CHAPTER FOUR

ANALYSIS OF THE LEARNERS' ERRORS

IN THE CORPUS

INTRODUCTION

Since the ultimate objective of this research is to identify, describe, diagnose and explain our students' difficulties in grammar, based on the fact of the big number of errors which appeared in their written productions, this chapter serves as an empirical evidence to prove that the problem exists, and to corroborate or refute the hypothesis that these difficulties are due to the native language interference (Arabic), or to intralingual interference. This can also be caused by previous teaching, though a variable not easy to measure.

IV.1. The Corpus

The corpus of this study is drawn from the written productions of 92 first-year students of English at Biskra University and who registered during the academic year 2003- 2004. The test has been administered by the end of the second semester.

The population used in this study consists of 77 females and 15 males aged about 19-22 except for five of them: four males, one of whom is a student at another technical institute, interested in English; the three others in addition to one female are workers willing to learn English, a necessary requirement for their jobs.

IV.2. Description of the Test

Students were given the choice of writing a composition in the form of a paragraph on one of the following topics:

- The reasons of their choice (the students) to study English.
- The main causes of pollution and suggestions to cut down this problem.
- The reasons of immigration of many Algerian young people.
- The causes of road accidents and measures to be taken to reduce them.

The composition was limited to 120 words. Attempts were made to create a relaxing atmosphere, unlike that of formal examinations in order to motivate the students. The test lasted about one hour and half.

IV.3. Procedure

First, we shall present, classify and tabulate some common errors, then comments will follow each type of error, taking into consideration the three steps in the error analysis procedure presented in the previous chapter and which are: identification, description and explanation. Some errors will be classified within the sub-categories of omission, addition, selection and ordering. This will lead to a systematic and quantified reporting, then intralingual errors will be classified according to the four strategies for language deviations: overgeneralization, ignorance of rule restriction, incomplete application of rules and false concepts hypothesised

The first part of the chapter will be devoted to some morphological errors. The second one will focus on tense, aspect and voice errors, including errors in modal verbs and the use of the gerund. In the third one, we shall tackle errors in the use of articles and prepositions. Finally, we shall deal with some syntactic errors among them word-order errors, errors in the use of pronouns and connectors.

IV.4. Morphological Errors

Some morphological errors are recurrent in the students' productions as shown in the table below:

Error Type		No. of errors
Omission	the third person singular 's'	30
	's' of plural	09
Addition	's' to irregular plurals e.g. informations, peoples…	15
Selection	noun instead of verb	12
	noun instead of adjective, eg, 'Pollution is a danger phenomenon'	28
	adverb instead of adjective	05
	superlative/comparative '	11
	lack of subject-verb agreement	35
	lack of adjective-noun agreement	29
	singular/Plural	18
	possessive case	05
Ordering	/	/
Total		197

Table 1: Morphological Errors

Examples from the corpus:

1. …. the death of <u>fishes</u>…

   instead of fish.

2. Pollution is a very <u>danger</u> phenomenon…

   instead of dangerous.

3. … The bad living conditions in their countries as <u>jobless</u>, led them to think <u>by</u> immigration.

   instead of unemployment.

4. No-one <u>deny</u> that <u>us</u> responsible for it.

   instead of denies / we.

5. <u>This immigrants</u> leave in abroad countries.

   Instead of these.

6. Last summer, I was surprised by my <u>succeed.</u>

   instead of success.

7. France is <u>good</u> then the other countries.

   instead of better.

8. When we find the causes of <u>this problems</u>…

   instead of these.

9. According to <u>this results</u>,…

   instead of these.

10. The <u>mainly</u> results…

    instead of the main.

11. Some hospitals don't respect <u>the man conditions of the health</u>.

    instead of man's.

IV.4.1. Types of Morphological Errors

Interference Errors		Intralingual Errors		Total	
Number	Percentage	Number	Percentage	Number	Percentage
00	00%	197	100%	197	100%

Table 2: Types of Morphological Errors

IV.4.2. Types of Intralingual Errors in Morphology

Parameter	Error Type	No. of Errors
Overgeneralization	Omission of 's' of the third person	30
	Omission of 's' of plural	09
	Lack of subject/verb agreement	35
	Lack of adjective/noun agreement	29
	Addition of 's' to irregular verbs	15
Incomplete application	Possessive case	05
False concept hypothesised	Noun instead of adjective	28
	Noun instead of verb	12
	Adverb instead of adjective	05
Total		197

Table 3: Types of Intralingual Errors

Comments:

The results show that morphology seems to present difficulties for my learners. However, some of the errors can be classified as errors of performance like the omission of the third person singular 's' as also observed by Merabet (1995, p. 84) in his error analysis, or the 's' of the plural, since students can correct them if asked to do so.

 As far as agreement is concerned, Arabic verbs agree with their subjects in person, number, and gender; however, students make such errors, therefore, this cannot be referred to as the native language interference, but as errors due to overgeneralization and sometimes to ignorance of rule restriction.

In English, few adjectives show agreement in number with the nouns they modify, such as 'this- these" and 'that- those'. As noticed in the students' productions, so many errors of this kind have been recorded (35), this may be due to overgeneralization, as in the other cases adjectives do not agree in number with the noun they modify, most of the students write sentences such as 'this results, or this immigrants'.

The learners also find difficulty in parts of speech. A number of them are confused between the use of adjective and noun, verb and noun, and adverb and adjective, e.g. The development countries…, or my choose..

Morphological errors, therefore, cannot be related to the native language interference, but they can be considered mainly as intralingual errors, either due to overgeneralization, like the 's' of the third person singular or to false concept hypothesised as in the case of the selection of a part of speech instead of another.

IV.5. Errors in Tense and Aspect

The analysis of the students' writings revealed errors in tense, mainly in the use of the present and past tenses. It seems that most of the students use these tenses randomly, not really aware of when to use the present simple or the past simple. Errors have been recorded not only in the use of the appropriate tense, but also in the form; the most common errors found are in the confusion of regular verbs with irregular ones. Just few errors have been observed in aspect. Besides, some errors in voice can be mentioned. A quantified description of the observed errors is displayed below.

IV.5.1. Errors in Present Tense Form

Most of the errors recorded include form and use deviations in the present and past.

Error Type		No. of Errors
Omission	third person singular 's'	36
Addition	auxiliary 'be'(am, is ,was were) added to the present tense	15
Selection	's' with a plural subject	17
	'be' + stem + ed (he is done)	10
Ordering	/	
Total		78

Table 4: Errors in Present Tense Form

IV.5.2. Errors in Present Tense Use

Error Type		No. of Errors
Selection	Present simple for past simple	20
	Present simple for future simple	10
	Present continuous for present simple	15
Total		45

Table 5 : Errors in Present Tense Use

IV.5.3. Errors in Past Form

Error Type		No. of Errors
Omission	past tense inflection 'ed' to regular verbs	20
Addition	past tense inflection 'ed' to irregular verbs	30
	to be 'was, were' to base + ed, eg: , He was used animals.	15
Selection	was + base + ed	10
	did/ not + past simple instead of base, (He did not found jobs.)	25
Total		100

Table 6: Errors in Past Tense Form

IV.5.4. Errors in Past Tense Use

Error Type		No. of Errors
Selection	Past simple for present simple	29
	Past simple for present perfect	10
	Past simple for past perfect	12
Total		51

Table 7 : Errors in Past Tense Use

IV.5.5. Recapitulation of Tense Errors

Tense	Form Errors	Use errors	Total
Present Tense	78	45	123
Past Tense	100	51	151
Total	178	96	274

Table 8 : Recapitulation of Tense Errors

IV.5.6. Types of Tense Errors

Interference Errors		Intralingual Errors		No. of Errors	
Number	Percentage	Number	Percentage	Number	Percentage
00	00 %	274	100 %	274	100 %

Table 9: Types of Tense Errors

IV.5.7. Types of Intralingual Errors in Tense

Parameter	Error Type	No. of Errors
overgeneralization	Omission of 's' of the third person	17
	Addition of 's' with a plural subject	36
	Addition of past tense inflection 'ed' to irregular verbs	20
	Omission of 'ed' from regular verbs	20
	Addition of 'was', were to base + ed	15
	Addition of is to the base	15
Ignorance of rules restriction	Selection of incorrect forms for past verbs (is + past participle)	10
Incomplete application of rule	Omission of past tense inflection 'ed'	10
False concepts hypothesized	Selection of 'was/ Were for base + ed	10
	Selection of regular form for the irregular one	
	Selection of did/not + past form	25
	Selection of present for past	20
	Selection of present for future simple	10
	Selection present continuous for For present simple	15
	Selection of past simple for present simple	29
	Selection of past simple for present perfect	10
	Selection of past simple for past perfect	12
Total		274

Table 10: Types of Intralingual Errors in Tense

IV.5.8. Errors in Aspect

Just a few errors have been recorded in aspect, mainly in the present perfect and present continuous forms. This is displayed in the following table:

IV.5.8.1. Errors in the Present Perfect Form

Error Type	Form	No. of Errors
Omission	omission of 'have', (I chosen)	06
Selection	have + base + gerund	04
	be + base + ed	03
	have + base	05
Total		18

Table 11: Errors in the Present Perfect form

IV5.8.2. Errors in the Present perfect Use

Error Type	Use	No. of Errors
selection	Present perfect for past simple	04
	Present perfect for present simple	03
Total		07

Table 12 : Errors in the Present perfect Use

IV.5.8.3. Errors in the Present Continuous Form

Error Type	Form	No. of Errors
omission	Omission of 'ing'	03
	Omission of ' be'(is, are)	10
Total		13

Table 13   : Errors in the present continuous Form

IV.5.8.4. Errors in the Present Continuous Use

Error Type	Use	No. of Errors
selection	Present continuous for present simple	05
	Present continuous for future simple	02
Total		07

Table 14 : Errors in the Present Continuous Use

IV.5.2.5. Recapitulation of Aspect Errors

Aspect	Form	Use	Total
Present Perfect	18	07	25
Present continuous	13	07	20
Total			45

Table 15: Recapitulation of Aspect Errors

IV.5.8.6. Types of Errors in Aspect

Interference Errors		Intralingual Errors		Total	
Number	Percentage	Number	Percentage	Number	Percentage
05	11.11 %	40	88.88 %	45	100 %

Table 16: Types of Errors in Aspect

IV.5.8.7. Types of Intralingual Errors in Aspect

Parameter	Error Type	No. of Errors
overgeneralization	Present perfect for present simple	03
	Present perfect for past simple	04
	Present continuous for present simple	05
	Present continuous for future simple	02
Incomplete application of the rule	Omission of 'have' in the present perfect	06
	Have + base	04
	Be + base + ed	03
	Have + base + gerund	05
	Omission of 'be' in the present continuous	10
	Omission of the gerund	03
Total		45

Table 17: Types of Intralingual Errors in Aspect

Comments

The results of this study show that the grammatical category of tense is an area which poses difficulties with 274 errors. These errors are mostly recorded in the present simple and past simple use and form. No error was recorded in other tenses such as the future because of the nature of the topics given as a test. Concerning the present simple, the omission of third person 's' could be regarded as a case of overgeneralization. It reflects the tendency to reduce the target language to a simpler system. Richards (1974) holds that omission removes the necessity for concord and relieves the learner from considerable effort (p.174). This may be generalised because of heavy pressure of so many other forms. The selection of the past simple for present simple, present perfect or past perfect signals a false concept on the past tense.

Aspect does not seem to be problematic with 45 errors, most of them are form deviations, recorded in the present perfect and present continuous forms. The omission of the auxiliary 'have' could be explained as incomplete application of rules where the learner considers the past participle the only part of the verb. Omission of the auxiliary 'be' in the present continuous indicates that the learner is also not able to apply fully the rule. The other errors in the use of aspect can be traced back to overgeneralization, the tense system is, then, confined to the present or past simple form because they are learnt first, therefore, they are impressed in the learner's mind. He resorts to them as substitutes for other forms. These kind of errors are, thus, a case of reducing the target language tense system to a simpler one.

IV.6. Errors in the Passive Voice use

Few errors have been recorded in the passive voice, and even the ones made are errors of selection.

Error Type		No. of Errors
Selection	passive instead of active	08
	passive instead of present simple or past simple	09
Total		17

Table 18: Errors in the Passive Voice Use

IV.6.1. Types of Errors in Passive Voice

Interference Errors		Intralingual Errors		Total	
Number	Percentage	Number	Percentage	Number	Percentage
00	00 %	17	100 %	17	100 %

Table 19 : Types of Errors in the Passive Voice Use

IV.6.2. Types of Intralingual Errors in the Passive Voice

Parameter	Error Type	No. of Errors
False concept hypothesized	Passive instead of present simple	10
	Passive instead of past simple	07
Total		17

Table 20: Types of Intralingual Errors in the Passive Voice

Comments

As noticed above, some errors have been recorded in the passive voice use. The students seem not to be really aware of the use of this form. However, they sometimes use it instead of the present simple, the past simple or the active voice. We can describe this as a false concept formed on this structure, rather than negative transfer since the passive voice exists similarly in the native language. The false concept may be due to the lack of practice of the structure in context.

IV.7. Errors in Modal Verbs

The errors recorded in modal verbs include only errors in form as shown in the table below:

Error Type		No. of Errors
Addition	's' to the base	15
	gerund to the base	08
	'to' to the base (infinitive)	12
	'ed' to the base (past form after the modal)	20
Selection	the past form of irregular verbs instead of the base	18
Total		73

Table 21: Errors in Modal Verbs

Examples from the corpus

1. The government must <u>takes</u> measures…   instead of take

2. We can <u>limited</u> this big problem.   instead of limit

3. We must <u>to learn</u> it.   instead of learn

4. We should <u>be study</u> it.   instead of study

5. We should <u>built</u> factories.   instead of build

6.We can <u>said</u>…   instead of say

7. They should <u>be make</u> attention.   instead of make

8.They must <u>thinking</u>…   instead of think

9. Everyone should <u>be study</u> it.   instead of study

IV.7.1. Types of Errors in Modal Verbs

Interference Errors		Intralingual Errors		Total	
Number	Percentage	Number	Percentage	Number	Percentage
00	00 %	73	100 %	73	100 %

 Table 22: Types of Errors in Modal Verbs

IV.7.2. Types of Intralingual Errors in Modal Verbs

Parameter	Error Type	No. of Errors
overgeneralization	's' added to the base	15
	the gerund added to the base	08
	' to' added to the base	12
	'ed' added to the base	20
	'past form of irregular verbs	18
Total		73

Table 23: Types of Intralingual Errors in Modal Verbs

Comments

The students seem to be confused, they sometimes use the past form with the modal verb instead of the base, and sometimes the gerund or other forms. This shows that they have not internalised the form of modal verbs, therefore, they refer to the other forms learnt before. These results, hence, confirm that errors in modal verbs cannot be related to the mother tongue interference because they do not exist in Arabic, but rather to overgeneralization for the sake of simplification of the TL. This occurs due to the lack of practice of the unfamiliar structure.

IV.8. Errors in the Use of the Gerund

Some errors have been recorded in the use of the gerund, mainly after prepositions as shown in the table above.

Error Type		No. of Errors
Omission	The gerund after prepositions (base)	15
Addition	'to''(infinitive) after prepositions	10
Selection	's' instead of the gerund	10
	' ed' instead of the gerund	25
Total		60

Table 24 : Errors in the use of the Gerund

Examples from the Corpus

1. They should stay there for <u>train</u> their children.

   instead of training.

2. People take a few (a little) time for <u>finished</u> them.

   instead of finishing.

3. The government can cut down this problem by <u>built</u> houses.

   instead of building.

Such examples selected from the corpus prove that the students are not really aware of this grammar rule, or did not have enough practice to internalise it. This is supposed to have been taught in the syllabus of the second year in the secondary school.

IV.8.1. Types of Errors in the Gerund

Interference Errors		Intralingual Errors		Total	
Number	Percentage	Number	Percentage	Number	Percentage
00	00%	60	100%	60	100%

Table 25: Types of Errors in The Use of the Gerund

IV.8.2. Types of Intralingual Errors

Parameter	Error Type	No. of Errors
overgeneralization	Use of the base after prepositions	60
	Use of the infinitive after prepositions	
	Use of 's' after prepositions	
Total		60

Table 26: Types of Intralingual Errors

Comments

As observed in the corpus, students rarely use the gerund after prepositions. This kind of errors could be explained in terms of overgeneralization: the students tend to simplify the system of the TL. This does not require effort on the part of the learners. This also proves that they have not internalised some of the rules governing the TL yet. We can also add that this kind of error is not as serious as others as it does not really hinder communication. Therefore, the teacher has just to find a way to attract the learners attention on such errors.

IV.9. Errors in The Use of Articles

Too many errors have been recorded in the use of articles. This proves that most of the learners are not able to use the articles appropriately. The table below will be given to evidence this.

Type of error		No. of Errors
Omission	' o' instead of 'a'	16
	'o' instead of 'the'	29
Addition	'a' instead of 'o'	**25**
	'the' instead of 'o'	145
Selection	'the' instead of 'a'	02
	'a' instead of 'the'	04
Total		221

Table 27: Errors in the Use of Articles

IV.9.1. Types of Error in Articles

Interference Errors		Intralingual Errors		Total	
Number	Percentage	Number	Percentage	Number	Percentage
161	72.85 %	60	27. 14 %	221	100 %

Table 28: Types of Errors in Articles

IV.9.2. Types of Intralingual Errors in Articles

Parameter	Error Type	No. of Errors
overgeneralization	'a' instead of '0'	25
Incomplete application of rules	'0' instead of 'the'	29
False concepts hypothesised	'the' instead of 'a' 'a' instead of 'the'	02 04
Total		60

Table 29: Types of Intralingual Errors in articles

Comments

The largest number of errors occurred in the use of the definite article, and especially supplying it where not necessary. This can be explained in terms of the native language interference.

In English, abstract words referring to ideas, attributes, or qualities are used without the article 'the' to refer to that idea or attribute. In Arabic, however, such abstract words are preceded by the definite article equivalent to 'the' in English. Hence, errors pertaining to the misuse of the article 'the' occur. For

instance, students write the following: 'The pollution is threatening <u>the</u> life on earth' . On the other hand, abstract words become specific when they are preceded by the article 'the' in English. They become the possession of a certain person, group, object, etc. The usual way of expressing this possession is by a phrase starting with 'of', 'to' or 'for' example: I study the language of communication.

In contrast, Arabic does not make use of an article before an abstract term when it is the possession of a specific person or object. Rather, the abstract word is rendered specific by the modifying noun that follows it.

As noticed in the table above, there are more errors in the use of the definite article 'the'. However, some other mistakes occurred in the misuse of 'a', some students omit it. This can be explained as negative transfer since this article does not exist in Arabic, this accounts for zero article instead of an indefinite article. Some other students use it with plural nouns. However, it may be assumed that learners build up their own systems because it is clear that they have no frame of reference. This can be related to previous teaching (lack of practice). This assumption is based on my knowledge of the syllabus of the secondary school . This is why, students refer to literal translation.

IV.10. Errors in Prepositions

Numerous errors have been recorded in the use of prepositions as it is displayed in the table below.

Error Type		No. of Errors
Omission	Omission of prepositions (They are away their families.)	67
Addition	Supplying prepositions where not necessary (influence for people the factories are near to them, they can give to them…)	85
Selection	Supplying a preposition instead of another (…depend to…, obligatory at me…)	95
Total		247

Table 30: Types of Errors in Prepositions

Examples from the corpus

1. His explanation <u>for</u> the lesson.

   'for' instead of 'of'.

2. She attracted me <u>in</u> her pronunciation.

   ' in' instead of 'with'.

3. The government should provide the television <u>by</u> a lot of programmes.

   'by' instead of 'with'.

3. They share <u>for </u>actions.

   'for' instead of zero.

4. The structure of people contains <u>of</u> blood.

'of' instead zero.

5. We can travel from a continent to another for hours.

    'for' instead of 'in'.

6. Life <u>in</u> earth.

   ' in' instead of 'on'.

7. … far the city…

    'far' instead of ' far from'.

8. They can tell <u>to</u> the responsible…

    'to' instead of zero.

10.These immigrants live <u>in</u> abroad…

   'in' instead of zero.

11. <u>in </u>the other hand

     'in' instead of 'on'.

12.…concerned <u>to</u>…

  'to' instead of 'with'.

13.They fought <u>to</u> equality.

  'to' instead of 'for'.

14. <u>In</u> generally…

   ' in' instead of zero.

15. People are interested <u>to</u> their hobbies.

    'to' instead of 'in'.

16. The world <u>in</u> this time…

    'in' instead of zero.

17. … Influence <u>for</u> people…

   'for' instead of zero.

18. To cut <u>at</u> this problem…

  'at' instead of 'down'.

19. The factories are <u>near for</u> the houses …

 'near' for instead of 'near'.

20. The black smoke instead birds…

omission of of

21. What is known <u>by</u> pollution…

'by' instead of 'of'

22. … <u>in</u> the same time…

'in' instead of 'at'

23. We compare <u>between</u> the past and now.

between instead of zero

24. They spend their time <u>in</u> talking.

'in' instead of zero

25. I study this branch <u>in</u> this year

'in' instead of zero

26. They wait

omission of for

IV.10.1. Types of Errors in Prepositions

Interference Errors		Intralingual Errors		No. of Errors	
Number	Percentage	Number	Percentage	Number	Percentage
197	79.75 %	50	20.24 %	247	100 %

Table 31: Types of Errors in Prepositions

IV.10.2. Types of Intralingual Errors in Prepositions

Parameter	Error Type	No. of Errors
False concept hypothesised	Selection of inappropriate prepositions	50
Total		50

Table 32: Types of Intralingual Errors in Prepositions

Comments

According to the table above, prepositions pose a great difficulty for my learners. This may be mainly explained in terms of interference of the Arabic prepositional phrases such as: " I study English in this year" instead of I study English this year, the preposition in is required in Arabic but not in English.

Because of the big number of prepositions that have the same function in English, like the prepositions "in", "at" and "on", indicating place with subtle differences in usage, students usually find themselves unable to choose the appropriate preposition, therefore, they often refer to Arabic, giving a literal translation to that preposition. However, this is not always a success, they often write erroneous sentences.

Therefore, we can say that one difficulty with preposition use stems from the fact of language-specific differences between prepositions. For example, the preposition "min" is used in Arabic as "from" in English to indicate one's origin (I'm from Algeria), the receipt of something (I have just received a letter from my uncle), and distance (Is the bank a long way from here?). But Arabic also uses "min" for proximity (The school is near from here).

In English, this is contradictory. Near means close to while from means in a direction away. Another example in the use of "min" with a word means a long period of time. Translating directly to English, an Arabic student might say, for example, "I'm sorry, I should have called you from a long time".? When he or she means "I should have called you a long time ago".

On the other hand, students sometimes use prepositions incorrectly. This signals a false concept of the use of prepositions. This may also prove that students do not master parts of speech. For instance, these examples taken from the corpus show that students ignore phrasal verbs: "influence for, provide of, aware for …".

IV.11. Syntactic Errors

Among the syntactic errors, the most recurrent ones recorded in the corpus are those of word order, nouns and pronouns (pronominalyzation), and coordination.

IV.11.1. Word Order

One of the most common syntactic errors committed by students is word order. The results are displayed in the table below.

Error Type		No. of Errors
Ordering	Noun + Adjective, (They immigrate towards countries developed.) Adjective + adverb	40 10
Total		50

Table 33: Word Order Errors

Examples from the corpus

1. English is the best language international.

 instead of: English is the best international language.

2. …There are many problems social and economical and political.

instead of: …there are many social, economic and political problems.

3. The mainly resions of the immigration the crises economical.

instead of the main reason of immigration is the economic crisis

4. … immigration is problems complex.

instead of : …immigration is a complex problem.

There is more than one kind of error in each sentence not only word-order errors.

IV.11.1.1. Types of Word Order Errors

Interlingual errors		Intralingual Errors		Total	
Number	Percentage	Number	Percentage	Number	Percentage
150	100%	00	00%	150	100%

Table 34: Types of Word Order Errors

Comments

Errors in word order are mainly caused by negative transfer because the order of the different constituents of the sentence in the NL and the TL is different. For instance, in English, adjectives usually precede the nouns they modify, however, in Arabic they generally follow them. This also applies to the French language (second language). As a result, our students produce sentences such as: " *They immigrate to countries developed*", instead of *developed countries*, or " *The crises economical*" instead of *The economic crisis* .

A similar error concerns the use of adverbs since an adverb that modifies an adjective or another adverb usually precedes that adjective or adverb. Once again, in Arabic, this is not the case. However, there are very few errors recorded, in this case the students seem to avoid the use of adverbs.

IV.11.2. Nouns and Pronouns

Numerous errors are made by students in the use of pronouns as follows.

Error Type		No. of Errors
Omission	relative pronouns (which, who), (There are many people, especially the young dream to immigrate., When we find a family live in solidarity and love…)	50
Addition	Personal pronouns (They wish to find what they do not find it in their countries.)	76
Selection	Which instead of who	20
Total		146

Table 35: Errors in Pronouns

Examples from Corpus

1**.** I consider it that it is the means of expression.

instead of : I consider it a means of expression.

2. They wish to find what they do not find it in their countries.

instead of: They wish to find what they do not find in their countries.

3. … because these places it called the promised land.

Instead of: …because these places are called the promised lands.

4- We find some countries try the nuclear power.

Instead of: We find some countries which try the nuclear power.

5. Finally the pollution remain danger problem threate the human being.

Instead of: Finally, pollution remains a dangerous problem which threatens the human being.

IV.11.2.1. Types of Error in Pronouns

Interlingual Errors		Intralingual Errors		Total	
Number	Percentage	Number	Percentage	Number	Percentage
146	100 %	00	00 %	146	100 %

Table 36: Types of Errors in Pronouns

Comments

As seen above students find a great difficulty in Pronominalyzation. This can be explained in terms of negative transfer since personal pronouns are often added in Arabic, like: " The language English it is the best language in this life"(The English language is the best one in the world). This sentence taken from the corpus is a literal translation from Arabic. In addition, relative pronouns make no human/ non human distinction, this is why the relative pronoun 'which' is redundant. Another particularity of the Arabic language, contrary to English and French, is the pronoun object which is retained in a restrictive relative clause. It is for this reason that students write sentences like: "The problem refers to the bad situation which they live in it." Or, "I want to study a branch which I like it".

IV.11.3. Errors in Coordination

The recurrent errors recorded in coordination are displayed in the table below:

Error Type		No. of Errors
addition	'and' is repeated in a series	50
Total		50

Table 37: types of errors in coordination

IV.11.3.1. Types of Errors in Coordination

Interference		Intralingual		No. of Errors	
Number	Percentage	Number	Percentage	Number	Percentage
50	100 %	00	00 %	50	100 %

Table 38 : Types of Errors in Coordination

Comments

Students use the coordinate conjunction ' and' in a series abusively because in Arabic, each item in a series is preceded by the conjunction ' wa' which is equivalent to ' and' like this example from the corpus: "… there are many problems social and economical and political, instead of … there are many social, economic, and political problems". This has also been observed by Nuwar Diab in his error analysis of Lebanese students and confirmed that it is due to the transfer of Arabic in the English writings of Arab students.

CONCLUSION

This error analysis confirmed that so many errors have been made by learners in different areas of grammar. Numerous errors have been recorded in morphology, in the use of tenses, articles, prepositions, and pronouns. Other errors have also been noticed in word-order, mainly because of negative interference of Arabic. These results will be interpreted in the next chapter.