

Grammatical Mistakes Of Albanian Students In Learning English As A Foreign Language

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Abstract

Making Mistakes Is An Unavoidable Element Of Learning And Teaching A Foreign Language. Because There Are Virtually Always Exceptions To The "Rules," English Can Be Tough To Master. This Study Focuses On The Most Prevalent Grammatical Errors Made By Albanian Students During The Efl (English As A Foreign Language) Learning Process, As Well As The Sources Of These Errors, In Order To Consider Them While Teaching English Grammar. The Purpose Of This Study Is To Find Out To What Extent Albanian Efl Students To Be Successful In The Use Of Prepositions, And How Much Impact Their Mother Tongue Has On Their Errors. Being Aware Of Such Mistakes In Teaching And Learning English Grammar For Communicative Purpose May Help The Teacher In Choosing The Right Teaching Option That Would Pose Fewer Difficulties And Problems To Their Learners And Therefore, Enhance Students Learning Of English Grammar. In This Study, The Terms Error And Mistake Are Used Interchangeably To Refer To The Generation Of Incorrect Forms In Learners' Linguistic Output. It Has Been Highlighted That The Effect Of The Learners' Native Language Is Responsible For Many Of The Errors. Verb Agreement, Tense Use, Question And Negative Forms, Verb Patterns, Articles, And Prepositions Are Among The Most Common Errors Made By Albanian Learners.

Key Words: Grammatical Mistake, Native Language Interference, Error, Cause, Type,

Introduction And Background Of The Study

Learning A Foreign Language Isn't Always Simple. It Requires A Lot Of Effort And Time. There Are Challenges That Are Universal To Everybody Learning A Language, As Well As Problems That Are Peculiar To Each Language Or Culture. Negative Language Transfer Isn't Always An Issue When The Speaker's Mother Tongue Language Follows The Same Grammar Rules As The English Language. However, In Most Cases, This Does Tend To Be Problematic Because There Are So Few Languages With Grammar Rules Similar To Those Of English. Foreign English Learners Also Have A Hard Time With Verbs. Albanian Students Have These Difficulties, Just As Every English Learner Does, Along With Those That Are More Specific To Them. Those Difficulties That Are More Specific To Those Who Speak Albanian As Their First Language Include Negative Sentences, Verb Use, Plural Nouns, And Sentence Syntax. The Complications With Verb Use Include Verb Tense, Especially The Participial Form And Past Tense. This Is Made Even More Difficult For Those Whose Mother Tongue Is Albanian When The Verbs Are Irregular. Forming Plural Nouns Can Also Be Pretty Difficult For Albanians Learning English. This

Happens When Albanian Students Generalize The English Nouns. They End Up Writing Nouns As Plural When They Shouldn't Be Plural At All. One Example Of This Is The English Word "Advice," Many Albanian Students Would Write This As "Advices. In Teaching Esl, I Have Seen So Many Students With Pronunciation And Sentence Structure Difficulties. Most Of These Problems Stem From Interference From The Native Language When Speaking And Writing English. This Is Because It Is A Natural Tendency To Think That Sounds And Sentence Structure In English Are The Same As Those Characteristics In One's Own Native Language. "Learners Typically Make Errors Or Have Learning Difficulties That Are Characteristic Of Their Particular Language Background" (Kennedy,2003). English Grammar Differs From Our Mother Tongue Language, Albanian. There Are Many Rules To Correlate Or Combine Parts Of Speech For Making Good Sentences. Based On My Short Teaching Experience Of English (As A Foreign Language), Many Linguistic Aspects (As Phonetic, Lexical, And Grammatical) Are Often Found Difficult To Be Internalized Though, They Are Often Reviewed And Practiced In English Classes, Such As Verb Use (Including Tense, Aspect, Non-Finite Verb Forms, Phrasal Verbs) , These Linguistic Aspects Are Identified As Common Mistakes Of Learners From Other Different Language Background. According To Kennedy The Most Difficult Linguistic Aspects To Learn How To Use Are: Articles And Other Determiners, Prepositions And Verb Use. The Aim Of This Paper Is To Present Some Of The Difficulties The Albanian Learners Usually Face In Learning The English Grammar.

Sentence Structure And Verb Forms

A Verb Is A Part Of Speech That Describes An Action, Serving As A Predicator In A Sentence. Sentences Are Structured Around Verbs, So Verbs Are Central To The Construction Of Sentences. It Is Important That Words Are Combined In Their Correct Syntactic Categories To Form A Correct Sentence. In English, A Basic Sentence Typically Has An 'Svo' (Subject-Verb-Object) Structure. Learners Must Be Able To Put The Verb Phrase In The Correct Order To Create Sensible, Correct Sentences. In This Study, The Acquisition Of Verb Forms In English Is Considered A Difficult Task For Many Albanian Esl Students. For Instance, Most Action Verb Are Inflectional, As They Have Singular And Plural Forms, Progressive Form, And Perfect Form, As Well As Simple Past Tense In Regular And Irregular. These Verbs Have Different Forms When Used In Different Aspects. In Addition, Verbs That Are In The 'To Be' Form Must Agree With The Subject Of A Sentence. There Are Rules For The Use Of Verb Forms And All L2 Learners Must Understand Them. Learners Should Always Practice By Doing Grammatical Exercises And Apply The Right Forms Of Verbs In Their Writing Tasks. Despite Learning The Grammar Rules And Structures Of The English Language, Students Still Make Errors Repeatedly In Their Writings. What Is Most Disconcerting Is The Fact That L2 Learners Continue Making The Same Errors Even When Such Errors Are Pointed Out To Them By Their Teachers? It Is Not Easy For L2 Learners To Master The Language Without An Effective Teaching Method That Focuses On Grammar And Language Skills. According To Brown (2000), Learners Have To Be Adequately Exposed To All Of The Language Skills; Listening, Speaking, Reading And Writing, In Order To Master The Target Language. Writing Should Be Given More Emphasis As It Is A Complex Aspect As Well As The Most Essential. With Strong Writing Skills, Students Will Not Only Be Able To Express Themselves Effectively But Also Have More Success In Applying For Positions At Companies Of An International Standing.

A Lack Of Familiarity With The Target Language

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A Factor That Hinders The Progress Of Learning English Is A Lack Of Exposure To The Language. These Students Come From An Environment Where Albanian Is Used In Everyday Communication At Home And In Schools. The Situation Is Worsened When English Language Educators At School Do Not Even Converse Well In The Language. According To Ellis (1994), Motivation Affects The Extent To Which Language Learners Persevere In Learning, The Behavior They Exercise, And Their Actual Accomplishment. When There Is No Motivation During The Learning Process, Students May Not Be Able To Effectively Learn The Language.

Selection Error

Selection Occurs When The Wrong Form Of Verb Is Used In A Sentence. The Examples Of Selection Errors Are As Follows:

1. The Incorrect Selection Of Copular Verbs For Subject Verb Agreement.
 - I Were At The Cinema Yesterday (Was)
 - Jessica Have Just Eaten Her Dinner (Has)
2. The Incorrect Selection Of Plural Verbs For Subject-Verb Agreement
 - She Like To Eat Fruits (Likes)
3. The Incorrect Selection Of Verb Tense To Express An Event Happened In The Past.
 - I Go To The Cinema Yesterday (Went)
4. The Incorrect Selection Of Verb Tense To Express A Verb In The Past Participle Form
 - The Students Have Leave The Classroom (Left)

Considering That The Purpose Of This Study Is To Find Out How Successful Albanian Efl Students Are In The Use Of Verb Forms And How Much Impact Albanian Language Has On Their Errors, Following Research Questions Were Formed.

1. What Are The Frequencies Of Each Type Of Verb Error?
2. What Role Does Mother Tongue Play In Learning A Second Language?
3. How To Reduce Verb Form Errors?

Hypothesis: The Impact Of Mother Tongue Interference On Students' Ability To Use Verb Forms In English

Methodology Of The Research

Sample :

In This Research Will Be Included 30 Undergraduate Students In An English Class Of A Secondary School.

Method:

The Method We Use Is A Desk Research Approach To Complete This Article, And The Data For This Study Was Acquired Through A Written Essay Test. The Goal Of This Study Is To Find And Analyze Verb-Form Errors Made By Albanian Pupils. The Students Were Provided Reading Materials On A Discursive Topic, And Then Required To Compose A 300-Word Essay On The Topic In One And A Half Hours. On The Topic In One And A Half Hours. The Data Was Evaluated To See What Kinds Of Verb Form Errors The Students Made In Their Writing And How Often They Did So.

As A Result, Their Essays Were Collected, And The Verb-Form Problems Were Found. **Results**

After Checking And Analyzing Their Written Essay, Some Of The Examples Of The Student's Typical Error Are As Follows:

1. The Use Of Past Tense Suffix -Ed For All Verbs In Past Tense

- He Singed A Song. (Sang)
- They Eated The Cake. (Ate)
- I Goed To The Library This Morning. (Went)

2. The Use Of Singular Verb Suffix -S For Third Person Singular In All Tense And Aspect –

- She Can Draws. (Draw)
- She Will Draws. (Draw)

3. The 'Be' Verb May Be Redundantly Placed Before The Main Verbs, For Example

- They Are Prefer Copying
- This Is Happens.

4. An Infinitive Is Required After The Word "To" But Students May Put A Redundant, -S, -Ed Or -Ing After It:

- We Have To Passes
- The Students Like To Doing

5. Errors Of Ordering Are Made When The Correct Elements Are Wrongly Sequenced In The Use Of Phrasal Verbs:

- I Pick Up Her

6. When They Use Reported Or Indirect Speech As They Tend To Follow The Same Word Order As Used In Direct Speech Or Question Form When They Are Reporting.

- They Asked Me Where Was The Girl

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Learners Produce Deviant Structures As A Result Of Other Structures In The Target Language, As Seen In The Examples Above. Learners Seek A Simple Solution To Alleviate Their Linguistic Burden. When Learners Receive Input In The Target Language, They Usually Establish Their Own Set Of Linguistic Norms. They Apply Previously Learned Rules To New Situations. They Are, However, Unsure About Applying Suitable Guidelines Based On Proper English Language. As A Result, They Prefer To Ignore The Rules, Attempting To Apply What Appears To Them To Be "Right" In A Given Situation.

The Following Are Some Examples Of This Type Of Error:

A. The Boy Who I Saw Him.

B. She Made Me To Do It.

In Sentence (A), The Boy Who I Saw Him, Is Wrongly Constructed Based On The Learner's Knowledge That There Must Be An Object Following The Verb Saw. The Learner Seems To Be Ignoring The Rule That The Relative Pronoun, Who, Acts As The Object, Him, In The Sentence. This Phenomenon Applies In Sentence (B) As Well Where The Learner Ignores The Restrictions On The Distribution Of The Verb Made (Richards, 1971). This Type Of Error Appears To Be Another Major Cause Of Interlingual Errors That Hinders Learners.

Findings And Results

The Study's Findings Revealed That 73.3 Percent Of Albanian Students Made Various Grammatical Errors. The Majority Of Them Were Discovered By Scholars With Different Language Backgrounds (As Discussed Above). The Next Lines Detail The Grammatical Errors (At Both The Word And Sentence Levels) And Their Causes. Starting With The Verb Use, It Is Noticeable The Use Of Incorrect Negative Or Interrogative Sentences, Especially In The Simple Present And Simple Past Tenses Because There Is No Equivalent Of Auxiliaries (Do, Does And Did) In Albanian (Example: 'I Not Stay / Stayed Late' Instead Of 'I Don't/Didn't Stay Late; 'How I Look?' Instead Of 'How Do I Look?') Furthermore, Omission Of The Verb 'To Be' In The Continuous Form Of A Verb (Present Continuous, Past Continuous, Present Perfect Continuous, Past Perfect Continuous Or Future Continuous) Is Sometimes Identified (Example: 'I Talking To Him' Instead Of 'I Am / Was Talking To Him'). It Is 'Sometimes' Because Students Have Mainly Made Use Of Common (Simple) Aspect Than Continuous One; The Reason Is That Simple Aspect In Albanian Covers The Meaning Of English Simple And Continuous Aspect. These Errors Are Of Negative Transfer Because There Is No Equivalent Form Between English Continuous And Perfect Aspect Forms And Albanian Ones. Different Tense Forms Of The Verb Are Misused In Different Kinds Of Sentences Especially In Indicative And Conditional Ones. For Example: A) 'When I Will See Him ...', B) 'If I Will See Him...', Instead Of 'When I See Him...', 'If I See Him...'. In These Examples, Influenced By Albanian, Learners Use The Modal Auxiliary Verb 'Will' With A Reference To The Particle 'Të' Or 'Do Të' In Albanian Subjunctive Or Conditional Mood (A) '.... Të Shikoj Atë ...', B) '...Do Të Takoj ...'. Other Forms Of The Verb Are Also Confusing To The Learners: Past Tense And Participle Forms Of Irregular Verbs. For Example: 'Teached' Instead Of 'Taught', 'Have Drank' Instead Of 'Have Drunk' - This Is The Case Of Overgeneralization (Extension Of Target Language Rules To Inappropriate Contexts); Use Of To-Infinitive Or -Ing Forms Of The Verb (To Express Purpose: 'I Have Come Here For Saying' Instead Of 'I Have Come Here To Say...'; After Certain Verbs: 'Enjoy To Read' Instead Of 'Enjoy Reading'). Based On Literal Translation, The Students Confuse The Use Of To-Infinitive And -Ing Form

Of The English Verbs. Another Common Error Is The Incorrect Use Of Modal Verbs In Indicative And Conditional Sentences. Incorrect Plural Form Of Uncountable Nouns And Irregular Countable Nouns Is Another Error Example Because Of Overgeneralization (Example: 'Some Informations / Advices / Childrens' Instead Of Some Information / Advice / Children). Based On Literal Translation, Albanian Students Use Regular Plural Form For Uncountable English Nouns As These Nouns Are Countable In Albanian. The Same Explanation Rests For The Following Error. Disagreement Of Subject And Verb In A Sentence (Example: 'The News Are Fantastic' Instead Of 'The News Is Fantastic'). However Only 26.7 % Of The Students Were Able To Finish The Test Correctly.

Conclusion And Comments

Several Inferences Can Be Derived From The Study's Findings. To Address My First Question, The Subject-Verb Agreement Had The Highest Frequency Of Selection Errors, Followed By Simple Past, Simple Present, And Infinitive. This Indicates That Students Faced Difficulty In Selecting The Correct Verb Forms In Their Writing. There Are Only A Few Syntactic Errors Found In The Writings Of The Students. These Errors Resulted From The False Order Of Words Within The Verb Phrases. This Type Of Error Affected The Meaning Intended To Convey By The Students. The Interrogative Form Of A Sentence, For Example, Was Misinterpreted As A Statement Due To The Incorrect Arrangement Of The Subject And Auxiliary Verb. The Reasons Of Albanian Esl Students' Selection Errors, Omission Errors, Addition Errors, And Syntax Problems Were Discovered.

Interlingual And Intralingual Mistakes Were Identified As The Root Causes. The Second Question Was Related To Mother's Tongue Interference. Interlingual Errors Occurred Due To The Interference Of L1 (Albanian) Into L2 (English), Whereas Intralingual Errors Resulted From Overgeneralization, Incomplete Application Of Rules, Ignorance Of Rule Restriction And False Hypothesized Concepts.

In Regards To My Third Issue, Student Errors Must Be Taken Seriously In Order To Better Identify The Areas In Which Students Are Weak And To Attempt To Make Them Aware Of The Errors They Make. Teachers Should Emphasize Common Blunders And Concentrate On Teaching The Areas That Require Particular Attention. Students Could Be Provided More Explanations And Exercises In These Areas To Help Them Develop Their Language Skills. Teachers Could, For Example, Define The Norms Of Subject-Verb Agreement By Listing Each Copula Be Verb's Use With Its Respective Subject. Each Verb Form's Functions Should Be Explained In Depth, With Plenty Of Examples. The Use Of Auxiliary Verbs Should Be Emphasized And Made Obvious To Students, As Incorrect Usage Of Auxiliary Verbs Is One Of The Most Common Faults. Teachers Should Also Emphasize The Concept Of Time And The Structure Of Verb Forms In Albanian And English. Students Will Become Aware Of The Differences Between The Verb Forms In Albanian And English By Comparing The Two Languages. With This Knowledge, Verb Form Errors Could Be Reduced. Another Way To Make Students Aware Of Their Language Errors Is To Make Them Do Self-Corrections. According To Edge (1989), Correction Is An Important Aspect Of Education Because It Provides Information And Feedback To Students. Errors Should Not Be Seen Adversely By Teachers; Instead, They Should Be Made A Part Of The Lesson That Draws Students' Attention. Self-Correction Should Be Promoted Because It Allows Pupils To Examine And Remedy Their Own Mistakes.

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