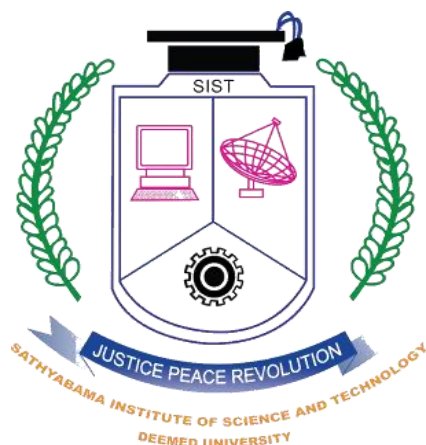


A Study on Error Analysis in English Essay Writing

Submitted in partial fulfillment of the requirements for the award of
Bachelor of Arts degree in English Literature

by

PREETHI.D (40010019)



DEPARTMENT OF ENGLISH

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade “A” by NAAC

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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of

PREETHI.D (40010019) who carried out the project entitled

"A Study on Error Analysis in English Essay Writing " under our supervision from
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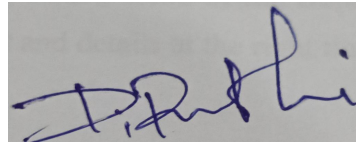
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DECLARATION

I am **Preethi.D**, hereby declare that the project report entitled “**A Study on Error Analysis In English Essay Writing**” done by me, under the guidance of **Dr. P. Jayakumar M.A(Eng)., M.A(Ling)., B.Ed., M.Phil., PGDCA., PhD.,** at **SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY** is submitted in partial fulfillment of the requirement for the award of **Bachelor of Arts degree in English Literature**.



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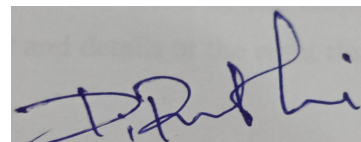
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I convey my thanks to **Dr. Rekha Chakravarti. M.E, Ph.D., Dean, School of Arts and Humanities,** and **Dr. J. Amutha Monica M.A., M.Phil., Ph.D., Head of the Department, Dept. of English** for providing me with necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **Dr. P. Jayakumar, M.A(Eng)., M.A(Ling)., B.Ed., M.Phil., PGDCA., PhD., Assistant Professor of English,** for his valuable guidance suggestions, and constant encouragement paved way for this successful completion of my project work.

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Preethi.D

ABSTRACT

The research aimed to identify the types of errors, steps of error and common grammatical errors in writing essays. It also identifies the students' difficulties in essay writing in English. The targeted students from the engineering department. The students were asked to write an essay then the problem which the writer had outlined in the research paper largely died with the study of grammatical errors. Accordingly, the main purpose of their research was to figure out their grammatical errors which appeared in the targeted students. The data were collected from the engineering students. This study examines errors in a corpus of 3 essays written by 50 engineering students and 50 faculties opinion. All the errors in the essay were identified and classified into various categorizations. The data analysed in qualitative and quantitative methods, The qualitative data analysed by essay writing and the quantitative data analysed by students and faculties opinion. The result of the study shows that 5 common errors committed by the participants are error in tense, preposition, incorrect use of pronouns, overuse of adverbs, word choice. These aspects of writing in English pose the most difficult problem to participants. This research helps the students who are facing problems in essay writing in English and it gives some guidelines to students to recover the difficulties. Also it helps for further research process.

Key words

Error analysis,

grammatical errors,

Interlingual, Intralingual error,

Evaluation of errors,

Analysis by Stephen Pit Corder,

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CHAPTER I

INTRODUCTION

1.1 Brief Note on Error Analysis

The aim of my project is to identify the students common errors in the essay writing. It analyzes the causes of their frequent occurrence. It classifies the types of errors, steps of errors and categorizes errors. It is essential to study the characteristics of the language errors, The pattern of the common errors, and the situation involved in the errors to help to analyze the errors systematically as well as to understand and find the causes of such errors. It describes the error and error analyses to students who feel it is difficult to write an essay. The research talks about the background of the study, significance of the study, objectives of the study and the limitations of the study. It manipulates the data by the college students. It helps the students to write essays. It also analyzed the opinion of the English teaching faculties and they gave some suggestions to students.

Errors have long been the obsession of language instructions and researchers. Before that should be eradicated. However, errors are now considered as a device that learners used and from which they can learn (Corder, 1967); they provide evidence of the learners level in the target language. In the 1960s, Error Analysis (EA) was developed and offered as an alternative to contrastive Analysis. Thus different types of errors were classified by Richard (1974).

The aim of EA according to J.Richard et al. (2002) is first, to identify strategies which learners use in language learning in terms of the approaches and strategies used in both of teaching and learning second, to try to identify the causes of learners errors, that is investigating the motives behind committing such errors as the first attempt to information on common difficulties in language learning, as the first attempt to eradicate them. Third, to obtain information on common difficulties in language learning as an aid to teaching or in the preparation of the teaching materials. Error analysts distinguish between errors, which are systematic, and mistakes, which are not; they often seek to develop a typology of errors. Errors can be classified according to basic type: omissive, additive, substitutive or related to

word order. They can be classified by how apparent they are: overt errors such as 'I angry' are obvious even out of context, whereas covert errors are evident only in context. Overview of my project describes some important points of error and error analysis. It gives some guidelines of essay writing and it talks about what is an essay, how to write essay writing, and different types of essay writing. So finally the research aim to identify the difficulties and solve the difficulties of students

1.2 ELT IN INDIA

Pre-colonial period

Vasco da Gama's discovery of the sea route to India also paved the way for the introduction of English in the sub-continent in 1498. However it was only in the 18th century, when the Mughal Empire was on the decline and the English East India Company had secured a foothold in the English language. During this period, English was the language of communication of the elite people and was not the lingua franca of the people.

Colonial period

With the Consolidation of the activities of the east india company in the 18th century, began the efforts of teaching english in the south asian subcontinent. As far back as 1759 christian missionaries entered india and the 1787 despatch welcomed the efforts of Rev.Swartz to establish schools for the teaching of english. Another significant effort was the publication of the first book,'The tutor' to teach English to the Non-Europeans by author John Miller in 1797. This book was published in Serampore in Bengal. Thus the Socio-historical stage for the role of English in education was set by the end of the 18th century.

English also played a critical role in India's struggle for Independence as it became the language of political awakening and resurgence. Even Mohandas, k.Gandhi (1869-1948), although a strong advocate of use of National Language effectively to put forth his message to the British Government.

Present stage

In India, the traditional methods of teaching English are used and the learners are still taught in the traditional Grammar method, giving a lot of importance to writing and reading and with scant attention to interactions or actual use of the language. Professional organizations and individual researchers are helping in the redrawing of paradigms in ELT, and new approaches and methods are being integrated into the educational curricula in many parts of the country. Examinations such as IELTS and TOEFL also play a crucial role in changing the approaches to ELT, though it happens only after tertiary education.

1.3 ERROR ANALYSIS

This project aimed to identify the students common errors in essays written. It analyzes the causes of their frequent occurrence. It classifies the types of errors, steps of errors and categorizes errors. It is essential to study the characteristics of the language errors, the pattern of the common errors, and the situation involved in the errors to help analyze errors systematically as well as to understand and find the causes of such errors. In the 1960s errors analysis(EA) was developed and offered as an alternative to contrastive analysis. Thus different types of errors were classified by Richard(1974) and Richard and Schmidt(2002) for an analysis as follows: (i) Overgeneralizations are errors caused by extension of target language rules to inappropriate contexts. (ii) Simplifications are errors resulting from learners producing simpler linguistics rules than those found in the target language. (iii) Developmental errors reflect natural stages of development. (iv) Communication based errors result from the use of communication strategies. (v) Included error result from transfer from the use of training. (vi) Avoidance is caused by failure to use target language structures. Since they are thought to be too difficult, and (vii) Overproduction errors are structures being used too frequently. At the end of this research students can identify their mistakes in essay writing.

1.4 BACKGROUND OF THE STUDY

Error Analysis in SLA was established in the 1960s by Corder and colleagues. Error contrastive analysis is an approach influenced by behaviorism through which

applied linguists sought to use the formal distinctions between the learners first and second language to predict errors. Error analysis is the study of analysis of the errors made by the second and foreign language learners to find out all the sources, linguists have to understand and recognize the errors and analyze both languages and by this process they try to know how many learners feel easy to learn the second language by removing all difficulties. Stephen pit corder is created with reviving the interest in EA. He is well known for his contribution to the study of EA and instrumental developing the field of applied linguistics in the UK. He is also called the father of EA. Stephen pit corder was probably the first to point out and discuss the importance of errors learners made in the course of learning a L2. Soon after the study and analysis of learners errors took a prominent place in applied linguistics. The process of L2 learning is not very much different from learning the first language, and the feedback L2 learners get upon making errors benefits him in developing the knowledge.

1.5 SIGNIFICANCE OF STUDY

This Research analyzes the types of errors in the essay writing that the students do when they write essays. The data were collected from engineering students through google forms.

They are 50 participants they were ask to write essay in that the data's were analysis by the following steps:

1. Collecting the errors
2. Identifying the errors
3. Description of Error
4. Evaluating the errors

It shows the difficulties the students faced in essay writing and it also analyzed the common errors. In the article "Describing the language learners language" (1972), Corder distinguished remedial error analysis from development error analysis. The former type of EA facilitates teacher evaluation and correction; the later describes the successive transitional dialects of a language learner. Richard (1983) concluded that teaching techniques are procedures that should take account of the structural and development conflicts that come about in language learning.

According to Ellis (1995,pp.51.54) the most significant contribution of errors analysis lies in its success in elevating the status of errors from undesirability to that of a guide, Thus errors are no longer seen as “unwanted forms”, but as evidence of learners active contribution to second language acquisition.

1.6 OBJECTIVES OF THE STUDY

The aim of error analysis is to find out the characteristics of errors and difficulties of essay writing by the students. It classifies the frequent mistakes and recommends the solution for the students.

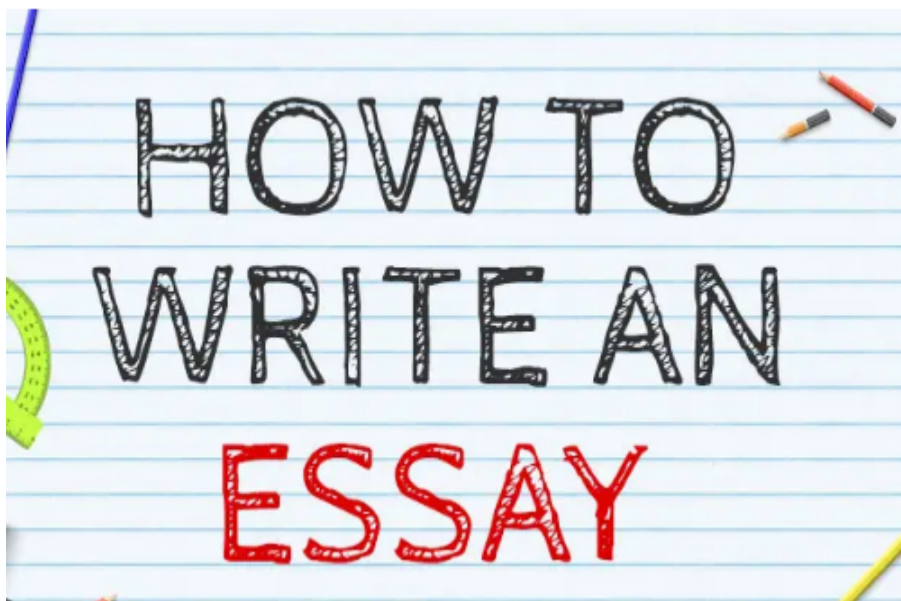
- To identify and describe the grammatical and semantic errors committed by the students in writing essays.
- To classify the errors in terms of grammatical and semantics aspects of linguistics.
- To suggest some solution for implications.

1.7 STATEMENT OF THE PROBLEM

Errors are the systematic, consistent, regular and inevitable committed by the second or foreign language learners at competence level due to linguistics reasons. Every second or foreign language learner commits errors at any level or area of languages, So if the learners do not commit errors in the language learning process there is no successive language learning. Halliday and (1976,p.96) state the writing allows writers to demonstrate their ability to construct sentences that may be grammatically and logically correct as cited in pokhara, 2010, (p.29). Writing is probably the language skill that is least used by most people in their native language and perceived as the most difficult but especially important and complexity of L2 writing Richard and Renandya (2002) state that: There is no doubt that writing is the most difficult skill for L2 learners to master.

The difficulty lies not only in generating and organizing ideas, but also in translating these into readable treatises. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and

organizing as well as lower level skills of spelling, punctuation, word choice. The difficulty becomes even more pronounced if their language proficiency is weak. Essays are put to test the ability of students. It is prescribed to engineering students. Most of the students find it very difficult to write essays without mistakes. So I want to find out the difficulties of the students found in essay writing. I have collected data accordingly and tabulated the most frequent errors in essay writing.



(figure:1.7.1)

CHAPTER II

LITERATURE REVIEW

2.1 Introduction about Literature Review

The error analysis theory is an term of theoretical foundations, theoretical assumption, limitations, significance of the studies this review reveals that despite the criticism that the theory has receive, it stills plays a fundamental role in investigations, identifying and describing second language teachers to find out different sources of second language errors and takes some pedagogical, precautions towards them. Moreover, error analysis can provide a good methodology for investigating second language learners' errors.

Richards and Schmidt (2002) define an error as the faulty use of the language because of incomplete learning of language use (p.184) Gass and selinker(2001) assume the errors to act as red warning signals mirroring the learners lack of knowledge of the target language, Mistakes can be corrected by the learners themselves, while errors can't be. The same opinion is mentioned by ELLIS (1996) who claims that errors cannot be self-corrected by the learners.

Richards (1971) classifies errors into three major categories: interference errors, intralingual errors and developmental errors. Interference errors occur when the language learners use their mother tongue to produce a sentence in target language.

Corder (1974) highlights the usefulness of errors analysis in second language learning as it expresses the problem vicinities to teachers, syllabus designers and textbook writers in learning language (p.125) It clearly indicates that EA is an essential task in language teaching learning activities.

According to Carter (1997:35) notes, that's, "knowing more about how grammar is used and misused". There is a need for students to recognise the significance of errors which occur in their writing, to fully grasp and understand the nature of the errors made.

Dudley-Evans(1998) defined English for Specific Purposes (ESP) and contrasted it with general English in which it is supposed to meet the specific needs of the students through need analysis and using the methodology and activities on the basis of the discipline it serves. Error Analysis, attempts to explain the errors within the language of the second language learners by comparing the language produced by the learners to the standard norms of the target language(James,1988) Abisaranra defines error analysis, which has the analysis of the learners errors as its primary concern. Khansir and Hozhabri(2014) compared error analysis with contrastive analysis and pointed out that error analysis considers not only the impact of the native language one errors the learners with different native languages.

MISTAKES AND CORRECTION-EDGE JULIAN: This book encourages the teacher to see mistakes as an important part of the learning process. It looks at the different kinds of mistakes that learners make and offers practical advice on when to correct mistakes and when to leave them, and on how best to correct them in both written and oral work. The author gives advice on different correction techniques and activities to help teachers try out their own techniques in their own classroom.

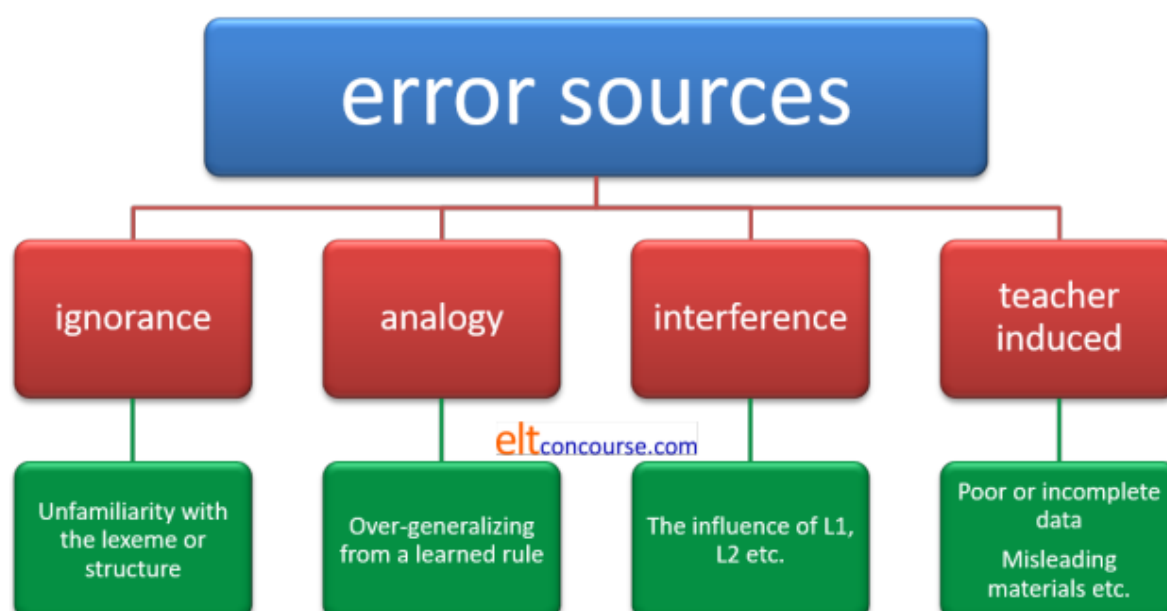
James(1998)EA leaves an impression that second language learners are erroneous, James sees those learners as not deliberately deviant in their language use. As stated by the researcher within the background of the present study, SLA is definitely an intricate process. Thus in SLA, it is natural for learners to be erroneous. Another shortcoming of EA can arise when we keep in mind the so-called avoidance phenomenon. To put it differently, these are shortcoming learners. Cover all learners errors due to the simple reason that learners adopt an avoidance strategy in SLA. So, the expected errors in these language aspects would not be explicit in the investigation of EA.

According to Xie and Jiang(2007) one most prominent characteristic of language learning is the errors due to L1 transfer which means the impact of the native language on the performance of the second language. The impact of the

transfer may be negative and in this situation it is called developmental error which causes overgeneralization.

The study of second language Acquisition (Rod Ellis)- Aimed primarily at future second/foreign language teachers who Ellis argues would benefit substantially from knowledge of SLA research. This book can provide teachers with invaluable insights and help them to make their assumptions about SLA explicit and as a consequence to more effectively evaluate their pedagogic practices(p.4). The study of second language acquisition is ideally suited as a reference tool not only for established SLA researchers who, although experts in their own subfields, may benefit from an overview.

The significance of learners' errors S.P.CORDER- Errors (not mistakes) made in both second language learning and child language acquisition provide evidence that a learner uses a definite system of language at every point in his development. This system or 'Build-in-syllabus' may yield a more efficient sequence than the instructor generated sequence because it is more meaningful by allowing the learners imitate strategies to debate the language syllabus.



(FIGURE:2.1.1)

CHAPTER III

ERROR ANALYSIS

3.1 DEFINITION OF ERROR

An error is something you have done which is considered to be incorrect or wrong or which should not have been done. Corder (1971) cited by Brown (2007) provided a model for identification of errors, based on his model any sentence uttered by the learners can be analyzed for idiosyncrasies. According to his model there are two types of errors: overt and covert errors.

Hammerley (1991) cited in (salim shahin,2003) classified errors into surface and deep. According to him surface errors need minor corrections and explanations while deep errors require explanation of why the error was made and what the correct form is, Hendrickson (1978) cited in (salim shahin, 2003) divided errors into three main types,

1. Errors that hinders communication;
2. Errors that have highly stigmatizing effect on the listener or reader but do not hinder communication;
3. Errors that can be described as lapses that students usually have in their utterances, These errors are quite common in the speaker's utterances yet they hardly block communication between the speaker and his interlocutor.

According to Ellis (1994) cited by baghi (2006) correction has a narrower meaning than these terms.It is an attempt to provide negative evidence.

3.2 SOURCE OF ERROR

According to Brown (2007,p.263) there are four sources of error,

1. Interlingual transfer

It is a significant source of error for all learners, It is the effect of one language (usually the first). At another (usually the second). At early stages of learning

a second language, the linguistics system of the native language is the only system that a learner is familiar with.

2. Intralingual transfer

Another source of errors which goes beyond the interlingual transfer is intralingual transfer. It is the effect of forms of language (usually the target language) on other forms within the same language. According to Odlin (2003), Jaszczolt (1995) and Taylor (1975) cited by Brown (2007) once learners have begun to learn the system of second language that causes error.

3. Content of learning

The third source of error is context of learning which is called a false concept by Richard (1971) and included error by Stenson (1979) cited by Brown (2007). It overlaps two types of transfer and refers to classroom, materials and social situations that can lead learners to make faulty hypotheses about the language.

4. Communication strategies

The fourth source of error is communication strategies. They are production strategies that learners use to enhance getting their message across, but these strategies can become a source of errors.

3.3 DEFINITION OF ERROR ANALYSIS

The aim of EA according to J.Richard et al. (2002) is first, to identify strategies which learners use in language learning in terms of the approaches and strategies used in both of teaching and learning second, to try to identify the causes of learners errors, that is investigating the motives behind committing such errors as the first attempt to information on common difficulties in language learning, as the first attempt to eradicate them. Third, to obtain information on common difficulties in

language learning as an aid to teaching or in the preparation of the teaching materials.

Error analysts distinguish between errors, which are systematic, and mistakes, which are not; they often seek to develop a typology of errors. Errors can be classified according to basic type: omissive, additive, substitutive or related to word order. They can be classified by how apparent they are: overt errors such as 'I angry' are obvious even out of context, whereas covert errors are evident only in context.

Error analysis is an activity to reveal errors committed by students both in writing and speaking.

Richard et al (1985:96) states: "Error analysis is the study of errors made by the second and foreign language learners"

Brown (1980:166) defines error analysis as: "...The process to observe, Analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by the learner"

Crystal (1987:112) comments: "...Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics". Considering the above definitions, we can say that error analysis is an activity to identify, describe, interpret, evaluate and prevent the errors made by the learners.

3.4 LIMITATIONS OF ERROR ANALYSIS

There have been a number of critiques of EA (Bell 1974; Schachter and Celce-Murcia 1977; Long and Sato 1984; Van Els et al. 1984). Bell goes so far as to call EA a 'Pseudo procedure'. A frequently mentioned limitation is that EA fails to provide a complete picture. A limitation is that language learners do correctly as well as what they do wrongly. This problem has been overstated, however. First, Corder (1971b) explicitly recognized the importance of examining the totality of the learners' production. Second, there is nothing to prevent the researcher doing this. At the very least, EA can be considered to have a place as

a partial and preliminary source of information at an initial stage of investigation (Hammarbergy 1973;34)

Indeed, EA continues to be used as a means of investigating learners' language with due attention paid to non-errors as well as to errors. EA is limited in a second way; most of the studies are cross-sectional in nature, affording only a very static view of L2 acquisition. In many cases little care has been taken to separate out the errors made by learners at the different stages of development. As a result, EA has not proved very effective in helping us understand how learners develop a knowledge of an L2 overtime.

Stages of error analysis

- Collection of error
- Identifying the errors
- Describing the errors
- Explanation of errors
- Evaluation of errors

3.5 CATEGORIES ERROR ANALYSIS BY CORDER

1. OMISSION
2. ADDITION
3. MISFORMATION
4. MISORDERING

OMISSION

Omission errors refers to non-occurrence of necessary structure; that is the absence of a figure that should appear in a well formed sentence.

Example: She is sleeping.

ADDITION

Additional errors mean addition of some unnecessary or incorrect elements that should not appear, that means the learner presents a figure that should appear in a well formed sentence.

Example: We didn't went there.

MISINFORMATION

Misinformation refers to the supplement of the wrong morpheme; that is the use of the wrong form of the grammatical elements.

Example: The dog ated the chicken.

MISORDERING

Mis-ordering errors refers to the wrong position of morphemes in a sentence. That means that the words in the sentence are described in wrong order.

Example: What daddy is doing?

Although linguistic and surface taxonomies of errors may have a pedagogic application (for example, by demonstrating which errors are the most frequent and, therefore, most in need of attention), in general they shed little light on how learners learn an L2. Corder's (1974) framework for describing errors is more promising in this respect. He distinguishes three types of error according to their systematicity.

1. Pre Systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
2. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
3. Post Systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistakes)

3.6 TYPES OF ERRORS ANALYSIS

INTERLINGUAL ERRORS

Interference, language transfer, and cross-linguistics interference are also known as interlingual errors. Corder (1981) states that these kinds of errors occur when the learner's habits (patterns, systems or rules) interfere or prevent him or her to some extent, from acquiring the patterns and rules of the second language. Lado (1964) said interference(negative transfer) is a negative influence of the mother tongue (L1) on the performance of the target language (L2) Chelli (2013) defined that interlingual errors are the result of language transfer, which is caused by learners' first language.

Richard (1974:173) states if the learners of a foreign language make a mistake in the target language by effect of his mother tongue that is called interlingual. As stated by Brown (1980:160) most of the learners' errors in the second language result primarily from the learners assumption that the second language forms are similar to the native language.

According to Allen and Corder (1974), Interlingual errors are caused by transfer error. Touchie (1986) suggested that interlingual errors are caused mainly by mother tongue interference. Another researcher is A1-Khreisheh (2010). He suggested that interlingual errors are committed by literal translation.

1. Transfer error

Error caused by interference from my mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.

2. Mother tongue Interference

Errors are produced in the learner's attempt to discover the structure of the target language rather than transferring Models of their first language.

3. Literal Translation

Errors happen because a student translates his first language sentence or idiomatic expression.

INTRALINGUAL ERRORS

Interference from the students' own language is not the only reason for committing errors. Students may make mistakes in the target language. Since they do not know the target language very well they have difficulties in using it. Richard (1974:6) states intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language. Brown (1980:162) said that it has been found that the early stages of language learning are characterized by a predominance of interlingual transfer, but once that learner has begun to acquire parts of the new system more and more transfer generalization within the target language is manifested.

Richard (1974:120) classifies the intralingual errors into four categories including Over generalization, Ignorance of rule restrictions, Incomplete application of the rules, and false concepts hypothesized or semantic errors.

1. Overgeneralization

It happens when a learner creates a deviant structure on the basis of his experience of other structures in the target language. Littlewood (1984) cites the example of forming plurals by adding "s" to even irregular plurals, also generalizing the "-ed" part form.

2. Ignorance of rule restrictions

James (1998:63) that ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language.

3. Incomplete Application of the Rules

This error may occur when the learner fails to apply the rules completely due to the stimulus sentence.

4. False Concept

Hypothesized learners faulty understanding of distinctions of target language items leads to false conceptualization learners faulty understanding of distinctions of target language items leads to false concept hypothesized.

3.7 STEPS OF ERROR ANALYSIS

1. COLLECTION OF ERRORS

The first point in error analysis is the collection of a sample of the learner language. Researchers have identified three broad types of error analysis according to the size of the sample. These types are: massive, specific and incidental samples. All of them are relevant in the corpus collection but the relative utility and proficiency of each varies in relation to the main goal. In other words, in this first step, the researcher has to be aware of his research, and the main objective of this stage is selecting a proper collection system. The first type of sample mentioned involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population. A specific sample consists of one sample of language used, collected from a limited number of learners. Finally, an incidental sample uses only one sample of language provided to a single learner. In practice, the most common samples used by researchers are specific and incidental in order to avoid the difficult task of processing, organizing and evaluating the large quantities of samples taken in a massive sample collection.

2. IDENTIFICATION OF ERRORS

Once a corpus of learner language has been collected, the errors have to be identified. Therefore, it is necessary to know how to identify them. Indeed, the identification of errors depends on four crucial questions. The first question is to set up what target language should be used as the point of evaluation for the study. The second is related to the differences between "errors" and "mistakes or slips". An error is made when the deviation arises as a result of lack of knowledge while a mistake or slip occurs when learners fail to perform to their competence in the target language. Normally, a mistake or slip is immediately corrected by the learner.

The third question is about interpretation. There are two kinds of interpretation: overt and covert. The former is easy to identify because there is a clear deviation in form (She sold her car) and the latter occurs in utterances that are syntactically and semantically well-formed but pragmatically odd (Where do you

go?). The fourth question is focused on deviations. There are two kinds of deviation: correctness and appropriateness. Their difference is very simple: the first is a deviation of the rules of the language usage (I did eat with her) and the other is a deviation of the language use (she can do whatever she wants).

3. DESCRIPTION OF ERRORS

The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. Researchers propose that there are two descriptive taxonomies of errors: linguistic categories and surface strategy. Linguistic categories are associated with a traditional error analysis undertaken for pedagogic purposes; they can be chosen to correspond closely to those found in structural syllabi and language text books. This type of description allows a detailed description of specific errors and also for a quantification of a corpus of errors. Linguistic categories, as Richards says (1971), state that learners' errors were the result of L1 interference.

From another point of view, surface strategy taxonomy highlights the ways in which surface structures are altered by means of such operations as omissions, additions, misinformations and misorderings. Omission is considered as the absence of an item that should appear in a well-formed utterance (He cooking); addition is defined as the presence of an item that should not appear in well-former utterance (She doesn't works at hospital); misinformation is the use of the wrong form of the morpheme or structure (The chair was marked by the carpenter) and finally misordering is regarded as the incorrect placement of a morpheme or group of morphemes in an utterance (What is doing my mother?).

4. EXPLANATION OF ERRORS

There are two main positions on the source of errors in foreign language learning. One holds that errors are due to interference from the mother tongue. The other, the "creative construction" theory, proposes that the processes used in acquiring a first and a foreign language are identical and that foreign language learners' errors will resemble those of a child learning the language as his mother

tongue. A third possibility is that at least some errors can be related neither to L1 interference nor to L2 developmental strategies. It has been proposed by Corder (1967) that language learners develop interlanguage grammars, idiosyncratic dialects or approximate systems, and that errors will not necessarily be based on either the mother tongue or the target language. These views do not need to be incompatible. In particular, inter-language systems might involve errors based on L1, L2 and other forms. However, a strong view of the creative construction theory, as maintained by Dulay & Burt (1972; 1974) holds that, in children below puberty who are learning a foreign language, almost all errors will be developmental. In error analysis, a difficulty arises in trying to assign a source of error, especially as many errors seem to have multiple origins. Developmental errors are those which resemble forms produced by children learning the language in question as their mother tongue. For example, many learners of ESL will produce "the king food" instead of "the king's food", where the absence of possessive /-'s/ is not due to interference but occurs in the speech of children learning English as their first language.

Interference errors are ones which clearly reflect interference from L1, for instance, forms such as "I have hunger" produced by speakers whose source language is French or Spanish. Dulay & Burt (1974) class as ambiguous errors which might be due to either source, such as "Jose no wanna go", which, when produced by a Spanish speaker, could be either interference or developmental. Unfortunately there appears to be no way, at present, to decide which source is operating in such cases or whether both are equal. A further problem occurs in trying to analyze interlanguage errors, by which I mean those not due to L1 or L2. Indeed, as Frith (1975) points out, it is very difficult to discover what the proponents of interlanguage systems consider to be the characteristics of such systems. It is not clear what they would describe as interlanguage errors, whether they would expect such errors to be systematic or idiosyncratic and what proportion of them might be expected. Because of such difficulties with error analysis, some researchers (Krashen & Pon, 1975) have abandoned altogether the attempt to find sources of errors. Assuming, however, that analysis by source is still possible, it would be interesting to find out how adults perform as regards error production. If the creative

construction theory is correct, should adults also be expected to produce a high proportion of developmental errors?

This study was undertaken partly to find out what proportion of adults' errors would be developmental, assuming (from observations on teaching adults) that a greater proportion than 4.7% would prove to be interference errors, and to see if any common inter-language forms would occur. Other people who have analyzed adult errors have found both developmental and interference errors arise. Taylor (1975) suggests that beginners may have to rely more on their source language in formulating hypotheses about the target language grammar, whereas more advanced students could be expected to have reached a stage where they are capable of making generalizations based on the target language itself. He found that beginners made more interference errors than intermediate students. The fact that students may use different learning strategies at different stages of acquiring a language could have implications for language teaching and it would be useful to know if there are similar differences between intermediate and advanced students, a point studied by Krashen & Pon (1975).

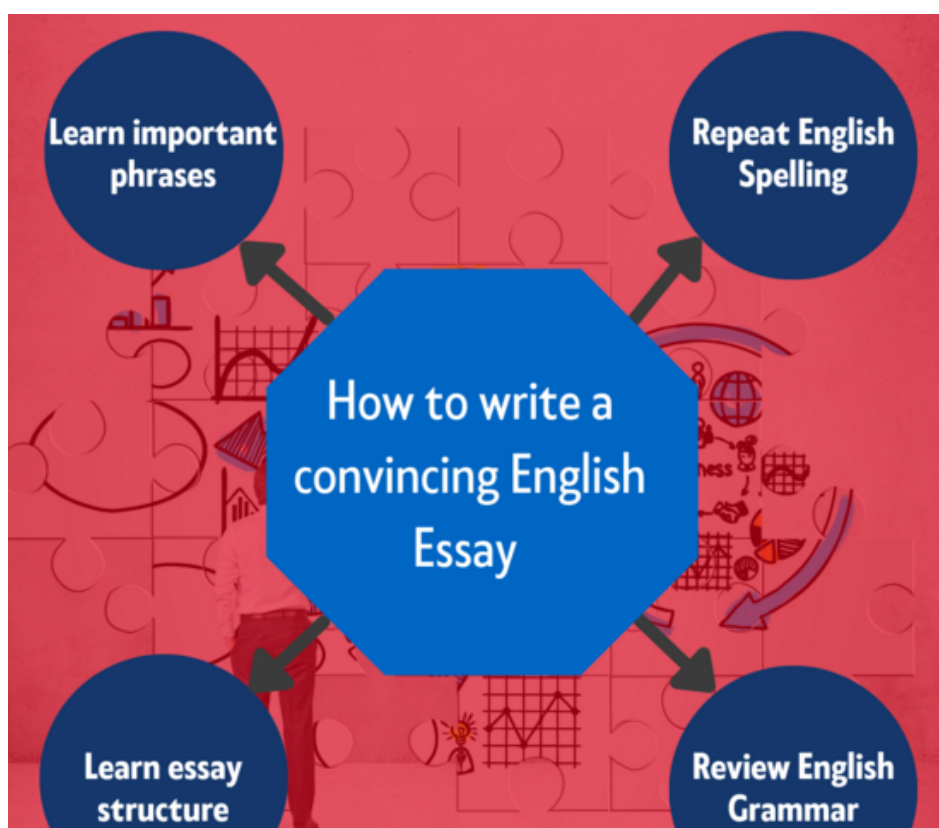
It is also possible that sources of errors are relevant for studies of the ability to correct errors. Krashen & Pon (1975) found that an adult advanced ESL student could correct 95% of his/her errors (mistakes) immediately after production if utterances containing the mistakes were presented to him/her. Krashen (1975) proposes that adult learners acquire language in ways similar to children (naturally) and that they also learn language more consciously as a result of more formal teaching methods. What they learn is used to monitor their language production, given situations where they have occasion to monitor, such as in written work as opposed to informal conversation. Where monitoring is not possible, the errors that occur tend to be developmental (i.e. related to acquisition). This suggests a need to find out whether this implies that developmental errors are actually harder to monitor than those from other sources.

The problems of ascribing errors to different sources have already been mentioned. Even if one can definitely describe an error as due to interference, there may still be difficulties in deciding whether the interference is phonological, syntactic

or semantic. Error corrections may be useful in determining the precise form of interference, for instance in deciding between phonological and syntactic origins.

5. EVALUATION OF ERRORS

Error evaluation studies proliferated in the late 1970s and in the 1980s, motivated quite explicitly by a desire to improve language pedagogy. In these studies, judgments were based on three basic categories: comprehensibility, seriousness and naturalness of the grammar and the lexis. In this judgment process, judges have to keep in mind that there are two kinds of errors: global and local. Global error is the error which affects overall sentence organization (my house is beautiful red), and local error is the error which affects single elements in a sentence. The evaluation of learner error poses a great number of problems. It is not clear what criteria judges have used when asked to assess the categories of an error. Indeed, error evaluation is influenced by the context in which the errors occurred.



(FIGURE:3.7.1)

CHAPTER IV

ESSAY WRITING

4.1 Overview of Essay writing

An Essay is a short nonfiction, non-imaginary work about a subject. It may be classified by tone and style as formal or informal. It has many purposes depending on what the writer wants to write about and how he/she wants to affect the readers. Essays are written to explore and explain ideas. Barbara Kingsolver is a famous modern-day essayist. *Small wonder* is a book by Barbara Kingsolver that describes her thoughts through essays. Many rap songs are mini-essays. Mary Schmuch was a famous essayist in the year 1997. In the most Simple terms an essay is a short piece of writing which is set around a specific topic or subject. The piece of writing will give information surrounding the topic but will also display the opinions and thoughts of the author.



(FIGURE:4.1.1)

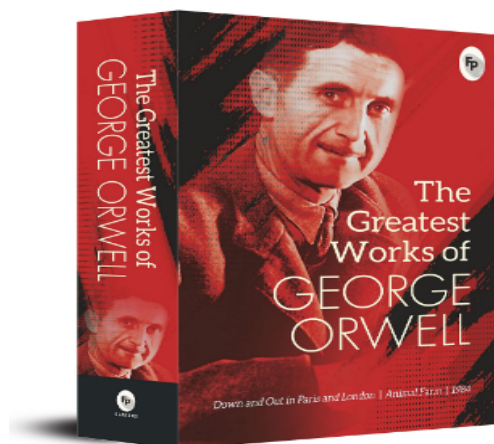
Often, an essay is used in an academic sense by way of examination in order to determine whether a student has understood their studies and as a way of testing their knowledge on a specific subject. An essay is also used in education as a way of encouraging students to develop their writing skills. Essayists are the writers who

produce essays. Essays are the literary pieces of work in which the author presents their own arguments and reflections. Since essays convey the author's individual views, they make for compelling and interesting reading. Essayists may write on a number of topics like politics, education, social issues, literary criticisms, environment, human rights, etc. Even though essays are primarily written in prose, essayists like Alexander Pope have taken the liberty to compose their essays in verse. Essayists, like writers of other genres, do not always believe in conforming to traditions. John Locke was one such essayist who chose to ignore the brevity element in composing his voluminous essays like 'An Essay Concerning Human Understanding'.

The French author Michel de Montaigne who lived during the 16th century is often hailed as the first essayist, though he himself claimed to have been influenced by the writings of Plutarch and Seneca. Essayists like Joseph Addison, Richard Steele and Samuel Johnson flourished during the Age of Enlightenment when essays became the preferred literary form for convincing people of their position. Scroll down further for more information on famous essayists from all over the world who enriched literature with their writings.

4.2 LIST OF FAMOUS ESSAYIST

GEORGE ORWELL-known for his novels ``Animal Farm " and "Nineteen Eighty-Four ".(Born:June 25,1903, Motihari, Bihar, India- Died:Jan 21,1950)

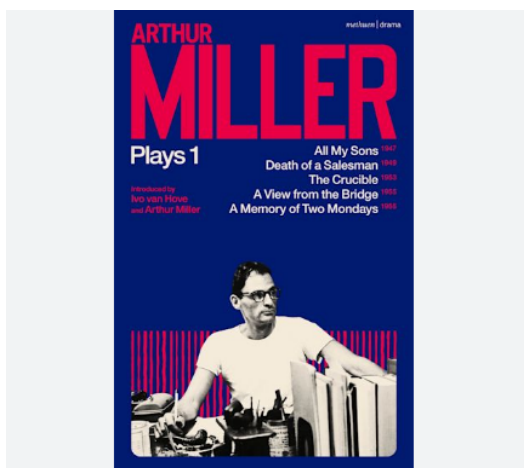


(FIGURE:4.2.1)

The King of dystopia and satire, George Orwell, the pen name adopted by Eric Arthor Blair, was a well-known novelist and critic of the 20th century. A man with a strong mind of his own, Orwell never backed down from stating his views on the socio-political climate he lived in which he expressed profusely through his influential essays and novels.

JAMES BALDWIN-Author Best Known for his novel “Go tell it on the Mountain” (Born-Aug 2,1924-Died-Dec 1,1987, Harlem, New York, United states.) Among the greatest writers of the 20th century and a leading literary voice in the Civil Rights Movements,James Baldwin extensively explored issues like race,Sexuality and humanity in his work.His best known work include his debut novel “Go Tell It On The Mountain” and his books of essays notes of a native son and Nobody knows My name.

MARGARET ATWOOD-Poet, Novelist, Literary Critic& Environmental Activist. (Born-Nov 18,1939, Ottawa, Canada) Margaret Atwood is a Canadian poet and Novelist. She works in compass themes, Such as religion and myth, climate change, and gender and identity. An award-winning writer, Many of Atwood's works have been made into films and television series; Her work-The Handmaid's Tale,has had several adaptations, perhaps, Margaret Atwood's most important contribution is her invention of the long pen device.”



ARTHUR MILLER-playwright best known for His plays “All My Sons”, “Death of a salesman” and “The Crucible”. (Born-Oct-17,1915, Manhattan, New York City,

United states-Died-Feb 10,2005). Arthur Miller was an American essayist and playwright Miller is credited with creating popular plays, such as Death of a Salesman, which is widely regarded as one of the best American plays of the 20th century. Thanks to his illustrious career, which spanned more than 70 years, Arthur Miller is regarded as one of the 20th century's greatest dramatists.

T.S.ELIOT-Best known as a leader of the Modernist movements in poetry.(Born-Sep-26,1888, st.louis, Missouri, United States, Died-Jan 4, 1965) American-born British poet. T.S.Eliot is best remembered for his poems “The LoveSong of J.Alfred prufrock.The waste land, and Ash Wednesday, and his plays such as murder in the cathedral. He won the Nobel Prize for Literature and became a prominent figure of Modernist Poetry.



(FIGURE:4.2.3)

4:3 MAJOR TYPES OF ESSAY WRITING

1. NARRATIVE ESSAY
2. DESCRIPTIVE ESSAY
3. ARGUMENTATIVE ESSAY
4. EXPOSITORY ESSAY

1. NARRATIVE ESSAY

The writer of a narrative essay presents a story about a real-life experience. While it may appear that narrating a tale is simple, the narrative requires students to think about and write about themselves. When writing a narrative essay, the author should make the story as vivid as possible in order to engage the reader. Because narrative essays are frequently written in the first person, the reader is more engaged. Readers will feel as if they are a part of the tale if you use “I” statements. A well-written narrative will also progress toward a conclusion or a personal statement.

Example:

The Christmas Cake

“First of all, let me clarify that I have grown up to be completely amateurish in cooking. My parents performed their jobs quite efficiently and they always baked those perfect cakes for me every Christmas. That night, it was me, the inexpert chef, who took the initiative to make a Christmas cake and surprise them. To today’s date, I’ve only made several hamburgers on my own. Unfortunately, I had no clue about baking a cake. All I knew were the ingredients that I would use throughout the process. He dived completely in-depth into the recipe reflected on a book and started to set for the Christmas cake. Then I cleaned the kitchen first and made a huge bowl sit in front of me to mix the essentials. I was excited and tense at the same time, as it was something I tried for the first time...”

Guidelines for Writing a Narrative Essay:

These are the most basic guidelines for writing an excellent narrative essay:

- Use conversations in your article to make it more realistic.
- When structuring the document, keep the chronological sequence in mind.
- To interest your readers, use highlighted descriptions and sensory data.
- All of the characters, storylines, and the beginning, or climax, must be significant.

All of these factors work together in your article to accurately depict the entire scene in front of your readers' eyes. So, if you want to write a good narrative essay, make sure you follow these rules to the letter.

2. Descriptive Essay:

A descriptive essay, like that of a narrative essay, uses words to create a picture. A writer could describe a person, a location, an item, or even a memorable memory. This is not, however, a descriptive essay for the sake of description. The goal of a descriptive is to convey a deeper meaning through description. Through the use of vivid words and sensory details, the writer should show, not tell, in a descriptive essay. The finest descriptive essays appeal to the reader's emotions, producing a vivid effect.

Example

"Moving up to our north cabin and spending time there had always been something that I enjoyed and looked up to. It was a nice, beautiful, and serene place. It offered a lot in terms of peace and serenity that you will not find in cities. We used to look forward to our summer vacations. So that we can go up north and experience things that we cannot do in the city. Even though time has changed and things are not as they used to be, the memory is still fresh. The atmosphere up north was quite different than in the city. When in the cabin, I marvel at how different the atmosphere and life here are then the cities. Life in the city is full of noise and tension. You have to get up for work, and the noise of traffic would never let you relax and enjoy nature. Only if you are lucky to have it around. Things up north were different, you can enjoy the sunshine and greenery, and there is no hustle-bustle.

The air was fresh, healthy, and clean. The nights are quiet, and you can hear the animals coming out to hunt for food. Cities are filled with polluted air. This abundance of polluted air is mainly due to the heavy traffic and factories. The air is thick due to smoke, smog, and other types of air contaminants that no one wants to breathe in. Getting clean air in a city is next to impossible...”

Guidelines of Writing a Descriptive Essay:

- Make a decision on a certain issue. Descriptive essays that are well-written stay focused at all times.
- Gather information.
- Make a rough sketch.
- Write the first paragraph of your essay.
- Body paragraphs should be written.
- In the final paragraph, summarize the essay
- Look for methods to make your language more lively.

3. Argumentative Essay:

An argumentative essay is a piece of writing that offers a lengthy, evidence-based case. It necessitates a solid thesis statement and a well-defined viewpoint on your subject. Your goal is to persuade the reader of your argument by providing evidence like quotes and analysis. Argumentative essays put your abilities to investigate and convey your own point of view on a subject to the test. At the undergraduate level, this is the most prevalent style of essay; almost every paper you write will include some form of argumentation.

Example

Students Who Study Abroad Achieve Greater Success

“Much of our learning takes place outside the classroom. We learn how to maintain budgets, forge friendships, develop relationships, and more. Imagine extending those skills on a global level. We would immediately cease to believe the world only contains the people and things we can see but, rather, a wide variety of

opinions, customs, beliefs, and ethics. This is why every college-level student must study abroad during their undergraduate years. They will learn more in that semester abroad than in any other academic year.

According to IES Abroad, a company that encourages students to become international leaders, students who study abroad are more likely to be accepted into the graduate degree program of their choice. In fact, 90% of students who studied abroad with IES are admitted to their first or second choice for graduate school. Imagine walking into an interview and being able to discuss preparing the most popular dish in India or organizing the best route to take from Sydney, Australia to Perth. Not only does this strike up a memorable conversation, but it also demonstrates a student's fierce independence and determination. All this makes someone who has studied abroad a more desirable candidate for their dream job. As if the IES Abroad statistic above was not astounding enough, it has been proven that 97% of students who study abroad find employment within 12 months of graduation.....”

Guidelines of Writing an Argumentative Essay:

- The thesis is well-structured. The introduction to the argument is the first step in writing an argumentative essay.
- Body Paragraphs that support the thesis statement. The essay has three body paragraphs that support the thesis' statements.
- Arguments in opposition.
- A conclusion that is persuasive.
- Phrases that bridge the gap.

4. Expository Essay:

An expository essay is a piece of writing that provides a balanced overview of a subject. In an expository essay, the writer uses facts, data, and examples to illustrate or clarify a topic. Expository writing includes a variety of essay types, including comparison and contrast essays, cause and effect essays, and “how to” or

process of Expository essays do not show emotions or write in the first person since they are based on facts rather than personal feelings.

Example

“This morning at 9 am, a school bus collided with a car at the intersection of Jones and Heard streets. There were no injuries on the school bus, but medical personnel performed checks on each student and the driver before those students were transported to their schools. The driver of the car sustained slight, non-life-threatening injuries. He was transported to the local hospital. The accident is still under investigation at this time. Advances in science and technology have made the use of “green” energy possible. In places where climate conditions permit, people are able to use solar energy or wind energy for power. Solar energy is the use of sunlight for energy and power.

Humans are able to harness the energy of the sun by installing solar panels on their homes. Humans have also found ways to harness the power of the wind by using wind turbines to capture wind energy. Both of these forms of “green” energy are being used more and more. The school science fair was a success again this year. We had 15 teams participating, and they all had amazing projects. Each team consisted of two students who designed a science experiment to test a hypothesis, created a display of their experiment and results, and presented their display to the judges. The winners this year are Sarah Jones and Mark Gordon, who hypothesized that students get into less trouble in the classroom on days when it is sunny outside. The judges were very impressed with their data collection methods, which included asking teachers to share information on how many students earned stars at the end of each day. They correlated this information with their own data about the weather-sunny, cloudy, or rainy...”

Guidelines for Writing an Expository Essay:

- Choose the essay structure
- Start with an outline

- Verify point of view requirements



(figure:4.3.1)

4.4 DIFFICULTIES IN ESSAY WRITINGS

Lack of Confidence

The inability to believe in one's capabilities and skills is one of the most common problems in essay writing that students have to face.

Students who think they are not good at writing will have trouble starting their papers. They doubt their capability to complete it as well. And with this self-doubt, they may never even try to start working on their paper.

How to overcome this

There are various ways students can improve their writing skills. There are online courses they can take and they also have the option to take up traditional classes offered by local schools or tutorial centers.

Additionally, students should practice writing daily even if they make mistakes. As long as these mistakes are corrected, they will become better writers in the future.

Insufficient Knowledge

Many students will also have difficulties writing an essay about a topic taken up in school. The main reason is that they don't have enough knowledge about the subject matter. This difficulty can be caused by the students failing to take notes in class or not attending classes at all. He or she may not even understand the topic completely.

How to Overcome

This is a problem that students can easily trounce, students simply need to put in some extra time to study whatever notes they have. They can also do extra research to understand the topic.

Lack of writing skills

Although some students are confident about writing and have enough ideas to write their papers, if they lack language proficiency, they won't submit an impressive essay. Using the wrong words, misleading language, misplacing words, phrases and punctuation will result in a poor paper.

How to Overcome

Students should learn to use simple words and construct short, concise sentences to get a good mark on their papers. Students also need to read more since this is a good exercise for becoming a better writer. These writers will ensure students turn in good essays, reflective of their knowledge and abilities.

CHAPTER V

DATA ANALYSIS

5.1 METHODOLOGY

This study is an observation study consisting of a specific learners group who are engineering students. And faculties opinion from English department The participants in the study were 50 students, and 50 faculties opinion to analyze the opinion of faculties and students error. The data was collected through google form method. The common errors which students face difficulties are: spelling mistakes, sentence-fragments,errors-in-preposition,slip-ups-with-homophones, incorrect-use-of-pronoun, run-on-sentence, comma misuse, error in articles, tense, capitalization, word choice, punctuation. The student's written essays were analyzed by the google form. Data analyzed by the following steps collecting errors, identifying errors, evaluating the errors with common errors in essays students faced difficulties. Finally data analyzed with the students frequency in essay writing, it describes the students level of writing in English language. Accordingly the research points out the students' writing skills and mistakes done in essay writing.

SPELLING QUESTIONNAIRE

ESSAY QUESTIONS

1. Describe any meaningful travel experience you've had.
2. Share an example of how you have used your own critical-thinking skill on a specific subject,project,idea or interest.

TABLE-1**5.2 DATA ANALYSIS FOR COMMON MISTAKES (ENGINEERING STUDENTS)**

S.NO	COMMON MISTAKES	FREQUENCY	PERCENTAGE
1.	SPELLING MISTAKES	46/50	92%
2.	SENTENCE FRAGMENTS	40/50	80%
3.	SLIP-UPS-WITH HOMOPHONES	38/50	76%
4.	INCORRECT USE OF PRONOUN	32/50	64%
5.	RUN-ON-SENTENCE	20/50	40%
6.	COMMA MISUSE	18/50	36%
7.	ERROR IN ARTICLES	12/50	24%
8.	TENSE	9/50	18%
9.	CAPITALIZATION	5/50	10%
10.	PUNCTUATION	5/50	10%

The table-1 analyzes the common mistakes of students. I have analyzed the frequency of errors by the students. The target students are 50 students. The data were collected based on the common mistakes done by the students in essay writing and it also calculated the percentage of the students' errors. The common mistakes are spelling mistakes, sentence fragments, slip-ups-with homophones, Incorrect use of Pronoun, Run-on-sentence, Comma misuse, Error in Articles, Tense, capitalization, Punctuation. The frequency of errors were collected out of 50 students.

TABLE-2**5.3 FACULTIES OPINION IN ERRORS**

S.NO	FREQUENCY MISTAKES	FREQUENCY	PERCENTAGE
1.	SPELLING MISTAKES	42/50	84%
2.	SENTENCE FRAGMENTS	36/50	72%
3.	SLIP-UPS-WITH HOMOPHONES	31/50	62%
4.	INCORRECT USE OF PRONOUN	28/50	56%
5.	RUN-ON-SENTENCE	26/50	52%
6.	COMMA MISUSE	21/50	42%
7.	ERROR IN ARTICLES	19/50	38%
8.	TENSE	12/50	24%
9.	CAPITALIZATION	10/50	20%
10	PUNCTUATION	6/50	12%

Table 2 analyzed the 50 faculties' opinions in essay writing. Under the spelling mistakes out of 50/42, students faced difficulties in essay writing. In sentence fragments 36 students. In slip-ups-with homophones 31 students. In incorrect use of pronoun 28 students. In run-on-sentence 26 students. In comma misuse 21 students. In articles 19 students. In tense 12 students. In capitalization 10 students. In punctuation 6 students.

TABLE-3**5.4 LIST OF COLLEGES (DATA ANALYSIS)**

S.NO	COLLEGE NAMES	NO.OF STUDENTS	FEMALE	MALE
1	SATHYABAMA UNIVERSITY -SHOLINGANALLUR, CH-600119	20	15	5
2	DHANALAKSHMI SRINIVASAN COLLEGE- MAMALLAPURAM,603104	11	10	1
3	ANAND INSTITUTE OF HIGHER TECHNOLOGY KAZHIPATTUR,603103	5	3	2
4	MOHAMED SARTHAK COLLEGE- SHOLINGANALLUR,600119	4	2	2
5	HINDUSTAN UNIVERSITY- PADUR,KELAMBAKKAM, 603103	3	2	1
6	GTN ARTS AND SCIENCE COLLEGE- DINDIGUL,624005	1		1
7	HOLY CROSS COLLEGE- TIRUCHIRAPPALLI, 620002	2	1	1
8	RVS-ENGINEERING COLLEGe-DINDIGUL,641402	2	2	

9	JHA AGARSEN COLLEGE- MADHAVARAM CHENNAI-600060	1	1	
10	SRM UNIVERSITY-POTHERI,KATTA NKULATHUR-603203	1		1

The table analysis the list of colleges were the data collected. So the data collected in 10 colleges. The 1st college “Sathyabama University” (20) students, 2nd “Dhanalakshmi Srinivasan college” (11) students, 3rd “Anand Institute of Higher Technology” (5) students, 4th Mohamed Sathak college (4) students, 5 th Hindustan university (3) students 6 th “GTN Arts and science College . (1) students,7 th “ holy cross college” (2) students , 8 th “ RVS Engineering college” (2) students , 9 th “ JHA AGARSEN College (1) students. 10 th SRM University (1) students.

TABLE-4

5.5 HIGHEST FREQUENCY OF ERRORS BY STUDENTS

S.NO	ERRORS	FREQUENCY	PERCENTAGE
1.	SPELLING MISTAKES	46/50	92%
2.	SENTENCE FRAGMENTS	40/50	80%
3.	SLIP-UPS-WITH HOMOPHONES	38/50	76%
4.	INCORRECT USE OF PRONOUN	32/50	64%
5.	RUN-ON-SENTENCE	20/50	40%

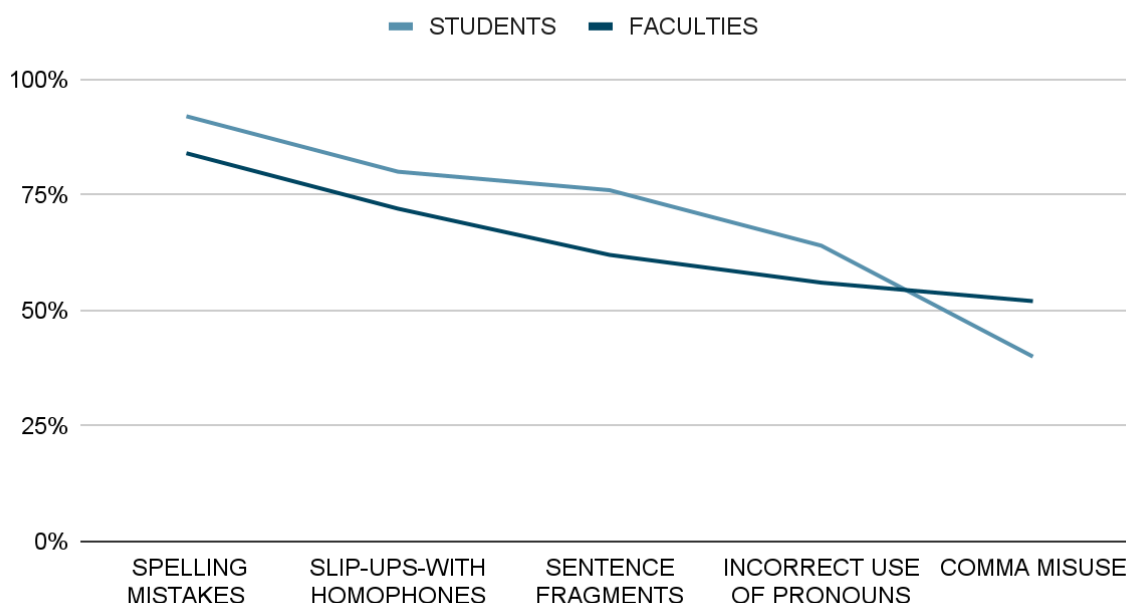
Frequency of errors by the students are spelling mistakes, slip-ups-with homophones, incorrect use of pronouns, run-on-sentence, comma misuse. The highest frequency of errors was spelling mistakes-92%, slip-ups-with homophones-80%, incorrect use of pronouns-76%, run-on-sentence-64%, comma misuse-40%.

STEPS FOR CALCULATING THE ERRORS BY THE CORDER

- COLLECTING THE ERRORS
- IDENTIFYING THE ERRORS
- DESCRIBING THE ERRORS
- EVALUATING THE ERRORS

5.5 HIGHEST FREQUENCY OF ERRORS BY STUDENTS AND OPINION BY THE FACULTIES

FREQUENCY OF ERRORS



(chart:5.5.1)

- **STEPS TO DESCRIBE THE ERRORS**

- 1. COLLECTING THE ERRORS**

Collecting the errors from the students and opinion from the faculties. Collect the data from the students, the highest frequency percentages from the errors like spelling mistakes, slips-ups-with homophones, sentence fragments, incorrect use of pronoun, comma misuse these are the highest Frequency of errors.

It carried out by the students (92%) in spelling mistakes, (80%) in slip-ups-with homophones, (76%) in sentence fragments, (64%) in incorrect use of pronouns, (40%) in comma misuse. Opinion of faculties percentage (84%) in spelling mistakes, (72%) in slip-ups-with homophones, (62%) in sentence fragments, (56%) in incorrect use of pronoun, (52%) in comma misuse..



(figure:5.5.1)

- 2. IDENTIFYING THE ERRORS**

Identifying the errors in the collection of errors and analyzed the data for the students and faculties. The aim the research is to identify the errors and difficulties of students in essay writing. The errors are spelling mistakes, sentence fragments, slip-ups-with homophones, incorrect use of pronoun, run-on-sentence, comma misuse, error in articles, tense, capitalization, word choice, punctuation.

The identified errors are calculated for the analysis and identified the difficulties faced by the students. And it also collected the opinion of the faculties.

3. DESCRIBING THE ERRORS

Describing the errors such as spelling mistakes, sentence fragments, slip-ups-with homophones, incorrect use of pronoun, run-on-sentence, comma misuse, error in articles, tense, capitalization, word choice, punctuation.

- Spelling mistakes

Spelling mistakes are when a learner consistently makes the same misspellings over and over again, because they do not know what is correct, spelling mistakes on the other hand are when a learner only occasionally misspells a word which they use most of the time to spell correctly.

- Sentence fragments

Sentence fragments is a group of words that looks like a sentence, sentence fragments are usually missing a subject or verb, or they do not express a complete thought.

- Slip-ups of homophones

A homophone is a word that sounds the same as another word but is usually spelled differently and has a different meaning.

Examples of homophones that have three words are to,too and two,and their, there and they're.

- Incorrect use of pronoun

Do not combine a subject pronoun and an object pronoun in phrases like her and I or he and me. Whatever and or kinds of an object pronoun (her,me) and a subject pronoun (he,i) one of those pronouns will always be wrong.

- Run-on-sentence

A run-on-sentence occurs when two or more independent clauses (also known as complete sentences) are connected improperly.

Example: I love to write papers. I would write one every day if I had the time.

- Comma misuse

Do not use commas to set off restrictive (or essential) elements that are necessary to the meaning of the words they modify.

Also do not use a comma before a coordinating conjunction. (and, but, for, nor, or, so, yet.)

4. EVALUATING THE ERRORS

Data analyzed by the students' frequency of errors. It calculates the overall errors and frequency errors in the given data. It evaluates the percentage of the overall errors and highest frequency errors.

CHAPTER VI

CONCLUSION

6.1 SUMMARY

As seen above, studies were describing the types of errors and concepts of errors in error analysis. Many reviews highlight the writing language and describe the significance of errors which occur in their writing and it also indicates that error analysis is an essential task in language teaching learning activities. Error analysis (EA) was one of the first methods used to investigate learners' language. It achieved considerable popularity in the 1970s replacing con-trastive analysis. The first step in carrying out an EA was to collect a massive, specific or incidental sample of learner language. The sample could consist of natural language use or elicited either clinically or experimentally. The second stage involved identifying the errors in the sample. Corder distinguished errors of competence and argued that EA should investigate only errors with two types of descriptive taxonomies. The third stage describes the errors with the mistakes. The fourth stage explains the errors. The fifth stage evaluation of errors. An Essay is a short nonfiction, non-imaginary work about a subject. It may be classified by tone and style as formal or informal. It has many purposes depending on what the writer wants to write about and how he/she wants to affect the readers. Essays are written to explore and explain ideas. Barbara Kingsolver is a famous modern-day essayist. *Small wonder* is a book by Barbara Kingsolver that describes her thoughts through essays. Many rap songs are mini-essays. Mary Schmuch was a famous essayist in the year 1997. In the most simple terms an essay is a short piece of writing which is set around a specific topic or subject. The piece of writing will give information surrounding the topic but will also display the opinions and thoughts of the author.

Often, an essay is used in an academic sense by way of examination in order to determine whether a student has understood their studies and as a way of testing their knowledge on a specific subject. An essay is also used in education as a way of encouraging students to develop their writing skills.

Essayists are the writers who produce essays. Essays are the literary pieces of work in which the author presents their own arguments and reflections. Since essays convey the author's individual views, they make for compelling and interesting reading. Essayists may write on a number of topics like politics, education, social issues, literary criticisms, environment, human rights, etc. Even though essays are primarily written in prose, essayists like Alexander Pope have taken the liberty to compose their essays in verse. Essayists, like writers of other genres, do not always believe in conforming to traditions. John Locke was one such essayist who chose to ignore the brevity element in composing his voluminous essays like 'An Essay Concerning Human Understanding'. The French author Michel de Montaigne who lived during the 16th century is often hailed as the first essayist, though he himself claimed to have been influenced by the writings of Plutarch and Seneca. Essayists like Joseph Addison, Richard Steele and Samuel Johnson flourished during the Age of Enlightenment when essays became the preferred literary form for convincing people of their position. Scroll down further for more information on famous essayists from all over the world who enriched literature with their writings. T.S. ELIOT - Best known as a leader of the Modernist movements in poetry. (Born-Sep 26, 1888, St. Louis, Missouri, United States, Died-Jan 4, 1965)

American-born British poet. T.S. Eliot is best remembered for his poems "The Love Song of J. Alfred Prufrock", "The Waste Land", and "Ash Wednesday", and his plays such as "Murder in the Cathedral". He won the Nobel Prize for Literature and became a prominent figure of Modernist Poetry.

MAJOR TYPES OF ESSAY WRITING

- NARRATIVE ESSAY
- DESCRIPTIVE ESSAY
- ARGUMENTATIVE ESSAY
- EXPOSITORY ESSAY

Frequency of errors by the students are spelling mistakes, slip-ups-with homophones, incorrect use of pronouns, run-on-sentence, comma misuse. The highest frequency of errors was spelling mistakes-92%, slip-ups-with

homophones-80%, incorrect use of pronouns-76%, run-on-sentence-64%, comma misuse-40%.

STEPS FOR CALCULATING THE ERRORS BY THE CORDER

- COLLECTING THE ERRORS
- IDENTIFYING THE ERRORS
- DESCRIBING THE ERRORS
- EVALUATING THE ERRORS

This project aimed to identify the students common errors in essays written. It analyzes the causes of their frequent occurrence. It classifies the types of errors, steps of errors and categorizes errors. It is essential to study the characteristics of the language errors, the pattern of the common errors, and the situation involved in the errors to help analyze errors systematically as well as to understand and find the causes of such errors. In the 1960s errors analysis (EA) was developed and offered as an alternative to contrastive analysis. Thus different types of errors were classified by Richard (1974) and Richard and Schmidt (2002) for an analysis as follows: (i) Overgeneralizations are errors caused by extension of target language rules to inappropriate contexts. (ii) Simplifications are errors resulting from learners producing simpler linguistics rules than those found in the target language (iii) Developmental errors reflect natural stages of development. (iv) Communication based errors result from the use of communication strategies. (v) Included error result from transfer from the use of training. (vi) Avoidance is caused by failure to use target language structures. Since they are thought to be too difficult, and (vii) Overproduction errors are structures being used too frequently. At the end of this research students can identify their mistakes in essay writing.



(figure:6.1.1)

6.2 DISCUSSION AND FINDING

Second Language Learners often have difficulty and thus make errors when using the language. Many scholars have been investigating errors for many years . Errors were considered as a problem that should be decreased as soon as possible. Recently , Anyhow , errors seem like a foreign Language . Learning error analysis provides an opportunity to give us better insight into the process of learning. Hence , errors are now considered as a very important tool for diagnosis in language teaching. The research describes the data of erroneous sentences made by students. The data analyzes the students' difficulties in essay writing. I have found some common errors students make in essay writing. They are spelling mistakes, Sentence fragments, slip-ups with homophones, Incorrect use of pronouns, run-on-sentences, errors in articles, tense, capitalization, punctuation, these errors are used to find the students' difficulties and opinion of faculties. I have given some guidelines to the students to reduce the errors. This research also helps the students for further research.

6.3 SCOPE AND LIMITATION FOR FURTHER RESEARCH

In error analysis researchers also analyze some other scope for further research process. Students can also analyze the data in vocabularies, not meeting minimum word limit . not meeting task requirements hoping the essay questions in introduction there are another error for future research.

My target is to collect 100 students' data but I can't collect. If I collect the data from 100 students I can analyze more difficulties faced by students and also I can find many errors in essays.

6.4 CONCLUSION

The conclusion is that the accuracy is determined primarily by systematic error in the end point. The discussion, above, gives the complete thought process for determining the most important errors in the experiment. Since the errors of performance are known to be unsystematic, but the errors of competence systematic, the teachers of English should be aware of the system of errors. It is not sufficient merely to study learners' errors and to classify them in different groups. Only when the teachers of English know why an error has been produced can they set about correcting in a systematic way. It is one of the most important tasks of the teacher in the language classroom to decide when correction is necessary. In his article '*The Significance of Learners' Errors*', Corder emphasizes the importance of studying errors made by second language learners: The study of error is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process. Error analysis is not only beneficial to teachers, syllabus designers and textbook writers by showing them a student's progress, but it is also significant to researchers and to the learners. It can show researchers what strategies learners use to learn a second language and also indicate the type of errors learners make and why. Error analysis is conducted not only in order to understand errors but also in order to use what is learned from error analysis and apply it to improve language competence.

In conclusion, error analysis helps linguists realize that although errors sometimes obstruct communication, they can often facilitate second language

learning, and they play a significant role in training teachers and helping them identify and classify learners' errors, as well as helping them construct correction techniques.

6.5 Result

The common errors of grammar and difficulties faced by college students. Now-a-days students have problems writing essays. The main errors done by the students are spelling mistakes, Run-on-sentence, sentence fragments, slip-up with homophones, incorrect use of pronouns, comma misuse, making mistakes in usage of articles, errors in tense, These students in writing essays. So, The aim of the study is to identify the errors, and solve the problem of the students. This result of the study shows that errors that participants committed were basically grammatical. The participants also had a relatively weak vocabulary and their sentences were sometimes comprehensible. They committed errors in applying sentence structure rules in the English language, Hence we can conclude that these participants have problems in acquiring normal grammatical rules in English.

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Studies in Second Language Acquisition - This journal publishes research on second language acquisition, including error analysis.

Language Learning - This journal publishes articles on language learning and teaching, including studies on error analysis.

TESOL Quarterly - This journal is dedicated to teaching English to speakers of other languages, and includes articles on error analysis.

[02:24, 5/2/2023] Imthiyaz: Applied Linguistics - This journal covers a broad range of topics related to language learning and teaching, including research on error analysis.