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by Journal Veles

Derivational Morpheme Errors in English: A Study of Libyan Students at Al-Mergib University

Abstract

Proficiency in a language entail mastering components such as lexical nuances and grammatical rules. However, morphology often gets overlooked in university programs, underscoring the need for students to heighten their morphological awareness to refine their English writing. This research delves into the errors in using derivational morphemes by third- and fourth-year English major students from Libya. The objective is to identify, categorize, and understand the root causes of these errors. The study, involving ten participants from Al-Mergib University, used a qualitative research approach with essay writing as the primary data collection tool. The analysis uncovers various errors in derivational morpheme usage. Specifically, the study recorded 36 omission errors, 16 order errors, 6 incorrect formations, and 3 other errors. A striking observation was that errors predominantly centered on suffixes over prefixes. The most frequent mistakes arose in the transformation of adjectives to adverbs and verbs to nouns, encompassing omissions, additions, misordering, and misformations. For educators, this study underscores the importance of understanding student challenges with derivational morphemes, especially related to verbs and nouns. It advocates for a pedagogical approach that includes group discussions analyzing relevant texts. By highlighting these errors, the study offers valuable insights into areas where Libyan students require focused attention in English morphology.

Keywords: Derivational morphemes, errors, prefixes, suffixes

INTRODUCTION

English is the most spoken language in the world and serves as a primary means of communication globally. It's taught from secondary schools to universities as a mandatory subject, making it the most widely studied foreign language. Given its significance, students should give their English studies the importance they deserve. Many find English challenging, yet its role as a dominant language in various countries and its extensive use in nearly every sector worldwide cannot be ignored. Therefore, it's essential for students to use it accurately (Rao, 2019).

A comprehensive understanding of the English language involves grasping its vocabulary, structure, and various components. At the heart of a language lie its form and meaning. To communicate effectively, a clear understanding of both these aspects is crucial. When learning a new language, a broad vocabulary is fundamental to convey ideas, both spoken and written. Hornby (2006) defines vocabulary as all the words an individual knows or uses in a language. A substantial vocabulary aids learners in understanding and learning new words. Vocabulary remains a central element when acquiring a second language. The addition of new words and phrases to one's vocabulary is essential, especially in today's evolving world. This study of word structures and formation is known as morphology. Delving deep into morphology allows for a better understanding of words and their nature Teaching vocabulary through morphemic analysis has proven benefits, enhancing spelling, comprehension, and vocabulary breadth (Gundín & Llamazares, 2021). Interestingly, the term "morphology" in linguistic studies only came into existence in the eighteenth century (Katamba, 2019).

Morphology, as described by Aronoff (2011), is the linguistic study of words, emphasizing their internal composition and the mechanisms underlying their formation.

This field delves into morphemes—the smallest units of meaning—and their roles in constructing words. The significance of studying morphemes becomes apparent when we consider the various types. For instance, "free morphemes" like "Open" function as standalone words. In contrast, morphemes such as -ed and -s are "bound morphemes", meaning they are dependent on other word parts to convey meaning. These bound morphemes, often termed affixes, come in various forms, including prefixes, infixes, and suffixes.

In the context of English, prefixes and suffixes are predominant, while infixes are rare, typically seen in specific plural forms (Abeyweera, 2021). Bound morphemes further split into two categories: derivational and inflectional morphemes. This study particularly explores derivational morphemes due to their intricate nature and significance. A deep understanding of such morphemes is pivotal for learners aiming for full language proficiency, encompassing aspects like lexical subtleties, grammar, and other linguistic dimensions. At its core, language is shaped by two pillars: form and meaning. Derived morphemes modify existing words in terms of their meaning or grammatical class, leading to the creation of new lexical items, as elaborated by Martini (2016). Haspelmath and Sims (2010) also note that such derivations can alter the grammatical category of root words. Through derivational morphemes, it's possible to transform one word class into another, enriching the language with new terms. As Fromkin et al. (2011) point out, these transformations can shift a noun to a verb, an adverb to another adverb, an adjective to a noun, or even a verb to a noun.

Derivational suffixes, although versatile, don't follow a uniform behavior. As Major et al. (2023) describe, these suffixes can morph a word's grammatical role. For instance, the addition of the suffix -ly to a noun can produce an adjective. Similarly, appending the suffix -befriend to a word can denote an action. Inflectional suffixes generally follow a base word, as illustrated in "chillier", where the suffix -er is added after the derivational suffix -y. Interestingly, the pairing of derivational suffixes with words isn't always predictable. The noun 'adornment' stems directly from the base word 'adorn'. Yet, by affixing the suffix -ure to the verb 'fail', one derives the noun 'failure'. Such processes, known as word formation, rely on the existing grammatical resources of a language and should adhere to its linguistic norms. For example, the word 'careless' is derived by appending the suffix -less to 'care', inversely altering the base word's meaning.

The process of affixation can be intricate for learners, a notion Herman (2015) concurs with, referencing McCarthy (2006). Achieving proficiency in morphology, the linguistic study of word structures, poses challenges for those learning English as an additional language. Nevertheless, the extensive research and insights offered by linguists in this domain suggest that learners can acquire a broader vocabulary and nuanced expressions through guided exploration. The present study intends to dissect various facets of the language's grammatical framework. Distinguishing between inflectional and derivational morphemes can be a nuanced task in some languages. As previously noted, both fall under the category of bound morphemes. Inflectional morphemes exclusively function as suffixes; they don't change the word's class but instead provide grammatical refinement. On the other hand, derivational morphemes can often change a word's part of speech. For instance, adding the derivational morpheme -er to the verb "read" yields the noun "reader" (Lopez et al., 2017). While "read" is a verb, "reader" stands as a noun. However, not all derivational

morphemes result in a change in grammatical category. Consider the noun "friendship": by affixing "-ship" to "friend," the word remains a noun. Similarly, the derivational morphemes "-less" (as in "fearless"), "-ness" (as in "happiness"), and "-ful" (as in "helpful") maintain the original grammatical category of the base word.

Libyan University students have shown notable challenges in determining accurate word forms. This difficulty often stems from a lack of clarity about morphemes' definitions, their purposes, as well as the rules of morphology and their exceptions. Regrettably, the university curriculum does not prioritize the morphology course as it should. As a result, it's imperative for these students to bolster their morphological understanding to enhance their English writing competencies. With diligent study and effective instruction, they can substantially reduce morphological errors (Zhang & Zou, 2019).

A foundational investigation into this subject was conducted by Hamid (2021) under the title "Acquisition of English derivational morphemes by students at selected universities in Khyber Pakhtunkhwa, Pakistan". This study aimed to illuminate the challenges encountered by 80 students across four universities in Khyber Pakhtunkhwa: Hazara University, Islamia College University, Kohat University of Science and Technology, and Swat University, with twenty participants from each institution. Notably, the research findings pointed out frequent omissions of suffixes when students derived nouns and adjectives, marking it as a prevalent error in their use of derivational morphemes. Further, students often misapplied the -ing and -ed suffixes in verb formations. This study underscores that Pakistani English learners face challenges in mastering derivational morphemes, highlighting the need for targeted instruction in this area.

Fitria (2008) examined errors committed by 42 eleventh-grade students at SMU Gebog Kudus in the process of transforming verbs to nouns during the 2007/2008 academic session. The results indicated significant errors in suffix usage, underscoring the challenges Indonesian learners face with derivational morphemes in English. Tailored instruction in this realm is deemed essential for boosting their language proficiency. Recognizing these common errors becomes invaluable for crafting effective language instruction strategies.

Gao and Lu's (2018) research assessed participants' abilities in using English derivational suffixes. Their findings showed that Chinese students learning English often omitted the -ness and -ity suffixes when converting adjectives and verbs into nouns, respectively. Additionally, these learners faced difficulties with the -ment and -tion suffixes for noun derivation. Conversely, the students exhibited a stronger command of adjective derivation using the -ful and -less suffixes. The results suggest that specific challenges arise for Chinese students when employing derivational suffixes in English. Targeted instruction in this area could significantly enhance their language acquisition.

Given the aforementioned research gap, this study shifts its focus to Libyan students, examining their potential errors in using morphemes, especially derivational morphemes, in both spoken and written contexts. The objective is to pinpoint and elucidate these errors. To truly gauge students' progress in mastering derivation, it's essential for educators to scrutinize such mistakes. Recognizing the root of these common errors in derivation is pivotal for effective remediation. One unique aspect of this study is its potential impact on Libyan students. By mastering the correct use of derivational morphemes, they stand to gain substantially. It is hoped that the insights derived from this research will provide valuable guidance for Libyan learners

METHOD

The research design implemented in this study was of a qualitative. Methodologically, participants were chosen from Al-Mergib University in Libya, specifically those in their third and fourth academic years majoring in English. Given their advanced stage in the program, these students possess a significant grasp of the English language, essential for their coursework. The study's data was derived from ten English texts, which were excerpts from essays previously submitted by these students as part of their assignments. These texts were selected randomly from among the pool of assignments from third and fourth-year English majors at Al-Mergib University. Notably, these assignments centered on essay questions related to derivational words.

The research adopted a tri-phase analytical model, comprising data reduction, data presentation, and conclusion derivation. Initially, the focus was on extracting relevant information related to derivational morphemes, such as prefixes and suffixes in English sentences. This stage emphasized the identification of such morphemes within the chosen texts. Subsequently, the selected data underwent a thorough analysis to elucidate the instances where Libyan students misused derivational morphemes, aiming to discern the root causes of these misapplications. The final phase revolved around drawing inferences, suggesting linguistic interventions to aid Libyan students in amending these inaccuracies, and verifying the precision of these conclusions.

For data analysis, the student-written texts were meticulously assessed to pinpoint their errors. This examination pursued four primary objectives. First, it sought to identify the diverse errors made by AL-Mergib University's Libyan students when formulating derivational words in their compositions. Second, it endeavored to highlight and elucidate the most prevalent derivational mistakes and their underlying reasons. The third objective was to outline the methods to detect these inaccuracies and uncover solutions. Collectively, this research methodology offered a profound insight into the hurdles Libyan students encounter while employing derivational morphemes in English. By leveraging past student compositions as a foundational data source, the research provided a snapshot of the students' authentic linguistic use, marking their problematic areas. These findings can guide subsequent pedagogical strategies and curriculum adjustments.

FINDING AND DISCUSSION
Kinds of errors Libyan students at AL-Mergib University in their writing projects committed when creating derivational words

This study has yielded valuable information on the errors observed in employing derivational morphemes among pupils from AL-Mergib University in Libya. It has shed light on the nature of these errors and the underlying factors that have a bearing on them. In particular, it was discovered that these students tend to make errors in terms of leaving out, adding, reordering, and incorrectly forming both prefixes and suffixes. The research outlines errors by Libyan pupils when deducing diverse components of language. This table outlines various errors and errors that can occur during the process of deriving different types of words. These include incorrect ordering of adjectives, verbs being turned into adjectives, adverbs being omitted when derived from adjectives, errors in noun derivations from other nouns, and omissions or additions in noun and verb derivations. Additionally, there can be errors in adjective derivations both from nouns and other adjectives and in verb derivations

from other verbs. The table also mentions instances where adjectives are omitted or mixed up in noun derivations, and errors can occur when verbs are turned into adjectives.

Table 1. Sample result of students' writing errors

No.	Example from Data	Corrected Form	Type of Error
1	Young spouses are more **like** to divorce than elder ones.	Young spouses are more **likely** to divorce than elder ones.	Omission in adverb derivation "adjective to adverb"
2	The advancement in technology has made our lives easier, more **comfort**	The advancement in technology has made our lives easier, more **comfortable**	Misordering in adjective derivation "noun to adjective"
3	This stigma can lead to employees feeling **insupported** and discouraged from seeking help.	This stigma can lead to employees feeling **unsupported** and discouraged from seeking help.	Misformation in adjective "adjective to adjective"
4	These include promoting mental health awareness, providing training for managers and employees, **offer** mental health resources and support,	These include promoting mental health awareness, providing training for managers and employees, **offering** mental health resources and support,	Misordering in noun derivation "noun to noun"
5	People can **easy** buy good products by looking at product reviews in online shopping	People can **easily** buy good products by looking at product reviews in online shopping	Omission in adverb "adjective to adverb"
6	These facilities have made the **task** of communication tremendously easier faster and cheaper than **tradition** ones.	These facilities have made the task of communication tremendously easier, faster and cheaper than **traditional** ones.	omission in adjective derivation "noun adjective"
7	Employers and organizations have a role to play in **create** a culture that supports work-life balance and promotes employee well-being.	Employers and organizations have a role to play in **creating** a culture that supports work-life balance and promotes employee well-being.	Omission in noun derivation "verb to noun"
8	Due to all the chemicals mixed with the soil and **degradative** due to the same,	Due to all the chemicals mixed with the soil and **degradation** due to the same,	Misordering in noun derivation "adjective to noun"
9	This requires a commitment to continuous improvement and a willingness to **imvest** in the development of one's team.	This requires a commitment to continuous improvement and a willingness to **invest** in the development of one's team.	Misformation in verb derivation "verb to verb"
10	In many cases, the damage caused by these events is reversible and will have long-lasting effects on the environment and the people who inhabit it.	In many cases, the damage caused by these events is irreversible and will have long-lasting effects on the environment and the people who inhabit it.	Omission in adjective derivation "adjective to adjective"
11	Thirdly, it is important to **delegation** tasks and responsibilities to others when possible.	Thirdly, it is important to **delegate** tasks and responsibilities to others when possible.	Addition in verb derivation "noun to verb"

Our linguistic analysis of the texts revealed a myriad of morphological errors. Morphology, as the study of morphemes (the smallest grammatical units in a language), often deals with how these tiny units contribute to word formation and alteration. Specifically, these morphemes can be affixes, which include both prefixes (added at the start of a base word) and suffixes (added at the end). The findings suggest that many of the errors were centered around the incorrect use or omission of suffixes and other affixes, indicating challenges in morpheme application. The first error type, "Omission in adverb," was a clear manifestation of suffix omission, where the adverbial suffix "-ly" was frequently missed, as seen in "easy" versus "easily." Similarly, the "Omission in adjective" error reflected the absence of the suffix that transforms verbs to adjectives, like "care" to "careful."

In the "Omission in noun" category, the absence of a derivational suffix was evident, as in the shift from "bless" to "blessing." The error type "Misordering in noun" suggested a misunderstanding of the correct suffix to derive nouns from adjectives, evident in the "responsible" to "responsibilities" correction. "Omission in adjective" and "Omission in noun derivation" errors further underlined the challenges in affix application for correct word forms. Another critical observation was the "Misformation in adjective" category, pointing towards not just omission but incorrect usage of affixes, as in the "incontrollable" versus "uncontrollable" instance. The "Omission in adverb derivation" and "Misordering in adjective derivation" both revolved around the misapplication or omission of suffixes to convert adjectives to adverbs or nouns to adjectives, respectively. Lastly, the "Addition in verb derivation" error highlighted issues in verb formation, particularly when adding suffixes or other morphemes.

Table 2. All errors in text

No.	Text	Number of errors	Descriptions
1	Text 1	6	No errors found in prefix and 6 errors detected in the suffix
2	Text 2	8	A solitary error in the prefix and seven blunders in the suffix
3	Text 3	9	1 error in the prefix and 8 errors in the suffix
4	Text 4	4	Suffix errors and no errors in regards to the prefix
5	Text 5	5	1 error in the beginning part and 4 errors in ending part
6	Text 6	7	All 7 errors were discovered in the suffix
7	Text 7	6	No errors found in prefix and 6errors detected in the suffix
8	Text 8	3	1 error located in prefix and 2 errors located in the suffix
9	Text 9	6	Two errors in the prefix and four in the suffix
10	Text 10	7	None in the prefix segment and all seven in the suffix segment

Based on the table 2, there are 10 text and majority errors were found in amount or numbers of variations from 1 error until 9 errors, such as errors of prefix, error of suffix Common errors are seen when people try to derive adverbs, particularly related to omitting certain aspects, such as correctly changing an adjective into an adverb. The act of leaving out certain components in creating nouns, specifically when verbs are transformed into nouns, is a frequently observed error. The research indicated that the omission of the adverbial form, specifically "converting adjectives to adverbs," was the most frequent error observed. Thus, it is clear that the students faced difficulties while forming derivatives by employing morphemes.

Furthermore, this research findings reveal that errors relate to omission, addition, misordering, and misformation (misformation noun derivation from noun to noun such as incorrect prefix, misformation adjective derivation from adjective to adjective, verb to verb,

adjective to noun) were identified, with the transformation of adjectives to adverbs and the conversion of verbs to nouns being the most frequently occurring errors. Numerous factors were identified as the underlying causes for these errors, with a predominant factor being the deficiency in comprehending morphological rules. This deficiency frequently leads to confusion amongst students and thus, results in erroneous usage of derivational morphemes. The factors contributing to a suboptimal level of English proficiency among non-native speakers can be attributed to limited exposure to English as a secondary language, disparities in the grammatical rules between English and Arabic, as well as a need for more opportunities for practice and constructive feedback.

The findings of Fitria (2008), Ulya (2017), and Setyani (2016) align with the results of this study, indicating that errors in suffix usage predominantly stem from the failure to employ suffixes in adverb and noun derivation. Inaccurate application of suffixes during the formation of adverbs from adjectives, as well as the formation of nouns from adjectives and verbs, constitutes a category of writing errors. Specifically, this encompasses instances where the -ly suffix is omitted in the formation of adverbs.

According to Yule (2014), the internal structure of words in a language is the focus of the study of morphology. It is important to remember that words possess two distinct forms of internal structure, with only one being of significance to morphology. Pronouns, determiners, and conjunctions are examples of closed categories of words that fall under the first sense and cannot be expanded upon or altered by new words. In contrast, morphology focuses on open categories, which include nouns, verbs, adjectives, and adverbs since they permit the insertion of new words. According to Yule, the main issue with morphology is how individuals develop and comprehend new words within the main lexical groups. Therefore, the rules and patterns regulating the production of new words within these categories are the main focus of the study of morphology (Yule, 2014). It is incumbent upon the instructors to acquire a deeper understanding of how to effectively address students' errors and instruct them on methods to circumvent repeating such errors. It is imperative that students increase their academic efforts. There is a need to modify their perspective on derivational affixes. The acquisition of knowledge on derivation, particularly derivational affixes, can be facilitated by the establishment of a positive learning environment (Parsih, 2019).

Derivational morphemes, commonly referred to as affixes or bound morphemes, are employed in the English language to form novel lexical items by modifying either the definition, grammatical category, or both (Yule, 2014). Derivational morphemes in English can be divided into two primary types - derivational prefixes and derivational suffixes. According to O'Grady, et. al. (2006), the majority of English prefixes do not alter the grammatical classification of the word to which they are affixed but instead modify its semantic content. In contradistinction, the majority of derivational suffixes evident in the English language serve to alter the grammatical classification of the word to which they are affixed, along with modifying its semantic content (O'Grady et al., 2006)

According to Sukmawati (1995, p. 23), errors in language use depart from the linguistic structure of the language that is supposed to be communicated. Errors are blunders that learners make when utilizing English grammatical structures in the context of learning the language (Amalina, 2018). When utilizing derivational morphemes, for instance, Libyan students studying English as a second language may omit, add, or use them

inappropriately, which can damage the correctness and clarity of their speech. Teachers may provide students individualized teaching and feedback to help them improve their usage of English derivational morphemes by identifying students' frequent errors. Libyan students commit errors due to a multitude of factors, the foremost being. Libyan students studying English as their second language could confront challenges when employing derivational morphemes for a range of reasons. Initially, it is essential to acknowledge that for non-native English speakers, English is not their first language, and thus, they might have limited exposure and knowledge of the language compared to native speakers. It is possible that they will need help comprehending and utilizing the guidelines related to the application of derivational morphemes in the English language.

Moreover, Libyan students might need more chances to practice and obtain feedback on their ability to utilize English derivational morphemes. Lacking consistent opportunities for practice and evaluation, individuals may encounter challenges in building the self-assurance and skillfulness required to proficiently and accurately utilize derivational morphemes in their verbal and written expressions. The reason behind potential errors in derivative morpheme usage by Libyan learners could be attributed to the contrasting English rules and those in their native Arabic language. It can be challenging for individuals to apply their knowledge and expertise in both languages, resulting in errors when using English derivational morphemes (Al-Khresheh, 2017).

Additionally, the inadequate grasp of the regulations that govern the use of derivational morphemes in English may contribute to the errors made by Libyan students. The absence of adequate language resources can exacerbate their ignorance of English derivational morphology, which may be further hindered by the unavailability of current and thorough resources. The errors Libyan students commit when using derivational morphemes in English can be mainly ascribed to diverse factors, including inadequate exposure and instruction, discrepancies in regulations between Arabic and English, and limited proficiency in comprehending the principles governing English derivational morphology. Teachers who possess knowledge about these factors can provide specific assistance and materials to enhance the utilization of derivational morphemes in English for Libyan pupils.

This study aligns with and is reinforced by earlier research conducted by Bowers and Kirby (2010), Nagy, et. al. (2006), Agustiani (2019) and Kim and Tracy (2014). Students are recommended to delve deeper into morphology and to develop proficiency in constructing coherent sentences or clauses through word combinations. It is crucial for the professor to give extra care to students who are struggling with comprehending morphosyntax and provide them with feedback. As Libyan researchers are conducting the study, gathering a sample should prove to be a simpler task. Distinguishing itself from its predecessor, this research utilized Libyan students as its sampled participants. The current investigations employed descriptive analysis to identify the errors in using derivational morphemes.

The findings suggests that suffix errors are more common than prefix errors, based on the results. the most common errors were in the omission were identified, with the transformation of adjectives to adverbs and the conversion of verbs to nouns being the most frequently occurring errors. Numerous factors were identified as the underlying causes for these errors, with a predominant factor being the deficiency in comprehending morphological rules. This deficiency frequently leads to confusion amongst students and

thus, results in erroneous usage of derivational morphemes. Educators should provide guidance and appraisal on derivational morphemes, educate students on regulations, offer more practice, and motivate students to critique their written work. Collaboration between educators and learners is essential to nurture an affinity for the English language. In summary, a significant portion of the identified errors pertained to the mishandling or omission of affixes, specifically suffixes. These findings underscore the importance of a robust understanding of morphemes, especially affixes, in word formation and derivation, emphasizing the foundational role of morphology in language proficiency.

CONCLUSION

The four types identified are misformation, misordering, omission, and addition. According to the research findings, the most common errors observed were in the form of 36 instances of omission. Subsequent to it, there were 16 errors in the order, 6 instances of incorrect formation, and 3 additional errors. This has a look at has yielded treasured information at the errors located inside the employment of derivational morphemes amongst scholars from AL-Mergib college in Libya. It has shed light on the nature of those errors and the underlying elements which related to them. Mainly, it turned into determined that these students have a tendency to make errors in phrases of leaving out, adding, reordering, and incorrectly forming each prefix and suffixes.

Based on the analysis and discussion of the results, the research concludes that the errors predominantly occur in suffix usage rather than prefix usage. The most common errors were identified in the omission, with the transformation of adjectives to adverbs and the conversion of verbs to nouns being the most frequently occurring errors. Numerous factors were identified as the underlying causes for these errors, with a predominant factor being the deficiency in comprehending morphological rules. This deficiency frequently leads to confusion amongst students and thus, results in erroneous usage of derivational morphemes. The factors contributing to a suboptimal level of English proficiency among non-native speakers can be attributed to limited exposure to English as a secondary language, disparities in the grammatical rules between English and Arabic, as well as a need for more opportunities for practice and constructive feedback.

Enhancing the proficiency of Libyan students in the use of derivational morphemes in English writing can pave the way for increased opportunities. To this end, educators should provide clear instructions and assessments on derivational morphemes, impart knowledge on morphological rules, facilitate additional practice sessions, and encourage students to critically review their written assignments. A holistic approach encompassing regular reading, listening exercises, dedicated writing practice, along with a thorough understanding of grammatical rules and vocabulary, can further bolster language skills. It's pivotal to foster a collaborative environment between teachers and students, nurturing a deeper appreciation for the English language.

While this study has provided valuable insights, its focus was limited to errors associated with derivational morphemes in English writing. Hence, prospective research endeavors are recommended to expand the scope, probing into other linguistic inaccuracies, and analyzing their dynamics in the context of derivational morphemes across both written and spoken English modalities.

REFERENCES

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Prep. You may be using the wrong preposition.

Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Article Error You may need to remove this article.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Article Error You may need to use an article before this word.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

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Possessive You may need to use an apostrophe to show possession.

Possessive This word may be a plural noun and may not need an apostrophe.

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Article Error You may need to remove this article.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Missing "," You may need to place a comma after this word.

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Possessive You may need to use an apostrophe to show possession.

Article Error You may need to use an article before this word. Consider using the article **the**.

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Missing "," You may need to place a comma after this word.

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Missing "," You may need to place a comma after this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Article Error You may need to use an article before this word. Consider using the article **a**.

Article Error You may need to use an article before this word.

Dup. You have typed two **articles** in a row. You may need to delete one of them.

Article Error You may need to use an article before this word. Consider using the article **the**.

Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

Possessive You may need to use an apostrophe to show possession.

Possessive You may need to use an apostrophe to show possession.

Article Error You may need to remove this article.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Prep. You may be using the wrong preposition.

Missing "," You may need to place a comma after this word.

Missing "," You may need to place a comma after this word.

Article Error You may need to use an article before this word. Consider using the article **the**.

Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

Article Error You may need to use an article before this word.

Article Error You may need to use an article before this word.

Possessive You may need to use an apostrophe to show possession.

Prep. You may be using the wrong preposition.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Article Error You may need to remove this article.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word.

Confused You have used **are** in this sentence. You may need to use **our** instead.

Article Error You may need to remove this article.

Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

Article Error You may need to remove this article.

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