

A LINGUISTIC ANALYSIS OF ENGLISH COMPOSITION ERRORS
MADE BY POLISH STUDENTS

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Systematic studies of language errors made by students of a foreign tongue have been of interest for foreign language teachers and textbook writers. Mistakes which consistently appear in certain structures of a target language learnt by people speaking the same native tongue draw the teacher's attention to the foreign structures difficult to acquire by learners.

The sources of mistakes are plentiful and certain groups of errors discussed in this paper can be interpreted both linguistically and psychologically but our interest is limited to the linguistic aspect. We are going to discuss only those mistakes which are caused by linguistic phenomena and those which can be linguistically interpreted.

In this paper we will concentrate on the mistakes of Poles studying English.

The material for our studies has been chosen from the entrance examination papers of the candidates for the English Department of Poznań University. This choice of material was by no means accidental. The papers were written by high school graduates who had studied English for at least four years, and their non-perfect English illustrates their work in school. Thus the results of our studies may be found to be useful also for the high school English teachers in this country. In the papers we find both "primitive" mistakes, characteristic of early stages of learning, and "sophisticated" ones, typical of the advanced students. In spite of the fact that candidates came from different schools and they used different methods and materials in their course of studies, the mistakes they make may be grouped into some homogeneous classes. The same mistakes are made by candidates with different backgrounds. There is great consistency in the way they "corrupt" English. One has a feeling that the language of the papers regularly follows certain rules. The study of language mistakes should reveal these rules and the mechanism of making mistakes in a given

foreign language by a given speaker. We can work out a grammar of mistakes, a grammar of English put into contact with Polish.

The problem of language contact has been discussed by many linguists and as a result we now have works on the Polish and the English used by Poles living in immigrant communities in the United States. The works of this type are a good source of information about the processes occurring in Polish-English language contact. It seems obvious then that the grammar of English produced by Polish learners would be not only a description, but first of all a useful guide for English teachers and textbook writers in this country. The study of mistakes seems also to be a prerequisite for writing a programmed course in English for Poles in which errors must be predicted.

This paper, however, will be limited only to some general remarks on mistakes made by Poles in English. The work can only be considered as an introduction to the problem since the material we use is limited to 200 entrance examination papers. Therefore we have not given in this paper indication of the relative frequency of different errors.

Since the material consisted mainly of compositions, students tried to use the most familiar constructions and avoided less familiar ones. The topics of compositions made them use certain constructions or words more often than others. Also the materials and methods of learning used by the candidates were unknown to the author. Even if we gave the numbers showing that a given English construction is more often corrupted than another one, we would not be able to say for sure what was the reason for this. The reasons for this situation could be numerous:

- a. a construction could be more difficult for Poles than other ones,
- b. a construction could be as difficult as many others but the topic of the composition may have forced the students to use it more often than the other ones and thus reveal the weakly mastered material,
- c. a construction may not have been properly taught or drilled at the candidate's school,
- d. a construction could have been taught or drilled for a shorter period than the constructions equally difficult, etc.

The numbers showing the quantity of errors and thus the degree of difficulty are informative only in case of specially prepared tests. The same is true with the study of persistence of errors which can be done only through specially prepared tests.

When analyzing lexical and grammatical errors in the written compositions one also faces the problem of spelling mistakes. Spelling mistakes were not considered in the following paper. But it is sometimes almost impossible to say which error is lexical or grammatical and

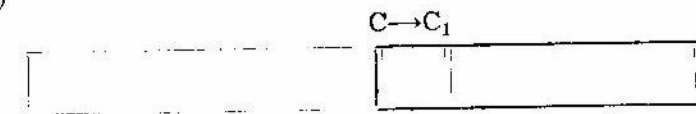
which is a spelling error. In the paper all the misspelled words which because of the wrong spelling could be a source of ambiguity were considered either as lexical or grammatical errors.

The mistakes discussed in the paper were accepted as errors by two native speakers with a University education (one American and one Englishman).

The main source of language errors is linguistic interference. This occurs when one language is put in contact with another one. That is to say, interference, in the case of a foreign language learner, occurs when all his previous linguistic habits are put in contact with the new ones he has to acquire. From practical experience we know that it is not only the learner's native tongue habits which interfere with those of the foreign language he studies. If he by any chance knows two or more languages all his linguistic habits will interfere with the new ones. Even if we do not consider learners who, besides their native tongue, already know other languages, we must remember that the structure of the target language acquired by the learners will interfere with those which are not yet mastered by him. In the very first stages of learning, there will be language contact between the native tongue and the target language.



The only interference will be the native language on the target language. As learning progresses the place of contact (C) will move to the right (C_1)



Then, not only native tongue habits but also mastered habits of the target language will interfere with the new target language structures. Thus we can divide linguistic interference into (1) *External Interference* (caused by the structures \square) and (2) *Internal Interference* (caused by the structures \square).

In *External Interference* the mother tongue is responsible for the students' errors. When the native language structures directly influence those of the target language, and, when the students are using their native tongue habits in the target language (negative transfer), we have to do with *Active External Interference*, as e.g., using Polish word order in an English sentence. *Passive External Interference* on the other hand is the result of the lack of a corresponding category of

the mother tongue in the target language structures, and so, certain structures of a foreign language are entirely new for the students who get completely lost when using them. The foreign constructions do not resemble Polish ones in any way, and the students tend to omit certain elements of the target language constructions, to add unnecessary parts or mix them up. This group includes the errors which are the most unpredictable ones. A typical Polish example of an error produced by *Passive External Interference* is the misuse of English articles. Since Polish does not have any articles, Poles misuse them in English in almost every possible way. They put them before pronouns, proper names etc.

In this case the interference of Polish is not direct. Polish interferes by not having a given structure in its system, and Poles lack the habit of using it. Quite often a given category exists in both languages but is constructed in two different ways e. g., plural in Polish is made in a different way from that in English. Polish students have difficulties in expressing the plural form of nouns in English. We have then two kinds of *Passive External Interference* caused by (1) the lack of a corresponding category in the target language and (2) different ways of constructing the category in the two languages.

External Interference is responsible for the fact that we find different mistakes in English among Germans than among Poles. For these reasons it is impossible to talk in general about mistakes in English. It seems more appropriate to discuss them separately for each non-English speaking nation.

Internal Interference, called also analogy, is the result of target language rules. It occurs when these rules are used in places where they should not be used. The maker of the mistake acts according to the rules of the language and fills in a "blank spot". He knows the rules, but he lacks the information about where these rules should not be observed.

In the case of English-Polish language contact the linguistic interference can be divided into:

I. EXTERNAL

1. Active (negative transfer).

2. Passive

a. Category non-existent in native language.

b. Category differently constructed in native language.

II. INTERNAL

From the above discussion we may easily draw the conclusions that language errors caused by *External Interference* can be predicted by contrastive studies of the native tongue and the target language, and

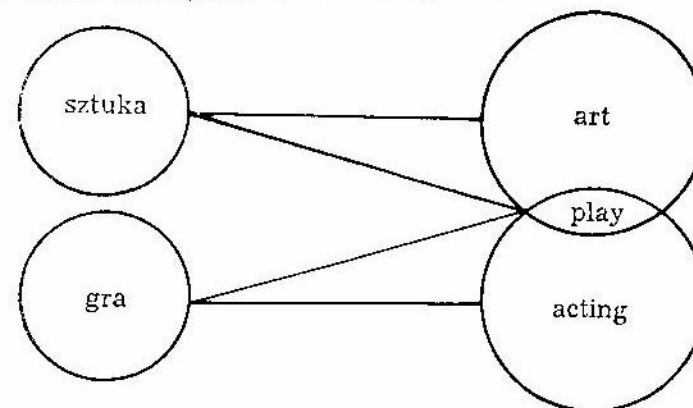
errors caused by *Internal Interference* cannot be predicted. So the investigation of learners' errors can be only partly based on contrastive studies of the two languages.

1. EXTERNAL ACTIVE INTERFERENCE ERRORS

A. Wrong Choice of Corresponding Lexical and Grammatical Forms in the Target Language

Some Polish words or constructions translate into English in two or more ways. Whenever there is no one-to-one correspondence between English and Polish structures, students may choose the wrong synonym in English. This type of error occurs only when a given Polish form is expressed in English in more than one way.

On the one hand, the Polish noun *sztuka* means in English both *art* and *play*. On the other hand Polish *gra* means *play* or *acting*. Two Polish forms correspond to three English ones.



A student learns from his limited experience that e.g., Polish *sztuka* means *art* in English and he consistently uses *art* in place of Polish *sztuka*. He applies Polish distributional rules of *sztuka* to English *art* as in the following sentence.

* In this art (play) Hamlet died in the fight¹.

Polish *ziemia* means *earth, land, or soil* in English. Polish *wiek* means both *century* and *age*, and Polish *kanal* translates as *channel* and *canal*. The results are:

* There were no houses on the strange earth (land).

* They did not want to give their earth (land) to white people.

¹ The phrases taken from the students' papers will be preceded by * and the correct English forms will be given in parenthesis (). In order to save the space the forms with errors will be given without a full context.

- * The twentieth age (century).
- * The Shakespearian century (age).
- * The English Canal (Channel).
- * The Suez Channel (Canal).

The usage of some pairs of English nouns or verbs which have one synonym in Polish may be ambiguous. Even grammarians have problems with giving good explanations for the usage of *do* and *make* or *can* and *may*. The errors are:

- * He liked to do (make) love.
- * I always make (do) my best.
- * If he wants to he can (may) do it for you.

A quite frequent phenomenon among the errors is mixing up *so* with *such*, *it* with *this*, *who* with *which*, *something* with *anything*, *him* with *his*, *them* with *their*, *no* with *not* etc. Each element plays a different grammatical role in English, but both elements of each pair have only one form or in certain contexts may have one form in Polish.

- * It was not such (so) bad.
- * He is so (such) a nice person.
- * All it (this) he showed in his novels.
- * The film who (which) was interesting.
- * The people which (who) were the first colonists.
- * He asked if something (anything) had changed in this matter.
- * Give me anything (something) better.
- * The dream of him (his) came true.
- * The people did not remember his (him).
- * The first unhappiness in them (their) life.
- * They were killing their (them).
- * Not (no), we are no (not).

To the same category of mistakes belongs the word by word translation of Polish idiomatic expressions. The learner using his native tongue does not feel which expression is idiomatic and characteristic only of the mother tongue, and which is not. From his experience he knows that Polish phrases

| | | | | | | |
|-------|---------|---|-----------|---------|--|---------|
| miła | podróż | } | translate | a nice | | journey |
| | miała | | | książkę | | |
| dobre | miejsce | | English | a good | | place |

Therefore the Polish sentence *Podróż miała miejsce.*
is translated as *The journey had | place.*

(The journey took place)

Further examples are:

- * Their high foot (standard) of living.
- * He was born in 1812 year.
- * We went to town Karpacz. (We went to Karpacz.)
- * I with my brother go... (I and my brother go.)
- * Diseases were following them on every step. (Diseases were following them everywhere.)
- * He loved her in full mean of this word. (He really loved her.)
- * He had no right. (He was wrong.)
- * She has nine years. (She is nine years old.)

A similar group of mistakes are those with the misuse of prepositions. The students often use:

| | | | |
|----------------|------------|---|--|
| 1. <i>on</i> | instead of | Ø <i>in</i> <i>at</i> <i>by</i> <i>for</i> <i>with</i> <i>of</i> <i>to</i> | *..played on the piano. *..on many ways. *..on the end. *..went on ship. * Wait on us! *..angry on himself. *..countries on the world. *..pays attention on it. |
| 2. <i>with</i> | instead of | Ø <i>against</i> <i>from</i> <i>of</i> <i>at</i> <i>and</i> <i>because of</i> <i>through</i> | *..married with her. *..fight with tyranny. *..I learn with them. (They are teaching me.) *..consist with. *..laughed with my words. *..I with my brother. *..we are glad with it. * It grew up with the ages. |
| 3. <i>at</i> | instead of | Ø <i>to</i> <i>in</i> <i>on</i> <i>for</i> | *..at the last year. *..went at Stratford. *..interested at ships. *..news at the radio. *..at the first time. |
| 4. <i>in</i> | instead of | Ø <i>on</i> <i>into</i> <i>with</i> | *..in the next morning. *..in T. V. *..jumped in it too fast. *..fall in love in Ophelia. |
| 5. <i>for</i> | instead of | Ø <i>in</i> <i>of</i> <i>from</i> | *..he revanged for his father. *..one bath for seven days. *..suspected for. |
| 6. <i>of</i> | instead of | <i>in</i> <i>by</i> <i>from</i> <i>to</i> <i>on</i> | *..a distance for one country to another. *..rich of vitamins. *..a book of Hardy. *..protected themselves of the nature. *..opposite of. *..it depends of civilization. |

| | | | |
|-------------|------------|---------|---|
| 7. to | instead of | Ø | *..join to them. |
| | | for | *..work hard to life. |
| | | of | *..his love to Ophelia. |
| 8. from | instead of | since | *..he has lived here from the death of his father. |
| | | of | *..one for plenty. |
| | | with | *..beginning from the words, "How do you do", we started to talk. |
| 9. by | instead of | Ø | *..waiting by the whole day. |
| | | on | *..by T. V. |
| | | in | *..by my opinion. |
| 10. about | instead of | for | * He shouted about help. |
| 11. how | instead of | as | *.. took the land how their own. |
| 12. as | instead of | from | *..it is quite different as ours. |
| 13. upon | instead of | through | *..upon the centuries. |
| 14. towards | instead of | for | *..love towards him. |

A wrong synonym choice makes the students create new words which do not exist in English.

| | | |
|----------------------------|-------|-----------------------|
| Polish <i>przed lekcją</i> | means | <i>before a class</i> |
| <i>południe</i> | means | <i>noon</i> |

According to the student's Polish *przedpołudnie* is in English **before noon*

Apart from lexical mistakes caused by wrong synonym choice we also find a group of errors including the wrong usage of English tenses. The mistakes occur when a given Polish tense construction is expressed in English in more than one way and a learner makes a wrong choice of English tense form. Polish has only three tenses (Past, Present, and Future). A Polish phrase expressed in the Past

Ja poszedłem translates into English in three ways

- I went.* (A)
- I have gone.* (B)
- I had gone.* (C)

Among the resulting mistakes we find all the possible combinations of using one form instead of the other. With three elements we get nine combinations and three of them must be the correct usage of the three above-mentioned English tenses. The number of possible erroneous constructions resulting from the wrong choice or substitution (S), are got from the following formula:

$$S - N^3 - N$$

where N stands for the number of the target language constructions which translate into the native tongue in one way.

The examples are as follows:

- (A) instead of (B) *The text which I just heard is very interesting.
- (B) instead of (A) *Some weeks ago I have seen an English film.
- (C) instead of (A) *Shakespeare had written 37 plays.
- (B) instead of (C) *I have learned English before I came to Canada.
- (C) instead of (B) *I had not seen the pictures you are showing.
- (A) instead of (C) *When my mother died, we realized how much she did for us.

Similar mistakes occur with the constructions *there is, it is*. Depending on context, Polish

| | | | |
|-------------|------------------|-----------------|-----|
| <i>jest</i> | is translated as | <i>there is</i> | (A) |
| | | <i>it is</i> | (B) |
| | | <i>is</i> | (C) |

- (A) instead of (B) *There is good that you came.
- (B) instead of (A) *It is a great difference between snow and ice.
- (A) instead of (C) *One of the main characters there is Rostova.
- (B) instead of (C) *Hamlet it is one of the most famous plays.
- (C) instead of (B) *Is dark in the restaurant.
- (C) instead of (A) *Is a window in the room.

Similar combinations will occur with *there are* and *are* which are translated into Polish as *jest*. Among the errors we find not only *there are* in place of *are* and vice versa, but also the mixing up of *there are* and *are* with *there is, it is, is*. As a result we get twenty combinations of errors. In the case of *there was, it was, was* the situation is similar to *there is, it is, is*. All the mentioned above forms will be an additional problem for Poles when used with *not*. Since the English forms *be+not, have+not* may be translated into Polish in one way (as *nie*). The forms with *not* will be not only mixed up like those without it but additionally with *do not, does not, have not, or has not* e.g.

- * Shakespeare did (was) not afraid.
- * I have (was) not there yesterday.

B. International Words

Learners in their course of studies very soon find out that English contains many words which have almost the same graphic and/or phonic form in Polish. They are international words which have come into English, Polish and other languages from Greek, Latin and other tongues. Students realize and feel which word is originally Polish and

which is just a borrowing. They very often use Polish words of foreign origin in place of English ones. To make the words look more English their Polish spelling is changed. Examples:

- * Atomic reactors are very important and very *imponizing* things. (Polish *imponujący* means *impressive*.)
- * The comfortable *luxus* house. (Polish *luksusowy* means *luxurious*.)
- * Many Indians died in *reservats*. (Polish *rezerwat* means *reservation*.)
- * It was a *fabular* film. (Polish *fabularny* means *feature (film)*.)
- * The *examine* started at 9 o'clock. (Polish *egzamin* means *examination*.)

Other errors occur with the words whose written form in English and Polish is similar or identical, but whose meanings are entirely different. The students are not aware of the fact that the words are two entirely different and unrelated lexical units in English and Polish. In the candidates' papers we find out that,

- English *rope* is used like Polish *ropa* (oil).
- English *realize* like Polish *realizować* (make).
- English *patent* like Polish *patent* (licence).
- English *colony* like Polish *kolonia* (summer camp).
- English *magazine* like Polish *magazyn* (T. V. program).

Examples:

- * On that field he found *rope*. His *rope* industry grew very fast.
- * The stage manager *realized* the film very well.
- * His officer's *patent* was taken away.
- * I went to the children's *colony*.
- * They can watch some *magazines* connected with this subject.

C. Derivational Errors

The Polish derivational habits of the students have some influence on their English usage. In the papers we have found many errors concerning the misuse of word pairs which correspond to Polish, e.g.

| | |
|-------------|-------------------|
| <i>go</i> | <i>pojechać</i> |
| <i>come</i> | <i>przyjechać</i> |

- * He banished Hamlet to England but Hamlet went back. (came back)

| | |
|---------------|------------------|
| <i>find</i> | <i>znaleźć</i> |
| <i>invent</i> | <i>wywnaleźć</i> |

- * The jet-engine was found (invented) in the 20th century.

| | |
|--------------|------------------------|
| <i>know</i> | <i>wiedzieć</i> |
| <i>learn</i> | <i>do wiedzieć się</i> |

- * I have learned him for two weeks. (I have known him for two weeks.)

| | |
|--------------|------------------|
| <i>know</i> | <i>znać</i> |
| <i>study</i> | <i>po znawać</i> |

- * He started to know (study) English.

It seems to us that the source of these errors is the Polish prefixal derivation. As can be seen, the pairs mentioned above, though different in English, contain the same stem in Polish. A large group of errors of this type are those dealing with the misuse of *good* and *well* which in Polish have the common stem *dobr-*.

- * He was very well (good) in every situation.
- * The play is good (well) known all over the world.

D. Other Grammatical Errors

Polish students seem to have difficulties with English singular and plural forms. The difficulties are caused by the students' native tongue habits. Poles tend to apply Polish rules for the singular and plural to English words. They use the singular in English with nouns which have singular in Polish and plural in English and vice versa. English *pictures* (*cinema*) has a singular form in Polish.

The result is:

- * Some films I have seen in the picture (pictures).
- Further examples of errors of this type are:
- * Almost all people have T.V. set (T.V. sets).
- * They have done it only twice in their life (their lives).

The opposite phenomenon of using a plural for a singular occurs with nouns like *fish*, *hair*, *people*, *fruit* etc.

- * My mother asked me where the fishes were (where the fish was).
- * Her hair are long and fair (Her hair is long and fair).

Since the Polish language has grammatical gender, the mistakes caused by the misuse of a pronoun are quite common.

- * I liked the film, especially his (its) wonderful scenery.
- * The bell is very heavy. It is very hard to make him (it) ring.
- * The orchestra was playing and the king was listening to her (it).

Film and *bell* are masculine in Polish, *orchestra* is feminine.

Polish as an inflectional language uses endings rather than prepositions. English *of*, which translates the Polish Genitive, and English *to*,

which translates the Polish Dative, correspond to Polish Genitive and Dative endings. *Of* and *to* are therefore often ignored by Poles.

* To see the town from the deck the ship... (from the deck of the ship)

* The parents one of them had a lot of money. (The parents of one of them)

* He will announce it all the people of the country. (to all the people of the country)

* He gave the books his friends. (to his friends)

Polish Genitive and Dative are often translated into English with *of* or *to*, but not all English constructions corresponding to Polish Genitive and Dative use *of* or *to*.

* Let's drink less of vodka. (Let's drink less vodka)

* Our food lacks of vegetables. (Our food lacks vegetables)

* They helped to everybody. (They helped everybody)

The Polish subject is often omitted and is signalled through a special verb ending. For this reason Polish students ignore subjects in English sentences.

* We have a lot of nice shops where can buy food. (where we can buy food)

Polish *enjoy* and *like* are reflexive verbs used very often in the passive. Interference is seen in the following examples:

* "Hamlet" is the play which have enjoyed me most.

(which I have enjoyed the most)

* The film liked me. (I liked the film)

* The problem was not important and interesting and disliked me very much. (I disliked it very much)

English negation is a difficult problem for Poles from the point of view of word-order; in addition Polish has double negation.

* They had been not prepared. (They had not been prepared.)

* Nothing has not changed. (Nothing has changed.)

Polish does not have sequence of tense rules, therefore Poles use the tenses in a way characteristic of their native language, e.g.

* I was very glad that this girl will be happy. (would be happy.)

* He wanted to be sure who is guilty. (who was guilty.)

* They told me that they have some money. (they had some money.)

Under the influence of Polish word-order rules the students ignore S.V.O. order in English.

*In our times has been invented an atomic bomb.

W naszych czasach wynaleziono atomową bombę.

(An atomic bomb has been invented in our times.)

*On the beach were many people though blew the cold wind.
Na plaży było dużo ludzi choć wiał zimny wiatr.

(There were many people on the beach though the cold wind blew.)

The same is true with subordinate clauses.

*My mother asked me where was the book.

Moja matka spytała mnie gdzie była książka.

(My mother asked me where the book was.)

Too and *very (much)* are often used according to Polish distributional rules.

*Shakespeare wrote too comedies.

Szekspir pisał także komedie.

(Shakespeare wrote comedies too.)

*I like very much the novel.

Lubię bardzo tę powieść.

(I like the novel very much.)

*In this film is too dr G.

W tym filmie jest także dr G.

(In this film is dr G. too.)

*I very like to travel.

Ja bardzo lubię podróżować.

(I like to travel very much.)

Polish word-order rules are also used with objects and modifiers.

*His father ordered to work him at the factory.

Jego ojciec kazał pracować mu w fabryce.

(His father ordered him to work at the factory.)

*He had very many friends who him liked.

Miał bardzo wielu przyjaciół którzy go lubili.

(He had very many friends who liked him.)

*He wounded with it Hamlet.

Ranił nim Hamleta.

(He wounded Hamlet with it.)

*He always is ready.

On zawsze jest gotów.

(He is always ready.)

*I | like | in | this | film | the main | hero.
Ja | lubię | w | tym | filmie | głównego | bohatera.

(I like the main hero in this film.)

*Often I go to the sea-side.
Często jeżdżę nad morze.

(I often go to the sea-side.)

2. EXTERNAL PASSIVE INTERFERENCE ERRORS

a. Category non-existent in native language

The difference in the phonological systems of the two languages causes certain errors in the written English of Polish students.

Since Polish has, e.g., only one [i] sound Poles have difficulty distinguishing *rich* from *reach*, *live* from *leave*, *this* from *these* etc.

- * By airplane we can rich (reach) many places.
- * He had to live (leave) Rome.
- * This (these) boxes belonged to them.

Poles do not distinguish between *foot* and *food* since Polish does not have [d] in final position.

- * England must import foot (food).

The similarity in graphic form of two different words, or in their pronunciation, may be the source of an error.

- * They invited (invented) a wheel.
- * There is only one huge story (store) in our town.
- * They now (know) that book.

Sometimes a morpheme may be dropped or added.

| | |
|------------------|---|
| <i>ex change</i> | |
| <i>change</i> | *We had changed (exchanged) our addresses. |
| <i>an other</i> | |
| <i>other</i> | *His another (other) plays are interesting. |

Since articles do not exist in Polish the students misuse them in many possible ways. The following is a list of the most common ways of misuse.

| | |
|--------------------------------|------------------------|
| <i>a</i> instead of <i>o</i> | *For a some time... |
| <i>o</i> instead of <i>a</i> | *She is big girl. |
| <i>a</i> instead of <i>any</i> | *They have not a book. |

a instead of *the*
a + *adj.*
a + *Npl*
the + *adj*
the + *prop. name*
o instead of *the*

*... a life of others.
*His hair is a short.
*... a bad people.
*He wanted the boy to be the clean.
*The David and his brother...
*The end of seventeenth century.

English function words in tense constructions and in other contexts are often omitted. These are the words which often cannot be directly translated into Polish and their proper usage creates a problem for Poles.

- * He born in England. (He was born in England)
- * He afraid him. (He was afraid of him)
- * The industry growing very fast. (The industry is growing)
- * I been there twice. (I have been there twice)
- * To see is believe. (To see is to believe)
- * How it looks like. (How does it look like)
- * They not buy food. (They do not buy food)

Among the errors we also find unnecessary auxiliaries used in *Simple Tense* constructions.

- * When he was died. (When he died)
- * One day it was happened. (One day it happened)

b. Category differently constructed in native language

A large group of errors which are probably caused by some psychological factors are those with the usage of verbal forms like (1) infinitive, (2) present participle, (3) simple past tense form, or (4) past participle. Although all these constructions exist in Polish they are expressed in different ways and among the errors we find all combinations of the usage of one form instead of another. The formula for wrong substitution works in this case too. Since there are 4 elements we get 12 combinations of wrong substitutions. The examples are:

- (2) instead of (1) *It is nice to sit by the fireplace and watching T. V.
- (3) instead of (1) *It is very pleasant to saw him here.
- (4) instead of (1) *Nothing could made him happy.
- (1) instead of (2) *They will be fight again.
- (3) instead of (2) *He was looked at the castle.
- (4) instead of (2) *J. Conrad was travelled by ship.
- (1) instead of (3) *Joe bought this car and then sell it to his friend.
- (2) instead of (3) *All the people using (used) this club.
- (4) instead of (3) *Dickens written (wrote) many novels.

- (1) instead of (4) *Everything is make by him.
 (2) instead of (4) *The country was discovering by Columbus.
 (3) instead of (4) *Everyone who wants may be took there.

To the above collection can be added mistakes with the erroneous usage of third person singular forms. These forms are used in place of an infinitive or a past participle.

- * He would has (have) an accident.
 * The material was needs (needed) by the builders.

The usage of English *Cardinals* and *Ordinals* is often a problem for learners.

- * ... twenty (twentieth) century....
 * He wrote fourteenth (fourteen) books.

Quite often plural forms of nouns are used instead of singular, and vice versa.

- * Every country has one native heroes (hero).
 * In those time (times) bathing was not common.
 The same is true with the forms of *be* and *have*.
 * Many shops was (were) there.
 * The inventions is (are) used by the people.
 * She were (was) at school.
 * We has (have) a T.V. set.

3. INTERNAL INTERFERENCE ERRORS

(a) Noun

In the papers we find nouns which are falsely derived from other word-classes according to the rules existing in English.

N=Adj

- * He underlined a price of honesty and of true. (of honesty and of truth)
 * He described their sads and happiness. (their sadness and happiness)

N=Adj+ness

- * The poorness of the people. (the poverty of the people)

N=V

- * I want to write about my fly to England. (flight to England)

N=V | er

- * He was an outlaw. (he was an outlaw)

N=V+ness

- * The father told him about this awfull killness. (awfull murder)

The plural form of a noun is often used with nouns like *people*, *advice*, or *fish*.

- * Many peoples (people) must work there.
 * The king gave him much advices (advice).

- * They often eat fishes (fish).

(b) Adjective

Adjectives like nouns are often falsely derived according to English rules with the following suffixes:

-ic

- * ... humoristic moments. (humorous moments)
 * ... touristic camp. (tourist camp)

-ed

- * We were tired and hungried. (tired and hungry)
 * His efforts were partly succeeded. (partly successfull)

-ly

- * His childhood was not gaily. (was not gay)
 * My world was very simply and empty. (very simple and empty)

-al

- * ... the plot is absurdal. (is absurd)
 As far as the degree of comparison is concerned, three types of errors have been found.

- * They became more rich. (became richer)
 * This subject is the difficultiest for me. (the most difficult)
 * The meals are more poorer. (the meals are poorer)

Most determiners in English have the same form in singular and plural and students are not used to distinguishing between *those* and *that*.

- * In that times... (those times)

- * Most of that people. (those people)

The other reason for mixing up *this* with *that* could be the fact that they may have only one equivalent when translated into Polish.

(c) Pronoun

Since nouns and adjectives are indeclinable, personal pronouns are thought to me indeclinable, e.g.

- * I asked he. (him)

(d) Verb

Nouns and adjectives which are not used as verbs in English, occur as verbs in the material under investigation.

- * It fulls the room. (it fills the room)
 * A lot of people hungried... (a lot of people were hungry)

Irregular verbs are often treated like regular ones.

- * He understanded... (he understood)
 * They teached me... (they taught me)
 * He leaved the room. (he left the room)

An infinitive following the modal auxiliaries *can*, *must*, *would*, *might*, etc. is used with *to*.

- * We can to see. (we can see)
 - * They could to feel. (they could feel)
 - * They must to fight. (they must fight)
 - * The country would to order. (the country would order)
 - * It might to seem impossible. (it might seem impossible)
- and the opposite.
- * I want go. (I want to go)
 - * She liked wash herself every morning. (she liked to wash herself)

A very common mistake is the omission of *-s* ending in the third person singular of the simple present tense.

- * The doctor never think ... (the doctor never thinks)
 - * Everybody know ... (everybody knows)
- The analogy also goes in the opposite direction, but is far less frequent than the one above.
- * I likes this film. (I like this film)
 - * They wants to travel. (they want to travel)

Some English verbs do not have certain forms, e.g., Present Continuous of *need*, but the students ignore these restrictions.

- * I am needing another kind. (I need another kind)

(e) A d v e r b

Errors with a wrong form of an adverb lie in the false derivation with *-ly*, or *-ly* is added to adverbs which do not have it in certain constructions, e.g., *easy*.

- * They had to work hardly. (they had to work hard)
- * Hamlet was killed trickly. (Hamlet was killed by a trick)
- * Janet was firstly taught to drive. (Janet was first of all taught to drive)
- * It is casily to achieve. (it is easy to achieve)

The degrees of comparison are also misused.

- * ... only five miles farer. (five miles further)
- * He comes here oftenest. (he comes here most often)

The negative morpheme *-un* is used with *well*.

- * The nurse did it very unwell. (the nurse did it very badly)

The fact that some English parts of speech have the same form, e.g., *poor/the poor* is responsible for another group of errors. Owing to the similarity of the form *poor/the poor* an adjective is used in place of a noun, as in,

- * He was dreaming of happy for everybody. (happiness for everybody)
- * In Russian and America ... (in Russia and America)

A noun is used in place of an adjective, as in,

- * He was wounded in the fight with the poison sword. (with the poisoned sword)

- * They were courage people. (they were courageous people)
- The sources for using an adverb in place of an adjective are English words which function both as adjectives and adverbs
- a loud voice/to speak loud.*
- * Nice and beautifully journey ... (nice and beautiful journey)
 - * O. Wilde was an unusually man. (O. W. was an unusual man)
- Also an adjective is used in place of an adverb.
- * He was hopeless wounded. (he was hopelessly wounded)
 - * It ended very bad for him. (it ended very badly for him)
- The same form for verb and adjective *to wake up/a wake up drink* makes the students use adjectives in place of verbs and verbs in place of adjectives.
- * We are able to deep our knowledge. (we are able to deepen our knowledge)
 - * It was the die city. (It was the dead city)
- The same form for verb and noun *to laugh/a laugh* makes the student use nouns in place of verbs and vice versa.
- * Civilization will development. (civilization will develop)
 - * They tried to improve the food produce. (They tried to improve the food production)