

# Investigating Errors in Academic Essays: A Comparative Study of the Students of the Institute of Medical Technology

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## Abstract

considered as a second language (L2), it causes problems for them in learning the four skills, including writing. The purpose of this study to investigate and compare errors found in academic essays of undergraduate students at the Institute of Medical Technology, Middle Technical University. It mainly focuses on eighteen errors as classified and adapted from Darus and Ching (2009), with the six most common errors being discussed and analyzed using the Markin software. The researcher analyzed and compared the errors in essays from the first and second stages, contributing to the existing body of literature. Sixty-four samples were analyzed. The most common errors among first-year students were spelling, subject-verb agreement, other lexical errors (repetition), lexical categories (prepositions), tenses, articles, word forms, and vocabulary choice. Second-year students, who have more experience and practice, made higher percentages of errors in spelling, articles, incomplete structures, vocabulary choice, and other lexical errors (repetition). The study found that the mother tongue (first language) and the lack of attention to distinguishing key words in structures were the main causes of the errors. English language teachers are advised to pay much attention to categorizing, discussing, and explaining these errors to reduce their occurrences and make essay writing easy for students.

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**Keywords:** Error analysis, English essays, L2, academic writing, grammatical errors.

## 1.Introduction

In general, there are two ways to express someone's idea in communication: spoken, orally expressed, and written, through writing sentences, paragraphs, and essays. Since English is widely used in Iraq and is regarded as a second language by Iraqi students, academic writing is a struggle for them even though it is crucial for all subjects. Furthermore, writing is categorized as one of the most challenging duties, given that it involves a variety of genres, including essays, assignments, research papers, written exams, theses, dissertations and case studies. This adds complexity to the task and necessitates attention to detail in order to carry out all formalities and develop ideas that are logical and necessary for keeping it good and comprehensive (Sarfaz, 2011, p.30). The foundation of higher education is academic writing, which is the main way that students express what they understand, evaluate data critically, and participate in scholarly discussions. However, many students often struggle to write academic essays that are both error-free and successful, especially those who are in non-native English-speaking environments or are making the switch to university-level requirements. Their work's clarity and trustworthiness are severely impacted by these mistakes, which can vary from grammatical and lexical flaws to problems with structure, coherence, and logical argumentation. Ulijn and Strother (1995, p153) have elaborated that "writing is generally one of the active and profitable skills of language consumption." In Iraqi universities, writing English is of great importance in students' academic course of study, as research work depends on it. It is needed for taking notes, writing essays, solving written questions, writing their compositions, writing scientific reports, etc. Furthermore, students of the second stage are required to complete the compulsory English for academic studies course, as all the courses delivered in the Institute of Medical Technology use the English language. This makes it obligatory for them to obtain a proficiency in English so that they could finish their studies.

As part of the final evaluation, the students sit for the final exam, which includes one essay in writing 500-800 words. However, there are no recent studies of the errors that L2 learners in Middle Technical University make things can be examined in order for the instructors to address them in their class, which

can be helpful to encourage their students to become more conscious of their mistakes. This study investigates learners' language development by analyzing the types of errors made by them and comparing these errors across two distinct academic stages. First-year students, who are still learning how to write in English, are likely to make mistakes that show they haven't had much practice with the language yet. On the other hand, second-year students have had more lessons and practice, which could change how often and what kinds of mistakes they make. When these two groups are compared, a better idea of how students' writing skills change over time and what problems still exist even after more instruction will be obtained. Teachers and curriculum designers need to make this kind of comparison so they can change their methods of instruction to help the students at different points in their academic careers.

## **2.Objective of the study**

This study is investigating and comparing errors in academic essays written in English by first- and second-year undergraduate students of the Institute of Medical Technology. The study will answer the following questions: What are the most frequent mistakes made by first- and second-year college students when they write academic essays in English? What kinds of mistakes do first-year students make that second-year students don't?

## **3. Literature Review**

The topic of error analysis (EA) was formed and developed in the 1960s by linguists such as "Corder and his colleagues" (Darus & Subramanian, 2009, p.487) and other scholars like Larry Selinker, Heidi Dulay, Marina Burt, Rod Ellis, and Jack Croft Richards, who thought that studying learners' errors was viewed as a key to understanding how they learn a second language. For Crystal (1999, p.108), "error analysis in language teaching and learning is the study of the unsatisfactory forms produced by someone learning a language, especially a foreign language." There are two subfields of EA: applied and theoretical. While the applied field focuses on giving students greater understanding about their dialect, the theoretical sector explains how and what a learner learns when studying L2 (Corder, 1979). The study and analysis of errors or mistakes has a great interest to a lot of researchers and teachers, as "it has been brought under consideration by many educators, EFL teachers, and linguists throughout the world" (Heydari& Bagheri, 2012). In addition, it also helps to put some strategies for students' improvement in classrooms.

Errors fall into two fundamental categories: local errors, which are more focused and usually affect a single sentence or phrase, and global faults, which affect the text's entire meaning. James (1988) stated that the following errors such as prepositions, tenses, and vocabulary are considered to be the most common types of mistakes that can be made by the students. Students and language learners commonly encounter two types of linguistic faults: interference blunders and intralingual errors. According to their sources, errors are categorized by Richard (1974). The first kind of errors occurs when a learner's first language (L1) interferes with their ability to acquire the target language (L2). This could happen because the structures, sounds, or meanings in L1 have an impact on the learner's production or understanding of L2. These errors result from the learner's inadequate understanding of the intended language itself as well as are independent of L1. They usually occur when students overgeneralize the norms or apply incorrect rules in the target language. It can be stated that this approach is methodical and focuses on the mistakes made by language learners in order to determine which aspects of language cause the difficulty and what strategies could be employed to improve writing skills (ibid). So, the systematic approach seeks to identify the specific challenges encountered by learners, enabling educators to customize their instruction and support. By grasping the underlying causes of errors, teachers can apply targeted strategies to improve students' writing proficiency. Recently, error analysis (EA) has become an increasingly significant domain within applied linguistics. It acknowledges students' errors from diverse assignments while simultaneously enhancing their capacity to learn and master a second language. Errors made by second language learners are the main topic of linguistic analysis known as EA, while simultaneously presenting a perspective that views such mistakes as good behavioral patterns.

Numerous studies have examined L2 writing errors across a range of learner demographics and situations. For instance, James (1998) provides a comprehensive overview of error analysis concepts and methodologies. He states that some students think of grammar as just a tool to get to the finish, so they emphasize its importance even more, which leads to more mistakes. Students often have trouble learning the grammatical parts of the Target Language (TL), like how to utilize prepositions, articles, and the right tense, and how to agree with the subject and verb (ibid). Common grammatical faults in academic writing, including verb tenses, subject-verb agreement, article usage, and prepositions, have been regularly recognized by researchers (e.g., Ferris, 2011; Hinkel, 2004). Lexical errors, such as word choice and collocation, have also been identified as significant barriers for L2

writers, as mentioned by Laufer & Eliasson (1993). Ancker (2000) is among the many linguists who think that making mistakes is a natural part of learning and thinking. According to Brown (2000), two types of errors are found: interlingual, which can occur as part of a learner's transitional competence, and intralingual, which has nothing to do with the learner's competence. Although grammatical errors are the most common (Vahdatinejad, 2008), many linguists' research, including Khan's (2005), has shown that learners have trouble with both writing and grammar. Lebedeva (2023) writes that EA has three main goals which are "to find out the level of language proficiency the learner has reached, to obtain information about common difficulties in language learning, and to find out how people learn a language." However, some educators argue that an emphasis on accuracy can significantly enhance a learner's understanding of language rules and structure. They contend that minimizing mistakes through focused instruction can lead to a more robust grasp of grammar, improve overall communication skills and, in return, it is useful for both learners and teachers.

In order to improve writing quality, error analysis in academic essay focuses on recognizing and comprehending kinds of mistakes that students frequently make. As a matter of fact, when students are learning to express themselves academically in a language which is different from their mother tongue, this is particularly pertinent to second language (L2) writing. Error analysis in academic essay writing looks at errors in grammar, syntax, vocabulary, structure, coherence, and argumentation. It is worth mentioning that due to a lack of exposure to studying English, learners struggle with the language, particularly when it comes to writing (Sarfraz, 2011, p.30).

An essay analysis typically involves identifying, categorizing, and understanding the different types of mistakes made to improve future work. Despite the emphasis on academic writing skills in higher education, a persistent challenge remains in equipping students with the ability to produce high-quality, error-free essays. The problem addressed in this study is the pervasive presence of various errors in academic written essays by university students, which often hinders effective communication and academic achievement. While general observations about student writing difficulties are common, there is a need for a focused investigation to identify the specific nature, frequency, and potential underlying causes of these errors within a defined student population. Without a clear understanding of these error patterns, targeted interventions and effective teaching strategies are difficult to formulate. Using the eighteen error categories modified from Darus and Ching (2009), this study seeks to recognize

and categorize the most prevalent forms of errors identified in academic written essays submitted by student participants in the Institute of Medical Technology at Middle Technical University. It is also to ascertain how frequently these recognized mistake categories occur, to examine the causes of these mistakes, such as writing habits, linguistic ability, and knowledge of academic traditions, as well as to evaluate how these mistakes affect the essays' overall coherence, clarity, and academic caliber. At last, the study commits itself to offer helpful advice on how teachers and students can enhance academic writing abilities and lower the frequency of errors.

#### **4. Methodology**

A quantitative approach has been used in this research, where some assessments of students were chosen, marked, and then utilized to create an error table. Data was analyzed using Markin software.

All the students were first- and second-language learners of English from Middle Technical University, Institute of Medical Technology, with a medical field of specialization. Sixty-four students participated. Thirty students were from the first stage, and thirty-four were from the second stage of the institute. In total, sixty-four writing samples were used in this research. Students were selected based on their willingness to participate and the availability of their academic essays for analysis. To ensure consistency, essays from a specific assignment or course were collected.

Writing allows learners to devote their ability and create coherent, grammatically correct sentences (Halliday and Hasan, 1976), so the students were asked to write an academic essay and to choose one among four suggested ones, the researcher collected them for analysis. They were given forty minutes to prepare an essay with a word count of 500–800. It is worth mentioning that a manageable number of first and second-year students from a similar academic program have been taken to ensure comparability.

Darus and Ching's (2009) scheme was adapted to recognize errors made by students in writing. They mentioned some types of errors, such as syntax, morphological, lexical, punctuation, spelling, and agreement errors. This original scheme consists of eighteen kinds of errors, that are tense, article, subject-verb agreement, pronoun-antecedent agreement errors, infinitive, gerunds, pronouns, possessive and attributive structures, word order, lexical categories, vocabulary choice, other lexical categories, negative construction, and errors in using

articles. In some previous studies, researchers such as Bogitini & Goundar (2019) have replaced the category of Malaysian typical words by "clarity" as the former did not adequately capture the nature of the students' errors. However, the present study has adopted the same category. Researchers like Bogitini & Goundar (2019) have substituted "clarity" for the category of typical Malaysian words used in the scheme of Darus & Ching (2009) as the former failed to sufficiently capture the nature of the students' errors. The current study, however, has chosen to use the same category.

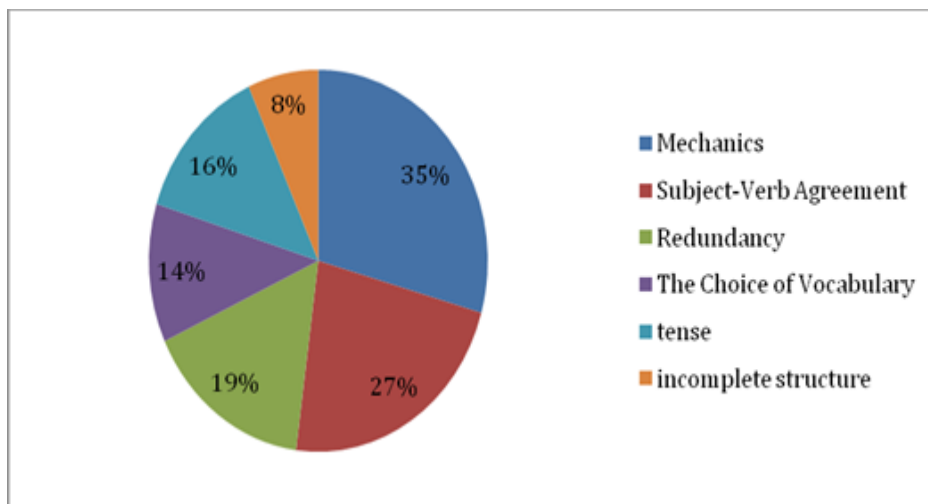
The researcher provided some topics to the students who are non-native English speakers. After that, they took time to finish their writing. Then, the essays were collected, marked, and assorted. After being classified, and in order to gain deeper insights into learners' language development, errors of both stages have been compared. This study examines not only the types but also to find out how errors of first-year students differ from those of second-year students in terms of type and frequency.

## 5. Results and Discussions

This section has discussed the findings and results of the research regarding errors made by first and second stage students. The researcher presented the figures put up with an explanation of chosen category of errors from top six among eighteen.

### 5.1 Top Errors of the First Stage Students

Figure (1) mentioned below has illustrated the proportions of the most occurring mistakes made by first-stage students in their writing.



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Figure (1) top errors in percentages for first stage students

### 5.1.1 Errors in Mechanics of the Paper

It has been revealed that 35% of students' recorded errors fell into the category of mechanics, which includes capitalization, spelling, and punctuation. Some examples have been mentioned below:

- 1...you do your Best Work if you do a job that you love... (capitalization).
- 2...in this company, they sat the tasks, so that they can show people.. (spelling and punctuation).
- 3... you have finished school and for one Reason or another you don't want.. (capitalization and punctuation, comma after school).
4. ... our apprentices get to sea what a joint.. (spelling).

Based on the mentioned examples, most first-year students are still developing their foundational writing skills that require consistent practice and attention to detail. They also were unsure about when and where to capitalize a word. The solution that has to be taken into consideration is the continuous repetition of the grammatical structures and giving students the space to practice them regularly so they can be handled. Similar findings regarding the mechanism were uncovered in research carried out by Darus and Ching (2009, p. 248). It demonstrates that the mechanism has documented the highest number of errors among all categories (19%).

### 5.1.2 Errors of Subject-Verb Agreement

The number of subjects and verbs should be the same. If the subject is singular, its verb must also be singular and vice versa, and it is important to state that incorrect grammar can lead to misinterpretation of the intended meaning. Thus, it is the second most common error that has been found in the study, it has revealed (27%). "A high number" points to more than one thing, i.e. plural subject and requires plural verb 'have to". However, one participant uses "has to" instead as shown in sentence no. 1. Some other examples are mentioned below:

- 1.lots of places **has to** be replaced... (have to)
2. many employers **wants** young and enthusiastic people.. (want)
3. ... sometimes people **known** what **hewant** and needs.. (want)

4. .... Many students **want find** a job immediately after they graduate because they **was** afraid **about** future (verb tense, verb form, punctuation comma before because, and preposition misuse)

5. After graduation, the **student** **decide** if **they** should continue studies or look for **job** (plural form mismatch and missing article)

The significance of proper grammar extends far beyond the confines of academic writing; it is a cornerstone of effective communication. When subjects and verbs align in number, clarity prevails, ensuring that the intended message is conveyed accurately. Misinterpretations arising from grammatical errors can lead to confusion and misunderstandings, underscoring the necessity for vigilance in language use. With incorrect grammar ranking as the second most common error 27%, even minor mistakes can detract from one's credibility and professionalism. For instance, a simple subject-verb disagreement can alter the meaning of a sentence, while misplaced punctuation may completely change its tone. Thus, mastering grammar not only enhances students ability to express themselves clearly, but also fosters trust and comprehension in their interactions with others.

It can be stated that students are not able to create a framework to obtain how to learn regular and irregular verbs as well as identify the subject in the sentences. The reason behind that percentage is related to a combination of fundamental differences between Arabic and English grammar, interlingual interference, the inherent complexities of SVA rules in English, and the exercises carried out by students in the lessons, which were not enough, as they may not receive sufficient practice in applying syntactic rules in context. As a result, that contributes to persistent errors in which the gap between theoretical knowledge and practical application exists. However, they also need to listen a lot to some videos specialized in subject-verb agreement to master the identification of the subject.

### 5.1.3 Other Lexical Categories (Redundancy)

This category is related to the repetition of words and semi-words. It has been observed that the percentage is (19%). Selected examples are mentioned below:

1. in my business, there is **very so** much you can learn about carpentry..  
(very)

2. because of different pattern **they** are taking place... (subject repetition)
3. meeting new businessmen **and** as well as get paid for it... (and)
4. some students **they** have good experience in that work.. (subject repetition)

One of the factors contributing to this percentage is students' inability to identify key words, as well as their negligence in editing their sentences to maintain a high standard of writing, which leads them to select superfluous words intentionally, and they find difficulty in editing them. Having limited vocabulary also leads to repetition of words, and without knowledge of synonyms, they might use the same words multiple times, not realizing that it results in redundancy.

#### 5.1.4 The Choice of Vocabulary

The usage of words in academic writing is of high importance, as it gives attention and reflects what information, variety, and awareness the students have. In the essays, avoiding high frequency of words or repeated ones is suitable to make it a valuable point. As the students have limited exposure to academic writing, they would have difficulty in shifting from conversation to academic English, as university essays require much more formal vocabulary than what is used in high school writing. This transition can be challenging for many students, as they must adapt their writing styles to meet the expectations of higher education. To succeed, they often need targeted support and practice in using the appropriate tone and structure for academic contexts. The percentage, which is 14%, shows that the students have difficulty in recognizing the suitable choice for the context, and they do not differentiate between words with different spelling, so they need continuous training and review to improve, as the matter of making errors is natural. Some examples are mentioned below:

1. and **their source** of earns... (income instead)
2. in which **work** you can travel to new countries..(job)
3. it is **useful** to find some groups.. (beneficial)
4. people will consider you are not **trust good**.. (trustworthy)
5. they need **advice** to become better **in it**... (an advise ... at it)

#### 5.2 Top Errors of Second Stage Students

Figure (2) mentioned below has illustrated the top errors made by the second stage students in their writing.

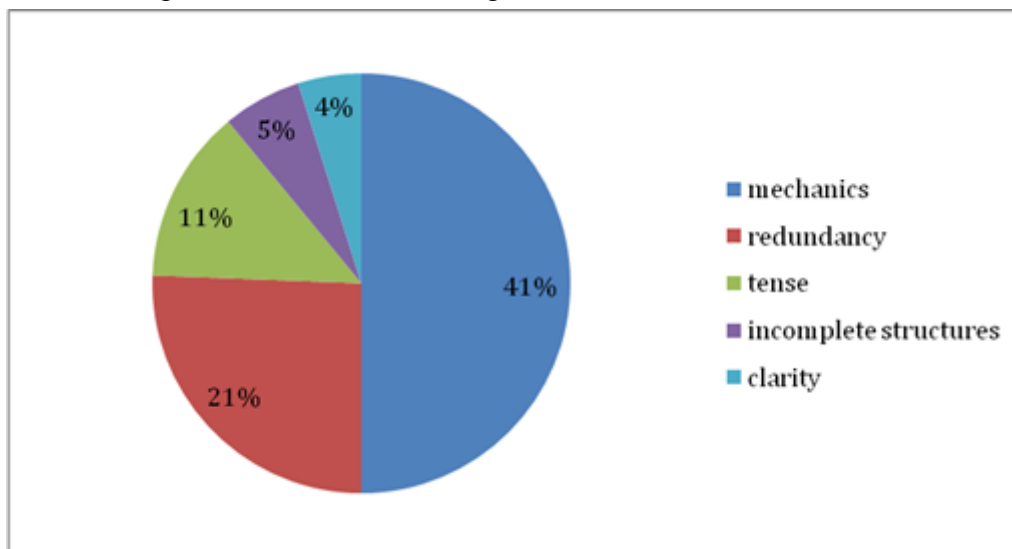


Figure (2) top errors in percentages for second stage students

### 5.2.1 Errors in Mechanics of the Paper

This category had a higher error rate in this regard, totaling (41%), in comparison with the first stage students who recorded (35%) in it. Mechanics is the category with the highest number of errors for both first and second stage students, which is considered an interesting finding. The general perception is that second stage students, who have taken some lessons in the course, tend to write more complex ideas and use more advanced vocabulary and this naturally increases the chance of making error, whereas first stage students write simpler and easier. However, in this case, the percentage of errors is higher, indicating that intensive information may confuse them and lead to make more errors.

Below are some examples from second stage students:

1. By the time he figure out **What** to do (capitalization)
2. As mentioned by the two **terrorist** guide (noun misuse and the appropriate noun is tourists' with apostrophe)
3. He begin running in the **oposite** direction (spelling opposite)
4. In addition there are many problems (comma after in addition)

5. there will be *any* problems... (spelling: many)

### 5.2.2 Other Lexical Categories (Redundancy)

It is defined as the use of words that are repeated in a sentence but are not required. It is the second highest category, recorded a total of 21% for second-stage students, which is higher than those made by first-stage students, which was 19%. The samples demonstrate that the students struggle with the correct use of the articles "a," "an," and "the," as Iraqi Arabic does not use indefinite articles like "a" and "an," only a definite "the" to match "Al" in Arabic because of the interference of L1, causing them to insert multiple articles out of caution or misunderstanding. In addition, they translate their thoughts directly from Arabic as the result of their confusion of having different structures. They have included articles and words in their statements where none is needed or appropriate. Some examples of this kind are mentioned below:

1. Stuff who spend time socializing at work do *make* their jobs (make)
2. Some people spend too *very* long on their coffee break (very)
3. I make a difference in *a* people's lives (article 'a')

Even with additional practice, second-stage students' continued use of repetition indicates that they still need to work on being more succinct and expressing themselves efficiently. This could be the result of a propensity to over-explain or an ignorance of shorter, more concise language. However, some educators argue that repetition can actually reinforce learning and enhance retention, allowing students to internalize complex concepts more effectively. Additionally, the ability to elaborate on ideas demonstrates a level of understanding that can foster deeper discussions and critical thinking skills.

### 5.2.3 Errors in Tense

A total of (11 %) errors documented for second stage students related to the tense category. Some chosen samples are mentioned below:

1. The person *appear* tired and need a break. (.....)
2. Those who *decide do not* go to university can enroll in a vocational school... (decided not to go)
3. the requirements of work nowadays *is* changing.. (are)

Compared to first-stage students (16%), it shows that those students are somehow better at tenses. However, those errors demonstrate that they are uncertain of when and how to use especially past simple, present perfect, and present simple tenses. The English language has a complex tense system with multiple forms to express time and aspect. Iraqi students struggle to grasp these distinctions, leading them to overgeneralization and misuse of tenses, as in these samples they used present tense when the past was required.

#### 5.2.4 Errors of Incomplete Structures

Incomplete structures are a group of words considered as a part of a sentence and does not think of as a complete idea. They are parts of sentences that have become broken parts from the main clauses and do not have a subject or a verb. A total of (5%) errors recorded for second stage students belonged to this category which is one of the highest errors recorded. Another point to highlight is that although the essay was attempted by second stage students who have an experience in that field, they still lack the quality of being coherent in their conveying of English language. This point is explained in the following samples below:

1. *Becoming an apprentice means you work* (e.g. for a certain place or company)
2. *The people who visited our place...* (e.g. were great)
3. *sometimes because they are tired...* (e.g. to finish their jobs)

#### 5.2.5 Clarity Errors

The percentage for the "clarity" category was 4%. It is worth noting that second-stage students with years of experience in their profession nevertheless struggle to express themselves clearly in their written essays, despite their attempts at writing academic essays. In the example no. 1, the student used unclear pronoun reference and he did not mention for instance something like a training course or a good performance which make the job better. Selected samples are listed below:

1. when students get it they will do better in the work. (unclear reference)
2. the work is good because it makes life better. (unclear and ambiguous sentence structure as it can be stated that work is useful because it provides financial stability)

3. Everybody need to work hard or the life is not great. ( life is not great is a general statement)

4. work is important because it needed for people's life as well as gives people job. (there is a repetition of words which makes the idea without clarity)

This implies that basic abilities like capitalization and punctuation are still difficult to master even with additional expertise, which may point to the necessity for ongoing instruction after the first year. So, it is interesting to note that errors like subject-verb agreement, prepositions, and tense showed high percentages for first-stage students, but were not explicitly listed among the top errors for second-stage students. This might suggest that students are improving in these foundational grammatical areas as they progress.

Ferris (2011) emphasizes that error treatment is essential, expected by second language students, and can lead to improved grammatical accuracy if done correctly. He also emphasizes on the importance of empowering students to become their own language analysts and self-editors leading to the production of more accurate texts. The same thing is stated by Faraj & Karim (2020) in their study as they found that the first language has an effect on the target one and the students should be editors of themselves. However, mechanics, articles, vocabulary choice, and redundancy remain prominent for both groups, implying these are more persistent challenges in the development of academic writing skills, or perhaps areas that require more targeted instruction across different stages. The appearance of "incomplete structures" as a top error for second-stage students is also notable, possibly indicating a struggle with more complex sentence construction as they attempt to express more sophisticated ideas.

## 6. Conclusion and Recommendations

A quantitative approach was employed, where the assessments were selected, marked, classified, and then compared. An error table was created, and the data was analyzed using a Markin software program. This research utilized the scheme applied by Darus & Ching to identify various errors made by students in their academic writing. Subsequently, the researcher disclosed that the primary errors made by students were related to mechanics, redundancy, subject-verb agreement, prepositions, tense, word or vocabulary selection, the use of incomplete structures, and articles. As a matter of fact, the findings have illustrated that it is necessary to concentrate on different types of errors the students make in their

academic writing. An intensive course or lessons on the usage of, for example, articles or prepositions, etc., should be given in the course curriculum.

Errors in mechanics were the highest for both first- and second-stage students, with 35% and 41%, respectively; they are usually careless with different types of categories such as spelling, punctuation, and capitalization. They are uncertain of when a word should be in capital form. That could be minimized by including some intensive courses on concrete, proper, and abstract nouns in English grammar; practicing writing regularly, and supporting students to read variable texts to know different styles of writing are also so beneficial and fruitful. Redundancy was also among the highest types of errors made by both first and second-stage students. In return, it seems that they do not have the ability to recognize what words are important and what are not.

Based on these findings, the following recommendations are proposed for future researches:

1. In order to solve some (Delete space between the two words) grammatical difficulties like advanced article usage, complex sentence constructions, and pronoun reference that continue firmly after the first year, the universities should think about providing workshops or online training programs.

2. Repeated mistakes on the discourse-level show how important it is (Delete space between the two words) to focus more on teaching students the right way to form debatable statements, create developed paragraphs with clear topic sentences, and learn a variety of stylistic techniques for good debate.

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## البحث في أخطاء المقالات الأكاديمية: دراسة مقارنة لطلاب المعهد التقني الطبي

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### المستخلص

يحتاج الطلاب العراقيون إلى إتقان لغتين، العربية والإنجليزية، ونظراً لأن اللغة الإنجليزية هي اللغة الثانية (L2)، فإنها تسبب لهم صعوبات في تعلم المهارات الأربع بما في ذلك الكتابة. تهدف الدراسة إلى تحليل ومقارنة الأخطاء الموجودة في المقالات الأكاديمية لطلاب المعهد الطبي التقني- الجامعة التقنية الوسطى، وتركز بشكل أساسي على ثمانية عشر خطأ مصنفاً ومقتبساً من داروس وتشينغ (2009) مع مناقشة الأخطاء الستة الأكثر شيوعاً وتحليلهم باستعمال برنامج ماركين، وقد حلل وقارن الباحث أخطاء مقالات المرحلتين الأولى والثانية، التي تمثل بُعداً معرفياً جديداً للأدبيات الموجودة، وقد تم تحليل أربع وستين عينة. كانت الأخطاء الأكثر شيوعاً لدى طلاب المرحلة الأولى هي الأخطاء الإملائية، ومطابقة الفعل والفاعل، والأخطاء المعجمية الأخرى (التكرار)، والفئات المعجمية (حروف الجر)، والأزمنة، وأدوات التعريف والتنكير، وصيغ الكلمات، واختيار المفردات. أما طلاب المرحلة الثانية، الذين يتمتعون بخبرة وممارسة أكبر، فقد ارتكبوا نسباً أعلى في الأخطاء الإملائية، وأدوات التعريف والتنكير، والتركييبات غير المكتملة، واختيار المفردات، والأخطاء المعجمية الأخرى (التكرار). وقد وجد أن اللغة الأم (اللغة الأولى)، وعدم الحرص على تمييز الكلمات الأساسية في التراكييب هما السببان الرئيسان لارتكاب الأخطاء ويُصح أساتذة اللغة الإنجليزية بالاهتمام بتقسيم هذه الأخطاء ومناقشتها وشرحها؛ وذلك لتقليلها وتسهيل كتابة المقالات من قبل الطلاب.

**الكلمات المفتاحية:** تحليل الأخطاء، مقالات اللغة الانكليزية، اللغة الثانية، الكتابة الأكاديمية، الأخطاء القواعدية.