

# Intralingual Error Analysis in ESL Classroom

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## ABSTRACT

This paper presents the errors analysis of the Intralingual ESL classroom teaching and learning methodology. The aim of this paper is to focus on the intralingual error, which draw attention of teachers of English language recurring among learner. The errors were acknowledged and characterized and the result emphasized a significant difference between the frequencies of intralingual errors types.

**KEYWORDS:** Intralingual Errors; Error Analysis (EA); Generalization Errors; Language Acquisition; Communicative competence.

## INTRODUCTION

Language deserves its right part to communicate throughout the world. English is primarily spoken by people of different nations. According to Canale & Swain's well-known framework (Canale & Swain, 1980; Canale, 1983; Swain, 1985), communicative competence is composed of four sub-competencies: linguistic, sociolinguistic, discourse and strategic competence.

While articulating, second language teachers and learners are tackled to commit errors in different categories. Those categories are comes under the basic factors of Interlingual and Intralingual errors. The Interlingual errors are committed by the native language learner through the method of language transfer, whereas the intralingual errors are resulted from the second language learner's faulty or partial learning, rather than from language transfer (Richards 1970's, Gass and Selinker, 2008, Brown, 2000's).

## LITERARY REVIEW:

Corder (as cited by Ellis, 1994:56) distinguishes three types of errors according to their systems:

1. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
2. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
3. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake)

## HYPOTHESIS:

In an Intralingual community, grammar acts as a backbone of English by focusing attention on English as a Second Language (ESL). They require learning certain structure or necessary grammar to produce correct language. Whenever there is a deviation from the accepted norms of language, Error Analysis (EA) sets in its part. It defines a learner who deviates from the accepted standard of the language and helps the instructor to know about the level of learners' English.

**I. DEFINITION:**

According to Richards (1974), 'Intralingual errors' are "items produced by the learner which reflect not the structure of mother tongue but generalization based on partial exposure to the target language. The second language, in this case, tries to derive the rules behind the data to which he has been exposed, and may develop hypotheses that correspond neither to the mother nor target language" (Richard, 1974:6).

**II. TYPES OF INTRALINGUAL ERRORS:**

Richards (1971) identified four types of intralingual errors as mentioned below:

(i) Over-generalization errors:

Overgeneralization errors occur when the second language learner deviates from the basic structure of the target language. It relies on the new situation but problematic by assuming its false factor through artificial comparisons, misrepresentative and improper acceptance of the concept. Jakobovits (as cited in Richards, 1974: 174) defines generalization or transfer as, "the use of previously available strategies in new situations ... in second language learning . . . some of these strategies will prove helpful in organizing the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable" .

For example:

**ERRORS IN THE DISTRIBUTION OF VERB GROUPS**

1.	be + verb+ ing + for be + verb +ed I am interesting in that. The country was discovering by Columbus.
2.	Be+ verb + ing for verb stem She is coming from Canada.
3.	Be+ not + verb + ing for do + not +verb I am not liking it. Correct rules are not existing. In French we are not having a present continuous tense and we are not knowing when to use it.
4.	be + verb + ing for verb +ed in narrative ... in the afternoon we were going back. On Saturday we were going down town, and we were seeing a film and after we were meeting my brother.
5.	Verb stem for verb +ed in narrative There were two animals who do not like each other. One day they go into a wood and there is no water. The monkey says to the elephant...
6.	Have+ verb + ed for verb +ed They had arrived just now. He had come today. I have written this letter yesterday. Some weeks ago I have seen an English film. He has arrived at noon. I have learned English at school.
	Have + be + verb +ed for be + verb + ed

7.	He has been married long ago. He has been killed in 1956.
8.	Verb (+ed) for have + verb +ed We respond with them upto now. This is the only country which I visited so far.
	Be+ verb + ed for verb stem This money is belonged to me. The machine is comed from France.

**(ii) Ignorance of rule restriction:**

These types of errors arise when the second language learner misinterprets the structure and keep an eye seldom with the rules of the target language.

Example:

**ERRORS IN THE USE OF PREPOSITIONS**

1.	with instead of from against of at	ϕ suffering with a cold fight with tyranny consist with laughed with my words	met with her, married with her
2.	in instead of on with for at to by	ϕ in T.V. fallen in love in Ophelia in this purpose in this time go in Poland the time in your watch.	entered in the room, in the next day.
3.	at instead of by in to for	ϕ held him at the left arm. at the evening; interested at it. went at Stratford. at the first time.	reached at a place, at last year.
4.	for instead of in of from since	ϕ one bath for seven days. suspected for, in the position for Chinese coolies. a distance for one country to another. been here for the 6 <sup>th</sup> of June.	serve for God.
5.	on instead of in at with of to	ϕ on many ways, on that place, going on cars. on the end. angry on him. countries on the world. pays attention on it.	played on the piano for an hour.

6.	of instead of in by on for	ϕ rich of vitamins. book of Hardy. depends of civilization. a reason of it.	aged of 44, drink less of wine.
7.	to instead of for of	ϕ an occupation to them. his love to her	join to them, went to home, reached to the place

**(iii) Incomplete application of rules:**

Errors of these types are involved in the occurrence of structure whose deviancy represents the degree of development of the rules required to produce acceptable utterances in either the teaching process or inappropriate materials.

Example:

**ERRORS IN THE USE OF QUESTIONS**

1.	Omission of Inversion
	What was called the film?
	How many brothers she has?
	What she is doing?
	When she will be 15?
	Why this man is cold?
2.	Why streets are as bright as day?
	be omitted before verb + ing
	When Jane coming?
3.	What she doing?
	What he saying?
	Omission of do
	Where it happened?
	How it looks like?
	Why you went?
	How you say it in English
How much it costs?	
4.	How long it takes?
	What he said?
	Wrong form of auxiliary, or wrong form after auxiliary
	Do he go there?
	Did he went?
5.	Did he finished?
	Do he comes from your village?
	Which road did you came by?
5.	Inversion omitted in embedded sentences
	Please write down what is his name. I told him I do not know how old was it.

I don't know how many are there in the box.

**(iv) False concepts hypothesized:**

According to Richards (1970's) this type of errors is a class of developmental errors, which derive from fault comprehension of distinctions in the target language. These errors are attributed to poor gradation of teaching items.

Example:

**ERRORS IN THE USE OF ARTICLES**

1.	Omission of the	
	(a) before unique nouns	Sun is very hot
	Himalayas are ...	
	(b) before nouns of nationality	Spaniards and Arabs...
	(c) before nouns made particular in context	At the conclusion of article She goes to bazaar every day.
	(d) before a noun modified by a participle	- Solution given in this article.
	(e) before superlatives	Richest person.
2.	(f) before a noun modified by an of phrase - Institute of Nuclear Physics.	
	the used instead of $\phi$	
	(a) before proper names	The Shakespeare, the Sunday
	(b) before abstract nouns	The friendship, the nature, the science
	(c) before nouns behaving like abstract nouns	- After the school, after the breakfast
	(d) before plural noun	- The complex structures are still developing
3.	(e) before some	The some knowledge
	a used instead of the	
	(a) before superlatives	a worst, a best boy in the class.
4.	(b) before unique nouns	a sun becomes red.
	a used instead of $\phi$	
	(a) before a plural noun qualified by an adjective	a holy places, a human beings,
	a bad news.	
	(b) before uncountables	a gold, a work.
5.	(c) before an adjective	...taken as a definite
	omission of a	
5.	before class nouns defined by adjectives	he was good boy.
	he was brave man.	

**DISCUSSION AND CONCLUSION:**

Following Weinstein & Mayer (1986), any learning/teaching situation encompasses two types of goals: goals concerning the product of learning and goals concerning the process of learning.

Error analysis has its significant role with the careful observation of the category of learners' errors in the classroom where the teacher tends to be preoccupied with noticing errors of the correct utterance in the second language will go unnoticed.

Verma and Krishnaswamy (1989) consider that the mistakes made in the second language learning often due to:

1. The gravitational pull of the first language/mother tongue;
2. Internal analogy and overgeneralization
3. Pronunciation according to spelling
4. Bad teaching
5. Exposure to the non-standard variety used outside the classroom
6. The attitudes of community, those in power, the policy of government and other factors,
7. Failure to understand the nature of the second language
8. Mock of adequate vocabulary; and
9. The cultural gap between the two systems.

Intralingual Error analysis accounts for the learner's strategy of avoidance of particular sound, word, structure or discourse category, which is assumed incorrectly. At final, error analysis watches us deeply to focus on the specific grammatical, logical and theoretical usage of words in English, which reviews less universal and wide aspects of specific strategy of language through the medium of English as a Second or Foreign Language.

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