

Oral and Written Interlanguage Performance Analysis of ELT Pre-service Teachers

Özden OĞUL¹

¹PhD, Yeditepe Üniversitesi, ozden.ogul@yeditepe.edu.tr,

¹ORC-ID: 0000-0002-0267-3204

Sevgi SEKMEN²

²PhD, Yeditepe Üniversitesi, sevgi.sekmen@yeditepe.edu.tr,

²ORC-ID: 0000-0001-8126-9076

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ABSTRACT

Committing errors is one of the crucial issues of language learning. Nevertheless, most of the time, instructors are not able to understand the reasons behind these errors. Therefore, one of the concerns that EFL instructors have in mind is the errors that the foreign language learners make because it is essential to see the learner's progress and provide accurate feedback. In this respect, Error Analysis (EA) tries to demonstrate language learners' interlanguage, what the learner knows and does not know (Corder, 1974). That is why this study aims to explore sources of errors made by the five Turkish ELT program pre-service teachers in their written and oral performances through a data collected spontaneous procedure and free written and oral designed tasks. Also, it tries to assist EFL instructors in becoming familiar with the most frequent errors committed by EFL learners and lead language practitioners to take into account significant issues about understanding the prominence of error analysis and ways of error correction in the process of foreign language teaching.

Keywords: EFL teacher, error analysis (EA), error correction, feedback, pre-service students, interlingual errors, intralingual errors.

1. INTRODUCTION

Language learning usually involves making errors. According to Dulay, Burt, and Krashen (1982), one cannot learn a language without making errors. Thus, one of the concerns of EFL instructors is to observe the errors that the foreign language learners make in order to provide appropriate feedback and to help them progress. However, instructors are not always well aware of either the reasons behind these errors or of the significance of error correction. Therefore, instructors are expected to be concerned with issues such as the nature of foreign/second language learning, the mental processes going on in the mind of a language learner, and the ways to identify, analyze, and offer appropriate feedback. That is why this study aims to explore sources of errors made by Turkish ELT program pre-service teachers in their written and oral performances.

In order to put the issue in an appropriate context, it is necessary to develop a framework of the error categories that foreign language learners make. Corder (1975) asserts that there are two primary sources of errors, interlingual and intralingual. The former can be attributed to first language interference, transfer of phonological, morphological, syntactic, semantic elements of L1, whereas the latter can be attributed to faulty or partial learning of the target language such as overgeneralization, ignorance of rule restriction, false analogy,

hyperextension, hypercorrection, faulty categorization (Keshavarz, 2003). Another dimension of categorizing the errors is their nature. There are two types of grouping: product-based (orthographic, phonological, lexico-semantic, morphological errors) and process-based (omission, addition, substitution, permutation).

2. METHODOLOGY

2.1. Participants

The participants for this study were five randomly selected Turkish ELT program pre-service teachers at Yeditepe University in İstanbul, Turkey. The majority of participants were aged between 18-25. The participants varied in gender, age, and language learning background.

2.2 Data Collection

For collecting data, a spontaneous (unplanned) procedure was followed for written and spoken language in which it was intended for participants to focus on both the content and the form. Accordingly, tasks to obtain free written and conversational data were organized.

The speaking task was divided into three types as introduction and interview, long turn, and discussion. In Part 1, participants answered questions about his/herself and their families. In Part 2, participants spoke about a topic. In Part 3, participants had a long discussion on the issue. The interview was conducted face-to-face and audio-recorded.

The participants were asked to write a semi-formal essay of at least 250 words in the answer sheet provided for the writing part. The task instructions give information about a point of view. Participants accordingly organize their ideas and support their argument through examples. They expected to provide a full and relevant response.

2.3 Data Analysis

The analysis of written essays and transcribed oral performances were derived from Corder's (1967) and Ellis's (1997) method on error analysis. This method has four steps: (1) collection of sample errors, (2) identification of errors, and (3) classification of errors (4) explanation of errors. First of all, each member evaluated both the written and oral tasks

individually. Secondly, as can be seen from the tables below, the process-based classification was used for the grouping of errors. Then sources of errors, whether interlingual or intralingual, were explained.

Written Data						Oral Data					
Classification				Sources of Errors		Classification				Sources of Errors	
Omission	Addition	Substitution	Permutation	Intralingual	Interlingual	Omission	Addition	Substitution	Permutation	Intralingual	Interlingual
Participant A -Some children can't go even the elementary schools	Education is should be seen as a basic right like food	People are giving taxes to the government Education is very important for developing	Some children can't go even the elementary schools	<u>Addition:</u> Hypercorrection	<u>Omission:</u> Transfer of lexico-semantic elements <u>Substitution:</u> Transfer of lexico-semantic elements <u>Permutation</u> : Transfer of grammatical elements	We are small family	I really love Italian cuisine; the pastas, the pizzas really good I really like them.	Some teachers don't know the using this technological tools in the classrooms so it's not good I think.	Still I really hate him now I little am excited and angry of course all the time but he influenced me in a good way	<u>Addition:</u> Ignorance of rule restriction <u>Substitution:</u> Faulty categorization <u>Permutation</u> : Teacher induced errors	<u>Omission:</u> Transfer of morphological elements

Participant B	Thus, education can be better and accessible without paying fee	Thus, parents may have a difficulty for paying school fee.	Thus, parents may have a difficulty for paying school fee.	I agree that all of the students have learning right.	<u>Addition:</u> Hyperextension	<u>Omission:</u> Transfer of morphological elements <u>Substitution:</u> Teacher induced errors <u>Permutation</u> : Transfer of grammatical elements	I have sibling. - In Turkey, there are so many lesson in one day for the student.	I spend my most of the time with my family.	Man are working and women is cooking the dinner at home. - In Turkey, there are so many lesson in one day for the student.	-	<u>Substitution:</u> Transfer of phonological elements & Hyperextension & Transfer of morphological elements	<u>Addition:</u> Transfer of grammatical elements <u>Omission:</u> Transfer of morphological elements (x2)
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Participant C	The only thing that to consider to create the same opportunities to between the students who live in peripheral part and one in city center.	The only thing that to consider to create the same opportunities to between the students who live in peripheral part and one in city center.	This essay is about the discussion about education should be accessible to people of all economic scales -The only thing that to consider to create the same opportunities to between the students who live in peripheral part and one in city center.	-	<u>Addition:</u> Hyperextension <u>Substitution:</u> Faulty categorization	<u>Substitution:</u> Transfer of lexico-semantic elements <u>Omission:</u> Transfer of morphological elements	We live in apartment but I do not know any people who live in the flat I am not good at that thing	-	Together we go out to eat to restaurants and cafes - We live in apartment but I do not know any people who live in the flat I am not good at that thing	When we are at home we watch Netflix and chill films and serials.	<u>Substitution:</u> Hyperextension & Teacher induced errors	<u>Omission:</u> Transfer of morphological elements <u>Permutation</u> : Transfer of grammatical elements
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Participant D	It is different from all needs	It should be a obligatory	If we look from a perspective of a citizen' rights, education should be given free and well-qualified.	-	<u>Addition:</u> Hyperextension <u>Substitution:</u> Hyperextension	<u>Omission:</u> Transfer of morphological elements	Not much actually because they are living another city in Turkey and I am living with my sister		Actually maybe traveling sometimes going to holiday or somewhere but generally I am alone with myself so there is nothing much	-	<u>Omission:</u> Teacher induced errors <u>Substitution:</u> Teacher induced errors	=
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Participant E	Furthermore, government schools give opportunity to students	These have a crucial and detrimental importance	Government set skilled teachers in the schools.	It obviously this is achievable on the ground	<u>Addition:</u> Overgeneralization <u>Substitution:</u> Hyperextension	<u>Omission:</u> Transfer of grammatical elements <u>Permutation</u> : Transfer of grammatical	I have small family with members of my mother and father my father is a teacher and my mother works for a private company BASL chemical company	I think it is just takes interest attention of students it is important for students - When it is come to cooking I think it is women unfortunately I mean it should be equal absolutely but it is not	-	-	<u>Addition:</u> Overgeneralization	<u>Omission:</u> Transfer of morphological
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Table 1. Analysis of errors

Table 2: Frequency of errors.

Participants	Interlingual errors	Intralingual Errors
Participant A	%55.5	%44.4
Participant B	%75	%25
Participant C	%57	%42.8
Participant D	%33.3	%66.6
Participant E	%50	%50
Total	%54.16	%45.76

3. RESULTS AND DISCUSSION

3.1 Participant A: Written and Oral Results

Participant A's written errors can be classified as interlingual; omission and substitution and intralingual; addition and permutation. As it can be seen interlingual errors are mostly due to the differences between Turkish and English. For instance, "People are giving taxes to the government", in Turkish, we mostly say "vergi vermek" instead of "vergi ödemek." On the other hand, "*Education is should very important for developing*" can be because of the complexity of the English language as the participant used "*is should*" instead of "*should be*," and it is ubiquitous for students to mix the structures. Interlingual errors can be separated as the transfer of grammatical elements and lexico-semantic, so they are due to linguistic events' semantic and grammatical properties. For instance, "*Education is very important for developing*" is transferred from Turkish as we say, "Eğitim gelişmek için çok önemlidir."; thus, the error is due to the semantic transfer.

Additionally, the intralingual error is due to hypercorrection as the participant tried to use "is" and "should" together to foster the meaning of the utterance. On the other hand, oral results are due to intralingual errors, so the participant made errors due to the complexity of English and L1 transfer. They can be classified as "morpho-syntactic errors," "ignorance of rule restriction," "faulty categorization," and "teacher induced errors." As an example, it can be said

that the participant omitted "a" in the sentence "We are a small family" because, in Turkish, we do not have articles. Additionally, for intralingual errors, the participant added "s" at the end of the word "pasta," which can be categorized as ignorance of rule restriction as he/she ignored the exception that pasta does not take the plural form through "s."

3.2 Participant B: Written and Oral Results

Participant B's written errors can be classified as intralingual; addition, interlingual; permutation, omission, and substitution. For instance, "Thus, education can be better and accessible without paying fee" is an interlingual omission error due to morpho-syntactic source. Because in Turkish, we do not have articles, students mostly forget to put articles before nouns. Additionally, "Thus, parents may have a difficulty for paying school fee." is due to the teacher induced errors as the participant substitute the prepositions "difficulty in" and "difficulty for." It may be because teachers slide tongue error, which leads to the fossilization of the structure. Additionally, "Thus, parents may have a difficulty" is due to hyperextension as the participant put the article 'a' where it is not applicable. So, s/he hyperextended the usage of an article.

Participant B's oral errors can be classified as intralingual; permutation, interlingual; omission, addition, and substitution. As an example, "I spend my most of the time with my family" is an addition error and "my" is unnecessary. It may be because of the transfer of grammatical elements as the participant wanted to indicate ownership by putting "my" regardless of rules. In Turkish, we say "boş zamanımda" to indicate the ownership to transfer this rule to L2. Furthermore, omission error is due to morphological transfer as we do not have articles. Substitution error is due to the transfer of phonological elements, as the participant said: "man" instead of "men," which can be due to the difference between languages phonologically. In Turkish, we read the words as they are written. Due to differences between the languages, students may make errors which can cause misunderstanding.

3.3 Participant C: Written and Oral Results

Participant C's written errors are because of the differences between Turkish and English. The English language's difficulty as omission error and addition are interlingual, and substitution error is intralingual. For instance, *"The only thing that to consider to create the same opportunities to between the students who live in peripheral part and one in city center."* both omission and addition errors can be found in this sentence as the participant forgot to put *"the."* Because of the transfer of morphological elements as in the Turkish language, students have difficulty putting *"the."* Also, *"The only thing that to consider to create the same opportunities to between the students who live in peripheral part and one in city center."* adding *"to"* can be because of hyperextension of rules as the participant extended the usage of *"to"* by putting it before *"between."* Besides, *"This essay is about the discussion about education should be accessible to people of all economic backgrounds"* in this sentence, the participant used *"about"* instead of *"that,"* and it is because of faulty categorization which is due to the wrong categorization of language items (Keshavarz, M. D. 2003).

Participant C's oral errors can be classified as interlingual; omission and permutation and intralingual; subtraction. As it can be seen, in this *"We live in apartment but I do not know any people who live in the flat I am not good at"* the participant omitted *"an"* which can be because of the morphological transfer. Also, in the following sentence, *"Together we go out to eat to restaurants and cafes,"* the participant hyperextended the usage of *"to"* rather than *"in."* The other substitution error is *"We live in apartment but I do not know any people who live in the flat I am not good at that thing"* in this sentence, the participant used *any people* instead of *anyone*, and it may be due to incorrect hearing from the teacher. So, its cause can be teacher induced error. Lastly, *"When we are at home we watch Netflix and chill films and serials."* in this sentence, the word order is wrong as the participant transferred the word order from Turkish.

3.4 Participant D: Written and Oral Results

Participant D's written errors can be classified as interlingual, omission, and intralingual; addition and substitution. *"It is different from all needs"* in the sentence, the writer omitted *"the"* and the source of the error is a transfer of morphological elements as Turkish do not have *"the."* Also, *"It should be a obligatory"* is hyperextension because the participant used the article

in the wrong place. Like the previous example, *"If we look from a perspective of a citizen' rights, education should be given free and well-qualified."* the participant used "a" instead of "the" because of the hyperextension of the usage of "a."

Participant D's oral errors can be classified as interlingual, permutation, intralingual, omission, and substitution. In this sentence, *"Not much actually because they are living another city in Turkey, and I am living with my sister"* the participant did not put "in" after "living." Hence, it can be due to the teacher's error, which can be because of a slide of the tongue or saying vaguely. S/he could not learn the preposition after "living." Besides, *"Actually maybe traveling sometimes going to holiday or somewhere but generally I am alone with myself, so there is nothing much"* there is substitution error because the participant used "going to" instead of "going on" and it may be due to teacher's wrong teaching of prepositions.

3.5 Participant E: Written and Oral Results

Participant E's written results can be separated as intralingual; addition, substitution and interlingual; omission and permutation. *"Furthermore, government schools give opportunity to students"* can be given as an example for omission morphological transfer due to differences between English and Turkish. Also, *"These have a crucial and detrimental importance"* can be given as an overgeneralization error as the participant overgeneralized the usage of "a." Furthermore, *"Government set skilled teachers in the schools."* is a substitution and hyperextension error which is due to the incorrect article usage; the participant wrote "in" instead of "to," which may be because hyperextension of other verb clauses like *"living in"*

Participant E's written errors can be classified as intralingual, addition(x2), interlingual, omission, and permutation. For instance, *"I have small family with members of my mother and father my father is a teacher and my mother works for a private company BASL chemical company"* in this sentence, "an" is missing due to the transfer of morphological elements. The participant did not put "an" sound due to the differences between English and Turkish. Besides, *"I think it is just takes interest attention of students it is important for students"* this sentence shows that the participant overgeneralizes the rule of "to be" and put it in the wrong place. The other addition error is *"When it is come to cooking I think it is women unfortunately I mean it should be*

equal absolutely, but it is not" in this sentence, the participant overgeneralize "is+verb" and instead of putting "s," he/she wrote "it is come" which can be said that he/she overgeneralizes to be+ verb rule.

4. CONCLUSION AND IMPLICATIONS

This study on interlanguage performance analysis has given an understanding of the sources of main errors made by the five Turkish ELT program pre-service teachers in their written and oral performances. Based on the discussion of the findings and examples given, it can be concluded that students mostly made interlingual errors. Participant A made nine errors; 4 intralingual and 5 interlingual. Participant B made eight errors 2 intralingual and 6 interlingual. Participant C made 7 errors; 3 intralingual and 4 interlingual. Participant D made 6 errors; 4 intralingual and 2 interlingual. And lastly, Participant E made 8 errors, 4 intralingual and 4 interlingual.

Accordingly, students make errors because of the differences between Turkish and English. The sources of interlingual errors are the transfer of phonological, morphological, grammatical, lexico-semantic, and stylistic elements from the mother tongue to the target language (Keshavarz, M. D. 2003). Although the participants made lots of errors due to the target language's complexity, transfer errors are surpassed. Also, teacher induced errors, hyperextension, and morphological transfer exceeds the number of other sources.

The unavoidable thing in language learning is committing errors, and students profit from them by the feedback they get from their teachers to make better attempts. Thus, error analysis is prominent. They may provide insights into the complicated processes of language development and difficulties that the learners face in this path and a systematic way of identifying, describing, and explaining learners' errors. Error analysis also helps the teachers in designing different remedies for supporting the learners' learning. Besides, EA gives teachers ideas and knowledge about the weak areas of the learner's language and assists them in mainly focusing on those points.

On account of the EA, if the teachers provide comprehensible input and give feedback as much as possible and provide a chance of producing target language to the learners, they can

contribute to the improvement of their interlanguage. Through providing prompts or recasts, learners may become more aware of what their L2 knowledge is missing when they are given feedback.

Students' interlingual errors are because of the faulty instruction that focuses on direct translation between Turkish and English. Due to the prevalence of teaching via translation, students may have difficulty acknowledging Turkish and English differences. Intralingual errors, maybe because of grammar-focused courses without paying attention to structures. Noticing and attending to the forms can help learners realize the usages and apply them in their oral and written products. By giving feedback and exposing learners to authentic English with emphasis on translation when needed, errors can be decreased. Interactive activities that aim students to use the structures they learn would make them aware of their errors and fix them through the feedback they get from their peers. So, interactive learning and feedback are crucial for overcoming errors that students make. Teachers should make sure that students use the structures in an authentic setting, aware of their errors and the reason for those errors. Interlingual errors can be solved if learners are aware of the differences between the languages. So, teachers must emphasize the differences between languages and make them aware of their errors.

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