

An Error Analysis of German Specialization Students' Writing Assignments (B1.1)

Khin Yamon Aye*

Abstract

Error Analysis is one of the important themes in foreign language acquisition research's field. This study aims to analyse errors in writing assignments of 83 BA III German Specialization Students for the module GER 3102A (B1.1) and to improve students' writing skills by knowing and correcting their mistakes or errors. In this study, the most common errors found in their writing assignments and the reasons why these errors occur in the writing assignments are presented. For most of these students, Myanmar is their mother language and English is their first foreign language. Using an error classification way, 2 assignments concerning about a personal letter and an application letter by 83 students were analyzed and classified into 17 types of errors according to German Linguist Karin Kleppin. Learners' errors are firstly identified, classified and finally explained as Corder claimed. As results, 17 types of errors can be found in both assignments. Moreover, case, spelling mistakes and choice of word are the most common errors in their written works and according to the findings, students are weak in grammar e.g. in German case form and then, their carelessness and ignorance of correct spelling make them difficult in learning vocabulary. Moreover, they make the mistakes in choice of word because they are still influenced by the existence of particular system in their first foreign language English and their mother tongue Myanmar.

Keywords: error analysis, assignments, learners' errors, case, spelling mistakes, choice of word

I. INTRODUCTION

Errors are one of the most common and important issues in foreign language acquisition. It is normal that every language learner makes mistakes. Even in the right path to keep learners on the right path and only let them speak and write sentences that they should be able to utter correctly, errors occur (Kleppin, 1997: 14). Sharma (1980) stated that error analysis can provide a strong support to remedial teaching. Richards et al (1992) declared the study of errors is used in order to identify strategies which learners use in language teaching, to identify the causes of learners' errors and finally to acquire information on common difficulties in language learning as a tool of teaching or in development of teaching materials (cited in Khansir 2008). As language teachers, they should know and find the types of errors which are committed by their learners and ways of solution for their learners' difficulties. Based on these opinions, errors can be seen more as a source of information for acquisition processes. Thus, it is necessary and useful for foreign language researchers and teachers.

II. LITERATURE REVIEW

Many linguists have found the phenomenon of "errors". A mistake is what a communication partner or native speaker does not understand. A mistake is what violates rules in textbooks and grammars (MUNDZWCK, 1991: 584-586). Dulay and Burt (1974: 46) are of view that "you cannot learn without goofing". Basically, mistakes are a natural thing that affects both mother tongue acquisition and language learning. They indicated that the learner is learning carelessness, but mistakes can present that the learner forms his own hypotheses about language

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and explores them when speaking or writing. In this opinion, mistakes are very important not only for promoting learning but also for the teachers. In a learner-oriented communicative language lesson, mistakes are no longer seen only as violations of the norm, but as natural, also productive phenomena in language acquisition according to MUNDZWICK (1991). It can be meant that the error in the creative process of learning a foreign language is unavoidable. From this point of view, mistakes are particularly important for class planning, preparation and selection of suitable methods. Hence, the teachers need specific information about error production and distribution in order to be able to carry out error diagnosis and error therapy in a targeted manner. Kleppin (1997: 19-20) defines errors as follows:

1. An error is a deviation from the language system.
2. An error is a deviation from the applicable linguistic norm.
3. An error is a violation of how one speaks and acts within a language community.
4. An error is what a communication partner does not understand.
5. An error is what a native speaker does not understand.
6. An error is what violates rules in textbooks and grammars.
7. An error is what a teacher calls an error.
8. A mistake is what a native speaker would not say or do in a particular situation.
9. A mistake is what violates the norm in the mind of the teacher.
10. Errors are relative. What is considered an error in one learning group in one particular teaching phase is tolerated in another in another phase.

The errors are assigned to certain language levels, such as the morphological/ syntactic or the lexical/ semantic and content error according to Kleppin (1997) certain areas such as the orthographic, the grammatical, the lexical, the pragmatic-functional or a combination of all.

Research Questions

1. What types of errors do students commit in their written assignments?
2. How frequent are these errors found out in their writings?
3. Which errors are the most common in their written works?
4. Why do these errors occur in their writings?

III. METHODOLOGY

This study analyzes errors committed by learners in their writing and “Schritte International 5 (KB+AB) (B1.1)” is used as a text book. Among the many writing assignments, only two assignments which are taken from text book are used for this study. According to Corder (1981), the data are analyzed by identification, classification and explanation. In this research, the qualitative method is used and the collecting data are descriptively analyzed by 17 types of errors by using their markings in writing assignments of students. 17 types of errors and their markings according to Kleppin (1997: 45-47) are presented as follows and with these the errors are analyzed and classified.

1. A (Ausdruck) = expression
2. Art (Artikel) = article

| | | |
|----------|---|--------------------------------|
| 3. Bez | (syntaktischer oder semantischer Bezug) | = syntactic or semantic error |
| 4. Gen | (Genus) | = gender |
| 5. K | (Kasus) | = case |
| 6. Konj | (Konjunktion) | = conjunction |
| 7. M | (Modus) | = mode |
| 8. mF | (morphologischer Fehler) | = morphological error |
| 9. Mv | (Modalverb) | = modal verb |
| 10. Präp | (Präposition) | = preposition |
| 11. Pron | (Pronomen) | = pronoun |
| 12. R | (Rechtschreibung) | = spelling or orthography |
| 13. Sb | (Satzbau) | = Sentence structure |
| 14. St | (Satzstellung) | = word order or sentence order |
| 15. T | (Tempus) | = tense |
| 16. W | (Wortwahl) | = choice of word |
| 17. Z | (Zeichensetzung) | = punctuation |

IV. FINDINGS

4.1 Writing Assignment 1

In this assignment, it is a personal letter to a friend who lives in Germany and concerns about finding a German language course in Germany. This text is taken from the Text Book for the module GER 3102A “Schritte International 5 KB+ AB”. In this assignment, not only various ideas and contents written by 83 students but also their errors classified into 17 types according to Karin Kleppin (1997) can be seen. According to Corder (1981), the errors are analyzed. In this assignment, I have found out that errors made by students in their writing can be found in all 17 types of errors. Two sample sentences of each type of errors by 83 students are described as follows:

1. A
 1. , weil die Weltklassefußballmannschaft haben. (Wrong expression in this sentence is written instead of using right expression: *weil dort es die Weltklassefußballmannschaft gibt.)*
 2. Ich bin gut. (instead of *mir geht es gut*.)
2. Art
 1. Diesmal werde ich das München besuchen, weil ... (In this sentence, no article is needed. *Diesmal besuche ich München*.)
 2. Ich bringe die schöne Tasche für Claudia mit. (Indefinite article should be used, instead of definite article. *Ich bringe Claudia eine schöne Tasche mit*.)
3. Bez
 1. Also dieser Sprachkurs werde sehr wichtig für mich. (The verb “werden” is incorrectly conjugated instead of “wird”: Also *dieser Sprachkurs wird sehr wichtig für mich*.)
 2. Ich danke ihr für deine Frage. (In this statement, wrong pronoun is expressed and the semantic is totally wrong due to it. It should be: *Ich danke dir für deine Frage*.)

4. Gen 1. Ich warte auf unsere Treffen. (Gender is wrong written instead of “unser”.)
2. Und dein Mitbewohnerin wegfahrt ist ein Glück für mich. (instead of *Und es ist sehr dankbar, dass deine Mitbewohnerin mich in ihrem Zimmer wohnen lässt.*)
5. K 1. Gibt es auch eine schöne Bäckerei nahe den Kursorts? (Wrong case can be found instead of “des Kursorts”.)
2. Dann werde ich eine handgemachter Pullover für sie mitbringen. (instead of *Dann werde ich eine handgemachte Pullover für sie mitbringen.*)
6. Konj 1. Ich finde, im Sprachkurs ist sprechen und schreiben wichtig. (Mistakes are found without conjunction “dass” and right spelling in this sense. It should be like *Ich finde, dass im Sprachkurs Sprechen und Schreiben wichtig sind.*)
2. Und denn möchte ich eine Reise in München, weil... (Wrong conjunction is used instead of “dann”: *Und dann möchte ich eine Reise in München, weil...*)
7. M 1. Deshalb wurde ich als Geschenk für Claudia die traditionelle Kleidung aus meiner Heimat mitnehmen. (Mode is wrong. It should be formed like *Deshalb würde ich als Geschenk für Claudia die traditionelle Kleidung aus meiner Heimat mitnehmen.*)
8. mF 1. die Unterrichtung (Morphological mistake is occurred instead of writing “der Unterricht”)
2. Viele große (instead of *Viele Grüße*)
9. Mv 1. , weil ich nicht so gut Deutsch spreche. (In this sense a modal verb is needed, but modal verb “können” is omitted ,*weil ich nicht so gut Deutsch sprechen kann.*)
2. Für die Arbeit brauche ich Deutschkenntnisse. Deshalb soll ich Deutsch lernen. (It would be correct by using Modal verb “müssen”: *Deshalb muss ich Deutsch lernen.*)
10. Präp 1. Übrigens kaufe ich traditionelle Geschenke von Bagan für dich. (Using preposition “aus” would be correct.)
2. Ich möchte in Deutschland nach Berlin und München besuchen. (In this sentence, no preposition is needed.)
11. Pron 1. Also bitte rufen Sie mich an! (Using “you” pronoun “du” instead of “Sie” is correct because in this assignment, the email is to a friend and is an informal letter. *Also bitte ruf mich an!*)
2. Es wäre besser, wenn √ Deutsch dort lernen kann. (Error occurs by forgetting pronoun “ich”: *Es wäre besser, wenn ich Deutsch dort lernen kann.*)
12. R 1. Bei mir ist sprechen sehr wichtig. (Instead of writing “Sprechen” because in German language, nouns are capitalized.)
2. Umgebund (Instead of *Umgebung*)
13. Sb 1. Ich finde, der Unterricht hat viel Spaß. (This sentence structure is incomprehensible. It may be meant that *Ich finde, dass ich im Unterricht viel Spaß beim Lernen haben könnte.*)

2. Ich möchte freien Platz bleiben. (It is also not easy to understand due to several errors without expressing any correct information occurring at the same time. May be: *Es ist sehr schön und dankbar, dass ich im Zimmer deiner Mitbewohnerin wohnen darf.*)
14. St
1. Ich möchte Deutsch lernen am Kursort. (By making mistakes at word order: *Ich möchte Deutsch am Kursort lernen.*)
 2. Aber kann ich nur 450 Euro zahlen. (In this case, the student has generalized all the rules in German language because they think that verb is always be in second position. Here, “aber (*but*)” is zero place and after this conjunction the subject or others except verb can be placed like *Aber ich kann nur 450 Euro zahlen.*)
15. T
1. Ich habe keinen Partner gehabt, um Deutsch zu sprechen. (In this sense, it is not needed to use perfect tense, but present tense. *Ich habe keinen Partner, um Deutsch zu sprechen.*)
 2. Als ich meinen Heimat zurückgekommen habe, gab meine Mutter mir zwei Jacken. (In this case, the tense should be same in perfect tense, not perfect and past tense. *Als ich in meine Heimat zurückgekommen bin, hat meine Mutter mir zwei Jacken gegeben.* Not only tense but also sentence structure, expression and spelling are also wrong.)
16. W
1. Ich würde mich daheim beim Schreiben und Lesen praktizieren. (Errors occur due to wrong choice of word: *Dort würde ich Schreiben und Lesen üben.*)
 2. Ich immer machte viele Fehler in Deutsch grammatik. (In this sentence, there are mistakes in word order, tense and choice of word. *Ich habe viele Fehler in Grammatik gemacht.*)
17. Z
1. Und ich möchte Vormittagskurs \sqrt weil am Abend ich anderen Kurs oder eine Teilzeitarbeit machen möchte. (Punctuation is needed in these two sentences. It should be like *Und ich möchte einen Kurs am Vormittag, weil ich am Abend anderen Kurs oder eine Teilzeitarbeit machen möchte.*)
 2. Übringens, ich danke ihre Freundin. (In this sentence punctuation is not needed, but here, it is misused and there are also mistakes in semantic and case. *Übrigens danke ich deiner Freundin.*)

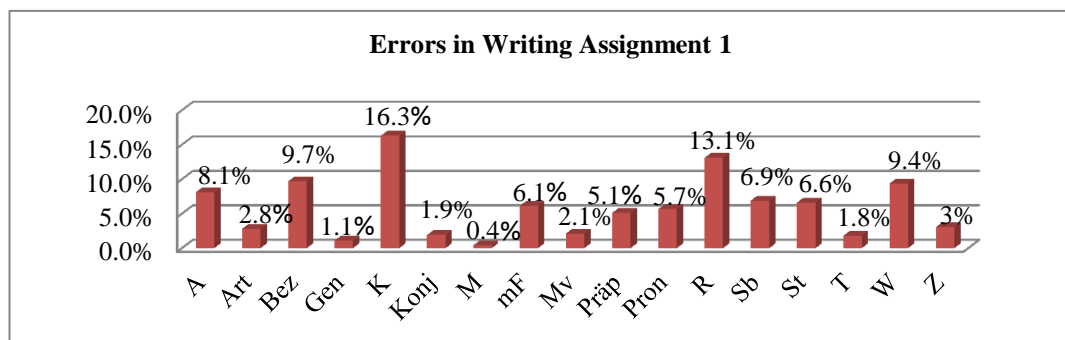


Figure 1: Percent of types of errors in Assignment 1 according to Kleppin (1997)

The figure 1 shows that the students make errors in their writing assignment 1 which are classified into 17 types of errors according to Kleppin (1997: 45 - 47). They make the most

mistakes in case (16.3%), spelling (13.1%) and syntactic or semantic error (9.7%) and those can also be found in choice of words (9.4%), expression (8.1%) and sentence structure (6.9%) which are more than errors in word order (6.6%), morphological error (6.1%), pronoun (5.7%) and preposition (5.1%). The least errors made by students are mode (0.4%), gender (1.1%), tense (1.8%) and conjunction (1.9%) while errors in modal verb (2.1%), article (2.8%) and punctuation (3%) are more than those.

4.2 Writing Assignment 2

After assignment 1, the students have been informed by the teacher what errors in their writings occur and explained with the types of errors according to Karin Kleppin (1997). In this assignment 2, it is an application letter to a company. This text is also taken from the Text Book for the module GER 3102A “Schritte International 5 KB+ AB”. According to Corder (1981), the errors are analyzed. In this assignment, I have found out that errors made by students in their writing can be found in all 17 types of errors. One sample sentence of each type of errors by 83 students can be shown as follows:

1. A 1. Ich möchte in diesem Bereich tätig werden. (Here, the expression should be used like this: *Ich möchte in diesem Bereich arbeiten.*)
2. Art 1. Meine Stärke sind, dass ich mit \surd Leuten leicht kommunizieren kann. (In this sentence, definite article is needed but here, it is missed: ... *mit den Leuten*)
3. Bez 1. Ich kann üblichen Computerprogramme beherrsche. (Here, the syntax is wrong written due to “*beherrsche*” instead of “*beherrschen*” .)
4. Gen 1. Aber ich interessiere über das Arbeit. (In this sentence, there are two mistakes which are wrong expression and wrong gender. *Aber ich interessiere mich für die Arbeit.*)
5. K 1. Nach der Gymnasium habe ich in einer Verein als Freiwilliger verbindet. (Here, wrong expression and wrong cases can be seen. It may be written: *Nach dem Gymnasium habe ich mich in einem Verein als Freiwilliger engagiert.*)
6. Konj 1. Also ob ich bei Ihnen arbeiten dürfe, werde ich am fröhlichsten Person auf der Welt. (Instead of *Wenn ich bei Ihnen arbeiten dürfte, wäre ich am fröhlichsten Person auf der Welt*, wrong mode, morphological mistake and wrong conjunction can be found in this sentence.)
7. M 1. Also ob ich bei Ihnen arbeiten dürfe, werde ich am fröhlichsten Person auf der Welt. (Wrong mode and wrong conjunction can be seen here because this student wants to use polite usage in her sentence but she used it wrong. The sentence should be written like this: *Wenn ich bei Ihnen arbeiten dürfte, wäre ich am fröhlichsten Person auf der Welt.*)
8. mF 1. “gearbeiter” instead of *gearbeitet*
9. Mv 1. Ich \surd bewerbe mich bei Ihnen um die Stelle, weil ich Erfahrungen bekommen möchte. (Using Modal verb “möchten” makes the sentence intensive and better than without modal verb, but here it is not used. It should be: *Ich möchte mich bei Ihnen um die Stelle bewerben, weil ...)*

10. Präp 1. Im letztes Jahr habe ich als Käuferin gearbeitet. (In this statement, no preposition is needed, but here the student uses it. It should be like: *Letztes Jahr habe ich als Käuferin gearbeitet.*)
11. Pron 1. Ich denke, dass meine bisherigen Berufserfahrungen auch in Ihrem Betrieb von Nutzen sein können und \sqrt würde mich freuen, wenn Sie mir Gelegenheit zu einem persönlichen Gespräch geben würden. (Here, the pronoun “I (*ich*)” is missed because the subjects are not the same in this sentence and maybe the student has forgot it due to the long and full information.
12. R 1. “glücklich” instead of writing “*glücklich*”
13. Sb 1. Nach der Realschule viele lernte ich über die Wirtschaft. (This sentence structure is incomprehensible, word order is wrong because verb (*lernen*) must be placed in second position after “*Nach der Realschule*” and tense should also be perfect tense but, here the past tense is used. It may be meant that *Nach der Realschule habe ich viel über die Wirtschaft gelernt.*)
14. St 1. Außerdem, ich kann sehr gern im Team arbeiten. (Here, no comma is needed and the modal verb “*kann*” must be in the second position in this sentence.)
15. T 1. Ich studierte Marketingmanagement an der Fachhochschule München und habe ich die Abschlussprüfung gemacht. (This sentence is a combined sentence and in the first sentence, past tense is used and in the sentence after conjunction “and (*und*)” perfect tense is used. In this case, tense should be same and perfect tense should be used like : *Ich habe Marketingmanagement an der Fachhochschule München studiert und die Abschlussprüfung gemacht.*)
16. W 1. Danach habe ich in einem Bekleidungsgeschäft gearbeitet. (Error occurs due to wrong choice of word “*Bekleidungsgeschäft*” instead of “*Kleidungsgeschäft*”.)
17. Z 1. So₂ ich möchte an dieser Stelle. (Here, no punctuation (no comma) is needed like *So möchte ich gerne in dieser Stelle arbeiten.*)

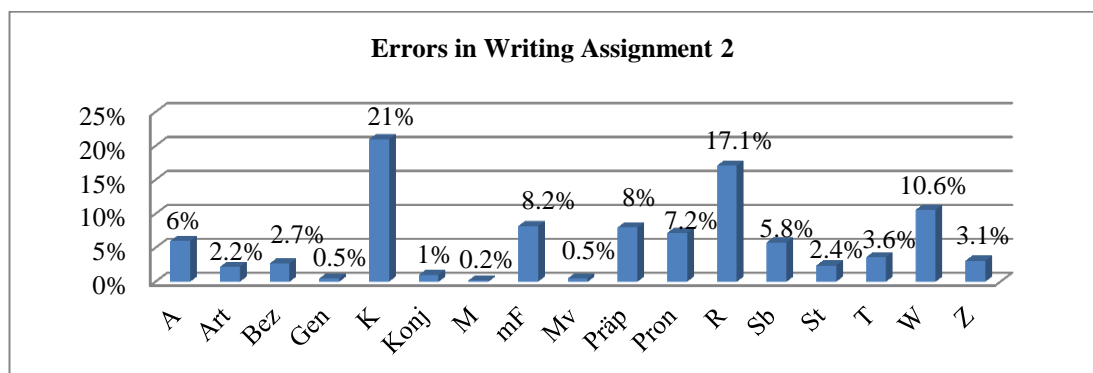


Figure 2: Percent of types of errors in Assignment 2 according to Kleppin (1997)

According to the figure 2, it can be seen that the most mistakes are in case (21%), spelling (17.1%) and choice of words (10.6%). Their errors can also be found in expression (6%) and sentence structure (5.8%) which are less than errors in morphological error (8.2%), preposition (8%) and pronoun (7.2%). Errors which are least found in this assignment 2 are mode (0.2%), gender (0.5%), modal verb (0.5%) and conjunction (1%) while errors in article (2.2%), word

order (2.4%), syntactic or semantic error (2.7%), punctuation (3.1%) and tense (3.6%) are more than those.

V. DISCUSSION

The overall percentage of errors made in the two writing assignments are given in figure 3 below and it can also be seen that many of the students find case most difficult while errors in spelling or orthography and choice of word follow in that order.

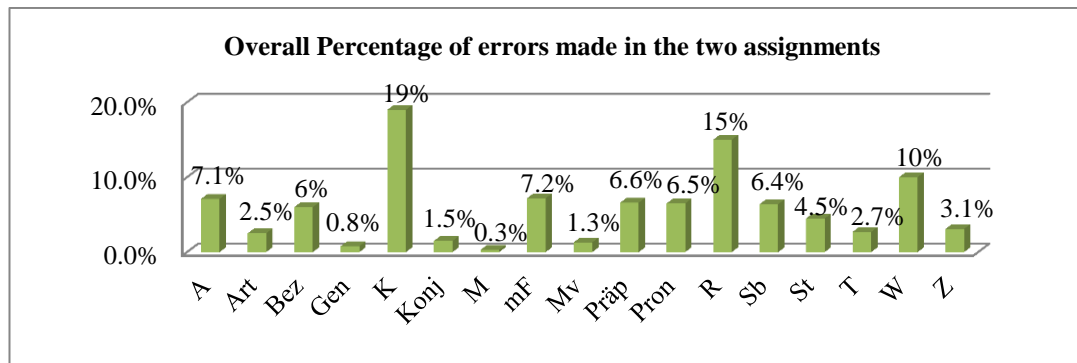


Figure 3: Overall percentage of errors made in the two writing assignments

In this study, BAIII students' two writing assignments are conducted to analyze their errors. As results, there are 17 types of errors in two assignments which are firstly identified and then classified by the teacher. In assignment 1, there were so many errors and mistakes in their writings. After assignment 1, the students have been informed by the teacher what errors in their writings occur and explained with the types of errors according to Karin Kleppin (1997) and let do them some exercises to find and correct errors in some exercises (No. 45, 55 & 60) which are also taken from Karin Kleppin's "Errors and Errors correction book" (1997: 47, 57 & 62). After doing some errors correction-exercises and knowing what errors they have made with the help of Karin's types of errors and let check them their writing by each other, their errors in assignment 2 are less than assignment 1. Among these errors, the students have the most difficulties in German case system (19%) (Nominative, accusative, dative and genitive) due to their weak intentions, carelessness and a little confusion in grammar and many mistakes occur also in spelling (15%) because of lack of attention, ignorance of right item or practice e.g. in German nouns are in capitalized. And then, their mistakes in choice of word (10%) are also more than other types of errors due to interference from their mother language and first foreign language English. These three errors are the most prominent in their writings.

They also make mistakes in morphological errors (7.2%) due to lack of knowledge of German morphemes while expression error (7.1%) is caused due to their translation and weak in usage of dictionary. The students make also errors in preposition (6.6%) in their writings because they are confused of usages in different ways of a preposition e.g. prepositions of direction "to (nach or zu)" and "from (von or aus). Pronoun errors (6.5%) are also found out in their assignments as they have difficulties in expression and its usage and according to results, when they try to write combining sentences, they may not focus on pronouns and may be busy on the description of their ideas. According to results, errors in sentence structure (6.4%) can also be seen due to word-for-word translation and applying their many creative ideas about texts with their own words without using dictionary. Besides, the cause of errors in syntactic or semantic error (6%) can be traced out due to confusion of grammar rules especially with pronouns, possessive and verb conjugations. After that, errors in word order or sentence order (4.5%) are caused by verb-second order system and sometimes by the lack of knowledge of zero place conjunctions and then by verb-last constituent order in subordinated clauses with the usage of German conjunctions e.g. "because (weil), although (obwohl)" etc. Learners

sometimes forget to put comma and put it incorrectly in their sentences due to the influence of their first foreign language “English” e.g. in English “therefore” needs comma after it, but in German “therefore (deshalb)” does not need comma after it. By this interference, punctuation errors (3.1%) occur in their writings. Afterwards, they have difficulties in tense (2.7%) which can be found in their writings according to the data because they think that they should use perfect tense instead of present tense when they want to compose a situation which happened in the past and still happen in current time. It can be seen that tenses in a combined or complex sentence are different although those should be the same in perfect tense. And they need more knowledge about articles as they still make mistakes in those (2.5%) due to poor learning nouns with articles and functions with article and without it in a situation.

It is obvious that wrong conjunctions (1.5%) are used in their composing assignments because of lack of knowledge about the meaning of those which are suitable for which conditions or situations. Sometimes they omit conjunctions in their writings because of simplification by omitting grammatical rules (cited in Shodhganga: 14). Moreover, unique errors (cited in Shodhganga: 15) can be evident in modal verbs (1.3%) because of transferring of an independent phenomenon by omitting modal verb as learners do not transfer of their mother tongue or first foreign language. And then, they cannot acquire well the meanings and functions of modal verbs, in which situations they are used and which function better is. In addition, wrong gender usages (0.8%) are visible in their writings because they cannot be capable of German language’s gender system. Learners have poor acquisition of politeness in language even though they have already known about of its usage and importance in real communications. For example, they often write “dürfe, werde, wurde” in mode form (0.3%), they have learnt to use “dürfte, würde, würde” are caused due to overgeneralization according to (Selinker: 1972). The learners are not aware of the situation in their second language.

VI. CONCLUSION

Students make errors when writing something in German and it is normal to commit errors in their writings. It is traced that some errors or mistakes are made to their lack of knowledge in grammatical rules, semantic, syntax and vocabulary. Learners’ errors can be seen as an important part of language teaching in grammar, linguistics etc. and learning. It can be assumed that this empirical study may provide the improvement of teaching methodology, teaching techniques in German language teaching classroom as some errors correction exercises are used as teaching materials to know and to be able to correct errors themselves. In summary, this paper may help learners a positive learning experience in order to help them to develop their language und use German perfect. It is recommended that further in-depth studies about errors should be carried out in speaking dialogue or monologue with wide participation of German specialization students.

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German

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APPENDIX (1)

Sample Writing Assignment 1

Min. Yabon Htin
Ger I-55
24.1.2020

23. Liebe Christiane,
danke für deine Brief. Ich möchte den Sprachkurs besuchen, weil Sprache für mich sehr wichtig ist. Ich kann andere nur mit dieser Sprache arbeiten. Ich kann gut lesen, aber nicht sprechen. Und dein Gastbesuchen angefahrt ist ein Glück für mich.

Ich werde dir ein Geschenk aus meiner Stadt bringen. Sie wird die Tasche mit traditionellem Design mögen. Ich möchte den Platz rund um den Kurs besuchen, deshalb ist es für mich das erste mal in Deutschland. Ich wusste schon, dass die Stadt in Deutschland wunderschön ist. Und ich möchte Berlin und Hamburg besuchen. Die Hauptstadt des Landes ist Berlin und als werden gezwungen sein, eine vielfältigere deutsche Stadt als Berlin zu finden. Und Hamburg, die zweitgrößte Stadt, liegt an der Elbe. Vielen Dank, dass Sie mir Ihre Zimmer zur Verfügung stellen. Ich warte dich beim nächsten Mal an.

Viele Grüße
Min

12.5.2020
Liebe Christiane,
Danke für deinen Brief. Ich hoffe du geht es gut. Mir geht es gut auch. Wir haben einen Koffer nicht gehen.

Sos. Ich spreche auch Hindi und Spanisch. Ich bin ein bisschen schwach in Grammatik. Deshalb Grammatik ist wichtig für mich. Ich möchte keine Monat einen Halbtuch für dich, weil es Herbst in Deutschland. Ich frage, daß du mein Geschenk magst. Ich bin stolz im Sprechen wie du wolle ich mag Grammatik. Und ich möchte Hindi Berlin besuchen. Dort gibt es eine beste Freund wie du, ich möchte ihn treffen. Ich möchte dich mit ihm vorstellen.

Bis Bald!
Viele Grüße
Anon.

A - 1
K - 3
Pää - 1
H - 1
St - 1
Z - 2

APPENDIX (2)

Sample Writing Assignment 2

Mog Thin Khing
Ngue-Ste 28
51624 Saarbrücken
01-950381469, mykhin1982001@gmail.com

DMB Baustoffhandel GmbH
Heinrich-Hertz-Str. 30
47057 Duisburg
Tel: 0203-835-1111

50 Duisburg, 4. August 2020

Bewerbung als eine Bauf Kaufmann im Gießerhandl vom 1. Augustum

Sehr geehrte Damen und Herren,
mit großer Interesse habe ich Ihre Anzeige gelesen und ich möchte eine Beruf als Kaufmann im Gießerhandl bewerben. Ich habe die Realschule fertig. Danach der Realschule viele lernte ich über die Wirtschaft danach habe ich in einem Bekleidungs-geschäft gearbeitet. Ich war dort sehr glücklich, weil ich (Liebe) gern die Kommunikation mit den Kunden an Menschen. Aber ich konnte in verschiedenen Bereichen Erfahrungen sammeln. Ich möchte an diese Stelle. Es ist sicher, dass ich Engagement und Loyalität habe. Über eine Einladung zu einem persönlichen Gespräch würde ich mich sehr freuen.

Mit freundlichen Grüßen
Mog Thin Khing
Anlagen
Lebenslauf, ein Foto, die Kopien von Schulzeugnis

NaySan Win
SMP ShanSu Straße 1
5036 SHAN SU
01-95 + 14-3

DMB Baustoffhandel GmbH
Heinrich-Hertz-Str. 30
47057 Duisburg
Tel: 0203 0111

Frankfurt, 3. 2. 2020

Bewerbung als Auszubildende, Ihre Stellenanzeige vom 2. Februar 2020.

Sehr geehrter Herr/Herrin,
in Ihrer Stellenanzeige vom 2. Februar suchen Sie einen Auszubildende. Ich möchte mich sehr um diese Stelle bewerben. Ich bekam das Zeugnis vor sechs Monaten vom YUFL. Danach such ich jetzt eine Stelle in dieser Firma. Ich habe bei den Englischen Kurs eine Ausbildung zum Lehrlingsdirektor gemacht und war danach zwei Jahre bis April 2018 bei der Hg Bücherei als Direktor angestellt. Außerdem war ich letztes Jahr in den USA und habe dort an einem Management-Kurs teilgenommen. Ich habe gelernt, im Team zu arbeiten und (Englische Sprache) I der Grundschule waren meine Englische Noten sehr gut. Ich war Ich passierte bei 4 Level in einem DE Kurs. Ich danke, meine Punkte und sind sehr genug die