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Editorial Note

South Asian Journal of Management Research (SAJMR), is a scholarly journal that publishes scientific research on the theory and practice of management. All management, computer science, environmental science related issues relating to strategy, entrepreneurship, innovation, technology, and organizations are covered by the journal, along with all business-related functional areas like accounting, finance, information systems, marketing, and operations. The research presented in these articles contributes to our understanding of critical issues and offers valuable insights for policymakers, practitioners, and researchers. Authors are invited to publish novel, original, empirical, and high quality research work pertaining to the recent developments & practices in all areas and disciplined.

Cross-functional, multidisciplinary research that reflects the diversity of the management science professions is also encouraged, the articles are generally based on the core disciplines of computer science, economics, environmental science, mathematics, psychology, sociology, and statistics. The journal's focus includes managerial issues in a variety of organizational contexts, including for profit and nonprofit businesses, organizations from the public and private sectors, and formal and informal networks of people. Theoretical, experimental (in the field or the lab), and empirical contributions are all welcome.The journal will continue to disseminate knowledge and publish high-quality research so that we may all benefit from it.

Dr. Pooja M. Patil
Editor

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An Analysis of YUOE Students' Errors in their Writing

Nan Kham San
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Abstract

Learners make errors that are crucial parts and aspects in the process of learning a language. **Error analysis** plays an indispensable role in applied linguistics as well as in the teaching-learning process. And it provides insight into the systematic development of language learning, assisting the procedures of identifying, describing and explaining students' error. The aim of this paper is to investigate errors made by the third-year (COE) students from Yangon University of Education. The research was carried out by the frame work of Caral James (1998) in terms of two categories: **lexical errors** and **grammatical errors**. Then, this paper attempts to provide a **pedagogical precaution**, known as treatment of errors, the remedial teaching strategies and techniques for the English Language Teachers. It is hoped that results of the study will contribute teachers as well as students with pedagogical purposes.

Keywords: Error Analysis, Lexical Analysis, Grammatical Error, Pedagogical Precaution

Introduction

Learners inevitably commit errors in the process of foreign language learning. "Errors refer to the systematic (mistakes) of the learner from which we can construct his knowledge of the language to date, i.e., his transitional competence" (Corder, 1967). Error analysis is a type of linguistic analysis that focuses on the errors of learners in the stages of language acquisition "with the practical intention to develop objective standards of judgment or didactic measures to reduce or eliminate such error" (Rein, 1983).

Error analysis is a very important area of applied linguistics and of second and of foreign language learning. Applied linguistics tries to deal with the problems and issues related to language as well as to its learning and teaching. Error analysis provides a deep insight for understanding of the processes of language learning.
Writing, a productive skill of a language, is a complex process even when one is done so in the first language. Naturally, it becomes even more complicated when writing in a foreign language or a second language. Researchers take into consideration to identify the most common errors made by language learners in their writings. Thus, error analysis aids teachers with the adoption of appropriate teaching strategies and methods to help students to raise their awareness of learning a foreign language, including how to produce the target language more effectively.

The aim of this research is to take a pedagogical precaution as treatment of errors for the students from Education Degree College to arouse their proficiency in English when they join a bridge course for their further studies or their postgraduate courses: M.Ed. and Ph.D. courses in Yangon University of Education. Thus, the analysis of learners' language has become an essential need to overcome some questions and proposed solutions regarding different aspects. The stages of the research were conducted by the frame work of Caral James (1998) in terms of two categories: lexical errors and grammatical errors.

This study deals with the error analysis and its contribution to English language teaching at both linguistic and methodological level. The teachers can utilize the errors as guidance for the learners. Errors can be reduced and driven away with the students in learning by giving feedback and remedial exercises as well.
This study will cover the following research questions:

- What are the types of errors in writing made by third year students of Yangon University of Education?
- Why did the students make these errors?
- What kinds of treatment should be given to students' errors?

This paper provides many opportunities for sequence items in linguistic resources to be correlated to the strategies and procedures the students produce in the target language acquisition. It also intends for teachers, to highlight the requirements that are required to be covered for the students in Education Degree Colleges to arouse their proficiency like students from YUOE (Direct Intake).

Literature Review

In the past, the field of error analysis was highly influenced by the behaviorist learning theory of language, and students' errors were considered the result of the existence and interference of the rules of the first language.

It has been a shift in pedagogical focus from preventing errors to learning from errors – a fact that, is reflected in George's (1972) statement that, "*it is noteworthy that at the beginning of the sixties the word 'error' was associated with correction, at the end with learning*". There was a significant change in foreign language methodologies and materials. Observation on students' errors also has immediate practical applications for foreign language teachers (Corder 1973):

> "*Errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention*".

Errors are 'systematic', it is likely to happen regularly and not recognized by the learner. Hence, only the teacher or researcher would locate them, and the learner would not (Gass and Selinker, 1994). Norrish (1983) made a clear distinction between errors and mistakes. He stated errors are "systematic deviation when a learner has not learned something and consistently gets it wrong." He added that when a learner of English as a second or a foreign language makes an error systematically, it is because he has not learned the correct form. Norrish defined mistakes as 'inconsistent deviation'. When a learner has been taught a certain form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake. It is obvious that an error is considered more serious and the researchers have chosen to focus on students' error mot mistakes.

There are many researchers who are interested in categorizing errors and the literature containing various types of errors. Leah and Magno (2012) classified errors as, omission errors, addition errors, misformation errors, wrong order, spelling errors, system errors, and so on. This classification is similar to those found in Dulay, Burt and Krashen (1981) who categorize errors into four types, omission, addition, misformation, and disordering, Caral James (1998) errors into nine categories: prepositions, articles, singular/plural, adjectives, irregular verbs, tenses, concord, possessive case, and passive/active in grammatical errors.

Error analysis was first introduced by Lado (1957) who claimed that learners of a foreign or second language make errors during their learning process and these errors could be predicted based on differences between their native language and the second language in which they are learning. James (1998) claimed that error analysis is one of the most influential theories of second language acquisition and is concerned with the analysis of the errors committed by L2 learners by comparing the learners' acquired with the target language norms and explaining the identified errors. According to James, error analysis refers to "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance". For Crystal (1999), error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning, especially a foreign language.

Coder stated the purpose of error analysis is, "what the learner knows and does not know" and to "ultimately enable the teacher to supply him not just with the information that this 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 a language". The procedure for error analysis was elaborated by Corder (1974) as comprising five stages:

- selection of a corpus of language
- identification of errors in the corpus
- classification of the error's identification
- explanation of the psycholinguistics causes of the errors
- evaluation (error gravity ranking) of the errors.

According to Keshavarz (2003,2006), the field of error analysis is divided into two branches:

a. **Theoretical Analysis of Errors**: Theoretical analysis of the errors tries to find out the problems and issues related to language learning and explore the underlying structures that work in the process of language learning. It investigates the reasons of the errors in the process of learning.
b. **Applied Error Analysis**: It deals with designing material and other remedial courses and methodologies for resolving those problems that are highlighted by the theoretical analysis of the errors.

Related Research

For years, there have been many studies on the process of foreign language teaching-learning process. Several researchers, linguists, scholars and teachers did a lot of research on error analysis in Foreign Language Acquisition and Second Language Acquisition.

The first research that has been conducted in Jordan, an Asian country, in which English is regarded as a foreign language. The research on "Error Analysis of Spelling Among University Students of English in Jordan: An Analytical Study (2020)" was conducted by Jibrel Harb, The World Islamic and Science Education University, Jordan. This paper is one of the official conference proceedings in the European Conference on Language Learning in 2018. This study aims at investigating the spelling mistakes made by students of the English language at The World Islamic Sciences and Education University (WISE) in Jordan. Some recommendations and pedagogical implications are going to be studied in the future by the researchers.

Another study is that "Lexical errors in writing at the end of primary and secondary education: Description and Pedagogical Implications (2015)" by M. Pilar Agustin Liach, University of La Rioja, in Spain. In this study, the researcher presents a study which describes and compares the production of lexical errors at the end of two important educational stages. According to the study, some pedagogical implications are suggested to improve the lexical production of Primary and Secondary school learners in order to prevent and remedy the lexical errors they committed.

The next study, "The Role of Error Analysis in Teaching and Learning of Second and Foreign Language (2015)" is conducted by Aqsa Jabeen. This study aims to investigate errors made by second and foreign language learners. The solution of the study is that students are highly influenced by the rules of their first language.

Lastly, the topic "Approaches to Treating Student Written Errors (2013)" by Thu H.Tran, Missouri University of Science and Technology, Rolla, Missouri University, USA. This study attempts to provide second language writing teachers with some key considerations in providing of giving feedback. Afterward, he suggested a typology of written errors and discussed different ways of offering corrective feedback.

Research Methodology

The present study follows a cross-sectional design in which the data were taken from a particular group of students at the beginning of their academic year. The collected data were analyzed by the framework of James (1998) in terms of two categories: ***lexical error analysis*** and ***grammatical errors analysis***.

Participants

A group of third year students (COE), 88 students, from Yangon University of Education made up the study sample. They specialized in English Language Teaching and have joined recently from different Education Degree Colleges in Lower Myanmar to Yangon University of Education as their bridge course. In Education Degree Colleges, English was not taught by the use of a prescribed textbook whereas YUOE in which straightforward and life are regarded as the prescribed text books. In Education Degree Colleges, English has been taught as literature in which grammar and phonetics are being emphasized and Curriculum and Pedagogy Studies, the approaches to teaching English are taught. It is obvious that Education Degree Colleges Students' English proficiency is not as good as that of students from Yangon University of Education.

Instruments

Participants had to write an essay on the topic – 'A sporting event in Myanmar'. In the essay, they had to write the introductory paragraph, write the body paragraphs and summarize the essay in the concluding paragraph. Students had 50 minutes to complete the task. No reference books, dictionaries or any other help was allowed.

Procedures

Essay took place in a regular session in the presence of the teacher or the researcher. The collected data are alanysed according to the two main categories: ***lexical errors*** and ***grammatical errors*** by using the framework of Caral James (1998). The data of the production of ***lexical errors*** are analysed by two categories: ***form*** in which *misslection*, *misformation*, *distortion* and ***meaning*** in which *confusion* of *sense relation*, *collocational errors* have been included respectively.

In the first stage, selection of a corpus of language, the target students are asked to write an essay i.e. a descriptive essay on the topic, 'A Sporting Event in Myanmar'. In the second stage of the experiment, afterwards, the errors by the students are identified by making correction of their teacher.

Data Identification

The collected data is classified by using the framework of James (1998). The role of the explanation of the psycholinguistics causes of the errors is neglectable in this paper and the evaluation of the errors will be discussed by the researcher. There are **151 total errors** including **73 - lexical errors and 78 – grammatical errors.**

Firstly, 73 total numbers of lexical *errors* are found in terms of *form* and *meaning* according to the framework. 10 misslection error, 9 *misformation* and 28 *distortion* made 47 *form* errors when 20 *confunsion of sense relation* and 6 *collocat*ional error made 26 *meaning* error in their essay. Table 1 shows the number of the lexical errors that are found in students written scripts.

Table1. The representation of lexical errors found in students' written scripts

Lexical - 73				
	Form – 47		Meaning - 26	
misslection	misformation	distortion	confusion of sense relation	collocational error
10	9	28	20	6

On the other hand, 38 out of 78 tenses errors were found as the most prominent grammatical errors. And then, 19 preposition errors, 13 singular or plural errors, 7 article errors and only 3 adjective errors were found in their performance. Table 2 describes the amount of the grammatical errors that are found in the students' written scripts.

Table 2. The representation of the grammatical errors found in students' written scripts

Grammar - 78				
Preposition	Articles	Singular/Plural	Adjectives	Tenses
19	7	13	3	36

The proportion of both types of errors can be observed clearly in figure (1) and figure (2).

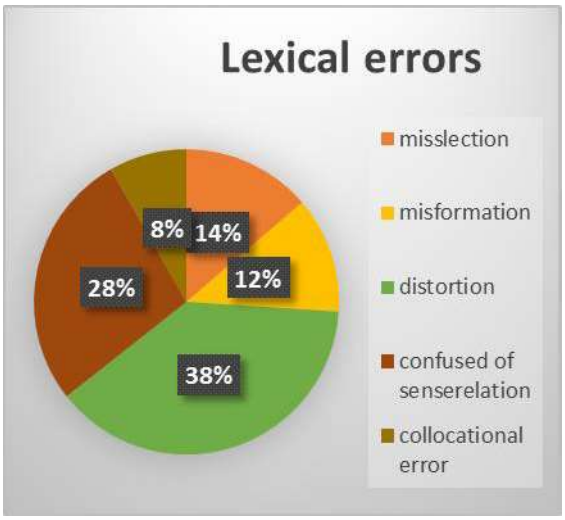

Figure 1: The representation of Lexical errors

The percentage of *lexical errors* and *grammatical errors* can be illustrated by pie charts. Figure (1) describes the proportion of each type of *lexical errors*. The noticeable error was that *distortion* with 42% whereas the proportion of *collocational* error was the least with 8% only. The second mostly error is found as *confusion of sense relation* with 28%. The proportions of *misslection* and *misformation* were fewer than other counterparts with 14% and 12% respectively.

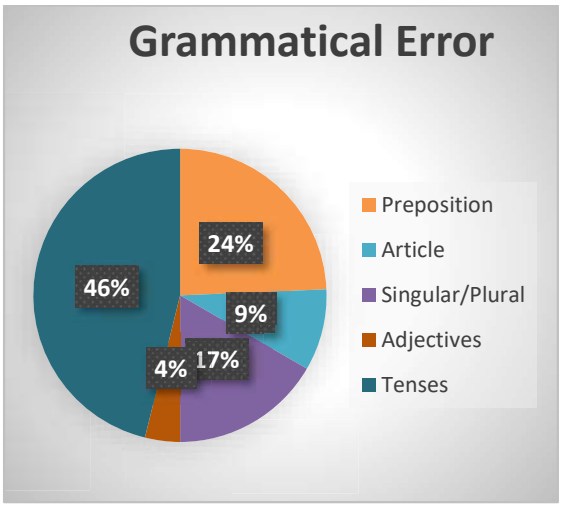

Figure 2: The presentation of grammatical error

The proportion of *grammatical errors* is illustrated in figure (2). The considerable proportion was *the errors of tense* with 48% those students have been studying these grammatical rules along their academic in various way. The proportion of preposition errors was half of the proportion of tenses with 24%. Only 4% of error of adjectives was the least made by students. But the error of singular/plural was 17% and the error of article made by student was 9% respectively.

It is sure that the collected data will contribute to English language teaching at both linguistic and methodological level.

Findings and Discussion

Many factors are taken into consideration for affecting the language acquisition of the students. It is clear that the analysis of the errors in this research describes how deeply the structure of language is internalized in the human mind.

There are some words, phrases, clauses and sentences extracted from their written scripts for describing different types of errors and the causes of those errors. The words such as 'opoenet' for the words

'opponents', 'spectors' for 'spectators', 'Nowaday' and 'Nowdays" for 'Nowadays', 'perticipate' for 'participate', 'clender' for 'calendar', 'the oldest from' for 'pagoda complus' for 'pagoda campus' etc were found as distortion of lexical error. It can be assumed that students make these types of errors just because of a slip of the hands not because of the lack of knowledge in the target language in their answers from feedback session. Most of the students make this type of error naturally as their desire is to end up the task on time and they become careless of the spelling.

The phrase 'good combination' is found as a *misselection* of lexical errors that the choice of the word should be 'good cooperation' instead of using 'good combination'. The reason may be the misunderstanding of the meaning and usage of the words between 'combination' and 'cooperation'. Another type of error, misformation, is also found that students make the phrases such as 'a uniquely Burmese sport' instead of 'a unique Burmese sport', 'more attractive and pleasantful' instead of 'more attractive and pleasant'. Inadequate knowledge of the rules of the lexicon results in confusion of sense of relation errors are as follows:

- as possible in the air
- Chilone can be kicked by the steps
- watch it many places in Myanmar
- as well, he added
- to try to keep
- to not to let it drop and so on.

In the language learning process, the insufficient practice of grammatical rules results in grammatical errors in students' writing which were analysed based on the framework by James (1998). The result of the research showed that the errors of tenses were mostly made by the students while the errors of adjectives was the least. Students made the error of tenses as in 'it helped' instead of 'it helps', breaking the rules of present simple tense, 'The event usually lasts for a month and played with a team of six players' instead of 'The event usually lasts for a month and is played with a team of six players.' and 'it held' instead of 'it is held' without following the rules of active and passive forms and so on. Although students are already familiar with grammatical rules, these types of errors were still found. Another type of error is errors of articles as in 'an competitive sport', 'a thousands of peoples', 'sport is form of'. Errors of prepositions are made by the students as in 'to try to keep' instead of 'try to keep', 'benefits fitness games' instead of 'benefits of fitness 'games'. Students also made the errors of adjectives by confusing '-ed' and '-ing' adjectives as in 'I am exciting the performance of Chinlone' instead of using '-ed' adjective.

It is assumed that the errors made by the students would be correlated to the factors causing errors. The result from the feedback session revealed the factors causing errors on students' writing are carelessness, first language interference, teachers' explanation and students' incomprehension about rules of lexicon and grammar. Carelessness may be lack of students' motivation in learning English. It happened because the students had lack of attention or slip of the pen. Students sometimes commit this kind of errors when they wrote hurriedly and did not check their spelling. Another reason, first language interference, led to the errors of misformation and misslection. It was also indicated that the students translated the sentences literally in their first language. If the teacher could not give the rules of grammatical and lexical clearly, it would harm students' comprehension and their performance. As a result, the students made mistakes and errors due to overgeneralization i.e students generalized the rules that they had learnt. They made mistakes and errors in using auxillary, diction, passive form, subject verb agreement, singular and plural nouns, and tenses. Richard (1974) and the researchers stated that incomplete application of the rules makes the learners fail to use a fully developed structure and false hypothesis and do not fully understand a distinction in the target language.

Teachers need to consider how to design their own error treatment strategies as pedagogical precaution. Developing lessons and teaching grammatical points have been attempted to help students understand the rules and issues of grammar that are troublesome for them. Thus, teachers should study aspects of grammar that are particularly problematic for students because of being non-native speakers of English. Corrective error feedback should be provided more than ever via either direct feedback or indirect feedback by teachers or sometimes by peer-review. Students are required by indirect feedback to take more responsibility for their errors to learn more from the process, to acquire the troublesome structures, and to make long-term progress in finding, correcting, and eventually avoiding errors. There is a potential danger of direct feedback that students will be provided the corrected rather than guiding the writer to do his or her editing. Using a set of error code to identify errors as part of indirect correction is helpful for students to

edit their errors either by peer-review or by themselves. Teachers discourage using direct correction of the learners' errors since it may make the learners feel embarrassed in front of the whole class and may demotivate them in the long run whereas peer to peer interaction is beneficial because of friendly relaxed relationships. For the treatment of lexical errors, activities and tasks should be provided in terms of teaching form, meaning and use are focused alternatively to arouse the memorization of students.

Errors in language class are inevitable. Language learners are always expected to make errors in their written work and so are the third-year students from Yangon University of Education. Teachers are conscious of the fact that errors reflect how much the learners have learned and guide the teachers on what next to focus on in language teaching and how to treat their students' errors as they are regarded as 'the sign of learning' as well as 'part of learning'. The old Grammar Translation method which stressed on the avoidance of errors in learners' work has become obsolete. Then, the Communicative Language Teaching (CLT) approach opposed the provision of direct feedback on grammatical errors as students are involved in the class and motivated them to take part in activities in an enthusiastic manner. In communicative language teaching approach, grammar is taught in a way that helps students to build their communicative competence. A communicative grammar lesson allows students the opportunity to practise the target grammar item through specific communicative tasks and activities. Communicative tasks are important because they make students learn target grammar items under 'real operating conditions. Writing activities such as controlled practice are valid ways for practicing grammar communicatively that can support more ideas and resources to help students how to apply their acquired knowledge in the activities.

This study proves that it is essential for students to make errors in the process of learning a foreign language. The systematic analysis of these errors accommodates students with a deep insight into the process of language learning and many solutions to various language learning-related problems as a linguistics analysis. The findings of the present study help the language teachers realize the cause of errors, and provide the opportunities for creating the remedial exercises and activities to diagnose the weaknesses of the students because the students did not learn English as a subject for their language proficiency in their previous academic years in their respective Education Degree Colleges. The results of this research show the teachers how to adjust the level of language proficiency of students from Education Degree Colleges to be able to keep abreast with the students who have enrolled directly at Yangon University of Education.

The findings suggest that continuous in-service training is necessary to develop teachers more professionally. It allows the teachers to aware themselves of the new trends in the field of language education and thus reflect on their practices. It is obvious that the findings of this research will help the course and syllabus designers in designing material and in adopting the techniques and methodologies that take the essential role in making the language learning and teaching more effective.

Conclusion

In conclusion, this study provides evidence that students are still facing problems in choosing and using the appropriate lexicon and tenses in their writing. It shows that their inadequate knowledge of the rules of the target language seems to be the main factor in causing the written production of errors. This insufficient knowledge and exposure of the target language causes them to use incorrect forms of rules for lexicon and grammar. Furthermore, their ignorance of rules leads them to misuse the correct forms of verbs and vocabulary. Creating an opportunity for remedial exercise and designing the most suitable that can cover the needs of the target students in each and every academic year are suggested as the solutions of the study in this research.

The nature of error development is not straightforward. Different trends can be observed that errors are committed by the students for different reasons. But it is assumed that the main reason is a lack of sufficient exposure in their productive, writing as well as speaking. Thus, a shift is necessary for consideration of their language learning process in which approaches to teaching and materials are included.

Some limitations of the study are that it only explored the errors categorized by the modifying theory of James (1998). The study was limited only on the analysis of the three questions as follow.

1. What are the types of errors in written production made by third year students of Yangon University of Education?
2. Why did the students commit these errors?
3. What kinds of remedial treatment of errors should be given for teaching learning process?

There are many areas needed to be covered by future researches as in sources of errors and causes of errors committed by students. There is much scope of research on this area as errors of productive language can be analysed to improve the proficiency of the students.

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