Error Analysis of Written English Compositions: The Case of Learners of Prime University in Bangladesh

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Abstract
This study aims at finding out that the error analyses and correction came be the best starting to develop the learners   writing skill. The researcher under takes to investigate the errors in a collection of 50 essays written by 50 students if 1st semester of B.A (Hon's) in English in the department of English at Prime University. The researcher attempts to balance between male and female students. Errors were found and categories according to various grammatical classifications. The scrolls in this study show that the students committed 15 errors: i) Capitalization ii) Article iii)Subject Verb agreement iv)Discontinuous constituentsv)Nounvi) Pronounvii) Word of orderviii) Modalsix) Degree or Adjectivex) Verbxi) Tag question xii) Conditional xiii) Nouns in Apposition xiv) Prepositionxv) Punctuation
Keywords: error analysis, essay, writing, grammatical

1. Introduction
Writing which is a medium to communicative using sings and ambles is a complicated process in every language undoubtedly, it is more complicated in the furriery or second language. In the syllabuses of all Bangladeshi universities writing is note-worthy as it is a practical appliance and an assessment medium for the progressing of language learning. Researchers trial to find out very common errors that the students usually make wherever they write in foreign or second language our servile decals.

It is obvious that absolutely clear conception of in the errors by the students of about is helpful for the researches to be connected with the weakness in language learning.

2. Literature Review
Hendrickson (1978) bordered the query of 'how errors should be corrected?' According to Corder (1967), errors play vital roles in three special ways. First, errors let teachers identify what remains for learners to learn. Second, errors present teachers evidence on how language is learnt or acquired. Thirdly, errors are crucial to learners as errors can be regarded as an appliance learners exercise to discover. The making of errors is a strategy employed both by the learners of first and second language. Errors can be granted as a kind of learning action in learners.

Brown (1980) affirms that error is obvious variation of grammar. It reflects the inter language skill of the learners. This shows that error occurs due to the lack of knowledge or consciousness. According to Littlewood (1998), language learners' errors derive from systematic and non-systematic sources. Systematic sources include interlingual errors deriving from the native language and intralingual errors related with the target language. Non-systematic sources cover the sociolinguistic context of communication, cognitive strategies and innumerable affective variables.

There are two types of errors in language learning i.e. interlingual errors (L1) and intrallingual errors (L2) (Bryant, 1984). Interlingual errors are errors resulted from first langauge; while intralingual errors are from learner's misinterpretation of grammar rules. According to James (1998), errors are classified into five patterns as follows: omission, inclusion , misselection , and misordering.

Darus and Subramaniam (2009), conducted a study on error analysis using Corder's method (1967). He inspected errors in a corpus of 72 essays written by 72 learners. They established that students' errors were of six kinds: singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order.

Al-Mohanna (2014) analyzed Saudi university EFL students' essays using contrastive analysis and error analysis in identifying and explaining students' errors. This study identified several types of errors regarding omission, articles, nouns, adjectives etc. Alhaysony (2012) conducted the kinds of errors committed by 100 first-year Saudi Female EFL students in their writing compositions. It was found by the researcher that omission of 'the' article outsided more commonly errors than substitution errors.

Ying (1987) explored the alliance between learners' first language and target language. He scrutinized 120 Taiwanese EFL learners' writings to sort errors on the basis of several criterions such as overgeneralization, simplification, and language transfer. Around 1250 errors were noted in the 120 compositions. It was found that 78.9% of the errors were a consequence of language transfer, 13.6% of the errors were due to overgeneralization of the target language, and 7.5% were types of oversimplification.

3. Research Questions
The study covers the following queries:

a)   Is there any errors found in the writings of the students?

b)   What are the errors found in the writings of the students?

4. Methodology

Data has been collected from primary source. About fifty students from Prime University were required to write on one of the five essays: Victory Day of Bangladrsh, Pohela Baishakh, Necessity of Learning English, Computer, Bangladesh Cricket Team. They were given the task to write approximately 300 words within a period of an hour. Corder's (1967) method on error analysis has been applied to analyze the written essays of the learners. There are three steps in this method: (a) to collect samples of the learners' language, (b) to identify the errors in the sample, (c) to classify and describe them according to their nature and causes. Other two English teachers were supplicated to evaluate the given tasks to safeguard the effectiveness of the study instrument.

5. Results and Discussions:

Now the twelve types of error the students made in their written essays are described below:

Capitalization:

Writing with an initial capital or writing in capital letters is called capitalization. It refers to the act of writing of any word with its first letter in uppercase and the rest of the letters in lower case.

Error Classification	Error Identification	Error Correction
Capitalization	a) She since my mother is very religious, I am to know how to read the holy quran. b) You, he and i are friends.	a) She since my mother is very religious, I am to know how to read the holy Quran. b) You, he and I are friends.

Articles:

Usually A or An and The, which are demonstrative adjectives, are called articles. We use the definite articles before singular countable nouns, plural countable nouns and uncountable nouns. We use the indefinite articles before singular countable nouns.

Error Classification	Error Identification	Error Correction
Article	a) He reads book. b) Perfume of Saudi Arabia is praise worthy.	a) He reads a book. b) The perfume of Saudi Arabia is flower full praise worthy.

Subject verb Agreement: (Agreement of verbs with subject):

Verb of a sentence is used according to the number and person of subject; if the subject is singular, verb must be singular, if the subject is plural, verb must be plural.

Error Classification	Error Identification	Error Correction
Subject verb Agreement	a)The color of her eyes are blue. b) The Headmaster and the secretary is absent.	a)The color of her eyes is blue. b) The Headmaster and the secretary are absent.

Discontinuous constituents:
Discontinuous constituents are the separated constituents from each other:

Error Classification	Error Identification	Error Correction
Discontinuous contituents	a) Switch on the fan. b) We should bring back my beloved friend.	a) Switch the fan on. b) We should bring my beloved friend back.

Pronoun:

A pronoun is a word which is used instead of a noun. A pronoun always agrees with its Antecedent.

Error Classification	Error Identification	Error Correction
Pronoun	a) All travelers are to show his tickets. b)Every person must bear their own load.	a) All travelers are to show their tickets. b) Every person must bear his own load.

Noun:

A noun is the name of anything. Words like pen, chair, fan, flower are countable noun and rice, milk, water, gold are uncountable noun.

Error Classification	Error Identification	Error Correction
Noun	a) Mother is fond of the sceneries. b) They like works.	a) Mother is fond of the scenery. b) They like a piece of work.

Order of Words:

In English Language, the first importance of a sentence is the order of the words. Generally is a sentence subject comes first; then verb comes and then object comes. The general order of words is sometimes altered for giving emphasis.

Error Classification	Error Identification	Error Correction
Order of Words	a) Prime University renders quality education. b) I meet you tomorrow.	a) Quality education Prime University renders. b) I do meet you tomorrow.

Modal Auxiliaries:

The auxiliary verbs which being added with verbs express different meanings, are called modal auxiliaries. After modal auxiliaries s, es, ing or ed are not added with verbs.

Error Classification	Error Identification	Error Correction
Modal Auxiliaries	a) May Bangladesh <u>lives</u> long. b) I can <u>learning</u> English language watching English movies.	a) May Bangladesh <u>live</u> long. b) I can <u>learn</u> English language watching English movies.

Degree or Adjective:

Generally the words- superior, inferior, senior, junior, prefer, preferable, prior are Latin comparative. Before these words comparative degree are not used. They have not positive and superlative degree. After these 'to' is used instead of than and the objective form of a person is used. After prefer if there is a verb gerund (verb+ing) is used.

Error Classification	Error Identification	Error Correction
Degree or Adjective	a) She is <u>more</u> senior to Musa. b)The teacher prefers <u>to</u> write than <u>to</u> read.	a) She is senior to Musa. b) The teacher prefers writing to reading.

Verb:

The verbs-die, arrive, depend, belong consist, appeal, ensure, arrive, awake etc. are intransitive verb and these verb are not used in the passive form.

Error Classification	Error Identification	Error Correction
Verb	a) Her grandfather <u>was</u> died last week. b) This khata <u>is belonged</u> to us.	a) Her grandfather died last week. b) This khata <u>belongs</u> to me.

Tag question:

If the given sentence or statement is affirmative, tag question will be negative and if the given sentence or statement is negative, tag question will be affirmative.

Error Classification	Error Identification	Error Correction
Tag question	a) A fish can swim, <u>can</u> it? b) Birds can not swim, <u>can't they</u>?	a) A fish can swim, <u>can't</u> it? b) Birds can not swim, <u>can they</u>?

Conditionals:

A conditional sentence is a complex sentence which consists of two clauses-one is principal clause and another is sub-ordinate clause. There are three kinds of conditionals: i. First Conditional ii. Second Conditional iii. Third Conditional

Structures:

First Conditional: If+ present tense+future tense Second Conditional: If+ past Indefinite tense+ past conditional (Sub+would/could/might+ main form of the verb) Third Conditional: If+ past perfect tense+ past perfect conditional (Sub+ would have/ could have/ might have+ past participle form of the verb)

Error Classification	Error Identification	Error Correction
Conditionals	a) If we attend classes regularly, we could pass with credit. b) If I got GPA -5, I can get waiver.	a) If we attend classes regularly, we shall pass with credit. b) If I got GPA -5, I could get waiver.

Nouns in Apposition:

Apposition works as a noun phrase. When one noun follows another noun to give more information about it, the noun which follows is called apposition.

Error Classification	Error Identification	Error Correction
Nouns in Apposition	a) The great leader, Sheikh Mujibur Rahman announced the independence of Bangladesh on 26 March in 1971. b)Yesterday, she met the football player, her cousin.	a)Sheikh Mujibur Rahman,the great leader announced the independence of Bangladesh on 26 March in 1971. b) Yesterday, she met her cousin, the football player.

Preposition:

The word which places before a noun or a pronoun to ensure the relation of the noun or pronoun with the other words of the sentence is called preposition. Before date 'on' is used; before month and year 'in' is used and before fixed time 'at' is used.

Error Classification	Error Identification	Error Correction
Preposition	a) Bangladesh becomes independent <u>in</u> 16 December. b) She will come <u>on</u> 8'o clock.	a) Bangladesh becomes independent <u>on</u>16 December. b) She will come <u>at</u> 8'o clock.

6. Conclusions

This research is about the errors committed by Prime university learners in their written essays. It was found that the learners made several types of error, such as, capitalization, subject verb agreement, simple/complex/compound sentence, narration, mix of American and British English words, short form of words, collocation, article, preposition, voice, run-Ons, spelling, word Order, ommission, pronoun, commission, redundancy, tense, determiner, parts of speech, punctuation marks, double negatives. Mistake is also a common phenomenon in the writing of the learners. This research may work as a guideline for the ELT practitioners. This study may help policy makers build up a better curriculum in the context of Bangladesh.

7. References

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Punctuation:

In writing the right use of putting in points and stops is called punctuation. The punctuations are:i. Full Stop (.) ii. Comma (,) iii. Colon (:) iv. Semi-Colon (;) v. Question (?) vi. Exclamation (!) vii. Dash (-) vii. Inverted Commas ("").Full Stop is used to mark the end of a statement; it is also used in abbreviation. Comma is used to mark shortest pause. Colon is used to mark a more complete pause than that expressed by the semi-colon. Semi-Colon is used to mark a pause of greater importance than the comma. Question mark is used to mark a direct question. Exclamation is used to mark interjection.

Error Classification	Error Identification	Error Correction
Punctuation	a) Mr. Rakib is M,A in English. b) What a beautiful scenery it is.	a) Mr. Rakib is M.A in English. b) What a beautiful scenery it is!