A SMALL-SCALE STUDY ON THE ERROR ANALYSIS OF THE HIGHER SECONDARY STUDENTS OF BANGLADESH.

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Abstract: **The aim of this research is to identify the frequency and the types of grammatical errors that are committed by the students in their written English at the higher secondary level in Bangladesh. To conduct the investigation a procedure of mixed method, which include both qualitative and quantitative approach, has been followed in order to get clear and fuller picture of higher secondary level students' grammatical errors. The samples have been taken from the paragraphs and essays written by 40 students in both class and exam set up. My research has helped me in figuring out the reasons behind their errors. Six teachers of these forty students have been interviewed to seek the answers to questions as to why learners commit such errors in spite of twelve years of formal education The questionnaire part in my research focuses both on the perspectives of teachers and students regarding this issue. The findings of the research reveal that committing grammatical errors is an obvious process of learning. This research will help the educators and researchers in figuring out why and how the grammatical errors occur at the higher secondary level students' written English and will also provide recommendations for reducing them.**

I. INTRODUCTION:

Error correction has become one of the important teaching processes in terms of learning a foreign language. We observe that very few teachers know little about the error analysis and some other related theories. At the higher secondary level institutions of Bangladesh, we can see that teachers often show negative attitudes towards the errors committed by learners and sometimes they cannot even tolerate any error. And whenever the teachers find any error, they tend to correct it immediately. Sometimes, it is seen that when the teachers find any student committing error, they begin to reproach them. This research will report on the findings of a large-scale study that aims at examining the errors made by Bangladeshi learners of English in their English language writing at the higher secondary level. This research will report on the findings of large-scale study that

aims at investigating the grammatical errors made by Bangladeshi learners of higher secondary level.

It has been a serious concern of the government of Bangladesh to improve the level of English proficiency at all levels of academic study. When students get themselves admitted into madrasah and join the classes, they fail to show their expected competency in English. Students particularly face problems in their academic writing. This research will investigate the types of errors produced by Bangladeshi learners and also the causes of errors made by the students at higher secondary level. This study highlights the factors that are responsible for errors. This study will offer some possible solutions to the errors. This study will show why error analysis is essential for identifying and correcting errors of the Bangladeshi learners. I have felt much interested in grammatical errors committed by higher secondary students as it has been regarded as one of the most crucial issues in Bangladeshi context. When I go to the class to teach the higher secondary students.

There are lots of educational institutions in Bangladesh which extends up to higher secondary level and the students who get themselves admitted into these institutions usually get chance to get proper education. But what is seen in reality is that there is a huge gap between the teachers and the students in case of their understanding of their mistakes and errors while they apply their knowledge of a language in their writing.

II. RELATED WORK:

Error is a kind of incorrect or wrong use of words that are clearly apparent in verb tense, singular/plural form, subject-verb agreement, double negative, prepositions, and articles committed by English Language learners unintentionally as well as due to lack of proper knowledge of the words of their origin. 'Error' can be defined as deviated form of language which is apart from correctness or accuracy.

Ellis (1994) defines error as deviation from the norms of the target language. On the other hand, Corder (1967) considers error as a way of investigating learning process. According to behaviorist learning theory, Ellis (1985, p.21) believes that "Old habits get in the way of learning new habits". It

indicates that where the L1 and L2 share a meaning but express it in different ways, an error is likely to arise in the L2 because the learner will transfer the realization device from his first language into the second (Ellis 1985, P.22).

Errors are systematic which is likely to occur recurrently and not recognized by learners. Thus, there is a difference between a mistake and an error. If learners break the grammatical or structural rules unknowingly despite knowing their correct forms, they are mistakes. And if learners can correct themselves, it is mistake. But when the learners make any wrong word or structure and if they cannot correct them as a result of lack of knowledge then it is error. Corder (1967) makes the useful distinction between errors and mistakes relating the former with lack of knowledge.

In order to distinguish between an error and mistake, Ellis (1997) suggests that if the learners sometimes use the correct form and sometimes use the wrong one, it is a mistake. If the learners always use the incorrect form, it is then an error.

1)   Errors cannot be corrected naturally by the students as the required knowledge may not be available in them.
2)   Mistakes can be corrected automatically by the students as the necessary knowledge may be available in them.
3)   Slip of pen may be corrected too as they already know what is correct.

As Learners are totally aware of mistakes when they occur and can correct them. But the learners are not aware of the errors as they lack of knowledge about them and cannot correct them. Edge (1989) divides mistakes into three broad categories: 'Slips', 'Errors' and 'Attempts'. He defined 'slip' as mistakes that learners can correct themselves as soon as the mistake has been pointed out to them. 'Errors' are one kind of mistakes which learners cannot correct themselves and which therefore need explanation and 'attempts' are that when a learner tries to say something but does not yet know the correct way of saying it (Edge 1989, Chapter 2).

They claim that these differences are the sources of difficulty in foreign language learning and thus govern the process of the learner (Lado ,1957)

Error Analysis is a linguistic technique for identifying, classifying and systematically interpreting the unacceptable forms produced by a learner learning a foreign language. Actually, error analysis is the use of any of the principles and procedures provided by linguistics. Error Analysis is used to predict the errors. Error Analysis is closely related to the study of error treatment in language teaching. Today, the study of error is particularly relevant for focusing on form in connection to teaching methodology.

According to Pit Corder (1974), Error Analysis research consists of five specific steps. He suggested the following steps:

1.Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

Sipple (1978)in his article **"Error Analysis: How to Translate it into positive Teaching"** supports the attitude of error analysis as a problem-solving task in which there is a clear attempt to discover the rhetorical and linguistic reasons behind the occurrence of errors.

The absence of any theoretical framework for explaining the role of errors in the process of second language acquisition (SLA) leads to no serious attaints to define error in applied linguistics.

Ellis (1985) believes that rate and success of SLA are strongly influenced by the age of the learners. If the question is about second language learning, exposure of target language is a big issue. When the learners get proper exposure of the target language for a longer period of time then it becomes easier for the learners to learn the target language.

III.   RESEARCH METHOD:

This presents the research methodology used in this study and gives information about the population and sample. Mixed method is followed in order to identify, categorize, describe and investigate learners' common errors. Causes of these errors and their possible solutions are identified through error analysis following mixed method. Besides research methodology, research question, participants, data collection procedure instrument of data collection, sources of data as questionnaire are mentioned.

Mixed method research is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interview) research. This research has been done based on mixed methods as it combines both qualitative and quantitative research. This research has the qualities of quantitative method as I have used questionnaires and data collection method to figure out the necessities. Qualitative research is collecting, analyzing and interpreting data by observing what people do and say.

Brown and Rodgers (2002:12) defined qualitative research as non-numerical data whereas quantitative research contains data "gathered using those measures which lend themselves to be turned into numbers and statistics." Qualitative research also refers to the meaning, concepts, definitions, characteristics, metaphors, symbols and description of things.

Quantitative research refers to counts and measures of things, which indicates numerical data analysis. In order to make the analysis more comprehensive both qualitative and quantitative data has been collected for this research.

Research Questions:
➢ What are the common errors that higher secondary level students commit in their written English?
➢ What are the causes of these errors?

Research area:

The study sites of this research were three different well-established institutions in Chittagong. The names of those institutions were not mentioned in this research in order to sustain anonymity and confidentiality. So, their brief profiles have been presented below:

Site 1: It is government college which was established in 1984. It has both higher secondary level and tertiary level students. As my research was on higher secondary level students, I focused on higher secondary level students' errors in their academic writing. It offers different subjects including English language. The classrooms are well equipped with audio-visual facilities. All the classes have 45 minutes' duration and this institution provides 6 classes per week. Four English language teachers have been teaching at present. All the teachers have M.A in English degree. No teacher has English language teaching related degree.

Site2: It is an Alim madrasah, higher secondary level institution, established in 1983 in Chittagong. It started higher secondary level in 2004. This institution has moderately well-equipped multi-media classrooms. The duration of all the classes in 45 minutes. All the teachers have M.A. in English degree including special training in English language teaching. It provides 6 classes in a week.

Site 3: It is a private college which was established in 1993. It has both higher secondary and tertiary level students who get standard education and well equipped modern audio-visual classrooms. At present there are 6 teachers and all of them have M.A in English degree. One teacher has only M.A in ELT degree. It has available multi-media classrooms. All the classes have 45 minutes' duration. Three classes are held in a week.

The profile of the participant students is given here below:

Participants' features	Frequency
Actual participants	40
Gender	Male (20) Female (20)
Age range	16 – 18
Mean Academic qualification	H.S.C

Figure 1: Profile of the participants' students

The actual number of participant students in the questionnaire survey was 40 and it is shown in the above table. There was half of male and female. The mean age of the participant students is 16 – 18. They have at least 10 years of schooling.

Teachers' information is shown in the table below.

Name	Gender	Institution	Education	Experience
Teacher A	Male	Institution 1	M.A	15 years +
Teacher B	Male	Institution 1	M.A	10 years +
Teacher C	Female	Institution 2	M.A	14 years +
Teacher D	Male	Institution 2	M.A	10 years
Teacher E	Male	Institution 3	M.A	12 years
Teacher F	Female	Institution 3	M.A	15 years

Figure 2: Profile of the participant teachers

Figure 2 shows that there are four males and two female teachers. The participant teachers have teaching experience at the higher secondary and tertiary level at least 10 years. All the teachers have M.A degree. The pseudonyms of the teachers have been used in order to sustain anonymity and confidentiality.

Participants:

I chose the practicing English language teachers and students as my research population. The participants of this research were English language practicing teachers and higher secondary level students. The students who are from higher secondary level come from a group of 16-18 years

old. The students had completed ten years of schooling of primary and secondary. As a sample I chose 6 practicing language teachers of English and 40 students of higher secondary level from different colleges. Burns and Grove (1993, P,779) states that a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. For this research I investigated 40 students' exam copies to identify and analyzing their errors in writing essays. With the permission of the concerning authority, I collected the copies for my research investigation. The learners I chose were from poor academic background. Many of the learners were found facing great challenge in terms of learning English language. I tried my level best to collect information and much experience from English language practicing teachers and juxtapose their experience in my research.

Data Collection Procedure:
Earlier I mentioned that I chose 40 students as my population. All of the 40 participants were told to write on one specific topic. They were asked to write approximately 200 to 250 words within a period of one hour. I collected their exam copies from different colleges. For this study I investigated 40 learners' exam copies in order to identify and analyze their common errors.

In doing research, I tried to adopt integrated strategy to bring out better result of the research question. I have used exam scripts, questionnaire and interview as data collection instruments. The main source of this study was the students' exam scripts based on focusing on paragraph and composition writing. Earlier I mentioned that I used a mixed method in terms of conducting research. I thought a mixed method would provide me a fuller picture and better understanding of the answers of my research questions that might not be possible in applying other methods. I have used questionnaire for teachers and students equally having 15 MCQ questions each.

As Dornyei (2007:62) asserts, "A mixed method inquiry offers a potentially more comprehensive means of legitimizing findings than do either qualitative or quantitative methods alone by allowing investigators to assess information from both data types. I have used mixed method which combines the qualities of both quantitative and qualitative method and may fulfill my research aim.

The main source of data collection that is used to figure out the answers of the research questions is the written essays of 40 participants of the chosen colleges. In this research I used exam scripts collected from students, interviews received from teachers and questionnaire answered by both teachers and students as research instruments. And these research instruments helped me collect and analyze the data. These research instruments would reflect teachers and students' attitude and perception towards error and error analysis in general.

Students' written document
To materialize my research questions, I collected higher secondary level students 'written copies and exam scripts. I visited three educational institutions with a view to testing higher secondary level students' writing ability through which I would analyze errors committed by them in their academic writing. Firstly, I entered their classroom with some papers. Then I gave a topic on paragraph and composition to write extemporarily within setting time. All the students tried their best to write the specific paragraph and composition. I collected their writing copies in order to analyze learners' errors. Exam scripts of students of different educational institutions' internal examinations were collected. Those internal examinations were held on two parts including grammar composition part. As my research aim was to identify errors committed by Bangladeshi higher secondary level students, I focused on grammar part. Grammar part includes verb – tense, right form of the verb, article, preposition, subject verb agreement and word order.

Questionnaire
Questionnaires are one of the most popular data collection devices. Questionnaires are actually a series of written statements or questions in which the subjects are asked a series of questions and given the freedom to respond as their wish. Questionnaires may include open-ended questions (allowing the subjects to respond freely), or close-ended questions (including a selection of fixed responses). "Questionnaires are printed forms for data collection which include questions or statements to which the subject is expected to respond to as stimulus provided by the researchers." (Seliger and Shohamy (2003, p.172).

I had to visit three different institutions for collecting data. My questionnaire, therefore, includes answers from language teachers and students from all the three institutions. When I delivered the questionnaire to students, I noticed that some students did not understand some questions and when they asked me, I made the questions clear to them.

I needed 12 days to collect all the questionnaires. In order to collect questionnaire answers from the teachers and students I had to visit different institutions which were in different places. For collecting questionnaire answer I provided them two different sets of questionnaires (see Appendix 1and 2 for questionnaire). The questionnaire contained a mixture of closed and opened questions respectively. Questionnaire for the teachers contained closed questions including multiple choice, yes-no items. In some questions, teachers were given option for their own comments and suggestions.

Interview with teachers
As I followed mixed method in terms of conducting research, I had to arrange some interviews which are the important elements of qualitative method participated by

some English language practicing teachers of different institutions. The interviews that I conducted provided me in-depth and interesting information about teachers' attitude towards students' errors. Interviews with teachers helped me much to carry out my research and reach to my goal. I got a lot of answers of my research question, for example, I came to know that shyness of students in terms of learning is one of the causes of learners' errors. At first, in the beginning of each interviews I described the aim of my research. Besides, I informed the participants that the interview would be recorded for the convenience of my study and they were assured about the confidentiality of the contents of the interview. All the participants had at least ten years of experience in teaching profession. Interviews with teachers made me observe teachers', attitude towards teaching and learners' errors in the classroom.

Data Analysis
From the samples, different types of errors have been identified and categorized according to their types. We know that in error analysis, collection of samples of learners' language and then identification of errors are very important steps. In this study, the aim was to find out the higher secondary level students' common errors in their academic writing. The aim of the study will be obtained through the identification, description, explanation and evaluation of the errors which are the essential parts of error analysis. Then the samples will be classified into different categories such as syntactic error, lexical error, grammatical error, spelling error and error in punctuation.

In this section, I will try to present and discuss the finding of the study in light of its objectives. First, the errors made by the students are classified, second, the common errors are identified with illustrative examples; and finally, these errors committed by the learners are corrected by examples:
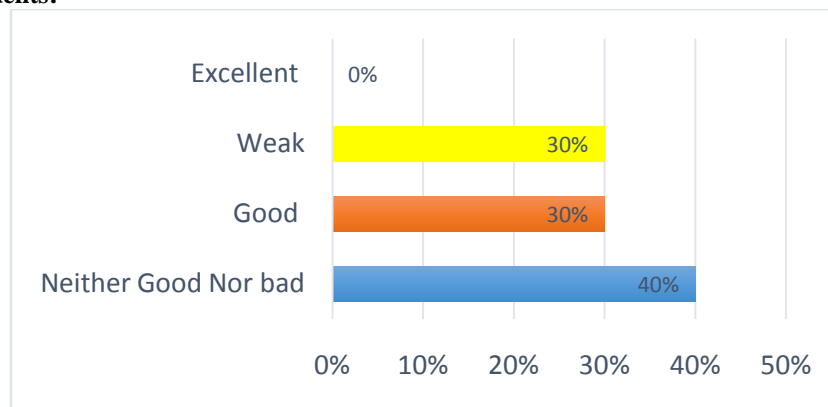
Performance of the students:

Figure 1- Performance of the students.

1) Verb Tense:
Errors of wrong tense or wrong verb occur when a learner uses the wrong verb tense in a certain sentence. The results of this study reveal that the participants were not aware of applying the correct tense to the verb in the sentences.

Error Identification	Causes of error
1. I go to college and <u>learnt </u>my lesson every day.	1. Students do not have proper idea about the right form of the verbs.
2. All the students <u>get </u>GPA- 5 in last year.	2. They have very little idea about tense.
3. He <u>say </u>his prayer five times.	3. Most of the time, they fail to apply the verbs accurately.

2) Double Negative:
A double negative occurs when two forms of negative are used in the same sentence.

Error Identification	Causes of error
1. I don't have <u>no</u> pens to write.	1.Students do not have the knowledge of some negative adverbs like hardly, scarcely barely and rarely.
2. He doesn't have <u>nothing</u> to say.	
3. I don't know <u>nobody</u>.	2.Most of the time, they do not know what double negative is.

3) Sentence Fragment

A sentence fragment is a group of words that is only part of a sentence and does not express a complete thought. Usually sentence fragments are pieces of sentences that have become disconnected from main clauses. Some fragments are incomplete because they lack either a subject or a verb.

Error Identification	Causes of error
1. Rahim who helped me in my danger.	1. Students possess less idea about clause and phrase.
2. Went to the market and bought a shirt.	2.They do not have the knowledge of subject, verb and object.
3. They came to me and talked about.	3. They fail to identify full sense in grammatical sentences.

4) Subject/Verb Agreement:

Subject and verb must agree with one another in number (singular or plural). Thus, if a subject (the person or thing doing the action) is singular, its verb (the word representing the action) must also be singular; if a subject is plural, its verb must also be plural.

Error Identification	Causes of error
1. Rahim <u>have</u> no book of his own.	1.Students get confused in long subject to determine verbs.
2. Each of the boys <u>have</u> one laptop.	
3. Many a man <u>are</u> the owner of this company.	2. Singular and plural nouns are not clear to them.

5) Word Order:
Word order is the syntactic arrangement of words in a sentence, clause or phrase.

Error Identification	Causes of error
1. We should <u>try always</u> to be honest.	1. Students do not know or follow the very structure of subject + verb + object.
2. There are <u>students fifty</u> in the class.	
3. I saw a lot of birds <u>in the sky flying</u>.	2. They fail to use adjective and adverb properly.

6) Preposition:

A preposition is a word that shows the relationship between a noun or pronoun and other words in a sentence. It links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition usually indicates the temporal or logical relationship of its object to the rest of the sentence. The great majority of the participants in this study demonstrated confusion for the right usage of preposition as shown in the examples below.

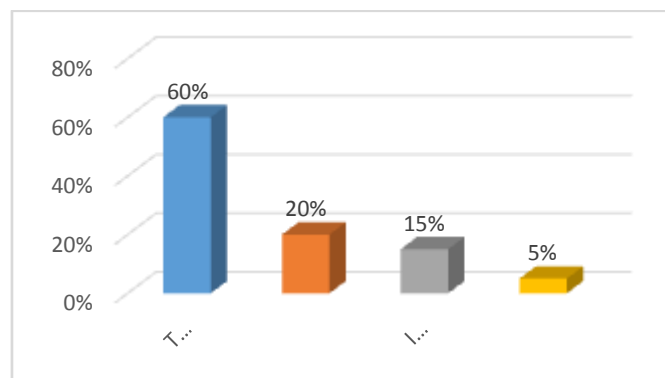| Error Identification	Causes of error
1. I have been living here <u>since</u> twenty years.	1. Students are found to have less idea about appropriate and suitable preposition and their proper usages.
2. There are five books <u>in</u> the table.	
3. There is a fan <u>on</u> my head.	2.They have very low contextual knowledge.

Correction of errors:

Figure 2- Correction of errors.

7) Article: An article is a word that is used with a noun to indicate the type of reference being made by the noun. English has two articles **the and a/an**. **The** is used to refer to specific or particular nouns: a/an is used to modify non-specific or non-particular nouns. We call **"the"** definite article and **"a/an"** the indefinite article.

Error Identification	Causes of error
1. He is a̲ M.A in English.	1. Students cannot differentiate between the use of definite and indefinite article.
2. Hasan is tallest student in the class.	2.They get confused where to use indefinite article 'A' and 'An'.
3. He reads Daily Star.	3. They prefer the use of letter of vowels and consonants to pronunciation of vowels and consonants in terms of using article 'A' and 'An'.

IV. FINDINGS:

1) 20% of the teachers say that they take their students' errors positively. 40% of them answered that they take their students' errors negatively. 20% teachers admitted that they take their students errors as usual and 20% other teachers answered that they think learners' errors are the process of learning.

2) 40% teachers correct students' errors when they find students committing errors. 20% teachers avoid students' errors. 20% teachers appreciate learners' errors and 20% teachers underestimate learners' errors when they make mistakes.

3) 10% teachers said that errors analysis is important for teachers and 40% teachers admitted that error analysis in not important for teachers. 20% teachers believe that error analysis is sometimes important and 30% teachers believe that error analysis is less important.

4) 30% teachers say that they conduct writing classes sometimes. 10% teachers say that they conduct writing classes often. 40% teachers' responses were of very few and 20% was hardly.

5) 20% teachers say that lack of teachers' interaction with students is one of the main reasons of errors. 40% teachers say that lack of teachers' interaction with the students is not responsible for errors. 30% teachers answer that lack of teachers' interaction is a little bit responsible for errors. 10% teachers admit that lack of teachers' interaction with students is sometimes responsible for errors.

6) 40% teachers prefer teaching grammar most especially in writing. 10% teachers prefer punctuation, 30% teachers prefer spelling and 20% teachers like teaching grammar structure.

7) 40% teachers say that they tolerate grammatical errors less, 20% teachers say that they tolerate punctuation errors, 30% spelling errors and 10% tolerate structural errors less.

8) 40% teachers say that instant feedback is necessary for reducing errors. 20% teachers say that instant feedback is not necessary. 30% teachers hold that it is more important and 10% holds that it is less important.

9)30% teachers hold that existing method of teaching essay writing is effective. 20% believes that it is not enough and 40% teachers opine that new practices should be introduced in terms of teaching essay writing.

10) 20% teachers tell that students' lack of knowledge is responsible for errors in their academic essay writing. 40% opine that students' lack of practice is responsible. 10% talk about interaction gap and thirty percent talk about lack of proper atmosphere.

11) 40% teachers hold that students' determination is the most effective steps in helping them avoid errors. 20% teachers hold that teachers' determination is the most effective steps in helping them avoid errors. 30% believe it to be both and 10% teachers believe that neither teachers nor teachers' determination will help them avoid errors.

12) 20% teachers opine that making errors is inevitable for the students in order to learn language. 40% teachers believe that it is not inevitable and 10% teachers hold that making errors is of course needed and 30% teachers responded that making errors is sometimes required for learning language.

13) 30% teachers opine that they can also be benefited from students' errors and 20% teachers responded against it. 30% teachers feel that they may benefit and 20% teachers believe that they can sometimes benefit from the students' errors.

14) 40% teachers believe that they may have the chance to know the stage of students' learning through their errors and 20% teachers responded against it. 10% teachers opine that they are not certain whether they will have a chance or not to know about the stage of students' learning through their errors. Besides, 30% teachers hold that they may have a chance.

15) 20% teachers opine that teachers should have language teaching related degree in terms of teaching language.30% teachers believe that they don't need language related degree to teach language. 10 % teachers believe that it is obligatory and 40% teachers hold that they hardly need any language related degree to teach language.

Feedback from the students:
1) When I asked the students about the idea of errors, 20% answered that they have the idea but 60% of the students said that they had no idea about errors and ten percent students answered that they know little about errors and other ten percent students admitted that they

heard about errors but the concept was not clear to them.

2) 20% of the students tell me that their teachers help them when they commit errors. 50% students admit that their teachers do not help them when they commit errors. 15 percent students answer that sometimes their teachers help them. And other 15% students answer that their teachers always help them at the time of committing error.

3) 50% students say that they practice composition writing once in a week. 20% students answer that they practice composition writing twice in a week .20% students admit that they practice composition writing thrice in a week .10% students admit that they practice composition writing every day.

4) 30% students say that their teachers help them in case of developing writing. 20% students admit that their teachers often help them to develop their writing. 40% students say that their teachers never help them in case of developing their writing. 10% students answered that their teacher's help them a little to develop their writing.

5) 10% students say that the reaction of the teachers is positive when they commit errors. 50% students admitted that the reaction of the teachers is negative when they commit errors. 10% students said that their teachers' reaction is inspiring at the time of committing errors.30% students answered that their teachers' reaction is demoralizing when they commit errors.

6) 30% students told me that they can learn from errors. 30% students answered that they cannot learn from errors. 20% students said that they can learn more from errors. 20% students said that they can learn little from errors.

7) 30% students responded that their main obstacle of writing is lack of knowledge of target language. 30% students admitted that their main obstacle of writing is interference of mother tongue. 20% students admitted that their improper skill in English is the main obstacle for writing and another 20% students answered that their main obstacle for writing is high nervousness and low confidence.

8) 50% students said that lack of motivation is responsible for failing writing. 30% students answered that lack of practice is responsible for failing writing. 20% students admitted that they fail to write lack of confidence. 20% students told me that they fail to write due to lack of atmosphere.

9) 20% students answered that they commit spelling errors most. 20% students told me that they commit punctuation errors most. 20% students told me that they commit syntactic errors most. And 40% students admitted that they commit grammatical errors most.

10) 10% students told me that they can write 250 words essay in 45 minutes in their exam. 30% students answered that they cannot write 250 words essay in 45 minutes. 40% answered that they can never write 250 words essay in 45 minutes.20% students told me that they could sometimes write 250 words essay in 45 minutes.

11) 5% students told me that they know the difference between errors and mistakes. 60% students answered that they do not know the difference between errors and mistakes. 15% students admitted that they know little about the difference between errors and mistakes. 20% students told me that they are actually confused about the difference between errors and mistakes.

12) 10% students told me that their self-effort can help them in avoiding errors. 30% students admitted that their teachers can help them in terms of avoiding errors. 20% students answered that environmental help can help them in avoiding errors. 40% students admitted that practicing more writing can help them in terms of avoiding errors.

13) 10% students told me that one to one conference may help them to understand their errors and stop them in making errors. 20% students answered that direct remarks may help them to understand their errors and stop them making errors.40% students answered that indirect remarks can help them to understand their errors and stop them in committing errors. 30 % students admitted that their self-awareness can help them to understand their errors and stop them committing errors.

14) 60% students said that they feel shy when they commit errors. 10% students answered that they do not feel shy when they commit error. 25% students answered that they sometimes feel shy at the time of committing errors. 5% students admitted that they feel little shy when they commit errors.

15) 40% students said that they get reaction from their classmate when they commit errors. 20% students answered that they do not have any reaction from their classmate when they commit errors. 30% students said that they sometimes face reaction from their classmates when they commit errors. 10% students answered that they face little reaction from their classmates when they commit errors.

V. CONCLUSION AND RECOMMENDATIONS:

After examining the corpus samples, it is worth considering the questions that were raised in the beginning of this research. Now I intend to focus on the answers of those questions one by one.

During the twelve-year schooling the students do not learn much. They become familiar with some grammatical aspects of the target language but they do not know or fail to learn how these grammatical tools guide a language. That is why the corpus samples show that the students are unable to

use the grammatical rules they are supposed to know at this level.

In the corpus samples there is evidence that the learners in most cases tried to memorize the grammatical rules. Maybe they did not have enough scope of practicing those rules in the form of drills in the classrooms. The limited scope they got was misused by their practicing the same problems again and again. Whenever they are tested with a new problem of the same category, they become confused and make errors. As a result, the students fail to acquire the necessary competence even after completing their syllabus.

The performance of the students is not satisfactory because of some other crucial factors. Firstly, English as a foreign language always poses a threat to the students and they are afraid of this language for no apparent reason. Secondly, a society in which the students are reared is not at all conducive to learning a second language and the students are denied ample exposure to the target language. And last of all. Interference of the L1 hinders learning because the students are so engulfed with their native language that they often try to use similar sentence structures to produce sentences in English. As a result, although some students know the sentence structures in isolation. They fail to produce structurally correct sentences while they are writing freely.

This research believes that it is inevitable to commit errors in terms of learning a target language and that is why students should not be discouraged to commit errors when they write down. Actually, errors are normal and inevitable features of learning. Students' errors should be encouraged and welcomed by the teachers. Errors must and should be corrected by the teachers indirectly with much care in written language because if they are left incorrect, they will become fossilized.

With regard to interference of the mother tongue, a crucial problem in second language learning, the students should be warned that they should not translate any word, phrase, or structure word for word into English. The students also need to know how their mother tongues differ from English in different aspects such as sentence structure, word order, etc.

To enrich vocabulary there is no alternative to reading standard texts. The students should pay particular attention to new words while reading and try to learn a certain number of words per week and at the same time try to use them in the days following their acquisition.

All other problems could be overcome if the students can rid themselves of these major errors. Because, solving these problems will help the students to develop a sense of the target language and they will be launched on the path that will surely lead them to their desired destination.

This research believes that it is inevitable to commit errors in terms of learning a second language and that is why students should not be discouraged to commit errors when they jot down. Students' errors should be corrected by the teachers indirectly with much care because if they are left

incorrect, they will become fossilized. Interaction gap between the teachers and the students should be cut short in order to smooth the learning.

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