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RESEARCH PAPER

Analysing Intra-lingual and Inter-lingual Errors in ESL Learners' Essays at the University Level

[1]Abdul Razzaque Jat,[1] Dr. Abdul Hameed Panhwar*and [3] Dr. Sanaullah Ansari

1. PhD Scholar, Institute of English Language and Literature (IELL) University of Sindh Jamshoro, Sindh, Pakistan.
2. Professor, Institute of English Language and Literature (IELL) University of Sindh Jamshoro, Sindh, Pakistan
3. Professor, Institute of English Language and Literature (IELL) University of Sindh Jamshoro, Sindh, Pakistan

*Corresponding Author	lanjwanirazzaque@gmail.com

ABSTRACT

The present study aims to analyse intra-lingual and inter-lingual types of errors, their causes and accessible solutions to the writing deficiency that majority of ESL learners face at the university level, and they fail to get satisfactory results in language learning. For investigation of this problem, a mixed-method approach, an explanatory sequential design was used. For data collection two instruments were used i.e., essay writing and semi-structured interviews. The data analysis was done by applying the Gas and Selinker (2008) error analysis model. Moreover, for intra-lingual errors, James' (2013) error analysis taxonomy, and for the inter-lingual types of errors, the inter-lingual error taxonomy, suggested by Riri, Haryanto, and Salija (2018) was followed. The results demonstrate that the highest percentage of errors was found in intra-lingual and the lowest percentage of inter-lingual errors. Furthermore, the results indicated that the highest percentage in intra-lingual types of errors was overgeneralization followed by overlooking co-occurrence restrictions, exploiting redundancy, incomplete rule application, misanalysis, and hypercorrection respectively. Whereas, in inter-lingual errors, the highest percentage was overproduction, followed by misinterpretation, underproduction, calques, and substitutions. This present research is very significant for language teachers in finding minimize errors made by ESL learners in their essays at the university level.

KEYWORDS	English as a Second Language, Error Analysis, Interference, Inter-Lingual, Intra-Lingual, Overgeneralization, Underproduction

Introduction

The aim of present paper is to analyse intra-lingual and inter-lingual errors found in ESL learners' essays at Shaheed Benazir Bhutto University, Shaheed Benazeerabad, Sindh, Pakistan. English language has great importance in Pakistan due to the status of as an official language (Channa et.al. (2013). Furthermore, According to Rahman (2020), learning English is seen as a path of achieving success in Pakistan, whether one wishes to pursue further education or get white-collar employment. It is claimed to be a passport to a job in Pakistani context. In addition, it is a language of higher learning where it is a mark of upper class position. According to Rahman (2020), English is the language used for all government works and their documentation. Therefore, English language ability is a prerequisite for privilege and success in this setting. The examination of errors in the writing produced by Pakistani university students has received little attention. This section recognizes the critical role that English language teachers play in providing learners with

appropriate feedback regarding their English language learning challenges, which are a hallmark of the L2 developmental processes (Sarfraz, 2011). According to Amara (2015), writing is a difficult work, and writing while learning a second language adds to the difficulty of the task because it requires a decent level of proficiency in the language to meet formality, composition, and organizational development. A writer uses a cognitive process to generate ideas in their mother tongue (MT) and then translate them into their target language (TL) when writing (Sarfraz, 2011).

Over the past thirty years, research on second language acquisition has indicated an increasing interest among L2 scholars in the analysis of learners' errors. According to Cooter and Reutzel (2004), behaviorism theory from the 1950s explained why L2 language learners make errors and said that language is a habit. This hypothesis holds that the habits of seasoned learners obstruct the development of fresh ones. Furthermore, they illustrated how this idea proposed that errors converting habits would be dangerous if allowed, therefore avoiding them would be necessary to improve written language competency (as cited in Ait Ameur & Badja, 2017).

English language is not a foreign language in state of Pakistan. It is considered to be a second language and compulsory language for the learners of Pakistan, which is even taught as a compulsory subject from grade one to graduation level, almost in all the private and public institutions throughout the country. Despite having studied 12 years in institutions, the proficiency level of the learners is unsatisfactory. The learners are week and poor in English language particularly in speaking and writing skills, they commit numerous errors that have become an uphill task for them to get full understanding of the English language (Ishaq & Bukhari, 2016).

According to Rahman (2020), students in Pakistan are required to take English as a second language from grade one through graduation, even when it is not their mother tongue. He added that writing is seen as a crucial form of communication at Pakistani universities, colleges, and schools. There has been a lot of research on this topic, and it is crucial for students in many areas, including taking and creating notes, responding to questions, writing compositions, and other types of report writing (Rahman, 2020). However, some research on the examination of L2 authors has been conducted. Because of this, the researcher has discovered that the majority of ESL students majoring in English make a disproportionately high number of errors when completing tasks, producing various reports, and answering inquiries. Furthermore, the researcher has observed that despite receiving several years of education, the majority of students are unable to acquire the fundamentals of writing in the English language. In summary, the students' written works seldom exhibit a command of language. Therefore, these types of written grammatical errors have detrimental effects on students' accomplishments and successes in English language courses in general and writing in particular, rather than the skill and proficiency of English language teachers. The frequency and percentage of such types of grammatical errors are indicative of exam scores as well as assignment scores that prevent students from receiving good grades even when their provided responses are correct. This study can aid curriculum makers or language learners by decreasing errors.

Literature Review

According to Corder (1974), errors in language learning are characterized as things done improperly and misunderstandings, although in reality, these are not so different from one another. As Brown (2002), defines errors are defined as "an erroneousness done by language students as a consequence of failing to apply the rules which they recognize

correctly (performance errors)". In other words, errors are falsehoods committed by language learners due to inadequate grasp of grammar.

When students make errors, they are unable to correct themselves because they are unaware of their errors. According to Brown (2002), since they are aware of the information, students who make errors will be able to recognize them and take the necessary steps to remedy them. This happens in the context due to a careless word choice or informal grammatical foundation. Brown (2007) states that errors can be self-corrected but errors cannot. When it comes to language learning, making errors is inevitable and quite normal. Teachers and instructors can use these errors as a benchmark to determine how well a language learning objective has been met.

Sari (2015) states that mother tongue of the language learner affects in second language (L2) learning causing inter-lingual errors. It refers to the situation where the learners have an issue to master second language (L2) due to mother tongues interferences. Furthermore, Kaweera (2013) states that there are transfers from native language to second language. The structures of two different languages have similarities, means have "positive-transfer". In addition, it could be unjustified because of dissimilarities of two different languages, which causes "negative-transfer", widely known as interference that constraints the learners while learning second language (Kaweera,2013). Based on the Error Analysis Model, Lado (1961) postulated that inter-lingual errors frequently arise when students' mother tongue (L1) interacts with their target language (L2).

Intra-lingual errors as Richards (1975) defines, intra-lingual errors are the difficulties of second language (L2) learning. Such errors occur when the learners have problems in using target language. The difficulties occur because of the learners' lack of knowledge of the target language. According to Richards (1975), intra-lingual errors are the errors which are made by those learners who are not from the other language transfer but from their performance and competence at a specific stage which illustrates few common characteristics of language learning or acquisition. Furthermore, he clarifies that intra-lingual errors are much similar to errors made by the learners in learning their first language. Such errors are similar to developmental errors which occur in the process of learning a second language at the stage where they have not completely acquired the knowledge.

The bulk of research has done to sort out the issues second language learners' face in language learning process. Few of the previous studies have been discussed below to give rationale behind the present research study.

Chiang (1999) evaluated 160 compositions of the students of higher school level in Taiwan. He stated that 70.58% of all identified errors were due to L1 interference. Sarfraz (2011) and Ridha (2012) conducted error analysis on Pakistani undergraduate students in Pakistan. The results of their researched studies reflect that a majority of errors in students' compositions at undergraduate level are the result of their mother tongue (L1) interference, while few errors were ascribed to inter-language process. Accordingly, Toba (2019), the aforementioned research has proven that the primary problems determined in students' writing are basically with inside the regions of vocabulary and grammar. In different words, the ones work of literature pronounced that students' writing trouble is regarding their linguistics competence. However, the students' writing techniques have additionally been taken into consideration as the alternative element affecting substantially on their writing method and production. Sari (2015) carried a research study to identify errors in learners writing in order to improve their ability in composition which is very important at undergraduate level in Indonesia. This study revealed that common Causes of errors are

L1 interference (inter-lingual errors) and influences of target language (intra-lingual errors).

Dina (2021) conducted study to investigate Arabic interference in the compositions of Saudi students at college. She conducted error analysis on 178 English language students' essays by using James (2013) Error Analysis Model. Moreover, she also used a comparative analysis as supplementary to find out the sources of inter-lingual errors. The findings of the study revealed that right Noun phrases were common as compare to incorrect noun phrases; the inter-lingual errors are more common than intra-lingual types of errors.

This present study also uses Error Analysis technique to analyze errors committed by Sindh and Urdu students of English in writing. It is an effort that can strengthen the assumptions which along with L1 interference and L2 interference, the complexities of English, and the intricacies of the students' inter-languages are the common causes of the majority of the students. Moreover, this study uses comparative taxonomies in order to find out the causes of inter-lingual and intra-lingual errors of ESL learners at university level. This current study also emphasis on the remediation and implications for the learners to improve their writing skills and to overcome learning intricacies and complexities of second language learners at university level.

Material and Methods

The present study was mixed method design. The explanatory sequential design was used in which the researcher first collected and analyzed quantitative data through written essays followed by collection of qualitative data and its analysis (Creswell, 2014). According to Aliaga and Gunderson (2002), the quantitative research approach was typically used to examine the problem or case by collecting numerical data and using mathematical techniques to analyze the data, particularly in certain statistics (Cited in Almalki, 2016).

The data of present research paper was collected though essay writing and semi-structured interviews. For essay writing, 35 students (both male female) aged from 18- 23 from each department: Department of Genetics and Molecular Biology, Department of Business Administration and Department of English, Shaheed Benazir Bhutto University, Shaheed Benazirabad respectively, by using stratified sampling technique. Whereas, for qualitative part of the study, semi-structured interviews were used as a research method. For the interviews, we selected 10 teachers from department of English while using purposive sampling technique. Teachers from sample departments were gathered for interviews in order to learn more about the primary causes of intra- and inter-lingual errors from their point of view.

The present research gave more emphasis on the analysis of intra-lingual and inter-lingual errors analyses. The intra-lingual and inter-lingual errors were identified by following several steps suggested by Gas and Sekliner (2008) error analysis model: Collecting data, identifying errors, classifying errors, quantifying errors, analyzing errors and remediation. Furthermore, for intra-lingual errors, we followed James (2013) intra-lingual errors taxonomy and for inter-lingual errors, inter-lingual errors taxonomy suggested by Riri, Haryanto and Salija (2018) respectively. In the current study, the deductive approach was used. We used this deductive approach to get teachers' perceptions regarding the causes of errors in ESL learners' essays at the university level. We used a deductive approach to identify preliminary categories and themes for the coding of data (Mayring, 2014). The deductive approach is not only applied to create or

develop existing themes but also to find new categories, themes and sub-themes. This approach is used to get main categories and themes which are derived from existing research or theory, and it is also used to look for emerging categories, themes and sub-themes (Marying, 2014). We used the content analysis technique to examine the interview data for analysis. One method that is frequently used to get real conclusions from texts or lectures is content analysis (Tunison, 2023). It assists researchers in deciphering and categorizing the information (letters, words, phrases, and sentences) acquired from semi-structured interviews into codes.

Results and Discussion

The quantitative data shows that there were 1795 errors into two categories: Intra-lingual and inter-lingual. Out of 1795 errors, 1600 (89.13%) were intra-lingual and 195 (10.86%) inter-lingual types of errors that were identified from ESL learners' essays at Shaheed Benazir Bhutto University, Shaheed Benazeerabad. Furthermore, intra-lingual and inter-lingual errors have been discussed below:

Table 1
Types of Errors

S. No	Types of Error	Frequency	% Age
1	Intra-lingual Errors	1600	89.13%
2	Inter-lingual Errors	195	10.86%
	Total	1795	100%

Table.1 shows the details of classification of errors. The findings show that ESL learners committed total 1795 errors. Among them, there were 1795 (89.13%) intra-lingual errors caused by a target language, and 195 (10.86%) inter-lingual errors influenced by learners' mother tongue.

Intra-lingual Errors

The findings of this present research reflects intra-lingual errors and inter-lingual errors. Out of 1795 errors, 1600 (89.13%) were intra-lingual and 195 (10.86%) inter-lingual types of errors that were identified from ESL learners' essays at Shaheed Benazir Bhutto University, Shaheed Benazeerabad. It was concluded that intra-lingual is the major factor of errors in ESL learners' essays at university level. In this research, the researchers have applied James (2013) theory related to six principles of intra-lingual errors, including incomplete rule applications, overlooking co-occurrence restrictions, exploiting redundancy, misanalysis, hypercorrection, and overgeneralization. The highest and the lowest category of intra-lingual errors were tabulated in Table.2

Table 2
Intra-lingual Errors Categories

S. No	Intra-lingual Errors	Frequency	% Age
1	Overgeneralization	873	54.56%
2	Overlooking co-occurrence restrictions	231	14.43%
3	Exploiting Redundancy	213	13.31%
4	Incomplete rule applications	135	8.43%
5	Misanalysis	113	7.06%
6	Hypercorrection	35	2.18%
	Total	1600	100%

Table 2 shows that there were 1600 intra-lingual errors found into 6 sub-categories found in ESL learners' essays at Shaheed Benazir Bhutto University, Shaheed Benazeerabad. Out of them, 873 (54.56%) errors were caused by *overgeneralization*, 231 (14.43%) by *overlooking co-occurrence restrictions and* 213 (13.31%) by *exploiting redundancy;*

whereas, 135 (8.43%) by *incomplete rule applications*, 113 (7.06%) by *misanalysis,* and 35 (2.18%) by *hypercorrection.*

Inter-lingual Errors

The findings of this present research reflects intra-lingual errors and inter-lingual errors. Out of 1795 errors, 1600 (89.13%) were intra-lingual and 195 (10.86%) inter-lingual types of errors that were identified from ESL learners' essays at Shaheed Benazir Bhutto University, Shaheed Benazeerabad. For inter-lingual errors, the researcher has followed the five sub-categories of inter-lingual errors, i.e. underproduction, overproduction, misinterpretation, calques and substitutions (Riri, Harynto & Salija, 2018). After the classification of inter-lingual errors, the percentage of each sub-category of inter-lingual errors found in ESL learners' essays at university level. Furthermore, the results are presented in Table.3.

Table 3
Inter-lingual Errors Categories

S. No	Inter-lingual Errors	Frequency	% Age
1	Overproduction	80	41.02%
2	Misinterpretation	59	30.25%
3	Underproduction	45	23.07%
4	Calques	8	4.10%
5	Substitution	3	1.53%
	Total	195	100%

Table.3 showed that there were 195 inter-lingual types of errors found in ESL learners' essays at Shaheed Benazir Bhutto University, Shaheed Benazeerabad. Out of 195 inter-lingual errors, 80 (41.02%) were overproduction errors, 59 (30.25%) misinterpretation errors, and 45 (23.07%) underproduction errors; whereas, 8 (4.10%), and 3 (1.53%) substitution errors respectively (See Table 4.3). The results showed that the highest percentage of errors are overproduction errors and the lowest percentage of errors are substitution errors.

Discussion

The results of the present research study, showed that there were two types of errors that were found in ESL learners' essays at Shaheed Benazir Bhutto University, Shaheed Benazeerabad. There were 1795 errors were found into two categories: Intra-lingual and inter-lingual. Out of which, 1600 were intra-lingual types of errors shows that there were found in ESL learners' essays at the university level. The intra-lingual errors were found in different 6 sub-categories: 873 (54.56%) errors were caused by overgeneralization, 231 (14.43%) by overlooking co-occurrence restrictions and 213 (13.31%) by exploiting redundancy; whereas, 135 (8.43%) by incomplete rule applications, 113 (7.06%) by misanalysis, and 35 (2.18%) by hypercorrection. Furthermore, this present study also revealed that there were 195 inter-lingual errors found in ESL learners' essays at Shaheed Benazir Bhutto University Shaheed Benazeerabad. Out of which, 80 (41.02) overproduction errors, 59 (30.25%) misinterpretation, 45 (23.07%) underproduction, 8 (4.10%) calques, and 3 (1.53%) were substitutions errors respectively. The results of this paper showed that the highest percentage of errors were overproduction errors and the lowest percentage of errors are substitution errors.

The present paper was aimed to analyse intra-lingual and inter-lingual types of errors found in ESL learners' essays at the university level. The present study showed that the intra-lingual errors are caused by the influences of target language (L2), and inter-lingual errors are influenced by the learner's mother tongue (L1). Furthermore, the intra-

lingual errors were classified into six types. Such as, overgeneralization, overlooking co-occurrence restrictions, exploiting redundancy, incomplete rule applications, misanalysis and hypercorrection. Whereas, inter-lingual errors were categorized into five sub-categories: Overproduction, misinterpretation, underproduction, calques and substitutions.

Whereas, the qualitative part of this study also suggested that there are three common causes of errors found in ESL learners essays at the university level i.e., linguistic influences (including L1 interference and L2 interference), linguistic features (including grammatical and lexical features) and language teaching and learning (including instructional methods and student support). Teachers also addressed some challenges of lack of professional development and shortage of resources that can support them. Based on interview results, internal factors that cause learners to create errors lead to a lack of motivation, stress, anxiety and nervousness, lack of grammar, insufficient writing activities, L1 interference, and overgeneralization. Whereas, external factors that teachers revealed were the learning environment, learning materials, resources, and teaching methodologies.

Conclusion

To sum up, it is noted that finding a solution is very important for both internal and external factors. If external and internal factors may be considered more in getting solutions, the learners' mastery of English language would be expected to increase. Accordingly, the errors made by the ESL learners at the university level in their essays are likely to decrease slowly and gradually. It certainly requires not only teacher's help but also cooperation from the learners to achieve English language writing proficiency. The students at SBBU-SBA commit errors with varying percentages in every category. The highest percentage of errors are intra-lingual errors made by the learners in their essays. Out of 1795 data, the intra-lingual error takes up 1600 (89.13%) in the whole data analysis. We might conclude that the primary reason why the students make errors in their writing is target language (L2) interference. In every category where there is a variation in proportion, the students commit errors.

In intra-lingual errors, the overgeneralization is the highest outcome that emerges, followed by overlooking co-occurrence restrictions that yield comparable results, exploiting redundancy in the third place, misanalysis and incomplete rule applications in the fourth and fifth, and overgeneralization in the first place. Their errors are usually repetitive, happening multiple times in a single phrase or document. The errors at this point are the result of their competencies, where the learner is in no way unable to fix them. Because they are unable to grasp the target language, the students make errors. Additionally, there are a few factors contributing to the errors made by the students. The students gave a few explanations for this, including the difficulty of learning English grammar, vocabulary, and spelling requirements for written work. These internal factors include their attitude, motivation, study habits, and personal practice, in addition to their lack of experience. The primary reasons of students' errors are internal variables, or those connected to their habits during the process of studying the target language.

Recommendations

Based on the research's findings and discussion, the following recommendations can be made. This study can serve as a reference for future researchers looking to examine student inaccuracy. It appears that the learners at all levels continue to struggle with writing errors. Upcoming researchers must carry out the study directly and provide the

participants with real-time feedback or a remedy. Given that English encompasses four skills, future scholars may choose to investigate errors within other skill sets. It is because grammar and writing are related, English teachers and lecturers can use this research as an additional reference when deciding on a teaching and learning method for their students. This is especially useful when trying to improve students' grammar and writing skills. In order for the students to become better writers, they need to study and practice English grammar more. Their capacity to learn English can be quickly developed via practice. With the ease with which knowledge can now be found, students must take an increased initiative to learn more to advance their English language proficiency.

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