

THE ROLE OF ERROR ANALYSIS IN TEACHING AND LEARNING ENGLISH AS FOREIGN AND SECOND LANGUAGE

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ABSTRACT

The paper aims to explore the mistakes of students who learn English as a second and foreign language. Most of the time, errors are considered flaws or foibles that are cause of perturbation, agitation and embarrassment. In fact, errors are like a gadget that can be used to rectify the mistakes of learners while acquiring English as L2. Moreover, the study elaborates the attitude of students towards errors and mistakes that they commit in learning process of English as L2. Error analysis is a tool that gives a road map not only to teachers but also to students to learn from their mistakes. Error analysis is also pivotal for the tutors to enable them to devise new teaching strategies and make proper planning for better learning process and to teach English to students in better and organized way. The present work depends on the syntactic analysis of students' written composition and on the questionnaire delineated to the students of BS (Bachelor Science) to collect data in the sequel of peculiarity of error analysis. The findings and the discovery of the study endorse that students need to learn proper syntactic structure, linguistic precision and parts of speech. L1 of the learners also influence the learning curve of L2. The examination further recommends the proper spoken expression, listening skill and reading ability for refined written project as language learning is an intricate system of different building blocks.

Key Words: ELT, Error Analysis, Second Language, Foreign Language

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Introduction

Error analysis (EA) is a procedure to be acquainted with the errors and mistakes systematically funct by the learners of second language (L2). Its focus is to find out the root causes of flaws made by second language learners and its nucleus is also to observe the mistakes of the mentees of the target language (TL) and also from the perspective of L1 Corder (1974) is pioneer of error analysis (EA). He initiated this approach in the 1960s to know the procedure of second language acquisition (SLA). It is actually replacement, alterative or substitute of contrastive analysis (CA). Contrastive analysis, however aims at finding out the linguistic structure, syntactic analysis, phonological levels, morphological aspects and similarities and differences between L1 and L2. Audio lingual method gave birth to contrastive analysis. Wardaugh (1970) declares CA a fragile form. It only tells why do learners find some of the facet of TL. Wardaugh, Ronald, 1974. "The Contrastive Analysis Hypothesis," Error analysis (EA) appeared on the scene due to dire demand of neutral stats to demonstrate the former postulation by probing into the outcome of the assessment in the given area or domain (Sawyer, 1965). Basically, the both approaches stand on a platform to focus on the errors and mistakes goofed by second language learners.

What is Error?

Acquiring the second language (SLA) is a complex phenomenon. While learning the language, learners make many mistakes. Sometimes they do not grasp the rules well and sometimes mix up or misunderstand the concept. According to Norrish (1983; 7) errors are organized and well ordered divergence when a beginner is unable to acquire the correct degree of knowledge and persistently miscarries the wrong notion. (Norrish, John, *Language Learners and their Errors*. London: The Macmillan Press, 1983). Gas and Selinker (2001) elucidate errors as a bugle call as they are demonstration of a novice's awareness, apprehension and cognizance of second language (L2).

According to Richards and Sampson (1974) error analysis practically gives an insight to the teacher to get familiar with the students' inaccuracies, flaws and fallacies so that he may devise his teaching strategies while looking at the misconception of the students. Rod Ellis (1984) states errors are rationale, coherent and orderly fluctuations that cannot be amended by the learner himself; it is only teacher who can pick up them and sort out them.

What is a Mistake?

Mistake is err, deviation, straying or stumbling block when a learner is failed to perform well due to some factors like exhaustion, lassitude, false step, slip or misapprehension. Its root cause is not lack of knowledge whereas lack of performance due to some cause or reason. Mistakes come off both in L1 and L2. Mistakes can be corrected by the learners themselves because the rationale behind them is not competence but performance so students can make them correct while looking closely. Norrish (1983) says regardless of error (absenteeism of aptitude) mistake is lapse, miscue or gaff (absenteeism of implementation) transpires when the tutee is ineffectual to exhibit his skill (Ellis 1994). According to Brown (2000) mistake is an oversight that alludes to gig, may be due to lapses langue, slip of the pen, or miscarriage of familiar or known underlying knowledge.

Significance of the Study

The work is very notable in its subject of examination, observation and research. It aims to look into mistakes made by learners of second language who study English as L2. It aspires to find out different mistakes of the learners and give a way to students to learn from their mistakes. Moreover, it guides to the teachers to plan their lessons, strategies and plan of action accordingly. Corder (1967) discloses the three major operations of EA: helpful for the analyst or linguist, useful for the tutor of language and beneficial for the language learner himself. Corder, S.P., 1967. "The Significance of Learners' Errors." The examination notifies that error analysis is salient zone of applied linguistics and its prime domain covers the intricate system of learning a second or foreign language. Error analysis is really very systematic approach that not only identifies the learners' errors but also elaborates and explains those errors. Sampson and Richards (1974, p.15) state that error analysis dispenses modes that educationalist uses to gauge learning skill of the mentees and arbitrate for supplementary measures.

Goals of the Study

The objectives of the study are:

- To inspect the errors made by students in writing composition
- To examine the portrayal of error analysis
- To make the students aware of their mistakes and come up with better outlook for teachers

Research Areas

The research questions are listed below:

- What is a root cause behind committing the errors by students? What is the reason behind grammatically inapt sentences?
- What is a proper way to elude errors especially in composition?

Research Design

The research is qualitative in its nature and based on content analysis and survey to scrutinize the students' errors and taking their perspective on errors, inspecting teachers' role in learning English as a foreign and second language and devise strategies to minimize the learners' errors. The errors are categorized according to Laurell's Taxonomy regarding interlanguage errors (1987). Laurell's taxonomy draws errors in four categories like: morphology, syntax, phonology and semantics errors. The study is also based on adapted questionnaire from Da Silva (2003) related to error analysis. The population of the study is delimited and comprising on the students of three universities (University of Management and Technology, Imperial University, and Superior University) of the District Lahore. The students from various disciplines encompass in the survey.

Literature Review

Richards' (1971) study carries great weight in the domain of error analysis. The students from multiple language background like French, Burmese, Chinese, Polish, Czech, Indian, West African, Maltese, Maori and Tagalog were entailed in his investigation. The students made composite mistakes in the fabrication, production and dealing out with articles, prepositions, verbs and interrogatives. The study reveals three types of errors like:

- i. Errors of interference: the causes of interference errors are factors, segments and features from one language to other one.
- ii. Errors of intra-lingual: the reasons behind errors of intra-lingual are inoperative inductive reasoning, inappropriate usage of rules and non-fulfillment of grasping the rules.
- iii. Errors of developmental type: developmental errors are made by the learners when they have incomplete information and they formulate a theorem on the basis of their insubstantial escapade. Richards (1971) stated that intra-lingual errors are partitioned into further categorization like: (Richards, J. C., 1971). A non-contrastive approach to Error Analysis comprising the following points:
 - i. Errors of overgeneralization: The errors of overgeneralization occur when learners of L2 put in rules and regulation where they are not suitable to apply in

TL e.g. She can writes in an interesting way.

- ii. Incomprehension of rules of limitation: Here learners of L2 make mistakes in the application of rules in the wrong context e.g. the manager wanted me to go relax. Here learners make mistake while extending the rule. (The manager asked me to depart.)
- iii. Imperfect usage of rules and dictums: The learners of L2 make mistakes in sentence structure when they grasp inappropriate syntax rules e.g. you like to eat pizza? Instead of: Do you like pizza?
- iv. Incorrect postulation: Here learners of L2 are unable to grasp variation, distinction and dissimilarity in the TL e.g. the incorrect use of had as a trademark of past tense like: Last Sunday it had happened an exciting event.

Later, Richards (1974) bisects errors into two classes on the basis of the sources:

- i. Inter-lingual : the errors caused by the mother tongue of the learner
- ii. Intra-lingual: the errors caused by TL itself when learners of L2 have not understood the rules of L2 appropriately.

Brown (1980) worked on finding out the sources of errors that learners of L2 make while acquiring it. He categorized the errors thus:

- i. Interference shift: Learners' mother tongue is also obstructive in learning L2. Sometimes it has its negative influence on learning capability of learners in learning TL.
- ii. Intra-lingual shift: Sometimes learners' TL also obstructs the learners when they get the wrong generalization of rules.
- iii. Errors in learning context: Sometimes the resource used by the teacher or tutor's teaching methodology is cause of wrong perception of the learners when they do not generalize the rules of TL well. These are induced errors.
- iv. Errors of communication based on strategies: Communication strategies and verbal communication is also hindrance in learning the second language (Brown, H. D.,1994).

Marry Ann Pescante- Malimas & Sonrisa (2017) conducted a study on Linguistic Error Analysis on Students' Thesis Proposals to find out the linguistics errors in the research proposals of the students enrolled in different departments like department of Linguistics and Literature, department of Communication and department of Fine Arts who were studying English 115A in fourth year level. The study revealed that 60.50 % were linguistic errors made by the students of Linguistics department; 69.39 % errors committed by the pupils of Advertising Arts and 43.48 % linguistic errors by the students of Literature.

Moreover, the ratio of syntactic errors in Linguistics department was 25. 21 %, in Advertising department the ratio of syntactic errors was 12.02 and the aggregate of syntactic errors in Literature department was 32.61%. Mechanics and substance errors made by the students of Linguistics department were 14.29%, by the students of Advertising department were 18.59% and the syntactic errors committed by the students of Literature were 23.91%. (IAFOR Journal of Language Learning Volume 3- issue 2- winter 2017) Sattayatham and Honsa(2007) conducted a study while concentrating on error analysis. The population of his study was medical students enrolled in first year and they had different backgrounds like they were from four medical schools who have joined the University of Mahidol. Almost 44% tutees played a part in the research. The

students were implored to translate the given sentences into English from Thai. When data was analyzed, it exhibited multiple errors described below:

- i. Errors in the order of modifier
- ii. Errors in the use of auxiliaries like is/are
- iii. Errors in the agreement of subject and verb
- iv. Errors in the use of object or object complement
- v. Errors in the usage of verbs
- vi. Errors in past simple tense
- vii. Errors in the usage of present perfect tense
- viii. Errors in direct/ indirect narration
- ix. Errors in active and passive voice
- x. Errors in tag questions

Many researchers conducted studies on error analysis to find out the root causes of different errors that learners make while learning L2. Bataineh (2005) in his study tried to find out the sources of errors and he also listed multiple errors made by the second language learners. He stated that mother tongue and native language played a vital role in committing errors. His understudies were Jordanian EFL students from first till fourth year. The use of indefinite article was subject matter of his studies. He found different mistakes described underneath:

- i. Removal of the indefinite article by the learners
- ii. Errors in the usage of indefinite article with modifiers
- iii. Swapping of the definite article in the vicinity of the definite article by learners
- iv. Interchanging the indefinite article in the place of definite
- v. Switching a and an wrongly
- vi. Usually, learners make error while using indefinite article with unmarked plurals while writing
- vii. Mostly, the error is repeated by the learners in the usage of indefinite article with marked plurals as well
- viii. Learners commit mistake while using indefinite article with incalculable nouns
- ix. Most of the times, writing as a component of naming word or modifier backing it.

Researchers have endeavored to locate the errors caused by different resources so those errors can be rectified. The relationship between tutees' L1 and EFL scribble cannot be denied. Kim (1987) conducted a study on Korean EFL learners enrolled in grade 12 to find out the errors in the English composition. She spotted 2455 errors in total. The results of her studies reveal that the recurrent errors were of BE and auxiliaries, 419 in total, after that usual errors were in the use of preposition that were 287. Moreover, intra-lingual errors were frequent. Furthermore, Kim (1988) orchestrated another study in this regard. The aim of the research was to highlight the errors of Korean EFL learners studying in grade 11. The students were demanded to transcribe Korean sentences into English that were 42 sentences.

The data exhibited that errors in mood were the most common, 903 in total. The other usual errors were in the domain of voice, 885 in total and the ratio of errors in the usage of tenses were 720 in all. The total 2508 errors were there in translation. The analysis of errors shows that the errors of overgeneralization were 65% the highest ratio; on the other hand transfer errors were 22% and errors in the domain of simplification were 13%. Kim, I. (1988). A study of the errors in the use of the English verbs with special reference to tense, mood, and voice. Unpublished master's thesis. Busan National University, Busan, Korea Moreover, Kim (1989) carried out a study on error analysis steered with EFL Korean mentees enrolled in grade 10th. The population of her study was consisted on 200 Korean EFL learners. The researcher pinpointed 1122 errors on the whole. Among them, transfer errors due to L1 structure were 24% and errors of overgeneralization were 23%. Moreover, the researcher spotted out errors in 6 areas and further categorized in 22 linguistic domains. The results of the study show that majority of the errors were in the usage of articles as errors identified in this domain were 354. Furthermore, 8 errors were being made in the domain of word order and in the domain of voice there were 2 errors.

In addition, Kim (2001) investigated the errors of college students in their writings so the analyst may analyze the role of native language while learning L2. He interrogated 30 writing specimen of the college students, enrolled in TOEIC. The majority of the errors were in the domain of verb, tenses, incorrect prepositions, wrong usage of articles, inappropriate use of singular and plurals, irrelevant conjunctions and errors in the usage of modifiers. The researcher categorized the errors into two classes: Inter-lingual and Intra-lingual. He concluded that errors are not only digressive expression that may be amended but also exhibit the learning creative procedure while learning the second language. Zhang (2007) carried out a study to explore the errors of Chinese EFL college students. According to him Chinese EFL college tutees commit errors in spoken and written composition. He calls native language a big obstruction

DATA DESCRIPTION AND ANALYSIS

The Sample

150 students from three universities (university of Management and Technology, Imperial University and Superior University) of Lahore who were studying English 102 titled as Communication Skills were selected randomly who reacted against the questionnaire. Before attempting questionnaire, the students were requested to solve writing composition to analyze their mistakes.

Description of Students' Mistakes in Writing Composition

The students who solved writing composition made some mistakes in sentence structure. The sentence structure of their L1 was a hindrance in acquiring L2. Some students were unfamiliar of regular and irregular verbs. At some places, students omitted articles and at some spots, they made mistakes of addition. The students committed errors while using past simple tense. They used 2nd form of verb with 'did'. The students made mistakes in the use of prepositions and prepositional phrases. The attempt of students revealed they need to work on syntax.

Description of Questionnaire

The research comprises on questions that are listed underneath:

- ❖ The understudies were required to mention their gender and name and age.
- ❖ The students were supposed to tell the name of their university and the level in which they are

studying.

- ❖ The next inquiry was asking students about their writing frequency whether they do writing practice once a week, twice a week or the whole week.
- ❖ The pupils were asked to share their view point whether errors are means of progress or failure to them.
- ❖ The understudies were required to tell the role of teacher in rectifying their errors whether they always correct, sometimes or never.
- ❖ The tutees were supposed to share their stance whether commanding grammatical rules of TL are necessary or not in acquiring writing skills.
- ❖ The students were asked to share their feelings whether correction by the teacher raise their anxiety level or not.
- ❖ The understudies were asked to tell their view point whether learning English writing skill is easy or difficult.
- ❖ The students were asked to share their reaction when they spot out any errors or mistake whether they correct those or avoid them.
- ❖ The understudies were asked whether they can identify the difference between error and mistake or not.
- ❖ The students were supposed to share what sort of mistakes they make most of the time whether globalization, interference and simplification.
- ❖ The understudies were supposed to share their perspective whether errors are path of learning or not.
- ❖ The tutees were required to state what they think whether error analysis is a special tool to rectify students' mistakes or not.
- ❖ The students were asked to describe their notion whether errors are important to learn English or not.
- ❖ The students were requested to share their stance whether students learn great deal of language while committing mistakes.
- ❖ The last inquiry was about learners feelings whether they get confused, anxious and embarrassed at committing errors or not

3.2.2 Analysis of the Results Item one: Students' Gender A-

Kindly mention either you are:

a- Female

b- Male

A	95	63
B	55	37

Total	150	100
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Table 1 Students' Gender is justified

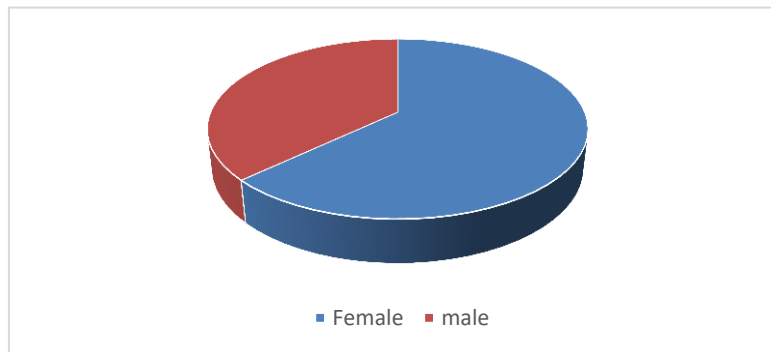


Figure 1 Students' kind

The index exhibits the percentage of female is (95) and the percentage of males is (5).

The quotient of females is higher than the males.

3.2.3 Students' Age

Affirm your aeon (age range)

- a. 17-20
- b. 21-27

A	105	70
B	45	30
Total	150	100

Table 2 Students' range of Age

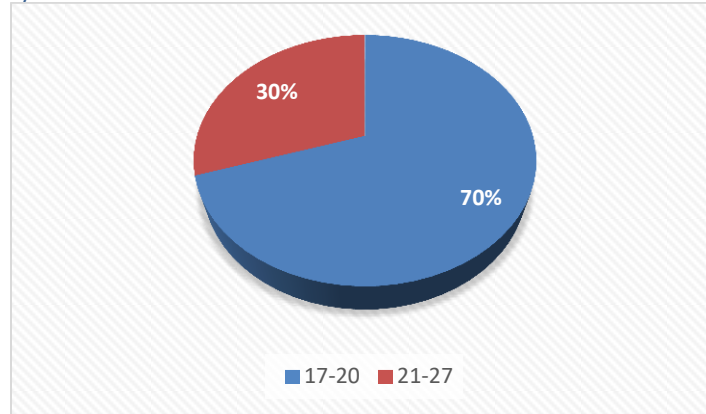


Figure 2 Students' Age range

The percentage of student's caducity is (70%). The rest can be enumerated (30%)

Extensively, how much do you do writing exercise?

State how frequently you do writing practice?

- a) The whole week
- b) Twice a week
- c) Once a week

A	22	15
B	53	35
C	75	50
Total	150	100

Table 3 writing constancy of the students

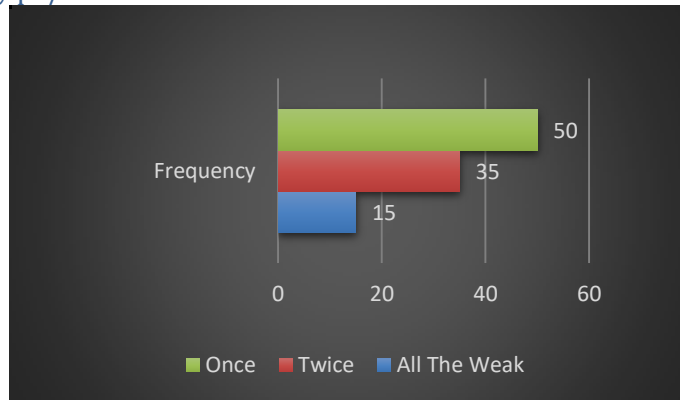


Figure 3: Writing Constancy of the Students

The facts and figure show in table (3) that almost 15% students do not bother doing writing practice in the whole week, under the guidance of their tutors so they can have grip on their syntactic structure, refined content and better style of description. On the contrary, only 35% students are concerned to write in the supervision of their teachers and 50% mentioned about their routine of writing only once a week.

3.2.4 What is your perception about Error in Writing?

4: students' stand point on errors

a- progression

b- Failure

A	105	70
B	45	30
Total	150	100

Table 4 Students' errors

Stand point on

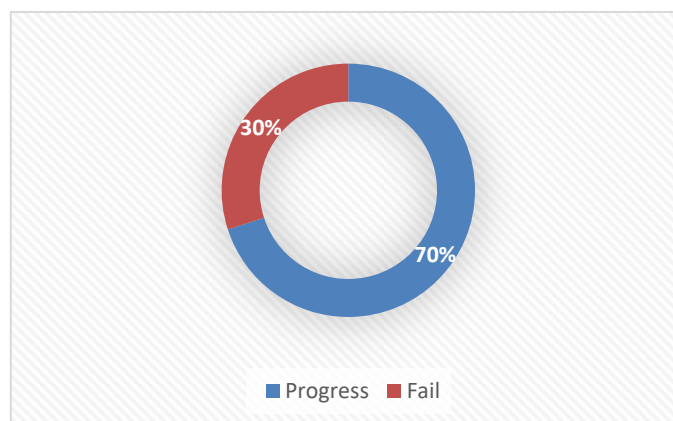


Figure 4: Students' Stand point on errors

The present data shows 70% pupils believe that errors are not manifestation of failure. Instead, they are token or sign of one's progress. Conversely, 30% tutees consider these errors symbolism of failures.

3.2.5 Teacher's efficacy

Elucidate the contribution of your pedagogue in correcting your errors.

- a- Each time
- b- From time to time
- c- On no account

A	45	30
b	87	58
c	18	12
total	150	100

Table 5 Teacher's efficacy

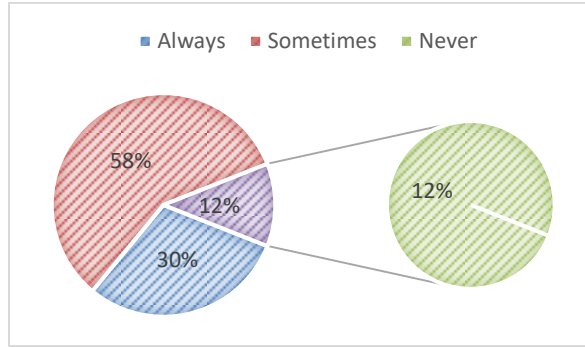


Figure 5 Teacher's efficacy

We may observe only 30% tutees vocalize that their mistakes are redressed by their educators now and then, while 58% students mentioned that their mistakes are always rectified by their instructors. The rest 12% state that they are not corrected when they make mistake.

3.2.6 Grammatical knowledge is preliminary for writing task

Do you believe one must grasp grammatical rules of target language before doing a writing activity?

- a) Totally agree
- b) Totally disagree

A	113	75
B	37	25
Total	150	100

Table 6: The command on grammatical knowledge is preliminary for writing task

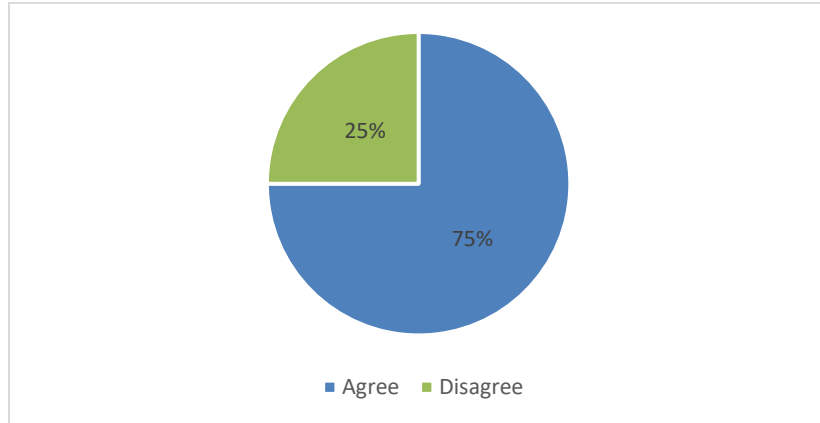


Figure 6: The command on grammatical knowledge is preliminary for writing task

The data exhibits that 75% students think that grasping grammatical knowledge carries weight while doing writing task, instead 25% do not believe on it.

3.2.7 The perpetual Accuracy & verisimilitude and the Level of anxiety & agitation

The teacher’s constant correction can increase or lift up the anxiety level of pupils.

- a- Yes
- b- No

A	53	35
B	97	65
Total	150	100

Table 7: The Continual Accuracy and the Level of agitation

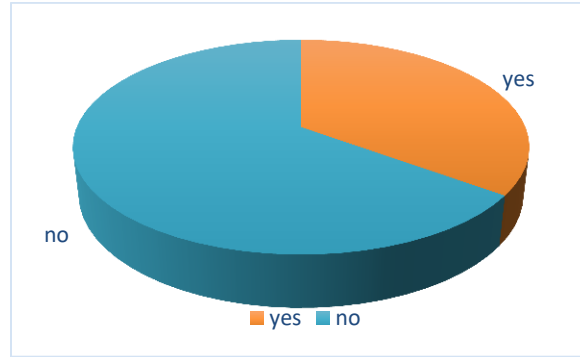


Figure 7: The Continual Accuracy and the Level of agitation

Table 7 shows that 65% students are of the view that they do not feel anxious, embarrassed or agitated when teachers correct their mistakes. On the other hand, 35% share their feelings of embarrassment on being corrected.

3.2.10 Grading amount of strenuousness in writing English

How would you grade writing in English ?

- a) Unchallenging
- b) Challenging

A	30	20
B	120	80
Total	150	100

Table 8: Grading amount of strenuousness in writing English

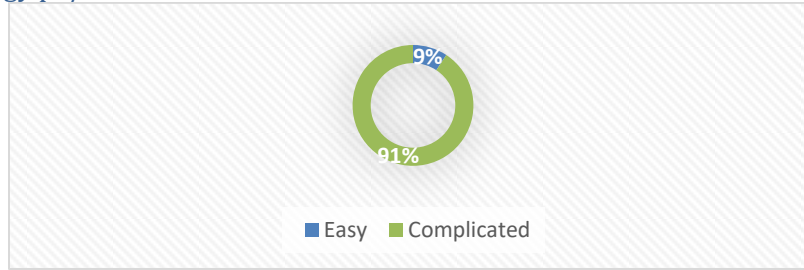


Figure 8:Grading amount of strenuousness in writing English

The facts and figures in the table show that 80% students anticipate that jotting down in English is really very burdensome, on the other contrary 20% students deem it facile.

3.2.11 The Students’ proneness towards rectifying Errors

When you detect any error what is your riposte?

- a- Amend it
- b- Eschew it

A	109	72.5
B	41	27.5
Total	150	100

Table 9: The Students' proneness towards rectifying Errors

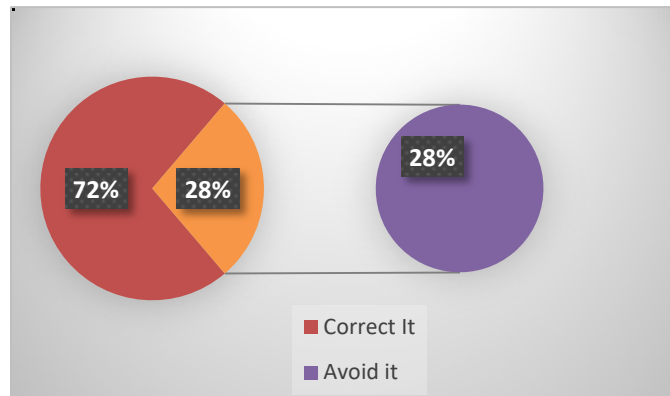


Figure 9 : The Students' proneness towards rectifying Errors

The figures shown in the table above manifest that 72.5% of the responders amend the error whenever they locate it, while 27.5% of them do not redress them.

3.2.12 the Disparity between Error and Mistake

Can you differentiate between error and mistake?

- a- Yes
- b-No

A	15	10
B	135	90
Total	150	100

Table 10: The disparity between error and mistake

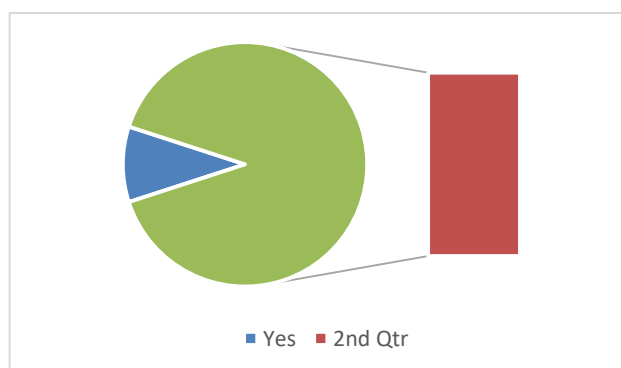


Figure 10 The disparity between error and mistake

The table shows that 90% students can not differentiate the difference between mistake and error. The rest of it, which is 10%, can find the difference between these both.

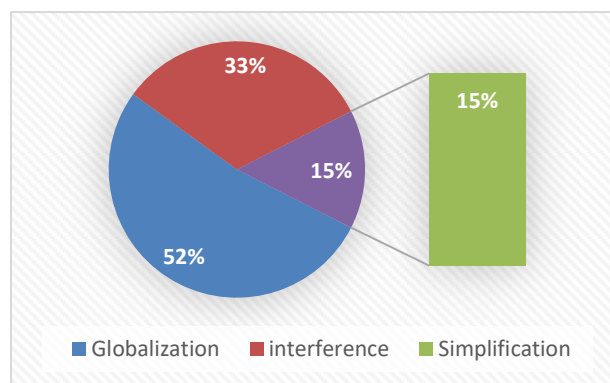
3.2.13 Recurrent Errors

What kind of errors do you normally made?

- a- Globalization
- b- Interference
- c- Simplification

A	79	52.5
B	48	32.5
C	23	15
Total	150	100

3.2.14 Table 11 Recurrent Errors



4

5- *Figure 11 recurrent errors*

The table shows that 15% tutees made errors of simplification. Moreover, 52.5% students made errors of globalization. The remaining, 32.5% students commit errors of interference.

4.2.13 Learners’ Stance on Errors

Do you think errors are a path to learning foreign language?

- a- Partially Agree
- b- Strongly agree
- c- Disagree

A	56	37.5
B	82	55
C	12	7.5
Total	150	100

Table 12 learners stance on errors

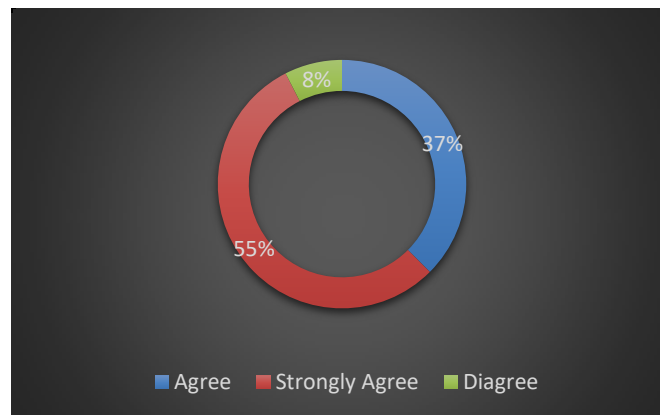


Figure 12: learners stance on errors

One can observe that the highest number of students 55% are of the view that they are strongly agree with the perspective that errors are mean to learn skills to acquire L2. 37 % tutees are partially agreed that we learn from mistakes. Whereas, only 8% believe errors are not source of learning.

3.2.15 the usage of error analysis by teacher during assessments

What do you think the teacher utilizes distinct tool of error analysis to check students' learning magnitude?

- A. Partially Agree
- B. Strongly agree
- C. Disagree

A	67	47.5
B	82	55
c	01	2.5
total	150	100

Table 13 The role of errors during teacher's assessment process

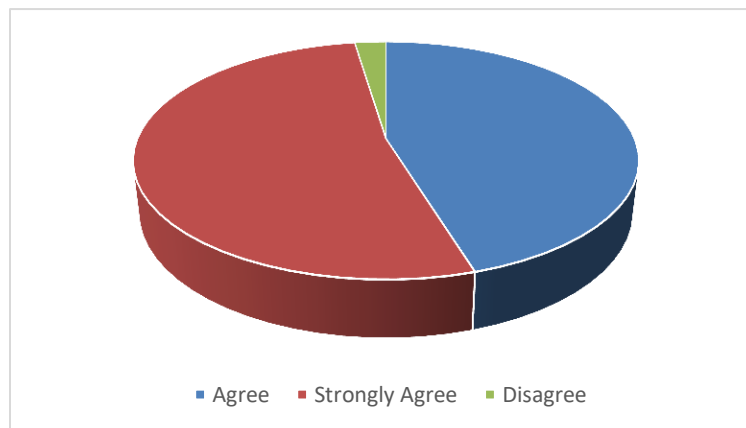


Figure 13 The role of errors during teacher's assessment process

The data in the table given above shows that 47.5 % students are partially agree that teachers use special tool of error analysis to check the students' learning level. Moreover, 55 % students are strongly agree that error analysis is very significant to determine the process of language learning. Instead, only 2.5% disagree with this point of view.

3.2.16 Errors as mechanism to be proficient in English Language

Do you believe errors are significant in learning English as second language?

- a- Yes
- b- No

A	131	87.5
B	19	12.5
Total	40	100

Table 14 Errors as a significant mechanism to learn English as L2

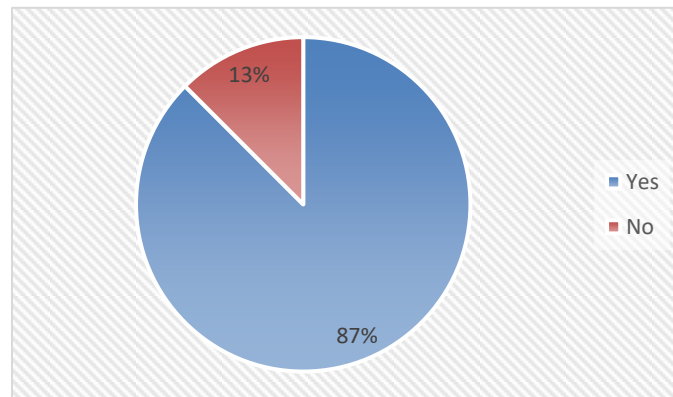


Figure 14 Errors as a significant mechanism to learn English as L2

87% participants believe that errors are a tool to acquire English language. On the other hand, 13% respondents contradict this stance.

3.2.17 the position of Errors in Teaching-Learning mechanism

Do you contemplate Language learners grasp the great deal of language while making errors?

- a- Yes
- b- No

A	142	95
B	8	05
Total	150	100

Table 15 The position of Errors in Teaching-Learning mechanism

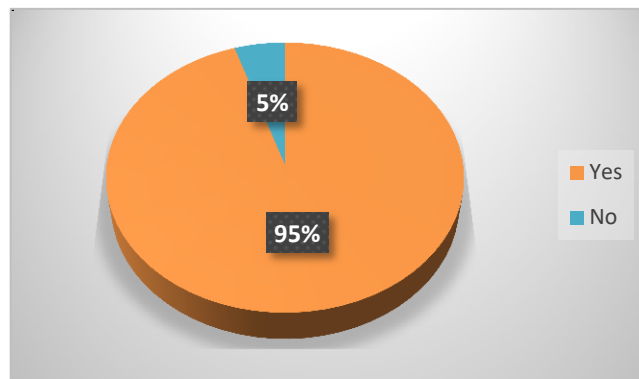


Figure 15 The position of Errors in Teaching-Learning mechanism

The data in the table exhibits that 95% students consider that errors are noteworthy in the process of language learning. On the contrary, 5% contradict this view point.

3.2.18 Anxiety and stress level of the learners

Do you believe learners get confused, anxious and stressed when they make errors?

- a) All the time
- b) occasionally
- c) Not ever

A	4	2.5
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B	56	37.5
C	90	60
Total	150	100

Table 16 Anxiety and stress level of the learners

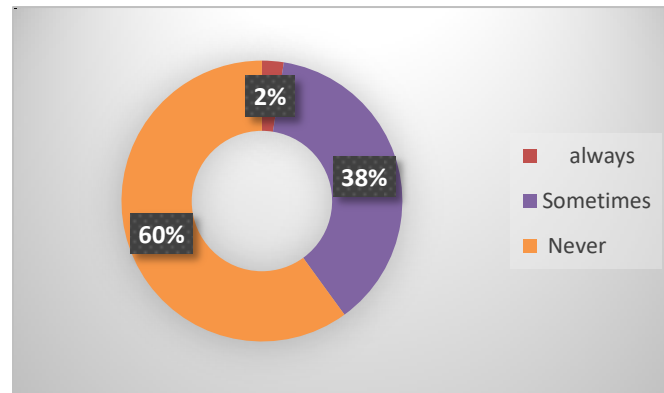


Figure 16 Anxiety and stress level of the learners

The results shown in the table present the fact that 38% students get confused, bewildered, and anxious and stressed while committing errors, on the other hand, 60% students state that they do not feel embarrassed, unsettled or bewildered when commit errors while learning L2. Only 2 % shared that they get tensed, anxious and stressed at making mistakes.

3.1. Interpretation of the Results

Writing is a basic skill in language learning especially in learning English as L2. The survey places many important points before the student, teacher, instructor and policy makers to devise strategies in such a way that students may learn from errors, mistakes and lapses. The facts and figures of survey show that only 15% students do writing practice in English the whole week. The rest do practice once or twice a week. For better syntactic structure, for correct usage of form of verbs and to enhance vocabulary, tutees need to write maximum.

If we talk about students' view point on errors, we may see 70 % pupils think that errors are means of progress instead 30% students are of the view that errors are failure so we can use errors to analyze the performance of students. Not only teachers can get idea about the mistakes of the students but also students can be aware of their weak areas.

30% students opine that their teachers always correct them when they make some sort of mistake in written activity. 58% pupils say that they are corrected now and then. The rest 12% opine that they are never being corrected. If tutors focus on students' individual mistakes, they can learn from them and next time they will avoid making those mistakes and errors while learning English as L2. 75% tutees give their opinion that knowledge of grammar is prior to writing whereas 25 % students

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share their perspective that it is not obligatory to learn English as a second or foreign language. The teachers can plan accordingly whether they need to focus on grammar of English language before teaching those students English writing skills.

35% students believe when teachers correct their mistakes while practicing writing in English, they get nervous. On the other hand, 65 % students say that it does not higher their anxiety level. Policy makers and teachers can assume how much error analysis is important to teach English to students. Only 20% students find writing in English easy. The other 80% students find it difficult. The teacher can perceive the weak points of students and tackle them accordingly. 72% students say that they correct the mistakes and errors when they find and realize it. The other 20% students say that they avoid rectifying them. The students who get worried at errors, can be made tension free while making them realize errors are not bad.

Only 10% are capable to distinguish between error and mistake. The rest 90 % are unable to differentiate between errors and mistakes. Most of the time, students commit errors of globalization, then interference and simplification. 52% students make errors in the area of globalization, 33% of interference and 15 % of simplification. The teachers can amend mistakes of students in these areas.

37% students opine that errors in writing English give a road map to students to learn well. 55% students are highly in favor of this stance. 8% students are disagreed that errors guide us to path of learning English well. 87 % pupils are agreed on the notion that errors play a vital role in learning English. 13 % students consider errors and mistakes failure. 95% students opine errors expand their knowledge of English as they learn from their mistakes while 5% are against this notion. 2% think errors make them confused. 38 % students sometimes get anxious at mistakes whereas 60 % students never get anxious at errors. They think positively about errors.

Conclusion

Upgrading the composition skill of the second language learners is multiplex field. It can be improved with the consistent effort of educators, policy makers and even by the students themselves. The students who learn English as a second or foreign language face many challenges in the area of morphology, syntax, semantics, grammar and vocabulary. Most of the time, they are not aware properly about parts of speech. They make many errors while composing sentences. But, these errors are vital in the field of learning. The learner cannot escape them but he can overcome them with continuous effort. The teachers can also use the weapon of error analysis for better performance of students. Error analysis is replete with complex psycholinguistic frame of mind; the teacher can use it for better lingual approach of the learner.

Recommendations

- The students should appraise error analysis as an analytical measure or tool for improving their composition skill.
- The learners ought to work on their reading, listening and speaking skill so they may enhance their writing skill.
- Teachers, instructors and tutors should utilize the weapon of error analysis for better performance of learners while learning English as L2.
- Students must be realized that errors are part of learning; they are stumbling blocks but not to stop instead move on while overcoming them.
- Doing writing practice of English on regular basis may enhance the writing skills of students.
- Students can be realized the importance of sentence structure, grammar and structure of

composition and creative writing.

- Teacher can realize the importance of clarity, specificity and coherence.
- Tutors must guide students through the process of writing in class and must identify their errors.
- Teachers can encourage students that writing in English is not as hard as nailing jelly to a tree. The students can acquire this skill with continuous efforts.

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