In Error Analysis, while interference from Ll is acknowledged as a source of errors, it is by no means considered to be the only source for

making errors. In fact, one of the major contributions of Error Analysis was its recognition of the sources of errors, which extend beyond just interlingual errors in learning a second language. It is now

clear that intralingual and developmental errors play an important role in second language learning. As Lightbown and Spada (20 10, p. 187) assert:

**“The frrst language is not the only influence on second language**

**learning. Learners from different language backgrounds often**

**make the same kinds of errors, and some of these errors are**

**remarkably similar to those made by frrst language learners. In**

**such cases, second-language errors are evidence of the learners'**

**efforts to discover the structure of the target language itself**

**rather than attempts to transfer patterns from their first**

**language ».**

In the late 60s and early 70s, empirical studies emerged with the realization that many kinds of errors, in addition to those due to mother tongue interference, were apparent in learners' languages.

Observations by scholars such as Duskova ( 1969), Buteau ( 1970), and Richards ( 1971, 1974a) initiated numerous investigations into sources . of errors other than mother tongue interference. Richards ( 1971 ), for instance, points out that the limitation in certain rule-learning strategies gives rise to errors which are not caused by L 1 interference, but by wrong application of learning strategies. The sources of these errors are discovered within the structure of the target language itself

and some of them result from faulty teaching techniques. He calls these types of errors ***intralingual* and *developmental****.*

Corder (1975) distinguishes three types of errors with respect to their sources:

(a) **interlingual errors**, which are caused by first language interference;

(b) **intralingual errors**, which are caused by the learners' overgeneralization of particular grammatical rules; and

(c) **errors which are caused by faulty teaching techniques.**

Examples

**(a) Interlingual Errors**

**Definition:** Errors caused by interference from the learners' first language (Arabic in this case).

**Examples:**

1. **Word Order:**
Arabic uses Verb-Subject-Object (VSO) or Subject-Verb-Object (SVO) word order, while English primarily uses SVO.
	* Error: *"Is coming the teacher."*
	* Correct: *"The teacher is coming."*
2. **Omission of Articles:**
Arabic uses articles differently, often leading to their omission in English.
	* Error: *"I saw car in street."*
	* Correct: *"I saw a car in the street."*
3. **Pluralization of Non-Count Nouns:**
In Arabic, some non-count nouns like "information" can have a plural form, leading to errors in English.
	* Error: *"She gave me many informations."*
	* Correct: *"She gave me much information."*

**(b) Intralingual Errors**

**Definition:** Errors resulting from overgeneralization of rules or incomplete knowledge of English grammar.

**Examples:**

1. **Overgeneralization of -ed for Past Tense:**
Learners assume all verbs follow the regular past tense rule.
	* Error: *"He goed to school yesterday."*
	* Correct: *"He went to school yesterday."*
2. **Overuse of Subject Pronouns:**
Arabic often incorporates subject pronouns with verbs, causing learners to overuse them in English.
	* Error: *"He he is a teacher."*
	* Correct: *"He is a teacher."*
3. **Overgeneralization of Verb Forms:**
Applying third-person singular -s to all subjects.
	* Error: *"I works in a school."*
	* Correct: *"I work in a school."*

**(c) Errors from Faulty Teaching Techniques**

**Definition:** Errors stemming from ineffective or unclear instruction.

**Examples:**

1. **Misleading Explanations of Grammar Rules:**
If teachers fail to emphasize exceptions to rules, students might overgeneralize.
	* Teaching Focus: "Add -s for third-person singular."
	* Resulting Error: *"She cans swim."* (overapplying -s)
	* Correct: *"She can swim."*
2. **Inadequate Exposure to Contextual Usage:**
Limited emphasis on the distinction between similar words like "make" and "do."
	* Error: *"I do a cake."*
	* Correct: *"I make a cake."*
3. **Translation-based Learning:**
Relying heavily on translating from Arabic to English can create unnatural structures.
	* Error: *"The big house red."* (direct translation of Arabic adjective-noun agreement).
	* Correct: *"The big red house."*

To give a detailed picture of the sources of errors, a more

comprehensive taxonomy is presented below. It must be realized,

however, that some degree of overlapping is to be expected in the

categories presented and their corresponding sub-categories. This is a

common problem in establishing taxonomies. However, to clarify

possible ambiguities, all sources of errors will be furnished with

illustrative examples. It needs to be pointed out that in the majority of

cases an error might be attributed to more than one cause. Thus, the

classification here is based on the primary causes of errors. This is

because an error may primarily be attributed to one source while other

causes may also be involved.

**Interlingual Errors**

By definition, interlingual errors result from the transfer of

phonological, morphological, grammatical, lexico-semantic, and

stylistic elements of the learner's mother tongue to the learning of the

target language. Five different types of interlingual errors are

presented below:

**1. Transfer of Phonological Elements of L 1**

**2. Transfer of Morphological Elements**

**3. Transfer of Grammatical Elements**

**4. Transfer of Lexico-Semantic Elements**

**5. Transfer of Stylistic and Cultural Elements**

**Examples**

**1. Transfer of Phonological Elements**

Phonological transfer occurs when the learner’s native language influences the pronunciation of the target language.

**Examples:**

* **Consonant Clusters:** Arabic often avoids consonant clusters, leading learners to insert vowels.
	+ Error: *"estop"* instead of *"stop"*.
* **Pronunciation of /p/ and /b/:** Arabic does not have the /p/ sound, so learners often substitute it with /b/.
	+ Error: *"bark"* instead of *"park"*.
* **Stress Patterns:** Arabic stress patterns differ from English, causing mispronunciations.
	+ Error: *"REcord"* (noun) pronounced as *"reCORD"* (verb).

**2. Transfer of Morphological Elements**

Morphological transfer involves the influence of native language structures on the formation of words in the target language.

**Examples:**

* **Plural Forms:** Arabic uses "broken plurals," unlike English’s regular plurals.
	+ Error: *"childs"* instead of *"children"*.
* **Possessive Constructions:** Arabic expresses possession differently, leading to errors.
	+ Error: *"The book of my friend"* instead of *"My friend's book."*

**3. Transfer of Grammatical Elements**

Grammatical transfer is evident when learners apply Arabic sentence structure or rules to English.

**Examples:**

* **Word Order:** Arabic allows more flexibility in word order compared to English’s SVO pattern.
	+ Error: *"To the market I went."* instead of *"I went to the market."*
* **Omission of the Verb ‘To Be’:** Arabic does not use a copula in the present tense.
	+ Error: *"He teacher."* instead of *"He is a teacher."*
* **Articles:** Arabic uses articles differently, leading to overuse or omission in English.
	+ Error: *"She is a artist."* instead of *"She is an artist."*

**4. Transfer of Lexico-Semantic Elements**

Lexico-semantic transfer happens when learners use word meanings or usage patterns from their native language inappropriately.

**Examples:**

* **Literal Translations:** Arabic learners may translate idiomatic expressions directly.
	+ Error: *"The news is heavy."* (meaning the news is upsetting).
* **Overgeneralization of Synonyms:** Using words with related meanings interchangeably.
	+ Error: *"He is high."* instead of *"He is tall."*
* **Prepositions:** Arabic preposition usage differs from English.
	+ Error: *"I am afraid from him."* instead of *"I am afraid of him."*

**5. Transfer of Stylistic and Cultural Elements**

Cultural and stylistic transfer occurs when learners apply conventions from Arabic communication styles to English.

**Examples:**

* **Directness:** Arabic communication is often more direct than English.
	+ Error: *"Give me water."* instead of *"Could you please give me some water?"*
* **Formality:** Arabic learners might use overly formal expressions.
	+ Error: *"With your permission, may I ask?"* instead of *"Can I ask you?"*
* **Writing Style:** Arabic writing tends to use long, complex sentences with heavy use of connectors.
	+ Error: *"I went to the market and I bought vegetables and I came home and I cooked them."* instead of more concise English.

**errors from the transfer of lexico-semantic elements** in Arabic-speaking learners of English, divided into **Cross-Association** and **False Cognates**, with examples:

**1. Cross-Association**

This happens when Arabic has one word for multiple English concepts. Learners incorrectly extend the Arabic meaning to contexts where it doesn’t apply in English.

**Examples:**

1. **Turn on vs. Open:**
Arabic uses the same word *يفتح* ("open") for starting electronic devices and opening doors.
	* Error: *"Can you open the TV?"*
	* Correct: *"Can you turn on the TV?"*
2. **Hour vs. O’clock:**
Arabic uses *ساعة* ("saʿah") for both "hour" and "o’clock."
	* Error: *"We will arrive at 5 hours."*
	* Correct: *"We will arrive at 5 o’clock."*
3. **Woman vs. Wife:**
Arabic uses *امرأة* ("imraʾah") and *زوجة* ("zawjah") but learners often confuse the two.
	* Error: *"He talked to his woman."*
	* Correct: *"He talked to his wife."*
4. **Bring vs. Take:**
Arabic uses *أحضر* ("aḥḍar") for both.
	* Error: *"I will bring the book to my friend."*
	* Correct: *"I will take the book to my friend."*

**2. False Cognates**

False cognates occur when learners incorrectly apply meanings based on similarities between words in Arabic and English.

**Examples:**

1. **Actual vs. Current:**
Arabic *حالي* ("ḥāli") means "current," but learners may confuse it with "actual."
	* Error: *"The actual president is speaking."*
	* Correct: *"The current president is speaking."*
2. **Library vs. Bookstore:**
Arabic *مكتبة* ("maktabah") means both "library" and "bookstore."
	* Error: *"I bought a book from the library."*
	* Correct: *"I bought a book from the bookstore."*
3. **Medicine vs. Doctor:**
Arabic *طبيب* ("ṭabīb") refers to a doctor, but the root *طب* ("ṭibb") is associated with medicine.
	* Error: *"I went to the medicine for my illness."*
	* Correct: *"I went to the doctor for my illness."*
4. **Respect vs. Consider:**
Arabic *احترام* ("iḥtirām") can imply both "respect" and "consider."
	* Error: *"I respect him to be a good person."*
	* Correct: *"I consider him a good person."*

**Summary**

These errors often arise because Arabic and English differ in how they categorize and assign meanings to words. By recognizing these patterns, teachers can guide learners to better distinguish overlapping or subtly different terms in English

Intrallngual and Developmental Errors

Intralingual and developmental errors are caused by the mutual

interference of items in the target language, i.e., the influence of one

target language item upon another. For instance, a learner may

produce *\*He is comes,* based on the blend of the English structures:

*He is coming,* and *He comes.* Such errors reflect the learner's

competence at a particular stage of second language development and

illustrate some of the general characteristics of language learning. In

fact, such errors are similar to errors produced by monolingual

children, and result from the Ieamer's attempt to build up concepts

and hypotheses about the target language from his/her limited

experience with it.

Intralingual and developmental errors are divided into six subcategories

given below:

**Overgeneral ization**

**Ignorance of Rule Restriction**

**False Analogy**

**Hyperextension**

**Hypercorrection**

**Faulty Categorization**

These subcategories, however, are very similar to one another and

there might be only subtle differences between them. Nevertheless,

their use here is considered legitimate in order to provide a detailed

picture of the sources of errors. Now each of the above sub-categories

will be briefly discussed below.

**Overgeneralization (**

According to Richards et al. ( 1989), overgeneralization is a process

common in both first and second-language learning, in which a Ieamer

extends the use of a grammatical rule beyond its accepted uses. For

example, a child may use ball to refer to all round objects. Thus,

overgeneralization errors refer to the deviant structures produced by

the learner on the basis of his limited knowledge of and exposure to

other structures of the target language. For examples, in the first two

examples below, the omission of the third person singular *-s* seems to

have been caused by the overgeneralization of all other endingless

forms in English.

### ****Examples of Overgeneralization Errors****

#### 1. ****Omission of Third-Person Singular -s****

Learners may extend the absence of an -s ending for verbs to all subjects, even when the rule requires its presence.

* **Error:** "He walk to school every day."
* **Correct:** "He walks to school every day."

#### 2. ****Regularization of Irregular Verbs****

Learners apply the regular past tense rule (-ed) to irregular verbs.

* **Error:** "She goed to the market."
* **Correct:** "She went to the market."

#### 3. ****Overuse of Plural Forms****

Regular plural rules may be incorrectly applied to non-count nouns.

* **Error:** "I have many informations."
* **Correct:** "I have much information."

#### 4. ****Double Marking****

Learners may apply tense markers redundantly, particularly when using auxiliary verbs.

* **Error:** "He didn’t came to the party."
* **Correct:** "He didn’t come to the party."

#### 5. ****Misapplication of Comparatives and Superlatives****

Learners might apply comparative or superlative markers to adjectives already inherently expressing an extreme quality.

* **Error:** "This is the most perfect day."
* **Correct:** "This is the perfect day."

#### 6. ****Negation Errors****

Learners might overgeneralize negation rules, applying them uniformly.

* **Error:** "She doesn’t can swim."
* **Correct:** "She cannot swim."

#### 7. ****Application of Definite Articles****

Learners may incorrectly use "the" before proper nouns or abstract concepts.

* **Error:** "The happiness is important."
* **Correct:** "Happiness is important."

### ****Sources of Overgeneralization****

1. **Limited Exposure:** Learners lack sufficient interaction with the target language's exceptions.
2. **Simplification:** Learners aim to make the language simpler by applying general rules.
3. **Developmental Stages:** These errors reflect a natural progression in acquiring language rules.

**Teaching Strategies to Address Overgeneralization:**

1. **Focused Practice on Exceptions:** Highlight irregular forms explicitly (e.g., a list of irregular verbs).
2. **Contextual Examples:** Use real-life examples to show when specific rules apply.
3. **Error Correction:** Provide immediate feedback to guide learners.
4. **Contrastive Analysis:** Compare learner errors with correct forms to identify patterns.