Error Analysis in the Written Texts of Pre-Service Teachers

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Abstract: *The errors in the written texts of eleven (11) BSED English Pre-Service Teachers from a private university in Iloilo City, Philippines, are investigated in this study. The Error Analysis framework of Stephen Pit Corder was chosen to analyze errors of omissions, additions, selections, and misordering, as well as the sources of these errors, both interlingually and intralinguistically. The omission of past tense markers, auxiliary words, plural noun markers, and conjunctions revealed that the sentences were incorrectly structured. Written texts were complex and grammatically inappropriate due to the addition of verbs, plural noun markers, and articles. The inclusion of the present tense, the plural noun marker, articles, and other wordy expressions resulted in the expression's contradictory meaning. Furthermore, the presence of run-on or fused sentences, comma splices, and dangling modifiers resulted in sentence disorder and ambiguous meaning. There are a variety of reasons why English language learners make mistakes when learning a foreign language, one of which is Interlingual source, which occurs when they utilize their first language as a framework and then transform their ideas into English word for word. Intralingual, on the other hand, developed as a result of overgeneralization and the inability to apply rules in specific contexts, preferring simple grammatical combinations to intricate rules. In students' written texts, errors are widespread, indicating issues with writing processes. Pre-service teachers must be proficient in writing; thus, their English teachers must regularly review errors and conduct an intensive intervention session using appropriate instructional techniques to address their writing issues and needs.*

Keywords: Error Analysis, Pre-Service Teachers, Stephen Pit Corder
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1. Introduction

Writing is a kind of communication in which authors put their feelings, thoughts, and ideas down on paper. It is one of the most widely utilized ways of communication nowadays, according to Klimova (2012). Bayat (2014) cites Göçer (2011), Temizkan (2007), and Ülper (2012) as evidence that written expression is a challenging language skill to learn in a foreign language (FL) since it necessitates a great fluency and accuracy. Because writing entails the exploration and transmission of ideas, thoughts, and feelings into written form, as well as a process that includes multiple editing methods in order to generate grammatically and orderly texts, errors are inevitable. Errors, according to Corder, are the strongest evidence for validating how learners learn their second language. Each type of error, according to Ilani, reflects how a student handles a task assigned by the teacher; thus, because errors are an inextricable part of learning, it is critical to evaluate them in order to establish appropriate teaching conditions (3).

As a result, research reveal that Error Analysis (EA) is an essential aspect of language study because it deals with linguistic challenges and how they are handled. Evidently, (EA) is the systematic collection and recording of errors in learners' written material with the goal of classifying and categorizing errors and discussing their causes in a methodical and effective manner (Vasquez, 2008).

As shown in the preceding argument, Error Analysis results provide information derived from interferences, alerting teachers and curriculum developers on the nature of the language acquisition process. This also reveals which areas of the Target Language (TL) students struggle with the most, as well as which types of errors block the learner's ability to write or communicate (Dulay et al. 138). Undeniably, English teachers are faced with the challenge to study their students' writing capabilities so that they could plan strategies and assist them to write correct sentences (Domantay, 2018). Also, Wornyo (2016) suggests that a constructive classroom-based teaching intervention could be an appropriate measure for learners to improve on their writing problems.

The researcher has been given the task of editing the written texts in the portfolios of the University's BSED English Major Pre-Service Students. The students' written responses in their portfolios are loaded with erroneous construction, despite the fact that they were screened upon entering college and had additional English Subjects in their curriculum. This indicates that, despite being English majors who have participated in a range of writing tasks or exercises, they do not have enough time for feedback or opportunities to remedy their errors. According to Howard and Major (101-103) there may be a lack of "fit" between the teaching situation and the coursebook when there are no opportunities for students to develop their language abilities. A program to assist students in overcoming their writing challenges must be designed in view of this urgent requirement. Furthermore, these written text samples provided information that allowed researchers to gain a more complete picture of the students' writing abilities, as well as a better grasp of the severity of errors and the underlying causes of their occurrence.

This analyzed the errors found in the written texts by BSED English Major Pre-Service Teachers of Central Philippine University, Iloilo City. Specifically, this answered the following issues:
1. What are the errors found in the written texts of the BSED English Major Pre-Service Teachers in terms of the following categories:
   a. omission;
   b. addition;
   c. selection and,
   d. misordering?
2. What are the sources of these errors on the interlingual and intralingual levels?
3. What teaching interventions can be made in eliminating these errors?
4. What monograph can be designed based on the findings?

2. Literature Review

Defining Error Analysis
Second language learners undoubtedly experience several learning problems as they learn the target language. Abundant studies related to these difficulties and how they could be remedied proved that Error Analysis helped learners overcome these writing concerns. "These issues are

caused by variances between the native source language and the intended language," Fries assumed (7).

Contrastive Analysis (CA) was invented by Robert Lado in the 1950s to study the gap between different languages in order to identify problem areas for language learners (Rustipa 16). However, not all problems anticipated by Contrastive Analysis appear to be complex for students; as a result, error analysis, developed by Stephen Pit Corder in the 1960s, has gained recognition. Besides, according to Rustipa, "EA's fundamental contribution is the assumption that many learners' errors are caused by their inaccurate inferences about the target language's rules" (17). In this regard, teachers need to identify errors that are made by the students in the classroom. "Errors are indispensable to learners," according to Selinker, "since producing errors can be seen as an 'instrument' the learner employs to learn."

Error Analysis (EA) is a method for analyzing the speech or written performance of second and foreign language learners. Researchers addressed error analysis from a variety of angles, which proved to be extremely useful in this study. For example, Corder and Brown emphasized the necessity of studying language learners' blunders since it reveals the state of their understanding (Amiri and Puteh, 2017). Error analysis, according to Corder, should be taken seriously because it reveals language learner development characteristics rather than simply deleting these students' errors.

Furthermore, various stakeholders' perspectives should also be taken into great consideration so that their needs would be properly addressed. Teachers would be able to see their students' present level of learning, while researchers would be able to see how language is learnt and structured; students, on the other hand, might use these errors as a learning tool to increase their language ability. As a result, taking into account all points of view require a continual process of evaluating additional situations in English foreign language contexts in order to obtain more data, so that all of these concerns may be adequately addressed.

Error Analysis: A Scientific Approach
Error Analysis (EA) is a technique for determining the occurrence, characteristics, causes, and effects of inadequate education. Furthermore, EA highlights not just learners' intralingual errors, but also the interlanguage errors generated by negative transfer. Significantly, for teachers, results could help them decide if they could proceed to the next topic or they will still give more time to the part where errors are detected. Collecting data or samples, identifying, classifying, and explaining errors in written texts are all part of error assessment (Corder, 1973).

Collecting of Data or Samples. This stage identifies the selection and gathering techniques where a researcher should take note of the significant factors such as the learner/s (level, original language, as well as previous language study experience) and language (medium, genre, and content). From the well-defined samples, errors are identified to further explain their reasons for their occurrences.

Identifying Errors in the Written Texts. This level comprises spotting and correcting problems in learners' written material. The blunders of the students are immediately identifiable since they repeat them and are unable to revise themselves when questioned.

Describing the Errors. This refers to the identifying of ill-formed sentences and identifying the existence and characteristics of errors. Basically, on this stage, any difference or deviation from what a native speaker would have made will be scrutinized as this part aims to: explain, count,

and create categories of errors that can, later on, be used in developing a complete description and grouping of errors. When errors have been identified, Corder suggests categorizing them into four types: a. addition; b. omission; c. selection; and d. misordering.

Explaining the Sources Errors. This is the stage where errors are identified and corrected so that a useful assessment may be produced. This starts with the researcher's knowledge of the causes of each type of error.

Ferris (2005) also included the linguistic level of errors, such as (1) verb, (2) noun, (3) articles, (4) words, and (5) sentence structure.

The Sources of Errors
This error analysis study should be able to explain why students make mistakes when learning the target language, as well as how students employ their linguistic abilities to aid them in achieving their linguistic goals, particularly in written works. Interlingual and intralingual linguistic factors or causes of errors, according to Richards.

Cross-linguistic interference is another name for interlanguage error. This error occurs when habits such as patterns or rules obstruct learners' ability to master the target language's forms and rules. Furthermore, according to Lado (89), the mother tongue (L1) has a negative impact on the transfer. Al-Khresheh describes three types of interlingual errors: (1) transfer error, which occurs when a learner does not know the target language; (2) interference, which occurs when a student uses his first language as a framework; and (3) literal translation, which occurs when a learner transfers his ideas word for word into the target language.

The interfering Target Language, on the other hand, causes intralingual errors. These errors, according to Brown (54), are not generated by NL or MT, but rather by learners as they utilize their various learning strategies to learn the TL. According to Lim (24) such errors may suggest that learners have only partially mastered the language or may demonstrate competency in the language. The four types of intralingual errors are listed below:

(1) Overgeneralization occurs when a learner employs a form in one context and then applies it to other situations when it is inappropriate. It is used by students to reduce their linguistic load.
(2) Rule Restrictions Ignorance develops when students are unable to apply the limitations of current constructions to specific situations. This is what Richards (1584) called a learner's incapacity to apply rules in specific situations.
(3) Incomplete Application of Rules is termed as an error that a learner prefers or strategizes to use simple grammatical combinations over the complicated rules just to be able to communicate his intended meaning successfully.
(4) False Concepts Hypothesized occurs when a student is unable to perceive variations in the target language, he expresses himself in an ungrammatical manner.

The findings of the following studies suggest that errors may arise from interlanguage sources. This also demonstrates that learning the English grammar system is a significant challenge for learners. Though transfer surfaces can cause errors, the complexity of the target language's rules appears to be the most common cause of learners' difficulties. However, because interlanguage emerges from time to time, teachers must be aware of the influences the L1 has on the teaching of English.

Beltran began by surveying the written productions of student teachers at a university and discovered that they primarily use their native language, Filipino. When their errors were explored, the majority of them made grammatical errors due to misinformation (of subject verb agreement, pronouns, and antecedents) and omission (of articles, tense markers such as "-s, -es, -ies"); despite the fact that there were few accounts of addition and ordering of elements, their utterances were still incorrect. This also revealed that the student teachers' Filipino language (L1) interferes with their structures, which is why they frequently use incorrect word forms in place of correct ones in their utterances.

Orbe's (11-12) examination of grammatical and lexical errors found that students' essays contain improper word choice, complex phrases, and long sentences. This demonstrates that Error Analysis was able to recognize, categorize, and mark specific errors. The inaccuracies were attributed to a lack of understanding of terms, misinformation, and literal translation of Filipino language into English. According to this study's findings, certain areas of writing tend to be the most difficult for students to learn; as a result, English classes or sessions should be recommended to help these students improve their writing weaknesses.

In a similar vein, Catabay investigated the various types of phrase errors made by undergraduate students at a State University in 2016. Based on the study, students used incorrect terms, created run-on sentences, misplaced modifiers, and composed phrases with comma splice. Because they do not have sufficient knowledge of how to write sentences correctly, the results revealed that they are weak in sentence construction. As a consequence of the research, the current study suggests that teachers provide the best treatments to assist learners' writing abilities. They should be taught how to compose whole sentences and be compelled to do so at all times.

Subsequently, Vasquez (2008) examined a student's written composition in Columbia and discovered omissions (the subject pronoun "I" came before the verb), additions (the verb to be was added to a present simple sentence), selection (the learner used incorrect form: "there" instead of "where"), and misordering (words were incorrectly ordered) in the composition. This shows that interference (L1) in the second language, as well as overgeneralization of sentence rules, are to held responsible for the errors. In order to make changes, teachers should first understand the several kinds of mistakes students make in their writing. This is in accordance with the research by Yakub and Hossain (2018) who revealed interlingual and intralingual sources cause omission, addition, misstatement, and disordering in tertiary level students' English Written Texts. When it comes to misinformation, students frequently use the incorrect form of words with suffixes such as 's,' 'es,' and 'ed.' Other types of errors, such as addition and ordering, will be eliminated if misinformation and omission are reduced or minimized, according to the researchers. The findings demonstrated that the students' main language has an effect on their morpheme usage. Due to intralingual variables including overgeneralization, a lack of comprehension of rule restrictions, insufficient rule applications, and incorrect hypotheses, they use morphemes like 's' and 'es' as plural markers incorrectly. The researchers suggested that the curriculum for this group of students be reviewed and evaluated to see if it includes feasible and effective English learning strategies.

Teaching Interventions and their Guidelines
The existing literature revealed that errors do occur (a natural or innate element of language teaching and learning) and can originate from a variety of sources; consequently, how to correct these errors and what relevant instructional interventions should be set are key topics to consider. When looking into errors, there are a few things to think about: 1) what are the goals

and limitations of correcting errors? And 2) what should be done to improve efficiency? The main goal of error correction, according to Penny Ur, author of A Course in English Language Teaching, is to prevent these errors from becoming habitual (89). This goal begins with ensuring that the student understands what is wrong and how to correct it; as a result, the process is consciously carried out when the learner is involved in a careful examination of how he or she uses the language.

Ur also offered guidance on how to fix mistakes in students' writing work. The method begins with grammar exercises to correct tenses errors, then moves on to vocabulary and relative clauses to assess mastery of clause usage, and lastly to writing after a discussion. All of these exercises are meant to encourage students to work together, compare their responses, and evaluate them. The grammatical portion of language teaching requires learners to acquire basic writing grammar principles.

In particular, grammar is composed of words or morphology and a blend of phrases/sentences or syntax, so the combination of words and how they are arranged create a problem; as a result, demands thorough teaching and monitoring. As Ur recommended teachers play a role in helping students eliminate errors by strictly following the suggested ways (89). The following interventions focus on form and meaning:

1) Developing Consciousness. This is the step where the teacher points out the grammatical error and provides an instance where the expression is used in an appropriate context so that the student can contrast its form and meaning.
2) Rewriting or translating. This is accomplished by having the learner edit depending on the correct form or agreement, or convert a sentence from their primary language to the target language.

Theoretical Bases
This linguistic research theorizes that errors are revealed in the written texts of pre-service teachers. This notion is reinforced by Stephen Corder's Error Analysis hypothesis, which states that when language learners use a foreign language, they make mistakes; therefore, if these errors are investigated systematically, the results could eventually provide insight into how languages are acquired and utilized. Once the causes or sources of errors are discovered, it is probable to conclude and decide on their remedies. Omission, addition, selection, and misordering are the four primary types of errors. After errors have been found and classified, the reasons of the errors can be determined. In this study, the interlingual and intralingual sources of errors identified by Richards were investigated. The graphic below shows how errors in Pre-Service Teachers' written texts were investigated. The categories of error analysis, their causes, and the monograph output based on the findings are all represented in this diagram.
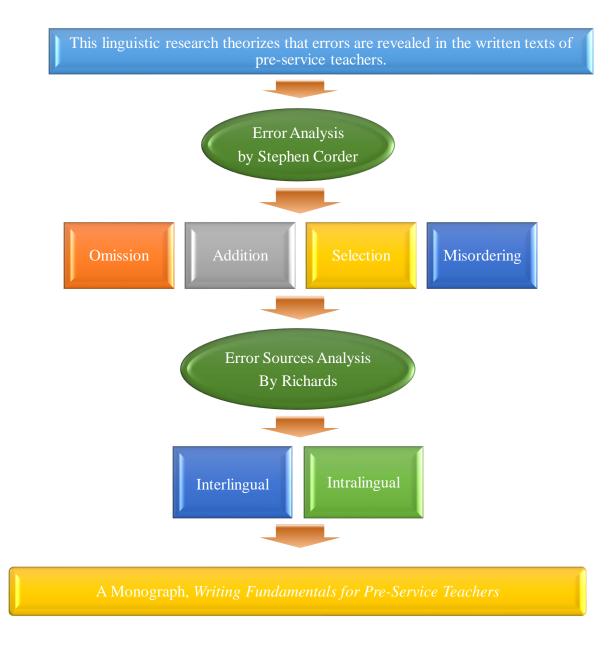
This linguistic research theorizes that errors are revealed in the written texts of pre-service teachers.

Error Analysis by Stephen Corder

| Omission | Addition | Selection | Misordering |

Error Sources Analysis By Richards

| Interlingual | Intralingual |

A Monograph, *Writing Fundamentals for Pre-Service Teachers*

Figure 1: A Schematic Presentation of the Theoretical Background

Research Method Used

This study employs a qualitative research design to describe the errors found in the written texts of BSED English Pre-Service Teachers of Central Philippine University, Iloilo City. This design does not deal with the number or quantity but with words, phrases, sentences, and paragraphs from the source of data. In actuality, "qualitative research" requires "gathering largely textual material and analyzing it using interpretive research analysis" (Heigham and Croker 165).

In this investigation, an error analysis method was applied. This investigation looked into the sources of errors as well as how they are produced. The "error analysis" approach of Stephen Pit Corder consists of the following steps: 1. Collect language samples from students; 2. Error identification; 3. Error descriptions; 4. Error explanation; and 5. Errors assessment (Saville-Troike, 2006).

Sources of Verbal Data

Written texts from the portfolios of Central Philippine University's BSED English Major Students in Iloilo City were used as data. These written texts are part of the pre-service or student teacher's overall logbook. A teaching portfolio is a collection of materials that captures instructional practices as they relate to student learning. It comprises a recap of teaching experience and duties, a reflection on teaching philosophy and aims, a discussion of teaching methods and strategies, as well as efforts undertaken to improve teaching, and a statement of prospective plans and goals. The 11 reflections with the title "What student teaching means to me?" were studied in this study. These written documents were analyzed for errors and assessed.

Data- Generating Process

The information was compiled from the written texts of BSED English Major Pre-Service Students. Corder's EA starts with collecting written texts, then identifying errors, categorizing errors (omission, addition, selection, and misordering), and then pinpointing where these errors originated from. Based on the results, an intervention program was identified to help the students with their writing needs. Findings further guide the researcher in designing the appropriate monograph to be used in teaching writing.

Phases

Phase 1. Collecting Samples. This is the initial step of the process where the researcher collects written texts of Pre-service teachers from their portfolio or logbook. After the essays are gathered, they were subjected to the next phase which is the identification of errors.

Phase 2. Identifying the Errors in the Written Texts. The second stage refers to the identification of ill-formed sentences and proving the existence or characteristics of errors. Basically, in this stage, any difference or deviation from what a native speaker would have made was scrutinized.

Phase 3. Describing the Errors. The third stage creates categories of errors that were used in developing a complete description and grouping of errors.

Phase 4. Explaining the Sources Errors. This stage is considered the most important for EA research. To reach some effective remedial measures, Sanal claims that the analyst should be aware of the mechanism that triggers each type of error. Richards' sources of errors: interlingual and intralingual, were used to explain each form of L2 error.

Phase 5. Error Correction Intervention. This contains how errors can be eliminated. An intervention program or scheme is recommended to address the students' writing problems.

Phase 6. Monograph Construction. Based on the results of this study, a monograph *Writing Fundamentals for Pre-Service Teachers* was constructed. This booklet contains the following parts: the preface section speaks directly about what the monograph is about, how it was created and explains its significance or reason why it is created. The discussion section presents important concerns or general concepts about how to achieve good writing. This is composed of illustrations, examples, and tips to improve one's writing and how to eliminate errors. Activities section consists of exercises or drills that will provide students opportunities to test their learning.

3. Discussion and Conclusion

Using Corder's Error Analysis, the Pre-service students' errors are revealed. As regards omission, they omitted the following: past tense marker "d", auxiliary "be", plural noun marker "s", articles "a" and "the", prepositions "to" and "of", pronouns "it" and some conjunctions

that affected the sentences. According to the findings, errors are first produced by intralingual aspects, notably when students disregard rule restrictions, are unable to apply limits, and are unable to notice the difference between their first and target languages. Whereas, interlingual sources came from negative transfer when the learners use the same rules learned from their first language and also from literal translation as they directly converted their ideas into the target language. Learners' omission errors are owing to their lack of mastery, insufficient application of target language rules, and complexity of the English language, according to Kusumawardhani (84-94). As a result, they created sentences based on their original tongue.

As regards addition, the following errors are noted "be" verb, verb phrase, plural noun marker "s", article "a", prepositions and modifiers, prepositional phrase and modifiers which are all attributed to intralingual sources especially on overgeneralization where students relate their learned rule earlier to form a new utterance, a lack of understanding of the rules' limitations and a careless execution of the rules. Language transfer sources are primarily formed through transfer, in which a student who does not comprehend the sophisticated rules of the target language applies the same rules that he or she learned in his or her native tongue. Yakub and Hossain (213) explained that additional sources can be first due to interlingual sources and come from L1 (subconscious process) which always interferes with learning a second language, Moreover, according to the researchers, it is a natural phenomenon. Hiligaynon and English could have universal properties but not in all aspects because some aspects vary.

Concerning selection errors, the following errors are noted: present tense instead of past tense, plural noun marker "s", articles "a" and 'the", pronoun "you", the preposition "to", and verbose expressions. All of these selection errors, as discovered, are intralingual in origin. According to Richards (206), mistakes like these occur as a result of poor learning characteristics such as erroneous rule application and a lack of understanding of rule limits. Orbe (12) cited that confused words or wrong word choice could be caused by misinformation or the learners' limited vocabulary resources. Further, Beltran explained that misinformation errors are due to (L1) interference in the structure.

Lastly, in the ordering category, the students missed to put in order their sentences. The first type of disordering is run-on or fused sentences where they put the sentences improperly; the second type is called comma splice where the expression lacks a predicate to complete the meaning, and third belongs to dangling modifier category where the modifiers are placed improperly. These sentence structure errors are classified under the intralingual errors where according to Amiri and Puteh (143) sentence structure errors are categorized as intralingual in nature since structures reveal that students convert the target language into their mother tongue or think in their mother tongue first before translating into English as a result of paraphrasing.

Writing is unquestionably the most demanding of the English Language's macro abilities, which is why mistakes are inevitable. Thus, according Stephen Pit Corder, errors are the best evidence for defining and explaining how learners learn the target language. Teachers will be given instructions on how to create instructional interventions that will reduce students' writing problems as a consequence of the examination of learners' errors. Pre-Service Students created errors in their written texts by removing, adding, selecting, and misordering linguistic elements such verbs, nouns, articles, words, and sentence structure, according to the findings of this study. Even though they had a variety of writing assignments or exercises, they still lacked time for feedback and opportunities to correct their errors. According to Howard and Major (101-103), a lack of "fit" between the teaching situation and the coursebook might occur when

students are unable to develop their language abilities. With such an urgent demand, it is vital to create an intervention program to assist students in overcoming their writing difficulties.

The proposed intervention program should aim to give students the opportunity to recognize their writing challenges, revisit writing foundations, and encourage them to communicate with their teacher and peers while editing, revising, and developing their sentences. This instructional approach must have the following elements: critical outcomes, tasks, personnel responsible, resources, timetable, and budget. Importantly, any intervention should include a monograph or instructional material that teachers may use in their classes to assist students master the principles of reflective texts and improve their writing skills.

Finally, the findings emphasize the significance of errors, particularly for teachers and students of foreign languages. It's vital to accurately evaluate student errors before designing effective teaching and other strategies. Error analysis (EA), according to Corder, should be used by both researchers and teachers. Second, this technique should be used to collect samples of the learner's language, discover errors, characterize, classify, and evaluate their importance based on the type and sources of the errors. Finally, EA's main purpose is to find out what students know and don't know. The results of the Pre-Service Students' written texts show that they make interlingual and intralingual errors. These sources make it difficult for them to create the target language accurately, forcing them to rely on a non-standard rule that better suits them. Errors are common in non-native speakers' written work, indicating processing difficulties caused by constraints.

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