

Error Analysis of Grammar Usage Among Non-Native English Speakers

Noor Adil Hakim

B.A in English Language and Linguistics

ABSTRACT: This research investigates the common grammatical errors made by non-native English speakers, focusing on female students in their third and fourth years at the College of Education for Girls, University of Kufa. The research aims to identify the most frequent grammar errors, analyze the underlying causes, and suggest effective teaching strategies to minimize these errors. Using a mixed-methods approach, the study combines qualitative and quantitative analyses of students' written essays and comprehension tests. The findings reveal that the most prevalent errors include incorrect preposition usage (95.7% in comprehension tests and 92.9% in production tests), verb tense errors (84.3% in production tests), and unnecessary article usage (60% in production tests). Other common errors involve subject-verb agreement, misuse of auxiliary verbs, and incorrect noun forms. The study attributes these errors to factors such as native language interference (particularly from Arabic), the complexity of English grammar rules, overgeneralization, and limited exposure to English outside the classroom. The research concludes that targeted teaching strategies, increased exposure to English, and a focus on error analysis are essential for improving grammatical accuracy among EFL learners. These findings align with previous studies, such as those by Susi Damaiyanti (2021) and Santi Kunnur (2024), which also identified article and verb tense errors as common challenges for EFL learners. The study provides valuable insights for educators and curriculum developers to enhance language teaching practices and foster a more effective learning environment.

1. INTRODUCTION

1.1 Background of The Study

Grammatical issues represent a basic difficulty for language learners. These issues have received many studies in different fields of study. These studies have started in discussing simple issues with simple explanations, that have been complicated later on. Linguists, English language arts teachers, and the general public all have diverse beliefs about grammar. English grammar refers to "the internal set of rules of the language shared by its speakers". These rules instruct speakers on how to make words (morphology), pronounce syllables (phonology), construct sentences (syntax), and employ language in a particular situation (pragmatics). (Hagemann, 2002:2-3).

When students are under pressure to speak, they frequently make mistakes. We must distinguish between mistakes and errors. Errors represent knowledge gaps in a student. They arise because the student is unsure of what is correct. Mistakes represent sporadic performance lapses; they happen when a student is unable to apply what they have learnt in a certain situation. We have found that many of the mistakes made by second language (L2) students are universal to all students. These errors consist of **transfer** "using sounds, expressions and structures from the L1 while performing in an L2" (Yule, 2014:299), **overgeneralization** "in L1 acquisition, using an inflectional morpheme on more words than is usual in the language (e.g. two foots)" (Yule, 2014:295), and **omission** "Deviations in usage that arise when learners leave out words or parts of words (e.g. omission of the article in 'He went into shop')". (Ellis, 2003:142). (Ellis, 2003:17-20).

These strategies collectively highlight how grammatical structures are taught within the context of global English learning trends. The Grammar-Translation Method, The Direct Method and The Audio-Lingual Method that Learners ought to be aware of the target language's grammatical norms. Verb conjugations and other grammatical paradigms should be committed to memory whenever feasible. This awareness would help individuals improve their ability to talk and write in the Target language. (Larsen-Freeman and Anderson, 2011:17- 43)

1.2 Research Questions:

Based on what is mentioned in the introduction, the research tries to answer the following questions:

- What are the most common grammar errors made by non-native English speakers?
- Why do non-native speakers make these specific errors?
- How can these errors be minimized through effective teaching methods?
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1.3 Objectives of The Study:

- Identifying the most frequent grammar errors made by non-native speakers.
- Analyzing the reasons behind these errors made by native speakers.
- Suggesting strategies for reducing these errors in English language teaching.

2. LITERATURE REVIEW

2.1 Overview of English Grammar Rules

When the ideas are expressed to others, words are typically relied on. Consequently, it's crucial to use words accurately. However, they are frequently misused, and some common types of mistakes include the following:

2.1.1 Incorrect Article Usage or Unnecessary Articles

Articles are prime candidates for automated error detection since they are one of the most common mistakes made by English learners. Studies usually concentrate on the use of indefinite and definite articles, as well as the absence of an article. (Leacock et.al, 2010:48).

Some examples of mistakes non-native learner:

- a/ an /the

- A. We can use a/an to talk about one particular person or thing, when the listener/reader does not know which one is meant, or when it does not matter which one.

1. *My brother's going out with a French girl.*
2. *She lives in a nice big house.*

(The listener does not know which particular French girl it is.) (Swan,2002:65)

- B. we use (the) with particular nouns " we know which one(s) "

3. *I've been to the doctor. (You know which one: my doctor)*
4. *Could you pass me the salt? (The listener knows that it is the salt on the table that is meant.)* (Swan and baker,2008:55)

- E. with plural and uncountable nouns we use no article, and not the, to talk about people or things in general

5. *Oil has nearly doubled in price. (NOT The oil...)*
6. *Children usually start walking... (NOT The children...)* (Swan and Baker,2008:56)

2.1.2 Using the Wrong Preposition or Unnecessary Preposition

A. Using the Wrong Preposition

1. Agree to vs. Agree with

"Agree to" introduces an infinitive form of a verb such as "to jump," "to suppose," or "to annoy." It means to consent to, as in consenting to fulfill the terms of a contract. "Agree with" introduces a noun. It means to be in accord or alignment with, as in agreeing with a point of view.

7. *Are you saying you agree with their arguments?*

(*Are you saying you agree to their arguments?) (Batko and Payne, 2004: 143)

4. Differ with vs. Differ from

"Differ from" means to be unlike, as in one dress differing from another. "Differ with" means to disagree with, as in differing with a point of view.

8. *We differed with the Trembles on their right to park their cars on our front lawn.*

(* We differed from the Trembles on their right to park their cars on our front lawn.) (Batko and Payne, 2004: 144)

B. Preposition before Particular Words and Expressions

This is a list of a few expressions which often cause problems:

1. In the end = finally, after a long time.

At the end = at the point where something stops.

9. *In the end, I got a visa for Russia. * (at the end,)*

10. *I think the film's a bit weak at the end. * (NOT in the end)*

11. *There's a mistake on page 120. *(NOT in page 120)* (Swan,2002:450)

2. On time = at the planned time; neither late nor early

In time = with enough time to spare; before the last moment

12. *He would have died if they hadn't got him to the hospital in time.*

*(..... on time)

13. *Peter wants the meeting to start exactly on time. *(.....in time)* (Swan,2002:450)

C. Unnecessary Preposition

1. The preposition "at" is always unnecessary with "where." It performs the same job in the sentence by referring to location, which is what the "where" is there for in the first place. (Batko and Payne, 2004: 148)

14. *Where are they? *(Where are they at?)*

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2. These verbs are normally followed by direct objects without prepositions. (discuss, enter, marry, lack, resemble and approach)

15. *We must discuss your plans. (NOT...discuss about your plans.)*

16. *Conversation stopped as we entered the church. (NOT...entered in(to) the church.)*

(Swan,2002:451)

3. Prepositions are not used before a number of common expressions of time beginning next, last, this, that (sometimes), one, every, each, some, any (in an informal style), all.

17. *See you next Monday. (NOT...on next Monday) (Swan,2002:451)*

2.1.3 Verb Tense Errors

A. Incorrect Use of Present Progressive Vs. Simple Present:

We use the present progressive to talk about temporary situations that are going on now or 'around now': before, during and after the moment of speaking.

18. *Hurry up! We're all waiting for you! (NOT We all wait. . .)*

19. *'What are you doing?' 'I'm writing emails, (NOT . . . I write emails.)'*

While We often use the simple present to talk about timeless truths, permanent situations, or things that happen regularly, repeatedly or all the time.

20. *What do frogs eat? (NOT What are frogs eating?) (Swan,2016:35-37)*

B. Misuse Auxiliary Verbs with Tenses

1. Auxiliaries help to form a tense or an expression, hence the name. They combine with present or past participles or with infinitives to form the tenses of ordinary verbs. (Thomson,1986:77)

21. *I realised that we had met before. (NOT I realised that we met before.)*

(NOT I realised that we have met before.) (Swan,2002:427)

2. In forming negative finite clauses, the first auxiliary is placed before the negative word not. Contrast:

22. *She can do it. She cannot do it.*

23. *She saw the play. She did not see the play *She saw not the play. (Quiek,1985:121)*

3. There are no progressive forms of the auxiliary verb have.

24. *I haven't seen her anywhere, (NOT I 'm not having seen her anywhere.) (swan,2017:27)*

4. Incorrect Use of Present Perfect Vs. Simple Past

The present-perfect tense shows that at the time you're speaking, the action has been completed, while The past tense is used to show that something happened in the past; for example,

25. *I have stopped eating candy. (NOT I stopped eating candy.)*

26. *Jenny went home sick yesterday. (NOT Jenny has gone home sick yesterday.) (Batko, 2004: 87)*

2.1.4 Use of The Wrong Tense

1. Using The Past Tense after did Instead of The Infinitive without to.

(a) To ask questions:

27. *Don't say: **Did** you went to school yesterday? (Say: **Did** you go to school yesterday?)*

(b) To make negatives:

28. *Don't say: I did not went to school yesterday. (Say: I did not go to school yesterday.)*

2. Using the Third Person Singular after does Instead of the Infinitive without to.

(a) To ask questions:

29. *Don't say: Does the gardener waters the flowers? (Say: Does the gardener water the flowers?)*

(b) To make negatives:

30. *Don't say: The man doesn't waters the flowers. (Say: The man doesn't water the flowers.)*

3. Using the future in the if clause instead of the present tense.

31. *Don't say: If he'll ask me, I will'll stay. (Say: If he asks me, I will'll stay.) (Fitikides, 2002 :29-25)*

2.1.5 Subject-Verb Agreement

1. A sentence may contain a compound subject: two or more nouns, pronouns, gerunds or infinitives that share the same verb and are linked by and. With a few exceptions, the verb for a compound subject is always plural. This applies whether each part of the compound is itself singular or plural.

32. *Your enthusiasm and participation have been much appreciated.*

33. *The books and records go in the study.*

34. *Don't Say: One and one is two. (Say Instead: One and one are two.) (Batko, 2004: 108)*

2. When the element closest to the verb is singular, some writers mistakenly make the verb agree with just that part. Consider the following examples:

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35. *Her understanding and attention span has improved greatly. (The verb should be have.)*

36. *Whether a relationship between these events actually exists and if so whether it is causal remains to be shown. (The verb should be remain.)*

3. If two elements refer to the same entity, treat them as if they constitute a single subject.

37. *Rum and Coke was his preferred drink. (rum and Coke combine to form one beverage)*

38. *The president and CEO expects to attend. (president and CEO describe the same person)*

4. when the elements are preceded by the pronoun each or every, which then becomes the subject. These pronouns are treated as singulars, even in combination.

39. *Each invoice and purchase order has to be approved.*

40. *Every invoice and purchase order has to be approved.*

41. *Don't Say: Each of the girls are going to be tested. (Say Instead: Each of the girls is going to be tested.) (Batko, 2004: 113)*

5. A collective noun refers to an entity made up of more than one thing or person: crowd, government, flock. Whether such a word functions as a singular or a plural depends on several factors:

A. Some are always Singular or always Plural

42. *The mob was turning ugly.*

(A mob is treated as a unit, since by definition the people who make it up could not individually exhibit mob traits.)

43. *The supplies were running low.*

(You can have a supply of something, but when the reference is to provisions, this word is always plural.)

B. Some are Singular when Used in One Sense, and Plural in another

44. *The new headquarters are in Paris. (the physical entity)*

45. *Statistics is the most difficult course in the program. (the field or body of knowledge)*

C. Some are Determined by Context

46. *The staff have many specialized skills. (reference is to the individual staff members)*

47. *My family is very close-knit. (reference is to the unit.) (Stilman, 1997: 205-215)*

2.1.6 Word Order Errors

A. The Subject misplaced

1. The subject of the sentence misplaced, in most English sentences place the subject first, the verb next, then the object with the rest following.

48. *Don't say: Last week visited our school a man. (Say: A man visited our school last week.)*

2. The subject misplaced in questions, interrogative sentence places the subject after the auxiliary verb.

49. *Don't say: You were at the cinema yesterday? (Say: Were you at the cinema yesterday?)*

3. The subject misplaced in indirect questions, In indirect questions follow the usual order of words: subject first and then verb.

50. *Don't say: The teacher asked me what games did I play? (Say: The teacher asked me what games I played.) (Fitikides, 2002 :77-78)*

4. In English the positions of subject, verb, and object are relatively fixed. In declarative clauses, they occur regularly in the order (Subject S , Verb V , Object O)

51. *My mother usually enjoys parties very much. (S A V O A)*

*Usually enjoys parties my mother very much. (A V O S A) (Quiek, 1985:51)

2.1.7 Singular and plural Errors

A. Misuse of the singular with a collective noun of plurality. A collective noun usually takes a singular verb, but when it denotes the individual

members of the group and not the group as a whole use a plural verb.

52. *Don't say: The class was divided in its opinion.*

Say: The class were divided in their opinions.

B. Misuse of You was for You were. Was is singular and were is plural, but with the pronoun you, even when it's singular in meaning, we always use were.

53. *Don't say: You was very foolish to do that.*

Say: You were very foolish to do that. (Fitikides, 2002:129-130)

C. The words hundred, thousand, million and dozen. when used of a definite number, are never made plural:

54. *six hundred men (*not six hundreds men)*

55. *ten thousand pounds (* not thousands....) (Thomson, 1986:218)*

56.

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2.1.8 Countable and Uncountable Nouns:

Countable nouns are the names of separate objects, people, ideas, etc, which can be counted. We can use numbers and the article *a/an* with countable nouns; they have plurals.

a cat, a newspaper, three cats, two newspapers

Uncountable (or mass) nouns are the names of materials, liquids, abstract qualities, collections and other things which we see as masses without clear boundaries, and not as separate objects.

Some examples: *oil, oxygen, baggage, crockery, jeweler, water, plastic, clothing*

- A. We cannot use numbers with uncountable nouns, and most are singular with no plurals. We do not normally use *a/an* with uncountable nouns. *clear water (not a clear water, two clear waters')*
- B. Some determiners can only be used with countable nouns (e.g. *many, few*)-, others can only be used with uncountables (e.g. *much, little*). Compare:
57. *How many hours do you work? (Countable)*
58. *How much money do you earn? (uncountable) (swan,2017:160) (Murphy,2003:136)*
- C. Often we can make an uncountable word countable by putting a *piece of* or a similar expression in front of it.
59. *He never listens to advice. (Can I give you a piece of advice?) (swan,2017:161)*
- D. Words for materials are uncountable, but we can often use the same word as a countable noun to refer to something made of the material. Compare:
60. *I'd like some typing paper.*
61. *I'm going out to buy a paper (= a newspaper)*
62. *The window's made of unbreakable glass.*
63. *Would you like a glass of water? (= a cup) (swan,2017:162) (Murphy,2003:136)*

2.2 Previous Studies on Common Grammar Errors

2.2.1 Susi Damaiyanti, (2021).

The research discusses grammatical errors made by students, identifying and classifying them, and promoting awareness using organized English language rules. It identifies five types: omissions, over-organization, distortion, misordering, and addition. Factors include language, language differences, and educational environment. Teachers are suggested to re-evaluate students' grammatical errors for improved learning.

2.2.2 Dr. Raad S. Abdul-Hassan Al-Nawas, (2009).

The study aims to analyze English errors made by advanced Iraqi EFL learners, identify underlying reasons, and examine linguistic behavior changes. It also aims to develop a foundational dataset reflecting Iraqi English, benefiting English Language teachers and curriculum developers in the educational process.

2.2.3 Santi Kunnur,(2024).

The study analyzed grammatical mistakes made by English as a Foreign Language (EFL) students, identifying common types such as article omission, subject-verb agreement, auxiliary verb omission, verb addition, and preparation addition/omission. The findings aim to improve language teaching by providing solutions and targeted interventions, emphasizing grammatical mistakes as a natural part of language acquisition rather than failure.

2.2.4 Lindita Kaçani, (2014).

This research examines common English mistakes and mistakes made by Albanian students learning as a second language. It emphasizes the importance of recognizing and addressing these errors to effectively communicate and learn English grammar. The study was conducted by a first-stage student at Noli University in Korca.

2.2.5 Özlem Məmmədova, (2024).

The study examines grammatical errors made by foreign English learners, focusing on their mother tongue and learning environment. Issues include language tense usage, article application, and pronunciation of diphthongs. The errors are attributed to interference in mother tongue, lack of English equivalent standards, and limited exposure outside the classroom. Teaching strategies include classroom methods, practice exercises, and individual differences.

2.3 Theories of Language Acquisition

Language acquisition "is one of the most impressive and fascinating aspects of human development" (Lightbown, P. M., & Spada, N, 2006)

There are Several theories have been proposed to explain how humans acquire language:

- 2.3.1 **Behaviorism:** Behaviorism, a 1940s and 1950s theory, suggests that children learn language through positive reinforcement, with quality, quantity, and consistency influencing their behavior. (Lightbown, P. M., & Spada, N, 2006: 10)

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- 2.3.2 Innatism:** Noam Chomsky's theory suggests innate human languages, universal principles for language acquisition, and the role of universal grammar in language learning, challenging behaviorist explanations. (Lightbown, P. M., & Spada, N, 2006:15) and it mention in (VanPatten, B., & Williams, J. 2020:17-19)
- 2.3.3 The cognitivist/ developmental perspective:** These theories focus on the mental processes involved in language learning, such as attention, memory, and problem-solving. Key concepts include:
- Information processing:** Cognitive psychologists in the information-processing model view second language acquisition as the automatic acquisition of grammatical knowledge for speaking and understanding.
- Connectionism:** Connectionists assert that language acquisition is influenced by the environment, with learners developing a network of connections through exposure to specific contexts, and computer programs can generalize. (Lightbown, P. M., & Spada, N, 2006:38-41)
- 2.3.4 Interaction hypothesis:** The interaction hypothesis suggests that grammar is crucial for second language acquisition, with corrective feedback aiding learners in understanding information and negotiating meaning. (Lightbown, P. M., & Spada, N, 2006: 43-44)
- 2.3.5 The noticing Hypothesis:** The noticing hypothesis suggests that language features enter a second language system when noticed, based on psychological learning theories and Susan's knowledge gap filling process, requiring conscious attention. (Lightbown, P. M., & Spada, N, 2006: 43-44)
- 2.3.6 Monitor Theory:** Monitor Theory is a theory explaining language learning phenomena, including age-related effects and uneven instruction. It connects to Copolymsky's theory and posits children and SLA processes are similar, driven by meaningful message comprehension and innate language acquisition. (VanPatten, B., & Williams, J. 2020: 23-25)
- 2.3.7 The Input Hypothesis:** The Monitor Theory suggests language acquisition occurs through comprehensible input, often provided by native speakers, which is crucial for successful Second Language Acquisition and grammar learning. (VanPatten, B., & Williams, J. 2020: 26-27)
- 2.3.8 Error Analysis and Interlanguage:** Error analysis is a method used to identify and explain errors made by second language learners, providing insights into their grammatical development and helping teachers tailor instruction. (Corder, S. P. 1981: 1-25)
- 2.3.9 Surface Strategy Taxonomy:** Surface strategy taxonomy reveals learners alter language structures, allowing researchers to analyze errors from a surface strategy perspective, recognizing errors as logical rather than laziness or sloppy thinking. (Dulay, H., Burt, M., & Krashen, S. 1982:150-154)

3. METHODOLOGY

3.1 Research Design

This research adopts a mixed-methods approach, that combine both qualitative and quantitative methods to identify and analyze grammatical errors made by non-native English speakers. The qualitative aspect (comprehension question) involves the detailed analysis of grammatical errors in written texts, while the quantitative aspect (production question) focuses on the frequency and categorization of these errors. by combining both qualitative and quantitative methods, this research aims to provide a comprehensive analysis of the grammatical errors made by non-native English speakers and offer insights into effective teaching strategies to address these errors.

To identify grammatical errors, the study uses two types of questions:

- 1. Comprehension Questions:** Students are given a paragraph containing intentional grammatical errors, and they are asked to identify and correct these errors. For example:
The Paragraph: "Yesterday, the John went to the park and he was seeing a birds. He has sat on a bench and watched them for hours. The birds was flying around the trees, and some of them were landing on the ground. He has decided to feed them with some breads, but he forgot to bring any. He said that he will go back tomorrow and bring some foods for they. The park is very beautiful, and it have a lot of the greenery."
- Students were asked to identify errors such as:
 1. Incorrect articles: (the) before (John) (proper nouns don't need articles) and (a) before (birds) (plural nouns don't need (a)).
 2. Unnecessary articles: (the) before (greenery) (uncountable nouns don't need articles in this context).
 3. Wrong preposition: (feed them with some breads) to (feed them some bread) (correct preposition usage without with).
 4. Verb tense errors: (was seeing) to (saw) (simple past for completed actions) and (has sat) to (sat) (simple past instead of present perfect).
 5. Misuse of auxiliary verbs: (has decided) to (decided) (simple past for a completed action).
 6. Subject-verb agreement, and misuse of auxiliary verbs: (birds was) to (birds were) (plural subject requires plural verb) and (it have) to (it has) (singular subject requires singular verb).
 7. Incorrect noun forms: (breads) to (bread) (uncountable noun) and (foods) to (food) (uncountable in this context).
 8. Pronoun error: (for they) to (for them) (correct object pronoun).

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2. Productive Questions: Students are asked to write an essay on a given topic, and their written answers are analyzed for the same types of grammatical errors that identified in the comprehension questions. This allows for a comparison between their ability to recognize errors in a given text and their ability to produce grammatically correct sentences.

This dual method ensures a comprehensive understanding of the students' grammatical proficiency, by evaluating both their ability to identify errors in a controlled context and their ability to produce grammatically correct language independently.

3.2 Data Collection

The data for this study was collected through written essays and comprehension tests that were conducted on a sample group of 70 female students in their third and fourth years of study within the College of Education of the English Department at the University of Kufa, making them suitable for analyzing grammatical errors in both comprehension and production.

- **Written Essays:** Students will be asked to write a paragraph on a given topic, such as “Try to build your idea about the Elegy poem by Thomas Gray” This essay will be analyzed for grammatical errors, including incorrect article usage, subject-verb agreement, tense errors, wrong preposition, incorrect noun forms and pronoun errors.
- **Comprehension Tests:** Students will be given a paragraph containing intentional grammatical errors and asked to identify and correct these errors. This will help evaluate their ability to recognize and correct common grammatical errors.

3.3 Data Analysis

The grammatical errors identified in the students' written essays and comprehension tests will be analyzed using a combination of frequency analysis and error categorization. The following steps will be taken:

1. Error Identification: first, It will be identified all grammatical errors in the students' written essays and comprehension tests. Errors will be categorized based on their types, such as:

- Article Errors: Incorrect use of “a, an, or the” .
- Subject-Verb Agreement Errors: Mismatch between the subject and verb (the birds was flying).
- Tense Errors: Incorrect use of verb tenses (he was seeing a birds).
- Preposition Errors: Incorrect use of prepositions (bring some foods for they).
- Pluralization Errors: Incorrect plural forms (some breads).

2. Error Categorization: The errors will be categorized according to the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982), which includes:

- Omission: Leaving out necessary grammatical elements (omitting articles).
- Addition: Adding unnecessary elements (the John).
- Misformation: Using incorrect forms (the birds was flying).

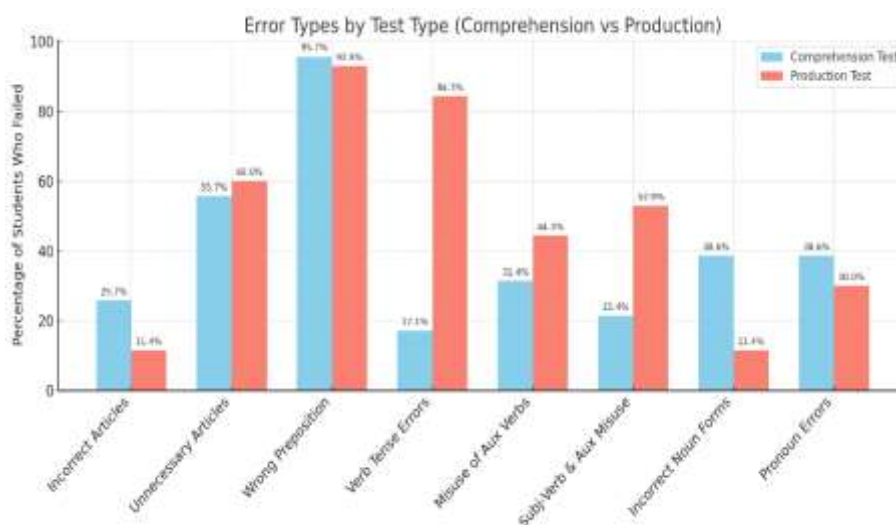
4. Frequency Analysis: The frequency of each type of error will be calculated to determine which errors are most common among the students. This will help identify patterns and trends in the students' grammatical proficiency.

4. DATA ANALYSIS AND DISCUSSION

4.1 Identification of Common Grammar Errors

The following table summarizes the results of the comprehension and production tests, highlighting the most common grammatical errors made by the students. The chart includes the number of students who failed to identify or correctly produce the grammatical errors, along with the corresponding percentages.

Chart 1:



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4.2 Explanation of Error Patterns

1. Native Language Interference:

Many errors, such as incorrect article usage and preposition errors, can be attributed to the influence of the students' native language (L1). For example:

Article Errors: Arabic does not use articles in the same way as English, leading to frequent errors in article usage. As explained in Swan, M. (2002:65). English articles ("a", "an", "the") are often misused by learners whose L1 lacks a similar system.

Preposition Errors: Prepositions in Arabic may not directly translate to English, causing confusion. For example, Thomson, A. J. (1986:66). explains that prepositions like "on time" NOT "in time" are often misused by learners due to L1 interference.

2. Complexity of English Grammar Rules:

English grammar rules, such as verb tense and subject-verb agreement, are complex and often inconsistent. For example:

Verb Tense Errors: The use of auxiliary verbs in perfect tenses ("has decided" NOT "decided") can be confusing for learners. Swan, M. (2002: 427). explains that learners often struggle with the correct use of auxiliary verbs in different tenses.

Subject-Verb Agreement: Mismatch between subject and verb (e.g., "birds was flying" instead of "birds were flying") is a common error. Batko, A., & Payne, J. (2004:108). highlights that learners often overgeneralize rules, leading to errors in subject-verb agreement.

3. Overgeneralization:

Students often overgeneralize rules they have learned. For example:

Incorrect Noun Forms: Learners may apply the rule of adding "-s" to form plurals to uncountable nouns, resulting in errors like "breads" Yule, G. (2014:295). explains that overgeneralization is a common strategy in language learning, particularly in the context of plural forms.

4. Lack of Exposure:

Limited exposure to English outside the classroom can lead to errors in verb tense and subject-verb agreement. For example:

Verb Tense Errors: Students may not have enough practice to internalize the rules of verb tense usage. Batko, A., & Payne, J. (2004:87). notes that learners with limited exposure often struggle with the correct use of present perfect NOT simple past.

5. CONCLUSION

This study highlights the persistent challenges faced by non-native English speakers, particularly female students at the University of Kufa, in mastering English grammar. The research identified several common grammatical errors, including incorrect article usage, wrong prepositions, verb tense errors, subject-verb agreement issues, and misuse of auxiliary verbs. These errors were analyzed through both comprehension and production tests, revealing significant gaps between students' ability to recognize and correct errors versus their ability to produce grammatically accurate sentences. For instance, while only 17.1% of students failed to identify verb tense errors in comprehension tests, a staggering 84.3% made such errors in production tests, indicating a substantial difficulty in applying grammatical rules in real-time communication. Similarly, preposition errors were the most prevalent, with 95.7% of students failing to identify them in comprehension tests and 92.9% making errors in production. These findings underscore the complexity of English grammar rules and the influence of the students' native language (Arabic), which lacks certain grammatical structures present in English, such as articles and specific prepositions. Overgeneralization of rules, such as adding "-s" to uncountable nouns, further compounded these errors. The study also emphasized the role of limited exposure to English outside the classroom, which hindered students' ability to internalize and apply grammatical rules effectively. The findings align with previous research, such as Susi Damaiyanti (2021) and Santi Kunnur (2024), who also identified article errors and verb tense issues as common among EFL learners. The study concludes that targeted teaching strategies, increased exposure to English, and a focus on error analysis are essential for improving grammatical accuracy among EFL learners. By addressing these errors, educators can enhance students' overall language proficiency and foster a more effective learning environment.

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