

MARIA DA CONCEIÇÃO MAGALHÃES VAZ DE MELLO

AN ANALYSIS OF TRANSLATION ERRORS MADE BY
BRAZILIAN STUDENTS OF ENGLISH

FACULDADE DE LETRAS - UFMG
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Submitted in partial fulfilment of
the requirements for the degree of
Master of Arts in English.

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UNIVERSIDADE FEDERAL DE MINAS GERAIS
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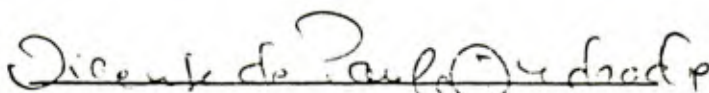
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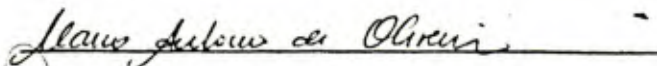
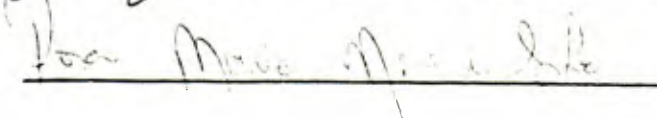
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STUDENTS OF ENGLISH

complies with the University regulations and that it meets the
accepted standards of this Faculty with respect to style and
content for the degree of:

Master of Arts in English

Signed by the final examining committee:


Dr Vicente de Paula Andrade

and by

Dr Eunice Souza Lima Pontes
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of Letters of the FALE/UFMG

To my parents

To my mother-in-law

To Fernando

To Alexandre

To Luciana

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1. ERRORS IN FOREIGN LANGUAGE LEARNING

1.1. *Introduction*

The purpose of this thesis is to do an analysis of the errors contained in translations from Portuguese into English written by Brazilian students. This topic has been chosen for two main reasons: first, there are few studies of errors made by Brazilian students in the process of learning English; second, many language teachers still consider interference from the mother tongue the only source of errors in foreign language learning. Errors due to interference from the foreign language itself have often been disregarded.

Besides classifying the errors found in the corpus and computing their relative frequency, the present thesis will establish the sources of each error type.

This last task is very important because as Bickerton (1974:pp.139-40) pointed out

"we should beware of overrigid methods of error analysis, and remember that the purpose of such analysis should not be merely the classification of different types of error, nor even the establishment of their relative frequencies; these are sterile exercises unless at the same time we are trying to find out *why* errors are made".

1.2. *The Contrastive Analysis Hypothesis*

In almost every study of adult foreign language learning one of the researcher's central questions is related to the extent to which the learner's native language influences his interlanguage. Some authors have claimed that errors in foreign language learning can be predicted by means of a comparison between the source language and the target language because wherever there are similarities between the

two languages, learning is facilitated and wherever there are contrasts, learning is retarded. Lado (1957:p.vii) argued that

"we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student."

But it was Fries who, as early as 1945, first stated that

"the most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." (p. 9)

The above statements represent the basic assumptions of the Contrastive Analysis Hypothesis which, according to Wardaugh (1975) may be stated in two versions, a strong version and a weak one. One of the main differences between the two is that the first is predictive whereas the second is explanatory. The same author pointed out that the weak version "does not require what the strong version requires, the prediction of those difficulties and, conversely, of those learning points which do not create any difficulties at all" because "it starts with the evidence provided by linguistic interference and uses such evidence to explain the similarities and differences between systems", (pp.14-15).

The pedagogical value of contrastive analysis was very clearly stated by Politzer (1972:p. 90). According to him

"the interference in performance in L_2 which can be associated with competence in L_1 can be counteracted by exercises which are specially designed to reduce the influence of competence

of L_1 on performance in L_2 ".

He also argued that

"in practical experience, the use of contrastive analysis is likely to be explanatory rather than predictive — and the ultimate pedagogical usefulness of contrastive analysis depends on the efficiency of the pedagogical assumptions to which it leads." (p. 91)

Everything that has been said so far about the Contrastive Analysis Hypothesis leads us to the conclusion that one of its aims is to prevent learners from making errors, i.e., they should be stimulated to produce only correct utterances.

1.3. *The Error Analysis Hypothesis*

Some authors have not accepted the idea that all errors in foreign language learning should be attributed to interference from the learner's mother tongue. They believe that a variety of factors is responsible for errors in foreign language learning. Corder (1977:p.169) pointed out that

"it is a generally agreed observation that many — but not necessarily all — the idiosyncratic sentences of a second language learner bear some sort of regular relation to the sentences of his mother tongue."

It has also been argued that interference is not accounted for only in terms of differences between native and foreign languages for similarity in language structures

can also cause errors on the part of the foreign language learner. An example of this phenomenon is the confusion between the infinitive and the past participle among Brazilian students, though these forms are exactly parallel in English and Portuguese. This problem occurs when the learner produces the verb form 'had fall' instead of 'had fallen'.

Because of all these problems the strong version of the Contrastive Analysis Hypothesis has been rejected by many authors (Wardaugh, Richards, Corder, Dulay and Burt). Its weak version, however, has been accepted to explain the errors after they have been made.

One of the assumptions of the Error Analysis Hypothesis is that the elimination of all errors in foreign language learning seems to be impossible. The literature on modern language teaching suggests that errors are to be regarded as evidence of the learner's strategies of learning. This view is based on Chomsky's mentalist theory of language acquisition. According to it children learning their mother tongue do not simply imitate what they hear from adults; they produce utterances which they have never heard before using rules they have internalized by being exposed to language produced by native speakers. They are said to use language creatively.

Dulay and Burt (1977:p. 97) defined creativity in language acquisition as

"the process by which learners gradually reconstruct rules for speech they hear, guided by innate mechanisms which cause them to formulate certain types of hypotheses about the language system being acquired, until the mismatch between what they are exposed to and what they produce is resolved."

An example of this creativity is the use of the forms 'break-ed' and 'brang' by children learning English as their mother tongue.

The production of forms such as the ones above shows us that many of the rules the child formulates are incorrect or incomplete and therefore their application results in errors in the child's speech. The making of errors should then be considered as an inevitable and necessary component in language acquisition. They are evidence that language learning is a hypothesis-forming activity and, according to Wilkins (1975:p. 170), they provide "the only means that the child has of finding out the limits to the domain of the rules that he is formulating."

The mentalist theory of language acquisition can be applied to foreign language learning because many recent studies dealing with this subject, especially those by Corder, Richards and Dulay and Burt, have shown that many errors made by foreign language learners are very similar to those which can be found in the performance data of children learning their mother tongue. This means that at least some of the strategies used by foreign language learners are the same as those used in native language acquisition.

Richards (1977 :p.174) pointed out that there are errors which "illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook." Errors of this kind have received different labels, as for example, intra-lingual and developmental errors and errors of overgeneralization. Furthermore they can be found in the interlanguage of speakers of different mother tongues and therefore cannot be accounted for by means of contrastive analysis.

Very often however the division between errors traceable to L_1 interference is not invariably clearcut. Jain (1977:p. 190) believes that the phenomenon of errors caused by the cross-association of both L_1 and L_2 also seems to exist. Dommergues and Lane (1976:p.113) also argued that "it is a mistake to believe, as the literature on L_2 acquisition seems to imply, that errors are either of one kind or

the other" because "most of the errors students make in L₂ reflect the two sources, interference and analogy, working together". An example of this type of error is the form 'Portugueses', produced by Brazilian learners. Since in both English and Portuguese, the general rule for the formation of the plural of nouns is the same, i.e., the addition of the morpheme '-s' to the singular form, this error may be attributed to one source or the other, or even to both, acting together.

The types of errors discussed so far demonstrate the learner's use of unconscious learning strategies in his attempts to produce utterances in the target language. It has been argued that errors attributed to interference from source and target languages are usually produced without the learner being aware of the problem. But not all the strategies employed by the foreign language learner are unconscious. Tarone (1977:p.195) pointed out that "conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual's thought." Selinker (1977:p.39) commented that "strategies for handling TL linguistic material evolve whenever the learner realizes, either consciously or subconsciously, that he has no linguistic competence with regard to some aspect of the TL." There is a difference, then, between unconscious learning strategies and conscious communication strategies. The former are related to errors due to interference from the source language as well as to errors due to interference from the target language; the latter are related to errors learners make when they are conscious of their lack of knowledge of the target language item or structure.

This author believes that there are at least three different types of errors which can be accounted for in terms of conscious communication strategies. The first is the omission of a content word, which is called by Tarone (1977:p.198) *topic avoidance*, and "occurs when the learner simply does

not talk about concepts for which the vocabulary is not known." The second is *conscious transfer* and occurs when "the learner simply uses the NL term without bothering to translate". The third is *paraphrase* which is defined as "the rewording of the message in an alternate, acceptable target language construction, in situations where the appropriate form or construction is not known or not yet stable."

Finally, it seems that errors in foreign language learning can also be unsystematic and nonrecurrent and cannot be attributed to any of the causes mentioned before. Dusková (1969:p.15) pointed out that those errors "defied all attempts at classification, being unique in character, nonrecurrent and not readily traceable to their sources". Therefore they are of no particular significance to the language teacher.

1.4. Conclusion

For the establishment of the sources of the errors this author has followed the interlanguage hypothesis which, according to Adjemian (1976:p. 297)

"grew out of the observation that adult learners of a second language, in an attempt to convey meaning, produce speech which differs from the speech of native speakers of the target language (TL) in ways which are not always the result of transfer from the learner's native language (NL)".

The term 'interlanguage' was first used by Selinker (1977:p. 35) who defined it as "a separate linguistic system based on the observable output which results from a learner's attempted production of a TL norm." The terms 'approximative system' and 'idiosyncratic dialect' have been used by Nemser and Corder to refer to the same concept.

Since the learners had the same mother tongue and the same experience in learning English as a foreign language,

we are led to suppose that they have produced the same inter-language and that the differences which can be found in their written work can be ascribed to individual variation in intelligence, motivation and attitude.

As Corder (1977:p.25) pointed out the learner's errors are important because of three main reasons. First, they tell the teacher what the learner has already learned. Second, they tell the researcher what processes the learner employs when he attempts to learn a foreign language. Third, they cannot be avoided because they constitute a necessary stage in the process of language learning, both the native and the foreign.

2. CRITERIA FOR THE DESCRIPTION OF ERRORS

2.1. *Introduction*

One of the advantages of using translations from the native into the target language for the purpose of error analysis is that interpretation of the original text by the learner will present few problems. Another advantage is that it forces the learner to express himself within the narrow bounds set by the source text and so avoids the licence permitted by composition. The difference between translation and composition, as far as error analysis is concerned, lies in the fact that in composition students try to use the most familiar constructions, whereas in translation they are forced to use the constructions of the original text.

The corpus used in this study consists of fifteen translations from Portuguese into English written by Brazilian students of English as part of the "Lower Cambridge Examination" taken in June 1973 in several state capitals of Brazil. The students were all males and the average age was sixteen years. They had already studied English for about five years in British or American Binational Centers or in other language schools. They were either finishing Senior High School or starting college studies and belonged to the middle class.

The fifteen translations yielded a corpus of 195 sentences containing 3390 words with an average of 226 words per student. The students were asked to translate into English a text by Antônio Olinto. This text, reproduced in Appendix I, is written in literary style and contains 215 words.

The translations were gently offered to this author by F.J.R. da Rocha.

2.2. *The detection of the errors*

The translations were first corrected by six native English speakers. Each translation was analysed by one corrector and the number of translations handled by the same corrector varied from one to four.

Since the native correctors didn't know Portuguese, they didn't detect errors related to lexical items which were not correct renderings of those in the original text. Because of this it was necessary to elaborate a standard translation based on the original text. It was submitted to two native speakers of English with a good knowledge of Portuguese and to two native speakers of Portuguese with a good knowledge of English. Appendix II presents the standard translation.

This author thought that it would be reasonable to try to follow as far as possible the corrector's version and to follow the standard translation only where the meanings of both the learner's and the corrector's sentences were different from that of the original text. The use of a standard translation containing the same number of sentences as the original text made it possible to unify the number of sentences of the learners' texts in order to facilitate the final statistical treatment of the data. It's worth noting that punctuation has been neglected because it is not relevant to this study.

Johansson (1975) pointed out that the comparison between the original text and the standard translation is important if one wants to calculate the frequency and types of errors. In his view errors can be "avoided by an inexact translation or a translation which is correct from the point of view of the target language, but not a correct rendering of the original text." (p. 12)

According to Pit Corder (1975:p.272) the difficulty in detecting errors made by learners of a foreign language "lies in the fact that what looks or sounds like a perfectly acceptable

sentence may nevertheless contain errors." For him a 'covertly erroneous' sentence is the one which a native speaker would accept as being superficially well-formed but which is not appropriate in the context in which it occurs whereas an 'overtly erroneous' sentence is that which is not acceptable, i.e., cannot be accepted by native speakers of the language. Therefore one can conclude that, in the corpus used in this study, most of the sentences containing errors corrected by the native speakers are 'overtly erroneous' whereas most of the sentences containing errors corrected by this author only are 'covertly erroneous'

Since the translations were corrected by more than one native speaker, there were cases of items and structures which were considered as errors by some correctors, but not by others. They were not marked as errors because this author believes, together with Johansson (1975:p.25) that "it seems unreasonable to require a higher degree of proficiency from foreign learners than from native speakers." An example is the form acampados which occurs in the structure viu um grupo de ciganos acampados perto da estação. This item was translated in two different ways, i.e., 'camped' and 'camping'. Since both forms were accepted by the native correctors, they were also accepted by this author.

2.3. *The Linguistic Description of the Errors*

One of the most difficult problems in the field of error analysis is the classification of the errors. While some of them would be classified in the same way by different people, others would not, especially because they could fall into two or more categories.

For the classification of the errors this author used a taxonomy of error types elaborated by Rocha (unpublished work) which was adapted to fit the errors detected in the corpus used in this study. It includes the four categories

suggested by Corder (1975), i.e., *omission* of some required element, *addition* of a superfluous element, *selection* of an incorrect element and *misordering* of elements, as well as misspelling. Furthermore the items involving errors were classified in terms of the different parts of speech: noun, verb, adjective, adverb, conjunction, preposition, determiner and pronoun as well as in terms of number, tense, aspect and case.

The advantage of using these different systems of description lies in the fact that the frequency of occurrence of the errors can be calculated either in terms of one system or in terms of a cross-association of two or more systems.

All the errors which occurred in the corpus were then classified according to 19 categories, each one containing several subcategories making up a total of 119. Appendix III presents the taxonomy of error types.

2.4. *Discussion of the Taxonomy of Error Types*

To achieve uniformity in the classification of errors, a series of principles was adopted. They are similar to those used by Taylor (1975):

1. If a verb was translated as present tense when it should have been in the past tense, this was noted as an error. If the verb did not carry the correct number to agree with the subject, this was considered another error, e.g.

'He decide to tell her'

2. If a verbal expression was used instead of a simple verb or another verbal expression, this was noted as an error. If the finite verb in the expression did not carry the correct number to agree with the subject, or did not carry the correct tense, this was

considered another error, e.g.

'Caramuru, which have the meaning'

3. If an 's' genitive was used instead of a 'of' genitive this was noted as an error. If in the 's' genitive the order of the items was wrong, this was considered another error, e.g.

'the man's fire'

4. If a whole sentence was replaced by a deviant one, this was noted as an error. If within the learner's sentence there was a subject-verb inversion where it should not occur, it was considered another error, e.g.

'to know why had the girl Moema as a name'

5. If a verbal expression was replaced by a deviant one, this was considered an error. If the verb was followed by the wrong preposition, this was noted as a different error, e.g.

'he didn't think in Indian anymore'

6. If a verbal expression was replaced by a deviant one, this was noted as an error. If within the verbal expression a noun was substituted for another, this was considered another error, e.g.

'the Portuguese gave a shot of rifle'

7. If an 'of' genitive was used instead of an 's' genitive this was noted as an error; and if one of the nouns was preceded by the indefinite article instead of the definite one, this was considered another error, e.g.

'daughter of a chief'

8. If an adverbial expression was replaced by a clause, this was noted as an error; and if the subject of the clause was omitted this was considered another error, e.g.

'because loved too much'

9. When a pronoun subject following the conjunction 'until' was omitted, this was considered an error even if the verb form was an infinitive or an -ing form, e.g.

'swam until die'

The above principles were adopted because some of the deviant structures were very difficult for this researcher to analyse, specially because most of them involved more than one error. It is important to say that the adoption of those principles made it possible for this author to classify all the errors contained in the corpus.

3. THE CAUSES OF THE ERRORS

3.1. Introduction

In order to explain the causes of the errors detected in the corpus used in this study five categories were established: errors due to L_1 interference, errors due to L_2 interference, errors due to L_1 and/or L_2 interference, errors due to communication strategies and errors of indeterminate origin.

Errors due to L_1 interference are those the learner makes when he relies on native language structures. An example of this type of error is the structure 'she swam until die' where the learner used the infinitive in English because the corresponding Portuguese structure nadar até morrer contains an infinitive verb form.

Errors due to L_2 interference are those the learner makes when he overgeneralizes a target language rule to cases where the rule does not apply. The use of the verb swim as a regular verb in the sentence 'Moema swimmmed to follow it' is an example of this type of error.

Errors due to interference of L_1 and/or L_2 are those the learner makes when he relies on both native and target language structures. The use of the form 'Portugueses' as the plural of 'Portuguese' is an example of this type of error because in English as well as in Portuguese the rule for forming plurals of nouns is the same, i.e., the addition of an -s morpheme. The noun 'Portuguese' is an exception to this rule.

Errors due to communication strategies are classified according to three different types, proposed by Tarone (1977: p. 198). The first is *topic avoidance* which, according to the same author, "occurs when the learner simply does not talk about concepts for which the vocabulary is not known." The second is *paraphrase*, which is defined as "the rewording of the message in an alternate, acceptable target language construction, in situations where the appropriate form or construction is not known or not yet stable." An example of paraphrase is the use of the structure 'one day after that' to translate the Portuguese structure no dia seguinte. The third is *conscious transfer*

and refers to cases where "the learner simply uses the NL term without bothering to translate". An example is the use of the Portuguese noun ciganos in the structure 'a group of ciganos'.

Errors of indeterminate origin are those which are unsystematic and cannot be assigned to any of the other four categories. Corder (1975: p. 270) pointed out that "there is ... no way of describing or accounting for something which is not systematic." An example is the use of the simple present in the structure 'he decide to tell her' to translate the Portuguese structure resolveu contar a ela.

In this chapter the errors are classified into the five categories presented above. The presentation of the errors follows the pattern:

- a- the learner's version
- b- the corrector's version
- c- the standard translation
- d- the original text

Whenever the error is corrected using the standard translation, the corrector's version is omitted. Whenever the error is corrected using the corrector's version, the standard translation is omitted. Whenever the error doesn't bear any relation to either the corrector's version or the standard translation, both are omitted.

The learner's version is preceded by two numerals, one indicating the student and the other, the sentence in the translation .

Whenever an error is repeated, this repetition is indicated by a numeral placed immediately after the learner's version, e.g.,

- 06/05 a- *** chief's daughter, (2x)
 c- the chief's daughter,
 d- filha do chefe

The numeral 2 indicates that the omission of the article 'the' before the noun phrase 'chief's daughter'

occurred twice in the corpus. The three asterisks indicate that a word or a group of words has been omitted by the learner.

Each error or group of errors belonging to the same category is followed by an explanation of the causes which led the learner or learners to make them. The explanations are not to be considered as exhausting analyses of the structures and items involved in the errors, but only as justification for the inclusion of the error in that category.

3.2. Errors due to L₁ interference

I. CHANGE OF WORD ORDER

1. Nominal expression

- 15/13 a- in the same place that was the circus.
c- in the same place where the circus had been.
d- no mesmo lugar em que estivera o circo.

The learner ignored the SVO order in English under the influence of Portuguese word-order rules.

2. Noun

- 06/05 a- the man's fire
c- man of the fire
d- homem do fogo
- 10/05 a- the daughter's chief
c- the chief's daughter
d- filha do chefe

PORTUGUESE		ENGLISH	
1	2	1	2
<u>homem</u> do fogo	→	man of the	fire
1	2	2	1
<u>filha</u> do chefe	→	the chief's	daughter

The 's' genitive is most common in expressions where the first noun is animate. In other cases, we often use the 'of' genitive.

In the 'man's fire' the learner could not have used the 's' genitive because the first noun should have been 'fire' which is not animate. If he had produced the structure 'the fire's man' he would have made only one mistake, i.e., the use of the 's' genitive instead of the 'of' genitive. In 'the daughter's chief' the learner used the English 's' genitive but with the nouns misplaced. This is a very common error among Brazilian students.

3. Adjective

- 09/06 a- his wife India
 c- his Indian wife
 d- sua mulher Índia

The learner has followed the word order of the Portuguese structure.

4. Adverb

- 01/12 a- and she could also has an Indian name, (2x)
 b- and she also could have an Indian name,
 d- e que ela também poderia ter um nome índio,

PORTUGUESE	ENGLISH
<u>deixar de</u>	+ infinitive ——— 'stop + -ing'
<u>parar de</u>	
<u>parar para</u>	+ infinitive ——— 'stop + to infinitive'

The Portuguese structure 'deixar de/parar de + infinitive' is equivalent to the English structure 'stop + -ing' whereas 'parar para + infinitive' is equivalent to 'stop + to infinitive'. It is interesting to notice that while in Portuguese the difference in meaning is indicated by means of a preposition, it is indicated by means of a verb form in English.

2. *To/bare infinitive* ———→ *simple past*

- 01/06 a- Swam until die. (2x)
 c- and swam until she died.
 d- nadou até morrer.
- 05/06 a- Moema continued on swimming till get dead.
- 11/06 a- but she continued swimming until to die.

The Portuguese structure 'até + infinitive' corresponds to the English one 'until + NP + finite verb form'.

4. *Bare infinitive* ———→ *to infinitive*

- 09/05 a- to the Indians see
 c- for the Indians to see
 d- para os índios verem

- 15/06 a- show his Indian wife to another Portuguese,
 c- to show his Indian wife to other Portuguese,
 d- mostrar sua mulher índia a outros portugueses,

PORTUGUESE	ENGLISH
Infinitive	'to' infinitive bare infinitive

The learners have selected the bare infinitive instead of the 'to' infinitive because this distinction does not exist in Portuguese.

7. -Ing form → simple past

- 15/06 a- swamm until dying.
 c- and swam until she died.
 d- nadou até morrer.

This error is probably due to the fact that the Portuguese infinitive usually corresponds to either the infinitive or the -ing form in English. In the context above it corresponds to a finite verb form because the clause where it occurs is introduced by the conjunction 'until'.

12. Present perfect → simple past

- 14/03 a- Moema has been an Indian girl
 c- Moema was an Indian girl
 d- Moema foi uma índia

PORTUGUESE	ENGLISH
<u>Perfeito simples</u>	Present perfect Simple past

Since the perfeito simples corresponds to either the simple past or the present perfect, the learner used the present perfect instead of the simple past.

13. *Past continuous* —————→ *simple past*

- 07/06 a- Moema was swimming behind it (2x)
 c- Moema swam after it
 d- Moema foi nadando atrás dele

	PORTUGUESE	ENGLISH
foi	3rd person singular of <u>ser</u> (Perfeito do indicativo) ———	'be' - 3rd person singular - 'was'
	3rd person singular of <u>ir</u> (Perfeito do indicativo) ———	'go' - 3rd person singular - 'went'
	<u>estava</u> + -ndo	'was' + '-ing' (past continuous)
	<u>foi</u> + -ndo	'-ed' (simple past)

If the structure in the original text were estava + -ndo, the learner's would be correct. As the requested structure was foi + -ndo, he would be expected to produce the past tense form of the English correspondent of the original verb. However he produced 'was + -ing' as a result of his interpretation of foi as a form of the verb ser ('be') which, in Portuguese, is the same for the verb ir ('go'). Furthermore the verb 'be' is equivalent to two different verbs in Portuguese, ser and estar.

III. ADDITION OF SUPERFLUOUS ELEMENTS

2. Adverbial expression

- 11/06 a- by the view the land disappeared,

- c- the land disappeared,
- d- a terra sumiu de vista,

The structure 'by the view', which corresponds to the Portuguese one de vista, is superfluous here. Had the learner produced 'from sight' after the verb form 'disappeared' he would have yielded a correct structure.

6. Conjunction

- 01/04 a- And it's a beautiful name. (12x)
 c- It's a beautiful name.
 d- E é um nome bonito.

The conjunction 'and', which corresponds to the Portuguese e, is superfluous in the context.

7. Preposition (prepositional phrase as adjunct)

- 04/09 a- at the moment he saw Ricarda
 b- the moment he saw Ricarda
 d- assim que viu Ricarda

The structure 'at the moment' is a literal translation of the Portuguese phrase no momento em que where the preposition em occurs.

- 05/13 a- At the following day
 c- The next day
 d- No dia seguinte

- 06/13 a- In the next day (4x)

- 01/13 a- On the next day (5x)

PORTUGUESE	ENGLISH
<u>em</u>	in
	on
	at

Since the Portuguese preposition em is translated into English by at least three different prepositions, i.e., 'in', 'on' and 'at', the learners produced those prepositions in a context where no preposition is required in English.

8. *Preposition (prepositional phrase as verb complement)*

- 01/05 a- the Portuguese had shoot from an arcabuz
 c- the Portuguese had fired an arquebus
 d- o português dera um tiro de arcabuz

Since the Portuguese preposition de is translated into English by either 'of' or 'from', the learner produced 'from' in a context where no preposition is required.

- 07/05 a- the Portuguese had shot with an arcabuz (2x)

The Portuguese structure dar um tiro de has almost the same meaning as dar um tiro com. That's why the learner produced 'with', which corresponds to the Portuguese com.

- 08/05 a- he married with an Indian,
 b- he married an Indian,
 d- ele se casou com uma índia,

The verb casar collocates with the preposition com, literally 'with'.

IV. OMISSION OF ESSENTIAL ELEMENTS

7. *Conjunction*

- 01/06 a- *** Moema went on swimming, (8x)
 c- but she went on swimming,
 d- Moema continuou nadando,
- 01/06 a- *** swam until die. (7x)
 c- and swam until she died.
 d- nadou até morrer.
- 01/09 a- *** as soon as he saw Ricarda (8x)
 c- and as soon as he saw Ricarda
 d- assim que viu Ricarda

Although the English contexts require the conjunctions 'and' and 'but', the learners have omitted them because no conjunction occurs in Portuguese.

9. *Determiner (definite and indefinite articles)*

- 11/05 a- the Portugueses men gave *** arcabuz shot
 c- the Portuguese had fired an arquebus
 d- o português dera um tiro de arcabuz
- 06/05 a- *** chief's daughter, (2x)
 c- the chief's daughter,
 d- filha do chefe,

The learners have omitted the article before the noun phrases 'arcabuz shot' and 'chief's daughter' because in Portuguese there's no article before the nouns arcabuz and filha.

10. *Pronoun: subject*

- 05/03 a- that died because *** loved too much.
 b- that died because she loved too much.
 d- que morreu de amor.
- 01/06 a- swam until *** die (4x)
 c- and swam until she died.
 d- nadou até morrer.
- 05/06 a- till *** get dead.
- 02/08 a- but that *** wasn't for children.
 c- but that it wasn't for children.
 d- mas que não era para criança.
- 05/09 a- when *** saw Ricarda, he said,
 c- and as soon as he saw Ricarda, he said,
 d- assim que viu Ricarda disse:
- 07/09 a- when he saw Ricarda, *** said (4x)
- 01/12 a- *** Deciding to tell her
 c- He decided to tell her
 d- Resolveu contar a ela
- 05/12 a- that *** existed an Indian name,
 c- that he had an Indian name,
 d- que tinha um nome índio,

In Portuguese it is possible to omit the pronoun subject wherever this pronoun is not required by the context to identify the subject of the sentence. In English, however, the subject is an obligatory element of every finite sentence.

11. *Pronoun:object*

- 07/05 a- in order that the Indians could see ***;
 b- in order that the Indians could see it;
 d- para os índios verem;

Since in Portuguese no pronoun occurs after the verb form verem, the learner has omitted the pronoun 'it', which is obligatory in English.

V. DIFFERENT WORD CLASSES

4. *Noun* → *Pronoun*

- 11/05 a- or thing like this
 c- or something like that
 d- ou coisa parecida

The noun 'thing' is a direct translation of the Portuguese noun coisa.

- 03/06 a- but Moema went on swimming
 c- but she went on swimming
 d- Moema continuou nadando.

The noun Moema was used by the learner because it occurs in Portuguese.

8. *Adjective* → *noun phrase*

- 07/05 a- or alike,
 c- or something like that,
 d- ou coisa parecida,

The adjective 'alike', which is a synonym of 'similar', corresponds to the adjective parecida, though it is used only as a predicative in English.

11. Adverb → conjunctive expression/conjunction

- 04/06 a- swam even she died.
 c- and swam until she died.
 d- nadou até morrer.

PORTUGUESE	ENGLISH
<u>até</u> + noun phrase	'even' + noun phrase
<u>até</u> + infinitive	'until' + subject noun phrase + finite verb form

The English word 'even' corresponds to the Portuguese até only when it precedes a noun phrase, e.g., in 'even a child could do it', which can be translated as até uma criança pode fazer isso. The Portuguese structure 'até + infinitive' corresponds to the English 'until + NP + finite verb form'. The learner has overgeneralized the use of the word 'even' to a structure where it is unacceptable.

- 11/09 a- thus he saw Ricarda
 c- and as soon as he saw Ricarda
 d- assim que viu Ricarda

The learner knew that one of the several possible translations of assim is 'thus' but he didn't know that the phrase assim que corresponds to the English one 'as soon as'.

The noun história translates into English in at least two different ways, 'story' and 'history'. The learners have chosen 'history' to translate the Portuguese noun caso, which is a synonym of história, probably because they didn't know the difference between 'story' and 'history'.

- 03/09 a- going alone through the bushes,
 c- walking around through the forest alone,
 d- saindo sozinho pela mata,

The noun 'bushes' corresponds to the Portuguese mato, and not to mata.

- 11/13 a- where there was a circle.
 c- where the circus had been.
 d- onde estivera o circo.

The two Portuguese nouns circo and círculo are very similar in pronunciation. Therefore the learner produced 'circle', which is equivalent to círculo.

X. SUBSTITUTION OF ADJECTIVE

1. *With different semantic value*

- 01/08 a- the story became nice
 c- the story had become interesting
 d- a história ficara boa

- 09/08 a- the story became good

- 08/04 a- as well as been a nice name.
 c- It is a beautiful name.
 d- E é um nome bonito.

The adjective 'good' which is a direct translation of the

- 02/06 a- and Moema didn't quit swimming (2x)
 c- but she went on swimming,
 d- Moema continuou nadando,
- 01/07 a- Then it is because of this. (7x)
 c- So that is why.
 d- Então é por isto.
- 03/09 a- and as he saw Ricarda he said, (3x)
 c- and as soon as he saw Ricarda he said,
 d- assim que viu Ricarda disse:
- 05/09 a- and when saw Ricarda he said, (4x)

According to Burt and Kiparsky (1975: p. 73) there are two major classes of mistakes, global and local." Global mistakes are those that violate rules involving the overall structure of a sentence, the relations among constituent clauses, or in a simple sentence the relations among major constituents". They pointed out that connectors (*and, but*) and subordinating conjunctions (*because, although, after, if-then*) are candidates for global mistakes. The same authors stated that while global mistakes may occur in second language learning they do not occur in first language learning. Then one can conclude that errors related to substitution of conjunctions are due to L₁ interference.

XIII. SUBSTITUTION OF PREPOSITION

1. Prepositional phrase as adjunct

- 02/06 a- when the ship lived, Moema started swimming behind him, (9x)

c- when the ship sailed Moema swam after it,
 d- quando o navio saiu Moema foi nadando atrás dele,

The use of prepositions is one of the most difficult areas for Brazilian students learning English as a foreign language. Very often this is due to the fact that a Portuguese preposition has two or more English equivalents or vice-versa. This is the case of the preposition atrás de, which has at least two equivalents in English, 'after' and 'behind'. The structure nadar atrás de corresponds to 'swim after' because verbs indicating pursuit and search, like 'go' and 'run', are followed by the preposition 'after'. However it is worth noting that the structure 'swim behind' is grammatically correct.

- | | | |
|-------|---|------|
| 02/09 | a- running around <u>in</u> the jungle
c- walking around through the jungle
d- saindo sozinho pela mata | (3x) |
| 09/09 | a- going out alone <u>by</u> wood, | (2x) |
| 12/09 | a- leaving alone <u>for</u> the forest, | |
| 14/09 | a- going out alone <u>into</u> the forest, | |

The preposition por, which is one of the elements of the contracted structure pela, has at least three equivalents in English, 'through', 'by' and 'for', the first being the only appropriate in the context above.

- | | |
|-------|---|
| 06/13 | a- <u>on</u> the same place where the circus was. (2x)
c- in the same place where the circus had been.
d- no mesmo lugar em que estivera o circo. |
|-------|---|

The preposition em, which is one of the elements of the

- d- Paulo pensou um pouco no caso do menino
Índio
- 02/09 a- Paulo thought a little at the little boy
that was an Indian
- 05/09 a- Paulo thought a bit in the history of the
Indian boy (3x)

These errors confirm what has been said about the preposition em and its most common English equivalents, 'in', 'on' and 'at'. In the structure pensar em + NP object it is equivalent to either 'of' or 'about'.

4. Other functions

- 01/05 a- to then the Indians saw, (3x)
c- for the Indians to see,
d- para os índios verem,

The preposition para has at least two equivalents in English, 'to' and 'for'. The learners have chosen the wrong one.

XIV. SUBSTITUTION OF DETERMINER

4. Indefinite article → indefinite article (different form)

- 09/03 a- Moema was a India
c- Moema was an Indian
d- Moema foi uma Índia

- 09/12 a- he had a Indian name, (2x)
 c- he had an Indian name,
 d- tinha um nome Índio,

In English the choice between 'a' and 'an' depends only on a phonetic rule. There is no such distinction in Portuguese.

5. *Demonstrative (+ near) —→ demonstrative (-near)*

- 07/07 a- Then it is for this reason.
 b- So it is for that reason.
 d- Então é por isto.

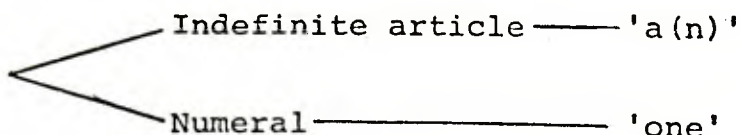
The demonstrative 'this' is a literal translation of the Portuguese form isto.

8. *Numeral —→ indefinite article*

- 09/05 a- he got married with one India,
 c- he married an Indian,
 d- aí ele se casou com uma Índia,
- 09/05 a- the Portuguese man gave one shot of arcabuz
 c- the Portuguese had fired an arquebus
 d- porque o português dera um tiro de arcabuz

PORTUGUESE

ENGLISH

um/uma 

Indefinite article — 'a(n)'

Numeral — 'one'

The Portuguese pronoun ele may correspond to either 'he' or 'it', in English, and ela may correspond to either 'she' or 'it'. The fact that there is no one-to-one correspondence in the two languages leads the learner to make errors of that kind.

2. Possessive 3rd person singular feminine → possessive 3rd person singular masculine

- 04/06 a- to show her Indian wife to other Portuguese,
 c- to show his Indian wife to other Portuguese,
 d- mostrar sua mulher índia a outros portugueses,

The rules governing choice of possessive adjective in English are different from those in Portuguese. The choice between 'his' or 'her' is related not to any feature of the noun that they are modifying but to the sex of the person referred to. The choice between seu and sua depends only on the gender of the noun that they are modifying. The Brazilian learner chose 'her' to go with the feminine noun 'wife' because he followed the pattern of choice in Portuguese.

5. Demonstrative (+near) → demonstrative (-near)

- 05/05 a- or something like this (4x)
 c- or something like that
 d- ou coisa parecida
- 04/07 a- Then it is because of this. (3x)
 c- That is why.
 d- Então é por isto.
- 13/07 a- Then, this is reason

PORTUGUESE	ENGLISH
Demonstratives	
<u>este</u>	'This'
<u>esse</u>	'This'
<u>aquele</u>	'That'

According to Carvalho (1976: p. 246) while the demonstratives in Portuguese constitute a ternary system, in English they constitute a binary one. Furthermore, their distribution is not the same in the two languages, as shown in the table above. Those two facts lead the learners to choose the wrong item in the target language.

6. *Relative* → *relative (different form)*

- 01/05 a- Caramuru that means (8x)
 c- Caramuru which means
 d- Caramuru que quer dizer
- 15/13 a- in the same place that was the circus.
 c- in the same place where the circus had been.
 d- no mesmo lugar em que estivera o circo.

PORTUGUESE	ENGLISH
<u>que</u> conjunction	'that'
<u>que</u> relative	'who'
	'which'
	'where' (colloquial language)

The form 'that' may be either a relative pronoun or a conjunction. It corresponds to the Portuguese que which may also be equivalent to the pronouns 'who', 'which' and 'where' (colloquial language). In the context above the antecedent of the relative pronoun is a proper noun and the relative clause is a non-restrictive one. Since the relative 'that' cannot be used in non-restrictive relative clauses, the relative 'which' was the one to be used.

XVI. SUBSTITUTION OF VERB

1. Transitive: with different semantic value

- 06/05 a- She said that (2x)
- c- She added that
- d- Disse mais que

The verb 'say' is a literal translation of dizer. However the structure dizer mais corresponds to the verb 'add'.

- 13/05 a- And told that
- c- She added that
- d- Disse mais que

- 13/08 a- Floriano told that
- c- Floriano said that
- d- Floriano disse que

PORTUGUESE	ENGLISH
<u>dizer</u>	'say'
	'tell'

It is very common among Brazilian learners the confusion between the verbs 'say' and 'tell'. The most difficult point about the use of these two verbs is that 'tell' has to be followed by a personal object while 'say' can be used without it.

- 03/05 a- the Portuguese had shoot from an arquebus (3x)
 c- the Portuguese had fired an arquebus
 d- o português dera um tiro de arcabuz

Although the two verbs 'shoot' and 'fire' can be equivalent to the Portuguese structure dar um tiro de, native speakers have argued that the latter is more appropriate.

- 09/06 a- Caramuru solved to go to Lisboa (2x)
 c- Caramuru decided to go to Lisbon
 d- Caramuru resolveu ir a Lisboa

- 09/12 a- He solved to tell her
 c- He decided to tell her
 d- Resolveu contar a ela

PORTUGUESE	ENGLISH
<u>resolver</u> +	$\left\{ \begin{array}{l} \text{'NP object' + 'Solve' + 'NP object'} \\ \text{'infinitive' + NP} \\ \text{object} \end{array} \right\} - \left\{ \begin{array}{l} \text{'decide' + 'infinitive'} \\ \text{+ 'NP object'} \end{array} \right\}$

The learners knew that the Portuguese verb resolver corresponds to the English verb 'solve' in structures like 'to solve a problem'. But they didn't know that when resolver is a synonym of decidir it corresponds to either 'resolve' or 'decide', the former being more common. It's worth noting that one of the learners made the error twice.

3. *Intransitive: with different semantic value*

- 02/06 a- when the ship lived
 b- when the ship left
 d- quando o navio saiu

Brazilian learners have great difficulty in differentiating the sounds [I] of the verb 'live' from [i:] of the verb 'leave', since there is no such distinction in Portuguese.

- 01/13 a- he left thinking about Indians
 c- he stopped thinking about Indians
 d- deixou de pensar em índio

PORTUGUESE	ENGLISH
$\text{deixar} \left\{ \begin{array}{l} + \text{ NP object} \\ \underline{\text{de}} + \text{ infinitive} \end{array} \right.$	$\left. \begin{array}{l} \text{'leave' + NP object} \\ \text{'stop' + '-ing'} \\ \text{'forget' + '-ing'} \end{array} \right\}$

The two most common equivalents of deixar are 'leave' and 'stop', but the structure deixar de + infinitive is equivalent only to 'stop + -ing'.

2. *Transitive → intransitive*

- 05/05 a- that had a Portuguese man
 c- that there was a Portuguese
 d- que houve um português

This is a very common error among Brazilian learners. In Portuguese the structures houve um português and tinha um português are synonymous, at least in informal spoken language.

Since the verb 'have' is a direct translation of ter, the learner produced 'have' instead of the structure 'there to be'.

3. *Intransitive verb: with different semantic value*

- 15/05 a- but another Indian girl, ..., was in love with him.
 c- but another Indian, ..., had fallen in love with him.
 d- mas outra índia, ..., se apaixonara por ele.

PORTUGUESE

ENGLISH

Estar apaixonada por ————— 'be in love with'

Apaixonar-se por ————— 'fall in love with'

The learner hasn't distinguished the Portuguese structure estar apaixonado por from apaixonar-se por.

- 01/06 a- when she ship took-off
 c- when the ship sailed
 d- quando o navio saiu

The verb sair translates into English in more than one way. This leads the learner to choose the wrong verb in English.

- 12/09 a- the Indian boy leaving alone for the forest,
 c- the Indian boy walking around through the forest alone,
 d- o menino índio saindo sozinho pela mata,

The verb 'leave', though inappropriate here, is one of the equivalents of the verb sair.

4. Intransitive → transitive

- 05/12 a- that existed an Indian name,
 c- that he had an Indian name,
 d- que tinha um nome índio,

In Portuguese the verbs existir and ter may be synonyms and, in this case, they are not preceded by any subject. Since the subject is omitted in the Portuguese structure, the learner considered ter as a synonym of existir producing 'existed' instead of 'there was'.

5. Alien to the language

- 04/13 a- he saw a group of achamped near the station,
 c- he saw a group of gipsies camping near the station,
 d- viu um grupo de ciganos acampados perto da estação,

The learner produced 'achamped' by hypothesising that a verb almost identical to the Portuguese acampar exists in English.

XVII. SUBSTITUTION OF EXPRESSION

1. Nominal expression

- 08/05 a- the Portuguese fired a shot of arcabuz
 c- the Portuguese had fired an arquebus
 d- o português dera um tiro de arcabuz

The structure 'a shot of arcabuz' is a literal translation of um tiro de arcabuz.

2. Adverbial expression

- 02/01 a- to know for which reason the name of the girl was Moema.
c- to know why the girl was called Moema.
d- saber por que motivo a menina tinha o nome de Moema.

The structure 'for which reason' is a literal translation of por que motivo.

- 05/13 a- in the same place in which the circus had been before.
c- in the same place where the circus had been before.
d- no mesmo lugar em que estivera o circo.

The structure 'in which' is a literal translation of the Portuguese em que. According to Quirk et alii (1972:p.864) "there is a tendency to favour *when* or *where* if the antecedent is already the head of a prepositional phrase as in *He died on the day when* (rather than *on which*) *his son arrived*." This is the case here.

3. Verbal expression

- 03/01 a- why the girl had the name Moema. (2x)
c- why the girl was called Moema.
d- por que motivo a menina tinha o nome de Moema.

- 06/01 a- why the girl had the name of Moema (3x)

The structure tinha o nome de was translated literally.

- 02/05 a- And she said more that (3x)
c- She added that
d- Disse mais que

09/05 a- She told more that

11/05 a- And she told him more

The structure 'said/told + more' is a literal translation of disse mais.

04/05 a- the Portuguese had given a shot with his gun. (2x)

c- the Portuguese had fired an arquebus

d- o português dera um tiro de arcabuz

05/05 a- he gave a gun shot

06/05 a- the Portuguese gave a shot of rifle.

09/05 a- the Portuguese man gave one shot of arcabuz

11/05 a- the Portugueses men gave arcabuz shot

12/05 a- the Portuguese gave a shot of an old gun

15/05 a- the Portuguese gave an arcabuz shot

The structure dera um tiro de arcabuz has been translated almost literally.

07/06 a- for showing his Indian wife to other Portuguese,
c- to show his Indian wife to other Portuguese,
d- mostrar sua mulher índia a outros portugueses,

PORTUGUESE	ENGLISH
<u>para</u> + infinitive	<div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 2em; margin-right: 10px;">}</div> <div> <p>'to' infinitive</p> <p>'for + -ing'</p> </div> </div>

The particle 'for' can be used to express a person's purpose only when it is followed by a noun, e.g. 'go for a walk'. In this case it cannot be followed by a verb, only the infinitive can, e.g., 'he went to London to learn English'. But 'for' can be used before the '-ing' form of a verb to express what an object is used for, e.g., 'a pencil is for writing'.

05/06 a- the land went out of sight
 c- the land disappeared,
 d- a terra sumiu de vista,

14/06 a- the earth was out of sight

15/06 a- earth went away from sight

The structures 'went out of sight', 'was out of sight' and 'went away from sight' are almost literal translations of sumiu de vista but cannot be considered as correct renderings of the Portuguese structure.

06/06 a- the land lost sight

The learner has produced the structure 'lost sight' because he has associated the Portuguese structure sumir de vista with perder de vista.

02/08 a- Floriano said that the story was good, (5x)
 c- Floriano said that the story had become interesting,
 d- Floriano disse que a história ficara boa,

14/08 a- Floriano said that the story was a good one,

04/08 a- Floriano said that the history had gotten good,

The structures 'was good/a good one' and 'had gotten good' are almost direct translations of the Portuguese ficara boa.

02/13 a- he forgot to think about Indian (2x)
c- he stopped thinking about Indians
d- deixou de pensar em índio

11/13 a- he let to think about Indians

The verb deixar corresponds to at least two verbs in English, 'let' and 'forget'.

4. Clause

01/01 a- why had the girl Moema as a name,
c- why the girl was called Moema,
d- por que motivo a menina tinha o nome de Moema,

The Portuguese clause has been translated almost literally.

02/05 a- his name was another one, (4x)
c- he had another name,
d- o nome dele era outro,

04/05 a- his name was other, (4x)

07/05 a- his name was another,

12/05 a- his real name was quite another,

XIX. MISSPELLING

1. *Addition of a letter*

- 08/05 a- the reason is beacause the Portuguese
 c- because the Portuguese
 d- porque o português

The misspelling is due to the difficulty Brazilian learners have to differentiate the sounds [i:] and [ɪ] in English.

2. *Omission of a letter*

- 02/06 a- the earth disapeared,
 c- the land disappeared,
 d- a terra sumiu de vista,

The non-doubling of the consonant is due to analogy with the Portuguese verb desaparecer which has only one 'p'.

- 01/06 a- the shore desappeared, (3x)

The misspelling is due to analogy with the Portuguese verb desaparecer.

3. *Substitution of a letter*

- 10/05 a- he got merried to an Indian
 c- he got married to an Indian
 d- ele se casou com uma índia

The misspelling is due to the fact that Portuguese does not distinguish the English sounds [ɹ] and [ɛ] .

3.3. Errors due to L₂ interference

I. CHANGE OF WORD ORDER

1. Nominal expression

01/01 a- to know why had the girl Moema as a name.
 d- saber por que motivo a menina tinha o nome de Moema.

08/01 a- to know why was the girl called Moema.
 c- to know why the girl was called Moema.

The learners have associated the question word 'why' with the subject-verb inversion which is a property of the direct question in English.

4. Adverb

07/12 a- that she could have an Indian name _____ (4x)
 Moema, too.
 c- that she too could have an Indian name, Moema.
 d- que ela também poderia ter um nome índio, Moema.

The adverb 'too' usually goes at the end of a clause, but it can be placed immediately after the subject for the sake of emphasis .

II. CHANGE OF VERB TENSE AND ASPECT

3. Bare infinitive → past participle

01/05 a- the Portuguese had shoot from an arcabuz

b- the Portuguese had shot an arquebus
 d- o português dera um tiro de arcabuz

05/05 a- another Indian, ..., had fall in love with him.
 c- another Indian, ..., had fallen in love with him.
 d- outra índia, ..., se apaixonara por ele.

11/05 a- another Indian, ..., was fall in love by him.

Dusková (1969: p. 21) pointed out that "confusion of the past participle and the infinitive is probably due to the fact that in some verbal forms the auxiliary is followed by the past participle (in the perfect tenses and in the passive voice), in others by the infinitive (in the future tense and the conditional), which may lead to doubt as to which form to use".

Another hypothesis one can raise to explain this type of error is that the learners have overgeneralized the basic form of the verbs for the past participle because there is a class of verbs in English which have only one form for the three tenses: simple present, simple past and past participle, e.g., 'cut' and 'set'

6. *-Ing form → to/bare infinitive*

07/01 a- The boy wanted knowing
 c- The boy wanted to know
 d- O menino quis saber

In English there is a class of verbs which can be combined with the -ing form of other verbs and there is another class which can be combined with the infinitive of other verbs. The verb 'want', in the context above, belongs to the second class.

7. *-Ing form* → *simple past*

- 13/06 a- she continued swimming, swimming until she died.
 c- she went on swimming, and swam until she died.
 d- Moema continuou nadando, nadou até morrer.

The occurrence of an '-ing form' in the previous clause may have led the learner to repeat it.

9. *Simple present* → *bare infinitive*

- 01/12 a- And she could also has an Indian name,
 b- And she too could have an Indian name,
 d- e que ela também poderia ter um nome índio,

The learner has overgeneralized the form 'has' to a context where the subject is in the third person singular. Richards (1977: p.175) pointed out that "certain types of teaching techniques increase the frequency of overgeneralized structures". One of the examples he gives is 'he can sings'.

16. *Past participle* → *simple past*

- 08/06 a- but Moema still swum,
 b- but Moema still swam,
 d- Moema continuou nadando,

- 08/06 a- swum until she died,
 c- and swam until she died,
 d- nadou até morrer,

The learner ignored that the verb 'swim', like 'ring' and 'sing', belongs to the class of English verbs which have the vowel 'i' in the infinitive, 'a' in the simple past and 'u' in the past participle. Another class of English verbs has one form for the infinitive and another for both the simple past and the past participle, e.g. 'think'. The students have overgeneralized the past participle form, 'swum', to the simple past.

III. ADDITION OF SUPERFLUOUS ELEMENTS

1. *Nominal expression*

- 08/05 a- the reason is because the Portuguese
 c- because the Portuguese
 d- porque o português

In English it is possible for the word 'reason' to occur in structures of that type only when it is followed by 'why' or by a 'that clause'. Since the learner has used 'because' the structure 'the reason is' is superfluous.

5. *Adverb*

- 05/06 a- and Moema continued on swimming,
 b- and Moema continued swimming,
 d- Moema continuou nadando,

Some English verbs are followed by the particle 'on' expressing the idea of continued activity, e.g., 'go' which means 'continue' when followed by 'on'. The particle 'on' after the verb 'continue' is superfluous.

8. *Preposition (prepositional phrase as verb complement)*

- 14/05 a- the Portuguese had shot at with his gun
c- the Portuguese had fired an arquebus
d- o português dera um tiro de arcabuz

The verb 'shoot' may be followed by the preposition 'at' in the context 'shoot a gun at a target', which is not the case here.

10. *Pronoun: subject*

- 08/05 a- Caramuru that it means
c- Caramuru which means
d- Caramuru que quer dizer

The learner knows that every finite English sentence must contain a subject. He hasn't considered the relative 'that' as the subject of the clause and added a second subject to it.

12. *Transitive verb*

- 06/05 a- better say,
c- or rather,
d- ou melhor,
- 07/05 a- or better to say,

The learners produced the verb 'say' in analogy with the structures 'it would be better to say' and 'I would rather say' which, according to Quirk et alii (1974:p. 671) can, together with 'or rather' and others, function as indicators of reformulation in English.

13. *Intransitive verb*

- 08/05 a- the reason is because
 c- because
 d- porque

This error has already been explained on page 55.

IV. OMISSION OF ESSENTIAL ELEMENTS

6. *Adverb*

- 04/13 a- at the same place *** the circus had been.
 c- in the same place where the circus had been.
 d- no mesmo lugar em que estivera o circo.

English relatives can be omitted in non-restrictive relative clauses when they function as the object of the clause. Here the learner has omitted the relative 'where' in a context where it is obligatory.

7. *Conjunction*

- 11/05 a- And she told him more ***
 c- She added that
 d- Disse mais que

The conjunction 'that' is often omitted after the verbs 'say' and 'tell' in speech and in informal writing. However, after the verb 'add', at least in written language, it is obligatory.

- 01/12 a- and *** she could also has an Indian name, (4x)
c- and that she too could have an Indian name,
d- e que ela também poderia ter um nome índio,

This error is also due to the possibility of omitting the conjunction 'that' after 'tell' and 'say' in informal language. This author has considered the omission of 'that' as an error because, as it was already stated, the original text is written in literary style.

8. *Preposition (prepositional phrase as adjunct)*

- 07/09 a- who could enter *** the forest alone,
c- walking around through the forest alone,
d- saindo sozinho pela mata,

The learner has omitted the preposition 'through' because the verb 'enter', which he used to translate the structure sair pela, does not require any preposition to go with it. Since that verb cannot be regarded as a correct translation of the Portuguese structure, this author has noted two errors, the first being the substitution of the verb and the second, the omission of the preposition. Note that these two errors cannot be considered separately.

9. *Determiner: definite and indefinite articles*

- 08/05 a- man of *** fire (2x)
c- man of the fire
d- homem do fogo

Quirk et alii (1974:p. 156) call this use of the definite article the indexical the. According to them "one type of indexical *the* includes *the sun, the moon, the earth, the sky, the air*, which are concepts common to mankind as a whole". The noun 'fire' can obviously be added to this list. Since in

English one can use the zero article with mass nouns in the sense of generic reference, the learner has used the zero article before the noun 'fire', which is a mass noun in the context above.

Note that had the learners followed the Portuguese structure they would have used a correct form.

04/06 a- *** land could not be seen by sight,
c- the land disappeared,
d- a terra sumiu de vista,

15/06 a- *** earth went away from sight,

The same which was said about the two previous errors applies to these other two.

V. DIFFERENT WORD CLASSES

2. Noun/nominal expression → verb

02/05 a- and he got mariege with the Indian,
c- then he got married to an Indian,
d- aí ele se casou com uma índia;

11/05 a- then he got marriage with an Indian,

The learners produced the nouns 'mariege' and 'marriage' instead of the verb form 'married' because they are very similar in their oral forms. Their phonetic transcriptions are:

married	_____	{ 'm ae r i d }
marriage	_____	{ 'm ae r i d z }

6. *Adverbial expression* → *pronoun*

- 08/04 a- as well as been a nice name.
 c- It is a beautiful name.
 d- E é um nome bonito.

The learner has overgeneralized the use of the phrase 'as well as', which may be equivalent to the conjunction e in some cases, to a context where it cannot occur.

7. *Preposition* → *conjunction*

- 07/05 a- owing to this Portuguese
 c- because the Portuguese
 d- porque o português

The preposition 'owing to' is a synonym of 'because of', both being inappropriate here.

9. *Adjective* → *determiner*

- 06/06 a- After same time
 c- After some time
 d- Depois de algum tempo

The words 'same' and 'some' are very similar in both the written and the oral forms.

10. *Adverb* → *nominal expression*

- 13/06 a- she could not see ashore anymore,
 b- she could not see the shore anymore,
 d- a terra sumiu de vista,

The words 'ashore' and 'shore' are very similar in both the written and the oral forms.

- 10/06 a- After sometime, Caramuru decided to go to Lisbon
 c- After some time, Caramuru decided to go to Lisbon
 d- Depois de algum tempo, Caramuru resolveu ir a Lisboa

The learner hasn't distinguished the adverb 'sometime' from the noun phrase 'some time'.

11. Adverb \longrightarrow conjunction/conjunctive expression

- 06/09 a- soon he saw Ricarda
 c- and as soon as he saw Ricarda
 d- assim que viu Ricarda

The learner didn't know the difference between the word 'soon', which is equivalent to the Portuguese logo and the phrase 'as soon as' which corresponds to assim que.

13. Conjunction \longrightarrow determiner

- 03/12 a- and Indian name,
 c- an Indian name,
 d- um nome Índio,

The conjunction 'and' and the indefinite article 'an' are very similar in the oral form.

17. Pronoun → conjunction

- 03/06 a- she swam until she died. (3x)
 c- and swam until she died.
 d- nadou até morrer

The learner knows that every finite English sentence must contain a subject and produced 'she swam'. However the conjunction 'and' is necessary to join the two clauses and its occurrence makes it possible to delete the pronoun subject 'she'.

19. Verb → adverb

- 13/13 a- the same place were the circus was. (2x)
 c- in the same place where the circus had been.
 d- no mesmo lugar em que estivera o circo.

The verb 'were' and the relative 'where' are very similar in both the written and the spoken forms.

23. Clause → adverbial expression

- 09/05 a- or it's better ,
 c- or rather ,
 d- ou melhor,

According to Quirk et alii (1974: p. 671) the phrases 'or rather' and 'it would be better to say' are indicators of reformulation in English. The learner has produced an ungrammatical form by combining the two phrases.

VI. CHANGE OF VERBAL INFLECTION

1. Unmarked → *third person singular*

05/05 a- Caramuru, which have the meaning of fire-man,
 c- Caramuru, which means man of the fire,
 d- Caramuru que quer dizer homem do fogo,

15/12 a- he decide to tell her
 c- he decided to tell her
 d- resolveu contar a ela

Dusková (1969:p. 20) argued that

"since all grammatical persons take the same zero verbal ending except the third person singular in the present tense which is the only verbal form with a distinctive personal ending (apart from the anomalous *am*) omission of the *-s* in the third person singular may be accounted for by the heavy pressure of all the other endingless forms".

VII. NON-EXISTENT INFLECTION

3. Verb

12/05 a- another Indian girl, ..., had fallen in love with him.
 c- another Indian, ..., had fallen in love with him.
 d- outra índia, ..., se apaixonara por ele.

13/06 a- Moema swimmed to follow it,
 c- Moema swam after it,
 d- Moema foi nadando atrás dele,

- 07/09 a- Paulo thank a little
 c- Paulo thought a little
 d- Paulo pensou um pouco

The tendency to regularize irregular verb forms in English is very common among foreign learners as well as among children learning English as their native language. Kiparsky (1970:pp. 311-12) argued that

"as the child hits on the main rule for forming past-tense forms in English, he not only is able to produce freely past forms like *walked*, *floated*, etc. but also tends to forget the correct irregular forms which he has previously used and regularizes them into *goed*, *hitted*, *drinked*, etc. These forms have then to be relearned as exceptions to the new rule. Later when subregularities for strong verbs are learned, they too may erase correct forms. Thus, when *sang*, *drank*, etc. are learned, an earlier *brought* may for a time become *brang*".

VIII. CHANGE OF CASE

2. 's' genitive → 'of' genitive

- 06/05 a- the man's fire
 c- man of the fire
 d- homem do fogo

- 01/09 a- the Indian boy's story who set out
 c- the case of the Indian boy walking around
 d- (n)o caso do menino índio saindo

The 's' genitive could not have been used in the structure 'man of the fire' because had the structure been formed correctly, the head of the noun phrase would be 'fire' which bears the feature [-animate], thus making the structure

ungrammatical. The 's' genitive is not possible in the structure 'the case of the Indian boy' because the antecedent of the relative 'who' is 'the Indian boy' and not 'story'. Since the antecedent has to be placed immediately before the relative, only the 'of' genitive is appropriate.

3. 's' genitive → common

- 11/05 a- the Indians gave him a Caramuru's name
 b- the Indians gave him the name Caramuru
 d- os índios lhe haviam dado o nome de Caramuru

The learner knew how to form the 's' genitive in English but he didn't know that it could not be used here.

- 09/09 a- the case of the Indian's boy
 c- the case of the Indian boy
 d- (n)o caso do menino índio

This error is due to the learner's ignorance of the fact that the 's' genitive cannot be applied to adjectives.

4. Common → 'of' genitive

- 02/05 a- fire man (5x)
 c- man of the fire
 d- homem do fogo

- 05/05 a- fire-man

- 11/05 a- fireman (2x)

The learners produced the compound nouns 'fire man', 'fire-

man' and 'fireman' in analogy with 'fireman' which has a specific meaning in English, i.e, 'a member of a company organised to put out fires'. Had they translated the Portuguese structure literally they would have produced a correct form.

- 07/05 a- an Indian boy case
 c- the case of the Indian boy
 d- (n)o caso do menino índio

The learner has produced a nominal compound instead of the structure 'of' genitive probably because he didn't know the rules which govern its occurrence in English.

IX. SUBSTITUTION OF NOUN

1. *With different semantic value*

- 01/05 a- man-from-fire
 c- man of the fire
 d- homem do fogo

The learner has used the preposition 'from' probably because his interpretation of the Portuguese structure homem do fogo was 'man that came from the fire', which is not the correct one.

- 13/05 a- fell in live with him.
 c- had fallen in love with him .
 d- se apaixonara por ele.

This error is due to confusion between the nouns 'live' and 'love'. It may be considered as a lapse of the pen.

- 02/06 a- to show his Indian daughter
c- to show his Indian wife
d- mostrar sua mulher índia

The learner knows the nouns designating the members of the family but because of the semantic resemblance between them, he hasn't chosen the correct one.

XVI. SUBSTITUTION OF PREPOSITION

3. *Prepositional phrase as verb complement*

- 13/09 a- Paulo thought a little bit of the Indian boy
c- Paulo thought a little about the case of the Indian boy
d- Paulo pensou um pouco no caso do menino índio

- 10/13 a- he stopped thinking of Indian stories (3x)
c- he stopped thinking about Indians
d- deixou de pensar em índio

The verb 'think' can be followed by the prepositions 'of' and 'about'. The learners have used 'of' in a context where 'about' is more appropriate.

XIV. SUBSTITUTION OF DETERMINER

9. *Indefinite word* → *indefinite word (different form)*

- 15/06 a- show his Indian wife to another Portuguese,
 c- to show his Indian wife to other Portuguese,
 d- mostrar sua mulher Índia a outros portu-
 geses,

The form 'another' is not possible here because the structure outros portugueses is in the plural. Since the use of the article is obligatory with the singular form 'other', the learner has overgeneralized it for the plural producing a deviant structure.

XVI. SUBSTITUTION OF VERB

3. *Intransitive: with different semantic value*

- 10/09 a- the Indian boy wondering around all alone
 in the jungle,
 b- the Indian boy wandering around all alone
 in the jungle,
 d- (d)o menino Índio saindo sozinho pela mata,

The verbs 'wonder' and 'wander' are very similar in both the written and the oral forms.

6. *Auxiliary or modal verb: with different semantic value*

- 11/05 a- but another Indian, ..., was fall in love
 by him.
 c- but another Indian, ..., had fallen in love
 with him.
 d- mas outra Índia, ..., se apaixonara por ele.

Confusion between 'be' and 'have' is probably due to the

fact that both may function as auxiliary verbs to form compound tenses in English.

- 14/05 a- so that the Indians would see it,
 b- so that the Indians could see it,
 d- para os índios verem,
- 11/12 a- that she also would have an Indian name,
 c- that she too could have an Indian name,
 d- que ela também poderia ter um nome índio,

Dusková (1969:p.23) pointed out that "most Czech learners have great difficulty with modal verbs" and that "these errors are clearly due to interference from the forms and meanings of the other English modals".

XVII. SUBSTITUTION OF EXPRESSION

3. Verbal expression

- 05/08 a- Floriano said that the history sounded good,
 c- Floriano said that the story had become interesting,
 d- Floriano disse que a história ficara boa,
- 07/08 a- Floriano said that the story appeared a good one,

The structures 'sounded good' and 'appeared a good one' don't correspond to the Portuguese ficara boa. In this context the verb ficar refers to a change of state and is not equivalent to 'sound' or 'appear' which do not have this meaning.

- 07/13 a- he gave up thinking about Indians
 c- ge stopped thinking about Indians
 d- deixou de pensar em índio

The structures 'give up + -ing' and 'stop + -ing' are not always synonymous, the difference in meaning between the two being related to the features 'temporary' and 'permanent'. The sentence 'he gave up smoking' indicates something which is permanent whereas 'he stopped smoking' indicates something temporary. In the context above the learner should have used the structure 'stop + -ing' because the Portuguese structure indicates the idea of temporariness.

- 12/13 a- he saw a group of setting camp near the station,
 c- he saw a group of gipsies camping near the station,
 d- viu um grupo de ciganos acampados perto da estação,

The learner has used the structure 'setting camp' in analogy with the structure 'set up a camp', which can be a synonym of the verb 'camp', but is inappropriate here.

XIX. MISSPELLING

1. *Addition of a letter*

- 02/02 a- Aunt Julia explained
 b- Aunt Julia explained
 d- Tia Júlia explicou

The misspelling is due to analogy with English verbs ending

in one consonant preceded by one vowel which have the consonant doubled when an affix is added, e.g., 'stopped', 'planned'.

- 02/06 a- Caramuru deceided
 c- Caramuru decided
 d- Caramuru decidiu

The form 'deceided' was used in analogy with other English verb like 'receive' and 'conceive'.

- 14/13 a- a group of gipsyes
 c- a group of gipsies
 d- um grupo de ciganos

Instead of producing the correct form 'gipsies' the learner misplaced the 'y' and produced the wrong form 'gipsyes'.

4. *Multiple alterations within the word*

- 07/13 a- a gypsan group
 b- a gypsy group
 d- um grupo de ciganos

The learner produced the adjective 'gypsan' in analogy with English adjectives ending in 'n', like 'Egyptian' and 'Italian'.

3.4. Errors due to L₁ and/or L₂ interference

II. CHANGE OF VERB TENSE AND ASPECT

14. Past perfect → simple past

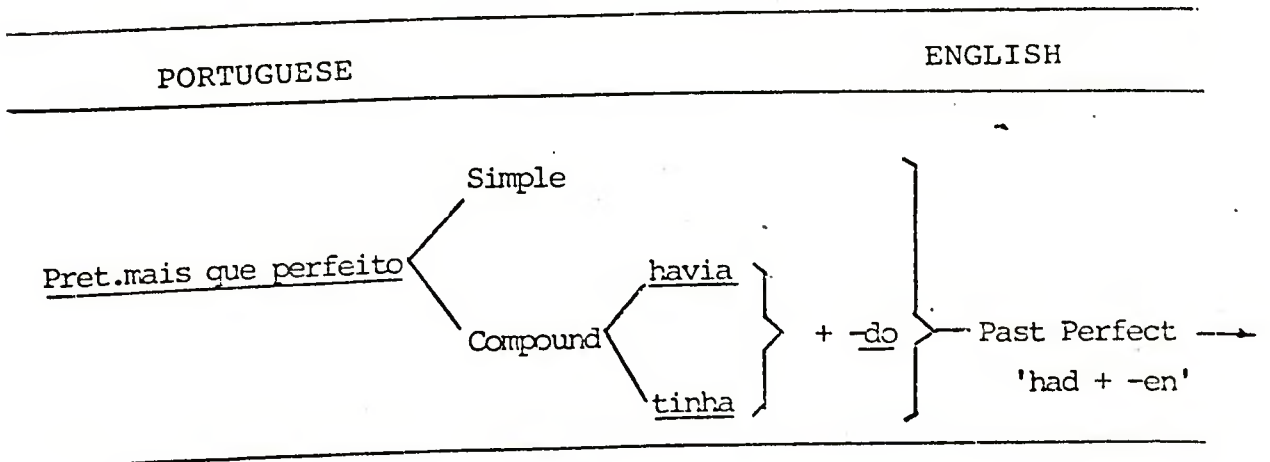
- 14/05 a- she said more that there had been a Portuguese (2x)
 c- she added that there was a Portuguese
 d- disse mais que houve um português
- 13/13 a- because he had seen a group of gipsies
 c- because he saw a group of gipsies
 d- porque viu um grupo de ciganos

The English past perfect and the Portuguese pretérito mais que perfeito have both the meaning of 'past in the past'. In reported speech, when the verb in the main clause is in the simple past, this same tense and the past perfect are interchangeable, especially in colloquial language. The same phenomenon occurs in Portuguese. The learners have overgeneralized the use of the past perfect to contexts where it is inappropriate.

Simple past → past perfect

- 11/05 a- the Portuguese took a gun of arcabuz (10x)
 c- the Portuguese had fired an arquebus
 d- o português dera um tiro de arcabuz
- 01/05 a- but another Indian, ... was fond of him (3x)
 c- but another Indian, ..., had fallen in love with him
 d- mas outra índia se apaixonara por ele

- 02/05 a- but another Indian, ..., felt in love with him. (3x)
- 06/05 a- but another Indian, ..., fell in love with him. (4x)
- 01/08 a- the story became nice (3x)
 c- the story had become interesting
 d- a história ficara boa
- 02/08 a- the story was good (6x)
- 03/08 a- it was a good story (3x)
- 05/08 a- the history sounded good
- 07/08 a- the history appeared a good one
- 01/13 a- where the circus was. (9x)
 c- where the circus had been.
 d- onde estivera o circo,



We may raise two hypotheses when attempting to explain the use of the simple past instead of the past perfect:

1) the learners didn't know that there are two types of pretérito mais que perfeito in Portuguese, the simple and the compound. Consequently they considered the Portuguese verb forms which were in the pretérito mais que perfeito simple as if they were in the pretérito perfeito simple. It's worth noting that all verb forms in the original clauses related to these errors were in the pretérito mais que perfeito simple and not in the compound one.

2) the learners didn't know that the Portuguese tense pretérito mais que perfeito corresponds to the English past perfect tense.

III. ADDITION OF SUPERFLUOUS ELEMENTS

9. Determiner

- 03/05 a- the man of the fire, (2x)
 c- man of the fire,
 d- homem do fogo,
- 12/05 a- the man that came from the fire,
- 13/05 a- the fireman,
- 05/06 a- to show his Indian wife to the others (3x)
 Portugueses,
 c- show his Indian wife to other Portuguese ,
 d- mostrar sua mulher índia a outros portugue
 ses,

English articles are considered to be a major source of difficulty for foreign learners in general. Both Portuguese and English have two classes of articles, definite and indefinite. However these articles have not the same distribution in the two languages. That's why Brazilian students get so confused when using articles in English.

10. Pronoun: subject

03/05 a- an Indian girl that was the chief's daughter,
 c- an Indian, the chief's daughter,
 d- uma índia, filha do chefe,

10/05 a- an Indian girl who was the daughter's chief,

The structure 'the chief's daughter' is an appositive which can be replaced by the corresponding relative clause. That's what the learners have done in adding the relative pronouns 'who' and 'what' plus a form of 'be'.

13. Intransitive verb

03/05 a- an Indian girl that was the chief's daughter, (2x)
 c- an Indian, the chief's daughter,
 d- uma índia, filha do chefe,

This error has been explained together with the last two.

IV. OMISSION OF ESSENTIAL ELEMENTS

9. *Determiner: definite and indefinite articles*

- 06/09 a- going alone through *** wood, (2x)
 c- walking around through the forest alone,
 d- saindo sozinho pela mata,
- 10/13 a- *** Next day
 c- The next day
 d- No dia seguinte
- 06/13 a- he saw *** gipsy group
 c- he saw a group of gipsies
 d- viu um grupo de ciganos
- 11/13 a- settled near *** station,
 c- camping near the station,
 d- acampados perto da estação,

The omission of articles in contexts where they are obligatory is also due to the fact that articles do not have the same distribution in English and Portuguese.

V. DIFFERENT WORD CLASSES

3. *Noun* → *adjective*

- 02/06 a- to show his India daughter to other
 Portuguese, (2x)
 c- to show his Indian wife to other
 Portuguese,
 d- mostrar sua mulher índia a outros portugue
 ses,

In English the word 'India' is a noun. In Portuguese índia can be either a noun or an adjective. It is worth noting that only the Portuguese form índia was translated erroneously as 'India'. All the other forms were translated correctly.

18. Relative pronoun + finite verb form → non-finite verb form

- 01/08 a- the Indian boy's story who set out alone through the jungle,
 c- the case of the Indian boy walking around through the forest alone,
 d- (n)o caso do menino índio saindo sozinho pela mata,
- 05/08 a- the history of the Indian boy who went alone through the jungle,
- 07/08 a- an Indian boy case who could enter the forest alone,

In English as well as in Portuguese the structures 'relative pronoun + finite verb form' and 'non-finite verb form' are interchangeable in some contexts.

22. Clause → adjectival expression/adjective

- 02/09 a- the little boy that was an Indian
 c- the Indian boy
 d- (d)o menino índio
- 12/05 a- the man that came from the fire,
 c- man of the fire,
 d- homem do fogo,

The use of a relative clause replacing an adjective or adjectival expression is possible in English as well as in Portuguese. It's worth noting that in Transformational Grammar the adjective is an element of a relative clause in deep structure.

VVI. NON-EXISTENT INFLECTION

1. Noun

- 01/06 a- to show his Indian wife to other
Portugueses, (7x)
c- to show his Indian wife to other Portu-
guese,
d- mostrar sua mulher índia a outros portugue
ses,

In English nationality names in '-ese' have only one form for both the singular and the plural. The learners have assigned the noun 'Portuguese' to a class of nouns which make their plural by adding the morpheme '-s' to the singular form. They have formed 'Portugueses' as the plural form of 'Portuguese' either because in their mother tongue the noun português belongs to that class or because most English nouns also belong to the same class of nouns, 'Portuguese' being one of the few exceptions.

2. Adjective

- 11/06 a- because the Portugueses men
b- because the Portuguese men
d- porque o português

- 03/06 a- to others Portuguese men (6x)

- c- to other Portuguese,
- d- a outros portugueses,

11/06 a- for others Portuqueses men

According to Dusková (1969) and Wilkins (1975) these errors which at first sight seem to be due to influence of the mother tongue, are due to influence of the target language. Wilkins pointed out that

"examples of morphemes from the mother tongue being used in utterances in the foreign language usually turn out, on closer investigation, to be derived from some other source. If a learner produces a plural form of the adjective in English by the addition of an -s morpheme, this can be explained as the overgeneralization of the rule for forming plurals of nouns in English, and does not have to be accounted for in terms of the use of a mother-tongue form". (p. 192)

Dusková explained the use of 'others' before a plural noun as interference from the other forms of the system 'other-another-others'. She justified this explanation by saying that "no other adjectives ever appear with a plural ending — Czech learners do not produce forms like *greats difficulties*" (p.22). The problem with Brazilian learners is that besides producing 'others' before a plural noun, they also produced 'Portuqueses' before the plural noun 'men'. This author's conclusion is that those errors reflect the two sources, interference from the mother tongue as well as the target language.

IX. SUBSTITUTION OF NOUN

1. *With different semantic value*

- 02/03 a- Moema was an India (3x)
- c- Moema was an Indian
- d- Moema foi uma Índia

- 09/05 a- he got married with one India (2x)
 c- he got married to an Indian,
 d- ele se casou com uma índia,
- 09/05 a- but another India, (2x)
 c- but another Indian,
 d- mas outra índia,

The explanation of these errors is the same as that given on page 77.

2. *Alien to the language*

- 11/13 a- he saw a group of nomadies
 c- he saw a group of gipsies
 d- viu um grupo de ciganos

PORTUGUESE	ENGLISH
<u>cigano</u>	'gipsy'
<u>nômade</u>	'nomad'

The learner has coined the ungrammatical noun 'nomadies' probably because there are similar nouns in Portuguese as well as in English.

XIV. SUBSTITUTION OF DETERMINER

3. *Indefinite article —> definite article*

- 07/05 a- a chief's daughter
 c- the chief's daughter
 d- filha do chefe

The use of articles with the genitive case in English constitutes a problem for Brazilian learners. In the context above the noun 'chief' should be preceded by the definite article because in Portuguese the noun chefe is preceded by the definite article o. The learner used the indefinite article probably because he thought that it was modifying the noun 'daughter' and not 'chief'.

XVI. SUBSTITUTION OF VERB

2. *Transitive* → *Intransitive*

- 02/05 a- but another Indian, ..., felt in love with him. (3x)
 c- but another Indian, ..., had fallen in love with him.
 d- mas outra índia, ..., se apaixonara por ele.

The simple past verb forms 'fell' and 'felt' are very similar in both the written and the spoken forms. This similarity leads the learners to use one for the other. Furthermore the Portuguese structure sentir amor por which contains the verb sentir, literally 'feel', is very similar in meaning to apaixonara-se por.

XVII. SUBSTITUTION OF EXPRESSION

2. *Verbal expression*

- 11/01 a- why the girl had Moema's name.
 c- why the girl was called Moema.
 d- por que motivo a menina tinha o nome de Moema.

The structure 'had Moema's name' reflects interference from the foreign language because of the 's' genitive and from the native language because of the verb form 'had' which is a direct translation of the Portuguese verb form tinha.

- 03/05 a- when the ship left Moema went swimming
 behind it, (6x)
 c- when the ship left Moema swam after it,
 d- quando o navio saiu Moema foi nadando
 atrás dele,

The learners have produced the structure 'went swimming' probably because it is a literal translation of the Portuguese foi nadando. However they could have used it in analogy with the English structure 'go + -ing' which is equivalent to the Portuguese 'ir + infinitive', e.g. 'I went swimming last Sunday'.

4. Clause

- 09/13 a- in the same place where it was the circus.
 c- in the same place where the circus had been.
 d- no mesmo lugar em que estivera o circo.
- 10/13 a- in the same place where there was a circus
before. (2x)

Since there is a subject-verb inversion in the Portuguese clause em que estivera o circo, the learners produced clauses where the same inversion occurs. They have also added the words 'it' and 'there' as subjects of the clauses in an effort to produce grammatical clauses.

3.5. *Errors due to Communication Strategies*

a) *Topic avoidance*

IV. OMISSION OF ESSENTIAL ELEMENTS

1. *Nominal expression*

- 02/09 a- Paulo thought a little of *** the (7x)
little boy
c- Paulo thought a little about the case
of the Indian boy
d- Paulo pensou um pouco no caso do menino
índio

2. *Adverbial expression*

- 02/05 a- ***
c- or rather,
d- ou melhor,

- 10/06 a- Moema started to swim ***,
c- Moema started to swim after it,
d- Moema foi nadando atrás dele,

- 12/09 a- Paulo thought *** about the Indian boy
c- Paulo thought a little about the case of
the Indian boy
d- Paulo pensou um pouco no caso do menino
índio

4. Noun: object

- 02/13 a- he saw a group of *** (3x)
 c- he saw a group of gipsies
 d- viu um grupo de ciganos

5. Adjective

- 02/09 a- running around in the jungle ***,
 c- walking around through the forest alone,
 d- saindo sozinho pela mata,

b) Conscious transfer

IX. SUBSTITUTION OF NOUN

2. Alien to the language

- 01/05 a- the Portuguese had shoot from an (7x)
arcabuz
 c- the Portuguese had fired an arquebus
 d- o português dera um tiro de arcabuz
- 02/06 a- Caramuru deecided to go to Lisboa (9x)
 c- Caramuru decided to go to Lisbon
 d- Caramuru resolveu ir a Lisboa
- 03/13 a- because he saw a group of ciganos (4x)
 c- because he saw a group of gipsies
 d- porque viu um grupo de ciganos
- 02/13 a- where the circo was.
 c- where the circus had been:
 d- onde estivera o circo.

c) Paraphrase

III. ADDITION OF SUPERFLUOUS ELEMENTS

2. Adverbial expression

- .05/04 a- Beside this it is a beautiful name.
c- It is a beautiful name.
d- E é um nome bonito.

V. CHANGE OF ELEMENTS OF DIFFERENT CLASSES

4. Noun \longrightarrow pronoun

- 13/07 a- Then this is reason.
c- So that is why.
d- Então é por isto.

20. Verb \longrightarrow preposition

- 13/06 a- Moema swam to follow it,
c- Moema swam after it,
d- Moema foi nadando atrás dele,

23. Clause \longrightarrow adverbial expression

- 05/03 a- that died because loved too much.
c- who died of love.
d- que morreu de amor.

IX. SUBSTITUTION OF NOUN

1. *With different semantic value*

- 03/05 a- the man made a shot with a gun (6x)
c- the Portuguese had fired an arquebus
d- o português dera um tiro de arcabuz
- 06/05 a- the Portuguese gave a shot of rifle
- 10/05 a- the Portuguese fired a shot
- 05/06 a- Caramuru deecided to go back to Portugal
c- Caramuru decided to go to Lisbon
d- Caramuru resolveu ir a Lisboa

X. SUBSTITUTION OF ADJECTIVE

1. *With different semantic value.*

- 15/05 a- or something closer,
c- or something like that,
d- ou coisa parecida,

XII. SUBSTITUTION OF CONJUNCTION

1. *With different semantic value*

- 10/05 a- although his real name was quite another,
c- or rather, he had another name,
d- ou melhor, o nome dele era outro,

XVI. SUBSTITUTION OF VERB

1. *Transitive: with different semantic value*

12/05 a- And continued that
c- She added that
d- Disse mais que

12/06 a- to introduce his Indian wife for others
Portugueses men,
c- to show his Indian wife to other Portuguese,
d- mostrar sua mulher índia a outros portugue-
ses,

06/06 a- Moema insisted swimming,
c- but she went on swimming,
d- Moema continuou nadando,

2. *Transitive —→ intransitive*

07/09 a- who could enter the forest alone,
c- walking around through the forest alone,
d- saindo sozinho pela mata,

XII. SUBSTITUTION OF EXPRESSION

1. *Nominal expression*

09/05 a- or another thing
c- or something like that
d- ou coisa parecida

12/05 a- the Portuguese gave a shot of an old gun
c- the Portuguese had fired an arquebus
d- o português dera um tiro de arcabuz

2. *Adverbial expression*

- 02/13 a- One day after that
c- The next day
d- No dia seguinte

3. *Verbal expression*

- 03/05 a- She also told that (3x)
c- She added that
d- Disse mais que
- 05/05 a- Aunt Julia continued on saying
c- She added that
d- Disse mais que
- 05/05 a- Caramuru which have the meaning of fire-man
c- Caramuru which means man of the fire
d- Caramuru que quer dizer homem do fogo
- 01/05 a- but another Indian, ..., was fond of him. (2x)
c- but another Indian, ..., had fallen in love
with him.
d- mas outra índia, ..., se apaixonara por ele.
- 12/06 a- when the ship began to move
c- when the ship sailed
d- quando o navio saiu
- 01/06 a- when the ship took-off Moema followed it
by swimming,
c- when the ship sailed Moema swam after it,
d- quando o navio saiu Moema foi nadando atrás
dele,

- 05/06 a- when the boat left Moema followed it,
- 04/06 a- land could not be seen by sight,
c- the land disappeared from sight,
d- a terra sumiu de vista,
- 08/06 a- the land couldn't be seen,
- 02/06 a- and Moema didn't quit swimming,
c- but she went on swimming,
d- Moema continuou nadando,
- 03/13 a- he didn't think in Indian anymore (2x)
c- he stopped thinking about Indians
d- deixou de pensar em índio
- 08/13 a- he wasn't thinking about Indians anymore

4. Clause

- 15/05 a- his name wasn't this,
c- he had another name,
d- o nome dele era outro,
- 01/05 a- to let them see,
c- for the Indians to see,
d- para os índios verem,
- 05/05 a- to demonstrate it to the Indians,
- 10/05 a- to demonstrate his weapon to them,

- 03/06 a- she couldn't see the land anymore,
c- the land disappeared,
d- a terra sumiu de vista,
- 13/06 a- she could not see ashore anymore,
- 03/08 a- Floriano said that it was a good story, (2x)
c- Floriano said that the story had become
interesting,
d- Floriano disse que a história ficara boa,
- 13/08 a- Floriano told that that was a good story,

3.6. Errors of indeterminate origin

II. CHANGE OF VERB TENSE AND ASPECT

5. Perfect infinitive \longrightarrow bare infinitive

- 10/12 a- she could also have had one,
c- she too could have an Indian name,
d- ela também poderia ter um nome índio,

7. -Ing form \longrightarrow simple past

- 01/12 a- Deciding to tell her
c- He decided to tell her
d- Resolveu contar a ela

8. Simple present \longrightarrow simple past

- 02/05 a- the Indians use to call him Caramuru
b- the Indians used to call him Caramuru
d- os índios lhe haviam dado o nome de Caramuru
- 11/05 a- his name is other
b- his name was something else
d- o nome dele era outro
- 15/12 a- he decide to tell her
c- he decided to tell her
d- Resolveu contar a ela

10. *Simple past* → *to/bare infinitive*

02/05 a- to then the Indians saw,
c- for the Indians to see,
d- para os índios verem,

03/05 a- to the Indians to saw it,

13. *Past continuous* → *simple past*

11/06 a- when the ship was leaving
c- when the ship sailed
d- quando o navio saiu

14. *Past perfect* → *simple past*

14/01 a- The boy had wanted to know
c- The boy wanted to know
d- O menino quis saber

15. *Past participle* → *simple present*

08/04 a- as well as been a nice name.
c- It is a beautiful name.
d- E é um nome bonito.

III. ADDITION OF SUPERFLUOUS ELEMENTS

1. *Nominal expression*

03/08 a- but it wasn't a story for children.

c- but that it wasn't for children.

d- mas que não era para criança.

3. Noun: object

10/06 a- to show his Indian wife to the Portuguese
people,

c- to show his Indian wife to other Portuguese,

d- mostrar sua mulher índia a outros portugue-
ses,

4. Adjective

02/09 a- the little boy that was an Indian

c- the Indian boy

d- (d)o menino índio

06/08 a- it wasn't good for children.

c- it wasn't for children.

d- não era para criança.

5. Adverb

03/05 a- once there was a Portuguese (2x)

c- there was a Portuguese

d- houve um português

12/05 a- once the Portuguese gave a shot of an old
gun

c- the Portuguese had fired an arquebus

d- o português dera um tiro de arcabuz

- 02/05 a- but anyway the Indians use to call him
c- but the Indians called him
d- mas os índios deram-lhe o nome de

6. *Conjunction*

- 02/05 a- And she said more (2x)
c- She added
d- Disse mais
- 12/05 a- Caramuru and it means
c- Caramuru which means
d- Caramuru que quer dizer
- 02/05 a- to then the Indians saw,
c- for the Indians to see,
d- para os índios verem,
- 03/05 a- and so he got married to an Indian (3x)
girl,
c- then he got married to an Indian,
d- aí ele se casou com uma índia,
- 02/06 a- and when the ship lived
c- when the ship sailed
d- quando o navio saiu
- 13/06 a- but when the ship departed
- 06/06 a- until the land lost sight,
c- the land disappeared,
d- a terra sumiu de vista,

02/12 a- Than he decided to tell her
c- He decided to tell her
d- Resolveu contar a ela

02/05 a- that his name was another one,
c- he had another name,
d- o nome dele era outro,

10. Pronoun: subject

02/05 a- the Indian she was the chief's daughter,
c- an Indian, the chief's daughter,
d- uma índia, filha do chefe,

09/11 a- What is it?
c- What?
d- O quê?

12. Transitive verb

01/05 a- She added saying
c- She added
d- Disse mais

13. Intransitive verb

10/05 a- the Indian she was the chief's daughter,
c- an Indian, the chief's daughter,
d- uma índia, filha do chefe

- 09/11 a- who could enter the forest alone,
c- walking around through the forest alone,
d- saindo sozinho pela mata,

11. Pronoun: *object*

- 03/05 a- to the Indians to saw it,
c- for the Indians to see,
d- para os índios verem,

- 11/05 a- for the Indians to see it, (2x)

IV. OMISSION OF ESSENTIAL ELEMENTS

3. *Clause*

- 09/06 a- *** *** Moema kept on swimming,
c- Moema swam after it, the land disappeared
but she went on swimming,
d- Moema foi nadando atrás dele, a terra su-
miu de vista, Moema continuou nadando,

7. *Conjunction*

- 06/05 a- *** better say,
c- or rather,
d- ou melhor,

01/07 a- *** That's the reason.
c- So that's why.
d- Então é por isto.

11/12 a- *** that she also would have an Indian name,
c- and that she too could have an Indian name,
d- e que ela também poderia ter um nome índio,

8. *Preposition (prepositional phrase as adjunct)*

13/13 a- *** the same place where the circus was.
c- in the same place where the circus was.
d- no mesmo lugar em que estivera o circo.

10. *Pronoun: subject*

10/08 a- but *** *** not for children. (2x)
c- but that it wasn't for children.
d- mas que não era para criança.

12. *Intransitive verb*

10/08 a- but *** *** not for children. (2x)
c- but that it was not for children.
d- mas que não era para criança.

V. DIFFERENT WORD CLASSES

1. Nominal expression → pronoun

- 05/05 a- Aunt Julia continued on saying
 c- She added
 d- Disse mais

5. Noun → clause

- 12/06 a- she swam until death.
 c- and swam until she died.
 d- nadou até morrer.

12. Adverb → preposition

- 07/06 a- the land disappeared out their view,
 c- the land disappeared from their view,
 d- a terra sumiu de vista,

16. Pronoun → noun/nominal expression

- 05/05 a- because he gave a gun shot
 c- because the Portuguese had fired an arquebus
 d- porque o português dera um tiro de arcabuz

- 01/05 a- to let them see,
 c- for the Indians to see,
 d- para os índios verem,

21. Verb → determiner

- 03/06 a- to show is Indian wife to others Portuguese men,
 c- to show his Indian wife to other Portuguese,
 d- mostrar sua mulher índia a outros portugueses,

XII. SUBSTITUTION OF PREPOSITION

5. *Alien to the language*

- 04/13 a- Un the following day
 b- On the following day
 d- No dia seguinte

XIV. SUBSTITUTION OF DETERMINER

1. *Definite article → indefinite article*

- 02/05 a- and he got marriage with the Indian,
 c- then he got married to an Indian,
 d- aí ele se casou com uma índia,

2. *Definite article → indefinite word*

- 10/06 a- to show his Indian wife to the Portuguese
 people,
 c- to show his Indian wife to other Portu-
 guese,
 d- mostrar sua mulher índia a outros portu-
 geses,

3. *Indefinite article → definite article*

- 07/01 a- why a girl was named Moema.
 c- why the girl was called Moema.
 d- por que motivo a menina tinha o nome de
 Moema.
- 11/05 a- but the Indians gave him a Caramuru's name
 b- but the Indians gave him the name Caramuru
 d- mas os índios lhe haviam dado o nome de
 Caramuru

- 08/05 a- daughter of a chief
 c- the chief's daughter
 d- filha do chefe
- 07/09 a- an Indian boy case
 c- the case of the Indian boy
 d- (n)o caso do menino índio
- 11/09 a- the case of an Indian boy

6. *Demonstrative (+ near) —→ definite article*

- 12/01 a- why the girl had that name: Moema.
 b- why the girl had the name Moema.
 d- por que motivo a menina tinha o nome de Moema.
- 07/05 a- owing to this Portuguese had shot with an arcabus
 c- because the Portuguese had fired an arquebus
 d- porque o português dera um tiro de arcabuz

7. *Possessive —→ indefinite article*

- 04/05 a- because the Portuguese had given a shot with his gun (3x)
 c- because the Portuguese had fired an arquebus
 d- porque o português dera um tiro de arcabuz

XV. SUBSTITUTION OF PRONOUN

3. *Personal 3rd person singular neuter* —→ *demonstrative singular*

10/05 a- or something like it,
c- or something like that,
d- ou coisa parecida,

06/07 a- Then it is the reason.
c- So that is why.
d- Então é por isso.

4. *Personal 3rd person singular* —→ *relative*

12/05 a- Caramuru and it means
c- Caramuru which means
d- Caramuru que quer dizer

7. *Alien to the language*

06/06 a- until hi died.
c- until she died.
d- até morrer.

XVI. SUBSTITUTION OF VERB

1. *Transitive: with different semantic value*

12/06 a- Caramuru wanted to go back to Lisboa
c- Caramuru decided to go to Lisbon
d- Caramuru resolveu ir a Lisboa

- 12/12 a- He wanted to tell her
c- He decided to tell her
d- Resolveu contar a ela

2. *Intransitive* : *with different semantic value*

- 02/09 a- running around in the jungle,
c- walking around through the forest alone,
d- saindo sozinho pela mata,

XVII. SUBSTITUTION OF EXPRESSION

1. *Nominal expression*

- 10/13 a- he stopped thinking of Indian stories
c- he stopped thinking about Indians
d- deixou de pensar em índio

Verbal expression

- 12/01 a- why the girl had that name: Moema.
c- why the girl was called Moema.
d- por que motivo a menina tinha o nome de Moema.
- 02/05 a- the Portuguese took a gun of arcabuz
c- the Portuguese had fired an arquebus
d- o português dera um tiro de arcabuz
- 03/05 a- the man made a shot with a gun

- 05/06 a- and Moema continued on swimming till get
dead.
c- but she went on swimming, and swam until
died.
d- Moema continuou nadando, nadou até morrer.

4. Clause

- 05/05 a- to whom the Indians gave the nickname
of Caramuru
c- called Caramuru, or rather, he had another
name but the Indians called him Caramuru
d- chamado Caramuru, ou melhor, o nome dele
era outro, mas os índios lhe haviam dado
o nome de Caramuru
- 11/08 a- Floriano said that became a good history,
c- Floriano said that the story had become
interesting,
d- Floriano disse que a história ficara boa,

XVIII. SUBSTITUTION OF NUMBER

1. Noun: plural → singular

- 11/05 a- because the Portugueses men
b- because the Portuguese man
d- porque o português

XIX. MISSPELLING

1. Addition of a letter

15/06 a- swamm until dying.
c- and swam until she died.
d- nadou até morrer.

06/13 a- he forgote to think about Indian
d- deixou de pensar em índio

2. Omission of a letter

07/13 a- where the circus was intalled.
b- where the circus had been installed.
d- onde estivera o circo.

4. ERROR FREQUENCY AND ERROR CAUSES

4.1. *Introduction*

The last task of this study is to compute the frequency of the error types which occurred in the corpus and to establish their correlation with the frequency of error causes.

The computation of the frequency of error types is important because it is associated with the degree of difficulty of the items involved in the errors.

In order to compute the frequency of error types and to make a statistical analysis of this frequency, this author has used the Statistical Package for the Social Sciences (SPSS). The SPSS is an integrated system of computer programs for the analysis of social science data. One of the advantages of using this system is that it offers the researcher a large number of statistical routines, as for example, simple frequency distributions and crosstabulations.

4.2. *The Frequency of Error Types*

A computation of the errors contained in the corpus will show that the fifteen translations contain a total of 644 errors corresponding to 1102 wrong words. It was necessary to differentiate errors from wrong words because, in the material under discussion, there were cases of errors encompassing more than one word as well as cases of cooccurrence of two different errors within the same word. Table 1 presents the number of wrong words in each sentence per student and Table 2, the number of errors in each sentence per student. Since the results contained in these two tables are very similar, only those in Table 2 will be discussed.

The sentence which contains the largest number of errors is sentence 5. A total of 234 errors, which corresponds to 36.3% of the 644 errors, occurred in that sentence. However this is by far the longest sentence in the standard translation for it has 64 words. In order to diminish the influence of the sentence length, the percentage of errors in each sentence was divided by its number of words. Sentences 6 and 7 are, then, the most difficult ones, since they present the highest percentage of errors. These results are also presented in Table 2.

As it was already stated, the taxonomy used for the linguistic description of the errors made it possible to classify them in syntactical terms such as omission of an essential element, addition of a superfluous element, selection of an incorrect element, misordering of elements or in morphological terms such as tense, aspect, inflection, case and number. Table 3 presents a classification matrix where the errors are analysed according to the categories mentioned above, which are listed in the vertical line, and the parts of speech, listed in the horizontal line. The results indicate that the most frequent error type is that involving substitution of an item for another within the same word class. This error type represents almost 50% of all errors. The least frequent error type is that involving spelling.

Table 4 presents the number and percentage of errors related to the different word classes and the clause. The first column contains the number of times each word class occurred or should have occurred in the corpus. The second contains the number of errors in each part of speech. The third contains the percentage of errors in each part of speech in relation to the total number of errors. The fourth contains the percentage of errors in each part of speech in relation to the number of times it occurred or should have occurred in the corpus. The last column presents this percentage multiplied by a constant factor to make its total equal to 100.

An analysis of the frequency of error types enables the researcher to make the following generalizations: first, errors involving adverbs, verbs, conjunctions and prepositions are those which presented the four highest degrees of difficulty (more than 60%, varying from 13.5% to 17.4%); second, substitution of an item for another within the same word class was responsible for almost 50% of all errors. Within this category, nouns and verbs were the word classes which presented the greatest incidence of errors, (49.8%); third, spelling was responsible for only a very small part of the total number of errors, (2.0%).

Those observations show us that the degrees of difficulty related to adverbs, verbs, conjunctions and prepositions were about the same. However the high frequency of errors involving adverbs and conjunctions can be attributed to the specific structure of the original text. An example is the structure E é um nome bonito, containing the conjunction e, which should not occur in the corresponding English structure. Among the fifteen students, fourteen made this kind of error. Therefore verbs and prepositions can be considered the two most difficult parts of the English grammatical system for this group of learners. It is worth noting that most of the studies dealing with error analysis in foreign language learning have shown that verbs and prepositions are the most difficult areas for students learning English as a foreign language.

In relation to the low frequency of errors involving spelling, we can say that this group of learners didn't have any difficulty with the English spelling system in spite of its unpredictabilities. This can be considered as a characteristic of intermediate students learning English as a foreign language.

4.3. *The Frequency of Error Causes*

Most of the Error Analysis studies which present not only the frequency of error types but also the causes of errors have shown that interference from the mother tongue was one of the greatest sources of errors in foreign language learning.

Aguas (1964), after studying errors in English compositions made by Tagalog speakers, concluded that interference from the mother tongue was the greatest single cause of errors. Richards (1977:p.182) argued that "interference from the mother tongue is clearly a major source of difficulty in second language learning". Dusková (1969) analysed errors in composition made by Czech students and found that interference from the mother tongue was evident in word order, in verbal and sentence constructions and in grammatical categories which do not exist in the native language. In her view, interference from the mother tongue is one of the sources of large groups of errors, the other being interference from the foreign language itself.

The results obtained by those authors are very similar to the ones found in the present study. Table 5 presents the distribution of the different error types according to the five categories established to explain the causes of the errors. The results indicate that more than 40% of the errors were accounted for in terms of interference from the learners' mother tongue; 14% , in terms of the target language; 16% , in terms of both the native and the target language. The remaining errors were classified as errors due to communication strategies and errors of indeterminate origin, (13% each).

One can observe that though the learners' mother tongue was clearly the greatest source of the translation errors, it was not the only interference factor, for the target language was also responsible for a significant part of the errors.

It is interesting to note that one of the main sources of

the errors classified as substitution of an item for another within the same word class was under-differentiation, i.e., an item in the native language corresponds to two or more in the target language. Arabsky (1968) considered this kind of error as caused by 'external active interference'. One of the examples he gives is the use of the noun 'earth' in a context where 'land' should be used. This same error occurred three times in the corpus used in this study.

Some of the errors due to interference from the target language may be classified as 'transfer avoidance'. This is a strategy the learner uses to avoid being influenced by his mother tongue. An example is the structure homem do fogo which should be translated as 'man of the fire' (a word for word translation). What is interesting about this structure is that among the fifteen students only one produced the correct structure. It is worth noting that errors due to 'transfer avoidance' would never be predicted by means of Contrastive Analysis.

4.4. Conclusion

It is important to discuss here the possibility of generalizing the results presented in this chapter in relation to the frequency of error types and the degree of difficulty of the items or structures involved in the errors.

Dusková (1969:p.15) argued that

"lower frequency of an error does not necessarily mean that the point in question is less difficult, but simply that the point itself occurred only in some (not in all) papers."

One of the advantages of using translations in an error analysis study lies in the fact that every learner belonging to a particular group is forced to produce the same types of constructions.

It has been pointed out that the frequency of errors should be stated with reference to the number of possible mistakes to make it possible for the researcher to generalize the degree of difficulty of a construction from observations of error frequency. Another advantage of using translations is that this can be done taking the standard translation as a basis. The results of the application of this mechanism to our corpus are shown in Table 4.

One can state that error frequency should be used as a tool to measure the faulty performance of a group of learners in specific areas. The results thus obtained may help the teacher to determine the selection of the material as well as the emphasis that should be given to particular items in teaching and testing.

The important thing concerning the attempt to explain the causes of errors in adult foreign language learning is that the researcher can infer the strategies adopted by the learners in their attempt to learn a foreign language.

After having established the causes of the errors, this author observed that the learners have used different kinds of strategies which seem to be common to adult learners in general whatever their mother tongues.

One should think that errors attributed to interference from the native language would be specific to groups of learners sharing the same mother tongue. However many errors of this kind are common to groups of learners with different mother tongues. This is so because very often the native languages share some of the features related to the errors. An example is the use of the noun 'earth' instead of 'land' by Brazilian as well as by Polish students, due to the fact that in both languages there is only one noun which corresponds to the two English ones.

It has already been pointed out that Contrastive Analysis could be used to explain the errors due to interference from the mother tongue. It has also been proved that transfer of native language structures do not occur whenever there is a contrast between the native and the target language structures. Therefore Ioup and Kruse (1977:p.170) argued that they

"require a new hypothesis defining precisely where transfer is expected and an explanation as to why it is confined to these aspects of language acquisition."

On the other hand errors due to interference from the target language cannot be explained by means of Contrastive Analysis. They can be found in the performance data of learners with different native languages. They are similar to those made by children in the process of acquiring their mother tongue and they should be considered as an inevitable stage in foreign language learning.

We can conclude that since the speech of children learning their first language contains many errors, foreign language learners should be allowed to make errors. By making errors, learners provide the teacher with information about what they haven't learned. Clark (1975:p.336) suggested that "only by allowing errors to occur can we discover any discrepancies that might exist between what the student actually learned and what we intended him to learn."

TABLE 1

Number of wrong words in each sentence per student

Student	Sentence													Total	%
	1	2	3	4	5	6	7	8	9	10	11	12	13		
01	0	0	0	1	21	15	0	3	12	0	0	5	4	70	6.5
02	1	1	1	1	36	17	0	4	12	0	0	1	13	95	8.5
03	0	0	0	1	28	13	0	9	7	0	0	2	6	69	6.5
04	0	0	0	1	21	15	6	4	2	0	0	0	4	53	5.0
05	0	0	5	2	43	16	5	6	8	0	0	2	6	93	8.5
06	5	0	0	1	33	14	2	4	8	0	0	1	9	77	7.0
07	3	0	0	1	31	8	2	5	17	0	0	1	8	76	7.0
08	2	0	0	5	27	9	0	3	5	0	2	2	7	60	5.5
09	4	0	2	1	36	14	7	3	8	0	0	5	8	90	8.0
10	0	0	0	1	29	7	0	9	8	0	0	3	11	68	6.0
11	4	0	0	1	36	18	4	7	6	0	0	2	13	91	8.5
12	3	0	0	1	28	13	0	7	8	0	0	3	5	68	6.0
13	0	0	1	0	28	17	3	8	5	0	0	1	12	75	7.0
14	5	0	2	1	22	12	1	5	2	0	0	1	3	54	5.0
15	4	0	0	1	25	15	1	3	8	0	0	1	5	63	5.5
TOTAL	51	1	11	19	444	203	31	80	116	0	2	30	114	1.102	100

TABLE 2

Number of errors in each sentence per student

Student	Sentence													Total	%
	1	2	3	4	5	6	7	8	9	10	11	12	13		
01	2	0	0	1	12	9	0	2	4	0	0	5	3	38	6.0
02	2	1	1	1	22	13	0	3	7	0	0	1	6	57	9.0
03	1	0	0	1	20	7	0	3	3	0	0	2	4	41	6.5
04	0	0	0	1	8	9	3	2	2	0	0	0	4	29	4.5
05	0	0	2	1	15	12	1	4	5	0	0	2	4	46	7.0
06	1	0	0	1	14	12	2	3	4	0	0	1	7	45	7.0
07	2	0	0	1	16	6	2	2	10	0	0	1	6	46	7.0
08	1	0	0	3	15	7	0	2	3	0	0	2	3	36	5.5
09	1	0	2	1	19	10	3	2	6	0	2	5	4	55	8.5
10	0	0	0	1	14	5	0	4	4	0	0	2	5	35	5.5
11	1	0	0	1	25	13	2	3	4	0	0	2	7	58	9.0
12	2	0	0	1	16	9	0	5	5	0	0	3	4	45	7.0
13	0	0	1	0	14	10	3	3	3	0	0	1	6	41	6.5
14	2	0	1	1	12	8	1	2	2	0	0	1	3	33	5.0
15	1	0	0	1	12	12	1	2	4	0	0	2	4	39	6.0
Total	16	1	7	16	234	142	18	42	66	0	2	30	70	644	100
Nº of words	11	3	8	5	64	38	4	15	26	1	1	22	28	226	
%	2.5	0	1.00	2.50	36.5	22.0	3.0	6.5	10	0	0.5	4.5	11.0	100	
%/nº of words	5.0	1	3.0	11.0	12.0	13.0	15.5	9.5	9.0	0	7	7	9.5	100	

TABLE 3

Number and percentage of errors in each category

Category	Noun	Adj.	Verbs.	Adv.	Det.	Pron.	Prep.	Conj.	Clause	Total	%
Word order	5	1		8						14	2.0
Tense and aspect			74							74	11.5
Addition	3	2	7	7	7	9	16	24		75	11.5
Omission	10	1	2	4	12	17	2	32	2	82	13.0
Different word classes	9	2	6	7		8	2	3	4	41	6.5
Inflection	13	8	5							26	4.0
Case	16									16	2.5
Substitution	55	4	96	12	22	23	39	20	32	303	47.0
Spelling	1	1	10					1		13	2.0
Number of errors	112	19	200	38	41	57	59	80	38	644	100%

TABLE 4

Number and percentage of errors in each word class

Word class	nº of times it occurred in the corpus	nº of errors	Percentage	Degree of Difficulty*	Normalized** degree of Difficulty
Adverb	135	38	5,90%	28,15%	17,48%
Verb	780	200	31,06%	25,64%	15,92%
Conjunction	315	80	12,42%	25,40%	15,77%
Preposition	270	59	9,16%	21,85%	13,56%
Pronoun	360	57	8,85%	15,83%	9,83%
Noun	780	112	17,39%	14,36%	8,91%
Adjective	135	19	2,95%	14,07%	8,73%
Determiner	450	41	6,37%	9,11%	5,66%
Clause	570	38	5,90%	6,67%	4,14%
Total	3.795	644	100%	—	100%

(*) Degree of difficulty means the percentage of errors involving the use of certain grammatical structure or lexical item to the number of times that particular grammatical structure or lexical item was used or should have been used.

(**) Normalized degree of difficulty means the degree of difficulty multiplied by a factor that makes its total equal to 100%.

TABLE 5

Error Types and Error Causes

	L ₁ interference	L ₂ interference	L ₁ and/or L ₂	Com.Strategies	Ind.Origin
Change of word order	8	6			
Change of verbs tense and aspect	11	8	45		10
Addition of superfluous elements	28	10	10	1	26
Omission of essential elements	41	11	5	15	10
Different word classes	8	15	7	3	6
Inflection	5	5	15		1
Change of case	3	13			
Substitution of noun	11	3	8	32	1
Substitution of adjective	3			1	
Substitution of adverb	11			1	
Substitution of conjunction	19			1	
Substitution of preposition	34	4		1	
Substitution of determiner	8	1	1		1
Substitution of pronoun	19				12
Substitution of verb	51	8	10	20	4
Substitution of clause	18		3	9	7
Misspelling	5	5			2
Total	282	89	104	83	83
Σ	44.0	14.0	16.0	13.0	13.0

APPENDIX I

Original Text

O menino quis saber por que motivo a menina tinha o nome de Moema. Tia Júlia explicou:

— Moema foi uma índia que morreu de amor. E é um nome bonito.

Disse mais que houve um português chamado Caramuru, ou melhor, o nome dele era outro, mas os índios lhe haviam dado o nome de Caramuru que quer dizer homem do fogo ou coisa parecida porque o português dera um tiro de arcabuz para os índios verem, aí ele se casou com uma índia, filha do chefe, mas outra índia, chamada Moema, se apaixonara por ele. Depois de algum tempo, Caramuru resolveu ir a Lisboa mostrar sua mulher índia a outros portugueses, quando o navio saiu Moema foi nadando atrás dele, a terra sumiu de vista, Moema continuou nadando, nadou até morrer.

— Então é por isto.

Floriano disse que a história ficara boa, mas que não era para criança. Paulo pensou um pouco no caso do menino índio saindo sozinho pela mata, assim que viu Ricarda disse:

— Moema.

— O que?

Resolveu contar a ela que tinha um nome índio, Iguassu, e que ela também poderia ter um nome índio, Moema: No dia seguinte deixou de pensar em índio porque viu um grupo de ciganos acampados perto da estação, no mesmo lugar em que estivera o circo.

Antônio Olinto

APPENDIX II

Standard Translation

The boy wanted to know why the girl was called Moema. Aunt Julia explained, "Moema was an Indian who died of love. It's a beautiful name."

She added that there was a Portuguese called Caramuru, or rather, he had another name, but the Indians called him Caramuru which means 'man of the fire' or something like that, because the Portuguese had fired an arquebus for the Indians to see, then he got married to an Indian, the chief's daughter, but another Indian, called Moema, had fallen in love with him. After some time Caramuru decided to go to Lisbon to show his Indian wife to other Portuguese, when the ship sailed Moema swam after it, the land disappeared, but she went on swimming, and swam until she died.

— "So that's why."

Floriano said that the story had become interesting, but that it wasn't for children. Paulo thought a little about the case of the Indian boy walking around through the forest alone and as soon as he saw Ricarda he said,

— "Moema."

— "What?"

He decided to tell her that he had an Indian name, Iguassu, and that she too could have an Indian name, Moema. The next day he stopped thinking about Indians because he saw a group of gipsies camping near the station, in the same place where the circus had been.

APPENDIX III

TAXONOMY OF ERROR TYPES

I. CHANGE OF WORD ORDER

1. Nominal expression
2. Noun
3. Adjective
4. Adverb

II. CHANGE OF VERB TENSE AND ASPECT

1. To/bare infinitive → -ing form
2. To/bare infinitive → simple past
3. Bare infinitive → past participle
4. Bare infinitive → to infinitive
5. Perfect infinitive → bare infinitive
6. -Ing form → to/bare infinitive
7. -Ing form → simple past
8. Simple present → simple past
9. Simple present → bare infinitive
10. Simple past → to/bare infinitive
11. Simple past → past perfect
12. Present perfect → simple past
13. Past continuous → simple past
14. Past perfect → simple past
15. Past participle → simple present
16. Past participle → simple past

III. ADDITION OF SUPERFLUOUS ELEMENTS

1. Nominal expression
2. Adverbial expression

3. Noun: object
4. Adjective
5. Adverb
6. Conjunction
7. Preposition (prepositional phrase as adjunct)
8. Preposition (prepositional phrase as verb complement)
9. Determiner
10. Pronoun: subject
11. Pronoun: object
12. Transitive verb
13. Intransitive verb
14. Modal verb

IV. OMISSION OF ESSENTIAL ELEMENTS

1. Nominal expression
2. Adverbial expression
3. Clause
4. Noun: object
5. Adjective
6. Adverb
7. Conjunction
8. Preposition (prepositional phrase as adjunct)
9. Determiner: definite and indefinite articles
10. Pronoun: subject
11. Pronoun: object
12. Intransitive verb

V. DIFFERENT WORD CLASSES

1. Nominal expression → pronoun
2. Nominal expression/noun → verb
3. Noun → adjective
4. Noun → pronoun

5. Noun → clause
6. Adverbial expression → pronoun
7. Preposition → conjunction
8. Adjective → nominal expression
9. Adjective → determiner
10. Adverb → nominal expression
11. Adverb → conjunctive expression/conjunction
12. Adverb → preposition
13. Conjunction → determiner
14. Conjunction → pronoun
15. Preposition → adverbial expression
16. Pronoun → nominal expression
17. Pronoun → conjunction
18. Relative pronoun + finite verb form → non finite verb
form
19. Verb → adverb
20. Verb → preposition
21. Verb → determiner
22. Clause → adjectival expression/adjective
23. Clause → adverbial expression/adverb

VI. CHANGE OF VERBAL INFLECTION

1. Unmarked → third person singular

VII. NON-EXISTENT INFLECTION

1. Noun
2. Adjective
3. Verb

VIII. CHANGE OF CASE

1. 'of' genitive → 's' genitive
2. 's' genitive → 'of' genitive
3. 's' genitive → common
4. Common → 'of' genitive

IX. SUBSTITUTION OF NOUN

1. With different semantic value
2. Alien to the language

X. SUBSTITUTION OF ADJECTIVE

1. With different semantic value

XI. SUBSTITUTION OF ADVERB

1. With different semantic value

XII. SUBSTITUTION OF CONJUNCTION

1. With different semantic value

XIII. SUBSTITUTION OF PREPOSITION

1. Prepositional phrase as adjunct
2. Prepositional phrase as postmodifier in a noun phrase
3. Prepositional phrase as verb complement
4. Other functions
5. Alien to the language

XIV. SUBSTITUTION OF DETERMINER

1. Definite article → indefinite article
2. Definite article → indefinite word
3. Indefinite article → definite article
4. Indefinite article → indefinite article (different form)
5. Demonstrative (+ near) → demonstrative (- near)
6. Demonstrative → definite article
7. Possessive → indefinite article
8. Numeral → indefinite article
9. Indefinite word → indefinite word (different form)

XV. SUBSTITUTION OF PRONOUN

1. Personal 3rd person singular masc → personal 3rd person singular neuter
2. Possessive 3rd person singular fem → possessive 3rd person singular masc
3. Personal 3rd person singular neuter → demonstrative singular
4. Personal 3rd person singular → relative
5. Demonstrative (+ near) → demonstrative (- near)
6. Relative → relative (different form)
7. Alien to the language

XVI. SUBSTITUTION OF VERB

1. Transitive: with different semantic value
2. Transitive → intransitive
3. Intransitive: with different semantic value
4. Intransitive → transitive
5. Alien to the language
6. Auxiliary or modal verb: with different semantic value

XVII. SUBSTITUTION OF EXPRESSION

1. Nominal expression
2. Adverbial expression
3. Verbal expression
4. Clause

XVIII. SUBSTITUTION OF NUMBER

1. Noun: plural \longrightarrow singular
2. Noun: singular \longrightarrow plural

XIX. MISSPELLING

1. Addition of a letter
2. Omission of a letter
3. Substitution of a letter
4. Multiple alterations within the word

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