An Investigation into the Impact of Error Correction on the Written Performance of Secondary School EFL Students:


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B. Ed in English Language, Faculty of Education
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An Investigation into the Impact of Error Correction on the Written Performance of Secondary School EFL Students:

A Case Study of Abu Elhassan Joint Secondary School, Um Algurra Locality, Gezira State, Sudan (2013-2014)

Amal Mustafa Abu Elhassan Ahmed

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Date: December 2014
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Date of Examination: 27/ 12 / 2014
I dedicate this study
To the soul of my beloved mother
    To my father
    To my husband
And to my family with great love
Praise and great thanks are due to Allah, for giving me a power to complete this study. My grate and thanks to my supervisor Dr. Awatif Satti for her guiddance, unlimited help, patient and advisable to carry out this study. My sincere thanks to Dr. Zahir Abo Oubida for his helpful, suggestions and advisable. Also thankful to the staff of Faculty of Education; specially Department of English Language for their guiddance, patient and valuable advice to carry out the study. My thanks to my teachers at University of Holy Qurran - Wad Medani Branch for their encouragement.

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Abstract

Correcting error plays a main role in learning and teaching English as a foreign language. Tutors, teachers, and students should care about different techniques for developing learning process. The study aimed at investigating the impact of correcting written error on secondary schools students' performance to investigate the extent of benefits of using important and suitable techniques and for correcting error to get benefit without interrupting students' written performance. An analytical descriptive method was adopted. Two tools are used to collect the data; a questionnaire which was designed for investigating suitable techniques; teachers used for treating students written error for teachers it was distributed among a random sample of (50) teachers from experienced English teachers at Um Algurra Locality. About (100) students' exercise books were used randomly from first and second classes at Abu Elhassan Joint Secondary School. The study adopted SPSS programme for analyzing data. The study found out many results; in spite of insistence of a great number of teachers (68%) that correcting students' errors helps to develop their written performance most of them did not care about correcting error. The majority of teachers of teachers (72%) declared that students did not their errors. On the other hand, (68%) of teachers were proved the importance of correcting errors for students and teachers. The analysis of students' exercise books approved that the majority of students did not care about their errors and the importance of correcting. Some teachers did not care about writing symbols to indicate errors' type and the importance of error correction. Teachers also corrected errors inside exercise books. The study recommended that teachers and students should care about correcting errors and use unified and accepted symbols with students in the same school. Making training courses for teachers to have complete knowledge about treating and following students’ errors in writing.
تقصي أثر تصويب الخطأ على الأداء الكتابي لدارسي اللغة الإنجليزية بالمدارس الثانوية
(دراسة حالة مدرسة أبوالحسن الثانوية المشتركة/محلية أم القرى, ولاية الجزيرة, السودان,
2013-2014)
أمل مصطفى أبوالحسن أحمد

ملخص الدراسة

يلعب تصويب الخطأ الكتابي دوراً رئيسيًا في عملية تعلم وتعليم اللغة الإنجليزية بوصفها لغة أجنبية. نسبة لأهمية تصويب الخطأ الكتابي على أداء الطلاب، يجب الاهتمام به من قبل الموجهين والمعلمين والطلاب للاستفادة منه في تطوير عملية التعلم. هدفت الدراسة إلى تقصي أثر تصويب الخطأ الكتابي على أداء طلاب المدارس بالمراحل الثانوية وبيان مدى فاعلية استخدام التقنيات والطرق المناسبة والمهمة واختيار الوقت المناسب لتصويب الخطأ مما يؤدي إلى حصولهم على الفائدة من ذلك دون الإخلال بأداء الطلاب الكتابي. أتسع الدراسة النهج الوصفي التحليلي حيث استخدمت وسائل نمط البيانات هما: الاستبانا للمعلمين والتي صممت بغض النظر عن التقييم المناسبة التي تستخدمها المعلمون لمعالجة أخطاء الطلاب الكتابية والتي وزعت على عينة عشوائية والتي بلغ حجمها حوالي (50) معلماً من معلمي اللغة الإنجليزية، من ذوي الخبرة في المرحلة الثانوية بمحافظة أم القرى بولاية الجزيرة. كما استخدمت الدراسة كراسات الطلاب التي بلغ عددها (100) كراساً أُختيرت عشوائياً من الصفين الأول والثاني بمدرسة أبوالحسن الثانوية المشتركة. استخدمت الدراسة برنامج الحزم الإحصائية لعلوم الاجتماع لتحليل البيانات. توصلت الدراسة لعدد من النتائج أهمها أن على الرغم من أن عددًا كبيرًا من المعلمين (68%) أكدوا على أن تصويب أخطاء الطلاب يساعد على تطوير أدائهم الكتابي إلا أن معظمهم لا يعتمون بتصويب الخطأ. أفاد (72%) من المعلمين أن بعض الطلاب لا يقومون بتصويب أخطائهم الكتابية، أيضاً (68%) من المعلمين أكدوا على ضرورة أن يقوم الطلاب والمعلمون بتصويب الأخطاء. كما أثبتت دراسة كراسات الطلاب أن معظم الطلاب لا يعتمدون بالأخطاء الكتابية وضرورة تصويبها، كما أن بعض المعلمين لا يعتمدون بكتابة رموز توضح نوع الخطأ و يقومون بتصويب الخطأ داخل الدراس. توصى الدراسة بضرورة الإهتمام بتصويب الأخطاء من قبل المعلمين والمعلمون واستخدام رموز موحدة في نفس المدرسة معاطف عليها من قبل الطلاب. كما توصى الجهات المعنية بضرورة عدد دورات تدريبية تملك المعلمين المعرفة النابعة الضرورية بطرق معالجة مماثلة أخطاء الطلاب في الأداء الكتابي، وعدم تصويب الخطأ بشكل أداخلاً بشكل الكراست.
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CHAPTER ONE
INTRODUCTION
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INTRODUCTION

1.0 Background:

Error correction is an essential and inevitable factor in the learning process. Errors always show the progress of learning and no one can learn without making errors. Teachers' positive or negative attitudes towards errors affect learning process. Positive attitude plays a main role in learning development. Teachers decide what, when and how to correct errors.

Since error correction techniques are important, the researcher will attempt to reflect the impact of errors correction on the learning process and how teachers use these techniques of correction to improve the learners' performance.

1.1 Statement of the Problem:

It is clear that differences between the native language system and those of the target language lead to make errors. It noticed that learners of English as a foreign language make a number of errors during learning, particularly in writing, speaking, spelling and grammar. Making errors is a natural process in matter phenomena learning (Corder: 1967), still students can learn from their mistakes and lead themselves to success. Some teachers, however, view mistakes as an acceptable phenomenon; others view mistakes as an unacceptable so they correct every error. Deciding of what, when and how to correct reflect the teacher's ability to gain benefits from the lesson taught.

1.2 Objectives of the Study:

1. To find out the impact of errors correction on Secondary School students' written work.

2. To find out the most common errors in the students written work.

3. To explore the most important types of error teachers should be corrected.

4. To find out the appropriate techniques for correcting errors in students work.
1.3 Questions of the Study:

1. What is the impact of errors' correction on secondary school students' written work?
2. What are the common errors in the students' written work?
3. What the most important types of error teachers should be corrected?
4. What are the appropriate techniques for correcting errors of writing?

1.4 Hypotheses of the Study:

1. Appropriate correction techniques have a positive impact on the secondary school students' written work.
2. The most common errors in students' written work are those of spelling.
3. Correction serious errors only is helpful for the students and teachers.
4. Some teachers use appropriate techniques to correct errors.

1.5 Significance of the Study:

The study is expected to be beneficial and useful to those who are involved in teaching and learning English as a foreign language. What is teachers' attitude towards correcting errors and how they treat errors that occurs. The study is also intended to investigate the useful techniques for correcting errors that help teachers to develop students' attitude towards errors correction

1.6 Methodology of the Study:

The researcher will adopt the descriptive analytical method to conduct the study. A collection of samples of exercises and a questionnaire will be used to find out whether the teachers and the learners usually get benefits from errors correction. The sample includes teachers and students from secondary schools.

A sample of students' exercises will be collected from (100) students including first and second classes from Abu Elhassan Secondary Joint School (2013-2014) to find out how teachers treat errors and what are the benefits for students. A questionnaire will be distributed to (50) experienced (EFL) teachers from secondary schools in Um Alqurra Locality. The collected data will be fed into computer. Using (SPSS) programme (Statistical Package for Social Sciences)
1.7 Limits of the study:

The study is limited to two samples; the sample of learners' exercise books which are collected from (100) students is limited to error correction at Secondary level in Um Alqurra Locality – Abu Elhassan Secondary Joint School (2013-2014). A questionnaire is limited to (50) Sudanese experienced teachers from secondary schools in Um Alqurra Locality.

The following chapter discusses and reviews the literature which is relevant to the study and the previous studies.
CHAPTER TWO
LITERATURE REVIEW
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction:

This chapter discusses and deals with relevant literature related to the errors and its impact on the learning process, especially on written work. Furthermore, it discusses how teachers should deal with errors and their benefits to the students. This chapter also discusses the techniques that teachers can follow to correct errors and the findings of the related previous studies.

2.1 Definition:

2.1.1 Definition of Error:

Crystal (1996:12) states: "Error is a term used in psycholinguistics referring to mistake in spontaneous speaking or writing attributable to malfunction of the neuromuscular commands from brain". Brown (1994:124) defines error as “a noticed deviation from adult grammar". The distinction from the traditional notion of error, based on the learners' ability to set real or imagined expression. According to Carl (1998:1), “error is likewise unique to humans". Only human can commit error, as a judge error or even a computer error and has ability to correct them. Richard et al (1995:95) state that “error in speech or writing of second or foreign language learners, the use of linguistics items such as (a word, grammatical item, etcetra) that fluent or native speaker regards as faulty or incomplete learning". Learners may learn from their errors more than other materials. According to Oxford Advanced Dictionary (2004:424) “error means mistake especially when it causes problem or affects the result of something". Therefore, the term error should be used with caution. Longman Dictionary (1985:95) " error is not used in general way. It is used to describe a particular type of mistakes for example a computer error". Errors are sometimes classified as vocabulary, word order, spelling, grammatical or word choice. Advanced Learners' Encyclopedia Dictionary (1998:302) mentions, "Error means things done wrongly for example spelling error" "John will [rafel to New York" or grammar error "Yesterday Mary [sit her friend".

2.1.2 Definition of Mistake:

According to Longman (1985:499) "mistake means wrong idea or opinion; misconception that is done incorrectly through ignorance or wrong judgement". Mistake means error in action, opinion, or judgement as a result of misunderstand,
careless or insufficient knowledge. Oxford Advanced Learners' Dictionary (2004:816) states that mistake is incorrect action or opinion producing unacceptable result”. Furthermore, mistake implies misconception about meaning judgement or misapprehension. “Mistake: an error or fault resulting from defective judgement knowledge or carelessness. According to Oxford Dictionary (2000:816) "Mistake is a noun refers to an action or an opinion that is not correct, or that produce a result that you did not want: it is to make mistake. On the other hand, Oxford Advanced Learners, Encyclopedia (1989:573) states that: mistake is wrong idea or misconception for example "You cannot arrest me! there must some mistake". Mistake: an error of fault resulting from deficient knowledge or carelessness

2.2 Differences between Error and mistake:

Error is a deviation from the languages' rules as a result of lack knowledge of correct rules of language. Brown (1994:124) defines error as a noticed deviation from adult grammar of native speaker reflecting the interlanguage competence of the learner.” For example, “Does Mary can sing?” the error is where proceeding "do" with the auxiliary verb "can". Mistake is defined as "a wrong idea or opinion, misconception.” Linguists believe in the importance of distinction between error and mistake. According to Brown's definition, errors are made by the learners of target language as a result of lack of knowledge of target language rules while mistake is made by both native and non-native speaker makes mistake. In general, native speakers are able to correct themselves immediately. Mistakes include slips of tongue or random ungrammatical formation. Mistake can be self-corrected without being pointed out to the learners but errors cannot be self-corrected. Mistake, however, is most generally used in everyday situation for example, "It is mistake to go to that place." Error is more formal for example, "An error is in your computer.”

2.3 Source of Errors:

According to Flunsford and Bridges (2004:123) wrong writing must be classified whether it is error or mistake "learners make error when they try to make something with language which they are not able to do". Learners make error as a result of overgeneralization or transfer from mother tongue. In addition, to these major source of errors, slips of something which may be forgotten or one feels tired or just careless. It is difficult to decide whether it is an error or a mistake. "In short learner's error can help our teaching". No doubt, those errors have many sources:
1. Mother tongue (interference) as Wilkins (1985:199) mentions grammatical errors are made through overgeneralization of rule or incorrect choice lexical items of vocabulary.

2. Lack of motivation, self discipline or intelligence. However, language learning is affected by social and cognitive factors. James (1983:8-13) indicating that translation is one of the most effective on English Language learning, mother tongue has a very much discussion, however, two isolated languages knowledge is conscious or explicit. The learners apply the rule L1 exactly on grammar.

3. In addition, Wilkins (1985:199) mentions that "one of the main factors that cause the learning difficulty, is differences between source and target language".

Many factors that cause and reinforce fossilization as Louro (1994:38) states are:

- Language transfer (interference of mother tongue).
- Transfer of training due to the materials and approaches that teachers adopt.
- Strategies of the second language communicative, due to the learners’ attempt to communicate with native speakers.
- Overgeneralization of target-language rules, due to the way of learners’ restructures and organizes of linguistic item.

On the other hand, positive attitude and concrete goals reinforce the successes. There are three reasons that may contribute to making errors:

a. Negative attitude towards second language.
   b. Lack of progress in target language.
   c. The differences between SL and TL.

Wilkins (1985:199) states that "the difficulty of learning is indicated by a greater frequency of errors in performance". The differences between target and source language make learning a difficult task, so, learners are able to commit errors. Braidi (1984:30) points that "transfer may be manifested in a variety of ways." Transfer of mother tongue plays a main factor in commutating error. Littlewood (1984:30) (1989:27) mentions ambiguous errors are specific, they do not classify as transfer or
overgeneralization error, main reasons that cause errors are:

a. Communication strategies such as goals and objectives communicative, key messages and method for communicating.

b. Performance factors such as:
- Previous learner's achievement.
- Social status of learners.
- School size, based on learners' number.
- Rural/urban location.
- School sector whether public or private.

Warden (2008:156) states that some factors that cause errors such as:
- Careless; which is due to demotivation. Lack of motivation is due to the learning materials or the style of the teacher.
- First language interference and overgeneralization.
- Incomplete application of rules.
- Materials reduced-error: the learner may interpret material presented to him in the way intended by the teacher or textbook writer.
- Translation from the first language can lead to difficulty where there are not exact parallels between the two languages.

Ellis (2003:56) states that learners make errors for these reasons:
- Learner cannot give attention to the form that is chosen.
- Learner is sometimes unable to correct the error but can explain the mistake rule.
- Learner can explain target rules but cannot apply them correctly.

2.4 Significance of Errors:
Error made by learners are attributed to the differences between language. Systematic correction includes making error in the lesson the basis of some planned work in classroom in a subsequent lesson or anticipate a particular types of errors includes consistently correction error in learners’ written work and the marking of the work itself wholly or partly for linguistics accuracy.

Klein (1988:144) states that "correction by others are felt to be important props for learner". Everyday experiences show the variety of the native speaker readiness to correct defective utterances explicitly. Wilkins (1972:203) states that "child exposed to one language, hence, he/she makes make his/her own hypotheses about structure rules". Learners of second language in general, apply their own rules lead to commit errors in performance. This type of error is explained as transfer of source language as a product of overall learning process. Learners apply their own rules on target languages, based on the mother tongue rules that lead to commit errors. Hall (2004:3-
4) states that “the issues of errors which are in the classroom often provoke strong opinion from teachers and learners”. Errors reflect learners’ development; hence, they help teacher to discover and measure learners’ knowledge and progress. An error is very complex task for two reasons:

a. Deciding the error and interpreting what the error is.


Littlewood (1984:22) states, “Errors are signs of learning failure”. Learners have benefits from making error, learning from making error is very important to the learning process. Prabhu (1988:63) mentions that systematic correction involves making the error noticed in one lesson. Some basis in well planned teaching is anticipating particular types of error and taking some preventing actions. According to Klien (1988:144) “correction by others is important props for learner”. Participation in correcting errors help students to remember. Warden (2005:155) states that language learning is a complex process. Many factors contribute to its success or failure. To enhance students’ ability to success, confidence should be reinforced. “Errors have a systematic deviation”. Errors have many types such as error, mistake or lapses. A lapse, is something that happens to a person due to lack of concentration, shortness of memory or fatigue. Teachers should bear in mind that while correcting errors:

- Fear of ridiculous errors inhibit learning and demotivate students.
- Knowledge from correcting errors is important for accuracy.
- Putting language in situation is more valuable to the learners.

2.5 Types of Errors:
According to Mishra (2008:40), there are four types of error:

1. Interference errors: that reflects native language structure.

2. First language development: errors do not reflect native language structure.

3. Ambiguous error: those do not reflect native language structure but they are not interference or development errors.

4. Unique errors: that does not reflect the first language structure. Richard et al (1985:85) states that error are sometimes classified into lexical error, misunderstanding error, meaning error, grammar error, wrong production error and pragmatic error. On the other hand, Erdogan (2005:264) mentions four categories of errors:”omission of some required elements, addition of some unnecessary elements, selection of incorrect elements and disordering of the elements. Errors can cover all elements of language such as; a morpheme, a phoneme, a word, a phrase, a clause, a sentence and even a paragraph. Richard (1985:125) distinguishes between two types of errors; global errors, local errors, intralingual errors and interlingual error.
2.5.1 Global Error:
A global error, is one which involve overall structure of sentences organization for example, “I have take taxi but my friend said so not that should be late for school”. Global errors are more series than local error because it interference with communication and disrupts the meaning. Global error also involves wrong word order in sentences.

2.5.2 Local Error:
A local error is contracted with global error, is one which affect a particular constituent for example, “If I heard from him I will you know”. In addition, local error cannot hinder communication or understanding of the meaning. Furthermore, local errors involves nouns, verbs inflections and the use of articles, prepositions and auxiliaries.

2.5.3 Intralingual Errors:
These errors, which influence with native language factors, for example, “He is comes”, “He was went”, based on a blend of English structures. Intralingual errors due to difficulties of learning target language include the following:
1. Simplification: learners use simple forms instead of complex ones, as using of simple instead of present perfect continuous.
2. Overgeneralization: this error is due to using one form or construction and extending it to other context where it should not apply for example, “He comed early”, “He go”.
3. Hypercorrection: sometimes the zeal of the teacher in correcting learners’ error induced learners to make errors unconsciously.
4. Faulty teaching: these errors are caused by the teacher, teaching materials or the order of presentation.
5. Fossilization: these errors, especially in pronunciation persist for a long period become quite they are difficult to rid of, for example, the distinction between phonemes /p/ and /b/.
6. Avoidance: some syntactic structures are difficult for learners to produce. Thus, the learners avoid these structures for example, avoiding passive voice.
7. Inadequate learning: this caused by ignorance of language rules, due to incomplete learning for example, “He want to go”.
8. False concepts hypothesized: many errors can be attributed to wrong hypotheses formed by learners for example, “It was happened last night”.

2.5.4 Interlingual Errors:
These errors are also called interference or transfer errors, the learner omits these errors as a result of mother tongue interference. There is a close connection between the notion of errors the notion of interference. Thus, native language negative transfer or interference plays an important role in causing learners’ errors. Still, negative transfer or interference is an important factor in learning language.

2.6 Type, Time and Manner of Correcting Errors:
According to Bitchener and Ferris (2012:7-8-136-137) correcting error important to discover functions of systematical and lexical forms. Only problematic error should be corrected, most errors are accepted. Furthermore, three types of errors need to be corrected by the teacher; communication significantly, global error and local error. Error should be corrected when shows hindrance to the communication to gain effective results. The effectiveness of the correction depends on teacher’s techniques, which are used. Now treatment comprise a wide range of behavior, however, treatment of error does not reflect the extent of effort, many forms are available to correct the errors. Richard et al (1985:85) states, “Errors are sometimes classified according to lexical error, misunderstanding error, meaning error, wrong production and pragmatic errors.

2.7 Error Analysis:
James (1998:1-5) states that “Error Analysis is a process of determining the incidence, nature, causes and consequences of successful language”. EA mainly deal with describing the learners TL. Gass and Silinker (2003:102) suggest that Error Analysis (EA) is a type of linguistic analysis, which focuses on the learner’s error. “Error can be taken as a flag”. they should be viewed as indication of learners attempt to figure out their own system “errors are only with reference to some external norm”.

Allis (2003:1-5) states that “Error Analysis was used to refute behaviourist views of L2 learning”. Error Analysis could not appear when learner attends to avoidance. Learning involved repetition, imitation, and reinforcement, which help learners to develop their habits towards L2. Many views that errors are caused by transferring L1 habits, others views that learners often tend to create these to show the level of learners development.

Richard et al (1985:95-96) mentions that Error Analysis in teaching and learning language is a technique for identifying, classifying and systematically. Error Analysis is dealt with two fields:
1. Theoretical analysis of error that is concerned with the process and strategies of similarity in language learning and tries to code strategies of learners such as overgeneralization and simplification.
2. Applied errors analysis that is concerned with organization remedial courses and devising material, which is based on theoretical Error Analysis. Richard (180:15-19) stated that “Error Analysis will continue to provide one of the means by which teacher assesses learning and teaching and determines priorities for future efforts”. Teacher should be concerned with how to deal with errors. Methodologists mentioned two schools views in respect of learners’ error. The first view, maintains that in a perfect teaching the errors would never be committed, occurrence of errors is a sign of inadequacy of teaching techniques. The second view, maintains that world is imperfect so error naturally occurs in spite of the best efforts. However, it is better to deal with errors after occurring.

2.8 Correction Techniques:

Ali et al (2004:44) states understanding the sentences constituents are an important step to correct errors. “Errors are an integral part in the steps of learning and without them learning may be impossible”. Positive attitude towards the errors and choosing appropriate techniques help learning strategies to take place. When a teacher investigates the error carefully, he/she is able to correct then get benefits, which enhance learning process. Martain (1988:101) mentioned ‘remedial’ work in teaching can be defined as error eradication which requires special treatment from the teacher and need more repetition by the learners. It is natural that errors are produced systematically and regularly, students cannot correct themselves. In general an error which shows students’ misunderstanding of the language meaning is more serious than students who is able to produce the correction.

Krashen (2002:6) c.f (Fansclow, 1977; Long, 1977) “when error correction is maintained, helps the learner come to the correct mental representation of the linguistic generalization, whether such feedback has this effect to a significant degree remains an open question”. Selection of suitable feedback is important to achieve benefits from correcting. According to Flunsford and Bridge (2004:123) accuracy is measured according to correct grammatical, spelling etcetra. On the other hand, not all accurate expressions are effective ones.

2.8.1 Steps of Correcting:

Doff (1996:122-193) mentions that to correct errors, the teachers should:
1. Correct written work is time consuming to teacher and it gives alittle effect on students’ progress. Furthermore, teacher can suggest different kinds of activities or may suggest some procedures to correct written work.
2. Write the correct answers on the board or allow students to write them if spelling is not important.
3. Gives answers, students correct the work and the teacher moves round to help or students exchange their exercise books. Error should be corrected when a number of students commit it. Over-correction of errors discourage pupils to participate, serious only should be corrected. Warden (2008:156) suggests a number of remedy techniques:
- Students should be given a chance to correct themselves.
- Invite students to comment before correcting.
- Teachers correct the errors himself when self-correction and peer-correction failed.
- To gain accuracy and fluency, the teacher must use dairy to note the important errors.
  - Over correcting demotivates learners.
  - Louro (1994:38) mentions various approaches for correcting errors:
    - Errors should be dealt as a natural that everyone may commit.
- Developing learners attitude towards peer-correction and teacher correction.
- Giving students more self–confidence and powerful feedback.
  - Explaining reasons for errors scientifically and in a simple way.
  - Helping individually with a good task.
  - Errors must be corrected friendly.

2.8.2 Procedures to Indicate Errors:

It is an important step when correcting error to indicate the types of error. Teachers must show what types of errors in learners’ work, by using special symbols and underlining the error.
<table>
<thead>
<tr>
<th>Symbols</th>
<th>The meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cap</td>
<td>Capitalization</td>
</tr>
<tr>
<td>P</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Sp</td>
<td>Spelling</td>
</tr>
<tr>
<td>Vf</td>
<td>Verb form</td>
</tr>
<tr>
<td>Wf</td>
<td>Word choice</td>
</tr>
<tr>
<td>Frag</td>
<td>Sentence fragment</td>
</tr>
<tr>
<td>Vt</td>
<td>Verb tense</td>
</tr>
<tr>
<td>Λ</td>
<td>Something is missing</td>
</tr>
<tr>
<td>#</td>
<td>Number/agreement</td>
</tr>
<tr>
<td>Ww</td>
<td>Wrong word</td>
</tr>
<tr>
<td>Wf</td>
<td>Wrong form</td>
</tr>
<tr>
<td>[ ]</td>
<td>Need to organize/wordorder</td>
</tr>
<tr>
<td>?</td>
<td>What do you mean</td>
</tr>
<tr>
<td>Ø</td>
<td>Not necessary</td>
</tr>
<tr>
<td>NP</td>
<td>Not appropriate in this context</td>
</tr>
</tbody>
</table>

Flunsford and Bridges (2004:124-125-126) suggest some procedures to correct errors:

1. Correct all mistakes: this is a traditional approach and it is teacher’s time consuming and student discouraging.
2. Correct mistake selectively: in this way not all mistakes need to be corrected, only the important ones such as tenses, articles that need to focus on.
3. Indicate mistakes: so that students can correct them.

In particular, teachers have their own faith in appropriate type of procedures. Self-correction in general, is not accepted yet it is important to give students opportunities to correct errors to develop a self-critical attitude. These procedures should be done by underlining the errors by using special symbols to show them:
Table 2.2 symbols of errors

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Incorrect spelling</td>
<td></td>
</tr>
<tr>
<td>W.O</td>
<td>Wrong word order</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Wrong tenses</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Concord subject and verb do not agree</td>
<td></td>
</tr>
<tr>
<td>W.F</td>
<td>Wrong form</td>
<td></td>
</tr>
<tr>
<td>S/P</td>
<td>Singular or plural form wrong</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Something has been left out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>?M</td>
<td>Meaning is not clear</td>
<td></td>
</tr>
<tr>
<td>N A</td>
<td>The usage is not appropriate</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Punctuation</td>
<td></td>
</tr>
</tbody>
</table>

2.9 Teaching and Learning Procedures:

According to Littlewood (2006:90-91) the learning progress occurs in a conscious and subconscious way. Spontaneous subconscious progress occurs when learners are activated. Researchers insist focus on communication not on language itself. “Learners can integrate separate structures into creative system for expressing meanings”.

Claxton (1985:88) states that learning intends to shift information from a person to another. When people can arrange the condition s of learning, it happens faster and
better, these may be helpful. According to Reece (2003:3-7) “learning is more effective if it is based on expectation. Adult learner can be described as:

a. Adult learners expect to be taught and learnt. This does not mean that teacher talks all time.
   b. Adult learners expect to work hard
   c. Learners may expect the learning just a vacation the main goal of which is to get work only.
   d. Adult learners may expect to be treated as adults.

Starting successfully in teaching English Language need:
   - Ability to use body gesture and signs effectively.
   - Practice common phrases until learners feel comfortable focusing on correct pronunciation and accent. This technique enables learners conversation well.

2.10 Learners’ Need:

Cunningsgrwoth (1985:8) states that learners have unlimited need to learn language, the learning progresses need encourages and stimulates them mainly. Byrne (1986:5) points out that: “Language learning is a long term process, with goal that does not be satisfactory defined”. Language, when defined, goals become unrealistic, to make into account factors such as the amount of time available, classroom condition”.

2.11 Definition of Teacher:

Edge (1995:11) defines the teacher as “the most powerful person in the classroom”. Teacher is as the soul and heart of the classroom. According to Claxon (1985:98) “teacher who searches for personal, unique style should be attentive”

2.11.1 Teacher’s Role:

According to Richards (2006:5) the main role of the teacher, is a facilitator and monitor rather than a model for correcting errors in both speaking and writing with responsibility for encouraging students to produce errors, which develops students' ability to learn. The school is the first place where kids shape their first behavior and future educational success; therefore, teachers should carry behavior towards students. Hall (2010:5) points "teachers are active participants in the creation of classroom realities … on the light of their own beliefs, attitudes of the relevant teaching situation". The main role of the teacher is to be a facilitator of the learning processes and leader of the class. Teacher should be a second mother for all students in order to be trusted. However, teacher becomes professional through experience and training. It
is also important for teachers to care about students feeling in order to trust. According to Hammer (1983:20) the teacher should have sufficient knowledge about subject matter and how students learn and develop to device appropriate experiences. Teachers’ knowledge about students psychological is very important for both learning and teaching.

2.11.2 Qualities of a good Teacher:

According to Hall (2010:19-20-21) teacher should be:

- A decision-maker.
- Controlled by personal philosophy.
- Space, time available source.
- Interpersonal and intuitional factors.
- Active scholar, efficient and organized professionally.

One of the teacher’s to apply concepts about different subjects such as; languages, science, math, etcetera through classroom instructions and presentation. Teacher contributes in building and developing students character as a third parents. Thus, teacher should play a positive role model exactly in basic level.

According to Louro (1994:38) an experienced teacher become able to detect students' errors, whether in pronunciation, grammar and spelling easily. Byrne (1984:1-2-3) states that teacher should be:

- Creator: create a good condition for learning.
- An instructor: to see that learning is taking place.
- Motivator: has ability to arouse learner's interest to learn.
- Advisor and facilitator: advice the learner to facilitate learning.
- Monitor and assessor: able to control learners.
- Language model: able to choose appropriate language.
- Personal tutor.

It is clear that teacher has efficient roles such as; a facilitator of learning, leading discussion, asking open-ended questions, guiding process and task, and enabling active participation of learners and engagement with ideas.

2.12 Writing Skill:

Rivers (1988:83) states that "we normally write to read, increasing of writing reflects our interest and desire. The writing skill can be developed through class writing, group writing, individual writing and community writing. Odlin (1989:124) states that, "writing is a unique involve the relation between writing and pronunciation. Furthermore, other factors that that affect writing are schooling, literacy, personality, age, social and pedagogical factors. Ali et al (2004) state that "writing is important
skill in language learning because it is an active means of communication”. Hands and
brain should work in same time.

Flunford and Bridges (2004:3) state writing would be crucial success. Writing may
be used to write essay, assignment, lectures and even lab experiments or write for
personal reasons such as letters, journal, diary, list or name, writing is used for many
purposes. Matthews et al (1985:71) stated that any writing should have some specific
features from speaking: graphical and joining letters, spelling, punctuation, format,
grammatical skills, expressive and stylistic skills and rhetorical skills. Students’ written
work is inadequate for these reasons:

a. Some errors point to the familiarity with language especially lexical and
   grammar error.

b. Some errors are attributed to medium rather than language such as
   organizing information, spelling etcetera.

c. Some students when they write in their own language, regarding that
   writing does not spring from ability of speaking this hypothesis is shifting to
   second language.

2.11.1 Importance of Writing:

According to Rivers (1980:291) "writing … keep students busy and out of
missing". Writing is an important skill, the writer expresses opinions and suggestions.
Cunningrwoth (1985:45) mentions, "Writing has its own rules and conventions and we
can expect course material to take that into account". A writer should follow the
writing rules, whether structure, expressions, punctuation, connection, coherence,
cohesion or grammar. Bowen et al mentions "writing is more an individual effort than
speaking … writing skill is exploited in many ESL texts primarily as a tool for
consolidating student's oral command of English". A knowledge about writing is
helpful for the writer. Byrne (1988:1-4) states that writing is producing of a sequence
arranged sentences in a particular order and linked together in a certain way "writing
involves the encoding of a message". Thoughts would be translated into a language
correctly and successful to gain the objectives of the message. Axelreod and Charles
(2001:1) maintain that:

"Writing has wide ranging implications, for the way we think and learn
as well as for our chances to success, our personal development, and our
relationship with other people ... Writing encourage us to be creative as
well as organized and logical in our thinking when write sentences,
paragraphs, and whole easy, we generated ideas and connect these
ideas in a systematic way".
2.11.2 Characteristics of a good Writing:
Gasim Elsaid (2010:82) mentions that, to control writing some features are required:
1. Knowledge of English alphabet and how to spell and identify letters in print.
2. Understanding the relationship between sound and written symbols.
3. Knowledge of writing mechanic such as: spelling, capitalization, punctuation, spaces, etcetra.
5. Familiarity with grammar, referential and lexical connector.
6. Familiarity with transitional words or phrases such as: addition, result, comparison, contrast, concession, passage of time, enumeration and example of summary.
7. Control of syntax and vocabulary.
8. Experience of listening and reading.

2.12 Writing for Pedagogical Purposes:
Writing as an important skill is limited in value and difficult to acquire. Purpose of writing which should be considered:
- To provide students with different learning styles and needs, especially those who do not learn through oral skill to feel more secure.
- Writing provides learners with tangible evidence to progress their language and satisfy a psychological need.
- Writing enables learners to be exposed to language through many media.
- Writing provides learners with variety of activities, which serve as a break and increase the language amount.
- Writing needs to tested through writing notes, during listening to the integrate the skills and reinforce language in oral stages.

2.13 Factors Affecting Error Correction:
2.13.1 Motivation:
Wilkins (1972:180-183) points that "motivation, like language aptitude" is a term occurs in discussion of second language". Desire to learn language is a main factor in motivation. Furthermore, motivation is powerful in learning language, so motivated students can learn rapidly. Hence, two types of motivation are mentioned; integrative motivation and instrumental motivation. Jones et al (1987:10) state that motivation is integral part to stimulate learner. It develops interaction, which reinforce learners' behavior and allow them to do the best. However, motivating learners to write is a
challenging task, still writing work objective is a main reason to succeed in writing.

2.13.2 Feedback:
Chaurdorn (1988:132-134) mentions, the classroom interaction and referred to the feedback which includes the error correction and the role of teacher. "The function of feedback is not only to provide reinforcement, but to provide information which learners can use activity in modifying their behavior". Flunsford and Bridges (2004:124) states that positive feedback need only to give learners to identify and correct their errors.

Feedback may be positive or negative. Allowing students to correct themselves is more perfect than being given them correction by others. Teacher feedback should be the last step, it is a problem to assume that learners have ability to recognize the differences between the model and the error. Attempts to correct error by the teacher are more ambiguous, misleading and potentially inconsistent. Self-feedback is more effective; learner's self-correction cannot be forgotten. Teachers' role only assists to gain a good result from correction techniques.

2.13.3 Age:
Richard (1980:16) mentions that strategies of language acquisition differ adult and children in difficulties facing both in learning. Some difficulties may be gleaned by, sound decimation and a fricative into the vowel, native speakers also make error in consonant as same as vowel. For the children learning another language is more easy because they have insufficient vocabulary of mother tongue so, their potential to learn is more effective.

2.14 Different Views towards Error:
Bitchener (2012:4) believes that during the 1950s and 1960s "errors were considered as negatively as are today". In the learning process interference should hinder learning. Nowadays behaviourists indicate that error are important for learning, allowing errors to exist will make interference inevitable. Hence, incorrect response leads to corrective feedback. Behaviourists focus on error prevention more than error treatment.

Contrastive Analysis approach recommends that learners need teacher help in treating error. Where the structures of the two languages are the same, no difficulty is anticipated. Differences between languages increase the predication of committing errors.
2.15 Previous studies:

Many studies have been carried out on error correction and their effectiveness in learning. They deal with how to use appropriate techniques to correcting errors, what and when errors need to correct and who correct errors. Mohammed, A (2011:42) of Gezira University reveals the importance of teachers' attitude towards correcting errors under the title of MA thesis "An Investigation into Teachers' Attitude Towards Error in Spoken English"

- Teachers' attitudes towards EFL learners' error should be positive and helpful.
- Teachers should use various techniques to correct error and should be competent in correcting errors, feedback and remedial work to improve students' performance.
- It is important to choose suitable time to correct errors.
- Teachers should avoid negative attitude immediate correcting exactly in spoken instead self-correction and peer-correction are techniques to encourage learners follow correcting error.
- Correcting error is important for developing learners' performance.


- Mother tongue interference, poor teaching techniques, and unsuitable method of teaching are major cause of the errors.

- The subject plays major role in making errors under influence of target and source language.
- Selection of wrong material and inadequacy of explanations and practice were the biggest problems facing learners.
- False application, ignorance of the TL rules and differences and similarities between TL and SL are causes of errors.

Khalifa, A (2004:63) under her thesis "Investigating Problem in Comprehension and Production in Spoken English" find that students find difficulties in both skills comprehension and production.

Hashim, I (2011:76) in her thesis under title "Errors of adjectives of quality Committed by EFL learners" concludes that mother tongue and incomplete knowledge of English rules are major causes of errors.

Ali, N (2006:90) of Gezira University in her thesis under title "Reasons Why EFL learners fail to communicate in English" concludes reasons of failure:
The syllabus does not provide adequate input for communication. A good number of teachers are not well trained to provide students with sources that enrich learners' input.

On the other hand Ahmed, A (2011:75) in her thesis "Investigating EFL Students Major Problems in Writing Free Composition at University Level" revealed that:

- Students find difficulties in writing free composition.
- Mother tongue interference is one of the major factors that negatively affect students' performance.
- Students lack of vocabulary to construct correct meaningful sentences to express their ideas.
- Lexical and structural problems encounter students when writing English.
- Most students do not know the differences in writing techniques between English and Arabic.
- The most serious problematic area is the usage of the spelling.

Hassan, A (2011:57) in his thesis entitled "Problems of Writing English Paragraph at Secondary School level" finds that:

- All students scripts include all types of errors; which due to linguistic knowledge.

- Students are not aware and limited word power constitutes.

Ibrahim, A (1999:51) in his thesis entitled "Mother Tongue Interfererce in Sudanese Students Pronounciation of English" finds that mother tongue interference and differences between L1 and L2 play a major role in the errors of pronunciation made foreign language study difficult.

The following chapter will discuss the methodology, which is used for collecting the data for the study.
CHAPTER THREE
RESEARCH METHODOLOGY
CHAPTER THREE  
RESEARCH METHODOLOGY

3.0 Introduction:
This chapter is concerned with the explanation of what methodology the researcher adopted in the study to investigate the impact of errors correction on EFL learners written work. It provides a description of the tools of data collection, samples, validity, and reliability of questionnaire, content of questionnaire and the techniques used for collecting data.

3.1 The Study Design:
Error analysis and classification is used to know the impact of error correction by analyzing errors in students, exercise books from Abu Elhassan Secondary Joint School. The questionnaire is also designed to prove the hypotheses of the study. A questionnaire was distributed among EFL professional teachers at Secondary level.

3.2 Sampling:
A sample of (50) professional teachers from Um Algurra Locality from Secondary level was selected randomly. Another sample includes (100) students exercise books selected from first and second classes. The aim of samples is to obtain statistical population attitudes towards error correction.

3.3 Questionnaire:
The questionnaire is chosen as a tool to collect data to investigate the impact of error correction on learning writing because it takes short time from the respondents to answer the statements.

3.3.1 The Content of Questionnaire:
The respondents were given clear instruction to respond to the questionnaire which includes (10) statements with four options "agree", "to a large extent", "to some extent" and "disagree". The respondents were asked to choose their options by ticking one of the above options. The questionnaire aims to investigate the impact of error correction on secondary school students' written work. In addition to statements, the questionnaire includes one open-ended question constructed to know what techniques teachers use to correct errors.

The statement number one discusses error as a natural phenomenon that everyone committed. The statement number two discusses the benefits of error correction techniques. The statement number three discusses the effects of correcting error on the
learner' accuracy in writing. The statement number four discusses the importance of correcting errors. The statement number five discusses what errors should be corrected. The statement number six discusses whether teachers are aware of error correction. The statement number seven discusses whether learners pay attention to the errors and the usefulness of correcting errors techniques. The statement number eight discusses the using of appropriate techniques for correcting errors. The statement number nine discusses the ways teachers use to indicate the types of errors. The statement number ten discusses the awareness of students towards errors. The open-ended question discusses the different teachers' views towards the techniques using for correcting errors.

3.3.2 Analysis of Students Writing Work:
The other tool for data collection was analyzing errors in (100) exercise books from first and second classes. The population of this sample is chosen randomly from both males and females from Abu Elhassan Secondary Co-school. The aim of analysis is to reveal how teachers deal with errors and how they treated them and the benefits that students gain from correcting errors.

3.3.3 Validity of the Questionnaire:
To verify the face validity of the questionnaire the researcher presented the questionnaire to four teachers from Faculty of Education (Hantoub) Department of English Language for judgement. After the questionnaire was carefully revised and considering in teachers' observations and comments, the researcher distributed the questionnaire among experienced EFL teachers at Um Algurra Locality.

3.4 Data Analysis:
The data collected by means of the questionnaire was organized, tabulated, and analyzed with computer. The programme used was (SPSS) Statistical Programme for Social Sciences.

The following chapter will discuss the presentation, analysis, and interpretation of the results.
CHAPTER FOUR
PRESENTATION, ANALYSIS, AND DISCUSSION OF DATA
CHAPTER FOUR
PRESENTATION, ANALYSIS, and DISCUSSION of DATA

4.0 Introduction:
This chapter covers the analysis and discussion of the results of the questionnaire as it was devised to reflect the attitude of English language teachers at Secondary schools.

4.1 The Result of the questionnaire:
To present the result of questionnaire, tables and graphs are used, each question will be dealt with separately, which will be followed by a figure.

Table 4.1.1 Commiting error is seen to be natural in learning
Forty-two of teachers (84%) choose agree, four (8%) choose to some extent, while four (8%) disagree. This indicates that errors are natural and good indicator that learning is taking place.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Agree</td>
<td>42</td>
<td>84%</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Commiting error is seen to be natural in learning
Table 4.1.2 Students benefits from error correction

Thirty-four of teachers (68%) choose agree, six (12%) choose to large extent, the same number choose to some extent, while four (8%) disagree. This indicate the importance of correcting errors.

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>4</td>
<td>68%</td>
</tr>
<tr>
<td>To a large extent</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>34</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students benefits from error correction
Table 4.1.3 Error correction affects learners' accuracy.

Thirty-four of teachers (68%) choose agree, four (8%) choose to large extent, six teachers (12%) choose to some extent, while only two (4%) disagree. This shows the positive effect of error correction on learners' accuracy in writing.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>34</td>
</tr>
<tr>
<td>To a large extent</td>
<td>8</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Error correction affects learners' accuracy.
Table 4.1.4 it is important for teachers and learners to correct all errors

Thirty-four of teachers (68%) choose agree, six (12%) choose to large extent, two teachers (4%) choose to some extent, while eight (16%) disagree. The majority of teachers agree that all errors need to be corrected this shows the importance of correcting all errors.

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>34</td>
<td>68%</td>
</tr>
<tr>
<td>To a large extent</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

*It is important for teachers and learners to correct all errors*
Table 4.1.5 Some teachers correct only the serious errors, this negatively affect learning process. Twenty-four of teachers (48%) respond agree, eight (16%) respond to large extent, six teachers (12%) respond to some extent, while twelve (24%) respond disagree. This shows that teachers should not correct only serious errors.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>To large extent</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.1.6 Teachers are aware of the benefits of correction of errors

Twenty-four teachers (48%) respond agree, eight (16%) respond to large extent, six (12%) respond to some extent, while twelve (24%) respond disagree. The responses indicate that some teachers know about the benefits of error correction.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>To a large extent</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.1.7 Learners pay attention to their errors and the useful uses of correction techniques

Twenty-six teachers (52%) respond agree, eight (16%) respond to large extent, ten (10%) respond to some extent, six (12%) respond disagree. The results show that not all learners pay attention to the usefulness of error correction.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>52%</td>
</tr>
<tr>
<td>To a large extent</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>To some extent</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Learners pay attention to their errors and the useful uses of correction techniques
Table 4.1.8 Teachers use appropriate techniques for correcting errors
Twenty-four teachers (48%) respond agree, ten (20%) respond to large extent, twelve (24%) respond to some extent, four (8%) respond disagree. The indicator reflects students’ positive attitudes towards error correction techniques.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>To a large extent</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>To some extent</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teachers use appropriate techniques for correcting errors
Table 4.1.9 Teachers use symbols to introduce types of errors
Twenty-two teachers (44%) respond agree, ten (20%) respond to large extent, thirteen (26%) respond to some extent, five (10%) respond disagree. The results indicate that most of the teachers are using symbols to indicate the type of error. This proves of using symbols.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>44</td>
<td>44%</td>
</tr>
<tr>
<td>To a large extent</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>To some extent</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.1.10 Some students do not care about error correction

Thirty-six teachers (72%) respond agree, ten (20%) respond to some extent, only two (4%) respond to some extent, the same respond disagree. The result shows that the majority of students do not care about correction of errors techniques which reflect why some students do not benefits from the correction techniques.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
</tr>
<tr>
<td>To a large extent</td>
<td>2</td>
</tr>
<tr>
<td>To some extent</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Some students do not care about error correction
4.2 The Result of Open-ended Question:
At the end of the questionnaire, there is one open-ended question. Teachers have different views for correcting errors techniques from their experiences:

1. Help students to learn from errors and correct errors by themselves.
2. Using symbols to indicate the types of error.
3. Correct errors on the board at the beginning of the lesson sometimes allow students to correct and help them.
4. Correct the errors on the board then students write them on their exercise books.
5. Correct errors before the new lesson.
7. Correct errors in the exercise books if few students committed errors.
8. Correct all errors.
9. Write errors correction three times.
10. Correct the importance errors only.
11. Use mobile board for correcting errors.
12. Give students more homework.
13. Correct the difficult errors only and help slow learners.
14. Write correction work twice.
15. Correct errors in the class while helping slow learners.
16. Encourage students to correct the errors before the next lesson and help them.
17. Lead students to correct their errors.
18. Use peer group to correct errors.
19. Learners correct each other still, teacher help them.

4.3 The Analysis of the Learners’ Exercise books:
According to the observation of students’ exercise books, the researcher observe that most of the learners committed all types of errors such as:

- Morphological errors (plural nouns and tenses).
- Use of punctuation.
- Wrong expressions.
- Wrong word order.
- Wrong using of prepositions.
- Grammar and spelling errors.
- Script errors.
4.4 Discussions of the Result in Relation to the Hypotheses:

This section discusses the results of the questionnaire in relation to the hypotheses the researcher proposed.

4.4.1 Hypothesis One:

The first hypothesis, (Correction techniques have a positive impact on the secondary school students' written work.). The result of the analysis of the questionnaire verifies that the majority of teachers above (68%) agree with the importance of the errors techniques. Thus, this hypothesis is proved in table (4.1.3) and (4.1.6).

4.4.2 Hypothesis Two:

The second hypothesis, (The most common errors in students’ written work are those of spelling). The result of the analysis of the questionnaire verifies that (68%) of teachers agree error affects the accuracy of the writing. So the second hypothesis is verified by the analytical of students’ work also proved them.

4.4.3 Hypothesis three:

The third hypothesis (Correction serious errors only is helpful for the students and teachers). The result of the analysis of the questionnaire verifies that only (68%) believes not all errors need to be corrected. According to this result and the analysis of students’ work the hypothesis is seen to be proved Table (4.1.5) proved the hypothesis.

4.4.4 Hypothesis Four:

The fourth hypothesis (Some teachers use appropriate techniques to correct errors). Most of teachers (45%) to (60%) respond that suitable techniques help learners in correcting errors and the result of the analysis, verifies that. So this hypothesis is proved in table (4.1.8) and (4.1.9).

4.5 The Results of Analysis of Learners’ Error:

According to the results of the analytical of learners’ exercise books (100) the researcher finds out that learners committed all types of errors: - Morphological errors.
- Punctuation errors.
- Wrong expressions errors.
- Wrong preposition uses.
- Disordering errors.
- Grammar, spelling and even script errors.
- Misusing of words.
- Capitalization errors.

The researcher also finds that these type of errors are committed frequency. The problem is a result of the teachers’ attitudes such as:
- Teachers do not correct errors; instead correct them on exercise books
- Teachers do not use symbols to indicate types of errors.
- Teachers do not use feedback or remedial.
- The teachers use red pen to correct errors.

The following chapter will present the findings and recommendations reached at by the researcher.
CHAPTER FIVE
FINDINGS, CONCLUSION AND RECOMMENDATIONS
CHAPTER FIVE
FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter discusses the conclusion, findings, recommendations and suggestions put forward by the researcher for further studies on the light of the results in the previous chapter.

5.2 Findings:
The findings are summarized as follows:

1. The majority of teachers (68%) agree about the benefits of error correction for the students.

2. Error correction has positive effects on learners’ accuracy.

3. Some teachers are not aware of knowledge about the importance of error correction is not sufficient.

4. Although the majority of teachers know about the importance of error correction, some of them do not use suitable techniques.

5. It is also found that not all errors need to be corrected but only the serious errors that affect learning.

6. Over-correction demotivates students and inhibits learning.

7. It is also observed that the majority of teachers focus on using appropriate techniques for correcting errors.

8. It is found that the majority of students do not have any care about errors and the importance of correcting errors.

9. Some teachers do not care about using symbols to indicate errors and do not care about correcting errors before the following lesson.

10. Some teachers’ correct errors in the exercise books using a red pen, students do not care about this correction and what they mean.
5.3 Recommendations:

Based on the results and the findings of the study, the researcher recommends the following:

1. It is strongly recommended that error correction be, as important techniques should have more care to gain.

2. It is advisable for teachers to use appropriate techniques for correcting errors for saving time and efforts.

3. Using various techniques to correct errors should be adopted to avoid boredom.

4. It is important for students to participate in correcting errors.

5. Teachers should use clear symbols to indicate types of error; students should know the meaning of each of them.

6. Teachers should follow up correction of errors on exercise books; students may not look in their exercise books.

7. Errors should be corrected before the following lesson to gain beneficial feedback.

8. Teachers should be sure that each student corrects the errors.

9. Teachers should not correct errors inside exercise books because they inhibit learning.

10. Over-correction should be avoided for its negative effects.

5.4 Suggestions:

In the light of the findings and recommendations, in addition to, the importance of error correction as an essential part in learning process the researcher suggests the following topic for investigating:

1. The benefits of error correction for learning.

2. Treating errors: time, type and manner of dealing with errors.

3. The role of over-correction in demotivating students.
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- www.piuslet2-petra.ac.ejournal.com
- www.thegreatcourse.com
- www.usaid.gov.does.com
- www.wikipedia.org.com
Dear Colleagues,

This questionnaire is a tool that will be used to collect data for MA research, in (ELT). The study intends to find out the impact of correcting errors on the learning process exactly in writing and the benefit of correction techniques. The questionnaire is about the impact of error correction on learning process in writing.

Read the following questions carefully then put a tick (✓) inside the square that contain a suitable answer:

1. Committed error is seen to be a natural in learning.
   a) Agree  [ ]   b) To large extent  [ ]   c) To some extent  [ ]   d) Disagree  [ ]

2. Students benefit from error correction techniques.
   a) Agree  [ ]   b) To large extent  [ ]   c) To some extent  [ ]   d) Disagree  [ ]

3. Error correction affects the learners’ accuracy.
   a) Agree  [ ]   b) To large extent  [ ]   c) To some extent  [ ]   d) Disagree  [ ]

4. It is important for teachers and students to correct all errors.
   a) Agree  [ ]   b) To large extent  [ ]   c) To some extent  [ ]   d) Disagree  [ ]
5. Some teachers correct only the serious, errors this negatively affect the learning process.

   a) Agree □  b) To large extent □  c) To some extent □  d) Disagree □

6. Teachers are aware of the benefits of correction errors.

   a) Agree □  b) To large extent □  c) To some extent □  d) Disagree □

7. Learners pay attention to their errors and the useful uses of correction techniques.

   a) Agree □  b) To large extent □  c) To some extent □  d) Disagree □

8. Teachers use appropriate techniques for correcting errors.

   a) Agree □  b) To large extent □  c) To some extent □  d) Disagree □

9. Teachers use symbols to indicate the types of error.

   a) Agree □  b) To large extent □  c) To some extent □  d) Disagree □

10. Some students do not care about error correction.

    a) Agree □  b) To large extent □  c) To some extent □  d) Disagree □
Open-ended Question

Please answer the following question:
From your own view what are the suitable techniques for correcting learners’ errors?

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