

A Linguistic Study to Identify Writing Errors in English: Based on Year Eleven Students of Uva Province - Sri Lanka

Nihal Wella Arachchi

Assistant Lecturer in English. Advanced Technological Institute, Badulla – Sri Lanka

Abstract: *Making errors when learning a language has become universal. There is a pattern of making errors among Sri Lankan students though they come from different locations and follow the same syllabus in their schools. The most determinant factor is environment. This hypothesis is tested by comparing and contrasting the errors committed by a sample group of year eleven students from two different schools in Uva Province who study English as a second language. The identified errors are analyzed under, Inter lingual errors and Intra lingual errors. The errors committed by group I(G1) and group II(G2) are compared and contrasted one another in detail to identify common errors and distinctive errors they made. Thus, the methodological analysis enabled the researcher to identify the authentic reasons that prevent the learners from writing correctly. For example, the first language interference, overgeneralization of known rules etc. Most of the areas where students have made errors are treated logically after a thorough analysis. Variables that have influenced some errors are also dealt with in this study. Combination of finding of the study and the insight gained in the process of the study are used to draw conclusions of the error types and thereby the researcher has made suggestions to improve writing skills of the students at year eleven and made suggestions to minimize those errors when learning English as a second language in future. Phonological aspect of their writing is totally excluded*

Keywords: language interference, overgeneralization, second language, inter lingual, intra lingual, first language.

1. Introduction

Students find it very difficult to handle English language effectively in Sri Lanka both in speaking and writing. Though we have some other languages like French, German, Spanish etc., English is widely used all over the world in higher education, technologies, economic related matters, banking and even world organizations use it to conduct their meetings. English is used as the medium of instruction in many schools and universities in Sri Lanka. In this process, teachers find it very difficult to impart the subject knowledge since students have language problems in their speaking and writing, pronunciation, vocabulary and spelling. Of all, when the students struggle with grammar problems, the both teacher and student may not achieve the expected goals since they make a lot of errors. Thus the researcher's intention in this study is to analyze those grammatical errors to find out the real reasons as to why the students commit such errors and to suggest some remedies to minimize those errors and to identify the areas where the students make errors when learning English as a second language. The researcher has classified all the errors committed by students under different linguistic categories and analyzed them in detail to find out the reasons for the errors. Proper exploration of all errors committed will definitely help the linguists, language teachers and learners alike in future to design or develop text books and syllabi. This will definitely assist L2 learners and teachers to remedy the problematic areas that ultimately minimize the students' writing errors. It will also help design L2 courses enabling L2 learners to master in writing confidently minimizing their errors and to use appropriate language skills to master in English very easily and comfortably. Further, this study will

improve the quality of English that our students use today. They need mastery over English to access their secondary and tertiary education. Therefore, the findings of this study will surely benefit them to greater extent. Almost all the language analysts are of the view that making errors is unavoidable when learning any language and it is a positive sign of learning the language. It emphasizes the fact that error analysis is also a part of language learning since the errors committed have to be corrected on one hand and to at least minimize them in the future on the other hand. There are a lot of studies done on error analysis of English since the language analysts believe that the poor command of English makes the students discouraged in their academic career if they are not treated in an effective way. According to S.P. Corder (1967), it is a must to determine the error areas which need proper feedback and reinforcement. For that, the analysis of error is compulsory. Error analysis is emphasized by Johnson (1975) as it is the most influential tool that describes and explains the errors committed by learners of second or foreign languages. According to David Crystal ((1999:108), error analysis in language teaching is indispensable and thereby the teacher is able to recognize the unacceptable forms which are produced by the students of second or foreign language learners. There are varying degrees of grammatical and rhetorical errors depending on the competency level of the students and most of the errors may occur due to the students' lack of morpho-syntactic knowledge. These types of errors are very common among L2 learners and error analysis helps teacher provide needed feedback to students to master over the language. According to (Cohen, 1999; Schulz, 1991; Sprat et al, 2005) errors, the students commit cannot be categorized very easily into different categories since the same error belongs to many

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categories. The reason is that many sources appear as possible influences in an error. There are a lot of limitations when an empirical research study is conducted on any research discipline. It is valid for this study as well. They are of two types'

- a. Theoretical limitations
- b. Practical limitations

The researcher found it very difficult to apply all theoretical perspectives since the first language of learners was either Tamil or Sinhala and is very difficult to measure the influence of their first language quantitatively. Further the researcher lacks statistical test to verify the inter relationship between students' proficiency level in L2 and the length of essay since it was a very short one. Depending only on the data collected, the researcher could elicit the differences and similarities of errors committed by the two sample groups and it is questionable to validate the findings of writings of all secondary level students. Participants of the research is limited to fifty students. It is a very small sample and very difficult to go for data. If the scope is vast, findings of the study may be different because the number of errors collected is vast for analysis. These are some of the practical limitations that directly affect the findings. Therefore the researcher tested his hypotheses and arrived at conclusions depending on limited data. Other than all, the researcher is not a native speaker of English. The influence of his first language is inevitable to greater extent.

The research study is an experimental research which is analytic and deductive. To get the task fulfilled the collection of data is mainly based on primary and secondary data collection methods. The researcher has conducted a writing test to collect primary data. For this task, the researcher has selected two grade ten classes. Of them, one is grade ten class from Vishaka Girls' National School in Badulla district and M/Dhombagahawela National School in Monaragala district and they are both in Uva Province, Sri Lanka. Twenty five grade 10 students from each school were randomly selected and made them write an essay on the same topic, "This is my school". The errors committed by them in their essays are analyzed to see if the both classes have committed the same category of errors in their writing or different errors in the same category. For secondary data the researcher had to depend on printed literature. Books, newspaper articles, journals etc. are used and the collected data are compared and contrasted. In here, the researcher has paid his attention to the first language influence and interference categorizing the errors into two domains.

- a. Inter lingual transfer
- b. Intra lingual transfer

Also the researcher identifies the similar and different grammatical elements in Sinhala which enhance the students to acquire English, especially in their writing. In other words the researcher tries to identify the positive transfer and negative transfer that decide the number of errors a learner makes when learning English as a second /foreign language. Moreover, the researcher is going to examine the structural difference

between Sinhala and English to see to which extent they have an influence on students' errors.

2. Methodology

This empirical study was conducted at B/Vishaka Girls' National School Badulla an urban school and M/Dombagahawela National School Monaragala a less urbanized school in Sri Lanka with the sample of 50 students (both males and females). The researcher as a participant conducted a writing test on the topic 'This is my school'. Students were given freedom to write freely and also to edit their essays to minimize grammatical errors. Then the researcher has done a quantitative analysis in each essay tracing errors they have done in syntax, morphology, semantics etc. in their writing. Essays of both classes were analyzed separately and then compared and contrasted to see the similarities and differences of errors they had made. The main purpose of the research is to examine the reason as to why they commit errors, what contributes for them to make errors, the degree to which extent the first language interferes in the process of second language learning, lack of grammatical knowledge, whether the knowledge they gained was insufficient, fossilization of wrong concepts, overgeneralization of common rules, applying first language rules etc.. The analysis is to be done very logically paying special attention to each error of each essay and then to categorize them into a system of syntactic structures. A hypothesis is to be tested based on the evidence found in the research. This chapter is mainly devoted to outline the research design and methodology applied in this study. The main aim of the study is to identify the writing errors of the secondary level students when they learn English as a second language with a view to develop their writing skills. At the same time, this study belongs to second language acquisition and it adopts a product based perspectives on writing. The analysis of students' error (Corder 1981) and transfer analysis (Selinker 1983) would be the starting point. As the researcher mentioned before, this research is taken as a form of needs and analysis. Moreover, it is designed to identify the demands of the writing population, to address their language needs and requirements. And then the analysis is done in order to recognize their requirements. Finally, the researcher addresses them in a logical manner.

3. Data Analysis

The researcher has used in this study, single group method and expected that this method will facilitate the validation and triangulation of the data collected. The answer script of each student was checked and each error was underlined, categorized the types of errors and labeled them separately under different linguistic headings. The researcher expected that this categorization would help get a clear idea of the possible areas where the students make errors on one hand, and how it differs from one category of students to another category of students on the other hand. Further, the researcher

believed that the categorization of errors would help analyze them logically to test the hypothesis set

Table 1: Error types committed by two sample groups

Linguistic category	No. of errors made by (G1)	%	No. of errors made by(G2)	%	Error category
Articles	09	41	14	59	Intra lingual
Subject verb agreement	44	66	23	34	Intra lingual
First language transfer	19	48	20	52	Transfer
Wrong preposition	09	39	14	61	Intra lingual
Unnecessary insertion	25	64	14	36	Inter lingual
Use of wrong word	43	43	57	57	Transfer
Wrong tense	19	61	12	39	Intra lingual
Spelling error	49	47.5	54	52.5	Intra lingual
Voice error	12	75	04	25	Intra lingual
Omission of preposition	05	50	05	50	Intra lingual
Group wise total	216	53	191	47	
Grand total					407

Errors are analyzed according to Pit Corder (1981) and the essays are categorized into two parts according to Richards

(1974) in this study. These errors are made by students due to overgeneralization of syntactic rules or structures, lack of restriction of rules of the target language, total ignorance or incomplete application of the syntactic rules of the target language and failure to understand the distinction between the first language rules and the second language rules. The intra lingual errors are committed by the students due to their false concepts formed regarding the target language. Transfer errors are referred to as the results of overgeneralization of analogy with internalized language items of the learner's target language and transfer of those new language items and structures directly to the target language. Inter lingual errors take place due to the influence of the learner's first language. In other words, the learner applies his own language rules to the target language. The researcher paid the attention to many other areas of errors as well since the second language learners make errors in the process of learning the language. In this study, the researcher could identify altogether 407 errors of different categories committed by fifty students. Rough estimation is that there are at least 19 errors in each essay which is a big number for each 150 word essay. These simple errors but serious language issues show that they require a lot of language skill development in order to minimize their errors and to master in writing in their target language. Thus the main aim of the researcher is to pay his special attention to those areas where they made errors and identify the causes behind them.

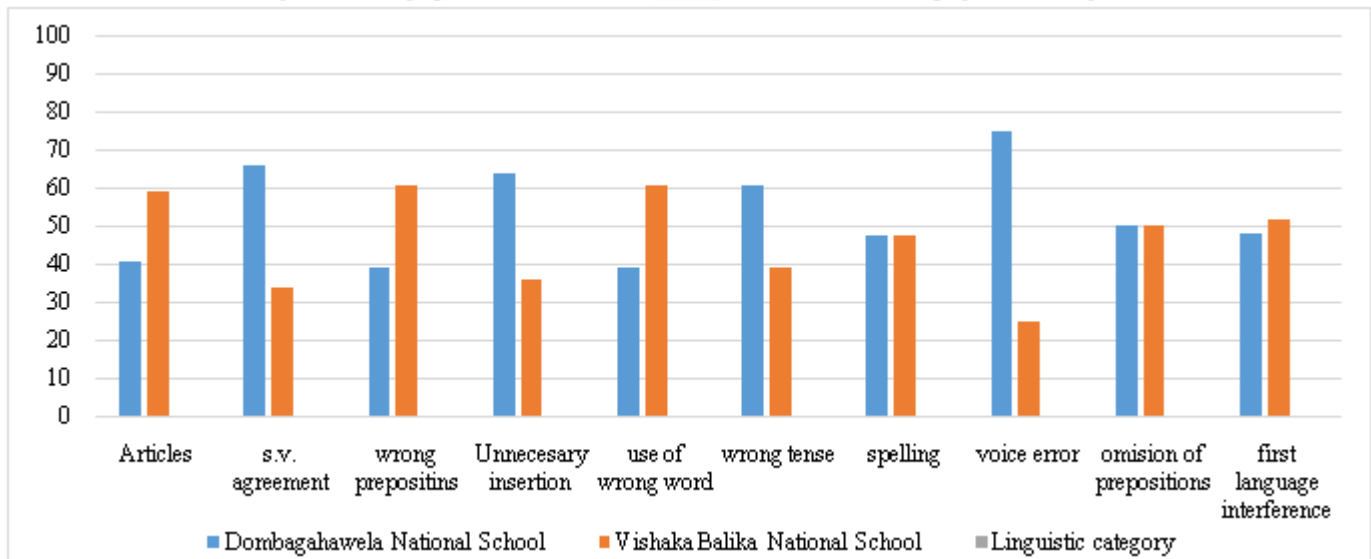


Chart 1: Error percentage of each linguistic category committed by both groups of students

The data analysis of this study is influenced by various researches done on students' writing. The selection of a corpus of language in this study was done and the errors were recognized. And then they were classified according to the linguistic category. Finally the frequency of error types are quantified. The researcher counted the number of errors of each group in order to see the correlation between the urban school verses rural school children's errors in line with the error analysis of James Taxonomy and categorized them into

different linguistic parts studying the most frequently occurred errors. The above graphical presentation of the percentage of errors shows that the students of both schools have somewhat similar problems in writing though the students of M/Dombagahawela National School stand ahead in percentage of errors in some aspects. The least percentage of voice errors is committed by B/Vishaka Balika National School and the highest percentage (75%) goes to their counterparts. It is remarkable since it shows the competency level of the students

between urban school and rural school. It is drastically different. It further reveals that the students of M/Dombagahawela are weaker in expressing correct tenses. The second highest subject verb agreement error percentage is marked by the same group of students. It is a grave fact since the students are unaware to express their ideas in the target language. B/Vishaka Balika National School stands ahead in using wrong prepositions. The reason the researcher identifies is that they have used more complex ideas in new constructions than their counterparts. They on the other hand, have been very careful in using prepositions in simple sentences. When compared the error percentage of unnecessary insertions, Students of M/ Dombagahawela National School stands ahead as they have been influenced by their first language. That is the direct translation from Sinhala to target language. Students of Vishaka National School secured 36% which shows that they have been exposed a little more to the target language than their counterparts. The higher percentage of using wrong articles goes to B/Vishka Balika National school. It is identified that the students have been more confident in using them whereby the students of M/Dombagaawela National School have been very selective since they opted to go by their first language that does not have articles. It is a new phenomenon for both groups since Sinhala language does not have equivalents to articles. B/Vishaka Balika National School students have committed 57% mistakes substituting wrong words. Many of the words are direct translation from Sinhala. It happens due to the lack of exposure to the target language. The error percentage of spellings, omission of prepositions and the first language transfer fluctuate between 52.5% - 47.5%. The students of both schools have difficulties in using them correctly since all three aspects are alien to them when compared with their first language.

4. Discussion

The test based data collection method paved the way for the researcher to identify the students' authentic problems they face when writing in English in the process of learning English as a second language. The errors committed by the students show that they need improvements in many ways to be confident in writing and a lot of linguistic and non-linguistic factors are there to be mastered. Among them, the most vital factor is the influence of their first language whether it is Sinhala or Tamil. Thus the researcher expects in this chapter to discuss those problems under two categories. a. Linguistic factors b. Non - linguistic factors

4.1 Linguistic Factors

Most of the students' errors have a similar pattern or in other words students go wrong in their writing in the same way. For example, 'the use of wrong word' (prior analysis) shows how poor the students are in vocabulary. The error percentage of G2 is 43% while the error percentage of G1 is 57%. Also the lack of syntactic competence of the target language, wrong fossilization of grammar rules and overgeneralization of known rules appear to be the main reasons for their errors.

4.2 Lack of Vocabulary

It is extremely necessary to have a rich handle any language confidently in order to express the needy idea in oral or written form. Lack of it may lead the users of that language to difficulties because they cannot express the idea they want to. In such situations, the users opt to go for optional words. It is not always productive and correct. It is very well proved in this study when we see the number of vocabulary errors. The students in this study feel that their substitution of words has been successful but it is not. Many of their sentences have gone wrong and could not express the idea what they wanted to. The main reason the researcher identifies is that their lack of reading. In other words, it is the insufficient exposure to the target language. Also they are reluctant to read since they find it difficult to understand. They tend to read only school text books making the situation worse. They (not all) have not got an opportunity to deal with English books or newspapers etc. other than their English text book. Teaching of that text book was also done by a Sinhala or Tamil medium educated teacher. All the explanation was done in Sinhala or Tamil. They are unaware of proper grammatical and idiomatic constructions. It is reflected in students' writing since they think in Sinhala or Tamil and translate them into English committing a number of errors. The researcher identifies that they should be exposed to interesting reading materials catering their academic needs. This exposure to reading materials in the target language may shed much light on vocabulary which in turn improve their writing in English.

4.3 Lack of grammatical knowledge in the target language

Lack of grammatical knowledge and overgeneralization of known grammatical knowledge lead the students to make a lot of errors in their writing. The majority of the errors the researcher identified in this study is grammatical errors. The students are not confident of the grammatical items that they have already learnt. As a result, they have committed a lot of errors in their essay writing. The most difficult grammatical area for the students in this study was using articles and prepositions correctly. For example, the students are confused with "to" and "in" in their writing.

Eg. I went to Colombo. I arrived to Colombo.

In this particular sentence, the student does not know how to use these two prepositions correctly. Or maybe overgeneralizing the rule of using "to" instead of "in", in the second example. "I arrived in Colombo". Gilber (2009) mentioned that it is common for the students to feel uneasy when they deal with second language since it sounds "foreign" to them and troubles them. This factor becomes a barrier for the students which prevents them from mastering the language effectively. The final outcome is wrong acquisition of the language. Their errors are visible in writing since writing is permanent. When the situation is such, students' error making is unavoidable to greater extent and the teacher has to play a key role in this regard. Teacher should expose the students to more and more reading material to be familiar with the pattern of using language and at the same time, teacher should introduce a lot of writing tasks under proper guidance.

4.4 Teaching of grammar in isolation

The researcher could identify that the grammatical items have been taught to students in isolation. In some instances, the students knew the grammatical items but failed in using them in the process of writing. Though it was a method of teaching grammar those days, it is outdated now. All the language skills should be integrated in teaching a language. Of course that is how the text books are designed. However, students have learnt some grammatical rules in isolation. Especially this is done in private tuition classes. Students seem to be happy with the method, but they find it difficult to apply those grammatical rules that they have learnt when it comes to writing. The reason that lies behind is that they have not got the concept but the method. The researcher identifies that the most successful way of teaching grammar is in context through good texts and writing material. They provide the learners with knowledge how grammatical rules are correctly applied in context. Then the learners may acquire these rules and apply them later in their writing minimizing the number of errors they make. Stephen Krash mentioned that learning a language could not be succeeded if the explicit as well as implicit grammar of a language is neglected. Scholars Rod and Ellis (2002) emphasized that explicit grammar instruction is not only useful in language learning, it is also aiding acquisition through noticing the language. Noticing is basically the idea that learners pay their attention to both form and meaning of language structures in input which ultimately contributes to the internalization of the correct grammar rules.

4.5 Non-linguistic factors

In addition to linguistic factors, the researcher has identified some non-linguistic factors that bar students from writing grammatically correct sentences. The most contributory adverse fact is the lack of interest in learning a second language. Students find it difficult to learn due to their social environment and English does not cater them to get their daily needs fulfilled. It seems that many students learn English because it is in the curriculum.

4.6 Lack of exposure to the target language

Lack of exposure to English has drastically affected the students of this study since majority of them is from rural areas where English is rarely spoken. The only resource person is their English teacher. They have spent only 40 minutes per day in school to listen, to speak to read and to write. Most of the time they use their first language with peers, relatives and parents. Even if they have the chance to listen to English channels, they do not want to. In such an environment, it is very difficult for them to master in English language. Due to these factors the students are very poor in English especially in writing.

4.7 Fear and shyness of learning English

English is foreign to them and they use it very rarely in their local environment. Many students are afraid and feel shy to

lean English. When it comes to an official task, even the students (G2) want to speak and write in Sinhala or Tamil. They feel that they may not be able to express the idea what they want in English. Also the students are not confident to write in English and thereby they resort to their first language. This unexpected fear leads the students to commit errors even in the learnt grammatical areas. It is teachers' duty to develop confidence in them and make constructive criticism. Continuous correction is also compulsory. Teacher should make the students feel that making error is a positive sign of learning a language. Another factor is that the students are alien to English culture too.

5. Conclusion

The main aim of this study was to investigate the errors committed by secondary level students when learning English as a second language, to analyze them and to identify the reasons as to why such errors were committed. Fifty participants were randomly selected from two schools in Uva Province. Both groups had written an essay on the same topic, 'This is my school'. The researcher could identify the problematic areas of language that they found it difficult to express their ideas in writing correctly. They had different kinds of problems in the same language areas and in some instances both groups had very much similar problems of certain language areas. The main objective of analysis of these errors was to find some solutions to at least minimize these errors when writing for their academic purposes. Moreover, the analysis, descriptions and findings will find the answers for the following questions which are derived from the research problems.

- a) Why are those errors unavoidable?
- b) Which approaches should be used to minimize those errors?
- c) How does good command of writing skills play a crucial role in learning writing?

The researcher was able to form some hypotheses to address the research questions mentioned above.

- a) Students make errors in their writing due to the influence of their first language.
- b) Error analysis is a must to identify the causes of making errors and find solutions to overcome them.
- c) Writing should be integrated with other communicative skills.

This study is mainly devoted to investigate the pedagogical significance of error analysis as errors prevent students from expressing error free sentences in their writing. Though the students have been learning English for more than ten years, still they have a lot of problems when it comes to writing for their academic purposes. The errors committed by both groups in this study show how much difficulties they have in expressing in English. Other than that, much space is given to find out the factors that contribute to those errors and they are discussed in detail. All the errors committed are categorized into their own linguistic categories. In the process of error analysis, the researcher described each category of errors and

the factors that influence learners when writing with or without their knowledge. In most of the cases, the influence of their first language plays a very negative role. To be more precise, the number of errors committed are separately worked out. This very clearly reflects the researcher's understanding of the difficulties that are encountered by second language learners of English when acquiring language skills in writing. The analysis further shows the challenges that students meet when acquiring theoretical framework of linguistic rules. At the same time it shows how much it is difficult for a teacher to teach English to them since the teacher is also not a native speaker. It is evident that almost all students in both groups face problems in writing due to lack of exposure to language. It makes students depend on their first language most of the time in the process of sentence construction. In some instances, the students have used Sinhala word order in their writing. Spelling is the worst area affected due to insufficient exposure to target language. Students of both G1 and G2 committed 49 and 54 spelling errors respectively. That is, each student has done at least two errors in spelling. Students have just gone by pronunciation of the word. They do not know that spelling is one thing and pronunciation is another thing in English. According to Mauback and Morgans (2000) boys take more risk than girls in exposing to target language and thereby errors committed by them are less than the errors committed by girls among the university students in Palestene. But in here, there is no such difference shown. Both boys and girls have committed errors alike since both groups lack exposure to target language. Moreover, the subject verb agreement errors show, how much they are affected by their first language. The total numbers of errors committed by G1 and G2 are 67 and 44 respectively. The illustration and analysis of errors in this study very clearly show that it unarguably supports language learning, especially learning writing. In addition to that, it directly contributes a lot to change students' wrong conception of syntactic rules which are fossilized in writing due to various reasons. Proper explanation of errors may surely change their cognitive process that operates when writing. Indeed, the decisions, planning and involvement of learner determine what type of writing is going to be done. This process is well judged by the experience of the individual learner. Therefore, a better understanding of errors and the causes behind them undoubtedly help learners' writing process since writing is permanent. Thus, recognizing students' errors would definitely help them master in the target language. All in all, when we compare the number of errors committed by the students of these two groups, it shows that it is high time and urgent for learners and teachers to device prompt solutions to minimize their errors in writing. If they are not good at handling the language fluently, they will be inefficient and non-productive in their studies and career in the future. In spite of all the other language skills that are used in language learning, error analysis too helps learner as well as teacher overcome many of the short comings in writing. As for the teacher, it is very important to understand the gravity of errors students make and she/he can rank them from the most serious errors to the least serious errors accordingly. Depending on the competency level of students, the teacher is able to find

solutions to overcome or minimize those errors in their writing. Moreover, the findings of the analysis can be used by syllabus designers and course material designers to update the material. They can put much weight on writing exercises that could overcome grave errors in writing. Learners on the other hand come to know the areas where they are deadly weak or very weak and thereby they are able to pay much attention to those erroneous areas. This two-sided awareness and mutual understanding may pave the way for students to overcome their errors quickly on one hand and the teacher finds it very easy to handle those grave errors very easily on the other hand. Then the ultimate result would be error free writing. This approach may help students to disillusion their wrong concepts which are fossilized due to overgeneralization of known syntactic rules, direct transfer from their first language etc. etc.. Another advantage is that the teacher gets the opportunity to pay his/her much attention to frequent errors students commit. Students try their best not to repeat such errors when the teacher let them concentrate on their weaker areas and explains the reasons as to why they make such errors. Teachers as well as learners should understand that some syntactic items are generally acquired late and until they are well acquired, they make errors which are unavoidable to some extent. Then the students know the fact well and pay much attention to those difficult areas in order to produce a good piece of writing. Schnudt (1994:179) has pointed out that; "target language forms will not be acquired unless they are noticed and that one important way that instructions work is by increasing salience of the target language forms input. So that they are more likely to be noticed by learners." This statement very clearly shows that error identification, analysis and explanation of those errors to students work well and students master their target language skills thoroughly.

In conclusion, both students and teachers should be aware of the fact that errors are different from one student to another to some extent and sometimes all students commit the same types of errors. The erroneous area, syntactic rules that are to be applied and the degree of weight of errors are to be decided by the teacher when explaining the errors to students. In order to address these linguistic issues, proper applicable writing language plans must be introduced to students. Then the students will develop a thorough and logical understanding to master in these linguistic structures accurately, meaningfully and systematically improving their writing skills confidently.

6. Findings and Recommendations

Data analysis has helped the researcher to recognize the real causes behind every error the students committed. Depending on the findings of the research analysis, the researcher wishes to suggest some practical and applicable recommendations in order to minimize or to eradicate writing errors students committed in the target language. They are of two types.

- a. Short term remedies.
- b. Long term remedies.

As for short term remedies, students should be given proper feedback to use the language whenever possible for their day

to day communication purposes, for both speaking and writing. Teacher should plan the study material centering the frequent errors the students committed. Techniques of handling errors should be very friendly, methodical and practiced on regular basis. Especially student- student correction should be promoted. Students should be trained to think logically and not to use their first language as the basic tool in the process of learning their target language. Teachers' correction should also be given priority. Each and every error should be corrected and the real cause of error has to be highlighted. Proper language tools should be provided with students in order to eliminate those errors. For example, if a student overgeneralizes a known linguistic rule, it should be explained and every possible chance of repeating that error has to be obstructed. Much more writing should be introduced than before. A special assessment system of writing should be introduced at least every other week and their writing should be corrected and discussed. For the correction purpose, latest scientific systems of correction have to be used. These short term remedies will enhance students to master their language for immediate writing purposes.

As for long term remedies, the researcher suggests to design course material that could reduce or eliminate the errors. More and more writing exercises should be included catering the areas where most of the students made errors when writing the essay. All errors cannot be overcome overnight and there must be stages of development and those course materials should be designed in a way that they can override students' errors. For example, selected areas of errors should be addressed. When the students are ready for their ordinary level examination, all students will be good at writing having less errors or no errors at all according to their standard and competency level. For all these purposes, the findings of the study can be used and they will definitely be supportive in designing course materials and ways of correction. In fact, there are a lot of responsibilities to be fulfilled by many agents in order to achieve the expected goals of the study. Among them, learner has to play a very big role. He/she should expose himself/ herself to language to the maximum and thereby he/she would be able to acquire necessary language skills to be competent in language. Teachers on the other hand must use correct methodology and language teaching skills without sparing any chance for the students to use their first language rules in the process of acquiring the target language and thereby they will be able to minimize the errors in their writing. Also teachers should plan their lessons having the intention of reducing the errors that are expected to be made by students. As discussed above, if solutions are found to eliminate the influence of the learner's first language, it will surely reduce the number of errors students make in writing.

All in all, the researcher aims at identifying all the areas where learners make errors in writing due to various accountable and unaccountable factors and to understand the regularity of errors in writing. This is a challenge and the learners should be directed to take up the challenge in terms of theoretical framework. Then the researcher expects the number of errors students make will go down to greater extent. This may raise

students to higher elevation in their academic career at present and professional career later. If these findings are accepted with a positive attitude, the expected goals can be achieved.

Also new research studies on this subject area should be conducted to go ahead beyond the existing standard of students. Researchers should conduct new researches to minimize the first language interference. Further, they must take pains to find out new ways and means for students to master in their writing using new technology that will support existing knowledge. New researchers should not mainly depend on current studies. They should find new knowledge to further extend the existing knowledge that enables learners to overcome the problem they face when writing. Separate studies on each error type will definitely find solution for the errors they committed. There should be very fast and shortest ways of handling errors. Also the researcher suggests to amalgamate writing skills with other language skills as the final product of language is writing and it would be error free. When writing is satisfactory, all other language skills will automatically be improved. Finally, students should be capable of handling the target language very confidently. Though it appears to be somewhat complex and hardworking, it would be the best way for the students to master writing in the target language confidently, correctly efficiently and productively.

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