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MORPHOSYNTACTIC ERROR ANALYSIS OF IRAQI MEDICAL STUDENTS' REPORTS

Keyword: Error Anlysis, Morphosyntactic errors, interlingual and intralingual errors

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Abstract

Learners of a foreign or second language are bound to make errors initially. A study, classification and analysis of the errors help to identify the types that are common. Therefore, teachers can focus on dealing with identified errors and ensure that learners avoid committing them. However, when such errors are committed by medical students when writing medical reports, the problem is more aggravated as it concerns the lives of patients. This study deals with the morphosyntactic errors committed by Iraqi students in writing medical reports. It focuses on 30 students pursuing their master degree on a biology course in Medical college of Diyala University, Iraq. The native language of the learners is Arabic. The students have a background of studying English at school and also at college. They are expected to have developed the skills of the English language to a considerable extent. In spite of the previous background, the researcher observed that they commit a number of morphosyntactic errors while writing. Hence, this study of error analysis is attempted to examine the possible cause of each type of error, and whether they are intralingual or interlingual. Further, the researcher has given some suggestions to ESP/EMP teachers who teach English as a foreign language at medical colleges, so that they can make sure that their students avoid committing the detected morphosyntactic errors.

SECTION 1

1.1 Introduction

Just as one cannot learn to ride a bicycle without falling, one cannot learn a language without committing errors. Errors are part of the learning process. Learners commit errors because the rules of the language are not fossilized in them. Learning any language, whether first or second, implies committing errors. While learning a first language, the slate is clean, but while learning a

second language, a grammar of first language is already carved into it. Hence, there is a difference in the kind of errors committed by first language learners and second/foreign language learners. Very often, learners tend to transfer the grammar of their native language to the target language. This may lead to errors because the syntax of the two languages may not be the same. Every language has its own system of sounds, word formation and syntax. In some respects, there may be similarities in two languages but in some others, there may be differences. It is these differences that lead to a great deal of errors while learning a second/foreign language. If there are similarities, there is positive transfer and SL learning becomes easy. If there are differences, there is likely to be a negative transfer and SL learning become difficult. Such kinds of errors that result from the interference of mother tongue are called "interlanguage errors". According to Dulay and Burt (1972, :45), the stages in second language acquisition resemble the stages in first language acquisition.

Mother tongue learning also cannot take place without committing errors. However, these errors occur due to the nature of the language. When learners acquire a language for the first time, they have no previous knowledge of its forms and structures. Hence, the errors they commit are termed "intralanguage errors". Communication should be free of errors as there may be miscommunication, particularly in writing. Sometimes, written communication is crucial because reports and other papers have to be documented. Reports are written for others to read. Errors in reports may lead to grave consequences. Accordingly, a study of the errors leads to understanding of the reasons why they might be committed and efforts can be made to design teaching strategies that will help students to avoid errors.

1.2 Significance of the study

This study can be valuable to ESP/ EMP (English for specific purposes/ English for medical purposes) teachers teaching English to medical students and ESP/EMP syllabus designers because it sheds Light on the the kinds of errors committed by learners of this ESP register which can be studied and rectified. Medical reports are related to patients, their symptoms or medications and treatment. Any error can lead to serious consequences. The medical reports of patients are also filed for future reference. Hence, correctness is vital and cannot be compromised.

1.3 Aims and objectives

This study aims:

- To carry out a detailed study of the medical reports written by Iraqi students,

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- To identify the morphological and syntactic errors,

- To classify the errors,

- To give a plausible interpretation of the errors,

- To suggest a solution for dealing with the errors.

1.4 Research Questions

The aim of this study is to find an answer to the following questions:

- What kind of morphosyntactic errors are committed by Iraqi students while writing medical reports?

- How can the errors be explained?

- What can be the solution so that students do not commit morphosyntactic errors?

1.5 Hypothesis

The Iraqi medical students lack sufficient knowledge of English morphology and syntax hence they commit morphosyntactic errors in writing medical reports.

1.6 Method

The researcher has used the descriptive qualitative method in this study.

1.7 Population and Sample

The medical reports were written by 30 students enrolled in the master course of Biology. Out of which, 10 reports were randomly selected for analysis of morphosyntactic errors.

SECTION 2 – THEORETICAL BACKGROUND AND LITERATURE REVIEW

2.1 Theoretical background

Error analysis: Nzama (2010: 22) differentiates between an error and a mistake. A mistake is an inaccuracy committed by learners by a human slip wherein learners know that they have gone wrong and are able to correct themselves. On the other hand, errors are systematic, repeated by one or many and need to be uprooted. Hence, "mistake" and "error" differ in cause and nature. According to Hendrickson (1978: 388f), errors are signals that indicate an actual learning process while the learner has not yet mastered enough competence in the target language. An error differs from a mistake. An error is committed out of ignorance or lack of knowledge about a linguistic feature. A

mistake is committed in spite of having knowledge. Errors can be predicted but mistakes cannot be predicted.

Error analysis includes identification and documentation of errors committed by second language learners, analysis of the errors and giving possible causes of the errors. Native speakers also make errors but they are performance errors like slip of the tongue or spoonerisms. Error analysis enables us to understand systematic violations of patterns of errors. The errors lead us to reflect upon the input given to the learners, about interlanguage and about underlying rules of the target language (Corder, 1981: 19). It also helps to understand the cognitive processes in second language learning. Sometimes, an error may have more than one cause. The investigation of errors can serve two purposes, diagnostic (to point out the problem) and prognostic (to make plans to solve a problem). Corder (1967) clarified that it is diagnostic because it can tell us how much a learner understood a language he/she is learning at any given point during the learning process. It is also prognostic because it can tell the teacher to modify the syllabus and teaching materials to meet the learners' problems.

Many linguists, teachers and researchers have been focusing on error analysis in recent years. Heydari & Bagheri (2012: 1583) state that analysis is of two types: Contrastive analysis (CA) and Error Analysis (EA). In the former type, the learner's native language is compared to the target language and their performance is based on a comparison between the two. In the latter type, the errors committed in the target language are analysed and an effort is made to point them out to the learners and guide them so that they avoid them in future. In the words of Corder (1967) , as cited in Heydari & Bagheri, 2012: 1584), " EA is a procedure used by both researchers and teachers which involves collecting samples of the learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness." Ellis (2015) further states that errors are natural during the process of language learning and part of the learning process. Errors can occur on account of several reasons. Sometimes, learners impose structures from their native language causing grammatical errors. Sometimes, they make a mistake in applying grammatical rules while sometimes they apply incomplete rules. Sometimes, they fail to understand the difference between native language and target language.

The kinds of errors learners usually commit and their frequencies depend upon the morphological, phonetic and syntactic patterns in the native and target languages of the learners. Hence, the types of errors are different with different languages, age-groups, communities, people belonging to different communities and so on. However, there are two main errors committed by

learners of any language. They are : morphological errors and syntactic errors and when combined together they are called "morphosyntactic errors". Morphosyntactic errors are related to morphology which is all about the structure and formation of words. Different words or their forms are created by adding suffixes or prefixes to base or root words. The selection of the prefix or suffix depends upon the purpose, which is whether the word has to be made plural, or whether the gender has to be changed, or the tense of the verb or case of the noun, i.e its syntactic relations. In English, there is a set of rules for each purpose. Learners sometimes cannot differentiate between the affixes when they ignore their rules. When both lack of morphological rules of words and lack of their syntactic rules are combined, morphosyntactic errors occur. Thus morpho-syntactic errors result from misapplication of morphological inflection and syntactic rules.

According to Richards (1971) (as cited in Khansir (2012: 1029)), there are four main causes of morphosyntactic errors:

1. Overgeneralization: Learners use one way of word formation and generalize the same rule for other words.

2. Mis-application: Learners apply a grammatical rule which they have learnt in a wrong context.

3. Incomplete application: Sometimes, one rule goes with another. Learners apply one but not the other, leading to an error.

4. Misconception: These errors occur when students fail to understand the rules taught.

Syntactic errors: Like rules for word formation, there are grammatical rules in every language. Errors committed in sentence formation are called "syntactic errors". Rules of grammar are taught in every class but sometimes, students fail to understand the rules or they apply them incorrectly. These causes may lead to syntactic errors. Syntactic errors can be interlingual or intralingual.

Trianingsih (2010:54) talks of three kinds of errors in the context of the second language acquisition. They are: transfer errors, interference of first language and teaching, and induced errors. When rules of first language are transferred to the second language, transfer errors take place. Sometimes, the previous knowledge of the first language interferes with the learning of a new language. If the materials and methods used by teachers are inappropriate, teaching induced errors occur.

A medical report is a written report of a patient generally prepared by a doctor or a medical professional. It is necessary as part of the medical history of an individual which helps a doctor to decide what treatment or medicine should

be given to a patient at any point of time in his life. It contains details like history of patients and their response, surgeries undergone, when, where and why, performed by whom, laboratory tests results at different times, reports of diagnosis, hospitalization and so on. It also includes records of injuries, disabilities mental or physical etc. All this information is often required for insurance purposes as well.

2.2 Literature Review

Substantial research has been carried out in the areas of morphological, syntactic or morphosyntactic errors especially those committed by learners of English as a second or foreign language. Most studies focus on essays, letters or other academic pieces of writing since it helps teachers and instructors to understand the common errors and modify teaching content and methods accordingly. Non-native users of English pursue several kinds of courses like medical courses in which the knowledge and use of English is mandatory. In most courses in medicine, the medium of instruction is English. Students of medical courses first have to learn how to write medical reports and also how to write them in good English, at least good enough to be comprehensible. Hence, the researcher selected samples of medical reports written by Iraqi students pursuing medical course and pointed out the morphosyntactic errors, with an aim to understand the causes behind them.

Hourani (2008: 27) examines the kinds of errors committed by Emirati students while writing essays. His sample consisted of 105 students from five schools. He noticed that the frequently committed errors in the essays were related to verb form, tenses, word order, articles, subject-verb concord, voice, prepositions, plurals and auxiliaries. He found that these errors were intralingual. He suggested that inclusion of more guided and free writing practice exercises in the text book could possibly help to improve the writing skills of students.

A study was conducted by Nayernia, (2011: 200-217) in order to identify the intralingual errors of Irani EFL learners and to find out the impact of L1 on the acquisition of L2. The students wrote some paragraphs on a topic of their choice and 30 sentences were selected for analysis. The researcher discovered that less than 20% errors were interlingual and the remaining was intralingual. The study also emphasized the importance of error analysis for enhancing the writing skills of students.

Students mostly commit errors in essays. Boroomand & Rostami (2013:12-18) study the sources of errors committed by Irani EFL students in essays. They identified, classified and described the errors on the basis of their sources. The corpus consisted of essays written by 50 male and 50 female

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students. They also found that a few of the errors resulted from L1 transfer and most of them were intralingual. Both male and female students made similar kinds of mistakes but females committed more errors compared to males.

Zainal (1990:40-49) identified two kinds of errors in the writings of Malaysian students – morphological and syntactic. In the first category, the common errors were related to omission of plural morphemes, subject verb agreement, genitive markers. The syntactic errors included tense forms and auxiliaries. These structures do not exist in their native language Malay, hence, learners tend to omit them.

Darus and Subramaniam,(2009:483-495) also analysed a corpus of 72 essays written by Malaysian students. They noted the following mistakes were common among Malaysian students in essay writing: Verb tense(11.2%), Plural forms (33.3%), prepositions (9.3%), subject-verb concord (7%) and word order (7%). They also found that the errors were intralingual.

Wee et al (2010: 16-23) conduct a study in order to investigate verb-form errors, their frequency and types, committed by Malaysian students studying in the second year of college. The errors found were mostly related to addition, omission and ordering. Omission of third person singular marker 's' was a frequent error. The researchers recommend the study of English grammar as a source for EFL Malaysian learners.

Finally, a major study in this area was conducted by Al-Shormani (2012:45). He attempted to find out the sources of syntactic errors committed by Yemeni EFL learners while writing compositions. 50 Yemeni learners from Ebb University, Yemen, were selected for the study. He applied James' error taxonomy according to which there are four types of syntactic errors: L1 transfer, L2 influence, and L1 and L2 unrecognized errors. The study revealed genuine problems with English syntax faced by Yemeni students. The researcher recommended inductive method for teaching grammar so that learners would get an opportunity to discover rules rather than learning them by heart. The method is similar to that recommended by Celce-Murcia and Hilles (1988: 132). It consists of five stages:

1) presentation,

2) focused practice,

3) communicative practice,

4) incorporating information gap,

5) teacher feedback.

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SECTION 3: METHODOLOGY

3.1 Research design

A mixed method is used in this study in order to identify and classify the morphosyntactic errors. According to Bowen (2009: 27), document analysis is a process of document evaluation and it can be conducted in case of printed as well as electronic data. It enables the researcher to interpret data, to extract necessary information from it and process it further.

3.2 Sample data

The data for this research consist of ten medical reports randomly collected from thirty reports written by students pursuing the medical course in master course of Biology. The reports consist of questions asked by the instructor. The students wrote the reports as per the instructions given by the instructor. The length of the reports was specified. The same questions were assigned to all the students. The researcher selected the reports that consisted of morphosyntactic errors of a particular kind rather than on the basis of the content or questions.

3.3 Procedures

The researcher identified ten types of syntactic errors commonly committed in most of the reports and calculated the total number of errors of each type. Similarly, five types of morphological errors were commonly found in most of the reports. There were a few other types of both syntactic and morphological errors; however, they were ignored because they were negligible in number. The average number of sentences in each report and the average number of words in each report were calculated. These numbers were multiplied by ten so that the percentage of each type of error could be calculated.

3.4 Data analysis

The data were analysed according to the five steps suggested by Corder (1974:122-131) for error analysis. They are as follows:

a. Choosing a corpus

b. Identification of errors

c. Classification of errors

d. Plausible explanation of errors

e. Evaluation of errors

The classified data were converted into percentage and presented in the form of graph to give a clear picture of the distribution of error types.

Two questions were posed by the instructor :

1. What is the immunological function of MHC molecules?

2. Define immune-regulation and how it can be done by immune complex CR and NK cell.

The following examples of syntactic errors were identified:

No.	Example	Error	Cause	Correct form
1	The MHC molecules divided into two classes	Absence of verb be	1. Rule not comprehended	The MHC molecules are divided into 2 classes.
2	…in the all cells…	Incorrect position of word (adjective)	2. Rule not comprehended	…in all the cells…
3	Whose its function is to presenting…	Incorrect use of genitive	3. Rule not comprehended	…whose function is to present…
4	…that enter cells from outside body	Omission of article	4. Rule not comprehended	…that enter cells from outside the body
5	…and the restore the immune system to …..	1. Either use of article 'the' where it is not required 2. Or 'the' instead of 'then', referring to a later activity	5. Rule not comprehended 6. Careless mistake	…and restore the immune system to … …and then restore the immune system to …
6	MHC control the regulation…MHC influence the infection	Incorrect verb tense	Lack of understanding of verb tenses and their use	MHC controls the regulation… MHC influences the infection…

7	MHC Class I expressed in …	Absence of copula	Inadequate knowledge of verb tenses	Absence of Class I is expressed…
8	MHC Class I molecules express in all nucleated cell with except…	use of incorrect preposition and incorrect form of word	Rules not comprehended	MH Class I molecules are expressed in all nucleated cells except…
9	…the cell form peptide…	Subject and verb do not agree	Rules not comprehended	…the cell forms peptide…
10	Because the MHC cell found in the whole cell of the body except the nervous cells.	Sentence starting with 'because'. Incomplete sentence	Rules not comprehended	MHC cells are found in all cells in the body except in the nervous cells. Hence,….

Analysis:

1. Students, who are not sure of the form of a verb to be used in a sentence, tend to omit the verb. They fail to understand that a sentence cannot be complete without a verb.

2. Prepositions and adverbs have a definite position in a sentence. If the words are placed in wrong positions they either sound strange or may lead to misunderstanding.

3. When the word 'whose' is used, it is not necessary to use the word 'its'. However, the student has used both the words to indicate the genitive case.

4. Articles play an important part in a sentence. Definite articles establish the identity of a noun, i.e the definiteness of the noun. Omitting nouns does not hamper the meaning in every case but in some sentences, it is necessary to use the article to understand the definiteness or indefiniteness of a noun.

5. In the fifth example, an article is used where it is unwanted. Articles precede nouns and not verbs. In this example the student has used an article before the verb 'restore'.

6. By using the mere base forms of verbs, one cannot understand the tense. If the appropriate form is not used, it will be impossible for a reader to know whether the action of the verb has already taken place, is taking

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place or will take place in future. This kind of mistake can prove to be very harmful in medical reports because the doctor will not know the exact status of medication and treatment.

7. One of the functions of the verb 'be' is to indicate the state of being. The correct form of this verb must be used so that the sentence is complete and makes sense.

8. Every word has a fixed usage in language. It is not enough to know the meaning of a word; it is more important to know how the word is used in a context. The usage of words like 'except' and 'accept' are often confused and not understood by second language learners.

9. There must be an agreement between the subject and the following verb with respect to number and person. A verb takes the 's' in case of third person singular nouns. In this sentence, there is no agreement or concord between the subject and the verb.

10. The word 'because' is a conjunction and it generally gives a reason. It is the initial word in a subordinate or coordinating clause. A clause is part of a sentence, by beginning a sentence with the word 'because' an incomplete sentence is formed. Hence, a sentence should not begin with the word 'because' unless it is followed by consequence/result subordinate clause. However, this is a common error found in the language of non-native speakers of English especially the sample students of the study.

The following examples of morphological errors were identified:

No.	Example	Error	Cause	Correct form
1	Class II antigens present exogenous antigens that inter the body….	Incorrect spelling	Not aware of correct spelling	Class II antigens present exogenous antigens that enter the body….
2	Class I disaply the content of the cells…	Use of incorrect word	Either spelling error or use of incorrect word	Class I displays the content of the cells…
3	MHC molecule	Phonetically correct but	Either careless mistake or	MHC molecules

	come into forms Class 1 and Class 2	incorrect in written form	written without understanding	come in two forms – Class 1 and Class 2
4	We have two type of MHC…	Omission of plural morpheme	Rules not comprehended	We have two types of MHC…
5	…the cells's platelets…	Incorrect use of apostrophe	Rules not comprehended	The platelets of the cells…

Analysis

1. Spelling mistakes are common and quite often, they are careless. The writer may know the correct spelling but a word might be neglected. Checking or proofreading a paper helps to overcome these errors. Students must be encouraged to consult a dictionary if they are not sure about the spelling.

2. The word used in this example does not exist in the English language. Such errors are committed when a learner does not remember the exact word used and writes a word similar to it. Some sounds and letters resemble the correct word but there is an error.

3. If students write without understanding the meaning of what they write, this kind of error is committed. Phonetically, the sentence sounds correct but the mistake occurs in the written form. It is impossible to understand the meaning of the sentence in this example unless the reader identifies the kind of error and corrects it for himself.

4. The word 'two' clearly indicates a plural noun, yet, the plural morpheme is omitted. The reader has to tax his brain in order to identify the errors of this kind and make meaning of what is written. Readers who fail to take the efforts miss the message.

5. Inanimate objects do not directly take the apostrophe 's'. If this rule is not understood, it leads to an error of this kind.

Table 1: **Number of ten types of syntactic errors commonly found in the medical reports and their percentage:**
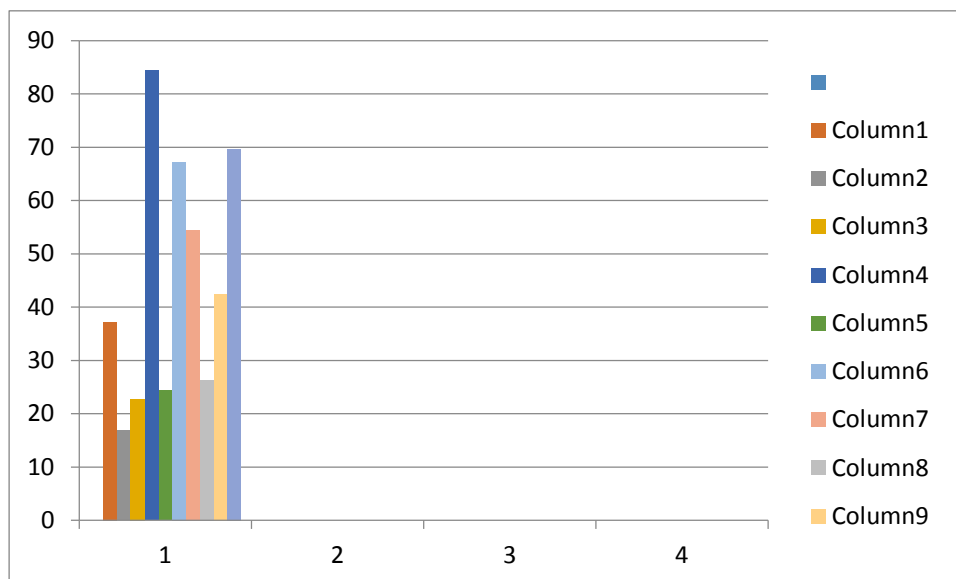
Average number of sentences in each report – 25

25 X 10 = 250

No.	Type of error	Number of errors	Percentage
1	Absence of verb in a sentence	93	37.2 %
2	Incorrect position of word	42	16.8 %
3	Incorrect use of genitive	57	22.8 %
4	Omission of article	211	84.4 %
5	Use of article where unwanted	61	24.4 %
6	Incorrect verb tense	168	67.2 %
7	Absence of copula	136	54.4 %
8	Use of incorrect preposition	66	26.4 %
9	Subject – verb disagreement	106	42.4 %
10	Incomplete sentences	174	69.6 %

Graphical representation:

     a. Graph showing the distribution in percentage of syntactic errors:

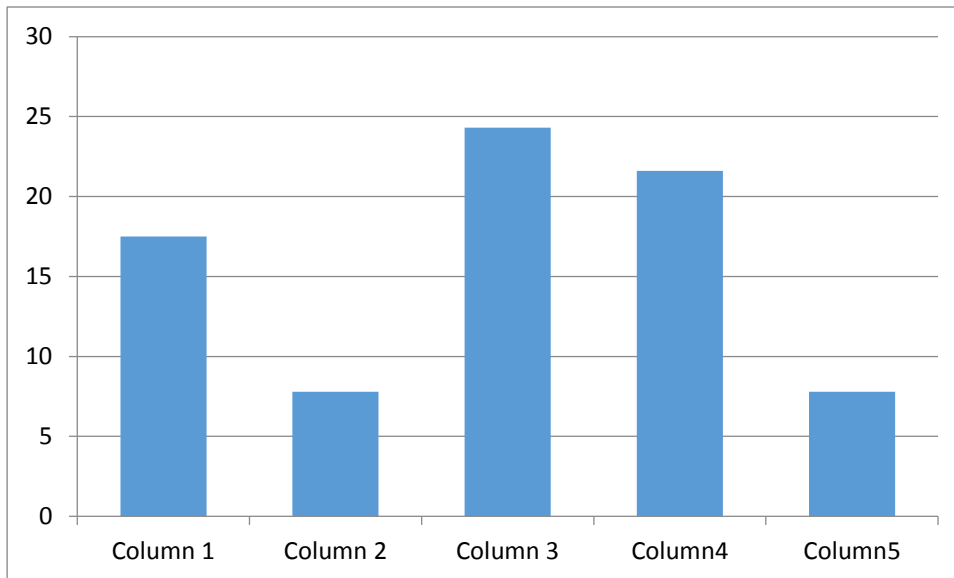**3.6 Number of five types of morphological errors identified in the medical reports:**

Average number of words in each report – 300 (as specified by the instructor)

300 X 10 = 3000

No.	Type of error	Number of errors	%
1	Spelling errors	527	17.5
2	Use of incorrect word	235	7.8
3	Phonetically correct but incorrect in written form	729	24.3
4	Omission of plural morpheme	649	21.6
5	Incorrect use of apostrophe	233	7.8

❖ The number of spelling errors may appear comparatively less because all the students did not meet the word length specified by the instructor; some reports were too short in length.

❖ It was obvious that some spelling errors were careless mistakes because the same words were spelt correctly by the same student elsewhere in the same paper. Such errors are not taken into account for calculation of percentage.

b. Graph showing the distribution in percentage of morphological errors

3.5 Observations

On the basis of the above data in the tables, it can be observed that:

- The overall number of syntactic errors far exceeds the number of morphological errors.(subject-verb greement, misuse of noun/adjective/adverb syntactic rules and structure)

- Misspelling of medical terms by mispelling the morphemes attached to the base words whether they are affixes, suffixes or infixes. (Morpheme omission/ addition).

- Incorrect use of word orders of sentence components, i.e starting a statement with a verb and the subject comes later in the sentence or using the adverbial clause at the verb or subject's position or starting the sentence with a conjunction though no two clauses are connected. (word order)

- Maximum number of syntactic errors consists of incomplete sentences and absence of copula.(verb Structure)

- Students have a tendency to omit articles rather than use them incorrectly.(Omission of definite articles)

- Verb tenses also pose a great problem for learners. (misuse of verb tenses)

- A large number of spelling errors showed a strange pattern; the sentences sounded phonetically correct and the meanings were clear. However, in the written form they were incorrect. (Spelling errors)

- Omission of the plural morpheme is very common and it leads to the syntactic error of subject-verb disagreement. Morphem omission).

SECTION 5 – CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS

Conclusion

The study reveals that students who pursue medical courses through English medium but they belong to non-native English speaking countries, commit various types of morphosyntactic errors while writing medical reports. Fortunately, errors like omission or addition of articles, or subject-verb agreement do not affect the meaning of a sentence to a great extent. However, incomplete sentences, tense forms, or incorrect position of words confuse the reader and lead to misunderstanding. Preposition errors can also make a sentence ambiguous. Medical reports are extremely important for medical professionals and any kind of mis-communication through them can prove to be dangerous. The life of individuals is at stake. Hence, medical reports need to be 100% error free.

In addition to lack of understanding of rules, overgeneralizations and carelessness, there can be other strange reasons behind these errors. For example, the researcher came across a number of sentences which made sense when uttered orally but there were spelling errors in their written forms. The reason may be that the teachers either dictate some notes in class and students write without understanding. Another reason could be that during a lecture, new words are used by teachers orally but students never get a chance to view them in written form or never come across them in the text book. Hence, they are unaware of the spellings.

To help students reduce the number o-f morphosyntactic errors, the teachers can implement some strategies. More exposure of the printed content must be provided. Students can be asked to copy the answers from the text book in order to familiarize them with the spellings of medical terms. Plenty of practices should be given regarding verb tenses, plural and past tense morphemes, possessive case and articles. Practice of writing the reports are equally important.

Suggestions and Recommendations

Report writing is necessary and important in many professions. Hence, similar studies can be carried out with respect to all kinds of reports. There are many other kinds of morphological as well as syntactic errors besides those identified in these reports. Since their number was found to be negligible, they were not taken into account. All other types of errors not found significantly in this study

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can also be identified in various kinds of documents and the reasons for committing them can be traced. Teachers must utilize the errors analysed to make changes in teaching methods and employ appropriate strategies so that such errors are not committed. Teachers must give examples and explain to the students how misinterpretation of medical reports can have grave consequences.

تحليل الخطأ الفسيولوجي لتقارير الطلاب الطبيين العراقيين

الكلمات المفتاحية : تحليل الاخطاء ،تركيبية نحوية ،اخطاء بينية

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الملخص

لابد لمتعلمي اللغة الأجنبية أو الثانية كاللغة الانكليزية من ارتكاب الأخطاء في البداية. تساعد دراسة الأخطاء التي يرتكبها المتعلمين وتصنيفها وتحليلها في تحديد الأنواع الشائعة. لذلك ، يمكن للمدرسين التركيز على التعامل مع الأخطاء المحددة وضمان تجنب المتعلمين ارتكابها. لكن عندما يرتكب طلاب الطب مثل هذه الأخطاء عند كتابة التقارير الطبية ، تتفاقم المشكلة أكثر لأنها تتعلق بحياة المرضى. تتناول هذه الدراسة الأخطاء التركيبية الصرفية التي يرتكبها طلاب التخصصات الطبية العراقيون في كتابة التقارير الطبية في اللغة الانكليزية. يركز البحث على 30 طالبًا يتابعون درجة الماجستير في علم الأحياء المجهرية في كلية الطب بجامعة ديالى ، العراق. اللغة الأم للمتعلمين هي اللغة العربية. الطلاب لديهم خلفية لدراسة اللغة الإنكليزية في المدرسة وكذلك في الكلية. يتوقع منهم أن يكونوا قد طوروا مهارات اللغة الإنكليزية إلى حد كبير. وعلى الرغم من الخلفية السابقة ، لاحظ الباحث أنهم يرتكبون عددًا من الأخطاء التركيبية أثناء الكتابة. لذا فإن هذه الدراسة لتحليل الاخطاء تسعى لمعرفة السبب المحتمل لكل نوع من أنواع الخطأ ، وما إذا كانت تتعلق باللغة الام أو اللغة المستهدفة في التعلم .علاوة على ذلك ، قدمت الباحثة بعض الاقتراحات لمدرسي اللغة الانكليزية للتخصصات الطبية EMP أو اللغة الانكليزية للتخصصات الخاصة وغير اللغة الانكليزية ESP / الذين يقومون بتدريس اللغة الإنكليزية لغة أجنبية في كليات الطب ، حتى يتمكنوا من التأكد من أن طلابهم يتجنبون ارتكاب أخطاء التراكيب اللغوية الترابطية (المورفوسنتاكتيكية) التي تم اكتشافها في الدراسة.

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