



LINGUISTIC ERRORS IN LEARNER DIARIES OF COLLEGE FRESHMAN STUDENTS IN KALINGA- APAYAO STATE COLLEGE

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Abstract: *This research paper was conducted primarily to: (a) analyze the linguistic errors found in learner diaries of college freshman students of Kalinga-Apayao State College; and (b) find the written linguistic errors of freshman students across institutes in their diaries along lexical, morphological and syntactic. The data gathered from the retrieved questionnaires were identified, investigated, determined, analyzed, described, computed and interpreted using descriptive and Statistical Package for Social Sciences (SPSS). Analysis of the data revealed the following: (a) the study shows that a total of 4,249 errors were committed by college freshman students. Of this total, morphological errors ranked first with a frequency of 1,612 (38%). This was followed by lexical errors which had a count of 1,465 (34%) and the least errors committed by the students were syntactic with 1,172 (28%). Based on the foregoing, the student-respondents performed best in the syntactic aspect and performed poorly in the morphological aspect.*

Keywords: *Linguistic errors, learner diaries, freshman students, Kalinga-Apayao State College, morphological errors, syntactic errors*

INTRODUCTION

Possessing a language is the quintessentially human trait: all normal humans speak, no nonhuman animal does. Language is the main vehicle by which we know about other people's thoughts, and the two must be intimately related. Every time we speak we are revealing something about language, so the facts of language structure are easy to come by, these data hint at a system of extraordinary complexity.

English language learning is crucial in any educational system since learning a language, like learning any skill, is basically a personal achievement, an exploitation and exploration of the capacities of the mind to understand and function in one's environment (Malamah-Thomas, 1987).

Language learning is one of the central topics in cognitive science. Every theory of cognition has tried to explain it; probably no other topic has aroused such controversy. Nonetheless,



learning a first language is something every learner does successfully, in a matter of a few years and without the need for formal lessons. With language so close to the core of what it means to be human, it is not surprising that learners' acquisition of language has received so much attention. Anyone with strong views about the human mind would like to show that learners' first few steps are steps in the right direction.

Along with this then, this study determined the learner linguistic errors in learner diaries of college freshman students in Kalinga-Apayao State College (KASC), Tabuk City, Kalinga, for the school year 2012-2013.

One of these theories is structuralism, which focuses on the language itself. It assumes that language is a system with a highly organized structure. Saussure (1959) made a distinction between actual speech, or spoken language, and the knowledge underlying speech that speakers share about what is grammatical. Speech, he said, represents instances of grammar, and the linguist's task is to find the underlying rules of a particular language from examples found in speech. To the structuralist, grammar is a set of relationships that account for speech, rather than a set of instances of speech, as it is to the descriptivist. Along with the structuralist theory of linguistics is the behaviorist theory, which promotes the view that people learn by responding to external stimuli and receiving proper reinforcement. A proper habit is being formed by reinforcement, for learning to take place. Errors were considered to be a wrong response to the stimulus, which should be corrected immediately after being made because they are considered to be fatal to language learning. Under the structural and behaviorist theories, language learners had to repeat pattern drills and grammatical structures in a mechanistic fashion. By memorizing the correct model, error could be avoided because errors are considered signs of failure in the learning process. In the late 1960s however, language teaching became more humanistic when studies of cognitive psychology influenced the theory of language acquisition. Students were then encouraged to learn by communicating in the target language and not by merely repeating grammatical items (Choon, 1992).

Unlike behaviorism, cognitive approach proponents believe that it is essential to study the learners' thoughts and expectations in order to understand the learning process. It is believed that learning involves complex mental processes including memory, attention, language, concept formation, and problem solving (Eastman and Longyear, 2007).



Chomsky (1965) criticized the behaviorist theory of language acquisition. He claimed that human beings have an innate capacity, which can guide them through a vast number of sentence generation possibilities. To him, language is not a matter of habit and conditioning but a creative process – a rationalistic cognitive activity rather than a response to stimuli (Hufana, 1982). The largest contribution of Chomsky is the interest it raised from researchers into learners' errors as a means of hypothesis formation (Myles, 2006).

According to Brown (1987) learners were looked on not as producers of malformed, imperfect language replete with mistakes, but as intelligent and creative beings proceeding through logical systematic stages of acquisition, creatively acting upon their linguistic environment as they encounter its forms and functions in meaningful contexts.

Sources of errors vary. Brown (2000) enumerated four, and these are: interlingual transfer, intralingual transfer, context of learning, and communication strategies. Interlingual transfer refers to the situation when the native language is the only previous linguistic system upon which the learner can draw. Intralingual or interference transfer is the recognition of error within the target language itself such as the omission of articles in sentences. Another source of error is the context of learning such as misleading explanation from teachers, faulty presentation of textbooks among others. Lastly, communication strategies, are the techniques employed by the learners in getting across the message, but these techniques are sometimes the source of errors.

Corder (1973) was the first to advocate the importance of errors in the language learning process. By classifying the errors that learners made, researchers could learn a great deal about the second language acquisition process by inferring the strategies that second language learners use. For learners themselves, errors are indispensable, since making errors can be regarded as a device that learners use in order to learn.

Selinker (1972) pointed out two highly significant contributions that Corder made that errors of a learner are not random, but are in fact systematic; and are not negative or interfering in any way with learning a target language but are, on the contrary, a necessary positive factor, indicative of testing hypotheses.

Corder introduced the distinction between systematic and non-systematic errors. Unsystematic errors occur in one's native language; he calls these "mistakes" and states that they are not significant to the process of language learning.



Errors are significant in three ways: to the teacher: they show a student's progress; to the researcher: they show how a language is acquired, what strategies the learner uses; and to the learner: he can learn from these errors. When a learner has made an error, the most efficient way to teach him the correct form is not by simply giving it to him, but by letting him discover it and test different hypotheses.

Many errors are caused by the learner's use of structures from his native language. Corder (1973) claims that possession of one's native language is facilitative. Errors in this case are not inhibitory, but rather evidence of one's learning strategies.

Burt and Kiparsky (1972) classify language learner errors as global errors or local errors. Global errors are those that cause a listener or reader not to understand the message or to consider a sentence incomprehensible. Local errors are those that do not significantly hinder communication of a sentence's message.

Studies have shown that there are factors affecting learner's language errors. Wilkins (1974) observed that when learning a foreign language, the learner already knows his mother tongue, and it is this which he attempts to transfer. The transfer may prove to be justified if the structure of the two languages is similar and as a result the learner acquires positive transfer or facilitation.

The teaching and the learning process also influence errors in language learning. Ali (2004) argued that the teacher may not be a good model of the language with regard to the way he speaks, writes, or teaches the language. This is particularly true in Philippine setting because most language teachers are not native speakers. Some errors are ironically teacher induced. One factor in the teaching and learning process is the teaching method, which may be also at fault for overemphasizing one aspect of the language and neglecting the other. For example, if teachers are fond of only emphasizing the oral component of a course, a learner's general speaking ability would improve but he may lag behind in reading and writing.

Another factor refers to the materials, which have teaching items sequenced in a certain way or which lack organization could lead to errors. An example of material-induced error is when the teaching materials used present progressive form in describing a sequence of events that takes place at a present moment instead of using simple present tense (Norrish, 1983).



Language learners are in themselves the cause of the errors especially if they live in a country where English is taught as a foreign language; they obviously do not have adequate exposure to the target language. Opportunities to use English in both the productive and receptive areas of the language are limited and it could rise to errors in the areas of grammar, lexis, spelling, and punctuation.

Overgeneralization also affects one's error in using the language. It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. Furthermore, loan words, which are found in newspapers, may also result to some problems in language usage. They are indiscriminately adopting English into the vocabulary of the national language. Since the spelling follows the pronunciation, students would find it easier to remember the spelling of the loan words rather than the spelling of the original English words from which the former are derived. Such loan words do appear in the written work of students because of orthographic resemblance.

In conducting an error analysis, the data to be analyzed may be the spoken or written communication of the language learners. Viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text. Such an approach places value on the goal of writing as well as on the perceived reader audience. Among the written data used as basis of language analysis are the language learner diary and journal. Learner diary is a first-person account of the language learning documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events. These are daily writings about experiences, memories, and events in the life of a person. On the other hand, Gere (1988) describes a journal as a collection of others' words, phrases or writings, observations about people, places, and events that the writer wants to remember and perhaps use later; and explanations to one's self that help clarify some experiences.

Learner diaries play a role in defining a personal philosophy of teaching. They allow teachers to examine language learning or teaching experiences and conduct a kind of self-assessment such as clarifying their thoughts and feelings about these experiences and their way of handling language learning related problems. Furthermore, learner diary studies in language research focus on the language learning experiences; teacher-student reaction to academic courses, and teaching experiences.



In journal writing, the journal is employed as a link between learning and writing; the writing, in turn, is used as an instrument for cognitive and social aspects; and journal writing focuses on the students' ability to communicate and be able to participate in the process of learning. Journals are said to be beneficial to students because it is a means of engaging in private conversation with their teacher by writing comments, suggestions, and questions about the learning process by which they can clarify their thoughts, work out strategies for solving problems, understand some important aspects of the course, and identify areas in which they needed help. On the part of the teacher, journals provide him with important background information about the students and also a useful feedback about his teaching effectiveness. It also give the instructor a strong sense of the students' expectation from the subject or course (Basbas, 2003).

The focus on learner diaries has prompted the researcher to look into the learner's view of classroom processes and out-of-class learning conditions. Furthermore, the researcher intends to reflect and evaluate the learner's process of learning through the diaries, which she believes contribute to a growing self-awareness on her part as well as learning progress and self-evaluation on the part of the learner.

Error analysis is useful in second language learning because this will reveal to teachers, syllabus designers and textbook writers, the problem areas of students which could be the bases in designing remedial exercises.

CONCEPTUAL FRAMEWORK

From these concepts, this research was conceptualized. The paradigm articulates how this research was conducted.

Figure 1 illustrates how the study was conducted. It consists of three parts: the input, the process and the output. The first box in the paradigm is the input, which draws insights from theories of linguistics, psycholinguistics, communicative competence, error analysis, learner diaries, and cognitive strategies of learners. The second box contains the process. It includes the analyses of the three types of the linguistic errors: (the lexical, morphological errors, and the syntactic errors) elicited from the learner diaries. Drawn from the input of the research, the analyzed output included the following: the linguistic errors committed by freshman students.

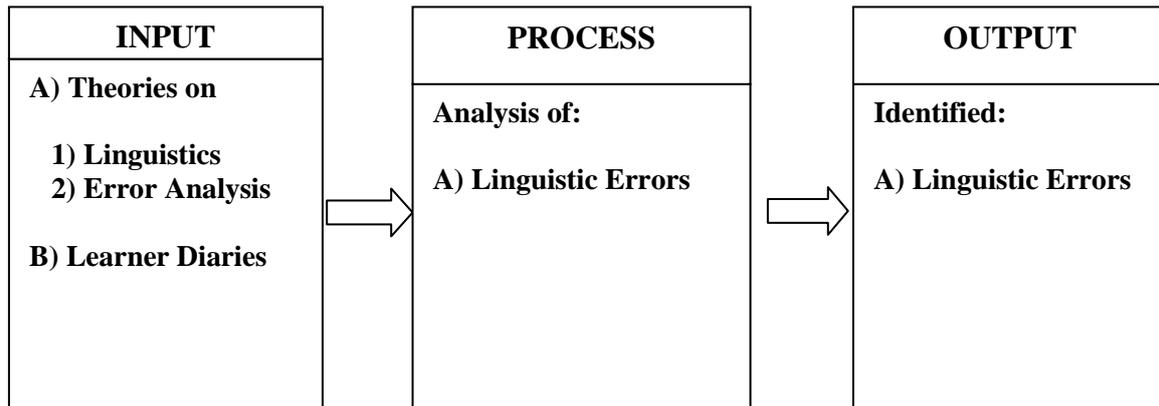


Figure 1. Paradigm of the Study

OBJECTIVES

This research paper was conducted primarily to:

- (1) analyze the linguistic errors found in learner diaries of college freshman students in Kalinga-Apayao State College (KASC) for the school year 2012-2013; and
- (2) find the written linguistic errors of freshman students in the different degree programs in their diaries along lexical, morphological and syntactic.

SIGNIFICANCE OF THE STUDY

For language teachers, errors shed light on the manner in which students internalize the rules of the target language. Such insight into language learning problems is useful on the teacher because it provides information on common trouble spots in language learning, which can be used in the preparation of effective teaching materials. It can also help the teachers identify in a systematic manner the specific and common language problems students have to can focus in their teaching. Language teachers can also revitalize English instruction by providing an affective-supportive environment through a healthy classroom climate so that learning English is not a threatening experience to the learners but an atmosphere of ease.

It is hoped that this study may encourage school administrators to develop an English Language Program, which is learner-centered where language learners must actively participate in the determination of the language teaching needs. It is hoped that this study serves as a basis for the development of an English language curriculum that is geared towards the solution of the English writing problems of students where English courses offered are relevant and responsive to the needs of the learners.



Results of this study help students determine their strengths and weaknesses in learning the English language. Findings may also help them realize the importance of error-free writing and may provide them with the appropriate strategy they can utilize in a specific writing situation. They can also expect greater understanding from their instructors in English with regard to the errors that they commit.

For the researcher, this study is useful in developing a greater understanding of learners. Hopefully, this writer in particular can adopt a more relaxed approach towards teaching the language as well as adopt a better understanding of the learner and the linguistic errors committed and, in the process, generate better understanding of the role of the teacher as a facilitator of learning. The findings be used as bases in preparing a plan of action that facilitates the improvement of the learner language in written activities.

Future researchers may utilize the findings of this study as the basis for similar studies in their respective institutions. Likewise, this research serves as a blueprint of formulating localized and standardized instruments to gauge learner language in some linguistic aspects of written English communication.

METHODOLOGY

Data Collection Instruments

This research paper was conducted in the five (5) institutes of Kalinga-Apayao State College (KASC), Tabuk City, Kalinga Province during the second semester school year 2012-2013. These are the Institute of Arts and Sciences (IAS), Institute of Business Administration and Entrepreneurship (IBAE), Institute of Teacher Education (ITE), Institute of Agriculture and Forestry (IAF), and Institute of Engineering Information and Applied Technology (IEIAT). The student- respondents of this study were 293 college freshman students from the five (5) institutes of KASC enrolled in English 2 (Writing in the Discipline).

The respondents answered a set of questions regarding classroom related factors (Cohort 1). From their written comments and reactions, errors were determined and analyzed using Hendrickson's model (1979) which classifies errors into lexical, morphological, and syntactic errors.

The questionnaires were administered (cohort 1) twice a week in English 2 classes on Tuesdays and Thursdays at 1 ½ hours a day to enable the students to write something in their diaries.



Statistical Analysis

The data gathered from the retrieved questionnaires were identified, investigated, determined, analyzed, described, computed and interpreted using descriptive and Statistical Package for Social Sciences (SPSS), a comprehensive statistical software containing a broad range of statistics used to process research data. Descriptive statistics used were: percentages, ranks, and ANOVA. Inferential statistics was used for hypotheses testing.

The college freshman students wrote their diaries based on a set of questions asked. From these diaries, errors produced were elicited for analyses.

Percentage and ranking were used to treat the data on the linguistic errors of freshman college students in their diaries.

Analysis of Variance (ANOVA) was used to test the hypothesis if there is a significant difference in the linguistic errors of college freshman students.

The formula as follows:

$$SS_B = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} - \frac{(\sum X_T)^2}{n_T}$$

$$SS_w = \left[\sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \right] + \left[\sum X_2^2 - \frac{(\sum X_2)^2}{n_2} \right] + \left[\sum X_3^2 - \frac{(\sum X_3)^2}{n_3} \right]$$

The degree of freedom between groups is:

$$df_B = K - 1$$

The degree of freedom within groups is:

$$df_w = N_T - K$$

$$MS_B = SSB$$

$$df_B = \frac{K - 1}{df_w}$$

$$MS_w = \frac{SS_w}{df_w}$$

$$F = \frac{MS_B}{MS_w}$$

Where:

- SS_B = the sum of squares between groups
- SS_w = the sum of squares within groups
- df_B = degrees of freedom between
- df_w = degrees of freedom within
- MS_B = the mean square between groups



- MSW = the mean square within groups
 F = the ratio of the mean square between groups to the mean square within groups
 K = the number of groups
 NT = the total number of subjects

RESULTS AND DISCUSSION

Linguistic Errors Committed by College Freshman Students in Their Written Diaries

This section presents the linguistics errors committed by KASC college freshmen in their written diaries enrolled in the five institutes of the Kalinga-Apayao State College. From these diaries, the errors were elicited and classified into lexical, morphological and syntactic errors. This classification of errors is based on Hendrickson's (1997) model.

Morphological Errors Committed by College Freshmen in Their Written Diaries

Presented in this section are morphological errors committed by the student-respondents in such areas as S-V concord, verb forms, and plural markers.

As shown in Table 1, out of 1,612 morphological errors, S-V concord had the highest frequency count of occurrences with a total of 636 errors (39.45%). This was followed by the misuse of verb forms with a total of 586 errors (36.35%). The least was on plural markers with a frequency count of 390 errors (24.20%). Based on the foregoing, the learners performed well in plural markers and performed poorly in S-V concord.

Of the 5 Institutes, IAS had the highest frequency of errors of 429 (39.14%), followed by IAF with a total frequency count of 402 (44.18%) and IEIAT ranked third with 347 (34.32%). The institutes with the least number of errors were IBAE with 284 (37.12%) followed by ITE with 150 (32.12%). Based on the foregoing, ITE performed best since it had a least number of errors while IAS performed poorly since it had the highest occurrence of errors.

Table1. Morphological Errors Committed by College Freshman Students in their Written Diaries

Institute	S V Concord			Misuse of Verbs			Plural Markers			OAT	OAR
	N	%	Rank	N	%	Rank	N	%	Rank		
IAS	165	38.46	1	156	36.68	1	108	25.18	1	429	1
IBAE	117	41.20	4	96	33.80	4	71	25.00	4	284	4
ITE	60	40.00	5	62	41.24	5	28	18.67	5	150	5
IAF	153	38.06	2	148	36.82	2	101	25.12	2	402	2
IEIAT	141	40.60	3	124	35.74	3	82	23.63	3	347	3
Total	636	39.45		586	36.35		390	24.20		1612	
Rank	1			2			3				



Errors in S-V Concord. Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. In present tenses, nouns and verbs form plurals in opposite ways. (<http://www.towson.edu/ows/sub-verb.htm>)

Errors in S-V concord, ranked first in the hierarchy of morphological errors committed by college freshmen with a total of 636. Among the 5 Institutes, IAS got the highest S-V concord errors with 165 (38.46%) followed by IAF with 153 (38.06%). IEIAT ranked third with 141 (40.65%). IBAE ranked fourth with 117 (41.20%). And ITE had the least occurrences of S-V concord errors, which were 60 (40%). Errors in S-V concord were mostly on plural subjects followed by singular verbs or by singular subjects followed by plural verbs.

The following sentence exemplify Subject-Verb concord error.

The teacher show evidence of thorough preparation in his lesson by coming to class with lecture notes.

The teacher shows evidence of thorough preparation in his lessons by coming to class with lecture notes.

The singular noun teacher requires a singular verb shows.

These errors in S-V concord imply that the respondents used the cognitive strategy of incomplete application of rules where learners tend to use singular verbs for plural subjects or plural verbs for singular subjects.

Errors in S-V concord were due to the learners' experience of other structures in the target language. In this case, the learner attempts to simplify or regularize the linguistic complexities peculiar to the target language. The respondents failed to complete the application of rules required for an acceptable sentence construction (Munro, 2007).

The findings of this study corroborate with the findings of Catimo (1998) where she found that S-V concord generated the highest number of morphological errors in the written English among student- teachers of the College of Education. She further stated that the inability of the respondents to recognize the plural and singular forms of verbs especially the third person singular happens as an overgeneralization of a rule resulting from the learners' attempt to simplify and regularize the linguistic complexities peculiar to the target language; thus the learners' rule for the present tense formation involves using the zero morpheme to mark number of all persons.



Misuse of Verb Forms. Second highest in morphological error is the misused of verb forms with a total frequency of 586 (36.35%).

These errors were attributed to incorrect constructions of the “be + past participle” and the misuse of the past tense morpheme -ed in which students over generalized by adding the past tense morphemes to verbs which were not in the past tense. Among the Institutes, IAS ranked first having the highest errors of 156 (36.68%), IAF ranked second with 148 (36.82%). IEIAT ranked third with 124 or (35.74%). IBAE ranked fourth with 96 (33.80%). Of the five institutes, ITE obtained the least frequency count of errors of 62 (41.24%).

To illustrate, the following deviant sentence reveal the misuse of verb form.

Our instructor does not easily got angry if we asked to explained further.

Our instructor does not easily get angry if we ask her to explain further.

The verb phrase does got is incorrect. The helping verb does needs a main verb in the base form get. Also, to explained is an infinitive. Thus, explained should be in the base form, explain [to explain].

The deviant sentence above show errors that reflect intra-lingual transfers, or errors that occur within the target language. These errors were caused by strategies of second language learning where the learner approximates either consciously or subconsciously, a native speaker-like competence of the target language. Thus, he undergoes a process of gradual and continual approximation and creation resulting into the learners of L2.

Another is the strategy of second language communication where a learner systematically attempts to express or decode meaning in the target language situations where he has not mastered the approximate target language rules. This implies that a learner actively constructs rules from the data that he encounters and gradually adapts these rules in the direction of the target language system. If he has actively constructed his own system of rules for the second language, then it follows that these errors, also known as interlingual errors, were not just caused by a simple result of transferring rules from his first language but also by direct reference to the target language itself. Errors like this, also known as intralingual errors (Richards, 1973) reveal that a learner processes the language in his own terms and consequently, he hypnotized about the rule which he had not mastered. Thus, errors like have learn and to teached, to explained, were committed.



Errors in Plural Markers. Errors in plural markers had the least error frequency of occurrences in the hierarchy of morphological errors. Errors in the misuse of plural markers, and the omission of plural morpheme-s, totaled to 390 (24.2%).

The table indicates that IAS ranked first with 108 (25.18%), IAF ranked second with 101 (25.12%), IEIAT ranked third with 82 (23.63%). The least error in plural marker are IBAE, 71 (25%) and ITE 28 (18.67%).

The following deviant sentence reveal the morphological error on the omission of plural morpheme.

Several of the lesson that the teacher gives is interesting.

Several of the lessons that the teacher gives are interesting.

The word lesson should be with plural morpheme –s because the indefinite pronoun several shows plurality and indicates an indefinite quantity. That is the phrase of the + noun should be on plural if the noun is a count noun. Based on the given example, students were not able to recognize the agreement between the noun and the determiners. The students were able to apply rules on subject-verb agreement but failed to recognize the number of the subjects and determiners used.

These errors were generally attributed to the misuse of the morpheme-s or its omission. As shown in the above examples, the learner either leaves out or over-uses the third person singular morpheme s, the plural marker-s, and the past tense inflection –ed. Singular nouns that are meant to be plural but which have been left unmarked, according to Scott and Tucker (1997) should be labeled as “performance mistakes,” which Richards (1973) contends are quite normal aspects of language use. Such mistakes, he explains, could be attributed to the length of the sentence produced, hence, could be related to memory.

Furthermore, Olsson (1973) points out that verb deviations or errors in the auxiliary *be plus past participle* do not block the interpretability of the message. Also, errors in s-v concord and plural markers in nouns have been considered by Scott and Tucker (1974) as minor problems as they are labeled as performance errors; hence they do not considerably affect communication.

Lexical Errors Committed by College Freshman Students in their Written Diaries

Presented in this section are local lexical errors committed by the learners in their written diaries. These errors in lexicon, as shown in Table 2, refer to misused or omitted bound



morphemes of nouns, verbs, adjectives, and adverbs. Errors committed under the lexical category were mostly on verbs. Errors in nouns, adjectives, and adverbs ranked next as sources of difficulty.

Table 2 also shows a total frequency count of lexical errors in all Institutes was 1465 (34.48%) broken down as follows: 856 (58.43%) for misused 527 (61.57%) and omitted 329 (38.43%) verbs, 238 (16.25%) for misused 194 (81.51%) and omitted 44 (18.49%) nouns, 215 (14.685) for misused 160 (74.42%) and omitted 55 (25.58) adjectives and 156 (10.72%) misused 116 (74.36) and omitted 40 (25.64) adverbs.

Misused and Omitted Verbs. There are two main classes of verbs: (1) the large open class of lexical verbs (also known as main verbs or full verbs--that is, verbs that are not dependent on other verbs); and (2) the small closed class of auxiliary verbs (also called helping verbs). The two subtypes of auxiliaries are the primary auxiliaries (be, have, and do), which can also act as lexical verbs, and the modal auxiliaries (can, could, may, might, must, ought, shall, should, will, and would). (<http://grammar.about.com/od/tz/g/verbterm.htm>).

Errors in misused and omitted verbs ranked first in the hierarchy of lexical errors. These errors included misused and omitted verbs, among others. Errors in verbs involving "be+ past participle" constructions and omission of helping verbs reflect the subjects' insufficient mastery on the number rule in English and the rule affecting "be+ past participle" constructions. These errors are generally considered universal for all second language learners and constitute aspects of the target language that pose difficulties to the learner (Munro, 2007).

Both misused and omitted verbs totaled to 856, broken down as follows: 527 (61.57%) for misused verbs and 329 (38.43%) for omissions. Based on the table, it further shows that in the frequency count of errors of misused verbs, IEIAT got the highest errors of 137 (61.71%), while IAS ranked second with 134 (57.02%). IBAE ranked third highest with 100 or (61.73%), followed by IAF with 99 (66.44%), and ITE with the least frequency count of 57 (64.77%).

The table also shows that in the frequency count of errors on omitted verbs, IAS ranked first with 101 (42.98%), followed by IEIAT with 85 (38.29%). IBAE ranked third highest with 62 (38.27%), followed by IAF with 50 (35.56%). ITE got the least frequency count on omitted verbs with only 31 (35.23%).

The following exemplify error on misused verb:



Our teacher makes seatwork in Manila paper and puts on the board for us to answer.

Our teacher writes our seatwork in a Manila paper and posts on the board for us to answer.

The misused verb in the above sentence is the verb makes instead of the verb writes and verb posts instead of the verb puts.

The following exemplify error on omitted verb:

Our teacher discusses topics that may not [^] related to true life situation.

Our teacher discusses topics that may not be related to true life situation.

This is a formation of a negative statement. The helping verb, be is omitted. The relative clause introduced by a relative pronoun that (referring to topics) has the auxiliary or modal may plus another helping verb [be] which is omitted, the verb phrase is supposed to be may not to be related. This is the modal may plus the be + past participle.

Table 2. Lexical Errors Committed by College Freshman Students in their Written Diaries

Institute	Nouns						Total	Verbs						Total
	MISUSED			Omitted				Misused			Omitted			
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank		
IAS	39	81.25	3	9	18.75	2.5	48	134	57.02	2	101	43.00	1	235
IBAE	34	82.93	4	7	17.07	4.5	41	100	61.73	3	62	38.30	3	162
ITE	25	78.12	5	7	21.88	4.5	32	57	64.77	5	31	35.20	5	88
IAF	53	85.48	1	9	14.52	2.5	62	99	66.44	4	50	33.60	4	149
IEIAT	43	78.18	2	12	21.89	1	55	137	61.71	1	85	38.30	2	222
Total	194	81.51		44	18.49		238	527	61.57		329	38.40		856
GR							2							1

Institute	Adjectives						Total	Adverbs						Total	OAT	OAR
	Misused			Omitted				Misused			Omitted					
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank				
IAS	43	76.79	1	13	23.21	2.5	56	32	74.42	2	11	25.58	1	43	382	1
IBAE	31	75.61	3	10	24.39	4	41	19	76.00	3.5	6	24.00	4	25	269	4
ITE	25	86.21	5	4	13.79	5	29	13	76.47	5	4	23.53	5	17	166	5
IAF	26	66.67	4	13	33.33	2.5	39	19	67.86	3.5	9	32.14	3	28	278	3
IEIAT	35	70.00	2	15	30.00	1	50	33	76.74	1	10	23.26	2	43	370	2
Total	160	74.42		55	25.58		215	116	74.36		40	25.64		156	1465	
GR							3							4		

The errors reflected in the above examples reveal that the students had difficulty identifying the proper verbs to be used in sentences. Richards (1974) called these kinds of errors intralingual or developmental. The results of this study confirm earlier studies of Scott and Tucker (1974), whose study revealed a regularity and frequency in the commission of errors in verbs and which led them to assume that they were dealing with a rule-generated language.

The data presented lend support to the study of Hufana (1982), where errors in misused verbs were the most common lexical errors noted in the compositions of students. In yet



another study undertaken by Hufana and Minong (1983), they added that errors in verbs can be due to the learners' ignorance of the verb in the text hence they try to approximate the verb in terms of the nearest sound of the term they can think of. Finally, this study corroborates with the study of Basbas (2003), whose study revealed that misused verbs ranked first in the hierarchy of lexical errors committed by students in the University of the Cordilleras in their written works.

Misused and Omitted Nouns. In this portion of the study misused and omitted verbs are presented. Most nouns have both a singular and plural forms, can be preceded by an article a / an or one or more adjectives, and can serve as the head of a noun phrase. A noun or noun phrase can function as a subject, direct object, indirect object, complement, appositive, or object of a preposition. In addition, nouns sometimes modify other nouns to form compound nouns. (<http://grammar.about.com/od/mo/g/nounterm.htm>)

Errors in misused and omitted nouns ranked second in the hierarchy of lexical errors. For misused nouns, IAF ranked first with 53 (85.48%), IEIAT ranked second with 43 (78.18%), IAS ranked third with 39 (81.25%), IBAE ranked fourth with 34 (82.93%), and ITE with the least error of 25 (78.12%). For omitted nouns, IEIAT got the highest number of errors with 43 (78.18%), followed by both IAF and IAS with 9 (18.75%) each. On the other hand, IBAE and ITE obtained the lowest error for omitted with 7 (21.88%).

To illustrate, the following deviant sentence reveal lexical error of misused noun:

The topics that were discussed in our class were quite headaching.

The topics discussed in class caused us headache.

In the sentence, headaching should mean headache. This has been transliterated from a Filipino verb to noun [sumasakit ang ulo ko], a deviance resulting from the interference of L1

The following deviant sentence reveal lexical error of omitted noun:

In doing the activities, ^ should need patience.

In doing the activities, students should need patience.

Based on the above sentence, it reveals that KASC college freshman students have not mastered the correct forms of nouns. They have the difficulty in choosing the appropriate words to use to get their message across. These errors imply that the respondents lack fine distinction between a noun and an adjective because they applied rules to situations where such rules do not apply. These findings confirm the result of the study Duskova (1969). She



found that words and phrases were often confused as a result of formal similarity. Hendrickson (1979) also stated that most errors in language result from insufficient lexical knowledge and the wrong use of nouns.

Misused and Omitted Adjectives. Adjectives do not have any typical form; however, derivational affixes commonly associated with adjectives include *-al* (special), *-able* *-ible* (commendable, possible), *-ar* (particular), *-ful/ -less* (hopeful, hopeless), *-ic* (basic), *-ive* (attractive), *-ous* (courteous) and *-y* (pretty) (Leech, 1989). Errors in misused and omitted adjectives ranked third in the hierarchy of lexical errors. The total frequency count of errors in misused and omitted adjectives was 215. There were 160 (74.42%) misused adjectives and 55 (25.58%) omitted adjectives. For misused adjective, IAS ranked highest in misused adjectives with 43 (76.79%). IEIAT ranked second highest in misused adjectives bearing 35 (70%). IBAE ranked third with 31 (75.61%), IAF ranked fourth highest in misused adjectives with 26 (66.67%) and ITE got the least errors in misused adjectives with only 25 (86.21%). For omitted adjective, IEIAT got the highest rank with 15 (30%) error, followed by both IAS and IAF second in rank with 13 (23.31%) followed by IBAE with 10 (24.39%) and ITE with the least number of errors of 4 (13.79%).

The following sentence is an example of misused adjective:

She is particularly of her manner of speaking during class discussions.

She is very particular of her manner of speaking during class discussions.

The student committed an error in the use of adjective particular by adding *-ly* which became an adverb and an adverb cannot be used as a predicate adjective to refer to the subject pronoun she. Again the student failed to distinguish the difference between an adverb, particularly and an adjective particular.

The following sentence is an example of omitted adjective:

Our subject matter about research writing is [^].

Our subject matter regarding research writing is easy.

This is a case of an omitted adjective easy.

This corroborates with Basbas's (2003) study. It was revealed that 180 lexical errors were misused and omitted adjectives. Several studies indicate lexical errors in adjectives. The study conducted by Hufana and Minong (1983), showed that only 8.30% of the lexical errors were on misused adjectives. Catimo's (1998) study reveals that 28.57% of lexical errors of



student teachers are on misused adjectives. Finally, in Casino's (1994) study, only 5.26% of the lexical errors of the respondents were on misused adjectives.

Misused and Omitted Adverbs. An adverb is a word that tells us more about a verb. It "qualifies" or "modifies" a verb or an adjective. Errors in adverbs ranked last in the hierarchy of lexical errors. The total frequency of misused and omitted adverbs was 156. For misused adverbs, IEIAT obtained the highest in rank in misused adverbs, 33 (76.74%). IAS ranked second in misused adverbs 32 (74.42%). Both IBAE and IAF ranked third in misused adverbs with 19 (76%), while ITE got the least errors with 13 (76.47%).

For omitted adverbs, IAS got the highest rank with 11 (25.58%), followed by IEIAT with 10 (23.26%), IAS with 9 (32.14%), IBAE with 6 (24%), and ITE with 4 (23.53%).

The following deviant sentence reveal lexical error on misused adverb:

The teacher teaches the aggressively and excellent.

The teacher teaches the lesson enthusiastically and excellently.

The adverb aggressively was misused because the proper adverb should be enthusiastically. Likewise, in the same sentence, the modifier excellent lacks the morpheme -ly to make it an adverb. The correct modifier should be excellently.

The following deviant sentence reveal lexical error on omitted adverb:

She present her lesson ^ in class and is encourage us to ask questions_.

She presents her lesson interestingly in class and encourages us to ask questions comprehensively.

The sentence above reveal that the students lack the distinction between adjectives and adverbs. They apply rules to situations where these do not apply. This finding is similar to the study of Altamirano (2000), whose study showed that the least of the lexical errors were on adverbs, particularly omitted adverbs. Another study conducted by Hamada (2001), corroborates with this study that errors in adverbs ranked last in the hierarchy of lexical errors, mostly due to the misuse of it.

The overall findings show that the lexical errors in this research were attributed to the misuse and omission of verbs, nouns, adjectives and adverbs. This means that they have not yet mastered the correct usage of verbs and nouns. The errors revealed above have been considered as universal difficulties for L2 learners because of the idiosyncratic nature of the



target language. In other words, there are features of the L2 that cannot be predicted on the basis of general rules (Dulay and Burt, 1972).

Syntactic Errors Committed by College Freshmen in their written Diaries

Presented in this section are local syntactic errors committed by the learners. Specific error types involve such syntactic elements as prepositions, subordinators, coordinators and articles.

The total frequency count for misused and omitted prepositions is 504 (43%). The next in rank is on misused and omitted subordinators with a frequency count of 247 (21.08%). This is followed by coordinators with a frequency of 219 (18.69%). The lowest in rank among syntactic errors is on misused and omitted articles with a frequency of 202 (17.24%).

Misused and Omitted Prepositions. Prepositions connect words to other parts of a sentence and have a close relationship with the word that follows, which is usually a noun. Prepositions are usually one word, but sometimes can be two or three (out of, on top of). The use of prepositions emerged as one of the common grammatical errors committed by the students in their oral compositions.

Ranked first in the hierarchy of syntactic errors were prepositions. As shown in Table 3, the total number of frequency count for misused prepositions was 380 (75.40%) while omitted prepositions had a total of 124 (24.60%). For misused preposition, IEIAT obtained the most number of misused prepositions 115 (80.42%). IAS was ranked second with 106 (75.71%). IAF was ranked third with 62 (76.54%). IBAE was ranked fourth with 49 (66.22%). ITE had the least number of misused prepositions with only 48 (72.73%).

For omitted prepositions, IAS obtained the highest number of omitted prepositions of 34 (24.29%) errors. IEIAT was ranked second with 28 (19.58) errors. IBAE was ranked third with 25 (33.75%) errors. IAF was ranked fourth with 19 (23.46%) errors. ITE had the least number of omitted preposition with only 18 (27.27%) errors.

Table 3. Syntactic Errors Committed by College Freshman Students in Their Written Diaries

Institute	Prepositions						Subordinators							
	Misused			Omitted			Total	Misused			Omitted			Total
	No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank		
IAS	106	75.71	2	34	24.29	1	140	34	66.67	4	17	33.30	3	51
IBAE	49	66.22	4	25	33.78	3	74	36	72.00	3	14	28.00	4	50
ITE	48	72.73	5	18	27.27	5	66	18	66.67	5	9	33.30	5	27
IAF	62	76.54	3	19	23.46	4	81	40	63.49	1	23	36.50	1	63
IEIAT	115	80.42	1	28	19.58	2	143	38	67.86	2	18	32.10	2	56
Total	380	75.40		124	24.60		504	166	67.21		81	32.79		247
GR							1							2



Institute	Coordinators						Articles						Total	OAT	OAR	
	Misused			Omitted			Total	Misused			Omitted					
No.	%	Rank	No.	%	Rank	No.		%	Rank	No.	%	Rank	No.	%	Rank	
IAS	32	71.11	2.3	13	28.89	3.5	45	29	59.18	1	20	40.82	2.5	49	285	2
IBAE	32	71.11	2.3	13	28.89	3.5	45	22	51.16	4	21	48.80	1	43	212	4
ITE	28	82.35	5	6	17.65	5	34	14	58.33	5	10	41.67	5	24	151	5
IEIAT	32	69.57	2.3	14	30.43	2	46	23	57.50	3	17	42.50	4	40	230	3
Total	33	67.35	1	16	32.65	1	49	26	56.62	2	20	43.48	2.5	46	294	1
GR	157	71.69		62	28.31		219	114	56.44		88	43.56		202	1172	
							3							4		

The following sentence is a typical example of error for misused preposition.

Our teacher provide atmosphere conducive on learning.

Our teacher provides an atmosphere conducive to learning.

The preposition in is misused. To should be used instead.

The following sentence is a typical example of error for omitted preposition.

I know that most ^ us tried our best to participate in class activities.

I know that most of us tried our best to participate in class activities.

English prepositions have many variations in use that causes confusion on the part of students where English is their second language especially when the use of prepositions by English speakers departs from what the prescriptive rules dictate. This was confirmed by Celce-Murcia (2008) stating that the meanings of prepositions are not in the prepositions themselves but lie in the context in which they are used.

Errors in prepositions are common not only to second language learners but also even among native speakers. This is due to a wide variety of meanings that are attached to prepositions depending on the context that a preposition is used. That is, one preposition may elicit different meanings in different situations. For instance, idiomatic expressions very often are not governed by the rules of grammar or logic or both. Moreover, observation has it that the acquisition and mastery of usage of prepositions are acquired late, even among native speakers (Hamada, 2001).

Moreover, the study of Casiño revealed that the highest percentage of syntactic errors committed by preachers in their sermons is on misused prepositions for 65.21%. In Hufana and Minong's study (1983), students' errors in misused prepositions accounted for 26.78% of the errors in syntax.

Zughoul (1979) further gives a justification by stating that one obvious reason source of difficulty in the use of prepositions is the number of meanings each preposition has. Fries



(1952), on the other hand, further states that the meaning of prepositions are not found within the prepositions themselves but lie in the context in which they are used.

For syntactic errors, prepositions are the most common sources of difficulty. This gives proof to the findings of Neuman (1977) when she attempted to define error analysis in the study she made to the intermediate level of UCLA. She found that a high rate of errors was on the use prepositions. Likewise, the findings in the study of Linde (1971) showed that an extremely high error counts in articles were committed by the Japanese learners of English as a second language.

Deviations in preposition are largely attributable to learner's ignorance as to what prepositions to use. In this regard, Jain (1974) offers an explanation. He states that the major difficulty about prepositions and articles is they do not submit themselves to over generalization based on some consistent regularity. This affects the learner's ability to infer linguistic forms, patterns, and rules from new linguistic contexts.

Misused and Omitted Subordinators. The majority of conjunctions are "subordinating conjunctions". Common subordinating conjunctions are: after, although, as, because, before, how, if, once, since, then, that, though, till, until, when, where, whether, while A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause. A subordinate or dependent clause "depends" on a main or independent clause. It cannot exist alone. A subordinating conjunction always comes at the beginning of a subordinate clause. It "introduces" a subordinate clause. However, a subordinate clause can sometimes come after and sometimes before a main clause. (www.englishclub.com/grammar/conjunctions-subordinating.htm)

Table 3 still shows that second in the hierarchy of syntactic errors was the misused and omitted subordinators. Errors of this type were attributed to omissions and misuse of subordinators involving mostly complex sentences. The data reveal that there were more errors for misused subordinators than omitted subordinators.

For misused subordinators, among the five different institutes, IAF obtained the highest number in misused errors with 40 (63.49%), followed by IEIAT with 38 (67.86), IBAE in third rank with 36 (72%), IAS in fourth rank with 34 (66.67%), and ITE with the least number of misused errors with 18 (66.67%).



For omitted subordinators, IAF still obtained the highest rank with omitted subordinator errors with 23 (36.5%), followed by IEIAT in second rank with 18 (32.1%), IAS 17 on third rank with (33.3%), IBAE in fourth rank with 14 (28%), and ITE with 9 (33.3%) omitted subordinator errors.

To illustrate, the following deviant sentence reveal syntactic error on misused subordinator:
If our instructor give activities she will discussed first what we are going to do.

Before our instructor gives activities, she discusses first what we are going to do.

The use of if is misused hence before is the correct subordinator to be used.

To illustrate, the following deviant sentence reveal syntactic error on omitted subordinator:

Even ^ she look tired, she lecture very well.

Even if she looks tired, she lectures very well.

The subordinator if was omitted when it should be paired with the subordinator *even*. Here student used that strategy ignorance of rule restrictions where one conjunctive adverb is used for another

Epistola's (2000) study showed that misuse of subordinators yielded the highest errors in syntax. This is in consonance also with the finding of Hamada (2001) who stated that confusion in the use of subordinators can be due to the following: (a) failure on the part of the teacher to teach the concepts correctly, (b) Inclination of some students to impress the teacher by writing long circuitous sentences or the students' inability to handle the structure effectively, (c) faulty presentation of this structure in textbooks; (d) lack of regard for the structure, it being considered as a mere function word that does not seriously affect the comprehensibility of an utterance.

Misused and Omitted Coordinators. A coordinating conjunction joins parts of a sentence (for example words or independent clauses) that are grammatically equal or similar. A coordinating conjunction shows that the elements it joins are similar in importance and structure. Coordinating conjunctions always come between the words or clauses that they join. When a coordinating conjunction joins independent clauses, it is always correct to place a comma before the conjunction. The following are examples of coordinating conjunctions: and, but, or, nor, for, yet, so. (www.englishclub.com/grammar/conjunctions-coordinating.htm)



Table 3 show that the third in the hierarchy of syntactic errors was on the use of coordinators, having a total of 219 where, 157 (71.69%) for misused coordinators and 62 (28.31%) for omitted coordinators. For misused conjunction, IEIAT obtained the highest percentage of misused coordinators of 33 (67.35%). This was followed by IAS, IBAE, and IAF of 32 each (71.11%) and 69.57%. The least in percentage of misused coordinators is ITE 28 (82.35%). Under omitted coordinators, IEIAT obtained the highest percentage 16 (32.65%) followed by IAF 14 (30.43%). Third highest in percentage were IAS and IBAE 13 (28.89%) and the least was ITE for 6 (17.65%).

To illustrate, the following deviant sentence reveal syntactic error on misused coordinator:

Either the teacher uses visual aids to illustrate nor to clarify the subject matter when the need arise.

Either the teacher uses visual aids to illustrate or to clarify the subject matter when the need arise.

Misused of coordinating conjunction or a correlative conjunction which should come in pair like either-or and neither-nor. The idea presented here is open, not denied. Therefore, the coordinator or should be used not nor.

The following deviant sentence reveal syntactic error on omitted coordinator:

Our instructor praise us ^ she even give additional points.

Our instructor praises us and she even give additional points.

Coordinating conjunction and is omitted. And is used since the two main clauses are of equal emphasis.

Hamada (2001) in her study, contends that the students commit errors in coordinators due to their inability to establish a logical relationship between and among ideas. That being the case, the learners confuse the use of coordinators and or omits these entirely. This lack of proficiency to handle coordinators could possibly be due to what is termed as "context of learning" wherein the teacher or the textbook can lead the learner to make faulty hypotheses about the language.

Misused and Omitted Articles. An article is a kind of adjective which is always used with and gives some information about a noun. There are only two articles a and the, but they are used very often and are important.



The article a is used preceding a word beginning with a consonant sound. The article an is used preceding a word with a vowel sound. Article a and an are indefinite articles. On the other hand, the is a definite article.

The last hierarchy of errors in syntax is the misused and omitted articles. Table 3 shows that the total frequency count of errors in misused and omitted articles is 202 (17.24%): 114 (9.73%) for misused articles and 88 (7.51%) for omitted ones.

Among the Institutes, IAS ranked the highest in the misuse of articles with 29 (59.18%), IEIAT ranked second 26 (56.62%). Third in rank is IAF 23 (57.5%). Fourth is IBAE with 22 (51.16%). The least misused articles by ITE 14 (58.33%). For omissions, IBAE ranked first with 21 (48.8%); second was IAS and IEIAT 20 (59.18%), fourth is IAF 17 (42.5%) and the least in misuse was ITE 10 (41.67%).

The table reveals that the students use definite articles in cases where they are not needed and they omit them where they are supposed to be needed.

To illustrate, the following deviant sentence reveal syntactic error on misused article:

As a industrious learner, I can't all do class work because there are many activities.

As an industrious student, I can't all do class work because there are many activities.

Article a is misused. The article an should be used since industrious starts with a vowel sound.

In the above sentence, the students misused the definite article the and the indefinite articles a and an. It is usually difficult for students to know and where to use the articles due to inadequate knowledge of principles and special uses. The articles are usually used with singular countable nouns and non countable nouns. The indefinite articles a and an are used with singular countable noun, a noun which stands for a person or thing that can be counted as a single unit, while the definite article the singles out a single or particular person or thing.

The following deviant sentence reveal syntactic error on omitted article:

The teacher has ^ harmonious relationship with her students.

The teacher has a harmonious relationship with her students.

Students omitted the, a/an articles unknowingly since these articles did not affect the structure nor the meaning of the sentence. Moreover, Richards (1974) emphasizes that students tend to simplify the linguistic complexities peculiar to the target language since



there is not much obvious contrast or difference in between the native and the target language.

The errors in the case of articles are attributed to intralingual transfer. These errors include the omission of the article “the” or it is used when it should not be used before abstract nouns. The use of article “a” where there should be none also exemplifies intralingual transfer. This finding confirms earlier studies that revealed that the article system was another area considered as one of the most difficult in second language learning. Foremost among these studies is Hufana’s (1982), which disclosed that, in syntax, errors in preposition and article had a high frequency of occurrence among second language learners.

Articles must be understood in terms of their uses more than their structure or meaning. This statement was affirmed by Francis and Kucera (1982) as cited by Murcia (2008) stating that article usage cannot be compartmentalized. However, Dulay, Burt, and Krashen (1982) as cited as by Palasico (2011) argued that the English articles are teachable and can only be acquired through exposure.

Masters (1994), on the other hand, stressed that focused instruction can make a difference and can help learners improve their use of articles.

Summary of Linguistic Errors Committed by College Freshman Students in their Written Diaries

Table 4. Linguistic Errors of KASC College Freshman Students

Institute	Lexical			Morphological			Syntactic			GT N	GR
	N	%	Rank	N	%	Rank	N	%	Rank		
IAS	382	34.85	1	429	39.14	1	285	26.00	2	1096	1
IBAE	269	35.16	4	284	37.12	4	212	27.71	3	765	4
ITE	166	35.55	5	150	32.12	5	151	32.33	5	467	5
IAF	278	30.55	3	402	44.18	2	230	25.27	4	910	3
IEIAT	370	36.60	2	347	34.32	3	294	29.08	1	1011	2
Total	1465	34.48		1612	37.94		1172	27.58		4249	
GR	2			1			3				

$F_{comp} = 1.28$ $F_{crit} = 3.89$ at .05

*not significant

Table 4 presents the summary of linguistic errors committed by college freshman students as reflected in their diaries among the five (5) Institutes.

In general, the data reveal that a total of 4,249 errors were committed by college freshman students. Of this total, morphological errors ranked first with a frequency of 1,612 (38%).



This was followed by lexical errors which had a count of 1,465 (34%) and the least errors committed by the students were syntactic with 1,172 (28%). Based on the foregoing, the student-respondents performed best in the syntactic aspect and performed poorly in the morphological aspect.

The same table also shows a summary of the types of errors by institute. Under the category of lexical errors, IAS ranked first in this type of error with a frequency of 382 (34.85%). Ranked second is IEIAT with a frequency of 370 (36.60%). Ranked third is IAF with a frequency count of 278 (30.55%). Ranked fourth is IBAE with 269 (35.16%). ITE had the least errors of 166 (35.55%).

Under the category of morphological errors, IAS ranked first with 429 (39.14%). IAF ranked second with 402 or (44.18%). IEIAT ranked third with 347 (34.32%). IBAE ranked fourth with 284 or (37.12%) and ITE had the least error of 150 (32.12%).

Under the category of syntactic errors, IAS ranked first with 285 (26%). IEIAT ranked second with 294 (29.08%), IAF ranked third with 230 (25.27%). IBAE ranked fourth with 212 (27.71%) and ITE had the least errors 151 (32.33%).

Based on the foregoing, the Institute that performed best in terms of linguistic aspects was ITE while IAS performed poorly.

Statistical analysis of data reveals the linguistic types of errors committed by the college freshman students of the five Institutes as reflected in their written diaries do not differ significantly. This is indicated by the computed F-ratio of 1.28 which is lower than the tabled F-value of 3.89 at .05 level of significance. This implies statistically that the student-respondents showed no significant differences in the errors they committed. Hence, the hypothesis that there are significant differences in the linguistic errors of college freshman students in their written diaries in the five Institutes in KASC is rejected. This could be attributed to the fact that these errors reflect their interlanguage status.

The above errors according to Cummins (1984) reveal that as far as second language learning is concerned, the college freshmen have been more exposed to bits and pieces of the language. The reason is that many of them had been products of language programs that stress a bottom up transmission approach by emphasizing the bits and pieces of language (word lists, verb conjunctions, or other isolated linguistic elements). This approach usually results in what Goodman calls non language which is characterized as being



unnatural, cognitively, undemanding, and dull. Moreover, words, phrases, or sentences do not take on meaning when viewed in isolation from each other; on the contrary, these linguistic elements gain meaning only when used in connected discourse forming a coherent whole.

Along with this, errors should not be considered as a mortal sin but rather, it should be regarded as an inevitable part of learning. According to Dulay and Burt (1974), the making of errors is an evidence of the learning process itself. Errors are considered a reflection of the students' temporary language system. However inappropriate learners' sentences maybe in regard to the target language system, they are grammatical in their own terms, since they are products of the learners' own language system. Gradually, this system develops towards the rule system of the target language.

This study had identified common linguistic errors of college freshman students as reflected in their written diaries. According to Halliday (1985), marking students down on grammatical inaccuracy for these linguistic errors might be reflective of importing an expectation of grammatical correctness akin to that of written language which is produced with time for planning and editing and which represents experience as products rather than processes.

According to Brown (1994:222), one general conclusion can be drawn from the study of errors in the interlanguage systems of learners is that learners are creatively operating on a second language – constructing either consciously or subconsciously a system for understanding and producing utterances in the language. In their learner system, learners are processing language on the basis of their knowledge of their interlanguage.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The linguistics errors committed by KASC College freshman students in their written diaries were elicited and classified into lexical, morphological and syntactic errors.
2. The learners performed poorly in s-v concord and performed well in plural markers in morphological errors.
3. The lexical errors committed by college freshman students in their written diaries were mostly on verbs. Errors in nouns, adjectives, and verbs were sources of difficulty.



4. The lexical errors were attributed to the misuse and omission of verbs, nouns, adjectives and adverbs.
5. Syntactic errors committed by the college freshman students in their written diaries were prepositions, subordinators, coordinators and articles.

RECOMMENDATIONS

Based on the findings of the study, the following are proposed for recommendations:

1. The grammatical errors are inevitable among second language learners but errors are indications that students are learning. In this context, language teachers should keep stock of common grammatical errors in this study and focus on these errors in teaching. Moreover, it is imperative that instructional materials be developed to promote grammatical competency especially for grammar lessons.
2. For language activities, writing can be treated not only as a cognitive but also as a creative, interactive, and affective task.
3. Teachers can employ the use of journals and diaries as a part of their elicitation techniques for them to have more opportunities to examine language learning or teaching experiences.
4. Other than the use of diaries and journals, teachers can employ other elicitation techniques that can allow second language learners to engage more in reflective thinking.
5. Future researchers can investigate further on some possible contributions made by cognitive, affective, and other learner variables that may have an effect on second language competence and proficiency.

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