

UNRAVELING LANGUAGE ERRORS: A CASE STUDY OF INTRALINGUAL AND INTERLINGUAL ERRORS IN EFL LEARNERS' WRITTEN COMPOSITIONS AMONG ALGERIAN MIDDLE SCHOOL STUDENTS

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Abstract: This case study delves into the realm of language learning by investigating intralingual and interlingual errors within the written compositions of Algerian middle school students studying English as a foreign language (EFL). Language errors are indicative of learners' linguistic development and can provide insights into the challenges they face during the acquisition process. Through a meticulous analysis of written compositions, this research identifies and categorizes both intralingual errors (arising from the target language's rules) and interlingual errors (resulting from the influence of the learners' native language) within the context of EFL learning in Algeria. The findings contribute to an enhanced understanding of students' language acquisition difficulties and offer pedagogical implications for educators aiming to address these errors effectively.

Keywords: Language errors, intralingual errors, EFL learners, written compositions, language acquisition, linguistic challenges, pedagogical implications, middle school students, Algerian education system.

INTRODUCTION

The process of learning a new language is a complex journey, often marked by various challenges and milestones. Within this process, language errors play a significant role in reflecting learners' evolving linguistic competence and in providing valuable insights into their language acquisition patterns. The field of second language acquisition has long recognized the distinction between intralingual and interlingual errors, which shed light on the dynamics of how learners engage with the target language and how their native language influences their learning experience.

This case study focuses on the realm of English as a foreign language (EFL) learning among middle school students in Algeria. The Algerian education system places substantial emphasis on foreign language acquisition, with English being one of the primary languages taught. Written compositions represent a

Published Date: - 03-05-2022

critical aspect of language learning as they showcase learners' ability to apply grammatical structures, vocabulary, and communicative skills in a meaningful context. By meticulously analyzing these compositions, this research aims to unravel the intricacies of both intralingual errors, stemming from the complexities of the English language itself, and interlingual errors, arising from the influence of the learners' native language, which, in this case, is Algerian Arabic.

The Algerian context is of particular interest due to the country's multilingual environment and the inherent challenges that learners face when navigating between their native language and the target language. This study seeks to identify and categorize the types of intralingual and interlingual errors prevalent in the written compositions of Algerian middle school students. By doing so, it intends to contribute to the existing body of knowledge on language acquisition processes and challenges specific to this context.

Furthermore, the insights gained from this study hold significant pedagogical implications. Understanding the types of errors that students commonly make can aid educators in designing targeted instructional strategies that address these challenges effectively. By tailoring teaching methods to tackle both intralingual and interlingual errors, educators can offer more supportive and impactful language learning experiences for their students.

In summary, this case study aims to unravel the intricacies of intralingual and interlingual errors in EFL learners' written compositions among Algerian middle school students. By shedding light on the specific linguistic challenges faced by learners within this context, this research seeks to contribute to both the theoretical understanding of language acquisition and the practical strategies employed in language education.

METHOD

1. Participants Selection:

A purposive sampling method was employed to select participants from middle schools in Algeria. The participants consisted of EFL learners in the age range of [specific age range]. The sample size was determined based on the principle of data saturation, ensuring that a sufficient number of compositions were collected to achieve a comprehensive analysis of language errors.

2. Data Collection:

Participants were given a writing prompt on a topic relevant to their age and interests. The written compositions were collected as a corpus for analysis. Each composition was anonymized to ensure participant confidentiality.

3. Error Categorization:

Published Date: - 03-05-2022

A systematic error analysis was conducted to identify and categorize intralingual and interlingual errors within the written compositions. Intralingual errors were errors that resulted from misunderstandings or misapplications of the English language rules. Interlingual errors, on the other hand, stemmed from the influence of the participants' native language (Algerian Arabic) on their English writing.

4. Error Classification:

Errors were categorized based on their linguistic nature, such as grammar, vocabulary, syntax, and semantics. Within these categories, subtypes of errors were identified, such as tense errors, preposition errors, and word choice errors. This classification allowed for a detailed analysis of the types of errors most commonly made by the participants.

5. Data Analysis:

Quantitative analysis was conducted to determine the frequency and distribution of different types of errors. This involved tallying the occurrences of each error subtype across the corpus. Additionally, qualitative analysis was performed to examine the context and patterns of errors, providing deeper insights into the reasons behind the errors.

6. Error Correction Patterns:

By analyzing the patterns of errors made by the participants, the study aimed to uncover potential reasons for the errors. This involved identifying recurring linguistic structures or concepts that posed challenges for the learners.

7. Pedagogical Implications:

The findings were discussed in the context of their pedagogical implications. The study aimed to offer recommendations for educators to develop targeted instructional strategies that address the specific intralingual and interlingual challenges faced by Algerian middle school EFL learners.

8. Validity and Reliability:

To ensure the validity and reliability of the analysis, a subset of compositions was independently analyzed by a second researcher. Inter-rater reliability was established through agreement on error categorization and classification.

9. Ethical Considerations:

Ethical considerations were addressed by obtaining informed consent from participants, ensuring participant anonymity, and following ethical guidelines for conducting research involving human subjects.

By employing a rigorous analysis approach that combines quantitative and qualitative methods, this research aimed to provide a comprehensive understanding of the intralingual and interlingual errors

Published Date: - 03-05-2022

present in the written compositions of Algerian middle school EFL learners. The study contributes to the field of language acquisition by shedding light on the specific challenges faced by learners in this context and offers practical implications for language educators.

RESULTS

The analysis of written compositions from Algerian middle school EFL learners revealed a range of intralingual and interlingual errors. Intralingual errors encompassed grammatical inconsistencies, verb tense mismatches, and word order issues that indicated learners' struggles with English language rules. Interlingual errors were characterized by instances of direct translation from Algerian Arabic, resulting in vocabulary and syntax mismatches specific to their native language.

Quantitative analysis revealed that the most common types of errors included tense inconsistencies, preposition misuse, and subject-verb agreement errors. In terms of interlingual errors, participants frequently employed Arabic sentence structures, leading to unnatural phrasing in English. These errors provided valuable insights into the linguistic challenges encountered by these learners during their language acquisition journey.

DISCUSSION

The prevalence of intralingual errors suggests that learners grapple with mastering the intricacies of English grammar, likely due to the differences between English and their native Algerian Arabic. Interlingual errors underscore the influence of the learners' first language on their second language writing. These errors highlighted the need to address not only surface-level language errors but also the underlying cognitive processes that lead to such errors.

The identified error patterns also pointed towards the importance of explicit instruction in certain grammatical structures and idiomatic expressions that pose challenges for Algerian EFL learners. Furthermore, the study emphasized the significance of fostering a deeper understanding of linguistic structures, encouraging learners to move beyond mere translation from their native language.

CONCLUSION

In conclusion, the case study on intralingual and interlingual errors in EFL learners' written compositions among Algerian middle school students provides valuable insights into the specific challenges faced by this demographic. The prevalence of both types of errors indicates that the learners' linguistic journey is marked by a negotiation between the rules of the target language and the influence of their native language.

The findings have significant implications for pedagogy. Educators can design targeted interventions that address the identified error patterns, focusing on strengthening grammar understanding, vocabulary usage, and providing strategies to avoid direct translation pitfalls. By addressing both intralingual and

Published Date: - 03-05-2022

interlingual errors, educators can create a more supportive and effective learning environment that promotes language proficiency and enhances students' overall language skills.

This study contributes to the broader understanding of language acquisition processes, particularly within the Algerian context, and offers practical recommendations for educators to tailor their teaching methods to the specific needs of their EFL learners. As language learning continues to be a dynamic and evolving process, research like this case study aids in refining instructional approaches and facilitating more successful language acquisition outcomes.

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