



The Verbal Error Sources of Beginner, Intermediate and Advanced Persian Learners

Zeinab Mohammad Ebrahimi Jahromi¹, Seyed Narjes Nayeri Fallah²

Received: 26/4/2021

Accepted: 31/12/2018

Abstract

The present study has formed in order to determine the verbal error sources of Persian learners at the beginner, intermediate and advanced levels. This survey tries to give answer to this question: From what source do verbal errors of Persian learners originate at beginner, intermediate and advanced levels? To this end, some compositions, homework and tests were collected from Sa'adi Foundation website Corpus at this address: <http://sfcorpus.ir>. The data were recorded by the Foundation instructors regarding the years (2015-16). The data belonged to Persian learning courses held for Arabic, Chinese, Pakistani, Indian and Turkish language learners at six levels (Basic, pre-intermediate, intermediate, upper-intermediate, advanced and upper-advanced). According to the research subject, 210 sheets, which were on different subjects and were belonged to 5 Persian-learners from Saudi Arabia, China, Pakistan, India and Turkey were collected. 14 sheets from each Persian learner were chosen. So, 70 sheets from each learning-level (Beginner, intermediate and advanced) were gathered on different subjects. Then, the data was analyzed by descriptive-analytical method based on Error Analysis Scale (Keshavarz, 1994). The obtained results were presented both qualitatively and quantitatively. The derived findings show that the main verbal errors of Persian learners at beginner level originates from the transference of mother tongue features to target language by 30.2%. The main source of verbal errors at intermediate level is learning strategy errors by 29.4%. The learning situation by 39.1% is the main source of verbal errors at the advanced level of this survey.

Keywords: *error analysis, verb, Persian learners, error source, language learning level*

¹ Assistant Professor, Department of Linguistics, Faculty of Letters and Humanities, Shahid Beheshti University, Tehran, Iran. z_mebrahami@sbu.ac.ir

² Master of Persian language teaching to non-Persian speakers, Department of Linguistics, Shahid Beheshti University, Tehran, Iran, Narges.nayeri26@gmail.com

Extended Abstract

1. Introduction

Learning a second / foreign language, like any human learning, is associated with making mistakes. From Corder's point of view, errors are an important indicator, which determines the level of ability achieved in the process of learning a foreign language. Because of the importance of this issue, Corder and his co-workers developed an approach called "error analysis" in 1970. (Harden, 2006: p 73). From Corder's point of view, there are three types of linguistic errors: 1- Extralingual errors due to mother tongue interference. 2-Intralingual errors made by language learners due to the extreme generalization of specific grammatical rules. 3-errors caused by incorrect teaching methods or text and learning environment (Corder, 1975: p216). In addition to the above, Keshavarz considers both learning and communication strategies as one of the main sources of errors. The present study has formed in order to determine the verbal errors source of Persian learners at the beginner, intermediate and advanced levels. This survey tries to give answer to this question: From what source do verbal errors of Persian learners originate at beginner, intermediate and advanced levels?

2. Literature Review

According to the subject of the research, it is possible to pay attention to the researches that have been done in the field of syntactic / grammatical errors in Iran or abroad.

2-1 Internal researchers

2-1-1 Motavalian and Ostovar (2013) have written an article entitled "The role of interference in the emergence of syntactic errors in the writing of Arabic-speaking Persian students." In this study, after analyzing the learners' errors, it has been determined that some syntactic errors of learners are due to language interference and occur under the influence of the learner's mother tongue.

2-1-2 Monshizadeh and Khan Babazadeh (2014) in the article "Study of syntactic errors of Taleshi language learners in the use of Persian

language" have found that there are some types of syntactic errors in the writing of these learners moreover the number of educational errors is more than the other errors.

2-2 Foreign researchers

2-2-1 Sattari (2012) in an article entitled "Analysis of grammatical errors in the written texts of Iranian English students" has concluded that the grammatical errors of Iranian English students at the beginner level are due to the interference of the mother tongue.

2-2-2 Juan Sir and Ilkhani (۲۰۱۶) in the article "Study on grammatical errors of Iranian undergraduate students" have found that Iranian English students mainly have problems with prepositions.

3. Methodology

To this end, some compositions, homework and tests were collected from Sa'adi Foundation website Corpus at this address: <http://sfcorpus.ir>. The data was recorded by the Foundation instructors regarding the years (2015-16). The data belonged to Persian learning courses held for Arabic, Chinese, Pakistani, Indian and Turkish language learners at six levels (Basic, pre-intermediate, intermediate, upper-intermediate, advanced and upper- advanced). According to the research subject, 210 sheets, which were on different subjects and were belonged to five Persian-learners from Saudi Arabia, China, Pakistan, India and Turkey, were collected 14 sheets from each Persian learner were chosen. So, 70 sheets from each learning- level (Beginner, intermediate and advanced) were gathered on different subjects. Then, the data was analyzed by descriptive-analytical method based on Error Analysis Scale (Keshavarz, 1994).

4. Results

The findings derived from the analysis of this corpuses show that the verbal errors of Persian learners at beginner level are more originated from the interference of grammatical features than the transference of lexical-semantic features. Moreover, the interference of mother tongue features to target language by 30.2% is the first source of errors among Persian learners at this level of learning, learning strategies, which are usually used as a tool of learning, can sometimes be one of the sources

of errors. Learning strategies by 29.4% is the main source of verbal errors at intermediate level in this study. The learning situation by 39.1% is the main source of verbal errors at the advanced level of this survey.

References

- Corder, s. (1973), *Introducing applied linguistics*, Harmondsworth, UK: penguin books.
- (1974), the elicitation of interlanguage, *IRAL* (special issue on bertol molmbergs 60 birthday, edited by G. Nickel.
- (1981), *error analysis and interlanguage*, Oxford university press.
- Harden, Th. (2006), *Angewandte Linguistic und Fremdsprachen didactic*. (Applied linguistics and foreign language didactics) 'Tubingen: Gunter Narr Verlag.
- Keshavarz, M.S. (1994), *Contrastive Analysis and Error Analysis* (New Edition), Tehran: Rename Press.
- Khan Sir, A. Marjan Ilkhani. (2016), A study of written grammatical errors of Iranian EFL learners at undergraduate level, *Theory and practice language studies*, pp. 268-273.
- Monshizadeh, M. Kiyomars Khan Babazadeh. (2014), Study of syntactic errors of taleshi language learners in the use of Persian language, *Journal of Persian language teaching to non-Persian speakers*, p.117.
- Motavalian, R. Abbas Ostovar (2013), the role of interference in the emergence of syntactic errors in the writing of Arabic-speaking Persian students, *Linguistic research in foreign languages*, p.351.
- Sattari, ail. (2012), an analysis of grammatical errors in Iranian students English writings, the Iranian EFL journal, pp. 143-157.