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FROM FALLACY TO PROFICIENCY: NARRATIVES OF SENIOR HIGH SCHOOL TEACHERS IN CONDUCTING ERROR ANALYSIS OF STUDENTS' ACADEMIC WRITING

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ABSTRACT

This phenomenological research explores the lived experiences of 10 senior high school English instructors at private schools in Davao City, Philippines, when performing error analysis of students' academic writing. The study adopts a phenomenological approach through six in-depth interviews (IDIs) and one focus group discussion (FGD) comprising four participants to examine the core of teachers' reflective practices and the change in writing faults from fallacies to competency. As a result of contextual factors such as large class sizes, intensive workloads, and limited resources, the primary findings indicate that especially stringent limits prevent a comprehensive study of errors. This is because these elements are present. Concentrated feedback, iterative changes, and culturally appropriate frameworks are among the ways teachers provide students with secure and adaptable strategies to handle stressful situations. Look at typical mistakes such as grammar, structure, and first language interference as indications of developmental advancement. The findings promote instructional creativity and increase student writing outcomes in the Bisaya-English multilingual contexts. However, institutional restrictions require school leaders to operate within the confines of professional development, communities of practice, and context-specific frameworks. Finally, to provide educators with a bridge to close the writing gap to academic competency and to support fair language education in contexts with limited resources.

KEYWORDS: *Academic Writing, Error Analysis, Fallacy to Proficiency*

INTRODUCTION

The Problem and Its Setting

Errors are not only unavoidable but necessary in the quest for knowledge, and most importantly in the arduous task of learning academic Writing. An Academic Writing teacher requires students to master navigating complex language patterns, structuring and organizing ideas logically, and expressing meaning clearly and precisely. This causes many mistakes among senior high school students, reflecting their developing linguistic proficiency and difficulties in meeting academic requirements. The function of the senior high school instructor is crucial in this regard.

Teachers play a significant part in the schooling process. They spot errors, provide relevant reasons, and encourage students to improve their writing skills. It is also important to understand how these teachers see faults as signals for improvement, how they reinterpret errors in actual teaching situations, and how they cope with practical obstacles such as a lack of time or resources. Hence, empirically proven methods that convert mistake correction into meaningful language acquisition for senior high school learners are not known. This is an obstacle to establishing context-specific professional development programs.

This research concerns the empirical findings and reports of senior high school teachers engaged in error analysis.In addition, the research examines educators' experiences, perspectives, and teaching practices to explore how error analysis operates in everyday instructional settings and in contexts beyond theoretical frameworks. It is important to understand teachers' views, challenges, and strategies to understand better how they handle such errors in the classroom.

Research in several international settings provides strong evidence for the instructional usefulness of error analysis. Ahembe and Joshua (2025) investigated students' Writing in senior secondary schools in Nigeria and observed a consistent pattern of errors in grammar, verbs, articles, punctuation, and word choice. These inadequacies were shown to be a major hindrance to the pupils' capacity to express meaning in Writing. These faults could not be remedied without a careful study of the errors made, thereby perpetuating incorrect linguistic habits and hindering the academic advancement of children.

The analysis of English writing by Malaysian Senior High School students showed that the major flaws were grammatical, semantic, and mechanical. The most prevalent kind of error was grammatical (Amiri & Puteh, 2023). The concerns point to the need for systematic teacher feedback and assessment using rubrics. The error analysis frameworks helped the instructors provide accurate and valuable comments focused on the essential adjustment, rather than unfocused information that was not beneficial to advancement.

Purwanti and Wijaya (2023) analyzed the content of Indonesian senior high school students' narratives and discovered that misinformation was the most frequent error. The errors were mostly interlingual and intralingual interferences; the students could not correctly apply the grammar rules in the target language. Research suggested that the

development of grammatical awareness should be founded on the analysis of mistakes by means of intentional teaching. Results suggest that successful teaching of Writing requires an understanding of the causes and patterns of errors.

More weight is given to the role of instructors in Metro Manila in developing error analysis into a necessary teaching tool. An unfavorable transfer of Filipino to English was typically attributed to certain grammatical flaws in research conducted among senior high school pupils. Their study emphasizes the need to incorporate error analysis into the daily classroom routine to enable teachers to support learning effectively and help students improve their academic English proficiency (Bautista & Garcia, 2023).

Dela Cruz (2022) investigated the reflective teaching approach in senior high school subjects in Cebu City and found that systematic mistake analysis enhances teaching. Researchers discovered that teachers are continually watching for students' writing mistakes. This enhances their reflective practice of instructional tactics and their responsiveness to learner needs. Instructors examined their errors and updated their teaching tactics, shifted the focus of their classes, and improved their feedback systems, resulting in increased student Writing performance.

Magno (2024), in the accounts of teacher error analysis at the University of the Philippines Diliman, argues that the teacher did not see mistake repair as a routine or fault-finding task but as a thoughtful and dialogic effort. For the teachers, error analysis was a device to elicit meaningful discussion of language use, encourage students to understand their mistakes, and help them find ways to improve their language.

The study by Uka et al. (2023) focused on the projects of senior high school students in Davao City. There were many little things, mostly language and punctuation, and omissions and substitutions that interrupted the flow of the text. They spoke about the basic laws of grammar and systematic errors to improve children's writing skills. They realized that fixing the surface flaws is not enough. Good Writing requires writers to understand the fundamental rules of grammar.

Research has shown that reflective error-analysis processes help instructors to overcome problems such as limited resources and a large number of classes. It also increases students' confidence and progressive improvement in writing skills. They can detect trends, not just one mistake, and provide a safe space to try again and learn." The synthesis shows that error analysis is a dynamic, ever-changing process of fault-finding. It is also important for instructors to adapt the error-analysis process to children's individual learning needs, as this helps learners gain confidence and competence in academic Writing. Linguistic variety and the pedagogical challenges that come with it necessitate that senior high school instructors analyze their students' errors reflectively to make learning effective and language growth possible continually. Mistake analysis, when used and assessed correctly, offers the instructor a substantial opportunity to help transform errors into positive progress toward academic accomplishment.

LITERATURE REVIEW

This part considers teachers' views of errors as markers of development, their error-analysis practices in real classroom contexts, and their management of practical constraints, such as time scarcity and limited resources. Consequently, the lack of empirical understanding of the tactics that lead to error correction and substantial language growth among senior high school students impedes the creation of context-specific professional development programs.

Applying error analysis in academic Writing, the study shows that students' errors are not random but systematic and substantial. Recent research suggests that this kind of mistake is a good indicator of children's developmental stage, the learning techniques they use, and the educational experiences they have undergone (Gong, 2025). Contemporary studies have focused on error analysis, with instructional cognition and reflective instruction at its foundation. Teachers are not only the judges of a work of Writing, but also active interpreters who load meaning onto mistakes based on their ideas, experiences, and classroom contexts (Fadloeli, 2022). This concept sees mistake analysis as a tool for teaching and for professional growth.

The more complex the academic Writing, the more teachers need to diagnose and rectify students' writing problems. In contrast, there is less research on teachers' lived experiences of mistake analysis, especially in the Philippines outside major cities (Uka et al., 2023).

Experiences of Senior High School English Teachers in Conducting Error Analysis of Students' Academic Writing

There are certain problems encountered by English teachers in senior high school when they make error analysis of students' academic Writing. The study ties these problems to the broader topic of the impact of environmental, institutional, and sociolinguistic factors on teachers' evaluation of errors, either as markers of language growth or as indicators of its absence.

Research from around the world, especially in China, has indicated that the continuation of teachers' practice depends on their attitudes towards mistakes and institutional restraints. Teachers who have a developmental perspective on second language acquisition do not view student errors as failures but rather as evidence of growth in their interlanguage (Gong, 2025). Gong thinks it is not easy to translate this technique to a formal classroom setting, especially when students have diverse aptitudes and resources are limited.

Chinese senior high school instructors acknowledged professional tiredness due to repetitive technical ways of rectification, Qu (2024) found. The results of the study suggest the need to build an integrated feedback system that incorporates self-evaluation, peer assessment, and teacher feedback. Moreover, the findings of this study indicate that this approach also helps to avoid interpretation bias, achieve learner autonomy, and make continual progress in Writing.

Similarly, EFL teachers in Jordan had difficulty appropriately classifying errors due to the many teachings and administrative tasks they had to handle. When resources are scarce, instructors may employ systematic error-analysis frameworks to deliver targeted educational interventions and effect real improvements in students' writing abilities (Bataineh, 2024).

Likewise, Al-Homoud (2023) reported that the cultural standards of "error-free" Writing also affect the perfectionist expectations of instructors and students in the Saudi university setting. The academics were aiming to provide positive feedback; negative comments were a failure of the program. For example, in the classroom, Al-Homoud's teaching instructors-built trust by using the term "error-positive," which saw mistakes as a developmental milestone, thereby facilitating writing improvement through open error-sharing procedures.

In coherence between Portuguese and English causes a big gap in coherence in Brazilian high schools. The first substantial sample of errors was not a pleasant read for the teachers. However, it revealed large-scale genre-specific taxonomies of error, including rhetorical importance and technical accuracy. The pragmatic filter approach enables instructors to provide feedback that is suitable for helping multilingual learners understand the needs of academic discourse, even while they continue to struggle with surface-level challenges (Silva, 2024).

Hajan (2019) revealed that Filipino English instructors in the Cebu Region used learner-centered and process-oriented approaches in teaching Writing to their learners. However, achieving the objectives is difficult due to the grading criteria and the number of courses. So, the teacher is only happy with superficial changes. Thus, there is little probability of an examination of the inadequacies or of giving helpful observations.

Furthermore, senior high school teachers in Metro Manila also emphasized the importance of Filipino-English transfer errors as a major hindrance to their students' academic Writing achievement. Teachers realized that interactions had consequences, but they lacked the language-analytic abilities to identify the problems that lay beneath the surface characteristics (Bautista & Garcia, 2023).

The feedback provided by educational institutions in Cebu City on students' academic Writing focuses on efficiency rather than widening the scope of observation on students' Writing, according to Dela Cruz (2022). The results imply that to be successful in self-reflective tasks, it is necessary to provide both supportive reinforcement and corrective feedback. No, borders are not impediments but a way for us to move forward.

Reyes (2021) evaluated the effect of technical factors on the spelling proficiency of English and Hiligaynon instructors in classrooms in Iloilo City. The teachers recognized the role of dialect in vocabulary and spelling development. However, the curriculum limited their use of contrastive phonology to teach Writing. Reyes suggested modular error-analysis templates schools might use, including regional language options. These templates allow instructors to address interference systematically without disrupting the lesson flow.

The same tasks have emotionally drained teachers in the Bicol Region who serve as assessors and counselors, as well as the organizational challenges that accompany this scenario. The academic credentials were not clear-cut. Poor Writing and oral traditions that prefer tales to sequential argument are fundamentally identical, and teachers exploited that fact. Teacher workshops show how students' genre knowledge can turn hurdles into potential through the combination of traditional storytelling and Western academic traditions (Legaspi, 2023).

It also examines how situational variables affect teachers' experiences in mistake analysis in Davao. Uka et al. (2023) conducted a study at the University of Mindanao on the written output of senior high school students, and the findings indicated that numerous technical faults, especially in punctuation and capitalization, have been a major problem for instructors. Most of the difficulties were attributable to L1 interference and the students' unfamiliarity with formal academic English. The results demonstrated the burden on the teachers to rectify so many faults in such a short amount of instruction.

In a study by Santos-Villaber (2022) at the Ateneo de Davao Lab School, students preferred telling stories orally in a circular form rather than the sequential, scholarly strategy used to present them. Moreover, this was the preference found. This is consistent with the Bagobo-Tagabawa tradition of storytelling. Moreover, this produced organizational challenges.

Understanding Error Analysis

Error analysis is the painstaking work of detecting, classifying, and analyzing the errors children make when they write or speak, so that we may determine what is, in fact, generating the errors and develop better lessons to address them.

It reverses the common view of faults as just mistakes and sees them as important indicators of how learning happens. The teacher classifies errors into two types: interlingual errors, caused by the student's first language, and intralingual errors, caused by the target language's rules. This helps us to comprehend the cognitive errors behind writing challenges (Purwanti & Wijaya, 2023). In a nutshell, teaching that goes deeper into fundamental causes rather than immediate fixes.

Recent studies suggest that mistake analysis is more important than ever, especially given varied linguistic backgrounds and K-12 standards. Studies show it enhances students.

Contextual Challenges in Davao City Schools

There are certain contextual limitations in the use of error analysis in private senior high schools in Davao City. Challenges include linguistic variety, interference from local dialects of the native language, and constraints on the resources available to the institution. Challenges include minor issues, such as correct grammar, and more critical ones, such as tendencies to code-switch between Cebuano, Tagalog, and English (Uka et al., 2023), which confront educators. Such sociolinguistic facts call for the development of culturally responsive analytical frameworks that go beyond the usual approaches to teaching English as a second language.

It is challenging to implement due to differences in resources between private schools in cities and those in rural areas. City schools' teachers' limited access to basic digital tools, workload, and assessment pressures imply that they resort to cosmetic repairs driven by efficiency, rather than detailed diagnoses (Dela Cruz, 2022). Curricular alignment K-12 is a tension between standardized standards and contextual flexibility. The contradiction stems from the need to balance national standards with local learner conditions.

Strategies of Senior High School English Teachers in Conducting Error Analysis of Students' Academic Writing

The Senior high school English teachers use different adaptive coping strategies in their error analysis of students' academic Writing, especially when they are faced with heavy teaching loads, limited instructional time, and inadequate institutional resources. Instead of systematic or exhaustive mistake analysis, teachers make strategic decisions about which errors to focus on, how to give feedback, and the long-term viability of modes of analysis.

Bataineh (2024) stated that systematic classification techniques for errors by English teachers in Jordan were based on the norms of error analysis. This error taxonomy is a good tool for teacher intervention and reduces the cognitive load of feedback. The tough technique helps teachers maintain analytical rigor despite time pressure.

They were organized by priority, first by the most frequent or developmentally critical defects, then by the less significant ones, and lastly by high school teachers in China. This step-by-step method was more efficient and reduced students' discouragement, thereby reducing excessive instructor input in one hour of teaching (Gong, 2025).

During their training, English instructors in Indonesia learned to develop reflective coping mechanisms, such as working in pairs with colleagues and self-assessing the clarity of their teaching (Fadloeli, 2022). These approaches provided teacher candidates with more effective responses to complex error patterns and improved their instructional responses. This indicates that reflection is important for good error management.

In Japan, researchers used "error flow analysis" to identify common patterns in student portfolios rather than in individual works. The longitudinal approach enabled the data on critical errors to be interpreted as a developmental narrative, which, in turn, created personalized training without the need for laborious per-assignment analysis (Tanaka, 2023).

Hernández (2024) focuses on "feedback triage" by "secondary teachers in Chile, in which they immediately identify coherence-breaking errors and then correct them, enhancing style. Teacher inquiry groups are working together using these approaches and developing shared rubrics to spread the analytical work across departments.

In Quezon City, Gonzales et al. (2021) observed that Filipino English in Quezon City, Filipino English teachers typically used selective correction methods targeting errors that hindered understanding because of the problem of large class sizes (Gonzales et al., 2021). To support this approach, teachers engaged in "collaborative" lesson planning and the sharing of resources, thereby increasing the efficiency and consistency of feedback.

Research in Cebu City demonstrated the use of efficient error-analysis techniques, including checklists and collaborative diagnostic exercises, which enabled teachers to handle substantial amounts of student writing while maintaining analytical rigor. These techniques facilitated the swift identification of persistent mistake patterns while minimizing the necessity for thorough individual examination (Aquino et al., 2020).

For instance, Perez (2022) conducted research on writing instruction using Hiligaynon in Iloilo. The teachers developed transfer-aware" mistake templates for this study to predict common L1 tendencies. These advances were carried forward in peer coaching forums that featured standardized professional learning environments of discourse evaluations.

Research in Davao City documented how senior high school English teachers addressed the prevalence of superficial errors, especially in punctuation, intensified by linguistic variety and first-language interference. To mitigate the prevalence of these errors, educators instituted integrated grammar workshops and peer-mentoring initiatives within writing training. These interventions converted reactive, singular adjustments into enduring educational practices that benefited both educators and students. Educators effectively managed the demands of error analysis while fostering

long-term writing growth (Uka et al., 2023).

Also, Reyes (2024) of the Ateneo de Davao University examined urban Senior High School settings in which code-switching was more prevalent than the typical marking techniques. Teachers were able to point out hybrid forms of Tagalog, Bisaya, and English using bilingual glossaries of errors. Graphic organizer scaffolds were also used to prevent organizational excursions from oral narrative traditions to construct culturally appropriate analytic frameworks.

Pedagogical Strategies and Classroom Application

Student input that works with limited resources and produces real results. Methods for teaching error analysis and correction: First, high school teachers will identify various flaws that distort messages, generate, and they will explore the basics of tech issues, remaining accurate without losing desire (Bataineh, 2024). “This is a systematic way to keep that edge without burning anybody out.

In the Philippines, educators adapt global strategies to local circumstances, using tools such as error checklists and modular logs to monitor patterns over time (Hajan, 2019). Group diagnostic activities and peer mentoring convert individual correction into collaborative learning, effectively addressing volume difficulties in large classes (Aquino et al., 2020). These strategies transform reactive solutions into sustainable practices that enhance instructor efficiency and foster student autonomy.

The shift to the new normal expedited pedagogical adaptation, as educators incorporated digital feedback systems alongside conventional techniques. This adaptation emphasized the adaptability of mistake analysis across face-to-face, hybrid, and online formats, equipping educators to meet changing curriculum requirements (Gong, 2025). Ultimately, strategic mistake analysis cultivates situations in which writing proficiency develops through guided thought rather than mechanical repair.

Teaching Insights of Senior High School English Teachers Gained in Conducting Error Analysis of Students’ Academic Writing

The systematic analysis of students’ writing errors is of great pedagogical value to senior high school English teachers. The consistent error patterns inform the linguistic demands of learners, L1 interference, and the insufficiency of instructional design. By analyzing errors, teachers can move beyond simply correcting errors to gain a deeper understanding of how students make meaning, the difficulties they encounter in transferring language, and their responses to teaching approaches.

Jordanian English teachers were analyzed in depth to identify patterns of flaws and to show that surface correction was not enough to achieve long-lasting success (Bataineh, 2024). Teachers continued to see problems in students’ writing samples, so they have been adjusting their curriculum to focus on grammar, such as verb tenses and sentence structure.

Chinese senior high school teachers used a hierarchical error-priority system that aligns with students’ developmental phases of language acquisition, the researchers stated. Teachers had problems with comprehension and sequencing, which led them to address simple matters before moving on to more sophisticated syntactic patterns. The technique improves students’ competency in the writing process and coherence of instruction (Gong, 2025).

Indonesian teachers were more aware that interlingual interference was the primary source of errors, according to Purwanti and Wijaya (2023). These findings led to the development of culturally sensitive instructional resources that explicitly connected students’ first-language writing practices to the conventions of academic English, thereby facilitating linguistic transfer.

In Thailand, Srisuk (2023) found that teachers identified Thai topic-comment structures that hinder English linear reasoning, leading to genre-specific transition workshops that converted cultural rhetorical preferences into academic advantages.

In Brazil, teachers were noted for recognizing Portuguese infinitive forms that led to problematic English clause structures, facilitating contrastive syntax mapping and enhancing clause mastery among L1-dominant learners (Oliveira, 2024).

Bautista and Garcia (2023), in their study of teachers in Metro Manila, found poor transfer patterns in teachers' assessments of student writing in Filipino, particularly in sentence structure and cohesiveness. This prompted instructors to adopt scaffolded feedback approaches to address transfer-related faults, thus improving coherence and clarity of students' academic Writing.

Equally, teachers in Cebu City described that, through error analysis, they were able to assess the effectiveness of their teaching methods. Limited instructional resources have prompted teachers to adapt their teaching methods to meet students' needs better, leading to improved writing outcomes (Dela Cruz, 2022).

Cruz (2023) similarly stated that the Cuyonon aspectual systems in Palawan are more focused on the completion of events than on a rigid chronological sequence, which results in long-term misunderstanding among indigenous learners of English tenses. This was obvious in their incorrect use of the simple past tense and their overgeneralization of the progressive aspect. Teachers hated these "temporal mismatches." They made breakthrough discoveries via contrastive temporal mapping. They constructed a temporal structure, not Western linear time, underlying indigenous concepts of time. Teachers utilized the English tense-aspect systems to understand the stative-completive distinctions

of Cuyonon. Thus, the teachers turned their own perplexity into a cognitive advantage, allowing learners to use their natural sense of time to succeed academically and in the cultural-linguistic aspects of their cultural language tradition.

This further emphasizes the pedagogical significance of mistake analysis in Davao City. Uka et al. (2023) found that senior high school English educators gained significant insights from the prevalence of superficial errors, particularly in punctuation and capitalization, in student essays. Educators acknowledged that these patterns were intricately associated with linguistic diversity and differing degrees of exposure to formal academic English.

Furthermore, Ramos (2022) found that tendencies to code-switching were commonly observed among senior high school teachers in metropolitan Davao City. Because of the multilingualism of the students' environment, Tagalog, Bisaya and English were mixed in daily communication. Instead of simply marking these hybrid forms as errors, teachers developed creative bilingual glossaries that honored students' language fluidity and provided specific instruction on differentiating modes for academic Writing. In this culturally responsive approach, the students' home language was seen as a cognitive resource, contributing to metalinguistic skills that assisted them in meeting academic criteria.

Impact on Teacher Reflection and Professional Growth

Good pedagogy is shown by teachers who reflect and continue to develop professionally, especially when students' writing errors reveal problems with how the instruction was designed. Philippine senior high school English teachers tend to develop a better understanding of error patterns indicative of L1 transfer problems and thus reconsider their class preparation and feedback practices (Bautista & Garcia, 2023). This reflective process will strengthen their professional identity, from being correctors to facilitators of diagnosis.

Research shows that continuous error analysis can help build teachers' self-efficacy by providing concrete evidence of their effectiveness. Teachers who detect patterns of error among groups of students have a sophisticated grasp of students' needs and, as a result, increase their effectiveness (Dela Cruz, 2022). The class is huge, and the assessment requirements can initially undermine confidence. However, careful study turns these problems into opportunities to improve the education process.

Implications for Professional Development

Some policy implications are the introduction of training in mistake analysis into the pre-service curriculum and into the annual in-service training modules. School administrators can also allow time for collaborative review of error logs and facilitate reflective practice with performance statistics (Magno, 2024). The systematic help improves error analysis as a fundamental teaching tool, not a temporary fix, and enhances students' writing competence in many scenarios in the Philippines. Senior high school English educators face many challenges in conducting error analysis of students' academic Writing. Their interpretations of errors, whether as developmental milestones or inadequacies, are significantly influenced by contextual, institutional, and sociolinguistic factors.

On the contrary, the Philippines has large classes and is assessed in ways that improve it superficially. So, process-oriented approaches are typically just paid lip service. Linguistic preparation is insufficient, leading to increased transfer errors from Filipino to English. Institutional pressures encourage feedback-focused on efficiency and superficiality. Mechanical errors due to first-language interference are a hardship for teachers with tight schedules.

Teachers have developed systematic solutions to these difficulties and they have been about pivotal, not surveillance. In the resource-limited setting they employ global and local strategies: Categorization systems reduce cognitive load, tiered prioritization prevents student overload, reflective peer work preserves best practices, targeted corrections with collaborative planning accommodate large classes, checklists and group diagnostics manage volume, modular error logs assist incremental tracking, grammar workshops and peer mentoring are transformative.

These methodologies provide instructors with a revolutionary insight by reframing errors as diagnostic of student growth, first-language impacts, and instructional limitations. They describe the phases of progression from individual correction to systematic and needs-oriented training. Interlingual insights help to generate culturally relevant material. Progress records allow for a consistent belief update. Transfer patterns provide systematic feedback. Methods are improved only slightly. It concerns surface errors and linguistic variety throughout the restoration.

This synthesis reveals an ongoing process of development in both the global and Philippine contexts: systemic tensions give rise to adaptive coping strategies that produce concrete ideas for improving the teaching of writing. However, the context-specific stories of Philippine teachers reveal shortcomings that deserve a qualitative inquiry into their lived experiences to inform focused professional development.

To address these gaps, a holistic professional development program for Filipino senior high school teachers is needed. Training in error analysis frameworks that incorporate developmental and contrastive linguistics should be readily available. It should be a priority for policymakers to provide affordable digital courses or local workshops. Communities of practice built around collaborative networks can support the sharing of local strategies for reducing L1 Interference among educators.

Research Questions

Developing pedagogical approaches that boost students' academic writing remains a serious challenge for senior high school English teachers. The errors must be corrected through pedagogical knowledge, which means analyzing their genesis, not only identifying and classifying them, and providing feedback that contributes to learning and progress.

Error analysis is an important part of writing teaching. However, limited studies exist on how senior high school instructors experience, handle, and extract insights from this process in their classroom practice. The objectives of this project are to answer the following research questions:

1. What are the experiences of senior high school English teachers in conducting error analysis of students' academic writing?
2. What are the strategies of senior high school English teachers in conducting error analysis of students' academic writing?
3. What are the teaching insights senior high school English teachers gain in conducting error analysis of students' academic writing?

METHODOLOGY

Design and Procedure

The specific techniques used to determine the credibility and transferability of the study findings are described in the following section. The study schedule and settings were described in detail, and contextual aspects were provided to allow for potential transferability to similar scenarios. The design included (a) semi-structured interviews to extract rich teacher narratives; (b) an explicit statement of my role as researcher and interpreter of lived experiences; and (c) strong ethical regulations.

The phenomenological methodology was the best because it can embrace the richness of human experience through participants' real situations. The paradigm was founded on teachers' perceptions of their role in error analysis and the impact of such practices on their professional development and teaching decisions. Interviews generated rich, thoughtful data that shed light on the obstacles and transformational perspectives teachers had in guiding students from errors to proficiency in writing.

Research Participants

The study identified ten (10) informants and respondents, six (6) for in-depth interviews (IDIs) and four (4) for focus group discussions (FGDs). It was a mix of personal reflection and shared insights. All interviews were audio-recorded (with consent), transcribed verbatim, and thematically coded. Participants were asked to reflect on how their perceptions of student errors have changed and how these experiences have improved their teaching practices and student outcomes.

Informants and participants were selected by purposive sampling to ensure they had rich experience in error analysis in senior high school academic writing. Primary inclusion criteria were: current employment as senior high school English teachers at private schools; at least three to five (3-5) years teaching academic writing or related courses; and prior formal or informal error analysis of student writing.

Research Instrument

The primary method was the semi-structured interview, which allowed for the exploration of participants' ideas while remaining consistent across interviews. The interview guide asked open-ended questions to explore teachers' beliefs, methods, and reflections on error analysis in students' academic writing.

The guidance was evaluated and approved by research professionals on clarity, ethical compliance, and study objectives. Interviews were recorded with consent, transcribed verbatim, and analyzed using thematic coding to identify key themes and categories. This method offered detailed understandings of teachers' growing understandings of errors from fallacies to competency.

The researcher, a senior high school English teacher, naturally brought personal experiences and ideas about student writing and language acquisition to the study. The participants' stories were understood in terms of difficulties assessing and correcting writing faults. The researcher's professional background influenced his viewpoint. His knowledge of error patterns, feedback procedures, and student difficulties was gained through his own classroom experiences in similar situations. Data sense-making was also conducted with an eye toward objectivity.

This experience and gained empathy for the choices teachers make, the struggles they have, and their emotional reactions. The explicit writing instruction, attention to the needs of diverse learners, and balance between accuracy and encouragement fostered an appreciation for the complexity of error analysis and a refining of nuance in the interpretation of participant stories.

The possibility of bias was reduced through consistent reflexivity, clear recording of assumptions, monitoring of the effects of experience on interpretation, and open, reflexive reexamination of the data. Instead of drawing conclusions based on preconceived notions, this allows conclusions to be drawn from the authentic voices of the participants.

Data Analysis

This study uses a qualitative phenomenological approach to explore the meanings senior high school English teachers attach to their experiences conducting error analysis in students' academic writing. Quantitative methods focus on numerical data and statistical generalizations, whereas qualitative phenomenology aims to capture the depth, complexity, and richness of teachers' lived experiences, beliefs, attitudes, and reflective practices. Instead of focusing on analysis of teachers' error analysis practices, it aims to understand how teachers use error analysis and why they interpret and respond to student errors in certain ways, thereby shedding light on the impact of these interpretations on pedagogical decision-making and student learning gains.

Data analysis was based on Colaizzi's (1978) phenomenological method, which involves seven systematic steps: (1) reading the data to get a general sense of the data, (2) extracting significant statements, (3) formulating meanings from the significant statements with interpretative analysis, (4) clustering the formulated meanings into themes, (5) integrating the findings into an exhaustive description, (6) identifying the fundamental structure of the phenomenon, and (7) validating the findings with the participants through participant's evaluations for credibility, confirmability, and authenticity. This technique ensures that the final thematic representation accurately reflects participants' voices and experiential realities.

To enhance analytic rigor, I also used Miles et al.'s (2020) qualitative data analysis method, which emphasizes systematic coding, pattern identification, and evidence-based conclusions. This entails an iterative process of reading and reflecting on the transcripts to identify cognitive, emotional, and strategic patterns that recur and shed light on how teachers understand error analysis as a transformational instructional technique. The systematic and interpretive approach offered rich insights into teachers' understanding of student errors, not as deficits, but as evidence of learning potential, opportunities for development, and pathways to writing expertise. The current view highlights the reflective, evaluative, and adaptive aspects of teaching and provides a comprehensive picture of the relationships among teacher cognition, practice, and student accomplishment.

RESULTS AND DISCUSSION

Implications

The results of the study demonstrated that the senior high school English teachers in private schools are able to obtain diagnostic clarity on persistent gaps through the error analysis of their students' academic writing. They can tune into trends like grammar, organization, and so on, so they can have focused interventions with big groups of youngsters. This not only develops writing skills but also corresponds with the goals of K-12 education. Another approach educators can use to foster resilience is through reflective activities that can turn time constraints into pedagogical strengths. Finally, it facilitates students' metacognition through peer modifications and feedback.

In addition, these findings are helping to build a curriculum that is aware of the influence of the first language in the multilingual contexts of education in the Philippines. Bataineh's (2024) empirical investigations show that focused professional development on error-analysis tools such as diagnostic checklists may reduce the workload in the classroom. School officials are being asked to push for smaller class sizes or more resources so that a full investigation into the mistake can be done. Collaborative professional learning communities can also be the vehicle via which area-specific methodologies are disseminated, therefore contributing to the furtherance of instructional equity. Ultimately, these transformative strategies must be institutionalized by continuous policy interventions of the Department of Education (DepEd).

These discoveries include Interlanguage Theory, which is widely accepted to be one of the most essential frameworks to understand learners' errors. The idea was first put forward by Selinker in 1972. He claimed that language learners create a changing linguistic system, which is neither their first language (L1) nor the target language (L2) that they are learning. This intermediate system is a reflection of the attempts of the learners to understand the rules of the second language, and it often leads to systematic errors that reflect the level of development of the learners. The interlanguage theory, applied to the area of error analysis, offers a useful lens to explore the rationale behind the specific faults senior high school students make in their writing in academic contexts. Teachers can identify the current level of abilities and cognitive strategies of their students by identifying repetitive patterns. This allows them to develop training that targets the root causes of errors rather than just addressing erroneous acts at the superficial level.

Another major topic related to the mistake analysis is Process Writing Theory, since the participants have linked it with their experiences. Flower and Hayes (1981) developed this model, which sees writing as a recursive, multi-stage process, rather than a one-off act, involving preparation, drafting, rewriting, editing, and publication. Editing and publishing are other processes. And error analysis is especially relevant in the review and editing phases of the process, in which students and professors discover linguistic and mechanical flaws to improve clarity and accuracy. Teachers guide students through each stage of the process, prompting them to reflect on the mistakes they have made, and in this way, they urge learners to be metacognitively aware and self-regulated.

Future Directions

The potential future directions for research and practice based on the findings of *the Narrative of Teachers in Conducting Error Analysis of Students' Academic Writing* highlight the need to further expand and sustain error analysis practices across multiple stakeholders. While the study demonstrated that intentional, reflective, and contextually grounded error analysis can significantly enhance learners' writing development, several avenues remain open for deeper exploration.

The following are recommendations for future explorations aligned with the field's focus and this study's qualitative research design.

Teachers need to be proactive participants in professional development activities to improve their knowledge of error analysis, particularly with respect to frameworks like interlanguage analysis and contrastive diagnostics. They can do this by attending workshops, engaging in seminars, reading up on current research, and enrolling in training courses on writing assessment and feedback. Reflective diaries can be kept by teachers to record common student errors, to spot patterns, and to evaluate what educational tactics work best. By working with colleagues in mentoring, peer

observation, and action research, they can develop a common body of effective practices that address real classroom needs.

Students should be encouraged to take a more active role in developing their writing through self-assessment, peer evaluation, and reflection. This can be accomplished by keeping error logs, rewriting depending on feedback, and writing short comments after each assignment to determine what was learned and what still needs work. These techniques make students more conscious of their thinking, more responsible, and more confident in their academic writing.

School administrators need to provide the time, resources, and professional development for teachers to create settings conducive to effective error analysis. They can do this by decreasing class sizes where possible, providing ongoing professional development, and making educational materials and digital tools available to instructors that allow for feedback and tracking. Administrators should also support teacher-led research and collaborative planning meetings to bring error analysis into the school's instructional culture. Schools that prioritize such supports enable teachers to address students' writing needs in a targeted, systematic manner.

The Education Sector must strengthen policies and adopt strategies that include error analysis as a focus part of teaching writing. This can be done by embedding digital tools, blended learning models, and writing aid platforms into the curriculum implementation. There is also scope for the sector to provide national teacher training, ensuring schools across different places have equitable access to contemporary methods and materials. Using the education sector as an example, innovative assessment and feedback processes can ensure that error analysis is always used to improve student writing outputs.

Parents have a significant part in helping youngsters improve their writing skills. Support could include talking about feedback at school, supporting the regular writing practice, and creating a learning and revision-friendly environment at home. The educational institutions may also conduct parent orientation workshops or information drives to help parents comprehend the writing process and how error analysis might contribute to enhancement.

Future Researchers should explore more focused and creative pedagogy and strategic approaches for enhancing error analysis in students' academic writing by investigating the impact of digital tools, teacher training models, peer feedback systems, and classroom interventions in diverse educational contexts. Researchers can look at rural vs. urban, public vs. private schools, or different language backgrounds to find what works best. The investigations will add to a growing evidence base for improving writing instruction and teacher practice.

Action Research Design. Future researchers should explore more focused and creative pedagogy and strategic approaches for enhancing error analysis in students' academic writing by investigating the impact of digital tools, teacher training models, peer feedback systems, and classroom interventions in diverse educational contexts. Researchers can look at rural vs. urban, public vs. private schools, or different language backgrounds to find what works best. The investigations will add to a growing evidence base for improving writing instruction and teacher practice. Future researchers should additionally explore the following research methods:

Comparative Case Study Design. Case studies in a variety of private and public senior high school settings would provide insights into differences in teachers' approaches to error analysis. This design provides for rigorous comparisons of tactics, obstacles, and outcomes across characteristics such as class size, L1 variety, and resource availability. Rich, multi-site data could inform best practices transferable to regional strategies. Interviews and artefacts provide qualitative richness for sophisticated knowledge of context. Findings may help formulate scalable models to be adopted DepEd-wide.

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