

Analysis of the Implication of Error Analysis Theory for Writing Teaching in Middle School

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Abstract: The teaching of English writing is one of the most difficult points in English learning, especially in the middle school and high school English teaching stage; Error Theory Analysis is one of the important theories of foreign linguistic theories, which is of profound significance to writing teaching. Therefore, this paper mainly focuses on the role of error analysis theory in the process of secondary school writing teaching, analyzes the cases of correcting and improving students' writing errors by using error analysis theory, and analyzes how to improve students' interest in writing and enhance their confidence in English writing, so as to improve secondary school students' ability to write in a foreign language, and their ability to use the English language can be improved accordingly.

Keywords: Error Analysis, Middle School Students, Writing Teaching.

1. The Relationship between Error Analysis and Foreign Language Writing Teaching

When it comes to the relationship between error analysis theory and the teaching of foreign language writing in secondary schools, it is important to first understand the definitions of error analysis theory and foreign language teaching itself.

1.1. The Introduction of Error Analysis and Writing Teaching

The traditional view is that errors are the deficiencies that students show in the process of learning a foreign language, but in fact, the definition of "error" itself in second language acquisition deserves to be scrutinized. Modern linguists believe that errors are not defects, but rather manifestations of the learners' own creative learning, indicating that they are learning the language [2]. Errors are systematic and inevitable. Now, what we should do is to study errors carefully after they occur rather than to prevent them from arising. Regarding types of errors: Burt and Kiparsk divide errors into two broad categories: localized and global errors. These types of errors are due to comprehension errors in students' understanding and perception of the target language.

In the process of teaching foreign language writing in secondary schools, the traditional view of teaching considers that the teacher's inappropriate teaching methods or the learners' own lack of effort are the main reasons for errors, but ignores the positive significance of errors. Corde, after studying the analysis of errors in native language acquisition, believes that learners' errors provide the factual basis for the state of the language they are using. Error analysis has important implications for the learner's own language acquisition. Learners can correct their errors by knowing where they have made language errors through scientific analysis, and they can also learn about their own deficiencies in the process of language acquisition in order to further improve their learning process.

1.2. The Relationship between Error Analysis and Writing Teaching

As an indispensable part of students' English learning skills, English writing is a way to express the author's viewpoints and disseminate knowledge and information, which is also indispensable for contemporary secondary school students [3].

Error analysis theory is an important part of second language acquisition research, but also a major development in foreign language teaching, is one of the key concerns of applied psychology and linguistics in recent decades [4]. Error analysis theory is a very important tool in the study of foreign language teaching, how to grasp and use it correctly, has a significant role in guiding the foreign language teaching workers, the further improvement of the level of foreign language teaching and improvement depends on the students' learning process of some of the errors in the process of timely correction and error correction, that is, timely grasp of the learning of the learners.

2. Error Analysis Theory and Interlanguage

Interlanguage comes from the cognitive psychology, and the medium language is the theory foundation in foreign language teaching. Learners' language acquisition level is reflected in the distance from the intermediate language to the target language. Beginners in the process of language use due to incomplete understanding of the linguistic rules of the target language may guess the learned sentences, grammar, etc., and limited use of language functions will make language errors.

Selinker was the first to introduce the concept of mediational language hypothesis in his paper "Language Transfer in Language Learning" in 1969. He noticed that second language learners would build up a language system dependent on their mother tongue, which is between the mother tongue system and the target language, and is in the process of development and change, approaching the target language [1]. He called this phenomenon Inter-language. According to Selinker's definition, an interlanguage is a language system at a particular stage of learning a second

language, and therefore it is a special kind of language. Inter-language is universal and abstract; it is a continuum of the target language. Combined with Chinese and foreign language learners' research on mediated language, mediated language has the following characteristics: 1) permeability. The language system is constantly developing and changing, and this characteristic of language also determines mediation; 2) Dynamism or multiplicity. The "variability" is mainly reflected in two aspects, free variation and systematic variation; 3) Intermediary language, like other languages, has linguistic morphemes; 4) Repetition. The intermediate language system is built up in the process of target language learning; 5) Petrification. Petrification, also known as "rigidity", is an important characteristic in the process of intermediary language study. Petrification refers to the fact that in the process of learning the target language, errors appear repeatedly or the learner is in a stagnant state.

Chinese students' in-depth foreign language learning usually starts around the age of 13, so the production of interlanguage is natural. Therefore, our teachers must realize that it is unrealistic to expect students to reach native level in English.

3. Implications of Error Analysis Theory for Teaching Foreign Language Writing in Middle Schools

As an important skill for learners in the process of learning English, writing is a comprehensive expression of learners' language and utilization abilities. Many frontline junior high school English teachers have been trying to find out how to improve the teaching of English writing as well as to reduce the errors of middle school students in writing and other problems. The emergence of the error analysis theory has a certain practical role and significance in middle school foreign language writing teaching, which makes the results of middle school foreign language writing theory research richer, and further deepens the understanding of the process of writing teaching, and provides guidance and help for the design and development of daily writing teaching activities for the majority of front-line secondary school teachers.

3.1. The Current Situation of English Writing Teaching in Middle Schools

Strengthening strategic research on writing teaching is one of the important goals of the reform of the junior high school English curriculum. In various types of English tests in junior high school, the easiest and higher-scoring part is often the grammar part. The training of English writing is one of the most effective ways to cultivate students' expressing and thinking ability. It is also one of the most important parts of language skills, and it is also one of the most important ways in which language production can be demonstrated[5]. Therefore, it is very important to find out the types of mistakes and the reasons for them, and to find out the effective ways to reduce them. From the perspective of teachers, this article will help the teachers to know where the errors occur, the types of mistakes and the reasons for them, so that they can know where the students are lacking and where they should be strengthened, so that they can make and modify their teaching plans in a planned way so that the teaching can be targeted. The teacher can design and modify the curriculum in order to implement targeted instruction in order to achieve a real focus on teaching. From

the students' point of view, this paper will help students to understand what aspects of their mistakes are prone to occur, and to strengthen the practice of these aspects, so as to take the initiative to consciously avoid the emergence of such errors in writing.

3.2. The Use of Error Correction Principles and Error Correction Techniques in Writing Instruction

In the actual teaching process of junior high school foreign language writing, teachers should follow the principles of error correction mentioned in the theory of error analysis: the principle of emotion, the principle of efficiency and the principle of hierarchical categorization. In this context of foreign language teaching, it is very important for teachers to be emotionally involved and to cultivate students' emotions. When students make language errors, teachers should take great pains to guide them patiently, and should not be sarcastic and ironic, which will frustrate students' learning motivation and hurt their self-esteem and fragile foreign language learning emotions. Otherwise, teachers' improper teaching behavior may directly lead to the ultimate failure of learners' language learning. In the foreign language classroom, the negative effects of frequent error correction by teachers are obvious, which requires teachers to be efficient when correcting errors. Teacher error correction cannot be a simple repetition of language structure explanation, in order to improve the efficiency of error correction, teachers should not only pay attention to the error correction environment, but also adopt flexible and diversified error correction techniques, give full play to the students' subjective role and initiative, and use more forms of negotiation to improve the efficiency of error correction. The structuralist view of language regards language as different hierarchical structures, and people often follow the order of phonetics, vocabulary and grammar in learning foreign languages, and similarly, the language errors made by learners also show different hierarchical relationships. Therefore, when correcting errors, teachers should first consider the order of correcting various types of errors, and try to make their corrective procedures conform to the developmental pattern of students' acquisition of second language.

In order to enhance students' confidence in foreign language learning, under the guidance of the error analysis theory, teachers should pay attention to error correction techniques in addition to strictly following above mentioned principles. Error correction techniques include direct correction, indirect correction, self-correction and group correction. Take the collective correction technique as an example: the teacher will find that some mistakes are made by more than 1/3 of the students in the class or more students in the process of correcting the students' essays, which means that the students who may have made the mistakes can't self-correct, so the teacher can let the other students in the class come together to help him before giving the correct answer, so that the whole class can participate in it, and the effect will be better than the teacher's own explanation. teacher explaining it himself. Such a corrective approach is for the whole class as a whole, not for a particular student, so the whole class benefits from such a corrective approach as well, since it is not aimed at an individual student. Such a correction process would be more time consuming than the three types of error correction mentioned above, but the purpose of the classroom activity is for the students to learn the language,

not for the teacher to simply impart knowledge of the language. Scholar Brumfit has emphasized the role of discussion in adopting a group self-correction process, arguing that apart from discussion and consultation, there is little value in students correcting errors for others [7]. Students' ability to self-correct is also very important in the process of learning to write in a foreign language. In the process of learning English, mistakes will be made frequently. Teachers put to improve students' self-correction skills in English writing. Teachers can use a lot of evaluation methods when students' English writing error correction, among which the most commonly used estimate is mutual evaluation.

4. Implications of Error Analysis Theory for Teaching Foreign Language Writing in High Schools

English writing is a program to test students' comprehensive English ability, which covers a wide range of basic knowledge in English learning, and can well reflect students' comprehensive English literacy.

4.1. The Current Situation of English Writing Teaching in High Schools

In high school, the English writing class time is less, the form is slightly single, which leads to high school English writing become a big stone in the hearts of high school students, don't know where to put down the pen, and often appear all kinds of errors, such as vocabulary errors, syntax errors, grammatical errors and errors in the discourse, etc., and long-term influence by the mother tongue learning, how to write to make the authentic English has caused a great obstacle to the expression of the Chinese thinking is often The words in Chinese are often poorly expressed and laughable. Therefore, writing has become the key point and the difficult point in the daily teaching of English. At the beginning of the 21st century, English has become an international common language. As one of the four basic skills of English, English writing is getting more and more attention from the language world. The English syllabus and the New College Entrance Examination of Middle School have set higher demands on English writing. In order to improve the English Writing of Senior High School Students, it is imperative to understand the common errors in students' English writing and find effective ways to correct them in order to help students improve their English writing.

4.2. The Importance of Analyzing the Causes of Writing Errors

In the process of teaching foreign language writing in high school, high school teachers should actively help students realize the mistakes they often make in English writing, and then teachers and students analyze the reasons for these mistakes together to improve students' writing level and avoid similar mistakes. Teachers should analyze and summarize the reasons for the frequent occurrence of typical errors and teach them in a focused way. By developing different teaching strategies, students' writing can be improved. Therefore, in the process of teaching foreign language writing in high school, it is very important to analyze the causes of students' writing errors under the guidance of error analysis theory.

Categorizing students' writing errors is necessary, and these error correction strategies adopted can really improve high school students' English writing level and ability. Therefore,

in future high school English writing teaching, English teachers should pay attention to combining traditional teaching methods with various error correction strategies to help students improve their English writing skills. students improve their English writing[6]. According to the causes of errors, they can be categorized into internal and external causes. Internal factors mainly include: interlanguage transfer, intra-language transfer, and other reasons; external factors mainly include: induced errors, the negative effect of the finished-center method, and other reasons. Among them, there are many internal factors, besides interlanguage errors and intra-language errors, there are also some students' own reasons which can be categorized as the internal causes of errors, such as: students' poor physical condition, low learning status, students' psychological tension during the examination and students' lack of solid mastery of the knowledge content, and so on. All of these reasons are more or less on the students in writing will cause some obstacles, resulting in errors.

Therefore, error analysis is important for foreign language teaching, which can promote the progress of scholars and urge teachers to reflect on improving the teaching process. Error analysis helps to explore the psychology of Chinese students in exploring the rules of the target language in foreign language acquisition. Through the investigation, we can improve and enrich our own theories and methods of second language teaching as well as help the development and improvement of foreign language teaching in China. By studying the mistakes, we can find the reasons. We can find out the blind spots in teaching and the students' deficiencies, which will be very helpful for us to carry out effective teaching. All these are of great significance to the education and teaching of second language.

5. Conclusion

Error analysis theory can provide teachers with first-hand instructional information, so that they can investigate the errors made by learners in the process of learning in a timely manner, understand the reasons for their errors, and take effective measures. On the other hand, the Error Analysis Theory can prompt teachers to adapt their teaching strategies and improve their teaching methods in order to improve their English teaching. One of the main objectives of English teaching is to enhance students' communicative competence. Therefore, it is necessary for teachers to use different methods to deal with the different errors in English learning, and to improve the students' interest in learning, so as to make them aware of the causes of their errors. We need to fundamentally improve students' interest in learning, make them deeply realize the reasons for their mistakes and pay attention to correcting them, and improve students' innovative ability in learning. In addition, students should be instilled with an awareness of improving vocabulary. Let the students practice more in life and realize the essence of English learning and improve their English writing ability. English writing ability.

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