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## Iraqi EFL M.A. Students' Errors in Using Purposive Expressions in English

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### Abstract

The current study investigates the problems faced by Iraqi M.A. students in the University of Pune-India when using purposive expressions in English. Its aim is to find out some difficulties that affect the performance of Iraqi M.A. students in using such a grammatical area. It is a two-fold study, i.e., descriptive and practical. While the former describes students' difficulties that affect them, the latter is practical in which the participants of this study are exposed to a test of two questions: (i) recognition, and (ii) production. The subjects' responses are analyzed according to Selinker's hypothesis of Inter Language. The researchers conclude such results as Iraqi M.A. students encounter more difficulties in using purposive expressions at the production level (= 137, 34.25%) than at the recognition one (= 125, 31.25%). Most of errors are related to the subjects' performance of processes like native language transfer, training transfer, overgeneralization, etc. that all shape the inter language structure.

**Keywords:** Iraqi EFL M.A. Students, Error Analysis, Inter language hypothesis, Purposive Expressions.

## أخطاء طلبة الماجستير العراقيين في اللغة الانكليزية كلغة أجنبية في استخدامهم للتعبير الغرضية

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### المخلص

تتناول الدراسة الحالية المشاكل التي يواجهها طلبة الدراسات العليا (الماجستير) -كلية الاداب- قسم اللغة الانكليزية في جامعة بونا الهندية عند استعمالهم للتراكيب او التعبيرات التي تعبر عن الغرض في اللغة الانكليزية. هذا وان الهدف من هذه الدراسة هو لتشخيص المشاكل التي من شأنها ان تؤثر على أداء هذه الشريحة من الطلبة في هذا الجانب من الجانب. تنقسم الدراسة الى قسمين أحدهما نظري والآخر عملي. فالقسم الاول يتعلق بالصعوبات التي يواجهها الطلبة في تعاملهم مع التعبيرات الغرضية واما الثاني هو عبارة عن اختبار للطلبة يتكون من سؤالين: الاول تعرف في والثاني انتاجي. تم تحليل اجوبة المشتركين بالاختبار طبقا الى نظرية سيلنكا (اللغة البيئية). وكانت النتائج المتحصلة من المستوى الانتاجي تفيد بان طلبة الماجستير العراقيين يواجه صعوبات اكثر في التعامل مع التعبيرات الغرضية (137, 34.25%) من تعاملهم مع المستوى التمييزي (125, 31.25%). وان أغلب الأخطاء التي ارتكبتها الطلبة في المستوى الانتاجي يتركز في النقل الى اللغة الام والنقل التدريبي و التعميم والتي تمثل بنية اللغة البيئية.

**الكلمات المفتاحية:** طلبة الماجستير العراقيين في اللغة الانكليزية كلغة اجنبية، تحليل الاخطاء، فرضية اللغة الوسيطة، التعبيرات الغرضية.

## 1. Introduction

Being a teacher of English as a foreign language for twenty-seven years, the researchers notice the process of linking two sentences in English constitutes a considerable problem in the Iraqi M.A. students' understanding. According to Corder (1967), it is important to study errors, since the usefulness of error analysis lies in three respects: (i) to the researcher or linguist, (ii) to the language teacher, and (iii) to the learner himself. The major problem is that such expressions have different meanings though they perform the same function, i.e., purpose. Moreover, EFL learners may lack knowledge about their meanings and uses, for example:

- 1- I left early to catch the train.
- 2- She doesn't dare to leave the house lest someone should recognize her.
- 3- Turn the volume down so as not/ in order not to wake the baby (Quirk et al., 1985:1107-8).
- 4- This case is used for keeping records in (Thomson & Martinet, 1986:295).

Thus, Iraqi EFL M.A. students may not be able to distinguish between purposive and non-purposive expressions because they seem unfamiliar with some of them. The present study aims at:

- 1- Investigating the difficulties faced by Iraqi M.A. students of EFL in using purposive expressions in English.
- 2- Identifying, classifying and analyzing the students' errors according to the results obtained from the test.
- 3- Giving some conclusions and recommendations that might be beneficial to many people who are specialized in the area under study.

## 2. Review of Literature

### 2.1. Inter Lingual Hypothesis

One of the central notions in the field of the second language acquisition (SLA) is that of “inter language” which is first introduced by the American linguist Larry Selinker (1972). The term “inter language” refers to the linguistic system used by an adult second language

learner who attempts to show meanings in the language he/s intends to learn. Selinker regards the inter language as a separate linguistic system which comprises not only phonology, morphology, and syntax, but also the lexical, pragmatic and discourse levels of inter language (Tarrone, 2006:747). To him, this system is not “the native language morphological and syntactic system which relexified with target language vocabulary”. This confirms the idea that inter language system simply differs systematically from both native language (NL) and target language (TL). However, it is linked to them via inter lingual identifications in the perception of the learner. In the acquisition of their native language, children use the innate learning structure which is instrumental. Doing so, the children are able to re-engage the language acquisition device (LAD) and this, in its turn, leads to avoid both the error pattern and ultimate fossilization that are the main features of the inter language of adult second-language learners. Adult learners of the second language, on the other hand, are unable to employ the language acquisition device (LAD) re-engaged by children who acquire the same language natively. Close observation for such facts has led to Selinker’s hypothesis. That is, instead of using a (LAD) to acquire second language, adults tend to use a latent psychological structure. This latent structure compasses five processes which shape inter language. The processes are listed below (ibid):

## 2.2. Native Language Transfer

Though native language transfer is not the only process involved in the inter language hypothesis, it plays a major role in shaping learners’ inter language systems. Following Weinreich (1968:7), Selinker (1972,1992) argues that in the task of learning a second language, the learners perceive specific units or elements as the same in their native language, inter language, and target language. Accordingly, they succeed to make inter lingual identifications. For instance, the concept of plurality in Arabic language covers not only nouns but also verbs and adjectives. Additionally, there is an agreement between the nouns and verbs or adjectives in this case of plurality. This explains why Arabic learners of English as a second language sometimes produce ungrammatical sentences like (\*The students reads English) or (\*The students are intelligents). It seems obvious then that the transfer across three linguistic systems has a central part in the inter language hypothesis.

### 2.3. Overgeneralization

Overgeneralization of target language rules is observed when learners master a general rule in the TL but they ignore its exceptions (Tarone, 2006). So, for instance, the learner may use the plural “s” marker for all nouns in English, regular and irregular alike: \*childs, \*foots, \*mans. It is true that overgeneralization error reflects how the learner has mastered a target language rule successfully, but it also shows what the learner has yet to learn.

### 2.4. Transfer of Training

This process happens when the second-language learners apply rules learned from their instructors or text books. Though the resulting inter language rule is sometimes similar to the target language rule, errors result (ibid). For example, when an instructor explaining future tense ambiguously: the learner insists to only use (He will go home.) to refer to future, but we have more than one tense to refer to future like present simple, present continuous tense, or ‘be going to’.

### 2.5. Strategies of Communication

This process covers a variety of strategies used by the learners when they attempt to convey meanings in a specific context but they fail for the lack of the required linguistic item in the inter language system .Accordingly , learners resort to those strategies of communication in getting that meaning across (ibid), For example, if the learner wants to refer to washing machine in English and does not know the exact lexical item in referring to it, he can call it ‘clothes cleaner’ ‘clothes machine’ or ‘that used for cleaning clothes’. The linguistic items and patterns used in such case become gradually part of the inter language system.

### 2.6. Learning Strategies

In their attempt to master the target language, the learners tend to adopt learning strategies like memorizing and using mnemonics to remember the vocabulary of the target language (ibid). For example, learners may memorize text book dialogues or lists of words that belong to different parts of speech. Even though such strategies are often successful, they can result in error as memorized lists create the possibility of confusion.

## 2.7. Previous Studies

Rababah (2001), in his research entitled “An investigation into strategic competence of Arab learners of English at Jordanian universities”, discusses the communication problems of Arab learners in general and the problems of Arab World University English Language majors/ graduates in particular. He points out that Arab learners face many problems in all language skills: listening, speaking, reading, and writing. The great number of erroneous utterances that Arab learners of English produce is in oral performance and their recourse to communication strategies.

Tahaineh (2010: 98), in "Arab EFL University Students' Errors in the Use of Prepositions", investigates kinds of errors made by Jordanian 1st-2nd- and 3rd – year university EFL students in the use of prepositions in written composition. The research findings reveal that EFL Arab Jordanian students at the tertiary level experience serious difficulties in using the correct prepositions in their writing formal instruction.

Al-Nasrawi (2011 b), in "Performance of the Iraqi EFL University Students in Writing Composition" tries to show some errors in free composition writing through which the second-year Iraqi students face difficulties. It was found out that the Iraqi students are liable to commit errors in this respect. He (ibid a), in his paper entitled "Errors Committed by EFL Iraqi University Students in Using Prepositions", added that the EFL students misuse prepositions and find difficulties in the part of the test related to the grammatical, spelling, stylistic errors besides the ones involved in the use of the prepositions.

In investigating their study entitled “Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices”, Darweesh and Kadhim (2016) analyze the errors committed by Iraqi university EFL students in using conjunctions in their essay and arrive at how inconsistent knowledge about the conjunctions as cohesive devices is problematic. The students have failed to keep the propositional content of these conjunctions since they misunderstand their cohesive function which results in an awkward response.

In his two papers entitled “Purposive Expressions in the Shakespearian Tragedy of Macbeth” and “Purposive Expressions in the Shakespearian Drama of Julius Caesar” Al-Nasrawi (2011b & 2013) respectively, discusses the meanings of purpose shown by different

words, phrases, expressions and clauses in the discourse of these two famous dramatic works. He shows that purposive expressions belong to different parts of speech and he concludes that purposive expressions, whose part of speech is conjunction, have the highest frequency of occurrence in that discourse. It seems obvious then that the topic of purposive expressions has been tackled in some studies and from different perspectives. However, the novelty of this paper lies in dealing with difficulties faced by M.A. Iraqi students in this area of grammar and the analysis of the errors according to the Inter Language Hypothesis.

### **3. Methodology of the study**

#### **3.1. Tools**

A sample of twenty Iraqi M.A. students in the Department of English, College of Arts, University of Pune-India during the academic year (2016-2017) is elected for administering the test. The test comprises two questions; each one deals with a specific level: recognition and production.

#### **3.2. Procedure**

To achieve the aims of the study, the following procedures will be followed:

1. Presenting a theoretical background of purposive expressions in English.
2. Applying the test, accumulating and examining the testees' responses carefully.
3. Carrying out a statistical study of the testees' responses to locate the troublesome spots, and find out their difficulty rate.
4. Analyzing and classifying the errors committed by Iraqi MA students according to Selinker's Inter Language Hypothesis.

### **4. Purposive Expressions in English**

Purpose is an intention, an aim, or a function of something; a reason for doing something (Hornby, 1995: 943). Clauses of purpose are adjuncts, usually infinitival (Quirk and Greenbaum, 1973:328). Purpose in English can be shown by the following constructions: to/ in order

to/ so as to + infinitive, so that / in order that + clause, lest, in case, for + gerund/ noun, and go/ come and do something (ibid). The meaning is also mentioned by Frank (1993:169) as in the expression: (for the purpose of). In addition, such a sense can be indicated by some synonymous words such as: intention, intent, purpose, aim, goal, end, object, objective (Kent, 1984:124). The most common purposive expressions are displayed in the table below:

**Table (1): Purposive expressions in English**

Number	Purposive Expression	Meaning	Example
1	To infinitive	Express people's purpose(Swan,2005: )	I left early to catch a train
2	Until-Clause	express a combination of <i>time, purpose</i> and <i>result</i> (Quirk et al. 1985:1083)	Larry polished the table until he /you could see his face (Quirk et al. 1985:1083).
3	If-clause	Express 'purpose' containing the semi-auxiliaries (be to or be going to)( Quirk et al.1985:1107)	If I'm to be there on time, I must leave at once (Quirk et al.1985:1107).
4	Lest	Negative purpose	He doesn't dare to leave the house lest someone should recognize him (Thomson and Martinet, 1986:279).
5	And	Purpose Eckersley and Eckersley (1960:308)	He went out and bought some peppermints. (Low ,1980: 97)
6	In order to/ So as to	subordinators of purpose (Quirk et al.1985:1107)	They left the door open in order for me to hear the baby (Quirk et al.1985:1107).
7	Clauses of Purpose Introduced by so (that)/ in order that/ that	Purpose (Praninskas, 1975: 344)	He's climbing to the top of the hill so that he can see the view. (Low, 1980: 97)
8	With a view to+ v-ing	'purpose' or 'with the intention to do something' (Hornby, 1995:1327).	He is decorating the house with a view to selling it (Hornby, 1995:1327).

9	On purpose/ purposely	Adverbs that show purpose (Quirk et al. 1985:575).	He purposely didn't write to me about it (Quirk et al. 1985:575).
10	Advisedly	'deliberately' (Hornby, 1995:19)	I use these words advisedly (Hornby, 1995:19).
11	For fear (of)/(that)	Implied 'negative purpose'(Green Baum and Quirk, 1990:323)	We spoke quietly for fear of waking the guards (Green Baum and Quirk, 1990:323).
12	For+ gerund/ noun	General purpose (Thomson &Martinet (1986:295)	This case is used for keeping records in. (Thomson &Martinet (1986:295)
13	Towards+ noun	'to do something for a purpose (Hall, 1986:50)	I'm putting this money towards a good. (Hall, 1986:50)
14	Be+ going to	'intended result = purpose' (Leech andSvartvik, 1994:162)	Are you going to catch the last train? (Leechand Svartvik, 1994:162)
15	Will/shall	(with 1 <sup>st</sup> person) Purpose(Leech and Svartvik, 1994:162)	I shall do little more than indicate this . (Leech and Svartvik, 1994:162)
16	In case	'because this may happen' or 'for fear that'.( Swan ,2005:552)	I don't let him climb trees in case he tears histrousers.(Thomson &Martinet(1986:297)
17	To aim+ infinitive clause	Purpose(Leech andSvartvik, 1994: 105,162)	He aims to arrest them as they leave the building . (Leech andSvartvik,1994: 105,162)
18	To propose + v. to inf. /v. ing	“ has something as one's plan or intention ( Hornby , 2006 :930)	How do you propose getting home ? ( Hornby , 2006 :930)
19	To target sth on /at sb /sth	'aim something at a target (Fox etal.,2003:1697)	The missiles are targeted at several key military sites . (Fox etal.,2003:1697)
20	To design sth/for sth	'to make a drawing or plan of something that will be made or built (Fox etal.,2003:424)	She designed a new logo for the company . (Fox etal.,2003:424)

21	To indicate	'to say or do something to make your intentions clear'(Fox et al.,2003:827):	The Russians have already indicated their willingness to cooperate. (Fox et al.,2003:827:
22	To intend	'have a particular purpose or plan in mind'(Hornby, 1995:621)	I hear they intend to marry. (Hornby, 1995:621)
23	To denote	To mean something (Fox et al. ,2003:418)	What does the word 'curriculum' denote that 'course' does not? (Fox et al. 2003:418)
24	To like	'To want'(Swan,2005: 363)	Come when you like. (Swan, 2005:363)
25	To end	'(cause to) come to an end; reach an end' (Hornby, 1974:284)	The road ends here (Hornby, 1974:284).
26	To mean	Refer to (Hornby, 1974:526)	What do you mean by saying that? (Hornby , 1974:526)
27	To resolve on /upon/ against sth/doing sth	To decide firmly; to determine (Hornby, 1995:998)	He resolved on/ against (making) an early start. (Hornby, 1995: 998)
28	To plan	Purpose (Leech and Svartvik,1994:164)	He plans to arrest them as they leave the building. (Hornby, 1974: 105)
29	To point sth at /towards	To aim at (at /towards (Hornby, 1974:643)	He points gun at somebody (Hornby, 1974: 643).
30	To result	Occur as a result (Hornby, 1995: 1002)	Some injuries result from a fall (Hornby, 1995: 1002).
31	To dedicate	'give or devote oneself, time, effort, etc. to a good cause or a purpose'. (Hornby, 1995:303)	She dedicated her life to helping the poor. (Hornby, 1995:303)
32	To devote	Purpose (Kent , 1984:64)	Mother Teresa devoted her life to helping the poor (Alexander, 1994:51).
33	To persist	of 'doing sth. continually especially with determination'(Hornby, 1974: 862)	He will persist to wearing that dreadful tie (Hornby, 1974: 862).

34	To prejudice	'to some aim when causing sb to have a prejudice'. (Hornby, 1995: 909-10)	The jury were told that they must not allow their feelings to prejudice them. (Hornby, 1995: 909-10)
35	To purpose	' To propose ,i.e ., to plan'.( Wbister , 1984:654 )	They purpose making/ to make a further attempt (Wbister , 1984:654 ).
36	Purposeful	(i) determined, and (ii) having a useful purpose (Doniach ,1984:311)	They set about dealing with the problem in a purposeful way (Doniach ,1984:311)
37	Purpose-built	'designed and made for a particular purpose'(Cambridge Advanced Learner's Dictionary, 2005: 1027)	The college was the first purpose- built teacher training college in the country (Cambridge Advanced Learner's Dictionary, 2005: 1027).
38	Purposive	'has a clear and definite purpose'(Hornby, 1995:943)	He is acting in a purposive manner (Hornby, 1995:943).
39	Intended	'that you are trying to achieve or reach'. (Hornby , 2006: 676)	It seems likely that General Rogers was the killer's intended Victim (Hornby, 2006: 676).
40	Intent on/ upon sth or doing sth	' specific firm intention'. (Al-Ba'labaki 1986:473)	I was so intent on <u>my work</u> that I didn't notice the time (Al-Ba'labaki ,1986:473).
41	Willful	intentional or deliberate in showing 'purpose' (Al-Ba'labaki, 1986:1064)	It looks willful damage. (Hornby, 1995: 1364)
42	Premeditated	Similar to "willful"= intentional, and deliberate in referring to 'purpose' (Cowan, 1980:642)	The attack was clearly premeditated. (Hornby, 1995: 910)
43	Determined to do sth	'express a desire to do something and having made a firm decision without changing it, i.e. purpose'.( McCathy ,2002: 164)	I am determined to do whatever I can to help. (McCathy ,2002: 164)
44	With/for the purpose of doing sth	It is a formal, more emphatic expression of purpose than the infinitive form (to) or (in order to). (Frank ,1993:169)	He came to the United States for the purpose of setting upbusiness office there. (Frank ,1993:169)

45	Make sense	'to have a clear meaning'(Fox et al. 2003:1493)	Read this and tell me if it makes sense. (Fox et al. 2003:1493)
46	By way of	'with the intention of making' (Freeman, 1983:206)	He sent her flowers by way of apology. (Freeman, 1983:206)
47	Intention to do sth	'plan to be done'. (Fox et al. 2003:847 )	It is our intention to be the number one distributor of health producers. (Fox et al. 2003:847)
48	With intent to do sth	'intent to be achieved'(Fox et al. 2003:847)	He is charged with possession of a gun with intent to commit robbery(Fox et al. 2003:847)
49	What' s ..... in aid of?	'what is the purpose of (something)?' (Manser, 1983:4)	What are all these books in aid of? Don't tell me you've finally started your revision! (Manser, 1983:4)
50	Have no purpose in life	'no feeling of determination to do things in life'. (Fox et al. 2003:1331)	My football career was over and I had no purpose in life. (Fox et al. 2003:1331)
51	Great strength of purpose	'the same feeling of determination to do things is included in such phrase' (Fox et al. 2003:133)	He possessed great strength of purpose. (Fox et al. 2003:133)
52	To the purpose	'directly to the subject, accidentally on purpose' (Freeman, 1983:143)	John never wastes time; he speaks plainly and to the purpose. (Freeman, 1983:143)
53	What for?/what (.....) for ?	'Why? for what purpose?' Al-Ba'labaki (1986:1057),	You gave the man a very black look. What for? Ba'labaki (1986:1057),
54	For the best	'With the best intentions'(Seidland MocMordie, 2003:89).	When parents send their children to private boarding schools, they do it for the best, but young children often take a long time to adapt. (Seidland MocMordie, 2003:89)

55	On target	'Likely to achieve a target'. (Fox et al. 2003:1697)	The company says that growth of 10% is on target. (Fox et al. 2003:1697) The company says
56	Be designed for sb/sth	'Make a plan or intend something for a particular purpose'. (Hornby, 2006:340)	The method is specifically designed for use in small groups. (Hornby, 2006:340)
57	By design	'intentionally'. (Fox et al. 2003:424)	We shall never know whether this happened by accident or by design. (Fox et al. 2003:424)
58	On business	'For the purpose of doing business'. Hornby, 1995: 152)	I'll be away on business next week (Hornby, 1995: 152).
59	In favour of sb/sth	'In support of sb/ sth = purpose'. (Hornby ,1995: 424)	He argued/ voted in favor of the death penalty. (Hornby ,1995: 424)
60	In support	'in favor of = purpose'. (Hall, 1986: 66)	I 'm trying to raise money in support of the Campaign for Nuclear Defense. (Hall, 1986: 66)
61	Have designs on sb/sth	'Intend to harm sb/ sth' (Hornby ,1995: 314).	She has designs on his money (Hornby ,1995: 314).
62	Intention	'Having something in mind as a plan or design, or referring to the plan in mind'(Kent, 1984:124).	Their intention is to make the area a public park. (Hornby, 1995:621).
63	Intent	Purpose (Hornby, 1995:621)	His intent was to undermine their confidence (Hornby, 1995:621)
64	Purpose	'What you hope to achieve by doing something, aim or the reasons that explain why something is needed or why it is considered in a particular way '(Fox et al. 2003:1331)	The main purpose of the trip is to see Helen's parents. ( Fox et al. 2003:1331)

65	Aim	'a specific intention and connotes a directing of all efforts towards this': (Kent, 1984:124)	His aim is to become a doctor. (Kent, 1984:124)
66	Goal	'The object of one's effort; a target' (Webster, 1984:654).	The company has set itself some long-term organizational goal (Webster, 1984:654)
67	End	'The final result one hopes to achieve as distinct from the process of achieving It'.	Is this end justified by the means used? (Kent, 1984:124)
68	Object	'a thing that sought or aimed at or the purpose of an action or event'. (Turton and Heaton, 1996:236-7)	The object of the game is to score as many points as possible (Turton and Heaton, 1996:236-7).
69	Objective	'a specific end that is capable of being reached' (Kent, 1984:124)	Her immediate objective is to pass the course (Kent, 1984:124).
70	Design	'Plan or intention' (Hornby, 1995:314).	We don't know if it was done by accident or design (Hornby, 1995:314).
71	Target	'a result aimed at; a goal or an objective'(Hornby,1995: 1222).	Sales so far this year are on target (Hornby,1995: 1222).
72	Meaning	Purpose (Fox et al. 2003:1021)	Life seemed to have lost its meaning since Janet's death (Fox et al. 2003:1021).
73	Resolve	'To do something when there is a determination to do so' (Hornby, 2006:1087).	The difficulties in her way merely strengthen her resolve (Hornby, 2006:1087).
74	Inclination	'The feeling to do or towards/ for doing something' (Doniach, 1984:189)	My natural inclination is to find a compromise (Doniach, 1984:189).

## 5. Data Analysis

This section is devoted to presenting the results of the subjects' performance on each question of the test.

### 5.1 Subjects' Performance of the First Question

Question one is used to test the subjects' performance at the recognition level. The results of this question are presented in the following table:

**Table (2) Subjects' Performance at the Recognition Level in Question (1)**

No. of item	No. of correct responses	%	No. of incorrect responses	%	No. of item	No. of correct responses	%	No. of incorrect responses	%
1	6	30	14	70	11	9	45	11	55
2	11	55	9	45	12	9	45	11	55
3	3	15	17	85	13	3	15	17	85
4	3	15	17	85	14	6	30	14	70
5	6	30	14	70	15	1	5	19	95
6	10	50	10	50	16	11	55	9	45
7	2	10	18	90	17	8	40	12	60
8	7	35	13	65	18	13	65	7	35
9	10	50	10	50	19	8	40	12	60
10	8	40	12	60	20	3	15	17	85
<b>Total</b>						<b>137</b>	<b>34.25</b>	<b>263</b>	<b>65.75</b>

The results in Table (2) indicate that the total number and the percentage of the correct responses are (137, 34.25%), whereas those of the incorrect ones (including avoided items) are (263, 65.75%). The rate of incorrect responses reveals that the subjects are incompetent in recognizing English purposive expressions.

### 5.2 Subjects' Performance of the Second Question

The results obtained after analyzing the students' responses on each item in question two are presented in the following table:

**Table (3) Subjects' Performance at the Production Level in Question (3)**

No. of item	No. of correct responses	%	No. of incorrect responses	%	No. of item	No. of correct responses	%	No. of incorrect responses	%
1	9	45	11	55	11	4	20	16	80
2	7	35	13	65	12	9	45	11	55
3	2	10	18	90	13	3	15	17	85
4	8	40	12	60	14	0	0	20	100
5	8	40	12	60	15	7	35	13	65
6	9	45	11	55	16	3	15	17	85
7	10	50	10	50	17	4	20	16	80
8	8	40	12	60	18	12	60	8	40
9	9	45	11	55	19	7	35	13	65
10	7	35	13	65	20	9	45	11	55
					<b>Total</b>	<b>125</b>	<b>31.25</b>	<b>275</b>	<b>68.75</b>

Table (3) shows that most of the subjects are incompetent in distinguishing some purposive expressions since the total number and percentage of their incorrect responses (275, 68.75 %), are higher than those of their correct ones which constitute (125, 31.25 %).

**Table (4) Subjects' Performance at the Recognition and the Production Levels throughout the Whole Test**

Levels	No. of correct response	%	No. of incorrect response	%
<b>Recognition</b>	137	34.25	263	65.75
<b>Production</b>	125	31.25	275	68.75
<b>Total</b>	<b>262</b>	<b>32.75</b>	<b>538</b>	<b>67.25</b>

As shown in Table (4), the highest rate of the subjects' incorrect responses (including avoided items) is (538, 67.25%) as compared with their correct ones (262, 32.75%). This means that Iraqi M.A. students face difficulties in mastering purposive expressions at both levels: recognition and production. Nevertheless, they face more difficulties at the production level since the total number of their correct responses (125, 31.25%) is lower than that of their correct responses at the recognition level (137, 34.25%). Such results confirm that Iraqi M.A. students encounter difficulties in using purposive expressions in English.

## 6. Sources of Errors and Discussion

Errors show the learners' inability to reconstruct their knowledge of language. Michael (1999:1) confirms this and defines errors as "the learners' inability to use appropriate grammatical structures, semantic categories and other linguistic units". Corder (1973: 98) proposes that it is inevitable, perhaps even necessary, that learners make errors since these errors are unavoidable and stand for a necessary part of the learning process. In his view, errors provide feedback to both the teacher and the learner, serve as a diagnostic tool regarding the effectiveness of teaching materials and teaching techniques, and can be used to identify those parts of the syllabus which have been inadequately learned or taught and need further attention. Further, they enable the teacher to decide whether he/s can move on to the next item in the syllabus or devote more time to the item he has been working on. Concerning errors committed by M.A. students who belong to Pune university in the area of purposive expressions, they can be related to the following processes that construct the inter language system:

### 6.1. Native language transfer

As university learners face difficulty in producing English purposive expressions, they try to use the rules of their native language (Arabic) on the target language (English). That is, our mother tongue (MT) interference plays an active role in producing such errors. Some of the subjects' responses to items (3, 8, 9, and 11) in Question (1) reflect this strategy in which the subjects use purposive expressions with one sentence:

(3)\* He doesn't dare to leave the house until should recognize him.

(8)\* I don't let him climb trees in case may not tear his trousers.

(9)\* We spoke quietly that waking the guard.

(11)\* This case is used in keeping records in.

In sentence 3 and 8, the participants delete the subjects of the second sentence as they add the purposive expressions. Additionally, they are unaware of the necessity of using negative meaning in contexts expressed in sentence 9 and 11. The same negative effect is noticed in items (7, 11, 15, 17, 18, 19) of question(2). This confirms how Arabic language ( the native

language) has its own negative impact on Arabic learners of English who use purposive expressions with one sentence or produce ungrammatical sentence as their sense is acceptable in Arabic. The total number of errors that belong to this strategy is (200, 40%).

(7)\*I give the book for him.

(11)\* They speak to mean.

(15)\*I go towards them.

(17)\* Go in case you are late.

(18)\*Read so as to understand.

(19)\* I wait him until morning.

## 6.2. Overgeneralization

As it is mentioned earlier, overgeneralization refers to the incorrect application of the previous learned material to a present foreign language context (Ellis,2003: 171). The subjects try to overgeneralize a pattern that leads to irregularity of the structure in English. The influence of this strategy can be seen in items (1, 2, 6, 8,17 , and 19) in Question 1:

(1)\* He dyed his beard however we shouldn't recognize him.

(2)\*The flower will be delivered late in the morning, but they will be fresh for the party.

(6)\*Bring it nearer therefore may see it better.

(8)\*I don't let him climb trees in case he may not tear his trousers.

(17)\* He is acting in a purposing manner.

(19)\* He wears his raincoat to not getting wet.

The use of 'however', 'but' and 'therefore' in sentences (1 ,2, and 6,) indicates how learners do not realize the real meaning of these conjunctions showing contrast or result rather than purpose. Doing so, learners have overgeneralized the use of these conjunctions to cover even showing purpose. Concerning sentence (17), the subjects have chosen wrongly -ing

participle believing that it is the adjective for the noun (purpose). Further, committing errors in sentence 8, and 19 above reveals clearly how the subjects are familiar with just the most common purposive expressions such as 'to'. This leads them to overgeneralize the most familiar ones to include other situations no matter what the context is or how the resulted sentence will be ungrammatical. Such errors can also be seen in items as (3,12,18, and 20) in Question2 where the subjects try to overgeneralize the rule of "if-clause" in sentence (12), for example, without taking into consideration that the purposive form "if" is accompanied by semi-auxiliaries (be to or be going to). Accordingly, ungrammatical sentences are produced:

(3)\* She helped her friend with view to doing a good work.

(12)\* If he has money he can buy a car.

(18)\*Read so as to understand.

(20)\* I go to school.

The total number of the errors attributed to this process is (120, 24.89%).

### 6.3. Training transfer

These kinds of errors are also called "induced errors", which refer to the errors caused by the way in which language items have been taught. The influence of these types of errors can be seen in items (6, 10, 12, and18) in Question 1:

(6)\* Bring it nearer therefore I may see it better.

(10)\* I would never intentionally hurt your feelings.

(12)\* I'm putting this at a good purpose.

(18)\* It seems likely that General Rogers was the killer's intending victim.

Further, this process is the cause behind committing errors in items ( 2, 4, 6 , 8, ) in question 2:

(2)\* I studied hard lest I failed.

(4)\* I go to school on purpose of learn.

(6)\* She cooks in order that she eats.

(8) \* I met the boy that swam in the river.

The errors attributed to this factor have resulted from the limited exposure to certain purposive adverbs since some of these forms like “intending” and “intentionally” look unfamiliar to the learners. In addition, errors may be attributed to the classroom presentation where several purposive expressions are presented at the same time with insufficient explanation due to the limited time allotted for teaching that topic. As a result, students may neither recognize the expression nor the grammatical rule for each. Consider, for example, the purposive form ‘that’ in sentence (8) above which lacks the presence of model verbs “might/may” after it. Another instance is the form “on purpose of” in sentence (4) that has to be followed by noun and so on. The total number of these errors is (51, 10.10 %).

#### 6.4. Learning Strategies

It is obvious that adopting learning strategies such as memorizing to master such number of expressive forms (74) is almost impossible. The same can be said about using mnemonics to remember these forms that belong to different parts of speech. However, errors in item (17) of question 1 and items (13) and (16) belong to question 2 may be attributed to this strategy. Thus, students’ memorization for forms like “purpose, purposively, a purpose’ which belong to different parts of speech and have different grammatical positions create confusion. The total number of these errors is (29, 6.01%).

(17)\* He is acting in a purpose manner

(13)\* She ran purposively.

(16)\*We purpose the machine

#### 6.5. Communication Strategies

Ellis (2003: 340) confirms Slinker’s argument that to overcome a communication problem caused by a lack of or inability to access L2 knowledge, learners resort to

communication strategies. Second language learners will inevitably experience moments where there is a gap between communication intent and their ability to express that intent. Some learners may just stop talking; others will try to express themselves using communication strategies (Yule, 1996: 197). Corder (1973: 104) states that the subjects' errors in communication strategies are due to reduction or avoidance strategies. He calls the first one as "risk-avoidance" and the second one as "risk-taking" or "resources expansion". The strategy of avoidance means the inability of not saying what one wants to say, so one has the ability to solve the problem of how to express it (Yule, 1996: 197). According to this strategy, the subjects may tend to give no responses or make no choices. In other words, avoidance strategy has been used and represented by the items that were left by the subjects with no responses. The influence of this strategy can be seen in items (5, 6, 9 and 10) in Question 1 and items (1, 3, 5, 9, 10 and 14) in Question 2 in which the subjects left these items without answer. Paraphrasing (circumlocution), on the other hand, is another strategy. It is classified under what is called risk-taking strategies. To use paraphrase or circumlocution is to get round the problem with the knowledge available, (which is perhaps intelligent, but successful) (Corder, 1973:105). Some of the errors of this strategy are clear in items (1, 5, 11) in Question 1:

(1)\* He dyed his beard because we shouldn't recognize him.

(5)\* Because make use of a real number  $x$  we must know how to combine it with other real number  $y, z$ .

(11)\* This case is used to keeping records in.

Though the learners are clearly aware that the conjunction 'because' reflects the concept of cause and effect, they may deliberately use it as an expressive item in sentence (1 and 5) above. This shows how they actually create another problem in their attempt to be communicative via adopting linguistic items whose use is completely different from the purposive expressions. The total number and percentage of errors related to using such strategies are (99, 19.12%). Table (5) below shows the frequency and percentage of the sources of errors of the whole sample:

Table (5) Errors Sources

Type of error	Frequency of Errors	%
1- Native language Transfer	200	40%
2-Overgeneralisation	120	24. 89%
3- Communication Strategy	99	19.1 2%
4- Training transfer	51	10.10%
5-Learning Strategies	29	6.01%
<b>Total</b>	<b>499</b>	<b>100</b>

## 7. Conclusions and Recommendations

### 7.1. Conclusions

The error analysis carried out in this study reveals the following points:

1. Iraqi M.A. students face difficulties in mastering purposive expressions in English. This is indicated by their low performance in the test, as the rate of their correct responses (262, 32.75%) is significantly lower than that of their incorrect ones (538, 67.25%).
2. Iraqi M. A. students encounter more difficulties in using purposive expressions at the production level than at the recognition one. This is due to the fact that the total number and the percentage of the correct responses at the production level (125, 31.25%) are lower than those at the recognition level (137, 34.25%).
3. The errors attributed to native language transfer constitute the majority of the subject' errors (40%) due to the subjects' reliance on their prior knowledge of the target language rules.
- 4- The lowest rate of error is pertained to learning strategies which is (6.1%) of all the subjects' errors.

### 7.2. Recommendations

In the light of the discussion of the results of the present study, the following recommendations can be posited:

1. More attention should be given to the types of purposive expressions at all levels of education.
2. English purposive expressions must be taught by means of communication tasks, real life situations, and conversation which all provide meaning.

3. More practices and exercises should be conducted among students concerning English purposive expressions so that the students can recognize the types of these adverbs.
4. Depending on the types of the errors made by the subjects of this study, the teachers/instructors should take these errors into consideration and help their students to avoid such errors.
5. The teachers/instructors should draw a clear distinction on the simple adverbs and conjunctions adverbs or conjuncts since the students may be acquainted with these constructions and the way of using them.
6. The grammar books taught at the university level should provide the students with extensive knowledge of English purposive expressions.

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## Appendix

### The Test

Q.1: Choose the right alternative from the brackets to fill in the space to show the purposive meaning:

1. He dyed his beard (so that, however, to, because) we shouldn't recognize him.
2. The flower will be delivered late in the morning (because, nevertheless, but, so) they will be fresh for the party.
3. He doesn't dare to leave the house (until, where, lest, while) someone should recognize him.
4. Go (then, next, so, and) ask him what he wants.
5. (No matter, in order to, sometimes, because) make use of a real number x, we must know how to combine it with other real number y, z.
6. Bring it nearer (till, that, therefore, if) I may see it better.
7. He is decorating the house (for, to, so that, lest) sell it.
8. I don't let him climb trees (in order that, for fear of, in case, so as to) he may not tear his trousers.
9. We spoke quietly (so as to, for fear of, lest, that) waking the guard.

10. I would never (certainly, intentionally, happily, purposively) hurt your feelings.
11. This case is used (for, to, in, on) keeping records in.
12. I'm putting this money (in, towards, along, at) a good purpose.
13. I (can, must, shall, ought to) stay longer than two hours.
14. How do you (see, do, make, purpose) getting home.
15. He (does, makes, sees, plans) to arrest them as they leave the building.
16. We (played, songs, determined, started) on an early start.
17. He is acting in a (purpose, purposive, purposing, purposed) manner.
18. It seems likely that General Rogers was the killer's (intending, intended, intended, intend, intention) victim.
19. He wears his raincoat (on purpose of, lest, to, purposively) not getting wet
20. It looks (will, will, willful, wiled) damage.

Q.2: Exemplify the following words and phrases in meaningful and grammatical sentences showing the meaning of purpose using:

(so that, lest, with view to, on purpose of, in order to, in order to that, for, that, so, for fear that, to mean, if-clause, purposively, advisedly, towards, purpose, in case, so as to, until-clause, to)