Errors Analysis: A Case Study of Saudi Learner’s English Grammatical Speaking Errors

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Abstract
In the field of language learning and teaching, the errors analysis in second language acquisition has become more wide spread in recent years. This is especially the case in regard to learners who are in the early stages of learning a second language. The analysis of the errors made by second language learners while they communicate in the target language has received tremendous attention and consideration by researchers, linguists and EFL teachers throughout the world. In this study, the most common grammatical speaking errors of Saudi learners in intermediate level of English language were investigated and analysed. The purpose of the analysis was to find out more about the most common speech errors that Saudi students commit during the second language learning process and to provide further knowledge regarding the source of these errors. Accordingly, Oral interviews were employed for the collection of data, as the analysis in this study is based on spoken English. A total number of 30 Saudi Arabian students were interviewed personally. Interviews were transcripted in order to be analysed. Keywords: Error analysis, grammatical errors, first language interference, Saudi Arabia, speaking.