Scope of Error Analysis in English written texts of ESL Students- A Case Study

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Abstract— Of all the language skills, writing is the most difficult skill for the students who learn English as a second language because they have less experience with written expression. In this research paper, efforts have been made to prove the relevance of error analysis in the English writing skills of the Intermediate Level students. To conduct the research, a random written sample of a Class XII student of Jawahar Navodaya Vidyalaya, Navsari, Gujarat, has been taken up. Errors in the written text have been categorized using the theory provided by Dulay, Burt, and Krashen (1982, pp.146). The need of this research arose after looking into the writing errors made by the JNV students of Intermediate Level, where English is taught and learned as a Second Language. The intent is to prove how error analysis can help to possibly identify sources of errors in learners' writing; categorize the errors, and try to present a method for correction and improve the writing skills of the students. This study can be of great help to the English teachers of JNVs that were established in 1986 to bring out the best of Indian rural talent; to improve upon the writing skills of their students.

I. INTRODUCTION

English was introduced to India when it was a British colony. An official resolution recognizing Macaulay's Minute was approved on March 7, 1835 (As cited by Kachru 1961) The English was acclimated to a heterogeneous Indian culture through time. The Indian Constitution's Eighth Schedule lists 22 'Official Languages,' one of which is English. The supremacy and monopoly once enjoyed by Sanskrit and Latin languages in terms of its widespread use across continents for political and economic reasons, is now taken over by English. Colonialism, imperialism, and the industrial revolution are the three key factors that have made English the lingua franca of the 21st century modern world of science and technology.

English has attained the status of the 'language of empowerment'. English is the most powerful vehicle of communication; it serves as a language of opportunities in a multicultural and a multilingual society like India. According to Braj Kachru, "For most Indians perhaps English is clearly L2." He also points out that in India, the English language was used as L2 in order to create English-speaking bi-linguists who has (or have) no- or negligible –contact with native speakers of English. The term L1 and L2 was suggested by J.C. Catford for primary and secondary language in "*The Teaching of English as a Foreign Language*" (As cited by Kachru 1961). The online Free Dictionary defines the second language as 'a non-native language officially recognized and adopted in a multilingual country as a means of public communication' (Cited by Omidvar and Ravindranath 2017). Today writing is one of the central pillars of language learning. Language error in writing skills is inevitable by second language learners of English. Dulay et al., (1982, p.138 as cited by Agustina & Junining 2015) "People cannot learn language

without first systematically committing error." The speaking and reading skills of second language learners in classes were found to be exceptional, but their performance on writing tasks was subpar. This was revealed by SLA researchers and teachers in the 1990s. Thus, they came to the conclusion that learners need to be informed about their interlanguage errors rather than just being exposed to the target language, Tanveer et al. (2018) cited Lightbrown & Spada's (2013) article.

Since 20th Century English has been formally established as the official and academic language of India. Studying, knowing, and mastering the four basic skills of language acquisition (LSRW) in English can help anyone to grab a better competitive edge. The English language gives learners access to information, resources and research. Since many of the top academic journals are published in English, students and academicians need strong English writing skills. Moreover, for a research study or other publication to get sufficient attention, it should be published in English. The proliferation of English coaching establishments around the country demonstrates that clear communication in English is a key goal for all job seekers. Writing well not only clarifies our mind and orders our thoughts, but also the ability to represent ourselves well on paper will help us secure a job in the future. (As cited by Ariana 2010). Thus, this study attempts to answer the following research questions:

i) What are the common types and frequencies of grammatical errors made by the young ESL students of JNV in their writing skill?

ii) What could be the possible explanation and reasons for the occurrence of such errors?

iii) How language teachers at Jawahar Navodaya Vidyalayas can be suggested new language teaching strategies and methodologies by analyzing students' errors?

II.   LITERATURE REVIEW AND THEORETICAL MODEL

2.1 THEORETICAL VIEW

According to Krashen's "Monitor Theory"(Krashen, 1982, 1985 as cited by Shakir, Rasool & Khan 2020), structural knowledge plays a limited but well-defined role in language use. Monitor hypothesis explains the relationship between acquisition and learning. Acquisition is a subconscious process that is used to learn the mother tongue whereas learning is a conscious process which is guided by formal instructions for example the knowledge of grammar rules. For example a child residing in the state of Gujarat will learn Gujarati subconsciously whereas

English will be learnt in a conscious process. The learning system plays the role of a 'Monitor' to check on the accuracy of production, self-correction according to the known rules and to communicate as per the need and demand of the language user(s). These conditions are met to some extent in the writing skills. The mother tongue interference (MTI) is a major cause of errors in a learner's second language acquisition as a result of an unconscious attempt to transfer certain native language structures to L2; though, there also exist other sources of errors, such as overgeneralization errors, developmental errors, and simplification errors, which continuously influence interlanguage (Bryant, 1984). Learners' L2 language can be named as "inter language", that is, learners' developing L2 knowledge (Selinker, 1972). Analyzing errors allows us to see some cognitive processes of learners' language acquisition but it is not always helpful to present a clear picture of the source and causes of learners' errors.

Language learning, according to behaviourist ideas, is a matter of habit formation, which can be promoted or hampered by existing habits. As a result, the difficulty in understanding specific Second Language (L2) structures is determined by the difference between the learners' Mother Language (L1) and the target language (L2), which in this case is English. Thus, the errors of the learners are the result of the interference of the first language according to the behaviorist theory (Corder, 1967, 1971 & 1974 as cited in Kazemian, Jabeen & Mustafai 2015). Writing ability is important in second language (L2) learning since it serves as a tool for communicating as well as for learning, thinking, and organizing information or ideas (Cited by Fithriani 2017)

One of the most crucial roles of language teachers is to correct students' texts. To help their students develop their English language skills, they look for and treat errors. Dealing with errors is unavoidable and necessary for teachers to improve the pupils' language skills because they are responsible for the development of English language abilities. Teachers must identify errors, deal with them, and provide remedial feedback to their students. The application of the 'Error Analysis' technique is one way to do so. "By studying the changes that occur in the error of L2 learners in their continuous learning process, the instructor can foresee the likely errors and prepare the instructional content accordingly," writes Sarfraz (2011, P.38 as cited by Goundar & Bogitini 2019).

2.2 DEFINING ERROR

Various definitions of errors have been proposed by experts. This article goes over four different definitions. First and foremost, an error is a systematic deviation; it occurs when a learner has not learned something and

frequently makes mistakes (James, 1998: 77 as cited by Maulita & Sari 2016). Second, an error is a systematic departure from the taught language's standards (Corder in Gass & Selinker, 2001: 78). According to Lennon (1991: 182), an error is "a linguistic form or a combination of forms which, in the same context and under similar conditions of production, would in all likelihood, not be produced by the speakers' native speaker counterparts." James (1988) relates errors to ignorance and further infers that error correction (EA) is "the study of linguistic ignorance, the investigations of what people do not know and how they attempt to cope with their ignorance" (ibid, p.62) James argues that the learner's ignorance of the target language (TL) can be expressed in four categories: grammaticality, acceptability, correctness and strangeness and infelicity. The incidence of errors, according to Zakariae Anefnef (2017), not only indicates that the learner has not yet learned something, but also gives the linguist a sense of whether the teaching approach used was effective or needs to be modified.

2.3 ERROR V/S MISTAKE

Error and mistake are two distinct concepts to grasp, according to Corder (1967), who "associates errors with failures in competence and mistakes with failures in performance." James (2008, p.78) "Mistakes are analogous to slips of the tongue," according to Gass and Selinker (2008), and hence "usually one-time-only incidents," whereas errors are systemic. This means that learners can notice and correct mistakes, however errors are not recognized as a faulty form, resulting in errors occurring frequently and repeatedly. Since "an error arises only when there was no purpose to commit one," James (1998) defined an error as "an mistake that arises only when there was no intention to commit one" (Ibid, p.77). As a result, mistakes can occur as a result of a lack of concentration. Errors demonstrate a lack of understanding in the learners' thoughts, whereas mistakes reflect a failure to apply that information.

III. ERROR ANALYSIS

3.1 HISTORY

Contrastive analysis (CA) and error analysis (EA) have been recognized as the two primary foundations in the realm of second and foreign language learning. Unlike CA which aims to identify differences and similarities of L1 and L2 (Keshavarz 1999 cited by Heydari & Bagheri 2012). James (1998 cited in Heydari & Bagheri 2012) claimed that EA attempts to describe learners' interlanguage (i.e. learners' version of the target language) independently and objectively. He argued that the most significant element of EA is that the mother tongue is not

supposed to be mentioned for comparison. The goal of error analysis is to determine "what the learner knows and does not know" and to "ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" (Corder, 1974, p. 170 as cited by Ogunyemi 2019).

Error Analysis has been defined as "a strategy for recognizing, classifying, and systematically analyzing the unsatisfactory forms produced by someone learning a foreign language, utilizing any of the ideas and techniques supplied by linguistics," Crystal (1999).

Robinson (1998 cited in Mehdi 2018) states, "It is not a new idea that errors should be treated as a developmental problem and that instructors should exercise patience in dealing with them". For students learning English as a foreign or second language, writing is the most difficult ability to master. To compose accurate sentences in English, there are few principles that must be observed. Students appear to have no difficulty learning and comprehending English language principles. They, on the other hand, fail to write correct sentences while employing these criteria. Applied linguists, researchers, and teachers who work with the English language realize that learners' errors in writing English sentences must be thoroughly examined. Errors are inevitable and an essential component of learning, according to Noam Chomsky (1998 cited by Maulita & Sari 2016). They provide tangible evidence that learning is occurring.

Stephen Pit Corder , (1976), is known as the Father of Error Analysis. EA took a new direction in 1967 with his article "The Importance of Learner Errors." Errors were once thought to be "flaws" that had to be fixed. Corder (1967) took a different approach. Those errors, he claimed, are "significant in and of themselves." Systematically evaluating language learners' faults, he believed, allows teachers to identify areas that need to be reinforced in the classroom. (Cited by Darus & Subramaniam 2009)

Corder elaborated on three major aspects of EA. Firstly, if a teacher undertakes systematic analysis, he or she can assess the progress of the learner and derive what remains to be learned. Secondly, it provides the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learners are employing in their discovery of the language. Thirdly (and in a sense, this is the most important aspect) it becomes indispensable to the learner himself/herself because we can regard the making of errors as a device the learner uses to learn

(p.167). The occurrence of errors is merely a sign of "The present inadequacy of our teaching methods" (Corder1976, p.g.163). There has been much research on error analysis centered on the written work of the learners. Those researches demonstrate the way error analysis is utilized to develop the skill of writing. In these studies, researchers analyze possible sources of errors in learners' writing and try to present a method of writing to get better writing tasks.

According to B.F. Skinner (1957), the proponent of the theory, language learning should be viewed as a process of habit formation: the acquisition of a series of reactions to external stimuli developed through a process known as operant conditioning. His speech behaviour might be traced back to his verbal behaviour (As cited in Ogunyemi, 2019). Hereby, errors were considered to be counterproductive since they "led to the formation of bad habits, which if left uncorrected resulted in fossilization". In order to solve this problem, one aimed at avoiding errors, through, on the one hand, rigorous correction practices, and on the other hand teacher tried to help students to avoid errors by comparing the target language to their mother tongue by putting the focus on their differences, contrastive analysis, (Lado 1957 cited in Khansir 2012).

Noam Chomsky postulated a genetically encoded predisposition to learn a language which is called Universal Grammar (UG) or Language Acquisition Device (LAD). According to this theory, language learning is not simply the process of habit formation and that children are born with an inherited ability to learn any human language rules. This theory proposed that there are many cognitive processes that are involved in language learning. In this perspective, Corder points out that some of the learning techniques and strategies that are being used by the second language learners are the same as the learners of the first language used during the process of first language acquisition. (Corder as cited in Richards, 1974: 22). The American linguist, Larry Selinker introduced the term interlanguage (IL)(Selinker 1969) referring to adult second language learners who try to express meanings in the language they have learned, the so-called Target Language (TL).

Based on the similarities of the rules of L1 and L2 language acquisition, when there was a positive and constructive effect on the learning, it was considered the positive transfer and based on the differences of rules, when there was resistance in language learning, it was considered the negative transfer (Gass and Selinker, 2008). Furthermore, for error analysis, one should be very much clear about the identification of errors. Learners produce ungrammatical and semantically incorrect sentences at a very earlier stage of their acquisition and later on by getting the instruction and feedback from their adults they correct themselves. Second language learners also go through the same process while learning any language.

3.2 MODELS FOR ERROR ANALYSIS

The approach for error analysis has been developed by EA proponent Corder S. P. (Corder, 1973, 1975, 1981 referenced by Kotsyuk 2015). R. Ellis (Ellis, 1994), S. Gass, and L. Selinker were among the scientists who expanded on this approach (Gass & Selinker, 2008). As a result, the Error Analysis model has three stages:

3.2.1. Data collection — selecting a corpus of written or spoken language, identifying errors, classifying and quantifying errors;

3.2.2. Description — a grammatical study of each error and its sources; and

3.2.3. Explanation (the ultimate goal of error analysis) — explanation of various types of errors.

3.3 ERROR CATEGORIES

Dulay, Burt and Krashen (1982, pp.146 as cited by Agustina & Junining 2015) categorize errors into four types, namely (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect. Based on surface strategy taxonomy, Dulay et al. (1982 cited by Esmalde 2018), categorized the types of errors. The surface strategy taxonomy places a premium on how surface structure is altered. Learners may skip vital elements while adding inessential ones, or they may misform or misorder them. Errors are divided into four types based on the surface strategy taxonomy: 1) Omission: an omission occurs when an item that must present in a well-formed utterance is missing. 2) Addition: this is defined by the existence of an item that must not present in a well-formed utterance, as opposed to omission. In this class, there are three types of additions: double marking, regularisation, and basic addition. 3) Misformation: When a morpheme or structure is used incorrectly, it is referred to as misformation. Regularization, archy, and alternating form are the three types of misformation. 4) Misordering: a morpheme or a set of morphemes is incorrectly placed in an utterance, resulting in an error. Linguistic category and communicative effect are not discussed here in detail.

Interlingual errors, according to Jack Richards (1970), are those that represent general aspects of rule learning, such as inaccurate generalization, incomplete rule application, and failure to understand the situations under which rules apply. The learner making developmental errors is seeking to form hypotheses about the English

language based on his or her limited experience or exposure in the classroom or through textbooks.

3.4 SCOPE & IMPORTANCE OF ERROR ANALYSIS

An analysis of errors in SLA is significant in three different ways (Selinker, 1969; Corder, 1981 as cited by Kotsyuk 2015).

3.4.1. To the teacher- If a teacher understands what is hard to learn, and where most of the errors originate, he can add more efforts in the classroom practicing it with his students. According to S. K. Sharma (Sharma, 1980 cited in Kotsyuk), "Error analysis can thus provide a strong support to remedial teaching". Thus teachers can devise remedial measures; can modify the curriculum as per the students' requirement and adapt new teaching techniques.

3.4.2. To the researcher- EA provides the researcher with information about the process of language learning and acquisition, the methods or strategies the student is using on his way to learn a language.

3.4.3. To the learner- Making of errors serves a device the learner uses in order to learn. If students understand their learning gaps, and desire to achieve accuracy, they will pay attention to the corrective feedback given by the teachers. James (1980, p. 148 cited by Kotsyuk) claims that "An important ingredient of the teacher's role as monitor and assessor of the learner's performance is to know why certain errors are committed. Consequently, it is on the basis of such diagnostic knowledge that the teacher organizes feedback to the learner and remedial work."

3.5 HOW SHOULD ERRORS BE CORRECTED?

It is sensible to apply the three principles in error correction, according to James (1998, as quoted by Amara 2015). To begin with, the strategies used in error correction would be able to improve pupils' expression accuracy. Second, the emotive components of the pupils should be considered, and the correction should not be humiliating to the student. Furthermore, some academics believe that indirect corrective feedback from teachers is highly valued. They either encourage pupils to use the heuristic method to self-correct or they show the right form so that students are not embarrassed.

IV. METHOD

4.1 DATA SOURCE

Jawahar Navodaya Vidyalayas (JNVs), a co-educational residential set-up under the aegis of Navodaya Samiti, was founded in 1986 with the goal of providing free quality education to India's poor rural gifted students. Throughout

a total, 661 JNVs have been approved in India's 638 districts. In 23 districts, more JNVs have been approved.

A random written sample of a student who appeared in the Pre-Board Examination of XII Class (Humanities) of Jawahar Navodaya Vidyalaya, Navsari, Gujarat, India (connected to CBSE) in the subject English Core (Subject Code- 301) was used in this study. Reading Comprehension, Writing Skills, and Literature were the three sections of the question paper. One of the descriptive type questions in the Writing Section required the examinee to create a 200-300 word article on the theme "A healthy mind resides in a healthy body." An article is a logical and coherent statement of one's thoughts on a topic or issue expressed in meaningful paragraphs. Students are instructed to offer a convincing justification for their beliefs in an article, which they must back up with proof or elaboration. The student understood the significance of grammar in his or her writing. As a result, just the grammatical portion of the text has been examined, not the text's arrangement. Quantitative research design has been used in this research owing to its statistical realibility.

4.2 DATA COLLECTION

The data was collected using the following steps:

4.2.1. Collecting students' handwritten answer sheets- The student wrote the answers in pages which were then converted to PDF and emailed to the teacher. Due to the epidemic, online classes were held, as well as online testing. The original PDF has been attached separately.

4.2.2. Identifying the errors in the erroneous clauses- The student's solution to question 09 has been chosen for the study. The document was thoroughly examined to identify any incorrect clauses.

4.2.3. Highlighting the incorrect sentences- Efforts were made to detect the errors in the sentences containing erroneous phrases.

4.3 DATA ANALYSIS

Steps followed in analyzing the data:

4.3.1. Table 1 presents the authentic sample of the student's written output. The article has been divided into sixteen lines to systematically identify the errors.

Table 1: Authentic sample of the student's written text

Line No.	
1	Life and lifestyle of people in 21st century has become very much fast like speed of bike
2	which participate in race. High speed of bike also causea injury to biker. Same a fast life
3	and lifestyle will also injured to people by mentally and physically.
4	Healthy mind residents only in healthy body. To run in the life of race people need
5	healthy mind and healthy mind will work when our body would be healthy. To make our
6	body healthy we have to follow some things which will be beneficial for us. Food is very
7	important part of our daily routine, speially morning food when our metabolism it very
8	low. So we have to avoid junk food and eat healthy. Food like fruits, vegetable. Ratan
9	Tataji has told that "Eat your food like medicine otherwise your medicine you have to eat
10	like your food." Proper sleep is very much important for healthy mind. Minimum six hours
11	of sleep human body is required to be healthy. Exersice is play important role to boast up
12	our day. Including yoga in our daily routine is improve our power of concentration and
13	stable a mind to handle a situation. To empower a yoga Prime Minister of our country has
14	initiative of International Yoga Day.
15	To live healthy life and to run fast in the race of 21st century it is very much necessary to
16	live healthy to eat healthy food. Stay fit.

4.3.2. The erroneous clauses are classified using surface strategy taxonomy by Dulay et al, (1982) and are put in the form of a table in order to make the process of error analysis easier. Table 2 presents the erroneous clauses identified in the written text of the student. Out of 40 erroneous clauses identified only 05 have been shown here the complete list has been attached separately.

Table 2: Identifying erroneous clause/word/structure in each line

SL. NO.	Line NO.	Erroneous Clause/word/structure	Correct Clause/word/structure	Type of Error	Sub Type	Remark
1	1	Life	The life	Omission	Grammatical Morpheme	Article
2	1	21st	the 21st	Omission	Grammatical Morpheme	Article
3	1	Has	Have	Misformation	Regularization	-
4	2	participate	Participates	Omission	Grammatical Morpheme	's' not used
5	2	Race	a race/the race	Omission	Grammatical Morpheme	Article

4.3.3. Providing the correct clauses that should be used in the texts as the correction of the erroneous clauses. 'Understanding and Using English Grammar' Third Edition by Betty Azar and online source Grammerly.com are used as the reference to make the corrections reliable.

4.3.4. Drawing conclusion. Once the errors are calculated and arranged, the result of the analysis is made in the form of percentage.

V. FINDING

The error analysis is based on Surface Strategy Taxonomy theory by Dulay et al. (1982). Vocabulary and spelling errors are also identified. The identified data is presented in the form of tables which is presented in appendices. Table 3 presents the type of error, frequency and percentage as identified in the student's written text (Al Zoubi 2018).

After analyzing and classifying the data, 40 errors have been found in the chosen text. Details are as under:

Table 3: Grammatical Errors

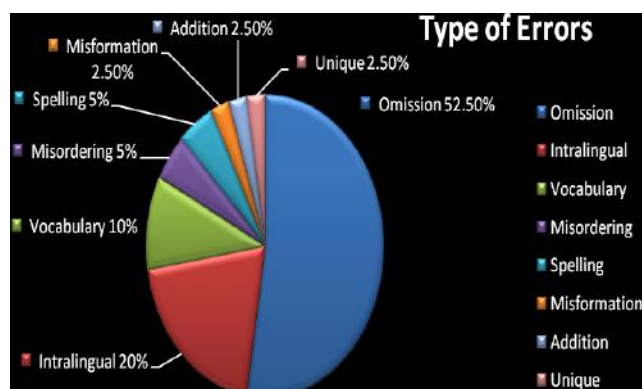| Sl. No.	Type of Error	Frequency	Percentag-e
1	Omission	21	52.50%
2	Intralingual	08	20%
3	Vocabulary	04	10%
4	Misordering	02	5%
5	Spelling	02	5%
6	Misformati-on	01	2.50%
7	Addition	01	2.50%
8	Unique	01	2.50%

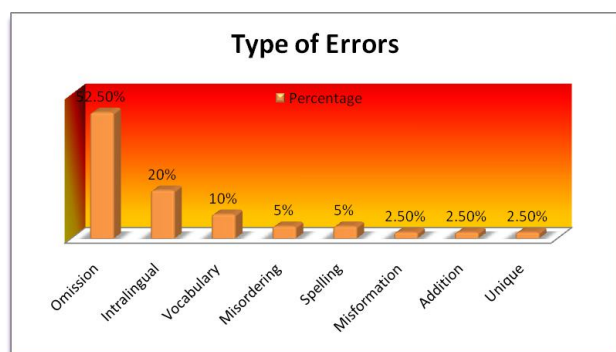*Fig.1: A Pie Diagram: Type of Errors and their Percentage*

Fig.2: 3D Bar Graph: Type of Errors and their Percentage

VI. DISCUSSION

The grammatical errors committed by a Class XII student of JNV, Navsari, Gujarat in the text submitted in response to the question of Article Writing are the subject of this analysis. This analysis was carried out using Dulay's Surface Strategy Taxonomy (1982), which divides errors into four categories: omission, addition, misformation, and misordering. There are also intralingual, vocabulary, and spelling errors to be found.

40 erroneous clauses were discovered in the article writing text written by a student in the examination, utilizing the Surface Strategy Taxonomy theory by Dulay et al. (1982). There are 21 errors of the type Omission, 08 errors of the type Intralingual, 01 error of the type Addition, 01 error of the type Misformation, and 02 errors of the type Misordering. The student committed 04 vocabulary errors, 02 spelling errors, and 01 unique error, according to the results. Thus, there are a total of 40 mistakes. The incorrect clauses have been identified, and corrections have been made. The student's faults can be attributed to a variety of factors, including (a) L1 interference, (b) performance, (c) overgeneralization, (d) the complex character of the English subject-verb agreement construction, and (e) disregarding target language grammatical rules.

After the analysis, most common form of error identified in the student's article writing text is omission, which is one of the eight types. Out of the total of 40 incorrect clauses, there are 21 omission errors. Grammatical Morpheme errors account for the majority of omission errors. The student has not employed Definite and Indefinite Articles when they are needed in the Grammatical Morpheme category as well. The intralingual errors found here appear to be due to language transfer, confusion, ignorance, simplification, insufficient application of rule, or rule overgeneralization. In addition, the student's vocabulary is limited, and his words are frequently incoherent. The learner made mistakes when it came to applying English sentence structure standards. As a result, we can deduce that the learner is having difficulty learning basic English grammar principles. It demonstrates that the student focused on the theme rather than the proper structure when writing the written material. The amount of data needed to develop an argument about the causes of errors cannot be deemed significant at 200-250 words. Other factors to consider include the learner's perspective on monitor use, the learner's other scripts written at other times and under different situations, the extent of monitor use, and so on.

The findings can be applied to JNV students in the South Gujarat regions, where many students are first

generation learners, despite the fact that the researcher used one random sample of writing skill.

VII.   CONCLUSION & LIMITATION

This study has shed light on the manner in which students internalize the rules of the TL. The study of learners' errors permits the formulation of rules for learners' interlingual systems and innate strategies to learn the TL thus providing the teacher confirmation of not only what remains to be learned but also to adopt themselves to the learners' needs rather than impose upon them their preconceptions of how to learn, what to learn and when to learn.   Furthermore, it shows that EA has a psycholinguistic importance as it can help the teachers to identify in a requisite manner the specific and common language problems students have. Teachers can improvise their teaching techniques, determine learning objectives, and modify the syllabus that can help the students minimize or overcome their learning problems.

Error Analysis Hypothesis might have many merits, but it has not escaped criticism at the hands of certain linguists. The main allegation laid against it is that it makes no allowance for "avoidance phenomena" (Schachter 1974 as cited by Khansir 2012)

Wilhelm von Humboldt, a German educationist said, "we cannot really teach language, we can only create conditions in which it will develop spontaneously in the mind in its own way'. The behaviorist theory states, that there is a dormant psychological framework in the human brain that is activated when one attempts to learn a second language. Selinker (1972) noted that in a given situation, the utterances produced by a second language learner, to convey the same meaning, are different from those of the native speakers. This comparison suggests the existence of a separate linguistic system. Consequently, most of the adult second language learners can never reach the same level of proficiency for the target language as compared to those with the TL as their native language. Selinker states, that a mere five percent of language learners reach this stage.

Ferris (2002, 2011 as cited by Giri 2018) suggests that corrective feedback may be most effective if it focuses on what she terms 'treatable' errors. Treatable errors (e.g. verb tense and form, subject-verb agreement, article usage) occur in a rule-governed way, and may therefore be more amenable to feedback and self-correction. 'Untreatable' errors, (e.g. word choice errors, missing or unnecessary words), on the other hand, are idiosyncratic and thus less amenable to feedback. Additionally, it was proposed that since learners have a limited amount of processing power, focused CF should be predicted to be more successful than

unfocused CF (Bitchener, 2008; Sheen, 2007 as cited by Van Beuningen, De Jong, & Kuiken 2012). WCF should focus on one error category, a small subset of errors, and errors that are thought to be treatable, such as mistakes in the usage of the past simple tense.

The study focuses on grammatical syntactic errors at the text level. Punctuation errors, semantic errors and lexical errors are not taken into account. As a result, there is still a lot of need for more research in this field, particularly in terms of stylistic skills, mechanical skills, and judgement skills, all of which are required to master the writing skill in the language. Learners' errors in speaking skills can also be studied in order to improve their communication skills.

VIII.   RECOMMENDATIONS

With reference to the findings of this study, the researcher recommended the following:

8.1. Practicing writing (creative) skills should take precedence in classroom activities. To correct errors and enhance pupils' written work, remedial instruction is of utmost importance.

8.2. Teachers can administer diagnostic examinations to check pupils' grasp of grammar rules, production accuracy, and self-correction based on known rules. Instead of being hesitant to progress, students must be willing to face obstacles in language learning and be willing to try new things. (As cited in Al Zoubi 2018)

8.3. Since students can generate as many sentences as possible during brainstorming sessions, teachers can also use this strategy. Here, the instructors should assign students a subject they are familiar with and encourage them to contribute some sentences that are pertinent to the subject. (As cited by Rao 2019)

8.4. Teachers can establish a classroom atmosphere that has welcoming attitude toward errors so that both students and teachers can treat them fairly.

8.5. In a setting where failure is a possibility, peer learning and support from older peers might be advantageous. Teachers might organize students into peer groups and encourage them to work on projects together.

8.6. Teachers should encourage pupils' enthusiasm and interest. When students' curiosity is piqued, mistakes become a natural part of the experience, and they are more likely to be driven.

8.7. Creating a target language learning item sequence in lesson plan with the more difficult things appearing after the easier ones.

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