

## Study of Errors and English Language Teaching: A Systematic Review

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### Abstract

This systematic review paper investigates a study of errors and English language teaching. This paper employed the systematic review approach and focuses on paragraph and essay writing errors in EFL setting. In general, in the history of English language teaching, place of error analysis is always considered as one of the major topics among syllabus designers, language teachers and linguists in order to help English language learners achieve greater fluency in their language. In general, in language classroom, error analysis has been used as a scientific work in order to get information about language learners' errors and resolve their problems in getting knowledge of language. In the history of applied linguistics, there have been two kinds of approaches are related to language errors, namely, contrastive and error approaches. However, research on both of them came back the work of Fries (1945) and Lado (1957) and Corder (1967). Contrastive analysis focuses on pedagogical orientation, input, practice and inductive learning, whereas error analysis focuses on scientific orientation, linguistic and cognitive processes. However, this paper analyzes the previous studies on paragraph and essay writing errors in English language which were published from 2000 to 2017. In addition, of 200 articles were studied in this process, 49 of the articles were relevant.

**Keywords:** Error analysis; Contrastive analysis; EFL learners; English language teaching and learning; English as foreign language and second language.



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### 1. Introduction

The main aim of this article is to investigate previous studies of written errors of English language learners in foreign language settings. Let us inquiring applied linguistics briefly in turn and states its relevance to learner's error approaches. We should remember that any branch of applied linguistics has as its object of study human languages, or, which is to consider the practical problem of human language in general. Brumfit (1991) defined applied linguistics such as "the theoretical and empirical investigation of real- world problems in which language is a central issue in Khansir (2013a). Pit Corder, the founding father of British applied linguistics in the 1973, suggests that applied linguistics is not a science in its own right, but merely a technology based on pure linguistics. He adds that "the application of linguistic knowledge to some object – or applied linguistics, as its name implies –is an activity. It is not a theoretical study. It makes use of theoretical studies. The applied linguist is a consumer, or user, not a producer, of theories (Corder, 1973). We can recognize that the applied linguistics has been described as a base in order to make towards the solution of pedagogical problems of language teaching. James (1980) supported the claim of Pit Corder on applied linguistics as a science and argues that applied linguistics is a hybrid discipline, constituted not only of linguistics but also of psychology and sociology. Based on these sentences, an applied linguist must have ability to assess linguistic, psychological and sociological validity.

Error approach is the name given to the language approach which studies language learner's errors. Two questions come immediately to language scholar's mind. Firstly, what is error analysis? Secondly, why these error approaches (contrastive and error approaches) cannot be kept completely separate? Of course, it is clear that these two error approaches are almost the same kind. However, 'Contrastive Analysis and Error Analysis 'were appeared in the middle of the 20 century, as the branches of applied linguistics studies. Both of them have been observed that are hybrid drawing on the sciences of linguistics and psychology. A research on language learner's errors is needed a component of linguistics and psychology.

The various studies based on CA have attempted to compare the systems of the native and the target language either within the framework of the structure models of language description or within the framework of transformational generative model (Khansir, 2010).

Lado (1957) assumption is that "individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture. Contrastive approach is founded the assumption that native language interference will be as the major source of errors in second language learning. Birjandi *et al.* (2006) mentioned that contrastive analysis has focused on two main assumptions: firstly, the learners' native language interferes with the target language; secondly, interference from the mother tongue is the main cause of errors. Error analysis as one of error approaches emphasizes the significance of learner's errors in target language. Based on this approach, interference from the learner's mother tongue is not only reason for committing errors in his target language (Khansir, 2012).

A question arises why contrastive and error analyses are important in English language learning and useful in language teaching classroom. Contrastive and Error analysis, through decades old, are still subjects of controversy among English teachers, syllabus designers, English language researchers, linguists, and language experts over the world. On the other hand, from the time, English teachers have taught them as English subjects in universities through the world. In addition, English error texts have been the reference materials in the field of ELT suggested by the great syllabus designers for the college and university teachers to teach ELT as a subject. Contrastive and Error analysis have been used to find a solution to the problems of ELT. Applied linguistics has attempted to help ELT, appeared contrastive and error analysis in order to resolve the problems of English teachers and learners at the all levels from school level to university level. In the meantime, from 1945 to now, many conferences, books, articles, and lectures in order to resolve the problems of ELT in colleges, universities have been done. Thus, several language experts have expressed satisfaction about the effectiveness of the contrastive and error analysis in ELT classroom. Today, specialists talk about contrastive and error approaches that have been found successful in EFL and ESL in classes at various times. In fact, every approach of teaching English depends on several factors. The most important of the approaches is the purpose for which English is used over the world as foreign or second language out of English-speaking countries. In other words, the contrastive and error approaches have been responsible for increasing the knowledge of English learners over the world. Khansir (2012) argued error analysis cannot be studied properly without touching upon the notion of contrastive analysis. One of the reasons why contrastive and error analysis are important in ELT classroom, is that they impact on the students and teachers works. They are the two vital factors in a second or foreign language learning situation in general and English learning situation in particular. Based on the above sentences, (Khansir, 2014) argued that teacher in every learning setting tries to communicate with pupils and give them information about their subject; because, the role of teacher and students in learning setting are as two angles of the educational triangle. The teacher has problems to tackle when he faced with the errors of his/her English language students who show varying capacities of assimilation in learning English in their classroom. Khansir (2010) mentioned that error analysis has played a crucial role in learning second and foreign language. Language teacher should examine errors of his/her foreign or second language learners. Corder (1974) said that "the study of error is part of the investigation of the process of language learning." Let us point out language learning, language learning is related to the four language skills: listening, speaking, reading and writing. There are many different ways to learn them. Because, listening and reading are receptive skills; its means that the focus is on receiving information and speaking and writing are productive skills; its means that the focus is on producing information. However, language learning plays an important role in education. (Sivakumar, 1994) mentions that education is closely related to the acquisition of knowledge because the degree of education is determined on the basis of the degree knowledge acquired.

In order to reach the aim of this study, we examine previous studies on paragraph and essay writing errors of English language learners in foreign language settings from 2000 to 2017 and suggest remedial measures to overcome the committing of errors. Therefore, the current study tries to get the experiences from the works of the great researchers in the field of error analysis in order to help language teachers and syllabus designers who prepare study material for the students, help students to avoid such errors. We believes that the studies have been done by the many great scholars reinforce the concept of Error approaches for learners learning English as a foreign language in an English –speaking environment.

One of the most exciting researches in language teaching and applied linguistics in recent years has been the findings that have been related to systematic review. Therefore, systematic review has vital place in English language acquisition. In other words, so far it has involved the most studies in language teaching and language acquisition. It is as source of great deal of research, rather, is aimed at solving practical, real problems that confront the language teaching and language acquisition. It consists of ideas and observations of experienced language researchers, language teachers and students of foreign or second language. Note that according to the systematic review, Bettany-Saltikov (2012) mentioned that a systematic review is used as a summary of the research literature on a single situation in order to identify, select, appraise and synthesize all high-quality research evidence relevant to that situation.

In discussion of statement of problem, error analysis as is one of the major important approaches can be used to resolve the language learners' problems in learning foreign or second language. Today, after many decades, language teachers face a large number of their learners' errors in English classrooms and they are still needed to use of the error analysis approach. So far written errors committed by the learners have been considered in reference to English language by several great research scholars in English setting. We know, the learners' errors are integrated part of language learning. We also know that the teachers should provide special plans in order to give opportunity to learners to decide to study errors and correct them. In this respect, language teachers should use the essential practices which enable the learners to correct their errors. Thus, we recognize that English is taught as foreign language in EFL classroom. For example, Khansir *et al.* (2014) mentioned that in Iran English language is taught as foreign language from middle school. Iranian learners must pass it as foreign language in the examination. In this article, we examine paragraph and essay writing errors in English language from 2000 to 2017 have been researched, and then this article tries to give some suggestions to overcome the committing of the errors. According to the systematic review study in the field of error analysis, the researchers have researched on written errors in EFL setting and they have good experiences in this area. The investigators examine the following questions for this systematic review work:

- 1) What studies have been researched on paragraph and essay writing errors of EFL learners from 2000 to 2017?

- 2) What are the particular suggestions that need to be taken into consideration for remedial measures to overcome the committing of paragraph and essay writing errors in EFL setting?

## 2. Method

### 2.1. Materials

The material used for this study comprises forty nine research articles collected randomly from pertinent studies related to error analysis by researchers from 2000 to 2017. The research articles have been published in many reputable Academic Journals of English Language Teaching, Applied Linguistics, Linguistics and Education. In addition, this study investigates the errors in written language. Errors of spoken language are not the focus of this study.

### 2.2. Inclusion/Exclusion Criteria of This Study

This study focused on the studies which were included based on the following criteria:

1. The articles were conducted in EFL setting.
2. The articles focused on the errors of English paragraph and essay writing.
3. The articles were published between 2000 and 2017.
4. The articles were peer-reviewed journal publications.

However, the studies were excluded based on the following criteria:

1. The articles were not conducted in EFL.
2. The articles did not focus on the errors of English paragraph and essay writing.
3. The articles were published before 2000 or after 2017.
4. The articles were not peer-reviewed.

## 3. Results and Discussion

In the past decades, there has been an increasing interest in studying error analysis in English as foreign such as works of researchers are mentioned as follows:

[Tananart \(2000\)](#) studied written errors of English foreign language learners at the Chulalongkorn University. This study aimed to explain comparison and contrast paragraph writing. Based on this research study, grammatical structure (73.86%) were the major type of errors and the other types of errors in using transition signals (10.01%), verb forms (7.68%), word choice (6.90%) and spelling (1.55%). [Chen \(2006\)](#) examined Taiwanese EFL students' compositions and he found that the learners' errors are related to the lack of their knowledge in the use of English tenses and the misuse of English articles. Chen concluded this was because of lack of an equivalent syntactical device in the Taiwanese language. [Lakkis and Malak \(2000\)](#) examined the influence of first and target language in writing of Arab Students (prepositions). Thus, they considered both positive and negative transfer in order to identify problematic areas for the Arab learners. They concluded that the students are needed to teach the first and target language in order to understand the differences between structures of the both languages. [Al-Khuwaileh and Shoumali \(2000\)](#) suggested that Jordanian students committed more tense errors in target language and they proposed that the students made a lot of grammatical errors in their writing. [Barrett and Chen \(2001\)](#) investigated the thirty argumentation essays of Taiwanese students' EFL in error analysis who were studying English. The outcome of this research paper showed that the learners had problems using the English article in terms of distinguishing between a definite and indefinite noun phrase. [Lin \(2002\)](#) considered twenty six English essays of Taiwanese EFL students. The outcomes of his research work showed that the students had more problems in sentence structures and then they made wrong verb forms, sentence fragments and wrong use of words. This study discovered learning deficiencies in writing English.

[Mohamed and Eliza \(2004\)](#) at the University 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 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. In the study of [Lee \(2004\)](#), the role instructors as the persons who corrected errors in students' papers were proposed. The outcome of this paper indicated that that there were a total of 19 types of errors in students' papers and most were local errors. In this study, the most students' errors included noun ending, spelling, punctuation, verb tense, and article errors. [Salebi \(2004\)](#) examined the written English errors made by Saudi college learners at King Faisal University. The results from this study showed that the students had problems in target language and misinformation and generalization of target rules were responsible for the occurrence of the errors in this study.

[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. [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. [Chen \(2006\)](#) investigated a study of English essays errors made by Taiwanese beginning EFL students. The findings of his study showed that interference of the first language of the students could be responsible for the occurrence of the errors in this research. He suggested that understanding linguistic differences between students' L1 and English may help the learners reduce interference from their first language. He added that the learners are needed to practice and give more examples in English writing (essay writing). [Khodabandeh \(2007\)](#) investigated Iranian writing errors based on their translation. His findings of research work showed that the Iranian learners had several grammatical as well as lexical errors in their works. He added that the most global errors resulted from inadequate lexical knowledge, and use of typical Persian constructions. Their most local were comprised of misuse and omission of prepositions, articles, auxiliaries, lack of subject-verb agreement, and faulty lexical choice. He concluded that the learners had not sufficient knowledge of the English tense and grammar rules and interference of mother tongue is one the main errors in this study.

[Bennui \(2008\)](#) examined Thai EFL learners' errors in writing tasks (paragraph writing). The findings of this paper showed that the Thai EFL learners had not master in writing tasks and this lack of knowledge causes errors in the levels of word, sentence, and discourse. [Edalat \(2008\)](#) investigated essay errors committed by Forty Iranian students who were studying English as foreign language at English department of Tabriz University. The findings of this paper showed that one of the main problems for the students was interference of mother tongue. Thus, this study indicated that the Iranian students have problems in discourse level competence. He suggested that the students should approach to writing in English consciously. He added that the learners are needed to practice writing more in English language through practice in reading. [Dela \(2009\)](#) examined written errors made by twenty one faculty members of collages at the Liceo de Cagayan University. The outcome of the article indicated that there are grammar and punctuation errors committed by the faculty members. The article indicated that teachers need to get more accuracy in the use of English. [Darus. and Ching \(2009\)](#) analyzed essays written errors committed by Chinese learners who were learning English language. In this study, both of interlingual and Intralingual transfer errors were observed in their writing. The suggestion of this paper indicated that the teachers should aware the students of the differences in the structure of English and their native language. [Mojica \(2010\)](#) analyzed three English paragraphs by Twenty –six learners from the center for Language Learning of De La Salle University in EFL setting. The results showed that the learners are needed to become more aware of the writing processing strategies that can help them develop the writing skills.

[Saud \(2011\)](#) conducted a study to determine paragraph writing errors of Iraq English students in the two departments: Geography and History of Baghdad University. This study showed that the Iraq English students have made different errors in writing paragraph writing in English language. Thus, he believes that the learners are poor in writing. He suggests that the learners should be more taught paragraph writing and writing skills. [Abbas and Sarimnia \(2011\)](#) investigated the writing errors committed by Iranian learners at Azad and Payam-e-Noor University in Iran. The outcomes of this paper indicated that the students had grammatical problems caused mainly by interlingual influence. Ning is another researcher who investigated compositions written errors were committed by a group of China graduate learners in 2012. According to the outcome of this research work, the main causes of China learners' errors were mother tongue interference, misuse of misuse of strategies and negative influence. [Zawahreh \(2012\)](#) made a study to investigate the Jordanian students' errors in their written English. His study showed that the Jordanian students' errors due to lack of knowledge of the students in using essay writing. One of the language researcher examined English writing (essay writing) was [Ridha \(2012\)](#). His study showed that first language of the EFL learners was one of the most of the learners' errors in English writing. Therefore, he believed that in the essay writing of his participants the grammatical errors were seriously than other types of errors in this study. In the study of [Jalali and Shojaei \(2012\)](#). This study indicated that the most of the Iranian learners suffered from perpetual problems in the use of preposition. [Nezami and Sadraie \(2012\)](#) investigated the essay of 103 Iranian BA students in Tehran, and Islamic Azad Universities, Rasht Branch in Iran. The findings of this study showed that the learners has problems in verb tense, sentence structure, word order, word choice and so forth. In this study, learning experience of the students could be responsible for the increase or decrease in the number of their writing. Thus, they believed the other sources errors which could be held responsible for the occurrence of the errors in this research work.

[Sawalmeh \(2013\)](#) investigated English essay of thirty two Saudi learners who were registered at University of Ha'il. The results of the study indicated that there are ten types of errors in written essay such as verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalization, articles sentence fragments and prepositions. [Khansir et al. \(2013\)](#) conducted a pre-test and post-test of the paragraph writing in



Bushehr University of Medical Sciences and Health Services, Iran. Based on the outcome of this research work, there was significant difference between pre-test and post-test in paragraph writing of Iranian EFL learners. Therefore, this study pointed out that learning strategy is responsible for the errors of paragraph writing in this University. Thus, the total number of errors made by the students in this study in pre-test was 209 and in post-test were 81. [Murad and Sawalmeh \(2013\)](#) classified ten common errors of essay writing made by Saudi students at university level. The common errors of essay writing made by the students such as verb tense, word order, subject/verb agreement, pronouns, spellings, capitalization, prepositions, articles, double negatives and sentence fragments. [Watcharapunyawong and Usaha \(2013\)](#) examined errors of English paragraph writing of Thai EFL Students. Their study indicated that interference of mother tongue categories was made more errors of the learners in this research work. The results of this study informed that the writing teachers as well as their learners should be aware of English paragraphs rules in different text types. [Zheng and JaPark \(2013\)](#) investigated the study of essays written errors committed by Chinese and Korean students who were learning English. The results of this study showed that the essays written errors can be caused by the negative transfer from learners' first language. Finally, the results of the comparative analysis of essays errors committed by the Chinese and Korean university learners showed that a general picture of common errors was comprised of both the contrastive analysis hypothesis (CAH) and the creative construction hypothesis (CCH) type errors. [Khansir \(2013b\)](#) examined the Iranian and Indian learners' errors in writing. One of the subjects of this study was paragraph. Based on the result of this paper related the Iranian paragraph errors which came to 63% of errors for paragraph. Thus, in paragraph, the maximum errors observed in the selected connectors among the students and the minimum errors were in selected topic sentence in this study. He mentioned that the errors related to the knowledge of the subjects on the basis of English writing. He added that the Iranian learners need more practice and sufficient exercises in order to reduce their errors in English writing. [Kaweera \(2013\)](#) investigated the written errors of Thai EFL students in EFL setting. The results of this paper showed that the learners have problems in interlingual interference of the mother tongue and also intralingual interference. Several sources errors such as false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co-occurrence restrictions hypercorrection and overgeneralization were found in their writing.

[Al-Khasawneh \(2014\)](#) studied English paragraph writing of Jordanian students from different academic majors at Ajloun National University. According to the outcome of this study, the Jordanian students made several errors in English paragraph writing such as spelling, word order, and subject-verb agreement. This research work indicated that the students of this study were the improper use of English articles. He suggests that teachers should use of the writing practices in order to help the students overcome or avoid committing writing errors. Thus, he added that the Jordanian students have problems in acquiring the rules of English language. [Althobaiti \(2014\)](#) examined essay and paragraph writing of the groups of Saudi Arabia in order to recognize the learners' errors in writing. He selected ninety essays writing and ninety paragraph writing were written by sixty students in EFL setting. Therefore, the results of this paper showed that the students have numerous errors in their writing. The students committed errors frequently in grammar. He believed that the students are needed more error correction and practices in this area. [Shahhoseiny \(2015\)](#) examined paragraph writing errors committed by a group of seventy Iranian learners. Her study indicated that the largest number of paragraph writing was pertained to supporting sentence. According to this study, the students have not knowledge to distinguish between supporting sentences and concluding sentence. She proposes that teacher should familiar students with paragraph rules along with English grammar. [Ferdous \(2015\)](#) conducted a research paper in order to investigate paragraph writing errors committed by twenty tertiary level Bangladesh learners. Based on this research paper, the students have not sufficient knowledge in using correct English grammar and their native language interference is responsible for a number of paragraph writing errors. [Tsfaye and Tsadik \(2015\)](#) conducted a study in order to investigate essays written errors committed by graduating trainees in colleges of Oromia Regional State in Ethiopia. The results of this paper showed that the participants of this research work made extensive errors in these aspects of their writing such as spelling, word choice, sentence fragment, verb form, capitalization, punctuation/comma splices, word form, and run on sentences. They believed that the students internalized the rules of English language in this study. However, they added that the information from this study is related to language learning problems can be useful to teachers because it can help them in the preparation of effective teaching materials. [Naikoo et al. \(2016\)](#) made a research work in order to consider types of essay errors were made by Iranian students. However, in this study, eighty Iranian under-graduate learners were participated. The outcome of this research paper showed that there was a significant difference between types of essay writing errors made by the students. Based on this research, the most of essay errors of the Iranian learners was due to lack of knowledge in English language. They suggest that the students should be taught more specific drills and practices in learning English essay writing. One of the research works which was done in the paragraph writing errors in EFL setting was researched by [Davoudi \(2015\)](#). The outcome of this study indicated that pay attention more to grammar and different methods of paragraph support and development can improve the learners' writing skill and they added that the role of the feedback can help the students to improve their writing ability. [Bakhshayesha \(2015\)](#) examined the errors of paragraph writing committed by Arab students. What we can conclude from the results of this study is that interference of mother-tongue as one of the most important reasons of the students' errors. The researcher recommended that the learners need more adopted appropriate learning strategies along with good teaching in order to reduce their errors. [Ruwaida \(2015\)](#) carried out a study of Palestinian learners of English in Arab EFL setting. The three areas of this study were comprised of sentence structure, paragraph structure, content and organization, the students committed errors in their composition. The collection of data showed that interference of first language (mother tongue) could be responsible for the increase or decrease in the number of the Arab students' errors in the study.

Khansir and Hajivandi (2016) conducted a research work in order to investigate errors of essay writing committed by Iranian Medical students. They discovered that there was a significant difference between types of essay writing errors in this research work. They suggested that the learners have not mastered on essay writing and structure of paragraph writing in their responses. Yousuf (2016) studied the writing errors of Saudi EFL learners. Thus, the Saudi EFL learners were requested to write an essay on a certain topic. The findings of this study indicated that interference of mother tongue was one of the main reasons for the writing errors of the learners and the others reasons were comprised of learning strategies, and the lack of knowledge of English rules in this study. However, he mentioned that teachers should study their learners' errors carefully and focus more on learners' problems in this area. Naikoo *et al.* (2016) investigated the paragraph writing errors of students of Saudi Arabia. The outcome of this research paper showed that the learners has problems in copula, concord, number, tense markers, aspect, infinitival to, prepositions, articles and conjunction. The basic errors were due to interference of mother tongue and over-generalization in this study. Sundari (2016) analyzed the English written essay made by thirty four learners in EFL writing class. The findings of this study showed that the learners had problems in subject-verb agreement error, verb tense, spelling, auxiliaries and word order. Based on the results of this paper, the students made errors in grammar rules in their writing. Thus, they suggested that the learners are needed to practice more in English grammar rules in order to resolves their writing. Ababneh (2017) considered written errors in EFL setting. In this study, 50 Saudi Arabia female learners were chosen for the purpose of the collection of data. In this study, female students made frequently kinds of errors such as grammar (tenses, singular/plural, articles; syntax errors (subject-verb agreement) and finally, substance (spelling). He believes that the most important reasons for the types of written errors in this study were interference of mother tongue (Arabic language) and lack of conversion in English language among the students. He suggests that teaching strategies and methods should be considered more and the university improves courses syllabuses in order to improve the learners' writing in English language. Make and Endrias (2017) examined the errors of the written paragraphs of the first year students in Ethiopia. The aim of this research paper was to analyze the students' common grammatical errors in their paragraph writing. The outcome of their paper showed that the learners committed tense, voice, preposition, article and adjectives and adverbs errors in their written paragraphs. They recommended that the students should more pay attention to grammatical errors when they are writing paragraphs. They added that the teachers should more pay attention grammatical subjects when they are teaching paragraph writing to their students and they should give feedback on the learners' written paragraph. Sermsook. *et al.* (2017) investigated the written papers of Thai EFL Students. After collecting data in this paper, the students made errors in punctuation, articles, subject-verb agreement, spelling, capitalization, and fragment, respectively. Therefore, it seems that there are several other sources which could be held responsible for the occurrence of the errors in this research. The sources of the errors could be Interlingual interference, intralingual interference, limited knowledge of English grammar and vocabulary, and carelessness of the students. Therefore, they suggested that the teachers should teach more English grammar and vocabulary and then the students should be taught about negative transfer of first language.

The purpose of this review literature is to review the works of scholars along with the findings of their researches in Error analysis approach. Ellis (1991) argues that "the results of error analysis studies were important because they provided empirical support for the some of the theoretically derived claims". A question arises why do learners make errors? One of the reasons for learner errors is the interference of his mother tongue, which is called interlingual. Another reason for learner errors is the structure of the second language which is called intralingual.

## 4. Conclusion

The study of error approaches in English language settings has a long history, as reflected in such well-publications as Fries (1945) and Lado (1957) , finally Corder (1967). In the English as foreign setting, there have been a number of articles have been researched by the great researchers, syllabus designers, and teachers for investigating how learners of English language acquire English language and help the English language learners improve their English language and use English flawlessly. However, error analysis in recent years continues to have a good role to play in remedial approaches to the teaching and learning of English language skills.

We attempted to examine these findings of this systematic review of study of errors in English foreign language. A large number of error analysis researches in the history of English language teaching have encouraged a tendency to improve learning in the target language. What can be concluded from the above researches is that these studies report a high amount of first language influence, such as interference of mother tongue. In this regard, it is interesting to note that we can find the interference of mother tongue as one of the most important responsible for increasing English errors among the EFL learners in their target language. This study also found that language teaching and learning strategies are the others sources errors among the EFL students in English language. On the other hand, complexity of the English language, students' incomplete knowledge or lack of knowledge of systematic grammar and necessary vocabulary in English language can thus be considered as other sources errors among these studies in this paper. These studies strongly suggest that learning strategies and teaching programmes should be based on the scientific perception of the grammatical rules of English to eradicate the errors. Knowledge of the types of learners' errors in these studies actually can help the teacher concentrate on the grammatical necessary to understand and handle these errors. Most of the errors among the students can be replaced by remedial measures through the instructional materials and teachings-learning strategies. A teaching course based on the remedial materials will enable the teacher to teach at the point of error, that is, teach those items which the students have most difficulty. The teacher should arrange the remedial materials on the basis of the degree of frequency recurrence. One of the important reasons that can help the EFL learners in English writing is error correction. According error

correction, (Khansir and Hozhabri, 2014) mentioned that error correction one of effective methods can be used to promote EFL participants' writing achievement in order to help the participants become active and independent students in their performances in writing EFL classroom.

In this concluding paragraph, what is particularly interesting is that both contrastive analysis and error analysis are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with other. However, they have a much more positive effect on learning and teaching English in foreign language classrooms among the English language learners.

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