Error Analysis in Identifying and Explaining English Language Problems

تحليل الخطأ ودوره في إدراك ووصف المشاكل اللغوية

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الملخص

تعتبر محاولة اكتساب وتعلم اللغة الانجليزية تحدي كما والحال مع محاولات تعلم أي لغة جديدة أخرى. فمحاولة اكتساب لغة ثانية ليست بالمهمة السهلة. ولكن من الممكن جعل هذه الرغبة أقل جهدا إذا ما تم دراسة الأسباب وراء عدم التمكن من اللغة ومصادر الأخطاء المتكررة بين راغبيها ومتعلميها الجدد. فعادة تعتبر الأخطاء المتكررة من الأسباب التي تعيق اتقان اللغة الثانية. هذا ما يطلق عليه ب "Error Analysis" أو ما يعرف بتحليل الخطأ في اللغة الثانية. الناطقين باللغة العربية كلغة أولى أو الذين تكون لغتهم الأم هي اللغة العربية عند تعلمهم للغة الانجليزية كلغة ثانية يجدون أمامهم الكثير من التشابه والاختلاف في قواعد وأسس هاتين اللغتين. هذا التشابه والاختلاف هو سبب رئيسي لوقوع طالبي اللغة الانجليزية كلغة ثانية في الكثير من الأخطاء التي تعتبر متشابهة بين المتعلمين الجدد والمتكررة على نحو واضح.

يناقش هذا البحث ويدرس هذه الاختلافات ويوضحها ويوثق كيف يكون التشابه والاختلاف بين اللغة العربية واللغة الانجليزية مصدر للعديد من الأخطاء وسبب لتكرارها.

يهدف هذا البحث إلى توضيح كيف أن اللغة العربية والانجليزية تختلف وكذلك تتشابه في العديد من القواعد وأساسيات اللغة ويوضح البحث كيف أن هذه الاختلافات والتشابهات مصدر للأخطاء المتكررة بين الناطقين باللغة العربية كلغة أم.

تركز هذه الدراسة على ما يختص به علم "Error Analysis" كأحد أفرع علم اللغة المقارن باعتبارها فرع من فروع علم اللغة والذي يدرس ويوثق ويتنبأ بمصادر وأسباب الخطأ في اللغة الجديدة. يوضح هذا البحث مصادر الخطأ في اللغة الانجليزية من قبل الناطقين بالعربية كلغة أم كالأخطاء المتكررة في حروف الجر وأيضا التعريف والتنكير في اللغة العربية والانجليزية وأدوات الوصل كذلك. وكيف تعتبر معرفة مصادر وأسباب هذه الأخطاء سبب لتجنب الخطأ المتكرر فيها. تركز هذه الدراسة على أهمية علم "Error Analysis" أو تحليل الخطأ في اللغة الثانية وكيف أن هذا العلم له تأثير فعال وسبب للنجاح واتقان اللغة الثانية ومدعاة لزيادة القدرات التعليمية والمؤهلات لطالبي اللغة الثانية.

الكلمات المفتاحية: تحليل الخطأ، التداخل اللغوي، اللغة الأم

INTRODUCTION

New language seekers, regardless of their native language and whatever their mother-tongue will usually commit mistakes and errors when they refer back to their native language or L١. This is also definitely the case with learners of the English language of an Arabic mother-tongue. This is the case because of the Arabic language and the English language differences in cases regarding grammatical and structural differences and in some cases due to similarities. Learners of English of an Arabic first language fall into negative transfer problems. Because the English language learner will usually go back and refer to the mother-tongue (Arabic) in instances of weakness and difficulty. That specific learner, whether male or female, young or not, when falling into negative transfer will, therefore, commit repeatable mistakes and errors in the new language, in our case, the English language.

With "Error Analysis" learning a new language can be made less challengeable, especially when sources to many of the errors and mistakes made, in the new language, were to be studied and explained. Error analysis is defined as a method that is used to document the errors that arise in the leaner language. Error analysis usually determines whether the learner errors are systematic and (if possible) explains what causes them. (Error analysis, ٢٠٢١).But, first of all and before moving on more deeply, what is an "error"?. An error id defined as "a form in learner language that is in **accurate** , meaning it is different from the forms used by competent speakers of the target language." (Ibid). So, while native speakers make unsystematic mistakes or 'slips of the tongue' from time to time. Second language learners make systematic and more 'errors' and mistakes. Often ones that no native speaker ever makes.

An error analysis study focuses on errors that are 'systematic violations of patterns in the input to which the learners have been exposed'. (Ibid) Sources of errors and mistakes learners of a new language, in some cases, can be predicted upfront. This is also the case with learners, whose "mother-tongue" is Arabic. "Mother-tongue" means when the learners' first language is Arabic, meaning the native language of the leaner is Arabic. When the learners native language is Arabic and s/he are seekers of English as a second language, they sometimes come across areas of similarity and differences.

Error Analysis studies the sources of common mistakes and errors made in the learners' second language learning process that are usually systematically performed and also usually placed because of the learners referring back to the native language. The aim of error analysis predicts how

this reference effects and influences the second language learning process. Similarities and differences found between the learner's first language and her/his second language could be a major source of positive and negative transfer. These findings are to be supported, within this paper. Error analysis being part of 'Contrastive Linguistics" which is known as a field of English language and linguistics. Contrastive linguistics in the field of English studies error analysis as the learner's successfulness or unsuccessfulness in the target language as s/he rely on their first language.

Learners of English, with Arabic being their first language, encounter difficulties in their English second language learning attempts, as any new language learner would. Nevertheless, because the Arabic language has many formation rules that function both similarly to English, on the one hand, and differently, on the other hand. The aim within this paper is to pinpoint the role and importance of 'Error Analysis' studies and findings. This is to be done by illustrating how the differences between the Arabic and English languages, in concern to grammatical rule formation, cause learners of English, whom are Arabic natives, make repeatable mistakes and errors in their English learning.

Mother-tongue interference may limit learners learning abilities in a second language. This can also be known, in 'Contrastive Linguistics" as first language or L١ interference. Utterly speaking the learners' first language, L١, or native language also limits proper command of the target language. I.e., the learners' of a second/foreign language come across many problems in their second language due to first language interference and negative transfer from the native language.

This happens or occurs due to what is called within Contrastive Linguistics and specifically speaking in 'Error Analysis' as "transfer", which can be both negative or positive. Transfer is known to be the effect of the learners' native language on second/foreign language learning. There is two types to the term 'transfer', both negative and positive. In 'Error analysis' transferring negatively or incorrectly from the mother-tongue is called as 'negative transfer'. In this case, English learners are exposed to the negative effect of the first language or mother-tongue on the new language learning attempt. It is noticed, among linguists, that L١ Arab students whom learn English face interference and both negative and positive transfer from their first language (Arabic).

Within error analysis it is mostly found that learners of English are under the influence of negative transfer, especially when trying to properly learn the accurate way to apply determiners, and prepositions in English as a second language or English as a foreign language (ESL/EFL) classroom. Error analysis studies such cases and describes these errors to be systematic and regular

because of the Arabic and English languages having guidelines and instructions which are very dissimilar and unalike. Nevertheless, areas of dissimilarity between the two languages allows error analysists to expect instances of error and expected mistakes upfront. When error analysists analyze the appropriate way to command determiners' use, in addition to the appropriate way of using prepositions in both Arabic and English, they will find rules which are very dissimilar, and other rules, which are on the contrary very similar. And, because prepositions and determiners are very frequently used in English, plenty of problems arise, which only reveals the importance of 'error analysis' and makes studies in 'error analysis' and contrastive studies even more evidently important.

LITERATURE REVIEW

The cause of errors when aiming to learn a new language can be explained by referring to 'error analysis' studies within the field of linguistics. Within 'error analysis' there are language theories, termed Error analysis theories. Error analysis theories assert that second/foreign language learners usually depend on their first language by referring back to their native language when they encounter second language rules that are difficult or when they lack knowledge of these rules or do not understand them. Within error analysis learners' errors are explained. So, within error analysis future errors in a target language are listed and made clear upfront. As well, studies in error analysis aim to explain the reasons behind such errors and what causes them.

According to Lado, in his book 'Linguistics across Cultures', we find that he confirms the assertion of 'error analysis' and contrastive studies by affirming that second/foreign language structures and first language features which are the same, to some degree, will be easy for the learner to learn and comprehend. In addition, Lado confirms error analysis studies by asserting that features, rules and structures of a second language that are different than the learners' native language will be difficult for the learner to acquire or learn. error analysis studies are based upon these confirmations. (Mozlan: ٢٠١٥, p.٨)

Mother-tongue interference will, logically, limit learners of a second or foreign language learning abilities and proper command of the target language. English language learners as a second/foreign language come upon many problems due to first language interference and negative transfer from the first language.

Arabic mother-tongue ESL/EFL learners when coming across article use in English and when learning English article rules come across both negative and positive transfer. Learners with

an Arabic mother-tongue who attempt to learn English articles face some cases of difficulty, on the one hand, and some instances otherwise. For instance, when using articles "a, an, the" in English language, Arabic natives become confused and tend to make systematic errors in English article use.

This is a result of the fact that in the Arabic language, the article rules are set differently with regard to the notion of definiteness and indefiniteness than that in the English language. Here, learners of English are under different rules formation and if, were to refer back to their native language, become very confused and face lapses in their second language learning. This is all to be studied and recognized within 'Error Analysis' theories. To make things more clear, in English language article system, there is definite article "the", the indefinite articles "a"/ "an", and the zero article "Ø". In the Arabic language, "al"/ " ال " is the definite article. Also, the indefinite article has no match in Arabic, because there is no indefinite article in Arabic. For that reason, Arab learners of English make repeatable errors when going back and relying on their native language for help. (Hassan, ٢٠١١, p.٣)

To make things more clearly, because the article system, in the Arabic language, varies from the article system in the English language, concerning definiteness and indefiniteness, this part, on its own, is a major source of repeatable errors. The definite article "the", the indefinite article 'a'/'an', and the zero article 'Ø' which is also an example of indefiniteness all exist in the English language and are implceable. The Arabic language, on the other hand, includes the use of only the 'definite article', which is "ال التعريف". In the Arabic language, the definite article "ال التعريف" is either used or unused. That is the definite article is either present when communicating in the Arabic language or absent of use when communicating. As such, these differences between Arabic and English with regard to the article rule system are one abundant source of error. (Ibid)

Error Analysis can be used to explain, for example, prepositions being a difficult grammatical item to learn. It could, in fact, predict sources of error. so, error analysis could explain and predict straightforward, where mistakes and errors are likely to be made. This indeed would be a helpful learning strategy for Arabic students in ESL/EFL classroom if it were to be explained by the teacher. Prepositions, in the English language, are defined as 'words that show the relationship between two things'. For example, the prepositions in the next examples express the relationship between the 'bird' and the 'house' as in "The bird flew behind the house", "The bird flew above the house", "The bird flew into the house" or "the bird flew near the house". ("Prepositions", ٢٠٢٣)

Prepositions, in the English language are found uneasy to learn by non-natives. Arabic mother-tongue students, especially. For the reason that there is an evident confusion in how, where and when to use prepositions, which, as seen above, is unlike their use in Arabic, confusion is very likely to be found. Prepositions, in English, may be placed in front of a noun (on Monday), before a gerund verb (for singing), may be included in phrasal verbs (put up with) or placed after an adjective (interested with). There is no simple rule explaining when and how to use English language prepositions. Thus, learners of English find them problematic and hard to learn, Arabic natives learning English, in particular. This is clearly asserted in Error analysis, as it is explained that Arabic natives repeatedly rest on their Arabic language expecting, in return, improved language command when using prepositions . (Ibid)

Error analysis, studies two languages, compares the two, in order to discover areas where positive and negative transfer are to occur. Usually, as asserted in error analysis theories that a new language learning process is easier to occur when that learners' first language is similar in its rules to the second/ target language. And that, hereafter, helps in understanding and learning the target language because similarities in both languages assist in positively transferring or translating from the learners' first language into the target language. Thus, typically, when rule formation, within the Arabic language, whether speaking of articles, prepositions or any other rules, are to be an asset when similar to the second language. These rules, whatever the target language, are to be a drawback, if different to the learners native language. (Mozlan, ۲۰۱۵, p۷)

English second language learners, whom are Arabic natives, tend to fall into regular, repeatable, shared or common repeatable errors when learning the second language. Such mistakes are similar or simply the same among learners of English from an Arabic first language background. Such second languages errors are also made when learning other determiners, besides articles. These determiners are also a major source of error because those other determiners are also frequently used in English. Second language learners of English with an Arabic parent language also tend to face difficulties and commit mistakes when using English language prepositions. Sometimes, second language learners may come across negative transfer and sometimes, learners may come across positive transfer. The difference between the two is that negative transfer refers to negative first language influence on the learners of a second language, whereas positive transfer is where the first language becomes a helping hand.

Error Analysis studies the sources of common mistakes and errors made in the learners' second language learning attempt. Usually referring back to the native language of the learner and

how this reference effects and influences the second language learning process. The more the differences between two languages, predictably the more the error. the less dissimilarities between two languages, the fewer errors are likely to happen. The study of first language interference, where there is a study of the effects and systematic interference of the first language on the second is all part of error analysis and its theories. Errors within a second language are generally predicted because they are to systematically occur. So, referring to language theories as with error analysis, which is part of contrastive studies and contrastive analysis regular mistakes are to be recognized, their causes to be realized, their sources to be predicted and hopefully avoided. (Sabbah, ٢٠١٥).

As mentioned above, due to transferring from the mother-tongue we come across error analysis influences, which relate to applying the learners' first language on learning attempts of a new language. Therefore, learning mother-tongue aspects and rules of the second language, where the learner's parent language may lead her/him to make mistakes because of mother-tongue interference and transfer from their first language is a requirement for success. This is certainly the case regarding Arabic mother-tongue teachers and students.

More focus needs to be directed to contrastive analysis studies where theories of error analysis is fixed method of learning and teaching. In error analysis theories first language interference is found a basis. In this regard, Arabic mother-tongue teachers of English as well as students would, in turn, become aware of second language aspects where interference is found. I.e., English language learners and English language teachers, by referring to error analysis theories and studies will recognize first language interference problems. Consequently, learners of a new language will be made more conscious about referring back to their native mother language. Learners will be alerted that referring such grammatical aspects and other rule formation matters in their first language will not help. But, in fact, such incidents, where the learners of English as a second language are to be subjected to first language influence, would be a typical source of error.

Accordingly, learning articles in English, prepositions, relative pronouns, determiners and so on, could also be asserted to the significance of error analysis, contrastive studies and the contrastive analysis hypothesis. Because, in such cases, it is found that the learners' native language has an rule system that functions differently.

Sources of error, for example, regarding the use of articles, is due to first language interference. This is what the error analysis method claims and insists on. Another claim made by

error analysts is that learners of a second language whom refer to their native language and are effected by mother-tongue interference make repeated errors that are made in almost a similar way.

For instance, it is clearly suggested by error analysis theory and C.A. (contrastive analysis) that Arabic native speakers learning English commit systematic errors and mistakes. That is, L١ Arabic students studying English language make almost similar errors when learning English language articles. The errors that are made by English language learners with an Arabic native language are almost alike whether talking about articles, prepositions, relative clauses or other language rules that are present in both languages but function differently or are encoded in an dissimilar way.

With regard to article rule formation, Arabic L١ learners of English may say "Main post office is open" instead of "The main post office is open" due to positive transfer from Arabic "مكتب البريد الرئيسي مفتوح". The same student may commit an error, just by referring back to her/his mother language. In the above example, mother-tongue was an asset. Nonetheless, in the following explanation, mother-tongue is a source of a major error and is an example of negative native language interference. This also termed as 'negative transfer'. This is what 'error analysis' methods and theories help teachers and learners predict and recognize. The example "مكتبة المدرسة مفتوحة" which if were translated would become "School library is open" is almost identical but incorrect, if one were to refer back to the mother language. So, instead of saying "The school library is open" the learner, by relying on her/his first language would make a mistake or error. Here within this sentence, the source of error is because of the first language or Arabic mother-tongue interference.

Learning error analysis and using its methods while teaching and also learning of a second/foreign language can be seen as very beneficial and worthwhile. As, in the above example, wherein such errors happen because in the Arabic language there is no indefinite article to be used but, otherwise, there is no article to be placed or used in the sentence. Because, in Arabic, a zero article is the rule and supplementary used instead. Unlike the English language, where the use of the indefinite articles "an/a" are a must.

A further example of repeatable errors made by Arabic mother-tongue learners of English, with regard to error analysis predictions of errors due to differences between languages and systematic rule formation that are either similar or dissimilar is also regarding articles. This example is concerned with the omission of the indefinite article "a". So, in this following example, Arabic mother-tongue learners of English, whom are not very competent of English as a second

language usually say "My father works in hospital" instead of "My mother works in a bank" because the "a" which is an example of an indefinite article has no resemblance in Arabic. (Sabbah, ٢٠١٥ : ٢٧٤).

This is found to be a repeated error by many Arabic mother-tongue learners of English, as a result of mother-tongue interference, where the Arabic translation of such a sentence is "تعمل أمي في البنك " . The error is a grammatical error that could be found to be recurrent among native Arabic ESL/EFL students, as made clear by error analysis theories, this happens as a consequence of the student referring back to their native mother language. (Ibid)

It is also predicted, within the studies of error analysis and C.A. that Arabic mother-tongue learners of English also make common and similar errors when it comes to the use of English prepositions, as mentioned earlier. Proper command of English prepositions is found to be uneasy for Arabic native speakers. Prepositions, hence are a major source of relapse and is considered a huge source of error for Arabic natives whom are attempting to learn English as an ESL/EFL.

Likewise, Arabic native speakers find that prepositions are one of the most difficult grammatical structures in the English language. According to contrastive studies and error analysis findings English prepositions are difficult to learn because they are various. And, also very diverse in their usage. Prepositions, such as 'in, 'on', 'at', for example, all refer to 'place'. Nevertheless, these prepositions are used differently according to the situation of the sentence.

As a consequence, the diversity of English prepositions and being very numerous in there usage, also being very different from the Arabic language. Arabic native studying English are very likely to fall under repeatable errors when dealing with prepositions. When Arabic native speakers rely on their native language for assistance and guidance in the target language, i.e. English, errors are inevitable. Depending on contrastive studies, such as error analysis theories and methods, such mistakes and errors become evident and noticeable. As a result, learners of English become aware of these errors and, thus error analysis findings become a guide for both English language teaching and EFL/ESL learning.

To illustrate, an Arabic native learning English may say something like "She is in school" rather than "She is at school" influenced by her/his Arabic language. So, such a learner of English being effected by her/his first language would use the preposition 'in' instead of 'at' to refer to "place". In such an example, it is clear that the learner is undertaken by first language interference or mother-tongue interference, where we have 'in' used in the Arabic language in the case where the

sentence is identical. In Arabic, the sentence would be "إنها في المدرسة", translated into "She is in school" and not like English, where the same sentence should be translated into "She is at school". (Sabbah, ٢٠١٥: ٢٧٤)

As a result, learners of a new language, in our case English, as well as ESL/EFL teachers can become more successful in the target language. Teachers and students concerned with new language learning can overcome many difficulties in second/foreign language learning and teaching just by being attentive to such matters. Learning or teaching sources of predictable mother language interference and predictable sources of error which exist in error analysis studies is like winning your case.

There are other language errors that a learner of English language might fall into due to differences between 'word order' in both the English language and Arabic language. Other sources of error due to mother-tongue interference, claimed in error analysis studies, is when learning to use singular forms and plural forms in English. In such cases, such errors and mistakes, which refer back to mother-tongue interference and positive/negative transfer from the mother-tongue are to be noticed. All these, within error analysis results and outcomes, could be a helping hand for English language teachers in the classroom and a helping learning strategy for English language students, henceforth.

Emphasis on error analysis findings and teaching it to English language seekers, regarding the English language rule formation, its grammatical and syntactical rules, should be applied. It is clear to all those, concerned with English as an ESL/EFL, whether teachers or students, that knowing major sources and causes of repeatable errors is a requirement. In error analysis, multiple language structures that are considered essential and necessary can be learned and used properly if such studies were to be taken into consideration.

Many mistakes and countless errors, which language seekers commit, are not consciously or voluntarily made by language learners, for the reason that there are unstudied, unknown and unrealized differences between the systems of both of these languages, it is asserted, here, that they should, in fact, be made clear.

Teachers of English as a second/ foreign language should become knowledgeable of error analysis methods of teaching and second/foreign language learning. Better second language command, if this were to be applied, would be reached, for sure. Teachers of English as a second language ought to be asked to make listings of common errors, wherein second/foreign language

learners may fall into when in effort of learning another new language. It is suggested, here, that teachers highlight repeated mistakes and common errors and correct them repeatedly. Faced difficulties and complications in a target language are predicted and clarified in error analysis and contrastive analysis. This means that errors that are repeatedly and recurrently made by students can be taught to students and then avoided.

In the case of error analysis mistakes and errors lead to improvement and progress., henceforth, also avoiding frustration. It is best that teachers of a second/foreign language learn where and how to correct mother-tongue mistakes that are influenced by mother language interference. In this case learners of a new language become familiarized with language structures and elements, necessary yet under the effects of mother-tongue interference. Teachers and language seekers being asked to become familiar with common errors, subconsciously made, in the second language, especially under mother-tongue influence, is vital and indispensable. Systematic errors, which are a cause of numerous errors, are indeed mandatory to be learned, studied, explained and simplified. Therefore, avoided and overcome. And so, successfulness on its way. (Sabbah, ٢٠١٥: ٢٧٤)

METHODOLOGY

Studies regarding error analysis and contrastive linguistics as well as the effects of mother-tongue interference on English as second/foreign, have been studied and analyzed within this study. Data regarding Arabic language interference on English language learning has been reached and collected within this research. The approach followed, in this paper, is a qualitative approach. Comparisons have been done wherein of elements, features and regularly used grammatical structures present in both the English language and Arabic language. A qualitative approach has been used, herein by making an analysis of different studies concerned with error analysis of the Arabic language inference on English as a second/foreign language. Studying of previous findings and research outcomes and conclusions with regard to determiners, prepositions, articles, adjectives, relative clauses and English/Arabic word order have been summarized in this paper. All done so to reach conclusions on how 'error Analysis' plays a major role in new language teaching and learning. The role of negative/positive transfer, from the first language on second/foreign language, playing a huge role and being part of error analysis methods and theories is concluded. Thus error analysis solving new language learning problems has been regarded within this research paper, studied and examined. Moreover, comparisons of both English and Arabic languages, their similarities and differences have been taken into consideration and mentioned within this study.

CONCLUSIONS

In conclusion, here, within this paper, it is referred to the fact that learning English as a second/ foreign language is upfront faced with many challenges, mistakes and systematically repeated errors. As with learning any new language, the learners of a new language will inevitably be effected by her/his native language or first language. Nonetheless, despite differences between learners' native language and target language, the mother-tongue of the learner, in some cases may be an asset, while in other cases may be a drawback. That is, as explained above, when learning a new language, learners will tend to go back to their native language for help. In such instances, it is found that the native language and target language may either be similar or different according to the rules and language structures followed. In cases of similarity, the mother-tongue becomes a helping hand. In cases of difference errors and mistakes arise. Error analysis is concerned with the study of such language matters. Error analysis as part of contrastive studies presents learners of a second/foreign language with predictable sources systematic errors and mistakes as well as areas of both negative transfer and positive transfer. Improving English language teaching and making English language learning more useful teachers should improve their teaching skills by becoming more aware of error analysis. By doing so, teachers could make learning a new language more easy and more successful. When teachers of English as a second language are attentive of sources of error and first language interference, errors in the target language are, thus, logically avoided.

This, as a result, 'error analysis' is emphasized, here within, to be very significant to new language learning attempts. This paper pinpoints focus on 'error analysis' stressing on the importance of contrastive studies and theories, such as the methods of 'error analysis' on improving English language learning. As well as highlighting the importance of error analysis to English language teaching, making it more efficient and effective. This is especially the case when language studies are concerned with Arabic natives learning English as a second/foreign language. As in 'error analysis' and its theories and methods, it is suggested that the source of many repeatable and regular errors are based on the degree of variance between the learner's first language and the learner's second language. Hence, in error analysis, there are areas, where errors could be predicted because of the amount of dissimilarity between the native and target languages. Other language structures and features are to be pointed out as simple to learn and easy to acquire due to both the first and second language being similar with regard to rule formation. This is part of Error analysis and contrastive studies. As such, error analysis plays a huge role in second/foreign language teaching and learning due to the fact that error analysis being concerned with studying both the

native language and second language regarding cases of similarity and difference. Error analysis being so aims to predict areas of error and mistake due to differences in the first and second language and cases of accurateness due to similarity in the second language learning process. This is an essential skill language teachers need to improve language teaching and improve second/foreign language learning among students.

Consequently, it is suggested within this paper that educators specialized in English language teaching as a second/foreign language need to become more attentive to language theories and their role in proper English learning and teaching. Considering the influence of the mother-tongue of the learner of a new language and the role of the mother language on second language acquisition, error analysis is required.

Accordingly, teacher knowledge of error analysis methods, theories and studies is vitally important because mother-tongue interference is unavoidable, especially when it comes to both the English language and Arabic language. Within these two languages, the effects of negative and positive transfer are plenty. For that reason, error analysis should be studied and considered.

Teachers of languages, especially English language teachers, and educators, ought to learn language conclusions and basics concluded and studied within contrastive and error analysis works. As, in this work, these methods and language theories are seen as fundamental to second/foreign language tutoring and ESL/EFL learning. This is all in the hope of reaching better second/foreign language proficiency. This, consequently, will lead to better English language learning ability and teaching. Being knowledgeable of error analysis theories, methods and findings and being knowledgeable of what these theories of language offer is definitely an advantage. ESL/EFL teachers and students would, henceforth, solve many new language learning problems, repeatable mistakes and unrecognized sources of error. Hence, positively leading to both improved English language teaching and better learning of English.

Abstract

Learning English, as with learning any new language, is a challenge. It is not an easy task for most language seekers, if not all. Learning English language can; however, be less challenging if sources to many of the errors and mistakes made in the new language were to be studied, and explained. This can be achieved in what is known as "Error Analysis". Learners, whose mother-tongue is Arabic, face features and structures in both the Arabic language and English language that are either the same or different.

Error Analysis studies the sources of common mistakes and errors made in the learners' second language learning attempt. Usually referring back to the native language of the learner and how this reference effects and influences the second language learning process. This is so because similarities and differences among the two languages appear when the learner of a new language refers back to her/his first language in order to solve and overcome difficulties and problems that arise in her/his new language learning attempt. A such, the learner's successfulness or unsuccessfulness in the target language as s/he rely on their first language id dependent on the degree of similarity and difference. All which is known in contrastive studies and error analysis as positive and negative transfer.

The research study, herein, backs these outcomes and such results are within the interest of this study. Arabic mother-tongue learners of English encounter difficulties in their English as an L2 learning ability. This is because the Arabic language have many formation rules that function both similarly to English, on the one hand, and differently, on the other hand. This is found to cause noticeable mistakes and errors on the part of the language learner. This paper has the aim of illustrating outcomes and studies, which are in fact limited, concerned with Arabic native speakers and the influence of their mother-tongue in their second/ foreign language learning. By presenting, citing and listing how the differences between both Arabic and English languages, regarding grammatical rule formation effect learners of English and influence them to produce repeatable mistakes and errors in their English learning attempt.

This paper points to the fact that Error Analysis predicts findings, regarding upfront English language learning errors, mistakes and learning problems. For instance, Error Analyzing of English language grammatical items, such as determiners, prepositions, relative clauses, and articles would likely influence learners of English, with an Arabic native language, to make fewer errors in their English language learning effort. These mistakes or errors are involuntarily made by L1 Arabic

learners of English due to the differences between the both the Arabic language system and the English one. It is, for certain due to the two languages being different in some cases, even though similar at other. However, being aware of error analysis findings and outcomes of likely errors can help English language learners overcome them much more efficiently and effectively. This, in turn. Would, in fact lead and result in improving learning abilities and thus more determination on behalf of the student.