

Error Analysis of High School Student Writing: An examination of essays written at Saitama a High School Writing Contest.

By Asako Kato

Kato first summarized general writing classes in Japan which emphasize grammar and memorization. In such lessons, students do tasks including filling in the blanks, memorizing words, phrases, and doing translation.

In order to measure the writing proficiency of high school students, Kato conducted writing experiments. Based on her research results, students had trouble in syntax. Lexis was the second most frequent source of errors followed by morphology. In addition, results also showed the overuse of connectors i.e., *and* and *so*.

Kato moved on to explain effective ways of teaching and learning writing. First, the processes of input, intake, and output are crucial. Teachers also need to recognize the concepts of accuracy and fluency. Lastly, students need plenty of practice on both guided and free writing. Also, using the four skills, having teacher-student conferences, editing with fellow students, being familiar with the editing process, and keeping reflective journals helps students to improve their writing skills.