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ERROR ANALYSIS AND ENGLISH SYLLABUS

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Abstract
The present article is an attempt to examine the place of the English syllabus and its relationship with error analysis in English language classes. In recent years, there has been a positive trend in English language courses with the focus shifting from teacher-centred to learner-centred activities and in this connection, the role of error analysis as one of the theories has been associated with English language courses in teaching English in English foreign or second classes. This paper tries to trace theoretically the notion of Error Analysis and its importance and validity in English language courses. The term Error Analysis gained prominence during the 1960s and developed as a branch of Applied Linguistics to language teaching. It has been particularly associated with the field of linguistic analysis of language learners' errors in the target language. One of the greatest contributions of Error Analysis to language teaching has been its emphasis on careful and extensive learners' errors for language syllabi in general and English in particular.

Keywords: applied linguistics, contrastive analysis, English language, error analysis, syllabus design

Introduction

The main goal of the review paper is to give a brief introduction to the theory of Error Analysis and its relation to the English syllabus in English language teaching. This theory was first proposed in Corder's article in 1967 and subsequently developed in several studies. Several aspects of the theory are still being articulated in works that have been done over the world. This theory, still under formulation as it is, has had a significant impact on English language research in the past decades, as is clear from the discussion of empirical studies based on this theory in the works of several researchers in English foreign language or English second language such as Corder (1967), Adjemian (1976), Ghadessy (1976), Duskova (1969), Nemser (1971) Selinker (1972) ,Victor (1973) Schachter (1974), Bhatia (1975), Henning (1978), Sharma (1980), Kharma (1981), Sridhar (1981), Ghadessy (1985), Sunderman (1987), Pathak (1988), Mani (1998), Ho (2003), Khansir (2008a), Azhar & Khan (2010), Ahmad et al. (2011), Sarfraz (2011), Khansir (2012a), Khansir (2013a), Khansir & Shahhoseiny (2013), Khanom (2014), Tiensawangchai (2014), Jabeen et al. (2015), Zafar (2016), Khansir & Ilkhani

(2016), Khansir & Hajivandi (2016), Thangaraj (2017), Unar et al. (2017), Khansir & Pakdel (2017),Rama & Renuka (2018), Khansir & Salehabadi (2019), Irmawan & Nurdini (2020), and Khansir & Pakdel (2020). What is very important for an English researcher is that error analysis has been one of the applied linguistics subjects that have been used for English language materials in EFL or ESL settings. Khansir (2021) mentioned that Applied Linguistics aims to consider all language problems and tries to resolve the language problems. The basic assumptions of error analysis concerning the errors of language among language learners have been examined in the target language. Further assumptions concerning the theory of error analysis involved two parts: 1) contrastive analysis and 2) error analysis both of which play a central role in the English syllabus (instructional materials). They are the proper units of description in English language teaching. Khansir (2012b) reported that there are two types of language error approaches to the study of learners' errors, namely error analysis and contrastive analysis. Error analysis should be studied along with contrastive analysis**.** Thus, the main goal of error analysis and contrastive analysis at this point is to show the errors of language learners in the target language.

The main purpose of the English syllabus is to make English learners more fully aware of the English language and help them to produce and practice English lessons correctly, the learners need preparation beforehand in class through English materials so that they can their work straight way, clear their minds about what they have to do in English class. An efficient English syllabus is perhaps the most important part of English language teaching and requires a lot of care and effort on the part of the English teacher who works in English class. If the syllabus designers design a new and good English syllabus for the English teachers and students in an English language course, the syllabus will help both of them develop their English knowledge. Bose (2005) argued that a syllabus is a vehicle through which policymakers convey information to students, textbook writers, evaluators, teachers, and parents about the learning programmers. There are many types of English syllabuses in English language teaching which develop the knowledge of English teachers and students in English language class. On the other hand, their knowledge of them is essential to English teachers and learners. Thus, all of the English syllabuses have been used in English methods and approaches in the history of English language teaching. For most syllabus designers, English teachers and linguists, the main aim of the English syllabuses are and have been to develop the means for the most effective description of the English language and provide the English learners with means to develop their English language in ELT classrooms. Teaching English is directed at the syllabuses there are structural or grammatical, functional, semantic-notional and situational syllabuses. Bearing these English syllabuses, we can now argue that they are English language strategies for language teaching. In the learning of English through these syllabuses, committee errors in English seem inevitable. May errors occur at any point through the making of a false generation about the rules of the English language or interference with the mother tongue?

Of the errors committed by English learners, some are serious in that they impair communication and some are not. Khansir (2008b, p. 198) mentioned that errors in the use of language are divided into two general categories as Random and non-significant errors and Systematic and significant errors. Corder (1967) and

Richards (1971), made a distinction between competence errors and performance errors (mistakes). They added that mistakes are unsystematic and are potentially correctable by the author or speaker, whereas errors of competence are errors, which show the underlying knowledge of the language and they are systematic and part of the transitional competence of the learner. What is important to remember is that all these errors do not need the same remedial treatment and some of them are made by even native speakers thus they are caused by carelessness, lack of attention and fatigue, etc. But systematic errors are not made by a native speaker or are seldom by a native speaker. They are commonly referred to as competence errors which need treatment. Khansir (2008b) added that the use of error analysis as a basis for remedial language teaching is still very much alive. English teachers and English syllabus designers can help their students improve and use their English flawlessly through error analysis. Errors of English learners have been seen as an integral part of English learning, which is used in linguistics, teaching grammar and psychology etc.

This evidence is quite enough to show how English widespread influence of error analysis is. As this evidence, it is not new. Most English syllabuses have used English error information in English language teaching and learning in a foreign or second language. Large-scale projects have been set up for the study of English errors with the justification that the results have proved significant and valuable for English language teaching over the world. English errors before being solved must first be analyzed. One possible view of the aim of English error analysis is that the teachers and syllabus designers should prepare the English learner to perform a specific set of English rules in the four skills in English. A general English course such as a college or university usually provides grammatical or structural, functional, semantic-notional and situational syllabuses for specific purposes. Error analysis materials provide English teachers and syllabus designers with a specific purpose to resolve problems in learning English. English learners would acquire their knowledge of English skills through analysis of a real learning situation in the target language and would require syllabus designers to take into account different functions of the English language according to the error analysis. Error analysis is significant for English teaching because it is useful for the evaluation of English materials and the evaluation of deficiencies in the materials. Sivakumar (1994) added that error analysis provides information regarding the materials required for developing communication efficiency. Khansir (2008b) reported that error analysis is used in the selection of teaching items and those items, which require emphasis to devise testing materials needed and remedial materials.

Theory

Syllabus Design

Syllabus design has been always used to study English in the history of the English language over the world. There are two major reasons for the rapid growth of interest in a drain of syllabus design in English. First of all, it is used as a vehicle through which policymakers convey information to teachers, textbooks, syllabus designers, learners and even the parents of the learners concerning the learning English programs. Second, it is used as a methodological tool to provide special materials for teaching English skills. According to Bose (2005), a syllabus is a detailed plan of what should be taught and how it should be taught**;** syllabuses are

drawn from the curriculum. In fact, in language learning, a syllabus design follows a pedagogical program for the special purpose of the content of the language. Johnson and Johnson (1998) reported that syllabus is a term which is used in many different ways, but the central concept is a statement of a program's aims and content. Richards (2001, p. 152) added that "a syllabus describes the major elements that will be used in planning a language course and provide the basis for its instructional focus and content". An English syllabus should be made according to changing needs in the English environment and it cannot be regarded as fixed at all times. It should be a matter of constant experimentation to revise it from time to time. It can be changed according to the knowledge of humans in learning and teaching English based on examination and evaluation of the contents of the syllabus. Sometimes it needs a new program for the future life of learning and teaching English. What is important for us is that the greatest need in the direction of English syllabus improvement is that the English researchers, linguists and syllabus designers in this field of English syllabus development should work with the English teachers who have good experiences and the responsibility of translating their findings into an English syllabus. English classes need a continuous good program of syllabus design to improve to meet problems posed by the complex culture and the ever-changing EFL and ESL over the world.

This paragraph considers the components of the syllabus briefly and then shows their influence on them each other. The components of the syllabus include objectives, content, methodology and evaluation. The first component of the syllabus that will be discussed briefly in this paragraph is objectives. In English language teaching classes, the objectives can be different for each group; the needs of the groups of English language learners based on their level of them will be considered. Bose (2005) argued that objectives are statements of what the learner will achieve at the end of a course of instruction. For example, the objectives of the English course focus on English clauses and phrases. They should be taught in class and then they indicate the English learner's performance at the end of the course, they are called performance objectives. For example, according to the above discussion in this paragraph, look at the following objectives which at the end of the English course according to teaching English clauses and phrases will be observed by the English learner will be able to a) understand clauses and phrases such as noun, adjective, adverb clauses or noun, adjective and adverb phrases; b) express the different between clause and phrase in English; c) write clauses and phrases in English and so on. The second component of the syllabus is content. The content of a syllabus refers to the items used for teaching such as English items and words or structures or even situational language use in English. Bose (2005) reported that depending on the items in the content, the syllabus can be identified as to what kind of syllabus is it, whether it is a linguistic syllabus (language items as content) or a situational syllabus (situations as content). What is important is that the content is selected with the objectives in mind. The third component of the syllabus is methodology. It is interesting to add that the role of methodology is very vital in the syllabus. The methodology is used as a guide in English language syllabus design and it refers to how the content will be taught in English class. There is a good relationship between methodology and objectives in a syllabus. Bose (2005) mentioned that the methodology chosen for a particular class depends on the objectives, the content and the level of the learners. For example, if an English

teacher teaches English structure in ELT class, he should use the methodology based on the structural syllabus and this syllabus suggests the use of drills and practice in the ELT class. The fourth component of the syllabus is evaluation. First of all, what we should know is that this component refers to testing and it is used at the end of an educational course. The role of the evaluation component is very important for both teacher and student because it gives feedback to both of them, especially for the teacher. Bose (2005) supported by discussion and he added that this component suggests the procedures for testing the learners' performance at the end of the course and it depends on the other components of the syllabus.

Following the syllabus design point of view, as expressed in Nunan (1993), syllabus design considers two types of contents, namely the selection and grading. In addition to the above argument in this part of this study, syllabus design can be used as a learning instrument by both teacher and learner with the help of the syllabus designer to develop and facilitate the language learning process in ELT class. Yalden (1984) reported that a syllabus is seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of fit between the needs and aims of the learner (as a social being and as an individual) and the activities which will take place in the class. The basic assumptions of syllabus design concerning the needs of language learners and the goals of language learning and teaching have already been stated in the previous sections of this paper.

Types of Syllabus Design

For this paper, I will consider types of syllabuses in the English language. In the first place, this paper categorizes the syllabuses that have greatly influenced English classroom teaching and teacher activities. The main types of syllabuses are, therefore, identified as follows:

1) Linguistic Syllabus or Structural Syllabus
2) Functional Syllabus
3) Semantico-notional Syllabus
4) Situational Syllabus

A question arises: what is the main goal of an English syllabus in English language learning and teaching in ELT class? English syllabus should be designed to help the teacher and students develop their knowledge of English. However, the primary aim of the English syllabus is to provide the opportunity for students to learn English. The teacher can provide chances for students to gain the ability to comprehend and produce written and spoken English communicatively proficient and accurate ways through the English syllabus. If a teacher teaches students English grammar items, he should focus on structural activities because structural activities focus on the grammar and lexicon (vocabulary) of English. The structural syllabus centres around grammatical/linguistic items such as tenses, voice, clauses and phrases etc. Wilkins is known as one of the greatest experts in language teaching; Wilkins advocated a notional approach or semantic approach to the specification of the language to be taught, which focuses on the consideration of the communicative value of such content in 1972 and then he called this a communicative approach in 1974. Wilkins (1976) published Notional Syllabuses book and he coined the national syllabus in contrast with the grammatical and situational syllabuses because it takes the desired communicative capacity as the starting –point. In doing a notional syllabus, instead of asking how speakers of the

language express themselves or when and where they use the language, we ask what it is they communicate through language. We are then able to organize language teaching in terms of the content rather than the form of the language. He added that for this reason that mentioned this is called a notional syllabus. Therefore, Semantico- notional Syllabus centres around semantic /notional categories such as time, space etc. Richards et al (1992) mentioned a notional syllabus includes as follows:

1) The meaning and concepts the student needs for communicating (for example quantity, time, duration, location) and the language needed to express them. They called them notions.
2) The language needed to express different speech acts and functions (for example, suggesting, promising, requesting, describing).

The functional syllabus is one of the main major English syllabuses centred around language functions such as greeting, agreeing, disagreeing, accepting, and inviting. This syllabus is designed according to the functions or speech Acts together with the language items needed for them. A situational syllabus is designed for a language course in teaching and learning a language. It centres around situations in which English students use the English language as one of the language learning programs such as "the discussion method (e.g. at the airport) in class. A procedural Syllabus can be added to the list of syllabuses in this paper. Procedural Syllabus centres around everyday activities that are carried out using the English language for English students as the language learning activities such as working out the teacher's timetable from the class timetable or other activities are useful for teaching English for the students to develop the English knowledge in and out of their class.

The above discussion clears that the English syllabuses can be grouped into two parts; the first part contains form-focused syllabuses that focus on form/structure/grammar (e.g. the structural syllabus) and the second part includes function-focused syllabuses that focus on meaning/ function /use (e.g. all other syllabuses mentioned above).

Error Analysis and English Language Teaching

Regarding the teaching of English from the 1940s error analysis approaches began applying analysis of English learners' errors to the design of English teaching syllabuses have been concerned with works of Lado (1957), Fries (1945), and Corder (1967). The error approaches aim to show the problems of teaching English to EFL and ESL learners in ELT settings. The error approaches appeared as of the branches of Applied Linguistics to reveal learners" errors. The main job of Applied Linguistics is to solve social problems involving language. Khansir (2012b, p. 1027) reported that "Applied Linguistics has viewed errors not merely by native speakers, but also by non-native speakers". Error approaches include two approaches, namely Contrastive and Error approaches. Khansir and Pakdel (2019) mentioned that error approaches have been used in syllabus design, language teaching contexts, and language classrooms by language teachers around the world. These approaches have always been the attention of, curriculum developers, educationalists, foreign and second language teachers, language researchers, and language students around the world.

The need for error approaches as systematic approaches to the teaching of English in EFL and ESL classes were also a priority for applied linguistics from the 1940s. Khansir (2013b) mentioned that applied linguistics has a significant role in English language teaching and the relationship between English language teaching and applied linguistics is not only interesting but decisive. According to the relationship between English language teaching and applied linguistics, Khansir and Pakdel (2018a) reported that applied linguistics can be used to help English language teaching and they coined contrastively and error approaches to resolve the problems of English teachers and students at all levels from school level to university level. It is interesting to note that from 1945 to now, many English language conferences, and English scientific papers such as articles, books and lectures for resolving the problems of English language teaching in colleges and universities have been done. Corder (1967) supported that error analysis and added that error analysis provides one means by which the teacher assesses learning and teaching and determines priorities for future effort. Khansir and Pakdel (2018a) mentioned that both error and contrastive analyses have a major role in increasing the knowledge of English students in the world.

Generally, error analysis is used as one of the most important sources of information to decide an English learner' strategy in English language teaching. It helps in the selection of English teaching items and those items, which require emphasis to devise English testing materials and remedial materials needed. It functions as a guide to the English syllabus designer in efficiently designing the English teaching syllabuses. It involves a close evaluation of the textbook materials. To make this point clear, it is useful to locate the problematic areas of the English learner in the English language learning process. The arguments in favour of a relationship between error analysis and language teaching in general and English language teaching in particular. Thus this paragraph follows the point of view expressed by Corder (1973) and other language experts. Corder (1973) mentioned that errors are useful in language teaching as feedback, they inform the teacher something about the effectiveness of teaching techniques and teaching materials and inform him/her what parts of the syllabus he/she has been following have been inadequately taught or learned and need further attention. Sridhar (1981) added that error analysis shows the sequence of presentations of target items in textbooks and classrooms, with the difficult item following the easier ones. Richards et al (1992) reported that the role of error analysis in language teaching is to get information through the results of errors of learners as an aid to teaching or in the development of teaching materials. Bhatia (1975) claimed that the outcomes of the error analysis are important to the teacher in that they help him/her assess the level of achievement of the student and by implication the teaching content for the future. Pathak (1988) argued that a systematic analysis of errors committed by foreign language students is of considerable significance. Errors have always remained a problem for language teachers. Khansir (2020) added that the results of the errors analysis of the written grammar of ESL learners are systematic and interference of the first language is the main major error in an ESL setting. Khansir (2020) added that according to the results of this paper an ESL teacher can employ an effective methodology for teaching English grammar in the ESL class.

Theory Application

Error Analysis and English Syllabuses

Over the years, language teachers have tried to use error approaches to select English syllabuses based on a variety of English language items. Grammar, structure, vocabulary, and written and spoken English language are all well–known names in the history of English language teaching and learning. They have tried to choose materials for an English course in EFL or ESL setting. They have examined the problems of English learners based on the results obtained, on the part of researchers and teachers. Research carried out in the 1940s by contrastive approach and 1960s by error approach supported the English language materials based on attempts to discover and use the learners' errors in the target language (English language). Ghadessy (1977) indicated that contrastive analysis is used in language teaching as the important criterion for the selection of materials in FLE expressed in the works of Fries in 1945 and Lado in 1957. In the 1960s, other researchers such as Banathy et al (1966) argued that contrastive analysis as an approach considers the difference between two structures of the first language and the target language can change the behaviour of the language of a foreign language learner can be equated with the differences between the structure of the learner's native language and culture and that of the target language and culture. According to this idea, the development of language materials can be provided based on a statement of these differences.

The process of learning English has been supposed to be a matter of problem-solving by considering the English rules that show how the English language functions. The contrastive approach stressed the impact of an effective factor in learning English such as interference of the first language. It is important as a language approach to an era in language teaching and learning that was coined by Fries in 1945 and later developed by Lado in 1957. This approach has helped the syllabus designers organize the English syllabuses in terms of research works of great researchers and teachers that reflect the results of learners 'errors in EFL or ESL English settings for learning English to be effective. In general, it still needs for learning English. However, an analysis of the students' errors based on the interference of the mother tongue may lead the syllabus designers and teachers to examine English teaching materials for evidence of the English learning assumptions that underlie them. Richards (1971) argued that interference of the mother tongue is always one of the main sources of problems in target language learning and contrastive analysis has examined valuable in locating areas of inter-language interference.

Let us turn now to Corder's claim that error analysis focuses on language errors more than the interference of the mother tongue and he believed that interference of the first language is only one of the reasons for language errors in the target language. It seems clear that contrastive analysis is not the only way to resolve the language problems of the learners in the target language for designing teaching materials. Corder (1967) reported that error analysis can be used as evidence of a learner's strategies for acquiring the language rather than signs of inhibition or interference with the mother tongue. He added that the information on learner's error get through error analysis can be useful to build syllabi and learning strategies, textbooks, teachers and students. Analysis of learner's errors is one of the important criteria for the preparation of teaching materials in the English foreign or

English second language settings. Ghadessy (1977, p.248) argued that" error analysis is an important criterion for the preparation of teaching materials as long as we emphasise the learning process in foreign language education". Thus it is clear that error analysis has also helped syllabus designers to provide guidelines for the preparation and evaluation of English teaching materials in English foreign or second language. Concerning error analysis and English materials, Khansir (2020) examined 36 research papers on the written grammatical errors of learners in India. The outcome of this systematic review showed that interference with the first language, lack of sufficient practice in grammar and lack of knowledge in grammar were the major problems among the English students in this study. Thus it is obvious that the present English syllabus cannot be offered as the completed syllabus for teaching English grammar. It seems that error analysis is intended to guide the syllabus designers and teachers to organize the syllabus based on the learners' errors in English grammar. Error analysis can be viewed in the light of various language factors (lack of knowledge, lack of sufficient practice, lack of motivation, interference of mother tongue, bad teaching program etc.) in the teaching of different areas of English grammar in India. Bhatia (1975, p. 69) reported that "an understanding of the operant conditions can generate information relevant to teaching and curriculum planning, and consequently help the learner in overcoming some of the difficulties encountered in second language learning". This fact that increasing awareness of the importance of error analysis in the English language should compel us to research it for special or specific purposes for teaching English materials.

So, the aim of error analysis in teaching English to EFL and ESL learners is to help them use the English language in their classes with comfort and ease, that is, to use English effectively and develop an ability to understand English from English materials through their teachers. That is to say, the students should be able to speak and write English effectively and develop their ability to understand the basic patterns of English.

Conclusion

We should understand that teaching English is difficult. Khansir and Pakdel (2021) argued that teaching English has some of the most complex problems in English foreign language classrooms. Error analysis always shows the place of the learner's errors in English and reduces the learner's problems in learning the language.

Since the introduction of error analysis in the 1940s, the English syllabuses, keeping pace with the changes in the teaching of English in EFL or ESL classes. The teaching of English with the help of error analysis has been taking several measures to strengthen English language teaching in parts of the world such as revision of the English syllabuses and teaching materials, providing courses for teachers of English in service, national or international conferences of teachers, researchers, and linguists, and teacher educators to discuss the problems of English language teaching and to find possible solutions, and encouragement to researchers and teachers to do research in the field of English language teaching in EFL or ESL countries.

Now that we have defined error analysis as one of the main language approaches has succeeded in developing English syllabuses and teaching materials.

One has, therefore, to keep always in mind the fact that error analysis gives information about learning strategies, learners' errors, faulty teaching, and interference of the mother tongue and they are an integral part of learning the target language. What is certain, however, is that error analysis has been an important criterion for the preparation of English syllabuses in English language teaching and the basic aim of teaching English is to enable English students to develop the skills of speaking, listening, reading and writing. In general, the role of error analysis cannot be ignored in making English syllabuses in a foreign or second language. There is a need for a description of the English syllabuses and their relationship with error analysis in English language teaching.

As mentioned above, English syllabuses and the teaching of English have also been found to relate to error analysis in English as a foreign or second language in over the world. In this case, however, the outcomes of error analysis research have been shown for English syllabuses and the teaching of English to be necessary. In other words, Khansir and Pakdel (2018 b) added that the main aim of second language teaching is to develop the ability of the language student to communicate in the target language and thus errors of the learner are used as an integral part of learning a target language. They indicated that errors can be used for helping syllabus designers, language teachers, and students, and in getting second language acquisition.

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