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*Corresponding author
Sheelan Shakir Kadir
Sheelan.kadir@bnu.edu.iq

The Impact of Online Learning Environment on Making Errors in Second Language Learning

Sheelan Shakir Kadir/English Department, College of Education, Bayan University- Erbil, Kurdistan Region, Iraq.

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Abstract

Error analysis (EA) has long served as a valuable tool for examining the writing of second language learners by systematically identifying and interpreting their errors in spoken and written forms, since writing well requires effort and practice through experience in formal instructional settings. Therefore, practitioners should develop teaching methods and language skills when working with students' language learning and acquisition. This article explores the role of online learning environments in second language learning (SLL) and the issues related to error analysis. This study collects, classifies, and analyzes the errors of second language learners' writing as it plays a vital role in language pedagogy. The outcome of using the error analysis approach provides a comprehensive understanding of the opportunities and challenges that learners face in the digital era. This paper examined written errors in online and face-to-face composition classes produced by sixty undergraduate students studying the English language at the College of Education at different universities in the Kurdistan region of Iraq. The results from the students' errors in the online learning environment show 172 more errors compared to a traditional learning environment. The findings suggest that students are still exposed to challenges from the online learning environment in grasping grammatical structures as they work through writing skills. Therefore, based on these findings, it can be understood that students are facing limited interaction, insufficient feedback, and a lack of physical exposure to English language learners.



About the Journal

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1. Introduction

Learning a second language is a complex and multi-dimensional process. Relying on second language learning theories among various approaches to studying SLA, error analysis stands out as a significant framework for examining the mistakes learners make and the cognitive processes involved in these errors (Richards, 2015). Particularly, with the rise of online learning environments, it is a flexible and accessible mode of instruction. This research explores different modes of using EA and the reasons behind the errors made by students in developing writing skills in both traditional face-to-face classes and online platforms such as Google Meet, Moodle, and Kahoot. This study collects, classifies, and analyzes the common error types, for example, grammatical, lexical, and syntactic errors, in students' written assignments to find the reasons behind these errors, such as a lack of exposure to English language speakers.

This research is important because it explores the different types of errors second language writers make, what causes them, and how they affect the learning process. It also looks at how these errors differ depending on learners' language backgrounds, skill levels, and writing styles, as these factors shape their overall language proficiency. Additionally, the study highlights how effective current digital tools can be in helping learners acquire a second language.

This article explores the effects and issues related to error analysis and the role of online learning environments in second language acquisition (SLA). Based on the introduced studies in this research, which will be presented in the following sections, the researcher believes that students are expected to have minimal errors in writing; it is critical to determine if students make grammatical errors and, if so, what types of grammatical errors they make. The following questions present the problems.

- What is the impact of error analysis in an online learning environment on the development of a second language?
- How effective are online learning platforms and tools in facilitating second language acquisition, particularly in addressing learner errors?

2. Literature Review

2.1 Error Analysis in Second Language Acquisition

Error analysis has been foundational in SLA research since the 1960s and 1970s, with key contributions from linguists like Corder (1967) and Selinker (1972). Error analysis focuses on identifying, classifying, and interpreting the errors learners make during SLA. Errors are observed as valuable indicators of interlanguage, the transitional stage between a learner's first language (L1) and the second or target language (L2). Additionally, Saville–Troike (2005) believes that error analysis in second language acquisition has 'an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in the second language, rather than on idealized linguistic structures attributed to native speakers.

According to Corder (1967), classification errors could be grouped into the following categories:

1. Interlingual errors: These errors stem from the influence of the learner's L1, such as a French speaker saying "I have 20 years" instead of "I am 20 years old." Research by Selinker (1972) pointed out that interlingual errors are common in the early stages of SLA, reflecting the interference of L1 rules.
2. Intralingual errors: These mistakes occur within the L2 itself, often due to overgeneralizing L2 rules (e.g., saying "comed" instead of "came"). These errors arise from the learner's incomplete understanding or internalization of L2 rules. A notable feature is overgeneralization, where a learner incorrectly applies a rule in situations where it doesn't apply.

3. **Developmental errors:** These are natural errors that occur as part of the language learning process, such as incorrect tense usage. According to Corder (1971), SLA learners go through the developmental stages gradually to refine their grasp of the L2's rules.

2.2 The Rise of Online Learning Environments

The advent of online learning environments has transformed how languages are taught and learned, especially during the COVID-19 pandemic (Safatian, 2023). In this country, platforms such as; Google Meet, Kahoot, Moodle, Zoom Meeting, offer a wide range of opportunities for students to study and have access to resources from anywhere and at any time as it is not only a flexible mode of study but also, enables learners to participate in exercises, and quizzes with time restriction under the lecturers' supervision. Therefore, using error analysis in such platforms provides the opportunity and flexibility for easy access to learning while students and teachers interact. The development of online learning has provided new insights into how learners interact with language and make errors (Hidayat et al., 2022).

Concentrating on one of the advantages of Online Learning platforms is the immediate feedback they provide. Unlike traditional face-to-face classrooms, where feedback might be delayed, learners in online settings receive prompt corrections for their mistakes. Bitchener & Knoch (2008) suggested that immediate corrective feedback helps reduce errors, particularly when it encourages learners to reflect on their mistakes. Besides, Yang & Liao's (2018) study has found that immediate feedback in online settings leads to quicker correction of both intralingual and developmental errors, although it may sometimes result in superficial corrections that fail to address deeper learning challenges.

Furthermore, research on feedback in Online Learning Platforms (OLP) illustrates various approaches, including explicit feedback, where errors are directly corrected, and implicit feedback, where learners are guided to identify their mistakes. Li (2010) found that implicit feedback, such as guiding and providing them with hints, led to better long-term retention and improved learners' ability to self-correct. While explicit feedback is common in many online platforms and can be beneficial for beginners, it may not always foster deep learning.

Online learning environments also offer the opportunity for peer interaction and collaboration, which play a key role in language learning. Tharp & Gallimore (1988) emphasized that social learning environments promote language acquisition, especially when learners engage in collaborative activities. Online platforms often include forums, chat rooms, and video calls that allow learners to interact with peers or native speakers. Research by Sato (2013) highlighted that collaborative learning in online settings not only helps learners practice their L2 but also encourages them to identify and correct errors through peer feedback. However, the effectiveness of peer feedback may be limited unless it is guided by structured support.

2.3 The Impact of Online Learning Environments on Error Analysis and SLA

As online learning environments become more predominant in second language learning, their influence on both error analysis and SLA is increasingly apparent. Research suggests several ways in which online platforms impact error production and correction.

One benefit of online learning environments is the increased exposure to authentic language input. Learners have access to a wide variety of multimedia materials, such as videos, audio, and texts, which reflect real-world language use. Krashen (1982) noted that comprehensible input is essential for SLA. The greater the exposure to the target language, the more chances learners have to internalize correct forms and reduce interlingual and intralingual errors. However, exposure may sometimes include non-standard language, especially in informal contexts like social media, which could lead to the acquisition of incorrect forms.

Nonetheless, although online learning environments provide various resources for error correction, they often lack the personalized feedback that human teachers offer. Bitchener & Knoch (2008) highlighted that teacher feedback is essential for addressing persistent errors, especially those related to complex grammar. Many online learning environments, however, do not provide the tailored feedback needed to correct more intricate or persistent mistakes.

2.4 Challenges of Online Learning Environments

Despite the benefits, online learning environments often lack face-to-face communication, which can hinder learners' ability to understand non-verbal cues, such as body language and tone, that are critical for effective communication. Stockwell (2012) noted that face-to-face interaction is vital for developing conversational and pragmatic skills, which OLEs may struggle to replicate fully.

Further, researchers like Krashen (1985) emphasized the significance of immersion in SLA. While online learning environments provide a wealth of resources, they often fail to offer the immersive, contextualized language experiences found in real-world settings. This limits learners' exposure to spontaneous language use and complicates their acquisition of practical communication skills.

Additionally, Reinders (2012) observed that online learning can lead to disengagement, especially when learners lack direct human interaction or personalized feedback. This issue is particularly pressing for learners who require high levels of motivation and encouragement to succeed in SLA.

Based on the above explanation, prior studies have examined the effects of error analysis and the role of online learning environments in second language acquisition. The following sections were created to investigate students' writing skills, to analyse student errors using online learning environments, and to answer the research questions. Given the limitations of online learning environments, such as reduced interaction, limited immersion, and potential learner disengagement, this study also seeks to determine how error analysis within these environments can help mitigate these challenges and support effective written language development.

3. Methodology

This research followed a qualitative and descriptive research design in gathering information. The descriptive research method is widely used in conducting research for different disciplines in social science, including second language learning and acquisition (Nassaji, 2015). The data is gathered as a result of documenting a certain activity by the researcher through observing, experimenting, and testing. This method aims to provide a detailed portrayal of a phenomenon or problem observed by the researcher (Fawaid et. al. 2022). For this study, the researcher examines errors in students' report writing while studying composition in online sessions and compares it to traditional face-to-face classes to highlight the effect of the outcome on second language acquisition. As error analysis provides information on second language learners' progress, it can support teachers to improve the teaching process accordingly.

A total of sixty university students participated in this research. They were studying in their final year in the first semester. Students were studying in two different groups of thirty in the English Department at the College of Education. They had different modes of study; the first group attended face-to-face classes, whereas the second group attended online classes. The task was undertaken in the middle of the course. The participant's errors were analysed using some aspects of the 'surface approach taxonomy' by Dulay et al. (1982). The process of data collection was done by identifying the grammatical errors in students' written reports, which was conducted within the online learning environment, as well as traditional classes. The sentences of the reports

were examined word by word as ordered by Sermsook et al. (2017).

All the participants were invited to participate voluntarily in this study. Participants' consent was required before data collection. This research ensured participants' confidentiality and anonymity, as well as following ethical guidelines.

4. Findings

In this research, the learners' errors encompass eight distinguished types of errors in both modes of study, traditional classes, and online classes, for instance: 'Spelling, Punctuation, Word order, Capitalization, Omission, Tense, Article, and Word choice, as classified by linguists such as; Dulay et. al, (1982) and Sermsook et. al, (2017). The findings of this study revealed that the students' writing contains 381 grammatical mistakes using the traditional mode of study. However, the total number of errors using online mode was 553. The following tables illustrate the error classifications in detail:

Table (1) The Errors Classification from “Traditional Classes”

Participants	Spelling	Punctuation	Word order	Capitalization	Omission	Tense	Article	Word choice
P1	2	2	2	3	2	2	1	3
P2	2	2	2	6	2	3	1	1
P3	2	1	1	1	1	1	1	1
P4	1	3	1	8	2	3	0	2
P5	0	5	2	2	4	2	0	5
P6	0	5	2	7	2	4	4	1
P7	0	1	1	0	1	0	0	1
P8	1	5	0	4	2	2	2	1
P9	2	0	0	0	0	0	0	0
P10	0	3	2	2	4	3	2	2
P11	1	1	3	0	2	1	0	3
P12	2	6	1	3	0	2	0	3
P13	1	3	1	3	1	1	1	2
P14	3	10	0	2	0	3	0	4
P15	3	6	1	10	2	1	0	4
P16	1	1	1	1	0	0	0	0
P17	4	3	6	4	2	2	1	3
P18	1	2	3	4	2	1	2	2
P19	5	6	1	8	3	3	1	4
P20	7	2	1	3	2	1	3	1
P21	2	2	2	9	1	2	3	1
P22	4	1	1	1	2	1	1	2
P23	5	4	1	0	0	1	1	1
P23	5	4	1	0	0	1	1	1
P24	4	5	2	1	2	2	1	1
P25	2	2	2	0	2	1	2	2
P26	5	3	2	1	1	0	2	1
P27	10	3	2	3	1	2	1	3
P28	2	7	2	3	3	0	1	1
P29	2	5	1	2	2	1	2	1
P30	3	3	2	4	1	2	4	1

Table (2) The Errors Classification from “Online Classes”

Participants	Spelling	Punctuation	Word order	Capitalization	Omission	Tense	Article	Word choice
P1	1	1	1	7	1	1	3	1
P2	1	5	2	6	1	2	3	3
P3	1	7	3	1	1	2	1	2
P4	1	5	1	6	1	2	2	2
P5	2	6	2	4	3	1	1	3
P6	3	2	2	5	2	2	1	3
P7	1	3	2	3	3	4	2	2
P8	2	6	2	2	2	2	1	2
P9	1	2	1	5	2	1	2	2
P10	2	7	1	4	1	1	1	1
P11	2	6	2	4	3	1	1	3
P12	3	2	2	5	2	2	1	3
P13	1	3	2	3	3	4	2	2
P14	2	6	2	2	2	2	1	2
P15	1	2	1	5	2	1	2	2
P16	2	7	1	4	1	1	1	1
P17	3	6	1	10	2	1	0	4
P18	1	1	1	1	0	0	0	0
P19	5	6	1	8	3	3	1	4
P20	4	3	6	4	2	2	1	3
P21	1	2	3	4	2	1	2	2
P22	7	2	1	3	2	1	3	1
P23	2	2	2	9	1	2	3	1
P24	4	5	2	1	2	2	1	1
P25	4	1	1	1	2	1	1	2
P26	5	4	1	0	0	1	1	1
P27	5	4	1	0	0	1	1	1
P28	2	2	2	0	2	1	2	2
P29	3	6	1	10	2	1	0	4
P30	1	1	1	1	0	0	0	0

Table (3) The Errors Classification “Traditional class vs Online class”

Errors	Traditional class	Online class
Spelling	77	73
Punctuation	89	115
Word order	47	51
Capitalization	75	118
Omission	47	50
Tense	47	46
Article	37	41
Word choice	56	60
Total number	381	553

This study used students' report writing ability in traditional and online classroom environments to examine errors in second language acquisition and their impact on the online learning environment. The comparison between the results of both writing groups will determine the effect of both modes of study, especially the online learning environment. The following is a quick analysis of the data according to the linguistic classification:

Spelling: There is a slight decrease in spelling errors in face-to-face class context, but the difference is minimal, 7% (Fewer spelling errors in online classes). This indicates that spelling issues are consistent across both environments.

Punctuation: Punctuation errors are notably higher in the online data, with 26 more errors. This

could be a result of the online environment encouraging informal writing or reduced proofreading.

Word order: Structuring sentences correctly remains a tricky area, but learners make slightly fewer mistakes with word order in the traditional class context, with a difference of 3.1%.

Capitalization: Capitalization errors are substantially higher in the online data (43 more errors). This may be due to less formality or inconsistency in writing conventions in online settings.

Omission: Omission errors are slightly more frequent online, reflecting possibly hurried or less careful writing habits in online environments.

Tense: Tense errors are nearly the same in both environments, showing no significant difference between online and offline contexts. As a result, this area requires consistent focus regardless of the medium.

Article: Using "a," "an," and "the" correctly remains a small but persistent difficulty, with slightly more issues online. Article errors are a bit more common online, with 4 more errors, which might point to learners needing more attention in this area when working in an online environment.

Word choice: Word choice errors are slightly higher online, picking the right word is a common challenge, but the offline environment seems to offer a slight improvement—possibly due to more exposure to written examples.

In the following section, the researcher analyses the data according to the three types of errors mentioned in the literature review, which were detected from students' writing activities, particularly the words and phrases within the sentences that are based on linguistic classification. The researcher notes that certain students' sentences were created by trying to express their ideas in their native language and then translating them into English. For example:

1. Interlingual errors: analysing this sentence as an example:

'i can speak fluntly in the second language'

In this example, there are 3 noted errors = capitalisation (i), spelling (fluntly), and word order:

When analysing the word order, it indicates that the student is translating the sentence from the native language according to Corder's (1967) classifications: it is **interlingual errors**.

The possible correct sentences could be as follows:

I can speak the second language fluently.

Or if the word 'English' is added to the sentence, it can be changed as;

"I can speak English fluently as a second language."

2. Intralingual errors: the following sentence example is a typical **Intralingual error** as mentioned by Selinker (1972).

'I learned the English language since 2019 that's means 6 years.'

According to Corders (1971) research, this sentence has a few issues with grammar and clarity. These are natural errors that occur as part of the language learning process, such as incorrect tense usage. The student needs to use the present perfect continuous tense ("have been learning") instead of 'I learned' as it is talking about an ongoing action that started in the past and continues to the present.

'I learned	—————>	I have been learning' : adding 'have been'
'the English language	—————>	English: deleting 'the language'
'that's means	—————>	which means: changing 'that's' to 'which'

The correct sentence will be:

'I have been learning English since 2019, which means 6 years.'

3. Developmental errors: in this example illustrated below:

'I am try to learn English.'

In this sentence, the student used the verb incorrectly, because the verb should have an 'ing' as it is the present continuous tense. So, the sentence should be 'I am trying to learn English'. This

was a sentence pattern misalignment. This is a typical **developmental error**, as mentioned by Selinker (1972).

5. Discussion

This study explores how analysing learners' mistakes is a natural way of understanding learner errors in online environments, which could shed light on the process of second language learning. The results and findings add to the growing literature in this field by revealing not just how often learners make mistakes, but also the kind of mistakes that show up in both online and traditional classroom settings.

Across both learning modes, eight main types of errors were identified: Spelling, Punctuation, Word order, Capitalization, Omission, Tense, Article, and Word choice. These error types are widely recognized in linguistic studies, and their presence here confirms that second language learners often struggle with a mix of grammar and vocabulary challenges. Interestingly, these patterns were consistent across both online and face-to-face classes, suggesting that these issues are common regardless of the format in which language is taught.

This research shows that making mistakes is a natural way of learning and acquiring a second language, as it is a necessary element of learning; therefore, learners cannot gain a new language without first making a series of mistakes (Corder, 1971). However, the result of the findings revealed that the total number of errors is higher in the online learning environment, which might be attributed to more informal writing, less direct interaction, or reduced feedback compared to offline settings.

It is evident from this article that using EA in online and offline learning environments has strengths and weaknesses. While online learners benefit from technical tools and flexibility in time and place. They may need more guidance on maintaining proper formality, especially with capitalization (see Table 3). Offline learners might struggle more with fundamental mechanics like punctuation, but could benefit from the structured nature of traditional learning. Therefore, when evaluating the learners' outcomes, blending both modes and using different methods of teaching could maximise the outcome. Consequently, it will develop learners' writing skills for SLA as it plays a vital role in minimising students' overall number of mistakes.

The advantages of online learning, such as its flexibility, personalised approach, and access to authentic resources, align with the findings of earlier studies. The data suggests that offline and online learning environments have strengths and weaknesses. While online learners benefit from tools and flexibility, they may need more guidance on maintaining proper formality, especially with capitalisation. Offline learners might struggle more with fundamental mechanics like punctuation, but could benefit from the structured nature of traditional learning.

6. Conclusion

The impact of online learning environments is crucial in today's educational landscape, with this new era of technological advancement. Therefore, there is a shift to online or hybrid models. This research contributes to understanding how online learning influences SLA and supports optimising digital language learning tools and strategies for better outcomes. Measurable objectives ensure that the study remains focused and systematic, allowing the researcher to provide concrete evidence that can lead to actionable insights for educators, course designers, and policy-makers in language education. The research hypotheses assist in establishing a framework for testing theories and assumptions, guiding the research process, and focusing on specific aspects of error analysis and online learning. Testing these hypotheses helps to validate or challenge current beliefs about the effectiveness of online learning environments for second language acquisition.

It is important to remember that making mistakes is a key part of the learning process; the learner cannot learn a language without uncertainty. As students pick up new grammar rules, they need to blend them into their growing understanding of English, and this knowledge will evolve as they continue to improve. The lack of face-to-face communication may result in fewer

opportunities for practice, which can limit fluency development. Online learning demands a high level of self-discipline and intrinsic motivation, which some learners may struggle with, especially without the structure of a traditional classroom. Internet connectivity issues, unfamiliarity with digital tools, or a lack of access to high-quality online resources can hinder the learning process. In online settings, real-time corrective feedback may be less frequent compared to face-to-face classrooms, and learners may not receive immediate correction of errors, particularly in traditional learning environments. Learners may feel isolated when studying online, which can affect their social interaction and communication skills in the target language.

The integration of online learning environments into second language acquisition has had a significant impact on both error analysis and SLA outcomes. While OLEs offer several advantages, such as increased exposure to authentic language, immediate feedback, and opportunities for peer interaction, they also present challenges, including superficial error correction, lack of personalised feedback, and overreliance on automated systems. Future research should explore how to balance the benefits of technology with the essential elements of human interaction and individualised feedback to maximise the effectiveness of online learning for error correction and SLA.

Ultimately, teachers and students should be aware that acquiring a second language at a native-like level is a long-term task. Besides, teachers should tolerate students' errors and be patient with them. Successful learning hinges on the integrated effort of both teachers and students. They can also create a language environment in the real world by listening to English news, watching English documentaries, meeting foreign friends, or joining in some English corners, etc.

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كاريگهري ژينگه‌ي فيربووني ئونلاين له‌سەر ئەنجامداني هه‌له له فيربووني زماني دووهدا

شيلان شاکر قادر

به‌شى ئینگليزي، کوليجي په‌روه‌رده، زانکوي به‌يان

Sheelan.kadir@bnu.edu.iq

پوخته

شيكاري هه‌له له ميژه وهك نامزايكي به‌نرخ بۆ پشكيني نووسيني فيرخوازي زماني دووهد له‌ريگه‌ي ده‌ستنيشانكردن و ليكدانه‌وه‌ي سيستماتيكي هه‌له‌كانيان له فۆرمي قسه‌کردن و نووسراودا كاري كردوو، به‌و پييه‌ي نووسيني باش پيويستي به هه‌ول و پراكتيزه‌کردن هه‌يه له ريگه‌ي ئەزموون له شويني فيركاري فه‌رميدا. بۆيه پيويسته پراكتيكاكاران شيوازي فيركردن و تواناكاني زمان په‌ره‌پييدهن له‌كاتي كارکردن له‌گه‌ل فيربوون و به‌ده‌سته‌هتاني زماني خويندكاران. ئەم باب‌ه‌ته رۆلي ژينگه‌كاني فيربووني ئونلاين له فيربووني زماني دووهد و ئەو پرسانه‌ي په‌يوه‌ستن به شيكاري هه‌له‌كانه‌وه ده‌كوليتيه‌وه. ئەم تويزينه‌وه‌يه هه‌له‌كاني نووسيني فيرخوازي زماني دووهد كۆده‌كاتوه و پۆليني ده‌كات و شيكاري ده‌كات چونكه رۆليكي گرنگي هه‌يه له پيداگوژي زماندا. ده‌ره‌نجامي به‌كاره‌هتاني ريبازي شيكاري هه‌له تيگه‌يشتينيكي گشتگير له ده‌رفه‌ت و ته‌حه‌دياته‌كان ده‌دات كه فيرخوازان له سه‌رده‌مي ديجه‌تاليدا رووبه‌رووي ده‌بنه‌وه. ئەم تويزينه‌وه‌يه هه‌له‌ي نووسراوي له پۆله‌كاني ئاوازداناني ئونلاين و رووبه‌روودا تاقيكرده‌وه كه له لايه‌ن شه‌ست خويندكاري به‌كالوريۆسه‌وه كه زماني ئینگليزي ده‌خوين له كوليژي په‌روه‌رده له زانكو جياوازه‌كاني هه‌ريمي كوردستاني عيراق به‌ره‌م هينراون. ئەنجامه‌كاني هه‌له‌كاني خويندكاران له ژينگه‌ي فيربووني ئونلاين 172 هه‌له‌ي زياتر نيشان ده‌ده‌ن به به‌راورد به ژينگه‌ي فيربووني ته‌قلدي. دۆزينه‌وه‌كان ئەوه پيشان ده‌ده‌ن كه خويندكاران هيشتا به‌رکه‌وته‌ي ته‌حه‌دياتي ژينگه‌ي فيربووني ئونلاين له ده‌ستگرتن به پيکهاته ريزمانيه‌کاندا له‌كاتيکدا کارده‌کن له ريگه‌ي کارامه‌يه‌كاني نووسينه‌وه. بۆيه به‌پشته‌ستن به‌م دۆزينه‌وانه ده‌توانريت تيگه‌ين كه خويندكاران رووبه‌رووي كارليكي سنووردار و فيدباكيكي كه‌م و كه‌مي به‌رکه‌وتني جه‌سته‌يي له‌گه‌ل فيرخوازي زماني ئینگليزي ده‌بنه‌وه.

وشه سه‌ره‌کيه‌کان: شيكاري هه‌له، فيربووني ئونلاين، به‌ده‌سته‌هتاني زماني دووهد.

تأثير بيئة التعلم عبر الإنترنت على ارتكاب الأخطاء في تعلم اللغة الثانية

شيلان شاکر قادر

قسم اللغة الإنجليزية، كلية التربية، جامعة بيان

Sheelan.kadir@bnu.edu.iq

المخلص

تحليل الأخطاء كان أداة قيّمة لفحص كتابة متعلمي اللغة الثانية، وذلك من خلال تحديد أخطائهم وتفسيرها بشكلٍ منهجيٍّ في الصبغ الشفهية والمكتوبة، إذ يتطلب إتقان الكتابة جهداً وممارسةً من خلال الخبرة في بيئات التدريس الرسمية. لذلك، ينبغي على الممارسين تطوير أساليب التدريس والمهارات اللغوية عند العمل مع تعلم الطلاب واكتسابهم للغة. تستكشف هذه المقالة دور بيئات التعلم عبر الإنترنت في تعلم اللغة الثانية (SLL) والقضايا المتعلقة بتحليل الأخطاء. تجمع هذه الدراسة وتصنف وتحلل أخطاء كتابة متعلمي اللغة الثانية، لما لها من دور حيويٍّ في علم أصول التدريس اللغوي. تُوفّر نتائج استخدام نهج تحليل الأخطاء فهماً شاملاً للفرص والتحديات التي يواجهها المتعلمون في العصر الرقمي. تناولت هذه الورقة البحثية الأخطاء الكتابية في فصول التعبير الكتابي عبر الإنترنت والحضوري التي أنتجها ستون طالباً جامعياً يدرسون اللغة الإنجليزية في كلية التربية في جامعات مختلفة في إقليم كردستان العراق. تُظهر نتائج أخطاء الطلاب في بيئة التعلم عبر الإنترنت زيادة قدرها 172 خطأً مقارنةً ببيئة التعلم التقليدية. تشير النتائج إلى أن الطلاب ما زالوا يواجهون تحديات من بيئة التعلم الإلكتروني في فهم التراكيب النحوية أثناء تطوير مهارات الكتابة. وبناءً على هذه النتائج، يُفهم أن الطلاب يواجهون تفاعلاً محدوداً، وتغذية راجعة غير كافية، وقلة في التواصل المباشر مع متعلمي اللغة الإنجليزية.

الكلمات المفتاحية: تحليل الأخطاء، التعلم عبر الإنترنت، اكتساب اللغة الثانية.