

ERROR ANALYSIS SYSTEM IN THE WRITINGS OF STUDENTS AT INTERMEDIATE LEVEL: A PAKISTANI CONTEXT

By
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Abstract

Despite the fact that English language is taught in Pakistan as a compulsory subject upto degree level, the students fail to acquire the required competence in the area of writing skills due to improper implementation of error analysis system. Unfortunately, writing skills is not taught through the latest techniques of error analysis system (EAS) in Pakistani teaching and learning centres. Consequently, students at Intermediate level remain unable to write grammatically correct English. Through this study it has been tried to explore the factors due to which the students showed poor performance in the writing skills.

The experimental design was used to collect the data and to find the reasons of poor writing of the students. Two sections of Intermediate level were selected randomly and six most common errors/mistakes were investigated in this experimental research. One group was selected as an experimental group and second one as a control group. 40 Intermediate students were constituted as a sample of the study for both groups (twenty in each group) to conduct the experimental study. Finally, the results of both the groups were shown through the figures and tables alongwith the analysis.

In the light of the data analysis, recommendations are made to overcome the problems and to enable the Intermediate students to write correct English. This study also suggests the methods and techniques to reduce the errors and mistakes in the writing of the students for better performance.

Introduction

Errors are natural and basic ingredient of human beings as Richard (1974:100) claims that "it is matter of common observation that even the most intelligent, motivated learners do make errors even when learning under the best possible conditions". Language learning is a complicated process whether a child

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is acquiring his first language or an adult is learning a second or third language, both go through the same hit and trail process. In Pakistan, the students barely get acquainted with the nature of writing process and the teachers also hardly make any conscious effort in this regard. Consequently, students start committing errors and mistakes in writing and these errors/mistakes are not rectified by the teachers using proper error analysis system. Finally, these errors and mistakes become permanent feature of their writing. The present decline in the standard of writing skills is due to many reasons as one of them is described by Siraj (2000:19): "the teaching of writing is carried out in the most disappointing and discouraging manner". The observation of O' Brien (1989:22) about writing in EFL/ ESL classrooms is that writing is often "writing to learn" the language rather than "learning to write", i.e. writing as a channel rather than a goal. Moreover, in-use methodology of making corrections of errors and mistakes does not come-up to the level of standard evaluation/assessment. The nature of evaluation of English language is a test of memory as knowledge subject like History and not like skill subject as swimming or cycling. As a result of this approach, the students reproduce the crammed/memorized material in the exam but on their own they cannot produce even a single paragraph without errors and mistakes. If we look at the outcomes of this failure, the answer would be that our methodology of error analysis system is out-dated, incorrect and deficient. Thus, the lack of awareness of error analysis system on the part of English language teachers may be the root cause for poor writing progress of the students in English. The researchers of second language also realize that learners' mistakes need to be analyzed carefully because these mistakes provide key to understand the process of second language acquisition/learning.

In this article, an attempt is made to evaluate traditional system of error analysis in the country to make teachers aware about the significance of EAS. This study also provides up-to-date techniques in the treatment of errors for language teachers. The teachers will also get an exposure of how effectively they can take part in learning about students' errors and mistakes. For this purpose, two sections (A and B) of twenty students each were constituted as the sample of the study to investigate the significance of EAS. Simple random sampling technique was used to select 20 students for control and experimental groups. The vital point of the research was to inform the teachers that the writing errors can be minimized through proper utilization of error analysis system in the classroom.

Objectives of the study

The following are the objectives of the study:

- (i) To know the effectiveness of the errors analysis system (EAS) in

rectifying the causes of errors and mistakes in students' writing skills.

- (ii) To understand the significance of latest techniques of errors analysis system (or EAS) at the Intermediate level.
- (iii) To guide all the teachers in general and particularly English language teachers about the treatment of the errors and mistakes.

Hypothesis of the study

The ratio of committing errors in writing can be minimized by applying a proper implementation of error analysis system.

Methodology

The experimental design was used to find out the effectiveness EAS and its impact on the overall performance of the students. Federal College for Boys H-8, Islamabad, was selected to conduct this experimental study. Two sections of Intermediate, having 20 students each, were selected. At first, the students of both groups appeared in the pre-tests. After that errors/mistakes were identified and corrected with the latest approach in the experimental group while keeping in view all the paradigms of error analysis system. In the control group, the same test was distributed and errors were identified in accordance with the traditional approach. After giving the treatment in both the groups, the same test was repeated in both groups to evaluate the difference between the latest techniques and the traditional techniques of error analysis system. Finally, the results of both the groups were tabulated and overall picture of the data were shown through the figures and tables. In this work, only six most common errors and mistakes were investigated through experimental research. In the test, students' chances to commit errors/mistakes have been delimited to the ten opportunities about six selected errors and mistakes. In this way, the performance of both groups in pre-test and post-test was determined through six errors and mistakes out of ten opportunities. Then the difference of grand total between pre-test and post-test of control group was made to determine the effects of traditional method of analysis. The same procedure was implemented on the experimental group. By employing this method, the difference was determined between traditional approach and new error analysis systems.

Literature review

i. Error

According to Krashan (1982:21) "errors are the flawed side of learners' speech or writing. They are those parts of conversation or composition that deviate from some selected norms of mature language performance". Another

linguist Robert (1957:67) defines error with a different view. "Errors are the result of interference in the language of a second language from the habits of first language."

ii. Mistake

A mistake refers to a performance error, it may be a slip of tongue, random guess, and random ungrammatical structures, and actually it is a failure to utilize a known system correctly. Miller (1966) defines the importance of mistakes in these words: "It would be meaningless to state rules for making mistakes". Mistakes refer to error of performance; errors refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date i.e. his transitional competence.

Procedure of error analysis system

In the procedure of error analysis, most important elements identification and description of errors are discussed in detail.

1. Identification of errors

There is no doubt that identification of errors is very significant in the procedure of error analysis. Corder (1971) provided a model for identifying erroneous or idiosyncratic utterances in a second language. The major contribution of this model was to identify the overt and covert errors. Overt errors are those that are unquestionably ungrammatical; covert errors are grammatically well formed but not interpretable within the normal context of communication. An error may not be apparently random; however, there are three stages: pre-systematic, systematic and post-systematic. Let us consider the same example given above, e.g., if a learner at some point says 'cans sing' and on another occasion has been heard to say, 'can sing' he may be at a pre-systematic error making stage. At this stage the learner is neither able to correct his errors nor to explain it being deficient in rules of language. At a systematic stage the learner is more consistent, indicating internalization of rules. At this stage, a learner will appear to have acquired a rule or an item, then black slide to an error. A learner cannot correct a systematic error (Corder 1973). But the learner can recognize and explain the error on receiving a negative feed back. Post-systematic stage of learning is found when the learner is quite consistent in his speech. When he makes an error, on pointing out, he can both explain it and correct it. Errors are infrequent at this stage. These stages don't describe a learner's total second language system. We cannot say, for example, that a learner is in the pre-systematic stage, globally. With respect to a verb tense, a

person might be in a pre-systematic stage, while certain preposition usage exhibits systematic errors (Brown 1980:172).

However, once an error is identified, the next step is to describe it adequately.

2. Description of errors

Description of errors is a linguistic operation. Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners. This stage is central to the whole process. But unfortunately the level of description of errors still is used by teachers is superficial (Corder 1981:36). The sub-elements of description of errors are given below:

i. Error of omission

In this category we find something missing.

Example: King asked for questions. "The" is missing.

ii. Error of addition

Here some elements are present which should not be there. It means that something is extra.

Example: They will arrive on tomorrow. "On" is addition.

iii. Error of order

In this kind of error all the elements are correct but not only in order.

Example: He up the tree climbed. This sentence should be arranged as. He climbed up the tree.

iv. Error of selection

In this category, wrong item is used in place of right one. This procedure of error analysis has many shortcomings. As Corder (1981:36) elaborates about this system: This is superficial classification of errors is only a starting point for systematic analysis. But teachers in Pakistan (trained teachers) stop their systematic analysis of errors after these four steps. Corder (1981:37) suggests a new system after analyzing this one. "It is usual for teachers to go a bit further in their classification and they only state the linguistic level of errors." These are errors of spelling; or it may be at a grammatical or lexico-semantic level. By applying this classification to errors we get a matrix for the

categorization of errors of this sort.

Graph logical			
Omission	Phonological	Grammatical	Lexico-Semantic
Addition			
Selection			
Ordering			

This new system is still insufficiently deep or systematic. The omission of an article or the addition of an article is classified as different sort of errors whereas it is evidence for an incomplete knowledge of the system of identification. For example, a learner says:

I am waiting here since three 'o' clock.

We don't say that a learner has made an error of wrong selection and omissions by selecting the one word 'am' in place of the two words 'have been'. We say that learner has not yet mastered the tense system of English. We can assess without any difficulty that how important interpretation is to the whole methodology of error analysis. Description of error analysis exclusively relies upon the correctness of our interpretation of the learners' intentions or meaning. There are two methods to certify the interpretation. First, if we have access to the learner, he may be asked what it means in the mother tongue and translate it in the target language. It is called authoritative reconstruction. Secondly, if the learners are not available to rectify the utterances then it is performed on the basis of its form and its linguistic and situational context. Then it is called plausible interpretation. (Corder-1981: 44). The success of error analysis system depends upon having adequate interpretation of students' errors and mistakes.

v. **Overgeneralization of rules**

As Richards (1980:52) points out, this kind of errors can be regarded as a blend of two structures in the "standard version" of the language. Thus it is not surprising to find students producing such sentences as: "She eat the sandwich". The error analyst would also point out other possible explanation for the "s" omission error. One explanation stems not from the learners'

language, but rather from the verb system of standard English. There is an intra-lingual explanation (within the TL) as well as an inter-lingual explanation (between the NL and TL). The students adopt a strategy of generalization because English verbs in the present tense generally are not inflected for different persons (i.e I eat, you eat, they eat) and they decide to operate on the hypothesis that no present -tense verb in any person has an inflected ending. A second intra-lingual source of confusion arises from the fact that an -s marks verb as singular, but it marks noun as plural. If the students employ a logical strategy, they might well confuse their two contradictory uses of 's'. It is not easy to recognize the errors at once that they are due to overgeneralization because this is confusing and this needs a vigilant decision making before pin pointing the category of errors.

3. Methods to correct errors and mistakes in writing

The teacher must keep in view the methods to correct errors/mistakes while doing the correction work. And these methods are discussed in the following discussion.

i. Structure of error analysis

In this structure of error analysis three phases of learning are explained. In phase one, the task is presented to the participants, who must understand the nature of the task, their own roles and constraints or rules that might be imposed. In phase two, a linguistic informant can intervene when requested for example, the teacher helped participants to find their way though the index, or glossed abbreviation. As a manager he intervenes to ensure that all the students are contributing, it is on his observation where the students are failing or succeeding that the teachers can base the work that is to be done after the simulation. In phase three, the feed back stage is the most valuable stage of this method. But it can also be the most difficult for the teacher to handle constructively. At this stage, the teacher uses monitor sheets to guide the students (Brown 1980).

ii. Indirect method

Indirect correction treatments may indicate either the presence or the specific location of errors. He uses such treatments whenever he assumes that students will be able to discover an acceptable

solution for a given error by reconsidering the error itself or by using the appropriate self-help. Some suggestions for marking error of indirect method are as follows: Underlining incorrect orthographic and morphological forms (Hendrickson 1985:93).

Example: The woman wont to kook the fiçh. Circling an inappropriate word.

Example: They are very happy with their plays ("games").

Inserting an (^) to indicate a missing word. Example: The man (^) saying good-bye to his wife. (is)

Placing a question mark a long side a confusing phrase or structure. Example: Two girls are going that brought (?) other tree.

iii. Direct method

Direct correction treatment not only indicates the presence or location of errors in a sentence but also provides clues or tips on how students can correct their own errors. Direct treatment must be used at that place where students could not correct their own errors. In this method, additional or more specific feedback often leads student to provide solution to their errors. Following are some example of direct correction method.

- a. Underlining a word and providing a written tip. Example: 'She finds her watch inside the drawer (use past tense)
- b. Bracketing a misplaced word or phrase and indicating its proper place in a sentence. Example: 'Well nothing is forever' (their mother told) them.
- c. Crossing out a superfluous word. Example: When the boy was riding his bicycle a car hit to him. (to)
- d. Providing a correct form or structure of an incorrect word or phrase. Example: The dog digged around a small tree. (dug)

Indirect and direct correction treatments can be more effective if they are used in hybrid fashion. The combined treatments that a teacher uses will not only form one learner to the next, but also from one composition to the next.

iv. The pre-selected category approach

Etherton (1977) adopts a new approach of classifying errors and prepares a comprehensive list of headings for starting the work of classification. He suggests that refinement should be made later

by the teacher to suit the material fed into the analysis.
Cross referenced from one section to another, for example.

v. **List of headings**

Abbreviation Article (omitted)
Adjectives Article (unnecessary but instead)
Adverbial Article (wrong one used)

Etherrton (1982:87) indicates that it is important that the material from which the errors are taken is a representative of the student's standard of work as possible. It must also be free writing, guided writing will only allow certain errors and those may not be a representative selection; through this a teacher can check errors produced in guided writing too. This approach, however, would be rather cumbersome for that type of exercise. Second, teachers will find the collections they make more flexible if the entries on cards from different levels or age-groups of students are kept apart, as errors clearly change over time. There are many disadvantages of using this method. First, it is time consuming; secondly, it involves lot of administrative work. Thirdly, there should be enough space for storage. Fourthly, all the cards are first arranged then they checked later on. This method is laborious but it is good in categorization of errors. It helps to identify the root of the errors. Etherton (1982) points out that even fairly simple collection of errors can indicate whether the teacher's works is not proving effective, or the syllabus itself is defective either as to the ordering of, or failure to include certain language items.

vi. **Let the errors determine the categories**

In this method Hudson (1971) suggests a list of error types by the process of recording errors into separate cards, one error per card, and then grouping the cards together in boxes. Gradually the sorting produced smaller and smaller groups, until eventually all the cards were accounted for apart from a handful, which appear in the final two categories in this list. This approach is suitable only for written English. It is recommended that all the errors/mistakes which the teacher records should be on cards rather than in an exercise book. Cards can easily be re-categorized; where as the pages of an exercise book cannot easily be moved.

vii. **The quick check approach**

This is most commonly used method and most of the teachers give priority to this approach because this method saves teacher's time while checking written work. In this technique teachers write down the tense being used (e.g., the present simple) are the pronoun forms. They can note down on a checklist where the errors occur and, given sufficient time, note what they are. But the purpose is here to note quickly the correct or incorrect use of recently taught forms.

Teacher's Checklist to Correct and Incorrect forms

Present simple tense	Pronoun Form	Verb / Subject Agreement	Vocabulary Misused
✓	✓	×	bakes
✓	✓	×	
✓	✓	×	
× (b)	✓	×	
× (b)	✓	✓	
✓		✓	
Comments: In the main, not bad. Verb/ Subject agreements need more work. Pronoun seen well known. Present Simple of 'be' gives some difficulties - re-tech.			

The checklist gives the teacher an idea as to the ratio of correct to incorrect forms. This is, of course, easier at the lower levels of teaching. This method is good for students to avoid using language items they are not certain about. This is a time saving method although it's not fully equipped with all benefits. It is important to emphasize at this point that all these methods have some plus points and some minus points. Teacher can also modify and add to them according to their own teaching style and their students' communicative and linguistic needs. It has been stated that the combined approach is more effective not only digging out the root causes but also giving their proper solution.

Findings

It is important to clarify that in this study, before discussing the findings of the study, one written test was distributed twice among the students of both groups: experimental group and control group. Only six important mistakes and errors were taken into account because it was not possible to consider all the errors and mistakes in one experimental research. Thus, the following errors and mistakes were investigated in this experimental work:

(i)	G r	=	Errors and mistakes	of tenses.
(ii)	S P	=	/// // // //	of spelling.
(iii)	Pun	=	/// // // //	of punctuation.
(iv)	W o	=	/// // // //	of word order.
(v)	A r	=	/// // // //	errors and mistakes of article
(vi)	Prep	=	/// // // //	of preposition.

In the following discussion results of tests conducted in both groups are analyzed:

Results of the control group

Table - 1
Pre-Test of Control Group

S.No.	Name of the Students	Errors / Mistakes					Prep. Out of 10	Grand total Out of 60
		Gr (T) Out of 10	Sp. Out of 10	Pun. Out of 10	WO Out of 10	Article Out of 10		
1.	Student A	8	7	4	2	5	6	32
2.	Student B	6	7	5	1	7	6	32
3.	Student C	7	8	3	3	8	7	36
4.	Student D	9	7	5	4	7	6	38
5.	Student E	9	6	4	2	6	5	32
6.	Student F	8	7	6	3	7	8	39
7.	Student G	6	5	4	2	5	6	28
8.	Student H	9	4	3	3	7	8	34
9.	Student I	8	9	6	4	8	9	44
10.	Student J	4	3	2	1	6	5	21
11.	Student K	3	5	6	3	4	6	27
12.	Student L	9	6	5	2	7	8	37
13.	Student M	10	6	4	2	8	9	39
14.	Student N	6	5	3	1	4	3	37
15.	Student O	5	2	2	3	3	3	22
16.	Student P	6	3	3	2	3	4	21
17.	Student Q	3	2	2	3	2	3	15
18.	Student R	5	4	2	3	2	4	20
19.	Student S	4	3	1	2	1	3	14
20.	Student T	4	3	2	1	5	3	18

Graphical presentation of table-1 is given below:

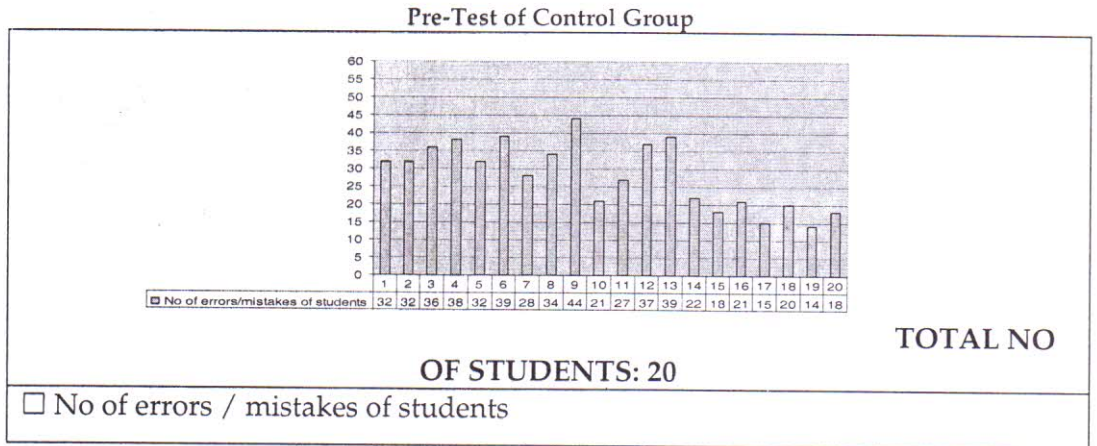


Figure – 1 (a)

Analysis

In figure-1(a), total number of students is 20 and total number of errors/mistakes is shown on x-axis and total number of students' errors/mistakes is shown on y-axis. This position of control group is before the remedial treatment.

Table – 2
Post-Test of Control Group

S.No.	Name of the Students	Errors / Mistakes					Grand total	
		Gr(T) Out of 10	Sp. Out of 10	Pun. Out of 10	WO Out of 10	Article Out of 10		Prep. Out of 10
			10	10	10	10	10	60
1.	Student A	6	4	2	0	3	5	20
2.	Student B	3	7	2	0	4	3	15
3.	Student C	5	6	1	1	6	5	24
4.	Student D	7	4	2	2	5	5	25
5.	Student E	7	4	3	0	4	2	21
6.	Student F	8	6	4	2	6	4	30
7.	Student G	4	3	2	1	4	5	19
8.	Student H	7	2	2	2	6	7	26
9.	Student I	7	8	5	2	6	8	36
10.	Student J	1	0	0	0	2	3	6
11.	Student K	2	1	2	0	2	2	9
12.	Student L	7	5	5	2	7	7	33
13.	Student M	9	4	3	1	7	6	30
14.	Student N	3	2	1	1	3	2	12
15.	Student O	4	1	2	2	3	7	15
16.	Student P	4	0	0	0	3	5	12
17.	Student Q	4	3	2	1	0	2	12
18.	Student R	4	0	2	2	2	2	12
19.	Student S	2	2	0	1	1	2	8
20.	Student T	2	1	0	0	3	2	8

Graphical presentation of table-2 is shown in the following figure:

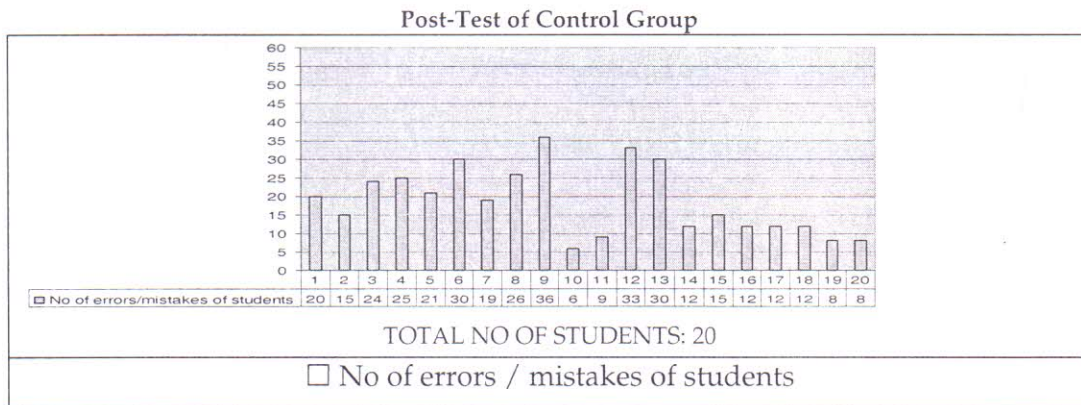


Figure 2 - (a)

Analysis

In figure-2(a), total number of students is 20 and total number of errors/mistakes is shown on x-axis and errors/ mistakes of each student are shown on y-axis after the remedial treatment of two week.

Discussion on the results and implications

The results show that more obstacles for students were found in the area of prepositions, articles and tenses in the pre-test of control group. Spelling mistakes were also commonly found in the writing of the students. It was also surprising that some of the students were very bright whereas others were even below the line of general competency. The results showed that punctuation and word order in the sentence were not serious problem for Intermediate students. After examining the results of the post-test of the students which was taken after two weeks of the remedial teaching, it was found that a few students got rid of their errors and mistakes to a greater extent and others only to some extent. The results showed that some extraordinary students did well despite the use of traditional method of correction work. These intelligent students also could not completely get rid of those errors that were due to the interference of mother tongue, false hypothesis, and over generalization of rules. Second reason may be that teacher did not work as an error analyst in the rectification process. Overall this approach was not successful because students through this method could not get rid of all kind of errors and mistakes successfully. The results showed that poor performance of the students in writing was due to the use of traditional methods for the rectification of errors and mistakes. It was further verified through the results of the pre-test and post-test of the control group in which difference of grand total was very small besides the teacher's two week remedial

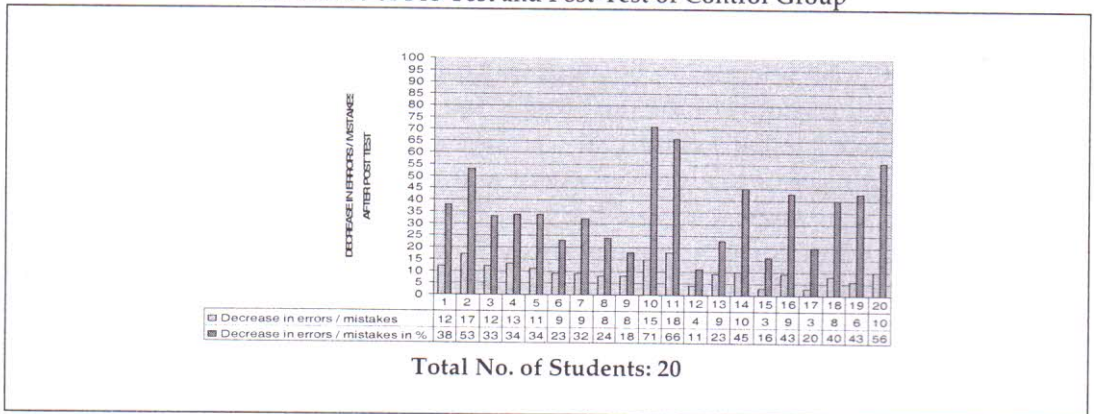
teaching.

Table – 3
Difference of Pre-test and Post-test of Control Group

S.No.	Name of the Students	Grand Total of Pre-Test	Grand Total of Post-Test	Difference	Decrease of errors in percentage
1.	Student A	32	20	12	37.5
2.	Student B	32	15	17	53
3.	Student C	36	24	12	33
4.	Student D	38	25	13	34
5.	Student E	32	21	11	34.4
6.	Student F	39	30	9	23
7.	Student G	28	19	9	32
8.	Student H	34	26	8	23.5
9.	Student I	44	36	8	18
10.	Student J	21	6	15	71
11.	Student K	27	9	18	66
12.	Student L	37	33	4	11
13.	Student M	39	30	9	23
14.	Student N	22	12	10	45
15.	Student O	18	15	3	16
16.	Student P	18	8	10	55.5
17.	Student Q	21	12	9	43
18.	Student R	15	12	3	20
19.	Student S	20	12	8	40
20.	Student T	14	8	6	43

Graphical presentation of table-3 is shown in fig- 3 (a) & 4 (a).

Difference of Pre-Test and Post-Test of Control Group



Decrease in errors / mistakes
 Decrease in errors / mistakes in %

Figure 3 – (a)

Analysis

In figure 3(a), total number of students is twenty and grand total of errors/mistakes of pre-test and post-test of control group is shown on x-axis and on y-axis difference of both tests is shown. In these figures, it is quite explicit that despite the traditional approach of treatment there is an observable improvement in the work of all the students and a few students performed unusually well even being in the traditional system.

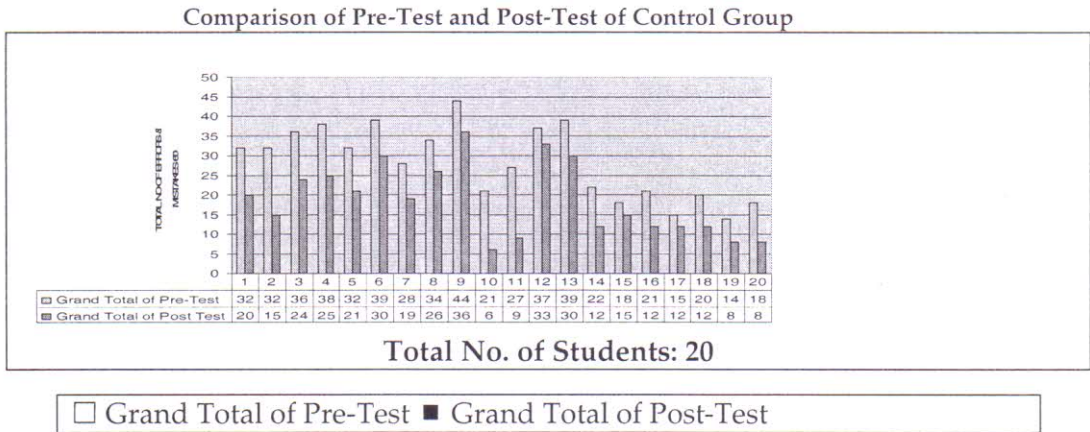


Figure 4-(a)

Analysis

In figure 4(a) total number of students is 20 and reduction in errors/mistakes and their percentage is shown against their numbers on y-axis. Reduction in errors/mistakes is in white bars and percentage of them is in black bars.

Discussion on the results and implications

The results of pre-test and post-test of the control group showed that the traditional method could not make evident difference in the students' performance even after two weeks remedial teaching. The results showed that maximum difference is 17 and minimum difference is 3. But, overall, difference was not satisfactory because the difference was not found in the area of prepositions, spelling mistakes and grammar. The traditional method failed to bring the improvement in all the students of the control group though some of them performed very well.

Results of the experimental group

Table – 1
Pre-Test of Experimental Group

S.No.	Name of the Students	Errors/Mistakes						Grand Total Out of 60
		Gr(t) Out of 10	Sp. Out of 10	Pun. Out of 10	W/O Out of 10	Article Out of 10	Prep. Out of 10	
1.	Student A	4	4	2	2	2	3	17
2.	Student B	5	3	1	3	2	4	18
3.	Student C	6	4	3	3	3	3	22
4.	Student D	7	3	5	2	4	3	24
5.	Student E	4	2	3	1	1	2	13
6.	Student F	9	6	5	3	4	3	33
7.	Student G	5	4	2	2	2	5	20
8.	Student H	10	6	5	4	5	7	37
9.	Student I	10	6	7	6	6	8	43
10.	Student J	3	4	1	1	2	2	13
11.	Student K	5	5	3	2	3	4	22
12.	Student L	8	7	6	4	6	5	36
13.	Student M	9	8	7	5	8	9	46
14.	Student N	5	2	2	1	3	2	15
15.	Student O	8	5	3	3	6	6	31
16.	Student P	6	4	3	2	4	3	22
17.	Student Q	7	8	4	2	15	4	30
18.	Student R	8	6	5	4	6	7	36
19.	Student S	6	4	2	3	5	4	24
20.	Student T	6	7	4	2	7	5	31

Graphical presentation is shown in fig.1 (b).

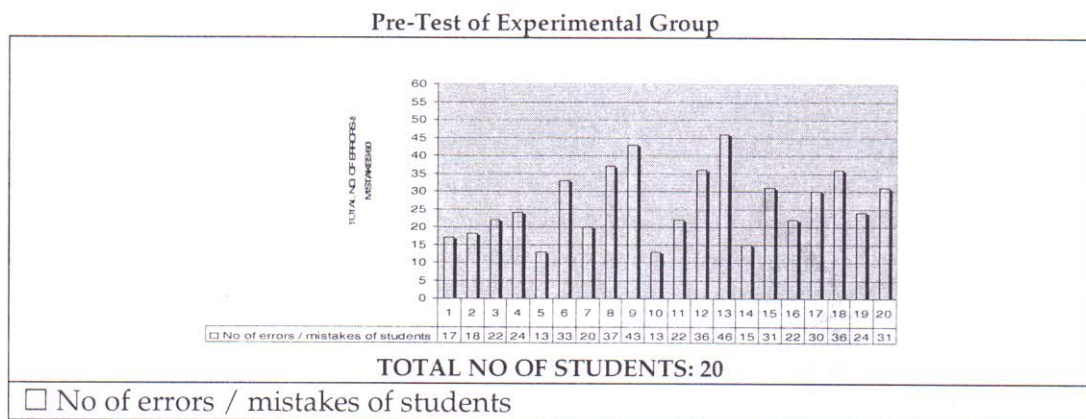


Figure 1-(b)

Analysis

In figure-1(b), total number of student is shown on x-axis and total number of errors/mistakes is shown on y-axis. This graphical position of experimental group is before the remedial treatment.

Table – 2
Post-Test of Experimental Group

S.No.	Name of the Students	Errors/Mistakes					Prep. Out of 10	Grand Total Out of 60
		Gr(t) Out of 10	Sp. Out of 10	Pun. Out of 10	W/O Out of 10	Article Out of 10		
1.	Student A	1	1	0	0	0	1	3
2.	Student B	2	0	0	1	1	2	6
3.	Student C	2	1	1	0	1	1	6
4.	Student D	3	0	2	0	2	1	8
5.	Student E	1	0	0	0	0	2	3
6.	Student F	3	2	2	1	2	2	12
7.	Student G	2	3	0	0	0	3	8
8.	Student H	4	2	3	2	2	3	16
9.	Student I	4	1	3	2	3	2	15
10.	Student J	0	0	0	0	0	1	1
11.	Student K	1	0	1	0	1	1	4
12.	Student L	3	3	2	1	3	2	14
13.	Student M	4	3	2	2	3	4	18
14.	Student N	1	0	0	0	1	0	2
15.	Student O	3	1	1	1	2	2	10
16.	Student P	2	0	0	0	1	1	4
17.	Student Q	3	3	2	0	2	1	11
18.	Student R	3	1	2	2	3	3	14
19.	Student S	2	0	0	1	1	1	5
20.	Student T	3	3	1	0	4	2	13

Graphical presentation is shown in fig.2 (b).

Post-Test of Experimental Group

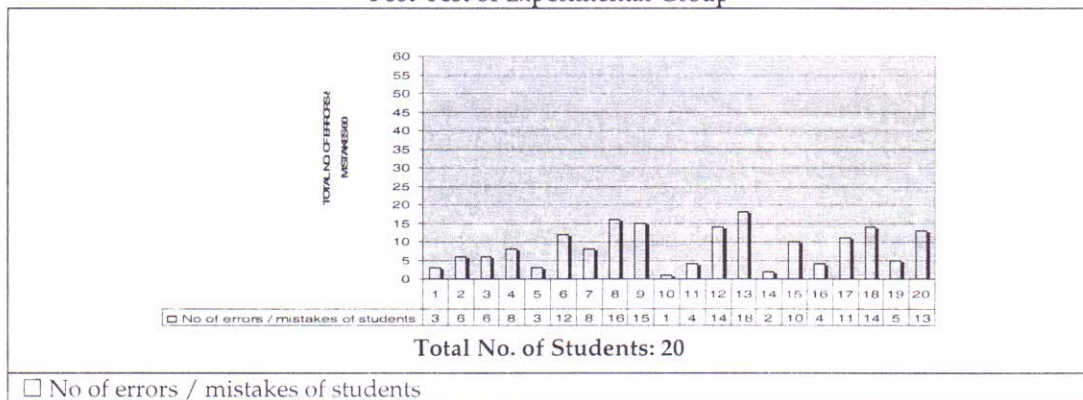


Figure 2-(b)

Analysis

In figure 2(b), total number of students is shown on x-axis and errors/mistakes are shown on y-axis. In this figure, errors/mistakes are shown on the y-axis after the remedial treatment of two week.

Table – 3

Difference of Pre-test and Post-test of Experimental Group					
S.No.	Name of the Students	Grand Total of Pre-Test	Grand Total of Post-Test	Difference	Describes of errors in Percentage
1.	Student A	17	3	14	82
2.	Student B	18	6	12	66
3.	Student C	22	6	16	72
4.	Student D	24	8	16	66
5.	Student E	13	3	10	77
6.	Student F	33	12	21	64
7.	Student G	20	8	12	60
8.	Student H	37	16	21	57
9.	Student I	43	15	28	65
10.	Student J	13	1	12	92
11.	Student K	22	4	18	82
12.	Student L	36	14	22	61
13.	Student M	46	18	28	61
14.	Student N	15	2	13	87
15.	Student O	31	10	21	68
16.	Student P	22	4	18	82
17.	Student Q	30	11	19	63
18.	Student R	36	14	22	61
19.	Student S	24	5	19	79
20.	Student T	31	13	18	58

Graphical presentation of table-3 is shown in figure-3 (b) & 4 (b).

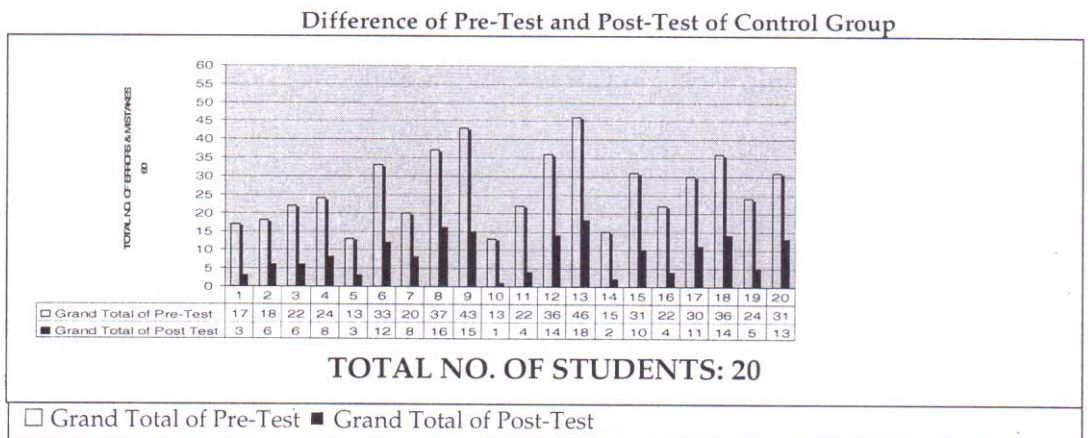


Figure 3-(b)

Analysis

In figure-3(b), total number of students is twenty and grand total of errors/mistakes of pre-test and post-test of experimental group is shown on y-axis. In this graphical representation, it is quite explicit that trend of improvement is good in all the given targets. This figure shows high improvement in the test in comparison with the control group's figure.

Difference of Pre-Test and Post-Test of Experimental Group

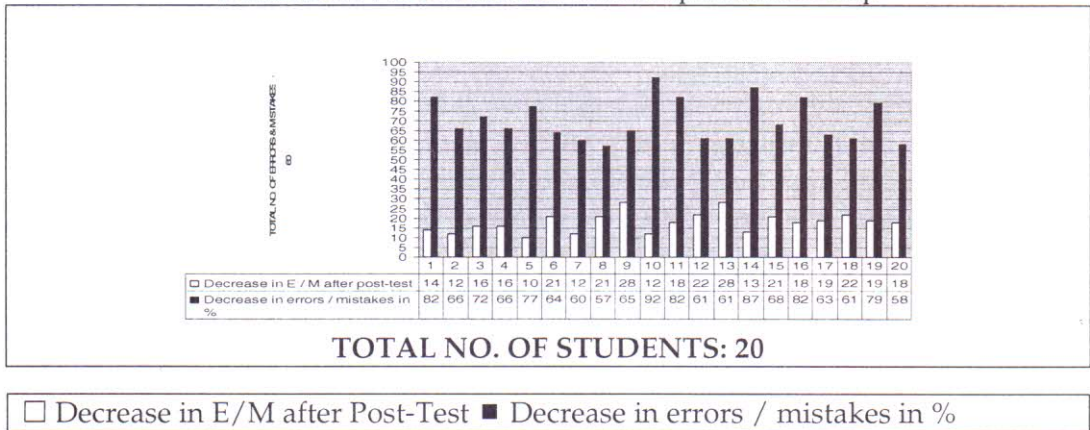


Figure 4-(b)

Analysis

In figure-4 (b), total number of the students is 20 and reduction in errors/mistakes and their percentage is shown against their numbers on y-axis. The reduction in errors/mistakes is in white bars and percentage of the reduction is in black bars.

Discussion on the results and implications

The results of the study showed that more problems for the students were found in the area of preposition, article and grammar (tense) in the pre-test of experimental group. These problem areas for the students were almost the same that were found in the pre-test of control group. It was also astonishing that some of the students were exceptional and some were very weak. The results of the post-test showed that students got rid of maximum of their errors and mistakes in the area of punctuation, word order, articles and spelling mistakes after the two weeks remedial teaching. In the results of post-test, it was found that many of the students' errors were not found in great number except those errors that were due to the interference of mother tongue (errors of prepositions and grammar). These types of errors were not fully rectified but the

improvement of experimental group was far better as compared to the control group. So, it was clear after analyzing the results that the implementation of latest techniques of error analysis system was useful both for the students and the teachers. In order to get rid of errors and mistakes altogether, more practice and understanding of the nature of the errors is essential for both teachers and students. The grand total of pre-test and post-test of experimental group clearly showed the effectiveness of error analysis system. It was quite explicit that the progress of experimental group was far better than control group after the two week remedial work.

Conclusion

The proper utilization of EAS in teaching of English was found as an effective strategy because it proved useful for the students in getting rid of errors and mistakes. During the phase of treatment, the students of the experimental group were found more attentive because corrections were made in their work with the help of latest approach of EAS. After getting treatment through the latest rectification process, both low achievers and high achievers showed equal interest in getting improvement. Therefore, this system proved to be equally effective for both kinds of learners.

Majority of the teachers were unaware of the current techniques and methodologies of rectifying writing errors and mistakes at Intermediate level. Moreover, current teaching practices were based on the rotten method and the learners were in the habit of photographically reproducing the materials without involving the personal effort. There are numerous methods of rectifying errors and mistakes in writing that are in fashion but English language teachers use only traditional methods. These methods vary from teacher to teacher (trained or untrained teachers) school to school (government schools and private schools) and level to level (junior level to senior level). Untrained teachers use traditional methods without even knowing the latest approach of error analysis system. On the other hand, even trained teachers are not fully acquainted with the system of error analysis.

As far as correction of errors/mistakes is concerned, it is very important that teacher must know the background of EAS because every one knows the feelings of the students when a written work comes back to students covered with red ink. Secondly, teachers can effectively guide their students if they could understand the paths that lead to the cause of particular errors/mistakes. There is no doubt that latest methodology of EAS is altogether ignored by the majority of English language teachers. So, it can be claimed without any hesitation that process of rectification is below the general standard of assessment/evaluation in

most of the public sector institutions.

Recommendations

In the light of findings revealed and conclusions drawn from the study, the following recommendations are made:

- (i) Error analysis system should be included in syllabus e.g. at the end of the chapter or unit, process of rectification of errors/mistakes should be mentioned. Due to the non availability of guidelines, teachers adopt rectification method according to their own convenience. To overcome this complexity, it should be included in the syllabus and teachers must know the appropriate use of error analysis system.
- (ii) Teachers can perform a significant role in building-up the confidence of the students. For this purpose, they must give their students different writing tasks according to their level e.g. control writing tasks for very poor students, guided writing task for moderate students and free writing tasks for relatively good students. In this way, teachers can bring-up their standard of written English.
- (iii) Teachers should try to avoid the use of native language in the classroom because many errors like inter-lingual errors occur due to the comparison of two languages which later on become permanent feature of students' writing.
- (iv) Teachers should be properly trained and they must perform their duties with full dedication. They should try to understand the root causes of the errors/mistakes and more than this, they should also suggest/devise remedial writing activities for students to get rid of errors and mistakes. On the part of the students, they should not practice of writing to pass the exam rather they should write to learn how to write correct English.
- (v) Finally, teachers should make a master chart of errors/mistakes to set priority for the correction work according to the nature of errors/mistakes. For this purpose, teachers should make a list of those errors that are due to interference of mother tongue, over-generalization of rules and contrastive analysis and then he/she should devise exercises to practice these rules with the students in the classroom. The teacher should assign writing task to the students at least twice a week and errors/mistakes must be analyzed and rectified through EAS.

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