الاسماء المربكة في اللغة الانكليزية: تحليل الاخطاء

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كيفية اقتباس البحث

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Confusing Nouns in English: An Error Analysis

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الخلاصة

هذه الدراسة هي محاولة للتعرف على الأخطاء التي يرتكبها المتعلمون العراقيون الدارسون اللغة الانكليزية لغة ثانية في قسم اللغة الانجليزية / كلية التربية الأساسية في جامعة بابل في استخدام الأسماء مركبة (المحيرة). يكون تصن=ف الأسماء الإنجليزية وتتنوع كقواعد اللغة

الإنجليزية. وقد سعى الباحث في ورقة قيد الاستعراض لإجراء دراسة تفصيلية الأسماء التي تكون مصدر للإرباك للمتعلمين العراقيين الدارسين اللغة الانكليزية لغة.

يسعى الكاتب إلى التعرف على الأخطاء التي يرتكبها المتعلمين العراقيين الدارسين اللغة الانكليزية لغة   في قسم اللغة الانكليزية/ كلية التربية الأساسية في جامعة بابل في استخدام الأسماء التي تربك. وتشمل دراسة الباحث قسمين، النظرية والعملية. يتناول الجزء النظري خلفية عامة من الأسماء مربكة، في حين الجانب العملي يتناول الأخطاء الشائعة التي يرتكبها المتعلمين العراقيين. ويشير الباحث إلى عدة أنواع من الأسماء الشائعة، السليم والمجرد والجماعي. العديد من الأسماء هي غير خاضعة للمساءلة عندما تشير إلى وجود مادة أو مفهوم، لكنها معدود عندما تشير إلى وجود شيء على حدة.

وقد تم اختيار عينة من المتعلمين العراقيين الدارسين اللغة الانكليزية لغة ثانية لتحليل الأخطاء. وقد أشير للأخطاء وتم تحليل النتائج ومعالجتها إحصائيا. ومن المتوقع أن تكون هذه الدراسة ذات قيمة لكل ممن المتعلمين العراقيين الدارسين اللغة الانكليزية لغة ثانية ومدرسي اللغة الإنجليزية من ناحية أخرى. وتهدف هذه الدراسة إلى معرفة الأخطاء الشائعة لدى المتعلمين الجامعيين في استخدام الأسماء المربكة .

Abstract

 The present study is an attempt to identify the errors made by Iraqi EFL learners in the Department of English / College of Basic Education, University of Babylon in using confusing nouns .The Classification of English Nouns is as diverse and varied as English Grammar. The researcher in the paper under review has sought to examine in details how nouns are a source of confusion for EFL learners.

  This study aims at (1) investigating the difficulties faced Iraqi EFL university learners in using confusing nouns and (2) identifying the errors made by EFL learners in using confusing nouns .

 To achieve the two goals mentioned above, the study hypothesizes that Iraqi EFL University Learners committed errors in using confusing nouns because of their intralingual transference. The Hypothesis has been verified through adopted a diagnostic test of two questions .The test has

been applied to a sample of 100 Iraqi EFL university learners at their fourth year from Department of English, College of Basic Education, University of Babylon during the academic year 2014-2015.

Errors have been pointed and results have been analyzed statistically. The analysis gives the following results: (1) EFL University learners face difficulties in recognizing and producing confusing nouns . This is indicated by their low performance in the test as the, rate. of their correct responses (782, 39.1%) is lower significantly than that of their incorrect ones (1218, 60.9 %). (2) The subjects' performance in the test has also revealed that EFL university learners encounter more difficulties in using confusing nouns 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 (349, 34.9 %) is lower than the total the total number and the percentage of the correct responses at the recognition level which are equal (433, 43.3 %) and (3) Some of errors are due to the student's lack knowledge of the English confusing nouns since they are not aware of their different types.

Section One

1. The problem

Confusing nouns are a group of words in which learners are uncertain about what to do or are unable to understand them clearly. They are words that make learners unable to comprehend or differentiate between synonyms and antonyms (Internet: 1).

English has a lot of commonly confused words. They either look alike, sound alike or, worst of all, look and sound alike but have completely different meanings. Other words look and sound different but are similar in meaning, and it's hard to determine which is the correct one in a given context.

It is worthy mentioned that nouns are of four kinds:

1 - **Common nouns**: dog, man table, etc.

2 – **Proper nouns**: France, Mrs. Smith, Tom, gender we etc.

3 – **Abstract nouns**: beauty, charity, fear, etc.

4 – **Collective nouns:** crowd, group, team, etc.

(Thomson & Martinet,2012:24)

Many nouns are uncountable when they refer to something as a substance or concept, but they are countable when they refer to an individual thing related to the substance or concept. For instance, *'cake '* is used as an uncountable noun when it refers to *'cake'* as substance, but it is used as a countable noun when it refers to individual "cakes".

- **Cake** and ice cream is my favorite dessert.
- This afternoon, we baked two **cakes**.

<div align="right">(Dudin, 2008:22)</div>

In terms of gender, nouns have three kinds:

a – Masculine: men, boys, and male animals

b – Feminine: women, girls, and female animals

c – Neuter: inanimate things**,** animals whose gender does not know and sometimes babies whose gender does not know.

<div align="right">(Thomson & Martinet: 2012,24)</div>

The EFL learners find many difficulties in learning English as a second language and it is difficult to comprehend all the nouns especially the nouns that are confused (nouns that have the same pronunciations and different meanings), or (pair nouns that have the same meanings with different spellings), such as (**house** and **home**), (**aid** and **aide**), (**foot** and **leg**), (**cap** and **cab**),etc. (Fitikides,2002 : 116, 119 & Oxford, 2005: 103, 108 & Internet : 2).

The following are confusing nouns:

(1) *aid / aide***:**

 Aid is a help or an assistance given, but an *aide* is a person who helps.

- Every Christmas the community gives *aid* to those less fortunate.
- Frieda Gogh worked five years as a teacher's *aide***.**

<div align="right">(Internet: 2)</div>

(2) *emollient / emolument***:**

   An *emollient* is a softener.

An *emolument* is a salary or other compensation for a job.

- The oils secreted by the skin are *emollients* that keep the skin soft.
- The *emolument* for his new position far exceeded that of Henry's

Last past.

(3) *gorilla / guerrilla***:**

   A *gorilla* is a large ape , whereas *guerrilla* is a member of irregular military that uses surprise attacks on its enemy.

- *Gorillas* live in the African tropical forest.
- *Guerrilla* warfare uses tactics such as ambush.

(internet:2)

(4) *locality* / *location*:

 Locality is the geographical designation of a place, spot or distinct without reference to the people, but *location* is a place of settlement in relation to people (Doniach,1984 : 225 – 226):

- It is a good *locality* to build a factory.
- The *location* is full of people.

(5) *shade* / *shadow*:

 Shade is a place sheltered from the sun. *Shadow* is a shade of a distinct form, as of a tree, a man, a dog, etc.

- I like to sit in the *shade*.   (Webester,1992:913)

The present study attempts to help Iraqi EFL learners in using confusing nouns correctly.

1. 2 Aims of the Study

The study aims at

1.Helping EFL learners of English language differentiate the meaning of nouns especially that they have similarities in pronunciations and spelling.

2. Maintaining the quality of nouns memorization.

4. Helping the learners to use the nouns in the appropriate situations.

1.4 Procedures

The topic is divided into two sections: theoretical and practical (test).

In theoretical section, the researcher identifies and discusses confusing nouns only. While , in the practical section , The test is directed to (100) students of the third stage at English Department / College of Basic Education / University of Babylon during the academic year 2014-2015. The third stage was chosen because they have finished studying such topic (nouns) in the 1st. year and 2nd.year.

The aim of the test is to investigate the Iraqi University Learners' responses in using confusing nouns . The test consists of two parts .The first one takes the form of the recognition test which is used to reveal the learners' abilities in distinguishing the confusing nouns from other related ones. The second part of the test intended to elicit production level. This is done deliberately to identify the most common strategy used by them to express confusing nouns.

1. 5 Hypothesis

It is hypothesized that Iraqi EFL University Learners commit errors in using confusing nouns because of their intralingual transference.

Section Two

2. Confusing Nouns in English

2.1 Introduction

Confusing is a situation in which people are uncertain about what to do or unable to understand something clearly, or it is the feeling that you have when you do not understand what is happening, what is expected, etc.

Confusing nouns are words that speakers and writers of English often confuse. They are called false cognates because they sound or are written so similarly that they are often confused. They occur when the noun (the antecedent) is singular or plural .This can often get confusing as some nouns are singular but can easily be mistaken for plural nouns .Thus , the pronouns that follow be in the singular form (it , he , etc) .

Confusing nouns are groups of words in which learners are uncertain about what to do or unable to understand them clearly, or they are words that make learners unable to comprehend or differentiate between synonyms and antonyms (Internet: 1).

The following are confusing nouns listed alphabetically:

(1) adventure / venture:

Both **adventure** and **venture** can be used to mean a hazardous or daring undertaking with an uncertain outcome. But whereas **adventure** is usually associated with danger and excitement or a physical sense, **venture** more often refers to a business enterprise or commercial or financial speculation.

- Robin Hood lived the life of **adventure**.
- The merchant was at a **venture**.

(Bailie & Kitchen,1976:17)

(2) aid / aide:

Aid is help or assistance given, but an **aide** is a person who helps.

- Every Christmas the community gives **aid** to those less fortunate.
- Frieda Gogh worked five years as a teacher's **aide.**

(Internet:2)

(3) allusion / illusion / delusion :

An **allusion** is a passing or casual reference to something ,whereas an **illusion** is something producing a false impression or deceptive appearance **.** **Delusion** is a mistaken belief that something really exists and cannot be removed by an appeal to reason (Doniach,1984:12,49,186):

- He cherishes the **illusion** that everyone likes him.
- She suffered from the **delusion** that all her food was poisoned.

(4) amount / number:

The **amount** of something is how much of it .There is a quantity. Whereas, **number** is a word or symbol that indicates a quantity.

- I spent an enormous **amount** of time preparing for the exam.
- Choose a **number** between ten and twenty.

(Oxford,2006:25,528)

(5) analysis / synthesis:

Analysis is the separation of a whole into its constituent elements. **Synthesis**, the opposite of analysis, is the combination of parts to form a whole.

- The grammatical **analysis** of a sentence is difficult.
- The production of rubber from petroleum by **synthesis**…..

(Hornby, 1974:877)

(6) analyst / annalist:

An **analyst** is a person who is skilled in analysis .

An **annalist** is one who writes annals or chronicles.

- The **analyst** is busy discussing and analyzing the errors in the exam.
- There is important events happened and written by the **annalist.**

(Webstier,1992:32,36)

(7) antagonist / protagonist:

Antagonist is one who opposed to another in any kind of contest or fight. Whereas, a **protagonist** is the leading character in a play or a novel.

- The **antagonist** in the fight was the king.
- There are two **protagonists** in the novel.

(Bailie & kitchen,1976:31)

(8) apiary / aviary:

These two words are occasionally confused. An **apiary** is a place where bees are kept. An **aviary** is a place for keeping birds.

- You can keep the bees in the **aviary** and birds in the **apiary**.

(Hornby,1974:35,53)

(9) arbiter / arbitrator:

An **arbiter** is a person who has the sole or absolute power or judge or determine. An **arbitrator** is an impartial judge, or one of a number whose decision of both parties to a dispute agree to accept.

- The dictator became the **arbiter** of his country's destiny.
- The government appointed an **arbitrator** to settle the strike in the steel industry.

(Webster,1992:47)

(10) artist / artiste:

An **artist** is one who practices the fine arts, in particular painting or sculpture.

An **artiste** is one who performs in public, especially a singer or a dancer on or a stage or on television.

- The president gave the **artist** a present for his good portraits.
- We don't like **artistes** in public.

(Hornby,1974:44)

(11) barrister / solicitor:

A **barrister** is allowed to plead at the bar of any court. A **solicitor** advises his clients and briefs the barrister , preparing the case for him to plead : He can also appear on behalf of his client in a lower court , but only a barrister may plead the case in a higher court.

- You can ask a **barrister** to give you a counsel.
- If you want to set a will go to the **solicitor**.

(Doniach,1980:30,372)

(12) blonde / blond:

 Blond describes men , whereas **blonde** describes women. This distinction is not necessary though: blond is now generally accepted for both men and women.

- Brunettes have just as much fun as **blondes** (blonde women).
- Sean was not natural **blond** .

(Internet:2)

(13) cache / cash:

A **cache** is a number of things that have been hidden, or the place where they have been hidden. **Cash** money in the form of coins or bills rather than checks, credit cards etc.

- Is there a discount if I pay **cash**.   (Longman, 2005:185)

(14) cap / hat:

Cap is a soft flat that is usually worn by men or boys, it is also a covering for the end or top of something .

Hat is a covering that you wear on your head , usually when you are outside.

- Put the **cap** back on the bottle.
- ….to wear a **hat**.   (Oxford,2006:108,362)

(15) category / class :

Category is a classificatory division in any particular field of knowledge , especially in science or philosophy . The word **class** refers to a number of persons or things regarded as forming a group.

- The domestic cat belongs to the **category** of flesh – eating mammals.
- He joined the **class** for beginner.

(Bailie & kitchen,1976:66)

(16) censer / censor / censure :

A **censer** is a container in which incense is burned . A **censor** is an official who examines, and if necessary amends , written material for contravention of existing moral or political conditions, and **censure** is adverse or hostile criticism.

- Put some incense in the **censer**.
- How can **censors** deal with such amends?
- Would you pass a vote of **censure** on the minister.

(Hornby,1974:135)

(17) complement / compliment:

A **complement** is the total number that makes a group complete, whereas **compliment** is a statement or an action that praises or expresses admiration for somebody :

- Without a full **complement** of players , the team will not be able to take part in the match.
- People have often paid her **compliments** of the hotel management.

(Oxford,2006:153,154)

(18) complement / supplement:

A **complement** is that which completes something, and makes up the full quantity or amount. A **supplement** is something added to supply a deficiency and implies an addition the whole, a reinforcement or extension:

- I always give the dog a vitamin pill as a **supplement** to its rations.

(Webster.1992:200,993)

(19) customer / client:

A person can be a **customer** at a shop, but a **client** of a lawyer, a bank, etc :

- That grocer has plenty of **customers**.
- That lawyer has plenty of **clients**.

(Fitikides,2002:118)

(20) dairy / diary:

A **dairy** is a farm where milk and milk products are produced, whereas **diary** is a daily journal :

- Madeleine grew up on a **dairy** and knows how to churn butter.
- Rhoda writes in her **diary** for two hours every night.   (Internet:2)

(21) Desert / dessert:

Desert is a large area of land where it is always very hot and dry and there is a lot of sand or it's a place where there is no activity or where nothing interesting happens.

Dessert is the sweet course of a meal.

- Northern Lowa has long been seen as a cultural **desert**.
- The whole family wanted to have a cake for **dessert.**

(Internet:2 & Longman,2005:378)

(22) dialogue / duologue:

A **dialogue** is a conversation between two or more people. A **duologue** is conversation between two people only , especially as part of a dramatic performance (Hornby , 1974: 238,17 and Bailie and kitchen,1976:100) :

- The **dialogue** / **duologue** is between Ali and Ahmed.
- The people performed the **duologue.**

(23) disposal / disposition:

The two nouns show confusion in that **disposal** has the basic idea of getting rid of something by removing it from one place to another , while **disposition** conveys rather the sense of placing or arranging according to a plan worked out before hand.

- The **disposal** of the refuges was soon completed.
- The **disposition** of the properly under the terms of the will.

(Bailie & Kitchen, 1976:102)

(24) emigrant / immigrant:

An **emigrant** is one who leaves his own country in order to settle in another.
An **immigrant** is one who arrives from another country.

- If you want to leave your country to another, you will be an **emigrant**.
- If you come to live in a country you will be an **immigrant**.

(Hornby,1974:282,424)

(25) emollient / emolument:

An **emollient** is a softener.
An **emolument** is a salary or other compensation for a job. (Internet:2):

- The oils secreted by the skin are **emollients** that keeps the skin soft.
- The **emolument** for his new position far exceeded that of Henry's Last past.

(26) entomology / etymology:

entomology refers to the study of insects, whereas **etymology** is the study of the history of words and where they come from. (Internet:2):

- Donald couldn't be afraid of bugs if he wanted to get a degree in **entomology**.
- The **etymology** of mortify goes back to Latin .

(27) epigraph / epitaph:

An **epigraph** means an inscription , especially one on a public building.
An **epitaph** refers to a commemorative inscription on a tomb.

- The **epigraph** on the building is ambiguous.
- This is the **epitaph** on Shakespeare's tomb stone.

(Bailie & kitchen, 1976: 115 and Doniach,1984:123)

(28) faculty / college:

Faculty is one department in a university , college , etc.
College is an institution where you can study after you leave school.

- The **faculty** of law…….. .
- He first got interested in politics when he was at **college.**

(Oxford,2006:144,279**)**

(29) floor / ground:

 Floor is the flat surface that you walk on indoors or the ground or surface at the bottom of the sea , a forest , etc. It also means a level in a building .
Ground is the solid surface of the earth.e.g.

- Don't come in there's a broken glass on the **floor**.
- the ocean **floor**…….
- Which **floor** is the men's department on , please.
- We sat on the **ground** to eat in our picnic.

(Oxford,2006: 302,349)

(30) garden / yard:

   Garden is piece of land (usually near a house) where flowers and vegetables are grown , usually with a piece of grass ,whereas **yard** is an area , usually of concrete or stone with a wall or fence around it , next to or round a building:

59 – Let's have lunch in the **garden**.

 60– The children were playing in the school **yard**.

(Oxford, 2006:325,883)

(31) gorilla / guerrilla:

   A **gorilla** is a large ape , whereas **guerrilla** is a member of irregular military that uses surprise attacks on it's enemy.

- **Gorillas** live in the African tropical forest.
- **Guerrilla** war fare uses tactics such as ambush.

(Internet:2)

(32) grill / grille:

 Grill is a part of cooker where the food is cooked by heat from above.
Grille is a framework of metal bars that is placed over a window, etc.

- Sprinkle with cheese and put under the **grill** to brown.

(Oxford,2006:348)

 (33) habit / custom:

A **habit** belongs to the individual, but a **custom** belongs to a society or community.

- Telling lies is a very bad **habit**.

- The Chinese has strange **customs**.   (Fitikides,2002:116,117)

(34) heritage / inheritance:

   Heritage is that which belongs to one by reason of birth or that which is bequeathed to a subsequent generation by an individual. Whereas, **inheritance** is the usual word or any property or possessions which are passed on to an heir:

- Our Victorian **heritage** is rich in poetry.
- He received a substantial **inheritance** from his parents.

(Bailie & kitchen, 1976:140 & Kent ,1984:109)

(35) house / home:

   A **house** is any building used for dwelling in , and **home** is the particular house in which someone is living. **Home** may also denote one's own country. e.g.

- You should go **home** now.
- I'm going **home** this summer (going to England).

(Fitikides,2002:116)

(36) immunity / impunity:

   Immunity is exemption from any natural or usual liability , especially susceptibility to disease, **impunity** is exemption from punishment or ill consequences.

- The baby has been given an **immunity** from the disease.
- There is no punishment because of his **impunity**.

(Hornby , 1974: 424, 425)

(37) instinct / intuition:

   The meaning of **instinct** is an inborn pattern of activity, innate, impulse or natural inclination, while **intuition** means direct perception of facts independency of any reasoning process.

- Migrating birds find their way by **instinct**.
- How she knew you were coming ? I don't know. It must have been her feminine **intuition**.

(Bailie & kitchen,1976:1590)

(38) institute / institution:

   An **institute** is a society or organization for carrying on particular work especially of an educational, literary or scientific nature. On the other hand ,

an **institution** is an organization or establishment for promotion of a particular object. A home for old people or an orphanage. It is also an organized pattern of a group behavior or any established low or custom:

- Classes are hold at the **institute** every evening of the week.
- The **institution** of beating the bounds goes back to pagan times.

(Hornby, 1974:443)

(39) jail / cell:

 Jail is a place where criminals are kept as part of their punishment, or where people who have been charged with a crime are kept before they are judged in a court of law, prison. **Cell** is a small room in a prison or police station in which prisoner is locked :

- Conrad's been in **jail** for nine years.

(Longman, 2005:767 & Oxford,2006:117)

(40) jurist / juror :

 A **jurist** is one who professes the science of law or who is versed in law. A **juror** is a member a body of people sworn to deliver a verdict in a case.

- The **jurist** discussed the case to his students.
- The **juror** asked the candidate some difficult questions.

(Webster,1992:531)

(41) kit / kite :

 Kit means the equipment that you need for a particular sport, activity, situation ,etc. **Kite** is a toy which is a light framework covered with paper or cloth. **Kites** are flown in the wind on the end of a long piece of string :

- a first - aid **kit**. A tool **kit**.
- Several people were flying **kites** on the hill.

(Oxford, 2006 : 435, 436)

(42) locality / location:

 Locality is the geographical designation of a place, spot or distinct without reference to the people, but **location** is a place of settlement in relation to people:

- It is a good **locality** to build a factory in.
- The **location** is full of people.

(43) manner / manor:

Manner is a way of doing or behaving ,whereas a **manner** is a house on an estate:

- Dunane pipes installed the plumbing in a workman – like **manner**.
- The chauffeur drove slowly up to the **manor**.

(Intrnet:2)

(44) mantel / mantle:

A **mantel** is a shelf above a fire place, or face of one.

A **mantle** is a cloak or blanket.

- Matilda set several candles on the **mantel**.
- Velma grabbed her **mantle** before heading out the door.

(Intrnet:2)

(45) naught / nought:

Both of the two names mean 'Zero nothing'. However, while **naught** is used in poetical context. **Nought** is used numerical sense:

- **Naught** availed her, though she begged for mercy.
- It's like a game of **nought** sand crosses**.**

(Bailie & Moyna,1976:200 & Clark,1989: 271)

(46) occupant / occupier:

An **occupant** is one who is occurring a place, seat or compartment. An **occupier** is one who occupies living or office premises. The first is temporary occupation, the second is permanent one:

- I have kept this seat warm for the next **occupant**.
- The painting of the outside of the flat is the responsibility of the **occupier**.

(Ibid: 212 & Ibid: 286)

(47) oculist / optician:

An oculist is a doctor who specializes in examination and treatment of the eye, an ophthalmologist. An **optician** is one who makes and sells glasses according to the prescription of an **oculist**:

- Go to the **oculist** to examine your vision.
- Go to the **optician** to make suitable glasses for you.

(Hornby,1974:581,590)

(48) paean / peon:

A **paean** is a poem or other artistic expression of praise and exultation , a **peon** is a peasant, menial laborer, or drudge :

- Freddie's best poem was a **paean** to laziness, a subject he is intimately acquainted with.
- Hugh Jeego stays in the president's office because he doesn't like mingling with the **peons** on the work floor.

(Internet:2)

(49) parricide / patricide:

Parricide denotes the murder of a parent or anyone to whom reverence is due. **Patricide** is the act of killing one's father

- To kill one's parent is **parricide**.
- To kill one's father is **patricide**.

: **(**Bailie & Moyna.1976:226 and Webester1992:731,736)

(50) pill / tablet:

Pill is a small round of medicine that you swallow. **Tablet** is a small amount of medicine in a solid form, that you swallow:

- a sleeping **pill.**
- take two **tablets** every four hours.

(Oxford, 2006: 577,786)

(51) play / game:

A **play** is a story which is written to be performed by actors in the theatre, on television or radio . A **game** is a section of a match of tennis:

- Would you like to see a **play** while you're in London?
- Let's have a **game** of chess. **(**Ibid:324,583)

(52) predecessor / successor:

Predecessor refers to a person who did a job before somebody else .

- The new president reversed many of the policies of his **predecessor.**
- Who's the likely **successor** to him as party leader.

(Hornby,2010;1545)

(53) price / cost:

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Price is the amount of money by the customer. **Cost** is the amount paid by the shopkeeper. We can say how much does it cost:

* He built his house without regard to the **cost.**
* What's the **price** of this book.

<div align="right">(Fitikides, 2000 : 121)</div>

(54) principal / principle:

Principal means 'sum of money' or a 'chief person', while **principle** indicates 'a rule of conduct or a doctrine':

* I must consult my **principal.**
* He is a man of high **principle**.

<div align="right">(Ibid:261 & Alexander,1994:146)</div>

(55) pupil / people:

Pupil is a child in school. **Student** is a person who is studying at a college or University . **People** means more than one people:

* There are 28 **pupils** in the class.
* Young **people** often rebel against their parents.

<div align="right">(Oxford,2006:568,619)</div>

(56) reason / cause:

Reason explains or justifies a result, while a cause produces a result:)

* You have a good **reason** for coming.
* The **cause** of fire was carelessness.

<div align="right">(Hornby,1974:133,699)</div>

(57) sag / saga:

Sag is a sinking movement or position. **Saga** is a long story, especially one that continues over a period of many years:

* There was a slight sag in the ceiling.
* Chang's novel is the real-life **saga** of Chinese family.

<div align="right">(Longman,2005:1268)</div>

(58) scene / scenery

A **scene** refers to one particular place, while **scenery** refers to the general appearance of the country. We don't use **scenery** in the plural:

- The TV crew arrived at the **scene.**
- The **scenery** in Cyprus is beautiful.　　　　　　(Fitikides,2000:117)

(59) sergeant / serjeant:

　　The form **sergeant** is used for the rank in the army and in the police force. **Serjeant** means a title formerly given to a member of a superior order of barrister:

- The **sergeant** saved his officer in the battle.
- The **serjeant** was not in the country.

　　　　　　　　　　　　　　　　　　(Bailie & Kitchen, 1976:267)

(60) shade / shadow:

　　Shade is a place sheltered from the sun. **Shadow** is a shade of a distinct form, as of a tree, a man, a dog, etc.:

- I like to sit in the **shade.**
- The dog saw its **shadow** in the water.

　　　　　　　　　　　　　　　　　　(Webester,1992:913)

(61) site / position:

　　Site is a place where something happened or existed in the past.
Position is the place where somebody / something is or should be.

- The **site** of a famous battle between the English and the Scots.
- That plant's in the wrong **position**.

　　　　　　　　　　　　　　　　　　(Oxford,2006:593,721)

(62) snow / ice

　　Snow is the frozen vapour falling from the sky in soft. **Ice** means frozen water , which is made solid by cold (Hornby,1974:419,816):

- There is a heavy fall of **snow** today.
- Will you break the **ice** into pieces to be used in drinks.

(63) society / community:

　　Society means the way people live together. **Community** refers to the people who live in a particular area:

- In a civilized **society**, everyone should have access to health care and education.
- Rising unemployment in the area is bad for the whole **community**.

　　　　　　　　　　　　　　　　　　(Alexander, 1994: 171)

(64) statue / statute / stature:

Statue is a figure of person or animal in wood, stone, bronze, etc. **Statute** is a written law passed by parliament or other law – making body. **Stature** means 'status' or 'prestige' or 'natural height':

- That **statue** is too high.
- This **statute** unenforceable and should be stricken from the book.
- She has a great political **stature**.

(Doniach : 1984: 381)

(65) stimulant / stimulus:

Although the two are synonyms in medicine, each of them has different sense. That is, **stimulant** is a physical good, a **stimulus** is a mental or emotional good:

- Coffee is a **stimulant**.
- Ambition is a **stimulus**. (Mark & Bryon, 1946:242)

(66) storey / story :

Storey is one floor or level of a building. **Story** is an article or report in newspaper or magazine :

- The building will be five **storeys** high.
- The plane crash was the front – page **story** in most newspapers.

(Oxford,2006:763,764)

(67) story / history:

A **story** is an account of events which may or may not be true. **History** is a systematic record of past events:

- She told me an interesting **story**.
- We study the **history** of Romans.

(Fitikides,2000:116)

(68) story / tale:

Story is a description of people and events that are not real, whereas **tale** refers to a story about events that are not a real or a report or description of something that is not necessarily true:

- He always reads the children a bed time **story**.
- I have heard a lot of **tales** about the people who live in that house .

(Oxford,2006:764,788)

(69) suit / clothes / dress:

Anyone can wear suits (a jacket with trousers or skirt). **Clothes** are general word , only girls and women wear **dresses**:

- My elder brother has a new **suit**.
- John / Mary is wearing new **clothes**.
- The new **dress** is for my daughter.

<div align="right">(Hornby,1974:157, 265, 865)</div>

(70) tab / tap:

   Tab is a small piece of cloth, metal or paper that is fixed to something to help you open , hold or identify it. **Tap** is a type of handle that you turn to let water, gas etc.. out of pipe or container:

- You open the tin by pulling the metal **tab**.
- Don't leave the **taps** running.

<div align="right">(Oxford,2006:786,790)</div>

(71) theft / robbery:

   Theft is the crime of taking something that belongs to another person secretly and without permission, whereas **robbery** means the crime of stealing from a bank:

- The woman was arrested for **theft**.
- They were accused of **robbery** with violence.

<div align="right">(Ibid:666,799)</div>

(72) vacation / day off / holiday:

  Vacation is a period of rest from work or school(often when you go and stay away from home). In English**, vacation** means the period of time when universities and courts of law are not working.

A **day off** refers to a day when someone do not go to work, whereas **holiday** in this sense is used in both British and American English:

- Maria wants to get a job in the long **vacation**.
- I'm having two **days off** next week when we move house.
- Next Thursday is a **holiday** in some parts of Germany.

<div align="right">(Ibid:378)</div>

(73) vane / vein:

Vane is a blade that rotates. **Vein** refers to the tubes that carry blood back to the heart:

- I don't know how hard the wind below; it below the weather **vane** off the roof.
- The **veins** are usually smaller than the arteries.

(Internet:2)

(74) vapour / steam:

Vapour is a substance made of very small drops of liquid which hang together in the air like a cloud or mist.

Steam is the hot gas that water changes into when it boils:

- water **vapours**.
- **Steam** was rising from the coffee.

(Oxford,2006:759,844)

(75) veracity / voracity:

Voracity is greediness or extreme hunger but it can sound very much like **veracity** if the sound /O/ in the first syllable is not clearly pronounced. **Veracity** means truthfulness.

- Can we trust the **veracity** of someone who works at Cook, Books and Hyde accounting.
- Mildred's **voracity** for Romance novels is as great as her love of chocolates.

(Internet:2)

(76) violin / villain

Violin is a four – stringed musical instrument played with a bow. **Villain**, on the other hand, is wicked person :

- You can't play with a **violin**.
- Look out of the **villains**.

(Hornby, 1974:957)

(77) waist / waste:

Waist refers to the narrow area of a human body between the hips and the ribs. **Waste** is an action that involves not using something carefully or using something in an unnecessary way (Internet:2 & Oxford,2006:858):

- We often wear a belt around our **waist**.
- If he gives up acting it will be a **waste** of great talent.

(78) weather / climate:

   Weather refers to the climate at a certain place and time, how much wind, rain, sunshine, etc. There is and how hot or cold it is. **Climate** refers to the normal weather conditions of a particular region:

- What was the **weather** like on holiday?
- What are the effects of global warming on our **climate**?

<div align="right">(Oxford, 2006:137,862)</div>

(79) wound / injury:

   Injury and **wound** describe damage to the body, but a **Wound** is generally caused by a weapon(e.g. gun or knife), **injury** is usually for the result of accident: :

- He had some **injuries** in the car accident.
- He suffers from a bullet **wound**.

<div align="right">(Hornby,1976:995& Redman,2002:114)</div>

Section Three

3. Procedures

3.1 The Test

   The test is applied on (100) subjects from the third stage at department of English / College of Basic Education / University of Babylon during the academic year 2014-2015 . The aim of the test is to investigate Iraqi University subjects responses in using confusing nouns . It consists of two parts . The first one takes the form of recognition test to reveal the subjects abilities in distinguishing the confusing nouns from other related ones . The second part of the test intended to elicit information about the subjects' use of the strategies to express the confusing nouns at the production level. This is done deliberately to identify the most common strategy used by them to express the confusing nouns . The items of the two questions are selected randomly from the material of the research .

   The test is a short examination which is given to subjects to know their ability in using the nouns correctly. The test is regarded very important to teacher because a good test enables him to assess the subject's achievement with specific course of the study . A short monthly test or mid – year

examination enables the teacher to have a clean view of the achievement of his subject .Testing is only criterion of the subjects' evaluation .The sample of the test is (100) students out of (187) total number of the study of the third stage in department of English – College of Basic Education /University of Babylon . The reason behind choosing such a stage because they have studied the nouns in the first course.

3.1.1 Test's Questions

Q1: Complete the following sentences by writing the number of the item and the letter of the most suitable alternative: (50M.)

1- He came second in an international piano ------- .

a- compete b- competitive c- competitively d- competition

2- There is an age ------ of three years between the two children .

a-difference b- different c- differentiate d- differently

3- In some countries people have no ------ to diseases like measles .

a- immune b- immunity c- immunize d- immunized

4- To my-------------, I passed the test easily .

a- amazing b- amazingly c- amazement d- amaze

5- Most parents want to give their children the -------- of a good education.

a- beneficial b- benefit c- beneficiary d- beneficially

6- His insulting you was ample -------- for you to leave party .

a- justify b- justifiable c- justification d- justified

7- Hard work is the key to ------------------------- .

a- success b- succeed c- successfully d- successful

8- Few people realized the --------- of the discovery .

a- significant b- significantly c- signify d- significance

9- The leaders reached an ----------- after five days of talks .

a- agreeable b - agreeably c- agreement d- agree

10-We finally made a decision that was to everyone's ----------- .

a- satisfaction   b- satisfactorily   c-satisfactory   d-satisfy

Q2:Change the following words into nouns and put the nouns in meaningful sentences : (50 M.)

(solicit, vindictive, naughtily, allude, intuitive, decidedly, arbitrate , principally , dispensable , occupy)

3.2 The Results of the Test

The following tables show the percentage of errors related to Question One and Two of the test:

Table (1) Percentage of Committing Errors at Recognition Level in Q.1

No. Of items	Correct		Incorrect	
	No.	Percentage	No.	Percentage
1	60	60	40	40
2	32	32	68	68
3	51	51	49	49
4	26	26	74	74
5	35	35	65	65
6	28	28	72	72
7	55	55	45	45
8	70	70	30	30
9	65	65	35	35
10	11	11	89	89
Total	433	43.3	567	56.7

As shown in Table (1), the total number and the percentage of the correct responses are (433, 43.3 %), whereas those of the incorrect ones (including avoided items) are (567, 56.7%). The results clearly show that the subjects are unable to recognized confusing nouns.

Table (2) Percentage of Committing Errors at Production Level in Q.2

No. Of items	Correct		Incorrect	
	No.	Percentage	No.	Percentage
1	11	11	89	89
2	47	47	53	53
3	51	51	49	49
4	19	19	81	91
5	41	41	79	79
6	30	30	70	70
7	32	32	68	68
8	60	60	40	40
9	37	37	63	63
10	31	31	59	59
Total	349	34.9	651	65.1

From table (2), it has been concluded that the total number and the percentage of the correct responses are (349, 34.0%) in comparison with those of the incorrect ones (including avoided items) which are (651, 65.1 0/0). It is obvious from the results presented in the table above that the number of the incorrect responses is higher than that of the correct ones.

Table (3)

Subjects' Performance at the Recognition and the Production Levels throughout the Whole Test

LEVEL	NO. OF CORRECT RESPONSE	%	NO. OF NCORRECT RESPONSE	%
Recognition	433	43.3	567	56.7
Production	349	34.9	٦٥١	65.1
Total	٧٨٢	39.1	1218	60.9

As shown in Table (3), the highest rate of the subjects' incorrect responses (including avoided items) are (1218, 60.9 %) as compared with their correct ones (782,39.1%). This means that Iraqi EFL university learners face difficulties in mastering confusing nouns at both levels: recognition and production. Nevertheless, they face more difficulty at the production level since the total number of their correct responses (349, 34.9 %) is lower than that of their correct responses at the recognition level (433, 43.3 %).These results show that Iraqi EFL University learners encounter difficulties in using confusing nouns.

Section Four

4.1 Errors Analysis

Error analysis is a type of linguistic analysis that focuses on the errors that the learners make. It involves a comparison between the errors made in the target language and that target language itself (Taylor, 1975:74).

4.2 Sources of Errors

According to Brown (1987:75), learners' errors can be classified into four categories : (i) interlingual transfer. (ii) intralingual transfer. (iii) context of learning. and (iv) communication strategies.

Interlingual transfer is a form of generalization that takes prior language experiences and applies them correctly (ibid:8). The learner depends on his native language to solve problem of foreign language (FL) because of the deficiencies of his knowledge of the foreign language (Corder.1981:48). According to Conner (1996:13) intralingual transfer is the extending patterns from the target language (TL) or overgeneralization of a learner's rule . The error may be because of the influence of one target language item upon another (Penny. 2001:9).Yet, context of learning is defined as "other features that may be of negative influence in the teaching / learning environment, are lacking explanations by foreign language teachers as well as the textbook writers who may wish to emphasize some point at the expense of some other points depending on their own beliefs about how language and grammar should be taught", (Salebi, 2004:210). Brown (1987:80) says that communication strategies are the conscious employment of verbal or non-verbal mechanisms for communicating an idea when practicing linguistic forms or for some reason not available to the learner at the point in communication.

4.2.1 Sources of Error Related to Question One

(A) Interlingual: In relation to interlingual transfer , some errors have been committed in the test and the items of this domain are as follows :

Item (1) deals with the noun competition. 40% of the subjects have chosen the wrong option due to the similarity in meaning.

Item (3) has the noun immunity . 49% of the subjects have chosen the wrong alternative attributed to the confusion in meaning .

Item (9) is about the noun agreement . 35% of the subjects have selected the wrong option due to the difference in meaning and confusion in usage.

Item (10) deals with the noun satisfaction . 89 % of the subjects have chosen the wrong option because of lacking knowledge of the meaning and the usage .

(B) Intranlingual: As for intranlingual , the following items shows the errors of such field :

Item (2) shows the noun difference . 68 % of the subjects have chosen the wrong alternative due to negative transfer of the mother tongue . In Arabic , we can say:

لا أستطيع أن أشرح الفرق بين هذين.

- I can't explain the difference between those two.

Item (5) is about the noun <u>benefit</u> . 65% of the subjects have made the wrong option owing to the confusion in meaning .In Arabic , we can say:

ينبغي أن تقرأ كتبًا مشابهةً إذ أنها نافعة لك.

- You should read such books that <u>benefit</u> you .

(C) Context of learning: The following items show the errors of such a field:

Item (4) deals with the noun <u>amazement</u>. 74% of the subjects have chosen the wrong alternative because of the lack of explanation by the teachers as well as the textbooks writers who may wish to emphasize some point at the expense of some other points depending on their own beliefs about how language and grammar should be taught .

Item (7) shows the noun <u>success</u> . 45% of the subjects have chosen the wrong option due to the lack of explanation by the teachers.

(D) Communication strategies:The following items show the errors here:

Item (6) deals with the noun <u>justification</u>. 72% of the subjects have chosen the wrong alternative attributed to the lack of linguistic resources as well as strategies that learners use to overcome these problems in order to convey their intended meaning .

Item (8) deals with the noun <u>significance</u>. 30% of the subjects have chosen the wrong option because of resource deficit as well as strategies that learners use to overcome these problems in order to convey their intended meaning.

4.2.2 Sources of Error Related to Question Two

(A) Interlingual:In relation to interlingual transfer , some errors have been committed in the test and the items of this domain are as follows :

Item (1) deals with the noun <u>solicitor</u> .89% of the subjects have incorrect sentences due to the misuse of rules between part of speech and another.

Item (4) shows the noun <u>allusion</u> .81% of the subjects have given incorrect answer owing to the confusion in meaning between <u>allusion</u> and *illusion*.

Item (5) is about the noun <u>intuition</u> . 79 of the subjects do not answered correctly due to the misuse of rules between part of speech and another.

Item (8) deals with the noun <u>principal</u> .40% of the subjects do not give correct sentences attributed to the similarity in meaning between <u>principal</u> and <u>principle</u> .

Item (10) shows the noun <u>occupier</u> .59% of the subjects have written wrong sentences due to the confusion in meaning between <u>occupier</u> and **occupant** .

(B) Intranlingual: As for intranlingual , the following item shows the error of such a field :

Item (6) deals with the noun <u>decision</u> . 70% of the subjects have given incorrect answers ascribed to the negative transfer of the native language as well as the confusion in meaning. In Arabic, we say :

<div dir="rtl">قد يكون هذا هو أصعب قرار لها من أي وقت مضى</div>

- This may be the most difficult <u>decision</u> of her than ever.

(C) Context of learning : The following items show the errors of such a field :

Item (2) shows the noun <u>villain</u>, 53% of the subjects have written incorrect sentences because of the lack of explanation by the teachers as well as the textbooks writers who may wish to emphasize some point at the expense of some other points depending on their own beliefs about how language and grammar should be taught .

Item (7) deals with the noun <u>arbitrator</u> . 68% of the subjects have given wrong sentences due to the lack of explanation by the teachers.

(D) Communication strategies :The following items show the errors of this strategy:

Item (3) is about the noun <u>naughty</u> , 49% of the subjects have chosen the wrong answer attributed to the lack of linguistic resources as well as strategies that learners use to overcome these problems in order to convey their intended meaning.

Item (9) with the noun <u>disposal</u>, 63% of the subjects have given wrong sentences because of resource deficit as well as measures of language use .

Finally, the following table shows the frequency and percentage of the sources of errors of the whole sample:

Table (4) Errors Sources

Type of Strategy	Frequency of Errors	%
1- Intralingual Strategy	590	48.44
2- Interlingual Strategy	302	24.79
3- Communication Strategy	195	16.00
4- Context of Learning	132	10.83
Total	**1218**	**100**

Section Five

Conclusions and Recommendations

5.1 Conclusions

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

1. Iraqi EFL university learners at the third year face difficulty in mastering confusing nouns. This is indicated by their low performance in the test as the rate of their correct responses (782, 39.1%) is lower significantly than that of their incorrect ones (1218, 60.9 %).

2. The subjects' performance in the test has also revealed that EFL university learners encounter more difficulties in using confusing nouns 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 (349, 34. 9%) is lower than the total the total number and the percentage of the correct responses at the recognition level which are equal (433, 34. 3 %).

3. Some of errors are due to the student's lack knowledge of the English confusing nouns since they are not aware of their different types.

5.2 Recommendations

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

1. Students should be encouraged to think in English as a separate language that differs from their own native tongue. Teachers should be careful in that all language practice must focus, in a systematic manner, on those points of language use that present significant learning problems as shown by error analysis.

2. More emphasis should be given to the topic under investigation at all levels of education.

3. English language must be taught by means of communication tasks and real -life situations which provide meaning or in the form of conversation.

4. More practices and exercises should be conducted among students in types of nouns so that the students can recognize the types .

5. Depending on the types of the errors made by the subjects of this study, the teachers/ instructors should take these errors into consideration and ask their students to avoid such errors.

6. Due attention should be giving to teaching nouns forms in English as it is a problematic area for Iraqi EFL university learners.

7. More exposure to the English language through reading and listening is necessary.

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