

## **AN ANALYSIS OF DIFFERENT TYPES OF ERRORS COMMITTED BY UNDERGRADUATES IN THEIR ESL CLASSES**

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In modern language teaching and learning, there has been a shift of focus from the preoccupation with teaching to identification of the learners' communicative. The concept of learner-centeredness has gained its momentum in the overall language teaching and learning. In the light of this new tendency, an adequate understanding of what processes, in which the learners engage themselves for the task of learning a language, are suggestible for the fulfillment of the learning task. In the process of learning the learner reveals his or her underlying knowledge of the newly acquired language which is known as inter language (IL). Inter language comes between a learner's Native Language (NL) and Target Language (TL). This system paves the way to the development of Second Language Acquisition (SLA).

Through this research the researcher tries to find out answers for the questions: Do the students succeed in learning their second language? What are the constraints they face in learning the second language? What are the types of errors they committed when they are in the phase of Inter language? Are there any underlying rules for committing the same patterns of errors? To find out the results the author of the research compiles a corpus of student writing. This research is based on the qualitative research methodology. The writings of a certain group of students, the undergraduates of University of Jaffna were selected and compiled as a corpus. The errors are analyzed. The present researcher found out that this study is vital to enhance the teaching methods and also to design the appropriate curricula for the better achievement of the Second Language Acquisition.