

Error Analysis of Students' Freewriting: A Study of Adult English Learners' Errors

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Abstract : Writing in English is accounted as a complex skill and process for foreign language learners who commit errors in writing are found as an inevitable part of language learners' writing. This study aims to explore and analyze the learners of English-as-a foreign Language (EFL) freewriting in a University in Taiwan by identifying the category of mistakes that often appear in their freewriting activity and analyzing the learners' awareness of each error. Hopefully, this present study will be able to gain further information about students' errors in their English writing that may contribute to further understanding of the benefits of freewriting activity that can be used for future purposes as a powerful tool in English writing courses for EFL classes. The present study adopted the framework of error analysis proposed by Dulay, Burt, and Krashen (1982), which consisted of a compilation of data, identification of errors, classification of error types, calculation of frequency of each error, and error interpretation. Survey questionnaires regarding students' awareness of errors were also analyzed and discussed. Using quantitative and qualitative approaches, this study provides a detailed description of the errors found in the students' freewriting output, explores the similarities and differences of the students' errors in both academic writing and freewriting, and lastly, analyzes the students' perception of their errors.

Keywords : error, EFL, freewriting, taiwan, english

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