

**COMMON SYNTACTIC ERRORS IN
ENGLISH COMPOSITION COMMITTED BY
PAKISTANI LEARNERS OF VARIOUS
LINGUISTIC BACKGROUNDS**

By

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Backgrounds**

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Common Syntactic Errors in English Composition Committed by Pakistani Learners of Various Linguistic Backgrounds** submitted by me in partial fulfilment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Thesis Title: Common Syntactic Errors in English Composition Committed by Pakistani Learners of Various Linguistic Back ground

Writing in a foreign language is a troublesome task for the learners. Pakistani learners come across a number of difficulties while creating composition in English. One of such areas of difficulty is English syntax. Even after completing twelve academic years, the Pakistani learners find writing in English hard because of being poor at English grammar though writing is inevitable as they have to write assignments and take examinations in English throughout their academic career. The aim of the present research was to categorise and analyse syntactic errors made by the Pakistani learners from different regions who speak a variety of mother tongues. These errors were gathered through evaluation tests given to the students enrolled in the language programme at Diploma level, at FC Department of NUML, Islamabad. Mixed method research design comprising quantitative and qualitative research methods was used to explore the research questions. Pit Corder's theory of Error Analysis and Larry Selinker's theory of Inter Language were used as theoretical framework to explore these questions. The findings revealed that some of these errors occur due to the mother tongue interference but this is not the only factor behind these errors.

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LIST OF ABBREVIATIONS

A	Article
BLT	Behaviourist Learning Theory
C	Conjunction
CA	Contrastive Analysis
CAH	Contrastive Analysis Hypothesis
EA	Error Analysis
EFL	English as a Foreign Language
ESL	English as a Second Language
FC	Functional Course
IL	Inter Language
KCSE	Kenya Certificate of Secondary Education
L1	First Language
L2	Target Language
MT	Mother Tongue
P	Preposition
PI	Plural
Pr	Pronoun
POS	Possession Using Apostrophe
SLA	Second Language Acquisition
SV	Subject Verb Agreement
TL	Target Language
V	Verb
WA	Word Addition
WC	Word Choice
WM	Word Missing
WPI	Word Placement

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DEDICATION

I dedicate this effort of mine to my mother for spending restless nights during the course of my M. Phil programme and to my father for his earnest prayers.

CHAPTER 1

INTRODUCTION

Due to globalization, every aspect of our world is revolutionized. In the current state of affairs, only those can reap its benefits who are adept in English, others are marginalized. The changing and fast evolving times have witnessed the growing importance of English language in all spheres of life. Conscious and unconscious use of English words in our daily conversation is the proof to this verity (Sharma, 2014). English is used as an international language among all nations in the world and the inclination towards learning English is increasing with every single day. Originally the language of England, but currently English is official or important (the primary or secondary language) means of communication of not only the countries under British imperialism but also the language of business and cultural spheres of these countries. It is the language of international banking and business which is a functional rather indispensable language to know (Komba & Bosco, 2015).

In the contemporary time, a number of factors make the English language crucial for communication. Firstly, it is the most commonly spoken foreign language, so different people, not just English-speaking ones, preferably converse in English as a universal language to express themselves (communication). This is the reason, why it is the need of the hour to learn the language to lay a hand on international level. In education also, importance of English cannot be ignored. It is the second language in many countries and foreign learners, either adult or young, are encouraged to learn English (Riyaz, 2016). Apart from being the language of the official use, it is the language of research, science and technology which have syllabi written in the very language. At the higher level of education, students in many countries study almost all their subjects in English to make the material easily reached at the international level (Al-Saadi, 2015).

That is why, the bulk of websites is formed in English. Even if there are sites in some other languages, often options are also given for the translation of the respective site into English. It is the principal language of the press: more newspapers and books are written in English than any other language. Since, it is the leading language of international communication, so more information related to almost every subject can be found if you know this language. So, there has been growing interest in learning the English language (Alinsunod, 2014).

Being the international language for non native speakers, it is a source of easy help in any corner of the world. This assistance can be in any form; online travel or business venture. In addition to the importance of English in education, internet and press, its role is significant in business enterprise as well. The renowned companies, organizations and in offices, they demand and employ the people who are good at English. And the companies which are interested to work internationally, their only priority is the well educated team who is excellent in English speaking, writing and reading (Naveed, 2015).

Undoubtedly, learning English, or any language, requires the four skills to be mastered; listening, speaking, reading and writing and understanding the language phrases and sentence structures (Ngangbam, 2016). Among all these skills, writing is viewed as the most intricate skill because it involves thinking that goes through different stages i.e., prewriting, writing and editing, to reach its final product. For many researchers, writing is an art and writer is an artist, so pertaining to this view, writing is not considered a piece of cake yet even for the native speakers. Many native speakers are hesitant to write and find difficulties in mastering the writing skill. Nonetheless, writing is an essential skill that is defectively acquired. Nevertheless, expertise in one's native language does not guarantee to have excellence in L2 writing (Khansir & Hajivandi, 2013).

In the same way, Mohammad and Hazarika (2016) view that in countries of non-native speakers of English, English writing is increasingly vital in educational and professional settings because of being the key component of the language as it is most important in academic disciplines to examine performance of students in their respective field of study. Cumming (2001, p. 3) said that at university level, students have to write a different genres of writing like business writing, summaries, internship reports and research proposal. EFL learners think it a tough job and encounter many

problems various writing problems at different stages of their learning process (Haider, 2012). Firstly, a good piece of writing should have intricacy of syntax and morphology, a good deal of vocabulary, and a good command over conventional forms and over the means of signaling the relation of the texts. But they struggle with structural components of English (Fareed, 2016). Resultantly, errors are inevitable in these writings. Bjork and Raisanen (1997, p. 8, as cited in Javid & Omer, 2014) also emphasise the significance of writing not just as a language skill which is very important for curriculum but if it is seen from a broader spectrum, they consider it is a thinking tool which invokes learners to think. So writing is a tool for the development of a language, for critical thinking and extension, for learning in any discipline.

Writing is a continuous but complicated process of expressions which demands thought processes and linguistic synthesis (Ngangbam, 2016). In particular, the process of writing develops cognitive skills to acquire the tact and strategies for analysing the data or results of a research task, inferring from significant differences observed in comparing mean, frequencies etc. (Bacha 2002). These are the reasons which make English major and essential part of the curriculum and has academic purposes. This skill is principally an elementary aim of teaching English in foreign institutions of higher education as it is the medium of instruction in these institutions (Khuwaileh & Shoumali, 2010). It is for the reason writing effectively in English is becoming an increasingly important issue in the world where it is extensively used for global mediation of knowledge (Mahboob, 2014) and good English writing competence is widely recognized as an important skill for a variety of reasons. In spite of its intricacy, writing is extremely significant for communication as it generates a medium between the sender and the receiver i.e., the writer and the reader, that is required to transfer messages, letters and knowledge, to take exams and to learn. English writing instruction is thus assuming a mounting role in second/foreign language education.

Writing in a foreign language is not an easy task. According to Alinsunod (2014), writing is a challenging and risky skill to be dealt which involves different aspects such as spelling, punctuation, organization etc are difficult to escape. He thinks writing a productive, demanding, mindful, challenging and planned activity and an alternative means of language. Though it gives stability to utterances yet it is even harder to learn to write in a second/foreign language, and it definitely takes

considerable time and effort to become a skilful writer in a second/foreign language. In a limited time, it is difficult to learn writing, with significant development, for a large class of second/foreign language students who are not expert in the skill in a second/foreign language. Thus, the teacher should try to ensure that writing is not seen as a frustrating and unrewarding skill. Students' writing competence can be enhanced if instructors understand learners' difficulties and adorn their teaching strategies with the activities which actually involve skilled integration of reading, writing and grammar. Learners should be encouraged to feel that writing is an important and effective means to express themselves and it should not be seen as a frustrating and unrewarding skill (Al-Gharabally, 2015).

Writing was ignored in the language classrooms considering it less significant. Because of that negligence, many instructors had no instructions regarding the writing skill (Ellis, 1997). There is a need to develop a writing culture and provide opportunities for writing practices. For that reason, it is very important that the instructors are trained not only in effective teaching practices but also in providing positive and constructive feedback (Fareed, 2016). This eventually ended up with the feeling needed in the classroom. A number of fluent mature writers find it a difficult process. So L2 learners are usually reluctant to do a written assignment. Even some of them find it difficult to take a start (Phuket & Othman, 2015). One of the major problems that learners come across and which make them hesitant to write is, errors. Errors mirror gaps in the learners' gained knowledge because they are not competent in the language (Klassen, 1991) and errors of L2 learning are significant to fill these gaps by providing them better instructions and knowledge for the future. Actually, these are the deviations from the standard forms of adult's grammar of a native speaker which occur due to poor competence (Corder, 1967 as cited in Amara, 2015). Therefore, they are systematic and learners are not able to correct themselves as they are not aware of their lack of competence.

The noteworthy point which has been the focus of linguists' interest and attention is to distinguish an error from a mistake. Learners' lack of concentration, carelessness, weariness, slips of memory, anxiety and some other such aspects of their output are the reasons for the committed mistakes. When these performance weaknesses are overcome and learners pay heed, they can remedy their mistakes themselves. So mistakes are not systematic and can be identified easily (Corder,

1973). Conversely, Ellis (1997) states if learners use the incorrect forms of spellings and forms of the verbs etc systematically, he commits errors. They are not aware of the problem as their knowledge about the language is insufficient. So, they cannot be self-corrected. Further, he suggests a way to differentiate between the two. If the learner sometimes uses the correct form and at other times, the incorrect one is used, it is a mistake. But if he always uses it wrongly, then it is an error. Gass and Selinker (2008, p. 102) agree that errors in language learning take place systematically and repetitively without making the learners conscious. The errors are identifiable only by teachers or others who possess an accurate knowledge of grammatical system.

Committing errors is unavoidable in any learning (James, 1998), and learning a language is no exception. So EFL learners are liable to commit errors in spite of long period of English study (Lasaten, 2014; Wee, Sim and Jusoff, 2009, p. 016). Mastering English writing skill is a very difficult task for the learners of English as a second/foreign language (EFL). Language instructors and researchers have long been interested in the writing errors of EFL learners. With the passage of time, the attitude towards errors has changed. Before Corder, errors were viewed as a serious problem that should be eradicated as soon as possible. However, errors are now regarded as a device that learners use and from which they can learn (Corder, 1967). They were seen as unwanted problems which instructors put off and wished to prevent. But in fact, errors are considered as the important mark of the language development in language learning. These errors are actually the proof of the extent to which learning has been achieved and the approaches or procedures employed in discovering the language (Corder, 1967 as cited in Al-Khresheh, 2016). According to Kotsyuk (2015), errors are not taken as bad signs of performance that should be eliminated at any cost; rather, they are considered a necessary part of language learning process. Similarly, James (1998) is also of the view that learners' errors are the record of their current perception of the learnt language.

Errors provide evidence and valuable insight into language acquisition by reflecting a lack of underlying competence in the language that learners are learning (Gass, 1984; Amara, 2015 & Khan, 2018). They also contain valuable information about the learning strategies of learners (Richards, 1974; Taylor, 1975; Samra, 2003); and supply means by which teachers can assess learning and teaching and determine priorities for future effort. Hence, conducting error analysis is one of the best ways to

describe and explain errors made by EFL learners. This analysis can tell the sources of these errors and the causes of their common occurrences. Thus, experienced instructors are aware of the fact that errors serve as an authentic source of learning not as an obstacle that lowers students' grade (Brenes, 2017). Once the sources and causes are identified, it will help to find the solution and sequence of future instructions.

The conception of an error as a negative output of language learning was based on the behaviourist theory of learning. The behaviourist theory, lying on Skinner's model, suggests that learning is a habit formation process, resulting from reinforcement (River, 1968). Therefore, the external factors such as the teachers' input and the exposure to the native speaker environment played an important role in contributing to the learners' achievement in learning the target language (TL). The reward for correct behaviour and the punishment for a mistake and an error were employed in shaping the verbal behaviour (Jones & Wheeler, 1983). Recently, errors are differently considered as the sign of learning progress. Basically, an error refers to an identifiable alteration of the grammatical elements of a native speaker, presenting the learners' competence in the target language (Brown, 2007). Errors are viewed as the nonnative outcomes of the learners' inadequate linguistics knowledge. Corder (1973) defines an error as "those features of the learner's utterances which differ from those of any native speaker" (p.260). Lennon (1991 as cited in Amara, 2015) supports Corder's definition by referring to an error, "a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers counterparts".

1.1 Types of Errors

Descriptively errors are of different types. So to remedy these errors, the researcher must understand completely the mechanism that gives rise to these types of errors (Sanal, 2007). Error analysis helps to comprehend nature of errors which is the evidence of existence of other reasons for these errors to occur. The errors fall into two categories depending upon their sources: (i) inter lingual errors, and (ii) intra lingual errors (Phuket & Othman, 2015).

1.1.1 Inter Lingual Errors

When confronted with something new, whether it is a new food, a different kind of music or just new information, it is natural instinct to look for similarities with

things that are familiar to us and to draw some comparison with what we know already. Consciously or unconsciously, we bring what we know to what we do not, making it possible to learn language without relying to some extent on our mother tongue. In fact, it is humanitarian also to accept mother interference in learning a second/foreign language. Studies on the interdependence between mother tongue and foreign language indicate a linguistic interdependence (Jessner & Cen2, 2000 as cited in Sharma, 2014) with regard to multiple subsystems (phonological, syntactic, semantic and textual).

The influence of mother tongue has become a very important area and is usually referred to as language interference, transfer or cross-lingual influence. A second/foreign language learner has a tendency to transfer his habits from his mother tongue to the second/foreign language system. This transfer of L1 linguistic features to L2 is called inter lingual interference (Komba & Bosco, 2015). During the process of learning, learners commit some errors which are due to the intrusion of their native language (Richards, (1971; Derakhshan & Karimi, 2015). They occur when the learners apply their knowledge and rules of the already known language to the performance of the target language. These errors are the result of conscious or unconscious connection between what they already know and what they do not (Ellis, 1997). Ellis (2008) said that in majority of the learners, it is unavoidable to learn a second/foreign language without interference of some linguistic features of the language which has already been acquired. These interferences are found at various levels of components of language like phonology, morphology, grammar, syntax, lexis and semantics.

Furthermore, the influence presents in a degree to which both native language and target language differ or are similar to each other. The influence is stronger where there are greater appearances of differences (Odlin, 1989; Liu & Ni, 2016). When the linguistic principles of native language are much different from that of target language, the learners find it difficult to comprehend, and they begin to apply the rules and structures of native language to their learning process (Krashen, 1981). Ekaterine (nd) mentions in her article while observing the process of teaching and learning English as a second/foreign language that we notice the influence of native language interference, which can occur in different situations while teaching different aspects of English. It is strongly believed that linguistic interference is one of the

elemental difficulties faced by the learners of second/foreign languages. Judging by the experience, we can assume that problems are mainly caused by the lack of substantial knowledge of lexical and grammatical structures and aspects of the target language.

1.1.2 Intra Lingual Errors

Intra lingual errors are different from inter lingual errors because they are committed due to defective application of rules, ignorance of the rules and exceptions of rules (Richards, 1971). In the process of language learning, these errors take place naturally on the basis of learners' inadequate knowledge of the target language (Kaweera, 2013). For the sake of precision, not much detail of the type is mentioned here.

Language learners commit different errors while learning a second/foreign language. Syntax is also one of such areas where they feel themselves helpless at times. Syntax is the specified pattern of organization of words in a sentence to make it meaningful otherwise the sentence cannot convey the intended message. Researchers have reported that ESL learners find English structures difficult especially when the syntax of English is different from their first language. In the English syntax, word order is more distinct and restricted than many other languages. It is very crucial in determining subject or object and differentiating parts of speech like nouns or verbs, adjectives from nouns, and so on. Under the influence of the L1 interference or due to incomplete comprehension and application of the English syntax, the learners change the word order in a sentence which ultimately modifies the meaning (Susana, 2007).

Function of syntactic conventions of a language make it an important subject which enables a student to communicate, to speak and write, precisely as mastery on syntax is indispensable in this regard. So they need to work to get rid of syntactical problems to learn the language effectively which ultimately develops the ability to write good compositions by developing grip on the English clauses perfectly. They can correct grammatical errors when they identify them. In this way, the difficulty of writing a coherent text can be remedied since this sort of competence is actually a guide to write words in the correct positions. For the very reason, syntactic errors that are found in the students' written compositions can be an insight tool to evaluate their

developments of instructional material from the view of related participants (Gedion, Tati & Peter, 2016).

1.2 Evolution of Inter Language through Contrastive and Error Analyses

Corder (1967) sheds light on the worth of learners' error in three different ways: First of all, errors indicate the level of learning and the progress that has been made towards the target and resultantly what is left for him to learn. Secondly, they are evidence of the approaches and procedures that learners follow to discover the new language. The last but the most important, they are essential for the learner himself because errors are considered as an instrument that the learner employs to learn. Brown (2007) also strengthens this point and suggests that errors can be examined, evaluated and categorised to expose the operating mechanism (system) within the learner. This has surged to the study of learners' errors called "Error Analysis", EA. Corder (1973) believed that EA is practically very useful for the instructors as errors give response about the success or failure of the used teaching aids and methods. This is how, it reveals if syllabus or what parts of it have not been adequately learned or taught and require more concentration.

Later on, two branches of EA: i) theoretical, and ii) applied, are described by Keshavarz (1997). The former firstly, inspects the process and strategies of language learning and its comparison with the first language acquisition. Secondly, it attempts to clarify the strategies like overgeneralization and simplification. Thirdly, it also seeks to draw a conclusion that looks upon universals of language learning process. The focal point of applied error analysis is to seek out curative courses by designing alternative and suitable materials and teaching strategies that stand on the results and findings of theoretical error analysis. Consequently, it becomes a multifaceted course of action which not just involves solely investigating the errors, but also pays equal heed to recommend an apt and efficient teaching learning methods and to deal with potential sources of these errors intelligently. That is why, EA is different from Contrastive Analysis (CA).

For this reason, EA is distinguished from CA in that it examines all possible sources of errors. So it is a helpful tool for foreign teaching programme. Commencement of error analysis from the beginners' level will let the instructors

know the potential challenging areas of the language confronting the learners. The frequency count of errors can also be regarded as a helpful tool in establishing teaching priorities. Teaching time and effort can be allocated accordingly to achieve optimal results.

In 1950s, Behaviourist Learning Theory (BLT) explained language learning as habit formation (Jie, 2008). Till late sixties, the popular theory about second/foreign language learning was behaviourism. According to them, new habits become difficult or easy to develop because of old habits i.e., structuring new habits and bringing a change in old ones. So errors take place as the result of persistence of already developed mother tongue habits in the target language. This approach makes errors undesirable which occur when learners do not give the correct response to a particular stimulus and strengthens “bad habits” and suggested learning a set of new language habits. Consequently, supporters of behaviourist theory emphasize on the drills based on mechanical pattern and believed to correct every error or mistake (Faisyal, 2015).

But Contrastive Analysis Hypothesis (CAH) states L1 as the major barrier in the acquisition of the second/foreign language which meddles with L2 (Brown, 2007) and mars its learning process, and that a scientific and structural comparison of the two languages would facilitate the instructors to foresee and explain the possible problems. Contrastive Analysis' foundation is laid on behaviourism and structuralism. As a result, this idea directed the focus of applied linguistics to consider the relation between the native and the target language. The aim was to predict and explain the errors (contrastive analysis). However, errors that were not explained in this way were underestimated. As a result, all errors, whatever their origins were, necessitated the use of the same technique of further drilling and exercise (Erdogan, 2005).

In sixties, as a reaction to contrastive analysis theory, another branch of applied linguistics, Error Analysis, was put forth whose focus was that L1 is not the only reason behind learners' errors, but they also mirror some universal strategies and tactics. It regards language transfer as the basic process of second/foreign language learning. In contrast, EA takes into account of learners' performance in terms of cognitive processes used in recognizing or processing the received input from the target language. Therefore, the prime concern of error analysis is the proof that these errors present an insight into the underlying process of second/foreign language learning (Erdogan, 2005).

The limitation of CA is that it ignores the language learner altogether and overstates the intrusion of L1 in the Second Language Acquisition, SLA. Inter language, which is founded on error analysis, tried to fill this gap by discovering learning strategies based on learners' errors. Selinker (1972) has adopted the term from "inter lingual" referring to structural transitional state between the target and native language. Inter language occurs during the stage in which the learner has not yet achieved proficiency and emphasizes what they know and do not know about the target language (TL), (Corder, 1975). Firstly, this system is independent and does not fall into either of the systems of any of the target or the native language. Inter language has its own justifiable system in which learners' productions are not considered as wrong and flawed and learners are perceived as intelligent and innovative beings who proceed creatively, rationally and systematically in language acquisition (Fang & Jiang, 2007). Secondly, inter language is vibrant and keeps amending the received input and modifying the hypotheses about the L2 system each day. All L2 learners go through a process of inter language. And the third feature is that inter language is a linguistic system which reflects the psychological process of foreign language learning.

As regards the present study, EA and IL have been applied to identify and determine the common types of errors and to analyse the L1 interference in learning the English language respectively. English language is taught in Pakistan as a compulsory subject up to degree level. However, students fail to acquire the required competence in the area of writing skills due to the absence of any systematic process and lack of implementation of error analysis system. The students being weak at English, especially in their writing skills, commit multiple errors as they have been inadequately exposed to learning of L2. Committing errors is a reflection of a cognitive activity of a learner and tells us a great deal about the internalised process of language production. And, in general, our students remain unable to write grammatically correct English even at degree level. In this backdrop and in order to make a writing task less threatening, this study seeks to explore the major writing difficulties of learners belonging to different regions of Pakistan in an ELT context by analysing the nature and distribution of their writing errors. Instructional strategies have then been suggested so that instructors can adopt a more effective approach to enhance students' writing proficiency.

1.3 Statement of the Problem

Second/foreign language learning is not an easy process when compared to the first language acquisition. A second or a foreign language belongs to a different social and cultural context. For this reason, we often encounter several types of errors in the process of second/foreign language acquisition or learning. Pakistani English language learners belong to a rich cultural and linguistic profiles and it is a commonly observed fact that they face difficulty in writing grammatically correct sentences. So, they commit various types of errors, especially at the sentence level while writing in English. Too many errors at the sentence level make the meaning ambiguous and lead to poor writing. They state openly that they have the ideas in mind; however, they find it difficult to express these ideas when it comes to writing. These errors may or may not be only due to the first language interference. This study aims at finding out participants' syntactic errors and making the categories of such errors in the back drop of participants mother tongues.

1.4 Significance of the Study

In Pakistan, English language is not only a medium of communication between the Pakistanis and foreigners but also a means of instructions in educational institutes. Linguistic competence is a learner's knowledge of the grammar, syntax, and vocabulary of a language. This study derives its significance from the significance of the topic and highlights problematic areas in syntax according to learners' diverse linguistic background. It has also helped to examine if these learners commit same or different errors depending upon the area from where they belong to. The current research is hoped to add another perspective to the current literature on the English syntax in Pakistan and the pedagogical implications it obtains which will be of significance to EFL instructors.

In the light of the applied theoretical framework of Error Analysis and Inter Language, the current study will be a useful addition in the literature. This study, besides collecting and identifying syntactic errors, has also categorised and analysed them in relation to variety of learners' respective first languages which is not being paid heed in Pakistan. It will help teachers, instructors and syllabus designers in designing a remedial teaching programme. Bhatia (1974, as cited in Tahaineh, 2010) also supports a course based on the frequency and types of errors that facilitate the

teacher to explain the areas which create much trouble for learners, such as syntax, morphology and phonology.

This study has tried to explore what is peculiar of the second/foreign language learner, which makes the language difficult to learn. By identifying, analysing and determining their error types and frequencies, this study may contribute to the students' improving their levels of English and thus using the language more effectively. It aims to give an idea to the language instructors about the present English level of students and to raise the awareness of students about their syntactic errors and thus to improve their writing competence.

1.5 Delimitation

Writing especially at the paragraph level is what the Pakistani students need right from the beginning, since the vast majority of them enter the university without being able to write syntactically correct sentences. Throughout their education, they cannot escape the essential need for writing, such as writing assignments for their courses, and writing in their exams. Many students tend to memorise pieces of compositions in order to avoid the dilemma of writing. The researcher has delimited this study to the area of syntax in compositions of learners of different regions. These learners were enrolled at Diploma Level of the English language course at FC Department at NUML. The researcher has also delimited the current study to diploma students because they are enrolled to the university after completing twelve years of formal education yet they have been found unable to write syntactically correct sentences though they are generally good at free writing. That is why, they are able to write compositions on the given topics though their piece of writing carried many errors.

1.6 Objectives of the Study

While learning a second/foreign language, students are inclined to make different types of syntactic errors. By identifying, analyzing and determining these error types and frequencies and exploring presence or absence of L1 interference, this study may contribute to the students' improving their levels of English. Thus, the language can be used more effectively. Hence, the objectives of conducting this study are;

- To identify the common types of syntactic errors made by Pakistani learners, coming from different regions, in their English composition and to classify them.
- To calculate the frequencies of the errors that participants have made.
- To explore commonalities and differences between/among these errors if they exist.
- To explore the most commonly committed syntactic error among all mother tongues.

The present study aims to address the following research questions.

1.7 Research Questions

1. What are the common types of syntactic errors made by the research participants coming from various linguistic backgrounds of Pakistan?

- What is the frequency of all these errors?
- What are different categories of these syntactic errors committed by the study participants in written composition?
- What are commonalities and differences between/among these errors if they exist?

2. Out of all these errors, which is the most common syntactic error among all MTs (mother tongues)?

This chapter has discussed the reasons which stand behind making English an inevitable language to learn around the globe. It has also brought into light the problems that non-native speakers of the language encounter, especially in writing skills, during the learning process. Resultantly, they lead to different errors and syntactic errors are much likely to happen. The next chapter will provide the studies and researches related to syntactic errors and the L1 interference in this regard.

CHAPTER 2

REVIEW OF LITERATURE

This chapter explores all the sub areas of SLA in general and language transfer in particular and offers a comprehensive overview of the field of second language acquisition. It also provides background information on related areas such as first language acquisition besides providing a historical overview of the field.

The theoretical background of error analysis and its implementation in the English as a foreign language (EFL) classroom teaching have been presented in this chapter. Regarding the importance of errors in developing the second/foreign language, many studies have been conducted in order to investigate, identify and analyze students' errors. These studies discuss the types and causes of the errors which students commit in L2 acquisition. Paying attention to errors in L2 acquisition is significant when both, the performance and the output of the students' learning, are involved.

2.1 Mother Tongue

In SLA, the role of mother tongue (MT) or first language (L1) cannot be ignored at all. Both can refer to the same language or can also refer to two different languages spoken by the speakers depending upon the situation. In previous studies, these terms are used interchangeably and will be used so in this research study also. And definitely they are distinctively different from the second or foreign language. So they are required to be distinguished from each other. Ridha uses both these terms to refer to the Arabic language while studying role of learners' first language, Arabic, on learning to write in the foreign language, English (2012).

In one of his articles, Yadav (2014) posits that the mother tongue, native or first language is what a person has learned from birth or within critical period that is the speakers' indigenous language learned from forerunners or received by birth and transmitted to the next generation. On contrary, a foreign language is supposed to be

the one which is usually learned in a scenario where the population's language is not used for the learning purposes. According to online Cambridge dictionary, "Mother tongue is the first language that you learn when you are a baby, rather than a language learned at school or as an adult." In addition, Ashwort (1992, as cited in Noemi, 2008) makes his own denotation. He says that the second language is a language learned by a person besides the fact that he/she has acquired his/her mother tongue.

All in all, MT or L1 is the language that a person generally uses in his/her routine for most of the time in every day life in which he/she is competent and categorises himself as an integral part of a particular linguistic community and then to a more extensive level i.e., society. Similarly, first language is known by multiple names like native language, primary language and MT which is acquired in early childhood or within a critical period (Yadav, 2014; Sinha et al., 2009).

2.2 Influence of Learners' Mother Tongue on Language Learning (L1 Interference)

When language learners start learning a language after getting proficient in their L1, it is very likely and natural that the linguistic knowledge of the mother tongue exerts its influence on learning a second or foreign language. This is so because they have already a language at hand which they look upon as a help to solve any difficulty that they come across while the learning process. According to Yadav, this influence can be positive (positive transfer) or negative (negative transfer) in teaching and learning process. He further consolidated arguing that a learner's L1 is an important determinant of second language acquisition. The L1 is a resource which learners use consciously and subconsciously to help arrange and rearrange the L2 data in the input and to perform as best as they can (2014). As focus of the current research is errors that happen due to intervention of MT, so its negative transfer has been discussed throughout. A growing body of research has been done on the first language transfer in second language acquisition. Almost all of the previous researchers believe that first language has interference in second language acquisition.

Adult foreign language learners start learning L2 at the time when they have already established their mother tongue, first language or L1 and this demands a long period of time to become apt as the second/foreign language user. Abrego et al.

(2013) mention in their thesis that these learners tend to depend on their mother tongue when they come across any problem, specially in the beginning of their learning process of the second/foreign language. This is the rationale behind interference of the mother tongue in SLA. So it appears natural that most of the time students use their first language to communicate effectively in the second/foreign language, which makes learners follow and apply the same grammatical patterns in both languages. Hence, the importance of that influence in the learning process has been a relevant issue for a long time.

Komba and Bosco (2015) examine impact of learners' milieu on their secondary school academic performance, in Tanzania where there are two types of primary schools. The learners whose medium of instruction was Swahili at primary level could not do well at secondary level, where English was the only medium of instruction, in comparison to the learners whose medium of instruction was English at primary level. This study also supports many other studies which posit that the L1 has negative impact on SLA. Likewise, Angoli (2015) finds that Kenyan English learners' performance of the language is marred when the language of interaction at home and school is MT as it slows down the pace of acquisition.

Bolton and Kachru (2006) think negative influence of learners' first language as a popular belief. That means, features of the L1 are transferred to L2 because of the interference of L1. The findings by Kavaliauskienė (2009) and Karim and Nassaji (2013) are also parallel to them and they agree upon this interference in L2 writing. They further add to Bolto and Kachru that learners' insufficient and faulty comprehension of rules of the target language leads them to apply rules of L1 in L2 in writing of the language to be learned to convey their thoughts. Compensation for this imperfection and to facilitate themselves compels them to rely on the language they already know. Learners find L1 helpful in compensating and making up of this flaw in creating ideas, building up concepts, organizing information and ultimately in writing compositions in L2. So this is a composing tactic for them. Likewise, Javid and Umer claim that writing skill is considered extremely important and a lot of research studies have strongly suggested that EFL learners face severe problems in writing skills that hinders their academic progress (2014).

MT becomes an instrument to learn a new language and this intervention is normal and natural. This interference can occur in any area of the target language like

grammar, spellings, pronunciation, syntax, vocabulary, accent and so on. The same point of view is supported by Sultan (2013), who conducted a case study on learners whose MT was Arabic. The aim of the study was to analyse the spelling mistakes using letters *p*, *b* and *e*. She found that these learners replace English alphabetical letter '*p*' with their mother tongue alphabet '*b*' as all English alphabetical letters do not have corresponding sounds in Arabic which may point toward the fact that Arabic learners replace /p/ with /b/ which is the nearest sound in the English language. This is an instance of MT or L1 interference in learning spellings of the target language and in support of the current research as well. In the same way, Sharma (2014) views that second/foreign language learners are likely to transfer their patterns from their first language to the second language system, Inter lingual Interference which is further categorised into two types; interference that occurs on the basis of certain commonalities between L1 items and L2 items and interference which is not based on correspondence of the two languages and it results in complexities.

Discussing influence of the mother tongue on learning of English, Angoli (2015) looked into the reason responsible for unsatisfactory performance in English in Kenya and found that the process of learning was hampered when the means of interaction and conversation, either at home or school, was the mother tongue. In the same way, the medium of instruction also affects acquisition of the TL. Hasindu (2011 as cited in Angoli, 2015) carried out a research on Kenyan students in KCSE in, Samia District in Kenya. He supported these studies related to MT interference. His focus was to explore the impact of instructional strategies on their English learning. He found that use of the TL for instructions and conversation is a must as a policy in a number of schools in Samia District. The classroom talk is preferred in English because teachers assert, in this way learners make progress in the learning process otherwise, use of the mother tongue causes poor achievement in English.

The aforementioned researches shed light on the impact of MT on learning English as a second/foreign language in general that it creates problems leading to errors in different areas of the target language (TL) and make the learning process difficult. As the focus of present study is errors in writing in particular, so in upcoming paragraphs, negative transfer of MT in writing skills has been discussed. All these researches proved the negative impact of MT in learning the second/foreign language, English in these cases. The learners were reported to rely on their MT to

remedy problems concerning multiple areas of the language learning which slowed down the learning process.

2.3 The Effect of Learners' Mother Tongue on their Writing Skill in English

One of the rationales behind errors committed during learning a second/foreign language is interference or negative transfer from the MT because of the difference between forms and linguistic patterns of the MT and TL (Bose, 2005). Learners of second/foreign language tend to transfer the forms, meaning and culture of their L1 to the foreign language and culture when attempting to speak the language. By learning L2 habits, L1 habits are also transferred and then the errors occur (Beebe & Seliger, as cited in Nemati & Taghizadeh, 2013). Errors in writing compositions due to interference of the mother tongue have attracted the interest of many researchers (Cedar, 2004; Chen & Huang, 2003; Benson 2002; Ghabool et al., 2012 and Javid & Umer, 2014).

Abrego et al. (2013) conducted a research which reinforced the findings of previous studies on the impact of learners' first language on English writing skills. They have evaluated essay writing of EFL Iraqi students to identify and classify errors in their written work. It was held to support the assumption that foreign learners are likely to be influenced from their mother tongue in their English written compositions. They have found that majority of students took help from their mother tongue to express themselves so most of these errors are due to the L1 interference. Out of the errors, they have sought that grammatical errors are the most grave and recurrent. Similarly, when Thai university learners are observed to probe strategies and difficulties in acquiring the target language, English, they are reported to have a persistent and stern problem with writing skill. As compared to the other acquired skills, writing has been found to be unsatisfactory (Pawapatcharandom, 2007, Huy, 2015). Ulla also claimed writing as one of the most challenging language skills in second/foreign language learning. In fact, even for native speakers, the ability to write demands long, intensive and specialised instruction. Errors in writing can affect not just the form but communication as well (2014).

Sabbah (2015) has discussed the Arabic language interference to English in order to clear the differences between the two languages. These differences actually

form one of the numerous factors responsible for committing errors in the learning of TL. She refers to Carter and Nunan (2001) who viewed that errors are expected to occur when rules of L1 and L2 are unlike and L1 interferes with the L2 learning. It happens when the two languages are significantly dissimilar, the L1 hampers the command of rules of L2 because learners use linguistic patterns of their mother tongue to help them accomplish assignments in TL. It leads to comparatively high frequency of errors to occur in L2 (Ellis, 1997; Richard & Schmidt, 2002). Chinese negative transfer was stated to be the reason of some common errors which Chinese middle school students made in English writing (Guo, Liu & Chen, 2014).

Some researchers posited that due to the impact of the mother tongue, Arab learners commit a number of errors in various areas of TL i.e., English, like tenses, prepositions, articles etc. Unlike the English tenses, the Arabic has only two tenses: the perfect (only the past) and the imperfect (the non past, simple present and simple future). Contrarily, English is quite diverse in tenses with aspects of perfection and progression. That is why, Arabs face a problem in applying progressive and perfect tenses so in their place, and they switch to simple present causing errors in TL (Ali, 2007; Aoun, Benmamoun, and Chueiri (2010).

In a study of morphological errors in noun systems of Arabic and English, it was found that Arabic nouns exist as singular, dual and plural. On the other hand, English nouns can be either singular or plural. Consequently, these disparities lead to Arabic interference in learning process of some learners who are unable to use appropriate English plural nouns, rather they use numbers to indicate duality or plurality. Such a difference also exists between genders of the two. Gender, in English, depends on personal pronouns. Additionally, English nouns are inflected for genitive case. But in Arabic, nouns are inflected for three cases i.e., nominative, accusative and genitive case and results in negative transfer because of using linguistic pattern of their mother tongue, Arabic. Similarly, some of these students also forget to write names of places, people, and nationalities and to begin a sentence with capital letters in the TL as their MT does not have capitalization (Salim, 2013). Likewise, in the Urdu language there is no concept of capitalization and use of the definite and indefinite articles. In the similar fashion, during learning English, Pakistani learners face problems in these areas. They usually omit articles and are not

conscious about the use of capital letters in nouns even when capitalization is required.

One of the results of learning a second/foreign language is to get excellence in translating content from the TL into the MT. In this attempt, some learners are not good at choosing the suitable equivalent in MT for the required word in TL. In a study on lexical errors committed due to literal translation by Lebanese learners in their writing compositions, Samra has quoted many such instances which actually depict wrong word choice as an equivalent in MT (2003). Guo, Liu and Chen (2014) discussed in their study that the L1 transfer in second language learning is always a major issue that English teachers in China face in the form of mistakes and errors in students' writing. They further claimed that influence of students' mother tongue was beyond control which led to grammatical errors and Chinglish expressions.

L1 interference in L2 writing was also reported by Mahmoud (2010) who has conducted a study in a Sudanese university. He found that in free piece of writings, Arabic-speaking learners applied many linguistic features from Arabic to TL that was English. Either it was grammar or vocabulary deficit, these students used already available Arabic rules to meet their incompetence and to solve issues related to learning. Many researchers studied the writing strategies of L1 and L2 and found there are similarities between the two (Karim & Nassaji, 2013). When the writers with lower proficiency write in second/foreign languages, they may not be able to easily transfer L1-based strategies, and they use their L1 source in some matters, such as generating idea, monitoring and lexical-searching purposes. The L2 readers have access to their L1 and often use their L1 as a reading strategy (Carson & Carrel, as cited in Namati & Taghizade, 2013).

Camilleri (2004) studied the negative transfer in Maltese students' English writing. One hundred essays written by selected participants were examined to detect errors caused by L1 interference, based on five stages of investigation comprising data collection, error identification, error description, attribution of error categories, and reflections on the findings. The results revealed that the errors most frequently made by the students were classified into 13 categories, namely noun, adverb, verb, adjective, verb form, preposition, article, spelling, concord, idiom, pronoun, passive voice, and word order. The causes of errors found were mainly from the interference of L1 in relation to the direct translation, the differences of syntactic properties

between L1 and L2, and the transfer of L1 systems in L2 writing. In a research study, Megaiab (2014) also found the negative impact of the participants mother tongue on different aspects of acquiring the grammar of the foreign language.

2.4 Importance of Writing

MT interference is one of the factors responsible for errors committed by EFL learners in English writings so the language instructors' target is to make language learners proficient and competent in using four skills which in natural order are listening, speaking, reading and writing. Apparently, writing has the last place. But it must not be considered of least importance as compared to other skills. Javid and Umer (2014) argued that though writing comes at the end according to the natural order of language learning but this does not make writing skill insignificant. Rather, its significance increases manifolds in the academic contents. Mandal (2009) called it a key tool that is required to converse with others. Furthermore, proficiency in writing has a number of advantages for students. In addition to being a means to get access to modern information technology and knowledge, writing develops students' ability to use lexemes and apply grammar and thus enhances their proficiency. It also has magnitude because of its demand in professional life. All these aspects of writing make it cardinal for students who usually perceive it as an amalgam of spelling and grammar and regard it as unavoidable failure. And this ultimately leads to their poor performance in their assessments on written compositions.

In Arab universities, English writing is significant in students' academic course of study as research work depends on it. It is needed for taking notes, describing objects or devices and writing essays, answering written questions, writing their compositions, writing experimental reports, etc. For these reasons, writing has always been an essential aspect of the curriculum of English as a major subject, and for academic purposes. The English writing is also a fundamental aim of teaching English in Arab institutions of higher education because English language is the medium of instruction in these institutions, (Al-Khuwaileh & Shoumali, 2010).

For academic courses in Arabian educational institutes, significance of writing in English cannot be overlooked. Notes taking, description of objects, devices, places, or people, writing essays, answering questions or home assignments, experimental reports etc demand students to write in English effectively. Further, the process of

writing, specifically writing through a practical research task, also helps to develop the students' cognitive skills in acquiring the necessary strategies, such as analysing results of a research task, inferring from the significant differences observed in comparing means, frequencies, etc., synthesizing different ideas or styles when writing, and so forth, instrumental in the learning process (Bacha, 2002). All these reasons have made writing skill part and parcel of the curriculum as a major subject. Brenes (2017) also mentions the intricacy of teaching academic writing at a college level which he claims to be time consuming and most important of all, challenging and a sense of boredom towards the very skill.

Ironically, even though writing is perceived to be the hardest skill to acquire, it is becoming more demanding in the age of entire communication via email and other communicative technologies. Santos (2000) explains that there are three reasons for making writing increasingly essential which are 1) more international linguists are promoting writing as their field of specialization, 2) more articles and journals are being published in English, and 3) more international students are pursuing their degrees in English speaking countries. Klimova (2012) shed light on importance of writing as it has a unique position in language teaching since its acquisition involves a practice and knowledge of three language skills, such as, listening, reading and speaking. Moreover, it requires mastering of four skills like meta-cognitive skills and learners need to plan it carefully, think over its lay out and logical structure, revise it and then synthesise them in a compact piece of writing. Besides, Chen (2007) states that owing to the age of globalization, the world seems to be smaller because of the perception of unlimited communication. For this reason, all members of global institutions, for their own benefits in terms of education and business cooperation, have to stay connected with one another. In order to comprehensibly express thoughts and opinions, apart from oral interaction, writing is considered crucial. On account of its importance, many colleges and universities thus offer more writing courses, for example, writing for Specific Purposes, Academic Writing, Paragraph Writing, and so forth to students who need to improve their writing. A number of second language writing specialists are very much required due to the increasing demands of English writing courses (Silva, 2000).

2.5 Syntax and its Importance

In English language writing context, the written message is understood if the sentences are constructed according to the rules of syntax. Therefore, any disagreement with the syntactic rules is called syntactic error. In writing, syntactic complexity is defined as the ability to produce writings that present the ideas and the large chunks of information blended together with the use of subordinate and embedded subordinate clauses (Susana, 2007).

2.6 Errors

In the field of linguistics, the term error has been used differently; some use it in terms of breaching of code (Corder, 1967) while the others consider it a “deviation from the norms of the target language” (Ellis, 1994). Here, it is essential to mention that this deviation may be phonological, syntactic and morphological from the standard code of target language (Long, 1977 as cited in Ellis, 2017), which are not accepted by the teacher due to its “inappropriateness in the real life discourse” (Hendrickson, 1978). But whatsoever it means, it is believed that errors help us in the process of learning if due attention is paid. Errors help in realizing the gap found between the learners’ existing and the desired levels of knowledge. However, if errors are not rooted out, they affect the learners’ competence and create hurdles in their learning process. It may be one of the reasons that errors particularly linguistic errors have been focused by researchers and linguists and consequently identified their different types i.e., inter-lingual and intra-lingual errors, induced errors, overt and covert errors, global and local errors and expressive and receptive errors.

During the initial stages of learning a foreign language (FL) or second language (SL), learners have no knowledge or command of the FL/SL. As the learners gradually move towards their FL/SL goals they progress through what Selinker calls their Inter language (IL) (Selinker 1972, 1992). Inter language occurs during the stage in which the learner has not yet achieved proficiency and emphasizes what they know and do not know about the target language (TL), (Corder, 1975). Interference from the mother tongue is believed to be the major source of learning problems with regard to the target language. The notion of interference was first used by Weinreich (1953) to the negative influence of one language on another in a bilingual situation. Learning

problems, therefore, may vary according to the type and the degree of interference from the native language.

2.7 Interference of Mother Tongue in Syntax of L2

Since the significance of errors has been brought into light, a number of researches are being conducted all over the world which focus and highlight different areas of these errors. Likewise, realising the weight of syntactic errors in writing skills of the English language, researches carried out studies in different parts of the world. Some researches on learners from multiple linguistic background are discussed below.

In comparison to other skills in a language, writing is considered to be the most demanding for Arabians. In addition to problems in spellings, pronunciation, Ali also sought out issues in syntactic features like verbs, articles, relative clause and prepositions while studying inter lingual errors from Arabic into English. Kareem reveals that most commonly committed errors are related to sentence structure which occurred due to wrong placement of adjectives and nouns, inappropriate use of indefinite articles and sub ordinate conjunction (2013). Ali (2007) and Kareem (2013), in their researches, found L1 interference as the key factor in these learners responsible for errors to occur. In the same manner, Sawalmeh observed 32 essays of Saudi learners to investigate their errors. The findings has shown 10 commonly occurring errors, almost all are syntax oriented that are verb, tenses, word order, singular/plural form, subject-verb agreement, double negative, articles prepositions, sentence fragment, and spelling (2013). Investigation of these errors' types, frequency and percentage gave evidence that L1 intervention is the reason behind majority of these errors.

Another study conducted by Saigh and Schmitt (2012), concerned Arabic ESL learners' difficulties with L2 vocabulary word form. This study reveals that Arabic learners has transferred their L1 processing routines over the L2 in their attempts to process L2 forms. The results of this study show that participants have difficulty with short and long English vowels and with selecting or recognizing vowels, especially short vowels. According to the collected samples, the author concluded that L1 had a major influence on processing English short and long vowels which affected Arab learners' abilities of spellings of English words.

Ngoc (2016) opined that one of the challenges in language learning is language transfer (negative transfer) from mother tongue to English. The result of his study pointed out some common errors including syntactic errors in students' writing because of negative language transfer from their mother tongue into English. Maros et al. (2007) and Maniam (2010) studied grammatical errors, in the essays of Malay learners, caused by interference of their first language. In their research, they drew a comparison that unlike English grammar, in Malay grammar subject does not have to agree with the verb which requires inflections in English depending upon singularity and plurality of participants. So verbs in Malay are not inflected creating confusion in a number of Malay learners who skip the inflection –s may be because of the influence of the mother tongue. The researchers concluded their finding on the note that many errors in these essays seemed to be attributable to the L1 interference. In a similar study conducted on Arab learners by Kareem (2013), he explored issues pertaining to paragraph writing since writing has been reported as very challenging for them in comparison to other skills. He has found that a majority of learners commit errors which are mostly related to sentence structure like wrong placement of nouns and adjectives, omission of articles and conjunction. These errors are said to be the evidence of mother tongue interference. To explore the existence of intra language and inter language errors, Sarfraz (2011) studied errors made by Pakistani language learners. She found that majority of the committed grammatical errors resulted due to inter language process.

Mahmood (2016) explored errors in different areas of English syntax of Iraqi learners. Errors committed in piece of writing are because of spelling, vocabulary, verbs and punctuations, particularly grammar. The result confirmed that negative syntactic transfer from the L1 is accounted as the main reason for these errors. Errors of syntax made by learners, whose native language is Chinese, in English essays were also investigated by Liu (2013). Besides students' inattention, he reported L1 meddling to be the main cause of frequented errors in changing the voice, tenses and modal verbs.

Pakistan is no exception while considering the problems that the Pakistani learners of the English language have in writing compositions. A study has been conducted by Ahmed et al. (2016). Its purpose is to explore and analyse grammatical errors committed by university students. When their writing compositions have been

assessed, the findings reveal that these students has made majority of errors from the realm of grammar; word choice, capitalization, articles, adverbs, prepositions and possessive noun. All these errors ultimately affect syntax of the language. They also drew a conclusion that a greater part of these errors were the end product of the learners' reliance on their first language.

A study, in particular, investigated the intervention of Arabic syntax in the Jordanian learners of English. Al-Khresheh (2011) explored the coordinating conjunction "and" in these learners. The finding exposed that Jordanian learners' L1 knowledge interfered in their learning process since they frequently has taken up their MT forms and patterns. Conclusively, to cope and make adjustments with their incompetence in acquiring English, the TL, these learners has applied Arabic grammatical feature. Ridha (2012) researched broadly encompassing classes of errors like grammatical, lexical, semantics and word order in the EFL Iraqi college students of Arabic background. Among these errors, grammatical errors are one of the two most grave and frequent.

Three writing genres: narration, description and comparison/ contrast have been inspected in writing errors of learners whose native language is Thai (Watcharapuyawong & Usaha, 2013). Sixteen categories of errors have been made overall as verb, pronoun, subject-verb agreement, preposition, noun, word choice, modal auxiliary etc, though each genre showed varying frequency of errors. It was evident through the finding that Thai EFL learners has faced grammatical difficulties in these writing genres. In addition to grammatical problems, choice of the contextually suitable lexemes is also their weakness to express the writers' desired meaning and thus, affects syntactic structure. The evaluation of these essays confirmed hindrance offered by the native language in the errors made. Their result has validated the negative role played by the MT in learning English among Thai learners.

The faulty usage of the syntactic elements, e.g. verbs, prepositions, articles, relative clauses, etc., affects negatively the whole theme and schema of the writing process since writing in English has been perceived as the most difficult skill among the four skills of English (Phuket & Othman, 2015). Therefore, developing learners' writing skills in L2 has been of concern for some time in Arab tertiary education. Students studying in institutions of higher learning in the medium of English, which is

not their native language, have been found to face serious problems mainly in writing, making them unable to cope with the institution's literacy expectations (Khalil, 2000; Bacha, 2002; Rababah, 2003).

Error Analysis (EA) is one of the most influential theories of second language acquisition (SLA) which replaced the Contrastive Analysis (CA) theory, whose major concern was "the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them" (Fisiak, 1981). In 1970, CA regarded the influence of mother tongue (MT) on all the levels language; phonological, morphological, lexical and syntactic, in second language acquisition. Due to the weaknesses of CA in its pedagogical implications, EA emerged as a more effective tool for in the study of second/foreign language acquisition. According to James, EA is "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance" (James, 2001, p. 62).

In his study, Sersmook (2017) found that most frequently committed errors happen due to limited knowledge of English grammar and vocabulary. Sattayatham and Honsa (2007) examined writing and translation errors made by first year medical students at a Thai university. The participants had been asked to translate and write paragraphs in English. The completed tasks were analyzed so as to identify ten most frequent errors, which were wrong choice of vocabulary, articles, wrong plural form, wrong use of very "to be", conditional sentences, punctuation, connector, fragment, subject-verb-agreement, spelling mistake, and omission of subject, respectively. The study concluded that the students made such errors when translating and writing in English because they were dependent on the systems of the Thai language. Most of them were related to syntactic and semantic properties. Likewise, Jenwitheesuk (2009) investigated the causes of L2 writing errors in third year college students' written works. The study revealed that their errors are mainly caused by a lack of syntactic knowledge. The four most frequent errors found were determiners, subject and verb agreement, tenses, and prepositions, respectively. It was thus explained that due to the limited grammatical and lexical competence, the students relied on their first language systems and transferred them into L2 writing. The researcher claimed, "the persisted errors in writing were resulted from the mother tongue interference, the false hypothesis and the ignorance of the correct sentence patterns of English structures, together with the lack of knowledge in grammatical rules."

2.8 Role of English in Pakistan

Being a part of sub-continent, ruled by many nations and former colony of the British, Pakistan has been under the influence of different languages and cultures. Resultantly, Pakistan has become a linguistically rich country which apart from having a national language has many regional languages too, as a means of communication. So the people's sentimental attachment to their own mother tongue is quite normal, natural and an accepted reality. That is why, they prefer to use their MT in daily routine. In this scenario, Urdu has the status of the national language and English is the medium of instruction in these regions. These learners when start learning English, they have already learnt their L1 and Urdu. But the hindrance arises in learning English at college (Khan & Khan, 2016).

2.9 Writing Skill in EFL Pakistani Context

As a global language, English is a universal mode of communication all over the world and in Pakistan too, it is taught and used in educational institutes. Whether it is newspapers, information technology, news reading, books, foreign policies, websites or researches, English is the language which has become a pre-requisite to make progress in any field (Nawaz et al., 2015). According to Rahman (as cited in Ahmed et al., 2016), English is the official language of the country which is used as a medium of private and official credentials. Almost all the work is carried out in English, so in this scenario mastery on the language is supposed as the symbol of success and privilege.

So it is a compulsory subject till university because in Pakistan, English has the rank of second/foreign language due to its multi-purpose widespread use in society. Furthermore, Pakistani learners find English a hard nut to crack because their family background is anti-English as they first learn their respective mother tongue depending upon the region to which they belong. Then in schools, they learn Urdu as the national language followed by English (Behraam et al., 2015). It is an improvised activity; therefore, explicit instruction is necessary to learn this skill. The students especially at intermediate level face problems in English language writing skill.

To be apt in any language, mastery on its four skills is necessary (Aronoff & Rees- Miller, 2007). And the most complicated is writing among these skills since it demands much of learners' attention. The reason behind this intricacy is that it is an

improvised activity which needs explicit instruction to learn the skill. Otherwise, it would result in a number of faulty structures. They further mention that in Pakistani learners' English compositions, the most severe and frequent problems are related to impact of the mother tongue, short of vocabulary and poor understanding of grammar that lead to the errors (Farooq et al., 2012 & Saeed et al., 2015).

A number of studies has proved that though the crave of mastering English is increasing with every growing day in Pakistan yet majority of learners are not good at the four skills of the language. Researches show that the Pakistani learners are weak in these skills of the target language, English. One of them is speaking skill which is the top most priority of these learners to become fluent and proficient speakers and is significant. Nazir, Bashir and Raja (2014) studied speaking hesitation among intermediate students. While examining the subject of this research, they noticed these learners to be unable to build complete sentences in order to convey their ideas and thoughts effectively for a good communication. While looking into different types of hurdles and factors concerning learning English as a second/foreign language by the secondary school students of Khyber Pakhtunkhwa, Ahmad et al. report a number of grammatical areas which are really burdensome for these learners. Prepositions, conjunctions and articles are some of them. Apart from these categories, many ambiguities based on wrong tenses, like active and passive voices and direct and indirect narrations, have also been spotted (2011).

In far flung areas of Pakistan like Mianwali and Bhakkar, it has been found that scenario of learning English distressing in the intermediate male colleges of these districts. They do not only learn the target language, but side by side they keep using their mother tongues in their social circle for fluent communication. They have reported that though students are willing to learn but still the number of failures in English, as a compulsory course, is growing. The study tries to look into the hurdles that the English learners of these regions encounter by considering and assessing the position of English in comparison to the mother tongues, Urdu and Saraiki (Khan & Khan 2016). Like wise, the same is the point of view posited by Ahmad et al. (2011) who has found the standard of learning English getting poorer in terms of quality decline also observed that the condition of learning English at secondary level is of poorer quality at the secondary school students in Khyber Pakhtunkhwa. He has asserted that there is a crying need to pay heed to such issues in the first place.

To have command on any language, learning its grammar correctly is of great importance. The grammars of English and Urdu are different which make one of the main difficulties for Pakistani learners to apply it flawlessly especially in writing, and writing is a part of examination and needs much heed to be paid. L2 learners encounter many problems during the process of second/foreign language learning. So they commit many errors while doing any task involving writing skill, for example, in identifying correct form of verbs, conditional sentences, punctuation etc. These language learners at times are not able to choose an appropriate modal verb or plurals and possessive case of nouns (Nawaz et, al 2015). This is a reason behind students' failure to secure good or satisfactory grades in examination when they cannot communicate their ideas effectively. They claim that writing is a skill that needs to be polished with the help of practice.

According to Hamza and Abbasi (2017), writing is not just writing sentences one after the other but it is actually an art that effectively tells what the writer intends to convey to the readers. It not only needs knowledge but command on the linguistic rules, syntax and vocabulary. But in Pakistan, most of the university students cannot correctly write even a summary or letter or essay because of poor communication skills due to incompetence in syntax in addition to many other reasons. If syntactic rules are not considered while writing, the content would become difficult to comprehend (Quintero, 2008; Nik, Hamzah, & Rafidee, 2010). Syntactic rules and structures of MT also meddle with those of L2 making writing more challenging n flawed carrying many errors. Hence, MT serves as backup on which the learners depend when they suffer because of incompetence. Findings by Aziz (nd) are in consonance to the previous studies which suggest that Pakistani learners face many problems in learning English language and native language is one of the hindrances to mar it.

2.10 From CA to IL

Behaviourism remained the popular theory in the field of SLA till late 60s which posited language learning as a matter of habit formation. So errors in L2 were thought to be committed because of MT habits' interference in the target language (TL). Hence, errors which were not explained based on this assumption will definitely be underestimated. CA was well-known for its comparison of structures between L1 and L2 (Al-Khresheh, 2013). But it faced criticism for its unsatisfactory explanation

L2 errors by just comparing structural differences between L1 and L2 since L1 influence is not the only reason for these errors to occur in SLA. For sure in this complex process, some other reasons are also involved which must be dealt i.e, a shift of focus from potential errors to the actual committed ones by FL/L2. In this regard, EA proved to be an effective methodology which plays integral and fundamental role for probing, evaluating and classifying errors committed by L2 learners. EA categorises L2 learners' into two main different sources: interlingual and intralingual interference (the effect of the TL itself) which are required for the sake of understanding the nature of the language being learnt.

Pit Corder is the father of the theory of Error Analysis (EA) who along with his other co workers put forth EA in the late of 1970s and in the field of SLA, it became a very accepted approach for describing L2 errors in the field of applied linguistics. When judged against CA, EA does not only provide a pedagogical orientation but it can also provide a good scientific orientation, focusing generally on linguistic and cognitive processes which were not catered in CA. Lately, many researchers; Lennon (1991), Leki (1991), Kellerman (1986, 1995), Selinker (1992), Teh, (1993 as cited in Al-Khresheh, 2016), Brown (2007) and Al-Khresheh (2010, 2015) invigorated it by following significant works. By examining and conducting a number of studies in different areas of the language like syntax, grammar and phonology, these researchers have provided evidence and thus, strengthened the validity of EA in description of committed errors. For example, Al-Khresheh (2010) explored one type of word order errors found within simple sentence structure. Similarly, Samra (2003) also inspects different types of grammatical, syntactic, semantic and lexical errors following the EA approach and hence proves the magnitude of EA even in the modern era to an extent.

In the 1960s and 1970s, EA occupied the mainstream in the field of research regarding acquisition of second/foreign language. Though after CA, EA succeeded for the discussion about L1 interference in the learning of second/foreign language yet a huge number of empirical studies showed that neither L1 nor L2 was always accountable for learners' errors (Bailey et al., 1974; Krashen et al., 1978, 2003; Larsen-Freeman, 2002; 2003). It has also been criticized by some researchers for its "poor statistical inference, the subjectivity of its interpretation of errors, and its lack of predictive power" (Bell cited in Khuwaileh & Shoumali, 2010). Limitations of both

the theories paved the way for Inter language (IL) in describing L2 learners' errors in SLA.

Selinker (1972 & 1974) was the first to use the very term ' Inter language' which is methodical self governing knowledge and does not rely on any of the two languages, L1 or L2. 'Inter language', for Slinker, is an intermediary process or a continuum from L1 and L2 that actually reveals efforts learners put to construct a new linguistic system progressively and gradually drawing towards the TL system (Fauziati, 2011). As opposed to CA and EA, IL is not viewed as a process in SLA influenced by L1 or L2. These transitional processes are noticeable in learners' languages and can be explored.

The magnitude of this approach lies in the fact that it is the first attempt that takes into account of learners' conscious effort to have control of their learning (Sercombe, 2000) which views an L2 learner as an active participant since he is able to device rules from the knowledge that he has gained.. This leads to saying that the study of IL is universal and systematic by nature, which makes it similar to the innateness theory. Secondly, it possibly determines the current level of learners' linguistic competence which helps instructors know what should be taught to them. To help them attain proficiency in their TL, IL theory is very supportive by developing understanding of learners' problems in a better way and providing the right treatment timely. Dealing all these issues, IL has brought noteworthy changes in the field of ELT i.e., in the teaching methodology. Above all, it is quite welcoming towards the committed errors and acknowledges errors as an inevitable part of the learning process. Resultantly, the need for constant instructors' supervision is lessened. These are some of the rationales of IL despite the criticism it encounters (Richards et al., 1996; Rustipa, 2011; Ellis, 2008).

EA came into sight as a more effectual means in the study of second/foreign language acquisition. According to James, EA is “the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance” (James, 2001, p. 62). It offers profound understanding of the second/foreign language learners' challenging areas in the learning process. By observing the changes that errors undergo during their learning, instructors can update or alter their teaching material accordingly to address the likely errors.

In her article, Sarfraz (2011) mentioned an error as a breach of the rules of the TL which results in divergence from the grammatical rules of the learned language and they occur because of insufficient knowledge of L2. Unlike native speakers, L2 learners are not able to locate and remedy their mistakes so they are required to be proficient in the TL to recognise and correct those errors. Supported by Richards, Platt & Platt (1996), it is considered that during the learning process learner's errors are the result of many implications caused by a phenomenon that appears when the learners borrow or use specific patterns or representative characteristics from their mother tongue and, in this way, express meanings using the vocabulary and syntax which they already knew. To sum it up, it is really necessary to emphasize the relevance of language influence on the cognitive skill which is writing because it is a determinant tool for language development and progress and critical thinking in all fields of study. Even though speaking is an important communicative skill, writing is the option that gives learners the opportunity to analyze and transmit carefully their ideas and thoughts in a better way because they have something in front of them to self-evaluate errors and improve their English writing.

Written composition is an excellent and appropriate tool to develop critical thinking, and to detect a specific error. Besides that, it is useful in terms of developing communication and improving writing skill in L2. In the case of this study, the center of attention is focused on learners' errors, when they do not use the correct and proper grammatical structures in their written works. In the article about error analysis of written compositions of the Pakistani students, Ahmed et al. (2016) claims that the research on error analysis in the language class rooms is insufficient. After reviewing the relevant literature, it has been noticed that there is a need to be benefited from the theory of Error Analysis. None of the researches in Pakistan has been conducted which involve analysing errors committed by learners belonging from breadth and length of Pakistan. Being native speakers of multiple regional backgrounds, these learners are found to have errors of different grammatical categories. Therefore, the research problem related to the most frequent errors in writing has been tried to explore in the present study.

This chapter has presented some researches shedding light on the role of English in the world and Pakistan and the problems faced by the language learners while learning English with particular reference to writing skills. The researcher has

tried to supplement this chapter with latest research studies but value of some of the historical references cannot be ignored. These studies are gradually narrowed down to the gap in the body of literature related to the Pakistani learners of various linguistic backgrounds. The next chapter will discuss the research methodology, research design and research procedure in detail to elaborate the course of action.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter contains the detailed explanation for the selected research design and research sample. It also explains the rationale involved in this selection. Secondly, the adopted research procedure and research tools are mentioned for the collection and interpretation of the data.

3.1 Research Design

The research design is detailed outline of how an investigation will take place. It typically includes how data is to be collected, what instruments is to be employed, how the instruments will be used for analyzing the data collected. According to Kothari (2004), research design is a roadmap or a blue print used to investigate the answers to research questions .The research design of the present study is mixed method.

The present study is exploratory in nature and the word 'exploratory' is used here in generic sense; for discovering the errors. Both qualitative and quantitative methods have been used to analyse and interpret the data. The study is quantitative as collected data has been quantified; first in terms of counting errors in a number of grammatical categories, secondly, by calculating the percentages of errors falling in each category and then, the data has been explained with the help of tables and pie charts for every mother tongue included in the population. On contrary, in qualitative paradigm, the study is non experimental descriptive in type. Non experimental research is the research design in which a group is under study without any intervention. So no treatment has been given to the participants, as it is not required, rather they have been studied in natural situation, the point where it is different from the experimental study which has controlled conditions. That is why, learners from all major areas of Pakistan have been evaluated for their current proficiency of the

English language. The researcher's aim is to discover any relation if it exists between the most frequent occurring syntactic error in speakers of a particular MT through the tabulation of data collected from them. Hence, the data has then been converted into numeric values so that conclusions could be drawn with the help of mathematical calculation. Thus, treatment of any sort is unwanted. Interpretation has been drawn about all mother tongues under investigation with the help of this quantification of data which has led to qualitative research approach.

Mixed method as defined by Creswell (2012, p. 535)) is a procedure used by researchers to get better understanding of the research problem under study by using both qualitative and quantitative methods. Johnson et al. (2007 as cited in Creswell & Plano, 2011) said about mixed method as the research process in which the researcher uses the qualitative and quantitative approaches for the purpose of "breadth and depth of understanding and corroboration (p. 4)." This statement shows the purpose of using qualitative and quantitative paradigms which is to enhance the understanding of a person about the research problem by presenting a clearer picture. Hesse-Biber (2010, p. 3) used the term "multimethods" for describing mixed method as it uses two or more qualitative and quantitative methods in a single study.

3.1.1 Rationale for Mixed Method in the Study

According to Greene et. al. (1989 as cited in Hesse-Biber, 2010) complementarity is one of the major purposes of mixed method study design. Moreover, it compliments the perceptive of quantitative and qualitative data by explaining one in the perspective of the other to develop better understanding of the problem under study. The quantitative data, presented in the form of tables and pie charts, led to develop interpretation of the committed errors with reference to the respective and different mother tongues spoken across Pakistan.

3.1.2 Sample/Population

The researcher selected 400 sample through purposive sampling technique, which is a non-probability sampling method, so she had to rely on the eligibility criterion of the participants which was completion of their intermediate degree. That was why, all students enrolled in the diploma level of FC Department from National University of Modern Languages served as the sample for this non experimental study. The researcher's own judgement was needed in this selection as for other levels

of the language courses, the least criterion is matriculation. And the learners of these levels are not able to write English compositions as they lack vocabulary and content as well.

The reason to select them as population was that their eligibility criterion for admission in the course is at least intermediate qualification and focus of the current study is to point out syntactic errors in learners who have completed their study of twelve academic years. Though the Pakistani learners learn English as a compulsory subject yet they are prone to commit syntactic errors.

3.1.3 Rationale of Choosing Diploma Level from NUML for Data Collection/ Sampling

NUML has a separate department, FC Department, for functional courses of different levels, depending on the learners' linguistic competence in the English language. So, NUML was given priority for selection of participants from the department. Since, this department has a long history, hundreds of students apply for these course. Naturally, there is a large number of such students in each semester. Secondly, these learners come from different linguistic backgrounds which is really significant from the current research point of view as it deals with the errors committed by these learners of the respective mother tongues. Since a large sample having linguistic diversity was available at F.C. NUML, so the researcher underwent the study. The languages having lesser number of samples (below 10) have been excluded from the study. Prior to allocating the candidates their respective classes according to their level in the language courses, they are assessed through interviews. Formal interviews are conducted in the department which help teachers to evaluate their current level of grammatical concepts and the language comprehension in general. Interviews are related to general topics about which they can speak freely but in English. So, on the basis of their performance during the interview, they are allotted classes hierarchically. Then, being the language teacher in the very department, the researcher directly collected first hand data under her supervision which increased reliability of the research. The students enrolled to diploma level are good at free writing as they have already completed intermediate. That is why, they were able to write compositions on the given topics though their piece of writing carried many errors. These are reasons for collecting data from the diploma students of the university.

3.2 Research Tool

The research tool, through which data has been collected, is spot writing on the given topics. The participants have not been given time for any preparation so that their existing level of language writing proficiency can be evaluated for categorisation. These participants from different regions or provinces have been given four topics to write upon in 50 minutes. Such topics for compositions are chosen which are general and students can easily comprehend and write about them without taking any help.

3.2.1 Writing topics

The participants of the study have been given some topics to write compositions to collect data. The same participants have written on different topics to identify their errors out of mistakes. They were supposed to write on the following topics:

- a) How do I spend Eid?
- b) The happiest day of my life
- c) My hobbies
- d) Watching TV is/is not advantageous.

The data was marked by the researcher and errors found in composition of each participant have been classified as V (verb), W.C (word choice), W.A (word addition), W.Pl (word placement), W.M (word missing), S.V (subject verb agreement), P (preposition), Pr (pronoun), C (conjunction), A (article), Pl (plural) and POS (possession using apostrophe). The errors were placed in the respective classes and then, counted individually to calculate mean of each.

3.3 Research Procedure

This study deals with those syntactic errors which occur frequently in English compositions of learners speaking a variety of regional languages. For this purpose following steps were undertaken.

Step 1: Collection of Data

The first step in the research procedure involved collection of data. So, evaluation tests were conducted. Those topics were chosen which were easy for them

to convey their ideas and feelings. To figure out these errors, the researcher asked them to write 200 to 250 words on certain topics so that they could express their ideas in the form of meaningful sentences. For each topic, they were given 50 minutes without allowing them consulting any dictionary or relying on any other source that could help them during the writing process.

Step 2: Marking of Data

The next step was marking of the data. This is the reason behind giving them four topics for writing. Afterwards, categories based on the grammatical classes or parts of speech of the errors were made for each sample test.

Step 3: Tabulation and Pie charts

Then, all samples were classified according to their MTs and tables were made to represent the grammatical categories for each MT. The percentages calculated were compared within each table to sort out the most commonly frequented error followed by comparison to all MTs to see that frequency of which syntactic error is the highest among all MTs. These tables have been explained along with the incorrect and correct sentences from the sample tests with reference to the standard theory of Error Analysis (EA) and Inter Language (IL). Pie charts have also been made for further elaboration of percentages of each category.

Step 4: Informal Survey

For description of the reported errors, the researcher conducted an informal survey with the learners of these areas. Through this survey, the researcher explored the syntactic structures of the regional languages spoken in Pakistan. Developing understanding of syntactic structure of these languages was an extra mile to cover for the sake of clarity of the topic under study. The sole purpose of this survey was to look into the words (content/functional) or syntax of mother tongues being borrowed to the English learning while writing composition. It really proved fruitful as it helped the researcher to analyse keenly that how these learners' mother tongues play an active role in the second/foreign language learning and resulted in committing of errors and supports the theory of Inter Language of the second/foreign language acquisition. They actually look at their mother tongue sentence structure to make up their incompetence in the target language whether it is lack of vocabulary, incorrect form of verbs, word(s) order in as sentence or other such areas of syntax. When they

were asked to provide the respective alternate of syntactically wrong sentences in English, it gave the insight to their reliance on the particular MT. For example in Shina language, the use of preposition *pe* depends upon its object; *guttar* means 'at home' and *tikti* means 'at feast'. This was better understood when the researcher asked some of the participants about the preposition used in the mother tongue. That is why in addition to discussing instances of the most occurring errors of each MT, the researcher has compared the sentence structure of individual MT with English by relating examples from the collected samples.

3.4 Theoretical Framework

The theoretical framework for the current research is based on the theories of Inter language (IL) and Error Analysis (EA).

3.4.1 Theory of Error Analysis (EA)

Error analysis was established in the 1960s by Stephen Pit Corder and his colleagues. Error Analysis is more like a remedial study to the learners' errors during the second/foreign language learning. This approach changed the perspective of looking at errors as something undesirable rather according to EA, these errors give insight to learners learning process. It is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and the target language itself. Today, the study of errors is particularly relevant for focus on teaching methodology.

Corder (1967) explains the significance of learners' errors in three different ways: Firstly, errors tell the teacher how far the learner has progressed towards the goal and consequently what remains for him to learn. Secondly, they provide evidence of how language is learned or acquired, what strategies or procedures the learner is following in discovering the new language. Thirdly and most importantly, they are indispensable to the learner himself since errors can be regarded as a tool the learner uses in order to learn.

3.4.2 Theory of Inter Language (IL)

Larry Selinker first proposed the Inter language Theory in 1972 which attempts to determine if there is a continuum in the internal grammar of learning additional languages. It views language development as a combination of several

factors including nature of input, environment, internal processing of the learner, and influence of L1 and on L2. IL also takes into account of the errors which are committed due to application of rules of L1 in L2 that ultimately leads to errors and affects the English syntax.

Since EA helps identify learners linguistic problems and needs, the present study has adapted EA for identification and classification of errors. The five steps given by Corder (1967) in an error analysis are:

- (i) Collecting a sample of learner language
- (ii) Identifying errors
- (iii) Describing errors
- (iv) Explaining errors
- (v) Evaluating error

To answer the set research questions, the researcher has applied these frameworks till step three i.e, describing errors. Besides this adaptation, the researcher has also used four steps (Huang, 2002) for analysing the collected data and to answer the research question related to different categories of syntactic errors.

- (i) Data collection
- (ii) Identification of errors
- (iii) Classification of errors into error types
- (iv) A statement of error frequency

First two steps are overlapping in both.

The researcher extended the figured out errors into twelve categories adapting Corder's model (1973) who made four sub categories; omission, addition, misformation and misordering.

Table 1

Corder model of Error Categorisation

Types of Errors	Example Sentence	Error Analysis
Omission	1*It was pleasant morning. /*Some how, I managed myself as foreigner learner.	Omission of the indefinite article <i>a</i>
	2*English language does not confine western people.	Omission of the definite article <i>the</i> and preposition <i>to</i> .
Addition	3*muslim celebrates two eid festivals in a year.	Addition of <i>festival</i> other than omission of article <i>the</i> (<i>omission</i>)
	4*We communicate with others through the English.	Article <i>the</i> is extra
Misformation	5* I was cook some special type of foods.	Wrong form of the verb <i>cook</i>
	6*I have no idea where is my class.	Wrong form of the verbs <i>have</i> and <i>is</i> respectively. Furthermore, placement of <i>is</i> is also wrong.
Misordering	7*There are two canteens in my university and one mosque.	Wrong word order of the phrase <i>in my university</i>
	8*I and my whole family together start celebrating Eid.	Wrong placement of personal singular pronoun <i>I</i> .

i) Omission

Omission is considered to be the absence of any grammatical category that is an integral part of sentences. In first two sentences article “a” before adjective followed by noun and preposition “to” its object noun are omitted.

ii) Addition

Addition is the use of a word that is not needed in a well formed sentence. In the table, article *the* and the lexeme *festival* are examples of addition.

iii) Misformation

Corder considers misformation as the wrong form of the morpheme. But the research has used the term verbal errors for including any problem that was found to be related to the form.

iv) Misordering

When the placement of a word or a phrase does not follow the English syntactic rules, misordering happens.

From the collected data, errors were classified into following twelve grammatical classes:

- | | |
|---------------------------------|---------------------------------------|
| 1. V (verb) | 7. P (preposition) |
| 2. W.C (word choice) | 8. Pr (pronoun) |
| 3. W.A (word addition) | 9. C (conjunction) |
| 4. W.Pl (word placement) | 10. A (article) |
| 5. W.M (word missing) | 11. Pl (plural) |
| 6. S.V (subject verb agreement) | 12. Pos (possession using apostrophe) |

In the marking criterion, the researcher included any wrong form or aspect of the verb as verbal errors (V). If the learner failed to select a contextually inaccurate word, it was taken as the error from the category of word choice (WC). Any part of speech which was not required in the respective utterance was counted as word added (WA). Likewise, if the learner did not write any content word, it was placed in the category of word missing (WM). But if any preposition, conjunction or article was wrong or missed, it was counted as preposition (P), conjunction (C) or article (A) error, respectively. If the participants failed to identify the right verb according to singularity or plurality of the subject, it was put in subject-verb agreement (SV). Inappropriate use of pronoun agreement or choice was called as pronoun (Pr). The researcher considered learners' incompetence in the use of plural noun or pronoun as

(Pl), and possessive case of nouns as Pos. Pos also includes missing of apostrophe or over use of apostrophe with non animated objects.

After calculating percentages of these twelve types of errors through their frequency in each reported mother tongue for more effective findings, IL was also taken into account to assess the interference of respective mother tongues in the errors that these learners committed.

3.5 Data Analysis Process

For the sake of data analysis, the first step was to mark the collected samples of for pointing out and keeping record of the errors committed in each grammatical category. Then, the samples were separated on the basis of their mother tongues to count the overall errors of each mentioned part of speech for the respective mother tongue. Followed by this step, tables and pie charts were made individually for each reported mother tongue for analysis of errors supplemented with examples.

The chapter explains how the researcher has collected the data which underwent through different steps of the research procedure. These steps involved every aspect of the course of action from collection of the data till its tabulation and representation in pie charts. This procedure led to draw the conclusion. It also discusses the applied theoretical frameworks of EA and IL. So, the research methodology and procedure are discussed in detail. The findings of the result has been analysed in the up coming chapter of data analysis.

CHAPTER 4

DATA ANALYSIS

In this chapter, the researcher has analysed the data collected with the help of sample tests conducted among students who were learning the English language at diploma level from FC Department NUML. The collected data have been analysed in the light of the selected theoretical models. Analysis of the data has been presented in the form of tables carrying frequency counts and percentages. Five sample sentences from each regional language have been discussed in detail and shown with the help of pie charts for better understanding of the reader.

400 learners' samples were collected and marked to categorize different types of syntactic errors. For errors committed by learners of every regional language, twelve categories; namely word choice (WC), word addition (WA), verbs (V), prepositions (P), pronoun (Pr), articles (A), conjunctions (C), subject-verb (SV), possessive case of nouns (Pos), plural (Pl), word placement (W.Pl), and word missing (WM) have been made and presented in tables. Then, percentages of each category have been calculated to seek out the most frequently occurring error in samples of learners belonging to each MT. For further delineation of the data, pie charts for each MT have been made. Prior to in-depth analysis of the committed errors, the researcher has given an objective description of frequency of errors, displayed in tables, among the participants of each mother tongue. Then in sub tables, examples of the modal erroneous category(ies) have been provided followed by their detailed analysis in the light of the applied theoretical frameworks of Error Analysis and Inter Language, put forth by Pit Corder and Selinker respectively.

Thus, the first table is for the Pashto speakers in which the details of errors regarding different grammatical categories are shown.

Table 2

Frequency of Errors among Pashto Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	338	21.79=21.8
2.	Word Addition (WA)	332	21.4
3.	Verb (V)	199	12.8
4.	Preposition (P)	175	11.28=11.3
5.	Pronoun (Pr)	65	4.19=4.2
6.	Article (A)	172	11.16=11.1
7.	Conjunction (C)	44	2.83
8.	Subject-verb (SV)	37	2.38=2.4
9.	Possessive case (Pos)	21	1.35=1.3
10.	Plural (Pl)	82	5.28=5.3
11.	Word Placement (W.Pl)	40	2.57=2.6
12.	Word missing (WM)	46	2.96=3.0
	Total	1551	

When samples from the participant, whose MT was Pashto, were marked and analysed, it was found that the most problematic categories for Pashto speakers were word choice (WC) and word addition (WA). WC, in this research, refers to their failure in choosing an appropriate word in a particular situation. The highest percentage in this category, as shown by the samples, reveals that using the right word is the most difficult task for them besides errors of other categories. But in terms of

percentage, WC has the highest percentage as compared to WA. Word addition is presence of a word(s) which is not required in a well-formed sentence. Examples of these categories are shown in tables 3 and 4.

Table 3

Errors of Word Choice among Pashto Participants

Incorrect sentence	Correct sentence
1. But * real taste of that <i>joyness</i> is felt in childhood.	But the real taste of that joy is felt in childhood.
2. I see <i>the summer</i> of my hard work.	I got reward of my hard work.
3. I was very <i>curious</i> about my education.	I was very conscious about my education.
4. I belong <i>from</i> a village so there are <i>alote</i> of guests.	4. I belong to a village so there are a lot of guests.
5. See moon <i>on</i> the sky then we celebrate <i>over</i> Eid ul Fitr.	We see moon in the sky then, we celebrate our Eid ul Fitr.

The Pashto equivalent of sentence one, *da dey asal maza pa bachpan kay razi*, shows that the learner has made two errors due to the intrusion of Pashto syntax in L2 writing. The two errors in the first sentence, the incorrect use of the preposition of place *from* in sentence four, and *on* in sentence five are clear examples of participants' inclination towards their MT while writing in the second/foreign language, which according to Selinker is due to the MT interference. The learners literally translated the utterances from their MT into English. The second error in the first sentence is that of a wrongly chosen word *joyness* in place of *joy* that is translated as an exact alternate and is borrowed from the Pashto form *maza*. Non existence of articles in Pashto led to the first error, that is omission of the definite article *the*. Corder has also categorised this error as an error of Omission in which any required grammatical class is skipped while constructing a sentence.

The last sentence shows misuse of the preposition *on* because of L1 interference where it is said as *munga azmaka baanday spoghmay katalow biya mon akhtar kao*, which is just like Urdu word order in a sentence favouring Selinker's

theory of Inter Language (IL). Furthermore, *baanday* (Urdu *pe* or *per*) has literally been translated into *on* which resulted in an error of the preposition. Interestingly, in the second sentence, the participant has used English spelling to write an Urdu word which contextually is the alternate of the word “reward.” This evidently manifests that he did not know the particular lexeme that is why, he has written the Urdu equivalent to complete the very sentence. There is unnecessary use of the definite article *the* in this sentence which is error of Addition according to Corder. But in rest of three sentences, the flow of meaning is interrupted due to a wrongly chosen word. In sentences 1, 3 and 4, the learners has used the correct word class, i.e. verb, adjective and verb respectively, but they are not appropriate in these utterances which show their inability to use the right word in the given context.

In sentence four, the learner has used preposition *from* which is taken as literal alternate of Pashto *na* (*sey* in Urdu), which Selinker calls inter language. According to him, it has its own rules which may be related to the learners' first language and may end in negative transfer from L1 to L2. This dependence on the mother tongue led to the error of preposition, so instead of writing the collocated one, a wrong preposition *from* was written *zama ta'aluq yawa kaley na dy zaka dumra milmana usi gi*. This is one of the features of the theory of Inter Language as Selinker referred.

The percentage of the category of word addition (WA) in these samples elaborates that it was also almost equally challenging for Pashto speakers to filter out their sentences from unnecessary words and hence, errors were made. Some instances of WA in these samples are discussed in table 4.

Table 4

Errors of Word Addition among Pashto Participants

Incorrect sentence	Correct sentence
1. At that time, I <i>feel and</i> thanked God.	1. At that time, I thanked God.
2. This is used <i>in</i> everywhere.	2. This is used everywhere.
3. <i>Well in a</i> free time, I <i>used to</i> play cricket a lot.	3. In free time, I play cricket a lot.
4. <i>So then</i> I <i>went to visited in</i> Murree.	4. Then, I go to visit Murree.
5. Eid comes twice in a year./ After the prayer, we meet and <i>hang</i> to each other to <i>give congratulation of</i> the eid.	Eid comes twice a year./ After the prayer, we meet and hug to each other to greet the eid.

Unnecessary addition of words (WA) of grammatical classes like articles, prepositions or conjunctions etc was not less grave than WC in Pashto samples. In sentence 1, a conjunction *and* along with the wrong form of verb *feel* has been added which has affected syntax and meaning to be conveyed. The preposition *in* is not needed at all in the second sentence. Same is the case with words in italics in sentence 3. As articles do not exist in regional languages and the national language of Pakistan, the use of the indefinite article *a* here shows the learners' lack of competence to identify an uncountable entity that is *time* with which no indefinite article is used. This is one of the features of the theory of Inter Language (IL) referring to learners' mother tongue intrusion which results in the error. Furthermore, incomplete or faulty understanding of the syntactic rules of English is the cause of using two extra words in the same sentence. Corder includes it in the category of Addition. The sentence 4 starts with two conjunctions, *so* and *then* where only *then* suffices which is also an instance of MT intrusion while doing literal translation from the MT into the target language. In addition to word Addition, *visited* is used instead of *visit*. In English grammar, the verb form to follow after preposition *to* is the base form. But due to Misformation, as mentioned in Corder's model for any incorrect use of forms of verbs, wrong tense *visited* is written. The last sentence is also a display of L1 interference where the learner has used *in* relying on L1 sentence structure for *eid sal*

main dow bar ati hy. For Urdu *main*, the English preposition *in* has been used which is not required in the given English sentence structure.

Apart from these sample examples of the above mentioned categories, many inter lingual errors especially concerning articles and prepositions were also noteworthy in these samples. For examples,

*1. *The first day of the Eid *at* * *morning*, we all go to Eid gah.

1. On the first day of the Eid, we all go to Eid gah in the morning.

There is Omission of the preposition *on* with reference to *da* (of) *akhtar sahar moonga* (we) *eid gah la* (kay liye) *zoo*. In the English language, while referring to any day the preposition that collocates is *on*. This is quite contrary to the Pashto language which does not need any such preposition before any day to refer to. Hence, Selinker theory of IL is applicable. That is why, the participant did not use this preposition in his English sentence relying on his MT pattern. Skipping writing the preposition is referred as Omission by Corder's theory of Error Analysis

*2. We also meet *with* those friends to *which* we not *meet from* 1 or more than two years.

2. We also meet those friends to whom we have not met for 1 or more than two years.

This utterance has many errors pertaining to their MT intrusion. Being not proficient enough, the Pashto participant has added the preposition *with* before the object, i.e, *those friends*, which is used only when there is a formal meeting with somebody. This is because of Pashto impact of *sara* (meaning sey in Urdu) as in this MT, it is used as:

moong (*hum*) *daasay* (*those*) *malgarow* (*friends*) *sara* (*sey*) *milaoow* (*hy*) *cha sara* (*whom*) *moong yawa* (*I*) *ya dawa kaal* (*year*) *kim* (*me bhi*) *na milaoow*.

The second error is *which* in place of *whom*. The participant could not identify the right form of pronoun so he has written interrogative pronoun which instead of *whom*. In Pashto, both *which* and *whom* are taken as *cha*. There is no difference in the usage of *cha* for *which* and *whom*. This likeness resulted in this error of pronoun where the participant relied on *cha* of his MT and translated it. So *whom* is required in this sentence as it is object of the preposition *to*. *From* is the third error. In English, this is a preposition of place used to indicate point at which the action begins. But the

preposition used to mention some duration of time is *for* in English that is not internal of Pashto syntax. Hence, it has also been literally translated from the MT into English as *sey*.

*3. I go *on* my father's grave.

3. I go to my father's grave.

In English, to mention going to any place, the preposition *to* is written before that place to show direction of the action. Quite opposite to this syntax, *to* is not required in Pashto; *Za* (main) *akhpal* (apnay) *plaar* (father) *qabar taa* (pe) *zam* (go). Rather, for visiting a grave in Pashto, the preposition *taa* is used which is translated as such into *on* in English and has become the reason of the error because of the very MT and strengthens Selinker theory of Inter Language.

*4. In * third period, Ma'am Farah came.

4. In the third period, Ma'am Farah came.

Drum period kay, Mam Farah ralow is the Pashto version of this English declarative sentence. It does not have any equivalent for English definite article *the* as in English *drum* and *kay* mean *third* and *in* respectively. The example suggests the participant's inability to write the required article due to interference of his MT which does not have articles in its grammar for either count or non count nouns.

*5. I went to * park and many places in Islamabad.

5. I went to a park and many places in Islamabad.

Sentences 4 and 5 are typical and exact examples of Omission, according to Corder's theory of Error Analysis, of the definite article *the* pertaining to the structure of L1 sentences where there is no concept and existence of articles. So the learner has not written the definite article *the* before an ordinal number *third* and an indefinite article *a* for place *park*. So Omission is basically because of what Selinker calls inter language.

These are some of the exemplar sentences through which L1 interference i.e., Pashto in second/foreign language learning, English, is quite evident.

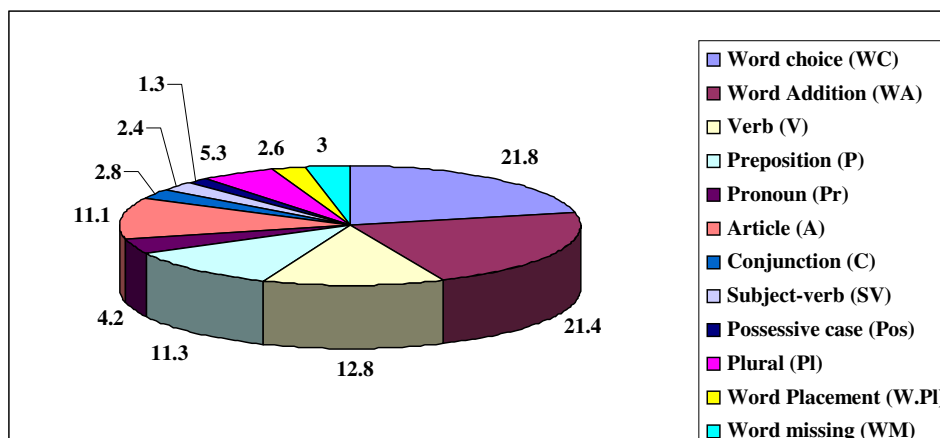


Figure 1: Percentage of Errors among Pashto Participants

The pie chart explains the percentage of errors of the twelve grammatical classes in samples collected from the Pashto participants. Each class is coloured differently for their individual distinction and clarification. 21.8% is the highest percentage of the grammatical category, word choice (WC) which shows that choosing an appropriate English word is the most problematic area for the Pashto participants of the target language. Almost same is the percentage of errors caused due to adding un necessary words in sentences which definitely affect syntax of the target language. i.e, 21.4%. Preceding these two highest percentage classes are the percentages of errors in verbs, preposition and articles; 12.85, 11.3% and 11.1% respectively. The participants found it difficult to identify present, present participle, past participle forms of regular or irregular verbs. Furthermore, aspect of the verbs is also found to be confusing for them. In the same way, relying on the syntax of the mother tongue, they have also committed prepositional errors along with the incorrect use of articles. Other erroneous classes are of plural (Pl) and pronoun (Pr) whose calculated percentages are 5.3% and 4.2% in order. Then, there are classes of errors showing a little difference in their percentages. These are; word missing (WM) 3.0%, conjunctions (C) 2.8%, word placement (W.Pl) 2.6% and possessive case (Pos) 1.3%.

Table 5

Frequency of Errors among Punjabi Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	200	18.4
2.	Word Addition (WA)	132	12.14=12.1
3.	Verb (V)	236	21.71=21.7
4.	Preposition (P)	136	12.51=12.5
5.	Pronoun (Pr)	39	3.59 =3.6
6.	Article (A)	183	16.85=16.9
7.	Conjunction (C)	40	3.67= 3.7
8.	Subject-verb (SV)	20	1.83=1.8
9.	Possessive case (Pos)	11	1.0
10.	Plural (Pl)	36	3.3
11.	Word Placement (W.PI)	37	3.4
12.	Word missing (WM)	16	1.47= 1.5
	Total	1086	

Unlike Pashto participants, the most frequently committed syntactic error in samples from the Punjabi participants, is the verb whose percentage is 21.71. Either the participant did not know the correct forms of verbs like past form or past participle or they did not have knowledge of aspect of verbs. Though they used the correct forms of verbs yet they were unable to identify the aspect of verbs as progression or perfection. Some verbal errors are discussed in table 6.

Table 6

Verbal Errors among Punjabi Participants

Incorrect sentence	Correct sentence
1. Then, my problem <i>get</i> solved.	Then, my problem solved/got solved.
2. Reading always <i>brought</i> a pleasant change in my mood.	Reading always brings a pleasant change in my mood.
3. I was confused because I <i>don't</i> know about university rules.	I was confused because I didn't know about university rules.
4. <i>I am spending</i> eid in my village.	I spend eid in my village.
5. I hope when <i>i'll</i> leave this university I'll be able to speak English very fluently.	I hope when I leave this university, I'll be able to speak English very fluently.

First three sentences are marked by the participants' failure to identify the correct form of verbs. They were unable to use the correct form of the verb based on requirement of sentences. Sentences 1 and 3 are about past happenings, *My first day at university*, but present forms of the verbs are used to refer to the past time. The fourth sentence though grammatically sound yet the participant could not use the aspect of the tense correctly. So instead of writing in simple present tense to refer to his routine on eid day, he used present continuous which can be used to refer to ongoing actions at the very moment thus, resulted in an error. So, the sentence implies 'how he is spending Eid at the very moment.'

As these are the instances of verbal errors, they are included in the category of Misformation by Corder which happens due to wrong form of tense. But the last sentence is a very typical example of MT interference in the target language which Selinker discusses as one of the features of the theory of Inter Language. Simple future can not be used in *when clause* according to the English syntax. This clause should be in the present tense while referring to a situation in the present time. Contrarily, both clauses can be used in simple future in Punjabi. So the participant committed an error depending on the Punjabi syntax and applied simple future tense

in the dependent and independent clauses, *when clause* and the *main or independent clause*.

Besides these verbal errors with the highest percentage, a number of other errors mirroring impact of the MT are:

*1. I am excited for *learn* * English language.

1. I am excited for learning the English language.

In the very Punjabi sample example, the participant has written *laiye* of his MT which is equivalent to the preposition *for* in English. But in the given sentence, it must be *to* followed by the base form of the verb and ultimately has become an error. Or if *for* has to be used in this utterance, the gerund *learning* should have preceded the preposition. Then, skipping (Omission) the definite article *the*, which is used before languages and nationalities, in English, is because of the Punjabi intrusion into the target language. It led to the error of article in this sentence. As per Selinker, this error occurs due to application of the MT structure and Corder considers it an error of Misformation.

*2. In this university, people and teachers are * best.

2. In this university, people and teachers are the best.

Like Pashto speakers, in this example the definite article *the* has been missed because of non existence of articles in the MT. This error falls in the category of Omission as propose by Corder's model. The error also favours Selinker's theory of Inter Language which states that learners' first language meddles with their second/foreign language learning. So because of non existence of articles in the Punjabi language, the article *the* was not written.

*3. At last, I reached my *class on* * right time.

3. At last, I reached my classroom at the right time.

The Punjabi utterance for sentence three is, *akhir kar main apni jamat vich sai waqt tay poncha*. The wrong preposition of time *on* has been chosen due to impact of *tay* (pe) of Punjabi in learning the target language, English. Similarly, the participant did not write the definite article *the* before the adjective *right* for specifying as per its one of the usages in the English grammar. The other error of word choice occurred because of the inappropriate word choice *class* instead of *classroom*.

The sentence two has the error of Omission as per Corder's model; the definite article *the* before the superlative degree of the adjective *best* was not written. The next sentence has Punjabi interference in identifying the correct preposition *at*, the characteristic of the theory of Inter Language.

*4. I *get* admission *in* NUML university.

4. I got admission to NUML university.

Main NUML university vich dakhla litta is the Punjabi version of this sentence in which the collocated preposition with the noun *admission* has been replaced with *in*. The preposition of movement *in* has been opted in this sentence because the phrase *admission to NUML* is taken in Punjabi as *NUML vich dakhla*, the concerned feature of Inter Language for the current study. That is why, the participant has written *in* which is wrong to follow the noun *admission* in the TL, English.

*5. I came with my father *from* * main gate.

5. I came with my father through the main gate.

Two errors due to the Punjabi interference are very clear in sentence five. The first is the Omission of the definite article for the noun *gate* which is referring to the specific place of entry. The second error is of the preposition used in this Punjabi utterance, *main walid naal gate toun aaya*. Here, Punjabi *toun* (Urdu *sey*) has literally been translated into *from* of the English preposition. In contrast, the correct preposition to move from one side of something to the other is *through*. So applying the English equivalent of the Punjabi version has led to this error.

In all these aforementioned statements, effect of the MT upon learning English and committing errors is fairly visible which strengthened the postulate of the theory of Inter Language put forward by Selinker that learners of L2 commit errors when they apply rules and forms of their mother tongue to meet their incompetence in the second/foreign language during the learning process.

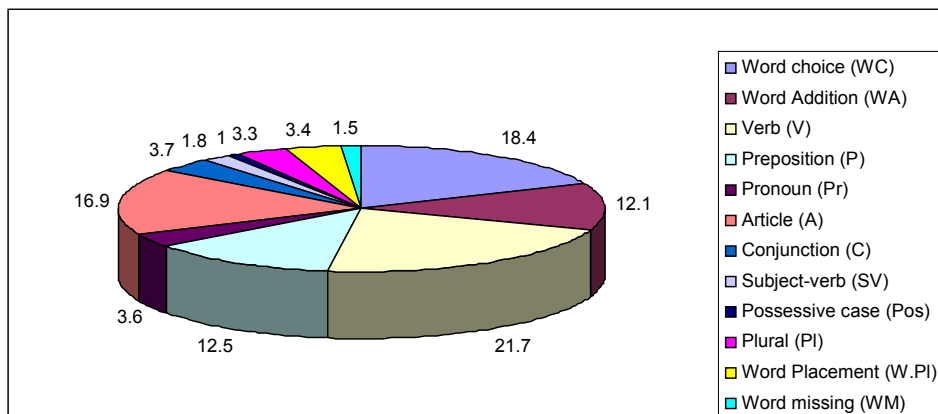


Figure 2: Percentages of Errors among Punjabi participants

This pie chart delineates the percentage of errors of the twelve grammatical classes in samples collected from the Punjabi speakers. Each class is coloured differently for their individual distinction and clarification. Unlike the Pashto speakers, the highest percentage of the grammatical category is calculated as 21.7%, verb (V) which shows that in the samples collected from participants of Punjabi background English verbs are the hardest nut to crack for the Punjabi participants of the target language. For them, it is found to be confusing to use the correct form of verbs. 18.4 is the percentage of word choice (W.C) in these samples which is the second most problematic category. The next challenging class of errors after word choice is articles (A), its percentage is 16.9%. The percentages of categories of preposition (P) and word addition (W.A) are 12.5% and 12.1% correspondingly. Likewise, the percentages of the other three grammatical categories; conjunctions (C), pronoun (Pr), plural (Pl) and word placement (W.Pl) are quite close; 3.7%, 3.6%, 3.3% and 3.4 % respectively. This closeness in categories depicts that they face almost the same level of hurdle in these categories. The percentages of errors from other groups are 1.8% for subject-verb (SV), 1.5% for word missing (W.M) and 1.0% for possessive case of nouns (POS).

Table 7

Frequency of Errors among Urdu Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	99	18
2.	Word Addition (WA)	97	17.66
3.	Verb (V)	129	23.49=23.5
4.	Preposition (P)	58	10.56= 10.6
5.	Pronoun (Pr)	17	3.09=3.1
6.	Article (A)	71	12.9
7.	Conjunction (C)	10	1.82
8.	Subject-verb (SV)	10	1.82
9.	Possessive case (Pos)	09	1.639=1.64
10.	Plural (Pl)	22	4.0
11.	Word Placement (W.Pl)	16	2.9=3.0
12.	Word missing (WM)	11	2.0
	Total	549	

Like Punjabi participants' samples, the most frequently occurring errors are of verbs, that is 23.5%. Instances of this category among Urdu participants are explained in table 8.

Table 8

Verbal Errors among Urdu Participants

Incorrect sentence	Correct sentence
1. My friend, Shajeeha, <i>go</i> to the canteen and <i>drink</i> juice.	My friend, Shajeeha, went to the canteen and drank juice.
2. I <i>feel</i> very nervous because it was my first day.	I felt very nervous because it was my first day.
3. I couldn't <i>found</i> the classroom.	I couldn't find the classroom.
4. Eid ul Fitr <i>is come</i> first after the month of Ramadan.	Eid ul Fitr comes first after the month of Ramadan.
5. All <i>teacher's</i> taking interview from us.	All teachers took our interview.

All these examples clearly show that participants are unable to use either correct tense or if they identify the tense, forms of verbs are not known. The first sentence should be in past tense as the topic was narrative, *My First Day at University*. Contrarily, wrong tense i.e. simple present and then wrong form of the verbs *go* and *drink* have been written. According to a singular subject, *drinks* and *goes* should have been written if the tense is simple present. This mishandling of the verbs manifests that the participant was neither aware of the form of verb (present or past) nor had the idea of subject verb agreement if he intended simple present tense. In the sentence three, ignorance of the rule of using base form of the verb with past auxiliaries led to the error of using past form of *find* when the second form of *can* is already used. Same was the treatment of sentence 4 which is about hobbies. Sentences related to pastime activities are written in simple present tense. But the participant used wrong tense to tell about hobbies. And this is also Urdu interference of the utterance, *Eid ramzan k maheenay k bad aati hy* This sentence will be written in Urdu as:

رمضان المبارک کے بعد عید الفطر پہلے آتی ہے

Is come has been inserted as the alternate of the Urdu phrase آتی ہے as the translation for *is* is ہے .

These all sentences are termed as Misformation by Corder as the learners were not successful in identifying the correct form of the required verbs. Besides, the Misformation in sentence four, it is considered L1 interference by Slinker for the Urdu translation of *ati* (an Urdu equivalent of the verb *come*) and *hey*, which means *is* in the mother tongue.

In addition to the examples the major erroneous category, many other errors have also been identified due to the MT intrusion. Some of them are discussed below:

1*. The guard *on* the gate said...

1. The guard at the gate said...

The above mentioned sentence is actually the Urdu translation of *gate par khara muhafiz*, دروازے پر گارڈ نے کہا . This instance manifests the Urdu impact of *on* in the sentence which is translated as *pe* or *par* in Urdu so the participant wrote *on* instead of the right preposition *at*. He was not aware of the different prepositions of place in the English grammar that resulted in an erroneous production.

2*. I *satisfy from* * department.

2. I *am/was* satisfied with the department.

The same sentence can be written as, *the department satisfied/ satisfies me*. *Main department sy mutma'in hu* also shows literal translation of the Urdu form *sy* into *from* though the correct contextual preposition that collocates in this case is *with*. On the surface level, even the verb *satisfy* does not tell the aspect of the action; if it is a subject verb agreement error in simple present tense or the wrong form of the verb for simple past tense. It was figured out to be the latter as this example has been taken from the narrative topic, *My first Day at NUML*, that is required to be written in past tense.

The preposition of place *on* in sentence one and *from* in the next reflect Urdu impact on writing and providing instances in favour of the theory of Inter Language proposed by Selinker.

*3. When I *was* entered in my new *class* * I met my new class fellows.

3. When I entered my new class, I met my new class fellows.

The verbal error *was entered* in this exemplar utterance is Corder's Misformation and Selinker's impact of the mother tongue which resulted in this error. The error of the word choice *class* happened due to the use of the form *class* often spoken to refer to the class room.

*4. Firstly, we *excite* go for * prayer of eid.

4. Firstly, we were excited to go for the eid prayers.

The error of *prayer of eid* is also because of L1 intrusion at the word order level for *eid ki namaz*. That is why, the participant added the preposition *of* which means *ka* or *ki* in Urdu and accordingly changed the placement of *prayer* and *eid*. According to Corder, this is the error of Addition of the preposition *of* and Misordering in which placement of words is faulty due to the word order used in the mother tongue, which is also Selinker's point of view. But in the English language, it is used as *eid prayers*. Furthermore, the participant has also been unable to use correct form of the verb *excite* in simple present tense.

*5. It is popular in *almost* whole world.

5. It is popular almost in the whole world.

Ye taqreeban poori dunya me mash-hoor hy is the Urdu construction of the aforementioned sentence. According to the word order in the Urdu sentence structure, *taqriban poori dunya* come one after the other. But in the English syntax, *almost*, which is acting as an adverb of degree in this utterance, so it has to be placed after the adjective *popular* to tell the degree to which this is popular. Corder classifies it as Misordering of the words in the sentence with reference to the English syntax. And it supports Selinker's view of Inter Language. All in all, this syntactic incompetence has resulted in the error of placement of the adverb *almost* after the preposition of place here i.e., *in*.

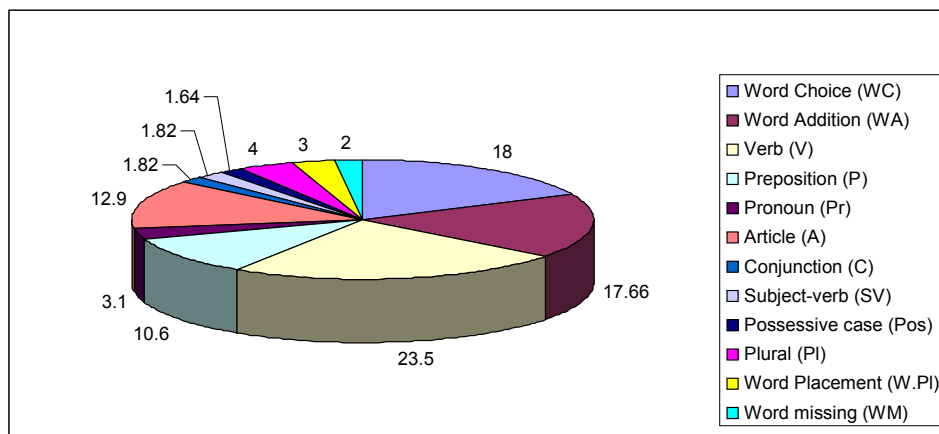


Figure 3: Percentage of Errors among Urdu Participants

The pie chart explains the percentage of errors of the twelve grammatical classes in samples collected from Urdu speakers. Each class is coloured differently for their individual distinction and clarification. 23.5% is the highest percentage of the grammatical category, verb (V) which shows that for the Urdu learners of the target language, English verbs created difficulty at the most. The second erroneous class is of word choice, whose calculated percentage is 18%. Not much less than 18% is the percent of 17.6% which reveals that learners are almost equally unable to remove extra words from the sentences. This resulted in addition of words which were undesirable in their utterances and thus marred the syntax. Due to non existence of either definite or indefinite article in Urdu, these flaws are reported to be 12.9% percent. The percentage of prepositional errors in these local speakers of Urdu is found to be 10.6%. Followed by prepositional errors is the percentage of categories of faulty plural nouns and word placement are 4% and 3% correspondingly. The group of conjunctions and subject-verb agreement errors are 1.82% each. The least number of errors are from the category of possessive nouns because in these compositions, there was not much need of using the possessive cases.

Table 9

Frequency of Errors among Potohari Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	60	18.0
2.	Word Addition (WA)	52	15.6
3.	Verb (V)	76	22.8
4.	Preposition (P)	31	9.3
5.	Pronoun (Pr)	19	5.7
6.	Article (A)	55	16.5
7.	Conjunction (C)	08	2.4
8.	Subject-verb (SV)	07	2.1
9.	Possessive case (Pos)	04	1.2
10.	Plural (Pl)	09	2.7
11.	Word Placement (W.Pl)	06	1.8
12.	Word missing (WM)	06	1.8
	Total	333	

The natives of Potohari language committed the highest errors in using the correct form of verbs. A few instances of errors in samples of these participants are discussed in table 10.

Table 10

Verbal Errors among Potohari Participants

Incorrect sentence	Correct sentence
1. You <i>got</i> solution of many of your queries from knowledgeable and elderly people.	1. You get solution of your many queries from knowledgeable and elderly people.
2. I didn't know where <i>is</i> Iqbal Block.	2. I didn't know where Iqbal Block was.
3. I <i>enter</i> university and <i>show</i> * challan form.	3. I entered university and showed the challan form.
4. In conclusion, my free time is <i>spend</i> in talking, cooking or sleeping.	4. In conclusion, my free time is spent in talking, cooking or sleeping.

The largest number of errors made by participants in Potohari is from the area of verbs i.e. 22.8. Nature of these errors is the same as those found in the Pashto samples like wrong form of verbs, wrong identification of tense and wrong placement or omission of auxiliaries. In sentence 2, not only verbal error is there but also the placement of auxiliary *is* is wrong. This is due to L1 interference where auxiliary in indirect speech does not come after the subject. And the next exemplar sentence is grammatically passive in nature but the learner has used active form of the verb, *spend*. So it should have the third form of the verb, i.e., past participle, *spent*, rather than the base form *spend*. Other examples of the L1 influence that are in alignment with the theory of Inter Language postulated by Selinker are:

*1. I read some small stories.

1. I read some short stories.

Ya koi nikki kahani parhnaa waan is Potohari translation of the first statement. In this utterance, instead of using the right adjective *short* for stories, *small* is written as in Potohari the word *nikki* has been used to describe a thing which is either small in size or short in length. The participant confused adjectives *short* and *small* which are used in English in different scenario depending on the height or length and size of the object respectively. i.e, the lexeme *short* describes a thing which is less in height or

length and *small* is used for things which are small in size. That is why, applying the word *small* makes it syntactically wrong in the English sentence when the focus is to mention length of the object.

2*. We started our *perepation before two month* of eid.

2. We start our preparation two months before eid.

Apart from the verbal error of *started*, the wrong spelling of the word *preparation* and pluralization error of *month* in the sentence 2*, placement of the preposition of time *before* is also incorrect. The Potohari equivalent expression for this sentence is, *asaan eidi soo dow maheenay pehlay eidi ni tayari shuru kari dhari aan*. The way the participant wrote *before two month of eid* is under the same word order as found in the respective MT i.e, *eidi soo dow maheenay pehlay eidi* which is Misordering according to the theory of Error Analysis.

3*. I *would* prefer to sit alone * sometime.

3. I prefer to sit alone for sometime.

Main kusay taem kalla benaan changa lagnaan waan is the Potohari version of the statement one. In this Potohari sentence, *kay liye* (for) is not an essential element while talking about some duration of time. Contrarily, the preposition *for* is required to describe any duration of time in English. That is why, the participant has not written *for* applying the syntax of his MT.

*4. Cooking is also * good activity to pass your time.

4. Cooking is also a good activity to pass your time.

This sentence is a commonly occurring error of skipping the English articles being their un availability in Potohari. That is why, the learner has not used the indefinite article *a* before a singular noun *good activity*. *toora pakaraaan changa kam aey apna waqat guzarnay marya*.

In sentences three and four, the participants made errors of omission according to Corder's theory of Error Analysis. The preposition *for* and the indefinite article *a* are missed while constructing sentences relying on the Potohari language, i.e Selinker's point of view in Inter Language.

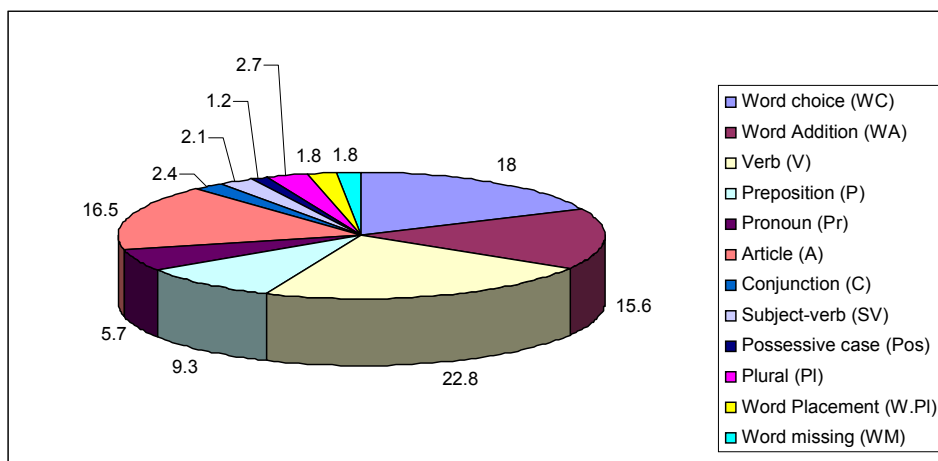


Figure 4: Percentage of Errors among Potohari Participants

The pie chart explains the percentage of errors of the twelve grammatical classes in samples collected from the participants of Potohari background. A separate colour is given to every category of errors to make it different from other categories. The realm of verbs has the highest percentage of errors, i.e, 22.8%, like those of the Punjabi and Urdu samples. The nature of problem in verbal errors is the same. Learners are found to be inept in identifying the correct and different forms of, either regular or irregular, verbs (V) in present, past and future tense. Knowing or choosing the right word (W.C) or the word from the right grammatical class is the second most troublesome area in terms of number and ultimately the percentage. Closer to W.C are the percentages of article (A) and word addition (W.A), 16.5% and 15.6%, which are also quite close to each other. The percentages show these local speakers of the respective mother tongues can not use articles of the English language precisely and they have written extra words in sentences which led to syntactic errors. Prepositional (P) and pronoun (Pr) errors have been calculated as 9.3% and 5.7%. The errors of low frequency are; plural (Pl) 2.7%, conjunctions (C) 2.4%, subject-verb (SV) 2.1%, word placement (W.Pl) and word missing (W.M) 1.8% each and (Pos) 1.2%.

Table 11

Frequency of Errors among Hindko Participants

S. No	Types of Errors	Frequency	Percentage %
1.	Word choice (WC)	57	28.2
2.	Word Addition (WA)	33	16.3
3.	Verb (V)	26	12.87=12.9
4.	Preposition (P)	25	12.37=12.4
5.	Pronoun (Pr)	03	1.48=1.5
6.	Article (A)	25	12.37=12.4
7.	Conjunction (C)	04	1.98=2
8.	Subject-verb (SV)	10	4.95
9.	Possessive case (Pos)	03	1.48=1.5
10.	Plural (Pl)	08	3.96
11.	Word Placement (W.Pl)	04	1.98=2.0
12.	Word missing (WM)	04	1.98=2.0
	Total	202	

Like Pashto speakers, the participant of the Hindko mother tongue also committed maximum errors in choice of the right word. Because of poor competence in the TL, the learners were not able to use the exact vocabulary items according to the demand of the sentence or situation which has ultimately affected the syntax. Instances are given in table 12.

Table 12

Errors of Word Choice among Hindko Participants

Incorrect sentence	Correct sentence
1. I was so excited to <i>learn</i> my new session.	I was so excited to start my new session.
2. I <i>came in</i> university at <i>exactly</i> 2:30 p.m.	I came to university at 2:30 p.m sharp.
3. I like all teachers and university is <i>well managed</i> .	I like all teachers and university is well organized/ highly reputed.
4. I have a lot of <i>home crafts</i> .	4. I have a lot of handicrafts.
5. I always feel comfortable and <i>relax</i> .	I always feel comfortable and relaxed.

In the first utterance, the participant was unable to figure out the difference of the words *learn* and *start*. The second statement is the instance Corder's category of errors of Misordering followed by the error of word choice due to the intrusion of the mother tongue in the learning process. *Exactly* in the second sentence is used instead of *sharp* and its placement is also wrong. In the Hindko language, *main pooray 2:30 university poncha*. Likewise, literal translation of *ghareloo dastakari* is written as *home crafts*. But its English equivalent is *handicrafts*. So the MT influence is the reason behind this error. Similarly, due to unawareness of the right word, the participant has used an ambiguous vocabulary item *well managed* which can be any suitable word in the given sentence. That is why, the two words, *well organized/ highly reputed*, are shown in the column of correct sentences. These all instances are evidence of Selinker's theory of Inter Language having impact of the very mother tongue.

*1. We *had* offered prayers *first* in the mosque.

1. First, we offered prayers in the mosque.

Asaan pelaan masiti vich namaz parhi vee is the Hindko sentence structure for this exemplar sentence. According to this, the placement of equivalent of the word *pelaan*, (the English *first*) is under the MT impact. Otherwise in the English sentence,

it must be in the beginning of the sentence. Thus, the error happened due to the MT influence is actually an error of misordering as per Corder's model of Error Analysis.

*2. I want to become *more good* in baking.

2. I want to get better in baking.

In Hindko, it is spoken, *main baking vich boun behter hona chanaan*. In Urdu and regional languages like Hindko, *Hona* or *hona chanaa* is taken as *become* of English, respectively. But in English syntax, there are certain collocations unlike Pakistani national and regional languages. The verb *become* is also acceptable as a sub standard English alternate for these non native speakers. So in reference and use of literal version of the lexical item *better*, *more good* is written. This error of the word choice is also because of the MT where the placement of degree of the adjective is different from that of the English degree of adjectives. And hence, the theory of Inter Language is proved valid.

*3. I checked all the arrangements of *tea*.

3. I check all arrangements of refreshment.

In the Hindko language, *arrangements of refreshment* is taken as *chaa (tea) nay intazamaat* which is evident in the faulty sentence *3. This is also because of the reason that the participant depended upon his mother tongue for this sentence construction favouring Slinker's Inter Language.

*4. Teachers told us about the subjects we are going to study.

4. Teachers told us about the subjects we were going to study.

In the Pakistani participants, this sentence is a very common problem of narrating direct quote into indirect speech whose rules in the TL and the MT are different. Ultimately, this led to Misformation, i.e the incorrect form of tense, by writing *are* in the reported speech when the reporting verb is in past tense due to the mother tongue intrusion. It must be *were*. and this faulty form is an example of Selinker's theory of the participant's mother tongue influence on L2 syntax.

*5. English is * medium of communication *between the* countries.

5. English is a medium of communication among countries.

In English, the prepositions *between* and *among* are used to mention two and many things, respectively. On the other hand, in Hindko or any other regional language, there is just one form to refer to both cases, i.e *vich* or *darmiyan* without any discrimination of number of entities. Thus, there is Omission of the definite article *a*, a category from Coder's theory of Error Analysis and selection of an inappropriate preposition due to Inter Language proposed by Selinker.

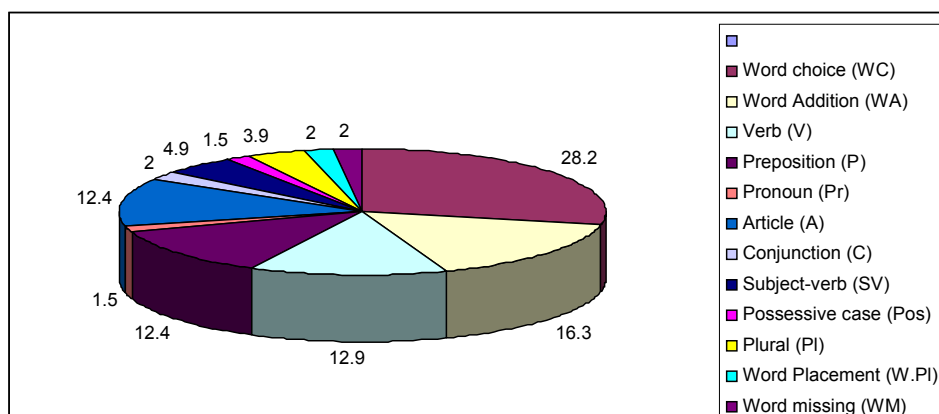


Figure 5: Percentage of Errors among Hindko Participants

The twelve different categories of various parts of the English speech are elaborated through this pie chart, having distinct colours for each, of the Hindko samples. For these participants like their Pashto fellows, the chief difficult grammatical area has been found to be word choice (W.C) with the highest numerical value of errors as i.e., 28.2%. Lack of knowledge about the target language led to affect the English syntax of the Hindko speakers. The reported percentage of errors occurred due to insertion of those words which were not needed at all in utterances (W.A), is 16.3%. Percentages of categories of verbal (V), prepositional (P) and article (A) errors followed the word addition. The data calculated in terms of numeric value noticed to have negligible difference in points of their percentages; 12.9%, 12.4% and 12.4% respectively. The areas of subject-verb (SV) agreement, 4.9%; plural (Pl), 3.9%; word placement (W.Pl), 2.0%; word missing (W.M), 2.0%; conjunctions (C), 2.0%; pronoun (Pr), 1.5% and possessive case (Pos), 1.5% though found to be low but they contributed in marring the sentence structure of these participants of Hindko back ground.

The participants were found to be inept in identifying the correct and different forms of, either regular or irregular, verbs (V) in present, past and future tense.

Knowing or choosing the right word (W.C) or the word from the right grammatical class is the second most troublesome area in terms of number and ultimately the percentage. Closer to W.C are the percentages of article (A) and word addition (W.A), 16.5% and 15.6%, which are also quite close to each other. The percentages show these local speakers of the respective mother tongues can not use articles of the English language precisely and they have written extra words in sentences which led to syntactic errors. Prepositional (P) and pronoun (Pr) errors have been calculated as 9.3% and 5.7% percent. The errors of low frequency are; plural (Pl) 2.7%, conjunctions (C) 2.4%, subject-verb (SV) 2.1%, word placement (W.Pl) and word missing (W.M) 1.8% each and (Pos)1.2%.

Table 13

Frequency of Errors among Sindhi Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	81	22.3
2.	Word Addition (WA)	60	16.5
3.	Verb (V)	77	21.2
4.	Preposition (P)	42	11.57=11.6
5.	Pronoun (Pr)	16	4.4
6.	Article (A)	49	13.49=13.5
7.	Conjunction (C)	08	2.2
8.	Subject-verb (SV)	05	1.37=1.4
9.	Possessive case (Pos)	02	0.55
10.	Plural (Pl)	12	3.3
11.	Word Placement (W.PI)	04	1.1
12.	Word missing (WM)	07	1.9=2
	Total	363	

22.3% has been calculated to be the highest percentage in the Sindhi samples. Two problematic grammatical categories have the same number of errors. These are the categories of WC and V which show lack of competence of the Sindhi participants. They chose contextually incorrect lexical items and wrong forms of verbs, respectively, which ultimately affected syntactic structure of sentences and marred the conveyed meaning. Some of the sample examples are mentioned in tables 14 and 15.

Table 14

Errors of Words Choice among Sindhi Participants

Incorrect sentence	Correct sentence
1. I hear <i>voice of azan</i> .	I hear the call for prayers.
2. There are not some special hobbies that I <i>possess</i> .	There are not some special hobbies that I have.
3. We shouldn't <i>leave</i> our culture.	We shouldn't abandon our culture.
4. Now a days language is the communication <i>vaccum</i> through which one can understand others.	Now a days, language is the communication means through which one can understand others.
5. Travelling is one of my <i>best hobby</i> .	Travelling is one of my favourite hobbies.

In all these reported cases, the participants from Sindhi back ground were unable to write the appropriate words according to the given situation in the sentences though the words chosen from the correct respective grammatical categories. But flow of the desired meaning is interrupted due to incorrect word choice. Out of these sentences, the third one was committed due to Inter Language suggested by Selinker. In Sindhi, the vocabulary item *chaddan* has been used to mention stop following any practice or course of action which has literally been translated as the word *leave* of English. But the right choice of word in this context is *abandon* which happened due to Sindhi influence on English writing.

Table 15

Verbal Errors among Sindhi Participants

Incorrect sentence	Correct sentence
1. But we can say that, now we <i>are became</i> slaves of * English language.	But we can say that, now we have become slaves of the English language.
2. But slowly and gradually, my fear <i>is become disappear</i> and I <i>am feeling</i> improvement.	But slowly and gradually my fear has disappeared and I feel improvement.
3. And this course <i>categorise</i> in B1, B2, B3.	And this course has been categorised into B1, B2 and B3.
4. But finally, I <i>was</i> got the admission.	But finally, I got admission.
5. My father had already <i>arrange</i> * accommodation at his <i>friends residency</i> .	My father had already arranged the accommodation at his friend's residence.

*1. At the end we distribute the meat *in* family, neighbours and *needed* people.

1. At the end, we distribute the meat among family, neighbours and needy people.

Relying on the Sindhi preposition as an alternate for the English preposition *among*, the participant wrote *in* which is *ma* in the MT. In Sindhi, the preposition used, in the context for distributing anything between two or more than two entities, is *in*. But in English, the apt preposition referring to location in relation to many other things is *among*. Resultantly, the error of preposition has been committed because of the MT intrusion in the TL, in consonance to Inter Language.

*2. One week before Eid-ul-Azha we buy some kind of Animal that *fits our economy* for the sake of presenting in * way of Allah.

2. A week before Eid-ul-Azha, we buy the animal that is affordable, to slaughter for Allah/for the sake of presenting in the way of Allah.

There are a number of errors in this declarative sentence. Based on literal translation for *one* and non existence of the indefinite article *a* in Sindhi, the participant made the error of using *one*, taken from his MT *hik* which means one in

Sindhi instead of *a* before the singular noun *week*. Secondly, the participant did not have knowledge of the lexeme *affordable*. That is why, he wrote the phrase, *fits our economy* instead of the one word substitute and supports Selinker's Inter Language. Depending on the MT knowledge of the *Allah jee raah me*, the participant literally produced it in L2 as *in * way of Allah*, having Corder's Omission of the definite article *the* before the noun *way*. But in English *for Allah* is the appropriate phrase to replace this MT inflicted structure.

*3. My first day *in* NUML is very shocked.

3. My first day at NUML was very shocking.

This example has two errors. Firstly, in place of the correct preposition *at*, the participant has written *in* which is very commonly made error due to the MT interference in majority of the regional languages. The second error is Misformation of tense present, *is*, for past, *was*. The last is the error of the word choice *shocked*. In English, the adjectives *shocked* and *shocking* are used for different nouns. The former is used to describe emotions of animated objects and the latter is written to describe things which are source of that emotion or feeling. So it has become error of the word choice which is one of the feature of the theory of Inter Language.

*4. I *was go* to * administration office and they told me * go to Johar Block. 4. I went to the administration office and they told me to go to Johar Block.

According to the theory of Error Analysis, the first two errors are Misformation of *went* as *was go* and Omission of the definite article *the* before the place, *administration office*. The next error resulted due to implying the spoken Sindhi structure *unhan monki cheyo johar bloch wanj* into English. But in the TL, the preposition *to* is required to indirectly narrate a statement carrying any command or instruction which is not required in Sindhi syntax, resulting an error depicting one of the features of IL, Selinker's theory of Inter Language. All errors clearly provide instances for EA and IL. The Misformation *was go*, translated as *vayo hai'es* (*gaya tha* in Urdu) and Omission of *the* are also referring to Inter language. Besides, there is also Addition of the preposition *to* is because of impact of the MT.

*5. I *was* no idea about the university.

5. I had no idea about the university.

Just like sentence 4, in this utterance also, the participant from the province Sindh, has applied the MT structure *monki university jai bari ma khabar ku na thi* and committed an error of Misformation. This Misformation is due to Sindhi influence on the English sentence. For Sindhi *thi*, English *was* has been chosen making it an ungrammatical sentence.

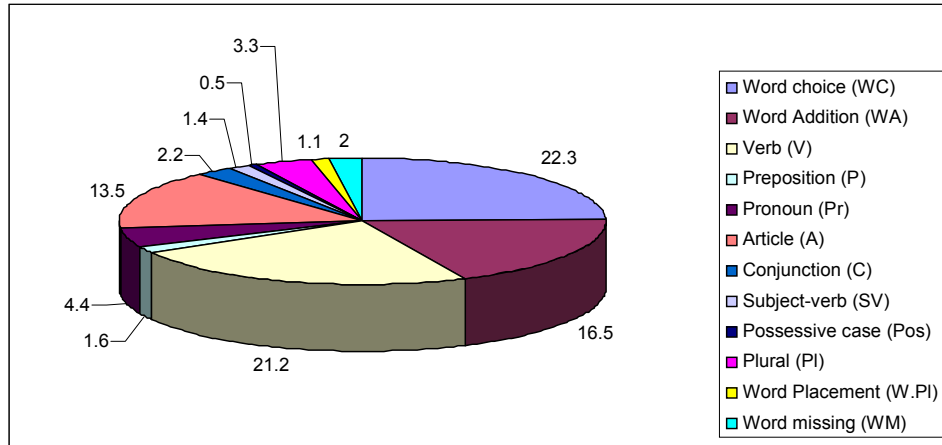


Figure 6: Percentage of Errors among Sindhi Participants

According to calculations of table 6 and its representation in this pie chart, the most flawed area of the English syntax is to opt the suitable or precise vocabulary item (W.C) in the given topics. It is found to be 22.3%. The percentage shows that participants from the region and adjoining area of Sindh, were weak in this regard the most. Almost of the same level but next to W.C, is the grammatical class of verb (V), i.e., 21.2%. The nature of their problems related to verbs and word choice are not different in these participants from other areas of Pakistan. The third most frequently occurring errors are of inability to omit un necessarily written additional words in sentences (W.A), 16.5%. The percentage of errors of articles (A) and prepositions (P) are 13.5% and 11.6% respectively. Errors of low percentages are; pronoun (Pr), 4.4%; plural (Pl), 3.3%; conjunctions (C), 2.2%; word placement (W.Pl), 1.1% and possessive case of nouns (Pos), 0.5%.

Table 16

Frequency of Errors among Saraiki Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	47	20.88=21
2.	Word Addition (WA)	37	16.4
3.	Verb (V)	34	15.1
4.	Preposition (P)	28	12.4
5.	Pronoun (Pr)	03	1.3
6.	Article (A)	43	19.1
7.	Conjunction (C)	07	3.1
8.	Subject-verb (SV)	01	0.4
9.	Possessive case (Pos)	03	1.3
10.	Plural (Pl)	07	3.1
11.	Word Placement (W.PI)	08	3.5
12.	Word missing (WM)	07	3.1
	Total	225	

The highest percentage is 21% of the category of word choice (WC). The participants chose words which were not suitable in the given situation. Instances are shown in table 17.

Table 17

Errors of Word Choice among Saraiki Participants

Incorrect sentences	Correct sentences
1. Then he felt <i>embaracement</i> and <i>afterthat</i> he guided me the accurate department.	1. Then, he felt embarrassed and guided me to the right department.
2. * Next day I <i>realized</i> about certificate classroom and I started my <i>study</i> on <i>regularly</i> basis.	2. The next day I came to know about the certificate classroom and I started my studies on regular basis.
3. I don't have any <i>distinct</i> hobby.	3. I don't have any specific hobby.
4. When I reached at * gate a security <i>person</i> checked my CNIC.	4 When I reached at the gate, a security guard checked my CNIC.
5. There was * <i>varity</i> of students <i>who were there</i> in my class from different areas of Pakistan having different ideas and <i>conceptions</i> about things.	There was a variety of students in my class who were from different areas of Pakistan having different ideas and perceptions about things.

Pertaining to the category of the highest percentage, table 17 displays the examples of wrong words choice. In the first statement, the verb *felt* needs a complement *embarrassed* but a noun *embaracement*, which itself is wrong, was written followed by the wrong word. Furthermore, a connector *afterthat* and a vague pronoun *he* has been added. The sentence 2 has though correct form of the verb but the inappropriate word *realized* has affected the syntax and ultimately the intended meaning of this utterance. The same poor competence of the TL is also evident in the word *accurate* for *right*. *Accurate* is used to tell about measurements and information not places, according to Oxford living dictionary online. *Right* is used in many contexts and one of them is to tell about any correct or exact place. The same is the handling of the third sentence. The word *distinct* describes things which are recognizably different. But the learner's intended meaning is that he does not have any specific activity to do in his leisure time and that he does anything that he feels like. So in this situation, *specific* is the right choice. In the last sentence, instead of the

lexeme *security guard*, the participant has used *security person* and in the same sentence omission of the definite article *the* is also there.

In sentences four and five, Omission and Misordering, according to the theory of Error Analysis, can be seen. Both of these errors have happened due to the participants' reliance on their mother tongue to make up their weakness in L2 which also validates the theory of IL by Selinker. But rest of the errors are due to poor linguistic knowledge about the respective lexemes.

Instances other than the highest category that show Saraiki intrusion in learning the English language are:

*1. University is * beautiful place for me.

1. The university is a beautiful place for me.

This sentence is a typical example of non existence of articles in all regional languages including the national language of Pakistan. The Saraiki version of this sentence is, *university meray wastay khubsurat jha hy* and the Saraiki syntax clearly shows that while mentioning about any singular countable noun, they do not use articles. On contrary, articles are a must in the English language before singular nouns thus, leading to the error of Omission, according to Corder's model, the definite article *the* and an indefinite article *a* before place names; *university* and *beautiful place*, respectively.

*2. I feel happiness.

2. I felt happy.

The example sentence is translated into Saraiki as *maikun boun khushi theeni hey*. Though the participant knows the English alternate of the word *khushi*, i.e *happiness*, yet he used a wrong grammatical class, a noun, instead of using an adjective, *happy*. Because of incompetence of the TL he chose an inappropriate lexical item, which according to Selinker's view is due to IL. Besides this wrong word choice, the form of verb *feel* is also incorrect, referred to Misformation as per Corder's model of Error Analysis. This is a sentence from the topic *My first day at NUML*. It should be written in past simple tense to show the action which started in past and ended in past. But the participant used *feel* making it a repeated action.

*3. *We brothers* go to * *graveyard of my beloved mother* and recite Fatiha.

3. My brothers and I/We go to my beloved mother's grave and recite Sura Fatiha.

The Saraiki version of this sentence is, *asaan saray bhara meri piyari ammi di qabar tay veenay sey tey Sura Fatiha parh dey sey*. This one utterance has three errors; *we brothers*, *graveyard* and *graveyard of my beloved mother*. Firstly, the way *asaan bhara* in Saraiki usage is borrowed here, is clear manifestation of the Saraiki influence on SLA and Selinker's point of L1 impact and thus, leading to *we brothers*. Secondly, possessive case is the feature of the English syntax not of Saraiki or any other regional language of Pakistan. This resulted in Corder's category of Misordering of *graveyard of my beloved mother* and Addition of the preposition *of*.

*4. Eid is * Islamic event.

4. Eid is an Islamic festival.

Sentence 4 is also an instance of poor competence of TL for selecting word for Saraiki *tehwar*. So, the word *event* has been written in place of *festival* which shows the participant's inability to know or identify a correct word to convey his idea. Eventually, the sentence has turned to be syntactically less meaningful. So missing *an* in this declarative statement is the error from the category of Omission in EA and it has happened because of IL.

*5. People have fast.

5. People observe fasts.

Sentence 5 is also a very typical instance of the MT interference where the participant did not know about the collocated verb *observe* for *fasts*. Secondly, *observe* in isolation means to see something keenly. So, applying the TL limited knowledge with the blend of his MT, he translated *rozay rakhay* into *have fast*, instead of *observe fasts*. Thus, it also validates the theory of Inter Language put forth by Selinker .

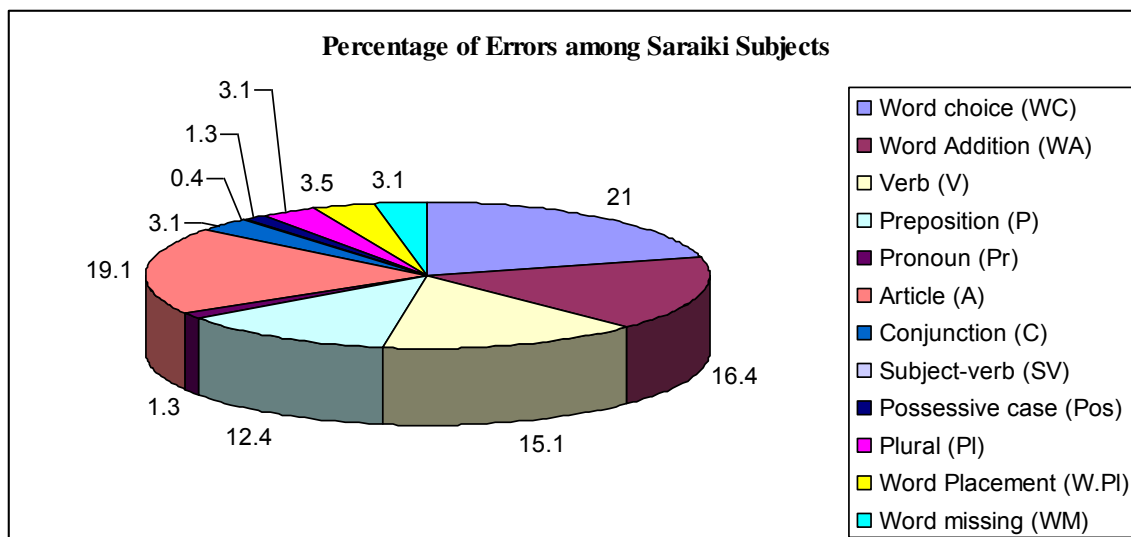


Figure 7: Percentage of Errors among Saraiki Participants

The pie chart shows the percentage of errors of the twelve grammatical classes in samples collected from the Saraiki speakers. Each class has been given a separate colour for distinction. 21.0% is the highest percentage of the grammatical category, word choice (WC) which shows that like the Pashto participants of the target language, choosing an appropriate English word for native of Saraiki language is the most problematic area. 19.1% is the percentage of errors that happened due to inability of these participants to use English articles (A) precisely and accurately. The next category shows percentage of the errors resulting due to adding unnecessary words in sentences which definitely affect syntax of the target language. i.e, 16.4%. Preceding these three highest percentage classes and quite close to 16.4% is 15.1%, the percent of verbal errors (V). And next to verbal flaws is percent of prepositions, 12.4%. One following the other, are the percentages of errors in; word placement (W.PI), 3.5%; plural (Pl) and word missing (WM), each 3.1%, preposition (P), 12.4%; possessive case (Pos), conjunctions and pronoun (Pr), each 1.3%. The percentage of categories of word placement, conjunctions, plural and word missing are different mere in decimal points. The least problem was found in subject-verb agreement (SV).

Through the informal survey, the researcher came to know that the Kashmiris from Pakistan administered Kashmir also speak Pahari like natives of Pahari speakers. So four example sentences of each model category have been elaborated.

Table 18

Frequency of Errors among Kashmiri Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	40	18.01
2.	Word Addition (WA)	42	18.91
3.	Verb (V)	57	25.67=25.7
4.	Preposition (P)	23	10.36=10.4
5.	Pronoun (Pr)	07	3.1
6.	Article (A)	17	7.657=7.7
7.	Conjunction (C)	10	4.50
8.	Subject-verb (SV)	07	3.1
9.	Possessive case (Pos)	02	.90
10.	Plural (Pl)	04	1.8
11.	Word Placement (W.Pl)	11	4.95=5
12.	Word missing (WM)	02	0.90
	Total	222	

The data collected showed that the highest percentage of errors in the Kashmiri speakers was pertaining to verbs, i.e, 25.6%. Table 19 presents some of the examples of verbal errors from the Kashmiri samples.

Table 19

Verbal Errors among Kashmiri Participants

Incorrect sentence	Correct sentence
1. It <i>freshen</i> me up and <i>boosted</i> my enthusiasm.	It freshens up me and boosts my enthusiasm.
2. She <i>introduce</i> herself and <i>take</i> introduction from us.	She introduced herself and took introduction from us.
3. After having break, we <i>have</i> two more classes.	After having break, we had two more classes.
4. It <i>release</i> my stress.	It releases my stress.

The first sentence has errors of subject verb agreement, *it freshen* and wrong form of the verb *boosted*. In English, *freshen up* is used as inseparable phrasal verb but the participant used it otherwise as he did not know about it. Then, *boost* should be in simple present to refer to the hobby that relaxes the participant. Similarly, in sentences 2 and 4, without satisfying subject verb agreement, the participants wrote *introduce*, *take* and *release* for singular pronoun. These verbal errors are errors of Misformation as per Corder.

Apart from these verbal errors, many errors based on the impact of Kashmiri have also been observed:

*1. In * air port, we need it.

1. At the air port, we need it.

The English prepositions of places *at* and *in* both are translated as *vich* in Kashmiri because there is no difference in the use of the two, which means *in* in English, favouring Selinker's theory. That is why, the participant relied on the MT structure, *air port vich is cheez ni lor paisi*. So he skipped writing the definite article *the* and used a wrong preposition *in* in place of *at* making it the error of Omission and IL, respectively.

*2. I add these *things* which *are* not come *in* my mind.

2. I add these points which do not come to my mind.

In this sentence, the lexeme *things* is a translated version of *cheezaan* in Kashmiri. The participant was unable to specify the word *points* so he wrote English of the word (*cheezaan*) which is the reason of an inappropriate word in the given context. According to Kashmiri sentence structure, *O cheezaan vi bai shorish jairyaaan maaray dimagh itch nai jon'na*, the participant did literal transformation from his MT into the TL which led to the use of *are come (nai jon'na)* as substitute of *do not come*, as an error of Misformation. The third error is the use of preposition *in* as an alternate of *to*. This error is also an end product of MT interference of *dimagh itch*, an evidence to the theory of Inter Language in L2 learning. The Kashmiri alternate *itch* is taken as a replacement of the English preposition of movement *in* in Kashmiri while the preposition *to* is the required preposition with the verb *come*. All these factors; MT dependent word choice, preposition and verb use resulted in errors.

*3. *If any question which I can not understand, I open my notes.*

3. If I do not understand any question, I open my notes.

Miki agar koi sawal smjh jo nai aanan me notes kholi shornais is the Kashmiri version of this utterance. It obviously shows the word order of *any question which I can not understand* from the MT is taken as such in the English sentence. Hence, is the instance of Corder's Misordering and Addition of the relative pronoun, *which*. The both errors also represent the errors committed under the theory of IL. Furthermore, negligence to the rules of conditional sentences led him to use modal auxiliary *can* in *if clause*. The conditionals used for present situations take *if clause* in simple present tense but the participant has written *can not* instead of *does not*. It might be the case that he was unable to differentiate between *can* and *does*.

*4. *English language is very important nowadays.

4. The English language is very important nowadays.

According to Corder's category of Omission, slipping articles either definite or indefinite is repeated in all MTs and Kashmiri is no exception. Sentence 4 is also among one of those instances where the participant did not write it because they are not part of his MT. The declarative sentence is parallel to both theories adapted for the current research, Error Analysis and Inter Language.

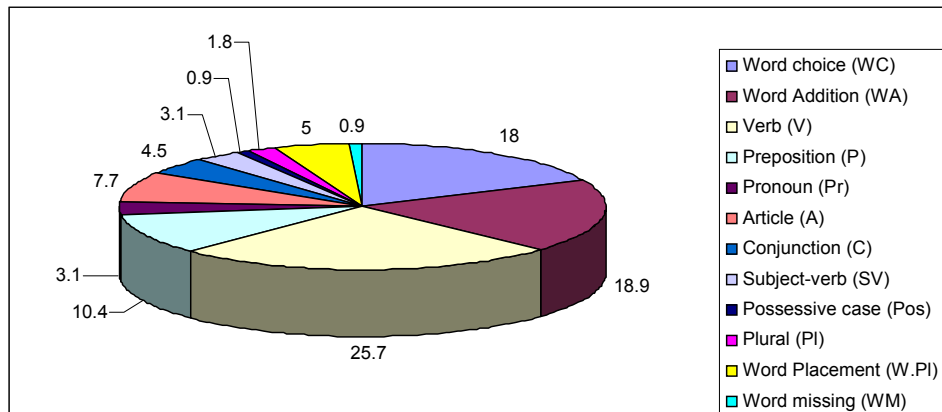


Figure 8: Percentage of Errors among Kashmiri Participants

According to percentages displayed in this pie chart, the maximum calculated unsound area of the English syntax for Kashmiris is from the realm of verbs, which is 25.7%. The next most frequently occurring errors are the use of additional words in sentences (W.A). This is 18.9% and shows that these participants could not filter out sentences from extra vocabulary items. The fraction of the third greatest faulty category is the suitable or precise vocabulary item (W.C) in the given topics. It is found to be 18%. The percentage shows that participants from the region and adjoining area of Kashmir, were weak in this regard the most. Prepositions make 10.4% percentage of the total. Close to this numeric figure is that of articles, 7.7%. Errors of low percentages are; word placement (W.Pl), 5%; conjunctions (C), 4.5%; pronoun (Pr) and subject-verb (SV), 3.1% each; plural (Pl), 1.8%; and possessive case of nouns (Pos) and word missing (WM), 0.9% each.

Table 20

Frequency of Errors among Pahari Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	43	16.16=16.1
2.	Word Addition (WA)	26	9.77=9.8
3.	Verb (V)	61	22.93=23
4.	Preposition (P)	39	14.66=14.7
5.	Pronoun (Pr)	09	3.38=3.4
6.	Article (A)	48	18.04
7.	Conjunction (C)	07	2.63
8.	Subject-verb (SV)	07	2.63
9.	Possessive case (Pos)	01	0.37=0.4
10.	Plural (Pl)	17	6.39=6.4
11.	Word Placement (W.Pl)	06	2.25=2.3
12.	Word missing (WM)	02	0.75
	Total	266	

In these samples as well majority of errors were from the category of verb as shown in table 21.

Table 21

Verbal Errors among Pahari Participants

Incorrect sentence	Correct sentence
1. That's why, I <i>left</i> studies.	1. That was why, I quit studies.
2. I <i>gone</i> to the department of Statistics.	2. I went to the department of Statistics.
3. I really <i>impress to</i> all teachers.	3. I was really impressed by all teachers.
4. All <i>teacher</i> one by one <i>ask</i> our names.	4. All teachers asked our names one by one.

In sentence one; verbal mistake is the result of L1 structures where *that's why* and *that was why*, both are translated in the same tense i.e. $\text{ہی } \text{چونکہ}$ in the regional and the national language. So the participant has followed the same rule in the target language as well. Likewise, translation of the last sentence is also under the impact of L1 syntax i.e. *tamam asatza ny aik aik kar k hamaray naam poochay*. Under the same pattern, he has translated *aik aik* soon after the subject, *teacher*. But in the English sentence, this element should be placed at the end of the sentence. Violation of this pattern is the cause of the error in sentence 4. In sentences 2 and 3, the participants were unable to write the correct forms of the respective verbs when simple past tense was needed. Instead, they either used perfection or the present form of the verbs, respectively.

Some exemplars of errors of grammatical categories other than verbs are discussed below:

1*. Sometimes, I listen * songs.

1. Sometimes, I listen to songs.

In English, the verb *listen* necessarily takes the preposition *to* soon after it. But in Pahari, like other regional languages and the national language, usually no preposition is required after the verb *sunais*, which is Pahari equivalent of the English verb *listen*. That is why in accordance to Pahari translation; *kaday kutay main ganay sunais*, the right preposition is missed in the English sentence.

2*. I went to * clerk office.

2. I went to the clerk office.

Mein clerk office vich gayas. This is a typical example of mishandling of articles as Pahari does not have any of articles. So the learner has missed writing it because of MT intrusion. Not writing the preposition *to* and the definite article *the* in sentences 2 and 3 support Selinker's theory of Inter Language and are included in the category of Omission as proposed by Corder.

3*. *Sir* came to the class and *say* introduce *yourself*.

3. A male teacher came to the class and asked us to introduce ourselves.

In informal and common Pahari conversation, the word used to refer to a male teacher is *sir* and for a female teacher is *madam*. In the third sentence, the participant's choice of the word *sir* is because of his MT's intrusion in the second/foreign language learning. So, he used the same procedure for choosing the word *sir* which resulted in an inappropriate word choice instead of the *a male teacher*. Then, the second clause is also a typical error caused by L1 interference due to unawareness of the rule of changing the tense of direct speech into the respective tense in past when the reporting verb is in past indefinite tense. In the Pahari language indirect speech does not need tense change which is evident through the Pahari sentence structure as; *Sir klasa vich aaey tay aakhya keh apna ta'aruf karao*. Another faulty choice of a lexeme due to L1 syntactic rule implication is the word *say* which must be *asked* according to English syntax to describe something to do in past tense. But in Pahari, it is *aakhaya* that is *say* in English. This Misformation is because of the MT interference during the second /foreign language learning. So, the example favours both the theories used as theoretical framework of the present study.

4*. I reached there at *exact* 3:30. (repeated example in some other MTs as well)

4. I reached there at 3:30 sharp.

The Pahari version of this declarative sentence is *mein uthay pooray 3.30 bajay ponches*. Depending on the MT word order, *pooray 3.30*, the participant has written an alternate for *pooray*, *i.e.*, *exact* which is not the appropriate word choice for showing accuracy of time in English. The right lexeme is *sharp* in this context.

5*. There was *very* hustle and bustle.

5. There was much hustle and bustle.

The Pahari lexeme *boun* is translated into *very* thinking it as the exact alternate of the adverb in this English utterance for the Pahari sentence, *uthyain boun nas phaj si*. The participant should have used *much* as the appropriate choice because *very* is used for emphasis. On the other hand, *much* shows the extent or degree to which that hustle bustle was there. Though *very* is also an adverb of degree but besides this grammatical class, it is also used for putting stress. So in the aforementioned sentence it has been used to refer to the degree not for emphasis. That is why *much* should be the correct one to be used. This example of error is in accordance with IL.

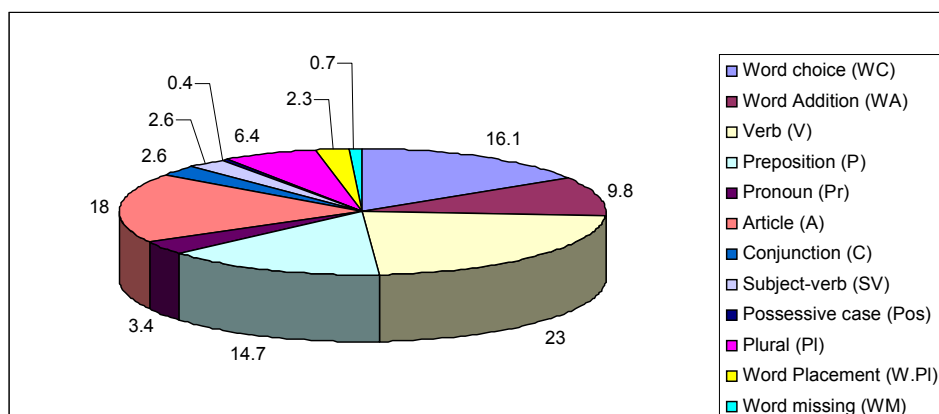


Figure 9: Percentage of Errors among Pahari Participants

The chart illustrates the percentage of errors of each grammatical class found in samples from the Pashto speakers. Each class has been given an individual colour for its separate differentiation and clarification. 23% is the highest percentage of the grammatical category, verb (V) which shows that for the Pahari participants choosing the correct form of verbs was the hardest area. Preceding this highest percentage class is the percentage of errors in articles, 18.04% pointing out the participants lack of confidence in this area of syntax. Quite close to the percentage of articles is the category of word choice with 16.1%. The difference between the percentages of articles and word choice is little. Then, the calculated percent of errors of prepositions is 14.7%. Principally, inclination towards the mother tongue led to these prepositional errors. The percentages of other classes are; word addition (WA), 9.8%; plural (Pl), 6.4%; pronoun (Pr), 3.4%; conjunctions (C) and subject verb (SV), 2.6% each; word missing (WM), 0.75% and possessive case (Pos), 0.4%.

Table 22

Frequency of Errors among Shina Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	86	19.3
2.	Word Addition (WA)	99	22.2
3.	Verb (V)	122	27.35=27.4
4.	Preposition (P)	52	11.6
5.	Pronoun (Pr)	12	2.6
6.	Article (A)	5	1.1
7.	Conjunction (C)	13	3
8.	Subject-verb (SV)	14	3.1
9.	Possessive case (Pos)	05	1.1
10.	Plural (Pl)	25	5.6
11.	Word Placement (W.Pl)	06	1.3
12.	Word missing (WM)	07	1.7
13.	Total	446	

According to the data presented in table above, the maximum number of errors have been reported in the realm of verb, 27.4%. The examples of these verbal errors are discussed in table 23.

Table 23

Errors of Word Choice among Shina Participants

Incorrect sentence	Correct sentence
1. That 's why, I <i>left</i> studies.	1. That was why, I quit studies.
2. Many channels are <i>provide in</i> T.V.	2. Many channels are provided on T.V.
3. I really <i>impress to</i> all teachers.	3. I was really impressed by all teachers.
4. I <i>am very happily</i> enjoyed this day.	4. I enjoyed this day very happily.
5. They <i>are given</i> priority to English.	They give priority over English.

That is why and *that was why* are used in English according to the tense, either present or past. But in regional languages of Pakistan it is spoken without time indicator and hence this reliance on the MT has become reason of the verbal error in the opening sentence of the table A1. The other error in the same sentence has been generated due to the wrong word choice of *left* in place of quit.

In sentences; 2, 3 and 4, the participants from Shina background committed verbal errors of *provided*, *impressed* and *enjoyed* correspondingly. Followed by the incorrect verb form, *provide* and *impress*, there are errors of the prepositions *in* and *to* instead of *on* and *by* in the second and the third sentences. Along with addition of auxiliary *am* which is not required in the statement. Further more, the participant could not figure out that *am* is helping verb of present tense but he used it in the past tense. This error shows how the MT syntactic structure meddled with the learning of the target language supporting Selinker;s point of view in IL and resulted in Corder's Misformation. Secondly, the word order of very happily is also wrong. The adverb of degree *very* followed by the adverb of manner *happily* here should be at the end of the sentence to make it syntactically sound.

The last sentence has also the same kind of verbal error. The helping verb of present tense are is added relying on Shina use of *ye'in* (which means *hey* or *hain*). So he inserted *are* to equalize *ye'in* . Secondly, the form of the verb *give* is also incorrect followed by wrong preposition *to*.

Intervention of the MT structure on learning a second/foreign language, English, is evident through the instances explained below:

*1. T.V is also *provide a* opportunity for students to gain some information.

1. T.V. also provides an opportunity for students to gain some information.

The Shina translation of this sentence is, *tivees talib e ilmo kar thay malumat hasil thou kai fursat day'een*. In Shina, *fursat day'een* means *mouqa dayti hey*. Instead of the correct form of the verb *provides*, the subject used *is provide* depending on the very structure in Shina for this form of the verb which is the cause of this verbal error. Thus, a Misformation occurred while relying on the MT syntax.

*2. I tried to speak *more and more* to my classmates and as well as * other friends who were *reading in* the university.

2. I tried to speak at maximum to my classmates and as well as to other friends who were studying at the university.

mas toum jamatiye ga lodi jou bodi mar tho kai koshish thegais matay yaray ke'is universitar parh'hens is the Shina translation of the statement which clearly supports the theory of Inter Language in the use of the word *parh'hens*. It is taken as the only Shina equivalent for the English words *reading* or *studying* which have different meanings.

*3. I *invited* them to come *at* my home for dinner.

3. I invite them to come to my home for dinner.

In the utterance three, *invited* is the verbal error which was found throughout the sample. The second error is that of the preposition *at*. In its Shina version, *mas raseet lom gootar raa'iko tikit ho thamos*, *gootar* means *at home (ghar per)*. The Shina alternates used for referring to *ghar per* or *khanay per* are two different structures depending on the following word. If it is a place like home, the Shina preposition *toor* is applied, so *gootar* means *at home*. But if the preposition refers to meal like dinner, Sheena offers *ti*, so *tikti* becomes *khanay par*. Employing the same MT syntactic structure model in the sentence three, the participant has written *at home*. Contrarily, in English, the preposition of place indicating direction to any place is *to* which clearly shows the MT interference in the learning process of the Shina participant in this statement and it provides a strong evidence to IL.

*4. Every official work *and* education is *done* in English.

4. Every official work or education is got in English.

The above mentioned statement is spoken in Shina as *her sarkari kom ga taleem angraizeer aki thaye'nin*. There are two errors; the conjunction *and* and the lexeme *done*. While conducting informal survey to know how the Shina sentence structure works, the researcher came to know that the way it is spoken *kam bey'in*, the same was used in the flawed sentence without using the appropriate verb for the word *education* which made the error to occur. This error of word choice is because of IL.

*5. I *come* to meet my family and *give mubarakbad of* eid.

5. I go to meet my family and exchange Eid greetings.

ma toum khandanit eid mubarak bad thou kit mulaqatit aaloonas is the Shina version of sentence 5. Here, *thou kit* means *to give* which is Shina influence on the use of *give*. Corder refers this wrong form of verb as Misformation. It also resulted in the error of word choice instead of *exchange*. The phrase *give mubarakbad of eid* strengthens the point of the theory of IL as suggested by Selinker how the features of L1 influence learning of the second /foreign language.

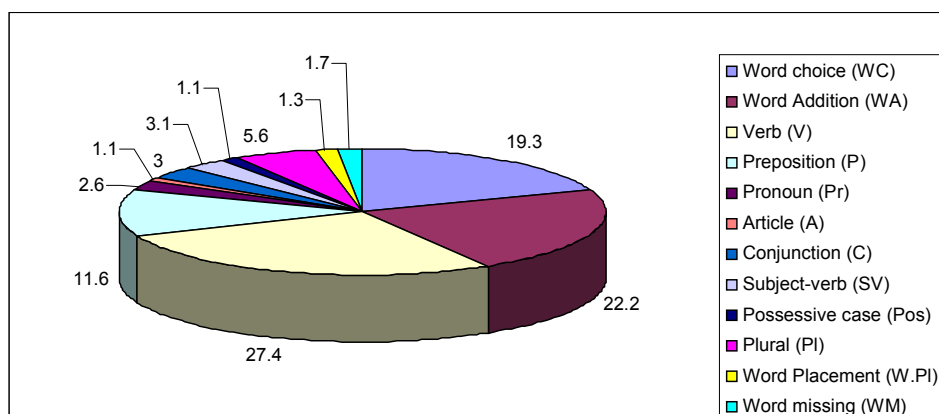


Figure 10: Percentage of Errors among Shina Participants

The pie chart explains the percentage of errors of the twelve grammatical classes in samples collected from the speakers of Shina background. A separate colour has been given to every category of errors to make it different from other categories. The area of verbs has the highest percentage of errors, i.e., 27.4%, like those of the Punjabi and Urdu samples. The nature of problem in verbal errors is the same. Participants are found to be incompetent in writing the right form and at times

aspect of verbs (V) in present, past and future tense. The percent of word addition (W.A) is 22.2%. These added words affected flow of sentences that eventually led to marring the syntactic structure of produced utterances in English. Selecting and knowing the correct word (W.C) or the word from the right grammatical class is the third hardest, 19.3%, area in terms of the percentage followed by prepositional errors, whose percentage is 11.6%. The errors from the classes from plural nouns is calculated to be 5.6%. The participants faced difficulty in using irregular nouns or to differentiate between singularity or plurality of nouns contextually. The errors showing close frequency and percentages are conjunctions (C) 3%, subject-verb (SV) 3.1% and pronoun (Pr) 2.6%. The remaining categories along with their percentages are; word missing (W.M), 1.7%; word placement, 1.3%; articles, 1.1% and possessive case of nouns. 1.1%.

Table 24

Frequency of Errors among Balti Participants

S. No	Types of Errors	Frequency	Percentage
1.	Word choice (WC)	60	20.9=21
2.	Word Addition (WA)	53	18.4
3.	Verb (V)	60	20.9=21
4.	Preposition (P)	19	6.6
5.	Pronoun (Pr)	06	2.09=2.1
6.	Article (A)	27	9.4
7.	Conjunction (C)	09	3.1
8.	Subject-verb (SV)	12	4.18=4.2
9.	Possessive case (Pos)	03	1.0
10.	Plural (Pl)	17	5.9
11.	Word Placement (W.Pl)	12	4.18=4.2
12.	Word missing (WM)	09	3.1
	Total	287	

The percentages of these grammatical categories reveal word choice (WC) and verb (V) to be the classes with the greatest number of errors. Their instances are discussed in tables 25 and 26.

Table 25

Verbal Errors among Balti Participants

Incorrect Sentences	Correct Sentences
1. I was informed by someone that our class <i>will</i> be * in <i>the</i> Iqbal Block.	1. I was informed by someone that our class would be conducted/taken in Iqbal Block.
2. This was one of the successes for me and I really <i>enjoy</i> it.	2. This was one of the successes for me and I really enjoyed it.
3. Almost in all <i>the</i> universities <i>espacially</i> in the top universities English is <i>use</i> as a source of communication.	3. Almost in all universities, especially in the top universities, English is used as a source of communication.
4. The question was that why these students always <i>sit</i> in * ground all the time.	4. The question was that why these students always sat in the ground all the time.
5. But most of * people <i>they are gives</i> fitrana to <i>other</i> poor people.	5. But most of the people give fitrana to poor people.

Table 25 shows all the verbal errors being the highest daunting area for these learners to master. In the third and the last sentence, the structure *they are gives* and *English is use* are typical examples found common in many regional languages. Furthermore, Balti version of this phrase is *khow minait* and *istaimal bait* (*dytay hain* and *istaimal hoti hy* in Urdu). Selinker calls these errors as L interference and Corder marks them as Misformation. Secondly, *other* is also extra here whose presence is not making any sense rather contextually it is a word added. In the second and the fourth sentences, participants could not use past form of the verb *sit* and *enjoy*.

Table 26

Errors of Word choice among Balti Participants

Incorrect Sentences	Correct Sentences
1. After that, I return to my home to <i>do</i> breakfast.	1. After that, I return to my home to have breakfast.
2. I go to * mosque with my brothers and after eid prayer we meet <i>together</i> and go to our <i>relative</i> for <i>paying</i> Eid <i>mubarak</i> .	2. I go to the mosque with my brothers. After Eid prayers, we greet each other and go to our relatives for greeting Eid.
3. I <i>thing</i> it is the second <i>big</i> university in Asia for * modern languages.	3. I think it is the second biggest university in Asia for learning modern languages.
4. I <i>am</i> very busy in my studies.	4. I remain very busy in my studies.
5. <i>Because</i> * we go to our <i>relative</i> house they feel <i>happeness</i> .	5. Because when/When we go to our relatives' house, they feel happiness.

Word choice is the erroneous class with the highest percent, 21%. This shows that choosing the correct form of verb and the right lexical items were equally troublesome for Balti speakers of English. The selection of the verb *do* in the first sentence is a clear case of interference of MT. In Balti, for having meal nashta *beit* (means nashta karta) is used which is directly translated into the TL as *do breakfast*. But the English language has certain collocations i.e., some words are used with certain other words which are hard for non native speakers to guess. So, this exemplar sentence shows the participants lack of knowledge about the collocation *take* or *have* with any meal which lead to a wrong word choice though form of the verb is right. To overcome this weakness, the participant applied the pattern from his mother tongue favouring Selinker's idea of inter language.

The statement 2 has many errors reflecting the participant's level of linguistic competence. Very frequently occurring error of slipping definite or indefinite articles with places due to unavailability of these in the Pakistani regional languages.

Consequently, the participant did not write down the definite article *the* before the noun, *mosque*. This is what Corder suggests as Omission. Then, the conjunction *and* has been used here like a hook to join sentences instead of using period at the completion of individual thoughts. *Meet together* is not only an error of choice of words but also is a spelling error. With reference to the festival of eid, the intended meaning to be conveyed is to *greet each other*. But the way, it is spoken in the MT as *natang apas la Eid thukeit*, is taken as such in English sentence. Similarly, in the last error of the sentence, in use of the word *paying Eid mubarak*, is literal translation from MT to the TL where the participant wrote *Eid mubarak min mala* (*Eid mubarak deyney k liye*) in place of greeting Eid or exchanging eid greetings. Thus, happened to be an error due to the impact of L1, one of the key factors of Selinker's theory of Inter Language.

The third sentence also has a spelling error of *thing* for *think*. Focusing the syntactic error is writing the adjective *big* in a sentence which needs to have superlative degree of the adjective for showing comparison for more than two entities. The right word is *biggest*. This error is followed by omission of word which has marred meaningfulness of the very utterance.

I am very busy in my studies, and, *I remain very busy in my studies*, syntactically both are sound. However, both describe different scenarios. The former shows the state of being busy currently, in that point in time. On the other hand, the latter shows routine based on the repeated action. According to the topic of *My Hobbies*, it should be in simple present to portray the repeated action. Ignoring the spelling error of *happiness* in the last sentence, the statement is reported to have the error of conjunction, *because*. The beginning of this clause with the conjunction introducing reason, *because* is not in harmony with the main clause. The main or result clause explains happening of the main clause action conditioned to the dependent clause which should have conjunction of time *when*. Another error found was not using apostrophe of possessive case with the noun as *relatives' house*. This is the error of Omission (of apostrophe) and Misordering according to Corder and they happened because of reliance on the mother tongue syntactic rules.

Other instances of Balti samples which reflect Balti intercession in learning of the English language are:

*1. *On watching TV we also know about different ads.*

1. By watching TV, we also come to know about different ads.

The verb *know* in English is used to convey the idea that the person is already aware of any fact or information. He has that in mind. But the phrase *come to know* is contextually different. It refers to any information that somebody happens to know suddenly by someone. *natang TV la satas na pi ishtahar ghang kuni pata goen.*

*2. *I used to read Urdu novels because their stories are very near to our real life.*

2. I read Urdu novels because their stories are very close to our real life.

nasi urdu novel zer bin dow fari diyo ni roong poe nati haqiqi strokh ishin nimor yout pin is the Balti version of the sentence two. Apart from the addition of *used to* in this statement, the use of the word *near* in the faulty sentence is because of Balti intrusion in producing the English equivalent. In Balti, *nimor* is spoken to describe physical or metaphorical distance of the things. But in English the *near* and adjective *close* are used contextually differently. So the participant has written spoken version of *nimor* as *near* which is considered and taken as common alternative for *nimor*. And hence, caused an error of IL proposed by the theory of IL.

*3. *I intered first time in the NUML.*

3. I entered NUML for the first time.

The word order of this sentence is *Na namaling chogh pa/ doon la song* in Balti. This wrong word order led to Corder's error of Misordering because of the word order followed in the participant's mother tongue i.e., IL.

*5. *When I reached outside of diploma B1, a teacher was taking * class.*

5. When I reached outside diploma B1, a teacher was taking the class.

Relying on the Balti syntax, *diploma B1 ni bahar thon mana dey ka ustad pow si klas poe laynen yout sookkh* the participant has used *na* as alternate of the English preposition of place *of*. Contrarily, the English equivalent of *na* is *not* needed in the English sentence since the adverb of place *outside* means beyond the boundaries. Addition of the other adverb of place *there* (*dey ka* in Balti) in the participant's sample is also an instance of MT influence on the TL. The way participant spoke that in Balti, he has transferred it negatively in English.

*6. I took permission from her and *sit behind of the class* because the classroom was full of students.

6. I took permission from her and sat back because the classroom was full of students.

Just like the sentence analysed above, the ungrammatical English phrase *sit behind of the class* is the mirror of the Balti phrase *klasi gee'ub tu dook*, (means *class key pichay baith gaya*). The participant translated this phrase from his MT into English. The phrase *sit behind of the class* has two errors. The first error is the wrong form of the verb *sit* and hence, became an error of Misformation as has been suggested by Corder in his theory of Error Analysis. So this has become the reason of adding the preposition *of* and incorrect word choice of *behind* instead of *back*. In Balti, behind and back are different but their only alternate in Balti is *gee'ub* so *class key pichay* is translated into English favouring the theory of IL.

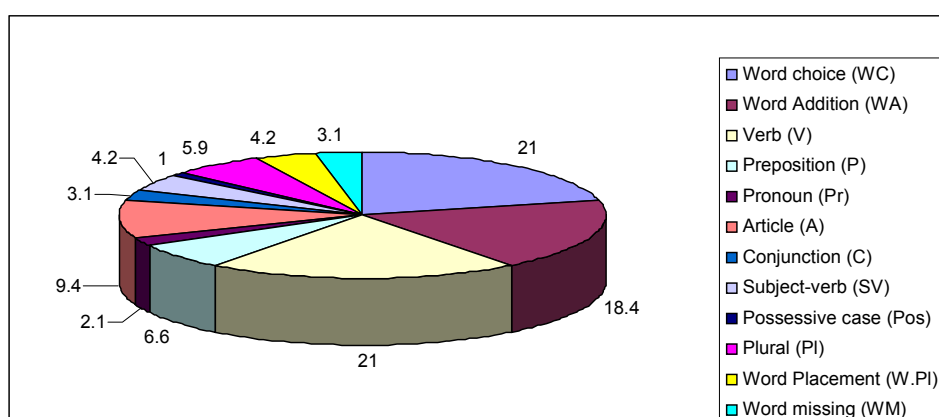


Figure 11: Percentage of Errors among Balti Participants

The twelve different categories of various parts of the English speech have been illustrated through this pie chart, each colour representing each category of the Balti samples. For these participants, the chief tough grammatical areas are two, i.e word choice (W.C) and verbs (V) with the highest numerical value of both 21%. Lack of knowledge about the target language led to affect the English syntax of the Balti speakers. The second most troublesome class showing close percentage to 21% of verbal errors, is of those words which were not required altogether in utterances (W.A), is 18.4%. Prepositional (P) and article (A) errors followed the word addition. their percentages of errors are 6.6% and 9.4%. The percentages of other categories are; plural (Pl), 5.9%; subject-verb (SV) agreement and word placement (W.PI), 4.2% each; 2.0%; word missing (W.M) and conjunctions (C), 3.1% each; pronoun (Pr),

2.1% and possessive case (Pos), 1.0% though found to be low but they contributed in marring the sentence structure of these participants of the Balti back ground.

The participants were found to be inept in identifying the correct and different forms of, either regular or irregular, verbs (V) in present, past and future tense. Knowing or choosing the right word (W.C) or the word from the right grammatical class is the second most troublesome area in terms of number and ultimately the percentage. Closer to W.C are the percentages of article (A) and word addition (W.A), 16.5% and 15.6%, which are also quite close to each other. The percentages show these local speakers of the respective mother tongues can not use articles of the English language precisely and they have written extra words in sentences which led to syntactic errors. Prepositional (P) and pronoun (Pr) errors have been calculated as 9.3% and 5.7% percent. The errors of low frequency are; plural (Pl) 2.7%, conjunctions (C) 2.4%, subject-verb (SV) 2.1%, word placement (W.Pl) and word missing (W.M) 1.8% each and (Pos) 1.2% percent.

4.1 Analysis of the First Research Question

This part of data analysis answers the first research question and its three subsidiary questions, which are:

1: What are the common types of syntactic errors made by the participants coming from various linguistic back grounds of Pakistan?

- What is the frequency of all these errors?
- What are different categories of these syntactic errors committed by the study participants in written composition?
- What are commonalities and differences between/among these errors if they exist?

The individual tables of each mother tongue represented the twelve grammatical categories. These tables present the number of errors of each category along with their percentages.

4.2 Analysis of the Second Research Question

The second research question states:

2. Out of all these errors, which is the most common syntactic error among all MTs?

To answer this question, percentages of errors of all categories were compared to figure out the most problematic grammatical class for the Pakistani learners of different linguistic background. The table given below illustrates the comparison among samples of all mother tongues.

Table 27

Comparison of Errors of the Highest Percentages of all Mother Tongues

Mother Tongue (MT)	Category	Percentage
1. Pashto	WC	21.8
2. Punjabi	V	21.7
3. Urdu	V	23.5
4. Potohari	V	22.8
5. Hindko	WC	28.2
6. Sindhi	WC	22.3
7. Saraiki	WC	21.0
8. Kashmiri	V	25.7
9. Pahari	V	22.9
10. Shina	V	27.4
11. Balti	V	21
	WC	21

The data collected out of selected eleven languages spoken in different areas of Pakistan, the speakers of four regional languages; Pashto, Hindko, Sindhi and Saraiki, faced difficulty in choosing a context based appropriate word that eventually effected the English syntax. The participants from rest of the seven languages found many problems and verbs is found to have the highest percentage. So, the grammatical category of verb is identified as the major hurdle in these Pakistani

learners who speak different mother tongues depending upon the region from where they belong.

4.3 Critical Discussion

The errors committed by participants were found to belong to different grammatical categories. If these errors are seen through the theoretical frame work of Error Analysis by Pit Corder, they are classified into Errors of Omission, Word choice, Addition, Misformation and Misordering. And if the theory of Inter Language, by Selinker, is brought into focus for analysis of these errors, many/some of them mirror interference from their mother tongues. Omitting English article; *the, a* and *an* and placement and wrong form of personal pronoun *I* in phrases like *me and my friends/family/bothers* are typical instances of Errors of Omission and Misordering, respectively. These errors strongly show the impact of participants' mother tongues on their learning. Because of non existence of articles in Pakistan's regional languages and the national language, the participants usually came up with omission of articles. Secondly, L1 interference is also quite evident in the participants' usage of phrases like mentioned above. In the national language, which is Urdu, or any other regional language, there is no fixed pattern of translation of the phrase, *my friend and I*.

As far as the Error of Misformation is concerned, the researcher has named it as Verbal Error and she included all problems related to tense and form of verbs in this category. So, *drinked, was came, taked, tooked*, etc were counted in this category of errors. Any part of speech which was extra in the sentence was taken as Error of Addition. They included unnecessary use of articles, words and phrases etc. Many participants failed to use a suitable lexical item according to a given situation which affected the sentence structure and ultimately, also marred the meaning conveyed. This was called as Error of Word choice. Moreover, Errors of Misformation and Word choice happened because of participants' incompetence in the target language. But Errors of Addition may have occurred due to the mother tongue interference. All in all, these errors proved interference of mother tongues' prepositional, lexical, syntactic and verbal features.

The chapter extensively analyses and interprets the collected data and describes how the participants' respective mother tongues played the role (negative transfer) in causing these errors likely to happen. Tables and pie charts have been

provided side by side for the sake of further clarification and better understanding of the readers. The findings of the study have been concluded in the next chapter along with recommendations.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

This chapter provides a detailed account of findings and interpretations of the data in the light of the theories of Error Analysis (EA) and Inter Language (IL). The result of the study has been wound up in conclusion which paved a way to recommend some strategies for language teachers to facilitate the Pakistani learners who actually speak a variety of mother tongues depending on the region from where they belong.

Though the population of this study had completed twelve years of their academic qualification yet being non native speakers of English, these participants committed many syntactic errors which the researcher has divided into following twelve grammatical categories:

- | | |
|---------------------------------|--|
| 1. V (verb) | 7. P (preposition) |
| 2. W.C (word choice) | 8. Pr (pronoun) |
| 3. W.A (word addition) | 9. C (conjunction) |
| 4. W.Pl (word placement) | 10. A (article) |
| 5. W.M (word missing) | 11. Pl (plural) |
| 6. S.V (subject verb agreement) | 12. Pos (possession using
apostrophe) |

As a language teacher, the researcher has been observing students' syntactic problems while speaking and writing which mar the flow of speech and create hindrance in effective communication. Though the students come with a long learning experience, yet their structures are not grammatically sound. They face problems in multiple areas of grammar like forms of verbs; regular or irregular verbs, transitive and intransitive verbs, subject verb agreement and singularity or plurality. So

apparently, it is a very common place topic on which many researches have been conducted nationally and internationally. But significance of the current study lies in its consideration of these errors with respect to almost all major regional languages spoken in Pakistan. And then, these errors were analysed for the sake of comparison from the perspective of the respective mother tongue interference while learning the target language, English.

5.1 Findings of the Study

The data comprised evaluation tests that were collected from the students who had enrolled themselves in the English language course at Diploma level, at NUML, F.C Department. Out of these evaluation tests, the researcher found her study participants to have ten different regional language backgrounds namely:

- | | |
|-------------|--------------|
| 1. Pashto | 7. Hindko |
| 2. Punjabi | 8. Saraiki |
| 3. Urdu | 9. Sindhi |
| 4. Potohari | 10. Kashmiri |
| 5. Pahari | 11. Shina |
| 6. Kashmiri | 12. Balti |

The results showed that these Pakistani learners committed a great number of errors in their composition because of incompetence in English syntax. They are noticed to be from different areas of syntax. The researcher classified them into twelve classes. After counting errors from each category of individual mother tongues, total numbers of all the errors for the particular mother tongue were calculated in order to determine the percentage of each class. The class of errors showing the highest percentage, among rest of the errors, was identified as the model problematic class. Likewise, the model class of errors was determined for every mother tongue. Through tabulation of errors filtered out from the data, the researcher further tabulated all the mother tongues with the percentages of errors of their most difficult model grammatical category. Followed by this individual and the most occurring error class, all the tables of eleven mother tongues were compared to seek out the most commonly committed error among mother tongues being studied. Based on the analysis of the data the following findings have been drawn:

- For the participants having Punjabi as their mother tongue, the grammatical category of verbs was discovered to be the most difficult area. Out of the total number of errors, 21.7 % of those errors were from this area.
- Kashmiri, Pahari and Potohari regional languages are similar in their sentence structures. Correspondingly, the participants from these linguistic back ground made the highest errors in the category of verbs. These errors were 25.7 % for Kashmiris, 22.9 % for Paharis and 22.8 % for Potoharis.
- Just like native speakers of Punjabi, Kashmiri, Pahari and Potohari and the participants with Urdu as their mother tongue made 23.5 % verbal errors as the highest scoring group of errors.
- The tests collected from the province of Gilgit Baltistan were found to be from the mother tongues of Shina and Balti. Here too, verbal errors were counted to be the highest. This is 27.4 % in Shina and 21 % in Balti.

In all these participants, who committed majority of errors from the category of verbs, the nature of errors was the same. No particular patterns in the nature of these verbal errors was discovered.

Most of the participants were unable to use forms of verbs aptly and contextually. Firstly, it was not an easy task for them to retain the difference between regular and irregular verbs. And then, to memorise present participle and past participle forms of verbs is equally difficult. Corder's category of Misformations like **spended*, **to visited*, **is speak* are examples of such verbal confusions creating errors. Secondly, errors depicting aspects of verbs were also found. At times the participants failed to write verbs in the required aspect. For them, it was a confusion to decide the aspect of verbs according to the desired action; simple present for describing routines or hobbies or progressive actions. Majority of them kept switching verbs from one tense to the other, usually present or past, without identifying the correct one for the given topics.

Verbal confusions and placement of auxiliaries related to narrate anything from direct into indirect speech, were found to be another hurdle in this regard. Some examples of this type are:

**We bought new cloths for Eid* (this sentence is from the topic *How do I spend my Eid?*). **Cricket is being a good hobby for everyone. Then we came in class & attending class* etc. Many such instances of these samples revealed that mother tongue interference is responsible for these errors to a great extent but it is not the only source of errors.

The findings related to other grammatical categories having the highest percentages are given below:

- In the participants from Hindko back ground, the top most errors were counted in word choice. It is 28.2%.
- In addition to verbal errors of 21 % in the Balti participants, their percentage of errors in failure to choose the right lexical items is also 21%. So for Baltis, the trouble is double i.e, they need to combat two separate problematic grammatical categories at the same time.
- The maximum errors counted from the Sindhi participants were from the sphere of word choice. It is 22.3 %. Wrongly selected words created problem in generating sense in sentences.
- Similar to the Sindhis, participants speaking Saraiki as their mother tongue made the greatest number of verbal errors whose percentage is 21. But besides these verbal errors, they also showed a noteworthy number of errors in the use of articles, i.e 19.1 % . The percent value of article errors signifies that gravity of these errors is not less than verbal errors. As the regional languages and the national language do not have any article system so, the participants on the whole were not aware of using definite or indefinite article. That was why, they did not write the definite article *the* before ordinal numbers and single countable nouns; *on * first day, *hot day*. This is what Corder refers to Omission.
- The analysis of the data revealed that the participants from the Pashto background found two areas of the English syntax intricate. Firstly, they made the greatest number of errors in selecting a suitable word (WC) in a given context while constructing sentences. They were calculated to be 21.8 %.

- Secondly, with a negligible difference of few points, is the percentage of errors from the grammatical category of word addition (WA), 21.4. This insignificant difference between the percentages of WC and WA indicate that gravity due to errors occurred because of word addition is almost equal to the errors of word choice. That was why, the participants wrote extra words in their utterances.
- The analysis of the data unfolds that Pashto, Saraiki and Balti speakers, each had to face two grammatical areas in addition to errors of other categories and as compared to the speakers of other mother tongues, whose major class of errors is one.

Other than these model classes, the errors committed due to faulty prepositions and articles can not be ignored for improving writing skills.

5.2 Limitation

The validity of the study would have increased if some language expert(s) had been consulted.

5.3 Recommendations

It is a natural phenomenon to commit errors during any learning process. Evolution of Pit Corer's theory of Error Analysis (EA) changed the linguists' attitude towards errors while learning a second/foreign language which are not considered anything negative anymore. Rather they are thought to give insight to learners' current learning level, i.e. how much and how well he has learned and which areas of language learning need extra attention following or any modification in teaching methodology.

These findings helped the researcher offer some recommendations for language teachers. There is a need to update and mould their teaching strategies according to the weak area(s) of the speakers of the respective mother tongue by focusing their most troublesome areas figured out in this research. So the researcher is in a position to put forward the following recommendations on the basis of the findings of the result depending upon errors having the highest percentage in each mother tongue:

- For learners from Punjabi, Urdu, Potohari, Kashmiri, Pahari, Shina and Balti background, language teacher should design situation based activities of verbs as in these speakers the maximum number of errors have been recorded from the category of verbs. To clear ambiguities related to forms of verbs in past, present and future tense along with aspect of tenses as progressive and perfection These activities can be very helpful. Additionally, teachers should brief them about regular and irregular forms of verbs with sufficient examples and drills by making them conscious besides reinforcing their usage as much as possible. In the beginning, open book technique can be effective. They can be asked to choose a verb from their course books and make any type of sentence in, for an example simple past tense, by identifying the very sentence structure in the demanded tense and using the past form of the verb from the book. Consulting the course book for grammatical concept will help them master at least those limited number of verbs which are provided. Later on, considering their caliber and pace other verbs can be added for developing flow in the stream of learning. In this way, it is hoped that it will lessen the frequency of errors and habit of consulting books will consolidate their learning retention of the seen verbs and words, overall.
- Before giving any topic in the class for a writing composition in the target language, providing the relevant vocabulary items will make it easier for Pashto, Hindko, Sindhi, Saraiki and Balti learners of English to do better. As compared to other participants, these learners have more issues in choosing a suitable word to express their ideas. Specifically for learners of these regions, it will be a great benefit to provide them with word bank along with the topic of writing. Teachers need to be more patient and accommodating with these learners who show weaknesses in more than one area because at a time, they have to cope up with multiple areas at the same time. Furthermore, students should be encouraged to use and consult dictionaries and thesaurus to search a variety of contextually suitable synonyms of one word.
- Quite contrary to the rest of the speakers, Pashto speakers came up with maximum errors in word choice (W.C) and word addition (W.A) which suggest that they have major issues in these two areas of syntax. The problem in word choices in these speakers can be eradicated by using techniques

discussed for Hindko, Sindhi, Saraiki and Balti speakers that is consulting dictionaries and thesaurus. But for remedying addition of unnecessary words, the English sentence structure needs to be strengthened making Pashto learners conscious of direct method. They should be encouraged to have blue print of their thought in English. So when they have to construct a sentence, they are able to write in a better version of the target language.

In addition to the errors of highest frequency in all languages, some measures must be taken to remedy errors of articles and prepositions. After verbs, words choice and word addition, they are noticed as the areas which learners found difficult specially with reference to their mother tongues. All regional languages do not have articles so writing them appropriately was very confusing for them. Similarly, the English prepositions are categorised on the basis of movement, direction, time and place. Some of them are overlapping, i.e. same preposition can act as the preposition of time and place, for an instance *at*. Its usage in the sentence decides its type which created problem for these non native speakers of English. Some recommendations to control frequency of these errors are:

- Ample elaboration with suitable instances and practice would help learners to master prepositions. For this purpose, they should be taught prepositions of place, direction, time and movement separately.
- The concept of using indefinite articles, *a* and *an*, with countable and definite article, *the*, in a number of conditions is not easy to retain unless they are reinforced repeatedly.
- While reading or writing they should be made conscious to identify articles and these types of prepositions along with their types.
- Slowly and gradually, teachers should keep on integrating the new concepts with already learnt ones. It will be beneficial for students to use ongoing concepts along with the topics which have been discussed before. It will enable them to develop link and co ordination in concepts and the four skills.

These are some of the specific areas that need to be paid additional heed by language instructors to help these speakers from different regions of Pakistan. Side by side some general recommendations to lessen syntactic errors for improving their writing skills are:

- To make syntax easy, it is important that they should be taught with situation based strategy. For this purpose, the grammatical topics must be assimilated with their practical application in writing skills to make it real and life like. For instance, while teaching functions of present progressive tense, after explaining the very sentence structure of this tense, teachers should brief students about its usage other than just referring to ongoing activities at the moment of speaking in present. For an instance:
- It will help them to use it with better understanding that though this is present progressive but it can refer to time that is yet to come, i.e. future.
- For clarity of simple present tense, students should be explained and given separately its usage for; repeatedly habitual actions or routine, expressing likes or dislikes, hobbies, imperatives comprising requests and commands like instructions. For reinforcement, they should be given frequent drills. Practicing any grammatical topic just once or twice would not suffice especially when their English comprehension is also not satisfactory.
- On the daily basis, writing in the classroom under teachers' active supervision will also be an effective practice. While taking rounds during the writing activity, teachers would come to know about the errors and difficulties which students are facing individually and topic wise. They can be given on spot guidance and clues to remedy their errors themselves. It should be a very tactful way of making them conscious of errors till they make them to mistakes, self correction and ultimately become flaw less in the writing skills.
- Haider (2014) stated that before writing, students' reliance on Urdu (L1) for translation of the sentence into English is a very frequent practice that makes the task difficult. Likewise the researcher also found that it leads to the errors of word and phrase order in sentences in regional language as syntax of the MT and English does not match. To remedy this mal practice, they must be encouraged to use direct method.
- Writings done in class can be given to peers for their review and cross marking. This peer review technique can also be advantageous to make learners conscious of the errors.

5.4 Conclusion

The primary concern of the current study was to find out common syntactic errors which the Pakistani learners of various linguistic backgrounds make. Through this study, the researcher has drawn conclusion that the theory of Error Analysis proved to be fruitful in classification of these errors which are principally significant for teachers to understand the mechanism behind occurrence of these errors to design activities and bring a positive change in their teaching strategies and methodologies to counter them. Similarly, the theory of Inter Language has helped to see the errors which were committed due to negative transfer from their mother tongues like articles which are non-existent in participants' mother tongues, prepositions which are attempted wrongly mainly because of translating the utterances of mother tongues into English. On the same lines, the participants have also used MT structures as equivalents of L2 syntax to make up their incompetence in English. These both points indicate MT interference on the English learning. As far as errors of model classes are concerned, some of them are due to mother tongue interference and some may be developmental errors. To sum up, Pakistani learners of English depend on their mother tongue knowledge while learning skills of the target language. It is because, moreover, translation process takes place which results in MTs interference leading to syntactic errors.

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