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ERROR ANALYSIS ON THE ENGLISH ESSAYS OF STUDENTS UNDER THE MODIFIED WORK AND STUDY PROGRAM (MWSP): A CORPUS-BASED APPROACH

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ABSTRACT

The purpose of this study was to identify the most common grammatical issues encountered by students in different categories such as word choice (vocabulary), singular/ plural, verb tense, articles, capitalization, preposition, and the classification of errors such as omission, addition, misordering and misinformation. Moreover, this study looked at the grammatical errors in English essays written by Grades 8-10 students of Modified Work and Study Program (MWSP) in Kapalong East District, Schools Division of Davao del Norte using a corpus-based technique to discover, categorize, and analyze recurring patterns of error. A corpus of 51 essays was collected, classified, identified, and evaluated using an error-analysis approach. The findings found that verb tense and misinformation were the most common committed errors. These were followed by improper use of vocabulary, preposition, capitalization, and articles as well as incorrect order, excessive use of words in a sentence. Accordingly, these errors were caused by a lack of exposure to formal English usage, limited interaction of ESL learners and teachers, decrease of opportunity and a poor knowledge of basic grammatical rules. This study emphasized the need for specialized teaching strategies and intervention programs that address the need and level of ESL learners especially in the Modified Work and Study Program (MWSP). By addressing these challenges, the study hoped to improve students' written communication abilities and overall academic achievement. Hence, the results contributed to the expanding corpus of research on error analysis in English as a Second Language acquisition.

KEYWORDS: *Error Analysis, Essays, Grammatical Errors, ESL Learners, Modified Work And Study Program, Kapalong East District, Philippine*

Chapter 1
INTRODUCTION

Writing is a broad skill that all students should learn in schools. Along with reading, listening, and speaking, this is critical for learners' literacy development. As part of this process, ESL students in all grade levels have been committing grammatical errors in their English writings, specifically essays.

In Indonesia, Pakaya and Nabu (2022) revealed that most Indonesian students had faced difficulties and problems in writing essays. Students had difficulty and limited knowledge in choosing vocabulary. Moreover, students' problems also included major errors in grammar which made them just ignore the structure in writing English essays. They also had trouble and errors in writing organization like determining the title of the specified theme and its contents, punctuation, and spelling.

In the Philippines, particularly in the Province of Rizal, students had encountered several difficulties that limited them to write certain academic pieces. These difficulties and errors students have committed include errors in sentence structure, using of concepts inappropriately, and selecting inappropriate vocabulary or terms in writing. Moreover, it was also discovered that students had excessive use in verb tenses, vague use of pronouns, incomplete and loose paragraphs and composition of fragments and unnecessary adjectives and adverbs in their essays (San Miguel, 2021).

In the local setting, one of the Master Teachers in the field of English subject in a school of Davao del Norte Division stated that she has found a lot of common grammatical errors towards her students' essays. When it comes to the structure, she identified run-on sentences and fragments as major errors in writing among students. She added that it may be because students got a very low performance in terms of writing competence. Also, students' grammatical errors in writing English essays are results of a failed foundation in creating basic sentences.

In this manner, I came across to study by looking the Essay-writing ability of those students attending once-in-a-week classes like the Modified Work and Study Program which no researcher has ever studied, and it served as the gap of this study. If language teachers found grammatical errors to the English-essay outputs of those students they encounter during weekdays, there might be

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worse cases for students in the Modified Work and Study Program or Sunday High School Program. With this, the study demanded an urgency of resolution to all English teachers in the Modified Work and Study Program or MWSP also known as Sunday High School to create any intervention or an area of improvement in correcting grammatical errors of English essays of their students.

Purpose of the Study

The purpose of this study was to analyze the errors of English essays focusing on the grammatical structure of Grades 8 to 10 students under the Modified Work and Study Program (MWSP), formerly known as Sunday High School Program in private schools in DepEd, Kapalong East District, Schools Division of Davao del Norte. At this stage in the research, this undertaking was generally defined as the collection of works from MWSP students such as English essays in language class focusing on the proper placing and correct usage of words in a clause or sentence in a paragraph. Hence, these essays will be analyzed through identifying, classifying, and evaluating common errors found in the sentences' structure and arrangements.

Research Questions

1. What are the errors found in the grammatical structure of the English essays of Modified Work and Study Program students?
2. What are the classifications of errors on grammatical structure of the English essays of Modified Work and Study Program students?

Theoretical Lens

This research study was grounded in Moi Ing's (2020) classification of grammatical-structure errors. In her study, she identified six categories of errors in writing English essays. These categories of errors are as follow: Error in Word Choice/Vocabulary; Error in Singular/Plural; Error in Verb Tense; Error in Articles; Error in Capitalization; and Error in Preposition.

To answer the second research question, this study was supported on the theory of Surface Strategy Taxonomy by Dulay et al. (1982) as cited by Tokan and Sari (2024). They have identified four types of errors namely Omission, Addition, Misinformation, and Misordering. Meanwhile, in the context for the study, Corder (1974) as cited by Yılmaz and Demir (2019) discussed the error analysis in five stages as follow: collection of data containing errors; classification of errors; identification of errors; disclosure and evaluation of errors.

Scope and Limitation of the Study

This study was limited only to the Grades 8 to 10 students under the Modified Work and Study Program in a private school in Kapalong East District of Davao del Norte Division. Since the participants of this study were the students under the Modified Work and Study Program or Sunday High School enrolled for School Year 2024-2025, I have only conducted this study during Sundays.

The data of this study would be limited only in scrutinizing and analyzing English essays of Modified Work and Study Program students particularly on the errors found on the grammatical structure. In this manner, participants were given a topic about autobiography, and they would write a three-paragraph essay within 45 minutes in one sitting using English language and were collected after language class as suggested by Moi Ing (2020).

Chapter 2
REVIEW OF RELATED LITERATURE

In this chapter, it discusses the review of related literature about the Error Analysis on the English Essays of Students under the Modified Work and Study Program (MWSP): A Corpus-Based Approach.

Error Analysis

In the teaching-learning procedures inside the classroom, it is a normal case that students yield errors in their learning process, especially writing since it is considered as one of their characteristics. A system of errors in the language acquisition is portions of a communication, conversation, or an output that drift before determining the language performance of students and teachers inside the classroom (Kuiken & Vedder, 2013) as cited by (Agustinasari et al., 2022).

As a support, learners of the second language who are not proficient in the English language and are still learning inside the classroom usually make errors in their written outputs. ESL students are generally incompetent in writing English sentences because all of them are not familiar with learning the correct grammar rules and how these are applied and used like the first-language learners (Berthelsen et al., 2021).

Classification of Grammatical-structure Errors

In English-language classes, the learner-participants' written essays might examine the different grammatical-structure errors using Error Analysis. Afterwards, the teacher should give these learners the attention they need and assist them in identifying the issues they are having to solve these issues. Most previous research found that most students' written essays of any grade level had errors in grammar. In the analysis, it could be classified and identified with the six most frequent errors namely Capitalization, Article, Verb Tense, Singular/Plural Form, Word Choice/Vocabulary, and Preposition (Moi Ing, 2020).

On the other hand, Mao and Yao (2024) stated that one of the reasons for the grammatical-structure error of different classifications among students is that grammar is disrupted by their mother tongue. They also frequently make mistakes when applying grammatical principles from their own language to English grammar. Aside from that, they have no solid foundation in English grammar and have limited vocabulary. Finally, students lack application and knowledge of the different rules of grammar and its classification.

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Surface Strategy Taxonomy in Error Analysis

According to Suprapto et al. (2022), Surface Strategy Taxonomy is the classification of linguistic errors according to the way the surface structure is changed, with an emphasis on examining how surface structure evolves. It emphasizes how surface features are changed. Moreover, this is how students could add extraneous items, leave out essential ones or arrange words in a sentence incorrectly. It concentrates on elements of the errors themselves. It involves Omission, Addition, Misinformation and Misordering.

More specifically, Dulay et al. (1982) as cited by Esmalde (2022) stated that Surface Strategy Taxonomy highlights the alteration of surface structure in a sentence. With this, students could add unnecessary components and leave out necessary ones, or they might misform or rearrange the structure. It is divided into four categories namely Omission, Addition, Misformation and Misordering.

Modified Work and Study Program

In this learning process, students have their five-day modular program and one-day face-to-face contact on weekends, which Sunday is the most preferred day of the students. With this, the Sunday High School Program was adopted. As years passed by, thousands came in and most of them were out-of- school youth (OSY), house helpers, farmers, machine workers, janitors, public utility workers, and working students. With such, this program provides an opportunity to individuals who are working from Monday to Saturday and can hardly find time to attend regular classes (Escobarte, 2015) as cited by (Quezon, 2023).

However, according to Kummer (2023), the possible problems of Sunday School programs are having uneven class sizes, which can build challenges for educators in providing each student the attention and support among them. Moreover, it can limit interactions between different age groups. Since they are mostly working students, teachers may encounter differentiated students in class according to age gaps.

Generally, this chapter encompasses a thorough exploration of previous studies about error analysis in language learning contexts and how it impacts English teaching and communication. As a result, the researcher explores the collection of corpora to analyze errors particularly through English-essay outputs produced by learners.

Chapter 3
METHODOLOGY

In this chapter, it discusses the methods and procedures in gathering information about this study. It includes the research design, research material, data analysis, trustworthiness of the study and the ethical consideration.

Research Design

This study utilized a qualitative design employing error analysis to identify the errors on the grammatical structure of the English essays of Modified Work and Study Program students. An error analysis under qualitative research aims to investigate the structural and grammatical methods underlying the second language acquisition among ESL learners (Corder, 1971) as cited by (McDowell, 2020).

Moreover, this study was under an error analysis study. It focuses on finding the facts and information about students' errors based on the theory of Error Analysis proposed by Corder (1974) as cited by Amilia (2018) in the narrative text like English essays. This study focuses on identifying the errors and possible causes of errors made on it. Hence, this approach is used to systematically find, categorize, and assess grammatical-structure errors in English essays written by MWSP students.

A corpus of fifty-one (51) English essays of MWSP students was used in the analysis of this study. Corpus linguistics provided a certain material like essay for various kinds of studies of the language and its variants and will determine the main approach of text analysis based on corpora or Corpus-Based Approach (Faxriddinovna, 2021). As suggested by Hanafi et al. (2020), the corpora or collection of various data up to fifty-one (51) was developed to implement different situations; evaluate phases or stages of each corpus; lead effective and efficient learning and get maximum validity of results and implication for the teaching-learning process.

Data Analysis

In this error analysis, I used the proposition of Corder (1974) as cited by Yılmaz and Demir (2019) where he discussed error analysis in five stages: firstly, is the collection of data containing errors; secondly, is the classification of errors; thirdly, is the identification of errors basically on the grammatical structure of essays; fourthly, is the disclosure of errors and finally, is the evaluation of errors. The essay facilitator will let student-participants write a three-paragraph essay about their autobiography within 45 minutes in one sitting and will be collected after the language class as suggested by Moi Ing (2020).

The second and third steps were to classify and identify the errors. The researcher read each of the essays of the students. With this, I wrote down and labeled the errors to differentiate each. The fourth and final steps were to disclose and evaluate the errors. The researcher listed the errors as identified by Moi Ing (2020), which consisted of the example of sentence errors based on grammatical structure. Finally, after analyzing the error sentences in the table, I explained the result of error sentences into more complex and classified the dominant errors occurring in students' English essays.

Trustworthiness of the Study

Credibility. In determining grammatical errors of English-language application from the corpora for a discourse analysis, it is necessary to facilitate the classification of significant extracts since there will be large data like English essays to be used in this study.

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Dependability. According to Shenton (2004) as cited by He (2023), in achieving dependability, a researcher should make a detailed report of the undertaking, allowing future researchers replicate the work to gain different findings.

Confirmability. Rather than creating a reality through their results, qualitative researchers who believe in and desire objectivity rely on notions such as precision and accuracy in their research practice, as well as the participation of other researchers.

Transferability. It is a naturalistic study depends on similarities between sending and receiving context, the researcher collects sufficiently detailed description of data in context and reports them with sufficient detail and precision to allow judgment about transferability to be made by the reader (Elmusharaf, 2013) as cited by (Stahl & King, 2020).

Ethical Consideration

A researcher must use caution while disclosing his or her study findings if they may jeopardize the excellent working relationships of his or her sponsor. This is clear if the content focuses on the organization's policies and may expose sensitive personal or organizational information. There should be a need to collaborate well with other researchers, research adviser and expert debriefer to uphold the intellectual rights and ethical practices of the researchers (Akaranga et. al, 2016) as cited by (Olaniran & Baruwa, 2020). With these, I will conform with the following elements namely: Social Value, Informed Consent, Vulnerability of Research Participants, Risks, Benefits and Safety, Privacy and Confidentiality of Information, Justice, Transparency, Qualification of the Researcher, Adequacy of Facilities and Community Involvement.

Moreover, my participants were assigned with *'codes'* namely *EWE01, EWE02, EWE03…EWE51* to ensure that research involving human subjects would be carried out in an ethical and confidential manner. The codes contained rules, some general, others specific, that guide the investigators or the reviewers of research in their work (Ryan et al., 1979).

Chapter 4
RESULTS

This chapter presents the results of the study focusing on the errors found on the grammatical structure as well as the different classification of errors committed by MWSP students in their English essays.

Table 1
Errors Found on the Grammatical Structure of the English Essays of the Students under the Modified Work and Study Program

Category of Errors	Code/ Item	Examples of Errors	Analysis
Word Choice (Vocabulary)	EWE 18	I'm **leaving** in Prk. 3 Relocation Site, maniki Kapalong Davao del Norte	The student participant has committed an error in Word Choice or Vocabulary from this sentence. He misuses *'leaving'* instead of *'living'*. It changes the meaning of the sentence, and it creates miscommunication for the readers. With this based on the context, the writer should use *'living'* as an appropriate word for this sentence.
	EWE 29	Don't **lose hoop**	From this sentence, the writer has appeared to commit an error in Word Choice by writing "*hoop"* instead of "*hope"*. This error becomes confusing and varies to the original meaning of the writer.
Singular/ Plural	EWE 14	My **father and mother is** very hard working	This sentence shows an error between the plural subject and singular verb. It shows mismatch since the sentence involves two people; singular verbs must not be used. The rule in singularity and plurality in grammar always states the agreement with each other.
	EWE 25	i hope my mommy is thinking her **childs** hir in Philipines	The grammatical error that ruins the meaning and fluidity of the statement is the misuse of *"childs"* rather than the proper plural form, *"children."*
Verb Tense	EWE 08	**I'm continue** to school…	The verb tense and structure of the sentence *"I'm continue to school…"* are incorrect because *"continue"* should be in its present participle form *"continuing"* to correspond with the present continuous tense that *"I'm"* (a contraction of *"I am"*) indicates.
	EWE 01	I **will praying**	In this sentence, it is obvious that the participant incorrectly uses verb tense from his essay. Specifically, instead of writing *"will pray"* in expressing simple future action as ruled and aligned to the standard grammar rules, the writer uses progressive tense form of the verb "*praying"* which negates the grammar rules.

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Articles	EWE 19	I have **a siblings**	From this sentence, the participant states *'siblings'* in the sentence which is considered plural. To correct and align the statement to the rules of grammar, the article *'a'* should be removed in the sentence. On the other hand, if the sentence intends only to describe one sibling, it can also be correctly written as *"I have a sibling".*
	EWE 18	I have **a two cats**	The statement *"I have two cats"* is incorrect because the article *"a"* cannot be used with the plural noun *"cats"* or a quantified number like *"two"* and restricted to singular, unquantified nouns. The correct construction should be *"I have two cats."*
Capitalization	EWE 04	I studied at Q***** M******* Institute of **technology inc.**	In the sentence, it is observed that the participant failed to capitalize "*Technology"* and "*Inc."* in his sentence. Moreover, *"Inc."* (Incorporated) should always be in capitalized form since it is part of the formal name of an institution. To correct the sentence especially in providing proper names, we capitalize both terms.
	EWE 26	I'am **shanne** and I'm 15 years old	In this sentence in terms of capitalization, the participant still failed to capitalize her name in the sentence which indicates her lack of knowledge in the rules of capitalization. With this, it is corrected from "*shanne"* to "*Shanne".*
Preposition	EWE 15	…live **in** Prk 1 Semong Kapalong davao del Norte	In this sentence, the prepositions "*in"* and "*at"* function in different contexts and meanings. Although both can be used in pointing out a location, in this case, the student-participant commits error in proper use of preposition. Whereas *"in"* refers to more general places (such as cities or neighborhoods), *"at"* refers to specific locations (such as a home or a particular point). Clearly, *"at"* is suitable for *"Prk. 1, Semong,"* but *"in"* is appropriate for *"Kapalong"* and "Davao *del Norte,"* which are both wider regions.
	EWE 50	I'm born **in** August 2 2009	In grammar rules, *'in'* should be used in describing a specific day while *'on'* is used in introducing a specific date. For instance, *"on"* is used for precise dates (e.g., *"on August 2, 2009"*) or days of the week (e.g., *"on a Monday"*), *"in"* is used for months, years, centuries, or non-specific periods (e.g., *"in August"* or *"in 2009"*). Since the participant is introducing a date, it is incorrect to use "*in".*

Table 2
Classifications of Errors on the Grammatical Structure of the English Essays of the Students under the Modified Work and Study Program

Surface Strategy Taxonomy	Item/ Code	Committed Classification of Errors	Analysis
Omission	EWE 51	my **mother house** wife	The original sentence is incorrect when it comes to structure since it misses an article "*a"* before "*housewife"* to indicate the role of the mother. Moreover, since *"housewife"* is a singular, countable noun and singular nouns need an article, the article *"a"* is required.
	EWE 15	I am so happy when **I am school**	Prepositions like *"at"* are used in English to describe place or position, as well as to demonstrate links between a noun (e.g., *"school"*) and other sentence components. When discussing institutions or broad areas where activities take place, the preposition *"at"* is frequently used to refer to specific places or locations, as in *"at school."*

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Addition	EWE 08	I **will going to** introduce my place	It has an unnecessary or extra element or word which results in its ungrammaticality. The combination of "*will"* with "*going to"* expresses redundancy and confusion regarding the verb tense. Hence, the use of "*going to"* or "*will"* in the sentence can be done either, not totally both.
	EWE 50	All my family is **so very** happy	The sentence from a participant commits Addition error due to redundancy of emphasis in describing the emotion of the subject. The two adverbs *'so'* and *'very'* contain similar effects to the adjective being described to someone or something resulting in overlapping meanings; either of the two is only applicable in the sentence.
Misordering	EWE 01	My family is **every day happy**	According to the rule, frequency expressions are usually place at the end of a sentence. As a result, the sentence from a participant becomes erroneous due to misordering. To make it sound natural and correct in structure, "*every day"* should modify the verb *"is happy,"* so it should come after *"is"* to maintain proper sentence structure.
	EWE 10	**she nothing can do**	This statement is another example of incorrect sentences due to misordering. It is obvious that the placement of words is not in order. According to English-grammar rules, modal verbs like *'can'* should be placed right after a subject like *'she'* and then followed by a verb like *'do'*. As a result, the original statement of the participant is another example of misordering error.
Misinformation	EWE 26	**I'm go** to church to pray	This sentence has an error in misinformation. The phrase *"I'm go"* is grammatically incorrect because it combines the contraction *"I'm"* with the base form of the verb *"go."* In standard English, the correct verb form to follow *"I'm"* is the present participle *"going."* Thus, the corrected sentence would be: *"I'm going to church to pray."* However, if the writer wants to express a habitual behavior, the simple present tense construction *"I go to church to pray"* is appropriate.
	EWE 28	my grandma **is** died	This sentence contains a misinformation error because it wrongly uses the verb *"died"* in conjunction with the auxiliary verb *"is."* Since *"died"* is in the past tense, indicating a completed action, it cannot be used with the present tense auxiliary verb *"is."* Instead, the corrected sentence should be *"My grandma died"* which indicates a specific past event in the simple past tense, or *"My grandma has died"* which indicates a recent or pertinent past action.

Chapter 5
DISCUSSION

This chapter presents the discussion and conclusion drawn from the results of the study. This part includes the implication for teaching practice and for further research.

Implication for Teaching Practice

This study will be beneficial to ESL students especially those from Modified Work and Study Program as it lets them explore the different strategies in improving their writing skills given by their language teachers. Since they are considered a marginalized group of learners, this study prioritizes their status in the competence of the English language focusing on their writing skills.

Moreover, this study will allow English teachers to create an intervention that suits the needs and level of learners. Meanwhile, school administrators should support the Modified Work and Study Program by providing enough resources and technologies needed in the English instruction. Generally, the Department of Education might give special offerings and memorandum orders

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that would increase the prioritization of the Modified Work and Program in the education system of the country.

Recommendation for Further Research

The participants of the undertaking were the Modified Work and Study Program (MWSP) students. This is a special program formerly known as Sunday High School offered by the Department of Education which provides opportunities to those who are working in providing the needs of their family. They are considered marginalized, and all teachers, especially English teachers are seen with their efforts in teaching even basic grammar among these students. The future researchers might explore other marginalized ESL learners in conducting a similar approach like this study for comparison. On the other hand, they may explore Grades 7 students since the focus of this study are learners from Grades 8-10 levels only.

Finally, the corpora of fifty-one were limited during the data-gathering of this study. To come up with more extensive results, future researchers might explore gathering more than the required fifty plus one corpora of English-essays outputs. Aside from that, they may also explore any other forms of corpora like the students' skills in speaking and reading in identifying the different errors they commit.

Concluding Remarks

I hope for the successful crafting of this research study since it provides insightful information that advances our knowledge of the patterns of grammatical errors made by ESL learners, particularly enrolled in MWSP. The corpus-based approach worked well for finding common mistakes and revealing the precise categories in which students most frequently mistaken. According to the results, fixing errors might greatly raise the standard of all student writing throughout the English subjects in all grade levels.

Moreover, it emphasizes how crucial it is for educators and school leaders to work together to address these issues. For instance, conducting teacher training sessions and applying technologies and tools in analyzing errors of English essays might greatly improve teaching strategies. Finally, as one of the English teachers in the country, these findings highlight the value of focused grammar training and the use of error analysis to enhance our students' writing abilities. In the end, despite its difficulties, the study produced valuable information that could guide future teaching methods and benefit in the academic growth of students especially enrolled in the Modified Work and Study Program.

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