

Crosslinguistic Influence of the First Language: Interlingual errors in the writing of ESL Saudi learners

Fawaz Ali Ahmed Qasem *
(University of Bisha, Kingdom of Saudi Arabia)

Abstract: Writing as a productive skill is challenging for the learners as it requires rich linguistic and cognitive abilities to match words with ideas well. A learner of any language as Second Language (SL), for example English, Arabic, Chinese, or German, enters an early, natural, and inevitable stage of making various errors in writing compositions. The errors could be due to dissimilar linguistic systems of the two languages (L1 and L2) or the lack of understanding the SL linguistic rules. This study focuses on investigating the frequent and common inter-lingual errors (the negative influence) committed by Arabic-speaking learners of English as Second Language (ESL). The study is based on Error Analysis (EA) of the essays of a group of English major undergraduate students from the University of Bisha, Al-Namas, Saudi Arabia. Contrastive Analysis Hypothesis (CAH) is included to predict most of the errors in the collected samples. The findings of the study show that common errors in the data are interlingual (54.03%). The errors within the Grammatical Category include the misuse of tenses, dropping the subjects, dropping verb to be-copular and word order misplacement. The majority of errors in the study are due to the interference of L1 linguistic system including the different orthographic, phonological, morpho-syntactic components. For instance, the participants' dropping subjects in English can be attributed to the fact that Arabic as L1 and as Null Subject Language (NSL), unlike English, allows subject drop. The results also find that within the Lexical Category, preposition and article errors are the most frequent errors and that spelling errors are the most dominant errors within the Mechanics Category. The study gives some pedagogical implications and suggestions to avoid and minimize the interlingual errors of such type. For instance, teachers need to focus more on enlightening their students about the contrastive

* Fawaz Ali Ahmed Qasem: Assistant Professor at Department of English, Bisha University, Kingdom of Saudi Arabia. He has taught English in various universities and institutions that of Ibb University, and University of Science and Technology, in Yemen. His research interests include: Linguistics, Applied Linguistics, First and Second Language Acquisition, Psycholinguistics, Sociolinguistics, Corpus Linguistics, Forensic Linguistics and English for Specific Purposes. E-mail: faqasem@ub.edu.sa, Fawazrajehbu@gmail.com.

language systems from the early stage of learning ESL.

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1. Introduction

It is commonly known that learners go through a natural stage where they make errors in their early period of learning any language as SL before being competent in L2. Studies existing in the literature have approved the influence of L1 on L2. The more differences in linguistic systems between L1 and L2, the more likely the occurrence of errors is. For instance, Chinese language is more difficult to learn compared to English for many learners who speak German or French because of its different and complex orthographic systems, but Chinese could be easy for the learners of Chinese as L2 who have languages with similar scripts like Chinese. English is widely known and most learned as L2 across the world but it still has different linguistic systems from many languages in the world. For instance, English has a contrastive linguistic system compared to Arabic, which we find is a Semitic with rich and complex morpho-syntactic and phonological systems while English is from Indo-European Germanic languages group. Based on Error Analysis (EA), it is shown that there is a stage where learners of ESL commit errors as a result of the influence of their L1 linguistic system and researchers refer to it as inter-language (Ellis, 1985). Arabic-speaking learners of ESL commit prominent interlingual errors derived from the linguistic differences of Arabic and English. The errors are due to the influence of Arabic as L1. This has been reported in some studies in the literature and will be addressed further in this study where we cover the errors in writing composition of Arabic-speaking learners of ESL.

1.1 Literature review

In the literature of ESL, errors have been looked at very early and in different styles. Some researchers have gone directly to test the errors and analyze them via Error Analysis (EA). In this regard, EA as a field deals with a critical look at the nature of errors in ESL. Richards & Schmit (2002) define EA as a technique to identify, classify, and interpret the produced errors in a systematic way. There are many rich studies on EA in Arabic-speaking ESL context that attempted to account for and look at writing errors and the learners' weakness in this regard (Al-Sindy, 1994; Al-Kahtani, 2002; Al-Shahrani, 2004). Some other researchers dealt with errors by studying the different and similar linguistic systems of the two languages, L1 and L2. That is to say, they apply *Contrastive Analysis Hypotheses* (CAH), which focuses on the comparison of the linguistic systems of the two languages L1 and L2, to predict the errors based on the mother tongue interference, Richards & Schmidt (2002). *Interlanguage*, Selinker's (1972) framework is another

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interesting existing attempt to account for the errors' stage of language learning. It says that learners enter a stage where they take and build a system from L1 and L2 which consist of a set of linguistic rules and this stage is referred to as *interlanguage*. Errors in language learning also have been looked in terms of *transfer* concept which started early in the framework of behaviouristic approach of language. Many researchers divided the transfer errors into, *negative* and *positive transfer errors*. Such types of errors are due to the similarity between L1 and L2 (Odlin, 1989) or due to the difficulty to linguistically distinguish between the first language and the second language (Lado, 1957). Negative transfer errors are caused due to the influence of the mother tongue of the learner and the positive transfer errors are due to the lack of understanding the linguistic rules of the target language (Gass & Selinker, 1983). Interesting studies in Arabic have looked at similar concepts of transfer as in Al-Qadi (1992), Noor (1994), Al-Qadi (1997).

Over time, research scholars in the field of ESL have studied understanding and differentiating errors from mistakes. Errors, unlike mistakes, have to do with the lack of understanding of the rules and knowledge of the Second Language (Hubbard et al., 1983). The mistakes in Second Language are not serious compared to errors. Many researchers consider mistakes as 'slips' which may occur in the First Language of the learner or the Second Language which are caused when learners are confused (Harmer, 1983; Brown, 2000). Errors in learning any language are *inevitable* in language learning which are due to the mother tongue interference. Dulay et al. (1982), Larsen & Long (1992), Brow (1993), Ellis (1997) found mistakes as slips which have to do with the performance where all native speakers of any language or the learners make mistakes that can be corrected. Errors are systematic and considered a deviation as a result of the learners' failure in mastering the rules of the target language.

Regarding the errors' taxonomy and the source of errors, Richards (1974) classified errors into two main categories: (a) Inter-lingual errors (Mother-tongue influence) are types of errors influenced by the native languages which interfere with target language learning, and (b) intra-lingual errors are types of errors caused by the target language itself. In this study, we focus mainly on the interlingual errors caused by Arab-speaking learners of English because such type of error is widely prevailing among the Arabic learners of English especially at the early stages of learning English. This happens where the learners are influenced by the Arabic linguistic system.

In the existing literature in the ESL context, there are interesting studies, with the similar context of this study, that attempted to present the classification of errors' types and to account for learners' errors through error analysis. Al-Jarf (2010) examined the spelling errors in Saudi Arabia context of collected writing essays corpora. Based on the classification of the spelling errors into three categories – (a) whole word errors, (b) faulty

graphemes, and (c) faulty phonemes – the researcher found that spelling errors were interlingual and intralingual due to phonological and orthographic problems. In a quite similar context, Alhaysony (2012) explored the types of errors by female Saudi EFL students in their use of articles at the University of Hail. It was found that 57% of the errors were interlingually caused by the influence of Arabic as the native language of the participants. The most common error of interlingual errors was the addition of the definite article ‘the’ as it is more frequently used in Arabic. In a similar context, Mourssi’s study (2013) on 74 Arab learners of English explored the cross-linguistic influence of L1 on learning L2. Linguistic items of 222 written texts produced by students from an Omani High School were analyzed. The results showed that the subjects had problems with the use of articles in English as influenced by their L1 which has different rules of article use from that of English. Mourssi also believed many errors concerning the verb to be, tenses, prepositions and the article system produced by learners in his study were caused by the native language.

Younes & Albalawi (2015) explored the most common writing difficulties faced by 40 female English language and translation major sophomore students from Tabuk University, Saudi Arabia. Their findings showed that the most common problems in the students’ writing samples were classified into three types: (a) grammatical problems such as tenses, prepositions, subject-verb agreement, and article use; (b) punctuation problems; (c) spelling problems such substitution, omission, and addition, disordering spelling error. The researchers said that, apart from the influence of Arabic as L1, some teachers’ way of teaching English could be the reason behind writing errors such as using L1 more in teaching and not using the target language in various contexts.

On the basis of findings, there were many common errors attributed to the L1 interference with regard to the use of articles in English during the acquisition of ESL by Arab-speaking learners (Al-Qadi, 2017; Alhaisoni, Gaudel & Al-Zuoud, 2017). Nuruzzaman, Islam & Shuchi (2018) examined the writing errors in the paragraph writings of ninety Saudi non-English major undergraduate students from three different colleges of Medicine, Engineering, and Computer Science. They found that the majority of the grammatical errors were due to the influence of L1. Similarly, Hussain (2019) in her analysis of the errors in written English essays of female Saudi students, found that the learners made many grammatical and some other errors which had to do with spelling and punctuations. Recently, Kazazoğlu (2020) addressed the issue of L1 interference in foreign language writing using a contrastive error analysis of two groups: Turkish-speaking ESL learners and Arabic-speaking ESL learners. It was found that participants made various writing errors due to the mother tongue influence in terms of sentence structure: tenses, capitalization, word choice, and spelling errors. Qasem (2020) also examined the spelling

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errors of ESL Arabic-speaking learners in relation to the phonological syllable structure of words and found that spelling errors on the onset position were fewer compared to the nucleus and coda positions. The researcher showed that Arabic-speaking ESL learners make more spelling errors with tri-syllabic and complex words than that of mono-syllabic words. The study also explored that the spelling errors were due to the different orthographical and morpho-phonological systems of Arabic and English, for instance, the letter-to-sound correspondence, sound-to-letter correspondence and homophones. The researcher in the same study gave some reasons and justifications behind the learners' weakness in the writing skill in ESL. Al-Zoubi & Abu-Eid (2014) and Lghzeel & Radzuan (2020) looked at the influence of Arabic as L1 on the use of passive voice in learning and writing of ESL. It was found that Arabic-speaking students had a high rate of Arabic influence on errors in the English passive voice. Other studies have also significantly demonstrated the existence of the errors in the writing of the Arabic-speaking learners due to the different structure of L1 (Arabic) and L2 (as in Almahameed & Al-Shaikhli, 2017; Khatter, 2019; Alkhudiry & Al-Ahdal, 2020).

1.2 Linguistic differences of L1 and L2

The interlingual errors in the writings occur due to the interference of Arabic as First Language L1 on learning English as L2. In this regard, here, we give the reader some hints on the common and the different linguistic systems of both languages, Arabic and English, which lead the Arab learners to make such kind of errors. Arabic is a Semitic language like Hebrew and Amharic and has rich morpho-syntactic and phonological system, unlike English, which belongs to Indo-European language family.

Arabic and English have to a great extent different orthographic and phonological systems. The alphabetical scripts are written differently as they are from various language families. Arabic is written from right to left, unlike English. As for some morpho-syntactic categories, unlike English, Arabic has two contrast linguistic word-order VSO and SVO. We can say in Arabic, *Ahmed yasharb al-maa* 'Ahmed drinks water', and *yasharb Ahmed al-maa* 'drinks Ahmed water' whereas English allows one form when it comes to the order – that is SVO. An interesting difference between the two languages is that Arabic is null-subject language and English is non-null subject language^①. Arabic allows subjects to appear overtly or covertly attached to the verbs whereas English is non-null subject language where subjects always appear overtly. Another clear syntactic difference between Arabic and English is that Arabic has nominal clause and verbal clause – the nominal clauses in Arabic do not allow the *copular -be* to be there whereas in English there is an

^① An interesting discussion on null subject languages and non-null subject languages check Holmberg (2010) and one can check the same phenomenon discussed in Arabic in, Fehri (1993), Aoun, Choueiri & Benmamoun (2010), Saeed (2011), and Qasem (2014).

example (1).

- | | |
|-----------------------|-----------------|
| (1) <i>Ahmed</i> | <i>Talaabun</i> |
| N-Ahmed | N-student |
| 'Ahmed is a student.' | |

The difference between Arabic and English when it comes to the adjective placement is that, in Arabic the adjectives come after nouns as in (2) whereas in English, the adjectives come before nouns and 'be copular'.

- | | |
|-----------------------|-------------------|
| (2) <i>Al-Shuqatu</i> | <i>kabeiratun</i> |
| the- flat-N | big -Adj |
| 'The flat is Big.' | |

One of the interesting lexical difference between Arabic and English is that there is only definite article, *Al-* (the) and no indefinite particles in Arabic, unlike English. Some Arabic-speaking learners of English generalize the use of the definite article in many positions of indefinite articles or they drop the indefinite articles. Many cross-linguistic studies on learners of ESL other than Arabic-speaking learners, have shown the interference of L1 in the process of learning ESL as in Hebrew-speaking learners (Hacohen & Schaeffer, 2007), Turkish-speaking learners (Kırkgöz, 2010), Spanish-speaking learners (Urdaneta, 2011), and Chinese-speaking learners (Liu & Xu, 2013).

2. The method

2.1 Participants

In this study, the participants were 94 male English major undergraduate students from the University of Bisha, Al-Namas, Saudi Arabia. The participants were mono-lingual speakers of Arabic who are learning English as a Foreign Language (FL). The data of the study were collected from 2-6 levels of classes, with the number of participants there in each class being limited. The participants were given the task of writing essays. The participants' age varied from 18 to 22.

2.2 The tools

Basically, the data of this research were elicited from two sources: (a) writing composition essays, and (b) informal discussion and interview with teachers of English who had rich experience in TEFL context. The data were also collected in the classrooms before the COVID-19 breakout during face-to-face teaching. To ensure the validity of the writing topics of the essays given to the participants, two teachers checked the nature of the questions included in the study.

2.3 The objectives of the study

The study aims at identifying the most common and prevailing interlingual errors in the writing samples of undergraduate Arabic-speaking ESL learners majoring in English from

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the university of Bisha, Al-Namas. The study also attempts to explore particularly which type of errors occur most frequently in the writing samples and accounts for the causes of errors in ESL context with reference to EA and CA of linguistic systems of Arabic and English.

2.4 Data collection and analysis

The main samples of the research were essays collected from learners' writing activities inside classrooms and their scripts in the mid and final exams. During the classroom activities, the participants were asked to write some essays on some topics (See samples in the Index). The researcher gave the participants some topics to write on. Later all the gathered writing materials were analyzed to identify the interlingual errors and the errors which were caused due to the different linguistic systems of L1 and L2. The errors later were coded, classified, and quantitatively counted to find what type of error the participants made most frequently. The error analysis in this study followed Corder's (1974) five steps: (a) collection of a sample, (b) identification of errors, (c) description of errors, (d) explanation of errors, and (e) evaluation of errors. The identification of interlingual errors was based on the category of Corder's (1967) taxonomy: grammatical, lexical, semantic, and mechanics errors. Sridhar's (1980) techniques of error analysis were also used. The focus in this study was the analysis of interlingual errors through EA and the errors which were caused by the different linguistic systems of L1 and L2 through CA.

3. Results and discussion

This study explored the common errors made by the learners/participants based on the analysis of their writing errors quantitatively and qualitatively. The analysis of errors in this study followed Corder's (1967) taxonomy model which includes grammatical, lexical, semantic, and mechanics errors and attempted to account for the interlingual errors made by the participants. Table 1 showed all types of errors committed by the participants.

Table 1. Type of errors

Types of Category		Error Category	Frequency	%	Rank
Grammatical errors (n=226)	1	Verb tense	56	7.52	3
	2	Word order	23	3.09	14
	3	Singular and plural	29	3.89	10
	4	Relative clause	14	1.88	18
	5	Subject-verb agreement	37	4.97	7
	6	Subject/Verb drop	36	4.83	8
	7	Sentence structure	31	4.16	9
Lexical errors (n=195)	8	Noun	19	2.55	16

	9	Pronoun	28	3.76	11
	10	Verb	25	3.36	13
	11	Preposition	46	6.18	5
	12	Adverb	16	2.15	17
	13	Article	41	5.51	6
	14	Word form	20	2.68	15
Semantic errors (n=26)	15	Word choice	26	3.49	12
Mechanics errors (n= 297)	16	Punctuation	77	10.42	2
	17	Capitalization	49	6.58	4
	18	Spelling	171	22.98	1
Total			744	100	

Table 2. Examples of the common errors committed by the participants

Types of Errors	The incorrect form	The correct form
1. Verb Tense	<i>My friend go Abha yesterday.</i>	<i>My friend went to Abha yesterday.</i>
2. Word order	<i>Swim my friend with me.</i>	<i>My friend swims with me.</i>
3. Singular/Plural	<i>The view beautiful.</i>	<i>The view is beautiful.</i>
4. Relative Clause	<i>I student in university.</i>	<i>I am a student in the University.</i>
5. Subject-Verb Agreement	<i>He play every day.</i>	<i>He plays football every day.</i>
6. Subject/Verb omission	(a) <i>Study in bisha university.</i> (b) <i>My name Ali.</i>	(a) <i>I study in University of Bisha.</i> (b) <i>My name is Ali.</i>
7. Sentence structure	<i>I am live in village.</i>	<i>I live in village.</i>
8. Noun	<i>My friend is a wonderful play.</i>	<i>My friend is a wonderful player.</i>
9. Verbs	<i>The teacher learned me.</i>	<i>The teacher taught me.</i>
10. Pronouns	<i>My brother help my study.</i>	<i>My brother help me study.</i>
11. Prepositions	<i>I swim in weekends.</i>	<i>I swim at weekends.</i>
12. Adverb	<i>I was much happy.</i>	<i>I was very happy.</i>
13. Articles	<i>My friend is excellent student.</i>	<i>My friend is an excellent student.</i>
14. Word Form	<i>I life with my family.</i>	<i>I live with my family.</i>
15. Punctuations	<i>I went to Namas but did not find my friends.</i>	<i>I went to Al-Namas, but did not find my friends.</i>
16. Capitalization	<i>I study at bisha university.</i>	<i>I study at Bisha University.</i>
17. Spelling	<i>I like speking English.</i>	<i>I like speaking English.</i>

Most of the errors were interlingual – the participants used to overgeneralization and applied their L1 knowledge of rules to L2. Examples of common errors in the data of the

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participants are given in Table 2.

Table 3 showed that the interlingual and intralingual errors co-exist in the process of learning L2. The study explored that interlingual errors (the influence of Arabic as L1 on learning ESL) were more frequent (54.03%) than intralingual errors (45.97%).

Based on the informal observation of the writing tasks/activities and informal interviews with the teachers, it is noticed that learners start making interlingual errors more often than intralingual errors at the early stage of learning L2. Similar findings have been noticed in many various studies on learners of English where learners make interlingual errors more than intralingual errors during acquiring/learning all the elements (Kırkgöz, 2010; Kaweera, 2013; Wu & Garza, 2014; Al-Qadi, 2017; Long & Hatcho, 2018; Al-Shahrani, 2018). Some other studies show to some extent that intralingual errors are more frequent depending on the linguistic element, and we can get the data where intralingual errors are more than interlingual errors (Mahmoud, 2005; Khan & Khan, 2016; Al-Shujairi & Tan, 2017). The study here showed that most of the morpho-syntactic errors were due to the interference of L1 Arabic on learning ESL.

Table 3. Interlingual and intralingual errors

Types of errors	Frequency	%
Interlingual errors	402	54.03
Intralingual errors	342	45.97
Total	744	100

Figure 1 also shows more details about all the categories of errors. It was found that students made grammatical errors (30.37%), lexical errors (26.2%), semantic errors (3.52%), and mechanics errors (39.91%). It is observed that participants had more problems with mechanics errors. Similar findings have been found in another study of ESL Arab learners – Hussain's (2019) analysis of the errors in female Saudi students' writing English essays.

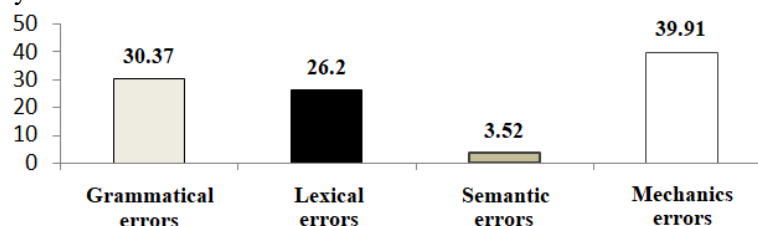


Figure 1. Types of errors

The common interlingual errors seen in the participants' data were dropping subjects and subject inversion as in **go home* and **Visit I friend*. These types of errors in the corpus are due to the transfer of the syntactic structure of Arabic as L1 of the participants where the

structure of dropping subject is allowed. The participants tend to apply the subject drop of Arabic into ESL unconsciously. One of the common interlingual errors in the category of grammatical errors was dropping the be-copular in many writing samples of the participants. Unlike English, Arabic as the mother tongue of the learners allows verbs to be-copular to be dropped. The interference of L1 influenced the learners' writing to use Arabic structure in many situations. Some examples are included in Table 1. Interesting studies with rich and different discussions and claims on verb-be copular omission/drop in Arabic-speaking ESL learners' production exist in the literature (Al-Zahrani, 1993; Diab, 1997; Alshayban, 2012; Dweik & Othman, 2017).

Similar errors were committed by speakers of other Null Subject Languages (NLs). It has been found (as in, Urdaneta, 2011; Ciesielkiewicz & Marquez, 2015; Rodríguez, 2018; Courtad & Courtad, 2019) that Spanish-speaking learners of ESL made basic morpho-syntactic errors as a direct influence from L1 to L2 writing including word order, missing the verb "be", and implicit subject. In translation texts from L1 into L2 of Arabic-speaking ESL learners, it is found that Arabic-speaking learners of English make grammatical and lexical errors due to the interference of L1 when it comes to translating the morpho-syntactic categories and structures (as in Ghazala, 1995; Lazim & Bakir, 2009; Sawalmeh, 2013; Ahamed, 2016; Shamsan & Attayib, 2016).

Within the lexical errors group, it was found that preposition errors were the most frequent errors and this was due to the interference of Arabic as L1 and the changeable and complex semantic nature of prepositions where one preposition has multiple functions. Many Arab-speaking learners of English tend to use their knowledge and the system of prepositions in Arabic and apply them to English prepositions, as noticed with many studies in similar context (Hamdallah & Tushyeh, 1993; Lakkis & Malak, 2000; Fareh & Saeed, 2009; Hasan & Abdullah, 2009; Al-Bayati, 2013; Ibrahim, 2017). It is seen that the spelling errors are more frequent in the data here within the mechanics errors group and in many other existing studies in the literature on the writing of the Arabic-speaking learners of English. Most of the errors are interlingual. The learners tend to add, omit, substitute or insert different letters to the words. The spelling errors are attributed to the contrastive orthographic systems of Arabic and English as seen in many studies with almost similar context (Al-Jarf, 2008; Bowen, 2011; Alhaisoni, Al-Zuoud & Gaudel, 2015; Al-Busaidi & Al-Saqqaf, 2015; Alenazi, 2018). Punctuation and capitalization errors were also frequent in the data and such type of errors is common in ESL learners' writings, as in Siddiqui's (2015) study conducted in similar context.

One of the interesting issues noticed on the data analysis is that the type of errors varies from one sample to another depending on the level of proficiency. The students with advanced level (with 4-5 overall grade) of proficiency made fewer errors than the learners

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with low level (with 2-3 overall grade) of proficiency. This finding supports the Archibald's (1998) classification study of transfer and the developmental errors in L2 acquisition based on the level of proficiency. The discussion and the informal interview with some teachers supported the fact that the learners of ESL/EFL make interlingual errors. They also highlighted that the different linguistic systems of L1 and L2 play a major role in committing writing errors particularly at the early stage of learning any language as SL and FL. The teachers also stressed on the motivation aspect of learning L2 which has its share on bringing good outcomes of learning.

4. Findings and suggestions to minimize the interlingual errors

The results of the study revealed that most of the writing errors in Arabic-speaking learners of ESL at Bisha University, Saudi Arabia, are inter-lingual errors in many components of L2. Arabic interference as the mother tongue of the learners contributes a lot to making such errors. The study also showed that interlingual errors were more frequent than intralingual errors. The common interlingual errors within the syntactic structure errors include tenses errors, dropping the subject errors, dropping verb to be-copular errors, and word order misplacement errors. Within the lexical category, most of the frequent errors found in the data were in prepositions and articles. Spelling errors, as found in many studies mentioned previously, were more frequent in the mechanics error category. The interlingual errors in the writing composition are committed due to the different orthographic, phonological, morpho-syntactic linguistic systems. Cultural differences of L1 and L2 also contributed to the errors especially with the semantic error category.

4.1. Suggestions to reduce the interlingual errors

With the emergence of communicative teaching approach and digital technology, it is found that some teachers ignore the analysis of linguistic differences between L1 and L2. Therefore, such type of writing errors found in this study continues for some time in the process of writing of ESL learners. However, teachers of ESL should teach with taking into consideration the importance of CA and EA of the components of L1 and L2. These are some suggestions to help learners avoid making errors and they are summarized as follows:

- (a) Collaborative writing is not enough to minimize the interlingual errors. Teachers need to be aware of the linguistic system differences between L1 and L2 and enlighten learners with various tasks and activities about such contrast.
- (b) Teachers should highlight the different linguistic systems of L1 and L2 during the teaching of all the skills of L1.
- (c) Learners with comparatively higher interlingual errors should go through remedial programs. This will create the desired awareness necessary for learning SL.

- (d) Teachers should tactfully use the language learning classes with interesting activities, tasks that broaden learners' awareness and at the same time introduce them to newer information, rules of Second Language/Third Language learning.
- (e) A thorough feedback from the teacher during language learning is highly vital and effective to help learners minimize errors and overcome problems related to writing.
- (f) Teachers need to assure students that errors are natural and unavoidable while acquiring a second language, and that they are also necessary to understand a new language, and provide them with enough feedback.
- (g) Beginners of language learning should be continuously motivated to realize that errors are a part of language learning and should be taken in good stride.
- (h) Students' self-assessment and self-correction tasks greatly enable the learners to minimize the errors.
- (i) Teachers need to know that writing as a productive skill entails a complex process where learners have different systems of L1 and L2 in addition to the ideas which require formatting and reframing.

For pedagogical implications, similar studies on Error Analysis, either on writing skill or any other skill, are significant as they help teachers to find useful and effective methods of teaching and interesting activities to help learners avoid making more errors. These studies also give importance to Error Analysis and Contrastive Analysis which help teachers make their learners overcome their weakness in writing when discussing the target and the source languages' linguistic differences. In mono-lingual contexts like many countries in the Arab World where English is not spoken widely, such type of study gives hints and feedbacks to the curriculum designers to look closely at the complex and small linguistic differences between L1 and L2 and take into account this issue well while designing the textbooks.

4.2. Limitations and further studies

Longitudinal studies of a particular group would give a clearer picture of the nature of the inter-lingual errors. A larger sample would have given stronger claims. It becomes imperative to cover many languages taught as L2 to delve significantly for strong, concrete and plausible evidence with regards to study of error analysis. It would be more fruitful to focus, cover, and examine one component of Second Language to get interesting results within the framework of EA with the support of CA. Studies on EA with experimental and controlled groups on writing composition will give interesting findings.

Abbreviations

CA	Contrastive Analysis	ESL	English as Second Language
CAH	Contrastive Analysis Hypothesis	NSL	Null Subject Language
EA	Error Analysis	SL	Second Language
FL	Foreign Language		

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