



## Classification and Types of Illiteratural Grammatical Phenomenons in Personal Writings

Orifakhon Rustamjon kizi Khudayberdieva

Basic Doctoral Student, Alisher Navo'i Tashkent State University of the Uzbek Language and Literature,  
Uzbekistan

E-mail: [orifa.khudayberdiyeva@mail.ru](mailto:orifa.khudayberdiyeva@mail.ru)

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### **Abstract**

This article presents the perspectives of linguists from around the globe regarding the classification of grammatical errors. In addition, the personal correspondence of male and female students is analyzed in accordance with the taxonomy of extracurricular strategies, and the most frequent errors made by students of both sexes are identified. Examples from personal correspondence are used to illustrate each category of error.

**Keywords:** *Grammatical Errors; Writing; Omitting; Adding; Substitution; Global Errors; Local Errors*

### **Introduction**

Grammatical analysis reveals the variety of forms used to construct sentences, the frequency with which syntactic forms are employed, indicators of the complexity of syntactic forms, the index of simple and adverbial sentences, the index of words and phrases, verbs, adverbs, conjunctions, and their ratio to the number of nouns, adjectives, and pronouns, the uniqueness of the communicative sentence type (declarative, interrogative, exclamatory, negative), auxiliary words, pure verb composition, word formation, prefix, suffix, special use of affixes, text composition, including word order, sentence structure, and more. In addition to the previously mentioned linguistic characteristics, they must be evaluated qualitatively and quantitatively in order to determine their identification value (Galyashina, 2015).

Carl James categorizes grammatical errors according to four word groups:

#### 1. Morphological:

- Noun morphology errors;

- Verb morphology errors;
- Adverb morphology errors;
- Adjective morphology errors (James, 1998).

## 2. Syntactic errors:

- Word combination;
- Sentence;
- Compound sentence;
- Inter-sentences errors;
- Shaughnessy calls morphological errors “minor” errors.

Halliday and Hasan identify five categories of conjunctions that function at the top of the text structure in their research: *reference, substitution, ellipsis, conjunction, and lexical unit*.

Five phases comprise the error analysis procedure proposed by Ellis and Barkhuizen:

- Collection of writing samples;
- Error detection;
- Description of errors;
- Explanation of errors;
- Error assessment (Ellis, 1997).

Dulay, Burt, and Krashen divide typographical errors into four categories:

- Linguistic category taxonomy;
- External category taxonomy;
- Comparative taxonomy;
- Communicative effect (Alfiyani, 2013).

## **Main Part**

Linguistic category taxonomy categorizes errors based on language components, errors affecting a specific linguistic component, or both. The components of a language consist of phonology (pronunciation), syntax and morphology (grammar), semantics and lexicology (word meaning and vocabulary), and discourse (style). The taxonomy of external strategy implies the modification of external structures. It is *omitting* (the absence of a necessary element for correct speech structure), *adding an element* (an excess element that causes incorrect sentence formation), *incorrect formation* (morpheme and structure classify the use of incorrect forms), and *substitution* (incorrect placement of a morpheme or group of morphemes in a sentence). **Comparative taxonomy** divides errors into four subgroups: *intralinguistic or developmental* (errors in the language being studied), *interlingual* (errors between the first language and the language being studied), *bilateral, stuttering* (applies to intralinguistic and interlingual errors), and *abnormal* (errors that do not fit into any of the comparative taxonomy). According to their effect on the observer and reader, **communicative effect taxonomy** divides errors into two subgroups: *global errors* (omitted, incorrect, or replaced conjunctions) and *local errors* (noun variations or errors in conjugation of the verb, formation of auxiliaries and quantity markers).

This study utilized the external strategy taxonomy to categorize its subjects further. Error detection is restricted to four classifications based on a superficial taxonomy. This includes sacrificing, acquiring, trading, and exchanging. The external strategy taxonomy investigates external structure change methodologies.

a) **Omitting Phenomenon** is a type of grammatical error characterized by the omission of a necessary sentence element. As is common knowledge, morphemes or lexemes are divided into two classes: lexical and grammatical. Morphemes are typically dropped more frequently than lexemes. For example, *Assalomu aleykum kursdoshla, yaxshimisizlar, 10-oktabr kun barchangizni taklif qilaman kvarteramga* (*Hello fellow students, how are you, I invite you all to my apartment on October 10*).

In this sentence, the word “day” should be used with a possessive suffix in the form “October 10”, but it is omitted.

b) **Addition Phenomenon** – these errors are distinguished by the presence of a component that should not be used for correct sentence formulation. There are three varieties of this phenomenon:

– **Double Marking:** *Yotoqxonaga kirmoqchilar yoqmi* (*Is there anyone who wants to enter the dormitory?*);

– **Regularization**, i.e. grammatical principles dictate that it should be so, but there is an exception in this case.

c) **Incorrect Form** – improper construction errors are characterized by the incorrect use of morphemes or structures. There are three forms:

– **Regularization:** *Bitta manga yoqmadi makiyaji desam kopchilikga yoqmabdi* (*Not only I didn't like the make-up, but many people didn't like it*).

d) **Substitution** – it is the improper placement of a morpheme or group of morphemes within a sentence.

In the taxonomy of communicative effect, errors are categorized according to the effect they have on the recipient or reader. It is divided into two categories in order to distinguish errors that contribute to incomprehensible communication:

– *Global error* is an erroneous sentence structure and, consequently, a conversational disorder. Global mistakes are the most prevalent among language learners:

*Qalaysiz? (How are you?) Siz sog'misiz? (Are you healthy?) Siz sovuqmisiz? (Are you cold?) Bolalar yaxshimi? (Are the kids okay?)* Notes from the time when the language learner is of English nationality and started learning Uzbek from the elementary level. The word *so'g'misiz* is used in the meaning of whether you are healthy or not sick. With the word *sovuqmisiz* it is asked if the weather is cold with you;

*Ha, kechirasiz. men vaqtini yo'qotib qo'ydim. men tez orada bo'laman!* (*yes, sorry. I lost time. I'll be there soon!*) Here, the language learner directly translated the phrase “I lost time” in the native language into Uzbek;

*Salom! Siz tekinmisiz? (Hello there! Are you free?)* Here, the language learner used the non-contextualized version of the English word *free* meaning *tekin*, *not busy* (in the sense of time).

– *Local error* is an error that does not negatively impact the conversation. For example, errors in lexis, nouns, adverbs, etc.:

*Payshanba kuni yaxshi bo'lsa, men sizga do'stlarimni olib kelmoqchiman* (*I'd like to bring my friends over on Thursday if it's fine*)

Omitting:

- **Morphological:** *Mehnatdan qochmas(lik) kerak (one must not shy away from work);*
- **Syntactic:** *Quyvon o‘rdaka(dan) iltimos qildi (the rabbit asked the duck).*

Adding:

- **Morphological:** *Agar menga imoniyat berilib ozodlikga chiqsam to‘g‘ri hayotga kechirardim; (If I were given faith and set free, I would live a good life); uybekasini kasal bo‘lib qoldi; (his housekeeper fell ill); quyvoncha aylangani **chiqib** yurganida...; (when the rabbit walks out...;)*

Disruption of Order:

- **Syntactic** – *To‘xtagan mashinaga chiqib uyiga olib kelyapti shofyorni; (he gets into the parked car and brings the driver home); shofyor tushib moshinasidan cho‘chqani uy tomoniga xaydab kiritvoryapti; (the driver got out of his car and drove the pig to the house); cho‘chqa qamab qo‘yilganiga xafa bo‘lib moshinalar qatnov yo‘liga chiqib yotib olgan o‘zini o‘ltirish uchun. (as a result of his anger at being confined, the pig went out to kill himself on the road).*

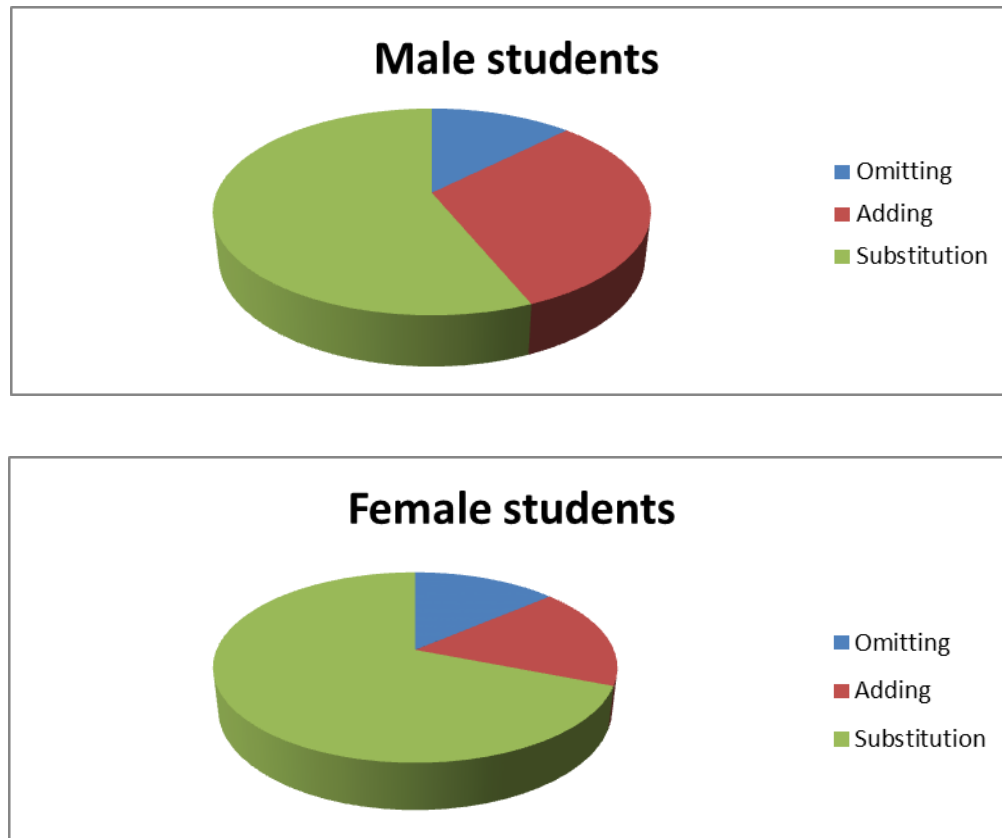
Based on Dulay and others’ theory of surface strategy taxonomy, this study investigated the errors associated with falling, gaining, and altering positions. These errors concern mechanics (spelling and punctuation), grammar, and word selection. The categories and numbers of errors in these components were determined by analyzing the students’ notes. The percentage of each error type in their entries was then determined:

$$\% \text{ error types} = \frac{\sum \text{Students' errors in each category} \times 100\%}{\sum \text{Common mistakes of students of each type}}$$

### External Strategy Taxonomy Errors

№	External strategy taxonomy	Components	Male	Percentage	Female	Percentage
1.	Omitting phenomenon		2	12,5%	4	13,7%
2.	Adding	<b>Regularization</b> (usually, as a rule, but when there is an exception)	–		–	
Total		<b>Double marking</b>	2	12,5%	1	3,4%
		<b>Simple addition</b> (the presence of an extra element that causes grammatically incorrect formation of all types of sentences)	3	18,75%	4	13,7%
			5	31,2%	5	17,2%
3.	Substitution		9	56,2%	20	68,9%
<b>Total</b>			<b>16</b>		<b>29</b>	

### Distribution of Student Errors According to External Strategy Taxonomy



Errors shown in this chart represent problematic aspects of student records. According to it, both sexes made the most errors during the substitution. Following are errors associated with the adding and the omitting phenomena. As shown in the table, female students perform better than male students for each type of error.

Errors related to omitting in the records of female students: **Men** (– ning) *yaqin kelajakda maqsadlarim juda ko‘p.* (I have many goals in the near future).

Errors related to the substitution: *kimdir*dan (kimdandir) *ilhomlanasiz yana kimdir*dan (kimdandir) *uzoqroq bolishga ularning harakatlarini bajarmaslikka intilasiz;* (you are inspired by someone (someone) and you try to stay away from someone (someone) and not follow their actions); *siz hohlaysizmi yoqmi ularning bazi harakatlaridan, ozizni* (o‘zini) *tutishlaridan va gapirish usullarida ozingizda hulosa chiqargan holatda ularga oxshashga harakat qilasiz;* (whether you like it or not, you try to be like them when you draw conclusions from some of their actions, behavior and ways of speaking); *menning ona tili adabiyot fanni o‘qituvchisi* (o‘qituvchim); (my native language literature teacher (my teacher)); *dadam uyga* (uyda) *emasdi;* (dad was not home (at home)); *meni* (mening) *ko‘zlarimga yosh kelmasdi;* (tears did not come to my eyes); *Hozir meni* (mening) *ko‘zlarimga yosh kelayabdi;* (Tears are coming to my eyes now); *o‘z sohamni* (sohamning) *yetuk shaxslaridan biri bo‘lish;* (to be one of the most mature people in my field); *negaki ular bundan* (bunday) *hato qilishga haqlari yoq;* (because they have not the right to make mistakes); *Meni* (mening) *uchta akam bor;* (I have three brothers); *Kichkina edim qo‘shninnikiga o‘ynashga chiqqandim* (chiqqandim); (When I was little, I went out to play with my neighbor); *o‘z rejalarimni tuzib chiqqanman* (chiqqanman). (I made my plans and went out).

Mistakes related to adding: *men ham boshqa oddiy odamlar singari bazu paytlarda bu holatlar gazabimni* (g'azabim) **keltiradi** (keladi); (*I, like other ordinary people, sometimes get angry*); *sizlar bu holatda qattiq stress holatlariga* (holatiga) *tushishingiz mumkin*; (*you can get into a state of severe stress in this situation*); *dada o'sha payti rossga qorqib ketganida balnitsada qolishimga* (qolishga) *majbur bo'lgan*; (*Dad had to stay in the hospital with me when he got scared at that time*); *sizlarni borlarizga* (borlingizga) *ming qatla shukur* (double marking) (*Thank you a thousand times for having you (double marking)*).

Global error: *qo'shnimnikida o'ri daraxtida kabel ilinib turgan eakn o'shani qo'lim bilan ushlab o'yaverganman* (o'ynayverganman) *keyin qo'yib yuborgandim ko'zimga zarb bilan kelib tekkan shunaqa og'rikan*; (*I used to play with a cable hanging from a willow tree at my neighbor's house, then I let it go and it hit my eye and it hurt so much*); *shu bu kinni hech qachon sedan* (esdan) *chiqarmayman qilgan shimdan* (ishimdan) *juda ham afsuslanaman*. (*I will never forget this, I am very sorry for what I did*).

Local error: *Chunki odam hayotda yashashdan oldin o'z oldiga biron bir maqsad qo'yishi kerak*. (*Because before living in life, a person should set a goal for himself*).

Mistakes of male students related to omitting: **Maqsadlardan** (maqsadlarimdan) *biri bu o'zga tillardan bir nechtasini o'rganish*; *Birinchisi ingliz tili* (ingliz tilidan) *IELTS olmoqchiman*. (*One of my goals is to learn several foreign languages; First, I want to take IELTS in English (from English)*).

Errors related to the substitution: *Meni* (mening) *hayotimga ta'sir qilgan odamlar juda ko'p kishini tashkil qiladi*; (*There are many people who have influenced me (my) life*); *karyera so'zidan* (so'zini) *ham moddiy ham ma'naviy ma'noda yuksalish sifatida tushunish lozim*; (*the word "career" should be understood as a rise in both the material and spiritual sense*); *bu mehnatlarini* (mehnatlarining) *yaxshigina samarasini ko'rayotgan insondir*; (*this is a person who sees the good results of his labors*); *lekin o'rganishni* (o'rganishimning) *sababi zamon bilan hamnafas bo'lish*; (*but the reason for learning is to keep up with the times*); *Qolaversa yana bir xodimingiz pecheniya sotib olayotganimda sanitariya qoidalariga zid ravishda qo'lida* (qo'lga) *qo'lqop kiymasdan mahsulotni solib berdi*; (*In addition, when I was buying cookies, one of your employees put the product in his hand(s) without wearing gloves, contrary to sanitary rules*); *7-oktabr 2022-yilda yana qayta kelaman shunda ham ushbu muammolar kuzatilda* (kuzatilsa) *sizni sudga beraman*; (*I will come again on October 7, 2022, and even if these problems are observed (if observed), I will sue you*); *Rus tili o'zimni* (o'zimning) *qiziqishimdan kelib chiqqan* (chiqqan) *holda*. (*The Russian language arose out of my own interest*).

Errors related to adding: *qancha vaqt o'tsam* (o'tsa) *ham o'zimdanda aybdorlik hissini ketkazolmayman*; (*no matter how much time passes (passes), I can't get rid of the feeling of guilt*); *jamiyatning boshqa a'zolarining* (a'zolari) *ham moddiy va ma'naviy farovonligi uchun juda muhim*; (*it is very important for the material and spiritual well-being of other members of the society*); *Xulosa qilib aytganimda har bir inson o'z hayotida* (hayoti) *davomida karyera so'zidan ham moddiy ham ma'naviy ma'noda yuksalish sifatida tushunish lozim*; (*In conclusion, every person should understand the word "career" as a rise both materially and spiritually during his life*); *men uchun juda qadri va hayotimdagi eng buyuk, esda qolarli insonlardan biriga* (biri) *bo'lishga allaqachon ulguragan*. (*He has already managed to become one of the most valuable and memorable people in my life*).

## Conclusion

According to the findings of the research, people of both sexes frequently make the same kinds of spelling and usage mistakes in the case category. Some of these can be explained by dialectical peculiarities (for instance, *dadam uyga emasdi* (*dad isn't at home*)). The rest is connected to the illiteracy rate and the hurried nature of the writing.

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