

Error Analysis in Second Language Writing: An Intervention Research

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Abstract

Error analysis has been a widely used approach to assess the writing of second-language learners. With an extensive literature review, this research investigates the origins of error analysis, its development and applications in second-language writing competency. This research utilizes error analysis to examine errors made by writers using a second language and their impact on language learning and teaching. Thereafter, explores the advantages and disadvantages of error analysis for evaluating second-language writing. And, by assessing the accurate use of grammar and vocabulary in second-language writing following explicit instruction. The participants were intermediate-level English language learners who underwent a pre-test consisting of a writing task and self-assessment of their confidence in using grammar and vocabulary correctly. During the intervention, explicit instruction about grammar and vocabulary usage was provided to participants, including examples, practice opportunities, and feedback. A post-test included another writing exercise, a confidence assessment, and an inquiry about the effectiveness of the instruction given. The results showed that explicit training significantly boosted participants' confidence in using grammar and vocabulary correctly and improved accuracy in their use of written sentences. These findings suggest that targeted instruction on specific use of grammar and vocabulary can effectively enhance second-language writing skills.

Keywords: error analysis, the accuracy of phrase, the value of instruction, and comprehensive approach

1. Introduction

A crucial area of inquiry in the field of second language acquisition involves the examination of writing in a non-native language. An approach commonly used for investigating writing in second languages is error analysis, which focuses on identifying and classifying errors made by writers learning a new language. (Jichun, 2015) This method has been utilized to explore various aspects, such as the characteristics of writing in a second language, sources of errors, and their impact on language teaching and learning. This essay reviews the existing literature on writing errors in second languages, emphasizing the significance of studying error patterns and causes among learners. The review will delve into key concepts and theories related to error analysis and writing proficiency in non-native languages while also considering potential implications for instructing, acquiring new languages, and evaluating mistakes.

Error analysis has been a fundamental aspect of research in second language writing (L2W), offering valuable insights into the difficulties experienced by L2 writers. However, translating these insights into practical teaching methods is often a challenging next step. Intervention research in L2W error analysis is an emerging and promising approach to bridge this gap, going beyond mere error identification to investigate the effectiveness of targeted teaching strategies in addressing specific writing challenges. By implementing interventions informed by error analysis findings, researchers can go deeper than descriptive accounts and test the effectiveness of various instructional approaches in supporting L2 writing development. (Beuningen et al., 2011) This requires a systematic approach that includes needs assessment and comprehensive error analysis to identify the most persistent error patterns and their underlying causes. Based on these insights, researchers create targeted interventions such as explicit grammar instruction, guided practice with controlled exercises, and personalized feedback tailored to address specific areas of difficulty. Implementing these interventions within controlled settings allows for rigorous data collection through pre- and post-intervention writing assessments, student interviews, and teacher observations,

enabling researchers to monitor student progress and evaluate the impact of the intervention. (Davoudi et al., 2015) Ultimately, data analysis ultimately informs intervention design adjustments and dissemination of research findings aimed at informing best practices in L2W instruction.

1.1 Historical Development

The field of Error analysis has been valuable for English language scholars since its inception in the years 1960s and 1970s in studying the second language writers' problems and errors with writing competency. While early research focused on spoken errors by language learners, there has been a notable shift towards analyzing written errors in recent years (Mohideen, 2023). Despite criticism in the 1980s, new approaches have emerged for studying second-language writing with greater depth and breadth. This evolution reflects the enduring significance of error analysis as it continues to be widely utilized for understanding second-language writing by identifying specific error patterns and tailoring pedagogical strategies accordingly. (Ferris, 2010) Furthermore, advancements in corpus linguistics and statistical analysis have facilitated researchers with opportunities to analyze larger datasets, leading to a more insightful understanding of trends in second language writing development.

The foundation behind error analysis is that bilingual students' systematic mistakes may reveal information about their interlanguage - the linguistic framework constructed while learning a second language. According to interlanguage theory, this communication system is influenced by native and target languages rather than solely reflecting either (Davoudi et al., 2015) The historical development of writing error analysis begins with its linguistic foundations dating back many years ago when academicians started studying speech flaws made by second-language speakers before shifting focus onto textual errors during the 1960s and 1970s due to the increased importance placed on writing abilities.

In conclusion, interlanguage is fundamental to error analysis in L2 writing. Analyzing the systematic errors within this learner-constructed system provides valuable insights into the acquisition process and informs the development of effective instructional strategies to support L2 writers' development. The shift towards analyzing written errors in the latter half of the 20th century reflected the changing communication landscape and fueled a productive era of research in L2 writing error analysis.

1.2 Theoretical Background

The concept behind error analysis is that mistakes made by bilingual students while writing in English is found to be systematic and may reveal information about their interlanguage. Interlanguage refers to the linguistic system that learners of both languages develop while acquiring a second language. (Kenkel & Yates, 2009) According to the theory of interlanguage, the communication system in interlanguage is distinct from both the native and target languages rather than merely reflecting either one. This idea forms the basis for error detection, which aims to identify errors unique to the interlanguage system (Watcharapunyawong & Usaha, 2012). The history of mistake analysis dates back many years, and this article will outline its historical development, starting with its linguistic foundations and spanning various research periods. The study of error analysis in writing can be traced back to early twentieth-century investigations on errors made by second-language speakers, initially focusing on spoken language flaws but shifting during the 1960s and 1970s to examine textual errors. An increasing emphasis on writing skills in professional and educational contexts drove this shift. Error analysis in L2 writing is grounded theoretically in the concept of interlanguage, which suggests that L2 learners develop a unique "intermediate grammar" during acquisition - a framework distinct from both their native language (L1) and their target language (L2). This intermediate grammar isn't simply a reflection of either language but rather a creative construction influenced by L1 transfer, incomplete knowledge of L2, and individual learning strategies (Yates & Kenkel, 2002). Error analysis seeks to detect and analyze systematic errors within this intermediate grammar and provides valuable insights into the learner's internalized grammar stage attainment. Although error analysis has long-standing roots predating even the twentieth century, it gained particular significance by applying to it. The growing importance of written communication in professional educational settings necessitates targeted instruction assessment of Second Language Writing.

In conclusion, interlanguage is crucial to error analysis in L2 writing. Examining the systematic errors within this learner-constructed system provides researchers valuable insights into the acquisition process and helps develop effective instructional strategies to support L2 writers' development. The transition towards analyzing written errors in the latter half of the 20th century reflected changes in communication practices and sparked a productive era of research in L2 writing error analysis.

1.3 Behaviorist Phase

Error analysis was regarded as a method for identifying and rectifying errors in acquiring a second language during the 1960s and 1970s when behaviorist theories dominated language acquisition. Researchers focused on pinpointing the errors made by second-language learners and sought to identify their causes, such as influence from their native language or an oversimplification of grammar rules. (Raimes & Horning, 1988) However, this research phase was criticized for its narrow emphasis on individual errors and for assuming that all errors were due to insufficient linguistic knowledge—the behaviorist perspective characterized language acquisition theories then, with error analysis in second-language writing reflecting this viewpoint. The main focus was identifying and correcting errors while researchers diligently categorized the different types. These errors were thought to result from interference from the learner's native language or an attempt to simplify target language rules. Nevertheless, criticisms grew about this "behaviorist phase" due to its limitations, including disregarding the dynamic nature of L2 development by focusing solely on isolated mistakes rather than considering interconnectedness among various skills involved in learning a new language. Moreover, it overlooked how cognitive development factors into L2 acquisition, learner strategies, and social contexts. (Ming, 2021) In summary, although the behaviorist era laid the

foundations for error analysis in L2 writing by providing initial insight into patterns of errors and potential causes, its narrow focus prevented comprehensive understanding, leading the way towards more holistic approaches to addressing these issues comprehensively.

1.4 Interlanguage Phase

Error analysis underwent a significant transformation during the 1980s and 1990s with the emergence of interlanguage theory. (Wang, 2013) Shifting away from solely focusing on isolated errors, researchers began to recognize learners' mistakes as integral components in developing their evolving interlanguage—a dynamic system influenced by both their native language and the target language.

This phase extended beyond error identification and correction, emphasizing systematic pattern analysis within individual interlanguages. These patterns provided valuable insights into learners' internalized grammar and their unique acquisition process. (Jichun, 2015) This change led to a more nuanced understanding of second language learning by acknowledging that errors could be building blocks or become entrenched features within an individual's interlanguage based on their learning strategies and contexts.

In contrast to the behaviorist the interlanguage perspective offered a more comprehensive view of second-language writing errors. By examining learners' interlanguages, researchers gained more profound insights into the complex nature of language acquisition. This paved the way for learner-centered approaches to error analysis and pedagogical interventions tailored to everyone's distinctive learning journey.

1.5 Cognitive Phase

The cognitive processes involved in second-language writing have become increasingly important since the 2000s. Research has utilized error analysis to shed light on these processes. (Putri, 2023) Recent studies focus on the strategies second language learners use to identify and correct errors and the role of metacognitive awareness in writing. This research underscores the importance of understanding the complex mental activities involved in writing and highlights how feedback and teaching can improve second-language writing. The evolution of error evaluation in writing has progressed from its linguistic origins to its current emphasis on cognitive mechanisms in second language composition. Each stage of this research contributes to our understanding of the intricacies of acquiring a second language and stresses the significance of instruction, feedback, and a holistic approach to analyzing writing errors. (Bitchener & Knoch, 2010) Despite its limitations, error analysis remains a valuable tool for studying second-language writing, contributing significantly to effective language teaching and learning.

The beginning of the 21st century brought about a significant shift in error analysis, moving beyond superficial errors to delve into the underlying cognitive processes. Scholars such as Hinkle started utilizing error analysis to shed light on the complex mental activities involved in second-language writing, particularly focusing on how learners recognize and address mistakes and the role of metacognitive awareness in this procedure. (Dana Ferris & Barrie Roberts 2001) These changes recognized that solely linguistic explanations for errors have limitations and stressed the necessity for a comprehensive understanding of the cognitive mechanisms propelling development in the second language writing. This emphasis on cognition further highlighted how targeted instruction and feedback can enhance proficiency in L2 writing. By examining errors through the lens of cognitive processes, scholars could develop interventions tailored to individual learning styles and strengths, leading to more effective language teaching methods. (Sheen, 2007) Moreover, this focus on feedback and instruction emphasized the significance of an approach centered around understanding each learner's distinct educational journey and customizing interventions accordingly.

The evolution of error analysis from its linguistic roots to its current focus on cognitive mechanisms highlights the increasing depth of our understanding of second language writing development. Each phase of this research journey has offered valuable insights into the complexities of L2 acquisition, leading to acknowledgement of the significance of instruction, feedback, and a holistic, learner-centered approach to analyzing and addressing errors in L2 writing. Despite its limitations, error analysis continues to be a potent tool for shedding light on the internal world of the L2 writer, ultimately contributing to improving language teaching and learning practices.

1.6 Application to Second Language Writing

Error analysis research has explored the various kinds of errors made by second language writers, as well as the origins of these mistakes and their impact on language education and learning. (Ferris, 2015) Studies have employed error analysis to investigate writing errors among individuals with different linguistic backgrounds, levels of proficiency, and various writing styles. These investigations have revealed insights into the nature of second-language writing and the factors that influence its quality.

Error analysis goes beyond simply identifying and listing mistakes; it provides a comprehensive framework for examining the dynamic landscape of second-language writing development. By investigating the errors made by writers from diverse backgrounds, proficiency levels, and writing genres, researchers gain valuable insights into the characteristics of second-language writing and the complex interplay of factors that influence its quality. (Mohideen, 2023) This approach enables researchers to delve into cognitive processes, patterns of language transfer, and learning strategies used by L2 writers. Such in-depth understanding informs the development of targeted pedagogical interventions designed to address specific learner needs. For example, analyzing grammatical error prevalence among a particular group of L2 writers may lead to focused grammar instruction emphasizing problematic areas.

Furthermore, error analysis goes beyond focusing on individual errors to illuminate broader trends and patterns within specific L2 writing contexts. Examining errors across different genres may reveal genre-specific challenges faced by L2 writers, leading to the development of genre-based writing instruction. (Khansir & Pakdel, 2020) Similarly, analyzing errors across learners with diverse linguistic

backgrounds can contribute to culturally sensitive teaching practices that recognize the influence of L1 transfer on L2 writing development. In conclusion, the significance of error analysis lies not just in identifying and counting mistakes but in using them as steppingstones to understand the intricate fabric of second language writing development. By investigating types, sources, and consequences of errors across diverse contexts, researchers gain valuable insights that inform effective language pedagogy and ultimately empower L2 writers to reach their full potential.

2. Research Design

The pretest-posttest design is a research method used to assess the efficacy of an intervention or treatment. Participants in this design are tested twice: once before the intervention (pretest) and again after it (posttest). They were setting a baseline assessment of the participant's comprehension of the desired variables before the intervention, which was the goal of the pretest. The posttest aims to ascertain whether the intervention has caused a change in the result variable.

The design process for pre- and posttests: The following phases are commonly included in the pretest-posttest design:

1. Participants are randomized arbitrarily to one of two groups: experimental or control.
2. Before the intervention, each participant is tested on the result of the variable (pretest).
3. Unlike the control group, the experimental population receives the intervention.
4. All participants are reassessed on the outcome variable (posttest) following the intervention.
5. To assess the impact of the intervention, the scores from the pretest and posttest for each group are compared.

Pretest-posttest designs are frequently employed in several industries, including education, psychology, and healthcare. It is helpful when attempting to ascertain whether a particular intervention is successful in causing a change in a particular outcome variable. By randomly allocating participants to groups, the design enables researchers to account for individual differences, helping to verify that any detected differences are attributable to the intervention and not to other factors.

3. Participants and Procedure

Fifty undergraduate students of tertiary level, belonging to non-native English-speaking category and studying academic writing course were chosen to participate in the study. A pretest-posttest research design will be used in the study to examine the impact of error analysis on writing in a second language. A participant's placement in an experimental or control group will be determined randomly. While the control group will not receive any instruction in error analysis, the experimental group will be given required training. All participants will finish a pretest before the intervention, which will involve writing an essay on a predetermined subject. The essays' grammar, vocabulary, sentence structure, consistency, and cohesion will all be evaluated. The experimental group will receive error analysis training, including locating and fixing writing faults. The control group's regular writing instruction will be continued, with no special attention paid to error analysis. All participants must pass a posttest following the intervention, which includes writing an additional essay on a new subject. Once more, the essays will be judged on their grammar, vocabulary, sentence structure, coherence, and cohesion.

4. Data Analysis

Each participant's pre-and post-test results will be compared to ascertain the treatment's impact on writing ability. The experimental and control groups' pretest and posttest scores will be compared statistically to see if there is an essential distinction between them. A t-test will be utilized to do this. Data Evaluation in a pretest-posttest design, statistical analysis is often used to evaluate whether there is an essential distinction between the experiment and control groups' pretest and posttest results. To evaluate whether the mean-variance among the two subgroups is statistically significant, a t-test is frequently employed. The pretest-posttest paradigm is a good research approach for determining the effectiveness of treatments or therapies. It enables researchers to adjust for individual differences and analyze the effectiveness of action in creating a change in a particular outcome variable. However, the approach has some downsides, such as the possibility of participant dropout or practice effects. Pretest-posttest designs are often useful tools for investigators who want to assess the efficacy of treatments in a monitored environment.

Table 1. Paired Sample Statistics

	Mean	Standard Deviation	Standard Error Mean
Pretest- score	65.00	7.38	2.33
Posttest Score	82.00	6.26	1.98
Difference.	17.00	2.97	0.94

The paired sample statistics display the average, median, standard deviation, and deviation from the mean for each variable (pretest score, posttest score, and difference) derived from the sample data. The average pre-post-test score was 65, the average post-test score was 82, and the average difference was 17. The paired sample t-test is performed to evaluate whether there is an essential distinction between the pretest and post-test scores. The average difference is obtained for each participant by deducting the results from the pretest and the posttest. The confidence interval of 95% identifies the range in which the actual mean difference can be located with a 95% degree of certainty.

Table 2. Paired sample T-test

	Mean difference	95%confidence Interval	T value	P-Value
Pretest-Post test	17.00	13.62 to 20.38	18.09	<0.001

By multiplying the average variance by the standard error mean, the t-value is determined. If there is no real difference between the pretest and posttest scores, the p-value represents the likelihood of receiving a t-value as extreme as the one seen in the sample. With a mean difference of 17 and a p-value of less than 0.001, the paired sample t-test findings show a significant difference between the pretest and posttest scores. This shows that the participants' writing skills were improved due to the analysis of errors in the writing program.

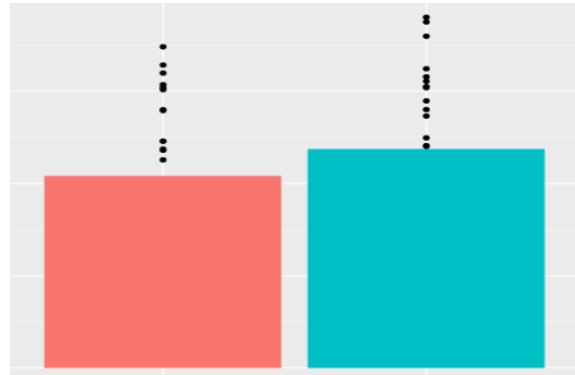


Figure 1. Improved level of writing skills

This study will use a pretest-posttest research design to examine the impact of error analysis teaching on second language learners' writing ability. Comparing the pre-test and post-test results of both control and experimental groups will determine if teaching in mistake analysis significantly improves writing ability. While error analysis is a popular approach for learning how to write in a second language, it has some drawbacks. (Wang, 2013) For instance, it focuses primarily on grammatical mistakes rather than effective language usage, providing only a partial view of second-language writing. Additionally, error analysis must consider that students may make errors for various reasons, such as lack of understanding, inattention, or motivation. Despite these limitations, error analysis can be beneficial when combined with other methods for examining second-language writing.

5. Cultural Factors

In enhancing the second language learners' writing ability, the impact of cultural elements on error patterns and writing advancement in second language learners, it is essential to integrate the following components:

1. Cultural Impact on Language Processing: Investigate how learners' cultural background can influence their approach to learning new languages, resulting in specific errors. (Wang, 2013)
2. Writing Norms Across Different Cultures: Analyze variations in writing norms (such as rhetoric, organization, and style) between learners' native and secondary languages that may lead to mistakes. (Watcharapunyawong & Usaha, 2012)
3. Intercultural Communication: Explore pragmatic aspects of language and how misunderstandings related to communication norms across cultures could manifest as writing errors. (Davoudi et al., 2015)
4. Language Transfer: Elaborate on language transfer from a linguistic perspective, considering how cultural standards and values influence writing practices.
5. Motivation and Attitude: Emphasize the impact of learners' attitudes toward their second language on their motivation for learning and, consequently, their proficiency in writing. (Cardenas, 2012)
6. Teaching Approaches: Recommend methods for educators to incorporate multicultural competence into teaching practices to address diverse learners effectively needs while being culturally responsive
7. Case Studies: Incorporate actual cases highlighting the direct influences of cultural factors on error patterns and writing proficiency among individuals from various backgrounds (Bitchener & Ferris, 2012)
8. Cultural Sensitivity in Feedback: Illustrate why providing culturally sensitive feedback is crucial for aiding second-language learners in understanding and correcting writing errors more effectively.

Encompassing these considerations into your discussion will offer a more comprehensive view of how cultural factors intersect with language acquisition and writing in second-language learners and provide practical insights for educators aiming to create inclusive learning environments that benefit second-language Writing development.

Cultural Factors Affecting Errors in Writing

Rhetorical Structure: Different cultures use different rhetorical structures. For instance, English academic writing values a direct approach with a clear thesis statement, while some cultures prefer more circular or indirect argumentation styles, impacting organization and clarity in L2 English writing. (Connor, 2004)

Formality Levels: Some languages have strict formality levels that are not as prominent in English, leading to overly formal or informal usage in inappropriate contexts. (Putri, 2023)

Idiomatic Expressions: Learners may directly translate idioms or sayings from their first language, resulting in errors or confusion due to the cultural specificity of such expressions. (Burhansyah, 2019)

Understanding Cultural Factors for Effective Interventions:

Understanding cultural factors can help teachers anticipate and address common errors more effectively. (Watcharapunyawong & Usaha, 2012) For example, if a teacher is aware that a student comes from a background where the writing style is indirect, they can offer targeted feedback and exercises to practice the direct style valued in English academic writing. Recognizing the cultural context of language use can also inform how corrective feedback is designed to respect the learner's cultural identity while encouraging effective error correction.

Incorporating Cultural Considerations in Education:

Inclusive Content and Examples: Class materials can encompass diverse cultural contexts to help students understand the influence of different cultures on language use. Using examples from a variety of literature can demonstrate diverse writing conventions.

Collaborative Learning: Encouraging collaboration on writing projects among students from various cultural backgrounds can cultivate cross-cultural awareness and showcase different approaches to writing tasks across cultures. (Fitriana, 2023)

Culturally Responsive Teaching: Teachers can adapt instruction methods based on cultural understanding, utilizing techniques such as storytelling or group discussions that are more prevalent in certain cultures as a foundation for teaching writing. (Ming, 2021)

Reflective Practices: Introducing activities like journals or diaries that allow students to express their cultural identity can enhance their awareness of how their background affects their writing and language learning process.

These considerations enable educators to assist L2 learners in navigating the cultural aspects of language learning, leading to more effective teaching strategies and improved outcomes in second-language writing. Cultural factors can influence error patterns in second-language writing. The approach to writing in English can be influenced by cultural differences. For instance, communication styles may vary between direct and indirect, as well as the level of formality and register, organizational patterns, sentence structure, expression of ideas, and approach to argumentation and evidence. Educators who are aware of such differences can devise effective interventions tailored to enhance students' English writing abilities. (Huo, 2019)

6. Conclusion

Error analysis has long been a popular method for studying writing skill and its problems across diverse languages. The literature review in this research examined the theoretical foundations, historical development, and usage of error analysis in second-language writing. It is found that error analysis offers valuable insights into the characteristics of second language writing, the causes of errors, and their impact on language learning and teaching. The advantages and disadvantages of error analysis have also been explored. Despite its limitations, error analysis is a robust methodology for studying second-language writing when used alongside other methods. Future research could apply error analysis to various contexts, such as evaluating writing or investigating the effectiveness of error correction in improving second-language writing. Overall, mistake analysis has proven to be an excellent approach for researching second-language writing by providing scholars with better insight into writing characteristics in secondary languages and understanding source errors and their implications on language training. It's crucial to acknowledge its limitations while integrating them with other strategies.

Error analysis has gone beyond identifying and correcting errors in L2 writing. As your summary outlines, this research journey reveals a multifaceted approach that illuminates the characteristics of L2 writing and unravels the complex tapestry of its development. (Khansir & Pakdel, 2020) Through error analysis, researchers have gained valuable insights into the psychological mechanisms underlying L2 writing. Analyzing error patterns sheds light on learners' cognitive processes, metacognitive awareness, and language transfer strategies. This deeper understanding informs the development of targeted interventions that cater to individual learning styles and cognitive strengths, paving the way for more effective pedagogy centered on learners.

Similarly, analyzing errors across diverse linguistic backgrounds can inform culturally sensitive teaching practices that acknowledge the influence of L1 transfer on L2 writing development. However, acknowledging the limitations of error analysis is crucial. Focusing solely on errors can oversimplify the dynamic nature of L2 writing, potentially overlooking successful attempts and learner progress. Additionally, neglecting the social and cultural contexts in which errors occur can limit understanding of their full impact on learning and teaching. In conclusion, when employed with awareness of its limitations and combined with other research methods, error analysis remains a powerful tool for understanding and fostering L2 writing development. (Bitchener & Knoch, 2010) Moving beyond the errors themselves, this approach offers a lens through which we can better understand the intricate interplay of cognitive processes, learning strategies, and social contexts that ultimately shape L2 writers' journeys. By embracing this multifaceted perspective, we can pave the way for more effective and learner-centered approaches to language education, empowering L2 writers to reach their full potential.

In future investigations on error analysis, giving precedence to ethical considerations is crucial. Our pursuit of knowledge should be guided by values such as safety, inclusivity, and respect for the individuals and communities involved in language learning journeys. This includes prioritizing participant well-being by minimizing potential harm, seeking informed consent, and safeguarding data anonymity. It also entails creating an inclusive environment that acknowledges diverse backgrounds and perspectives while facilitating open discussions about sensitive topics to ensure ethical goals are met.

Additionally, upholding academic and scientific integrity is essential. Data collection and analysis should be conducted ethically and responsibly through transparent methodologies and reporting processes. Avoiding plagiarism, fabricating or manipulating data, and misrepresenting findings are fundamental ethical principles that must be respected.

In summary, while the future of error analysis holds significant potential for shedding light on L2 writing development, navigating this path with responsibility requires a steadfast commitment to ethical research practices. By placing emphasis on safety, inclusivity, respectfulness and sensitivity, we can guarantee that forthcoming research adheres to the highest ethical standards, effectively contributing towards the welfare, well-being and advancement of L2 learners and language learning (L2) students. The field's educators in today's diverse and interconnected world.

7. Findings

Error analysis contributes to developing targeted interventions and learner-centered pedagogy in second language writing (L2W) by providing detailed insights into the common errors made by L2 writers. This process involves a few key steps:

1. Identifying Error Patterns: By examining the writing of L2 learners, error analysis allows educators to identify recurring patterns of error, which may be symptomatic of broader linguistic misunderstandings or gaps in knowledge
2. Understanding Underlying Causes: Understanding why students make certain errors is crucial for developing interventions. Error analysis helps hypothesize the sources of these errors, whether they stem from first language interference, overgeneralization of rules, or incomplete learning.
3. Designing Targeted Interventions: Once specific error types are identified and understood, educators can design instructional strategies that directly address these areas. Interventions may include explicit grammar instruction, guided writing exercises, and personalized.
4. Implementing Pedagogical Strategies: Error analysis informs the implementation of learner-centered pedagogical approaches, such as task-based learning, which focuses on the learner's active role in the learning process, and formative assessment, which facilitates ongoing feedback and adjustment to instructional strategies.
5. Measuring Impact: By analyzing the effectiveness of these interventions through pre- and post-intervention assessments, educators can measure how much the learners' writing has improved and adjust the teaching strategies accordingly.

Error analysis thus provides a foundation for creating a comprehensive and tailored learning experience that promotes the development of writing skills in L2 learners. It helps shift the focus from teaching generic language concepts to addressing the specific needs of learners, which is essential for effective second language acquisition.

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Authors contributions

D. Angala Parameswari was responsible for study design and revising. Dr. Ramesh Manickam was responsible for data collection. Dr. Jerin Austin Dhas. J drafted the manuscript. Dr. M. Vinoth Kumar and Dr. A. Manikandan revised the manuscript. All authors read and approved the final manuscript.

We, authors, discussed the research findings, contributed to the interpretation of the results, reviews and approved the final version of the manuscript.

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Data sharing statement

No additional data are available.

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