CHAPTER 4

FACTS AND FINDINGS

4.1 Introduction

This chapter describes the results and findings of the study. In this study, the subjects were given written exercises and compositions to do. The researcher then marked their answer scripts based on an adapted version of the classification of errors by Irene F.H. Wong and Lim Saw Choo (1983).

Then, a numerical analysis of the errors based on the ten classes of errors was carried out. The researcher seeks to identify the most common types of errors made by the students. Hopefully, this will be useful to English teachers when teaching their students.

First language transfer by gender was also carried out. This study seeks to identify whether males are more affected by first language transfer than females or vice versa.

Lastly, the effect of the socio-economic background of the subjects on the learning of English as a second language was examined.

4.2 The Production of Written English by the Subjects

4.2.1 Writing Tasks for the Subjects

The subjects were asked to do 4 sets of written exercises and compositions to do. Set I (see Appendix A) consists of a composition entitled "My Family" and making sentences with the selected nouns, verbs and adjectives. Set 2 and 3 (see Appendix B and C respectively) consist of sentence making with the given nouns, verbs and adjectives. Set 4 (see Appendix D) consists of four guided compositions about an Indonesian farmer, personal particulars of Lau Han Yew, a pet and about the subject's mother.

The researcher then marked and assessed the answer scripts based on the following classification of errors:

(i) omission of the possessive suffix for possessive pronouns;

(ii) omission of the word suffix for the third singular subjects (present tense);

(iii) omission of Be as auxiliary and as main verb;

(iv) omission of Do-support in negativization;

(v) omission of articles

(vi) use of Have in place of the existential " there is/are " construction;

(vii) errors in the use of pronouns;

(viii) errors in the matter of word order in noun phrases;

(ix) the transfer of syntax or structure; and

(x) literal translation of Malay expressions to English.

The total errors for each subject, for the four sets of writing tasks, is summed up and divided by the total number of sentences written by the subject to give the relative frequency of errors per sentence i.e.

$$\text{Relative frequency of errors} = \frac{\text{Total number of errors}}{\text{Total number of sentences}}$$

Then the range(i.e. the highest value and lowest value) is obtained and 6-8 equal intervals are constructed for statistical analysis. After that, the 33 1/3 percentile, 66 2/3 percentile are obtained using the following statistical formula:

$$P_x = L_B + \frac{[\,(x/100)\,(\,n+1\,) - F_B\,]\,c}{f}$$

where x = x th percentile,

n = total number of observations,

L_B = lower boundary for the percentile class,

f = frequency of the percentile class, and

c = interval width of the percentile class.

The level of errors is classified as follows:

Level of Errors	Relative Frequency of Errors
Low (L)	0 - 33 1/3 percentile
Average (A)	33 1/3 - 66 2/3 percentile
High (H)	66 2/3 - 100 percentile

Table 4.1 : Level of errors

For ease of naming the subjects, the following coding system is used to identify each and every subject:

SCHOOL	CLASS	CODE NUMBER
S.R.K.(1)J. Semenyih	4 Jujur	A-4J-(student no.)
S.R.K.(1)J.Semenyih	4 Setia	A-4S-(student no.)
S.R.K.(1)J.Semenyih	4 Ikhlas	A-4-I-(student no.)
Sek. Keb. Kajang	4 Jujur	B-4J-(student no.)
Sek. Keb. Kajang	4 Ikhlas	B-4-I-(student no.)
Sek. Keb. Kajang	4 Murni	B-4M-(student no.)

Table 4.2 : Coding system for subjects

For the complete lists of the subjects, see Appendix G.

4.2.2 First Language Transfer

The questionnaires for the subjects (see Appendix E1) were used to ascertain the level of English usage by the subjects. The questionnaires for the parents (see Appendix F) were used to collate the data given in the subjects' questionnaires. If there were any discrepancies, the researcher would interview the subjects to verify the data given by their parents. 19 questions from the subject's questionnaire (see Appendix E2) were selected to find out the level of English usage by the subject. These 19 questions were chosen because they are appropriate in assessing the level of English usage by the subjects. For questions 1-18, the subject has to choose from the following options: never, seldom, sometimes or often. The answers for the first eighteen questions are awarded points based on a 3-point Likert rating scale. In terms of award of points,

never   = 0 point

seldom   = 1 point

sometimes = 2 points

often   = 3 points

For question 19, the subject has to choose from the following options:

None, 1-2, 3-4, 5-6, 7-8, 9-10 or more than 10. To fit the answers into the

3-point Likert rating scale, a slight modification has to be done, as follows:

None   =   0 point

1-4 books =   1 point

5-8 books =   2 points

9 or more   =   3 points

The points for the 19 questions are then added together to obtain the score

for each subject. The maximum total score is 57 (3 x 19 items) whereas the

minimum total score is 0 (0 x 19 items). The range (i.e. the lowest and

highest value) for the score is then obtained. Similarly, as for the errors, a

6-8 equal intervals for the score   is constructed for statistical analysis. The

33 1/3 and 66 2/3 percentile are then calculated by using the same

statistical formula as for the errors. A high score can be interpreted as the

subject using English very often and hence it can be logically argued that

this same subject will be affected considerably less by first language

transfer. Using the same argument, a subject with a low score seldom uses

English and hence will be affected more by first language transfer. In other

words, the level of first language transfer is, mathematically speaking,

inversely proportional to the score for English usage. In layman terms, it

means that a high level of English usage can be interpreted as a low level of

first language transfer and a low level of English usage can be interpreted

as high level of first language transfer. The level of English usage can thus

be tabulated as follows:

Level of English usage	Score for English usage
Low (L)	0 - 33 1/3 percentile
Average (A)	33 1/3 - 66 2/3 percentile
High (H)	66 2/3 - 100 percentile

Table 4.3 : Level of English usage

4.2.3 Relative Frequency of Errors and Score for English Usage

The following tables show the results for the relative frequency of errors and

score for English usage for the six classes of students involved in this study.

The six classes are:

(i) 4 Jujur in Sek. Ren. Keb.(1), Jalan Semenyih;

(ii) 4 Setia in Sek. Ren. Keb.(1), Jalan Semenyih;

(iii) 4 Ikhlas in Sek. Ren. Keb.(1), Jalan Semenyih;

(iv) 4 Jujur in Sek. Kek. Kajang;

(v) 4 Ikhlas in Sek. Keb. Kajang; and

(vi) 4 Murni in Sek. Keb. Kajang.

Code number of respondent	Relative frequency of errors	Score for English usage
A-4J-01	0.097	42
A-4J-02	0.116	37
A-4J-03	0.398	46
A-4J-04	0.260	46
A-4J-05	0.056	27
A-4J-06	0.318	22
A-4J-07	0.495	41
A-4J-08	0.132	35
A-4J-09	0.489	23
A-4J-10	0.312	37
A-4J-11	0.841	6
A-4J-12	0.106	53
A-4J-13	0.132	34
A-4J-14	0.172	41
A-4J-15	0.151	42
A-4J-16	0.434	36
A-4J-17	0.124	51
A-4J-18	0.213	39
A-4J-19	0.182	14
A-4J-20	0.346	32

Table 4.4 : Relative frequency of errors and score for English usage
for 4 Jujur, Sek. Ren. Keb. (1) Jalan Semenyih

Code number of respondent	Relative frequency of errors	Score for English usage
A-4S-01	0.114	35
A-4S-02	0.106	33
A-4S-03	0.149	43
A-4S-04	0.711	17
A-4S-05	0.566	19
A-4S-06	0.125	43
A-4S-07	0.807	16
A-4S-08	0.786	17
A-4S-09	0.603	18
A-4S-10	0.330	19
A-4S-11	0.790	24
A-4S-12	0.390	22
A-4S-13	0.141	43
A-4S-14	0.494	17
A-4S-15	0.648	18
A-4S-16	0.324	25
A-4S-17	0.803	13
A-4S-18	0.321	24
A-4S-19	0.500	6
A-4S-20	0.663	16

Table 4.5 : Relative frequency of errors and score for English usage
for 4 Setia, Sek. Ren. Keb.(1) Jalan Semenyih

Code number of respondent	Relative frequency of errors	Score for English usage
A-4I-01	0.673	19
A-4I-02	0.500	10
A-4I-03	0.621	24
A-4I-04	0.400	1
A-4I-05	0.432	29
A-4I-06	0.870	4
A-4I-07	0.868	47
A-4I-08	1.016	24
A-4I-09	0.828	15
A-4I-10	0.763	6
A-4I-11	0.800	10
A-4I-12	0.741	18
A-4I-13	0.439	6
A-4I-14	0.392	27
A-4I-15	0.724	10
A-4I-16	0.623	24
A-4I-17	0.563	14
A-4I-18	0.820	16
A-4I-19	0.515	22
A-4I-20	0.521	28
A-4I-21	0.507	34
A-4I-22	0.814	23
A-4I-23	0.512	14
A-4I-24	0.423	15
A-4I-25	0.900	15
A-4I-26	0.507	20
A-4I-27	0.719	13
A-4I-28	0.425	18

Table 4.6 : Relative frequency of errors and score for English usage
for 4 Ikhlas, Sek. Ren. Keb.(1) Jalan Semenyih

Code number of respondent	Relative frequency of errors	Score for English usage
B-4J-01	0.204	42
B-4J-02	0.706	16
B-4J-03	0.083	38
B-4J-04	0.407	21
B-4J-05	0.176	48
B-4J-06	0.215	33
B-4J-07	0.031	21
B-4J-08	0.424	15
B-4J-09	0.415	31
B-4J-10	0.558	12
B-4J-11	0.116	48
B-4J-12	0.141	45
B-4J-13	0.096	30
B-4J-14	0.022	32
B-4J-15	0.256	46
B-4J-16	0.457	31
B-4J-17	0.298	25
B-4J-18	0.395	24
B-4J-19	0.341	19
B-4J-20	0.317	14
B-4J-21	0.216	45
B-4J-22	0.079	38
B-4J-23	0.427	23
B-4J-24	0.355	40
B-4J-25	0.183	31
B-4J-26	0.384	24
B-4J-27	0.177	19
B-4J-28	0.219	30
B-4J-29	0.172	19
B-4J-30	0.117	25

Table 4.7 : Relative frequency of errors and score for English usage for 4 Jujur, Sek. Keb. Kajang.

Code number of respondent	Relative frequency of errors	Score for English usage
B-4J-31	0.268	31
B-4J-32	0.267	23
B-4J-33	0.278	22
B-4J-34	0.044	31
B-4J-35	0.089	35
B-4J-36	0.500	29
B-4J-37	0.159	36
B-4J-38	0.121	50
B-4J-39	0.242	27
B-4J-40	0.318	28

Table 4.7 : Relative frequency of errors and score for English usage
for 4 Jujur, Sek. Keb. Kajang (continue)

Code number of respondent	Relative frequency of errors	Score for English usage
B-4I-01	0.238	50
B-4I-02	0.912	14
B-4I-03	0.338	23
B-4I-04	0.187	47
B-4I-05	0.202	38
B-4I-06	0.116	51
B-41-07	0.270	25
B-4I-08	0.318	34
B-4I-09	0.942	11
B-4I-10	0.242	41
B-4I-11	0.351	18
B-4I-12	0.321	10
B-4I-13	0.888	15
B-4I-14	0.258	43
B-4I-15	0.174	47
B-4I-16	0.200	31
B-4I-17	0.121	41
B-4I-18	0.912	14
B-4I-19	0.048	30
B-4I-20	0.196	39
B-4I-21	0.333	21
B-4I-22	0.444	23
B-4I-23	0.211	49
B-4I-24	0.310	36
B-4I-25	0.189	23
B-4I-26	0.337	34
B-4I-27	0.368	34
B-4I-28	0.220	33
B-4I-29	0.301	22
B-4I-30	0.172	23

Table 4.8 : Relative frequency of errors and score for English usage for 4 Ikhlas, Sek. Keb. Kajang.

Code number of respondent	Relative frequency of errors	Score for English usage
B-4I-31	0.241	39
B-41-32	0.257	47
B-4I-33	0.149	18
B-4I-34	0.360	29
B-4I-35	0.257	50
B-4I-36	0.258	43
B-4I-37	0.208	20
B-4I-38	0.280	32
B-4I-39	0.116	45
B-4I-40	0.349	25
B-4I-41	0.107	45
B-4I-42	0.384	15
B-4I-43	0.112	44

Table 4.8 : Relative frequency of errors and score for English usage
for 4 Ikhlas, Sek. Keb. Kajang (continue)

Code number of respondent	Relative frequency of errors	Score for English usage
B-4M-01	0.432	22
B-4M-02	0.143	45
B-4M-03	0.343	26
B-4M-04	0.947	10
B-4M-05	0.311	24
B-4M-06	0.529	12
B-4M-07	0.614	35
B-4M-08	0.294	29
B-4M-09	0.341	27
B-4M-10	0.667	12
B-4M-11	0.881	10
B-4M-12	0.782	9
B-4M-13	0.941	13
B-4M-14	0.411	24
B-4M-15	0.901	13
B-4M-16	0.313	22
B-4M-17	0.211	27
B-4M-18	0.182	41
B-4M-19	0.772	8
B-4M-20	0.116	48
B-4M-21	0.811	11
B-4M-22	0.313	1
B-4M-23	0.924	8
B-4M-24	0.732	21
B-4M-25	0.982	3
B-4M-26	0.384	24
B-4M-27	0.250	19
B-4M-28	0.462	6
B-4M-29	0.750	11
B-4M-30	0.263	28

Table 4.9 : Relative frequency of errors and score for English usage for 4 Murni, Sek. Keb. Kajang.

Code number of respondent	Relative frequency of errors	Score for English usage
B-4M-31	0.772	10
B-4M-32	0.349	28
B-4M-33	0.829	6
B-4M-34	0.321	37
B-4M-35	0.373	22
B-4M-36	0.275	23
B-4M-37	0.992	11
B-4M-38	0.816	8
B-4M-39	0.116	38
B-4M-40	0.654	11
B-4M-41	0.301	25
B-4M-42	0.842	12
B-4M-43	0.181	40

Table 4.9 : Relative frequency of errors and score for English usage
for 4 Murni, Sek. Keb. Kajang (continue).

From the preceding six tables, the range for the relative frequency of errors is 0.022 - 1.016. Since the lowest and highest value for the relative frequency of errors is 0.022 and 1.016 respectively, the seven intervals selected are 0.001-0.150, 0.151-0.300, 0.301-0.450, 0.451-0.600, 0.601-0.750, 0.751-0.900 and 0.901-1.050. The number of observations for each of the intervals are tallied as follows :

Relative frequency of errors	Number of observations	Accumulated number of observations
0.001 - 0.150	31	31
0.151 - 0.300	46	77
0.301 - 0.450	50	127
0.451 - 0.600	17	144
0.601 - 0.750	19	163
0.751 - 0.900	21	184
0.901 - 1.050	10	194

Table 4.10 : Frequency table for relative frequency of errors.

The class containing the 33 1/3 percentile class is 0.151 - 0.300. The lower boundary (L_B) is = (0.150 + 0.151) ÷ 2

$$= 0.1505$$

The 33 1/3 percentile is:

$$P_{33\ 1/3} = 0.1505 + \frac{[\ (1/3)\ (194 + 1) - 31\ ]\times 0.15}{46}$$

$$= 0.1505 + \frac{[\ (1/3)\ (195) - 31\ ]\times 0.15}{46}$$

$$= 0.1505 + 0.1109$$

$$= \quad 0.2614$$

$$= \quad 0.261$$

The class containing the 66 2/3 percentile is 0.451 - 0.600. The lower

boundary for this class is = (0.450 + 0,451) ÷ 2

$$= \quad 0.4505$$

The 66 2/3 percentile is:

$$P_{66\ 2/3} \ = \ 0.4505 \ + \ \frac{[\ (2/3)\ (194 + 1)\ -\ 127\ ]\ x\ 0.15}{17}$$

$$= \ 0.4505 \ + \ \frac{[\ 130\ -\ 127\ ]\ x\ 0.15}{17}$$

$$= \ 0.4505 \ + \ 0.0256$$

$$= \ 0.477$$

Since the 33 1/3 percentile is 0.261 and the 66 2/3 percentile is 0.477, the

relative frequency of errors can be divided into three levels (low, average

and high) as follows:

Relative frequency of errors	Level of errors	
0.001 - 0.261	Low	(L)
0.262 - 0.477	Average	(A)
0.478 - 1.050	High	(H)

Table 4.11 : Summary for level of errors

In a similar way, a 7-interval statistical table can be constructed for the score

for English usage. The maximum total score is 57 (3 x 19 items) whereas the

minimum total score 0 (0 x 19 items). Since the lowest and highest score

for the subjects is 1 and 53 respectively, the seven intervals selected are

1-8, 9-16, 17-24, 25-32, 33-40, 41-48 and 49-56. The number of observations for each of the intervals are tallied as follows:

Score for English usage	Number of observations	Accumulated no. of observations
1 - 8	13	13
9 - 16	38	51
17 - 24	49	100
25 - 32	31	131
33 - 40	28	159
41 - 48	28	187
49 - 56	7	194

Table 4.12 : Frequency table for score for English usage.

The class containing the 33 1/3 percentile is 17 - 24. The lower boundary (L_B) of this class is = (16 + 17) ÷ 2

$$= 16.5$$

The 33 1/3 percentile is:

$$P_{33\ 1/3} = 16.5 + \frac{[\ (1/3)\ (194 + 1) - 51\ ] \times 8}{49}$$

$$= 16.5 + \frac{[\ 65 - 51\ ] \times 8}{49}$$

$$= 16.5 + 2.2857$$

$$= 18$$

The class containing the 66 2/3 percentile is 25 - 32. The lower boundary (L_B) of this class is = (24 + 25) ÷ 2

$$= 24.5$$

The 66 2/3 percentile is:

$$P_{66\ 2/3} = 24.5 + \frac{[\ (2/3)\ (194 + 1) - 100\ ]\ x\ 8}{31}$$

$$= 24.5 + \frac{[\ 130 - 100\ ]\ x\ 8}{31}$$

$$= 24.5 + 7.7419$$

$$= 32$$

It should be explicitly pointed out here that, as explained earlier, the level of first language transfer is assumed to be inversely proportional to the score for English usage. A high level for the score for English usage is equivalent to a low level of first language transfer and a low level for the score for English usage is equivalent to a high level of first language transfer. Since the 33 1/3 percentile is 18 and the 66 2/3 percentile is 32, the level of first language transfer can be divided into three levels (low, average and high) as follows :

Score for English usage	Level of first language transfer
33 - 53	Low (L)
19 - 32	Average (A)
1 - 18	High (H)

Table 4.13 : Summary for level of first language transfer.

4.2.4 Level of Errors and Level of First Language Transfer

With reference to Table 4.11 and Table 4.13, the results for level of errors and level of first language transfer can then be tabulated. The following abbreviation is used for the three levels:

Low   = L

Average   = A

High   = H

Code number of respondent	Level of first language transfer	Level of errors
A-4J-01	L	L
A-4J-02	L	L
A-4J-03	L	A
A-4J-04	L	L
A-4J-05	A	L
A-4J-06	A	A
A-4J-07	L	H
A-4J-08	L	L
A-4J-09	A	H
A-4J-10	L	A
A-4J-11	H	H
A-4J-12	L	L
A-4J-13	L	L
A-4J-14	L	L
A-4J-15	L	L
A-4J-16	L	A
A-4J-17	L	L
A-4J-18	L	L
A-4J-19	H	L
A-4J-20	A	A

Table 4.14 : Level of first language transfer and level of errors
for 4 Jujur, Sek. Ren. Keb.(1) Jalan semenyih.

Code number of respondent	Level of first language transfer	Level of errors
A-4S-01	L	L
A-4S-02	L	L
A-4S-03	L	L
A-4S-04	H	H
A-4S-05	A	H
A-4S-06	L	L
A-4S-07	H	H
A-4S-08	H	H
A-4S-09	H	H
A-4S-10	A	A
A-4S-11	A	H
A-4S-12	A	A
A-4S-13	L	L
A-4S-14	H	H
A-4S-15	H	H
A-4S-16	A	A
A-4S-17	H	H
A-4S-18	A	A
A-4S-19	H	H
A-4S-20	H	H

Table 4.15 : Level of first language transfer and level of errors
for 4 Setia, Sek. Ren. Keb.(1) Jalan Semenyih.

Code number of respondent	Level of first language transfer	Level of errors
A-4I-01	A	H
A-4I-02	H	H
A-4I-03	A	H
A-4I-04	H	A
A-4I-05	A	A
A-4I-06	H	H
A-4I-07	L	H
A-4I-08	A	H
A-4I-09	H	H
A-4I-10	H	H
A-4I-11	H	H
A-4I-12	H	H
A-4I-13	H	A
A-4I-14	A	A
A-4I-15	H	H
A-4I-16	A	H
A-4I-17	H	H
A-4I-18	H	H
A-4I-19	A	H
A-4I-20	A	H
A-4I-21	L	H
A-4I-22	A	H
A-4I-23	H	H
A-4I-24	H	A
A-4I-25	H	H
A-4I-26	A	H
A-4I-27	H	H
A-4I-28	H	A

Table 4.16 : Level of first language transfer and level of errors
for 4 Ikhlas, Sek. Ren. Keb.(1) Jalan Semenyih.

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Code number of respondent	Level of first language transfer	Level of errors
B-4J-01	L	L
B-4J-02	H	H
B-4J-03	L	L
B-4J-04	A	A
B-4J-05	L	L
B-4J-06	L	L
B-4J-07	A	L
B-4J-08	H	A
B-4J-09	A	A
B-4J-10	H	H
B-4J-11	L	L
B-4J-12	L	L
B-4J-13	A	L
B-4J-14	A	L
B-4J-15	L	L
B-4J-16	A	A
B-4J-17	A	A
B-4J-18	A	A
B-4J-19	A	A
B-4J-20	H	A
B-4J-21	L	L
B-4J-22	L	L
B-4J-23	A	A
B-4J-24	L	A
B-4J-25	A	L
B-4J-26	A	A
B-4J-27	A	L
B-4J-28	A	L
B-4J-29	A	L
B-4J-30	A	L

Table 4.17 : Level of first language transfer and level of errors for 4 Jujur, Sek. Keb. Kajang.

Code number of respondent	Level of first language transfer	Level of errors
B-4J-31	A	A
B-4J-32	A	A
B-4J-33	A	A
B-4J-34	A	L
B-4J-35	L	L
B-4J-36	A	H
B-4J-37	L	L
B-4J-38	L	L
B-4J-39	A	L
B-4J-40	A	A

Table 4.17 : Level of first language transfer and level of errors
for 4 Jujur, Sek. Keb. Kajang (continue)

Code number of respondent	Level of first language transfer	Level of errors
B-4I-01	L	L
B-4I-02	H	H
B-4I-03	A	A
B-4I-04	L	L
B-4I-05	L	L
B-4I-06	L	L
B-41-07	A	A
B-4I-08	L	A
B-4I-09	H	H
B-4I-10	L	L
B-4I-11	H	A
B-4I-12	H	A
B-4I-13	H	H
B-4I-14	L	L
B-4I-15	L	L
B-4I-16	A	L
B-4I-17	L	L
B-4I-18	H	H
B-4I-19	A	L
B-4I-20	L	L
B-4I-21	A	A
B-4I-22	A	A
B-4I-23	L	L
B-4I-24	L	A
B-4I-25	A	L
B-4I-26	L	A
B-4I-27	L	A
B-4I-28	L	L
B-4I-29	A	A
B-4I-30	A	L

Table 4.18 : Level of first language transfer and level of errors
for 4 Ikhlas, Sek. Keb. Kajang.

Code number of respondent	Level of first language transfer	Level of errors
B-4I-31	L	L
B-4I-32	L	L
B-4I-33	H	L
B-4I-34	A	A
B-4I-35	L	L
B-4I-36	L	L
B-4I-37	A	L
B-4I-38	A	A
B-4I-39	L	L
B-4I-40	A	A
B-4I-41	L	L
B-4I-42	H	A
B-4I-43	L	L

Table 4.18 : Level of first language and level of errors
for 4 Ikhlas, Sek. Keb. Kajang (continue)

Code number of respondent	Level of first language transfer	Level of errors
B-4M-01	A	A
B-4M-02	L	L
B-4M-03	A	A
B-4M-04	H	H
B-4M-05	A	A
B-4M-06	H	H
B-4M-07	L	H
B-4M-08	A	A
B-4M-09	A	A
B-4M-10	H	H
B-4M-11	H	H
B-4M-12	H	H
B-4M-13	H	H
B-4M-14	A	A
B-4M-15	H	H
B-4M-16	A	A
B-4M-17	A	L
B-4M-18	L	L
B-4M19	H	H
B-4M-20	L	L
B-4M-21	H	H
B-4M-22	H	A
B-4M-23	H	H
B-4M-24	A	H
B-4M-25	H	H
B-4M-26	A	A
B-4M-27	A	L
B-4M-28	H	A
B-4M-29	H	H
B-4M-30	A	L

Table 4.19 : Level of first language transfer and level of errors
for 4 Murni, Sek. Keb. Kajang.

Code number of respondent	Level of first language transfer	Level of errors
B-4M-31	H	H
B-4M-32	A	A
B-4M-33	H	H
B-4M-34	L	A
B-4M-35	A	A
B-4M-36	A	A
B-4M-37	H	H
B-4M-38	H	H
B-4M-39	L	L
B-4M-40	H	H
B-4M-41	A	A
B-4M-42	H	H
B-4M-43	L	L

Table 4.19 : Level of first language transfer and level of errors
for 4 Murni, Sek. Keb. Kajang (continue)

To show the correlation between the level of first language transfer and the level of errors, a simple statistical method is adopted. Subjects with a high level of first language transfer are grouped together in a table and the number of these same subjects with a high level of errors is obtained. Similarly, subjects with a low level of first language transfer are also grouped together in another table and the number of these same subjects in the L-L category (low level of first language transfer and low level of errors) is obtained. Subjects with an average level of first language transfer are left out because no discerning information can be obtained from this group.

With reference to Table 4.14 - Table 4.19, the following two tables are obtained:

Code number of respondent	Level of first language transfer	Level of errors
1. A-4J-11	H	H
2. A-4J-19	H	L
3. A-4S-04	H	H
4. A-4S-07	H	H
5. A-4S-08	H	H
6. A-4S-09	H	H
7. A-4S-14	H	H
8. A-4S-15	H	H
9. A-4S-17	H	H
10. A-4S-19	H	H
11. A-4S-20	H	H
12. A-4I-02	H	H
13. A-4I-04	H	A
14. A-4I-06	H	H
15. A-4I-09	H	H
16. A-4I-10	H	H
17. A-4I-11	H	H
18. A-4I-12	H	H
19. A-4I-13	H	A
20. A-4I-15	H	H
21. A-4I-17	H	H
22. A-4I-18	H	H
23. A-4I-23	H	H
24. A-4I-24	H	A
25. A-4I-25	H	H
26. A-4I-27	H	H
27. A-4I-28	H	A
28. B-4J-02	H	H
29. B-4J-08	H	A
30. B-4J-10	H	H

Table 4.20 : Subjects with a high level of first language transfer.

Code number of respondents	Level of first language transfer	Level of errors
31. B-4J-20	H	A
32. B-4I-02	H	H
33. B-4I-09	H	H
34. B-4I-11	H	A
35. B-4I-12	H	A
36. B-4I-13	H	H
37. B-4S-18	H	H
38. B-4S-33	H	L
39. B-4S-42	H	A
40. B-4M-04	H	H
41. B-4M-06	H	H
42. B-4M-10	H	H
43. B-4M-11	H	H
44. B-4M-12	H	H
45. B-4M-13	H	H
46. B-4M-15	H	H
47. B-4M-19	H	H
48. B-4M-21	H	H
49. B-4M-22	H	A
50. B-4M-23	H	H
51. B-4M-25	H	H
52. B-4M-28	H	A
53. B-4M-29	H	H
54. B-4M-31	H	H
55. B-4M-33	H	H
56. B-4M-37	H	H
57. B-4M-38	H	H
58. B-4M-40	H	H
59. B-4M-42	H	H

Table 4.20 : Subjects with a high level of first language transfer (continue)

Code number of respondent	Level of first language transfer	Level of errors
1. A-4J-01	L	L
2. A-4J-02	L	L
3. A-4J-03	L	A
4. A-4J-04	L	L
5. A-4J-07	L	H
6. A-4J-08	L	L
7. A-4J-12	L	L
8. A-4J-13	L	L
9. A-4J-14	L	L
10. A-4J-15	L	L
11. A-4J-16	L	A
12. A-4J-17	L	L
13. A-4J-18	L	L
14. A-4S-01	L	L
15. A-4S-02	L	L
16. A-4S-03	L	L
17. A-4S-06	L	L
18. A-4S-13	L	L
19. A-4I-07	L	H
20. A-4I-21	L	H
21. B-4J-01	L	L
22. B-4J-03	L	L
23. B-4J-05	L	L
24. B-4J-06	L	L
25. B-4J-11	L	L
26. B-4J-12	L	L
27. B-4J-15	L	L
28. B-4J-21	L	L
29. B-4J-22	L	L
30. B-4J-24	L	A

Table 4.21 : Subjects with a low level of first language transfer.

Code number of respondents	Level of first language transfer	Level of errors
31. B-4J-35	L	L
32. B-4J-37	L	L
33. B-4J-38	L	L
34. B-4I-01	L	L
35. B-4I-04	L	L
36. B-4I-05	L	L
37. B-4I-06	L	L
38. B-4I-08	L	A
39. B-4I-10	L	L
40. B-4I-14	L	L
41. B-4I-15	L	L
42. B-4I-17	L	L
43. B-4I-20	L	L
44. B-4I-23	L	L
45. B-4I-24	L	A
46. B-4I-26	L	A
47. B-4I-27	L	A
48. B-4I-28	L	L
49. B-4I-31	L	L
50. B-4I-32	L	L
51. B-4I-35	L	L
52. B-4I-36	L	L
53. B-4I-39	L	L
54. B-4I-41	L	L
55. B-4I-43	L	L
56. B-4M-02	L	L
57. B-4M-07	L	H
58. B-4M-18	L	L
59. B-4M-20	L	L
60. B-4M-34	L	A
61, B-4M-39	L	L
62. B-4M-43	L	L

Table 4.21: Subjects with a low level of first language transfer (continue)

To find out the correlation between level of first language transfer and level of errors, the following abbreviations will be used:

H-H = Subject with a high level of first language transfer also has a high level of errors;

H-A = Subject with a high level of first language transfer also has an average level of errors;

H-L = Subject with a high level of first language transfer also has a low level of errors;

L-H = Subject with a low level of first language transfer also has a high level of errors;

L-A = Subject with a low level of first language transfer also has an average level of errors; and

L-L = Subject with a low level of first language transfer also has a low level of errors.

From Table 4.20, the number of subjects with the H-H, H-A and H-L relationships are tallied and can be summarised as follows :

	Frequency	Percentage
H-H	46	78.0%
H-A	11	18.6%
H-L	2	3.4%

From Table 4.21, the number of subjects with the L-H, L-A and L-L relationships are tallied and can be summarised as follows:

	Frequency	Percentage
L-H	4	6.5%
L-A	8	12.9%
L-L	50	80.6%

The findings show that 78% of subjects with a high level of first language transfer also have a high level of errors and 80.6% of subjects with a low level of first language transfer also have a low level of errors. There is a positive correlation between first language transfer and errors. Where the level of first language transfer is high, the level of errors is high and where the level of first language transfer is low, the level of errors is low.

4.3 The Types of Errors Involved In First Language Transfer

4.3.1 Types of Errors

In this study, an adapted version of the classification of errors by Irene F.H. Wong and Lim Saw Choo (1983) is used. The ten classes of errors are:

(i) Class 1: omission of the possessive suffix for possessive pronouns;

(ii) Class 2: omission of the verb suffix for the third singular subjects

(present tense);

(iii) Class 3: omission of Be as auxiliary and as main verb;

(iv) Class 4: omission of Do-support in negativization;

(v) Class 5: omission of articles

(vi) Class 6: use of Have in place of the existential " there is/are " construction

(vii) Class 7: errors in the use of pronouns;

(viii) Class 8: errors in the matter of word order in noun phrases;

(ix) Class 9: the transfer of syntax or structure; and

(x) Class 10: literal translation of Malay expressions to English.

4.3.2 The Most Frequent Type of Errors

The results of the errors made by the subjects in the six classes is tabulated as follow:

Class of Errors	Total no. of errors	Percentage
1	480	9.7%
2	530	10.8%
3	1179	23.9%
4	1	0.02%
5	1235	25.1%
6	4	0.08%
7	847	17.2%
8	145	2.9%
9	500	10.1%
10	10	0.2%
Total	4931	100.0%

Table 4.22 : Classification of errors according to percentages

The order of frequency for the ten classes of errors is:

Order	Class of errors	Percentage
1	Omission of articles	25.1%
2	Omission of Be as auxiliary and as main verb	23.9%
3	Errors in the use of pronouns	17.2%
4	Omission of the verb suffix for the third singular subjects (present tense)	10.8%
5	The transfer of syntax or structure	10.1%

Order	Class of errors	Percentage
6	Omission of the possessive suffix for possessive pronouns	9.7%
7	Errors in the matter of word order in noun phrases	2.9%
8	Literal translation of Malay expressions to English	0.2%
9	Use of Have in place of the existential " there is/are " construction	0.08%
10	Omission of Do-support in negativization	0.02%

'Omission of articles' are the most frequent errors made by the subjects, followed by 'omission of the Be as auxiliary and as main verb'. The third most frequent errors are 'errors in the use of pronouns'.

4.3.3 The Most Frequent Type of Errors by Gender

The frequency of errors made by the male subjects can be tabulated as follows:

Class of errors	No. of errors made by male subjects	Percentage
1	248	9.1%
2	272	10.0%
3	702	25.9%
4	0	0.0%
5	652	24.0%
6	2	0.1%
7	498	18.4%
8	75	2.8%
9	254	9.4%
10	8	0.3%
Total	2711	100.0%

Table 4.23:Classification of errors according to percentages for male subjects

The order of frequency for the ten classes of errors for male subjects is:

Order	Class of errors	Percentage
1	Omission of Be as auxiliary and as main verb	25.9%
2	Omission of articles	24.0%
3	Errors in the use of pronouns	8.4%
4	Omission of the verb suffix for the third singular subjects (present tense)	10.0%
5	The transfer of syntax or structure	9.4%
6	Omission of the possessive suffix for possessive pronouns	9.1%
7	Errors in the matter of word order in noun phrases	2.8%
8	Literal translation of Malay expressions to English	0.3%
9	Use of Have in place of the existential " there is/are " construction	0.1%
10	Omission of Do-support in negativization	0.0%

'Omission of Be as auxiliary and as main verb' are the most common errors made by the male subjects, followed by 'omission of articles'. The third most frequent errors made by the male subjects are 'errors in the use of pronouns'.

Class of errors	No. of errors made by male subjects	Percentage
1	232	10.4%
2	258	11.6%
3	477	21.5%
4	1	0.05%
5	583	26.3%
6	2	0.1%
7	349	15.7%
8	70	3.2%
9	246	11.1%
10	2	0.1%
Total	2220	100.0%

Table 4.24 : Classification of errors by percentages for female subjects

The order of frequency for the ten classes of errors for female subjects is:

Order	Class of errors	Percentage
1	Omission of articles	26.3%
2	Omission of Be as auxiliary and as main verb	21.5%
3	Errors in the use of pronouns	15.7%
4	Omission of the verb suffix for the third singular subjects (present tense)	11.6%
5	The transfer of syntax or structure	11.1%
6	Omission of the possessive suffix for possessive pronouns	10.4%
7	Errors in the matter of word order in noun phrases	3.2%
8	Literal translation of Malay expressions to English	0.1%

Order	Class of errors	Percentage
9	Use of Have in place of the existential " there is/are " construction	0.1%
10	Omission of Do-support in negativization	0.05%

'Omission of articles' are the most common errors made by the female subjects, followed by 'omission of Be as auxiliary and as main verb'. The third most frequent errors made by the female subjects are 'errors in the use of pronouns'.

4.4 The Effect of First Language Transfer on the Production of Written English by Gender

4.4.1 The Effect of First Language Transfer on the Production of Written English by Male Subjects

With reference to Table 4.14 - Table 4.19, the results for male subjects with a high level of first language transfers are as follows:

Code number of respondent	Level of first language transfer	Level of errors
1. A-4J-11	H	H
2. A-4J-19	H	L
3. A-4S-04	H	H
4. A-4S-07	H	H
5. A-4S-08	H	H
6. A-4S-09	H	H
7. A-4S-17	H	H
8. A-4I-04	H	A
9. A-4I-06	H	H
10. A-4I-09	H	H
11. A-4I-10	H	H
12. A-4I-11	H	H
13. A-4I-12	H	H
14. A-4I-13	H	A
15. A-4I-24	H	A
16. B-4J-02	H	H
17. B-4J-08	H	A
18. B-4J-20	H	A
19. B-4I-02	H	H
20. B-4I-09	H	H
21. B-4I-11	H	A
22. B-4I-12	H	A
23. B-4I-13	H	H
24. B-4I-18	H	H
25. B-4I-42	H	A
26. B-4M-04	H	H
27. B-4M-06	H	H
28. B-4M-10	H	H
29. B-4M-11	H	H
30. B-4M-12	H	H
31. B-4M-13	H	H
32. B-4M-15	H	H
33. B-4M-19	H	H
34. B-4M-21	H	H
35. B-4M-22	H	A
36. B-4M-23	H	H
37. B-4M-33	H	H
38. B-4M-38	H	H

.Table 4.25 : Male subjects with a low level of first language transfer

From Table 4.25 above, the findings can be summarised as follows :

	Frequency	Percentage
H-H	28	73.7%
H-A	9	23.7%
H-L	1	2.6%

The results for male subjects with a low level of first language

transfer are as follows:

Code number of respondent	Level of first language transfer	Level of errors
1. A-4J-01	L	L
2. A-4J-02	L	L
3. A-4J-07	L	H
4. A-4J-08	L	L
5. A-4J-10	L	A
6. A-4J-12	L	L
7. A-4J-18	L	L
8. A-4S-01	L	L
9. A-4S-13	L	L
10. A-4I-07	L	H
11. B-4J-01	L	L
12. B-4J-11	L	L
13. B-4J-12	L	L
14. B-4J-15	L	L
15. B-4J-21	L	L
16. B-4I-01	L	L
17. B-4I-04	L	L
18. B-4I-05	L	L
19. B-4I-06	L	L
20. B-4I-08	L	A
21. B-4I-10	L	L
22. B-4I-14	L	L
23. B-4I-15	L	L
24. B-4I-17	L	L

Table 4.26 : Male subjects with a low level of first language transfer.

Code number of respondent	Level of first language transfer	Level of errors
25. B-4I-20	L	L
26. B-4I-31	L	L
27. B-4I-39	L	L
28. B-4I-41	L	L
29. B-4M-02	L	L
30. B-4M-18	L	L
31. B-4M-20	L	L
32. B-4M-34	L	A
33. B-4M-39	L	L
34. B-4M-43	L	L

Table 4.26 Male subjects with a low level of first language transfer (continue)

From Table 4.26 above, the findings can be summarised as follows:

	Frequency	Percentage
L-H	2	5.9%
L-A	3	8.8%
L-L	29	85.3%

The findings show that 73.7% of male subjects with a high level of first language transfer also have a high level of errors and 85.3% of male subjects with a low level of first language transfer also have a low level of errors. Therefore there is a positive correlation between level of first language transfer and level of errors for the male subjects.

4.4.2 The Effect of First Language Transfer on the Production of Written English by Female Subjects

Referring to Table 4.14 - table 4.19, the results for female subjects with a high level of first language transfers are as follows:

Code number of respondent	Level of first language transfer	Level of errors
1. A-4S-14	H	H
2. A-4S-15	H	H
3. A-4S-19	H	H
4. A-4S-20	H	H
5. A-4I-02	H	H
6. A-4I-15	H	H
7. A-4I-17	H	H
8. A-4I-18	H	H
9. A-4I-23	H	H
10. A-4I-25	H	H
11. A-4I-27	H	H
12. A-4I-28	H	A
13. B-4J-10	H	H
14. B-4I-33	H	L
15. B-4M-25	H	H
16. B-4M-28	H	A
17. B-4M-29	H	H
18. B-4M-31	H	H
19. B-4M-37	H	H
20. B-4M-40	H	H
21. B-4M-42	H	H

Table 4.27 : Female subjects with a high level of first language transfer

From Table 4.27, the findings can be summarised as follows :

	Frequency	Percentage
H-H	18	85.7%
H-A	2	9.5%
H-L	1	4.8%

The results for male subjects with a low level of first language transfer are as follows:

Code number of respondent	Level of first language transfer	Level of errors
1. A-4J-03	L	A
2. A-4J-04	L	L
3. A-4J-13	L	L
4. A-4J-14	L	L
5. A-4J-15	L	L
6. A-4J-16	L	A
7. A-4J-17	L	L
8. A-4S-02	L	L
9. A-4S-O3	L	L
10. A-4S-06	L	L
11. A-4I-21	L	H
12. B-4J-02	L	L
13. B-4J-05	L	L
14. B-4J-06	L	L
15. B-4J-22	L	L
16. B-4J-24	L	A
17. B-4J-35	L	L
18. B-4J-37	L	L
19. B-4J-38	L	L
20. B-4I-23	L	L
21. B-4I-24	L	A
22. B-4I-26	L	A
23. B-4I-27	L	A
24. B-4I-28	L	L
25. B-4I-32	L	L
26. B-4I-35	L	L
27. B-4I-36	L	L
28. B-4I-43	L	L
29. B-4M-07	L	H

Table 4.28 : Female subjects with a low level of first language transfer.

From Table 4.28, the findings can be summarised as follows:

	Frequency	Percentage
L-H	2	6.9%
L-A	6	20.7%
L-L	21	85.3%

The findings show that 85.7% of female subjects with a high level of first language transfer also have a high level of errors and 72.4% of

female subjects with a low level of first language transfer also have a low level of errors. There is a positive correlation between first language transfer and errors for the female subjects. Where the level of first language transfer is high, the level of errors is high and where the level of first language transfer is low, the level of errors is low.

4.4.3 Effect of First Language Transfer by Gender

The H-H and L-L relationships for male and female subjects can be tabulated as follows:

	Male	Female
H-H	73.7%	85.7%
L-L	85.3%	72.4%

By taking the average of H-H and L-L for the male and female subjects, the average percentage for the male subjects is 79.5% and for the female subjects is 79.05%. There is no appreciable difference between the two values. Therefore the effect of first language transfer on the production of written English cannot be differentiated by gender.

4.5 The Socio-economic Background of The Subjects

and the Learning of English as a Second Language

For this study, the researcher has included a question about the total family monthly income in the questionnaires for parents. Unfortunately only 93 parents returned the questionnaires to the researcher and of these 93 parents, only 89 of them answered the question on total family monthly income. In other words, only 89 of the 194 subjects or about 46% of the subjects have given their total family monthly income. Although the researcher has coaxed the subjects to request their parents to answer the questionnaire, the researcher cannot compel the parents to state their total family monthly income in the questionnaires as matters concerning family income are confidential and personal.

However a statistical survey could still be done on the 89 subjects who have stated their total family monthly income in the questionnaires although the results would not be representative of the population in this study.

For this study, the level of total family monthly income is graded as follows:

Total family monthly income	Level of income
Less than RM2000	Low
RM2001 - RM4000	Average
Above RM4001	High

In terms of income distribution, a total family income of less than RM 2000 can be regarded as low because of the increased standard of living and inflation. An average family will have an income 0f RM2001 - RM4000. A total family monthly income in the range of more than RM4000 can be regarded as high by Malaysian standards.

The English marks (the average of the marks for the first semester and second semester examination) of the subjects are graded as follows:

English marks	Grade	Level of Competence in English
80 - 100	A	High
65 - 79	B	Average
40 - 64	C	Average
20 - 39	D	Low
0 - 19	E	Low

The grading of the marks according to the grades A, B, C, D and E follows the standard grading for the Ujian Penilaian Sekolah Rendah (Primary School Assessment Test), as stipulated for government schools. The passing mark is 40 so the range 0 - 39 can be regarded as low. Students of average competence in English will have marks in the range 40 - 79 whereas the range 80 -100 can be regarded as high. It is valid to use the school-based examination marks to measure the level of competence in English and hence the level of learning of English as a second language. The school-based examinations are carried out under strict examination

conditions where the students are not allowed to discuss answers or copy from their friends. The students' scores in the English examination is thus reflective of their level of learning of English as a second language.

The level of total family monthly income and level of competence in English for the 89 subjects are as follows.

Code number of respondents	Level of total family monthly income	Level of English competence
1. A-4J-01	H	A
2. A-4J-02	L	A
3. A-4J-03	A	A
4. A-4J-04	A	A
5 A-4J-05	H	H
6. A-4J-06	H	A
7. A-4J-07	L	A
8. A-4J-09	L	L
9. A-4J-10	H	A
10. A-4J-12	L	H
11. A-4J-13	L	A
12. A-4J-14	A	H
13. A-4J-16	L	A
14. A-4J-17	L	A
15. A-4J-18	A	A
16. A-4J-19	A	A
17. A-4J-20	L	A
18. A-4S-05	L	A
19. A-4S-09	A	L
20. A-4S-11	L	L
21. A-4S-14	L	A
22. A-4S-15	L	L
23. A-4S-16	L	A
24. A-4I-01	L	L
25. A-4I-02	L	L

Table 4.29 : Level of total family monthly income and level of competence in English

Code number of respondents	Level of total family monthly income	Level of English competence
26. A-4I-04	A	L
27. A-4I-06	L	L
28. A-4I-08	L	L
29. A-4I-09	L	L
30. A-4I-12	L	L
31. A-4I-17	L	A
32. A-4I-18	L	L
33. A-4I-19	L	L
34. A-4I-21	A	L
35. A-4I-22	L	L
36. A-2I-23	A	A
37. A-4I-25	L	L
38. A-4I-27	L	L
39. A-4I-28	L	A
40. B-4J-01	L	H
41. B-4J-03	A	H
42. B-4J-04	L	A
43. B-4J-07	H	H
44. B-4J-09	H	H
45. B-4J-13	A	H
46. B-4J-14	A	H
47. B-4J-16	H	A
48. B-4J-22	A	H
49. B-4J-24	L	A
50. B-4J-25	L	A
51. B-4J-27	H	A
52. B-4J-30	L	H
53. B-4J-31	L	H
54. B-4J-32	L	H
55. B-4J-33	A	A
56. B-4J-34	A	H
57. B-4J-39	H	H

Table 4.29 : Level of total family income and the and level of competence
     in English (continue).

Code number of respondents	Level of total family monthly income	Level of English competence
58. B-4J-40	A	A
59. B-4IJ-08	A	A
60. B-4I-09	L	A
61. B-4I-10	L	A
62. B-4I-12	L	A
63. B-4I-19	H	H
64. B-4I-20	A	A
65. B-4I-24	L	L
66. B-4I-25	L	A
67. B-4I-27	L	A
68. B-4I-28	L	A
69. B-4I-30	A	A
70. B-4I-33	H	A
71. B-4I-34	L	H
72. B-4I-35	L	A
73. B-4I-37	H	A
74. B-4I-41	H	A
75. B-4I-42	A	A
76. B-4I-43	H	H
77. B-4M-02	L	L
78. B-4M-07	L	L
79. B-4M-19	L	L
80. B-4M-21	A	A
81. B-4M-22	L	L
82. B-4M-24	L	A
83. B-4M-25	L	L
84. B-4M-27	L	A
85. B-4M-34	H	A
86. B-4M-39	H	H
87. B-4M-40	L	A
88. B-4M-42	L	L
89. B-4M-43	H	H

Table 4.29 : Level of total family monthly income and level of competence in English (continue).

To find out the correlation between level of total family monthly income and level of competence in English, the following abbreviations will be used:

H-H = Subject with a high level of total family monthly income and also has a high level of competence in English;

H-A = Subject with a high level of total family monthly income and also has average level of competence in English;

H-L = Subject with a high level of total family monthly income and also has a low level of competence in English;

L-H = Subject with a low level of total family monthly income and also has a high level of competence in English;

L-A = Subject with a low level of total family monthly income and also has an average level of competence in English;

L-L = Subject with a low level of total family monthly income and also has a low level of competence in English;

From Table 4.29, the findings for the H-H, H-A and H-L categories can be summarised as follows :

	Frequency	Percentage
H-H	8	47.1%
H-A	9	52.9%
H-L	0	0 %

From Table 4.29, the findings for the L-H, L-A and L-L categories can be summarised as follows:

	Frequency	Percentage
L-H	6	11.8%
L-A	24	47.0%
L-L	21	41.2%

The findings show that only 47.1% of subjects with a high level of total family monthly income also have a high level of competence in English. Similarly, only 41.2% of the subjects with a low level of total family monthly income also have a low level of competence in English. Hence, there is no positive correlation between level of total family monthly income and level of competence in English. Since the level of competence in English is derived from the school-based examination marks in English, the level of competence is a good measure of the level of learning of English as a second language. It can then be concluded that there is no positive correlation between the socio-economic background of the subjects and the learning of English as a second language.

4.6 Conclusion

This chapter delves into the relationship between first language transfer and the production of written English. The findings show that there is a positive correlation between first language transfer and errors. In other words, first language transfer does have an effect on the errors made by the students in written English.

This study goes on to examine the most frequent type of errors that are induced by first language transfer. The three most common errors are 'omission of articles', 'omission of Be as auxiliary and as main verb' and

'errors in the use of pronouns' in that order.

The effect of first language transfer on the production of written English by gender is then examined. However the findings of this study shows that the effect of first language transfer on the production of written English cannot be differentiated by gender.

The final part of this chapter deals with the relationship between the socio-economic background of the subjects and the learning of English as a second language. Within the limitations as explained earlier, that many parents did not return their questionnaires to the researcher, the findings show that there is no positive correlation between socio-economic background of the subjects and the learning of English as a second language.