

**LINGUISTIC ERROR ANALYSIS: A
CORPUS-BASED INVESTIGATION OF
MPHIL THESES AT NUML**

BY

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ABSTRACT

Title: Linguistic Error Analysis: A Corpus-Based Investigation of MPhil Theses at NUML

Error analysis is a systematic method for locating, classifying, and examining second language learners' errors. It closely examines both repetitive and sporadic errors to understand more about the learners' language skills. The present study has explored language errors in the graduate theses of second language learners in Pakistan (NUML). Using the pragmatic research philosophy, the present study employs case studies to identify, categorise, and analyse language errors. Forty theses from the four departments of NUML (IR, GPP, Economics, and English) have been selected randomly. After downloading ten theses from each department from the NUML e-library, four corpora were made, which were then annotated with the help of TagAnt. Two corpus tools, TagAnt and AntConc, have been used to identify the errors. Three categories of grammatical, mechanical, and syntactical errors have been adopted from PescanteMalimas and Samson (2018), which have been further analysed under the theoretical lens of Ellis (1994). A corpus-based error analysis found that grammatical errors were the most common among the four selected departments. Mechanical errors were not as recurrent, whereas the occurrence of syntactical errors mainly depended on the demand of their subject or the study area that students dealt with; the students from the economic departments focused on the statistical rather than syntactic or grammatical functions of the language. This study found that the students from English departments were writing long and descriptive sentences, which lessened the readers' engagement. The current research study contributes to the academic domains of English thesis writing by giving practical suggestions to students, teachers, and policymakers to significantly enhance the academic language in the graduate thesis. This study suggests organising academic writing workshops and seminars to enhance the students' writing capabilities and teach them to tackle various academic challenges.

Keywords: Linguistic Errors, Corpus-based Error Analysis, MPhil Theses, NUML

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LIST OF ABBREVIATIONS

CA:	Contrastive Analysis
CEA:	Corpus-based Error Analysis
EA:	Error Analysis
ELT:	English Language Teaching
GPP:	Governance and Public Policy
IR:	International Relations
KWIC:	Key Word in Context
L1:	First Language
L2:	Second Language
NUML:	National University of Modern Languages

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DEDICATION

This thesis is dedicated to my parents.

CHAPTER 1

INTRODUCTION

1.1 Overview of the Chapter

Learning a language is a challenging cognitive process involving several acquisition phases and understanding the appropriate language usage. This tumultuous journey of a second language learner is adorned with errors. These errors made by second language learners interest the linguists in applied linguistics as by analysing and scrutinising them, linguists uncover essential insights into the fundamental processes of language learning (Brown, 2007, p. 72; Ellis, 2008, p. 98). In the 1960s, Corder and his colleagues established an Error analysis process that enabled researchers to profoundly understand the cognitive, sociolinguistics, and psycholinguistics aspects affecting language learning by finding and examining linguistic errors (James, 1998, p. 215). Namely, Error analysis is a technique used to record errors that arise in language learners, identify whether those errors are recurring, and (if feasible) provide an explanation for the errors (James, 2013). In addition to serving as a diagnostic tool, error analysis provides essential insights into the difficulties learners face navigating the complex structure of a second language.

Moreover, findings of error analysis pave the way for teachers to target weaker links in the second language learning process and reinforce vital areas of language proficiency. The development of focused interventions and efficient language teaching approaches, which play a crucial role in improving the competence and performance of a language, depends critically on an understanding of the types of errors made by learners (Richards, 1971, p. 208). In short, this process helps teachers to develop a more sophisticated understanding of language patterns.

Furthermore, error analysis benefits researchers mainly dedicated to studying language and pedagogy, as it helps them understand the complexities of language learning processes and patterns. It also reveals the interlanguage system, a linguistic stage wherein learners' emerging proficiency in the target language becomes apparent (Selinker, 1972, p. 209). Additionally, error analysis helps researchers distinguish between errors that arise due to natural language growth and those that are the result of interference from L2 (Ellis, 2013, p. 104). Understanding the underlying causes of errors helps educators develop specialised teaching tactics that cater to their students' unique language demands, difficulties, and

problematic areas (Köpfer, 2022). Findings of error analysis provide teachers with sufficient information that leads to adjustments to their pedagogical strategies, which proactively address students' areas of difficulty by recognising typical linguistic errors (Khansir, 2012).

Moreover, various factors can contribute to errors made by students in their language-learning language-learning process. Defective teaching materials or inadequate language instruction by teachers can be a reason for error-making. Other factors such as language transfer, over-generalisation, simplification, underuse, fossilisation, lack of knowledge of the rules, and interference are also causes of language errors (Corder, 1967; Darus & Ching, 2009; Ellis, 1997; Jabeen, 2015; Lasaten, 2014). For instance, Marzuki and Zainal (2004) conducted a study to investigate errors made by students in an examination setting. The research discovered that students committed grammatical errors, which resulted in defective sentence structures in their paragraph development.

Furthermore, students were observed to make frequent lexical and grammatical errors in their writing. In another study, Bhela (1997) conducted error analysis research in which she examined descriptive and narrative writing errors among Pakistani secondary school students. The research findings revealed that despite English being a compulsory subject in Pakistani schools, students still needed help to produce the language, leading to spelling, punctuation, phonetic, syntactic, morphological, and lexical errors.

It is widely understood that the mandatory use of English as the official language of Pakistan and its obligatory inclusion in school curricula have been long established. English language proficiency has become even more paramount in academia and administration. The globalised nature of the contemporary world further emphasises the indispensability of English as a *lingua franca*. However, despite the significance of English language skills, a significant proportion of university students in Pakistan still need to acquire a robust command of the language. The ramifications of this predicament are further intensified when students unintentionally employ erroneous English in their writings, often due to a lack of knowledge. Scholars have amassed empirical data demonstrating the benefits of focusing on learners' errors to improve language acquisition. Corder (1975) believed that "the study of errors is part of the analysis of the language learning process." It is commonly believed that English language learners encounter various difficulties when learning the language, particularly in writing. The current study is aimed at delving into the various

types and degrees of linguistic errors committed by students from four departments of the National University of Modern Languages (NUML) in their MPhil theses.

In scrutinising the language production of Pakistani students at the National University of Modern Languages (NUML), it becomes evident that they persistently commit errors while utilising the target language. So, it becomes difficult to determine what kind of errors they commit. This pressing need to recognise and analyse the errors that Pakistani students commit in their academic writing is the primary driving force behind the researcher's study. The researcher's distinct approach of incorporating innovative perspectives is brought to bear on the research's data sources, setting, and methodological techniques, which will hopefully yield an unorthodox outlook into the intricacies of the learners' language competencies. By compiling a thesis from four distinct departments of NUML, the researcher can offer unique insights into the vast array of errors that occur due to the diverse data available.

The present study examines the underlying causes of errors, considering how they may affect language pedagogy and providing suggestions for developing a welcoming and conducive language learning environment (Selinker, 1972, p. 219). This research scrutinises the various categories of errors committed by students of four departments: English, International Relations (IR), Governance, Public Policy (GPP), and Economics at NUML in their MPhil theses utilising AntConc.

The research procedure entailed downloading the theses from the NUML E-library and converting them into txt files. These txt files were then used to create four corpora, each representing a particular department. The researcher has used the Concordance tool, also named KWIC (Key Word in Context) within AntConc to scrutinise the four corpora, which facilitated the identification of categories of errors, and the word list feature of AntConc helped with highlighting most of the frequently recurring errors in each set. The corpusbased data analysis of the errors extracts frequencies in the first stage and interprets and describes them in detail in the second stage. Furthermore, the present research study comparatively analyzes the frequencies, types, and nature of errors among four departments of NUML to draw the pedagogical implications in the existing discipline of study.

1.2 Introduction to Corpus

The area of corpus linguistics has emerged as a game-changing one that is revolutionising how language is researched and comprehended. A linguistic data collection

of corpus that includes written texts and spoken recordings is crucial for linguistic theory development and description. In order to analyse language diversity, explore linguistic trends, and gain crucial insights into the fundamental mechanisms of human communication, researchers are provided with a vast and varied pool of language samples. This developing area at the nexus of computer science and linguistics offers a unique way of thinking and a method for learning more about the nature of language (McEnery & Hardie, 2012).

Corpus-based research is a novel research approach in linguistics that heavily relies on computer and concordance software. Researchers employ corpora to gather, monitor, and analyse linguistic data to uncover similarities and differences between second language learners and native language speakers or between learners at different language skill levels, thus facilitating language research. Corpus-based Error Analysis is characterised by its empirical nature, investigating authentic use patterns in natural texts and basing its analysis on a vast and structured collection of natural texts known as a "corpus." It employs computers extensively for analysis, including automated and interactive procedures, and depends on quantitative approach which is further described qualitatively. Moreover, corpusbased error analysis enables researchers to examine what is erroneous and to define what is correct, thus allowing linguists to compare the language generated by English as a Foreign Language (EFL) learners to that of native speakers.

1.3 Linguistic Errors

Linguistic errors are an integral part of language learning and are often observed in the language of non-native speakers (Akhtar & Khan, 2016). These errors hinder effective communication and affect the quality of written work produced by the learners. In academic settings, such as universities, students must produce research papers, theses, and dissertations that reflect their linguistic competence and knowledge. However, due to the prevalence of linguistic errors, the quality of such written work is often compromised. Therefore, it is crucial to investigate the types of linguistic errors students commit at the university level.

1.4 Linguistic Errors in Higher Education in Pakistan

Pakistan is a multilingual country where English is taught as a second language. However, due to the influence of other languages, such as Urdu, Punjabi, and Sindhi, Pakistani students often need help to acquire English as a second language (Khan, 2015).

Their writings often reflect these difficulties, including MPhil theses, where students make numerous linguistic errors. Therefore, investigating the linguistic errors made by MPhil students in Pakistan can provide valuable insights into language learners' challenges in a multilingual context. These errors involve the incorrect use of grammar structures.

English is taught as a second language in Pakistan, and most academic work is produced in English (Khan, 2015). However, due to the need for proficiency in English, MPhil students often make linguistic errors in their theses, which affect the quality of their research work (Bhatti, 2018). According to a recent study by Ali and Shahbaz (2021), MPhil scholars in Pakistan need to improve their use of verb tenses, articles, prepositions, and academic vocabulary.

This study has the potential to contribute significantly to the Pakistani education system by informing the development of more effective language teaching methodologies. By identifying MPhil students' most common linguistic errors, language teachers in Pakistan can develop pedagogical strategies that address these errors more effectively. This research can ultimately improve language proficiency among students and improve thesis writing and research outcomes in the country (Sadiq, 2019).

1.5 The Statement of Problem

Students learning English as a second language often make errors in their writing. These linguistic errors, which can include issues with semantics, syntax, and grammar, hinder comprehension due to a lack of accuracy and proficiency. At the National University of Modern Languages (NUML) in Islamabad, graduate students frequently make such errors in their theses. These errors compromise effective communication, raise concerns about the integrity and overall quality of the research, and reflect inconsistencies in linguistic competency across different departments.

Given that graduate students from various departments commit different types of errors, and that there may be both similarities and differences in these errors, a comprehensive corpus-based analysis is necessary. Such an analysis can identify common error patterns, explore the potential underlying causes, and recommend targeted interventions to enhance linguistic proficiency. This study aims to conduct a corpus-based investigation of linguistic errors in MPhil theses, providing insights into their nature, trends, and implications for academic writing and language instruction.

1.6 Significance of the Study

The significance of the present study falls within the domain of pedagogy. This study explores the linguistic errors in the theses of graduate students learning English as a second language. This study endeavors to highlight the various types of linguistic errors: grammar, syntactic, and mechanical. Based on exploring these errors, the current research contributes to the interdisciplinary fields of study: grammar, syntax, corpus-based studies, second language learning, and applied linguistics in pedagogy. The present research is significant in providing recommendations to students, teachers, and future researchers.

Moreover, through the analysis of errors, language instructors are better equipped to understand the strengths and weaknesses of their teaching methodologies and identify new approaches for enhancing the language learning process. The error analysis of the present study aims to provide a comprehensive picture of the learner's proficiency in the foreign language by analysing the nature and causes of their errors. Such information is essential for designing new courses, selecting teaching methodologies, and creating teaching materials. The present study represents an innovative and significant contribution to applied linguistics, as it seeks to examine the linguistic errors made by second language learners of English at the National University of Modern Languages (NUML) through the application of corpus-based analysis techniques. This investigation aims to identify the types of recurring errors and the domains in which they occur most frequently and determine whether learners from different fields of study exhibit similar error patterns. The findings of this study will be of considerable value to linguists, language instructors, and syllabus designers as they seek to address the challenges and difficulties associated with second language learning and instruction.

1.7 Research Objectives

The objectives of this study are as follows:

- i. To explore the types of errors, present in the MPhil thesis at NUML
- ii. To investigate the frequency of various recurring errors
- iii. To find similarities and differences in the linguistic errors committed by selected departments' students

1.8 Research Questions

The researcher seeks to answer the following questions:

- i. What linguistic errors students commit in their MPhil theses in the four departments of NUML, namely IR, GPP, Economics and English?
- ii. What is the frequency of recurring errors in the MPhil theses?
- iii. How are errors found in the thesis of IR, GP, Economics and English are similar and different?

1.9 Rationale of Study

This study highlights the importance of addressing linguistic errors in MPhil theses. While linguistic errors may seem minor issues, they can have significant implications for the credibility and validity of research. For example, grammatical, syntactical, and mechanical errors can lead to misinterpretations and misunderstandings of research findings. Therefore, by investigating and addressing linguistic errors in MPhil theses, this study can help improve the quality and credibility of research in Pakistan (Faisal & Awan, 2017).

Linguistic errors are a common phenomenon in language learning, but their presence in academic writing affects the quality of written work produced by students. Therefore, it is crucial to investigate the types of linguistic errors students commit at the university level. In Pakistan, MPhil students need help with academic writing due to their lack of proficiency in English, which results in linguistic errors. Hence, there is a need to address these challenges and support students in improving their proficiency in English. The current study adopts the theoretical framework of error analysis presented by Ellis (1994), which categorises linguistic errors into three groups: grammatical, syntactical, and mechanics. This categorisation provides a guideline for the present study, in which the researcher investigates errors committed by university students from four different departments at NUML.

1.10 Delimitation

The present research is delimited in terms of the theoretical framework of Ellis (1994). The current study only explores the linguistic errors in graduate students' theses from the IR, GPP, Economics, and English departments at the National University of Modern Language, Islamabad. The findings of the study are limited to the graduate theses from NUML. The study's findings apply to graduate students of the same departments from other

universities in Pakistan. Furthermore, the present study is delimited to three categories of linguistic errors: mechanical, grammatical, and syntactical. Moreover, the corpus of the study is delimited to ten theses from each department. A total of four corpora representing each department have been compiled. The findings of the study are representative of the study population. This study is also delimited regarding the sample period taken from the NUML E-Library. Only the theses from 2018 to 2023 have been selected to compile the corpus for the study. This study is also delimited regarding the tools used to analyse the data: TagAnt and AntConc.

1.11 Chapter Breakdown

The first "Introduction" chapter presents fundamental ideas and identifies the objectives, justification, issue description, and research questions. The second chapter, "Literature Review," examines the literature on error analysis, corpus-based error analysis, and different theories of error analysis to contextualise the current study. It also researches the literature on the evolution of critical concepts in Data-Driven Learning. The third chapter of this study is "Research Methodology", which deals with corpus-based error analysis. The fourth chapter of this study is "Data Analysis and Findings", which deals with selecting a group of theses from a statistical population to estimate attributes of the entire population. The fifth chapter of this study is "Discussion", which deals with going through all of the study's findings, analysing them, and discussing their ramifications. The sixth chapter, "Conclusion and Recommendations," eventually answers the research questions and brings the study closer.

CHAPTER 2

LITERATURE REVIEW

This chapter critically reviews the studies' already established background by thoroughly investigating the domain of linguistic errors. It provides a critical review of the error analysis, factors affecting English language proficiency, linguistic errors in English writings, errors in academic language, and the corpus-based error analysis.

2.1 Background

The background of the linguistic error analysis harks back to the two methodologies of the second language learner: comparative analysis (CA) and error analysis (EA). Contrastive analysis is defined as a theoretically based, systematic, and synchronic comparison of two or, at most, a limited number of languages. When contrastive analysis lost its initial appeal, error analysis became the primary research method on second language learners' language. Corder (1974) asserts that error analysis is a sub-field of applied linguistics crucial in studying second and foreign language learning. He further argues that the language error technique is used to determine whether they are systematic or not and then explore the reasons that could have caused them. A significant goal for carrying out this type of research is to determine how well someone understands a language and gain information on frequent challenges.

2.2 Language Errors

Language errors, often referred to as linguistic errors, are inaccuracies in language use, whether spoken or written. Grammar, syntax, pronunciation, vocabulary, and punctuation are some of the many ways these errors might appear. They may obstruct clear communication, resulting in misconceptions and uncertainty. Linguistic errors can reduce a message's coherence and clarity in both formal and informal contexts, which lowers the level of communication as a whole. Through constant practice, instruction, and understanding of grammatical norms and conventions, language learners, writers, and speakers work to reduce these errors.

Satariyan and Mohseni (2014) have explored the common language errors in the writings of undergraduate students at Azad University of South Tehran. This study has

explored the categories of language errors, such as content, vocabulary, organisation of the discourse, and syntactic mechanics, along with their percentages. These language errors have been analysed with references to the first language (L1) and the utilisation of technology and media to learn English as a second language. An error analysis model has been utilised as the theoretical underpinning of the study to analyse a total of 190 essays written by undergraduate students. The linguistic analysis of the data revealed that undergraduate students face higher linguistic challenges under organisation, content, and vocabulary than mechanics and syntax.

Similarly, Sawalmeh (2013) explored the linguistic errors in 32 essays written by Saudi English language learners. This study has categorised language errors as follows: verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalisation, articles, sentence fragments, and prepositions. The present research study has also categorised the errors into three stages of analysis: grammar, mechanics, and syntax, while Satariyan and Mohseni (2014) have explored language errors in five categories. Additionally, the current research study does not evaluate the essays on an undergraduate level; instead, it explores the academic works of graduate students in the form of theses published in the NUML thesis repository.

According to Chomsky (1975), one key factor that contributes to linguistic errors in English as a target language is the influence of the learner's first language (L1). The structures and principles of the L1 can shape how the learner approaches the target language, leading to transfer effects in which the L1 grammar is applied inappropriately to the target language (Chomsky, 1975). For example, a learner whose L1 does not have a distinction between "he" and "she" may struggle to master this distinction in English, leading to errors in gender agreement. Such linguistic errors result in imprecise speech, misunderstandings, and misinterpretations, which are detrimental to the integrity and authority of their academic work as a whole.

Darus and Subramaniam (2009) have also analysed the language errors in the seventy-two essays written by the Malaysian students whose first language was Malay. This study has selected a sample of seventy-two students: thirty-seven male and thirty-five female students with a non-English-speaking background. This study utilised the Markin software to analyse the errors committed in the written essays, and it found that language errors were affected by the mother tongue, Malay. The categorisation of the analysis reveals that

Malaysian students have committed errors in word order, singular/plural form, verb tense, subject-verb agreement, word choice, and prepositions. This study has identified six error types in the research questions and the research gap section. The present research study does not delimit the linguistic errors in the research question section. However, it endeavors to explore the various types of linguistic errors under the general categories of grammar, syntax, and mechanism. This study addresses each type of linguistic error noticed in these three categories. The present research study does not delimit the types of linguistic errors but the categories.

Kusumawardhani (2015) has explored the language errors in the narrative composition of the students to know the types of errors, explore the ways in which errors have been committed, correct the errors, find the reasons for errors, recommend changes to improve the teaching strategies, reduce the number of errors, and design the curriculum and syllabus. For this purpose, Kusumawardhani has chosen the descriptive analysis technique as a method of data analysis to describe the nature of the error in detail. Three descriptive methods have been used to collect and analyse the data: observational methods, case studies, and surveys. A total of 20 English language learners were asked to write a narrative English composition. A descriptive analysis of the narrative composition has found 200 errors: 30 errors of selection, 20 errors of ordering, 115 errors of omission, and 30 errors of addition. This study concludes that the students were still in the learning phase of language; that is why they have not mastered the English language and have committed errors. Most of the textual errors were influenced by the mother tongue, Malay, due to the language used by the teacher, which contained code mixing and switching from the Malay language. The present research study also provides recommendations for curriculum and syllabus designers, teachers, and students to cope with linguistic errors. However, the scope of the study does not inquire into the influence of the first or mother tongue on the writing capabilities of graduate students. The present study examines linguistic errors with the aim of exploring the types of errors and similarities and differences between the language errors committed by the graduate students are from the four departments of the National University of Modern Languages, Islamabad.

Karim et al. (2018) have critically examined the language errors in the classroom by students learning English as a foreign language in Bangladesh. This study particularly examined the most typical types of linguistic errors and the attitudes of Bangladeshi English language learners towards correcting the errors under the theoretical lens of Ellis's (2002)

error analysis model. The data for the present study was collected by compiling a corpus and conducting a survey. A corpus of 21700 words has been compiled from the 70 essays written by English language learners in Grades 9 and 10. One hundred forty-five students from Grade 9 and the same number of students from Grade 10 were selected using the convenience sampling technique. The SPSS tool was utilised to analyse the students' writings under the categorical guidance of a theoretical framework. This study found that Bangladeshi English language learners have been facing linguistic challenges of misinformation, disordering, grammar, and overgeneralisation in their writings. Moreover, the analysis of the questionnaire reveals that students were more inclined to ask the teachers to correct their errors. The present research study deals with the language errors of graduate students learning English as second language learners. Due to the differences in syntax, vocabulary, and pronunciation between the original language (like Urdu, Punjabi, Saraiki, Pashto, Balochi, and Sindhi) and English, the students face linguistic challenges while writing scholarly works. This interference results in errors and inconsistencies in their written work. For learners to improve their overall writing skills in English, it is essential to recognise and comprehend these original language impacts. By tackling this problem, instructors and language learners may collaborate to improve the efficacy and clarity of written English communication. For example, learners of English whose native language is Chinese may have difficulty distinguishing between English tenses because Chinese does not have tenses (Gass & Selinker, 2008). Aziz and Khan (2011) argue that Urdu, the national language of Pakistan, has a different grammar structure than English, which can lead to errors in sentence structure, word order, and tense usage. They collected data through questionnaires and semi-structured interviews, and their research found that children struggle with a variety of writing-related errors, including vocabulary, spelling, punctuation, sentence structure, and grammar. Effective English writing education is severely hampered by limited exposure to appropriate English use in daily life, and social views that view English as a topic rather than a language also have an influence on students' writing skills (Aziz & Khan, 2011).

The interference from the student's native language, such as Urdu, can cause linguistic errors in written English. Masood, Shafi, Rahim, and Darwesh (2023) investigate the interference of the first language (L1), Urdu, in the usage of English as a Second Language (ESL) among Pakistani Urdu speakers. Pakistani ESL students' native language, Urdu, affected their level of English language competency. The sample was made up of 30

students from different universities in Pakistan, all of whom were fluent in Urdu. Specifically, the study discovered common syntactic problems caused by this interference in using articles, prepositions, and subject-verb agreement. Due to the differences in English and Urdu's grammatical systems, ESL students frequently struggled to comprehend these concepts.

Furthermore, many students immediately integrated Urdu terms into their English speech, which complicated communication. In order to develop successful teaching techniques to improve English language competency among Pakistani ESL learners, educators must be able to recognise these interference patterns. The influence of the mother tongue and the regional language has been denounced as one of the factors contributing to the error in the language. The present research study does not examine the language errors caused by the influence of the regional languages. It is beyond the scope of the current exploration. This study is limited to the linguistic errors of the English language from the perspectives of grammar, syntax, and mechanics.

2.3 Error Analysis

The process of collecting, categorising, and analysing errors produced by second language learners in their oral and written performances is known as error analysis (Richards, 1980). Corder (1974) is primarily credited for his groundbreaking error analysis (EA) work. He contended that a more systematic analysis of learners' errors by identifying the language learners' 'built-in syllabus' would result in a better understanding of language acquisition. Error analysis, which was developed to account for learners' language ability, was first influenced by Chomskyan linguistics and psycholinguistics advancements (Corder, 1967). However, the dynamic and evolving character of second language competence, which diverged from Chomsky's static model of linguistic competence, presented difficulties.

AlTameemy and Daradkeh (2019) have examined the paragraphs written by the Saudi English language learner under the theoretical lens of Chanquoy's (2001) classification of errors. A total of eighty students were asked to write an English paragraph composition at Prince Sattam bin Abdulaziz University with the aim of exploring the similarities and differences of errors, types of errors, and their frequencies committed by male and female students. Additionally, this study explores the impact of English native and non-native teachers on the students' writing capabilities. This study categorises errors at

two levels of analysis: sentence structure and paragraph level. Based on sentence structures, the errors have been classified into three types: grammatical, punctuation, and syntactical errors. On the paragraph level, the errors have been classified into four types: paragraph unity errors, paragraph development errors, paragraph coherence errors, and inconsistency of view errors. The analysis of the collected data has revealed that a total of 1580 errors have been found in the paragraph composition of 80 Saudi English language learners. One thousand three hundred sixteen errors have been extracted at the sentence level, while 264 errors have been found at the paragraph level. This study has found that male and female students have committed similar errors; no significant difference has been found in both the sentence and paragraph levels of analysis.

Furthermore, this study concludes that the students who have been taught by teachers with a native English background have committed fewer errors as compared to the students whom non-native English teachers have taught. The study concludes that the language of the teacher and their linguistic background impact the language capabilities of the language learners. The present research study does not divide the graduate thesis into different levels; instead, it examines the errors using corpus tools after compiling a vast number of representative corpora. After exploring errors using corpus tools, the errors have been classified into three general categories adopted by the study's theoretical framework.

Errors are not only committed in word orders, punctuation, and word classes, but most ESL and EFL English language learners commit errors in the forms of verbs. Bin Abdullah (2013) has analysed the students' writings on the TESOL Diploma to explore the areas in which the students mostly commit errors while engaging with the present indefinite and past indefinite tenses. The random sampling technique was used to select the 53 students who were asked to answer the essay-writing questions. The error analysis method was used to analyse the documents submitted by the students. The analysis of the study found that students have committed subject-verb agreement (forms of the verbs), tenses, parts of speech, vocabularies, misordering, misinformation, omission, and addition, which concludes that TESL students do not have a proficient level of writing ability. The current research study does not explicitly focus on one aspect of error analysis; instead, it involves each type of error under the three categories of grammar, syntax, and mechanics.

The errors are not limited to primary, secondary, intermediate, or college-level students; they can be committed at any stage of English language learning. Mohammed and

Abdaloussein (2015) have explored the grammatical errors in the writings of Iraqi UKM postgraduate students under the theoretical paradigm of Corder's (1964) model of error analysis. A total of 51 master research proposals have been taken as the sample for the study from the Department of Information Systems at Kebangsaan University of Malaysia. The syntax and morphological error classification presented by Dulay, Burt, and Krashan has been adopted to classify the errors extracted from the research proposals. This study has explored that students have committed various errors in their research proposals, such as articles, tense, active and passive voice, verbs, prepositions, and morphological errors, which cause their interlanguage interference with the mother tongue and regional languages. The present research study does not examine the errors in the research proposals, although it explores the errors in the scholarly theses of the graduate students of NUML Islamabad. This study is limited to the three categories of errors classified as grammatical, syntactic, and mechanics. The relevant research studies have been reviewed below.

2.4 Grammatical Errors

Prescriptive Grammarians use the term grammar errors to describe faulty, inaccurate, flawed, or defective use of tense, verbs, subject-verb agreements, etc., which leads to misconceptions and confusion in the comprehension of language.

Grammar plays a vital role in the writing processes of the language. The students commit grammatical errors in their writings, which cause hindrances in the comprehension of the message being transmitted. The frequency of errors rises when writings are made in foreign languages because of the incapability and less exposure to the target language.

Miko (2018) delves into the grammatical errors committed by the second-semester students of the Department of English at the Ar-Raniry State Islamic University by using the qualitative method of data analysis under the theoretical underpinnings of Corder's (1974) classification of errors. The purposive sampling technique has been utilised to take the sample from the population of the English department in 3 units, consisting of a total of 31 students. The Coder's analysis error resulted in the following: the frequency of errors of selection was 114 times (42.72%), the frequency of errors of omission was 107 times (31.75%), the frequency of errors of addition was 68 times (20.17%), and the lowest frequency of ordering errors was 18 times (5.74%).

Sugeng (2016) examined the grammatical errors in the 228 undergraduate theses of students learning English as a foreign language in different English study programs in Indonesia. The qualitative analysis of the theses has found that Indonesian students have committed errors in nouns, numbers, predicates, verb groups, finite verbs, subject-verb Concords, passive voice, clauses, and word choices, which concludes that undergraduate teachers and students need to work on the interlanguage errors to improve the quality of the scholarly writings. The present research study also explores the grammatical errors in the graduate thesis to examine how the grammar of language was defective.

Mohaghegh, Zarandi and Shariati (2011) have explored the grammatical errors of relative pronouns, articles, prepositions and tenses produced by English majors while engaging in the translation task. This study followed a quantitative research design to measure the frequencies of errors in each category of the selected aspects of grammar. The study sample was taken from the Department of Literature and Translation at the Shahid Bahonar University of Kerman. A total of 60 EFL students—30 from the discipline of translation and 30 from literature—participated in the study. Translation tasks have been used as an instrument of the study to collect the data. Four translation tasks were assigned, three in Persian and one in English, to explore the grammatical challenges faced by Persian students in the act of translation. The error analysis of the translation task has found that each selected category of the grammar has found significant differences in terms of frequencies of errors: prepositional errors were noticed (100.0%), errors of relative pronouns were repeated (56.7%), the percentage of errors of articles was 25.0%), and the frequency of tense errors was 6.7%, which concludes that EFL students of Literature and Translation studies have been committing errors differently with significant different percentages. The present research study has also taken samples from the four different departments, but it does not compare the frequencies of grammatical errors only; it takes the research one step further by finding the similarities and differences of the errors in the three categories of grammar, syntax, and mechanics. The current research study also explores the frequencies of each type of error in each thesis file from the four different departments. The types of errors have been divided or categorized on the basis of the nature and type of error. The errors of the similar categories were placed in a similar category under the heading of the selected departments from where the thesis has been taken as a sample. The researcher has used corpus tools to measure the frequencies of each type of error, which have been further categorized under three main categories. This study does not

utilize any corpus tools to describe or interpret the type of error and their description in the analysis section. The analysis of each example has been conducted manually by operationalizing the theoretical and analytical framework of the study. The number of errors committed by the students from each department and the interpretation of the errors have been comparatively analyzed among four departments to find the recurrent percentages of errors in each department. These numeric data of frequencies entirely deal with the quantitative approach of scientific research, but it needs qualitative exploration to make the study comprehensible to its readers and to draw a final conclusion and findings of the study.

Similarly, Chodorow, Tetreault, and Han (2007) detected prepositional errors using natural language processing (NLP) and then filtered the errors accordingly. The present research study also uses two corpus tools, TagAnt and AntConc, to categorise each error category.

Language errors in grammar are not limited to the domain of pedagogy. There are various reasons behind the grammatical errors. Kornev and Balčiūnienė (2021) have explored lexical and grammatical errors in the discourse production of children suffering from language disorders. This study is limited to the grammatical errors caused by developmental disorders in children, which are associated with language performance errors and not the competency of accurate language production. Two corpora of the discourse produced by the children have been formed to explore the grammatical errors under the theoretical considerations of the resource deficit model and investigate the cognitive utterances of the subject of the study. The error analysis of the study found that discourse genres and assessment age influenced the production of grammatical errors in children with developmental disorders. The children have shown substantial effects in producing lexical and morphological errors, which concludes that these errors were due to cognitive linguistic performance. The current study does not inquire about linguistic errors from the perspective of cognitive approaches; instead, the research only focuses on surface-level error analysis as the study sample belongs to graduate students; a very low probability could occur regarding a cognitive disability or disorder causing language errors in scholarly writings. The next category of syntactic analysis has been reviewed below.

2.5 Syntactic Errors

Syntactic errors violate rules and regulations regarding the grammatical constructions and organisation of sentences using various syntactic features such as phrases

and clauses. The English language learners (ESL and EGL) mainly commit syntactic errors in their language construction. Many researchers have explored various syntactic errors students commit at different educational levels. Muniroh and Hapsari (2018) analysed the narrative writings produced by ninth-grade students to explore the causes of the errors and find ways to improve their narrative writing ability. The study has followed the qualitative research data to obtain the data through a qualitative narrative writing test task. A descriptive method of data analysis was used to categorise the data into different forms. The descriptive analysis of the field notes categorised into different syntactic cases found that the students from Darul Hikmah II Junior High School from Bekasi have committed 382 syntactic errors: 162 errors of noun phrase with a frequency of 42,4%, 139 errors of verb phrase with a frequency of 36,4%, 42 errors of adverbial phrase with a frequency of 11%, 29 errors of adjective phrase with a frequency of 7,6%, and errors of prepositional phrase with a frequency of 30%, which concludes that these errors were committed due to the lack of syntactic ability of the students to craft a masterpiece of writing. These syntactic errors were due to the grammar, lack of cohesion, coherence, and unity among the different parts of their narrative writings. This study recommends that English language teachers focus more on the syntactic patterns of the students, such as grammar, tense, and parts of speech, to improve the student's performance at Bekasi.

Similarly, Liu and Xu (2013) conducted a cohort study to explore the syntactic errors committed by Chinese undergraduate students learning English as a foreign language. The study compiled writing essay tasks for eight weeks, and then a questionnaire was asked to be filled out. Thirty intermediate students learning English writing courses were taken as a study sample to explore their syntactic patterns, writing performance, and the source of errors to recommend changes to improve their writing construction in English. A total of 90 essays out of 12 were selected to be analysed after the compilation and organisation of the research data. Kramer, Leggett, and Mead's (1995) classification of errors has been adopted to analyse and categorise the errors extracted from the essays.

Additionally, this study has developed criteria to select the errors from the essays, such as repetition of error taken as once, a series of errors being categorised as one (only the first error has been coded), and the nature of the error. This study has found that the Chinese intermediate students in the English Writing course have committed a total of 1138 language errors from a total of ninety essays, out of which 622 were syntactic errors. A total of ten types of syntactic errors were found in the study sample, which were mainly

committed by the carelessness of the students due to the influence of the Chinese regional languages on the English language. The present research study has also focused on the syntactic errors produced by Pakistani graduate students in their academic scholarly writings of theses. The current study has also developed a categorisation technique for errors instead of adopting an already-constructed one. This study links the categorisation of the errors to the theoretical underpinnings of the study. The errors have been categorized in the form of tables; similar types of errors have been placed in a similar section, i.e., the grammatical errors have been placed in different tables, and further sections have also been compiled as per the grammatical nature of errors. Further, these frequencies and the errors are further explained as per the theoretical understandings of the study.

2.6 Errors of Mechanics

Errors in mechanics refer to technical errors, such as spelling, punctuation, capitalisation, and typographical errors, committed by the students while crafting a piece of writing. Many research studies have been conducted on mechanical errors committed in English writing. Yuliawati (2021) has analysed mechanical errors to explore the types and measure the degree of mechanical errors in English writings. Sixty-five pieces of English writing assignments have been analysed to explore the mechanical errors English language learners commit. The content analysis used a method of data analysis to explore the mechanical errors of punctuation, capitalisation, spelling, and italicisation, which found that these errors did not impact the comprehensibility of the readers.

Similarly, Asad (2024) has conducted a case study on the mechanical errors committed by Saudi English language learners due to the influence of their mother tongue. This study has addressed the phenomenon of the mother tongue's influence on the other tongue, which has led to mechanical errors in English writing. This study has primarily focused on the mechanical errors of lexical effect, spacing, capitalisation, punctuation, grammar, and spelling committed by EFL students in Saudi Arabia. The study sample consisted of the final term papers of 30 students learning English at Al-Hait Technical College. The study found that the mother tongue significantly hampered the students' writing proficiency. The recurrent frequencies of errors were as follows: punctuation (41%), capitalisation (30%), and spelling (29%). The study concluded that errors in spelling, capitalisation, and punctuation were due to the poor quality of the educational system, while the influence of the mother tongue highlighted errors in spacing, substitution, and omission.

The present research study also explores the mechanical errors in graduate students' theses. However, it does not explore the impact of the mother tongue on the student's writing capabilities.

2.7 Attitudes Towards Errors

This section reviews the attitudes of the students and the teachers towards the errors and their corrections by following the recommendations and suggestions presented by already conducted research studies in the relevant fields of pedagogy, language, and education. Salteh and Sadeghi (2015) have explored the attitudes of students and teachers toward correcting second language errors in their writing. A comparison has been made between the teachers and the students to analyse their perceptions regarding the instructions and the language-related activities in second language learning classes. This study takes a sample of 30 English language teachers and 100 second language learners to explore teachers' error-marking techniques and students' various language features. A mixedmethods research design was used to collect the research data in the form of two questionnaires, one for students and the other for teachers, and interviews with nine teachers were also recorded. This study has found significant differences among teachers and students in correcting language errors.

Similarly, Uysal and Aydin (2017) examined the role of teachers in correcting students' errors and the impact of language errors on language proficiency. This study focused on the perceptions and attitudes of the teachers towards the errors, their correctness, and the causes of the error production in EFL classes. The data for the study was collected from 15 English language teachers from a state university in Turkey using essay papers, questionnaires, interviews, and reflections. The analysis of the study found that EFL teachers helped students improve their speaking, grammar, vocabulary, and pronunciation skills. The EFL teachers' perceptions reveal that error correction can lead to linguistic accuracy and proficiency, self-error correction, habit formation, and the appropriate use of the target language. This study concludes that teachers should focus on correcting pronunciation, grammar, and vocabulary that degrade the language in various ways. The present research study does not explore the attitudes of the teachers and students toward correcting language errors. However, it explores various functions behind the linguistic errors graduate students commit in their theses. Additionally, the present study recommends various suggestions to overcome students' linguistic challenges in their academic writing.

2.8 Corpus Based Error Analysis

Incorporating computer technology in linguistic studies has led to developing a new paradigm for investigating language: corpus linguistics. The empirical nature of corpusbased error analysis (CEA), an error analysis based on learner corpora, has contributed significantly to the linguistic field. CEA's analysis is derived from a large and structured collection of natural texts known as a corpus and extensively uses computers for analysis, including automated and interactive procedures. In addition, CEA employs both quantitative and qualitative analytical approaches, and it allows for the identification of both correct and incorrect language usage by comparing the language generated by EFL learners to that of native speakers. This approach provides researchers with invaluable insights into secondlanguage acquisition. But the corpus-based error analysis (CEA) of the present study is a pure quantitative rather than mixed method research design. The current research study explores the frequencies of the errors in the graduate thesis in numeric data, but it needs qualitative explanation to describe, interpret, and discuss the nature, similarities, and differences of errors among graduate research theses.

Thi, Vo, and Nikolov (2023) analysed the corpus of EFL students to explore language errors and the syntactic complexity of their writing. This study mainly aims to measure the students' language proficiency by analysing syntactic complexities. An automated measurement tool was used to analyse the corpus of 58 written texts comprising 1392 sentences. The corpus for the study was collected from two undergraduate study groups in Myanmar and Hungary. An epistemic approach has been used to explore language-related errors, while syntactic complexities have been examined through corpus tools of automatic measurement. The corpus-based data analysis finds that Myanmar students have used simple writing and produced more extended essays, unlike Hungarian students, who prefer shorter articles with more complex vocabulary structures. The automatic detection of errors found that most of the syntactic complexity errors were as follows: length of production units, sentence complexity, and subordination indices. Furthermore, this study concludes that the frequency of language-related errors in Myanmar students was higher than in Hungarian students.

Lenard, Liermann-Zeljak, and Ferec (2015) analysed the language challenges graduate students face when writing abstracts of scholarly writings. This study explores the typical errors in the abstracts of the 110 final-term research papers of the Department of

Electrical Engineering in Osijek. The corpus of the study was compiled by randomly selecting and downloading the final research papers from the university's official research repository. A corpus tool in Markin 3.1 software has been used to find and classify the errors extracted from the research abstracts. A total of twenty-one categories of errors have been crafted. The corpus analysis of the data finds that students commonly miss or misuse articles because of the lack of exposure to 'articles' in their regional language. The study also found that the students omitted pronouns, which led to defective language production. Additionally, errors, such as poor word choice and inappropriate word order, subject and verb agreement, misspelling, improper verb form in-text citations, and tense, conclude the inappropriateness and unclarity of the scholarly writings. Similarly, Abdullah and Muhammad (2020) analysed the language of the academic thesis using corpus-based error analysis techniques. This study has analysed the spelling errors in the MA thesis of English linguistics students from the Kurdistan region of Iraq. The corpus file has been generated by collecting the linguistic thesis into the corpus tool "AntConc." Only the content pages making a contribution to the thesis have been taken; irrelevant pages have been omitted from the corpus. The corpusbased error analysis of the English linguistic thesis has found that the Kurdish students have committed various types of spelling errors, such as 23 instances of insertion (5.94%), 51 instances of omission (13.18%), 33 instances of substitution (8.53%), 19 instances of transposition (4.91%), 82 instances of compounding (21.19%), 15 instances of apostrophes (3.88%), and 164 instances of hyphenation (42.38%).

Zhang (2017) has used the corpus tools of AntConc, PatCount, and SPSS 19 to provide students and teachers with computer-assisted error detection in the vast amount of data with the intention of improving the teaching strategies to address the particular errors of the students. This study contributed to the pedagogy by helping the teachers and students detect errors instantly and giving recommendations to correct them and enhance the proficiency of the students. To meet the research objectives, the researcher has compiled a corpus of 62 writing drafts from students at vocational colleges. The errors have been detected from the corpus by using the specific entries to categorise 11 types of errors, such as word form (FM), noun phrase (NP), pronoun (Pr), adjectival phrase (AP), verbal phrase (VP), adverbs (Adv), prepositional phrase (PP), collocations (CC), conjunctions (Cj), word (Wd), and sentences (Sn). The present research study also uses these types of unique entries in the corpus tools to detect the errors in the corpus of the graduate thesis. Corpus tools

TagAnt and AntConc are widely used software to detect specific language entries; for this purpose, the tool has also provided entries to detect particular instances.

Another research study by Nasution (2018) explores data analysis methods to investigate the students' attitudes towards corpus-based studies and the efficiency of the online corpus tools in academic progress. A total of 42 research students from the Muhammadiyah University of North Sumatra have been selected as the sample for the study. Training sessions have been arranged to teach the study participants corpus tools such as COCA and Ludwig Guru. Then, they were asked to respond to the survey questionnaire to analyse their attitude towards this online corpus software. The qualitative descriptive analysis of the students' reviews of these corpus tools showed that they found them helpful for their academic journey.

Furthermore, these tools assist them in detecting and correcting linguistic errors. The present research study also admires the efficacy of corpus tools in language studies and the digital humanities. Regarding the present exploration, TagAnt and AntcConc have significantly performed to detect and categorise the errors.

2.9 Research Gap

The literature review of the already conducted research found that research is scarce in the domain of error analysis of the graduate theses of Pakistani students. The error analysis of the scholarly theses of the graduate students at NUML have not yet been explored linguistically. The present research attempted to fill this significant gap by analysing the language errors committed by ESL graduate students under the theoretical considerations of Ellis's (1994) error analysis model. According to this theory, there are three main types of language errors: grammatical, syntactical, and mechanical. There are grammatical errors with the verb tenses, prepositions, and article use. Examples of syntactical errors are run-on phrases, hanging modifiers, misplaced modifiers, and improper parallelism. Last but not least, mechanics is the technical side of phrase construction, which includes capitalisation, punctuation, and spelling errors.

CHAPTER 3

RESEARCH METHODOLOGY

This section provides an overview of the research methodology used for the investigation. It discusses the methodologies, procedures, methods, designs, sample of the study, data collection, data analysis procedure, tools of data analysis, and strategies utilised to compile the corpus of the study and explore the linguistic errors. The methodology used by the researcher is detailed here.

3.1 Research Philosophy

The current research study follows the postpositivist research worldview, which mainly deals with the quantitative approaches of inquiries. The postpositivism philosophy assesses the cause-and-effect phenomenon objectively (Philips and Burbules, 2000). The current research study identifies the causes and outcomes of the errors committed by the graduate research students in their theses. This objective exploration of the frequencies of errors, types of errors, similarities, and differences among faculty departments of NUML studies it under the postpositive behavior of the students while dealing with the academic writings. The scientific inquiry determines the types and frequencies of errors, involves empirical observation and measurements of errors, explores their causes and effects on the academic writing, and verifies through an analytical and theoretical lens of studies. The current study supports a viewpoint by asserting that reality is not static and that facts may be interpreted in various ways (Hughes & Sharrock, 2016). Several ideas may be used in the context of this research to explain the language errors in the MPhil thesis. The three linguistic error factors identified by Pescante-Malimas and Samson are used to assess the data under the theoretical lens of Ellis (1994).

3.2 Research Design

The quantitative research design has been used to conduct the present exploration of errors committed by the graduate students from the four selected departments of NUML (Creswell & Creswell, 2017). The current research study is primarily quantitative in nature, as it extracts the frequencies of the errors from the selected graduate thesis from four different departments of NUML. Furthermore, these frequencies of the errors have been interpreted and discussed in the analysis section of the study (see chapter 4).

3.3 Data Collection

MPhil theses were retrieved from the NUML E-library and converted into Txt files so that TagAnt could read these files. The researcher independently analysed language errors within each academic field by arranging the data into discrete departmental corpora. The feature of AntConc enabled a thorough examination of the context of language errors within each department's corpus. This data collection method and the functionality of TagAnt and AntConc enabled a precise outlook of language errors, allowing for focused results.

3.4 Population of the study

The study population consists of graduate research theses published in the thesis repository from the four departments of IR, GPP, Economics, and English at the National University of Modern Languages Islamabad.

3.5 Sample of Research

The basis for this study was a sample of forty MPhil theses from four departments at NUML, namely IR, GPP, Economics, and English. The research is cross-sectional because the time horizon is delimited from 2015 to 2022, comprising seven years. The research study employs a random selection procedure to ensure the selected dissertations represent all MPhil scholars at NUML. The findings of the error analysis of the graduate theses are representative of the population of the study.

3.5.1 Rationale for Sample

This study has limited its sample to the four departments under the social sciences umbrella and can provide diverse experiences of language errors. Additionally, a comparative analysis of the frequencies of errors explores the discipline-related particular errors across various domains of study under each discipline. Furthermore, the variety of Graduate theses from the four departments enhance the validity and generalizability of the study's results. Moreover, the study's recommendations would be more reliable and accurate for the various disciplines. A total of forty theses, ten from each department, provide a balanced representation.

3.6 Theoretical Framework

Ellis's (1994) error analysis model constitutes the study's theoretical framework, which primarily focuses on the comparative analysis of the errors made by language learners. The comparison is made between the target language crafted by the learners and the target language to identify the language errors. Ellis (1994) presented five steps for conducting an error analysis in the context of pedagogical classroom activities. These five steps are as follows:

Collection of a sample: This stage refers to collecting the research data to be analysed. The researcher has taken a sample of forty graduate theses from the NUML repository and compiled a corpus for the study.

Identification of Errors: This step deals with identifying the errors in the data. After compiling the corpus for the study, the researcher identified the errors with the help of the corpus tools TagAnt and AntConc.

Description of Errors: This stage deals with the description of identified errors. This study has described the identified errors and the type of error committed.

Explanation of Errors: This stage deals with explaining the errors, including how the error has been committed and how it can be corrected. Errors have been explained under three categories: grammar, mechanics, and syntactic errors, as adopted by Pescante-Malimas and Samson (2018).

Error Evaluation: After describing and explaining the language errors, an evaluation of the errors has been made to compare the linguistic performance among graduate students in the four selected departments.

The Pescante-Malimas and Samson (2018) classification of errors has been adopted to classify the language errors. They categorise linguistic errors into three significant categories: grammatical, syntactical, and mechanical. The grammatical errors include errors related to verb tenses, prepositions, and article usage. Syntactical errors comprise fragments, run-on sentences, misplaced modifiers, dangling modifiers, and faulty parallelism. Lastly, mechanical errors refer to the technical aspects of constructing sentences, including capitalisation, punctuation, and spelling errors. Identifying such errors can assist in diagnosing learners' learning issues and determining the patterns of errors.

Grammatical Errors: Grammatical errors are violations of grammar in writing. They include misuse of verb tenses, subjects and verbs, word order, punctuation, and other grammatical components. Examples of grammatical errors include incorrect verb conjugation, parallelism, misplaced modifiers, and subject-verb agreement (Bell et al ., 2019).

Syntactical Errors: The term "syntactical errors" refers to problems with syntax and the structure of sentences. These errors include poor sentence structure, run-on phrases, unclear sentences, and improper use of sentence connectors. Syntactical errors can compromise the text's cohesion and readability (Schneider & McCoy, 1998).

Mechanical Errors: Punctuation, spelling, capitalisation, and formatting errors fall under the mechanic's area. These errors include misspelt words, irregular capitalisation, inappropriate italic or bold formatting, inaccurate citation or reference style, and misused or missing punctuation marks like commas, periods, and quote marks (Rose, 1985).

3.7 Data Analysis Procedures

Corpus-based error analysis has been used as a method of data analysis to explore the types and nature of errors committed by graduate students in their theses. This study uses corpus analysis to compare the types, similarities, and differences of language errors in the corpora of the four departments of NUML. Some of the steps have been followed to analyse the corpus data. In the very first stage, the graduate students' theses were taken from the thesis repository of the NUML. In the second step, the theses were converted into txt files to make it readable by the corpus tools. In the third step, the corpus tools AntConc and TagAnt were used to identify the errors. Annotated data and AntConc were functional in finding grammatical and mechanical errors. Syntactical errors were found through corpora that were not annotated. In the fourth step of the analysis, the frequencies of the errors have been categorized on the basis of the type of error and departmental affiliations. The categorized errors have been abbeled in tables according to their nature, i.e., grammatical, syntactical, and mechanical. Similar errors have been placed in a similar table. The concordance of the identified errors has been organized in the fifth step of the analysis. In the sixth stage, the data of the research study has been analyzed under the analytical framework of Ellis (1994) to explore the grammatical, syntactical, and mechanical errors committed by the graduate students. In the seventh stage of data analysis, the quantitative frequencies of the errors have been explored to discuss the nature of the errors and the ways

through which they contribute to the current research study. The findings have been drawn to answer the research questions in the eighth analysis stage. In the ninth stage of the analysis procedure, the researcher has comparatively discussed the results and findings of the current research study by linking it to the already established research studies, cited in the literature review section (see chapter 2). This section of the analysis procedure deals with the academic discussion of how the present research study stands out of the already conducted research in the relevant field of knowledge. It answers the research questions in detail, solving research problems, and meeting research objectives. In the tenth step of the analysis procedure, the researcher has given the recommendations to overcome the linguistic challenges the graduate students face while getting engaged with the academic writings of their thesis. In the eleventh stage of analysis, the study's final conclusion has been drawn to reveal the result or outcome of the present study.

3.7.1 Corpus-Based Analysis

The present research study falls under corpus-based data analysis, which analyzes the large data set of corpora (graduate theses from the four different departments of NUML) to analyze the errors committed by the students while engaging themselves in academic writing to construct meaning via utilizing different language patterns and structures (see data analysis section for further detail). The corpus-based data analysis primarily includes: corpus collection, identification of errors, annotation of errors, error categorization, extracting frequencies, qualitative explanation of errors, contextual analysis, comparative analysis, and pedagogical implications (Aqeel, Rubbani & Hamid. 2022; Divsar & Heydari. 2017; Lopez. 2009). The current research study has obtained the large number of corpora (40 theses) from the thesis repository of NUML to make the sample of the study representatives for the population. The researcher used TagAnt's Concordance tool to identify errors after creating corpora for each department and submitting them to AntConc. The Concordance tool is one of the feature of AntConc. It displayed the required passages which made it easier to examine the grammatical errors in each corpus, focusing on the recurrent problems in the MPhil theses. Using the Concordance tool, the researcher has identified the particular errors that often occur in each collection of theses. This study aids in identifying the types of errors, such as grammatical, syntactic, or mechanical errors, that are most frequently repeated within each corpus. This study has measured the frequencies of errors in the thesis and mentioned in the tables by categorizing themes on the basis of Pasacante's three categories of errors: grammatical, syntactic, and mechanical. These

identified errors have been interpreted under the analytical lens of Ellis (1994). The researcher then contrasted and compared the data from each department's corpus. Using this comparison, the researcher identified any distinctions or patterns in the types and nature of recurring errors across various academic fields. By examining patterns and trends in error occurrence, the researcher uncovered the particular language problems faced by students in each area. Using TagAnt's Concordance function, linguistic errors may be systematically evaluated, and their occurrence in each corpus assessed. This strategy assists the researcher in identifying language competency gaps that may require more attention and improvement. By comparing data from multiple corpora, the researcher additionally arrived at significant conclusions regarding the overall prevalence and type of language errors in MPhil theses across all departments at NUML. At the end of the corpus-based analysis, the present study provides some recommendations to the teachers, students, and future researchers. Specifically, the present research study has pedagogical implications for the various fields of linguistic studies: language support and assessment, teacher training, curriculum design, interdisciplinary collaboration, error correction strategies to overcome errors, linguistic policies for students, language and research trainings, etc.

3.7.2 Inter-Rater Reliability and Validity of Data

The present research study takes an equal number of graduate research theses from the official thesis repository. The data for the present research study is representative of the graduate students from four selected departments of NUML Islamabad. The researcher has met the research objectives to select the theses from each department, which are based on the academic level of graduate studies, official format level, selected disciplines, use of official (English) language, and the length of the theses. While assessing the selected theses, the researcher has followed the inter-rater reliability among forty theses. All of the theses have been assessed on the basis of continuous similar phenomena. The researcher has assessed these multiple times to reduce the human errors in terms of skipping errors to maintain the inter-rater reliability. The errors in all of the selected theses were highlighted manually. The highlighted errors in the thesis were categorised in three categories: grammatical, mechanical, and syntactic, as per the nature of the error. Furthermore, these errors have been cross-checked by the teacher to make the data more reliable and the validation easier. As the errors in the selected thesis have been extracted manually, the human error is possible. Additionally, these categories of the changes have been comparatively analysed to examine the frequencies and their nature. These extracted

frequencies, findings, and the outcome of the study are representative of the sample of the study. On the basis of these findings, the recommendations have been crafted to overcome the linguistic challenges of error correction.

3.8 Summary of the Chapter

This chapter presents the research methodologies adopted to analyse the errors committed by graduate students in their theses at NUML. This study followed a quantitative research design under a postpositive research worldview to analyze the three different categories of errors: grammatical, syntactic, and mechanical errors. This study is pure quantitative in nature, which requires qualitative discussion and the interpretation of the data to draw findings and conclusions from the study. Ellis's (1994) error analysis model has been used as an analytical framework to analyze the corpus data. Two corpus tools, TagAnt and AntConc, have been used to identify, classify, and analyse linguistic errors by using their concordance tools. Additionally, corpus-based method analysis has been utilised as a method of data analysis.

CHAPTER 4

DATA ANALYSIS

4.1 An Overview of the Chapter

This chapter presents the corpus-based analysis of the compiled corpora for the study, based on graduate theses written by Pakistani English language learners. It follows the theoretical framework to explore linguistic errors by following the data analysis procedures discussed in the last chapters. After analyzing the corpus data, the study's findings have been drawn.

For the first stage of 'data collection' according to Ellis's Model of Error Analysis, the researcher obtained the theses from NUML E-Library and converted them into a standardized format, specifically a Txt file. This conversion allows the documents to be read by the TagAnt tool, which this project uses to tag the data. Tagged data is also known as annotated data. A corpus of texts or documents is referred to as having annotated data when it has been enhanced with additional information to support a particular linguistic or semantic analysis. These extra details, referred to as annotations, aid linguists, and researchers in comprehending the text's linguistic qualities, structure, and meaning in a better way. So, the data that was tagged with the help of TagAnt had part-of-speech (POS) tagging. POS tagging refers to labeling the corpus with its appropriate part of speech (e.g., noun, verb, adjective).

For the second stage, 'Identification of errors' of Ellis's Model of Error Analysis, the tagged data was uploaded on AntConc with the help of The Concordance Plot Tool, also known as (keyword in context), KWIC researcher perused the four corpora in order to find out errors. The process of perusing was that the researcher put symbols allotted to every part of speech described in the Tree Tagger Tag Set in the word search box (Figure No. 1).

TreeTagger Tag Set (58 tags)

POS Tag	Description	Example	POS Tag	Description	Example
CC	coordinating conjunction	and, but, or, &	VB	verb be, base form	be
CD	cardinal number	1, three	VBD	verb be, past	was / were
DT	determiner	the	VBG	verb be, gerund/participle	being
EX	existential there	there is	VBN	verb be, past participle	been
FW	foreign word	d'œuvre	VBZ	verb be, pres, 3rd p. sing	is
IN	preposition/subord. conj.	in, of, like, after, whether	VBP	verb be, pres non-3rd p.	am / are
IN/that	complementizer	that	VD	verb do, base form	do
JJ	adjective	green	VDD	verb do, past	did
JJR	adjective, comparative	greener	VDG	verb do gerund/participle	doing
JJS	adjective, superlative	greenest	VDN	verb do, past participle	done
LS	list marker	(1),	VDZ	verb do, pres, 3rd per. sing	does
MD	modal	could, will	VDP	verb do, pres, non-3rd per.	do
NN	noun, singular or mass	table	VH	verb have, base form	have
NNS	noun plural	tables	VHD	verb have, past	had
NP	proper noun, singular	John	VHG	verb have, gerund/participle	having
NPS	proper noun, plural	Vikings	VHN	verb have, past participle	had
PDT	predeterminer	both the boys	VHZ	verb have, pres 3rd per. sing	has
POS	possessive ending	friend's	VHP	verb have, pres non-3rd per.	have
PP	personal pronoun	I, he, it	VV	verb, base form	take

Figure 1 Tree Tagger Tag Set

After clicking the search button, all the instances of that specific part of speech were displayed on the screen. The researcher focused on four words prior to that specific word and four words after to find whether an error exists. There were instances when the word limit exceeded four. As seen in Figure No. 2, the symbol of the coordinate conjunction, i.e., "cc," was typed in the search bar, and all instances of every coordinate conjunction in the corpus of IR were displayed on the screen.

File	Left Context	Hit	Right Context
1 IR 1.txt	RB _ losing_VBG its_PRPS trade_NN partners_NNS or _	CC	the_DT US_NNP wanted_VBD the_DT consolidation _
2 IR 2.txt	JJ objective_NN of _IN both_CC China_NNP and _	CC	the_DT US_NNP _ which_WDT stabilizes_VBZ ties _
3 IR 3.txt	VBD wholly_RB unacceptable_JJ to _IN India_NNP _ and _	CC	the_DT US_NNP invasion_NN of _IN Afghanistan _
4 IR 4.txt	JJ crisis_NN is_VBZ changing_VBG continuously_RB and _	CC	the_DT US_NNP and_CC the_DT other _
5 IR 4.txt	NNP _ Thus_RB Ukraine_NNP crisis_NN began_VBD and _	CC	the_DT US_NNP focus_NN was_VBD moved _
6 IR 4.txt	NNP in _IN the_DT Syrian_NNP Crisis_NNP _ and _	CC	the_DT US_NNP is_VBZ dependent_JJ on _
7 IR 4.txt	IN this_DT _ the_DT United_NNP Kingdom_NNP and _	CC	the_DT US_NNP came_VBD up_RP with _
8 IR 4.txt	NN realities_NNS _ Relationship_NN between_IN Turkey_NNP and _	CC	the_DT US_NNP are_VBP becoming_VBG strained _
9 IR 4.txt	NN deficit_NN between_IN Saudi_NNP Arabia_NNP and _	CC	the_DT US_NNP _ The_DT above_JJ discussion _
10 IR 4.txt	DT outcome_NN of _IN this_DT intervention_NN and _	CC	the_DT US_NNP -_HYPH UK_NNP relationship_NN
11 IR 4.txt	CC international_JJ key_JJ players_NNS _ Russian_JJ and _	CC	the_DT US_NNP are_VBP at_IN loggerheads _
12 IR 4.txt	JJ ally_NN of _IN the_DT US_NNP _ but _	CC	the_DT US_NNP did_VBD not_RB take _
13 IR 4.txt	DT initial_JJ stages_NNS of _IN dialogue_NN but _	CC	the_DT US_NNP did_VBD not_RB halt _
14 IR 4.txt	RB fangled_VBN camaraderie_NN between_IN Iran_NNP and _	CC	the_DT US_NNP and_CC taken_VBN up _
15 IR 4.txt	NN operations_NNS against_IN the_DT ISIS_NNP and _	CC	the_DT US_NNP backed_VBD rebels_NNS in _
16 IR 4.txt	VB more_JJR attacks_NNS on _IN EU_NNP and _	CC	the_DT US_NNP _ US_NNP should_MD try _
17 IR 1.txt	DT region_NN in _IN one_CD way_NN or _	CC	the_DT other_JJ _ and_CC they_PRP linked _

Figure 2 Co-ordinate Conjunction in Corpus of IR

In a nutshell, TagAnt, AntConc, and the Concordance Plot Tool were used to investigate the categories of errors. By comparing the results of four corpora, the second

question was answered. The errors were identified using both the TagAnt and AntConc tools.

Then, further, these identified errors have been classified under three different categories: grammar, mechanics, and syntactic errors.

4.2 Linguistic Errors in the Corpus of the IR Department

The theses in the International Relations (IR) department corpus exhibited linguistic errors of various categories that can hinder the clarity and precision of the written content. Some examples of these errors are illustrated in Table No.

4.1 below:

4.2.1 Grammatical Errors

The corpus tool AntConc has identified different types of grammatical errors in the thesis of the IR department. Errors have been analyzed as follows:

Table 1

Grammatical Errors in the Corpus of the IR Department

Error Type	Explanation	Example
Grammatical error	Articles	
	Omission of “an” / “a”	there <i>is emphasis</i> on dual role played by America
		Constructivism <i>provided basis</i>
	Omission of “the”	<i>Middle East</i> and North Africa Initiative of Open Society Institute
		It has become <i>most</i> common political system especially after the disintegration of <i>Soviet Union</i> .
	Addition of “a”	and considered it <i>a best</i> political system
		gave it <i>a</i> massive popularity
	Addition of the article “The”	Democratization
		abroad people are demanding for <i>the</i> democracy
	Verbs	
		At the same time policy overlap is also <i>discusses</i> .

	Wrong verb form	European Initiatives written by Mona Yacoubaina under United States Institute of Peace, supporting this argument that after the incident of 9/11
	Subject-verb agreement	This study also included the resulted reforms
		Emirates where kings having their strong hold
	Missing verb	Furthermore, recommendations also suggested in this chapter.
		The report considered to be very important
	Preposition	
	Unnecessary Prepositions that need to be altered	abroad people are demanding for the democracy
		participating for the betterment
		contribute in making the world
	Omission of prepositions	GCC states is a part Islamist parties
	Pronouns	
	Omission of personal pronoun	I also thank my parents, especially mother
		for the encouragement, support
	Adding personal pronoun	I am extremely thankful and indebted to him for sharing expertise ,
		Emirates where kings having their strong hold
	Changing relative pronoun	it wants to bring a democracy which can be acceptable to him only
		in the Middle East whom GCC states

Theses of the IR department typically contained grammatical errors related to improper usage of articles, verbs, pronouns, and prepositions. One common error is failing to use “an” or “a” where it belongs in sentences.

1. ‘*there is emphasis on the dual role played by America*’
2. ‘*Constructivism provided basis*’

Both statements lack the needed articles, ‘an and a’, respectively. The articles ‘a and an’ are known as the indefinite articles, usually located before the singular

nouns; in these two examples, there is a need to place an indefinite article ‘an’ before the singular noun ‘emphasis’ and an indefinite article ‘a’ before the singular noun ‘Constructivism’. This error compromises the accuracy and clarity of the assertions. Additionally, it creates disturbances in the natural flow of readings and indicates nonprofessional attitudes toward writing.

3. *‘**Middle East** and North Africa Initiative of Open Society Institute’*

4. *‘It has become **most** common political system, especially after the disintegration of **Soviet Union**.’*

Another typical grammatical error is the omission of “the” in sentences where it is required. For example, in sentence 3, there is a need to place the definite article ‘the’ before the particular place ‘Middle East’, while in example 4, there is a need to use the article ‘the’ before the political system, which has been denoted as a particular thing by using the word *most* and also before the specific name of ‘Soviet Union’. In some circumstances, the absence of “the” may make the sentence muddled or incomplete. Additionally, on the various positions, the students have used additional articles, both definite and indefinite. For example, ‘and considered it the best political system,’ ‘gave it a massive popularity,’ and ‘demanding for the democracy’. In these examples, students have added articles that do not make any significant contributions. These types of errors depict the informality of the language and also contribute to linguistic ambiguities.

Verbs can also be responsible for grammar errors in theses. The researcher finds incorrect verb tenses, subject-verb agreement, and missing verbs errors.

5. *‘At **is also discusses**’*

6. *‘This..... **included the resulted** reforms’*

7. *‘**recommendations also** suggested chapter’.*

8. *‘The **report considered** important’*

In example 5, there is a wrong use of the form of the verb. There is a need to use the second form of the verb ‘discussed’ as per the grammatical rules for the action that has recently been completed. In example 6, an error of subject-verb agreement has been noticed where two verbs have been used in a single string of sentences. While in examples 7 and 8, the auxiliary or linking verbs are missing. There is a need

to use the auxiliary verb 'are' after the plural subject 'recommendations' in sentence 7, while the linking verb 'is' is required after the singular subject 'report'. These errors compromise the text's overall grammatical correctness and consistency. Prepositions may be tricky to utilize in theses, and errors can happen when employed incorrectly or unnecessarily. These errors can be seen in phrases like "abroad people are demanding democracy" or "participating for the betterment." These errors may cause uncertainty or lead to the intended message being misunderstood.

Multiple prepositional errors have also been committed. For example, the students are excessively using prepositions to connect the phrases, and sometimes prepositions are omitted from the place where they are required to be necessarily used.

9. *Abroad..... demanding **for** the democracy*

10. GCC states is a **part** Islamist parties

In example 9, there is an unnecessary use of the preposition 'for' before 'democracy' because the verb 'demand' does not require any preposition after it. In example 10, there is a need to use the preposition 'of' to identify the relationship between 'GCC' and 'Islamist parties'. These prepositional errors in academic and scholarly writings depict carelessness and a lack of writing proficiency. These prepositional errors cause wordiness, ambiguity, reduced engagement of the readers with the text, decreased clarity, and misrepresentation.

Students have also committed various types of pronoun errors, mainly not correctly referring to their antecedents. Some of the examples have been analyzed as follows:

11. *'I also thank my parents, especially **mother**'*

12. *'Emirates where kings **having** their strong hold'*

13. *it ... democracy **which** can behim only*

In example 11, personal 'my' has been omitted before 'mother'. There is a need for a personal pronoun to refer back to the subject 'I'. Mother requires the possessive pronoun 'my' to qualify the speaker of the sentence. In example 12, there is an addition of the personal pronoun 'their', which is not even required to be used

in this place. In the example, there is a requirement to use ‘that’ instead of ‘which’, which shows a change of a relative pronoun in the sentence.

4.2.2 Mechanical Errors

Table 2

Mechanical Errors in the Corpus of the IR Department

Error Type	Explanation	Example
Mechanical error	Punctuation	
	Omission of the comma before “and”	The democratization is assessed by overseeing the changes in politics, economy, education, civil society, women empowerment, human <i>rights and</i> the role of media in the prescribed time period.
		At the same <i>time policy</i> overlap
	Omission of apostrophe	Views of <i>academicians</i> analyses
		implications for <i>U.S.</i> ’
	Addition of apostrophe	<i>Young’s</i> analyzed
		Non governmental institutions
	A hyphen should be added	the help of <i>long term</i> effective
		Bending History:Barack Obama’s Foreign Policy
	No proper spacing	New York: <i>Routledge</i> .
		Spelling Errors
	Capitalization	THESIS AND DEFENCE APROVAL FORM
		LITERATRE REVIEW (heading of a table of contents)
		Missed <i>opportunity</i>
		But the events of Arab <i>spring</i> showed

Sub-categories found in mechanical errors, were punctuation, improper spacing errors, and capitalization. Examples of punctuation errors are missing commas or extra question marks.

14. “*The democratizationwomen empowerment, human **rights and** the role of time period*”

Commas before conjunctions are commonly omitted or inserted, which is a standard error. Commas are necessary to split the listed elements properly for lines. As a result, the text’s readability and clarity may decrease. Another issue with the theses is the occurrence of misspellings. Misspelled words or phrases include “*Thesis and defence approval form*” and “*Democratization: Basic credentials and historical background.*” These errors cause miscommunication and diminish the text’s overall quality. The theses also include obvious capitalization errors. The capitalization rules are broken when words or phrases that should be capitalized are written in lowercase. “*Missed opportunity*” and “*But the events of the Arab Spring demonstrated*” are two examples. These errors question the study’s credibility. Other types of mechanical errors have also been noticed; omission of apostrophe in ‘academicians analyses’, addition of apostrophe in example ‘Young’s analyzed’, errors of hyphen, i.e., ‘nongovernmental’ and ‘long term’, and spacing errors in ‘Bending History: Barack Obama’s Foreign Policy’. The occurrence of errors such as miscommunication and capitalization errors in the theses can be attributed to various factors. One possible reason is language interference, where the writer’s native language influences their usage of the target language. Other factors may include a lack of language proficiency, insufficient understanding of grammar and punctuation rules, or simply oversight during the writing process. These errors can undermine the credibility of the study and introduce inconsistencies in the argument, highlighting the need for further explanation and clarification within the research.

4.2.3 Syntactical Errors

Table 3

Syntactical Errors in the Corpus of the IR Department

Error Type	Explanation	Example
Syntactical Errors	Run on sentences	I am extremely thankful and indebted to him for sharing expertise, sincere and valuable guidance and encouragement extended to me.
	Number agreement (singulars/plurals)	popular uprising were relinquished
		Islamist <i>parties</i>
	Errors pertaining to conjunctions	The sources of this study are secondary which includes books, articles,
	Grammatical and syntactic	women were not allowed to deal with male customers and enter in any business deal.
	Quantifier	interests are important than any others

MPhil Theses in International Relations commonly have syntactical errors, such as run-on sentences, improper number agreement, and incorrect conjunction usage. Run-on phrases, defined by excessive length and poor punctuation, are common in the theses. These statements may be difficult to read and understand since the concepts and clauses are not properly separated.

15. *“I am extremely t.... expertise, sincere and encouragement extended to me.”*

This type of sentence, which contains multiple types of ideas in a single sentence, lacks clarity. The students tend to use various types of phrases and clauses to convey an articular message, but it makes the sentences too lengthy, which reduces the linguistic comprehensibility and engagement of the readers. Run-on sentences must be handled in order for the language to be more logical and clear overall. Inconsistent number agreement is also included in the theses. Corrections should be corrected to words such as *“popular uprising was relinquished”* and *“definitions of*

democracy are widely available.” Such errors happen when the subject and verb do not agree on either the singular or plural form of the verb, resulting in grammatical problems. Maintaining grammatical accuracy in thesis writing requires accurate number agreement. Errors pertaining to conjunctions also add to the theses syntactical problems. Conjunctions can be misused or omitted in ways that leave room for ambiguity or ambiguous meaning. Conjunctions must be used properly to link elements and build complete, logical sentences.

4.3 Linguistic Errors in the Corpus of Economics Department

Table 4 is a compilation of various grammatical, mechanical, and syntactical errors found in the theses from the Economics department. The errors found are categorized to highlight the specific areas where improvements are needed.

4.3.1 Grammatical errors

Table 4

Grammatical errors in the Corpus of Economics Department

Error Type	Explanation	Example
Grammatical Error	Omission of article “the/a/an”	
	Omission of article ‘the’	<i>Effect</i> of fluctuation
		and <i>economic</i> performance of a country
	Omission of article ‘a/an’	there <i>is positive</i> oil price shock
		this will leads to <i>reduction</i> of disposable income
	Addition of article “the/a/an”	
	Addition of article ‘the’	regarding <i>the</i> fiscal and monetary policy.
		then in <i>the</i> response <i>of</i> that particular shock
	Verb Tense	
	Wrong Verb Use	Most of the governments in Asia <i>has</i> been
		have been <i>increase</i>

Prepositions	
Wrong Usage of Preposition	As in the presence of free trade agreements consumers will able to enjoy
	Since the global financial <i>crisis</i> 2008
Verb Errors	
Subject-Verb Agreement	this will <i>leads</i> to reduction of disposable income
	it also <i>influence</i> the monetary policy
Missing Verb	
Missing 'are'	while the overall net impacts on the economic welfare of a <i>country reliant</i> on whether
Unnecessary Verb	which <i>were</i> varied from each other
	Is impressions of world crude Oil price and Food price shocks on performance of particular Macroeconomic Variables in Pakistan <i>is</i> significant.
Wrong Verb	The degree to which oil shocks lead to buyer price upsurges <i>be</i> determined
	The rationale behind this research <i>are</i> some historical
Pronoun	As most of the world institution <i>those</i> are related to international trade
	the producers will increase their investment <i>that</i> leads to higher profits
Wrong Part of Speech	
Noun used instead of adjective	The prime reason behind the lack of literature <i>availability</i> on the developing economies

Theses of the Economics department typically contained grammatical errors related to improper use of article, pronoun, verb, and preposition, which are further divided into sub categories. The omission of articles – the, a, or an in sentences where they are necessary falls under the category of grammatical errors. As examples, consider the words “produce in the international market” and “*considered as the main input.*” However, errors can be made by inserting redundant articles like “*regarding the fiscal and monetary policy*” or “*A boost in the recent food prices.*”

16. *‘Effect of fluctuation’*

In example 16, the noun fluctuation needs the definite article ‘the’ because it refers to the particular act of fluctuation mentioned earlier. This example depicts the omission of article ‘the’.

17. *‘there is positive oil price shock’*

In this example 17, there is a need for an indefinite article ‘a’ before ‘shock’ which is a countable singular noun that requires an article. The omission of an indefinite article ‘a’ refers to the grammatical error.

Errors in the verb tense are yet another grammatical issue, where students were wrongly using the linking verbs and the subject and verb agreements.

18. *“Most of the governments in Asia **has** been”*

In this example 18, the subject of the sentence is plural in nature as it talks about the different governments on the continent of Asia, which requires the linking verb ‘have’ instead of ‘has’. The error of the wrong auxiliary has been identified in this example.

19. *‘have been **increase**’*

In example 19, there is an error in the verb form, as ‘increase’ is the first form of the verb, while ‘have been’ represents the continuation of an action. There is the requirement of ‘ing’ form of the verb ‘increasing’.

20. *“World crude oil price and food price shock have a starring role.”* Such errors involve the use of improper verb tenses or inconsistent subject-verb agreements.

Prepositional errors, such as when employed wrongly or not, are also evident. For example, “as in the absence of any government protection from foreign

competition will result” or “as in the presence of free trade agreements consumers will be able to enjoy” are statements.

Subject-verb agreement errors can arise when the verb form does not fit the subject, whether due to a missing “-s” or an unnecessary one. Consider the expressions “*it also influence the monetary policy*”. This example lacks ‘s’ as it is the part of the present indefinite tense that requires the addition of the ‘s’ with the verbs of the singular noun or subject. In this sentence, the verb ‘influences’ agrees with the subject ‘it’.

21. *‘this **will leads to reduction** of disposable income’*

In this example 21, the auxiliary verb ‘will’ is used, which indicates that the sentence belongs to the future present tense, where the subject requires the first form of the verb without any addition of ‘s’ or ‘es’. The error of additional ‘s’ has been identified in this sentence.

Various types of other grammatical errors have been identified, such as missing auxiliaries linking verbs, unnecessary use of verbs, wrong forms of verbs, inappropriate use of pronouns, and incorrect use of the parts of speech or word classes. Some of the examples have been analyzed below:

22. *‘the producers will increase their investment **that** leads to higher profits’*

In this example 22, there is a mismatch between the tense ‘will’ (future simple) and ‘leads’ (present simple). Moreover, there is a need for the relative pronoun ‘which’ instead of ‘that’.

23. *‘The rationale behind this research **are** some historical’*

In example 23, the subject of the sentence ‘rationale’ is singular, while the verb ‘are’ is plural in nature. There is a subject-verb agreement error in this sentence. There is a requirement to make the singular subject ‘rationale’ agree to the singular form of the verb ‘is’. Overall, these grammatical errors in the English writings of scholarly works impact the readability, comprehensibility, and engagement of the readers.

4.3.2 Mechanical Errors

Table 5

Mechanical Errors in the Corpus of Economics Department

Error Type	Explanation	Example
Mechanical Error	Punctuation	
	Missing comma	<i>Furthermore</i> an increase in oil price
	Missing question Mark	Is impressions of world crude Oil price and Food price shocks on performance of particular Macroeconomic Variables in Pakistan is significant.
	Missingfull stop	and their long run <i>behavior we</i> may include six macroeconomic variables
	Capitalization	
	Spelling Error	understanding to the <i>policy makers</i> regarding
		introduce such versatile <i>polies</i>
	Plurality	
	Wrong Plurality	The spread of oil price shock and the association between these shocks
		the loss of <i>earning</i> to the oil importing country
	Missing apostrophe	shock has a starring role in <i>Pakistan</i> economy
		This is the one of fewest and rarest study for <i>Pakistan</i> economy

Categories of linguistic errors that come under the umbrella of mechanical errors are improper use of punctuation, capitalization, spellings, and plurality. Lack of punctuation, such as commas, question marks, or full stops, can cause misunderstanding or poor sentence construction.

24. “*Furthermore an increase in oil price*”

In example 24, there is a rule to place a comma to give a pause in the sentence, which helps the readers understand the language with a logical flow.

25. “*Is impressions of world crude Oil price and food price shocks on the performance of particular Macroeconomic Variables in Pakistan is significant.*” Example 25 begins

with the auxiliary linking verb ‘is’ which depicts that it is an interrogative sentence in the present continuous tense. There is an omission of question marks at the end of the sentence, which symbolizes an interrogative sentence.

When words that should be capitalized are written in lower- case, capitalization errors are present. Some examples are “understanding to the policymakers regarding” and “introducing such versatile policies.” There are a few spelling errors as well, such as “apologies” for “policies” and “weather” for “whether.” Plurality errors occur when the solo or plural forms are inconsistent or incorrect. Statements such as “The spread of the shock of the oil price and the association between these shocks” or “As most of the world institutions are related to international trade” are examples.

Another mechanical error of omission of an apostrophe has also been identified in the graduate thesis of economic departments where the students have omitted apostrophes; see examples:

26. ‘*shock has a starring role in **Pakistan** economy*’

27. ‘*This is the one of fewest and rarest study for **Pakistan** economy*’

In examples 26 and 27, there is a need to use an apostrophe with the noun Pakistan to give it a sense of possessiveness like Pakistan’s economy.

4.3.3 Syntactical Errors

Table 6

Syntactical Errors in the Corpus of Economics Department

Error Type	Explanation	Example
Syntactical Error	Run-on sentences	But the presence of free forces of demand and supply which is particularly called price mechanism <i>which is very important</i>
	Wrong use of adjective/ adjective phrase	Overall, very few <i>number of</i> studies are available
		data have light tails or <i>less</i> outliers

	Conjunction	Gilbert & Morgan (2010) endorse <i>that</i> “additional factors specifically
		So far we have discussed <i>that</i> how swings
	Missing conjunction	increasing volatility intensifies the <u>uncertainty ambiguity</u>

Syntactical errors include run-on sentences, dangling modifiers, inadequate parallelism, and the incorrect use or lack of conjunctions. Because of these errors, the content may be incomprehensible or have uncertain meaning.

28. “*but the presence of free forces of demand and supply, which is particularly known as the price mechanism, **which is very important***”

In this example, the relative clause makes the sentence redundant and ambiguous because it does not have a clear antecedent. This sentence does not require the relative pronoun ‘which’. After removing ‘which,’ the sentence becomes more clear and precise.

29. ‘*Overall, very few **number of studies** are available*’

This example 29 contains the wrong adjectival phrase, “few number of studies’. There is an addition of the adjective of quantity, ‘number’. By removing this ‘number,’ the sentence becomes clearer.

30. ‘*increasing volatility intensifies the **uncertainty ambiguity***’

Example 30 contains the error of conjunction. The conjunction ‘and’ has been omitted from the sentence. By using the coordinated conjunction ‘and,’ the meanings of the sentence are clear.

4.4 Linguistic Errors in the Corpus of GPP Department

A breakdown of the errors discovered in the theses of the Department of GPP is shown in Table 4.3. Such errors may be divided into three categories: grammatical, mechanical, and syntactical. Each category has to be addressed to improve the standard and clarity of the writing. Table No. 3 shows Errors in GPP thesis.

4.4.1 Grammatical Errors

Table 7

Grammatical Errors in the Corpus of GPP Department

Error Type	Explanation	Example
	Omission of article “the/a/an”	
	Omission of article ‘the’	<i>Prejudiced</i> nature of politics was an overarching theme
	Addition of article ‘the’	.when it comes to tackle <i>the public</i> issues in the assembly.
		Assembly tasks are not <i>the</i> matter of concern
	Addition of article ‘a/an’	the domestic performance as <i>a proof</i> to be considered
Grammatical Error	Verb tense	
	Subject-Verb Agreement	many women parliamentarian did not <i>considered</i> themselves low in self-confidence
		<i>parliamentarians which is</i> still in the acceptance phase as profession
	Missing Verb	with its functions and functionaries, a huge <i>data compiled</i> .
	Wrong verb forms	Women perceived themselves and <i>to be</i> perceived by others as good women if they were submissive and preferred domesticity,
		free will to <i>take</i> decisions for others
	Preposition	
	Missing preposition	No one can see others <i>excelling their</i> position within the party.
	Wrong Use of Prepositions	whenever woman gets step to serve <i>out</i> of home, she has to sacrifice a lot”
		introduced me <i>with</i> all the secretariat staff.
	Pronoun	
	Missing Pronoun	One of the respondents <i>considered unethical</i>
		why they were <i>doing and</i> withstanding their arguments

	Wrong Relative pronoun	Two of my respondents actually provided data which did not come
	Wrong Part of Speech	
	Part of Speech Error	The above discussed theme indirectly supported to create another theme
		dealing with that so frequently and practicing that they considered this as normal as natural.
	Missing Conjunction	He accompanied me to the assembly, introduced me

These documents in the GPP department typically contained grammatical errors related to improper use of article, pronoun, verb, and preposition, which are further divided into sub categories.

31. “**prejudiced** nature of politics,”

The most common grammatical error is the omission of articles, particularly “the.” In example 31, there is an omission of the of the article ‘the’. The addition of the definite article will make it particular to the prejudice caused by politics.

32. when it comes to tackle **the public** issues in the assembly.

33. Assembly tasks are not **the** matter of concern

34. the domestic performance as **a proof** to be considered

There are also occasions where non-essential articles are inserted. In example 32, there is an error in terms of using the non-essential article ‘the’ with the public issues. This sentence can be corrected as ‘tackling public issues.’ In example 33, there is also an error in the non-essential article ‘the’ with ‘matter of concern’. While in example 34, there is an addition of the non-essential article ‘a’. These errors influence the accuracy and appropriateness of the language employed.

The GPP theses also include verb tense errors. In the various stages of writing, students have committed verbal errors with the form of verbs and the subject-verb agreement. See examples:

35. “many women parliamentarians did not **considered** themselves ...,”

This example, 35, is a part of the past indefinite tense, which uses the auxiliary verb ‘did’ in the negative and interrogative sentences with the first form of verb. But this sentence has been written as similar to the simple sentence construction of past indefinite tense with the second form of the verb ‘considered’. There is an error in subject-verb agreement (did not considered) which can be corrected by using the first form of the verb, like (did not consider). Utilizing the similar verb tense throughout the paragraph is critical to ensure clarity and consistency.

36. *‘parliamentarians which is still in the acceptance phase as profession’*

Another area where errors occur is the subject- verb agreement. Instead of “parliamentarians who are still in the acceptance phase as a profession,” consider the phrase “parliamentarians who are still in the acceptance phase as a profession.” Subject-verb agreement is required for precise and successful communication.

37. *‘a huge **data compiled**’*

In this example 37, there is a missing verb error. The phrase 'a huge data' is acting as the subject of the sentence, while compiled is a verb that describes that the compilation of the data has been completed. The linking verb ‘is’ is missing here, which describes the time of an action. The missing verb should be included to keep the statement clear and grammatically correct.

38. *“No one can see others **excelling their** position within the party,”*

Prepositional errors can be caused by missing prepositions; as in example 38, there is a need to use a preposition between ‘excelling’ and ‘their position’ to create a relationship between them. The use of the preposition ‘in’ would be more acceptable.

39. *‘I was introduced **with** all the secretariat staff’*

In this example 39, there is an error in the preposition ‘with’ because the verb introduction does not take the preposition with itself but rather the proposition ‘to’. The correct use of preposition would be ‘introduced to all secretariat staff’. Prepositions are required to explain the desired concept accurately.

40. ‘He accompanied me to the **assembly, introduced me.**’

In the example, there is a need to use conjunction between ‘assembly’ and introduced’ to give a clear sense of meaning. The conjunction ‘and’ would be more appropriate in this condition to describe the action of introducing to the assembly.

Missing pronouns can lead to pronoun errors, as in ‘One of the respondents considered unethical’ rather than “One of the respondents thought it was unethical.” Incorrect relative pronouns can also occur, as in “Two of my respondents provided data that did not come” rather than “Two of my respondents provided data that did not come.” Clarity and misunderstanding are assured and avoided by paying attention to proper pronoun usage.

4.4.2 Mechanical Errors

Table 8

Mechanical Errors in the Corpus of GPP Department

Error Type	Explanation	Example
Mechanical Error	Punctuation	
	Apostrophe	the respondents Demographic information
	Missing comma	Similarly one said “ I supported
	Unnecessary “?”	Here the question arises that the woman, who is so suppressed in her family settings, how can be good politician in the public setting ?
	Hyphen	A very brief data highlighted this sub theme
		So less education couple with unskilled entry of women
	Spelling Error	self- confidence
	Inappropriate spacing	how can participate in the debate of law –making

Categories of mechanical errors in GPP are inappropriate spacing, spelling errors and punctuation. Examples of improper use of punctuation errors such as missing commas or extra question marks.

41. “Similarly one said “I supported”

In example 40, there is an error of a comma, which is used to add a short pause in the sentences. Similarly, is an introductory adverb that requires a comma to separate it from the rest of the clauses, so the comma is missing right after ‘similarly. Moreover, there is also another comma-related error. There is a need to put a comma before the quotation marks to differentiate it from the quote..

42. ‘A very brief data highlighted this sub theme’

In example 42, there is an error with the hyphen. Sub-theme is a compound noun that requires hyphenation.

43. ‘So less education couple with unskilled entry of women’

In example 42, there is an ambiguity that is not transmitting clear meanings. There are errors in spelling and punctuation. Two types of sentences could be comprehended, i.e., ‘So, lower levels of education, coupled with the unskilled entry of women’ or ‘So a less educated couple with unskilled entry of women’ Both sentences are inconsistent, incomplete, and ambiguous.

44. how can participate in the debate of law –making

Example 43 contains the spacing errors. There is an extra space between law and making. The hyphenated ‘Law-Making’ does not need any extra space. Correct punctuation improves understanding and readability. Other mechanical errors include incorrect capitalization, spelling, apostrophe, and hyphen use. By adhering to the guidelines and adequately reviewing the material, these problems may be fixed.

4.4.3 Syntactical Errors

Table 9

Syntactical Errors in the Corpus of GPP Department

Error Type	Explanation	Example
Syntactical Error	Number Agreement	many women <i>parliamentarian</i> did not considered themselves low in self-confidence
		many women <i>parliamentarian</i> did not considered themselves low in self-confidence

Syntactical errors in terms of number agreement are less prevalent. These problems must be addressed to improve the text’s consistency and understanding.

41. *'many women **parliamentarian** did not considered themselves low in selfconfidence'*

In this example, there is an error in the number agreement describing the plural nature of the subject of the sentence. Many men and women are plural in nature, so there is a need to use plural 's' with the parliamentarian. The subject 'Many women Parliamentarians' is appropriate. The omission of 's' causes the syntactic error in this sentence.

42. *'She witnessed some **evidences** of women parliamentarians'*

This example also contains the error of number agreement, as 'evidence' is an uncountable noun that does not have a plural form, but in this sentence, there is an addition of plurals with evidence. The correct form of the sentence would be 'She witnessed some evidence of women parliamentarians'.

4.5 Linguistic Errors in the Corpus the English Department

The analysis of error types in the provided examples reveal several grammatical, mechanical, and syntactical errors commonly found in thesis writing.

4.5.1 Grammatical Errors

Table 10

Grammatical Errors in the Corpus of English Department

Error Type	Explanation	Example
Grammatical Error	Omission of article "the/a/an"	
	Omission of article 'the'	'fill in the blanks with appropriate degree of <i>adjective</i> '.
	Addition of article 'the'	wo different categories of <i>the</i> students
	Verb tense	
	Subject-Verb Agreement	This process of L1 acquisition is also different 3 from that of L2 learning as the former <i>need</i> no conscious effort on the part of the learner

Missing Verb	<i>what they</i> think during this time period?
Wrong verb forms	constantly evaluating negatively and resultantly <i>damage</i> their self-esteem.
Preposition	
WrongUseof Prepositions	Total marks <i>of</i> question 4 were also 150. During this pause almost 25 participants mustered <i>up</i> the courage for the introduction
Pronoun	
Missing pronoun	constantly <i>evaluating negatively</i> and resultantly damage their self-esteem.
Wrong pronoun	few students develop these negative images of <i>them</i> .
	lacking in their personalities <i>which</i> hinders

Thesis documents in the English department typically contained grammatical errors related to improper use of article, pronoun, verb, and preposition, which are further divided into sub categories. The omission and wrong employment of articles, verb tense errors, problems with subject-verb agreement, prepositional errors, and pronoun errors are among the most common grammatical errors in the research. Fill in the blanks with the right degree of the article (the) in lines like “Fill in the blanks,” but use the erroneous article (the) in sentences like example 47.

43. “*We always come across two different categories of **the** students.*”

This example contains errors in the definite article and word choice. The students here are not specifically prioritized but refer to the general concept of pupils, which does not require a definite article ‘the’ before it. This sentence has already classified students into two categories, so the use of ‘different’ is not necessary.

The verb tense and subject-verb agreement are inconsistent in sentences like “This process of L1 acquisition is also different from that of L2 learning as the

former need no conscious effort on the part of learner.” In this example, the verb need requires the addition of the ‘s’ to it because it belongs to the present simple tense.

44. *‘what they think during this time period?’*

In example 48, the auxiliary verb ‘did’ is missing, which describes that the sentence is interrogative and belongs to the past simple tense.

45. *‘Total marks of question 4 were also 150.’*

In example 49, there is a prepositional error ‘of’ and an omission of the definite article ‘the’. The marks of the particular question 4 are being described; there would be the use of a definite article before ‘total marks’. Moreover, the use of the preposition ‘for’ instead of ‘of’ would be appropriate. Both incorrect usage, as shown in “Total marks of question 4 were also 150,” and omissions, as seen in “During this pause almost 25 participants mustered courage for introductions,” are examples of preposition errors. Missing pronouns in words like “Constantly evaluating negatively and as a result damage their self-esteem” and improper use of pronouns in sentences like “Few students develop these negative images of them” are examples of pronoun errors.

4.5.2 Mechanical Errors

Table 11

Mechanical Errors in the Corpus of English Department

Error Type	Explanation	Example
Mechanical Error	Punctuation	
	Missing comma	more students managed to pass the filter and at the end the researcher found
	Hyphen	<i>Self estimation, Pre Test Group</i>
	Missing full	Significance of Silence during Second Language
	stop	<i>Learning We</i> always come across
	Other Errors	
	Spelling Errors	Observation was the first tool to identity students
		”The basic purpose of this too was to separate.”
	Inappropriate spacing	that helped me alot
	Conjunction	managed to pass the filter and at the end the researcher found only 100 students

Inappropriate spacing, spelling errors, improper use of conjunction and punctuation are the categories of mechanical errors in theses of English. Omissions of commas, hyphens, and full stops are of punctuation errors.

46. “*More students managed to pass the filter and at the **end** the researcher discovered.*”

In example 50, there is a need to insert a comma before and after the phrase “and at the end” to add a pause and differentiate it from the rest of phrases.

47. ‘***Self estimation***’

48. ‘***Pre Test Group***’

In phrases 51 and 52, there is an omission of a hyphen because these are both compound nouns that require a hyphen. The correct phrases would be “Selfestimation” and “Pre-Test Group.” Hyphens are necessary to form compound words. The lines “observation was the first tool to identity students” (which should be “identify”) and “the basic purpose of this too was to separate” (which should be

“tool”) are both misspelt. Incorrect spacing can be found in phrases like “that helped me a lot” (should be “a lot”).

4.5.3 Syntactical Errors

Table 12

Syntactical Errors in the Corpus of English Department

Error Type	Explanation	Example
Syntactical Error	Number Agreement	In their study, they focused on the anxiety and its <i>effects</i> on second language learning
		Mr Rizwan Aftab for his precious time, valuable insights, expert guidance, very special patience, encouragement and faith on my abilities that motivated me <i>and</i> to grow as a researcher and to complete this thesis.
		The psychological foundation for learner autonomy can be traced to various branches of psychology: to cognitive psychology, which suggests that learning is very effective if the learner integrates knowledge within a personal framework; to humanistic psychology, which emphasizes the promotion of learners' self-esteem through personal ownership of learning; and to educational psychology, which posits a strong connection between learner autonomy and learner motivation.
	Run-on sentence	”The students with low/ damaged self-esteem are always scared to prepare their topics and during their preparation time they engage their minds in negative self-talk which places hindrance in their improvement and proper preparation.” Revised: “The students with low/damaged selfesteem are always scared to prepare their topics, and during their preparation time, they engage their minds in negative self-talk, which hinders their improvement and

	Dangling Modifiers	”The students <i>with low/damaged self-esteem</i> are always scared to prepare their topics, and during their preparation time, they engage their minds in negative self-talk, which hinders their improvement and proper preparation.”
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There are errors in number agreement in the sentence. “In their study, they focused on the anxiety and its effects on second language learning. “In this case, “anxiety” is singular while “its effects” are plural. Also noted are run-on phrases like this one: “Mr. Rizwan Aftab for his precious time, valuable insights, expert guidance, very special patience, encouragement, and faith in my abilities that motivated me and to grow as a researcher and to complete this thesis.” For clarification, this statement has to be divided into many sentences.

4.6 Comparative frequencies of errors among departments

This research study has measured the frequencies of errors in the graduate research theses. This section compares frequencies and nature of errors among four selected departments at NUML Islamabad. This cross disciplinary comparative analysis of frequencies reflects the conventions particular to discipline. It also highlights complex linguistic terminologies and influence of instructional practices on the language capabilities of students. These frequencies of errors are categorised on the basis of selected types of errors.

4.6.1 Grammatical Errors

This table examines the grammatical frequencies among the four selected departments and how similarly and differently these errors have been committed in their graduate research studies.

These grammatical errors have been compared as follows:

Table 13

Grammatical Errors in the Corpus of all Departments

Types of Errors	English Department	IR Department	Economics Department	GPP Department
Omission/addition of article “the/a/an”	37.5%	33.7%	38.52%	17.01%

Verb tense	4.37%	11%	24.2%	7.73%
Preposition	23.75%	9.6%	9.57%	8.5%
Pronoun	3.75%	2.25%	4.22%	3.6%
Wrong Part of Speech	0.2%	0.75%	0.28%	0.77%
Errors of conjunctions	0.33%	0.35%	2.53%	0.77%
Wrong use of adjective/adjective phrase	0.23%	0.35%	0.28%	0.38%

4.6.1.1 Omission/Addition of Article (the/a/an)

This comparison has been conducted to check the trends of grammatical errors in terms of omission and addition of articles among four departments. The economics department has the highest frequency (38.52%) of omitting or adding articles, while the GPP department has the lowest frequency (17.01%) as compared to the other departments. The English department has a frequency of 37.5%, and the IR department shows an error rate of 33.5%.

4.6.1.2. Verb Tense

This row in the table compares the verbal errors committed by the four selected departments. The economics department has the highest frequencies of verbal errors (24.2%), while the English department shows the lowest rate (4.37%) of errors in terms of the grammatical category of verbs. The frequencies of verbal errors in the IR department are 11%, and the GPP department comes up with a frequency rate of 7.73%. The comparative analysis shows that the economic department required significant attention in this regard to overcome this type of error.

4.6.1.3 Preposition

This section compares the errors related to the word class preposition in the graduate research thesis of the four selected departments to highlight the nature of committed errors. This comparative analysis shows that the English departments have a higher frequency rate of prepositional errors (23.75%) as compared to the other departments.

The rest of the three departments (IR 9.6%, Economics 9.57%, and GPP 8.5%) show similar frequencies of prepositional errors with slight differences. The comparative analysis

results show that the English department of NUML is particularly in need of improving their prepositional errors.

4.6.1.4 Pronoun

This section compares the errors of pronouns among the graduate research theses of the four selected departments to examine the nature and the frequencies of the said error. The comparative frequencies show that the economic department has the higher frequencies of errors of pronouns (4.22%), and the IR department shows the lowest frequency (2.25%) of the said errors. The comparative analysis of the grammatical category shows that the errors of pronouns are less in number as compared to other departments. The frequencies of errors of pronouns in English (3.75%) and GPP (3.6%) departments are closely related to each other..

4.6.1.5 Wrong Part of Speech

This section comparatively analyzes the grammatical errors in terms of wrong use of word classes or parts of speech in the research writings of graduate studies across four selected departments. The comparative analysis of frequencies shows that the GPP departments have the highest frequencies of 0.77%, and the English department has the lowest frequency (0.2%) of wrong use of parts of speech. The IR department shows the error frequency of 0.75%, while the Economics department comes up with the 0.28% of wrong use of word classes. The comparative analysis shows that wrong use of errors related to the word classes is minimal across the departments.

4.6.1.6. Errors of Conjunctions

This section comparatively compares the frequencies of errors of conjunctions to examine the similarities and differences across departments in terms of the said errors. The comparative analysis shows that the economics department has the highest frequencies of 2.53%, while the English department has the lowest frequency rate of the errors of conjunctions in their academic writings. The IR departments show the frequency rate (0.37%), while the GPP departments come up with the frequencies of 0.77%.

4.6.1.7. Wrong Use of Adjective/Adjective Phrase

This section comparatively analyzes the frequencies of errors related to the use of adjectives or adjectival phrases to identify or compare the nature and the frequencies of the said errors among four selected departments. The comparative analysis depicts that the GPP

department has the highest frequencies (0.35%), while the English department has the lowest frequency (0.23%) of errors related to the wrong use of adjectival phrases. IR departments show a frequency rate of 0.35%, and GPP departments show a frequency of 0.28%. The comparative analysis of wrong use of errors related to the adjectives and adjectival phrases is minimal in numbers and are closely similar to each other with a slight difference.

4.6.2 Mechanical Errors

This section analysis the frequencies of mechanical errors such as punctuation, spelling, spacing, conjunctions, capitalization, plurality, and quantifiers among the four selected departments of English, IR, Economics, and GPP in the graduate research theses at NUML Islamabad: A detailed comparative analysis of the mechanical errors is as follows:

Table 14

Mechanical Errors in the Corpus of all Departments

Types of Errors	English Department	IR Department	Economics Department	GPP Department
Punctuation	10.30%	13%	9%	14.17%
Spelling Errors	10.62%	4.99%	3.38%	3.09%
Inappropriate spacing	2.5%	0.59%	2.23%	3.35%
Conjunction	3.24%	3.68%	4.02%	5.02%
Capitalization	0.78%	1.9%	2.75%	2.06%
Plurality	3%	2.98%	7.88%	9.29%
Quantifier	0.2%	0.11%	1.2%	2.03%

4.6.2.1 Punctuation

This section comparatively analyzes the errors of punctuation in the graduate research theses of the four selected departments to explore the recurrent frequencies of the said errors. This table shows that the GPP department has the highest frequencies (14.17%), while the economics department has the lowest frequency in terms of errors of punctuation. IR departments show the frequency of punctuation errors (13%), and the English department has the frequency of 10.30%.

4.6.2.2. Spelling Errors

This row comparatively analyzes the spelling errors across the selected departments. The comparison among the four departments shows that English departments have the highest degree of spelling errors (10.62%), and GPP departments have the lowest numbers of spelling errors. The IR department has reported 4.99%, and the economic department has been indicated with the frequencies (3.38%) of spelling errors.

4.6.2.3 Inappropriate Spacing

This row comparatively compares the frequencies of errors in terms of inappropriate spacing. The comparative analysis across the four selected departments identifies that the GPP department has the highest frequency of inappropriate spacing (3.35%), while the IR department has reported the lowest frequency (0.59% of the said errors). The GPP Department has been followed closely by the Economics Department with the percentages of (2.23%) and the English Department (2.5%). The IR Department depicts a very low occurrence of spacing errors.

4.6.2.4 Conjunction

This section of the table identifies the frequencies of the errors in terms of conjunctions, which are relatively low among the departments. The comparative analysis of the frequencies reports that the GPP department has the highest error frequency (5.02%), while the English department contains the lowest frequency rate (3.24%). It has been reported that the Economics Department shows slightly higher errors of conjunctions with the percentages of (4.02%) than the frequency rate of the IR department (3.68%).

4.6.2.5. Capitalization

This section of the table primarily focuses on the errors related to the capitalization in the research theses of the selected disciplines of study. The comparative frequencies of the errors indicate that the economic department has the highest percentages of 2.75%, while the English department has the lowest percentages (0.78%) in terms of capitalization. It has been reported that the IR department has a frequency of 1.9%, and the GPP department comes up with a percentage of 2.06%.

4.6.2.6 Plurality

This section of the table focuses on the comparative analysis of errors in terms of plurality. The comparative analysis of the percentages among four departments reports that

the GPP department has the highest percentages (9.29), while the IR department has the lowest plurality errors. There is a slight difference between the English Department and the IR Department. It has been identified that plagiarism error percentages in the English Department are 3%, while the Economics department has the frequency of plurality error 7.88%. English and IR departments show a lower number of frequencies as compared to the GPP and Economic departments in terms of errors of plurality.

4.6.2.7. Quantifier

This section of the table comparatively analyzes the frequencies of errors related to the quantifiers in the academic contribution at the stage of graduate studies at NUML. The comparative analysis of percentages across the selected departments concludes that the GPP department has the highest frequency (2.03%) of errors of quantifiers, and the IR department has the lowest frequency rate of 0.11%. Although it has been reported that errors of quantifiers are not frequently occurring at the graduate research theses at NUML.

The English Department has been reported with the percentage of 0.2%, and the Economic Department has been reported with 1.2%. The frequency rates across four departments are closely related to each other, but there are slight differences due to the different use of vocabulary and discipline-related linguistic items.

4.6.3. Syntactical Errors

This part of the comparative analysis of frequencies deals with the syntactic errors to explore the recurrent frequencies and percentages of the syntactic errors (run-on sentences, number agreement, dangling modifiers, and faculty parallelism) committed by the graduate research scholars in their research studies across four disciplines (English, IR, Economics, and GPP) of studies at the National University of Modern Languages Islamabad. The detailed comparative analysis has been conducted as follows:

Table 15

Syntactical Errors in the Corpus of all Departments

Types of Errors	English Department	IR Department	Economics Department	GPP Department
Run-on sentence	11.87% (1154)	1.1% (142)	0.28% (47)	1.64% (243)
Number Agreement	7.5% (730)	3.92% (507)	5.64% (943)	6.4% (949)
Dangling Modifiers	9.37% (911)	7.35% (951)	10.38% (1735)	5..65% (831)

Faulty parallelism	6.89% (670)	9.14% (1182)	11.53% (1928)	13.65% (2024)
Article misuse	17.01% (1655)	33.7% (4360)	38.52% (6353)	17.01% (2523)
Preposition	8.5% (827)	9.6% (1242)	9.57% (1600)	8.5% (1260)
Pronouns	3.6% (350)	3.15% (407)	4.22% (705)	3.6% (533)
Punctuation	14.17% (1378)	13% (1682)	10.62% (1775)	14.17% (2101)
No Proper Spacing	0.5% (49)	1.1 (142)	0.8% (134)	0.7% (103)
Spelling Errors	3.09% (301)	4.99% (646)	3.38% (565)	3.4% (504)
Unnecessary Capitalization	1.6% (156)	1.9% (246)	2.75% (460)	2.1% (311)

4.6.3.1. Run-on Sentence

This section of the comparative frequencies under the syntactic category deals with the errors related to run-on sentences. It has been reported that the English Department has the highest percentages (11.87%) of the run-on sentences, significantly different from the rest of the departments. It has been denoted that the IR department has the lowest frequencies (0.11%) of run-on sentences across disciplines of studies. The frequencies of the said errors in the economic department are 0.28%, while in the GPP department it rises up to the rate of 1.64%. The comparative analysis of the run-on sentences finds that this particular syntactic error is less common outside of the English Department. The percentages of run-on sentences in the GPP department are slightly elevated as compared to the IR and Economic departments, but these are much lower than the English department. The English department is required to make the sentences more clear and free from ambiguities by dividing run-on sentences into multiple sentences accordingly.

4.6.3.2. Number Agreement

This section of the comparative syntactic analysis of the frequencies deals with the errors of number agreement, which reports that the English Department has the highest frequency of 7.5% while the IR Department has the lowest frequencies (3.92%). Number agreement, mismatched subjects, verbs, nouns, and their modifiers are common in the English Department. This error is presented in each selected department, but the number of frequencies is significantly different. The economic department has shown a frequency rate of 0.28%, while the GPP department reports 1.64%.

4.6.3.3. *Dangling Modifiers*

This section of the comparative error analysis of the syntactic category of dangling modifiers committed by the graduate students in their research studies at NUML. It has been uncovered that the Economics department has the highest frequency (10.38) of using dangling modifiers, while the GPP department (5.65%) has the lowest frequency across the departments. The syntactic errors involving the dangling modifiers were significantly higher in the economic department and English department (9.37%), while the IR department reports a frequency rate of 5.65%. The comparative syntactic analysis of error frequencies finds that the Economics and English departments need to work on their syntactic practices in terms of dangling modifiers.

4.6.3.4. *Faulty Parallelism*

This section of the syntactic category of error analysis of faulty parallelism deals with the consistency of the grammaticality of the language in sentences. The comparative frequencies across the departments reported that the GPP department has the highest ratio (13.65) of the error related to faulty parallelism, while the English department has the lowest frequency rate (6.89%). The frequencies of faulty parallelism in the IR department and Economics department are 9.14% and 11.53%, respectively. The comparative analysis of errors among four departments indicates that faulty parallelism is a significant linguistic error among graduate researchers at the NUML. A proper plan and strategy are required to be developed to cope with this linguistic challenge.

4.7 Comparative analysis of Frequencies of errors among departments

4.7.1 EA Frequencies in the Theses of IR Department

The usage of articles, verbs, prepositions, and mechanical errors is usually troublesome, as evidenced by an assessment of error frequency in IR department theses. Article errors account for 33.7% of all errors, and they might comprise both omission and insertion errors. Verbs account for 11% of errors when include improper forms, subject verb agreement, and missing verbs. Preposition errors occur 9.6% of the time and involve unnecessary use, required adjustments, and omissions. Mechanical errors include punctuation (13%), spelling (4.99%), and capitalization (1.9%). These findings indicate that students must improve their knowledge and utilization of articles, maintain verb accuracy,

appropriately use prepositions, and fix mechanical errors. With greater knowledge in these areas, the overall quality and clarity of their theses will improve.

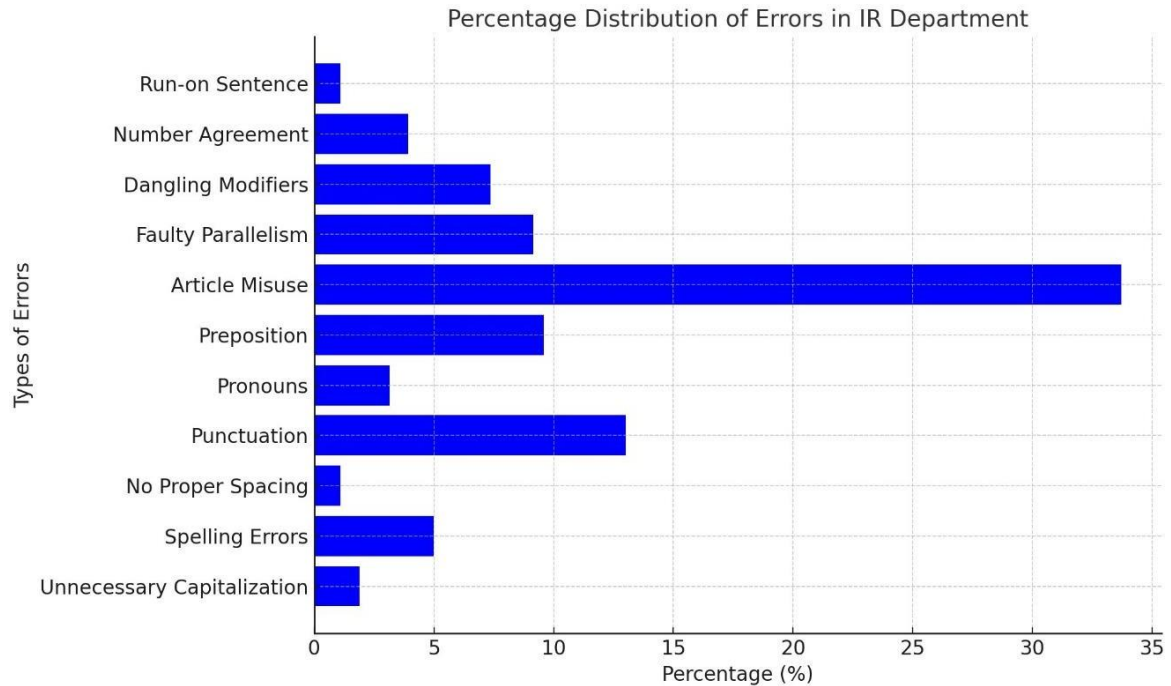


Figure 3 EA Frequencies in IR Thesis

4.7.2 EA Frequencies in the Theses of Economics Department

The assessment of error frequencies in Economics department thesis reveals several common issues with writing. The most common error type is the omission of articles (“the/a/an”), which accounts for 38.52% of all errors. Prepositional errors account for 9.57% of all errors, whereas verb errors account for 24.2% of all errors. Pronoun errors account for 4.22% of all errors, while others in the punctuation (10.62%), capitalization (2.75%), spelling (3.38%), plurality (7.38%), and incorrect parallelism (2.53%) categories also have an impact on overall writing quality.

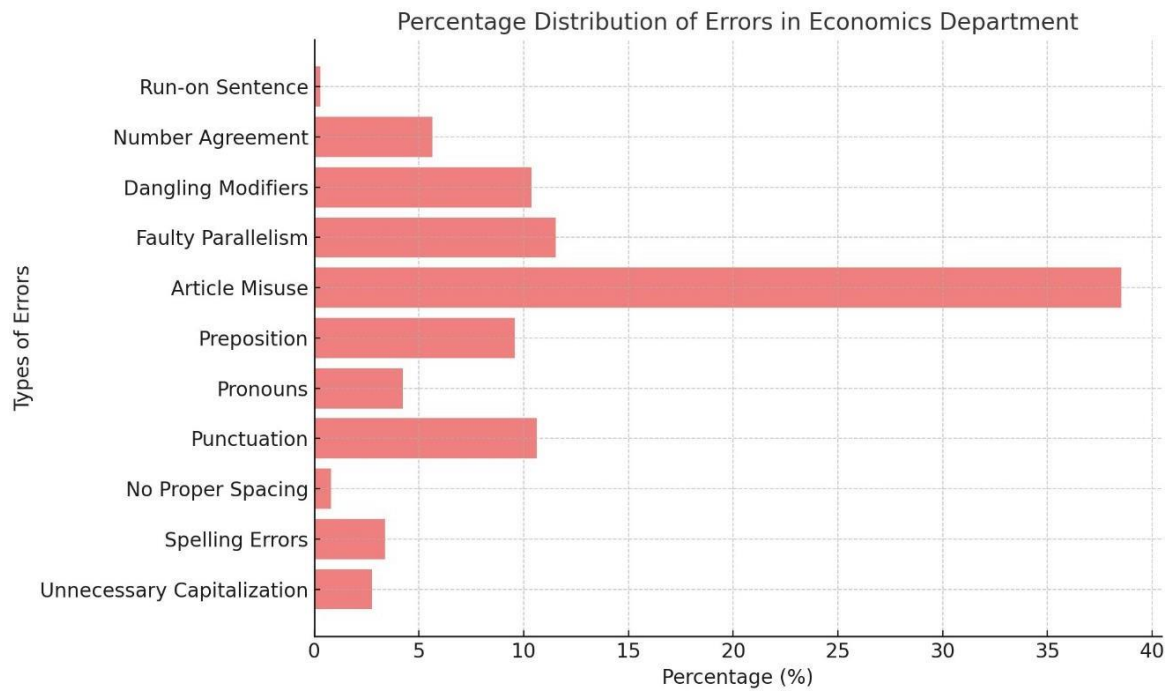


Figure 4. EA Frequencies in Economics Thesis

4.7.3 EA Frequencies in the Thesis of GPP Department

The assessment of error frequencies in the Governance and Public Policy (GPP) department's theses revealed a number of areas where writing quality and clarity might be improved. Article omission accounted for 17.01% of all grammatical errors, making it the most prevalent error type. Prepositional errors were found to be the most common (8.5%), followed by verb tense errors (7.73%). Pronoun errors accounted for 3.6% of errors, whereas mechanical errors, predominantly punctuation problems, accounted for 14.17% of errors. These findings highlight the specific writing challenges that GPP department students confront.

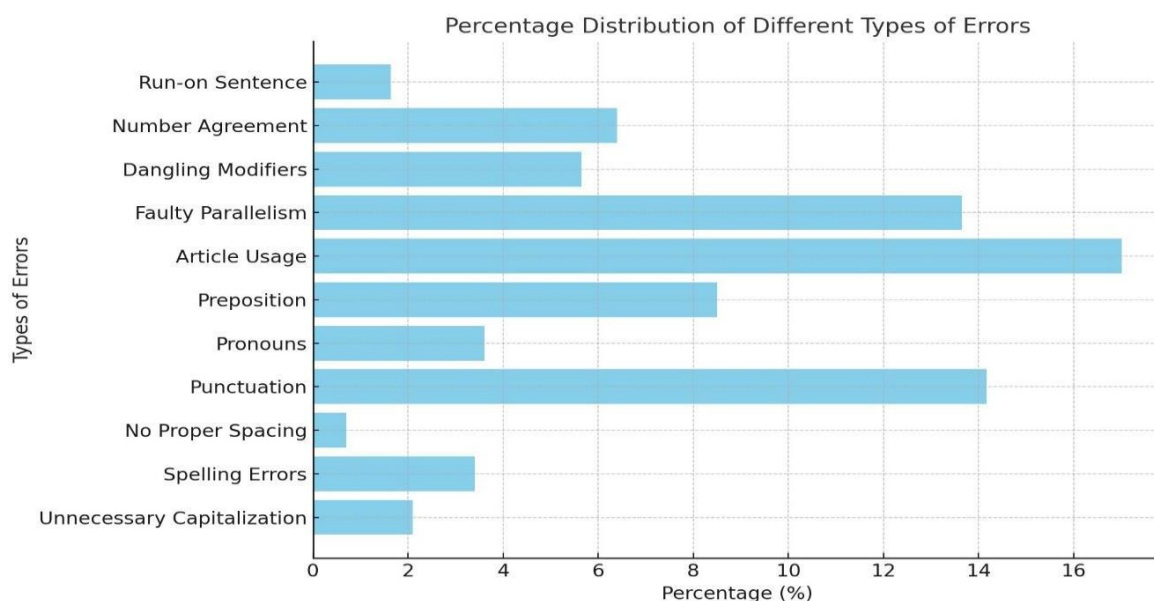


Figure 5. EA Frequencies in GPP Thesis

4.7.4. EA Frequencies in the Thesis of English Department

The evaluation of error frequencies in the English department shows a number of common errors in writing that students face. Inconsistent verb tenses (7.73%) and the omission of articles (17.01%) are the most common grammatical errors. Both pronoun and preposition errors are common (3.6% and 8.5%, respectively). Mechanical errors such as erroneous capitalization (2.06%), spelling (3.09%), and punctuation (14.17%) impact overall error frequencies. There are also syntactical errors found, such as conjunction errors (0.77%) and number agreement errors (6.4%).

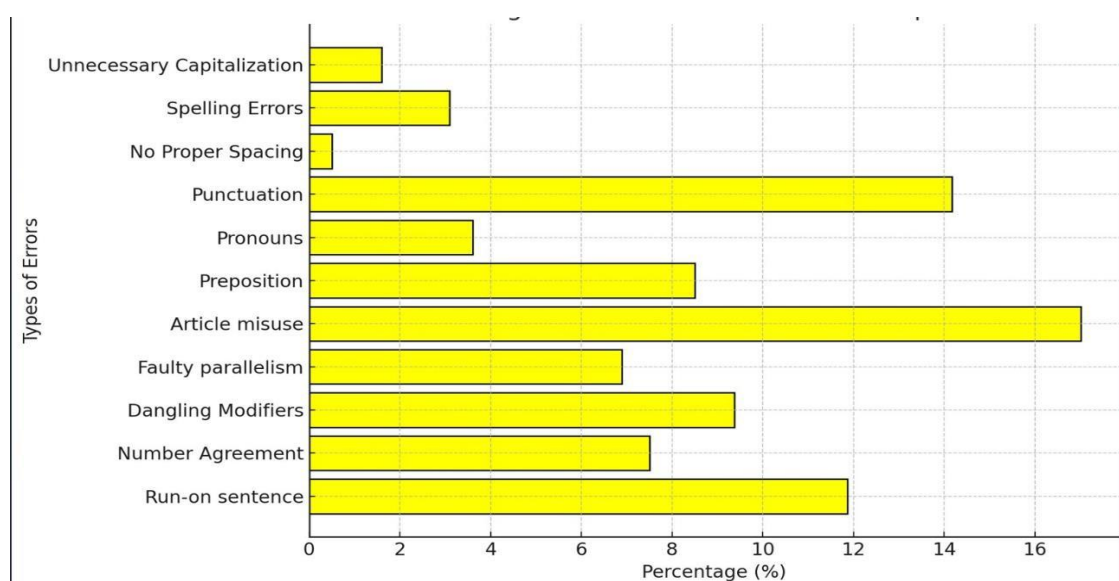


Figure 6. EA Frequencies in English Thesis

CHAPTER 5

CONCLUSION

This chapter is the final stage of the study, where the researcher provides the findings of the study to answer the research questions or solve the research problem of the study, discussion, recommendations for cartoonists and future researchers, and concluding remarks by summarizing the whole study.

5.1 An Overview of Chapter

This chapter presents the concluding remarks on the study of error analysis. This chapter discusses the data analysis findings that answer the research questions and problems related to the errors committed by graduate students of four selected departments from the National University of Modern Languages, Islamabad. A discussion section has been added to discuss the students' errors and the study's findings with reference to the already established research in a similar domain of study. This study also recommends that future researchers conduct further research and that teachers improve students' writing proficiency. At the end of the chapter, an overall conclusion of the study has been drawn.

5.2 Key Findings of the study

The study found frequent grammatical errors, including the omission of articles, inconsistent verb tenses, problems with subject-verb agreement, prepositional errors, and pronoun errors. Likewise, mechanical errors with punctuation, spelling, the use of capitals, and spacing were found. This study has found various degrees of syntactical errors, such as number agreement problems and conjunction errors, which need to be significantly addressed.

This study has found that the students' language errors differ across departments. The English department frequently makes errors with pronouns and article omissions. The IR department has problems with subject-verb agreement, inconsistent number agreement, and article deletion. The GPP department frequently makes errors in prepositional, verb tense, and article omission. The Economics department has difficulty with inconsistent number agreement and verb tense discrepancies.

This study has found that students from each department have committed mechanical errors. The English department has a low number of occurrences of mechanical errors compared to the rest of the selected departments, where the degree of mechanical

errors is high. The graduate students are suggested to proofread their documents professionally.

The study has found that theses of the IR department identify typical writing errors that students should address to advance their writing skills. The most frequent grammatical errors involved articles' misuse, emphasising the need for precise article usage. Other common verb errors include missing verbs, subject-verb agreement errors, and inconsistent tense forms. Preposition errors serve as a reminder of how crucial it is to choose suitable prepositions when forming meaningful connections between words and sentences. Errors in mechanics such as grammar, spelling, capitalisation, and spacing should be fixed to improve the overall quality of thesis writing. Furthermore, syntactical errors like run-on sentences, improper number agreement, and conjunction errors can affect the structure and coherence of the work. Students can enhance the precision, professionalism, and clarity of their theses in International Relations by focusing on these particular topics.

The study's analysis found frequent grammatical errors made by Economics students, especially those involving verbs and article absence. Concentrating on proper article usage and correcting verb tense can improve coherence and literary quality. Students should also be aware of proper pronoun usage and allusions to guarantee clarity. If students wish to increase the professionalism and readability of their theses, they must pay close attention to mechanical errors. Students may eliminate these errors and improve the quality of their Economics work by prioritising proofreading and editing.

The GPP theses analysis emphasises the need to use consistent verb tenses and articles. Grammar agreement is required, particularly in subject-verb agreement and verb tenses. Prepositional errors that might lead to ambiguity and improper word connections must be avoided. The fact that pronoun errors can be misleading to readers emphasises the importance of using pronouns consistently and correctly. Mechanical errors related to grammar, capitalisation, spelling, and spacing can diminish the professionalism and comprehension of the theses, emphasising the need for thorough proofreading and attention to detail.

The study found a high rate of omissions in articles, underlining the importance of improved understanding and application of articles to eliminate ambiguity and promote clarity. The fact that verb tense discrepancies are a severe concern highlights the need to maintain consistent verb forms throughout the text. Students must focus on comprehension

and understanding since pronoun and preposition errors demonstrate a lack of skill in selecting appropriate pronouns and prepositions. Mechanical errors such as capitalisation, grammar, and spelling should be corrected throughout the editing process since they might impair the professionalism and readability of the theses, even if they are less common. Syntactical errors like conjunction errors and number agreement variations still present problems and must be corrected for writing to be intelligible and wellstructured. Students can enhance their English writing abilities by concentrating on the main areas.

This study has found that grammatical errors were prevalent in all departments, with variations in the specific types of errors observed. The omission of articles was a prominent issue in the English and GPP departments, indicating difficulties in using articles correctly. Verb tense errors were more frequent in the GPP and Economics departments, highlighting inconsistencies in verb usage. Subject-verb agreement errors were observed in the GPP and IR departments. Preposition errors were common in the GPP and English departments, while pronoun errors were more prevalent in the English department. Mechanical errors, including punctuation, spelling, capitalisation, and spacing, were identified across departments, with varying frequencies. Syntactical errors, such as conjunction errors and number agreement inconsistencies, occurred in all departments to some extent.

The study's comparative analysis has found that students from each department face different types of errors. The results show that each department has distinct error patterns and certain common areas of concern. It has been found that theses of Economics do not have a high frequency of misuse of articles because they deal with numbers which have less usage of articles, whereas other theses hardly have a difference in the percentages of errors relating to misuse of articles. Each discipline's distinct linguistic, stylistic, and academic constraints might be blamed for these differences.

The study has found that deletion of articles and pronoun errors were major problems in the English department. This emphasises the necessity for students to master the proper use of articles and pronoun references in order to improve the precision and clarity of their writing. High rates of article omission and verb tense errors were found in the GPP department, highlighting the need for curricular reinforcement in these areas. Additionally, preposition errors were found in the English and GPP departments, indicating the need for targeted preposition usage teaching.

The study found inconsistencies between number agreement and subject-verb agreement were common in the IR department. These results imply that students need to focus more on maintaining consistency in plural and singular forms and preserving agreement between subjects and verbs. The increased frequency of verb tense errors and inconsistent number agreements in the Economics department suggests that students must better grasp and apply verb and agreement rules correctly. Different degrees of mechanical errors, including punctuation, spelling, capitalisation, and space, were found across disciplines.

The study's findings suggest that errors should be corrected by meticulous editing and adherence to accepted rules since they can detract from the quality and comprehension of the theses. Overall, the findings show the precise areas where each department's students struggle with writing. Teachers may assist students in developing their writing abilities and producing higher-quality theses in their respective fields by targeting these areas through targeted teaching, practice and feedback.

5.3 Discussion

Error analysis is a crucial component of language study that explores the complexities of language learning and acquisition processes. Examining language production errors has become a proper methodological strategy as researchers try to understand the intricacies and difficulties language learners face (Gas and Selinker, 2008). English as a target language in Pakistan has become increasingly important in recent years due to its role as a medium of education, commerce, and international communications. Although English has been a critical target language for pupils in Pakistan's evolving educational environment, students still commit errors at different levels of their education. Linguistic errors have become frequent roadblocks in students' written statements as they work through the complexities of understanding this lingua franca. This study examined the factors responsible for linguistic errors in English as a written language.

The present research study has explored the various types of language errors committed by the graduate researchers at NUML. Error analysis follows some of the crucial steps to collect the study sample: identification of errors, classification of errors, quantifying errors, and analysis of errors (Corder, 1974; Gas and Selinker, 2008). The present study has followed the five steps of error analysis provided by Ellis (1994) and utilised three categories of grammar, mechanics, and syntactic errors to explore the errors

committed by graduate students. Satariyan and Mohseni's (2014) analysis of the essays written by undergraduate students revealed that Chinese students mainly faced language challenges in content, vocabulary, organisation of the discourse, and syntactic mechanics. Another research study by Sawalmeh (2013) explored that Saudi English Language learners (EFL students) have encountered errors in singular and plural form, verb tense, capitalisation, articles, word order, subject-verb agreement, sentence fragments, double negatives, spellings, and prepositions. While Satariyan and Mohseni's (2014) error analysis has explored five categories of errors, Similarly, the present research study has found multiple types of errors, such as the omission of articles, addition of articles, wrong form of verbs, subject-verb agreement, missing verb, Unnecessary Prepositions, Omission of prepositions, Omission of personal pronouns Adding a personal pronoun, Changing the relative pronoun, Omission of the comma, Omission of the apostrophe, Addition of apostrophe, omission of Hyphen, No proper spacing, capitalisation, Run on sentences, Number agreement (singulars or plurals), Errors pertaining to conjunctions, Quantifier, missing auxiliaries, wrong use of adjectival and adverbial phrases, Missing comma, Missing question mark, missing full stop, wrong plurality, and part of speech error.

Many students at the university level in Pakistan may have limited exposure to English outside of the classroom, which can lead to errors in written English. Limited exposure to English can result in vocabulary, grammar, and syntax difficulties, negatively impacting their MPhil thesis writing (Shaheen, 2017). The present study has found that the students of each selected department face different types of language challenges. Since they work with statistical rather than descriptive data, students from the Economics departments have made far fewer publication errors than those from the other three disciplines. Students in the English departments have been struggling with long and detailed phrases, which reduce reader attention and generate errors. Students in the GPP department have been making errors such as omitting articles and using incorrect verb tense. Students from IR departments have been experiencing difficulties with subject-verb agreement.

In Pakistan, many students may not have had much exposure to English outside of the classroom, which might cause errors in written English. Their writing may suffer due to their limited exposure to the English language, which can cause problems with vocabulary, grammar, and syntax (Shaheen, 2017). Limited exposure to English is another factor that can contribute to linguistic errors in English as a written language. Learners with limited exposure to English may struggle to produce accurate written English due to insufficient

exposure to the language's grammar, vocabulary, and syntax. This may result in errors in word choice, grammar, and spelling (Krashen, 1982).

For instance, the same situation is discussed in 'Challenges of Teaching Academic Writing to Students Who Have Little English Exposure' Banda, F. (n.d.). This article discusses the significant challenges isiXhosa-speaking students face in South Africa's higher education system because of their little exposure to English. Although English is the official language of the government, business, and social mobility, most people still speak local African languages. However, many Black South African students find it challenging to communicate well in English, especially when it comes to formal academic writing. Because of this, it could be difficult for pupils with isiXhosa linguistic roots to properly navigate the requirements of academic discourse and succeed in school (Banda, F. (n.d.)).

As a result, it is challenging for students with isiXhosa linguistic origins to successfully negotiate the demands of academic discourse and achieve academic success. To address the issue, tailored interventions are needed to improve English.

Language skills and closing the communication gap between informal conversational English and formal academic discourse are necessary for success at the university level.

Writing is a complex cognitive process that involves several steps, such as planning, drafting, and revising. Students may struggle with these steps, leading to errors in grammar, syntax, and punctuation (Hussain & Mahmood, 2016). The research Banda, F. (n.d.). Challenges of Teaching Academic Writing Skills to Students With Limited Exposure to English highlights the difficulties of imparting academic writing abilities to South African students who have little exposure to the English language. Even though English is the official language of commerce, government, and education, many students from indigenous backgrounds find it difficult to communicate in written and spoken English. Their essays have poor consistency, casual language usage, and frequent spelling errors. In primary and secondary schools, where instructors frequently employ isiXhosa or isiXhosa-English code-switching, there is a difficulty with the way formal English is taught. Students thus struggle to translate ideas and do not understand the formal requirements of academic writing. For these students to flourish in the university setting, where formal English competence is needed, better language preparation and assistance are imperative.

Many students in Pakistan lack proficiency in English, which can result in errors in written English. When producing descriptive prose, many pupils struggle with the English language. A lack of expertise in language abilities, including vocabulary, spelling, syntax, and punctuation, causes the occurrences of errors. They frequently struggle to express their thoughts and ideas clearly due to these language-related problems. Learners of English as a second language may not have complete knowledge of English grammar, which can result in errors in written English. For example, learners may not understand prepositions, resulting in the incorrect use of prepositions in sentences (Dulay & Burt, 1974).

In addition, some students have trouble structuring their ideas logically because they are illiterate on the subject or lack adequate preparation and rewriting techniques. Many students struggle to communicate their views in their writing, which is further evidenced by the fact that some copy from the internet without understanding the assignment's aim or subject matter. These challenges must be removed to improve pupils' writing abilities and give them the confidence to express themselves clearly in English (Ismayanti & Kholiq, 2020).

Teacher training is an essential factor in improving students' proficiency in English. Insufficient teacher preparation can seriously impact the quality of education and the overall efficacy of teaching. First off, without enough professional development chances, instructors could find it difficult to adjust to cutting-edge teaching techniques and educational philosophies. Because of this, their capacity to successfully address individual students's various learning styles and requirements may become stagnant. Consequently, students could not get the individualised help and direction they need, which could affect their academic success.

Without ongoing training and development opportunities, instructors can find it challenging to keep up with the most recent educational trends and fall short of providing their pupils with relevant learning chances. Consequently, spending money on thorough and continuous teacher training is essential to promote a dynamic and productive learning environment that is advantageous to both teachers and students (Newman, 2010).

Ineffective instruction can also lead to linguistic errors in written English. A teacher requires a developing body of knowledge to support students' lifetime learning to be an effective teacher in teaching English as a second language (Deocampo, 2020). Proficiency of teachers/instructors in communicating in English was one of the major problems. Due to

issues with speech, accents, or language obstacles, several teacher trainees had trouble communicating their concepts to pupils. For instance, in one instance, a teacher-in-training reported that pupils complained that the teacher's quiet voice made it difficult for them to comprehend, which caused issues with classroom control. Another teacher-in-training had trouble pronouncing words correctly but found that by adopting Total Physical Response (TPR), the pupils could understand what they were saying more clearly. Some teacher trainees found it challenging to interact with their pupils because of the language barrier. Therefore, they had to modify their teaching strategies and discover new ways to do so. Lesson design, teaching methods, and classroom management were all essential hurdles, but the English communication limitations stood out as a critical element impacting their overall success (Deocampo, 2020).

In conclusion, linguistic errors in English as a written language can be caused by various factors, including interference from the native language, limited exposure to English, over-generalisation, incomplete knowledge of grammar, and inadequate teacher trainers. Understanding these factors can help educators to develop effective strategies to assist learners in improving their written English proficiency.

5.4 Recommendations

This study gives some recommendations to future researchers to fill the significant research gaps in the field of error analysis and to enhance the scope of the current research study. Moreover, this study also gives recommendations to the teachers to improve the technical writing of the graduate thesis. The recommendations are as follows:

5.4.1 Recommendations for Teachers.

1. This study recommends exploring language errors in the theses of graduate students from other departments of NUML to enhance the scope of the study. The theses of undergraduate students from the same departments can also be analysed to explore whether undergraduate research students commit similar errors.
2. This study recommends exploring the error analysis of graduate students from various other universities in Pakistan and using error analysis theories other than Ellis (1994) to explore the various dimensions of errors.
3. This study recommends using various types of errors, such as lexical, phonological, morphological, semantic, pragmatic, discourse, idiomatic, and register errors

5.4.2 Recommendations for future researchers

1. Teachers from the graduate faculty are suggested to arrange writing seminars to address the case studies of language errors and technicalities to correct language errors.
2. Language learners at a graduate level are still second-language learners who cannot obtain native-level language proficiency. There is a need to conduct writing drills to cover up the language errors.
3. On a graduate level, the students are not only facing challenges in general language production; they also face challenges in academic language. In this regard, special attention is required to train the students to maintain their academic language. Mechanical, grammatical, and syntactic errors eradicate the academic sense and affect the language's readability.
4. Clear and detailed writing guidelines should be provided along with the thesis templates. It is suggested that the teachers organise a thesis writing workshop once per session to discuss these challenges and overcome template-related language errors.
5. Supervisors must offer a personalised review of each category of errors while reviewing the thesis, and there is also a need to give constructive feedback to overcome these challenges.

5.5 Conclusion

In applied linguistics, error analysis is a systematic process of analysing the errors made by second language learners while producing the language. The present research study explores the language errors made by Pakistani second-language learners of English in their academic scholarly work of thesis at the University of National University of Modern Languages, Islamabad. The qualitative research under the pragmatic research worldview has utilised the case study design to explore the theses from each department as a case. Ellis's (1994) model of error analysis has been utilised as the theoretical underpinnings of the study, which provides the five stages of error analysis: collection of samples, identification of errors, description of errors, explanation of errors, and error evaluation. Further, the classification of language errors—grammar, mechanics, and syntactic errors—has been adopted from Pescante-Malimas and Samson (2018). TagAnt and AntConc corpus tools have been used to compile, organise, and identify the errors. The corpus-based error analysis of the study found that the students from the selected

departments faced different types of errors. The students from the economics departments have committed a deficient number of errors in articles, as they tend to deal with the statistical data compared to the descriptive data from the other three departments. The students from the English departments have been facing issues with long and descriptive sentences, which affect reader engagement and cause errors. The students from the GPP department have been committing errors such as omission of articles and verb tense errors. While the students from the IR department have been facing challenges with subject-verb agreement. Overall, the findings of the study conclude that graduate students need to focus on their language capabilities while dealing with the academic domain of their studies.

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