

The Lexical Errors Committed by Undergraduate English Learning Students in the University of Mali and Mari State University (Russia)

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Abstract--- *This study is limited to the incorrect lexical selections, which are hindering the quality of the students' written communication. The limitation is designed to be such because the written communicative quality of English being learned as a second language (ESL) is evidence of how successful the learning, if not, the teaching is proceeding. The justification of the choice of this scope is because of the importance of lexical selections, when they are wrong, this phenomenon will be harmful not only to the message in its content. The taxonomy by James (1998), Hemchua and Schmitt (2006) was used to detect and categorize the irrelevant lexical errors among the participants. As such, the most frequent errors the students face in their French-English translation are formal errors (namely, borrowing: 22, 81%; coinage: 14, 58%) and semantic errors (under specification: 48%; semantic word selection: 35%).*

Keywords--- *English as a Second Language (ESL), Formal Errors, written Communication, Semantic Errors.*

I. INTRODUCTION

The Faculty of Letter, Language and Human Sciences (FLSL) English department is one of the foreign language departments in the University of Languages and Human Sciences of Bamako (ULSHB), Mali. Located in Badalabougou, the University is known as 'la colline du savoir' (the hill of knowledge). In the francophone countries where English is taught as a foreign language, the students face lexical errors when they are given French-English assignments. As for the Mari State University it was founded in 1972 in Yoshkar-Ola, Mari El Republic. It consists of nine faculties and six institutes that train well-educated specialists for most sectors of the Russian national economy. The Mari State University is one of the five founder members of the International Association of Finno-Ugric universities, one of the forty-one members of Russia's Association of Classical Universities. Classes are taken in Russian, Mari, and English medium.

Articulation of ideas in a language revolves around the lexis. The lexis as to itself means more than the vocabulary and the grammar of a language; it also includes an appropriate structure and collocated formation of the utterance. According to some scholars the lexis and the grammar, the words and the sentences all go together.

L2 learning has on and off been revealed to be openly marked by difficulties for the learners to have a good comprehension of the lexical form of the target language. That may drive them to endure in error making

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sometimes-invoking confusion from what is meant from their interlingual communication. There is an increased awareness about the effect the foreknowledge of a language, for example, the L1 exerts upon the language being acquired Zughoul (2003).

Today foreign language proficiency in worldwide space is precondition for successful educational and professional activity, informal communication and cultural development [Batrova & Salekhova]. This study is significant in the sense that it will discover the nature of lexical errors the undergraduate students are facing and provide instructors with relevant suggestions in order to help them find a solution to the most frequent errors, which the students commit. A great consideration has been given to the effects that languages are likely to have on one another while coexisting in an individual's brain among which the most noticeable one is unleashed by subordinate bilingualism; this phenomenon is known as making use of the dominant language in order to facilitate the acquisition of the target language therefore entailing an unconscious Interlingual mixture of the structures and elements of the two languages. It is sometimes attributed to the cultural difference between the ethnic groups to whom the two languages belong.

However, this study is significantly special in that it is an investigation meant for finding out the most recurrent language errors facing French-speaking students in their process of learning English as a second language (ESL) in the FLSL English department and the English department of the Mari State University. It will be an attempt to discover whether or not the lexical errors need much consideration when it comes to conceptualizing the present difficulties making it hard for the students to be well off in their process of learning English as a foreign language and will thereby be an outstanding input for language didactic and for research on a global scale. James (1998) found that "errors are important for three reasons" (p. 304). First of all, they tell the teacher what he or she should teach. Secondly, they are a source of information for the researcher about how learning proceeds. And last but not least, they allow the learners to test their L2 hypotheses.

II. THE EMPIRICAL BASIS AND STUDY PROCEDURES

This section will discuss both the theoretical and methodological framework.

Different linguists and researchers have established different typologies for the classification of lexical errors. However, having examined different taxonomies and calculated their suitability to the standards of our investigation, we eventually estimated James's (1998) classification as being the perfect match to suit our purpose. James's taxonomy was per se, drawn from various sources. Nevertheless, our participants' lexical errors might cover large areas of deviation and the taxonomy we are using in order to approach this study, even though mainly based on that of James (1998), was essentially borrowed from a compilation of taxonomies made up by Hemchua and Schmitt (2006). Their taxonomy compounded James (1998) and Leech (1981). In effect, it was James's taxonomy, which was adjusted to include two kinds of 'meaning' by Leech's (1981). Also we have studied the previous articles of the researchers such as Solnyshkina, Pomortseva, Gafiyatova and others.

The Sample Size

This study is restricted to the exam papers of eighty-two (82) undergraduate students of the 2016-2019 academic

years. Considering the case of the English department in Mali, the students were very numerous and were therefore divided into more than 20 groups. Having access to the exam papers, we simply selected the exam papers of 46 students from the department of foreign languages in Mali (33 males and 13 females) in different groups on a random basis to suit our investigation. The other exam papers were selected from the department of foreign languages in Mari State University (Russia) including 13 female students. Afterwards, we selected twenty-three (23) students' papers on the basis of an examination. The sample is limited to the exam papers of eighty-two (82) students in order to come up with a researchable study and reliable pieces of information.

The Tools

Library Research Method is the instrument used to collect secondary data for this investigation ,that is, the former exam papers from the undergraduate students of the 2016-2019 academic year in the department of foreign languages from both Mali and Russia have been examined, in order to find out the nature of lexical errors those students make in their French English translation. The choice for the exam papers is justified not only by the fact that they are the closest instruments we can have at hand but also because the students, knowing that it was an evaluation leading them to the higher classes, would have done their best to sound perfect both in expressing meaning and in the way meaning is expressed without forgetting the words they think are the most suitable for the purpose.

The Procedures

The corpus of the 2016-2019 undergraduate students from both Mali and Russia has been used in this study. The exam papers have been made to our availability from the English department and we then used the taxonomy we borrowed from Hemchua & Schmitt (2006) to categorize the lexical errors that we determined from it. Additionally, the researcher among thirteen (13) students at Mari State University organized a test as well. It was a two-hour period test. The task was to translate two texts from French into English. Furthermore, other tests were organized among twenty-three junior and freshmen in the department of Foreign Languages at Mari State University. The first task consisted of translating some sentences from French into English and second was about writing an argumentative essay about the advantages and disadvantages of urban and rural lifestyle within two (2) hours. Some errors can be attributed to more than one classification, yet we have classified them while accounting for the most plausible category to which they belong in relation to the context. After we have been provided with the exam papers from the department, we went down randomly selecting our required number, which as mentioned above includes thirty-three male students and thirteen female students. Having done the random selection, it took us to make duplications of the copies. As such, we cared about not photocopying the names of the students for the sake of preserving their anonymity. We made the photocopies and returned the original exam papers to the department. Now, we thoroughly and systematically read the photocopies we have made and drew the erroneous sentences that we determined from the French-English translation assignment by starting with the papers of the male students and then that of the female students. After we have finished gathering all the erroneous sentences from the papers, we finally proceeded to draw up tables upon which we represented each category of errors, percentage belonging to it. The representation of the category of errors on the tables reflects the quantitative value of our investigation; a

qualitative accounting for the data as tagged on the tables as well follows it.

Data Interpretation

In this section, we are going to specifically discuss the criteria adopted in identifying errors in data collected in autumn 2018 and in spring 2019 from each of the four types which, in this study, revealed to be most common among the students namely ‘borrowing’, ‘coinage’, ‘underspecification’, and ‘wrong near synonyms’. In addition to that, we will, from each of these most common errors, account for our understanding as far as what pushed the students to make these errors are concerned. Subsequent to giving light over the criteria adopted for the identification from each of the four most frequent errors and giving our understanding of what might drive them to make such errors.

As a reminder, 59 copies were used in order to determine the typical lexical errors made by both Malian and Russian English learning students. Furthermore, 46 copies were collected from the English department in Mali including the copies of (33 male students) and (13 female students). In the same way, the copies of (13 female students) were gathered in the English department of Mari State University. So far, the 13 Russian students were given a small translation assignment that is; they translated two texts from French into English within two hours. On the other hand, the copies of the 46 Malian students were directly taken from their former examination feedbacks in the department of foreign languages in Mali. After a close analysis, we were able to detect 377 total errors from the feedbacks of the participants. Among those errors, four (4) types of lexical errors revealed to be the most frequent errors among our participants. The four types are classified into two which are as follows: formal errors (borrowing: 86→22, 81%; coinage: 55→14, 58%) and semantic errors (underspecification: 51→13, 52; near synonym: 26→6, 89%). Additionally, let us try it to understand the occurrence of the aforementioned errors.

Formal Errors

Formal errors are those errors resulted from the forms of words. Based on the students’ exam papers, below we provide some more remarkable errors centered at the level of the forms of words.

Borrowing: This is a subtype of formal error and is the result of an interlingual error (a word directly taken from the L1 to work into the target language). The frequency of borrowing is the highest and account for 86 total errors (22, 81%).

The Malian students whose first language is French tend to make an overuse of this type of error. When they ignore the right version in the target language, which is English, they immediately borrow from their L1 (French) to convey their message. For example:

The company offers every *sorte* of insurance. “The company offers all kinds of insurance”.

Here in the word “*sorte*” is borrowed from the French language- It looks like the English word “*sort*” the student certainly wanted to use such word but failed in doing that.

Other instances are the following:

In effect, if the *remede* physic *permettent* in inter came *actirement* , the *spiritualite* live when she *processus* ...

“Indeed, if physical cures can actively come into play, in this respect, spirituality offers an important process in which sensitivity plays a big role and allows a good cure”.

The psychiatry *diagnostique* and treat a farm of *pathologies* which stend of troubles cognitive *divers comportementory* and *affectifs* by brains troubles to spoken *proprement*. “Psychiatry diagnoses and treats a source of pathology which causes diverse cognitive and sensitive problems, in other words, mental problems”.

In these sentences, a French native speaker can easily spot the loan words and this unravels the mystery that our participants are still green when it comes to dealing with the mastery of the lexical similarities and dissimilarities that lie between French and English.

As far as the Russian students are concerned, they happened to borrow equally from French into English but our explanation are as follows:

- a. The Russian students study French as their third language and English as second language. Therefore, either they are likely to borrow from their first language, which is Russian, or English which is their second language.
- b. Surprisingly, they borrowed directly from French, their 3rd language. For example a student used these sentences

The *philosophe continue* focusing that the error of *the époque*... “The philosopher pursues his ideas by underlying that the mistake made by the physicians over the past...”

Grec philosopher assert that we cannot *entreprendre* to recover the eye without to treat the head... “The Greek philosopher asserts, “One cannot cure the eyes without treating the head...”

Greek philosopher *approuve* that ... “the Greek philosopher asserts that...”

The soul is the source of all good and all evil for the body *ET* for everyone. “The soul is the source of all good and all evil for the body and wholly for man.”

The bolded words in these above sentences are all directly taken from French to be worked into English. This phenomenon is a plain explanation that the students when they do not have a good command of the target language, they do facilitate their task by borrowing from the source language.

Coinage: Coinage means that the new word is tailored to the structure of the target language. In other words, it is an invention of new words based on the structure of the first language.

Coinage reflecting the impact of English, which results from the learners’ false hypotheses about the target language, is very common for learners to build up hypotheses about the target language from their limited experience of it, and they will modify the hypotheses as learning proceeds, so Richards (1974) has found that “the errors caused by false hypotheses may disappear in a natural way” (p. 228). Tolerance from teachers is of great importance in helping Malian and Russian learners release from particular anxiety and toward a higher stage of writing practice.

Here are some examples:

- Goods have been *customed*. “Custom duties for the goods were paid”

There is such a word neither in English nor in French. Maybe the student wanted to say the word customize (to change something to make it more appropriate for you, or to make it look special or unusual) which even does not fit in this context.

Other examples would be:

The psychiatry is the doctor of the *mentals* affections whatever their causes, *neurologics*, *psychics* or *psychologics*. “Psychiatry is the medical study of mental affections, no matter their causes are, they may be of neurologic, psychic or psychological origin”.

Let’s recall that in English there are some words which are ended by ‘s’ and they refer to scientific terms like (physics, linguistics, etc.), however words like *neurology*, *psychology* are rated as discipline.

...*mentals* troubles to tell *propremently*... “... in other words, mental problems”

This type of error is a plain example of coinage. The student ignoring the right version has added the adverbial form in English “ly” to the word *proprement*, which is by the way borrowed from French, to make it sound correct in English. The student flunked to say ‘properly’.

...it is impossible to undertake a treatment of eyes without a treatment of *ded*. “One cannot cure the eyes without treating the head...”

The spirituality depends on the of the difficulty on the *prouss*. “...spirituality offers an important process”.

In these two last sentences, the researcher understands that these errors are due to the lack of attention of the student though he decided to rate it as examples of coinage because the so-called words are inexistent both in French and in English and for this reason are completely meaningless.

The last example sentence is the following: The goods had been *douaned*. “Custom duties for the goods were paid”.

This bolded word is coined based on the French word *dedouaner*. Therefore, such instance of a sentence creates confusion in the mind of a native speaker.

Semantic Errors

Contrary to formal errors, which are based on the forms of words, semantic errors are based on either the meaning of words or the choice of words or phrases. Many kinds of error, which relate to its various subtypes, have been found out. However, we would like in this section to put the stress on the two subtypes that proved to be the most frequent ones in this paper.

Underspecification: To start, accounting for 48% of this error subtype were detected in the exam papers of the vast majority of the students. To elucidate this part let us have a look at the following examples:

In fact, if the *remede physic* allow of intervened *actionary*, the *spiritualited* reminded ... “Indeed, if physical cures can actively come into play, in this respect, spirituality offers an important process...”

The *philosoph* illustrate that error of *medecin* is precedent period came to the done *considere* the body and the

sal as the *absolue* distinct entity going do not take a compt the lien witch unit them..., “the philosopher pursues his ideas by underlying that the mistake made by the physicians over the past years laid in the fact that they considered the body and soul as entities which are absolutely distinct and as a result they disregarded the connection between them”.

Translating these long sentences caused more problems to our participants and this illustrates that the more sentences are longer the more the students face difficulties in doing an adequate translation. Consequently, they rely on their poor vocabularies to convey the message. Most importantly, we can understand this situation, according to Hemchua and Schmitt (2006), underspecification occurs when learners do not convey sufficient meaning in communication. This means that their lexis or the set of words they are likely to use do not make their meaning understandable maybe because they are too brief or because their words are too poor to carry the intended meaning. Students may clearly understand the message given to translate from French into English but their incomplete acquisition of the rules governing the L2 (English) and their lack of lexical richness seem to be the cause of such errors.

Semantic word selection: This type of error caused a lot of problems to our participants it therefore accounts for 35%. This type of error occurs when the students ignores the go together expressions or phrases and just lazes around to use the wrong lexical items to express her opinion. For a better understanding let’s have a look at the following examples.

Everyone is equal/ Ce jeune homme est un politicien en herbe/ This young man is a born-politician.

The French phrase un “politicien en herbe” means in English a buddy or born-politician. We rate this type of error as a semantic word selection type for the simple fact that the participant ignored the right word to express her thought and just put *Everyone is equal instead of* this young man is a born-politician.

Other examples are as follows:

At the weekends thousands of *bike lovers* ride on the roads/ at the weekends thousands of bicycle enthusiasts ride on the roads

Briefly, I seem to know Europe as well as my own five fingers/ Shortly, I think I know Europe like the back of my hand.

Semantically, the bolded words or phrases are preferred than the ones in italics, simply put the bolded words sound nativelylike.

Wrong Near Synonym

This error type is significantly common among the students. It revealed that 26 errors accounting for (6, 89%) of this subtype of error were made by our participants. The near synonyms are words, whose meanings are very close to each other but are contextually used separately. Sometimes, they may both be translated by the same word in French but are not interchangeable in English. For example, a student said:

Both one of threeth of actions are meet. “Two-thirds of the shared have been raised”.

The two *three* of actions are meeting

Twice of third in share are doing

Translating this sentence was problematic among our participants, in other words they could not make the difference between words like both, two and twice. Both means including two things and twice is preferred than two when one wants to be elegant. For instance, in our context the student might have wanted to say ‘two-thirds’ but thought that she could simply put the aforementioned erroneous items like both and twice.

The company *gives* all insurance different... “The company offers all kinds of insurance...”

Herein the student could use another word like ‘offer’ but not ‘give’ because here the author of the text wants to emphasize on the opportunities that workers get in their company so the sentence should be better put in this way: “the company offers all kinds of insurance...”

Therefore, it is the soul first which our *assiduous* needs are due... “Therefore, the most painstaking cures should be driven at the soul, if we want to keep fit”.

We can notice a wrong choice of words in this last sentence. First of all, the student relied on the spelling of this word in bold from her L1(French) to conduct this word *assiduous* which means very careful to make sure that something is done correctly or completely.

However, this meaning does not fit here. In our context, the right way will be “therefore the most painstaking cures should be driven at the soul...”

III. DATA PRESENTATION STATISTICS

This table below summarizes the frequency of formal errors in figures.

Table 1

<i>Sources</i>	<i>Number of cases</i>	<i>Relative values %</i>
1. Formal misselections	0	0
1.1. Suffix type	4	1,06%
1.2. Prefix type	2	0,53%
1.3. Vowel based type	7	1,85%
1.4. Consonant -based type	11	2,91%
2. Misformations	0	0
2.1. Borrowing	86	22,81%
2.2. Coinage	55	14,58%
2.3. Calque	24	6,36%
3. Distortions	0	0
3.1. Omissions	25	6,63%
3.2. Overinclusion	37	9,81%
3.3. Misselections	3	1,17%
3.4. Misordering	1	0,26%
3.5. Blending	0	0
Total errors	255	67,97%

Formal errors were made around the following subtypes: ‘borrowing’ accounts for 22, 81% which is the by the way the highest frequency of error, it is followed by ‘coinage’, which accounts for 14, 58%, afterwards we have

‘Overinclusion’ that later accounts for 9, 81% and the last subtype of error accounts for 6, 63%.

Table 2: Semantic Errors

This table presents the summary of semantic errors in figures.

<i>Sources</i>	<i>N° of cases:</i>	<i>Relative values %</i>
1. Confusion of sense relations	0	0
1.1 General for specific term	0	0
1.2 specific for general term	0	0
1.3 inappropriate co-hyponyms	0	0
1.4 Near synonyms	26	6.89%
2. collocation errors	0	0
2.1 semantic word selection	17	4.50%
2.2 statistically weighted preferences	0	0
2.3 arbitrary combinations	3	0.79%
2.4 preposition partners	16	4.24%
3. connotation errors	1	0.26%
4. stylistic errors	0	0
4.1 verbosity	8	2.12%
4.2 underspecification	51	13.52%
Total error	122	33.32%

Semantic errors were made around two subtypes of errors which were by far the most frequent errors one and they are as follows: ‘Underspecification’ which accounts for 13,52% and ‘Near synonym’.

Table 3: Summary of the Frequency of Formal and Semantic Errors

This table presents the summary of frequency of both formal and semantic errors in figures.

<i>Formal errors</i>	<i>Total number</i>	<i>Semantic errors</i>
No of errors	255	No of errors 122
No of errors	67,97%	33.32%
Total of error	377	

The result on this table clearly suggests that formal errors were by far the most frequent errors committed among our participants (formal errors: 67, 97% versus semantic errors 33, 32%). As a result, it is worth noting that all subtype of errors that were under 6% is excluded from this study.

Now we are going to discuss the criteria adopted to identify the errors made in the data collected in spring 2019.

Let us remind that we collected our secondary data in autumn 2018, afterwards we have organized a test among twenty-three (23) undergraduate French-English learning students at Mari State University in spring 2019.

The first task consisted of translating thirteen (13) sentences from French into English within a period of two hours. The second task was also a translation assignment connected with sport and business.

Subsequently, another test was organized among twelve (12) English –learning freshmen in the department of Foreign Languages at Mari State University. The assignment consisted of writing an argumentative essay not more than 300 words about the advantages and disadvantages of urban and rural lifestyle within a period of two hours.

As a result, the participants were faced with more problems while translating proverbial sentences that we call *stylistic error*, which accounts for (47) 34.5%. After stylistic error comes *semantic word selection* which accounts for (41) 30.5% and *preposition partner* that accounts for (23) 17%.

For more clarification, let us have a look at some wrong lexical items provided by the participants

Everybody should be nice with his neighbor/ Il fait toujours beau chez le voisin/ The grass is always greener on the other side of the fence.

“The grass is always greener on the other side of the fence” is a well-known proverb among native speakers of the English language, having to find the equivalent translation from French into English was very problematic among our participants. They did not understand the real meaning in English and therefore have used a wrong lexis to convey their message.

Furthermore, we have the following statement *our father is not an angel/ Notre père parle plus qu'il ne blesse/our father's bark is worse than his bite.*

In English, there is an idiom, which goes (someone's bite is worse than his or her bark) to mean the person talks a lot but does not hurt or offend anybody. None of our participants could translate the given sentence correctly. Subsequently to *stylistic error*, we would like to present some more on collocation errors, more specifically *semantic word selection* and *preposition partner*.

The elderly in this town often get lost in their own house/ Les vieilles personnes dans cette ville sont complètement laissées à eux-même/ The elderly in this city are left in the cold.

In this above sentence, one can clear see that that student is not a stickler for the lexical rules in English. That is to say, she did not understand the meaning of the source language *Les vieilles personnes dans cette ville sont complètement laissées à eux-même/ The elderly in this city are left in the cold.* The phrase to be left in the cold means here to be abandoned or left in one's own without shelter. In other words, we can imagine ourselves in a European country where it is cold and can immediately understand that when someone is left in the cold infers about his or her lack of shelter.

Additionally, we have another wrong sentence *It was too early to draw the conclusion on this affair/ Il était trop tôt de tirer la conclusion de cette affaire/ It was too early to draw a conclusion from this matter.*

In that sentence, we are more interested in the choice of preposition. “Draw the conclusion on something”. This type of error is called *preposition partner*. In English, we would say to draw a conclusion from something or to conclude something.

Another example is the following: *Everyone is equal/ Ce jeune homme est un politicien en herbe/ This young man is a born-politician.*

The French phrase un “politicien en herbe” means in English a buddy or born-politician. We rate this type of error as a semantic word selection type for the simple fact that the participant ignored the right word to express her thought and just put *everyone is equal instead of* this young man is a born-politician.

The following examples elucidate *preposition partner*, which is related to the choice of prepositions in the sentence. If someone *disgusted* noise and fussy city life he or she moves to the countryside/ if someone is disgusted with...

People need to *go in* the closest city to work.... / People need to go to the closest city to work

I would *remove in* some peaceful and beautiful countryside .../ I would remove to some peaceful and beautiful countryside

I would like to *start from* urban lifestyle/ I would like to start with urban lifestyle

You can *provide yourself by* fresh meat.../ you can provide yourself with fresh meat

People spend much time *in* the road and sometimes they can be late *on* their job/ People spend much time on the road and sometimes they can be late for their job

They can help you *0* difficult situation/ they can help you in difficult situation

These examples clearly show the use of wrong prepositions in the above sentences, in other words, some words naturally go together as we can see in the bolded words, using another preposition will change completely the meaning of the sentence or give birth to the wrong lexical item. More importantly in this sentence I have been *in* Great Britain three times, and *in* Ireland once/ I have been to Great Britain three times, and to Ireland once.

One have to understand that the difference between *have been to a place* and *in place* lies in the following *_been to* indicates that you are talking about trips or journeys to Great Britain. *Been in* connotes a stay in Great Britain and our interest here is that since the topic is about business trips we may understand that the interlocutor has just passed through Britain but didn't stay there following the logic of our participant.

Furthermore, we have *wrong near synonym*, this type of error occurs when the learner uses two words that are synonyms but are used in different contexts. The following sentence is an example of this type of error.

All in all, I would like to say that I prefer living in city for the reasons which I have *named* earlier. / All in all, I would like to say that I prefer living in city for the reasons which I have mentioned earlier

We prefer using *here* mentioned instead of *named* because the latter is used when we want to give a name to someone or something and the former comes to play while referring back to something in a context.

In the same way, we have *semantic word selection*, which refers to the deep meaning of a word rather than its proper meaning. Let us have a look at some examples: There are some advantages of living in *urban*/ there are some advantages in living in the city. *I like being close to the nature*/ I like being in the countryside.

In most cases I traveled *by air*/ in most cases I traveled by plane

At the weekends thousands of *bike lovers* ride on the roads/ at the weekends thousands of bicycle enthusiasts ride on the roads

Briefly, I seem to know Europe as well as my own five fingers/ Shortly, I think I know Europe like the back of my hand.

Semantically, the bolded words or phrases are preferred than the ones in italics, simply put the bolded words sound natively like.

The general information about formal and semantic errors are presented in the below tables.

Table 4: Statistical Presentation of Data. Formal Errors

The below table presents the frequency of formal errors in figures.

<i>Sources</i>	<i>N° of cases</i>	<i>Relative values %</i>
Misformation (Coinage, Calque)	8	6%
Distortion (Misselection)	2	1.5%
Distortion (Omission)	5	3.5%
Distortion (Addition)	4	3%
Formal Misselection (Suffix Type)	2	1.5%
Total of Errors	21	

Here we shall discuss semantic errors

Table 5: Statistical Presentation of Data. Semantic Errors

<i>Sources</i>	<i>N° of cases</i>	<i>Relative values %</i>
Stylistic error (Underspecification, Verbosity)	47	34.5 %
Collocation Error (Semantic Word Selection)	41	30.5 %
Collocation Error (Preposition Partner)	23	17 %
Confusion of Sense Relation (Wrong Near Synonym)	3	2 %
Total of Errors	114	

This above table summarizes semantic errors made by the participants in this study.

Table 6: Total Number of Percentages of both Formal and Semantic Errors

<i>Formal errors N° %</i>	<i>Semantic errors N° %</i>
83.47%	84%

The results in these three tables clearly show that the participants provided bald statements to convey their messages, which implies that the sentences lacked the accuracy in style. If a native speaker does not have access to the source language she might probably be confused while reading those translated versions. The problem of fostering reading comprehension is never going to cease its significance to education as it is a key feature to any academic success.(Solnyshkina et al.) We can jump to conclusion in this section by saying that proverbial or sentential sentences can be a nuisance for the English learners, therefore, the students need to practice more in this field to have a very good command of it.

IV. PEDAGOGICAL IMPLICATIONS

It is recommended in various pieces of work by several linguists that vocabulary teaching constitutes a major issue as far as helping L2 learners better their learning process is concerned. However, vocabulary teaching shall not only revolve around the learner's richness in lexical items to near a state of fluency but the accuracy of use constitutes the main feature for vocabulary learning. Our suggestion goes on that enough room in the schedule should be devoted to vocabulary manipulation meaning the connotative, denotative and idiomatic expressions related to individual words as well the suitable prepositions with which words have to be used in order for the learner to sound intelligible and correct.

Instructors shall give enough assignments, covering a wide range of vocabulary manipulation, to learners and they should care about checking their accuracy during every encounter because learners are more likely to either create depending on the languages already acquired or resort to the bilingual dictionaries, which often get them astray.

There are clear consistent opinions among researchers, however, that those areas of learning which prove the most difficult should receive more focus than those, which are not and as our own investigation confirmed that. In learning a foreign language of any kind, the learners usually bring their languages into play and are more likely to commit a variety of errors in comparing and contrasting it to the target foreign language. However, in such a situation, the teaching programs should particularly put the emphasis on the area which rather proves dissimilar so the learners can avoid *interference*. The subjects in direct relationship with the lexis namely reading and composition should, in addition to the specialized translation, oftentimes revolve around the lexicon of certain important topics. Learners, may from this, understand practically all words related to particular topics and when such assignments are given to them, they will be out for getting familiar with the lexicon of the topics and may use bilingual dictionaries or their individual suppositions, which will just help instructors find out what still needs to be done in order to remedy their limitations.

V. CONCLUSION

To conclude, if one comes to justify the most regular cause of error in this investigation, it would then be a safe bet, however, to maintain that the interference of the French language constitutes the central source among undergraduate students in the English department in Mali and in Russia. Many researchers have established this tendency and it may still stretch itself to a wide range of L2 learners of different language backgrounds. Many linguists advocated that those elements that are similar to the (learner's) native language will be easier for him and those that are different will be difficult. Of the error types that the taxonomy suggested, the *stylistic* section, being all about intralingual and interlingual errors, showed itself more problematic than all other types of error and from this, one can plainly understand the learners' attempt to transfer form and meaning from the French language to English, being the target language. Which was proved by many scholars. Other significant error types in addition to *borrowing*, *coinage*, *remain under specification* and *semantic word selection*. Thus, Carter (1998) reported that "mistake in lexical selection may be less generously tolerated outside the classroom than mistakes in syntax" (p. 336). This might be true because inappropriate lexical choices could blur communication by making the message misunderstood.

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