turkmen grammar, too. Punctuation mistakes nevertheless appeared most frequently in this study. It was found in almost every essay and some of them appeared several times. While punctuation errors may not affect the meaning of the sentences, they demonstrate a severe lack of attention to English writing conventions.

Implication

Grammar proficiency is still essential in the expanding circle, or in EFL countries where accuracy plays a very important role. Thailand is included in this category. Even though the stream of foreign language teaching in the world has shifted towards a more open-minded one, we are still obliged to consider our context which is heavily norm-dependent (American/British English) where accuracy is prioritized for students. Therefore, similar research can be conducted in Thailand to diagnose Thai students' grammatical weaknesses so that these weaknesses can be treated and improved in the classroom.

Recommendations for the further studies

In this paper, the researcher looked at the grammatical mistakes of Turkmen English learners and quantified them into percentages. In fact, no previous research had been done to analyze the grammatical errors of Turkmen English writings and this is the first study of its kind. This study can hopefully help shed light into the English learners' situation in Central Asian countries. To make this kind of study more complete, future research may focus on the spoken English features of Turkmen learners, and/or conduct an investigation of the L1 exposure and interference in more profound detail which is beyond the scope of this paper, and find proper teaching methods to help improve the proficiency of Turkmen learners.

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Appendix: An example of paragraphs

Essay 3: English and my future job

If you learn a new language it means two person. Now the world is meaning of English if you know English you know all the world its meaning that English is the world language, so if I know English I can find any job of any country I can living, I can travel any country. Now in my country English so famous language but not all people of my country knows English but they going to learn English year by year, not the only new generation but all people. If you will know English you can easily find the new job. About my future job now I have diplom of environment engineering I know also English it meaning that I can easily find job in my country.

Frequency of errors by type:

Essays	Number of sentence	The Most Serious Problems					Intermediate Problems				Punctuation and Mechanic Problems			
		Frag.	Verb	S–V agree-ment	Run–on	Comma splice	Prep.	Word order	Word form	Art.	Punc.	Capital	Spell	Total
3	5	– (0 %)	2 (40 %)	– (0 %)	2 (40 %)	2 (40 %)	– (0 %)	– (0 %)	2 (40 %)	2 (40 %)	– (0 %)	– (0 %)	1 (20 %)	11 **(220 %)**

Detailed analysis:

Groups	Error types	Descriptions	Examples	Explanation
Most serious	Verb	Writing a wrong verb tense or passive sentence incorrectly	1. Now in my country English so famous language but not all people of my country know English but they going to learn English year by year, not the only new generation but all people	In the example, two verbs are omitted. 1. Now in my country, English *is* so famous… 2. …but they *are* going to…
			2. About my future job now I have diplom of environment engineering I know also English it *meaning* that I can easily find job in my country.	The writer used the wrong form of verb. The verb *meaning* should be replaced with *means* as a present form.
	Run-on	A run-on sentence is created when two or more sentences are written together without the correct punctuation.	1. Now the world is meaning of English if you know English you know all the world its meaning that English is.	In this example, three clauses are combined in one sentence without any punctuation.
			2. About my future job now I have diplom of environment engineering I know also English it *meaning* that I can easily find job in my country.	The sentence should be separated to make it grammatical.
	Comma splice	A comma is used to combine two or more independent sentences when a full stop is expected.	1. English is the world language, so if I know English I can find any job of any country I can leave, I can travel any country.	These sentences should be separated using a full stop or a conjunction.
			2. Now the world is meaning of English if you know English you know all the world its meaning that English is.	Two sentences should be separated by a full stop or conjunction.

Groups	Error types	Descriptions	Examples	Explanation
Intermediate	Word form	Using the wrong form of a word, including singular and plural features	1. If you learn a new language it means two *person*. 2. ... , so if I know English I can find any job of any country I can *living*, I can travel any country.	Two is a plural number, so the word person should be in the plural form. In this sentence the word *living* should be replaced by the word *live*.
	Article	Selecting the wrong article for the meaning that you need or leaving out an article when one is required.	About my future job now I have diplom of environment engineering I know also English it meaning that I can easily find job in my country.	In this sentence there are two article mistakes: 1. We need *the* before the word diploma because it is the specific. 2. Article *a* should be put before the word job.
Mechanic	Spelling	Spelling a word incorrectly	About my future job now I have *diplom* of environment engineering...	The word *diploma* must be written with an *a* at the end.