

Learners' Use of L2 Article System: Jordanian Students – A Case Study

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ABSTRACT

The major portion of this paper is devoted to delineate the types of errors made by Arab learners of English in the area of the article system. By so doing, the paper classifies learners' errors according to the Surface Structure Taxonomies of errors, and illustrates the possible sources of these errors. In order to overcome learners' difficulties in L₂ article system, this paper suggests a new approach for teaching and learning L₂ article system.

INTRODUCTION

Learners' language or interlanguage has been a subject for a huge body of research during the past five decades. A close look at the literature shows that learners' language, irrespective of their L₁ or TL, is often characterized by numerous types of deviation in all areas. Various reasons have been proposed to account for the difficulties that often encounter learners at different stages of L₂ acquisition. Chief among them are L₁ influence or interference, overgeneralization, ignorance of rule restrictions and incomplete application of rules (Richards 1971). Evidence in literature indicates that errors are not restricted to one area. Rather than, they are found in all sub-fields of language. It is apparent that grammatical errors are more dominant than others in most of the conducted studies worldwide. However, grammatical errors have not been paid equal attention in the literature. For instance, tense and aspect have been more fortunate than preposition and articles.

Recently, Error Analysis has attracted the attention of linguists as an important part of applied linguistics recognized in 1970s after S. P. Corder's 'The significance of learners' errors' in which he pointed out