Behind Language Error

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Abstract:
Language is the primary way to communicate with others, but language error is common in almost every discipline. In this paper, examples of errors are selected from English language. This discussion highlights three points about language error: some importance of error analysis in language, examples of some language error and some factors behind language error. Studying these errors, we may determine the incidents, nature, causes and consequences of an effective language learning process. By knowing different types of language error, a learner can be aware of using the language. Finding the factors behind mistakes committed by him a student will be able to avoid them. All three issues about language error are essential for meaningful learning.

Keywords: language error, human error, pragmatic-error, semantic error, syntactic error, lexical error, effective teaching, pedagogical reasoning, fossilization, ineffective teaching method, meaningful learning.

Study Method: Reference method was used for the present article.

Data Collection: Data was collected through books, journals, websites etc.

Language is the primary medium to communicate with others; it is one of the main modes of exploring and sharing knowledge. Simultaneously, language error is a common scenario almost in every discipline. This article explores human errors in language. Human errors are intentional actions with an unintended outcome. The topic of this article is language errors committed by people intentionally or unintentionally. This article analysed language errors from different points of view and divided the discussion into three parts: some importance of error analysis in language, collection of some language error and their types, and some crucial factors behind language error.

Before further study in language error, the preliminary question arises: Why do we analyse error?
As we have said, language is essential for communicating properly and "to err human", so knowing different types of language error is crucial for both learner and teacher. Students of any discipline need to know the proper uses of communicative language. Without the appropriate use of language, formal education cannot be meaningful as education is nothing but an interconnecting procedure between teacher and students where the language is the only medium of that connection. English is the leading language as the media of learning, so finding error in the English language requires particular necessity. It may also be possible, studying language error we may find a typical human error pattern where language errors fit. So, this discussion might help us to classify human error in a general category. On the other side, in language learning, it helps to know what type of language errors are committed by the students and why they occur. Analysing these errors, teachers get essential information to enhance their teaching quality. In this context, Corder (1967) said, "Learners error

can also 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".[1]

As in this article main goal is discovering the factors behind language error, it is essential to explore different types of language errors. So, the next point would be What types of errors take place in language English? In this context some prevalent types of language errors are mentioned below:

i) **Pragmatic error** -It takes place due to the use of limited linguistic knowledge.
ii) **Performance error -**It is committed by the learners when they are tired or hurried.
iii) **Punctuation error -**It is Wrong usages of punctuation.
iv) **Typographic error -**Error in typewriting.
v) **Dyslexic error -**Error due to dyslexia.
vi) **Confusable error-** It is committed when a learner has confusion between similar sounding morphemes of the similar meaning of words
vii) **Composing error** -It takes place when a language learner commits errors in composing a text.
viii) **Formal or syntactic error-**It occurs when a learner chooses any wrong form or structure in the target language.
ix) **Semantic error- A**ccording to James (1998)**,** these errors occur when learners fail to understand the relations of different concepts.
x) **Malformation-** Using wrong forms of words or structures in a sentence. Examples- a wrong form of verbs.
xi) **Omission-**Lack of specific grammatical form that is supposed to have in the sentence.
xii) **Disordering-** Putting words or sentences in the wrong order or sequence.
xiii) **Overgeneralization-** It occurs when one uses a common grammatical form in all type of sentence. Applying 'ed.' as a past tense is an example of this type of error.
xiv) **Inter-lingual error**- Errors due to the influence of the native language are called *inter-lingual* errors. These errors are also called transfer or interference errors. Inter-lingual errors are caused by mainly mother tongue interference. Inter-lingual error is one of the most important factors affecting the learning of the target language. According to Bhela (1999), it is obvious that these errors result from the word for word translation strategy or thinking in mother tongue language.
xv) **Intra-lingual error-** Intra-lingual error occurs due to the learner's insufficient knowledge of target language. Intra-lingual errors reflect the improper application of rules of the target language. Faulty generalization and ignoring the exception of the applying rule are two examples of this type of error.

Now, it is clear that there are many types of error take place in this language. Ideally, everyone does a different kind of mistake, so mistakes are uncountable. However, some mistakes take place very frequently. If we analyse these common language errors, it would be clear us that they have a pattern. For example, when a teacher delivers some inadequate study material, most students make the same mistakes, like inputting the wrong information. Errors committed by dyslectic students have a specific pattern. When a student makes a silly mistake, it must be his or her slip. On the other hand, when they commit the same error repeatedly, there must be some conceptual misunderstanding. Thus, it shows that there are some common factors behind language error. This article explores the answer to the question - what are the crucial factors behind language errors?

Many cognitive and external factors are responsible for learners' language errors. We may divide these factors into three categories:

1. Students related factors
2. Language (medium/subject) related factors
3. Teaching process-related factors

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[1] Corder, S. P. (1967). The significance of learners' errors. *Applied Linguistics in Language Teaching,* 1 5 (4), P. 167.

a)Students related factors

There are three significant student related factors behind language error are: Misconception, wrong technique of learning and learning ability-based factor (physical or mental).

1) **Misconception:** According to Oxford Advanced Learner Dictionary (8th edition), a misconception happens when a person believes in an objectively false concept. Explaining important characteristics of it Hammer (1996) indicated the following points about students' misconceptions:

- They are strongly held in stable cognitive structures.
- They differ from expert understanding.
- They affect in a fundamental sense of how students understand natural phenomena and scientific explanations.
- This type of condition must be overcome, avoided, or eliminated for students to achieve expert understanding.

Following Hammer (1996) and Li (2006), we may point out three Misconception types.

i)The misconception of the meaning of the problem.
ii)The misconception of the background upon which the problem is based.
iii)The Misconception of the procedural knowledge relevant to the problem.

Hence, it is well understood that misconception is a vital cause behind language error. Not only language error but in any learning process misconception interrupts the entire education procedure. In the Education system, there are some steps to explore the knowledge domain of a specific topic. Generally, these steps are hierarchical in pattern. It is necessary that students understand every step of the knowledge domain and the logical reasoning between two different phases. If in any step student's conception remains indistinct his or her learning will be ineffective.

2) **Wrong technique of learning:** Another cause of language error is wrong technique of learning. If a learner chooses the wrong technique, it causes errors. We may point some factors responsible for it like Overgeneralization, Overspecialization. avoiding tendency Overgeneralization etc. According to Ashlock (2009), Overgeneralization and Overspecialization are two types of misconception but I would like to consider them under the heading of wrong techniques of learning. With these two concepts there are some more examples of wrong method of learning given below.

   i) **Generalization:** Learners often choose a general method or rule in solving problems. it is a technique where student jumps to a conclusion before having adequate data at hand. For example, in the language learning process, students tend to use one common form of the verb in constructing a sentence and commits error. Example: past form of go-goed instead of went.

   ii) **Specializations:** Specializations generate when a student overspecializes concepts during the learning process. It happens when students make their concept rigidly.

   iii) **Avoiding tendency:** In learning, some syntactic structures may be difficult to understand for learners. In this case, it is observed that these learners tend to avoid complex structures and use cooperatively simple structures. But it makes their learning incomplete that may result in errors.

3) Learning ability-based factor: There are many types of learning disabilities which lead to error in using language. some types of learning disabilities are:

- Incorrect associations or flexibility
- Attention deficit hyperactivity disorder
- Memory difficulty
- Writing disorder (Dysgraphia)
- Spelling disorder (Dysorthographia)
- Auditory processing disorder
- Visual processing disorder
- Sensory integration (or Processing) disorder
- Organizational learning disorder
- Lack of prerequisite skills

b) Language related factors

Learning a language is very important as any learning procedure is dependent on the communication between the teacher and the students. But learning a language interference of another language may be a spoiler. Some interesting facts related to this problem are:

1) Language transfer: When one language interferes the learning of another language; it is called language transfer. Language transfers are of two types: positive transfer and negative transfer. Usually, a positive transfer occurs when both the native and target languages have a similar linguistic feature. It makes learning easier, and this factor is not responsible for error. Negative transfer or interference is the incorrect use of a native-language pattern in the target language. It affects the learning of the target language.

2) Sociolinguistic situation: Sociolinguistic situation shows the connection between language and society. It reflects how people use language in different social background. According to different social structure, a language may be different. So, the situation may influence learner to commit an error.

3) Fossilization: Some specific errors in pronunciation, persist for long periods and become quite difficult for the learner to get rid of; it is called fossilization.

c. Teaching method related factors

Effective teaching is very important for meaningful learning. There are many factors related to effective teaching. Two among them are teaching method and teaching material. How these two factors affect learning is discussing below:

1) Ineffective teaching method or Faulty teaching: Some times, learners' errors may cause due to faulty education or ineffective teaching methods. According to Shulman (1987) for effective teaching, a teacher needs pedagogical reasoning. Broadly speaking pedagogical reasoning indicates teacher's proper content knowledge with effective teaching skill. Lack of pedagogical reasoning is an important factor behind error in learning. Sometimes the teacher has no useful ability to teach. Teaches inefficient knowledge domain or wrong knowledge domain are causes ineffective teaching. For effective teaching, a teacher must have proper physical and mental quality (like good intonation capacity or pleasant personality, and real intention) otherwise learning never be meaningful for the learner.

2) Lack of proper teaching materials: Only textbooks do not provide all the needed information for meaningful learning. So, in-text book-oriented teaching method where teacher-students oral communication is being neglected may cause errors.

Finally, it is important to note that each learner is different. Each of them is guided by various cognitive factors. Their distinct personality draws additional individual attention. On the other hand, the informal education system one general teaching method is followed for all students of a class. So, it is very natural that most students fail to acquire meaningful learning and that cause learners' error. It is a massive responsibility for the teaching faculty to understand the speciality and capacity of every child. Accordingly,

if we can provide all possible facilities to our students, it will be useful teaching that will make learning meaningful.

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