Chapter II
Review of Related Literature

“Since effective research is based upon past knowledge” and “capitalizing on the reviews of expert researches can be fruitful” in a number of ways, the review of related literature is a crucial aspect/step in any research.”- Best and Kahn.

Although the present investigator visited a number of respectable University and college libraries in North India as also consulted quite a handful of Ph. D. dissertations, research journals and magazines, the internet became the cardinal source of his collection of relevant literature for the purpose of review because most of the researches on the topic yet have been undertaken outside India.

With convenience in perusal and comparison in mind, the most relevant and therefore selected researches were divided into three classes, viz. Studies on Errors in ESL/ EFL; Studies on Errors (in ESL/ EFL) in relation to Cognitive Styles and Studies on Errors (in ESL/ EFL) in relation to Cerebral Dominance. Studies on Errors in ESL/ EFL were further categorized into studies carried out in India and outside India.

The researches were studied in light of their Objectives, Procedures and Findings as far as possible, and an effort was made to draw inferences from these to guide the present investigation in matters of several technicalities.

A brief description of the studies the present investigator could come across in the course of his search is given below:

2.1 Studies on Errors in ESL / EFL

Owing to the immensely growing popularity of English in the recent times in the non-English speaking nations and the ever-increasing numbers of non-English speaking immigrants coming to the shores of English-speaking countries (in the 2003-2004 school year, 660,707 ELL students were enrolled in public schools in Texas only - The Texas Education Agency, 2004), EFL or ESL has grown into a hot topic for research today.

Though there wasn’t a dearth of literature on the topic, most of the studies were (nothing more than) empirical surveys of errors of particular types of populations and listed only the most-frequently-occurring/least-frequently-occurring errors’ descriptions.
The researches seeking to establish the sources or causes of these errors comprised a pathetically lean body (of research).

2.1.1 Studies in India

The researches on errors of Indian users of English as second or foreign language were practically few. Of these, the researches investigating the role of different variables in relation to errors comprised a humble assortment with hardly anyone directly related to the present investigation.

Prasher (1977) undertook a study of the errors in English of Hindi-Speaking undergraduate students for the Central Institute of English and Foreign Languages, Hyderabad (India).

The sample comprised of 100 first year students from different colleges in Madhya Pradesh.

The study focused on investigation of errors in certain selected areas of English grammar and lexis only. The errors of students were described in linguistic terms and some of the probable sources of errors were explained.

Samples of students’ English were obtained through a free composition and a passage for translation from Hindi into English.

In all, 4161 errors were identified and categorized under 15 major areas listed in order of frequency of recurrence. Of these, errors in the verb phrase formed the bulk of the total errors. Interference of the Mother Tongue was identified as the primary source of errors.

Patrikar (1981) studied the errors committed by the B A I, II and III students of Nagpur, Ankola and Amravati in the Vidharba area in the different areas of written language.

To judge the errors in their proper context, sentences were examined in free compositions. A total of 300 scripts (valued answer books) were studied. The observed errors were classified into four major categories namely, Lexical, Morphological, Orthographical and Syntactical.

The study revealed that the students’ knowledge of English vocabulary, morphology and syntax was very “confused.” “Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of language, interference of the Mother tongue and lack of fundamental grounding for the
receptivity of students from psychological and environmental points of view were the major causes of errors.


The major objective of the study was, among others, to make an error analysis of English of the Oriya speaking pupils studying in Oriya medium schools as well as those in English medium schools.

The sample of the study consisted of 50 Oriya speaking pupils of grade X of Oriya medium schools and 50 non-Oriya pupils.

The relevant data were collected by studying a running passage containing 50 simple deceptive words for orthographical error analysis.

Data were analyzed by computing the frequency, percentages, mean, t-values and chi-square test.

Indirectly, the study revealed that the Oriya speakers made errors in production of several English words, sounds and features of spoken language like intonation, stress and use of long vowels and central vowels.

In written English, the Oriya speakers were also found to have difficulty with the use of inflexional affixes like the use of plural number, genitive case and the third person singular verb in the present tense. They were found to make inconsistent use of deprivational suffixes like 'tion' and 'ssion', 'un' and 'dis', or 'hood' and 'ness'.

Further, in cases where Oriya had one word but English had more than one word, Oriya speakers found it difficult to choose the right lexical item, i.e. say/speak/tell. Similarly, they had syntactical problems and problems in using right prepositions. Many orthographical errors like the use of 'bus' and 'boss', syntactical errors and importation errors were also found to be common in case of Oriya speaking pupils studying English as a second language.

The researcher attributed the causes of errors to interference or influence of Mother Tongue.

Misra (1985) made a detailed linguistic analysis of errors in different areas of English by the Undergraduate students of Madhya Pradesh.

The sample of the study consisted of 225 randomly selected undergraduate students studying in different disciplines, i.e. arts, science and commerce, of three universities of Madhya Pradesh, namely, Sagar University, Indore University and Bhopal University.
The students were asked to write an essay in English on any one of the six topics. The first 200 words of these essay compositions were taken for the purpose of analysis.

Percentages were computed to analyse the data. Errors in this study were first assigned to the levels of language description, i.e. errors of orthographics, errors of morphology, syntax, lexis, etc. They were further classified within each level in terms of systems, i.e. vowel or consonant system, tense, number, verb, etc. To ensure that the analysis covered all areas of language learning (excluding phonology) categories and sub-categories were established with reference to the rules of grammar or usage violated. Percentages and frequencies were computed to analyze the data.

The hierarchy of errors based on frequency of recurrence was: Verb phrase, spelling, lexis, preposition, articles, number, subject-verb agreement, pronoun, syntax, miscellaneous errors, omission of major constituents, adjectives and verbs, connectives and generative suffix.

Desai (1986) studied the errors in language of the primary school students.

The sample comprised 162 pupils of grade IV of two municipal and 2 private schools of Ahmadabad city.

Data were collected through an achievement test prepared by the investigator testing the vocabulary and functional grammar of the students.

The major results of the study were: 1. The most common type of errors in the written language of the primary school students of Gujarat were Errors in Spellings and Missing Letters. 2. The most common areas of errors were wrong forms of tenses in verbs, bad handwriting, errors in use of participles and errors in transforming sentences. 3. The main cause of errors or wrong learning was weak teaching or total neglect of teaching in some schools by teachers. 4. The apathy of parents towards their wards’ education was another major reason for errors in English.

Mohammed (1986) carried out a diagnostic study of errors in Written English of Pre-Degree students.

The sample comprised 700 students of the second year pre-degree students (+2 stage) of the colleges affiliated to the University of Calicut.
The objectives of the study were to identify and classify the major errors in the written English of pre-degree students and to determine the source or cause of the errors identified.

Data required for the study were collected using the Diagnostic Test of Basic Language Skills which was developed by the investigator. Besides, teachers and experts in the field of teaching English were interviewed and consulted.

The major findings were: 1. The total sample committed errors in 17 grammatical areas. 2. The major areas of errors were: tenses (82.28 per cent), prepositions (81 per cent), noun and relative clauses (79.14 per cent), passive voice (69.28 per cent), auxiliary verbs (62.85 per cent), concord (57.42 per cent), auxiliaries in interrogatives (51.14 per cent), adverbials (48.57 per cent), adverbial clauses (48.28 per cent), spelling (46.42 per cent) quantifiers (46.28 per cent), punctuation (46.14 percent), adjectives (43.28 per cent), verb patterns (42.28 per cent), articles (41.42 per cent), conditional clauses (39.28 per cent), and pronouns (25.71 per cent). 3. Significant differences between the subgroups taken in pairs were found to exist in the mean scores of errors in all the grammatical areas taken together. 4. It was also found that there existed negative correlation between errors and achievement in English (r = -0.49), errors and intelligence(r = -0.45), errors and socio-economic status (r = -0.33), and errors and domestic facilities for learning English (r = -0.15).

Joshi (1987) also studied the typical errors in written English and diagnosed their possible reasons.

The study was confined to Marathi-speaking boy and girl students of classes V to VIII in schools in Ahmedabad district.

For collection of data on errors, the Annual Examination Scripts were scrutinized and the errors were listed under twelve different categories.

The study found the three categories of errors having the highest frequency were those of tense (98%), number(48%) and spelling (45%) and that the major reasons for errors in different areas were inability to use the language properly.

Sarma (1991) investigated the errors in written English of higher secondary Assamese learners. Teaching learning situations, language learning background, parental education, parental profession and SES were also studied.

The major sources of errors were found to be language transfer, ignorance of rules and teaching learning situation.
Ramamoorthy (1992) studied the Spelling Errors in English of middle school students.

The study was undertaken with the objectives to identify the most common errors in Spelling and to study whether the length of word, similar sounds, words with silent letters and consonants were the causative factors for misspelling.

The sample of the study consisted of 30 students of standard VI from 2 Matriculation schools in Dindigul.

The study found that the common causes for poor spelling were the length of the word, similar sounds, words with silent letters and word with consonant clusters. Joshi (1995) made a scrutiny of Errors in written English by pupils learning English as third language in the Marathi medium schools and coming from various strata of society from Maharashtra. The pupils belonged to classes/grades V to X and included both boys and girls.

For collection of data on errors, the answer-books of a particular examination were first collected, errors analyzed and recorded.

The errors were classified and further categorized into their subtypes and the frequency of each sub-type of errors was calculated for their occurrence in the answer-books.

The general conclusions were: Syntax, Spelling and written expression were the areas of highest number of errors and that gender and social strata had a correlation with the number of errors.

Mohanty and Dash (1997) reported that children belonging to lower SES were poor spellers as compared to the high SES ones. Also the high age children were found to have greater working memory capacity than the lower age children.

Bose (2005) studied the Tamil learners of English as second language’s use of modal auxiliary verbs like may, might, shall, should will, would, can, could etc.

Data were obtained from 150 VIII, IX and X class students, which included 75 from the rural area and remaining from urban area Tamil medium schools.

The analysis showed that for all the classes urban students displayed better competence of modal auxiliaries in English than the rural students.

The differences in performances of the urban and rural students were attributed to the urban students’ knowledge of importance of English language and access to private classes and to the rural students’ illiterate parents and their lack of motivation to learn and speak the language respectively.
Dua and Sharma (2006) conducted a study on spelling errors of 200 IX standard UP Education board children and found girls made fewer errors than boys. Children from highly educated families also made fewer errors as compared to those from an educated or less educated families. But family income did not make any difference in performance.

Gakhar and Bawa (2006) studied the effect of Intelligence, Socio-Economic Status, Domicile and Type of School on the Achievement of Students in English Grammar.

A sample of 250 class IX students studying in Government and Private Senior Secondary schools of Chandigarh was studied.

The test was constructed by the investigators themselves.

The study found that students belonging to high SES group, to urban areas and to private schools made fewer errors in English grammar and thus secure high on the achievement test. Also the students with high intelligence performed better than the students with lower intelligence.

More Individual attention, regularity in assigning and checking home-work in Private schools were given as reasons for better performance of the Private school students.

Pathak (2006) in his well-researched article on the Status of English in India today holds that the major sources of errors in English of Indian students are interference of the mother-tongue and incomprehension of the rules of the target language.

Khansir (2008) made a study of Syntactic Errors in English committed by 100 B.Com second year students in several colleges of University of Mysore, India.

An English grammar test based on the textbooks of the studied colleges and including areas like auxiliary verbs, passive and tenses was developed and used by the researcher.

The study revealed that the areas of highest to lowest percentage of errors made by the sample were Tenses (39), use of Auxiliaries (33) and Passive Voice (28); and the major source of errors was learning strategies of the learners.

Narayanan, Rajasekaran and Iyyappan (2008) studied the errors in written English by the students of Engineering and Technology. The sample comprised of 408 first year students of Engineering and Technology from four Engineering colleges and one Deemed University in and around Chennai. The sample spoke their first language (Tamil) at home and with their friends.
Following the guidelines of Ellis (1995), data were collected by means of a Corpus of Language developed through samples of written work by the sample of the study.

For identification of errors, a taxonomy of errors was developed and the errors to be focused on in the study were classified into five major categories of Grammatical, Syntactic, Lexical, Semantic and Substance (mechanics + spelling) errors; each category having been divided further into sub-categories.

Percentage-wise, the hierarchy of areas of errors was found to be: Substance (36.39), Grammar (25.67), Syntax (18014), Lexis (10.63) and Semantics (8.87).

Unlike the common notion, the Male students were found to have performed better than the Female students in the written test.

The research also concluded that most of the errors were caused by and over-application of L2.

2.1.2 Studies outside India
Cronnell (1985) analyzed the Spanish or Chicano English influenced errors made by third- and sixth-grade Mexican-American children. Cronnell identified seven error categories: Spanish spellings, pronunciation-consonants, pronunciation-vowels, verbs, nouns, syntax (excluding verbs and nouns), and vocabulary. The first three error categories reflected interference from Spanish and/or influence from the oral language of the students.

He found errors such as subject-verb agreement errors, subject pronoun omission errors, article usage and word order errors and the use of prepositions, especially the use of in and on were the most frequent errors for Spanish speaking Mexican-American students.

He also concluded that several errors, specifically, the surface features of writing were particularly prone to influence from oral language or speech patterns of those languages and by Spanish spelling.

Jarad (1986) investigated the relative clause formation and the coding of tense in the English inter-language of thirty-two Palestinian students at the six colleges of the Islamic University of Gaza.

Three composition topics were designed to elicit the learners' expression of the various English tenses and relative clauses.
The findings showed that Palestinian learners’ switching of tense resulted from using English morphology to express an aspectual system similar to that of the Palestinian Arabic. The English past tense and present tense were used to mark Palestinian perfective and imperfective aspects, respectively. The subject-verb agreement marker and the concord markers’ ’s/ is and 'm/ am were omitted in relative clauses and when there was a change in aspect. In the area of relative clauses, the data showed that relative clauses were ninety percent independent of the Palestinian Arabic structuring of relative clauses. The learners used resumptive pronouns not only in clauses where the predicate incorporates a noun, adjective, or a prepositional phrase, but also before verbs.

This led Jarad to conclude that there was a large amount of influence of the Palestinian aspectual system on the learners’ use of English tense.

Simich-Dudgeon (1989) found L2 writers from specific language communities make specific spelling errors because of the influence of the L1 graphophonemic system like native Spanish speakers often spell /θ/ with a d because that particular phoneme does not exist in Spanish, and the letter d in Spanish most closely corresponds to that English phoneme. Similarly, many Asian students make spelling errors in English by confusing the use of r and l.

Wolfram (1991) found for immigrant students who didn’t have full control over standard written English, the influence of their spoken dialects like non-standard varieties of English, including Chicano English, Vietnamese English, and African American Vernacular English was more directly reflected in their writing.

Man-lai, Pui-yin and Chau-Ping (1994) making a corpus based study examined some common verb-noun collocation errors made by first-year students at the Hong Kong University of Science and Technology.

The results revealed, due to the abstractedness of the verbs, delexical collocations were a problematic area for the EFL students.

The highest number of collocation errors was made in the use of (in decreasing order) get, take, make, do and have.

The errors were caused not only by confusions of the five verbs with one another, but also by confusions with other verbs.

Nguyen (1995) conducted a case study to demonstrate first language transfer in Vietnamese learners of English. He examined a particular language form, namely oral competence in English past tense making.
He concluded L1 transfer in the acquisition of this English linguistic feature was a function of age, time of exposure to English, and place and purpose of learning English. **Jiang (1995)** analyzed Taiwanese EFL learners’ errors in English prepositions and found that a great number of errors derive from language transfer. **Cook (1997)** concluded that many of ELL writers’ errors, particularly in the area of mechanics were due to interference from the L1. Also, adult L2 writers made spelling errors similar in nature to those made by L1 children. **Horney (1998)** investigated compositions written by 80 Taiwanese EFL students. The results revealed that errors in the use of articles had the highest error percentage (11%). Both errors in the use of prepositions and errors in the use of verbs had the same error rate 9% and were considered the second highest. By contrasting Mandarin and English, the researcher confirmed that L1 related errors were the largest portion of the total errors. **Liu, Yuliang and Ginther (1998)** examined Taiwanese EFL students’ notes in English writing.

The findings revealed that the beginner EFL learners relied on their L1 to retrieve words more than the advanced EFL learners. **X (1998)** studied the "inter-language" characteristics in Chinese-American college writers' texts as also the connections between their "inter-language" characteristics at the syntactic and discourse levels and their cultural values and linguistic backgrounds.

The population of the study consisted of 3 randomly selected Chinese-American students who have taken freshman writing classes at UCLA.

The methods employed in this case study were context-sensitive textual analysis and qualitative techniques. In the context-sensitive analysis, twenty-four academic papers by these students were analyzed from four angles--error analysis, syntactic fluency analysis, cohesive ties analysis, syntactic construction analysis, and discourse organization pattern analysis. In the use of qualitative techniques, twenty-seven interviews were carried out, two recordings of family dinner and party were analyzed, and answers to questionnaires were studied.

Findings supported the hypothesis that there are characteristic features in the texts by Chinese-American writers, and that these characteristics at both syntactic
and discourse levels have correlations to their linguistic background and cultural values.

**Wolfram, Adger and Christian (1999)** found even though spoken dialect is not directly reflected in the writing of all students, the three areas of vernacular influence on writing are: organization or progression of an argument or narrative, mechanical aspects of writing, especially spelling, and grammar.

**Kao (1999)** scrutinized 169 compositions from 53 Taiwanese English major students, 22 from Soochow University and 31 were from Fu Hsing Kang College.

A total of 928 errors were found, among which grammatical errors occurred with the greatest frequency, 66%, semantic errors occurred 18% of the time, and lexical errors occurred with the least frequency, 16%.

**Groot (2000)** analyzed the production and functions of the conjunctions and, but, so, and then as discourse markers in English as a Second Language (ESL) students' oral narratives. Narratives of forty three ESL students and six native speakers were included in the study.

The analyzed narratives included non-guided, or spontaneous narrative, as well as picture-guided-narrative.

The results indicated that although the influence from a student's L1 did result in specific problems of transfer, some patterns of conjunction errors were indicative of a more general problem.

**Chen (2000)** investigated the most common errors of the Taiwanese EFL college students and found that most commonly the Taiwanese students have difficulties in the use of English tenses.

The reason for this was L1 linguistic difference - the absence of verb conjugation in Mandarin.

Another grammatical error that is frequently found in Taiwanese EFL students’ compositions is the misuse of English articles. Chen concluded this was because of lack of an equivalent syntactical device in the Taiwanese language.

**Lakkis and Malak (2000)** studied the transfer of Arabic prepositional knowledge to English by Arab students and found both positive and negative transfer to be there.

**Milton (2001)** examined Hong Kong university students’ inter-language and found four kinds of article errors among the top ten most frequent errors in his corpus. They were ‘singular noun for plural, Ø for indefinite article’, ‘indefinite article for Ø’, ‘definite article for Ø’ and ‘definite article for indefinite article’.
Carson (2001) found the errors in the writings of L2 writers arise from a lack of familiarity with new rhetorical structures and the organization of ideas. Research by Altenberg and Granger (2001) revealed that the Swedish- and French-speaking EFL learners, even at an advanced proficiency level, have great difficulty with a high frequency verb such as MAKE. It also demonstrated that some of these problems are shared by the two groups of learners under consideration (Swedish- and French-speaking learners) while others are L1-related. Morris (2001) examined the spelling errors of 215 Grade 6 ESL learners studying in eight different intensive ESL classes in seven Montreal-area primary schools. The vast majority of the pupils who participated in the study share French as their mother tongue, spoke French at home, and lived in heavily French-speaking environments. The lexical words selected for analysis were the most frequently occurring words of Germanic origin that offered at least one spelling difficulty. These included: consonant clusters, single vowel sounds represented by more than one letter, diphthongs, silent letters, long vowel sounds, and double consonants. It was found that unstressed grammatical (function) words proved particularly difficult for the learners to render in writing. The children achieved much higher success rates with lexical (content) words, which are more salient both phonetically and informationally. Furthermore, a positive correlation was found between an ability to spell grammatical words accurately and increased use of verbal morphology. These findings add to the growing body of literature that argues that mere exposure to an L2, even when that exposure is intensive and sustained, is not enough to ensure learner uptake. Lin (2002) examined 26 essays from Taiwanese EFL students at the college level. The results of this study indicated that the four highest error frequencies were sentence structures (30.43%), wrong verb forms (21.01%), sentence fragments (15.94%), and wrong use of words (15.94%), respectively. Mahmoud (2002) studied the influence of mother-tongue on the transfer of idiomatic expressions from Arabic into English.
Relevant data were collected from paragraphs, essays and term papers written by Arabic-speaking second-year university students majoring in English, (academic years 1995/96 to 2000/01).

A total of 124 idioms were found in 3220 pieces written by 230 students. Of these, only 20% were grammatically, lexically and contextually correct. Though over two thirds of these correctly used idioms had Arabic equivalents, Mahmoud concluded it couldn’t be taken as evidence of positive inter-lingual transfer.

The other major results were: the students used the inter-lingual transfer as a strategy, and, transfer from Arabic leads to formally correct but semantically incorrect use of idioms.

Hsin (2003) scrutinized the run-on sentences in Taiwanese EFL students' writings. Using contrastive analysis between English and Mandarin, he concluded linguistic differences between Mandarin and English resulted in errors of the Taiwanese EFL writings.

Rabia (2003) found that in Israel-Arab situation, errors in comprehension of English as third language depended on learner interest and type of text (culturally familiar or unfamiliar).

Ovando, Collier and Combs (2003) found some errors are associated with particular non-dominant social groups and carry a certain stigma that is, their use suggests that the speaker or writer belongs to a certain language-minority group like the Spanish have irregular comparatives and graphophonic transfer spelling errors and the Vietnamese show lack of past inflection and use “no” in place of “not” in negatives.

Bautista and Lourdes (2004) examined the responses of a sample of 205 Filipino university freshmen to grammatically correct and incorrect verb forms in a 20-item Grammaticality Judgment Test. The test covered tense harmony, verb forms, tenses, and modals. The results showed that both the high proficiency and the low proficiency group had difficulty recognizing non-standard uses of modal would.

A possible explanation for this finding might be the tendency in a second-language variety to simplify complex structure and semantics.

Ohata (2004) examined the errors of pronunciation for Japanese learners of English at Indiana University of Pennsylvania and concluded many of the potential pronunciation errors of the Japanese ESL/EFL learners were a clear reflection of the L1phonological transfer.
Papp (2004) analyzed a 200,000-word corpus of Chinese ESL university students’ written production and found the article system and ‘number marking on nouns’ very problematic for the students. The reason can be attributed to the fact their L1 has no articles.

Tang (2004), studying the intermediate EFL learners’ collocation errors analyzed over 200 pieces of essays written by 60 junior students of Foreign Languages School in East China Jiaotong University.

The criterion for defining collocation errors was the discrepancy between the conventional lexical chunks of the native speakers and the EFL learners’ version.

The results showed that a large proportion of collocation errors belonged to adjective + noun, and verb + noun errors’ categories, which accounted for 21.67% and 52.5% of the total errors respectively.

The analysis revealed the factors causing collocation errors in the above students were: the complexity of collocations, the negative lexical transfer of L1 and overgeneralization of collocation and, incomplete or misunderstanding of the meaning and concept of L2 words.

Chan (2004) examined English writing samples of 710 Hong Kong ESL college students.

The findings revealed that, in all of the five error types investigated, most errors were closely related to the subjects’ L1.

Holling (2004) at The University of Texas at Austin studied a random sample of 100 eighth grade writing samples drawn from the 2002 TAAS exam administration.

The final error sub-categories were organized into four major categories: Sentence Boundary (comma splice, fragment, and run-on); Mechanical (apostrophe, capitalization, punctuation, and spelling); Verbal (subject-verb agreement, verb, and verb tense); and Other Surface (article, lexical, preposition, pronoun reference, and other).

The study showed, in general, the mechanical errors, such as capitalization, punctuation, and spelling were most frequent. On the other hand, verbal errors, such as subject-verb agreement and verb tense errors, were rarer. Holling 2004 also surmised that not only spoken features but punctuation rules, specifically for the use of commas and periods were also carried over from L1 into writing into L2.
Mohamed, Goh and Wan (2004) at the Universiti Sains, Malaysia, collected empirical data in the form of respondents’ essays for an analysis of grammatical errors committed by the Chinese students in Malaysia.

The population consisted of 305 Form Four students studying in a national-type Chinese secondary school in Penang in northern Malaysia. All the respondents had their primary education in vernacular schools where Chinese (Mandarin) was the medium of instruction and English was taught as an additional subject within the school curriculum.

Eight major grammatical errors selected for this study were nouns, pronouns, adjectives, articles, verbs, modal verbs, prepositions and spellings. Many of these errors are, of course, common to most non-native users of English.

The occurrence of multiple errors in a single sentence was very common among the respondents.

Out of the total 453 errors committed, 239 errors were due to incorrect use of verbs.

The second grammatical item that posed problem to respondents was prepositions. The third item of difficulty was spelling. The least errors were committed in adjectives.

Na (2005) analyzed the translations produced by 95 Vietnamese speaking students and found five major types of errors were committed in the specific task of locating and translating the sentence’s subject. These were: Omission of Subject, Repetition of Subject, Inappropriate Choice of Subject, No Logical Connection between Subject and Predicate, Inappropriate Connection between Subject and Passive Verbs.

The data revealed that ‘Omission of Subject’ was the most frequent type of error, with the second most frequent type being ‘Repetition of Subject’ and ‘No Logical Connection between Subject and Predicate’. However, it is worth noting that these errors were not the most frequent of all kinds of syntactic errors. Although the students did have errors because of this typological difference, they seem to have more problems in the task of handling the relationship between the subject and the verb:

He found students also have difficulty in handling the relative clause in sentences with two topic-comment structures and have problems in constructing the sentence in an appropriate way.
Chuang (2005) carried out at The Centre for English Language Teacher Education, University of Warwick, UK, a corpus linguistics based error analysis (EA), in which 50 student essays (88000 words) were scrutinized for formal errors. An examination of all the errors showed that the foundation students’ formal errors fell into broad categories. The top ten broad categories were determiners (23.7%), nouns (15.3%), verbs (7.6%), grammatical prepositions (6.9%), lexical misconceptions (5.8%), punctuation (5.1%), sentence parts (4.1%), tenses and aspects (3.8%), modals (3.5%) and lexical-grammatical prepositions and syntactic complementation of a word (3.3%).

This clearly indicated that mismanagement of the article system is the most frequent cause of error in Chinese foundation year student writing.

Jeongsook (2005) made a study to identify and examine in what different ways native speakers of Korean (ESL) and native speakers of English write English argumentative compositions regarding error types, textual organization, and cohesion device.

The study involved 46 American students and 46 Korean students who were enrolled in Southern Illinois University at Carbondale.

The findings from this study suggest that, in general terms, the Korean ESL students wrote shorter essays and showed more errors, more textual organization patterns, and less use of cohesion devices. However, a similarity between the two groups was also found.

The Korean students made article errors most often, and the American students’ errors were, to a lesser degree, with preposition and article errors.

Analysis also showed the nationality variable significantly accounted for essay length and total errors.

As a work package of the EU Leonardo da Vinci VENOCES project, Sobkowiak (2005) administered a 5-item multiple-choice questionnaire test of (declarative) knowledge of some phonetic processes to 369 respondents, mostly students of universities and Fachhochschule in Poland, Germany, Finland and Lithuania.

The study confirmed that, globally speaking, spelling (i.e. graphophonemic inconsistencies), fast/casual speech processes and stress assignment are ample sources of error in EFL pronunciation.
Bataineh (2005) made an analysis of compositions written by the first-, second-, third- and fourth-year university EFL students at Yarmouk University (Irbid, Jordan) with the aim of identifying the kinds of errors they make in the use of the indefinite article.

The group comprised 209 male and female students between 18 and 23 years of age who were learning English as a foreign language.

Nine types of error were identified, and their frequency computed and then compared across the three levels.

Unlike earlier error analyses, native language transfer was found to play a role which is at best minimal. Developmental factors and common learning strategies like simplification and overgeneralization were found to account for the majority of learners' errors.

The results obtained above suggest that the majority of errors made by the four groups are the result of common learning processes, such as overgeneralization and simplification of the English article system. The impact of the subjects' native language was found minimal. The only type of error that could possibly be ascribed to native language transfer, among other sources, is the deletion of the indefinite article.

Kusumarasdyati (2006) studied the slips of the ear of the English as a foreign language students at Monash University, Indonesia.

Analysis of the corpus consisting of 1008 data revealed that the EFL learners made phonological, morphological, lexical and sentential errors while attempting to make sense of the expressions spoken by native speakers of English.

The various reasons for these errors were found to be ranging from the unfamiliarity with a particular dialect of the foreign language to the lack of lexical knowledge to misinterpretation of the oral input by omitting, adding or substituting the sounds, morphemes, words and sentences.

Koosha and Jafarpour (2006) studied the collocational errors of 200 senior English majors selected through cluster random sampling from among 450 EFL majors studying at three universities in Shahrekord.

They used a translation task tool comprising sixty fill-in-the blanks items on the collocation of prepositions and extracted a total of 4365 errors from the learners' productions of which, 68.4% (2987) were Inter-lingual, while the remaining 31.6% (1378) were Intra-lingual. Hence, on the bases of these percentages, it was
concluded that L1 had a significant interference in the production of collocation of prepositions of Iranian adult EFL learners.

**Sattayatham and Honsa (2007)** explored the most frequent errors of medical students at four medical schools at Mahidol University, Thailand.

Three pieces of writing by each of the 237 first year medical students in the year 2001 were analyzed and it was found that the most frequent errors from this data were on the syntactic and lexical levels with inadequate lexical and syntactic knowledge leading to the errors of overgeneralization, incomplete rule application, omission, and building of false concepts.

Within these errors, mother-tongue interference was detected. However, some linguistic items, such as articles, tense, and verb forms appeared to be the source of frequent errors. The errors were found to result from inadequate learning as well as the complexity of English structure.

It was concluded that the errors made by the students were both from the inter-language and mother tongue interference. The errors caused by mother tongue interference, however, were in a small proportion.

**Khodabandeh (2007)** analyzed errors translating newspaper headlines from and into Persian. 58 male and female graduate students of English from the universities of Isfahan, Khorasgan and Najaf-Abad were given thirty Persian and thirty English headlines to translate.

The errors were analyzed at the lexical and syntactic levels and the study revealed that the students’ major areas of errors were grammatical followed by discourse and lexical types.

The research indicated that the students had several grammatical as well as lexical errors in their translations. Majority of their global errors resulted from inadequate lexical knowledge, and use of typical Persian constructions. Their most local errors on the other hand, were caused by misuse and omission of prepositions, articles, auxiliaries, lack of subject-verb agreement, and faulty lexical choice. The errors were caused also by the participants’ inadequate knowledge of the English tense and grammar rules.

As a whole, the native language interference was the most noticeable source of error in the translations into English.

**Howells (2006)** studied the definite article errors among Japanese students. Errors that the students made in phrases involving the articles were collected from the
essays produced during one academic year. The study clearly showed that omission of the articles (66%) is the main problem area for Japanese speakers, with the definite article, with reference to both count and non-count nouns, being the main source of the trouble.

Howells attributed the errors to the influence of the mother-tongue which neither has articles nor distinguishes between singular and plural noun forms except in a few specific cases.

2.2 Studies on Errors in ESL/ EFL in relation to Socio-Personal Variables

In the context of second/foreign language proficiency testing, gender differences have only been explored to a limited degree. However, of these, a number of studies conducted in various contexts have confirmed the presence of gender-related differences in verbal ability and language use.

The consensus, however, seems to be that females are superior to males in general verbal ability (Maccoby and Jacklin, 1974; Denno, 1982; Cole, 1997), but there is disagreement about which types of verbal ability shows gender differences. This is especially true when it comes to different language skills.

Prompted by evidence from first-language studies proving girls to be superior to boys in language ability, Boyle (1987) conducted an experiment with two sets of Chinese college students (n = 285 and 205) learning English as second language. Ten tests were used to establish general language proficiency, and two tests of listening vocabulary were included in the battery. With both sets of subjects, the females were superior in general language proficiency, but the males had higher mean scores in both tests of listening vocabulary.

Hyde and Linn (1988) conducted a comprehensive meta-analytical study investigating gender differences in verbal ability. Among the 56 vocabulary studies included, six reported a significant difference in favor of males, while eight reported significant differences in favor of females.

Ryan and Bachman (1992) studied the differential performance on two well-known international tests, the TOEFL (the Test of English as a Foreign Language) and the FCE (the First Certificate of English). Little evidence was found that males and females reacted differently at the item level to either test. Similar results were also reported when the reading comprehension subtest of the TOEFL was studied.
Oxford, Young, Ito and Sumrall (1993) reported that females scored higher means than the males in a Japanese language class. Chen (1996) studied the business writing assignments of second year international trade department students of Feng-Chia University Taiwan. 46 errors types were obtained over the five assignments of each of the students.

A mean rate of errors for each error type was obtained. The grand total across all assignments revealed that the female group consistently scored lower error rates than their male counterparts. Seven of the error types were statistically significantly different between the two groups. No error type was significantly lower for the male group.

Cole (1997) conducted a comprehensive gender study involving 400 tests and millions of students for the Educational Testing Service (ETS). It compared data with those of studies going 30 years back and reported that language advantage for females had remained unchanged. Female superiority in verbal ability ranged from noticeable differences in writing and language use to very small differences in reading and vocabulary reasoning.

At the same time, however, evidence also suggests that males are superior in listening vocabulary, that is, comprehension of heard vocabulary in both first and second language contexts.

Wainer and Lukhele (1997) used the differential item functioning (DFI) and reported no gender differences in reading comprehension testlet of TOEFL.

Fenglan (2003) investigated gender differences in the English Proficiency Test in China. The descriptive statistics indicated that there was no significant difference in overall English proficiency between the two groups.

Chen (2006) made an analysis of errors of students at The Overseas Chinese College of Commerce and found that males and females had different rates of errors. Overall, male students scored higher error rates on 71.5 percent of the error types measured. Female students' errors were higher on 28.5 percent of the error types. On the most common errors, females consistently scored lower error rates than their male counterparts.

Some studies appear to show that the social background of the students is important in the learning of a second or foreign language.
A study carried out by The Ministry of Education, Egypt in 1993 also confirmed that children from families where the parents were educated and were interested in languages and language learning, the children learned languages better too and made fewer errors in its use.

Lee (1997) quantitatively analyzed the article related errors in the compositions of Korean learners of English as foreign language. Data were collected from 49 freshmen of South Korea University, Seoul.

The study especially focused on the linguistic (article placement) and social factors (rural vs urban background, gender) that influence deletion of both the definite and indefinite articles in the students’ written English compositions.

The absence of an article system in the Korean language was concluded to induce usage errors in which the learners ungrammatically either omitted or added articles.

The results also suggested article misuse was systematic and sensitive to both linguistic and social variables. Males deleted articles more frequently than females, but no apparent differences resulted from regional background.

Sunvani (2002) reported that intelligence; SES, domicile and type of school had a significant effect on the achievement of students in English grammar.

Kamel (2003) made an investigation into the errors in written English committed by the second year women students of colleges in Saudi Arabia and found morphology, pattern, grammar and vocabulary as the major areas of errors.

2.3 Studies on Errors in ESL/ EFL in relation to Cognitive Styles

The field-dependence-independence dimension has been the most extensively studied cognitive style and has had the widest application to educational problems. (Nodoushan 2006)

Since these cognitive styles have also been identified to be associated with success in different aspects of language learning, several researchers (Abraham, 1985, Chapelle and Roberts, 1986, Chapelle and Abraham, 1990; Anivan, 1991; Brown, 1994 b, Chapelle, 1995; Naiman, Fröhlich, Todesco and Stern, 1978; Genesee and Hamayan, 1980; Hansen and Stanfield, 1981; Roberts, 1983; Hansen- Strain, 1984; Carter, 1988) have investigated the relationship of these styles with achievement and performance in language learning, more so in second or foreign language learning.
However, only a meager number of researches could be found which examined how FD and FI correlated with errors of second or foreign language learners, especially those of the ESL or EFL learners.

A brief review/ perusal of these follows below:

**Naiman, Fröhlich, Todesco and Stern (1978)** obtained significant correlations between field-independence and L2 learning for English-speaking 12th grade Canadian learners of French.

**Genesee and Hamayan (1980)**, in their study of first grade English-speaking students in a French immersion program in Canada, reported significant and positive correlations between F1 and both general achievement in French and French listening comprehension skills.

**Hansen (1980)** found Field-Independence predicted higher proficiency in learning Spanish, especially for field independent females.

**Roberts (1983)**, in a study conducted with adult ESL learners in an American university, discovered that Field-Independence predicted success for this group on traditional tests of an analytic nature.

**Hansen-Strain (1984)** too found a significant positive relationship between Field-Independence and scores on L2 tests.

**Carter (1988)** tried to establish whether field independent (FI) or field dependent (FD) cognitive style is more suited to classroom study of a foreign language.

Her research summarized that “field independence was found advantageous for performance on both formal linguistic achievement and functional language proficiency tasks.

**Alptekin and Atakan (1990)** explored the relationship between L2 achievement and Field-Dependence versus Field-Independence and hemisphericity. The researchers reported that there existed a significant relationship between L2 and Field-Dependence.

**Devaki and Ramaswamy (1990)** in an independent study by the Central Institute of Indian Languages studied the relationship between cognitive style and errors in Second Language learning.

The sample consisted of eight male adults studying an advanced course in Tamil after completing the basic and intermediate courses.

Witkin’s Embedded Figures Test (EFT) and a specific language test were used as tools to collect relevant data.
The major findings of the study comprised: 1. The higher the degree of Field Independence, the lower was the tendency to make global errors, and vice versa. 2. The higher the degree of Field Independence, the lower was the tendency to under- or over-generalize. 3. The lower the level of Field Independence, the greater was the proneness to errors.

Research by Jamieson (1992) also provided continuing evidence for the positive relationship between Field-Independence and English-as-a-Second-Language proficiency.

Ellis (1994) concluded that “field-dependence/independence does not appear to be an important factor in SLA”

Tinajero and Paramo (1997) investigated the relationship between cognitive styles and student achievement in several subject domains like English, Spanish, and Galician with a sample of 408 middle school students. The researchers asserted that the Field-Independent subjects outperformed their Field-Dependent counterparts.

2.4 Studies on Errors in ESL/ EFL in relation to Cerebral Dominance

Although the term ‘psycholinguistics’ was coined by Chomsky back in 1953 (The Encyclopedia of Psychology, 2006), the role of cerebral dominance or brain hemisphericity hasn’t found favor with researchers doing research in learning of foreign languages for the apparent reasons that it is viewed mostly as a medical science topic or because “often times it is difficult or unethical to directly study the nervous system during the behavior” (use of language) and only “indirect methods have to be used.” (Ball, 1998)


There is also a preponderance of studies on the relationship between language dominance and handedness, but there is no definiteness in the conclusions as some researchers (Pujol, Deus, Losilla and Capdevila, 1999; Knecht, Dräger, Deppe, Bobe, Lohmann, Flöel, Ringelstein and Henningsen, 2000) and others (Ball, 1998) severely criticize it.
The role and application of cerebral dominance or brain hemisphericity in education has also been researched and there have been positions like: school curricula are predominantly aimed at left brained learner (Ornstein, 1970, Hunter, 2006), and recommendations like: schools should change the existing teaching methods and assessment procedures according to the concept of hemisphericity (Bogen, 1975; Connell, 2006; Hunter, 2006), teaching methods should include right brain activities (E P Torrance), teaching methods should develop the right brain skills, curricula should be designed to guarantee whole brain learning (Kroonenberg, 1995; Leonard, 2006).

In between, there have also been voices like “the concept of hemisphericity has fallen by the wayside” (What Is Whole Brain Learning, 2005) and, “There is only some experimental evidential support for the concept of hemisphericity”….. “the application of this concept to educational practice is overly simplistic and dubious” and therefore “highly questionable.” (Neuromyth 6, 2007)

Hence there could be found only a handful of researches on cerebral dominance and acquisition of foreign languages, the most pertinent of which are: Oxford, Ehrman, and Lavine (1991) maintained that left hemispheric dominants are highly analytic, verbal, linear and logical learners, whereas right-hemispheric dominants are highly global, visual, relational, and intuitive learners. Whole-brain dominants are those who process information through both hemispheres equally and exhibit characteristics of both hemispheres.

Lavach (1991) examined the brain hemisphericity of students with different majors. He reported that humanities students showed preference for the right-hemispheric dominance. Natural science students demonstrated a left-hemispheric mode, while social science majors showed preference for left-hemispheric dominance.

Bigler (1992) studied brain maps of students with dyslexia and found there were very large individual differences in the areas of the brain that underlay their reading difficulties or errors.

Kounios and Holcomb’s (1994) study of event-related response potentials evoked by abstract and concrete words indicated that while the left hemisphere is the primary processor of low-imagery or abstract words, the right hemisphere plays a subsidiary role in the comprehension of these words.
Gadzella (1995) concluded the left-hemispheric students achieve higher grades than right-hemispheric ones, especially when the grades are primarily based on the objective test. Rickman (1996) investigated the effects of individual differences on verbal (which is dependent upon the processes of the left hemisphere of the brain) and non-verbal fluency.

Results of the study suggested that gender and handedness had no significant effects on verbal and non-verbal fluency; however, eyedness was found to significantly affect measures of non-verbal fluency. Stiles and Thal (1993) argued there was a link between the right hemisphere and children’s word comprehension problems or errors. Collins and Frew (2001) at Murdoch University, Perth, Australia also confirmed the left hemisphere’s advantage in processing low-imagery or abstract words. Chengappa and Bhatt (2004) observe: “In Indian linguistics there have been very few studies exploring language functioning in relation to neural representation.” None of these was relatable to the present study.

2.5 Studies on Error Analysis and Tools for studying Errors in ESL/ EFL

2.5.1 Error Analysis: The procedure for Error Analysis as set by Els, Bongaerts, Extra, Os and Dieten (1984) consists of the following six-steps: A corpus of language is selected. This involves deciding on the size of the sample, the medium to be sampled and the homogeneity of the sample (by taking into account the learner's characteristics: age, stage of development, motivation, etc.). (2) The errors in the corpus are identified. Here one needs to distinguish between true errors and slips. Errors can be "overtly idiosyncratic" (ill-formed in terms of target language rules) or "covertly idiosyncratic" (sentences superficially well-formed but when taking the context into account they are clearly ungrammatical). (3) The errors are classified. This involves assigning a linguistic description to each error. (4) The errors are explained. In this stage of the procedure, an attempt is made to identify the psycholinguistic cause of the errors. (5) The errors are evaluated. This stage involves assessing the seriousness of each error in order to make principled teaching decisions which are to be processed in step (6), prevention/correction of errors.
Language books presenting a wide range of typical errors classified by different sources, along with previous researches in the area, provide useful hints to decide on several important issues like the methods for eliciting and interpreting the data, classifications of errors, detecting the sources of errors, etc while carrying out a new research.

2.5.2 Review of Previous Studies

In order to select a tool for the present investigation, a review/study of the different tools along with their methods of data elicitation, collection and interpretation was made. A brief description of the same is as follows:

**Man-lai, Pui-yin and Chau-Ping (1994)** made an analysis of the collocation errors in delexical verbs by the first year students of Hong Kong University of Science and Technology. Assignments written by the subjects were used to collect data. The study gives the frequencies of errors in use of each verb along with the probable causes or reasons.

**Chen (1996)** studied gender differences in errors in English in the business writings of Tiawanese students. Error rates in percent for all measured categories of errors were calculated and comparisons on the bases of sex were made.

**Hikyoung (1997)** studied erroneous deletion of Articles (Definite and Indefinite) by the Korean EFL learners of K University, Seoul. Spontaneous compositions written by the subjects on a given topic were studied to give the occurrence of errors (in percentages) along with the possible explanations of the causes of errors.

**Morris (2001)** studied the spelling errors of 6 grade ESL learners in Montreal area Primary Schools. Stories written by the subjects were used for data elicitation and collection. The research lists the most frequently mis-spelt words along with their incorrect forms and the frequencies of their occurrence.

**Huang (2001)** investigated the Tiowanese EFL college students’ errors in use of four types of lexical collocations. The research instrument was a 40 item self-designed Simple Completion Test which included free response type items like filling up in the blanks.
The data were analyzed using both qualitative and quantitative paradigms. Descriptive analysis was generated.

**Samra (2003)** looked into the errors in the writings of Arabic speaking grade 9 students.

Data were collected by means of 200-250 words essays on a given topic written by the subjects of the study.

The study gave percentages of errors in different categories and in different classes of errors and compared the percentages of transfer and developmental errors.

**Mohamed, Goh, and Wan (2004)** studied the errors committed by the Chinese speaking ESL learners in Malaysia.

The respondents’ essays were used to collect empirical data on errors in use of eight grammatical items.

Frequencies and rankings of errors were calculated.

**Chuang (2005)** studied the errors in use of articles by the Chinese EAP (English for Academic Purposes) students.

Essays written by the subjects were used to collect data.

Errors were classified into categories (aspect of language) and types (what the error was) and percentages were analyzed in both.

**Bataineh (2005)** investigated the Jordanian undergraduate EFL students’ errors in the use of the Indefinite Article.

Students’ essays on given topics (with some choice) were used to collect data.

The results included error frequencies in percentage in the different areas along with the explanations of the causes of errors.

**Jeongsook (2005)** made a contrastive analysis of the essays written by the Korean ESL students and native English-speaking students.

Causes of errors weren’t established instead patterns and features in the writings of both groups were studied and contrasted.

**Mahmoud (2005)** studied the collocation errors made by university level Arab EFL learners.

Essays were given to be written on different given topics.

The study made a percentage analysis of the errors besides establishing the sources of these errors.
Na (2005) studied errors in translation by the Vietnamese students of University of Social Sciences and Humanities, Vietnam.

The subjects were given a small article taken from a popular newspaper and the distribution of errors (in numbers) of five different categories was studied.

Bose (2005) studied the problems and errors in Modal Auxiliary Verbs by high school students in Tamil Nadu.

The study used a self-constructed Questionnaire for data elicitation. It had thirty-eight ‘fill in the blanks’ type test items (with alternatives) plus a small dialogue in the same format, all requiring the use of modal auxiliary verbs.

The number of errors made by different groups, along with the most common errors in use of each item, was given. Besides, the opinions of and suggestions for improvements by teachers were also listed.

Chen (2006) investigating the errors of college level Taiwanese EFL students in writing used essays by the subjects to study errors in a predetermined set of fifteen error categories.

Sattayatham and Honsa (2007) studied the errors in English by the medical students at Mahidol University, Thailand.

Data were collected by means of three pieces of writing (two, on translation and one, an opinion based paragraph) from the subjects.

Percentages of the most frequent errors in different areas were given and dependency among the three types of errors was calculated.

2.6 Deductions
The following deductions / observations were made from the above studies:

2.6.1 Deductions from Indian Studies on Errors
1. Most of the Indian studies are in the form of surveys whereas the foreign studies are mostly experimental in nature.
2. Another prominent feature observed in Indian studies was that studying the causes of errors of ESL/ EFL learners was not the prime focus in many.
3. In the process of investigating the problem, few investigators have developed their own tools for assessing the errors. Few validated tools were available for the purpose and these were not found to be very helpful for the present study.
4. For Indian students, spelling, punctuation, verbs, vocabulary, conjunctions, misuse of idioms, wrong tense, missing letters are the major areas of errors.
5. Ignorance of rules, influence of M T, language transfer and teaching learning situation are the major causes of errors for the Indian ESL/ EFL learners.
6. Another noteworthy feature identified in the Indian studies is that they have been studied along with several background variables. This has greatly assisted the present investigation to fix on variables not much investigated yet.

2.6.2 Deductions from Foreign Studies on Errors
1. The most prominent areas of errors for foreign learners of English are: spellings, pronunciation, vowels, consonants, verbs, nouns, syntax, vocabulary, omission, word order, use of prepositions and article usage.
2. Surface features of writing are particularly prone to influence form oral language or speech patterns.
3. Since foreign learners’ errors routinely reflect interference from the oral language or Mother Tongue of the learners, this leads to L2 writers form specific language communities to make specific errors.
4. A large number of errors stem from language transfer.
5. Corpus Linguistics based error analysis or the Quantitative analysis of corpus based essays is the most popular technique and only a few investigators make use of qualitative analysis.
6. Lack of equivalent grammatical and syntactical device in the target language also leads to errors.
7. Articles and prepositions, because of their abstract nature, are big sources of errors for all foreign learners of English.
8. The inherent difficulty of an item also enhances the instances of errors by both native and non-native learners in its use.
9. Developmental factors like simplification and overgeneralization also account for many EFL learners’ errors.
10. Inadequate lexical and syntactical knowledge also results in errors.
11. Gender differences have been researched but only to a limited degree in context of errors in use of language- and although the overall rate of errors for males is nearly always higher than for the females, i. e. the females are better than the males
in general language proficiency, yet, there are tasks like listening vocabulary where the males make comparatively lesser errors.

12. Intelligence and certain social background factors of the students like locality (rural versus urban background), gender, education of the parents, type of school and socio-economic status also influence the errors in language use.

13. Moreover, errors in written English have not been studied in relation to psychological variables as such. The only psychological factor often studied is the Cognitive Style of the subjects.

2.6.3 Deductions from Studies on Cognitive Styles and Errors
1. A large number of studies have investigated the relationship of FI/ FD dimension of Cognitive Styles with achievement and performance in language learning.
2. Majority of the studies report significant positive correlation between FI and language proficiency or achievement.
3. Only a few researches studying how FI/ FD are correlated with errors in ESL/ EFL are found.

2.6.4 Deductions from Studies on Cerebral Dominance and Errors
Researches on Cerebral Dominance and acquisition of foreign languages are also few in number and most of these study the classroom characteristics of particular hemisphere dominant students.

2.6.5 Deductions from Studies on Tools of Errors
1. Most of the studies use Corpus or essays written by the subjects for elicitation of data.
2. The most frequently employed methods comprise a qualitative analysis of the highest number of errors in an area or a percentage analysis of the errors in different aspects of language. The reason for it may be that as Rolf (2007) observes to accurately establish the cause or causes of errors produced by a student, it is imperative to know where the student's interlanguage is (the language used by a student in the process of learning a second language) and is quite a difficult task.
3. Some of the studies also used objective type tests of errors and made a differential analysis of the errors.
4. Most of the studies concentrated on studying errors in only a limited number of aspects of language.

5. Errors can be classified in a number of ways. The bases for classification, and, the nomenclature used by a researcher depends on his or her purposes.

6. The advantages of the objective type tests of errors over the essay corpora include:
   a. Unlike in essays, in the objective type tests of errors, the learners cannot hide their errors of a particular item by avoiding its use. (Brown 1987, Ellis 1994 b)
   b. Unlike in essays, in the objective type tests of errors, the occurrence of a particular error is never too infrequent/ small to study it properly. (Sinclair, 1991)
   c. In the objective type tests of errors, data are easy to collect, quantify, render statistical treatment and interpret.
   d. Unlike the essays, the objective type tests of errors can study the errors of a fairly large number of subjects.
   e. Also, focusing on several classes of errors or errors in several aspects of language at the same time is much easier in the objective type tests of errors.