

**Error Analysis in writing: A Comparative Study of Bangla Medium and
English Medium Schools in Dhaka**

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August 3, 2016



Inspiring Excellence

BRAC University, Dhaka

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English Medium Schools in Dhaka**

A Thesis

**Submitted to the Department of English and Humanities
of
BRAC University**

Submitted By

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**In partial fulfillment of the requirements for the degree of
Master of Arts in Applied Linguistics and ELT**



BRAC University, Dhaka

August 3, 2016

DECLARATION

I declare that this thesis is a result of my own work. The contribution of other sources and information have been acknowledged whenever they have been used. This paper has not been submitted anywhere or any other institution, for a degree or any award.

Signature:-----

Date :

DEDICATION

This paper is dedicated to my father who always stands beside me and inspires me in every situation. I am always grateful to him for his support and love. He is my inspiration and I would like to say thanks to him for giving me support in every moment of my life.

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ABSTRACT

This study attempts to find out Bangla and English medium students' and teacher perception on errors in English writing class and the reasons behind committing those errors in writing. Around 120 Bangla medium students, 120 English medium students and 8 teachers were the participants in the survey. The researcher employed a mixed method of analyzing data consisting of qualitative and quantitative data analysing methods. Corders' (1974) error analysis model has been followed for error analysis in this study. The result suggests that L1 interference, carelessness, ignorance of rules, lack of motivation all are sources of errors in writing. It is also suggested that Bangla medium students have more errors rather than English medium students. From the findings, it was observed that many students had errors in sentence construction, subject Verb Agreement, article, verb, preposition, tense, spelling error and they use of capital letters instead of small letters. Basically, this research will help English teachers to know why the writing errors occur and also help them to improve their teaching material and design lesson plans according to the students' needs.

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CHAPTER 1

INTRODUCTION

As English has received the status of second language in Bangladesh, the government has to increase the use of English in every educational sector. In Asian countries, English is used as an academic purpose and they take it seriously. On the other hand, in Bangladesh English has been taught as a compulsory subject and students get 7 or 8 years for learning English, but most of the students have problem in writing and speaking English because- they do not take it seriously, lack of practice, proper guidance from the teacher and motivation. In this regard, L2 learners make errors in writing because of their shortage of ability and thoughts in the language they are learning (Stem, 1983, p.24). Though, English medium school students have the opportunity to speak English in class, but Bangla medium students are used to speak in Bangla in class. In contrast, English medium students are always practicing to write in 5 or 6 sentences in English, but Bangla medium students do not get the opportunity to practice it. Likewise, students have also faced problem in writing English since it is totally opposite of their mother language. Therefore, English language is very important for the learner and they should take it seriously. At a time, learners' error is avoided by the teacher and learner do the same error again and again. Thus the researcher realized that the teacher must be analyzed the error carefully and check their script in front of them and give them the correction. To examine and find out the students' errors in writing, error analysis is necessary. Error analysis is a kind of linguistic analysis, which is made by the learner. This thesis paper will investigate to find out the pattern of errors made by Bangla medium and English medium students' writing in English and the reason committing behind those errors. The understanding of error in English and learning the forms is useful for L2 learners.

CHAPTER 2

LITERATURE REVIEW

2.1. Education System in Bangladesh:

The education system of Bangladesh is divided into three different stages. These stages are: Primary, Secondary, and Tertiary education. Each of these three main systems is divided into five levels: Primary Level (years 1 to 5), Junior Level (years 6 to 8) and Secondary Level (years 9 to 10). Primary education is managed by the Ministry of Primary and Mass Education (MOPME) set up as a Ministry in 1992. Primary education covers some levels like junior secondary to higher education under the Ministry of Education (MOE) (BANBEIS, 2006).

According to the Ministry of Education the structure of education of BD is as follows:-

25+	XX					PhD (Engr.)	PhD (Med.)							
24+	XIX		Mphil	PhC	Post MBBS					PhD (Edu.)				
23+	XVIII				MPhil (Med.)									
22+	XVII	MA/MSc/Mcom/MSS		LLM	MBBS BDS	MSc (Engr.)	MSc (Agri.)		MBA	M.Ed & MA (Ed)		MA (LSc)		
21+	XVI	Masters (Prel)	Masters (Prel)	LLB (Hons)	BSC (Agri.) BSC (Text.) BSC (Leat.)	BSC (Engr)	BSC (Tech Edu)	BBA	B.Ed & Dip.Ed	B.P. Ed	Dip (LSc)	Kamil		
20+	XV		Bachelor (Pass)											
19+	XIV						Diploma (Engineering)					Diploma in Nursing	Fazil	
18+	XIII													
17+	XII	Secondary Education	Higher Secondary Education						HSC Vocational	C in Edu	C in Agri	Diploma in Comm	Alim	
16+	XI													
15+	X		Secondary Education			Trade Certificate/SSC Vocational		Artisan Courses					Dakhil	
14+	IX													
13+	VIII		Junior Secondary Education											
12+	VII													
11+	VI													
10+	V	Primary Education											Ebtedayee	
09+	IV													
08+	III													
07+	II													
06+	I													
05+		Pre-Primary Education												
04+														
03+														

Figure 1 :-1 –Education of structure Bangladesh (Source : Ministry of Education)

The Description of the stages is given below:

1. Primary Education :- Primary education system helps students to develop their learning skills. It is given in primary schools. The primary education system covers 5 years of formal schooling. At this stage, education begins at 6 years to 11 years. There are different types of institutions like Nursery ,kindergarten etc.
2. Secondary Education:- Secondary level covers of seven years of formal schooling. There are offered some compulsory subject, such as Bangla, English, Bangladesh studied, General Mathematic for knowledge of education. Secondary education is divided into two levels like junior secondary and higher secondary. Bangla medium students need to give the SSC and HSC exam are arranged through the boards at different place in Bangladesh. Boards are

publishing certificate for successful students. On the other hand, English medium schools are mainly private class. English medium students have to give „O“ level and „A“ exams are arranged through the British Council in Dhaka.

3. Tertiary Education: At this stage, the education covers of two-six years of formal schooling. The students have passed the HSC exam after that they need to join a university for completing their bachelor degree. The masters degree course consists of 1 to 2 years for graduate students. Students can also do M.Phil and Ph.D which is offered by public universities and its consists 1 or 3 years for masters holders (Hoque, 2008, p. 46-49).

2.2. Error and Error Analysis:

In ELT, „error“ made by a learner when writing and which results from incomplete knowledge. According to Corder (1967) error as a way of considering learning process.

Error analysis is a very important area of the second and foreign language learning. Error Analysis was an alternative approach by behaviorism. Error analysis is systematic and mistakes are not. The field of error analysis in second language acquisition was established in the 1970s by Corder and his colleagues. Corder talks about Error Analysis procedures used by teachers and researchers for practice in the language. Researchers observed that the most of the errors made by the 12 learners were in their writing. According to Corder (1967) errors and mistakes both are different phenomena such as: errors cannot be self-corrected and they represent the result of incomplete learning and a lack of competence. On the other hand mistakes can be self corrected and it takes place when the learner fails to perform to their ability. Corder thinks that learners“ carelessness and a performance error are the causes of mistakes in language use.

While dealing with Error Analysis, Corder (1974), suggested several steps about error judgment in error analysis research which is given below:-

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

The behaviorist believed that the errors should be identified properly and corrected immediately. If it is not taken seriously, it would become a habit and get fossilized in their minds. Therefore, Jabeen, Kazemian and Mustafai (2015) investigated errors made by L2 learners and tried to understand the techniques used in acquisition. The researcher has collected data in the form of answer copies of the students in two universities which are situated in Tabriz, Iran. They have collected some data and found that the errors. The errors are divided into 4 categories of addition, omission, selection and ordering. The researchers have observed that students have made a lot of mistakes in different areas of grammar and also noticed that they have problems in creative writing. The impact of SMS writing is also seen in their academic writing. Most of the errors are found in incorrect forms of the verbs. They have lack of idea in Subject-Verb-Agreement (SVA). By checking all the scripts researchers found that students faced lots of problem while writing English. This is also affecting their learning. The researchers say that error analysis along with constructive analysis is the major field of Applied linguistics and of the L2 acquisition. They also say that teachers should help learners in overcoming the difficulties and improve learners' writing skills.

2.3. Errors and Mistakes

Error and mistake are considered to be synonymous. Corder (1967) defined, Error Analysis is very helpful for the teachers in identifying the error, describing the errors, causes of errors and evaluating the errors. There are some distinction between "error" and "mistake" which is helping to analyze

students' language in an appropriate angle. In contrast, Corder (1967) thinks such "performance slip" as "mistake" and he used the term "error (competence)" for the "semantic ones" for the L2 learning. He also added that errors of performance are the result of mistakes in language use. Many errors occur, in which the learner uses L1 when they are talking in L2. Besides, He also claims that errors are the one kind of learning strategies. According to Brown (1941), "A mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. He thinks that an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. He also added that mistake can be self corrected by a native speaker, but errors cannot be done so (p.257-258).

2.4. Significance of Error analysis

Corder (1967) introduced the importance of errors in the language learning process. He says that learners should be determining what the input is. When teachers plan their syllabuses for the learners, they should be focused on learner needs previously. Learner language is almost similar to a "built-in syllabus" (Corder, 1967, p.166). Corder (1967) believes that errors are significant in three ways:

- To the teacher: they show a student's improvement.
- To the researcher: They show learning strategies which are used by the learner to learn the language.
- To the learner: they can learn from the errors.

Researchers are working on these three different areas mentioned above and identified the importance of error and understand the errors to improve language competence.

Shekhzadeh and Gheichi (2011) refer to errors as a part of development process involved in language learning. They also say the error is considered as signs of learners' minds which is involved in the learning process and also learning development. To understand the nature of errors teachers can

easily identify the learners' errors and correct it. In the literature learners' errors of language learning and teaching has been repeated frequently (as cited in Corder, 1967, p.161-166).

2.5. AGE: secondary level students

According to Spada (2006), the relation between age and success in 2nd language learning is less complex. Older learners are better rather than young learner. On the other hand some researches suggest that children are better language learners than adults. The conditions for language learning are very different for young learners and adults. Informal language learning environment usually has more time to learn the language. Considering the age issue, there are a hypothesis known as critical period hypothesis (CPH). There must be a critical period for 2nd language acquisition too. But it has been argued that learning language after critical period is may not be based on the innate biological structure to contribute to 1st to 2nd language acquisition in theory of childhood. In this period language occurred naturally (p.69). Ellis (1985) observed that the success of SLA is totally influenced by the age of the learner.

2.6. Fossilized Learner:

According to Brown (1941), Fossilization as "permanent incorporation of incorrect linguistic forms into a person's second language competence" (p.270). Fossilization as a factor of positive and negative affective and cognitive feedback. Learner has learned through the positive feedback which is helping them to acquire the correct items (Brown, 194, p. 271). So we can say that fossilization happens because of input, feedback and interaction gap (teacher and student) in class.

2.7. Lack of motivation :

Motivation is a complex phenomenon. Learners' motivation may be intrinsic or extrinsic. In learning something new motivation is important. Learner should have an inner motivation to learn the

language. Teachers can give different types of activities, tasks, a material to increase students' interest levels. Students are not used to practicing the writing in the classroom Spada (2006) says that "By providing appropriate material teacher should motivate students into the lesson and content needs to be relevant to their age and level of ability, and the learning goals need to be challenging yet manageable and clear". Cooperative rather than competitive goals use to increase students' self confidence (p.65).

2.8. Types of errors:

The most important research conducted in the field of error analysis was conducted by Richards (1971). Richards (1971) distinguished three sources of errors –Interference errors, Intralingual and Developmental errors. On the other hand, Touchier (1986) talks about two types of errors: performance errors and competence errors. Performance errors are made by learner when they are speaking fast. Competence errors are reflected in a learner's competence. Other researchers such as -Burt and Kiparsky (1972) talk about local and global errors. Global errors prevent the hearer from comprehending some aspect of the message. Local errors do not prevent the message from being heard and understood the meaning of an utterance (p.263). Likewise, Lennon (1991) suggests that there are two related scopes of error, one is a domain and another one is extent should be considered in an error analysis (p.263). Moreover, Cored (1974) talks about three types of errors such as: .Pre-systematic error(learner does not know a rule of the target language), Systematic error (learner applies the incorrect rule) and Post-Systematic error(similar to the mistake). Finally, language learning errors involves all language components: the phonological, the morphological, the lexicon, and the syntactic (p.170).

2.9. Sources and Causes of Errors:

The native language plays a vital role in learning second language fluently. According to Touchier (1986) Intralingual and developmental errors are due to the difficulty of the second/target language. Intralingual and developmental errors include the following areas such as: - Simplification, Overgeneralization, Hypercorrection, Faulty teaching, fossilization, avoidance, Inadequate learning and false concept hypothesized.

Learners focus on simple forms instead of complex ones is called simplification. Like wise, overgeneralization involves the creation of one deviant structure in place of two target language structures. Another very important thing is that teachers have corrected the learners' errors through some instruction is called hypercorrection. Hypercorrection is closely related to faulty teaching. Sometimes we see that students do the pronunciation errors is called fossilization. On the other hand, sometimes a few of the students avoid the structures and use instead of simpler structures is called avoidance. Inadequate learning happens because of ignorance of rules, restrictions and learners make errors because of wrong hypotheses is called false concepts hypothesized (pp.78-79).

In addition, Brown (1980) categorized two sources of errors and the source of L2 errors can be interlingual Transfer and intralingual Transfer (p.264). Like wise, Corder (1967) says that errors occur because of learners' uses of structures from his native language. In contrast, Shekhzadeh and Gheichi (2011) said that overgeneralization is the main source of learners' errors in writing (p.160).

2.10. Variation in Learner language :

A great deal of attention has been given to the variation that learners manifest in their interlanguage development (James, 1990, p.45). Learners exhibit variation, sometimes is acceptable norms and sometimes is not. Learners' language has focused on the variation that arises from the classroom contexts and natural situations outside language classes. It is also examined that SLA has become

apparent not only that instruction create a difference in learner success rates, but also focus explain a great deal of variability in learners' output. Ellis (1985) talks about storehouse of „variable interlanguage rules” which is depends on how analyzed and automatic the rules are (pp. 76-80).

2.11. Grammar Transliteration method:

From the very beginning, GT method is used in every schools and colleges to teach English language. According to Hoque(1999) ,GT method is used in SLA and it is very easy to teach textbook and grammar rules in class.It is a product oriented method.As a result,the maximum number of teachers has followed GT method in class. For this reason, they are unable to write English properly. In GT method students are bound to memorize the rules and they do not have any option to practice it. Though they learn a grammar rule, they cannot use them in a proper way.Students feel boring to follow GT method that's why they make mistakes again and again.Another things is that in GT method teachers need to explain the meaning in Bangla which effects on their writing in English.

2.12. Communicative Language Teaching (CLT)

The communicative learning , Teaching is an approach to the teaching which is emphasized that the goal of language learning is communicative competence. CLT sets the goal of creating „communicative competence” in the learners.Language communication is the theory of CLT.The aim of the method is to develop learners 4 skills in English and apply theoretical perspective of the communicative approach by language and communication.(Larsen and Freeman 1987,p121).CLT sets the goal of students communicate in the target language.Its help to develop their thinking ability and they can easily understand different from ,meaning an function of language.They must able to manage the process of negotiating meaning with their interlocutors.They are also able to learning the language itself.According to Richards and Rodgers (2001) ,There are four characteristic of the communicative view of language which is given below:

1. Language is based on expression of meaning.
2. The primary function of language is interaction and communication.
3. The structure of language affects on fundamental and communicative uses.
4. The primary units of language are functional and notional categories, rather than structural ones (p.155). Though CLT have played a vital role in improving English, but in real life situation the teacher failed to follow it. On the other hand English medium school have start to follow CLT method in class because their students are less than Bangla medium school. Therefore, Larsen and Freeman (1986) identify the roles of teacher that is –Facilitator, classroom manager, adviser and co-communicator. Student's role as a communicator and negotiator between the self and learning process. They have to understand themselves and help to understand others (p.128).

2.13. Constructive Analysis and Error Analysis approach :

The study of two difference language is called contrastive analysis. According to Ellis (1985), contrastive analysis plays an important role to developed the language learning and teaching. In the 1970s ,Error Analysis is used instead of Contrastive analysis. Contrastive analysis was developed by Charles Fries (1945) and clarified by Robert Lado (1957). Lado (1957) compared two languages in his study systematically.

Contrastive Analysis is not only a way of comparing language, but also a way to focus on errors for the purpose of knowing what needs to be learned and what do is not need to be learned in a second language learning situation. (Lado, 1957,p.241-247). In Contrastive Analysis , when students of L1 learn L2, two kinds of transfer happen, such as : Negative Transfer and Positive Transfer. According to the Brown (1941) a learner can simply transfer lexical items from native language to the target language (p.250). There are two positions that develop with regard to Contrastive Analysis- Strong and Weak version. Strong version is important for L2 language learning. Strong version offered by

Whitman and Jackson in 1972. Strong version is important for L2 language learning. Strong version focus on meaning, help to grow up vocabulary knowledge and to develop communicative confidence. Weak version start with an analysis of learners' recurring errors. It has explanatory power, helping the teacher of foreign language understand their students' source of error. Weak version has been advocated by Wardhaugh in 1970s. This version has later been developed into Error Analysis (EA). CA follows deductive approach on the other hand EA adopts an inductive one.

Whitman and Jackson (1972) pointed out that number of errors related to L1 interference (p.253). According to Lightbown and Spada (2006), all L2 errors are not reasoned from L1 interference.

Contrastive analysis was occurring because of the first language of interference using the habit into the L2. (Shrestha, 1979, p. 4). Contrastive Analysis is more acceptable rather than Error Analysis because Error Analysis only deals with learner performance. We see that learners commit different types of error which is reflected in their writing. Contrastive analysis borrowed imitation, habit, positive and negative transfer on the other hand error analysis is directly concerned with students' performance. Maximum number of errors made by second language learners. Lots of common errors made by students with different mother tongues (Shrestha, 1979, p. 6). Contrastive analysis was useful in providing a framework for the development of pedagogical grammars. Error analysis shows the systematic errors which are useful to get evidence of the learning process and learner performance (Spolsky, 1979, p.252).

2.14. Role of Class Teacher/English teacher:-

A teacher should be a good listener and open minded. He/she needs to follow some methods while teach in class. In 1970s, educators observed that students can communicate in class, but they cannot communicate in English outside the class. This is happening because teachers are not encouraging them to speak in English outside the class and they only focused in grade on the other hand, students

are exam oriented and memorize the essay, paragraph and grammar rules for this reason they cannot able to communicate in English (Briggs, 2014).

2.15 .Error Correction in writing work:

Teacher has to know how to correct the errors in writing. Some learners want to self correction or peer correction to improve errors in writing. Some of them preferred teachers correction in writing. According to Omaggio (1986) some steps for error correction which is given below:

- (a) Peer correction:** At first, the teacher said to correct it after that teacher gives them the correction. It is very effective for the learners because it takes some of the focus of the teacher. Teachers play a vital role and also can encourage the students to give feedback.
- (b) Self correction :** Self correction is the best way to address the errors. Students get lots of ideas to come up with his own response which is allowed by the self correction.
- (c) Teachers correction:** It is not too much effective way to correct the learners' errors in writing. Here, teacher have to give the correct answer to the learner and that technique is not effective for them (p.341).

2.16. Stephen Krashen hypothesis :

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." -Stephen Krashen.

He is widely known for his theory of SLA which is effective in language teaching. Krashen's (1980) theory of second language acquisition consists of five main hypotheses:

- (a) The Acquisition-Learning hypothesis,
- (b) The Monitor hypothesis,
- (c) The Input hypothesis,
- (d) The Natural Order hypothesis,

(e) And the Affective Filter hypothesis.

Acquisition –Learning hypothesis :-This hypothesis help to develop both acquisition and learning process. It is affected by language teaching.

Monitor hypothesis : The monitor hypothesis is the practical result of the learned grammar.

Input hypothesis: This hypothesis suggests that language acquisition occurs when learners can understand language , a concept also known as comprehensible input. This hypothesis highlights the importance of using the Target Language in the classroom. The aim of this hypothesis is to make learners to communicate effectively. Here students need to acquire the meaning and then acquire the structure of the rule. Teacher helps the learner to develop their language acquisition.

Natural Order hypothesis : Learner achieves knowledge of language by following a natural order which is predictable .

Affective Filter hypothesis: This variable includes motivation, self confidence and anxiety .It is emotional side of human behavior (p.286-287).

In contrast, According to Wang (2005) Learner Autonomy is a one kind of learning ability , self monitoring and self evaluation. Here learner can easily understand teaching method and objective and able to apply his/her own strategies after that present it.

2.18 Bangladeshi researchers views about error analysis:

From Bangladeshi perspective errors are the mistakes by students while writing English fluently. An analysis of students' mistakes and errors in English Writing" Akhter and Khan (2011) talk about the condition of English writing ability of Bangladeshi tertiary level students. Although they get twelve years education and learn English as compulsory subject still they could not write confident, competent and error free writings. They also found out that teachers hardly provide any constructive comments for accurate writing (p.6). According to Akhter and Khan (2010), Bangladesh education

system mainly has 3 stages which are primary, secondary and higher education that is undergraduate and graduate program. English is introduced as a mandatory subject (from class 1 to higher secondary level) but they cannot write properly and their standard of English is not satisfactory. In this study 300 tertiary level students took part in the errors analysis experiment. The researchers found that the students who already had 12 years of learning experience of English as a compulsory subject; make several mistakes and errors in the following fields: selection of words, tense, preposition, redundancy, capitalization, subject verb agreement, article, spelling, coherence, punctuation, and syntax. They also highlighted that writing is a process that develops gradually through pre-writing, writing and re-writing. If students can realize this fact and learn from their errors, then they can overcome their problem in English writing. However, Heydari and Begheri (2012) found that maximum number of errors in writing made by adult while learning the L2. For instance, he said learners have difficulties to write English if they do not get enough facilities to free handwriting practice in class. Moreover, Ying (1987) examined 120 Taiwanese EFL students' errors on the basis of three criteria of overgeneralization, simplification, and language transfer. A total of 1250 errors was detected in the 120 compositions, among which 78.9% of the errors were a result of language transfer, 13.6% of the errors were overgeneralization of the target language, and 7.5% were forms of simplification. By doing this investigation the researcher found that L1 interference is the source of error.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Objective: -The study aims to find out the pattern of errors in Bangla medium and English medium students' writing in English. At the same time, this study also tries to analyze the errors in Bangla medium and English medium students while writing in English.

3.2. Research questions:

1. Which errors are prominent in Bangla speaking learners' L2 writing course?
2. What do teachers think about their students' errors in writing?
3. What do the students feel about their errors in writing?

3.3. Significance of the research:

The current study will be helpful for the teachers to know why the errors are occurring and also help them to improve their teaching material and design syllabus according to the students' needs.

3.4 Methodology:

i. **Instruments :**

- i) **Students' Questionnaire:** The researcher distributed a questionnaire consisting of multiple choice questions among the students (see appendix A).
- ii) **Teachers' Interview:** An interview was taken for each of the 8 teachers of the schools (see appendix B).

3.4.2 Participants

The participants of the study are 240 students (120 Bangla medium and 120 English medium) studying in a school named European standard school and little scholars tutorial (English medium) , Narinda ideal and Silverdel preparatory schools (Bangla medium) in Dhaka. Their age is between 12-17. They studied in class 7. Twenty students from four schools were chosen as the participants in writing tasks. They had to write a paragraph on the topic “Your favourite person” within 100 words after that they had to fill up the questionnaire which is given by me. The number of total teachers is 8 from both medium schools.

3.4.3 Data collection procedure

The researcher collected the data through questionnaire ,interview and writing samples from four schools which are located in Dhaka..For collecting data ,the researcher had to show a permission letter to the school (see in the Appendix- D) in which she conducted the survey. The researcher had given them the questionnaire and explained it clearly. Some students were answering the questions by discussing with his/her classmate. After that the researcher took a writing test of specific 20 students. On the other hand ,The researcher also took interview of the school teachers. Eight teachers participated in the interview. All of them were English teachers and also a class teacher of each class. Teacher did not answer questions properly because of lack of time. Maximum number of teachers were busy for the half yearly examination.

3.4.4 Method of data Analysis:

After collecting the data the researcher analyzed the error in the writing. Mixed method was used to find out the error made by students and reason for committing those errors. Questionnaire, interview and writing sample were done for the research. Students participated in the questionnaire survey ,writing task and teachers took part in the interview. The responses to the questionnaire was converted

into percentages and the table/pie charts were made by using Microsoft excel (2010) to represent the percentage. The data was analyzed based on some steps of Error Analysis model offered by Corder (1974), consisting of the following steps :

- (a) Collecting of the data (from an teachers' and students' questionnaire)
- (b) Identification of errors (e.g .Sentence construction, article, preposition etc).

The data were also analyzed descriptively by examining written script to find out common errors they made while writing essays in class.

3.4.5 Limitation of the study

The researcher could cover only four schools for the survey because most of the schools' administration did not give the permission to the researcher to collect the data from the students.

Some obstacles were encountered during the study. The researcher faced difficulty to get the students on time because they are busy with their classes and projects. Some of them did not take the writing task seriously. Some of the teachers did not agree to give all the answers to the questions.

CHAPTER 4

FINDINGS AND ANALYSIS

This chapter presents the findings and analysis of the questionnaire, interviews, writing samples. The results are analyzed qualitatively. The following information, table, data, etc. are given on the basis of questionnaire done by students, interview taken from the teacher towards the importance of error analysis. The findings were sequentially analyzed on the basis of the questions. 240 students took part in it.

4.1. Students' responses:

4.1.1 Bangla Medium and English Medium students' responses

Table 1: Reason for making errors (Bangla Medium)

Bangla Medium School			
Response	Number of students	Total Number of Students	Percentage
Grammar	72	120	60.00%
Lack Of Motivation	7	120	5.83%
knowledge gap in vocab	41	120	34.17%

English Medium Schools			
Response	Number of students	Total Number of Students	Percentage
Grammar	67	120	55.83%
Lack Of Motivation	2	120	1.67%
knowledge gap in vocab	51	120	42.50%

Table 1 shows that 60% Bangla medium students think they make errors because of Grammar but only 5.83% students think they make errors because of lack of motivation and 34.17% students think they make errors because of their knowledge gap in vocabulary. On the other hand 55.83% English medium students think they make errors because of Grammar and only 1.67% students think they make errors because of lack of motivation. But 42.50% students think they make errors because of their knowledge gap in vocabulary.

Table 2: Bangla effects on writing.

Bangla Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	106	120	88.33%
No	8	120	6.67%
May be	6	120	5.00%

English Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	41	120	34.17%
No	57	120	47.50%
May be	22	120	18.33%

In the table 2 we see that 88.33% Bangla medium students have answered that Bangla effects on their English writing ,but only 6.67% students said no it does not affect on their writing and 5% students say maybe its effects on their writing. We also see that 34.17% English medium students have answered Bangla effects on their English writing ,47.50% students say no its not effect on their writing and 18.33% students say maybe its effects on their writing.

Table 3: Grammatical interference of your Bangla while writing English.

Bangla Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	117	120	97.50%
No	2	120	1.67%
Not Really	1	120	0.83%

English Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	59	120	49.17%
No	40	120	33.33%
Not Really	21	120	17.50%

Table-3 shows that 97.50% students of Bangla Medium say that they feel grammatical interference of their Bangla while writing English, but only 1.67% students said that they do not and 0.83% said they do not really feel grammatical interference of their Bangla while writing English. On the other

hand 49.17% students of English Medium say that they feel grammatical interference of their Bangla while writing English, but 33.33% students said that they do not and 17.50% said they not really feel grammatical interference of their Bangla while writing English.

Table 4: Medium of correction in writing

Bangla Medium Students			
Response	Number of students	Total Number of Students	Percentage
Self correction	36	120	30.00%
Teacher correction	84	120	70.00%
peer correction	0	120	0.00%

English Medium Students			
Response	Number of students	Total Number of Students	Percentage
Self correction	61	120	50.83%
Teacher correction	51	120	42.50%
peer correction	8	120	6.67%

Here, the table-4 shows that 30% Bangla medium students preferred self correction and 70% students preferred teacher correction and no one preferred to peer correction. No one put on mark in peer correction. In contrast, we see that 50.83% English medium students preferred Self correction, 42.50% students preferred teacher correction and 6.67% preferred to peer correction.

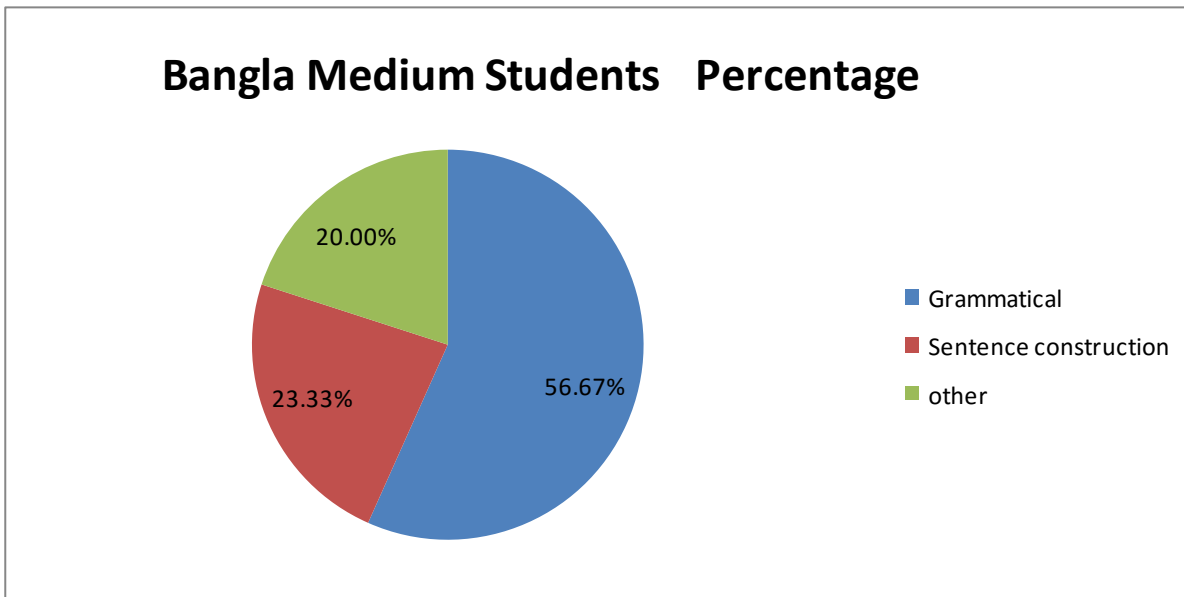
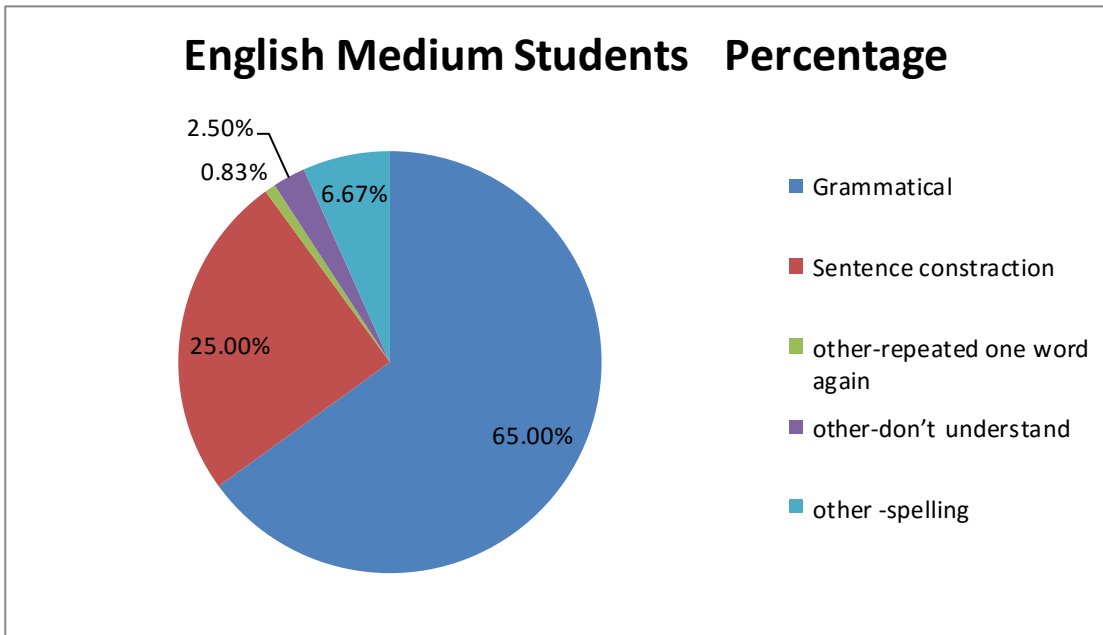
Table 5: Importance of classroom discussion (Bangla medium)

Bangla Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	116	120	96.67%
No	4	120	3.33%
Not Really	0	120	0.00%

English Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	95	120	79.17%
No	16	120	13.33%
Not Really	9	120	7.50%

In table-5 shows that 96.67% Bangla medium students say the classroom discussion can help improve our errors in writing, but 3.33% students say that no its not important. We also find that 79.17% students say the classroom discussion can help improve our errors in writing ,but 13.33% students say that no it's not important .And 7.50% students say it's not really important for improving errors in writing.

Chart 6: Students do different type of errors in writing.



The chart 6 shows that 56.67% Bangla medium students have mentioned that they do grammatical error mostly while writing English. 23.33% students say that they have problem in sentence

construction and 20% students say that they do spelling error, understanding problem etc. In contrast, 65% English medium students have mentioned that they do grammatical error mostly while writing English but 25% students say that they have problem in sentence construction, 0.83% students say they have problem in repeated one word again, 2.50% students making errors because they don't understand the grammar and 6.67% students do spelling error.

Table 7: Taking Teacher's help

Bangla Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	100	120	83.33%
No	0	120	0.00%
May be	20	120	16.67%

English Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	105	120	87.50%
No	1	120	0.83%
May be	14	120	11.67%

In table-7 we see that 83.33% students say that teachers' will help them in avoiding errors in our writing and 16.67% students say that maybe it's helpful for avoiding errors in writing. But it is remarkable that 87.50% English medium students say that Teachers' help will help us in avoiding

errors in our writing and 11.67% students say that maybe it's helpful for avoiding errors in writing but only 0.83% say that teachers' help will not be necessary for avoiding errors in their writing

Table 8: Teacher gives correction or just underline

Bangla Medium Students			
Response	Number of students	Total Number of Students	Percentage
Detailed	6	120	5.00%
underlined	114	120	95.00%

English Medium Students			
Response	Number of students	Total Number of Students	Percentage
Detailed	64	120	53.33%
underlined	56	120	46.67%
		120	0.00%

Table 8 shows that 95% of total students of Bangla medium say that their teacher gives underlined error correction on their script. Only 5% students say that their teacher gives detailed errors on their script. On average 53.33% of total students of English medium say that their teacher gives detailed errors on their script and 46.67% students say that their teacher gives underlined error correction on their script.

Table 9: Use Dictionary

Bangla Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	25	120	20.83%
No	95	120	79.17%

English Medium Students			
Response	Number of students	Total Number of Students	Percentage
Yes	52	120	43.33%
No	68	120	56.67%
		120	0.00%

Here table 9 showing that 20.83% Bangla medium students use dictionary in writing and 79.17% students do not use dictionary in writing. On the other hand 43.33% English medium students use dictionary in writing and 56.67% students do not use dictionary in writing

4.2. Teachers Response

The question was analyzed on the basis of the findings. 8 teachers took part in the questionnaire.

Question-1

Do you think secondary level students' errors should be corrected in detail or not? If yes/no then why?

7 teachers said that they think errors should be corrected in details. Because they should understand instantly their mistakes that they will never do it again and also to increase their potential. 1 teacher said that there are lots of students in class (Bangla medium) and time is short, so in that case error should not be corrected in details. The other Bangali teacher said that error should be corrected for a grade.

Question-2

Do you think that maximum number of students are aware of their errors in writing?

Each teacher said "yes" that they are not aware of their errors in writing and they make silly mistakes.

Question-3

Is the lack of teachers' feedback /motivation a reason for students' errors? If yes, then why?

All the teacher agreed that lack of motivation a reason for students' errors. They also added that some students do not cope with the newly changed situation, technique and formula. The other English teachers said that some students do not understand their lesson and they feel shy to ask the teacher for this reason they make the same mistake again and again. English medium teacher said that Motivation helps to develop a student confidence level, which is helping to decrease errors.

Question-4**Do you think teachers can help students to do less error on their writing? If yes then how?**

All of the teachers said —yes. They think teachers can help students to do less error on their writing. 4 teachers said that they help them by checking their copy in front of them, to mark their mistake, to make them understand about their topic and to encourage their students to try to write 5 or 6 sentences (with out any error) in English in class. They also said that practice makes a man perfect. 4 teachers said that students get only 45 minutes per class which is not enough for giving them proper instruction on their writing and checking all the script in front of them.

Question-5**What type of essay do you teach in your class? Which type of essay is the best to improve their writing skills?**

In this question, all of the teachers said that they teach some essay to improve their writing skills like -Narrative, Descriptive, events, personal etc in class. Most of the (English Medium) teacher said they think that Educative, unseen topic, descriptive and narrative essay is the best to improve their writing skills. The other teachers said that experience and events related topic are the best to improve their writing skills.

Question-6**Do you encourage students to use the dictionary in writing class?**

4 teachers said that they encourage their students to use the dictionary in writing class and 1 teacher said when their students get confused and need know more detail than they encourage them to use dictionary in class. 3 teachers (Bangla medium) said that they do not encourage students to use

dictionary in writing class because they think that sometimes too much use of dictionary in class may destroy the assumption or imagination power of the learner.

Question-7

Do you give detailed correction on the script or just underline the error for students?

3 teachers said – yes! They give detailed correction on the script and one of them said that she also gives precise correction are done during exam. But after exam separate correction class is arranged to rectify them. 3 teachers said they give just underline the error for students because there are lots of students in class, but they get only 35 minutes for each class. 2 teachers are saying that we have only focus in complete the task and do not focus in error which is occurred by students.

4.3. Comparison between Bangla medium and English medium errors in writing:

4.3.1 Grammatical errors

There are different kind of errors made by 15 Bangla medium students and 15 from English medium students is given into the table :-

Table: 10 Grammatical errors in sample writings

The respondents' errors (Bangla medium students)

Grammatical errors	Number of students
Subject verb Agreement	11
Sentence construction	28
Preposition	28
Tense	18
Article	20
Spelling mistake	21
Third person singular number	13
Small letter instead of capital letter	11
Uses of verb	11
Semantic	10
Punctuation	1
Total	172

Based on the table, total number of the errors 172. Here we see that 11 errors in SVA made by students. 28 errors occurred in sentence construction. Here we also see that 28 preposition errors, 18 tense errors and 21 spelling errors have been made by students in writing. They also have made 11 errors by using small letter instead of capital letter. About 10 students have made errors in semantic, 13 errors related to the third person singular number and 11 errors in uses of the verb. Only 1 student made errors in punctuation.

Table-11 The respondents' errors (English medium students)

Grammatical errors	Number of students
Subject verb Agreement	9
Sentence construction	16
Preposition	9
Tense	9
Article	8
Spelling mistake	8
Third person singular number	6
Small letter instead of capital letter	6
Uses of verb	5
Semantic	4
Punctuation	4
Total	84

From the table, We can see that total number of errors is 87. Here 9 students have problems in SVA within 15 students. Students have made 16 errors in sentence construction. On the contrary, 9 errors in preposition and 8 article errors committed by students. In English medium school teacher always practice them tense in class but 9 students make errors in tense. Maybe they are not practicing the tense in class or outside the classroom. The most important things is that 8 students made mistakes in spelling, 6 students write a small letter instead of a capital letter, 4 students make errors in semantic, 6 Students have made errors third person singular number, 5 students have made an error in using verbs and at last 4 students make errors in punctuation

4.3.2. Organization of the paragraph

Students make lots of error in structure of paragraph writing. As they are secondary level students, they have to know how to write the paragraph and organize it nicely. The error in structure of paragraph writing is given below:-

Bangla medium students (15)

Structure of paragraph	Number of students
1. In complete paragraph	5
2. Lack of thesis sentence	6
3. Topic sentence	6
4. Repetition sentence /word	5
5. Incomplete body part of the paragraph	5
6. No ending	4

English medium students (15)

Structure of paragraph	Number of students
1. In complete paragraph	0
2. Lack of thesis sentence	2
3. Topic sentence	2
4. Repetition sentence /word	1
5. Incomplete body part of the paragraph	0
6. No Ending	1

The graph is based on Bangla medium students' performance and shown below:

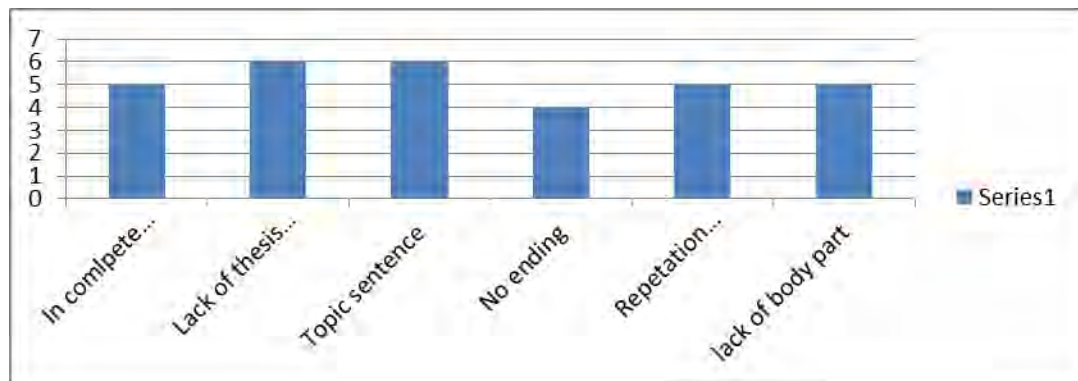


Chart 1: Bangla medium students' performance in writing

As they are secondary level learners so they have to know the rules and regulation of a paragraph before starting to write a paragraph like- Topic sentence/Theses statements ,Body of the paragraph,Ending etc.From the chart we see that 12 students(Bangla medium) among the 20 failed to write thesis statement and also topic sentence.Both are very important part of a paragraph because its is give the main idea of the paragraph. 5 students repeted their sentences again and again.5 students

failed to write body of the paragraph accurately. 5 students have not completed their paragraph and 4 students do not give the ending of the paragraph.

The graph is based on English medium students' performance and shown below:

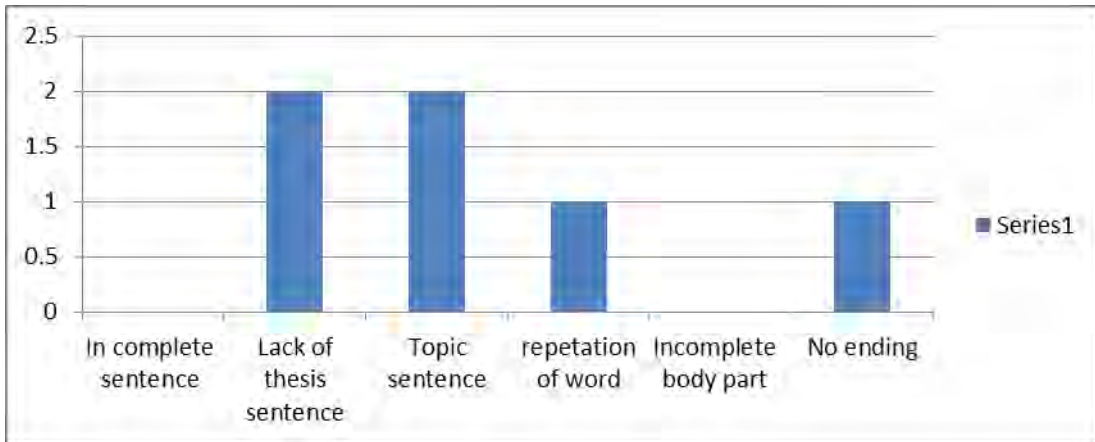


Chart 2: English medium students' performance in writing

On the other hand, the graph displays that 4 English medium students among the 20 failed to write topic sentence and thesis statement. It was also seen that everyone completed his/her paragraph very nicely. Only 1 student repeats the sentence the paragraph and 1 student does not give ending of the paragraph. It has happened because English medium schools teacher had given them an idea about the topic sentence, Body part and ending of the paragraph before starting to write a paragraph.

CHAPTER 5

DISCUSSION

This chapter discusses the results in the light of some relevant theories. When the students were asked to answer the first question then 60% Bangla medium students said that they make errors because of gap in knowledge in Grammar. 5.83% students think that errors occur because of lack of motivation and 34.17% students think that errors occur because of their knowledge gap in vocabulary. On the other hand 55.83% English medium students think that errors occur because of lack of knowledge in Grammar and only 1.67% students think that errors occur because of lack of motivation. But 42.50% students think they make errors because of their knowledge gap in vocabulary. So here the researcher found that both Medium of the students have problem in grammar. It occurs for overgeneralization of grammatical rule. The behaviorists believed that the errors should be identified properly and corrected immediately. If it is not taken seriously, it would become a habit and get fossilized in their mind. So, teachers and students should take it seriously. (Skinner, 1960).

From the second part of the questionnaire, it has been found that 88.33% Bangla medium students think that they make error because L1 effects on their writing. On the other hand only 34.17% English medium students think that their Mother tongue effects on their writing. So here it can be said that Bangla medium students make error because of L1 interference because they think Bangla before writing a paragraph in English. According to Corder (1967) says that errors occur because of learners' uses of structures from his native language. On the other hand, Another researcher argues that not all errors are related to L1 interference (Whitman and Jackson, 1972, p.30). So it can be also said that errors occur because of carelessness of the learner and lack of practice in writing.

When the students were asked which medium of correction do you think can improve more of their error in writing, 30% Bangla medium students preferred self correction and 70% students preferred teacher correction and no one preferred to peer correction. In contrast, 50.83% English medium students preferred self correction, 42.50% students preferred teacher correction and 6.67% preferred to peer correction. The percentage shows that maximum number of Bangla medium students want teacher correction instead of self correction. Omaggio (1986) state that Self correction is the best way to address the errors (p.341). The most important thing the researcher found that Bangla medium students do not have any idea about the self correction. The lack of knowledge in vocabulary which is the main factor of making an error in writing.

When the Bangla and English medium students were asked about the classroom discussion maximum Bangla medium (96.67%) and English medium (79.17%) students respond „yes“ it means “they think classroom discussion to improve their errors in writing”, To support the students’s view Krashen (1987) input hypothesis highlight that Target language must be use in the class and also mentioned that the amount of input learners take in is a major factors which is affect in their learning. He also claimed that Understanding spoken and written language input effect on increase linguistic competence (idib). So, it can be said that classroom discussion must be there so that they can take the input from others and improve their writing skills.

In students’s question number 7 and teachers’s questionnaire, question number 4 was same. The Same question was asked to the students and teacher for comparison their response. In table-7 we see that 83.33% students say that Teachers’s help will help us in avoiding errors in our writing and 16.67% students say that maybe it’s helpful for avoiding errors in writing. But it is remarkable that a large portion of the participants (English medium) referred that teachers’s help in avoiding errors in

their writing. From the teacher's questionnaire (no 4), the researcher found that among 8 teachers all of them said teacher can help students to do less error on their writing to make them understand their topic, by checking their copy in front of them and to encourage their students to try to write 5 or 6 sentences (with out any error) in English in class. As a result findings suggest that both Bangla medium and English medium school teacher should give them some key words to help learners for understanding the meaning of the topic after that asked them to write the paragraph 5 or 10 sentences in class which is given them self confidence. It is also help them to develop their vocabulary skill. Larsen and Freeman (1986) say that the roles of teacher should be facilitator, classroom manager, adviser and co-communicator (p.128).

In students' questionnaire question number 8 and teachers' questionnaire, question number 7 were the same. Table 8 shows that 95% of total students of Bangla medium say that their teachers give underlined errors on their script. On average, 53.33% of total students of English medium say that their teacher gives detailed errors on their script and 46.67% students say that their teacher give underline errors on their script. On the other hand 5 teachers said – yes! They give detailed correction on the script and one of them said that she also gives precise correction are done during exam. But after exam separate correction class is arranged to rectify them. Teacher report that they give just underline the error for students because there are lots of students in class and they get only 45 min for each class. Here we see that Maximum number of teacher say that they give detailed correction on the script, but lots of students put on tick mark on „Underline“ that means that their teachers give underlined error correction on the script. So, The researcher have found that teacher does not give appropriate answer to the question. As we know that teacher's role is very central and his personal qualities are more significant. It's likely to have an effect on the success or failure of the learners. This answer from the teachers also proved that how seriously they checked students' errors at this level.

The researcher found that the Bangla medium teacher corrected their errors for a grade. So it means that Bangla medium teachers are only focused on grade instead of teaching them properly.

In addition, the students' question number 9 and teachers' question number 6 was almost the same. Here the table 9 shows that 79.17% of students do not use a dictionary in writing. On the other hand, 43.33% of English medium students use a dictionary in writing and 56.67% of students do not use a dictionary in writing. In contrast, 4 teachers agree that they encourage their students to use the dictionary in writing class and 3 teachers (Bangla medium) said that they do not encourage students to use a dictionary in writing class because they think that sometimes too much use of a dictionary in class may destroy the assumption or imagination power of the learner. So it is noticeable that Bangla medium teachers do not follow the dictionary for this reason the scope for using a dictionary in class is quite limited. According to Ramos (2005), a dictionary provides the meaning of a word with valuable information and students should use the dictionary for developing their vocabulary skills. Probably, the students can use the dictionary in writing but they have some limitations.

The researcher found that the maximum number of Bangla medium students cannot understand the question. For this reason, some students do not give the proper answer to the question and some students are trying to copy another student's answer to the question. In English medium schools, students have to practice listening to the English dialogue and try to write it in copy which is helping them to develop their listening and writing skills. That's why no one needed the explanation of the question which is given by me.

The researcher also found that the maximum number of teachers agreed that students' errors occur because of a lack of motivation. Other comments from the teacher were that students do not understand their lesson and they feel shy to ask questions of the teacher for this reason they make the same error.

again and again in writing. One of the researchers, Spada (2006) assumes that by providing appropriate material and give them a clear idea about the topic that will motivate to learn (p.65). Therefore, motivation from friends, family, article, watching English movies with subtitle, reading an English story book all these activities will help them to overcome errors in writing.

5.1. Comparison between Bangla medium and English medium errors in writing

By checking all the scripts, the researcher found in 15 scripts (10 scripts from Bangla medium and 5 from English medium) and total number of errors were 172 among by Bangla medium students and total 87 errors were English medium student. The researcher found that 11 errors in subject verb agreement on the contrary, only 9 errors in SVA in English medium students. The researcher found that Bangla medium students in the study committed errors more frequently rather than English medium students.

Students have problem with the use of preposition. The researcher had asked them why they are making an error in preposition and they have replied that they are confused with using the correct preposition in writing. They know the rules, but cannot apply it because they have a lack of knowledge on the uses of prepositions. Students have also problem in Tense. Both Bangla and English medium students have problems in writing in the correct sentence. They use some word which is not correct. All things are happening because of limited storage of words and lack of knowledge in the target language.

Among all the students the researcher found 21 spelling errors in Bangla medium students and only 8 errors in English medium students. Spelling error occurred as the students were confused using it and also they are pronounced in L1 which is reflected in their writing. The respondents have some other problematic areas, such as uses third person singular number, semantic, punctuation and so on.

The researcher has found out the errors made by the students in writing. And they are:

- 1 .Subject verb Agreement
- 2 .Sentence Construction
- 3 .Preposition
- 4 .Tense
5. Article
6. Spelling mistake
7. Third person singular number
- 8 .Small letter instead of capital letter
- 9 .Uses of the verb
10. Semantic

In the study, interference was identified as a major source of error .The researcher has the found among the Bangla medium students sight that main reason of the error is the L1 interference. They made an error in the use of the sentence construction .They have faced problems in case of translation. Bangla language is mainly constructed in the formation of SOV on the other hand English language is constructed in the formation of SVO so it can be said that as a formation Bangla language is different from other language . The difference in the use of sentence construction (Bangla and English language) make problems for them . Another very common source of errors is the students have forgotten the rules because of lack of practice.In contrast ,Ying (1987) examined 120 Taiwanese EFL students’ errors on the basis of three criteria of Overgeneralization, simplification, and language transfer. Therefore, oral test, the researcher have found that L1 interference is the major source of error.

The following examples from the data have been highlighted for discussion:

“My teacher is prettier more than other”

The above examples are considered to be the result of Over –generalization of L2 rules . Here error may arise, when a learner mixed up the rule, Adjective + er , more.

Error made by students because of unawareness of the rules. Suppose a student makes the same error rapidly in writing it shows that she or he does not know how to use „s“ or „es“ in a word.

Maybe this has happened because they do not understand the rules in a proper way. To cope up these problem ,the learners suggested that in the context of Bangladesh English writing and speaking course should be added in school and college level.

From a study of Jabeen, Kazmain and Mustafai (2015) it is found that the students do errors because of habit of SMS writing. In contrast, After checking the scripts researcher also found that both Bangla and English students have made a lot of error because of SMS writing habit like: -lol, omg, txt, bcoz etc which is not acceptable in academic writing. So, it can be easily said that SMS writing habit impact on their writing.

In Bangladeshi perspective ,they have completed primary and secondary level , but still they have Problems in English, though it is a compulsory subject at this level. The researcher found that Bangla medium students cannot write properly because of lack of motivation. They made maximum number of errors in long sentences. So they have to practice to write short sentences.

Though students are learning the structure of the essay and paragraph from their primary Level but they have still a problem in a structure of paragraphs . They cannot write it properly. Maximum number of students of Bangla medium students do not know about thesis statement on the other hand, English medium students learn it at their primary level for this reason few of them have a problem with it and rest of them write it properly. Bangla medium students could not come up with a conclusion on the other hand ,English medium students write it nicely.

From the comments, the researcher found that teachers are not much concerned about the error in writing. They are busy to complete their syllabus within time for this reason they cannot focus on weak students in class. Day by day a learner's errors have been fossilized. Fossilization is a factor of positive and negative affective and cognitive feedback. Learners will learn through the positive feedback which is helping them to acquire the correct items. (Brown, 1994, p. 271) Teachers also believe that positive feedback will help learners to overcome errors in writing. Brown (2000) also added that the global error does prevent the hearer to comprehend the message. The teachers' questionnaire indicates that teachers give more priority to grade instead of giving feedback properly. From the questionnaire, the researcher found that students want teacher support to overcome the errors. They are concerned about their error in writing. They want to overcome with their problem in writing. They want the teacher's correction to improve error in writing. They also want details correction from their teacher in the script. They do Grammatical error rapidly and believe that effective feedback helps them to reduce their error in writing. So, the teacher and students' point of view about overcoming error is almost the same.

According to Brown (2001), a classroom has played an important role in the learning of the foreign language properly. From a Bangladeshi perspective, English has been taught as a compulsory subject, but students cannot use it effectively. We see that time to time syllabuses have been changed, but overall output has remained the same. It also shows that lack of facilities, large class, insufficient class time, unusual student teacher ratio etc. all are hampered in our education system. Teacher and students have a lack of awareness of modern strategies of learning English. The teacher can ask them to discuss the material instead of reading it loudly. Teaching method also be changed like –teacher can give them handout, poster, individual, tutorial etc. Project and task help to solve communication problem easily. Teacher have to give them a chance to choose activities based on their interests, moods and skill

levels. Those types of activities support using CLT in the classroom, but most of the teachers followed GTM method that's way students do not feel interest to learn something new.

The researcher tried to discuss a lot about the errors and sources of errors. Considering the finding above, the teacher should apply some strategy to improve the students' writing skills.

CHAPTER- 6

CONCLUSION AND RECOMMENDATION

In conclusion the researcher suggests that the students have to correct their errors themselves. There are many reasons for making errors in writing. Students have faced problems because of our teaching system is not too good. It says that, when a student does errors in writing, teacher should work hard to stop them from common errors. It can also be said that teacher and students relationship helps them to find out errors and erasing the errors in writing. Moreover, Teacher should make aware the students of the major areas in which they are doing serious errors. Finally, I would like to conclude by saying that things need to be changed, Bangla medium education system should be more secular, moderated and updated. Teacher should have an idea about the learner's ability and some methods of teaching system.

6.2. Recommendations:

The overall findings and discussions would recommend some suggestions for the teachers and students to overcome errors in writing which are given below:

- To make the learners aware of an interference error by showing them the difference between L1 and L2 language.
- Teacher has to decide which errors should be corrected first and which is not.
- By providing a friendly environment and also giving them support to learn properly.
- By encouraging them to write a few sentences in class at least.
- Teacher may discuss the new grammar rule before giving the writing task in class.
- The teacher can give them some words when they write a paragraph which is helping the learners increase their vocabulary skills.

- While checking the paragraph writing, teacher needs to focus on content.
- Students may find out their own errors in writing and correct it by own self which help them to increase their errors.
- By solving errors they have to learn instead of memorizing the rules.
- Individual counselor should be present in every school and help the students to overcome their errors.
- Writing center should be open in every school as early as possible.
- Teachers can give them an interesting task like – Making poster and describe it in English.
- Teachers must be trained to teach a class properly in a short period of time and organize a big class of some 60-70 students.
- Power point or multimedia must be available both Bangla medium and English medium schools.
- The audio – video syllabus should be available.
- Teacher can make relation with the students by warm up activities.

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Appendix-A

Questionnaire

Survey for students of Secondary level

Personal Details

1. Class:.....
2. Male/Female (student).....
3. School name:.....

Error Analysis

(Please put a ✓ mark on your choice)

1. While writing an essay, why do you think you make errors?

- a) Because of my knowledge gap in vocabulary b) Grammar c) Lack of motivation

2. Do you think your Bangla effects on your English writing?

- a) Yes b) No c) May be

3. Do you feel any grammatical interference of your Bangla while writing English?

- a) Yes b) No c) Not really

4. Which medium of correction do you think can improve more of your errors in writing?

- a) Self Correction b) Teacher Correction c) Peer Correction

5. Do you think the classroom discussion can help you improve your errors in writing?

- a) Yes b) No c) Not really

6. What type of errors do you mostly do while writing?

- a) Grammatical b) Sentence Construction c) Others _____

7. Do you think Teachers' help will help you in avoiding errors in your writing?

- a) Yes b) No c) May be

8. Does your teacher give correction of every error on your script? Or just underlines errors on your script?

- a) Detailed b) Underlined

9. Do you use dictionary in writing?

- a) Yes b) No

Appendix-B

Interview Questions for Teachers'

Personal Details:-

Designation.....

School.....

Sex : Male/Female.....

Teachers' Questions :-

1. Do you think secondary level students' errors should be corrected in detail or not? If yes /no then why?
2. Do you think that maximum number of students are aware of their errors in writing
3. Is the lack of teachers' feedback/motivation a reason for students' errors? If yes, then why?
4. Do you think teachers can help students to do less error on their writing? If yes then how?
5. What types of essays do you teach in your class? Which type of essay is the best to improve their writing skills?
6. Do you encourage students to use the dictionary in writing class?
7. Do you give detailed correction on the scripts or just underline the error for students?

Appendix-C

The respondents' errors (Bangla medium students)

Sample	Subject verb Agreement	Sentence Construction	Preposition	Tense	Article	spelling error	Small letter instead of capital letter	semantic	third person singular	verb	punctuation	Total number of error
1	0	0	2	1	1	1	0	0	0	1	0	6
2	1	2	0	2	5	0	4	3	4	0	0	21
3	1	1	5	3	0	1	0	0	2	5	1	19
4	1	1	2	0	2	1	2	0	4	1	0	14
5	1	3	2	2	0	3	0	1	0	0	0	12
6	0	3	0	1	0	0	0	0	0	1	0	5
7	0	4	4	1	2	2	0	0	0	0	0	13
8	0	0	0	1	0	4	1	0	0	0	0	6
9	0	0	1	2	3	2	0	2	0	0	0	10
10	1	2	0	0	0	0	0	0	0	0	0	3
11	1	2	2	3	2	2	2	2	3	2	0	21
12	1	1	4	0	2	0	0	0	0	0	0	8
13	1	4	1	0	0	3	0	0	0	0	0	9
14	1	3	3	0	1	0	0	0	0	0	0	8
15	2	2	2	2	2	2	2	2	0	1	0	17

Sample of the grammatical error (English medium)

Sample	Subject verb Agreement	Sentence construction	preposition	Tense	Article	spelling error	small letter instead of capital letter	semantic	third person singular num	verb	punctuation	Total num of error
1	1	1	1	0	0	0	0	0	0	0	0	3
2	0	1	1	1	0	1	0	0	0	0	0	4
3	0	2	0	0	0	0	0	0	0	1	0	3
4	0	1	1	1	1	2	2	1	1	1	1	11
5	0	3	1	2	1	0	0	0	0	0	0	7
6	0	2	0	1	1	0	0	0	0	0	0	4
7	0	1	0	0	0	0	0	0	0	0	0	1
8	2	1	0	0	1	0	0	0	0	0	0	4
9	1	0	1	0	0	0	0	1	1	0	0	4
10	1	1	1	0	0	0	0	0	1	0	0	4
11	1	1	1	1	1	1	1	1	1	1	1	10
12	0	0	1	1	1	1	3	1	1	1	1	11
13	1	0	0	0	0	1	0	0	0	0	0	2
14	1	1	1	1	1	1	0	0	0	0	0	6
15	1	1	1	1	1	1	0	0	1	1	1	9

Appendix-D

Application

29.5.2016

.....

The Principal

Silverdel preparatory school

Dhaka -1203

Subject:- Asking for permission to conduct research in your institution.

Dear Sir/Madam,

I am an am.M.A.student of the Department of English and Humanities,BRAC University.I am doing my thesis on “Error Analysis in Writing Classes of Bangli and English Medium students of Dhaka.”I have chosen the students of class five to eight for conducting the research .For my research ,the students have to fill out a questionnaire .I will have to take interview of the course teachers and also get sample writings of the students.

I kindly request you to grant me the permission to visit your English classes of your renowned organization.

Thanking you

Yours faithfully

Ireen Sayeed

ID: 14263007

Department of English and Humanities

BRAC University