



Error Analysis in English Writing at Matric Level in the Secondary Schools of Tehsil Rustam

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Abstract: The students at Matric level commit certain errors in English writing. This research was conducted to find out the errors committed by the metric students at Tehsil Rustam. A total of 60 students – top 20 students were selected from the top three schools of Tehsil Rustam. They were given the task to write on three topics namely “My school”, “My best friend” and “My favourite teacher”. To analyze the errors of the students, the researcher applied “Darus et al model of Error analysis theory”. The errors of the students were categorized and put into bar charts and pie charts. The researcher noted that the errors committed by these students are partly due to the effect of first language (L1) on second language (L2) and partly due to word by word translation either from the mother tongue (Pashto) or the national language (Urdu) to English.

Introduction

Error analysis is an important area of applied linguistics as well as of second and foreign language learning. As a first language learner, a child faces many morphological, syntactic and structural errors in his first language learning. Similarly, the same is the case of a second language learner though adult and fully conscious faces the same problem and goes through the same errors. The common errors include morphological, phonological, syntactic, context errors, problems in conveying meaning and influence of First language (L1) on second Language (L2).

English being the official language of Pakistan is of vital importance. Students perceiving their education even at matric level must have proper knowledge to write correct English. Since English is a second language of Pakistani students so they commit a lot of errors in writing English. These Errors range from grammatical to structural errors. While writing

essays in the exams which are compulsory at matric level, students make errors in their grammar and structure which badly affect their results. The errors which occur in their writings are often due to the lack of knowledge about English language.

In the previous matric exam conducted at tehsil Rustam, the students faced a lot of difficulties in writing English essays. The results of their English paper were comparatively less satisfactory than the other subjects. Upon finding the reason behind their low marks it was found that they had committed certain errors while attempting the essay in particular and English paper. It was found that they had made certain errors in grammar, structure, spellings and vocabulary which ultimately led to their bad results.

Statement of the Problem

The researcher aims to evaluate the common errors of the students at matric level. At matric level, the students perform many common errors in their class work and their annual exam which create problems for the teacher in class and the checker in exam to interpret the meaning. The evaluation of such errors would help the students to grasp over the common problems of writing. At the same time, by analyzing and pointing out these errors the student would not only be able to convey their message precisely in just English Subject but in all other subjects taught in English. Through this way their result can also be improved.

Research Questions

1. What types of errors do students commit at matric level at Tehsil Rustam, District Mardan?
2. What are the reasons for committing errors in English writing?
3. What is the solution to avoid these errors in future?

Literature Review

This section of the research comprises two subsections; the first section throws light on the contour of the theory related to the topic, in order to avoid getting confused with other theories and the domain of the theory while the second subsection deals with the past work done in the same field.

According to Brown (1980), there are two types of errors which can be classified as Interlingual and intralingual errors. Interlingual errors occur due to the interference of L1 (first Language) with L2 (second language). This means that during second language acquisition the learner often does the exact translation of his mother tongue to L2 which often goes wrong. While the intralingual errors is a type of error which occurs when a learner uses a particular rule of the target language incorrectly.

Errors occur due to certain causes. Richard (1974) thinks that Errors are due to the generalization between the native and target

language. Some errors also occur when students nourish false assumptions about the resemblance of rules between the languages or the students are unaware of the limitations of the rules. In addition, Brown (1980) provides two main reasons behind errors: lack of familiarity with the background of Language transfer and faulty strategies of speech acts in the target language.

A transfer is of two types: positive and negative. The transfer may prove to be justified because the structure of the two languages is similar – this case is called 'positive transfer' or 'facilitation', or it may prove to be unjustified because the structure of the two languages are different – that case is called 'negative transfer' or 'interference' (Wilkins, 1972).

Moreover, Norish (1983,) thinks that errors either arises from the ignorance in the target language, first language interference, or due to the habit of translation. While studying the difficulties faced by Saudi students, Erdogan (2005) concluded that students commit errors due to generalization because of their limited knowledge of the native language.

As the definition and reasons of the error are clear enough, error analysis should also be defined. According to James (1988), Error Analysis is the theory that points out the mistakes of second language learners. Furthermore, he adds that it only studies ignorance induce mistakes. Adding to the subject of Error Analysis, Keshavarz (2008) says that it should comprise all kinds of errors.

Brown definition of error analysis is most appropriate, he defined Error analysis as "the process to observe, analyze, and classify the deviations from the rules of the second language and then to reveal the systems operated by the learner"(Ridha, 2012, p.25). As stated by Abi Samara (2003), Error Analysis can be viewed as "A type of linguistic analysis that focuses on Errors committed by learners".(Ridha, 2012, p.25)

Now as the importance of the theory is considered, Corder (1967) states that it has multiple benefits like the teacher gets to know about the level of the students and the efficiency

of his strategy. Similarly, the researcher gets to benefit from observing the process of the language while the students realize their strengths and weaknesses. Elaborating the applications of the theory Corder (1967) suggests three steps i.e. to collect data, describe and explain it according to the theory. When the researcher finds errors in his data, Corder (1967) suggests to recognize them, put them in order like subject-verb agreement, find out the number of errors in the data, explain the causes of the errors and finally correct them accordingly.

Weireesh (1991) views learners' errors to be of particular importance because making errors is a device learners use in order to learn. According to him, EA is a valuable aid to identify and explain difficulties faced by learners. He is of the view that EA is the only means for L2 learners to gain fluency.

Darus and Subramanian (2009), using Corder's (1967) model on error analysis, examined errors in a corpus of 72 essays written by 72 Malay students. They found that students' errors were of six types, which are in singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order.

In addition, Ridha (2012) examined English writing samples of 80 EFL college students and then categorized the errors according to the following taxonomy: grammatical, lexical/ semantic, mechanics and word order types of errors. The results showed that most of the students' errors can be due to L1 transfer. Furthermore, she found that most of the learners rely on their mother tongue in expressing their ideas. She added that although the rating processes showed that the participants' essays included different types of errors, the grammatical errors were the most serious and frequent ones.

Many researchers have worked upon the second language acquisition and the errors which the learners commit at university level internationally. These researches are either upon those who seek educational opportunities in foreign countries or for business purposes. But no one has focused upon the errors in

English language learning matric level particularly at tehsil, Rustam which is of utmost importance because English carries utmost importance here in Pakistan. This study has filled the gap left by previous researchers.

Methodology

In this chapter, the researcher has explained the design of research, the methodology of the research, data collection from the concerned colleges, theoretical framework and sampling while conducting research.

Theoretical Framework

In order to carry out this study the theoretical framework of error analysis introduced by the group of authors named ; "Saadiyah Darus", "Tg Nor Rizan Tg Mohd Maasum", "Siti Hamin

Stapa, Nazlia Oomar" and "Mohd Juzaidin Ab Aziz" is applied on the selected three schools' students of district Mardan. So to identify the errors in English language learning at matric level the Darus et al (2007) model was adopted which consists of the 17 types of errors as follows: tenses, articles, infinitive, gerunds, subject-verb agreement other agreement errors, pronouns, possessive and attributive structures, word order, lexical categories (preposition), other lexical categories, mechanics, incomplete structures, negative constructions, word choice, word form and the verb "to be". However, in the this research the researcher found just twelve types of error which are categorized as: Word Order, possessives, shortcut words, gerunds, prepositions, articles, infinitive, subject-verb agreement, spellings, punctuations and capitalization

The researcher has make use of this particular model in the evaluation and pointing of errors in this research. Alongside, the errors of the students were analyzed under the above mentioned framework and to eradicate these errors the researcher has proposed certain measures and suggestions.

Research Design

The research is designed in quantitative and analytical form. The results of this research are

provided in numerical form. After a thorough and careful examination of the data, the result is then shown in the form of tables, charts and graphs precisely.

Research Method

The researcher has used the pretest method for conducting this research. He has visited the Mars school and college, Sudhum children academy and Science College and The Rustam Model School. The researcher assigned three topics including “My School”, “My Best Friend” and “My favourite Teacher” to the top 20 students in each institute. The students were asked to write on any one of the mentioned topics. He provided a healthy environment for students to test their creative skill and to evaluate the error they commit.

Research Tool

The researcher used “Essays” as a tool for the research. The researcher provided a question paper in relation to the topics, to the students of the above said institutes in Tehsil Rustam consisting of three topics namely, “MY School”, “My Best Friend”, and “My Favourite Teacher”. He then examined these essays and pointed out the grammatical mistakes committed by the students.

Population

The population of this research is composed of Matric students at Tehsil Rustam, Mardan.

Sample

The participants of the research were matric students in Tehsil Rustam of Mardan District.

The size of the sample was limited to 60 students only. The students of only three institutions: Mars School and College, Sudhum Children Academy and Science College Rustam Mardan and the Rustam Model School were selected for this study. Top twenty students from each institute were tested in this way.

Results

In the concerned section of the research, data from the three local institutes named The Rustam model school, Sudhum Children Academy and The Mars School System. Tests were conducted in the above mentioned institutes from 60 students in which only 55 attempted the test. They were given 3 topics namely “My favourite Teacher”, “My School” and “My best friend” to write an essay of 250 to 300 words on any of the above topics. The allocated time for attempting the essay was 40 minutes.

The data of all the 55 students was analyzed statistically through tables, bar graph and pie chart. Table 4.1 represents the data retrieved from the conducted tests of 55 students. The given graphs show the percentage of each category of errors collected from the tests. The students are represented through the abbreviations representing their school name and the sequence of the students like: “RMS1”, “SCA3”, and “TMSS 6”. RMS, SCA, TMSS stands for the Rustam Model School, Sudhum Children Academy, and The Mars School System respectively while the number represents the students.

Table 1. Analysis for common errors in Sudhum Children academy

Participants	Word Order	Incomplete Sentences	Possivies	Shortcut Words	Gerunds	Prepositions	Articles	Infinitives	Sub-Verb Agreement	Spelling	Punctuation	Capitalization
SCA 1	2	4	3	3	1	0	5	0	2	0	2	2
SCA 2	0	2	2	2	0	0	4	0	1	0	0	2
SCA 3	4	3	3	2	0	0	2	0	0	0	1	1
SCA 4	1	5	1	3	0	0	2	0	0	0	2	1
SCA 5	0	4	0	1	0	0	1	0	0	0	1	1

SCA 6	0	3	2	1	2	1	1	0	0	2	1	1
SCA 7	4	6	1	5	1	2	1	0	0	0	2	0
SCA 8	2	1	2	7	1	0	1	1	3	1	0	0
SCA 9	3	2	2	3	1	1	1	3	1	1	2	3
SCA 10	5	2	2	2	0	1	2	1	1	1	1	4
SCA 11	3	1	2	4	0	1	0	2	0	2	1	4
SCA 12	0	4	1	0	0	0	2	1	3	0	0	3
SCA 13	1	0	2	2	2	1	0	1	0	1	0	1
SCA 14	3	0	1	1	2	0	0	0	0	2	1	4
SCA 15	8	5	3	4	1	5	3	0	2	4	3	4
SCA 16	6	7	1	5	2	6	2	1	6	4	2	5
SCA 17	7	6	2	3	0	4	4	2	4	5	4	2
Total	49	55	30	48	13	22	31	12	23	23	23	38

Table 2. Analysis for common errors in the Rustam Model School

Participants	Word Order	Incomplete Sentences	Possivies	Shortcut Words	Gerunds	Prepositions	Articles	Infinitives	Sub-Verb Agreement	Spelling	Punctuation	Capitalization
MS 1	3	0	1	0	1	3	3	0	1	1	4	2
RMS2	1	2	2	1	1	1	2	0	0	1	0	1
RMS3	1	1	2	2	1	1	1	0	0	1	0	1
RMS4	1	2	0	1	1	3	1	0	1	0	4	0
RMS5	1	1	1	1	0	4	2	0	0	1	0	1
RMS 6	0	1	1	4	0	0	2	1	0	1	0	2
RMS 7	5	1	0	5	0	0	2	1	0	1	0	1
RMS8	0	1	2	2	1	0	4	0	0	1	0	0
RMS9	5	2	2	5	3	0	4	1	1	1	1	0
RMS 10	1	3	2	3	0	1	5	1	1	1	1	2
RMS 11	4	3	3	3	0	1	2	0	1	0	2	2
RMS 12	2	4	2	5	0	2	1	0	1	0	1	1
RMS 13	3	0	1	1	2	0	0	1	3	1	0	1
RMS 14	1	0	1	0	3	0	2	1	1	0	4	6
RMS 15	0	0	0	0	2	3	0	0	2	1	0	0
RMS 16	2	1	2	2	0	1	1	1	0	3	6	1
RMS 17	3	0	3	1	2	0	0		3	1	4	2
RMS 18	0	0	2	1	1	1	0	0	2	3	1	1
RMS 19	5	1	0	0	2	0	0	0	1	0	1	1
Total	38	23	27	37	20	21	32	10	18	18	29	25

Table 3. Analysis for common errors in the Mars School

Participants	Word Order	Incomplete Sentences	Possivies	Shortcut Words	Gerunds	Prepositions	Articles	Infinitives	Sub - Verb Agreement	Spelling	Punctuation	Capitalization
TMSS1	1	2	2	0	1	0	0	2	2	2	0	3
TMSS2	0	1	0	0	0	0	0	0	0	1	2	0
TMSS3	0	1	2	0	0	0	0	1	2	1	1	1
TMSS4	4	2	1	1	1	1	1	0	0	0	0	0
TMSS5	2	0	1	0	1	2	2	2	1	4	2	3
TMSS6	0	4	6	2	1	0	2	2	2	2	2	2
TMSS7	0	4	6	1	5	1	2	1	0	5	0	0
TMSS8	3	2	2	1	7	1	1	0	1	1	1	10
TMS9	2	1	2	1	0	1	0	0	0	2	40	1
TMSS 10	0	3	2	2	1	5	0	1	1	7	5	1
TMSS 11	3	0	0	1	5	4	1	2	2	4	6	5
TMSS12	4	1	1	0	2	6	2	0	4	5	2	6
TMSS 13	2	2	2	0	3	2	0	3	0	6	5	4
TMSS 14	0	3	1	1	5	4	4	0	1	2	2	2
TMSS 15	1	0	2	2	2	2	2	1	3	8	8	5
TMSS 16	4	0	2	0	1	0	3	2	1	1	4	1
TMSS 17	5	1	0	2	5	1	1	0	5	4	2	4
TMSS 18	2	1	0	1	2	2	5	1	2	0	2	2
TMSS 19	3	2	3	1	1	4	1	1	1	5	4	5
Total	36	30	35	16	43	36	27	19	28	60	88	55

Table 4. Total Errors by Category

Error Categories	Word Order	Incomplete Sentences	Possivies	Shortcut Words	Gerunds	Prepositions	Articles	Infinitives	Sub - Verb Agreement	Spelling	Punctuation	Capitalization	Total
Errors	123	108	92	101	76	79	97	41	69	101	140	118	1144
Percentage	1.14	0.93	0.8	0.87	0.66	0.68	0.84	0.35	0.6	0.87	1.21	1.02	

Table 5. Number of students, essays, words and errors

Total students	60
Total essays	55
Total words	11500
Total errors	1144

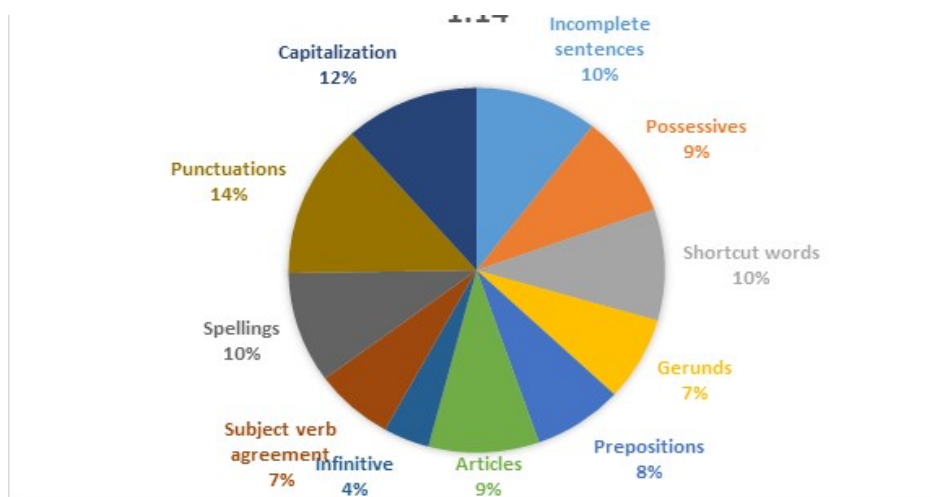


Figure 1: Diffirenet categories of test

Examples of Errors and its Correction

In this part of the research, the tests conducted from the students were checked thoroughly and the errors noted were classified into different categories. The following examples have been taken from those categories along with the correct structures. During this process the students were guided to remove their deficiencies and their teachers were also instructed to eradicate these mistakes in order

to encourage error free writing and to motivate the students in acquiring English as a second language.

Word Order

The students committed certain errors regarding the word order. They often used words in the wrong position. They did not follow the appropriate syntactic structure. Some of the examples of such errors are given below:

Table 6. Showing Correct and Incorrect Words

Incorrect word order	Correct Words
He will be not joining Army...	He will not be joining Army...
He plays often cricket.	He often plays cricket.
Still he is single even his age is above 25.	He is still single even the age of 25
He is having to do something strange.	He is going to do something strange.
I can do not help him.	I cannot help him.

While analyzing the tests, the researcher found 123 order errors out of 1144 errors which is 1.14 %. The above examples are few of them for guiding and instructing the students and teachers to avoid such errors in future. In word order, the errors include incorrect syntactic structure like placing preposition before the verb, and placing double preposition and using incorrect words combination. Finding the cause of such errors the researcher concluded that

students have very poor command upon the basic grammar and specially sentence structure.

Possessives

In the conducted tests the researcher found certain errors regarding the use of possessives. These errors in the use of possessive were mainly of the apostrophe "s". However they also commit certain errors in the use of possessive pronouns. Some of the examples are given below with the correction.

Table 7. Use of words

Incorrect Use	Correct Use
My teacher name is ...	My teacher's name is ...
My friend cat is white.	My friend's cat is white.
My teacher checks student notebook	My teacher checks the student's notebook...
My friend father is politician ...	My friend's father is a politician.
This book is him.	This is his book.

Out of total errors 92 errors were that of incorrect possessives use. The common errors found in using possessives is that of the apostrophe. However, in some cases the students have used incorrect possessive pronouns, as well. Sometimes the students also found it difficult to use apostrophe in plural case. The students find it difficult to use

apostrophe in plural nouns and sometimes in nouns ending with "s".

Prepositions

The researcher found some errors in tests conducted from the students which were the errors of the incorrect use of prepositions. Following are some of the example along with the correct use of preposition.

Table 8. Use of prepositions

Incorrect Use	Correct Use
As the vice principle at the school...	As the vice principle of the school....
He comes to school over bicycle.	He comes to school on bicycle.
He belongs from decent family.	He belongs to a decent family.
We come to school in same time.	We come to school at the same time.
He comes to school in the bus.	He comes to schools by bus.

The use of prepositions has always remained difficult for the students even at university level. The use of preposition is totally dependent upon the practice and the use of the native speakers of the language. It has no proper rules that where to apply which prepositions. The only way

to improve and avoid the errors in using prepositions is to encourage reading habits. As at matric level, students are not encouraged enough to read extra books so they find it difficult to use preposition correctly.

Table 9. Use of Articles

Incorrect Use	Correct Use
He is the position holder of class.	He is the position holder of the class.
My friend's father is a Army officer.	My friend's father is an Army officer.
The Sudhum children Academy is ...	Sudhum children Academy is ...
He gets up early in morning.	He gets up early in the morning.
My friend is an horse rider.	My friend is a horse rider.

The calculated data of the research shows that students had committed 97 errors of articles in the tests which is 0.84 % of the whole writings. It is due to the poor guidance from the teacher

about the use of definite and indefinite articles. Secondly, while using indefinite article it was found that students get confused in vowels letters and vowel sounds. The most common

error found in articles was like using “an” with all those words starting with a vowel.

Capitalization

In capitalization, the prime errors found were due to the reason that the students could not differentiate between common and proper nouns in certain cases. . In all the tests conducted from the concerned school, students even use the first letter of the verb as capital.

Similarly, the 1st person singular “I” is often used as a small letter ‘i’. Some students were also found to start the sentence with a small letter of the first word. The analyzed data shows that students have committed 118 errors which are the second most committed errors found in the collected data. The following instances show some of the errors students committed in tests related to capitalization.

Table 10. Capitalization

Incorrect Use	Correct Use
He is interested in Biology, Chemistry and Physics.	He is interested in biology, chemistry and physics.
He teaches english Subject.	He teaches English Subject.
my school name is Sudhum Children academy.	My School name is Sudhum Children
I found a best friend And his name is anees.	I found a best friend and his name is Anees.
My teacher visited usa previous month.	My teacher visited the USA previous month.

Table 11. Correct use of spelling

Incorrect Use	Correct Use
My friend is very intilliegent and prosperus	My friend is very intelligent and prosperous.
My faverite teacher name is Amjad Ali.	My favourite teacher's name is Amjad Ali.
Every student has his own choise.	Every student has his own choice.
We contact on massinger with each other.	We contact on messenger with each other.
He teachs us grammar.	He teaches us grammar.

Spellings as a main error even found in the writings of university level students, which depends upon the cognitive ability of the student. Out of 1144 errors, 101 errors were that of the spelling errors which is 0.8 % of the total writings. The spelling errors when analyzed were found that it occurs often in long words, similar pronunciation and consecutive use of

vowels. It can be improved if teachers highlight them again and correct them for students. The research on the cognitive ability of students shows that the first impression of things has a 90% effect upon the mind. If the teachers encourage them by finding spelling mistakes with keen eyes, it can be improved.

Table 12. Subject-verb agreement

Incorrect Use	Correct Use
He pray his prayers five time a day.	He offers his prayers five times a day.
He want to become a doctor.	He wants to become a doctor.
He respect all his teacher.	He respects all his teachers.
He have a wonderful car.	He has a wonderful car.
He come late to school.	He comes late to school.

The subject-verb agreement errors found in the writings of the students were mainly due to the use of incorrect auxiliaries. They found it difficult to decide which auxiliary fits with the

plural and which with singular nouns. The most common errors in subject-verb agreement was that of omission of 's' while using third person pronouns in the present simple tense.

Table 13. Use of punctuation

Incorrect Use	Correct Use
He comes regular to school. And never do absenentees.	He comes to school regularly and never does absentee.
As far as I know he is the most educated ...	As far as I know, he is the most educated ...
Once he said to me "you are my best friend."	Once he said to me, "you are my best friend".
My friend has a white small dog.	My friend has a small, white dog.
I like him because, he is punctual.	I like him because he is punctual.

In the analyzed data it is found out that punctuation errors are the most common and most committed errors. The researcher also found that it is due to less attention towards it both from the students and teachers. In the tests conducted, the data revealed that the students have committed

140 errors which is 1.21% of the total writings. The common errors found in punctuations were that of the incorrect use of full stop and comma. These errors usually occur due to lack of awareness of the type of sentences.

Infinitives

Some of the students committed errors in the use of infinitives. In the given examples it can be seen that they didn't use the word 'to' with the first form of the verb. According to the rule, a preposition is always followed by a gerund instead of the infinitive but they are often confused between the use of infinitive and gerund. Following are some of the errors which the students committed in the tests regarding the use of infinitives.

Table 14. Use of infinitives

Incorrect Use	Correct Use
He goes to shop every Sunday.	He goes for shopping every Sunday.
He always motivates us work hard.	He always motivates us to work hard.
I like play video games with my best friend...	I like to play video games with my best friend...

Gerunds

The students committed various errors in the use of gerunds. They often used infinitives instead of gerunds for example:

Table 15. Use of gerunds

Incorrect Use	Correct Use
After every exam, he regret not to study before exams.	After every exams, he regret not studying before exams.

He is afraid of to ride motorcycle.	He is afraid of riding motorcycle.
He quit to smoke.	He quit smoking.

Table 16. Use of shortcut words

Incorrect Use	Correct Use
His cmz from herwand.	He comes from Herawand.
Whenever we r given a task...	Whenever we are given a task...
We both r from RTM.	We both are from Rustam.

Incomplete sentences

The participants committed certain errors while writing a complete sentence. They often missed

the main verb in the sentences. In the conducted tests it was also noted that sometime they had omitted the auxiliary verbs as well. The following are some of the examples:

Table 17. Incomplete sentences

Incorrect Use	Correct Use
His favorite is English.	His favorite subject is English.
We often to Islamabad.	We often visit to Islamabad.
Whenever we plan a trip he first to cancel.	Whenever we plan a trip, he is always the first one to cancel it.

Conclusion and Recommendations

The objective of the research was to analyze the errors committed by the students at matric level, in three different private schools, tehsil; Rustam and District Mardan. The research helped to bring the common for granted errors to the limelight in order to remove the errors and improve the writing skills of the students.

The researcher focused on the three top level schools of tehsil; Rustam, namely, Sudhum Children Academy (SCA), The Rustam Model School (RMS) and The Mars School System (TMSS) in which tests were conducted form students in which 55 attempted the test. The researcher analyzed twelve types of most common errors in the tests conducted and categorized them as Word Order, possessives, shortcut words, gerunds, prepositions, articles, infinitive, subject-verb agreement, spellings, punctuations and capitalization. The researcher analyzed 55 tests having round about 11500 words in which the researcher found 1144 errors. Each category error count and percentage out of total words is represented through table, bar graph and pie chart in the article.

The researcher concluded that all these errors in the writings is not only on the part of students but also teachers and concerned institutes priorities. The reasons behind these errors is due sometimes due to non-qualified staff and medium of education. The medium of instruction followed here is mainly Urdu and Pashto and less attention is given to English which give room to these errors.

Another factor is the sociolinguistic factor: As English is the secondary language of these students, students while writing in English often translate from their first acquired language i.e. Pashto, to Urdu and then English. As it is a linguistic fact that the syntactic structure of one language does not always fit on another language syntactic structure. Similarly, here the students were trying to fit the syntactic structure of Pashto and Urdu on English which made them commit certain errors.

At the end the researcher recommended the teachers and students to overcome these errors with practical measures. The measures include choosing standard books for grammar and to practice it on a daily basis. The teacher should guide the students that along with the

content, the grammatical structure of a sentence is paramount in a secondary language used for academic purpose. The researcher also suggested teachers to conduct monthly tests and to give special attention to the students' grammatical errors to overcome these errors in future.

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