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IDENTIFICATION OF ERRORS IN ENGLISH MADE BY THE STUDENTS AT GRADUATION LEVEL IN BAHAUDIN ZAKARIYA UNIVERSTY MULTAN

Ejaz Hussain[1], Muhammad Tariq Ayoub[2], Abdul Ghafoor Awan[3]

ABSTRACT: The objective of this research paper is to identify the errors made by the College students in English subject during test or examinations. For this purpose, we constructed a questionnaire and collected data from 200 sampling students and 50 teachers of English subject. The respondents were selected randomly from male and female colleges located in the jurisdiction of Bahauddin Zakariya University Multan. Field survey and interview methods were used to collect primary data from sampling population. The study found that the students used to commit different types of errors. They usually make the errors due to inter-lingual and intra-lingual factors. So it was concluded that students should focus on the identification of errors, grammar rules and practice of writing exercise.

Key words: Errors, Correct sentences, Second language learners, inter-lingual, intra-lingual.

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1. M. Phil scholar, Department of English, Institute of Southern Punjab, Multan
   Ejazkhankorai@gmail.com/cell#0333-6484507
2. Assistant Professor, Govt. College of Science, Multan. tariqayoub2000@ yahoo. com/Cell# 0302-7533645
3. Dean, Faculty of Management and Social Sciences, Institute of Southern Punjab, Multan.ghafoor70@yahoo.com. Cell #+92316015051.

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1. INTRODUCTION

Error analysis plays a vital role in language learning. It is the test of one's knowledge of the language one is learning. It gives a direct approach to the observation of actual learner's output. It helps the researchers in knowing how the learning process is advancing. Error analysis is also important because it directly provides methodology to study the learner's errors. The study of errors has a core role in the evaluation of learning and teaching language a. As English language has got the status of Second language as well as of official language, it has become the demand of the day. Every learner wants to learn its grammar and whole grammar can be packed into error analysis. So error analysis of English language is very significant in learning English. Through error analysis we can see to what extent the learner has the command of grammar at syntactic level, semantic level or morphological level. This study enables the students to write without errors and with confidence. It enables him to enhance their accuracy and fluency in their writings as well as they are able to identify errors in English writings and correct them.

Error analysis is used in every field of life. Mathematicians and scientists are interested in analyzing the errors made by students to determine good ways of teaching in an efficient way. In the field of language acquisition, we analyze causes of different types errors made by English language learners. For instance, in error analysis, we are not interested in counting mistakes like misplaced commas. Here we are interested in error identifying the reasons why the students misuse commas. Likewise, if commas are regularly removed from sentences, error analysis helps us in finding out that the leaner is not clear about the usage of comma. Random omission of comma, for instance can be for many reasons such as hurry, worry or any other problem.

Error analysis occupies a great place in the theory of language acquisition. Contrastive theory studies a pair of languages to identify the similarities and

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dissimilarities within linguistic structures. It helps the experts of language in identifying what type of errors are being made from the first language (L1) to the second (L2). For instance, if a leaner makes omission of a comma randomly, it reflects that the L2 learner was writing too hurriedly to take a gap between two complete ideas into account. However, the systematic omission of every comma between two independent clauses pinpoints lack of understanding of the rules of a comma. Ignoring that rule in a person's L1 probably causes the same mistake in the L2 as well; this is known as transference. It is considered the only cause of error that contrastive analysis allows.

1.1 Background of the Study

Identification of errors has been a subject of great interest for the linguists. There are two primary causes of errors: inter-lingual errors and intra-lingual errors. Inter-lingual errors interfere with the mother tongue and cause errors in acquiring second language. Intra-lingual errors are committed within the language. Identifications of errors made by the students of B.A. at inter-lingual level as well as intra-lingual errors have been a matter of great curiosity among the language scholars. According to Richards (1971) the learner tries to derive the rules behind the data to which she has been exposed and may develop hypotheses that correspond neither to the mother tongue nor to the target language: (Richard , 1974)

According to Corder (1974) there are three sources of errors which are given below:

1) Language transfer

2) Overgeneralization

3) Methods or Material used in the Teaching

1.2 Objectives of the Study

The objectives of our study are outlined as under:

1. To identify the causes of errors made by the students studying at colleges situated in the jurisdiction of Bahauddin Zakariya University Multan.

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2.To identify what types of errors are made at graduation level.

3.To suggest the ways how to minimize these errors.

1.3 Scope of the Study

The main aim and objective of this research is to enable the students of graduation level to identify errors, establish a procedure how to recognize them and then correct them. This research will help the students to identify errors, analyze them and then correct them as well. It will also help them to express themselves in English language free from errors. This research will enhance their ability in writing skills. This research will also help them in doing well in English language papers in competitive exams. By the identification of errors, they will also be able to attempt their paper of English language free from errors and in this way they have perfection in their writing skill and it will also enhance their confidence in English Paper of any competitive exams if they attempt after graduation. The answers without errors always have a good impact of the student on the examiner. In this it will help the students to obtain maximum marks in the paper of English Language. To identify an error, we need to know what constitutes an error and to establish a procedure how to recognize it. For this purpose, there are four successive stages.

1.5 Research Questions

The research questions of our study are the followings: -

1) Which types of grammatical errors are made by the students at graduation level?

2) What are the causes of the errors made by the students at graduation level?

3) Does the identification of errors improve the writing skills?

4) What problems are faced regarding errors by the students?

5) To diagnose the areas of errors both in writing skill and speaking skill.

6) Is the mother tongue interference the main cause of errors in English language learning?

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2. REVIEW OF LITERATURE

In this section, we will discuss those studies which were conducted on common errors and types of errors made by the students during the course of tests and examinations. The brief sketch of relevant studies is given below:

Richards (1971) points out that the errors reflect the learner's structure of the mother tongue and generalizations. Richards (1974:6) explains that the learners try to derive rules behind the data to which he/she has been exposed and may develop hypothesis that correspond neither to the mother tongue nor to the target language."

Corder (1974) identifies three sources of errors:

1. Language transfer

2. Overgeneralization

3. Methods or material used in the teaching

James (1998:178) pinpointed three major types of errors:

1. Interlingual errors: the interlingual errors are related the interference of mother tongue. These errors occur when "an item or structure in the second language reflect some degrees of differences from and some degree of similarity with the equivalent item or structure in the learner's first language"(Jackson1981:101).

2. Intralingual errors are based on learning strategy and communication strategy.

3. Induced errors "result more from the classroom situation than from either the student's incomplete competence in English grammar" Induced errors are: material induced errors, teacher-talk induced errors, look-up errors, errors induced by pedagogical priorities and exercise based induced errors.

Awan (1987) contends that Error Analysis is one of the most influential theories of second language acquisition. It is related to the analysis of the errors committed by L2 learners by comparing the acquired norms learners with the target language norms and highlighting identified errors.

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Crystal (1999, p. 108) states that "Error Analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language."

Corder is (1974) is considered as the "father" of Error analysis due to his article entitled "the significance of learners' errors". According to him, error analysis deals with the investigation of the errors of second language learners. Lim (1976) is of the view that one of the main aims of error analysis is to help teachers assess more accurately what would be for English as a second Language.

James (2001, p. 62) writes that Error Analysis refers to "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance". Abi Samara (2003) is of the view that Error Analysis can be viewed as "a type of linguistic analysis that focuses on errors committed by learners". Brown (2000, p. 224) writes that there are two main sources of errors, namely, inter-lingual errors and intra-lingual errors. Inter-lingual (Interference) errors are choosing errors that are traceable to first language interference.

According to Richards (1972) there are four major categories of Intra-lingual errors: They are:

(1) Overgeneralization

(2) Ignorance of rule restrictions

(3) Incomplete application of rules

4) False concepts hypothesized.

Richards (1970) categorized the learners' errors into three types: Interference errors -- caused by L1 transfer, Intra-lingual error -- caused by over generalized application of rules, and developmental error -- caused by developing a faulty hypothesis.

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In "A non-contrastive approach to error analysis" Richards (1971) identifies sources of competence error; L1 transfer results in interference errors; incorrect application of language rules results in intra-lingual errors; construction of faulty hypothesis in L2 results in inter-lingual errors. But all the researchers have not agreed with the above given distinction.

Kao (1999) conducted a research on discovering learning deficiencies in writing English by the Taiwanese students. He selected 169 compositions from 53 college students who were English major students. 31 students came from Fu Hsing Kang College and 22 students were taken from Soochow University. The result of the study showed that total errors found were 928, grammatical errors among them were 66%, semantic errors occurred 18% of the time and lexical errors with the least frequency were 16%.

Most studies were conducted in the field of identification, causes and sources of errors and it was found through error analysis that there were intra-lingual errors and inter-lingual errors. Besides, studies conducted on error analysis showed that mostly the most common types of errors are similar. Wrong use of tenses, wrong use of verb, wrong use of prepositions, wrong use of articles, wrong use of subject-verb agreement and wrong use of expression caused errors by the students of EFL.

Brown (as cited in Ridha, 2012, p. 26) defined error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner". The previous formal methods always discouraged errors and considered them a great flaw in language learning and utmost effort was done to avoid them. But now the things are totally changed. the errors are considered to be the "eternal unavoidable companion." In fact, study of errors proves advantageous in language pedagogies. it assists in all aspects from syllabus to material. The term corpus basically derived from Latin refers to the large

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body / collection of texts. Oxford English Dictionary defines corpus as "the body of written or spoken material upon which a linguistic analysis is based."

3. RESEARCH METHODOLOGY

This study is quantitative as well as qualitative. It deals with figures as well as with quality and perceptions. So both the Quantitative and Qualitative methods are applied in this study. Error analysis method has been used for the study.

3.1 Questionnaires

Questionnaires have been administered on two hundred students at graduation level. Objective type of questions has been given in the questionnaire. There will also be some subjective type questions. 50 questionnaires have also been circulated among the English teachers and language experts.

3.2 Interviews

In this regard, fifty students at graduation level have been interviewed. Twenty teachers of English language have also been interviewed to know their experience about the identification of errors and have their expert opinion to achieve the determined objectives.

3.3. Survey

The researcher conducted a survey through questionnaires and interviews. The university intimated the institutes about the research I am doing and requested them to facilitate me in this respect.

3.4. Data Collection

Data has been collected from the students at graduation level at both girls and boys colleges of the public sector located in the domain of BZU Multan. Two hundred questionnaires were given to the students of 4th Year and twenty questionnaires were given to the teachers of English Language. A test comprising errors was given to the students and they were asked to correct them. It comprises of questionnaire based on

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the observations, perceptions and suggestions regarding error analysis. Then the data collection was analyzed.

3.4 Sample of the study

The sample of the study consisted of 170, aged between 17 to 20 years. They were selected from Govt. Colleges and, both Boys and Girls Colleges. The English teachers are also the participants in this study. All the students were selected randomly. The participating students have been learning English for more than 12 years. Their native languages are Urdu, Punjabi and Seraiki but they were taught English as Foreign language. Besides, 30 teachers who are teaching English at graduation level participated in questionnaire and 10 supervisors of English from different colleges were interviewed to make this study authentic and credible.

4. DATA ANALYSIS

The aim of this study is to identify errors at graduation level in the jurisdiction of Bahauddin Zakariya University Multan, The results of this study reveal the fact that graduation level students make a lot of different types of errors in their writings. It is clear that students at graduation level make many errors in English scripts and the sources of their errors can be intra-lingual and inter-lingual. By making errors in English scripts, students show their lack of knowledge and by their identification, the teacher comes to know their weak fields of writing and encourage them to write in a correct way and this thing leads to writing free from errors. In order to analyze the types of different grammatical errors in the essay written by the students at graduation level, the errors were identified and categorized into different types of errors by five raters who were language experts. All of the raters received training from the researcher followed a guide for error analysis and correction of 100 samples as a pilot study and then the researcher reviewed it

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4.1 Verb-tense and form

The results of this study show that students make a lot of errors of verbs. 315 errors of verbs were counted which form 25 % of total errors.

Some people say that the women were meant to remain at homes all the time. (Incorrect)

Some people say that the women are meant to remain at homes all the time. (Correct)

4.2 Word order

The study shows that students also make the errors in word order of the sentences. They make the errors of word order on the model of their mother tongue. Such types of errors are made frequently because of intra-lingual errors. The students made 108 errors of word order of which 48 inter-lingual and 60 intra-lingual errors and both rate 10 %. All these word order errors were based on the intra-lingual transfer. Examples are given below:

Women are going fastly to mark their name in every field of life. (Incorrect)

Women are going fast to mark their name in every field of life. (Correct)

4.3 Subject verb Agreement

Subject-verb agreement is the most common phenomenon in English writing. Students mostly make errors of subject-verb agreement. According to the rules of grammar, the subject and the verb phrase in the English sentence should agree in number as well as in person. This sort of errors was of the highest rate in writing. 220 errors of subject verb agreement were noticed in this study. The study clearly shows that the students do not know the rule of subject verb agreement and due to lack of knowledge of this rule; they often make this type of errors.

Examples of errors in subject –verb agreement are given below:

The progress of a country depends on its women. Incorrect)

The progress of a country depends on its women. (Correct)

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4.4 Wrong use of prepositions

Prepositions also cause great difficulty in learning a foreign language. They are considered the most difficult part of grammar to be grasped. Wrong use of prepositions is almost frequently made by the students. Wrong use of prepositions can be given the third rank after verb tense errors. The study shows that students made 190 errors in the use of prepositions and form 18% of the total errors. For instance:

The village women remain most of the time on their homes. (Incorrect)

The village women remain most of the time at their homes. (Correct)

4.5 Wrong use of Articles

Use of the English Articles (a, an and the) is also a problematic area for the students. Students are always on the horns of dilemma when they face the problem of articles. They are caught in confusion which article should be used and which should not as they do not have any articles in their mother tongue. It has been noticed that though the students at graduation level make errors of articles but they are not as much as those of tense or prepositions. It is because the students when they reach graduation, they have clear concept of articles to a great extent. The study shows that there were 80 errors of articles which form 9.5% of the total errors.

For instance:

Man and woman are two parts of a whole. (Incorrect)

Man and woman are the two parts of a whole. (Correct)

4.6 Errors in Plurality

A noun is a word that names a person, animal, thing, idea, state or quality. The study shows that students also make errors in the use of nouns but there are far less than the above disused parts of speech. In this study, only 65 errors of plurality were found which form just 7% of the total errors. Many of the students do not know

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proper use of plurality. They use singular where plural noun is required and sometimes they use plural noun where singular noun will suffice. For instance:

Many village women do not work out of their houses. (Incorrect)

Many village women do not work out of their houses. (Correct)

4.7 Wrong use of Auxiliaries

Wrong use of Auxiliaries (be, have, do) is also made by the students at graduation level. This study shows that errors in the use of auxiliaries are very low. Only 2% errors of auxiliaries were seen. Some of the errors of auxiliaries are given below:

Village women did not go to out for a walk. (Incorrect)

Village women do not go out for a walk. (Correct)

4.8 Wrong use of conjunctions

Students at graduation level also face the problem of using proper conjunctions at the proper place. Here again intra-lingual errors are faced by them. They use the equivalents of English with the equivalents of their mother tongue and this thing causes errors. The study shows very few errors made by the students at graduation level as they are very sparingly used by them. For example:

Work hard lest you may fail. (Incorrect)

Work hard lest you should fail. (Correct)

4.9 Wrong use of substitutes

The study shows that Students of English at graduation level make errors of substitutes. In this study 2% errors of wrong substitutes were made. They use the words which have same meanings but they do not know the difference of their use. For example, they use sink in the same sense of drown while it is used for non-living things.

The ship drowned in the river. (Incorrect)

The ship sank in the river. (Correct)

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4.10 Wrong use of adjective

The study shows that students at graduation level also make errors in the use of adjectives. In this study, only 20 errors of adjectives were counted which form 2% of the total errors. Usually the students make errors by using double adjectives. They also make errors by using comparative degree of adjective where superlative degree should be used and vice versa. For instance:

Men are wiser than men. (Incorrect)
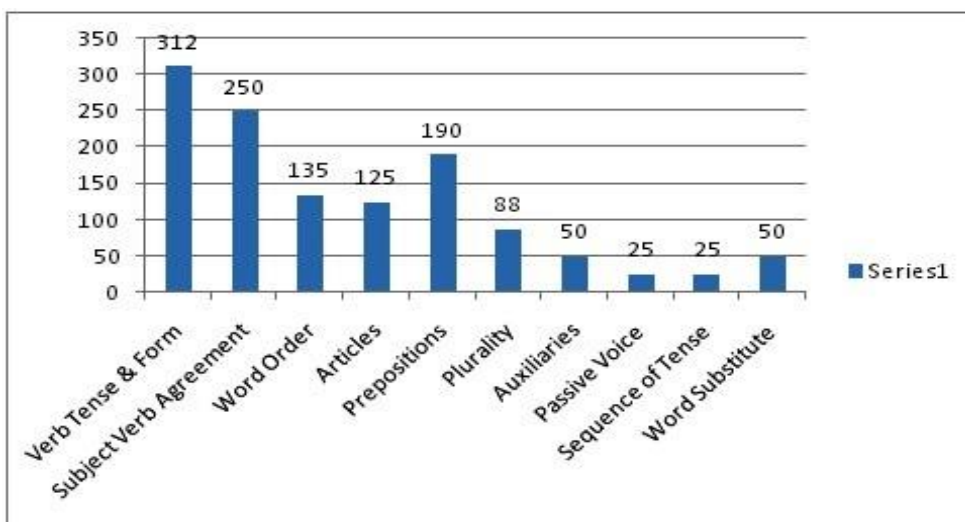
Men are wiser than men. (Correct)

5.FINDINGS

The sole purpose of the study was to identify errors made by the students studying at graduation level in the Colleges located in the jurisdiction of Bahauddin Zakariya University, Multan, explore the main causes of errors, and find out a remedy to minimize such types of errors. In this regard two hundred questionnaires, 180 from students and 20 from English teachers were studied carefully. Findings have made with great care so that the result should maintain authenticity and may guide for the other researchers in this field of research. It has been found that most of the errors were made due to intra-lingual errors and inter-lingual errors. The errors are illustrated in the terms of grammar and it has been made a great endeavor to find their real sources. The researcher has detected 1250 errors consisting both intra-lingual and inter-lingual in English essays attempted by the students studying at graduation level in the Colleges located in the jurisdiction of Bahauddin Zakariya University, Multan. The types of errors limited for analysis were of 10 types. There were 590 (40%) inter-lingual errors and 660(60%) intra-lingual errors.

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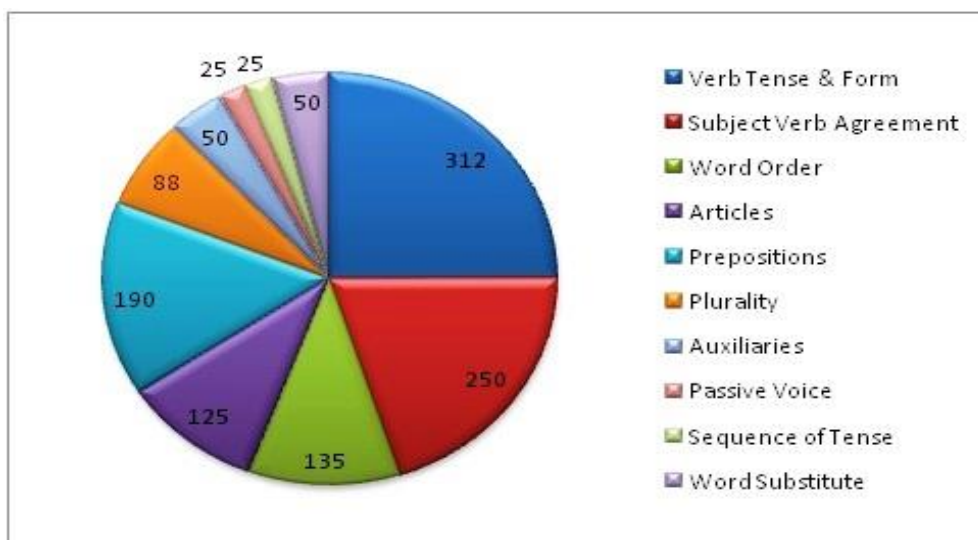### Table. 1: Intra-lingual and inter-lingual errors

No.	Types of errors	Frequency	%Age
1	Tenses and correct form of verb	312	25
2	Subject-verb agreement	250	20
3	Order of words	135	11
4	Prepositions	190	15
5	Articles	125	10
6	Plurality	88	7
7	Auxiliaries	50	2
8	Passive voice	25	2
9	Sequence of tense	25	2
10	Substitute of words	50	4

Figure 1: Types of Errors made by the students at graduation level

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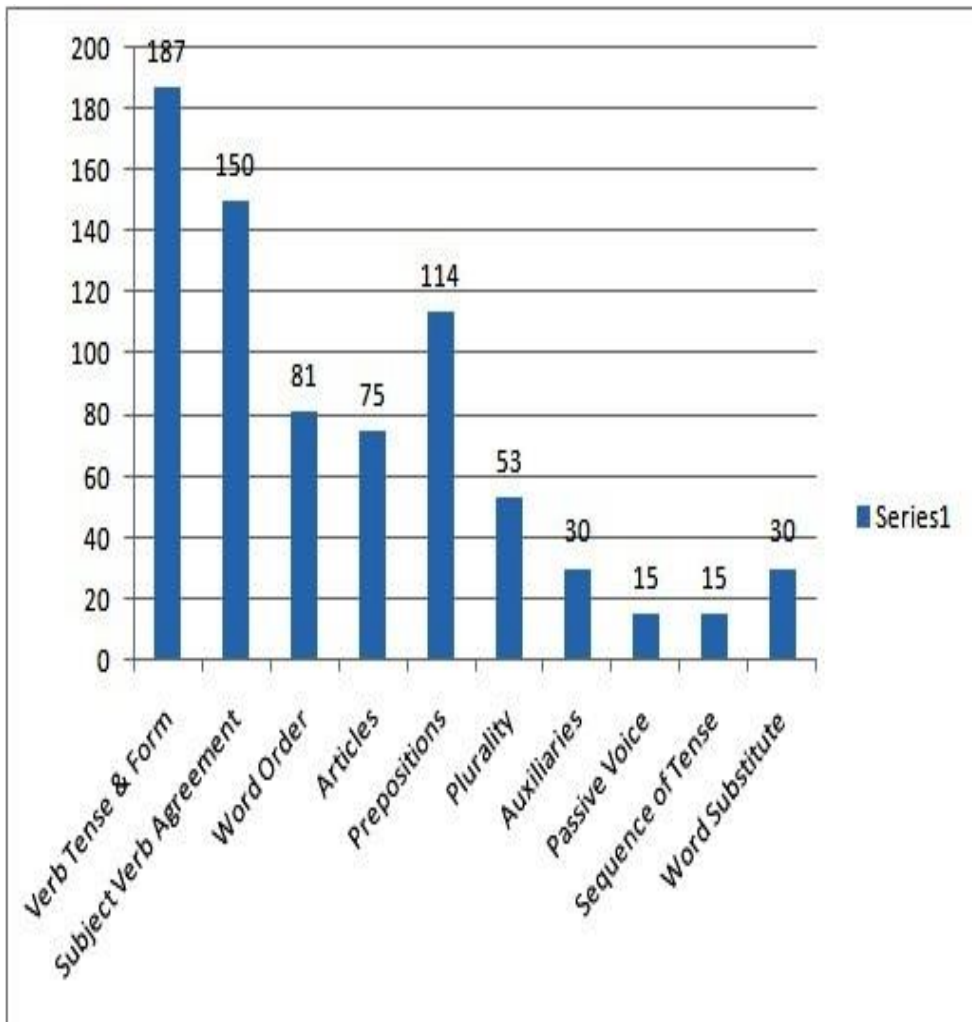The same results are shown in pie chart.

Figure 2: Type of errors made by students

The study shows that most of the errors were made in the field of tenses and the correct use of verb. They were 312 forming the 25% o0f total errors. The result of the revealed that the errors made by the students were mainly because of both inter-lingual and intra-lingual factors. Findings show that the intra-lingual errors were more frequent than the inter-lingual errors.
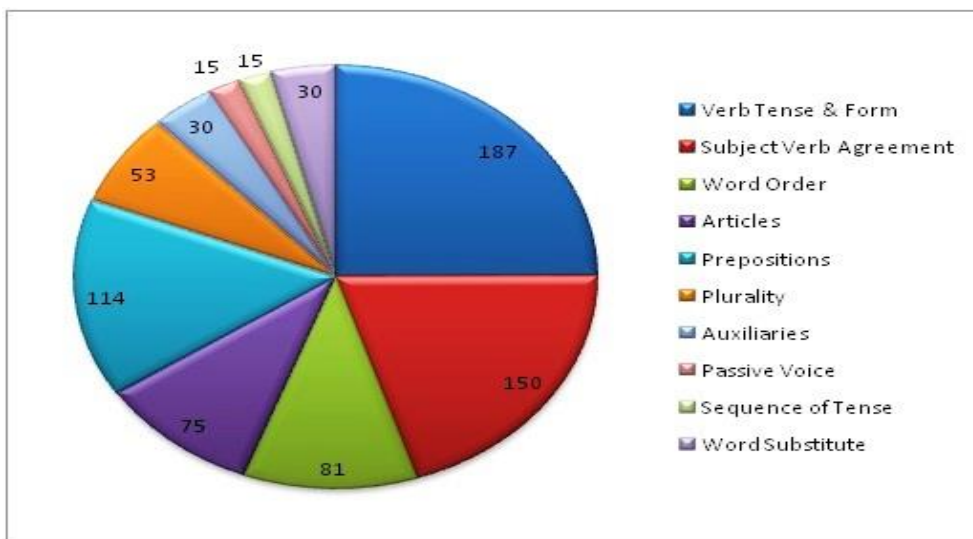
From the analysis given above, it can be said that students at graduation level make many errors in their English writings because of inter-lingual and intra-lingual factors. Graph 2 shows that the total number of inter-lingual was 590 which form the 40% and the total number of intra-lingual was 660 which form 60 % of total errors.

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Figure .3. Intra-lingual errors

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The same results are shown in pie chart.

Graph .4 Intra-lingual errors

5.1 Language transfer

The researcher focused his attention on two types of errors: first, whether errors are made due to the native language and this process is called "language transfer" or inter-lingual transfer. Second, whether they are the due overgeneralization of target language rules and semantic features.
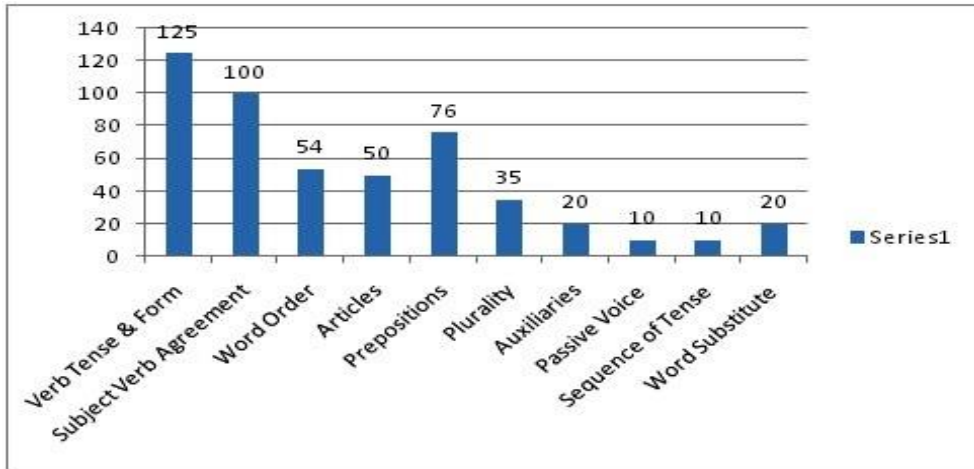
5.2 Inter-lingual transfer

Inter-lingual transfer means transfer from the mother tongue or any other previously learned language. Inter-lingual transfer in foreign language learning is the main cognitive strategy. It shows that the students make mistake due to the fall short of achieving their communicative ends. It also shows that the influence of the mother tongue and the span of inter-lingual transfer are clear in learning situation where students learning a target language is limited to a few hours per week of formal

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class room Instructions. The total number of inter-lingual errors was 590 inter-lingual errors which form about 40 % of the total errors made by the students. This clearly shows that the mother tongue plays a vital role in learning   second language. The table 2 clearly shows that the students also make the errors of subject-verb agreement. The number of such errors was 250 which form the 20 % of total errors. Errors made in the use of adjectives were also 20% of total errors and they were also due to the influence of mother tongue.
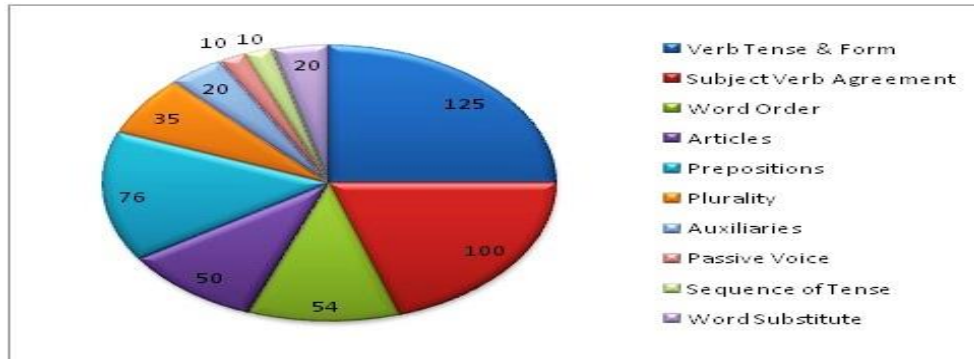
Table 2 Types of errors due inter-lingual transfer

No.	Types of errors	Frequency
1	Tenses and correct form of verb	125
2	Subject-verb agreement	100
3	Order of words	54
4	Prepositions	76
5	Articles	50
6	Plurality	35
7	Auxiliaries	20
8	Passive voice	10
9	Sequence of tense	10
10	Substitute of words	20

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Figure. 5 Types inter-lingual errors

Graph-6: Types of inter-lingual errors

5.3 Intra-lingual Transfer

The present study shows that Intra-lingual transfer also causes errors in learning second language. These types of errors were due to the interference of mother tongue but due to different rules within the same language. We may say that the students over generalize the rules and apply them and it results in intra-lingual errors.

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As the learner does not have a full command of the target language and he has partial exposure to the target language, he applies one rule learnt to the other situations and makes errors in this process. The learner tries to, according to Richards,1971:6) , "drive the rules behind the data to which he/ she has been exposed and may develop hypothesis that correspond neither to the mother tongue nor to the target language". These types of errors are due to the influence of one item on the other. This also shows that the students do not have full grip over the target language and he is not familiar with the rules of grammar related to the specific area of language. Our study shows that students make 660 errors related to intra-lingual factors which form almost 60 % of the total errors made by the students at graduation level in Bahauddin Zakariya University Multan.

This shows that the percentage in the number of intra-lingual errors is higher than inter-lingual errors. In this regard, students make mostly errors of subject-verb agreement and correct use of tenses also. Subject verb agreement errors are also very troubling and problematic for the students learning English at graduation level. The results also show that tense and correct use of verb also becomes problematic intra-lingual errors for the students learning English at graduation level.

The study shows that the students make also considerable errors of prepositions some times by omitting where there are necessary and sometimes by adding where they are necessary and sometimes by using wrong prepositions due to the interference of mother tongue with the target language. Passive voice errors are not a big problem for the learners as compared to the problems of prepositions faced by the students at gradations level. To sum up, we can say that students at graduation level make errors due to intra-lingual and inter-lingual factors. This answers the question put in the research questions that intra-lingual and inter-lingual transfer are the major sources of errors made by the students at graduation level.

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Table 3: types of errors on the basis of intra-lingual transfer

No.	Types of errors	Frequency
1	Tenses and correct form of verb	187
2	Subject-verb agreement	150
3	Order of words	81
4	Prepositions	75
5	Articles	114
6	Plurality	53
7	Auxiliaries	30
8	Passive voice	15
9	Sequence of tense	15
10	Substitute of words	30

5.4 Teaching method

The study shows, according to the data collected from the students in the questionnaires that a large number of students believe that the teaching method of the English teacher does not appeal them. The teachers do not apply latest method and techniques in teaching English language. They just insist on reproducing the material required for the preparation of the examinations and to make their students get through and obtain good marks. If the teachers use modern techniques and methods to teach grammar, there is no doubt that this poor situation can be bettered and students can minimize their errors through the techniques used by the teachers.

According to the questionnaires collected from the supervisors and language experts, it has been observed that the teachers can also minimize the errors made by the students if they teach the English language on modern lines and techniques and apply new methods. It can be concluded that effective teaching methods can also be helpful to minimize errors made by the students.

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5.7 Lack of writing practice

It has been observed that the students are not encouraged to write freely. They are not given any activity based on any creative or descriptive writing. They are just asked to reproduce the matter present in the book and get it practiced so that the students like parrots make no errors in the reproduction of the matter. This thing leads to weakness in the writing skills. It results in a large numbers of errors when they are asked to write on the unseen topic. College text books also do not have any activity based matter. They do not have any appealing activity which can improve their writing skills. The students remain unaware of the rules of grammar and as a result they make a numbers of errors of both types, inter-lingual and intra-lingual. Teachers can make up this deficiency of the books by making their own activities in the classroom. They can encourage the students to write their own matter and do not reproduce any crammed matter. This can be a lot of help for the students to minimize their errors in their writings.

Question papers also play a vital role in the learning of the students. They can work wonders in the learning process of the students. They can make the students active and agile if they ask the students to write their ideas only. While they can also make students dull and slow by asking them to prepare questions based on crammed matter and old outworn questions. Most of the questions of English papers: Paper A and Paper B have the questions of reproduction. Such questions make almost 70 % of the questions. The students can pass and get through the paper of English if they even do not touch and attempt the questions of grammar. This is also a reason that the students do not give attention to grammar in graduation level and keep themselves busy in preparing the matter which has not grammar questions such as summaries, short questions, explanations, essays and letters and they usually skip the questions of correction, idioms, paraphrase and translation. This situating results in the lot of errors made by the students even at graduation level. 9 out of 20 teachers believed

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that if the question paper is made to focus on the writing skills of the students, most of the questions are based on grammar rules and in other words.Questions papers are based on grammatical questions; they can minimize the errors made by the students in their writings.

5.5 Lack of writing activity

The study shows that lack of writing activity also causes a number of errors made by the students at graduation level. No activity based on writing skill is done neither by the teachers of English, nor by the students, neither in the text book and nor in the questions paper. The teachers come and teach English language neither as in formation nor as a skill. They do not focus on the writing practices of the students. They do not give them any activity based on their own writing. They don't ask them to write freely or write on any subject daily. This results in the bad writing or the writings full of errors.

This situation can be bettered if continuous practice in writing skills is given to the students at graduation level.

5.6 Weakness in writing skills

The study shows that students make different types of errors due to many factors mentioned and analyzed previously. Questionnaire obtained from the English teachers consisting of 14 out of 20 teachers' show that the students lack in basic writing skills even at graduation level. The reason is very simple that English taught at school level is not focused on grammar and rather it is focused on cramming matter which deprives the students of the creative ability of writing skills. All of the 20 English teachers have the same opinion that students make many types of errors in their writings. Some of the teachers were also of the opinion that students have little knowledge of grammar and they give no proper time to grammar and writing activities.

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6. CONCLUSIONS

Our study found a numbers of errors of different types committed by the students. These types of errors are restricted to only 10 areas of errors: errors of tense and correct form of verb, subject-verb agreement, word order, articles, prepositions, and substitute of words, conjunctions, adjectives, adverbs, plurality, auxiliaries and passive voice. We also found that the students studying at graduation level in the Colleges located in the jurisdiction of Bahaudin Zakariya University make a number of errors in their compositions. Usually they make the errors due to the two factors: interlingual and intralingual. So It was concluded that they should focus on the identification of errors, grammar rules and practice of writing exercise. In the same way the teachers should also use modern methods and techniques and pay more attention on this problem and encourage the students to write freely on different topics. They should vary their methods and techniques to cope with these problems of identification of errors. They should also try their best to facilitate their students to enable them to write perfectly with minimum frequency of errors. They should utilize modern techniques in teaching writing skills. Errors are made due to lack of knowledge of grammar rules so they need more attention and concentration to be overcome. The teacher should make it clear what is the error. What are sources of errors and why do the errors occur? If the teacher has full knowledge of the causes of errors, he can frame better strategy to cope with this problem and solve the problem properly.

7. RECOMMENDATIONS

The findings in this study suggest some implications which can be helpful for the English teachers, paper setters and students and general learners of English language in the identification of errors and minimization of these errors.

The researcher recommends the followings steps for the identification of errors and correction of their composition.

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1. The English teacher should be inspiring and motivating model for the learners.

2. The teacher should manage activity based activities for learning writing skills.

3. Assignments on writing skills should be given to the students.

4. Students should be encouraged to write freely, not caring for the errors.

5. Continuous exercises on writing skills should be given to the students.

6. Activity based exercises should be included in the text books.

7. Interesting writing exercises should be also made by the English teachers.

8. Syllabus should be revised and it should fulfill the requirements of the writing skills of the students.

9. Syllabus should have clear concepts about language learning.

10. Notes on modern methods of teaching, techniques for guidance of the teachers should be given in the text books so that the teacher may utilize them and apply them to their teaching.

11. More questions on grammar should be included in the university question papers.

12. Question papers should be based on different parts of speech so that the students should give full attention on all parts of speech.

13. Special seminars and workshops should be arranged for the teachers so that the teachers should pace with the modern methods and techniques.

14. The syllabus designers should include the item which are important and exclude which think unimportant, useless in the modern era.

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