

Original Paper

Investigating the Interlingual Errors in Students' Essay: The Case of Error Classification

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Abstract

The purpose of the present study was to identify the most frequently observed interlingual errors in the corpus under the study and the possible relationship between the gender and the type of interlingual errors. The results of this study revealed that the most frequently observed interlingual errors in the corpus under the study are spelling, word order, and punctuation errors and there is significant relationship between the gender and the type of interlingual errors (L1 interference and spelling, word order, and punctuation errors) on the basis of the obtained results for EFL learners. Accordingly based on the results it can be concluded that there is a relationship between interlingual errors and gender since the findings revealed that first, female participants make more spelling, word order, and punctuation errors (65%) by overlooking the writing system rules in the target language compared to the male participants (35%). Second, the results of the study confirm that female participants make more literal translation errors (55%) by translating his first language sentence or idiomatic expression in to the target language word by word compared to the male participants (45%).

Keywords

interlingual errors, literal translation, L1 interference

1. Introduction

Writing in foreign language is usually accompanied with errors. Writing in general and essays in particular form problems to EFL students in our country. Teachers of writing classes are generally faced with students who have memorized a good amount of English vocabulary and grammar rules, but have seldom put that knowledge to practical use (Jalali, 2012). Different studies (e.g., Hyland, 2003; Ferris, 2002) report that EFL writing generally suffers from more errors, is less fluent and cohesive, and is shorter compared to other skills. Apart from writing errors made because of first language interference, overgeneralization and the level of difficulty are reported by Reid (1993) as other sources of error

commitment in EFL students' writing. As Lalande (1982, p. 140) states "despite the fact that the students have studied certain rules of grammar, and some students exhibit remarkable consistency, they commit the same types of errors from one essay to the next".

According to Hyland (2003) error is somehow inevitable in writings by EFL students because of the complexity of writing skills and because of the simultaneous processes of learning English and learning the writing skill that challenge the learners to a great extent. To face the errors in second language learning within EFL setting error analysis is proposed. Error Analysis (EA) is still an integral part of research in EFL studies. Errors committed by EFL learners are "systematic and reasoned" (Reid, 1993, p. 35). Drawing upon these errors, EFL instructors can monitor the learners' development and performance and "take the remedial action afterwards" (Shahrokhi & Lotfi, 2012, p. 641).

Accordingly, the present study aims to investigate interlingual errors and find out the type of interlingual errors prevalent among the essays under the study (by M.A. students of Abadan Azad University) in terms of grammar, spelling, punctuation, and word order.

Addressing any problem requires a deep and precise understanding of factors at work. The problem of writing errors has been approached by several scholars inside and outside the EFL setting, however the focus of the present study was on two points: First, providing a clear picture of the most frequently observed interlingual errors in essays produced by the participants in the study. This would enable the EFL teachers as well as the scholars to address each error type with respect to its frequency during teaching or researching. Second, the findings of the study would guide the EFL learners in terms of the order of error types that they should master. This would provide those with writing problems/difficulties with a road map which would show them where they are and where they should go to master their writing skill by reducing frequently observed interlingual errors. The study addressed the following research questions:

RQ1: What are the most frequently observed interlingual errors in the corpus under the study?

RQ2: What relationship can be observed between the gender and the type of interlingual errors in the corpus under the study?

According to contrastive analysis hypothesis, the first language interference is the major source of barrier to the acquisition of a new language. Since contrastive analysis hypothesis failed to practically account for the errors committed by second language learners, error analysis emerged as a complementary approach to account for the errors committed by second language learners.

Error analysis considered every feasible source of errors in addition to first language interference. Accordingly, errors indicate students' second language learning progress. Interlanguage, as described by Selinker (1972), is a linguistic system developed by second language learners within the course of language acquisition and it includes a variety of both first and second languages elements. Errors made by second language learners are most often identified in interlanguage. Under the concept of interlanguage second language learners are able to formulate and test hypotheses of the grammar of second language. Under this process the learner can internalize the second language rules. The process

of hypothesis formulating and testing does not flourish free of error commitment. As Ellis (1985) believes, scrutinizing errors made by language learners is not what the teacher is interested in, however it is a contributive technique that sheds light on the progress of learning. To analyze students' errors, it is necessary to determine the sources of errors. Two main sources of error are intralingual and interlingual errors. Accordingly, the present study aims at focusing on interlingual errors namely, grammar, word order, punctuation and spelling.

2. Theoretical Background

In the Iranian EFL setting the concept of error and error analysis has attracted a number of scholars in recent years. Sattari (2012) examined Persian English learners' grammatical errors in writing that mostly originate from the mother tongue. This study showed that a great number of persistent errors made by these learners at elementary levels can be traced to the influence of the mother tongue. Concerning interlingual errors, errors made by the participants were mostly about use of third person singular -s/es, plural s/es, articles, errors in the use of correct prepositions, errors caused by borrowing and loan translation. Regarding intralingual errors, the most serious problem was overgeneralization.

Abbasi and Karimian (2011) examined grammatical errors among Iranian Translation Students according to Keshavarz's (2005) model. Their findings surprisingly showed that 98 percent of the students had grammatical problems. Furthermore, most of errors were of interlingual errors, indicating the influence of the mother language. In a study conducted by Nayernia (2011), written sentences of learners were analyzed to find out what proportion of the learners' errors were intralingual errors and whether the native language plays a significant role in learners' difficulties in learning the target language. Her findings revealed that only 16.7 percent of the errors were interlingual errors and most of errors could be attributed to target language system.

Sadeghi (2009) performed a study on collocational differences between L1 and L2 and documented that 72.1% of high school students failed to use collocations correctly. He further traced 83.75% of errors to interlingual interference (Persian as L1) and 16.25% of errors to intra-lingua interference (English or other factors). Behjat and Sadeghi (2010) investigated if the Threshold Hypothesis can account for Iranian EFL learners' grammar development at different levels and found out that transfer of L1 grammar operates differently at different stages.

Lakkis and Abdel-Malak (2000), examined errors among Arab EFL learners, investigated the impact of Arabic prepositional knowledge transfer on English. Both positive and negative transfer were examined in order to help teachers identify problematic areas for Arab students and help them understand where transfer should be encouraged or avoided. In particular, they concluded that "an instructor of English, whose native language is Arabic, can use the students' L1 for structures that use equivalent prepositions in both languages". However, "whenever there are verbs or expressions in the L1 and L2 that have different structures, that take prepositions, or that have no equivalent in one of the languages, instructors should point out these differences to their students" (Lakkis & Abdel-Malak, 2000, p. 30).

Izadi-Agha (2007) examined English writing errors among 25 Iranian students enrolled in ESL programs at various universities throughout California. Errors were found in both argumentative and creative modes. Izadi-Agha detected 820 errors and divided the errors into 10 major categories: 14.5% of mistakes concerned the usage of articles, 10.2% prepositions, 9.3% tense, 9.2% grammatical number, 8.6% conjunctions and connectors, 5.3% adjectives, 5.5% subject and predicate, 4.8% verb phrases, and 4.8% pronouns. Additional errors found in Izadi-Agha (2007) included the omission and misuse of prepositions, errors in terms of number, and in adjective use. These participants did not know how to form the correct forms of adjectives, and they used nouns as adjectives.

2.1 Experimental Background

In recent years, there has been a growing research interest in the analysis of errors adults make while learning a second language. The study and analysis of the errors made by second language learners (i.e. Error Analysis or EA), either in their speech or writing or both has been brought under consideration by many educators, EFL teachers, linguists, and researchers throughout the world. In fact, learners' errors have been the subject of controversy for a long time. Generally, as Keshavarz (1999, p. 11) stated, "there have been two major approaches to the study of learners' errors, namely Contrastive Analysis and Error Analysis." He further discussed that, "Error Analysis emerged on account of the shortcomings of Contrastive Analysis which was the favored way of describing learners' language in the 1950s and 1960s" (p. 42). In relation to second language acquisition process, Corder (1967) noted that errors are significant in three aspects: they tell the teacher what needs to be taught, they tell the researcher how learning proceeds and errors are a means whereby learners test their hypothesis about the target language. An investigation into the types of errors reveals that the sources of errors may be attributable to two major transfers: interlingual and intralingual transfer (Brown, 1980). The earlier stages of learning a second language are characterized by a good deal of interlingual transfer from the native language. As suggested by Brown (1980) before the learner becomes familiar with the system of the second language, the native language is the only linguistic system upon which the learner can draw. First language interference may result from a number of interferences, such as grammatical, prepositional, and lexical interference. The next source of error, *intralingual error* or *intralingual transfer* refers to the negative transfer of language items within the target language and occurs generally in the rule learning stages of language, such as overgeneralization of grammar rules within the target language, and learner's failure to apply rules of the target language under appropriate situations (Richards, 1974). Learner errors can serve two purposes, diagnostic and prognostic (Corder, 1967). It is diagnostic because it can tell us the learner's grasp of a language at any given point during the learning process. It is also prognostic because it can tell the teacher to modify learning materials to meet the learners' problems. Corder (ibid) also contended that errors are visible proof that learning is taking place. He has emphasized that errors, if studied systematically, can provide significant insights into how a language is actually learned by a foreigner. He also agrees that studying students' errors of usage has immediate practical application for language teachers. In his view, errors provide feedback;

they tell the teachers something about the effectiveness of his teaching. In a study conducted by Kirkgöz (2010) the types of written errors produced by Turkish students who are beginners in their level of English proficiency were investigated. Findings indicate that the early stages of language learning are characterized by a predominance of *interlingual* errors. It is suggested that student errors should not be regarded as a failure, but as a real progress the student is making in attaining the knowledge of the target language, in particular, as errors provide to the teacher or the researcher evidence of how language is being learned or acquired, what strategies the learner is employing in the discovery of the language. As Corder (1967) noted “a learner’s errors... are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language” (p. 167). Errors show the teacher what aspects of language items have been understood, learned or confused. Also, by being able to predict errors to a certain extent, teachers can be well-equipped to help students minimize or overcome their learning problems. Errors are indispensable to the learner because they may, in turn, benefit from various forms of feedback on these errors. According to Bhela (1999), it is obvious that EFL errors result from the word for word translation strategy or thinking in mother tongue language. This is not surprising to the fact confirmed by Brudiprabha (1972) stating, one-third of errors are caused from negative interference of L1. According to Serebenjapol (2003), types and frequency of errors occurring in scientific theses are analyzed to examine the source of errors found in four categories, which are syntax, lexis, morphology and orthography, respectively. It is found that the most frequent local errors are the use of subordinators and conjunctions. The causes of each error vary reflecting on the students’ carelessness, incomplete application of rules, and differences between English and Thai. Thep-Ackrapong (2006) also found L1 lexical interference in collocation. It is stated when Thai students write in English, they directly translate Thai words into English. Subsequently, they use Thai collocation in written form of English to convey their ideas.

In a study conducted by Smadi (1978), he found out that classical and colloquial Arabic could be responsible for the learners’ problems in learning an L2. As a result, he suggests that interference from both classical and colloquial Arabic was a source of errors for Arab learners in his study. Ibrahim (1977) states that both varieties of Arabic, classical and colloquial, act as source languages for Arab learners in learning English. The dialects of spoken Arabic alone are responsible for some mistakes in the pronunciation of English. He also states that there are a lot of expressions and structures which learners know from classical Arabic and which, when translated literally into English, are responsible for faulty or unidiomatic English structures. In addition, errors attributed to mother tongue interference were observable in prepositions, syntax, lexicon, word order, and use of punctuation. Mohammed (2000:129) states that “as far as the distance between the native and the target language is concerned, learners are often misled by the partial similarities between the two languages.” In the case of Arabic, he indicates that the problem becomes complicated because there are two major varieties of Arabic: Standard Arabic (SA) and Non-Standard Arabic (NSA). The two varieties are linguistically different since they have

different structures. He also adds that the “question that has not yet been answered is: which variety of Arabic do learners rely on to learn or use English or any other foreign language.”(ibid: 130). Generally, in reviewing some studies conducted on the syntactic errors committed by Arab EFL learners, Diab (1996) states that most of the syntactic errors committed by EFL Arab learners are attributed to the influence of L1 ‘Arabic’ linguistic structures. He also states that Arab learners depend heavily on their MT in FL. He also asserts that one “common syntactic error that students commit as a result of transfer is faulty word order.”(81). Noor (1996) presents a justification for analyzing such syntactic errors to better understand strategies utilized by EFL students when they write in a FL. Noor’s study is considered a review of the most frequent syntactic errors made by Arab EFL learners native. The important discovery of Noor’s study is that the most frequent and common source of error is the influence of the native language in processing English syntactic structures.

3. Method

This section will explain research method and procedures that were employed in this study. It is also aimed to provide an outline of the design of the study, explain the procedures of implementing the study and data collection, and discuss the participants, materials and the measures used in the present study.

3.1 Corpus of the Study

The present study was conducted on 100 essays written by M.A. students of Abadan Azad University in the classroom with 500-word limit. The essays will be scrutinized for the interlingual errors in terms of L1 interface, spelling, word order, and punctuation. The obtained data was recorded and classified in tabular format as following sample:

Table 1. Sample of Observed Interlingual Error in the Collected Data

No	Sentence containing interlingual error	Observed Interlingual error			
		Spelling	L1 interface	Word order	Punctuation
1	We ourselves can develop the country by		✓		
2	Universitys need more expert professors to develop the country	✓		✓	
3	However we cannot make big changes overnight.				✓

3.2 Instrumentation

The study adopted essay as the instrument to collect the required data (i.e., interlingual errors) in the writings produced by the participants of the study. To this end, 100 M.A. students of Abadan Azad University were asked to write an essay in the classroom with 500-word limit.

3.3 Design of the Study

In order to address the previously defined research question the present study employed analytical design to analyze the interlingual errors in terms of L1 interface, spelling, word order, and punctuation.

3.4 Data Collection Procedures

The participants wrote about a topic out of two topics suggested by the author (e.g., the role of motivation in L2 learning / the most essential language skill). The essays were rated by the help of two experienced EFL teachers to ensure rater reliability and the obtained data was recorded and prepared for data analysis as follows.

3.5 Data Analysis Procedures

In order to answer the research questions of the present study the collected data were analyzed with a focus on the interlingual errors in terms of L1 interface, spelling, word order, and punctuation. The observed frequency of error types was keyed into the SPSS software and the descriptive statistics (e.g., frequency and crosstabs etc.) were run to find out the frequency of the errors among the participants. To find out the possible correlation between gender and the error type correlation analysis were run as well.

4. Results

This part of the study represents the focal point of the research report. Previous sections of the report have laid the groundwork for the study. It moves on to a presentation of the findings produced by the original analysis conducted as a part of this research project. The presentation of findings is probably the most routine and easy to write as long as the research design has been constructed properly and the data has been collected carefully. These findings are then used to provide the foundation for the conclusions and implications outlined in the final section. It describes the process of analyzing the collected data, statistical computations, results and figures obtained. With a focus on the most frequently observed interlingual errors in the corpus under the study and the possible relationship between the gender and the type of interlingual errors, the statistical calculations and results are presented and then the results of the analysis of each null hypothesis will be discussed.

4.1 Results and Discussion

The results of the study with respect to the most frequently observed interlingual errors in the corpus under the study and the possible relationship between the gender and the type of interlingual errors are displayed in the following tables:

Table 2. Observed Number and Percentage of Interlingual Errors in 100 M.A. Students

Source of error	Sub-categories	Detailed Classification
Interlingual errors	Spelling, word order, punctuation error	Errors are of writing type
	L1 interference	Errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.
	Transfer error	Error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.
	Literal translation	Errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word.

To have a better picture of the frequency and spread of interlingual errors and their subcategories, the corresponding results are analyzed in the following order:

According to the results female participants make more spelling, word order, and punctuation errors (65%) by overlooking the writing system rules in the target language compared to the male participants (35%).

Table 3. Interlingual Errors-spelling- Word Order-punctuation

Crosstab		Interlingual Errors-spelling- word order-punctuation				
		6	7	8	Total	
Sex	Male	Count	5	5	25	35
		% within Sex	14.3%	14.3%	71.4%	100.0%
		% within Interlingual				
		Errors-spelling- word order-punctuation	33.3%	20.0%	41.7%	35.0%
		% of Total	5.0%	5.0%	25.0%	35.0%
Female	Count	10	20	35	65	
	% within Sex	15.4%	30.8%	53.8%	100.0%	

	% within Interlingual				
	Errors-spelling- word	66.7%	80.0%	58.3%	65.0%
	order-punctuation				
	% of Total	10.0%	20.0%	35.0%	65.0%
Total	Count	15	25	60	100
	% within Sex	15.0%	25.0%	60.0%	100.0%
	% within Interlingual				
	Errors-spelling- word	100.0%	100.0%	100.0%	100.0%
	order-punctuation				
	% of Total	15.0%	25.0%	60.0%	100.0%

Chi-square test statistics (see Table 4) compares the expected and observed values. In this case the discrepancy is on very large and therefore it is not statistically significant (Asymp. Sig. = .160). The Results of the Chi-Square test concerning the observed frequency of spelling, word order, and punctuation errors between participants (i.e., males and females), and no significant interaction was found $X^2 (.160) = p < .05$. Therefore, the majority of female participants make this intralingual error of spelling, word order, and punctuation errors compared to male participants.

Table 4. Chi-Square Tests

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)			
				Sig.	99% Confidence Interval		Sig.	99% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	3.663 ^a	2	.160	.172 ^b	.162	.181			
Likelihood Ratio	3.871	2	.144	.157 ^b	.148	.166			
Fisher's Exact Test	3.638			.172 ^b	.162	.181			
Linear-by-Linear Association	1.436 ^c	1	.231	.263 ^b	.252	.274	.148 ^b	.139	.157
N of Valid Cases	100								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.25.

b. Based on 10000 sampled tables with starting seed 2000000.

c. The standardized statistic is -1.198.

The following diagram clearly shows that the rate of frequency of making spelling, word order, and punctuation errors among females is higher compared to male participants of the study.

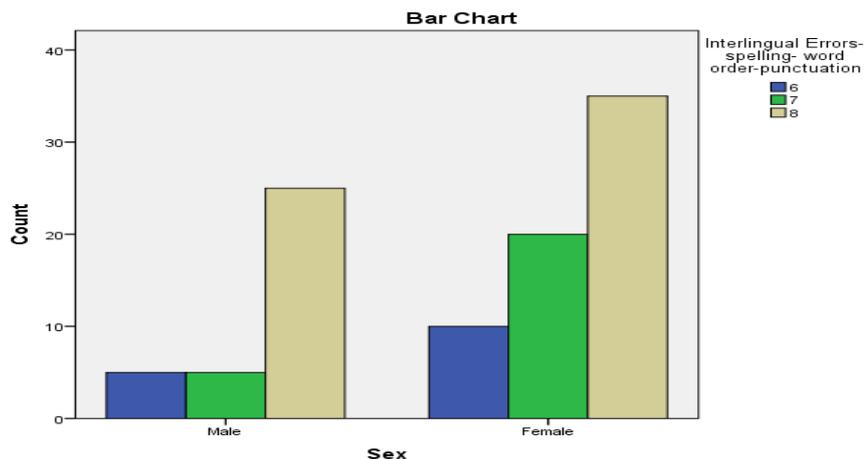


Figure 1. Spelling, Word Order, and Punctuation Errors

According to Table 5, the results of the study confirm that female participants make more L1 interference errors (55%) by trying to discover the structure of the target language rather than transferring models of their first language compared to the male participants (45%).

Table 5. Interlingual Errors-L1 Interference

Crosstab			Interlingual Errors-L1 Interference					
			4.00	5.00	6.00	7.00	8.00	Total
Sex	Male	Count	2	5	22	2	4	35
		% within Sex	5.7%	14.3%	62.9%	5.7%	11.4%	100.0%
		% within Interlingual Errors-L1 Interference	25.0%	31.3%	37.3%	40.0%	33.3%	45.0%
		% of Total	2.0%	5.0%	22.0%	2.0%	4.0%	45.0%
	Female	Count	6	11	37	3	8	65
		% within Sex	9.2%	16.9%	56.9%	4.6%	12.3%	100.0%
		% within Interlingual Errors-L1 Interference	75.0%	68.8%	62.7%	60.0%	66.7%	55.0%
		% of Total	6.0%	11.0%	37.0%	3.0%	8.0%	55.0%
Total	Count	8	16	59	5	12	100	
	% within Sex	8.0%	16.0%	59.0%	5.0%	12.0%	100.0%	
	% within Interlingual Errors-L1 Interference	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	8.0%	16.0%	59.0%	5.0%	12.0%	100.0%	

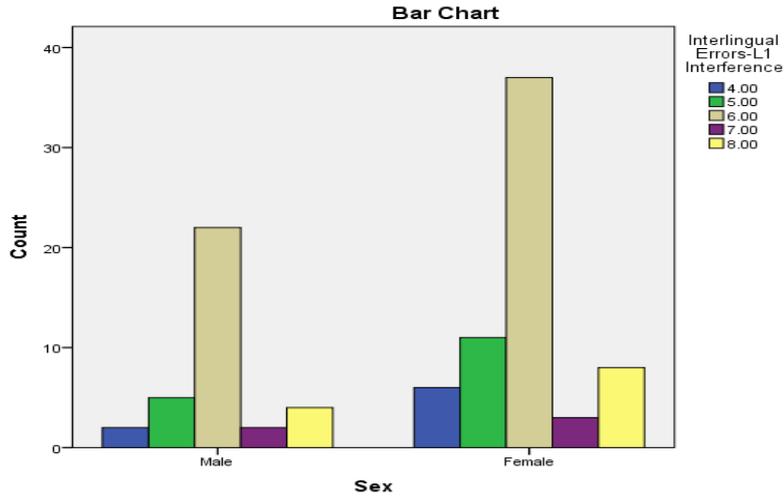
Chi-square test statistics (see Table 6) compares the expected and observed values. In this case the discrepancy is on very large and therefore it is not statistically significant (Asymp. Sig. = .95). The Results of the Chi-Square test concerning the observed frequency of L1 interference errors between participants (i.e., males and females), and no significant interaction was found $X^2 (.95) = p < .05$. Therefore, there is no significant relationship between female and male participants in terms of intralingual L1 interference errors.

Table 6. Chi-Square Tests

				Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)			
				99% Confidence Interval	99% Confidence Interval				
	Value	df	Asymp. Sig. (2-sided)	Sig.	Lower Bound	Upper Bound	Sig.	Lower Bound	Upper Bound
Pearson Chi-Square	.656 ^a	4	.957	.968 ^b	.964	.973			
Likelihood Ratio	.675	4	.954	.968 ^b	.964	.973			
Fisher's Exact Test	.767			.978 ^b	.974	.981			
Linear-by-Linear Association	.181 ^c	1	.670	.677 ^b	.664	.689	.370 ^b	.358	.383
N of Valid Cases	100								

- a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.75.
- b. Based on 10000 sampled tables with starting seed 2000000.
- c. The standardized statistic is -.426.

The following diagram clearly shows that the rate of frequency of L1 interference errors among females is higher compared to male participants of the study.



According to Table 5, the results of the study confirm that female participants make more transfer errors (55%) by interference from mother tongue compared to the male participants (45%).

Table 7. Interlingual Errors- Transfer Error

Crosstab			Interlingual Errors- Transfer error				
			1.00	3.00	4.00	5.00	Total
Sex	Male	Count	0	15	20	0	35
		% within Sex	0.0%	42.9%	57.1%	0.0%	100.0%
		% within Interlingual Errors- Transfer error	0.0%	30.0%	50.0%	0.0%	35.0%
		% of Total	0.0%	15.0%	20.0%	0.0%	35.0%
Sex	Female	Count	5	35	20	5	65
		% within Sex	7.7%	53.8%	30.8%	7.7%	100.0%
		% within Interlingual Errors- Transfer error	100.0%	70.0%	50.0%	100.0%	65.0%
		% of Total	5.0%	35.0%	20.0%	5.0%	65.0%
Total		Count	5	50	40	5	100
		% within Sex	5.0%	50.0%	40.0%	5.0%	100.0%
		% within Interlingual Errors- Transfer error	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	5.0%	50.0%	40.0%	5.0%	100.0%

Chi-square test statistics (see Table 8) compares the expected and observed values. In this case the discrepancy is on very large and therefore it is not statistically significant. (Asymp. Sig. = .02). The Results of the Chi-Square test concerning the observed frequency of transfer error between participants (i.e. males and females), and no significant interaction was found $X^2 (.02) = p < .05$. Therefore, there is no significant relationship between female and male participants in terms of intralingual error of transfer error.

Table 8. Chi-Square Tests

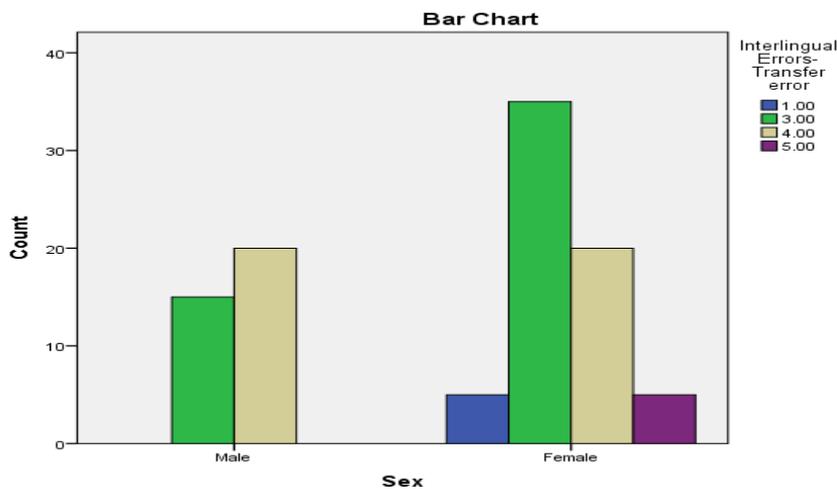
Chi-Square Tests				Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)			
				Asymp. Sig. (2-sided)	Sig.	99% Confidence Interval		99% Confidence Interval	
	Value	df			Lower Bound	Upper Bound	Sig.	Lower Bound	Upper Bound
Pearson Chi-Square	9.890 ^a	3	.020	.019 ^b	.015	.023			
Likelihood Ratio	12.951	3	.005	.007 ^b	.005	.009			
Fisher's Exact Test	9.051			.021 ^b	.017	.024			
Linear-by-Linear Association	2.448 ^c	1	.118	.151 ^b	.142	.161	.072 ^b	.065	.079
N of Valid Cases	100								

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.75.

b. Based on 10000 sampled tables with starting seed 2000000.

c. The standardized statistic is -1.565.

The following diagram clearly shows that the rate of frequency of making transfer error among females is higher compared to male participants of the study.



According to Table 5, the results of the study confirm that female participants make more literal translation errors (55%) by translating his first language sentence or idiomatic expression in to the target language word by word compared to the male participants (45%).

Table 9. Interlingual Errors-Literal Translation

Crosstab			Interlingual Errors-Literal Translation				
			1.00	3.00	4.00	5.00	Total
Sex	Male	Count	0	8	18	9	35
		% within Sex	0.0%	22.9%	51.4%	25.7%	100.0%
	% within Interlingual Errors-Literal Translation	Count	0.0%	40.0%	29.5%	52.9%	35.0%
		% of Total	0.0%	8.0%	18.0%	9.0%	35.0%
Female	Female	Count	2	12	43	8	65
		% within Sex	3.1%	18.5%	66.2%	12.3%	100.0%
	% within Interlingual Errors-Literal Translation	Count	100.0%	60.0%	70.5%	47.1%	65.0%
		% of Total	2.0%	12.0%	43.0%	8.0%	65.0%
Total	Total	Count	2	20	61	17	100
		% within Sex	2.0%	20.0%	61.0%	17.0%	100.0%
		% within Interlingual Errors-Literal Translation	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	2.0%	20.0%	61.0%	17.0%	100.0%

Chi-square test statistics (see Table 10) compares the expected and observed values. In this case the discrepancy is on very large and therefore it is not statistically significant (Asymp. Sig. = .21). The Results of the Chi-Square test concerning the observed frequency of literal translation errors between participants (i.e., males and females), and no significant interaction was found $X^2 (.21) = p < .05$. Therefore, there is no significant relationship between female and male participants in terms of intralingual literal translation errors.

Table 10. Chi-Square Tests

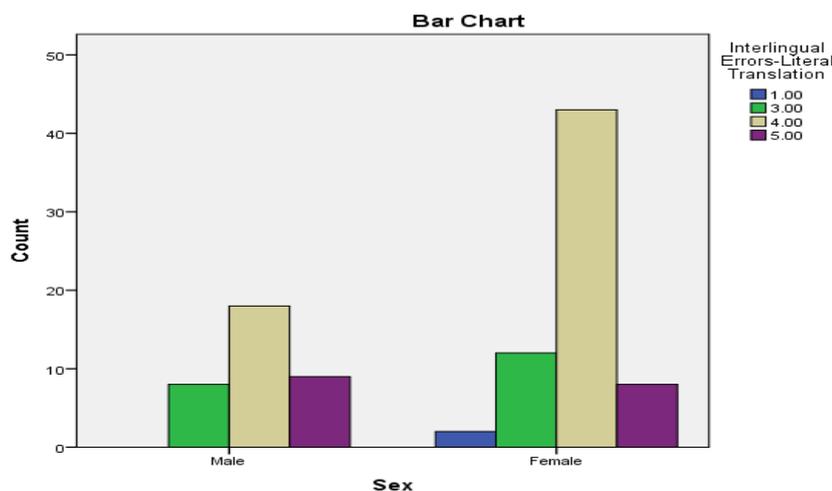
	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)			
				Sig.	99% Confidence Interval		Sig.	99% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	4.511 ^a	3	.211	.211 ^b	.200	.222			
Likelihood Ratio	5.051	3	.168	.214 ^b	.204	.225			
Fisher's Exact Test	4.116			.215 ^b	.205	.226			
Linear-by-Linear Association	1.383 ^c	1	.240	.264 ^b	.253	.276	.150 ^b	.140 .159	
N of Valid Cases	100								

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .70.

b. Based on 10000 sampled tables with starting seed 2000000.

c. The standardized statistic is -1.176.

The following diagram clearly shows that the rate of frequency of making literal translation errors among females is higher compared to male participants of the study.



5. Conclusion

This section presents a discussion on the findings as well as implications of the study regarding the most frequently observed interlingual errors in the corpus under the study and the possible relationship between the gender and the type of interlingual errors. This section also presents conclusive answers to the questions raised in this study. Then pedagogical implications and suggestions for further studies are

made in line with the present study. To discuss the results of the research, the research questions raised earlier in the study will be addressed to as follows:

The first finding of the study with respect to the results is that female participants make more spelling, word order, and punctuation errors (65%) by overlooking the writing system rules in the target language compared to the male participants (35%). The second major finding of the study is that the results of the study confirm that female participants make more L1 interference errors (55%) by trying to discover the structure of the target language rather than transferring models of their first language compared to the male participants (45%).

The purpose of the present study was to identify the most frequently observed interlingual errors in the corpus under the study and the possible relationship between the gender and the type of interlingual errors. The results of this study revealed that the most frequently observed interlingual errors in the corpus under the study are spelling, word order, and punctuation errors and there is significant relationship between the gender and the type of interlingual errors (L1 interference and spelling, word order, and punctuation errors) on the basis of the obtained results for EFL learners. Accordingly based on the results it can be concluded that there is a relationship between interlingual errors and gender since the findings revealed that first, female participants make more spelling, word order, and punctuation errors (65%) by overlooking the writing system rules in the target language compared to the male participants (35%). Second, the results of the study confirm that female participants make more literal translation errors (55%) by translating his first language sentence or idiomatic expression in to the target language word by word compared to the male participants (45%).

Based on the research findings, this study gives the following implications and suggests some ideas to EFL learners and teachers. Language studies in the domains of interlingual errors are advised to take the following implications into account. On the basis of the research findings the curriculum developers and material producers are suggested to consider interlingual errors in material preparation and the results of the present study concerning the higher frequency of female interlingual errors. The main implication of the study is the need to consider gender differences and the corresponding interlingual error types before designing teaching materials for the Iranian EFL learner on the part of the curriculum designers.

The following questions are suggested to be pursued in future studies and with respect to the most frequently observed interlingual errors in the corpus under the study and the possible relationship between the gender and the type of interlingual errors: (1) What are the possible relationships between females' interlingual errors (i.e. spelling, word order, and punctuation errors in writing and writing motivation)? (2) What are the possible reasons behind the observed differences between the male and female genders in terms of the interlingual errors that they make during writing?

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