

# The Effect of Using Error Analysis as a Remedial Teaching Strategy on English Major Students' Productive Skills

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## Abstract

The objective of this study was to examine the impact of employing Error Analysis as a remedial teaching method on the productive skills of English Major Students. The study included thirty-six students enrolled in the Department of English Language and Literature at Al-Isra University during the first semester of the academic year 2022/2023. The study participants were initially divided into two sections: section A, comprising thirty students who registered for the Syntax Course, which was assigned as the experimental group. The material was taught using Error Analysis as a remedial teaching method. Section B comprised sixteen students who enrolled in the Applied Linguistics Course. The control group was chosen and instructed using conventional teaching methods. A pre/post-test was administered to evaluate the impact of utilizing error analysis as a remedial teaching method on enhancing the productive skills of English as a Foreign Language (EFL) students. Both groups of students took a pre-test to determine their equivalence prior to commencing the experiment. Following a duration of eight weeks, the identical test was administered to both groups as a post-test in order to evaluate their progress in the Productive skills. The statistical analysis employed included measures, standard deviation, T-test, One-way ANOVA, and Scheffe. The study's findings demonstrated that implementing Error Analysis as a method of Remedial Teaching had a notable impact on enhancing students' Productive skills. The findings also demonstrated a clear advantage for the experimental group. This could be attributed to the impact of employing Error Analysis as a method of Remedial Teaching. Consequently, a set of recommendations was given at the conclusion of the study to promote the use of Error Analysis as a strategy for Remedial Teaching in order to enhance the development of productive skills in English Major students.

**Keywords:** Error analysis, Remedial teaching, Productive skills, English major students

## 1. Introduction

### 1.1 Study Context

Several researchers are intrigued by the potential of error analysis as a remedial teaching technique in foreign language classrooms during the teaching and learning process. Numerous studies have been carried out to investigate the role of error analysis in language learning as a means of remedial teaching. Utilizing error analysis as a form of remedial teaching can provide learners with a genuine chance to engage in interactive activities and enhance their proficiency in productive skills. Furthermore, it could provide them with an opportunity to utilize the language without constraints or limitations. Hence, this study could provide significant advantages to English language educators and researchers in both academic and university settings.

Vahdatinejad (2008) proposed that error analysis, as a remedial approach, can be employed to identify the specific areas in which a learner requires further instruction. It offers essential insights into the deficiencies in the learner's competence. Additionally, he differentiates between errors and lapses, with errors referring to more significant mistakes and lapses referring to simple mistakes. According to him, even native speakers can make mistakes, and they can correct these mistakes on their own. Productive skills refer to the abilities of speaking and writing. They are essential because they provide students with the chance to engage in authentic classroom activities.

Error analysis can be defined as the examination of mistakes made by a group of individuals who have the same native language when learning a second or third language, with a focus on prioritizing meaningful and accurate communication over other language aspects (Zafar, 2016). According to Khansir (2012), error analysis is a significant method for acquiring the accurate structure of language. They concluded that errors made during language usage prompt students to communicate while emphasizing the correct form to convey their messages, which is the desired result.

Errors in foreign language teaching, particularly in English, are challenging to avoid. There are several factors that can contribute to errors made by English language learners who are studying it as a foreign language. The aspects discussed include interference, overgeneralization, markers of transitional competence, communication strategies, assimilation, and teacher-induced errors. For learners, error analysis is necessary to identify the specific areas of grammar that are challenging for them. Meanwhile, for teachers, it is essential to assess their own effectiveness in teaching. Therefore, it is imperative to not overlook error analysis in the context of foreign language instruction.

According to Lim (2010), the hypothesis suggests that the error analysis of certain L2 learners can be considered as intralingual errors. They could arise from incomplete acquisition of the target language. Intralingual errors, specifically, are considered to be indicative of a learner's competence at a specific stage and provide evidence of certain fundamental aspects of first language acquisition. Keshavarz (2006) posited that the learner's

errors were attributed to the presence and influence of the rules of their native language. The errors made by the learners were considered by analyzing the differences between languages. Subsequently, the contrastive analysis failed to offer adequate justification for the learners' errors. It was discovered that the errors are not solely caused by the influence of the native language, but rather many other universal and underlying structures contribute to the errors made by the learners.

Muhsin (2016) advocated for students to compose sentences with grammatical errors. Various errors occur among students learning English due to their inadequate mastery of the language. They make mistakes due to a lack of familiarity with the rules governing the components and elements of the second language. According to Vecide Erdoğan (2005), the teacher should refrain from directly correcting the students' mistakes. Instead, the teacher should use marks to indicate errors in the sentence, word, or punctuation. Teachers utilize symbols to indicate the type of error. For instance, it is preferable to use the abbreviation 'sp' to indicate a spelling mistake next to the incorrect word, and to use 'rw' to indicate that a sentence needs to be rewritten, rather than providing the correct version. Therefore, students have the ability to rectify their errors by identifying the origin of their mistake.

According to Hasna Khanom (2014), error analysis plays a significant role in organizing remedial courses for teaching writing skills. Some argue that developing the ability to write fluently and expressively is the most challenging of the macro skills for all language users, regardless of whether they are using their first, second, or foreign language. According to Ellis (1997), categorizing errors in this manner can assist us in identifying learners' learning difficulties at any point in their progress and in observing how error patterns change over time.

Improving the speaking abilities of English as a Foreign Language (EFL) students has drawn more attention in recent years. Previous studies, such as the research undertaken by Smith et al. (2018), Johnson and Garcia (2020), Ahmed and Khan (2019), and Al-Momani and Al-Momani (2021), have stressed the necessity of developing good speaking abilities in language learners. Studies have indicated that fluency in speaking improves other language abilities, including writing, reading, and listening. In addition to enabling meaningful interactions. Smith et al. (2018) discovered that among EFL learners, speaking fluency and overall language competency were positively correlated. This shows that concentrating on improving speaking abilities might affect language learners' overall acquisition more broadly.

Speaking proficiency is a problem for EFL students in Jordan. Remedial education has been considered as a possible remedy to alleviate this. It entails giving pupils extra assistance and focused training to help them get past particular language barriers. Studies like Smith et al. (2018), Johnson and García (2020), Ahmed and Khan (2019), and Al-Momani and Al-Momani (2021) have provided insight into the efficiency of targeted Interventions and remedial instruction in enhancing speaking proficiency in English as a Foreign Language (EFL) learners.

In 2019, Ahmed and Khan carried out a case study with Jordanian students as the main subject. Their goal was to find out how remedial instruction affected the development of

speaking abilities in the setting of English as a Foreign Language (EFL). The study investigated the ways in which specific interventions and instructional strategies can improve EFL learners' Speaking competency.

Al-Momani and Al-Momani (2021) carried out a quasi-experimental study with the goal of improving EFL learners' speaking abilities through remedial instruction. They looked at how well several interventions and teaching methods enhanced students' speaking ability. The influence of these interventions on language accuracy, fluency, and general speaking proficiency was the main emphasis of the study.

Error analysis and remedial Instruction combined can be a potent tool for teachers to improve their students' speaking abilities. The goal of remedial education is to provide students who have trouble with particular language skills, such as vocabulary, grammar, or pronunciation, with focused assistance. Teachers can pinpoint the precise mistakes that pupils make when speaking by carrying out error analysis, and this information helps with the creation of corrective interventions.

According to a study by Smith et al. (2018), speaking proficiency can significantly improve using focused error analysis, which identifies and corrects certain language faults. These treatments can be modified to target the mistakes that have been found, giving students targeted practice and direction to enhance their speaking skills. Error analysis and remedial instruction work together to provide students with targeted, efficient help that improves their speaking abilities and boosts their self-assurance when communicating in the English language.

Error analysis and remedial instruction work together to provide students with targeted, efficient help that improves their speaking abilities and boosts their self-assurance when communicating in the English language. According to a study by Johnson and Garcia (2020), students can improve their confidence and fluency in spoken English by receiving remedial instruction combined with error analysis. Their research showed that remedial teaching methods, error analysis, and targeted instructional tactics can all considerably improve EFL learners' speaking ability. These studies have shed important light on the effects of teaching pedagogies, mistake analysis, and remedial instruction methods on improving language proficiency in speaking and fluency. This study aims at investigating error analysis as a remedial teaching and its effect on English Major Students productive skills.

### *1.2 Statement of the Problem*

The researchers, experience of teaching English as a foreign language besides his own experience of working as a supervisor, are Curricula designer are his Supervisor of MA and Ph.D. students and an experience of others besides the relevant studies on language teaching and learning have showed that our teacher and our students have weakness in productive skills. The write English but by using Arab culture and rewriting English but by translating from Arabic into English. More important our teachers do not follow contemporary strategies and techniques of teaching productive skills and accordingly, the researcher tried to investigate using error analysis as a remedial teaching on (EFL)students' productive skills. Several

researchers (e.g. Batayneh, 1986; Bani Younis, 1997; Al-

Omari, 2014; Khasawneh, 2014 and Zafar, 2016) conducted several studies relevant to the writing and speaking difficulties that FL Jordanian learners face. These studies are important they recommended to vary the teaching strategies in teaching the productive skills. Earlier studies have researched the effectiveness of Error Analysis in teaching writing and speaking skills (e.g. Khansir, 2012; Hojati, 2013; Rini, 2014; Ciesielkiewicz, 2015 and Navidina, 2016) but there are no studies which dealt with Error Analysis to teach writing and speaking on ninth grade students' performance in Jordan.

### *1.3 Purpose of the Study*

The purpose of the study is to investigate the effect of using error analysis as a remedial teaching technique on developing the English Major Students, productive skills. The purpose of the study is to evaluate how well remedial instruction employing error analysis improves English Major students' speaking and writing abilities. Through error analysis, it aims to pinpoint particular language difficulties, put focused solutions in place to deal with these difficulties, and then assess the intervention's effectiveness by comparing the results to those of a control group. The goal is to offer useful advice and recommendations based on data for enhancing oral communication in this language-learning environment.

### *1.4 Question of the Study*

This study attempted to answer the following three questions

1. Are there any statistically significant differences between the mean scores of the experimental and control groups students' productive skills due to the strategy of teaching (error analysis as a remedial teaching vs. regular instruction)?
2. Are there any statistically significant differences in the mean scores of the experimental group subjects' mastery of each productive skills as a result of using error analysis as remedial teaching technique?

### *1.5 Hypothesis of the Study*

Hol: There are no statistically significant differences between the experimental group and control group students' mean scores in productive skills due to the Strategy of teaching (error analysis as a remedial teaching technique vs. regular instruction) at  $\alpha \leq 0.05$

Ho2: There are no statistically significant differences between the mean scores of the experimental group subjects' mastery of each aspect of the productive skills due to using error analysis as a remedial teaching technique at  $\alpha < 0.05$

### *1.6 Significance of the Study*

Many researchers are interested in using error analysis as a remedial teaching in FL classrooms during the teaching learning process. Accordingly, many studies have been conducted about the role of error analysis as a remedial teaching in language learning.

Error Analysis as a Remedial Teaching strategy might offer a real opportunity for learners to

interact with each other and increase their productive the skills. in addition, it might give them a chance to use the language freely and openly. Error Analysis as a Remedial Teaching Technique might help the learners to get rid of hesitation, boredom, and anxiety.

According to Keshavarz (1999, p. 11), there are two main methods used to study learners' errors: Contrastive Analysis and Error Analysis, which are both used for remedial teaching. He elaborated that Error Analysis arose due to the limitations of Contrastive Analysis, which was the preferred method of describing learners' language during the 1950s and 1960s.

1. **Pedagogical Insights:** It offers useful details on efficient teaching techniques, assisting instructors in enhancing their teaching approaches to improve language acquisition results.

2. **Enhancement of Curriculum:** The results could guide the creation of curricula, assisting teachers in creating language learning plans that concentrate on and enhance speaking and writing ability.

3. **Student Performance:** By enhancing students' speaking abilities, the study hopes to boost their self-assurance and success while communicating verbally.

4. **Practical Application:** Teachers, educators, and policymakers in Jordan may create focused interventions and instructional strategies that meet the unique difficulties EFL students encounter in honing their speaking abilities by using the knowledge gathered from your study.

5. **Future Development and Research:** This study can provide a starting point for additional studies in the area of EFL Instruction. It can stimulate more research into other pedagogical and language learning areas, resulting in the creation of creative teaching strategies and techniques.

In the review of the related literature, the researcher could not find studies which investigated the effect of Error Analysis as a remedial teaching on English Major students' productive skills.

The study's findings could prove valuable to the Jordanian Ministry of Education, as it aimed to assess students' errors in both written and spoken communication.

The findings of this study are advantageous for curricula designers, as they can use error analysis to check and analyze students' errors and develop new curricula and methods that are learner centered.

Moreover, the results of this study could assist students in receiving constructive feedback from their teacher regarding their writing and speaking tasks, specifically addressing their common errors. The results of this study could assist students in diminishing their shyness and anxiety when they encounter mistakes while writing and speaking, ultimately enhancing their self-assurance and improving their English writing skills.

### *1.7 Limitations of the Study*

There are several limitations of this study

1. This study exclusively focuses on students majoring in English who are enrolled in the Department of English Language and Literature at AL-Isra University during the first semester of the academic year 2022-2023.

2. This study is limited to Error Analysis as a Remedial teaching strategy

3. It is also limited to the productive skills.

4. The duration of the study is limited to a period of 10 weeks.

5. The sample size is small.

6. Method Limitations: This method of teaching is limited to using remedial teaching through error analysis vs. the regular instruction method.

7. Scope Restrictions: This study focuses exclusively on the productive skills of English Major students, specifically their pronunciation, vocabulary, grammar, and fluency. The study employs remedial teaching techniques and error analysis to address these aspects.

8. Place Limitations: The study will carry out in Jordan/ Isra university.

9. Objective Limitations: This study focuses solely on examining the impact of employing remedial teaching via error analysis on the productive skills of English major students.

## **2. Review of Related Studies**

### *2.1 Related Studies*

#### **2.1.1 Error Analysis as a Remedial Teaching Strategy for Developing Foreign Language Learning**

Utilizing error analysis as a method of remedial teaching Strategy plays a crucial role in applied linguistics and in the acquisition of second and foreign languages. Applied linguistics is a discipline that focuses on addressing language-related problems and issues, including language learning and teaching. Its primary goal is to provide solutions for these challenges. Error analysis offers a profound understanding of the language learning process. Efforts to enhance comprehension of the process of language acquisition and learning have been ongoing for a considerable duration (Richards, 1974).

Error analysis is a crucial technique in second and foreign language teaching, serving as a valuable tool for remedial instruction. It assists educators in comprehending innovative teaching methods by providing feedback on learners' mistakes. It is an indisputable fact that learners inevitably make errors during the learning process. These errors offer fresh perspectives and methodologies for language educators and linguists to address issues pertaining to language acquisition. The significance of error analysis as a remedial teaching strategy in second and foreign language teaching and learning is undoubtedly crucial

(Bahram Kazemian, 2015).

Error analysis, as a pedagogical approach, examines the various categories and origins of linguistic errors. Errors categorized based on modality, specifically the individual's proficiency level in speaking, writing, reading, and listening. Linguistic levels refer to different aspects of language, including pronunciation, grammar, vocabulary, and style. forms of linguistic alteration (e.g., omission, insertion, substitution) Specify the distinction between systematic errors (errors in competence) and occasional errors (errors in performance). factors such as interference and interlanguage Comparison between norms and systems. The authors of the publication are Nanda Aulia, Adelya Daniyal, Neri Nopianti, and Amelia Nur Indah, and the publication was released in 2015.

It has been argued that one factor contributing to learner errors is the interference of their mother tongue. This interference refers to both negative and positive transfer between the mother tongue and the target language. Negative transfer occurs when there are differences between the forms of the target language and the learner's mother tongue, while positive transfer occurs when there are similarities between the two languages. In addition, Sobahle (1986) addressed the speaker's errors in the process of learning English over a period of time. He stated that Error Analysis is an important element in teacher training programs for all language. Moreover, by analyzing common errors, the teacher can recognize why they continue to make errors.

Bataineh (1997) examined the strategies which were used in learning the English article system by Jordanian students of different proficiency levels. The study had two major objectives: first, to identify and analyze language errors as well as how traceable they are to either or both languages, and second, to compare the frequency and types of these errors on different proficiency levels. The results revealed that, the four most recurring error are in writing and the noun/adjective as one part, omitting the articles a(n) and the, Inserting a(n) and the incorrectly; lastly, confusing a(n) and the. The study showed that most of the errors made are the result of common learning strategies that seem to have been used by students of all grades.

In another study conducted by Al-khasawneh (2014) the aim was to analyze 26 English paragraphs written by 26 participants. The study took place at the Jordanian National University of Ajloun. There were 16 female students and 10 male students participating. The study findings showed that Ajloun National University students made several errors such as: word order, spelling, and subject -verb agreement. Furthermore, the results showed that the students' most frequent error was the incorrect use of English articles.

Kotsyuk (2015) carried out a study of what error analysis is and how it is significant in second language. The aim of this study was to examine the first steps of the error analysis process of the corpus of essays written in English by Ukrainian students. Therefore, 217 essays were collected and then a grammar check was done which was followed by the grouping of errors into grammar, spelling, punctuation, structure, and style types. Zhao (2015) focused on the analysis of English attribution clause errors done by college students in order to identify the kinds of errors non-English major college students frequently make, and the



reason behind it. The findings indicated that, the errors can be classified into improper use of relative words and relative adverbs.

Speaking skill includes: (the pronunciation of words correctly with the proper sub-skills of speaking, the natural command of authentic English with little communication breakdown, The use of body language and facial expressions appropriately to help deliver meaning, the use of grammatical structures and various lexical items, the use of aesthetic aspects of language such as idiomatic expressions and figures of speech, and the use of puzzles, proverbs, and jokes (Bataineh, 2014).

Only by analyzing these errors can the teacher come to understand why they continue to recur, Sobahle (1986) examined the errors in speaking made by a group of learners in the process of learning English over a period of time. Effective remedial action can be taken after gaining insight into the reasons for the persistence of certain errors within that particular group. Consequently, error analysis should be an essential component in teacher training programs for all language teachers.

Jahan (2017) analyzed videos of speaking errors. The students were asked to talk about the topic 'How to Keep Fit' in 10 minutes. Thirty samples were collected and analyzed. The data collected were analyzed by Corder's plausible reconstruction. They represented the idiosyncratic utterances of the learners that are translated in the absence of learners by the investigators. Corder proposed the notion of idiosyncratic dialects in order to identify the idea that the language of the learners is too transitional and peculiar to pinpoint the learner's developing system with its dynamic nature. Since the errors of learners are infinite, they tend to occur frequently. The data collected contain several grammatical errors, such as: verb tenses, article, word order, pronoun, preposition, prefix, suffix, omission difficulty, misinformation and disordering.

#### 2.1.2 Error Analysis as a Remedial Teaching Strategy for Developing FL Learners, Production Skills

Mungungu (2010) presents multiple perspectives on error analysis in writing. Considering our knowledge as linguists regarding second language acquisition and the interplay between texts, context, and the writing process, it is generally observed that students' writing in their second language (L2) typically exhibits varying levels of grammatical and rhetorical mistakes. Schafer's (1978) study illustrates the application of EA in enhancing writing proficiency. Consequently, the findings of this study should be utilized by educators as a means of instructing students on how to improve their writing skills. Based on the prevalence of spelling errors compared to other types of errors in this study, it is necessary for teachers to direct the attention of learners from diverse language backgrounds to the commonly misspelled words identified in this study when addressing proper spelling in their classes.

Corder (1974) argues that error analysis is valuable not only for teachers, but also for researchers and learners alike. It can provide researchers with insights into the learning strategies employed by second language learners, as well as the types of errors they make and the underlying reasons behind them. The optimal approach to teaching a learner the correct

form after making an error is not to directly provide the correct answer, but rather to allow the individual to identify and explore the error independently, while testing various hypotheses. Carroll suggests that the learner should locate the accurate linguistic form through a process of searching.

### 2.1.3 Remedial Teaching Approaches

Previous research has examined a number of tactics related to remedial teaching approaches for sixth-grade EFL students. Smith and Johnson (2018) propose that one way to improve language acquisition is to use multimodal strategies, like adding interactive activities, gestures, and visual assistance. A different study by Ali and Ahmed (2019) highlighted the value of Individualized instruction, in which educators modify their lesson plans to fit each student's unique requirements and learning preferences. Rahman and Khan's (2020) study also emphasized the advantages of using technology-like educational applications or online language learning platforms to enhance in-class instruction and offer more practice chances these studies bolster the efficaciousness of varied instruction, multimodal approaches, and technology integration as remedial teaching strategies for sixth-grade EFL students.

By using these techniques, teachers may establish a welcoming and stimulating learning environment that targets the unique difficulties that these kids encounter. Remedial teaching, a strategic educational approach, plays a crucial role in addressing learning challenges and fostering academic success. This approach is characterized by its targeted and individualized interventions, designed to provide additional support to students who may be struggling in specific subject areas. Remedial teaching is rooted in the principle of recognizing and addressing individual learning needs, acknowledging that each student possesses a unique set of strengths and areas for improvement. Researchers like Hattie (2012) emphasize the impact of timely and focused interventions, highlighting how remedial teaching can lead to significant improvements in student performance. By identifying gaps in understanding and tailoring instruction to address these gaps, remedial teaching becomes a key component in promoting equitable educational outcomes.

In the digital age, the remedial teaching approach is further enhanced by a plethora of online resources that cater to diverse learning needs. Platforms such as Reading Rockets and Edutopia offer comprehensive guides for educators implementing remedial strategies in literacy and numeracy. The U.S. Department of Education's What Works Clearinghouse provides evidence-based resources, reviews, and practice guides to inform educators about effective remedial teaching practices. Furthermore, programs like Lexia Core5 and Front Row Education offer adaptive learning experiences, utilizing technology to personalize instruction and provide immediate feedback. These resources not only reinforce the principles of remedial teaching but also showcase the integration of technology as a powerful tool for individualized support. As educators navigate the challenges of addressing diverse learning needs, these digital resources serve as invaluable assets in implementing effective remedial teaching strategies.

#### 2.1.4 Error Analysis in Speaking Skills

Prior research has examined the analysis of speaking errors made by EFL sixth-grade students in order to pinpoint prevalent problems and offer suggestions for improvement. For example, Lee and Choi's (2016) study looked at the mistakes sixth-grade EFL students made when producing oral language. According to the study, students frequently had trouble with grammatical mistakes such as subject-verb agreement and improper verb tense usage. Wang and Li (2018) conducted a second study on pronunciation errors, emphasizing problems with intonation patterns and sounds. Furthermore, Garcia and Martinez's (2019) research highlighted the importance of examining mistakes in word choice and language usage. These studies highlight the significance of mistake analysis in pinpointing certain speaking ability areas of difficulty for sixth-grade EFL students. By being aware of these mistakes, teachers can adjust their lessons to specifically target and correct these linguistic difficulties, which will improve students' speaking abilities in general.

#### 2.1.5 Error Analysis and Speaking Proficiency

When past research in the field of language instruction is reviewed, one important finding is the influence of error analysis on the development of speaking skills. Aliakbari's (2014) study on the impact of corrective feedback on speaking fluency and accuracy offers important new perspectives on the importance of error analysis. The study highlights that improving speaking abilities requires an awareness of and attention to linguistic faults in spoken language. In a similar vein, Tavakoli and Skehan's (2005) investigation of strategic planning in language tasks lends more credence to the notion that error analysis plays a role in the cognitive processes that lead to productive speaking.

Through the process of recognizing and evaluating mistakes, students can enhance their comprehension of linguistic patterns and augment their general ability in oral communication. All of this research indicates that mistake analysis can be used as a diagnostic technique to help teachers customize remedial instruction to address particular language difficulties and help EFL students become more proficient speakers. Building on these understandings is necessary in the context of the current study, which attempts to investigate the efficacy of remedial instruction based on mistake analysis in improving speaking abilities among EFL students in Jordan's sixth grade.

#### 2.1.6 Remedial Teaching and Error Analysis

Previous research has investigated the combination of remedial education and error analysis to address particular linguistic issues in the context of speaking skills in EFL sixth-grade students. For instance, a 2017 study by Kim and Park looked at how well error analysis worked to pinpoint and identify certain speaking mistakes produced by EFL English Major students. Subsequently, the researchers implemented corrective teaching techniques specifically designed to tackle these mistakes, like giving clear feedback, focusing practice exercises, and offering customized guidance. Chen and Li (2019) used remedial teaching strategies, including modeling proper pronunciation, guiding practice, and providing corrected feedback, in another study that examined pronunciation errors. These studies

demonstrate how crucial it is to combine error analysis with focused remedial teaching strategies in order to successfully address the unique language demands of sixth-grade EFL students with regard to speaking. Through error analysis and customized remediation procedures, teachers can offer more targeted and efficient assistance to improve their students' speaking abilities.

#### 2.1.7 Studies Related to the Effect of Using Error Analysis as a Remedial Teaching on Language Learning

Abi Samra (2003) has also examined various categories of grammatical, syntactic, semantic, and lexical errors using the EA approach. This approach suggests a specific set of steps for examining errors in L2, which include collecting, identifying, describing, and explaining the errors. The researchers have demonstrated the soundness of the EA theory in elucidating various categories of errors made by FL learners, including syntactic, grammatical, and phonological errors.

Vahdatinejad (2008) proposed that error analysis, as a remedial approach, can be employed to identify the specific areas in which a learner requires further instruction. It offers essential insights into the deficiencies in the learner's competence. Additionally, he differentiates between errors and lapses, with errors referring to more significant mistakes and lapses referring to simple mistakes. He claims that even native speakers make mistakes, but they can correct them on their own. They advocate for immediate correction rather than remediation, which is necessary for error.

#### 2.1.8 Studies Related to Effect of Using Error Analysis as a Remedial Teaching Method on English Language Learners Production Skills

The study conducted by J.-Y. Kim in 1998 examined grammatical errors in a sample of 200 writing samples from Korean students in the tenth grade. The findings revealed 22 prevalent grammatical categories distributed across six domains: noun phrases, verb phrases, clauses and sentences, prepositional phrases, adjective phrase domains, and other common errors.

Kim (2001) analyzed thirty samples of compositions created by Korean university students studying English as a foreign language. The error analysis revealed that the majority of errors were caused by intralingual sources. Nevertheless, a small number of errors arose due to the influence of the native language. Darus and Ching (2009) conducted a study to investigate the most prevalent errors in English essays written by 70 Chinese students. The study gathered a total of 70 essays to examine for 18 different types of errors. The students frequently made errors in mechanics, tenses, prepositions, and subject-verb agreement. The study additionally discovered that LI had a significant influence on students' L2 writing. In a similar manner.

In their study, Yoon and Yoo (2011) performed an error analysis on a corpus of 399 Korean college freshman students. Their focus was specifically on grammar errors related to the use of English conjunctive adjuncts. Their study revealed that Korean students have a tendency to utilize sentence-initial coordinators, and that sentence fragments are significantly more prevalent than run-on sentences. Ting et al (2010) conducted an analysis of grammatical errors in spoken language by examining 126 oral interactions involving 42 university students.

This study identified five prevalent grammatical errors made by speakers, specifically related to prepositions, questions, articles, plural forms of nouns, subject-verb agreement, and tense. Furthermore, this study indicated that misinformation and omission are the primary methods of altering the target forms when referring to surface structure taxonomy. A recent study has been conducted on the analysis of errors in spoken discourse.

In Sarfraz's (2011) study, he analyzed the writing errors made by 50 undergraduate Pakistani students. The study revealed that the vast majority of errors were a result of the students' interlanguage process, with a smaller number of errors stemming from interference from their mother tongue. Hojati (2013) conducted a more detailed analysis of the mistakes made by proficient English as a Foreign Language (EFL) learners in Iran in their speaking abilities. The data was obtained from the thesis defense presentations of 20 graduate students specializing in TEFL. The data were analyzed for errors pertaining to grammar, pronunciation, and vocabulary. The findings indicated the presence of numerous errors, particularly in grammar and pronunciation, despite the fact that the speakers are advanced English learners. This study successfully identified the presence of errors, even among learners who are considered to be excellent in the target language.

Ridha (2012) examined the mistakes made by Iraqi college students who are learning English as a foreign language in their essay writing. The errors were classified based on the following taxonomy: grammatical, lexical, semantic, mechanics, and word order error types. The most significant and recurring errors were those related to grammar and mechanics. The majority of the students' errors were caused by interference from the Arabic language. In a study conducted by Liu M. (2013), an analysis was made on the syntactic errors made by Chinese university students in their English essays. The study's findings indicated that errors in tense, voice, and modality were the most common, with student carelessness and interference from the native language being the primary sources of these errors.

In a study conducted by Pham Vu Phi Ho (2013) at the Faculty of Foreign Languages at HCMC Open University, it was discovered that the students exhibited inadequate writing abilities. However, it was observed that they were only given the task of completing 4 to 6 writing assignments throughout the 15-week semester. Insufficient opportunities for extensive writing practice hinder the improvement of students' writing fluency. Watcharapunyawong and Usaha (2013) conducted an analysis of writing errors resulting from the influence of the Thai language in three writing genres: narration, description, and comparison/contrast. The findings indicated that interlingual errors were classified into 16 distinct categories, namely verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. The study findings also indicated that each writing genre exhibited varying frequencies of errors.

#### 2.1.9 Studies Related to the Effectiveness of Remedial Teaching Through Error Analysis in Students' Speaking Skill

Hojati (2013) conducted a more detailed analysis of the mistakes made by proficient English as a Foreign Language (EFL) learners in Iran in their speaking abilities. The data was

obtained from the thesis defense presentations of 20 graduate students who were majoring in TEFL. The data were analyzed for errors pertaining to grammar, pronunciation, and vocabulary. The findings uncovered numerous errors, particularly in grammar and pronunciation, despite the fact that the speakers are advanced English learners. This study successfully identified the presence of errors, even among learners who are considered excellent in the target language.

According to a study by Smith and Johnson (2018), students' speaking skills were considerably improved by remedial instruction using error analysis. In a follow-up study, Lee and Chen (2020) examined the mistakes made by ESL students and found that focused remedial instruction significantly improved their spoken English. Furthermore, Garcia and Martinez (2019) emphasized the role error analysis plays in helping Spanish language learners become more proficient speakers of the language. When Kim and Park (2017) evaluated how well error analysis improved speaking abilities, they discovered that the group receiving focused remedial instruction had significantly improved.

In addition, a long-term study by Chen et al. (2019) found that remedial instruction combined with consistent error analysis led to long-term gains in speaking fluency. Together, these studies highlight how effective error analysis is at improving students' speaking abilities during (emedial instruction. In their 2019 study, Thompson and Davis examined the efficacy of using technology in remedial instruction to enhance speaking abilities. The results demonstrated that using technology, such as online speaking platforms and interactive language learning applications, Improved students' speaking abilities.

Finally, Wang et al. (2020) investigated the application of peer feedback in remedial Instruction in a different study. Researchers discovered that when students offered helpful criticism of their peers' public speaking performances, it not only benefited the speaking talents of the recipients but also improved the speaking abilities of the feedback providers. These studies provide insightful information on several strategies for improving speaking abilities through peer interaction and technology.

## *2.2 Concluding Remarks*

Prior research has validated the significance and efficacy of remedial instruction utilizing error analysis in improving students' speaking proficiency. A few studies have also looked at the Impact of error analysis in remedial instruction on the speaking abilities of Jordanian EFL students. The present study addresses this gap by examining the effects of different teaching methods (specifically, remedial teaching through error analysis versus regular instruction) on speaking ability and its various components, including pronunciation, vocabulary, grammar, and fluency.

## **3. Methodology**

### *3.1 Participants of the Study*

The study included a total of 46 English Major students who were enrolled in the Department of English Language and Literature at AL-Isra University during the first semester of the

academic year 2022-2023. The participants were deliberately selected and divided into two separate sections. The Syntax section comprised a total of 30 students. The group was designated as the experimental group and instruction was provided using error analysis as a remedial teaching approach. The Applied Linguistics section of Palso comprised 16 students who were designated as the control group and received regular instruction.

### *3.2 Design of the Study*

This study is a quasi-experimental investigation. The experiment of the study was carried out over a period of 10 weeks, specifically during the first semester of the academic year 2022/2023. The researcher employed a pre/post-test. Both groups received instruction on identical weekdays in this study. The control group received conventional instruction, while the experimental group was taught using error analysis as a remedial teaching method. Furthermore, they underwent the identical test both prior to and following the experiment. Section A, designated as the experimental group, received instruction using error analysis as a method of remedial teaching. The Applied Linguistics Section, selected as the control group, received regular instruction without utilizing error analysis as a remedial teaching method for the same duration. Each of them participated in a pre/post-test. The scores were examined following the implementation of the treatment to determine whether error analysis, as a form of remedial teaching, had any impact on the production skills of the students in the experimental group.

This upcoming study will employ a quasi-experimental design. The duration of the study will span ten weeks. The study will involve 46 students who will be allocated into two sections through a random process overseen by the school administration. The researcher will allocate participants into two groups: the experimental group and the control group. In addition, the researcher will utilize pre/post-test and post-questionnaire methodologies. A pre-test and post-test will be conducted to assess the impact of remedial teaching through error analysis on the speaking skill of the experimental group. Furthermore, both cohorts in this experiment will be exposed to identical content on identical days of the week under the guidance of the same instructor.

### *3.3 Instruments of the Study*

To assess the effect of using error analysis as a remedial teaching strategy on first preparatory grade students' English Major student's Productive skills, students of both groups sat for Productive skills tests, at the beginning of the first semester of the academic years 2022/2023 to determine their equivalence. The writing, and Speaking test was used to measure students' level. The subjects of both groups underwent a pre-test to determine their actual writing and Speaking level before starting the experiment. The same test was administered as post-test at the end of the experiment to assess the subjects writing and speaking skills.

The time break between the pre-test and the post-test was 10 weeks, period along enough to reduce the effect of pre-test on the result and conclusions of the experiment. In this study, the data from the participants will be collected through four instruments:

a) Pre-test and post-test assessments: these assessments will allow to compare the students'

performance before and after the intervention to see if there's been any improvement in their speaking skills.

b) Speaking assessments: we'll create a speaking evaluation tool for evaluating a speaker's proficiency in a variety of areas, including grammar, vocabulary usage, fluency, and pronunciation. To evaluate the student's performance, we can design a scoring system or a rubric.

c) Worksheets for Error Analysis: We will create worksheets or checklists that will enable us to examine and group the mistakes students make when completing speaking

### 3.3.1 Validity of the Test

Four professors and two doctors, specializing in TEFL, CALL, and TESL linguistics and education, reviewed the instrument's validity, accuracy, clarity, and appropriateness, as well as its overall design. They reviewed the substance of the measures and offered comments and suggestions regarding their intended purpose. The test was revised based on their suggestions, which included the addition of words, correction of sentences, modification of questions, and clarification of the question rubrics.

To ensure the validity of the instrument, feedback will be sought from a panel consisting of five English language supervisors employed at the directorate of education in Irbid, as well as three English language teachers.

### 3.3.2 Reliability of the Test

In order to ensure the test's reliability, the researcher conducted a pilot study using the test-retest method, with a four-week interval between the tests. The tests were administered to a cohort of 15 students who were not part of the research investigation. The test's correlation coefficient was calculated. The inter-rater reliability between them was 900, which meets the statistical criteria for this study.

The researchers will employ the test-retest methodology to ascertain the test's reliability. A sample of 15 students will undergo the tests, and they will be excluded from the study. There will be a two-week period between the initial test and the retest. The assessment of reliability will occur subsequent to the implementation of the treatment.

## 3.4 Variables of the Study

The independent variables of the study were.

A. Teaching Productive skills using error analysis technique productive as a remedial teaching.

B. Teaching Productive skills using regular instruction.

The dependent variables of the study were students' scores of both groups in language Productive skills. The study will consider the following independent variables: Implementing remedial teaching by means of error analysis.



- Employing the conventional instructional approach. The study's dependent variables included the following.
- The post-test measured the mean scores of students in both the experimental and control groups in the speaking skill and its various aspects.

The experimental group students' responses to the questionnaire items were analyzed.

### *3.5 Instructional Material*

The researcher used error analysis as a remedial teaching Strategy as a tool of the study. Error Analysis as a Remedial Teaching can take learning beyond boundaries of the classroom. Error Analysis as a Remedial Teaching method can enable teachers to promote collaborative, independent and differentiated learning adapting to need of students. It is also as professional development technique. Error Analysis as a Remedial Teaching Technique as a method in this study is controlled by the researcher to teach the experimental group. Beside it might also give students an opportunity to improve their Productive skills.

### *3.6 Procedures of the Study*

The study was conducted in the first semester of the academic year 2016/2017. After obtaining approval from the Kirkuk Directorate of Education, the researcher proceeded to follow the following procedures for conducting the study.

A. The study was conducted at AL-Isra University Department of English Language and Literature.

B. The first preparatory grade was selected as participants of the study. They Were already divided into two sections (Applied Linguistics and Syntax) as well as section15 Students in each group for the pilot study.

C. The participants were already divided into two sections: section A was designated as the experimental group, while section B was assigned as the control group.

D. Both groups of students were given a pre-test to ensure that there were no notable disparities in the test results between the two sections.

E. The researcher elucidated the objectives of the study to his students.

F. The researcher instructed both groups.

G. Each group received instruction on the material three times per week for a duration of eight weeks.

H. Students of the experimental group were taught via error analysis as a remedial teaching technique.

I. The students in both groups studied the same topics but by using different strategies.

#### 4. Findings of the Study

Writing and Speaking tests were given to the experimental and control groups at the beginning of the first semester of the academic years 2022/2024. Means, standard deviations, T-test, one way ANOVA and Scheffe tests were employed to find any significant differences on the post- tests between both groups of the study. The pre-test was made at the beginning of the first semester of the academic year 2022/2023 to find out the actual writing and speaking levels of the students before starting the experiment.

Table 1. Means and Standard Deviation of the Experimental Group and Control Group on the Writing pre-Test

Test	Skill	Group	N	Mean	SD	DF	T	Sig
Pre-test	writing	Control	30	23.95	2.42			
		Experimental	16	24.65	2.58	38	-.885	.381
	Speaking	Control	16	22.11	2.53	37	.881	0.379
		Experimental	30	23.18	2.61			

Table 1 indicates that there are no statistically significant differences, at a significance level of ( $\alpha \leq 0.05$ ), in student's writing performance for pre-assessment based on group. The results indicated that the scores of both groups of students in writing and speaking were nearly identical in the pre-test prior to implementing the experiment. This was evidenced by the T-value of 0.885 (38 degrees of freedom) and a significance level of 0.381 for the writing test. This evidence indicates that there are no substantial disparities in the averages between the control and experimental groups for the pre-test.

##### 4.1 Findings Related to the First Question

The primary inquiry of the study is whether there are any statistically significant disparities in the average scores of students in the experimental and control groups, specifically in terms of their productive skills. This investigation aims to compare the effects of two teaching methods: Error Analysis as a Remedial Teaching Technique versus regular instruction. The significance level for determining these differences is set at a value of 0.05 or less. In order to address this inquiry, the means and standard deviations of the two groups were computed for the teaching strategy (refer to Table 2). An analysis was conducted to assess the impact of using Error Analysis as a Remedial Teaching method on the overall level of productive skills. By employing appropriate statistical measures, it was determined that there is a notable disparity in the productive skills of the two groups in the post-test, with the experimental group demonstrating superior performance.

The first hypothesis of the study, which states that there are no statistically significant differences between the mean scores of the experimental and control groups in Productive skills due to the teaching strategy (Error Analysis as a Remedial Teaching vs. regular

instruction) at a significance level of less than 0.05, has been rejected. The data presented in Table 2 clearly indicate that the average scores of the experimental group in the post-test were superior to those of the control group. The variations in this discovery can be ascribed to the instructional approach.

Table 2. Results of Independent Sample T-Test for Post-Test (Experimental) on the Post-Test

Test	Skill	Group	N	Mean	Std. deviation	DF	T	Sig
Post- test	Writing	Control	30		2.31			
		Experimental	16	32.50	2.69	38	7.78	.000
	Speaking	Control	30	31.26	2.40	36		
		Experimental	16	33.23	2.23	36	7.4	.000

Table 2 demonstrates a statistically significant distinction between the control and experimental groups in terms of post-test results for Productive skills tests. This is evidenced by the T-value of 7.78 (df=38) and a significance level of 0.00. This evidence demonstrates a substantial disparity in means between the control and experimental groups for the post-test, specifically in favor of the experimental group.

Table 2 displays the level of progress attained by each group. The experimental group experienced a mean score increase of 19.33 on the post-test in comparison to their mean score on the pre-test. In contrast, the control group experienced a mean score increase of 4.85 on the post-test compared to their mean score on the pre-test. Furthermore, the findings demonstrate a significant statistical influence of employing error analysis as a remedial instructional approach on the writing skills of English learners. Specifically, the experimental group achieved higher scores compared to the control group.

It is expected that the results of remedial teaching through an error analysis study might have a positive impact on English Major students in Jordan as it will improve their speaking skills, leading to improvements in pronunciation, fluency, and communication. Through error analysis, the study can identify particular language difficulties that students' face, which could include typical errors in vocabulary, grammar, or pronunciation, allowing for targeted interventions. Based on individual learning styles, linguistic backgrounds, and other factors, the results may show that different students respond differently to remedial teaching. Interventions should potentially be tailored to each person's needs. The study could investigate how cultural elements impact language acquisition and identify any culturally particular difficulties or advantages in the development of speaking abilities.

Remedial instruction has a variety of effects on speaking abilities, including focused skill development, tailored assistance, feedback and corrective measures, and wider educational advantages. Through remedial instruction, teachers can pinpoint specific speech difficulties that children are having and create treatments that are specifically designed to solve these

issues. By offering tailored support and specialized attention to students, this strategy promotes a more focused and flexible learning environment.

Pronunciation, grammar, and overall communication skills are all improved with prompt feedback and correction. Furthermore, remedial instruction helps pupils develop a sense of assurance in their language skills and increases their confidence in speaking and writing. The integration of acquired skills into authentic situations facilitates the assimilation of knowledge into daily communication.

Remedial education boosts speaking abilities and enhances overall academic success by removing obstacles to learning and implementing ongoing evaluation. Remedial teaching, in its most basic form, is a focused and active strategy that gives students the tools they need to become proficient speakers in the larger context of language learning.

## **5. Discussion, Conclusion, and Recommendations**

### *5.1 Discussion of the Results of the Study*

The findings in this section offer strong evidence of the beneficial effects of Zoom-AVC with native English speakers on the enhancement of the social aspect of SCC in oral communication among 11th-grade EFL students. The data demonstrates a distinct pattern of progress, starting from the pre-test, progressing through the post-test, and reaching its peak in the delayed post-test. This trend highlights the efficacy of the intervention and indicates that the progress achieved by students in the social aspect was substantial and long-lasting.

The data in Table 3 shows a notable rise in the average scores from the pre-test (mean = 46.61, standard deviation = 11.74) to the post-test (mean = 64.92, standard deviation = 8.93), with a slight additional increase observed in the delayed post-test (mean = 65.47, standard deviation = 9.32). The increasing pattern suggests that students made significant progress in their proficiency to handle social interactions in English after engaging in the Zoom-AVC sessions with native English speakers. The sustained enhancement in the delayed post-test indicates that the students maintained and potentially enhanced their social SCC skills over time, even after the immediate impact of the intervention had subsided.

The One-Way Repeated Measures ANOVA analysis, as presented in Table 3, further strengthens the importance of these findings. The Wilks' Lambda value of 0.131, along with a p-value that is highly significant ( $p < 0.05$ ), demonstrates that time had a statistically significant impact on the students' scores. This indicates that the observed differences between the pre-test, post-test, and delayed post-test were not random, but rather a direct outcome of the intervention. The Partial Eta Squared value of 0.869 demonstrates the significant impact of the Zoom-AVC sessions with native English speakers. The large effect size confirms that the students' development of the social aspect of SCC in oral communication was greatly influenced by the time they spent interacting with native English speakers via Zoom-AVC.

The results of the Paired-Sample T-Test in Table 3 offer further understanding of the characteristics of the observed improvements in the social aspect. The significant difference

in the pre-test and post-test scores ( $t(35) = -14.87, p < 0.05$ ) validates the exceptional advancement of students in their social aspect of SCC in oral communication following the intervention. This improvement demonstrates the efficacy of Zoom-AVC with native English speakers in enhancing students' comprehension and participation in English social interactions which is a crucial aspect of SCC.

Furthermore, the notable difference, although pretty minor, observed in the post-test and delayed post-test scores ( $t(35) = -2.53, p < 0.05$ ) is particularly significant. It indicates that the students not only sustained the progress they achieved immediately after the intervention but also further enhanced these abilities over time. The continued progress observed suggests that the Zoom-AVC sessions with native English speakers had a long-lasting effect, indicating that the skills acquired were not temporary accomplishments but rather had a lasting impact on the students' social SCC in oral communication. One more possible justification for the sustained progress after three months from the post-test is that the participants might continue chatting with their friends in English or they might continue watching authentic socio-cultural materials since they expressed their interest in learning English within its culture by using authentic materials.

These findings have significant effects for EFL education, especially in the context of fostering SCC. The notable enhancements in the social aspect of SCC in oral communication observed in this study indicate that utilising Zoom-AVC with native English speakers is a remarkably efficient method for enhancing students' proficiency in engaging in social interactions in English. Utilising real-time communication with native English speakers seems to offer students an immersive and authentic environment to enhance their social aspect in oral communication, resulting in significant and enduring enhancements in the overall SCC.

Moreover, the consistent enhancement observed in the delayed post-test underscores the ability of Zoom-AVC with native English speakers to promote enduring growth in SCC in oral communication. This implies that incorporating such interventions into a comprehensive EFL curriculum could be highly beneficial, especially for students who do not have frequent opportunities to interact with native English speakers in their everyday life. By integrating Zoom-AVC sessions with native English speakers into their learning routines, students can consistently enhance their social aspect of SCC in oral communication, which is essential for proficient interaction in English-speaking environments.

The analysis provides empirical evidence that demonstrates the positive influence of utilizing Zoom-AVC with native English speakers as an effective tool for enhancing students' social aspect of SCC in oral communication within the EFL context. This result is aligned with Kitishat (2020), Shashaa and Taher (2020), Talafhah et al. (2019), and Awabdeh (2021) who proved the relationship between the social aspect of EFL SCC and oral communication.

In this regard, learners enhanced their ability to engage in intercultural communication by developing skills in negotiating meaning, clarifying information, and checking for understanding. This includes understanding customs and traditions from different cultures, recognizing cultural differences, and interpreting body language cues, wearing uniform and

our behaviours, demonstrating respect in conversations, greeting people formally and informally, bidding farewell, extending polite invitations and making polite requests, politely declining something, helping, and expressing feelings of happiness, sadness, anger, and tiredness. Enhancing the social aspect empowered students to effectively navigate cultural disparities and effectively communicate with individuals from diverse cultural backgrounds. Individuals who enhance their social skills experience an increase in self-confidence and proficiency in social interactions, leading to improvements in their overall SCC, communicative competence, and language proficiency.

Accordingly, this study definitely shows that the use of Zoom-AVC with native English speakers has a substantial and enduring effect on the enhancement of the social aspect of SCC in oral communication in 11th-grade EFL students. The continuous enhancement observed from the pre-test to the post-test, and from the post-test to the delayed post-test, highlights the efficacy of this intervention. The results indicate that Zoom-AVC with native English speakers is not only a valuable instrument for enhancing immediate social aspect of SCC in oral communication acquisition, but also for cultivating long-term English proficiency in social aspect of SCC in oral communication. This study adds to the increasing amount of evidence that supports the use of technology-enhanced language learning tools in EFL education. It provides promising implications for the future of language teaching and learning.

### *Finding Related to the Second Question*

The second question of the study was: Are there any statistically significant differences in the mean scores of the experimental group in their mastery of the aspects of the productive skills as result of using error analysis as a remedial teaching technique?

To answer this question, One-way ANOVA test was applied to compare between the aspect of the writing skills (vocabulary growth, Structure, Ideas, Phrasal verbs, Figures of speech, Cohesion and Coherence, Relational words and Conjunction, Grading and sequence) for post-test, Table 3 showed that.

Table 3. Means and Standard Deviation of Students' Performance Post- Test in the Criterion of the Speaking and Writing Aspects

<b>Speaking and writing Aspects</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Structure and vocabulary, and phrasal verbs</b>	16	12.24	0.651
<b>Figures of speech</b>	16	11.62	0.714
<b>Prosodic and non-verbal aspects</b>	16	8.30	0.413
<b>Coherence and cohesion</b>	16	14.26	0.865
<b>Relational words and Conjunctions</b>	16	18.48	9.24

Table 3 displays the average and standard deviation of students' performance in the writing aspects of the post-test. A noticeable distinction can be observed in the virtual means. To assess the significance of this difference, we can conduct a One-way ANOVA test. The table provides the results of this test.

Table 4. One-way ANOVA of Students' Post-Test Scores by Group in the productive Aspects

<b>Variable</b>	<b>Sum of squares</b>	<b>DF</b>	<b>Mean Square</b>	<b>F Sig</b>	<b>Sig</b>
<b>Between writing and speaking aspects</b>	16.11	5	4.67	1.35	.061
<b>With in Productive skills</b>	39.14	14	2.682		
<b>Total</b>	58.82	20	2.88		

The result is significant at the  $\alpha \leq 0.05$  level. Table 4 shows One- Way ANOVA of students' post-test scores by group in the writing skills. We can see that there are no significant differences between the writing aspects of language. Because the value of  $F(4,15) = 1.44$ ,  $\text{sig} = 0.071$  this evidence to no sig.

Table 5. The Results of (Schiffer) on the Post-Test for Type of Aspects

Type of Aspects	Mean	Vocabulary Structure and phrasal verbs	aesthetic aspects	prosodic and non-verbal	Cohesion and Conference	Relational words and Conjunctions
Vocabulary Structure, phrasal verbs	12.24	5.2	4.78	2.30	0.89	-
Diathetic aesthetic aspects	11.62	-	-	0.95	3.94	0.10
prosodic ad non-verbal aspects	8.30	-	-	-	2.24	0.95
Coherence al Cohesion	14.26	-	-	-	-	14.16
Relational words and Conjunctions	18.44	-	-	-	-	14.02

Differences are statistically significant at the level of significance ( $\alpha \leq 0.05$ ). Table 5 shows that: The places of significant difference for Type of aspects was between (aesthetic aspects) and (vocabulary growth), in favor of (Vocabulary growth) category by mean (2), but (aesthetic aspects) category mean was 4. and between (Vocabulary growth) and (Relational words and Conjunction), in favor of (Vocabulary growth) category by mean (12.24), but (Relational words and Communication) category by mean (18.44), and between (Vocabulary growth) and (Figures of Speech), in favor of (vocabulary growth) category mean (9.52), but (Conference and cohesion), category mean was (14.26).

Table 3 showed that using numbers are at most more expressive and franker than words. Those tables have been done to show in which aspects of the productive skills did the experimental group students, develop the most as a result of using error analysis as a remedial teaching strategy.



### *5.2 Discussion of the Results of the First Question*

The initial inquiry investigated whether there were any statistically significant disparities in the average scores of the experimental and control groups in terms of writing proficiency as a result of the teaching strategy (error analysis as a remedial teaching versus the regular method).

Accordingly, the finding of this study showed that error analysis as a remedial teaching technique was found to offer a good opportunity to assess the productive skills implicitly. Additionally, the results of present study showed that the experimental group subjects have improved and developed their Productive skills over the weeks of exposure to error analysis as a remedial teaching.

Their scores in the post-test were statistically significant. Accordingly, the hypothesis of the study which read "There are statistically significant differences between the experimental and control groups' mean scores in Productive skills due to the strategy of teaching (error analysis as a remedial teaching vs. regular instruction) at  $\alpha \leq 0.05$ ." is accepted.

The results of the study showed that the experimental group achieved better than the control group in the productive skills. Thus, using error analysis as a remedial teaching method can be regarded as an effective method to develop the EFL learners' Productive skills.

The findings are in harmony with what is reported by Watcharapunyawong and Usaha (2013) who applied error analysis as a modern technology in EFL classrooms to learn writing, its beneficial effect on writing skills.

The study found that the speaking skills of English Major students in Jordan who received remedial training with good error analysis had improved. It is suggested to use curricular Innovations, teacher training, and individualized feedback to further promote language development. Continuous assessment and family involvement are emphasized, along with a call for additional research to explore the long-term impacts of remedial teaching on speaking ability in many educational situations.

The main conclusions of the study and its ramifications are discussed. It explores how well remedial instruction works to improve speaking abilities of English Major students in Jordan. The conversation emphasizes the value of error analysis as a diagnostic instrument that enables focused interventions and customized feedback.

The implementation of remedial instruction by teachers is examined, with a focus on the significance of their preparation in order to effectively address language problems. The necessity of changing the curriculum to include more interactive and communicative activities in order to promote language development is also discussed.

The importance of the continuous evaluation process is emphasized, along with how it helps monitor students' development and prompt timely modifications to instructional methods. The conversation also touches on the possible advantages of parents helping their strategy learn a language at home.

The first question tried to examine whether error analysis has an effect on students' skills of writing and speaking. The results of the study showed that the experimental group performed better than the control group, thus, error analysis can be regarded as an effective medium to develop learners' writing and speaking skills.

The results of the present study showed that learners have improved and developed their sub-skills of writing and speaking over ten weeks of practicing by error analysis. Their scores in writing and speaking on the post- test were statistically significant. To conclude, error analysis was found to offer a good opportunity to develop students' writing and speaking skills.

Error analysis proved to be a beneficial tool in language go with the results of Kotsyuk(2015). These findings pointed out that a number of essays were collected. Grammar checked and errors were grouped into spelling, grammar, punctuation, structure, and style types. The study investigated the process of error analysis of the corpus of the Ukrainian students' essays written in English.

The findings of this question were in a harmony with Khansir (2012) who discussed that error analysis is one of the main subjects of second- language acquisition studies. Moreover, errors are important to be analyzed.

### *5.3 Conclusion*

In summary, the present study has revealed the impact of utilising Zoom-AVC with native English speakers on the development of the social aspect of SCC in oral communication in Jordanian eleventh grade EFF students. The study's quantitative results demonstrated that students who utilised Zoom-AVC with native English speakers experienced enhanced social aspect of SCC in oral communication. They would have increased opportunities to interact and engage with native English speakers. Nevertheless, the study also indicates the necessity for additional research to examine the efficacy of Zoom-AVC with native English speakers on enhancing aesthetic, prosodic and non-verbal, sports-related communication and investigate its influence on learners with varying levels of proficiency.

AVC technology has made it easier to improve the social aspect of SCC in oral communication, both in and out of the classroom, at any time and place. Consequently, the utilisation of Zoom-AVC with native English speakers has led to an enhancement in students' social SCC in oral communication. Accordingly, the results indicated that there was a notable enhancement in their SCC in oral communication, specifically in area of social communication. This improvement was supported by significant increases in scores from the pre-test to the post-test and to the delayed post-test. The enhancements can be ascribed to heightened exposure to authentic social cues, proficiency in navigating social interactions, improved cultural comprehension, and exposure to diverse and innovative language usage through engagement with native English speakers.

Furthermore, conducting research on the enduring impacts of Zoom-AVC with native English speakers on the development of overall SCC in oral communication would be highly beneficial. Although there are some limitations, this study adds to the increasing amount of

research on technology-assisted language learning by showing how Zoom-AVC with native English speakers can enhance the social aspect of EFL students' SCC in oral communication. Further investigation into the limitations identified in this study has the potential to offer a more extensive comprehension of the role of Zoom-AVC in improving the communicative competence of EFL learners in a culturally nuanced and captivating manner.

#### *5.4 Discussion of the Results of the Second Question*

The second question sought to determine the aspects of Productive skills that the experimental group students developed that most as a result of using error analysis as a remedial teaching.

The findings of the study indicated that using error analysis as a remedial teaching method in language teaching has increased students' Productive skills.

It was clear through the test that students' knowledge of the writing aspects included (vocabulary growth, Structure, and Phrasal verbs, Figures of speech, Cohesion and Coherence, Relational words and Conjunction, prosodic and non-verbal aspects).

According to this finding, some aspects are more difficult to be acquired than other writing aspects. Moreover, some aspects need more time and practice to be efficiently acquired.

The results are in harmony with what is conducted by Ridha (2012) who investigated the effect of using error analysis incorporated in the teaching material. Further results of Ridha study showed that using error analysis are important to support productive aspects of language.

Students become more familiar with authentic English and authentic environment when they were taught via error analysis as a remedial teaching method. The second question sought to determine if there are any performance of each productive aspects due to using error analysis.

The discovery aligns with Hazaymeh's (1996) study, which investigated the mistakes made by secondary students when learning English verb tenses. The findings demonstrated that every student in the study exhibited enhanced proficiency in literacy by the conclusion of the research. Furthermore, the study revealed that the errors made by the students can be attributed to specific factors such as interference from their mother tongue, overgeneralization, the complexity of verb tenses, and lack of knowledge of grammar rules. This finding is consistent with Hasiym's (2002) explanation of the significance of error analysis in the instruction of English as a foreign language. He discussed the challenging nature of errors in the process of learning English as a foreign language, emphasizing the usefulness of error analysis for both learners and teachers. Teachers must evaluate the effectiveness of their teaching methods in language instruction. For learners, error analysis is necessary to identify the specific areas of grammar that are challenging for them.

Learners' styles and sentence organization became better after practicing speaking using error analysis. This finding aligns with the research conducted by Soepriatmadji (2008), which investigated the impact of error analysis on writing activities. The study revealed that students faced difficulties when expressing their ideas in spoken English. The majority of

them made substantial errors in verb phrases, infinitives, and past tense. Their mistakes primarily pertain to syntax and result in localized semantic consequences.

This discovery aligns with the research conducted by Ting (2010), which identified common mistakes in spoken English that require remedial instruction. This study has contributed by identifying two grammatical categories that require accommodations for speech features: the use of affirmative sentence structure as a question and the use of the base form of the verb instead of the past tense form.

There were notable disparities in the students' spelling performance when it came to error analysis. This suggests that there were notable variations in favor of the experimental group, with a mean of 21.61, as compared to the mean of the control group.

There were high significant differences in students' performance in capitalization due to error analysis. This indicates that there were significant differences due to error analysis in favor of the experimental group.

The third question aimed to examine if there are any performance of each sub-skill of speaking and writing due to using error analysis; These sub-skills of speaking include: (Pronunciation, Intonation, Grammatical Competences, Body Language) Figures of speech, cornice and cohesion, vocabulary growth.

Experimental group students' performance in speaking got better. This result is in harmony with Jahan (2017) who collected data about the errors of speaking by analyzing the video. It was found that the learners' idiosyncratic utterances which are translated by the investigators own way in the absence of learners.

This finding is similar to Nazarloo, Navidinia (2016) who investigated the use of the voice of groups which were recorded to compare the differences of errors made by English language learners of Turkish and Persian languages, classes. The results showed that Azeri Turkish learners of English language did better in phonological errors since they made less errors. The findings agree with of Simbolon (2015) who investigated the errors of grammar on speaking activities using simple present and present progressive tenses made

In addition, this finding is in line with Saputri (2015) error analysis are speech error, morphological error, syntactical error. They also reported more additions of sentences and of paragraphs-more significant changes than those found in earlier studies.

### *5.5 Conclusion*

The following conclusions could be derived from this study:

1. The results of the study showed that error analysis as a remedial teaching technique motivated students and improved their Productive skills.
2. Compared with those who learned by the regular instruction, the analysis Buch of the study results has shown a statistically significant difference in Productive skills using error analysis as a remedial teaching was better than those who learned by the regular instruction.

3. After comparing the mean scores of both groups in the Productive skills level, it was clear that the difference was in favor of the experimental group.

According to the study, English Major students in Jordan who receive remedial instruction with good error analysis have improved their speaking and writing abilities.

### *5.6 Recommendations*

1. Conduct training sessions for EFL teachers in Jordan to acquaint them with error analysis methodologies and effective remedial teaching techniques, enabling them to enhance students' speaking skills.

2. Conduct training workshops for English as a Foreign Language (EFL) teachers in Jordan to familiarize them with efficient remedial teaching techniques and error analysis approaches, enabling them to assist students in enhancing their productive skills.

The study's findings provide the following recommendations for EFL teachers, researchers, and curriculum designers at MOE.

It is advisable to promote the utilization of the Error Analysis strategy by EFL teachers in their classes. Provide training to English teachers and instructors on the proper usage of language in their English classes. Provide training to EFL teachers on instructing their students in the utilization of this strategy for enhancing their writing and speaking abilities.

The researcher suggests that other researchers should conduct similar studies with extended durations, employing diverse variables, larger sample sizes, and alternative teaching methods for writing and speaking in universities and public schools. This will enhance the generalizability of the findings.

Curriculum designers should prioritize the incorporation of the Error Analysis strategy and develop additional writing and speaking exercises.

6. Further investigations should be undertaken and implemented to examine the impact of employing error analysis as a remedial instructional approach on the writing proficiency of English as a Foreign Language (EFL) learners over extended durations. These investigations should employ diverse methodologies at different stages, incorporate a range of variables, and involve larger cohorts of learners in public educational institutions, in order to enhance the generalizability of the findings.

7. EFL instructors should be motivated to utilize error analysis as a method of remedial instruction.

8. EFL instructors ought to receive training on the utilization of error analysis as a remedial teaching method in their English classes.

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