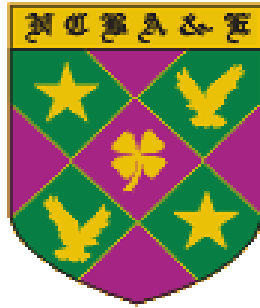


**Error Analysis in ESL Students' Composition in
Private Secondary Schools in District Lahore**



**MASTER OF PHILOSOPHY
IN
ENGLISH LINGUISTICS**

Submitted by

Saqib Naveed

Registration Number: 2223378

23 July, 2024

**DEPARTMENT OF ARTS AND HUMANITIES
FACULTY OF ENGLISH
NATIONAL COLLEGE OF BUSSINESS ADMINISTRATION &
ECONOMICS (NCBA&E)**

July 2024

ABSTRACT

The research focused on investigating the errors in ESL students' compositions in private secondary schools in District Lahore. The study employed the qualitative research design following H. D. Brown's model of EA (2006). The researcher obtained 106 samples of ESL students' compositions from selected five private secondary schools in District Lahore. The study provided a robust method to identify, describe, and explain the sources of these errors systematically. It extensively explored the types of errors and their frequencies at linguistic levels in English writing. Moreover, it highlighted the most common errors to gain valuable insights into the learning process of a second language. With four types of errors, there were sixteen linguistic categories figured out with a total of 1214 errors in the findings. The results of the study revealed common errors in the overall analysis were the most of all Article Errors 203 in frequency with 16.72% of 1214 in the linguistic category with the Omission of 79.80% in type, the second most occurred errors in the linguistic category were Tense Errors 198 in frequency with 16.31% of total errors with 100% Substitution in type, and Vocabulary Errors 137 in frequency with 11.30%. of the total in the linguistic category with 100% Substitution in type. The results unearthed the most challenging errors of ESL learners linguistically in Matric classes. Following Brown's model, the study unravelled the Interlingual, Intralingual, Context of Learning, and Communication Strategies as sources of errors. The study also emphasized the Intralingual sources were found the most of all. The study also suggested the implications and remedial strategies for the improvement of learning a second language.

Keywords: Composition, Linguistic Level, Common Errors, Intralingual Source, Implications

DECLARATION

I, Saqib Naveed, S/O Abdul Majeed, a student of “M.Phil. English Linguistics”, at “Faculty of English” National College of Business Administration and Economics (NCBA&E), Lahore, hereby declare that this thesis titled, “Error Analysis in ESL Students’ Composition in Private Secondary Schools in District Lahore” is my research work and has not been submitted, published, or printed elsewhere in Pakistan or abroad. Additionally, I will not use this thesis to obtain any degree other than the one stated above.

I fully understand that if my statement is found to be incorrect at any stage, including after the award of the degree, the University has the right to revoke my M.Phil. degree.

Signature of Student: _____

Name of Student: _____

Registration Number: _____

Date: _____

PLAGIARISM UNDERTAKING

I solemnly declare that the research work presented in this thesis titled, “**Error Analysis in ESL Students’ Composition in Private Secondary Schools in District Lahore**” is solely my research work and that the entire thesis has been completed by me, with no significant contribution from any other person or institution. Any small contribution, wherever taken, has been duly acknowledged.

I understand the zero tolerance policy of the HEC and National College of Business Administration and Economics (NCBA&E), Lahore towards plagiarism. Therefore, I as an author of the above-titled thesis declare that no portion of my thesis has been plagiarized and that every material used from other sources has been properly acknowledged, cited, and referenced.

I undertake that if I am found guilty of any formal plagiarism in the above-titled thesis, even after the award of MPhil. degree, the College/University reserves the right to revoke my degree, and HEC and the College/University have the right to publish my name on the HEC/College/University website for submitting a plagiarized thesis.

Signature of Student: _____

Name of Student: _____

CERTIFICATE OF RESEARCH COMPLETION

It is certified that this thesis titled, “**Error Analysis in ESL Students’ Composition in Private Secondary Schools in District Lahore**”, submitted by Saqib Naveed, Registration No. 2223378, for M.Phil. degree at “Faculty of English”, National College of Business Administration and Economics, Lahore, is an original research work and contains satisfactory material to be eligible for evaluation by the Examiner(s) for the award of the above-stated degree.

Supervisor’s Name: Dr. Faiqa Abdul Khaliq

Signature

Designation

Faculty of English

National College of Business Administration and Economics (NCBA&E)

Lahore.

Date: _____

CERTIFICATE OF EXAMINERS

It is certified that the research work contained in this thesis titled “**Error Analysis in ESL Students’ Composition in Private Secondary Schools in District Lahore**” is up to the mark for the award of “Master of Philosophy in English Linguistics”.

Internal Examiner

External Examiner

Signature: _____

Signature: _____

Name: _____

Name: _____

Date: _____

Date: _____

Dean/HOD

Faculty English

National College of Business Administration and Economics (NCBA&E) Lahore.

Signature: _____

Name: _____

Date: _____

OFFICIAL STAMP

DEDICATION

To the core of my heart, I am humbled before Allah who is the supreme power, I dedicate this work to my mentors whose wisdom, guidance, and patience illuminated my path, supported me and shaped my journey. I dedicate this work to my parents (may Allah be pleased with them in Jannah) whose matchless love, sacrifices and prayers have been my asset. I dedicate this work, especially to my spouse and children, whose unwavering support, encouragement, and care strengthen me. I want to dedicate this work to my companions and students whose prayers and support eased my burdens. May this humble effort prove fruitful in the field of education. (Amen!)

ACKNOWLEDGEMENT

In the name of **ALLAH**, the most **BENIFICIENT**, the most **MERCIFUL**, and His final messenger, **HAZRAT MUHAMMAD(ﷺ)**.

I would like to express my gratitude to NCBA&E management, my supervisor, Dr. Tahir Niazi, head of the English department, and Dr. Faiqa Abdul Khaliq for their valuable guidance, leadership, and compassion throughout the execution of this task. I am immensely grateful that you gave me the tools and resources I needed to conduct research during my academic term. I thank my family for their cooperation, as they were a continual source of inspiration for me during my studies with their steadfast and loving support. I also thank my colleague Imran Ali for supporting me. This achievement would not have been achievable without their unwavering work, unique sacrifices, prayers, and favours.

TABLE OF CONTENTS

| | |
|--|------|
| ABSTRACT..... | i |
| DECLARATION | ii |
| PLAGIARISM UNDERTAKING | iii |
| CERTIFICATE OF RESEARCH COMPLETION | iv |
| CERTIFICATE OF EXAMINERS..... | v |
| DEDICATION | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENTS..... | viii |
| LIST OF TABLES | xi |
| LIST OF ABBREVIATIONS..... | xii |
| CHAPTER ONE: INTRODUCTION..... | 1 |
| 1.0 Introduction | 1 |
| 1.1 <i>Background of the Study</i> | 1 |
| 1.2 <i>Statement of Purpose</i> | 2 |
| 1.3 <i>Significance of the Study</i> | 3 |
| 1.4 <i>Research Objectives</i> | 3 |
| 1.5 <i>Research Questions</i> | 3 |
| 1.6 <i>Delimitations of the Study</i> | 4 |
| CHAPTER TWO: LITERATURE REVIEW | 5 |
| 2.0 Introduction | 5 |
| 2.1 <i>Error Analysis</i> | 5 |
| 2.2 <i>Advantages and Challenges of Error Analysis</i> | 5 |
| 2.3 <i>Previous Studies</i> | 7 |
| CHAPTER THREE: RESEARCH DESIGN..... | 11 |
| 3.0 Theoretical Framework | 11 |
| 3.1 <i>Method</i> | 13 |
| 3.2 <i>Sample</i> | 14 |
| 3.3 <i>Instruments</i> | 14 |
| 3.4 <i>Data Collection</i> | 14 |
| 3.5 <i>Tools of Analysis</i> | 15 |
| 4.0 Introduction | 16 |
| 4.1 <i>Error Analysis</i> | 16 |

| | | |
|--------------------------------|--|-----|
| 4.1.1 | <i>Fewer Errors of ESL Participants in Translation from Urdu to English</i> | 16 |
| 4.1.2 | <i>Multiple Errors of ESL Participants in Translation from Urdu to English</i> . | 32 |
| 4.1.3 | <i>Fewer Errors of ESL Participants in Essay Writing</i> | 58 |
| 4.1.4 | <i>Multiple Errors of ESL Participants in Essay Writing</i> | 69 |
| 4.2 | <i>Results of Error Analysis</i> | 93 |
| 4.2.1 | <i>Results of Error Analysis in Translation from Urdu to English</i> | 93 |
| 4.2.2 | <i>Results of Error Analysis in Essay Writing</i> | 95 |
| 4.2.3 | <i>Synthesizing/ Integrating Error Analysis Results</i> | 97 |
| 4.2.4 | <i>Common Errors in Translation from Urdu to English</i> | 99 |
| 4.2.5 | <i>Common Errors in Essay Writing</i> | 100 |
| 4.2.6 | <i>Overall Common Errors</i> | 101 |
| 4.3 | <i>Error Categories</i> | 102 |
| 4.3.1 | <i>Subject-Pronoun Agreement Errors</i> | 102 |
| 4.3.2 | <i>Article Errors</i> | 103 |
| 4.3.3 | <i>Tense Errors</i> | 104 |
| 4.3.4 | <i>Preposition Errors</i> | 106 |
| 4.3.5 | <i>Verb Form Errors</i> | 107 |
| 4.3.6 | <i>Morphological Errors</i> | 108 |
| 4.3.7 | <i>Subject-Verb Agreement Errors</i> | 109 |
| 4.3.8 | <i>Syntax Errors</i> | 110 |
| 4.3.9 | <i>Adverb Errors</i> | 112 |
| 4.3.10 | <i>Number-Agreement Errors</i> | 112 |
| 4.3.11 | <i>Determiner Errors</i> | 113 |
| 4.3.12 | <i>Stylistic Variations</i> | 113 |
| 4.3.13 | <i>Vocabulary Errors</i> | 114 |
| 4.3.14 | <i>Spelling Errors</i> | 116 |
| 4.3.15 | <i>Punctuation Errors</i> | 117 |
| 4.3.16 | <i>Capitalization Errors</i> | 118 |
| CHAPTER FIVE: DISCUSSION | | 120 |
| 5.0 | <i>Introduction</i> | 120 |
| 5.1 | <i>Discussion of Research Objectives</i> | 120 |
| 5.1.1 | <i>Identification of common errors in the compositions of ESL students studying in private Secondary schools in District Lahore.</i> | 120 |

| | | |
|--|--|-----|
| 5.1.2 | <i>Classification of the types and frequency of errors in the compositions of ESL students studying in private Secondary schools in District Lahore.</i> | 122 |
| 5.1.3 | <i>Analysis of the causes of errors in the compositions of ESL students studying in private Secondary schools in District Lahore.</i> | 124 |
| 5.1.3.1 | <i>Causes/Sources of Errors</i> | 125 |
| 5.2 | <i>Discussion of Research Questions</i> | 129 |
| 5.2.1 | <i>What are the most common errors in the compositions of ESL students studying in private Secondary schools in District Lahore?</i> | 129 |
| 5.2.2 | <i>What is the frequency of different types of errors in the compositions of ESL students studying in private Secondary schools in District Lahore?</i> | 131 |
| 5.2.3 | <i>What are the main causes of errors in the compositions of ESL students studying in private secondary schools in District Lahore?</i> | 140 |
| CHAPTER SIX: CONCLUSIONS AND SUGGESTIONS | | 145 |
| 6.0 | Introduction | 145 |
| 6.1 | Conclusions | 145 |
| 6.2 | Suggestions | 146 |
| 6.2.1 | Limitations | 146 |
| 6.2.2 | Suggestions | 147 |
| REFERENCES | | 149 |
| APPENDIXES | | 152 |
| Researcher Information | | 156 |

LIST OF TABLES

| | |
|--|-----|
| Table 1: Analysis of Fewer Errors in Translation from Urdu to English | 17 |
| Table 2: Analysis of Multiple Errors in Translation from Urdu to English | 32 |
| Table 3: Analysis of Fewer Errors in Essay Writing | 58 |
| Table 4: Analysis of Multiple Errors in Essay Writing | 69 |
| Table 5: Results of Errors in Translation from Urdu to English | 94 |
| Table 6: Results of Errors in Translation from Urdu to English | 96 |
| Table 7: Results of Integrated Errors | 98 |
| Table 5.1: Common Errors in Translation from Urdu to English | 99 |
| Table 6.1: Common Errors in Essay Writing..... | 100 |
| Table 7.1: Overall Common Errors | 101 |

LIST OF ABBREVIATIONS

| | |
|------------|-------------------------------|
| EA | Error Analysis |
| L1 | Native Language (Urdu) |
| L2 | The Second Language (English) |
| MT | Mother Tongue |
| TL | Target Language |
| IL | Interlanguage |
| EL | English Language |
| FL | Foreign Language |
| SLA | Second Language Acquisition |
| ESL | English as a Second Language |
| EFL | English as a Foreign Language |

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The first chapter of the study “Error Analysis in ESL Students’ Composition in Private Secondary Schools in District Lahore” encompasses the important constituents which design the whole study.

1.1 *Background of the Study*

Writing, among the four essential skills, is a productive skill. It is difficult for second language learners to master writing in second language acquisition (SLA) (Richards & Renandya, 2002). It requires a command of various linguistic, intellectual, and interpersonal elements (Barkaoui, 2007). Students studying English as a second language (ESL) may encounter a range of challenges when writing, as they must be concerned about the accuracy of their grammar and vocabulary usage, in addition to the content and organization of their texts. Making errors while learning a new language is inevitable, but these errors can provide valuable insights into a learner's progress and areas of difficulty (Erdoğan, 2005). When it comes to writing in English, errors can have a major impact on the clarity, accuracy, and effectiveness of communication. They can also affect a learner's academic performance and self-confidence. Errors in English writing can be a significant obstacle to successful language acquisition (Touchie, 1986). As a result, it is crucial to pinpoint and examine keenly the composition errors made by ESL students at the SSC (Secondary School Certificate) level and their causes because doing so may help ESL teachers create more efficient systems for learning the second language and evaluation of the composition to enhance the capability of the students to learn a second language more efficiently.

In the study, the researcher unravelled the errors, their types, categories with frequency and causes in ESL students' writing from various perspectives, including linguistic transfer, interlanguage fossilization, cognitive overload, limited knowledge of English grammar and vocabulary, student carelessness, nervousness among the students, inefficient teaching methodologies, inappropriate learning environment and sociocultural factors. The researcher also analysed how these causes vary depending on the participant's competency level, writing genre, context and task type.

1.2 Statement of Purpose

ESL students at the Matric level in private secondary schools face various challenges and difficulties in writing accurate and coherent compositions in English. They make different linguistic errors, such as grammatical, lexical, spelling, morphological, mechanical and structural in different types, that affect their writing performance and quality. The investigation into the errors and their root causes and methods of preventing or fixing these errors at the secondary level in private schools in District Lahore is lacking. That is why this study aims to identify and examine the errors that ESL students in Matric classes make in writing as well as the elements that affect how they make errors. The study also intends to suggest effective feedback and remedial strategies to help ESL instructors improve their teaching strategies and students improve their writing skills and reduce errors. Our world is now a global village and the English language is an international language, academically, it is essential to get a command of writing in English. In this context, this study supports ESL students of Matric classes in private schools in District Lahore to identify their writing errors, so they can communicate effectively with fewer or no errors.

1.3 Significance of the Study

The study is essential because it helps us understand the obstacles and hurdles that ESL students in Matric classes confront while trying to write in English, particularly in the setting of private schools in District Lahore. Furthermore, this study potentially reveals valuable insights into the educational techniques and learning strategies of ESL students, along with their error-handling and error-correcting mechanisms. The findings also have significant implications and recommendations for ESL instructors, curriculum creators, and policymakers, to enhance the effectiveness and quality of ESL writing teaching and evaluation. As well, it provides us with an opportunity to find out the root causes of the errors in English composition by the Matric students of private schools in District Lahore.

1.4 Research Objectives

- To identify common errors in the compositions of ESL students studying in private Secondary schools in District Lahore.
- To classify the types and frequency of errors in the compositions of ESL students studying in private Secondary schools in District Lahore.
- To analyze the causes of errors in the compositions of ESL students studying in private Secondary schools in District Lahore.

1.5 Research Questions

- What are the most common errors in the compositions of ESL students studying in private Secondary schools in District Lahore?
- What is the frequency of different types of errors in the compositions of ESL students studying in private Secondary schools in District Lahore?
- What are the main causes of errors in the compositions of ESL students studying in private secondary schools in District Lahore?

1.6 Delimitations of the Study

- The study specifically focuses on identifying the different categories of errors with their types, and analyzing the frequency, and causes of errors in the compositions of ESL students of Matric classes studying in private Secondary schools in District Lahore. The study has not covered other areas of language learning such as speaking, listening, or reading.
- The study only focuses on Matric students from private secondary schools in specific areas of District Lahore, rather than public schools or those in other cities in Pakistan.
- This study exclusively focuses on analyzing linguistic errors with utmost confidence.
- The study utilizes a qualitative research design to analyze the errors with their types, frequency and causes behind the errors in the composition of ESL students in Matric classes in private secondary schools in District Lahore.
- The research exclusively focuses on collecting data from different five private secondary schools in District Lahore comprising 106 students, rather than the complete population of English as a Second Language (ESL) students attending private secondary schools in District Lahore.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The following parts are directed at the error analysis, its advantages, and challenges. It also explored previous studies through intensive reading to identify the research gap and innovation in the current study.

2.1 Error Analysis

Corder (1981) defines Error Analysis (EA) as "the study and analysis of errors made by second and foreign language learners," while Crystal (1999) defines it in language teaching as "the study of unacceptable forms produced by someone learning a language, especially a foreign language (Chaudhary & Al Zahrani, 2020)."

Another definition of error analysis is provided by Brown (1980:166), who described it as the act of identifying, categorizing, and analysing deviations from the second language's rules to expose the learner's operating systems (Hasyim, 2002).

EA is a tool for educators and learners to improve their learning and acquire mastery of L2.

2.2 Advantages and Challenges of Error Analysis

- **Advantages**

At its core, learning is a process that requires making errors. Erroneous assumptions, miscalculations, poor decisions, and errors are all part of the learning process for almost any skill or knowledge. Through learning from mistakes to get input from the surroundings, then applying that input to fresh tries that get closer to the results (Brown, 2006).

According to Corder (1967, p. 167): "A learner's errors ... are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language."

To put it briefly, EA indicates faults that language teachers and learners can better grasp (Chaudhary & Al Zahrani, 2020).

- **Challenges**

Overemphasizing students' errors has the risk of being detrimental. While errors may certainly point to a system at work, a classroom language teacher may become so focused on pointing out errors that they fail to recognize correct utterances in the second language. We must be careful not to overemphasize errors in our observation and study of errors, despite all they indicate about the learner's level of understanding of an L2. Instead, we should remember the importance of positively reinforcing clearly stated language that is a byproduct of the learner's growth and development. Achieving communicative fluency is the ultimate aim of learning a second language, however, reducing errors is a crucial requirement for improving language competency. Additionally, a weakness in error analysis is an over-reliance on production data. Language encompasses speaking, listening, writing, and reading. Comprehension of language is as vital as production. The production offers itself to study and thus becomes the target of researchers, but understanding data is just as crucial to establishing an awareness of the SLA process (Brown, 2014).

The researcher comprehends the complexity of identifying, analysing, and describing linguistic, grammatical, mechanical and stylistic errors in the production intricate in nature. Analysis of errors focuses only on the productive skills (writing and speaking) of a second language, it does not focus on receptive skills (listening and reading). But with all these challenges, in Applied Linguistics, it is useful in the development of language learning over time.

2.3 Previous Studies

Stephen Pit Corder and colleagues created error analysis in Second Language Acquisition (SLA) in the 1960s (Al-khresheh, 2016b). Error analysis was a substitute for Contrastive analysis, which was influenced by behaviourism, and aimed to predict errors by using formal contrasts between the learners' first and second languages. Robert Lado's *Linguistics Across Cultures* laid the theoretical groundwork for what became known as the contrastive analysis hypothesis. In this work, Lado stated that *those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult (FISIA, 1985)*.

CA (contrastive analysis) was a successful theory renowned for its capacity to compare the grammatical structures of two languages (L1 & TL) to recognize their similarities and differences. Similar structures may be simple for second language learners to acquire, while different ones may be challenging and hence may result in various kinds of errors (Al-khresheh, 2016a). Its primary goal was to identify areas where the native and foreign languages would diverge from each other.

When learners repeatedly make errors that deviate from the input patterns they have been exposed to, it is important to analyse these errors. These types of errors can reveal the learner's interlanguage, which refers to their fundamental understanding of the rules and patterns of the language they are studying (Zhang, 2011).

Cunning Worth remarks: *Errors are systematic deviations from the norms of the language being learned (Ridha, 2012)*.

Richard explains that to avoid errors there needs to be a clear understanding of the similarities and differences between the native language and the target language to make accurate generalizations (Jain, 1974). Students may make incorrect assumptions about the

similarities of rules between the two languages, or they may be unaware of the restrictions of the rules, leading to errors (Richards et al., 2003).

A lack of familiarity with the context of language transmission and poor methods of self-expression in the target language are the other two main sources of errors (Brown, 2014).

In “An Analysis of Errors in Written English Sentences” (Sermsook et al., 2017) reveal the study of Dulay, Burt, and Krashen that the way to evaluate errors committed by EFL learners when they learn a foreign language is error analysis. It not only helps to reveal the methods that language learners employ, but it also enables teachers and other concerned individuals to better understand the challenges that language learners face.

According to the *Dictionary of Language Teaching and Applied Linguistics* (Richards, 1992), a student may commit an error while writing or speaking due to various factors such as negligent behaviour, weariness, or disinterest.

According to Richard (1974), to prevent errors, making appropriate conclusions requires having a comprehensive understanding of the similarities and contrasts between the target language and one's language. Pupils could err by assuming that the rules of the two languages are the same or by not realizing the limitations imposed by the rules (James, 2013).

According to (James, 2013) suggests four sources of errors: interlingual and intralingual errors, communication strategy-based and induced errors, and language- and classroom-based errors.

(Bhela, 1999) investigated flaws among second-language student writers. Participants from four various contexts, including Cambodian, Italian, Spanish, and Vietnamese, were tasked with writing stories based on the images provided. The L1 interference types discovered in each written story were then categorized. The following were the errors induced by the

mother tongue: 1) Capital letters, 2) Punctuation, 3) Prepositions, 4) Spelling, 5) Apostrophe, 6) Present & and past tenses, 7) Subject pronouns, 8) vocabulary, and 9) Change of voices.

Through their research, Khoso, Pathan, and Shah (2018) looked at the most frequent errors made by Pakistani university students. Eighty university teachers provided data, which was utilized to investigate participants' perceptions of the grammar errors made by learners. To fix those errors, corrective measures and feedback techniques were implemented (Chaudhary & Al Zahrani, 2020).

(Kaweera, 2013) distinguishes three types of mistakes. The first source of inaccuracy is known as 'interference error,' and it is caused by interference from the mother tongue. The second cause, 'intralingual mistake,' represents improper rule generalization within the target language. The final cause is 'developmental mistakes,' which arise when learners make assumptions about the target language based on their inadequate understanding (Richards, 2015).

L2 learners gradually go through the process of trial and error to develop a native-like command over TL after being exposed to it. Through this procedure, a student enters a linguistic system that is not dependent on MT or TL. The concept of Interlanguage (IL), first proposed by Corder in 1967, describes the intermediate stage of language acquisition as possessing a third language system with its distinct grammar, lexicon morphology, syntax, and other elements. Interlanguage theory states that the intermediate learning condition is a stage where learners systematically assimilate new knowledge (TL) with prior knowledge (MT), rearranging and restructuring both (Sarfraz, 2011).

Analyzing the grammatical errors in English compositions written by middle school students provides valuable insight into their challenges in learning English as a second language. This analysis enables us to offer specific guidance to help them improve their English writing skills (Mao & Yao, 2024).

Existing researches revealed a significant gap, underscoring the necessity for the present study. This study aims to address the challenges faced by ESL students in Matric classes who attend private secondary schools in District Lahore, underscoring the importance and relevance of this research.

By exploring the previous studies, the researcher intended to investigate errors in the composition of ESL students in Matric classes in private secondary schools in District Lahore. The researcher identified, classified, and described types of errors with their frequency in linguistic and grammar categories. The study highlighted the most frequent errors which affected the writing skills and performance of ESL learners. The researcher also aimed to reveal the causes of errors and suggested possible solutions to minimize/eradicate the causes of errors. This study suggested that ESL students improve their learning strategies and that EL/ FL teachers modify or develop their teaching methodologies to enable ESL learners to write without errors or with fewer errors.

In SLA, this study, as the previous works, also adds value to learning a second language.

CHAPTER THREE: RESEARCH DESIGN

3.0 Theoretical Framework

A research study's theoretical foundation is referred to as the theoretical framework. It serves as the basis to guide the research and establish the relationship between the variables under investigation.

According to Brown's model (Brown, 2006), errors made by second language learners in language production and comprehension can be identified and analyzed into linguistic categories with classification into four types, Addition, Omission, Ordering, and Substitution. The causes of identified errors can be explained by Brown's proposed four main factors: interlingual interference, intralingual interference, communication strategies, and context of learning.

Error Types

- **Addition**

When an ESL learner writes an unnecessary word/phrase in the sentence of a composition, such error is called in type the Addition. For example; "When I met to Kashif, he had five horses." Here "to" is an error of Addition in type.

- **Omission**

In writing, if a student leaves out an essential part of a sentence, it can result in a lack of clarity and precision known as an Omission error in type. For instance; "Are you not going to college" Here the learner omitted the question mark. So, this type of error is Omission.

- **Ordering**

This type of error refers to the wrong placement of a morpheme in a word or a syntactical fragment in a sentence in the language system. For instance; "When you

will come to Lahore?” Here the syntactical fragments in Future Indefinite Tense are not in order.

- **Substitution**

This type of error arises when a learner due to a deficiency in learning in a second language replaces the linguistic element in writing. For example; “I am going to park for picknic.” Here is the replacement of the morpheme in the word “picnic” showing an error of Substitution in type.

Causes of Errors

- **Interlingual Source**

Interlingual interference occurs when the L1(Urdu) language of a learner affects his L2 (English). For example, a learner may write “Mr. Kashif is my older brother” instead of “Mr. Kashif is my elder brother” because of the influence of his native language (Urdu).

- **Intralingual Source**

Intralingual interference refers to the influence of the target language itself on the learner’s performance. For example, a learner may overgeneralize a grammatical rule or create a false similarity based on the target language. For instance, a learner may write “childrens” instead of “children” because of the regular plural rule in English.

- **Context of Learning**

The context of learning is a vital factor that significantly influences a learner's acquisition. It involves the overall impact of the learning environment, including the teaching methods, materials, and social interactions, on the learner's development. The teacher's methods, the textbook's content, and the learner's peers can influence the learner's acquisition positively or negatively, resulting in the

adoption of incorrect forms or habits. Moreover, the lack of exposure or practice can lead to the learner's inability to learn some essential forms or features. For example, a learner may write, “I am agree with you” instead of “I agree with you”.

- **Communication Strategies**

Communication strategies are techniques used by language learners to achieve their communicative goals and needs. These strategies may involve simplifying, avoiding, or creating new forms or expressions to convey a message or overcome a difficulty. However, due to a lack of knowledge of the target language, students may use the wrong words or phrases to communicate their thoughts. For instance, students excessively use modals for discussion with peers and may write for their teacher “his teaching methods incite me to learn the lesson regularly” instead of “his teaching methods motivate me to learn the lesson regularly”

Understanding the sources and types of errors made by second language learners is crucial for effective language learning and teaching. Brown’s model of causes of errors provides a useful framework for comprehending the underlying reasons behind such errors. Moreover, it has significant implications for error analysis and correction in language teaching, enabling educators to develop more targeted and effective strategies for helping learners improve their writing skills of the second language.

3.1 Method

The researcher following H. Douglas Brown’s model (2006) has applied a qualitative research method to this study to obtain the required results on error analysis and the causes of errors in ESL students’ composition studying in private Secondary schools in District Lahore.

3.2 Sample

The participants/candidates for this study consisted of Matric class ESL students from five selected private secondary schools in District Lahore. There were 106 candidates. They were about 14 to 16 years old. Their first language was Urdu and Punjabi was their mother tongue and at the secondary school level, as ESL learners, English was their compulsory subject. The study found the different types of errors and their frequencies in linguistic categories and also analyzed the causes of errors following Brown's model of EA.

3.3 Instruments

For this study on error analysis in the compositions of ESL students in Matric classes at private secondary schools in District Lahore, a written test was used as the data collection instrument. The test has been devised to detect/ analyze errors, especially for Matric students according to their English syllabus in BISE Lahore. The researcher administered written English tests, which included essays on various topics and sentences from the student's native language into English.

3.4 Data Collection

This study aimed to examine the errors and categorize them into types with their frequencies and analyze their causes in the English composition made by ESL students in Matric classes, within private secondary schools in District Lahore. A special mechanism in the form of a test has been devised to detect errors in the composition of ESL students of Matric classes in private Secondary schools in Lahore. The researcher managed to take written English tests from ESL students in selected five private Secondary schools in District Lahore. The researcher provided the test papers to male and female students and examined them thoroughly to meet the objectives. The researcher also observed and documented the causes of the errors.

3.5 Tools of Analysis

The written papers attempted by the participants were thoroughly examined depending on the goals of the study. The researcher following Brown's model (2006) identified errors made by the selected candidates, highlighted common errors, classified the errors in types with their frequencies, and observed and described their causes of errors. The research findings provided clear strategies to improve the writing composition of Matric class students in their second language acquisition, effectively minimizing or eliminating errors in their written work.

CHAPTER FOUR: RESULTS

4.0 Introduction

In this chapter, the researcher has analysed the collected samples of the written tests of ESL students of Matric students in private secondary schools in District Lahore. The test consisted of two sections. In the first section, students were given four different topics to write an essay on any one of the topics. In the second section, there were sentences in Urdu for translation into English. The researcher has presented the results of analyses in four tables. Two tables for the analysis of the errors in translation from Urdu to English and two tables for the analysis of errors in essay writing. For comprehensive detail, the researcher has separated the analysis results into fewer errors and multiple errors in different tables. The results of this research fulfilled the objectives of the study. H. D. Brown's model (2006) of EA was applied to analyse the data.

4.1 Error Analysis

The researcher has analysed the collected data in different steps. These steps included the identification of errors, classification of errors into the different categories and their types, finding the frequency and percentage of the occurrences of those errors, and observing the causes/sources of errors.

Brown pointed out that by observing, analyzing, and classifying errors, we can uncover insights into the learner's internal processes. This has led to an increased focus on studying learners' errors, a field known as error analysis. (Mendis, 2018)

4.1.1 Fewer Errors of ESL Participants in Translation from Urdu to English

Classification of errors in Translation from Urdu to English in the test attempted by the ESL participants studying in private secondary schools in District Lahore. Errors are in bold and italic form and Table 1 shows the errors of those students who made fewer errors.

Table 1

Analysis of Fewer Errors in Translation from Urdu to English

| Text No. | Text of the Students | Type of the Error | Category of the Error | Cause/ Source of the Error |
|----------|---|------------------------------------|--|------------------------------------|
| 1 | Does any nation not respect <i>their</i> national flag? | Substitution | Grammar (subject-pronoun agreement) | Intralingual |
| 3 | From where will the naughty boys be plucking <i>the</i> flowers? | Addition | Grammar (a definite article) | Intralingual |
| 4 | Mother was <i>saying</i> the children to sleep. | 1. Omission 2. Substitution | 1. Grammar (a definite article) 2. Vocabulary (lexical selection) | 1. Intralingual 2. Interlingual |
| 5 | Doctor is feeling the <i>impulse</i> of old sick man. | 1. Omission 2. Substitution | 1. Grammar (a definite article) 2. Vocabulary (lexical selection) | 1. Intralingual 2. Interlingual |
| 6 | Children had eaten Samosas before <i>buy</i> new books. | 1. Omission 2. Substitution | 1. Grammar (a definite article) 2. Grammar (misuse of Past Perfect Tense) | 1. Intralingual 2. Intralingual |
| 9 | We <i>are not</i> backbiting. | Substitution | Grammar (misuse of Present Perfect Continuous Tense) | Interlingual |
| 10 | Where <i>were you live from</i> two years? | 1. Substitution 2. Substitution | 1. Grammar (misuse of Past Perfect Continuous Tense) 2. Grammar (preposition) | 1. Intralingual 2. Intralingual |
| 11 | If Kashif <i>will run</i> fast, <i>then</i> he will win the race. | Substitution | 1. Grammar (misuse of the conditional sentence) | Interlingual |
| 13 | Students have been taught English. | Omission | Grammar (a definite article) | Intralingual |
| 15 | When I <i>meet</i> him, he had four cars. | Substitution | Grammar (tense agreement) | Intralingual |
| 16 | <i>Childrens</i> went to visit the zoo. | 1. Omission | 1. Grammar (a definite article) | 1. Interlingual |

| | | | | |
|----|--|-----------------|--|-------------------------------|
| | | 2. Addition | 2. Morphological (pluralization) | 2. Intralingual/ Interlingual |
| 18 | Mother was asking the <i>childrens</i> to sleep. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Addition | 2. Morphological (pluralization) | 2. Interlingual/ Interlingual |
| 20 | My father <i>is</i> not come from <i>office</i> yet. | 1. Substitution | 1. Grammar (misuse of Present Perfect tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| 22 | We <i>are</i> not <i>making back biting</i> . | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Intralingual |
| | | 2. Addition | 2. Spelling (inappropriate word form) | 2. Intralingual |
| 23 | Where <i>was</i> you living <i>since</i> two years. | 1. Substitution | 1. Grammar (misuse of Past Perfect Continuous tense) | 1. Interlingual |
| | | 2. Omission | 2. Punctuation (a question mark) | 2. Intralingual |
| 26 | When I met <i>him he</i> had four cars. | Omission | Punctuation (comma) | Intralingual |
| 27 | Does <i>the</i> nation not respect <i>their</i> national flag? | 1. Substitution | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (subject-pronoun agreement) | 2. Intralingual |
| 28 | <i>Children</i> went to <i>zoo</i> for <i>picnic</i> . | Omission | Grammar (of a definite article & the indefinite article) | Intralingual |
| 29 | Where will the naughty boys <i>were</i> plucking flowers? | 1. Substitution | 1. Grammar (verb form) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (preposition) | 2. Intralingual |
| 30 | The doctor is <i>checking</i> the <i>vein</i> of <i>old</i> patient. | 1. Substitution | 1. Vocabulary (lexical selection) | 1. Interlingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |

| | | | | |
|----|--|-----------------|---|-----------------|
| 31 | My father does not come from office yet. | 1. Substitution | 1. Grammar (misuse of Present Perfect tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| 33 | Rahil did not see a railway train before this. | 1. Substitution | 1. Grammar (misuse of Past Perfect Tense) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (syntactical fragment) | 2. Interlingual |
| 34 | We are not back biting . | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Intralingual |
| | | 2. Substitution | 2. Spelling (grapheme error) | 2. Intralingual |
| 35 | Where were you living for two years? | Substitution | Grammar (misuse of Past Perfect Continuous tense) | Interlingual |
| 37 | Hardworking students are given gifts at annual results. | Substitution | Vocabulary (lexical selection) | Interlingual |
| 38 | When I met him he has four cars. | 1. Omission | 1. Punctuation (comma) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (tense agreement) | 2. Intralingual |
| 40 | From where will the mischiveous boys have been plucking flowers? | 1. Substitution | 1. Grammar (misuse of Future Continuous tense) | 1. Intralingual |
| | | 2. Addition | 2. Spelling (a single letter) | 2. Intralingual |
| 42 | My father has not came from office yet. | 1. substitution | 1. Grammar (verb form) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| 43 | Raheel had not seen train before this. | 1. substitution | 1. Vocabulary (lexical selection) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (an indefinite article) | 2. Intralingual |
| 45 | Where will have you been living for two years? | Substitution | Grammar | Intralingual |

| | | | | |
|----|--|--------------------------------|--|------------------------------------|
| | | | (misuse of Past Perfect Continuous tense) | |
| 46 | If Kashif ran fast he will win the race. | 1. Substitution 2. Omission | 1. Grammar (tense agreement in conditional sentence) 2. Punctuation (comma) | 1. Interlingual 2. Intralingual |
| 47 | Where will be the naughty boys plucking the flowers? | 1. Ordering 2. Addition | 1. Syntax (syntactical structure) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 49 | The mother was saying her children to sleep. | Substitution | Vocabulary (lexical selection) | Interlingual |
| 53 | Where had been you living for two years? | Ordering | Syntax (Syntactical structure) | Intralingual |
| 54 | The guests are being waited in hotel. | 1. Omission 2. Omission | 1. Grammar (preposition) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 55 | The students have been learned English. | Substitution | Vocabulary (lexical selection) | Intralingual |
| 57 | He had four cars when I meet him. | Substitution | Grammar (Tense agreement) | Intralingual |
| 58 | Children visited the zoo. | 1. Omission 2. Omission | 1. Grammar (a definite article) 2. Syntax (Syntactical fragments) | 1. Intralingual 2. Intralingual |
| 60 | The mother was saying children to sleep. | 1. Substitution 2. Omission | 1. Vocabulary (lexical selection) 2. Grammar (a definite article) | 1. Interlingual 2. Intralingual |
| 61 | My father have not come from the office yet. | 1. Substitution | 1. Grammar (Subject-verb agreement) | Intralingual |
| 62 | The students had eaten samosas before bought new books . | 1. Omission 2. Omission | 1. Grammar (Subject-pronoun agreement) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 63 | Raheel had never seen train before this. | Omission | Grammar (an indefinite article) | Intralingual |

| | | | | |
|----|---|-----------------|--|-----------------------------|
| 64 | The guests <i>were</i> being waited in the hotel. | 1. Substitution | 1. Grammar (misuse of present continuous tense in passive-voice) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (preposition) | 2. Intralingual |
| 65 | We were not complaining. | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Communication Strategies |
| 66 | Where <i>you had</i> been living for two years. | 1. Ordering | 1. Syntax (syntactical structure) | 1. Intralingual |
| | | 2. Omission | 2. Punctuation (question mark) | 2. Intralingual |
| 67 | The students have taught the English. | 1. Substitution | 1. Grammar (misuse of Present Perfect tense in Passive-voice) | 1. Intralingual |
| | | 2. Addition | 2. Grammar (a definite article) | 2. Intralingual |
| 69 | When I met <i>to</i> him, he had four cars. | Addition | Grammar (preposition) | Intralingual |
| 70 | What nation do not respect to their national flag? | 1. Substitution | 1. Grammar (misuse of Present Indefinite Tense) | 1. Interlingual |
| | | 2. Substitution | 2. Grammar (Subject-pronoun agreement) | 2. Intralingual |
| 71 | Children was visiting the zoo. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Past Indefinite tense) | 2. Intralingual |
| 72 | This <i>tree is growing</i> in spring. | 1. Substitution | 1. Vocabulary (lexical selection) | 1. communication strategies |
| | | 2. Substitution | 2. Grammar (misuse of Future Indefinite tense) | 2. Intralingual |
| 76 | Students buy new book before eat samosas. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |

| | | | | |
|----|---|------------------------------------|--|------------------------------------|
| | | 2. Substitution | 2. Grammar (misuse of Past Perfect tense) | 2. Intralingual |
| 77 | <i>Raheel was not even see train before it.</i> | Substitution | Grammar (misuse of Past Perfect tense) | Intralingual/ Interlingual |
| 78 | <i>Where you were live two years?</i> | Substitution | Grammar (misuse of Past Perfect Continuous tense) | Intralingual |
| 83 | Children went for a visit to the zoo. | Omission | Grammar (a definite article) | Intralingual |
| 84 | Where will the naughty boys be plucking flowers? | Omission | Grammar (preposition) | Intralingual |
| 86 | Doctor <i>was</i> examining pulse of the sick old man. | 1. Omission 2. Substitution | 1. Grammar (a definite article) 2. Grammar (misuse of Present Continuous tense) | 1. Intralingual 2. Intralingual |
| 88 | <i>Waite has been doing for guests in the hotel.</i> | Substitution | Grammar (misuse of Present Perfect tense in Passive-voice) | Interlingual |
| 89 | English has <i>being</i> taught to the students. | Substitution | Grammar (misuse of Present Perfect tense in Passive-voice) | Intralingual |
| 90 | Mother was asking children for sleep. | 1. Omission 2. Substitution | 1. Grammar (a definite article) 2. Grammar (preposition) | 1. Intralingual 2. Intralingual |
| 91 | My father <i>had</i> not come from office yet. | 1. Substitution 2. Omission | 1. Grammar (misuse of Present Perfect tense) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 92 | Where had you <i>being</i> living <i>since two years.</i> | 1. Substitution 2. Substitution | 1. Grammar (misuse of Past Perfect Continuous tense) 2. Grammar (preposition/time expression) | 1. Intralingual 2. Intralingual |

| | | | | |
|-----|--|------------------------------------|--|------------------------------------|
| 98 | My father has not come home from office . | 1. Omission 2. Omission | 1. Grammar (a definite article) 2. Grammar (adverb of time) | 1. Intralingual 2. Intralingual |
| 99 | We have not been back biting . | Addition | Spelling (inappropriate word form) | Intralingual |
| 101 | The Childrens were go for the walking of zoo . | 1. Addition 2. substitution | 1. Morphological (noun inflexion/ pluralization) 2. Grammar (misuse of Past Indefinite tense) | 1. Interlingual 2. Intralingual |
| 105 | Rahil was never see a train before it . | 1. Substitution 2. Substitution | 1. Grammar (misuse of Past Perfect tense) 2. Grammar (adverb of time) | 1. Intralingual 2. Intralingual |
| 106 | Where were stay since two year | 1. Substitution 2. Omission | 1. Grammar (misuse of Past Perfect Continuous tense) 2. Punctuation (question mark) | 1. Intralingual 2. Intralingual |
| 110 | My father is not yet come from office . | 1. Substitution 2. Omission | 1. Grammar (misuse of Present Perfect tense) 2. Grammar (a definite article) | 1. Interlingual 2. Intralingual |
| 112 | Where were you living for two years . | 1. Substitution 2. Omission | 1. Grammar (misuse of Present Perfect Continuous tense) 2. Punctuation (question mark) | 1. Interlingual 2. Intralingual |
| 116 | If Kashif ran fast he will win the race. | 1. Substitution 2. Omission | 1. Grammar (tense agreement in conditional sentence) 2. Punctuation (Comma) | 1. Intralingual 2. Intralingual |
| 117 | The guests are being waited by in the hotel. | Substitution | Grammar (Preposition) | Intralingual |

| | | | | |
|-----|--|-----------------|---|-----------------|
| 118 | The students have been taught <i>english</i> . | Omission | Capitalization (capital letter/ Typographical) | Intralingual |
| 121 | This plant will grow in <i>Autumn</i> . | Substitution | Vocabulary (lexical selection) | Intralingual |
| 125 | English <i>is teach by the student</i> . | 1. Substitution | 1. Grammar (misuse of Present Perfect tense in Passive-voice) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (preposition) | 2. Intralingual |
| 127 | <i>Is the team is not respect out team flag?</i> | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| 133 | Children <i>were going</i> to visit the zoo. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Past Indefinite tense) | 2. Intralingual |
| 134 | This <i>flower was grow</i> in the spring. | 1. Substitution | 1. Grammar (misuse of Future Indefinite tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| 137 | We have not backbitings . | 1. Omission | 1. Grammar (verb form) | 1. Intralingual |
| | | 2. Addition | 2. Morphological (pluralization/ unnecessary morpheme "s") | 2. Interlingual |
| 141 | We <i>are not doing</i> backbiting. | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (unnecessary verb) | 2. Intralingual |
| 142 | Where <i>were u lived</i> for two years. | 1. Substitution | 1. Grammar (misuse of Past Perfect Continuous tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary | 2. Intralingual |

| | | | | |
|-----|---|-----------------|---|-----------------|
| 143 | The students <i>were learning</i> English. | 1. Substitution | (Informal language) 1. Grammar (misuse of Present Perfect tense in Passive-voice) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| 144 | Does any nation respect our national flag? | 1. Omission | 1. Syntax (syntactical fragment: negation) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (subject-pronoun agreement) | 2. Intralingual |
| 147 | <i>Students eaten samosas before buy the books.</i> | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Past Perfect tense) | 2. Intralingual |
| 149 | <i>Raise will be win If the Kashif run fast.</i> | 1. Substitution | 1. Grammar (misuse of the conditional sentence) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (informal language/ lexical selection) | 2. Interlingual |
| 151 | The plant will grow in spring. | 1. Addition | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical fragment: pronoun) | 2. Interlingual |
| 153 | Where <i>are you living</i> for two years? | Substitution | Grammar (misuse of Past Perfect Continuous tense) | Intralingual |
| 155 | English <i>is studying</i> to the students. | 1. Substitution | 1. Grammar (misuse of Present Perfect tense in Passive-voice) | 1. Intralingual |
| | | 2. Omission | 2. Spelling (a single letter) | 2. Intralingual |
| 156 | The children went to zoo for trip. | Omission | Grammar (a definite article) | Intralingual |
| 159 | We have not backbiting. | Omission | Grammar (verb form) | Intralingual |

| | | | | |
|-----|---|-----------------|--|-----------------|
| 160 | <i>In restaurant the waited by guests?</i> | 1. Substitution | 1. Grammar (misuse of Present Continuous tense in Passive-voice) | 1. Intralingual |
| | | 2. Addition | 2. Punctuation (question mark) | 2. Intralingual |
| 162 | Does <i>a</i> nation not respect its national flag? | Substitution | Grammar (misuse of determiner) | Intralingual |
| 163 | The doctor <i>will checking</i> the pulse of old patient. | 1. Substitution | 1. Grammar (misuse of Present Continuous tense) | 1. Interlingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| 165 | If Kashif <i>will runs fast he won the race.</i> | 1. Substitution | 1. Grammar (tense agreement in conditional sentence) | 1. Intralingual |
| | | 2. Omission | 2. Punctuation (comma) | 2. Intralingual |
| 167 | Does <i>a</i> nation <i>do</i> not respect its national flag? | 1. Substitution | 1. Grammar (misuse of determiner) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (unnecessary auxiliary verb) | 2. Interlingual |
| 168 | This plant will grow <i>on</i> spring. | Substitution | Grammar (preposition) | Intralingual |
| 169 | Raheel <i>have not</i> seen a train before. | 1. Substitution | 1. Grammar (misuse of Past Perfect tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (adverb of time) | 2. Intralingual |
| 170 | English <i>is being taught</i> to the students. | 1. Substitution | 1. Grammar (misuse of Present Perfect tense in Passive-voice) | 1. Intralingual |
| | | 2. Substitution | 2. Morphological (verb inflection) | 2. Interlingual |
| 171 | Does any <i>country</i> not respect its <i>country</i> flag? | Substitution | Vocabulary (lexical selection) | Intralingual |
| 172 | This plant <i>should</i> grow in <i>springs</i> . | 1. Substitution | 1. Grammar (misuse of Future Indefinite tense) | 1. Intralingual |
| | | 2. Addition | 2. Morphological | 2. Intralingual |

| | | | | |
|-----|--|-----------------|--|-----------------|
| | | | (noun inflexion /extra morpheme “s”) | |
| 176 | Does any nation not respect <i>their natural</i> flag? | 1. Substitution | 1. Grammar (Subject-Pronoun agreement) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| 179 | Students have taught English. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (past participle form in Passive-voice sentence) | 2. Intralingual |
| 182 | This plant <i>were grown</i> in spring. | Substitution | Grammar (misuse of Future Indefinite tense) | Intralingual |
| 184 | We <i>are not back</i> . | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical structure/gerund as an object) | 2. Intralingual |
| 188 | We <i>are not badbiting</i> . | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Interlingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| 191 | My <i>Father had</i> not come from the office yet. | 1. Addition | 1. Capitalization (unnecessary use of capital letters) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Perfect tense) | 2. Intralingual |
| 192 | The waite of the guests in hotel. | 1. Substitution | 1. Grammar (misuse of Present Continuous tense in Passive-voice) | 1. Intralingual |
| | | 2. Ordering | 2. Syntax (syntactical structure) | 2. Intralingual |

| | | | | |
|-----|--|------------------------------------|--|------------------------------------|
| 193 | He <i>has</i> four cars when I met him. | Substitution | Grammar (tense agreement) | Intralingual |
| 200 | The <i>Doctor</i> is <i>seeing</i> the <i>vein</i> of the ill old man. | 1. Addition 2. Substitution | 1. Capitalization (unnecessary use of capital letters) 2. Vocabulary (lexical selection) | 1. Intralingual 2. Interlingual |
| 202 | Does any nation not respect its national flag. | Omission | Punctuation (question mark) | Intralingual |
| 203 | Where will the naughty boys plucking flowers from | 1. Substitution 2. Omission | 1. Grammar (misuse of Future Continuous tense) 2. Punctuation (question mark) | 1. Intralingual 2. Intralingual |
| 204 | My father has not returned from office yet. | Omission | Grammar (a definite article) | 1. intralingual |
| 205 | We are not <i>playing tricks</i> . | 1. Substitution 2. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) 2. vocabulary (lexical selection) | 1. Intralingual 2. Intralingual |
| 206 | Where <i>you have</i> been living for two years? | 1. Substitution 2. Ordering | 1. Grammar (misuse of Past Perfect Continuous tense). 2. Syntax (syntactical structure) | 1. Intralingual 2. Intralingual |
| 207 | Hardworking students are rewarded on annual results. | Omission | Syntax (syntactical fragment, an object) | Intralingual |
| 208 | My father <i>have</i> not returned from office yet. | 1. Substitution 2. Omission | 1. Grammar (misuse of Present Perfect tense) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 210 | Naughty boys plucking flower. | 1. Substitution 2. Omission | 1. Grammar (misuse of interrogative Sentence in Future Continuous tense) 2. Punctuation (question mark) | 1. Intralingual 2. Intralingual |

| | | | | |
|-----|--|-----------------|---|-----------------|
| 215 | Does any nation not respect its national flag. | Omission | Punctuation (question mark) | Intralingual |
| 217 | Hardworking students are rewarded on annual <i>Prize day</i> . | Substitution | Vocabulary (lexical selection) | Interlingual |
| 218 | When I met him he had <i>for</i> cars. | 1. Omission | 1. Punctuation (Comma) | 1. Intralingual |
| | | 2. Omission | 2. Spelling (a single letter in determiner) | 2. Intralingual |
| 219 | my dad has not returned from office yet. | 1. Omission | 1. Capitalization (capital letters) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| 220 | He had four cars when I met. | Omission | Syntax (syntactical fragment: pronoun as an object) | Intralingual |
| 223 | <i>The students know about English.</i> | 1. Substitution | 1. Grammar (misuse of Present Perfect tense in Passive-voice) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| 224 | The children went on trip to zoo . | 1. Omission | 1. Grammar (an indefinite article) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| 225 | Does any nation not respect its flag ? | Omission | Syntax (syntactical fragment as an adjective) | Intralingual |
| 228 | If Kashifs runs fast, <i>the race will won</i> , | 1. Addition | 1. Morphological (an extra morpheme "s"/ noun inflexion) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (tense agreement in Conditional sentence) | 2. Intralingual |
| 229 | This plant will be grow in the spring season. | Addition | Grammar (verb form) | Intralingual |
| 230 | Raheel never seen a train before . | 1. Substitution | 1. Grammar (misuse of Past Perfect tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (adverb of time) | 2. Intralingual |

| | | | | |
|-----|--|--------------------------------|---|---|
| 231 | Where will the naughty boys be <i>plucked</i> flowers from. | 1. Substitution 2. Omission | 1. Grammar (verb form) 2. Punctuation (question mark) | 1. Intralingual 2. Intralingual |
| 232 | <i>The naughty boys plucking the flowers from where?</i> | 1. Substitution 2. Ordering | 1. Grammar (misuse of Future Continuous tense) 2. Syntax (syntactical structure) | 1. Intralingual 2. Intralingual |
| 236 | Does any nation not respect <i>it's</i> national flag? | Substitution | Grammar (subject-pronoun agreement) | Intralingual |
| 238 | Where had you been living for <i>two hours?</i> | 1. Ordering 2. Substitution | 1. Spelling (letters) 2. Vocabulary (lexical selection) | 1. Intralingual 2. Intralingual |
| 239 | The children went to zoo. | Omission | Syntax (syntactical fragments) | Interlingual |
| 241 | The guests are being waited in hotel. | 1. Omission 2. Omission | 1. Grammar (preposition) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 243 | <i>he</i> had four cars when <i>i</i> met him | 1. Omission 2. Omission | 1. Capitalization (capital letter) 2. Punctuation (full stop) | 1. Intralingual 2. Intralingual |
| 245 | Where had you been living for two years. | Substitution | Punctuation (question mark) | Intralingual |
| 250 | From where will naughty be plucking <i>the</i> flowers? | 1. Omission 2. Addition | 1. Syntax (syntactical fragment as a noun) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 252 | Frow where the naughty boys be plucking <i>the</i> flowers? | 1. Substitution 2. Addition | 1. Spelling (typographical) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 253 | Hardworking students are given <i>prize</i> on annual <i>result.</i> | 1. Omission 2. Substitution | 1. Morphological (a morpheme "s" /pluralization) 2. Vocabulary (lexical selection) | 1. Intralingual 2. Context of Learning |

| | | | | |
|-----|--|------------------------------------|---|------------------------------------|
| 254 | He had four cars, when I met him. | Addition | Punctuation (comma) | Intralingual |
| 256 | We <i>has</i> not been backbiting. | Substitution | Grammar (subject-verb agreement) | Intralingual |
| 258 | <i>How you are living since two years?</i> | 1. Substitution 2. Substitution | 1. Grammar (misuse of Past Perfect Continuous tense) 2. Vocabulary (lexical selection/question word) | 1. Intralingual 2. Intralingual |
| 259 | <i>Everyone was waiting for the guests in the hotel.</i> | Substitution | Grammar (misuse of Present Continuous Tense in Passive-voice) | Intralingual |
| 260 | The doctor <i>check</i> the sick old man's <i>nerves</i> . | 1. Substitution 2. Substitution | 1. Grammar (misuse of Present Continuous tense) 2. Vocabulary (lexical selection) | 1. Interlingual 2. Interlingual |
| 263 | When I met <i>him he</i> had <i>for</i> four cars. | 1. Omission 2. Addition | 1. Punctuation (comma) 2. Grammar (preposition) | 1. Intralingual 2. Intralingual |
| 264 | This plant <i>with</i> grow in spring. | Substitution | Spelling (typographical) | Intralingual |
| 268 | This plant will <i>growth</i> in spring. | Substitution | Vocabulary (lexical selection) | Interlingual |
| 271 | English <i>is</i> been <i>teached</i> to the students. | 1. Substitution 2. Addition | 1. Grammar (misuse of Present Perfect tense in passive-voice) 2. Morphological (verb inflexion) | 1. Intralingual 2. Interlingual |

4.1.2 Multiple Errors of ESL Participants in Translation from Urdu to English

Errors are in bold and italic form and Table 2 shows the multiple errors made by ESL participants studying in private secondary schools in District Lahore.

Table 2
Analysis of Multiple Errors in Translation from Urdu to English

| Text No. | Text of the Students | Type of the Error | Category of the Error | Cause/ Source of the Error |
|----------|--|-------------------|--|-----------------------------|
| 2 | Children <i>gone</i> for picnic <i>to</i> zoo. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (verb form) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| 7 | My father has not <i>come to</i> home yet. | 1. Substitution | 1. Vocabulary (lexical selection) | 1. Communication Strategies |
| | | 2. Substitution | 2. Grammar (preposition) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| 8 | Raheel had <i>not</i> seen <i>the</i> train before <i>it</i> . | 1. Substitution | 1. Vocabulary (lexical selection) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (a definite article) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical Selection) | 3. Intralingual |
| 12 | <i>Are</i> guest <i>waiting in</i> <i>the</i> hotel? | 1. Substitution | 1. Grammar (misuse of Present Continuous Tense in passive-voice) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (Subject-verb agreement) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (preposition) | 3. Intralingual |
| 14 | Hardworking students are <i>give</i> <i>prize</i> at annual <i>result</i> . | 1. Substitution | 1. Grammar (Verb form in passive-voice sentence) | 1. Interlingual |
| | | 2. Omission | 2. Morphological | 2. Intralingual |

| | | | | |
|----|--|--|---|---|
| | | 3. Substitution | (a morpheme “s” /Pluralization) 3. Vocabulary (lexical selection) | 3. Context of Learning |
| 17 | Where will the naughty boys <i>were</i> plucking <i>the</i> flowers. | 1. Substitution 2. Addition 3. Omission 4. Omission | 1. Grammar (verb form) 2. Grammar (a definite article) 3. Grammar (preposition) 4. Punctuation (question mark) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |
| 19 | Doctor is <i>seeing</i> the <i>vein</i> of an old sick man. | 1. Omission 2. Substitution 3. Substitution | 1. Grammar (a definite article) 2. Vocabulary (lexical selection) 3. Vocabulary (lexical selection) | 1. Intralingual 2. Interlingual 3. Interlingual |
| 21 | Students <i>eats</i> samosas before <i>buying</i> new books. | 1. Omission 2. Substitution 3. Omission | 1. Grammar (a definite article) 2. Grammar (misuse of Past Perfect tense) 3. Grammar (a definite article) | 1. Intralingual 2. Interlingual 3. Interlingual |
| 24 | <i>The wait of guests are in hotel.</i> | 1. Ordering 2. Substitution 3. Omission | 1. Syntax (syntactical structure) 2. Grammar (misuse of Present Continuous tense in Passive-voice) 3. Grammar (preposition) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 25 | On <i>Final result, the hardwork</i> students are awarded. | 1. Addition 2. Substitution 3. Addition 4. Substitution | 1. Capitalization (unnecessary use of capital letters) 2. Vocabulary (lexical selection) 3. Grammar (a definite article) 4. Vocabulary (lexical selection) | 1. Intralingual 2. Context of Learning 3. Intralingual 4. Intralingual |

| | | | | |
|----|--|--|---|--|
| 32 | <i>Student ate</i> samosas before <i>buying</i> new books. | 1. Omission 2. Omission 3. Substitution 4. Omission | 1. Grammar (a definite article) 2. Morphological (a morpheme “s”/ pluralization) 3. Grammar (misuse of Past Perfect tense) 4. Grammar (a definite article) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |
| 36 | Guests are being waited at hotel. | 1. Omission 2. Omission 3. Omission | 1. Grammar (a definite article) 2. Grammar (preposition) 3. Grammar (a definite article) | 1. Intralingual 2. Interlingual 3. Intralingual |
| 39 | Children went <i>to</i> zoo trip. | 1. Omission 2. Substitution 3. Omission | 1. Grammar (a definite article) 2. Grammar (preposition) 3. Grammar (a definite article) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 41 | Doctor <i>was</i> feeling the <i>impulse</i> of old sick man. | 1. Omission 2. Substitution 3. Substitution | 1. Grammar (a definite article) 2. Grammar (misuse of Present Continuous tense) 3. Vocabulary (lexical selection) | 1. Intralingual 2. Intralingual 3. Interlingual |
| 44 | We <i>shall</i> not <i>have</i> been <i>backbitting</i> . | 1. substitution 2. Ordering 3. Addition | 1. Grammar (misuse of Present Perfect Continuous tense) 2. Syntax (syntactical structure) 3. Spelling (an extra letter) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 48 | The doctor is <i>seeing</i> the <i>puls</i> of <i>ill</i> old. | 1. Substitution 2. Omission 3. Omission | 1. Vocabulary (lexical selection) 2. Spelling (a letter) 3. Grammar (an indefinite article) | 1. Intralingual 2. Intralingual 3. Intralingual |

| | | | | |
|----|--|-----------------|--|--------------------------------|
| | | 4. Omission | 4. Syntax (Syntactical fragment) | 4. Communication Strategies |
| 50 | My father <i>does not return</i> from office <i>now</i> . | 1. Substitution | 1. Grammar (misuse of Present Perfect Tense). | 1. Intralingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (incorrect Adverb of Time) | 3. Interlingual |
| 51 | The students <i>eat samosas before buy books</i> . | 1. Substitution | 1. Grammar (misuse of Past Perfect tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| | | 3. Omission | 3. Syntax (Syntactical fragment) | 3. Intralingual |
| 52 | Rahil <i>did not see train now before</i> . | 1. Substitution | 1. Grammar (misuse of Past Perfect tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (an indefinite article) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (Adverb of Time) | 3. Intralingual |
| 56 | <i>The</i> hardworking students are given prizes <i>in</i> annual <i>result</i> . | 1. Addition | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (Preposition) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Context of Learning |
| 59 | Where will the naughty <i>boys plucking the</i> flowers? | 1. Omission | 1. Syntax (syntactical fragment: Verb) | 1. Intralingual |
| | | 2. Addition | 2. Grammar (a definite article) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (Preposition) | 3. Intralingual |
| 68 | <i>The</i> prizes are given to <i>the students</i> on final <i>result</i> . | 1. Addition | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical fragment: Adjective) | 2. Intralingual |

| | | | | |
|----|--|-----------------|---|------------------------|
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Context of Learning |
| 73 | Where will the naughty boys break the flowers? | 1. Substitution | 1. Grammar (misuse of Future Continuous Tense) | 1. Intralingual |
| | | 2. Addition | 2. Grammar (a definite article) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (preposition) | 3. Intralingual |
| 74 | Doctor see the pulse of ill old man. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Continuous tense) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Interlingual |
| | | 4. Omission | 4. Grammar (an article) | 4. Intralingual |
| 75 | My father did not come back to office. | 1. Substitution | 1. Grammar (misuse of Present Perfect tense) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (Preposition) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (Adverb of time) | 3. Intralingual |
| 79 | Guest are being waited in hotel. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Omission | 2. Morphological (a morpheme “s”/ pluralization) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (preposition) | 3. Intralingual |
| 80 | Students had been teach English. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (auxiliary verb) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (verb form) | 3. Intralingual |
| 81 | At the final result had granted the prize. | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense in passive-voice) | 1. Intralingual |
| | | 2. Ordering | 2. Syntax | 2. Intralingual |

| | | | | |
|----|---|-----------------|--|---------------------------------|
| | | | (syntactical structure) | |
| | | 3. Omission | 3. Syntax (syntactical fragment: Subject) | 3. Intralingual |
| 82 | When I met <i>him He</i> <i>has</i> four cars. | 1. Omission | 1. Punctuation (comma) | 1. Intralingual |
| | | 2. Addition | 2. Capitalization (unnecessary use of capital letters) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (tense agreement) | 3. Intralingual |
| 85 | Mother was <i>saying</i> the <i>child</i> to sleep. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection: verb form) | 2. Intralingual |
| | | 3. Substitution | 3. Morphological (pluralization/ incorrect number noun) | 3. Intralingual |
| 87 | <i>Students ate potato</i> <i>triangles before</i> <i>buying new books.</i> | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Past Perfect tense) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection: object) | 3. Communication Strategies. |
| 93 | Students are been <i>taached English.</i> | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Perfect tense in Passive-voice) | 2. Intralingual |
| | | 3. Addition | 3. Morphological (verb inflexion) | 3. Intralingual |
| | | 4. Omission | 4. Spelling (typographical/ a letter) | 4. Intralingual |
| 94 | <i>When I meet him he</i> <i>has for cars.</i> | 1. Substitution | 1. Grammar (tense agreement) | 1. Intralingual |
| | | 2. Omission | 2. Punctuation (Comma) | 2. Intralingual |

| | | | | |
|-----|--|---|--|---|
| | | 3. Substitution | 3. Spelling (typographical/ determiner) | 3. Intralingual |
| 95 | Does any nation <i>do</i> not respect its <i>country</i> | 1. Addition 2. Substitution 3. Omission | 1. Grammar (auxiliary verb) 2. Vocabulary (lexical selection) 3. Punctuation (question mark) | 1. Intralingual 2. Communication Strategies 3. Intralingual |
| 96 | The kids <i>have gone to</i> <i>zoo</i> . | 1. Substitution 2. Omission 3. Omission | 1. Grammar (misuse of Present Indefinite tense) 2. Grammar (infinitive form) 3. Grammar (a definite article) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 97 | Where naughty boys <i>will be</i> plucking flowers? | 1. Ordering 2. Omission 3. Omission | 1. Syntax (syntactical structure) 2. Grammar (a definite article) 3. Grammar (preposition) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 100 | <i>The</i> hardworking <i>student have</i> given <i>prize</i> on annual <i>Result</i> . | 1. Addition 2. Omission 3. Substitution 4. Substitution | 1. Grammar (a definite article) 2. Morphological (a morpheme “s”) 3. Grammar (auxiliary verb) 4. Vocabulary (lexical selection) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Context of Learning |
| 102 | <i>From where the</i> <i>naughty boy will</i> <i>broke the flowers</i> | 1. Substitution 2. Ordering 3. Substitute 4. Omission 5. Omission | 1. Grammar (misuse of Future Continuous tense) 2. Syntax (syntactical structure) 3. Vocabulary (lexical Selection) 4. Grammar (verb form) 5. Punctuation (Question mark) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual |
| 103 | The mother <i>said</i> the <i>childrens</i> to sleep. | 1. Substitution | 1. Grammar | 1. Intralingual |

| | | | | |
|-----|--|-----------------|--|-----------------------------|
| | | 2. Substitution | (misuse of Future Continuous tense) | 2. Intralingual |
| | | 3. Addition | 2. Vocabulary (lexical Selection) | 3. Interlingual |
| | | | 3. Morphological (pluralization/ a morpheme “s”) | |
| 104 | <i>My father is not coming from office now.</i> | 1. Substitution | 1. Grammar (misuse of Present Perfect tense) | 1. Communication Strategies |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (adverb of time) | 3. Intralingual |
| 107 | <i>Do the nation not respect their national flag.</i> | 1. Substitution | 1. Grammar (subject-verb agreement) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (subject-pronoun agreement) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (question mark) | 3. Intralingual |
| 108 | <i>Children go to visit zoo.</i> | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Past Indefinite tense) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| 109 | <i>Will the naughty boys were picking the flowers.</i> | 1. Omission | 1. Syntax (syntactical fragment: “wh- words”) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Future Continuous tense) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| | | 4. Addition | 4. Grammar (a definite article) | 4. Intralingual |
| | | 5. Omission | 5. Punctuation (question mark) | 5. Intralingual |
| 111 | <i>We are not back biting of others.</i> | 1. Substitution | 1. Grammar | 1. Interlingual |

| | | | | |
|-----|--|-----------------|--|-----------------------------|
| | | | (misuse of Present Perfect Continuous tense) | 2. Intralingual |
| | | 2. Addition | 2. Spelling (incorrect word form) | |
| | | 3. Addition | 3. Syntax (unnecessary syntactical fragment) | 3. Communication Strategies |
| 113 | <i>Guest are waiting in hotel.</i> | 1. Substitution | 1. Grammar (misuse of Present Continuous tense in Passive-voice) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (preposition) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| 114 | <i>Hard work students gets price for final result.</i> | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense in Passive-voice) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (preposition) | 3. Intralingual |
| | | 4. Substitution | 4. Vocabulary (lexical selection) | 4. Context of Learning |
| 115 | <i>Is any nation disrespect his national Flag.</i> | 1. Substitution | 1. Grammar (auxiliary verb) | 1. Interlingual |
| | | 2. Substitution | 2. Grammar (subject- pronoun agreement) | 2. Intralingual |
| | | 3. Addition | 3. Capitalization (capital letter) | 3. Intralingual |
| | | 4. Omission | 4. Punctuation (question Mark) | 4. Intralingual |
| 119 | <i>Hardworking students is given by the gifts on annual result.</i> | 1. Substitution | 1. Grammar (subject-verb agreement) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (unnecessary syntactical fragment) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Context of learning |

| | | | | |
|-----|---|-----------------|--|-----------------|
| 120 | Children want to trip for zoo. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Spelling (a single letter) | 2. Intralingual |
| | | 3. Ordering | 3. Syntax (syntactical structure) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (preposition) | 4. Intralingual |
| 122 | The mother was asking his children for sleeping . | 1. Substitution | 1. Grammar (subject-pronoun agreement) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (syntactical fragment: Gerund) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (infinitive) | 3. Intralingual |
| 123 | Doctor is check the vain of a sick old man. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Continuous tense) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Interlingual |
| 124 | If Kashif will run fast they won race . | 1. Substitution | 1. Grammar (tense agreement in conditional sentence) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (subject-pronoun agreement) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (comma) | 3. Intralingual |
| 126 | When i met him, they have four cars. | 1. Omission | 1. Capitalization (capital letter) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (tense agreement) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (subject-pronoun agreement) | 3. Intralingual |
| 128 | Where the naughty boys pull of flower . | 1. Substitution | 1. Grammar (misuse of Future continuous tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |

| | | | | |
|-----|--|-----------------|--|--------------------------------|
| | | 3. Addition | 3. Grammar (preposition) | 3. Interlingual |
| | | 4. Omission | 4. Morphological (Pluralization/ incorrect number noun) | 4. Intralingual |
| | | 5. Omission | 5. Grammar (preposition) | 5. Intralingual |
| | | 6. Substitution | 6. Punctuation (Question mark) | 6. Intralingual |
| | | 7. Ordering | 7. Syntax (Syntactical structure) | 7. Intralingual |
| 129 | Mother was said to children to go to sleep. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Past continuous tense) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| 130 | Doctor was check the _____of oldman. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present continuous tense). | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Interlingual |
| | | 4. Omission | 4. Syntax (syntactical fragment: object) | 4. Intralingual |
| | | 5. Omission | 5. Grammar (an Indefinite article) | 5. Intralingual |
| | | 6. Substitution | 6. Syntax (incorrect phrase) | 6. Communication Strategies |
| 131 | We are not tell a backbitting. | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (verb form) | 2. Intralingual |
| | | 3. Addition | 3. Spelling (an extra letter) | 3. Intralingual |

| | | | | |
|-----|--|------------------|---|------------------------|
| 132 | <i>What nation do not give respect to their national flag?</i> | 1. Substitution) | 1. Grammar (misuse of Present Indefinite tense) | 1. Intralingual |
| | | 2. Ordering | 2. Syntax (Syntactical structure) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (subject-pronoun agreement) | 3. Intralingual |
| 135 | Where <i>were the</i> naughty boys <i>plucking the flowers?</i> | 1. Substitution | 1. Grammar (misuse of Future Continuous tense) | 1. Intralingual |
| | | 2. Addition | 2. Grammar (a definite article) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (question mark) | 3. Intralingual |
| 136 | <i>Doctor looked after</i> the pulse of sick old man. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Interlingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| 138 | <i>In Annual result, Award is guranted</i> to hardworking students. | 1. Substitution | 1. Grammar (preposition) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Context of Learning |
| | | 3. Addition | 3. Capitalization (capital letter) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (Subject-verb agreement) | 4. Intralingual |
| 139 | <i>Is</i> any nation can't respect its national flag. | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense) | 1. Intralingual |
| | | 2. Addition | 2. Grammar (model verb) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (question mark) | 3. Intralingual |
| 140 | Where <i>were the</i> naughty <i>boy</i> <i>ploughing the</i> flowers? | 1. Substitution | 1. Grammar (misuse of Future Continuous tense) | 1. Intralingual |
| | | 2. Omission | 2. Morphology (pluralization/ a morpheme "s") | 2. Intralingual |

| | | | | |
|-----|--|-----------------|---|-----------------|
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| 145 | Children <i>have gone</i> zoo for <i>picnic</i> . | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Past Indefinite tense) | 2. Interlingual |
| | | 3. Substitution | 3. Spelling (Grapheme) | 3. Intralingual |
| 146 | Where will <i>noty body</i> <i>pluck the flower?</i> | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Future Continuous tense) | 2. Interlingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (preposition) | 4. Intralingual |
| | | 5. Ordering | 5. Syntax (syntactical structure) | 5. Intralingual |
| 148 | <i>Where are you for</i> <i>two year?</i> | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical fragment: verb) | 2. Intralingual |
| | | 3. Omission | 3. Morphological (incorrect number noun) | 3. Intralingual |
| 150 | The <i>guest</i> being <i>waiting</i> in the <i>hotal</i> . | 1. Omission | 1. Morphological (incorrect number noun/ pluralization) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Continuous tense in Passive-voice) | 2. Interlingual |
| | | 3. Omission | 3. Grammar (preposition) | 3. Intralingual |
| | | 4. Substitution | 4. spelling (single letter) | 4. Intralingual |

| | | | | |
|-----|--|-----------------|--|-----------------------------|
| 152 | My father <i>is</i> not coming back from office. | 1. Substitution | 1. Grammar (misuse of Present Perfect tense) | 1. Interlingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (adverb of time) | 3. Intralingual |
| 154 | Guests are being waited in the <i>Hotel</i> . | 1. Omission | 1. Grammar (a definite article) | 1. Interlingual |
| | | 2. Omission | 2. Grammar (preposition) | 2. Intralingual |
| | | 3. Addition | 3. Capitalization (unnecessary use of capital letters) | 3. Intralingual |
| 157 | The mother was <i>talk about</i> her <i>child</i> to sleep. | 1. Substitution | 1. Grammar (misuse of Past Continuous tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Omission | 3. Morphological (noun inflexion) | 3. Intralingual |
| 158 | The students <i>bye new books before eat samosa</i> . | 1. Substitution | 1. Grammar (misuse of Past Perfect tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Communication Strategies |
| | | 3. Omission | 3. Morphological (pluralization/incorrect number noun) | 3. Intralingual |
| 161 | <i>The final result of</i> hardworking students <i>got</i> prizes. | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense in Passive-voice) | 1. Intralingual |
| | | 2. Ordering | 2. Syntax (syntactical structure) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Context of Learning |
| 164 | My father <i>is not coming from office right now</i> . | 1. Substitution | 1. Grammar (misuse of Present Perfect tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Intralingual |

| | | | | |
|-----|--|-----------------|---|------------------------|
| | | 3. Substitution | 3. Vocabulary (adverb of time) | 3. Intralingual |
| 166 | Hardworking <i>student is being</i> given <i>by the</i> prizes <i>of</i> annual <i>result.</i> | 1. Omission | 1. Morphological (incorrect number noun /pluralization) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Indefinite tense in Passive-voice) | 2. Intralingual |
| | | 3. Addition | 3. Syntax (unnecessary syntactical fragments) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (preposition) | 4. Intralingual |
| | | 5. Substitution | 5. Vocabulary (lexical selection) | 5. Context of Learning |
| 173 | Raheel <i>has not</i> seen <i>the</i> train before. | 1. Substitution | 1. Grammar (misuse of Past Perfect tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (article) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (adverb of time) | 4. Intralingual |
| 174 | In hotel the guests are waited | 1. Substitution | 1. Grammar (misuse of Present Continuous tense in Passive-voice) | 1. Intralingual |
| | | 2. Omission | 2. Punctuation (Comma) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (Preposition) | 3. Intralingual |
| 175 | <i>On Anual result the stuggling students get prizes.</i> | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense in Passive-voice) | 1. Intralingual |
| | | 2. Addition | 2. Capitalization (capital letter) | 2. Intralingual |
| | | 3. Omission | 3 Punctuation (comma) | 4. Intralingual |
| | | 4. Substitution | 4. Vocabulary (lexical Selection) | 4. Context of Learning |

| | | | | |
|-----|--|-----------------|--|-----------------|
| | | 5. Omission | 5. Spelling (a single letter) | 5. Intralingual |
| 177 | Mother was <i>telling</i> <i>sleep to children.</i> | 1. Substitution | 1. Vocabulary (lexical selection) | 1. Interlingual |
| | | 2. Ordering | 2. Syntax (syntactical structure) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| 178 | We <i>are not take</i> <i>backbitting.</i> | 1. Substitution | 1. Grammar (misuse of Present Perfect Continuous tense) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (syntactical fragment: unnecessary verb) | 2. Intralingual |
| | | 3. Addition | 3. Spelling (an extra letter) | 3. Intralingual |
| 180 | <i>When the</i> any nation <i>do</i> not respect <i>thir</i> <i>flags.</i> | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense) | 1. Intralingual |
| | | 2. Ordering | 2. Grammar (syntactical structure) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (subject-pronoun agreement) | 3. Intralingual |
| | | 4. Omission | 4. Spelling (a single letter) | 4. Intralingual |
| | | 5. Omission | 5. Punctuation (question mark) | 5. Intralingual |
| 181 | The <i>students are</i> <i>going for zoo.</i> | 1. Substitution | 1. Vocabulary (lexical selection) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Past Indefinite tense) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| 183 | My father <i>does not</i> <i>comming</i> from the office. | 1. Substitution | 1. Grammar (misuse of Present Perfect tense) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (verb form) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (adverb of time) | 3. Intralingual |

| | | | | |
|-----|--|--|--|--|
| 185 | <i>Students are understand the english.</i> | <ul style="list-style-type: none"> 1. Omission 2. Substitution 3. Addition 4. Omission | <ul style="list-style-type: none"> 1. Grammar (a definite article) 2. Grammar (misuse of Present Perfect tense in Passive-voice) 3. Grammar (a definite article) 4. Capitalization (capital letter in proper noun) | <ul style="list-style-type: none"> 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |
| 186 | <i>Whenever I meet him, He has four cars.</i> | <ul style="list-style-type: none"> 1. Substitution 2. Omission 3. Substitution 4. Addition | <ul style="list-style-type: none"> 1. Vocabulary (adverb of time) 2. Grammar (tense agreement) 3. Grammar (verb form) 4. Capitalization (unnecessary use of capital letters) | <ul style="list-style-type: none"> 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |
| 187 | <i>The Raheel had not seen train before this.</i> | <ul style="list-style-type: none"> 1. Addition 2. Substitution 3. Omission | <ul style="list-style-type: none"> 1. Grammar (a definite article) 2. Vocabulary (lexical selection) 3. Grammar (an indefinite article) | <ul style="list-style-type: none"> 1. Intralingual 2. Intralingual 3. Intralingual |
| 189 | <i>The english has taught to students.</i> | <ul style="list-style-type: none"> 1. Addition 2. Omission 3. Omission 4. Omission | <ul style="list-style-type: none"> 1. Grammar (a definite article) 2. Capitalization (capital letter) 3. Grammar (verb form in Passive-Voice sentence) 4. Grammar (a definite article) | <ul style="list-style-type: none"> 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |
| 190 | <i>He has four cars when I met it.</i> | <ul style="list-style-type: none"> 1. Substitution 2. Omission 3. Substitution | <ul style="list-style-type: none"> 1. Grammar (tense agreement) 2. Punctuation (comma) 3. Grammar (subject-pronoun agreement) | <ul style="list-style-type: none"> 1. Intralingual 2. Intralingual 3. Intralingual |

| | | | | |
|-----|--|-----------------|---|-----------------|
| 194 | Have any nations is their respect their national <i>flag</i>. | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense) | 1. Intralingual |
| | | 2. Ordering | 2. Syntax (syntactical structure) | 2. Interlingual |
| | | 3. Addition | 3. Morphological (incorrect number noun/ pluralization) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (subject-pronoun agreement) | 4. Intralingual |
| | | 5. Omission | 5. Punctuation (question mark) | 5. Intralingual |
| 195 | Children went the zoo for picnic. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (preposition) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (an indefinite article) | 3. Intralingual |
| 196 | The doctor <i>seeing the vein of sick old</i>. | 1. Omission | 1. Syntax (syntactical fragment: an auxiliary verb) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical Selection) | 2. Interlingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| | | 4. Omission | 4. Syntax (syntactical fragment: an indirect object) | 4. Intralingual |
| 197 | He <i>has for</i> cars when I met him. | 1. Omission | 1. Grammar (tense agreement) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (auxiliary verb) | 2. Intralingual |
| | | 3. Omission | 3. Spelling (a single letter in determiner) | 3. Intralingual |
| 198 | Mother was <i>saying to children for sleeping</i>. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical Selection) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (preposition) | 3. Interlingual |
| | | 4. Substitution | 4. Grammar | 4. Intralingual |

| | | | | |
|-----|---|---|--|---|
| 199 | <i>The prize given to the hardwork</i> students at annual. | 1. Addition 2. Substitution 3. Ordering 4. Substitution 5. Omission | (verb form) 1. Grammar (a definite article) 2. Grammar (misuse of Present Indefinite tense in passive-voice) 3. Syntax (syntactical structure) 4. Vocabulary (lexical selection) 5. Syntax (syntactical fragment) | 1. Intralingual 2. Intralingual 3. Interlingual 4. Intralingual 5. Intralingual |
| 201 | Raheel <i>did not saw</i> <i>the</i> train never before. | 1. Substitution 2. Ordering 3. Substitution 4. Omission | 1. Grammar (misuse of Past Perfect tense) 2. Syntax (syntactical structure) 3. Grammar (article) 4. Grammar (adverb of time) | 1. Intralingual 2. Communication Strategies 3. Intralingual 4. Intralingual |
| 209 | Does nation not respect its <i>Flag</i> ? | 1. Omission 2. Omission 3. Addition | 1. Grammar (determiner) 2. Syntax (syntactical fragment: adjective) 3. Capitalization (unnecessary use of capital letters) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 211 | <i>Students rewarded on result.</i> | 1. Substitution 2. Omission 3. Substitution | 1. Grammar (misuse of Present Indefinite tense in Passive-voice) 2. Syntax (syntactical fragments) 3. Vocabulary (lexical selection) | 1. Intralingual 2. Intralingual 3. Context of Learning |
| 212 | <i>Students ate samosas before break.</i> | 1. Omission 2. Substitution | 1. Grammar (a definite article) 2. Grammar | 1. Intralingual 2. Intralingual |

| | | | | |
|-----|---|-----------------|--|-----------------|
| | | 3. Substitution | (misuse of Past Perfect tense) | 3. Intralingual |
| | | 4. Omission | 3. Vocabulary (lexical selection) 4. Syntax (syntactical fragments) | 4. Intralingual |
| 213 | If Kashif runs fast <i>will be won the race.</i> | 1. Substitution | 1. Grammar (tense agreement in the conditional sentence) | 1. Intralingual |
| | | 2. Omission | 2. Punctuation (comma) | 2. Intralingual |
| | | 3. Omission | 3. Syntax (syntactical fragment: subject of the main clause) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (subject-verb agreement) | 4. Intralingual |
| 214 | The doctor <i>check</i> the pulse <i>rate of old man.</i> | 1. Substitution | 1. Grammar (misuse of Present Continuous tense) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (unnecessary syntactical fragment) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (an article) | 3. Intralingual |
| | | 4. Omission | 4. Syntax (necessary syntactical fragment) | 4. Intralingual |
| 216 | Mother was <i>telling kids go</i> to sleep. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Interlingual |
| | | 4. Addition | 4. Syntax (unnecessary Syntactical fragment) | 4. Intralingual |
| 221 | Where <i>have</i> you been living <i>from 2</i> years? | 1. Substitution | 1. Grammar | 1. Intralingual |

| | | | | |
|-----|---|-----------------|--|-----------------------------|
| | | 2. Substitution | (misuse of Past Perfect Continuous tense) | 2. Intralingual |
| | | 3. Substitution | 2. Grammar (preposition) 3. Stylistic (informal language) | 3. Communication strategies |
| 222 | <i>The plants will grow in the spring.</i> | 1. Addition | 1. Grammar (article) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical fragment) | 2. Intralingual |
| | | 3. Addition | 3. Morphological (pluralization/ incorrect number noun) | 3. Intralingual |
| 226 | <i>Students already been taught english.</i> | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Perfect tense in passive-voice sentence) | 2. Intralingual |
| | | 3. Addition | 3. Syntax (syntactical fragment) | 3. Intralingual |
| | | 4. Omission | 4. Capitalization (capital letter in Proper noun) | 4. Intralingual |
| 227 | <i>Guests are working at hotel.</i> | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Continuous tense in Passive-voice) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (a definite article) | 4. Intralingual |
| 233 | <i>My father has not return from office.</i> | 1. Substitution | 1. Grammar (verb form) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (adverb of time) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |

| | | | | |
|-----|---|-----------------|--|-----------------------------|
| 234 | The doctor <i>looking the poor patients veins.</i> | 1. Substitution | 1. Grammar (misuse of Present Continuous tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Ordering | 3. Syntax (syntactical structure) | 3. Intralingual |
| | | 4. Omission | 4. Syntax (syntactical fragments) | 4. Intralingual |
| 235 | Rahil <i>in life never see the train before.</i> | 1. Substitution | 1. Grammar (misuse of Past perfect tense) | 1. Communication Strategies |
| | | 2. Substitution | 2. Grammar (article) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (adverb of time) | 3. Intralingual |
| 237 | The students <i>wontonms before to buy</i> new books. | 1. Substitution | 1. Grammar (misuse of Past Perfect tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Context of Learning |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| 240 | Hardworking students <i>give prize</i> on her annual <i>result.</i> | 1. Substitution | 1. Grammar (misuse of Present Indefinite tense in Passive-voice) | 1. Intralingual |
| | | 2. Omission | 2. Morphological (incorrect number noun/ pluralization) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (subject-pronoun agreement) | 3. Intralingual |
| | | 4. Substitution | 4. Vocabulary (lexical selection) | 4. Context of Learning |
| 242 | <i>The</i> hardworking students are given <i>price</i> on annual <i>result.</i> | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Context of Learning |

| | | | | |
|-----|---|---|--|---|
| 244 | <i>my</i> father has not come back from office <i>net</i> . | 1. Omission 2. Omission 3. Substitution | 1. Capitalization (capital letter) 2. Grammar (a definite article) 3. Spelling (a single letter) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 246 | Where the <i>not</i> boys <i>will</i> be plucking the <i>flower</i> . | 1. Ordering 2. Substitution 3. Omission 4. Omission 5. Omission | 1. Syntax (syntactical structure) 2. Spelling (grapheme error) 3. Morphological (incorrect number noun/ pluralization) 4. Grammar (preposition) 5. Punctuation (question mark) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual |
| 247 | My father has not <i>arrived</i> office yet. | 1. Substitution 2. Omission 3. Omission | 1. Vocabulary (lexical selection) 2. Grammar (preposition) 3. Grammar (a definite article) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 248 | If Kashif <i>will run</i> <i>faster</i> he will <i>run</i> the race. | 1. Substitution 2. Substitution 3. Omission 4. Substitution | 1. Grammar (tense agreement) 2. Grammar (adverb) 3. Punctuation (comma) 4. Vocabulary (lexical selection) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |
| 249 | Mother was <i>telling</i> the <i>student</i> to sleep. | 1. Omission 2. Substitution 3. Substitution | 1. Grammar (a definite article) 2. Vocabulary (lexical selection) 3. Vocabulary (lexical selection) | 1. Intralingual 2. Interlingual 3. Intralingual |
| 251 | He <i>have</i> 4 cars when <i>i</i> met him. | 1. Substitution 2. Substitution 3. Omission | 1. Grammar (subject-verb agreement) 2. Stylistic (informal language) 3. Capitalization | 1. Intralingual 2. Intralingual 3. Intralingual |

| | | | | |
|-----|--|-----------------|---|-----------------------------|
| 255 | From where the <i>noty</i> boys plucking <i>the</i> flowers. | 1. Substitution | (capital letter) 1. Spelling (grapheme) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical fragment) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (a definite article) | 3. Intralingual |
| | | 4. Omission | 4. Punctuation (question mark) | 4. Intralingual |
| 257 | The mother <i>saying</i> sleeping children. | 1. Substitution | 1. Grammar (misuse of Present Continuous tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Ordering | 3. Syntax (syntactical structure) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (verb forms) | 4. Intralingual |
| | | 5. Omission | 5. Grammar (a definite article) | 5. Intralingual |
| 261 | Does <i>no country take</i> care of their flag? | 1. Substitution | 1. Grammar (determiner) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) i- Subject, ii- Verb, | 2. Interlingual |
| | | 3. Substitution | 3. Grammar (subject-pronoun agreement) | 3. Intralingual |
| | | 4. Addition | 4. Grammar (preposition) | 4. Intralingual |
| | | 5. Omission | 5. Syntax (syntactical fragment: adjective) | 5. Intralingual |
| 262 | If <i>the runner run</i> fast he will win the <i>game</i> . | 1. Addition | 1. Grammar (article) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (Subject/ proper noun) | 2. Communication Strategies |
| | | 3. Substitution | 3. Grammar (subject-verb agreement) | 3. Intralingual |
| | | 4. Omission | 4. Punctuation (comma) | 4. Intralingual |

| | | | | |
|-----|--|-----------------|--|--------------------------------|
| | | 5. Substitution | 5. Vocabulary (lexical selection) | 5. Communication Strategies |
| 265 | <i>I am meeting this he has for cars.</i> | 1. Omission | 1. Grammar (misuse of Past tense) | 1. Intralingual |
| | | 2. Ordering | 2. Syntax (syntactical structure) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (comma) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (verb form) | 4. Intralingual |
| | | 5. Omission | 5. Spelling (a single letter in determiner) | 5. Intralingual |
| 266 | <i>My father had never come from office.</i> | 1. Substitution | 1. Grammar (misuse of Present Perfect tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Interlingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (adverb of time) | 4. Intralingual |
| 267 | <i>The children was enjoy outing to the zoo.</i> | 1. Substitution | 1. Grammar (misuse of Past Indefinite tense) | 1. Interlingual |
| | | 2. Ordering | 2. Syntax (syntactical structure) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (main verb) | 3. Communication Strategies |
| 269 | <i>When I am meat the has four cars.</i> | 1. Substitution | 1. Grammar (misuse of past tense) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (comma) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (subject-pronoun agreement) | 4. Intralingual |
| | | 5. Addition | 5. Grammar (definite article) | 5. Intralingual |
| | | 6. Substitution | 6. Grammar (verb form) | 6. Intralingual |

| | | | | |
|-----|--|-----------------|---------------------------------------|-----------------|
| 270 | Before <i>yet Raheel had not saw train.</i> | 1. Substitution | 1. Grammar (adverb of time) | 1. Intralingual |
| | | 2. Omission | 2. Punctuation (comma) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (verb form) | 4. Intralingual |
| 272 | When <i>i meet</i> him he <i>have</i> four cars. | 1. Omission | 1. Capitalization (capital letter) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of past tense) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (comma) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (verb form) | 4. Intralingual |

4.1.3 Fewer Errors of ESL Participants in Essay Writing

This table shows the fewer errors in Essay Writing made by the ESL participants studying in private secondary schools in District Lahore. Errors are in bold and italic form.

Table 3

Analysis of Fewer Errors in Essay Writing

| Text No. | Text of the Students | Type of the Error | Category of the Error | Cause/ Source of the Error |
|----------|--|----------------------------|--|------------------------------------|
| 1 | <u>“Role of Teacher”</u> | ----- | ----- | ----- |
| A | Teachers <i>teaches</i> the students. | Substitution | Grammar (subject-verb agreement) | Intralingual |
| B | It is great to have understanding between students and teachers. | Omission | Grammar (an indefinite article) | Intralingual |
| C | Teachers are candles that burn their students. | Omission | Syntax (syntactical fragments/ a phrase) | Communication Strategies |
| E | Teachers guide the <i>student</i> . | Omission | Morphological (Incorrect number noun/ pluralization) | Intralingual |
| F | They show the way where the students sea. But do not tell us what we see. | Substitution | Vocabulary (lexical selection/lack of clarity) | Intralingual |
| G | Teachers not only give the education but also play role in our social life. | Omission | Grammar (an indefinite article) | Intralingual |
| I | Teachers are most respectful <i>person</i> . | 1. Omission 2. Omission | 1. Grammar (a definite article) 2. Morphological (pluralization /Incorrect number noun) | 1. Intralingual 2. Intralingual |
| 2 | <u>The role of teachers in students’ lives</u> | ----- | ----- | ----- |

| | | | | |
|---|---|--------------------------------|--|------------------------------------|
| A | “My mother gave birth to me and moves me from sky to Earth and my teacher moves me from Earth to sky ” | 1. Substitution 2. Omission | 1. Grammar (verb form) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| B | Teacher is the person who is the second parent of the student. | Omission | Grammar (article) | Intralingual |
| C | In other we can say that the life of student depends on the teacher. | 1. Omission 2. Omission | 1. Syntax (syntactical fragment) 2. Grammar (an indefinite article) | 1. Intralingual 2. Intralingual |
| D |, the student will or can play a vital role in the environment . | Substitution | Vocabulary (lexical selection) | Communication Strategies |
| F | If the teacher taught well, the student will have been succeed. | Substitution | Grammar (tense agreement in the conditional sentence) | Intralingual |
| H | That is for we call: The life of student depends on teacher . | 1. Substitution 2. Omission | 1. Stylistics (lack of coherence) 2. Grammar (article) | 1. Intralingual 2. Intralingual |
| J | “I was send as a teacher” | Substitution | Grammar (verb form) | Intralingual |
| J | “ Teacher place is the best place for student ” My teacher is best . | 1. Substitution 2. Omission | 1. Stylistics (lack of clarity) 2. Grammar (a definite article) | 1. Interlingual 2. Intralingual |
| 3 | <u>“My goal in the life”</u> | Addition | Grammar (a definite article) | Intralingual |
| B | The more aged is the doctor, the more experienced he is. | Substitution | Stylistics (lack of clarity in writing) | Communication Strategies |
| C | An experienced doctor is more respected then any government officer or judge. | Substitution | Spelling (a single letter) | Intralingual |
| D | I work hard for my goal but this not possible without Allah’s help. | Omission | Grammar (verb form) | Intralingual |

| | | | | |
|---|---|------------------------------------|---|--|
| E | Breaking the prison I shall fly. Sky is the limit high and high. | Omission | Grammar (a definite article) | Intralingual |
| 4 | <u>“My goals in life”</u> | ----- | ----- | ----- |
| A | Everybody should have aim in his life. | Omission | Grammar (an indefinite article) | Intralingual |
| F | I want to safe the life of many people for their family . | 1. Substitution 2. Substitution | 1. Vocabulary (verb form) 2. Grammar (number agreement) | 1. Intralingual 2. Intralingual |
| I | Also, my father dream is that I become doctor . | 1. Omission 2. Omission | 1. Punctuation (apostrophe) 2. Grammar (an indefinite article) | 1. Intralingual 2. Intralingual |
| J | I want to become the hardworking student and my lord help me to fulfill my dream. | 1. Substitution 2. Substitution | 1. Grammar (article) 2. Grammar (verb form) | 1. Intralingual 2. Intralingual |
| 5 | <u>Advantages & disadvantages of mobile usage for students</u> | ----- | ----- | ----- |
| G | Mobile phone damaged our eye sight and mental health. | 1. Substitution 2. Addition | 1. Grammar (verb form) 2. Spelling (incorrect word form) | 1. Communication Strategies 2. Intralingual |
| 6 | <u>ADVANTAGES & DISADVANTAGES OF MOBILE USAGE FOR STUDENTS</u> | ----- | ----- | ----- |
| A | Its advantages isn't hidden from anyone. | Substitution | Grammar (subject-verb agreement) | Intralingual |
| E | But these all benefits are for those who take their lives seriously. | Addition | Syntax (unnecessary syntactical fragment) | Intralingual |
| 7 | <u>My Goals in Life</u> | ----- | ----- | ----- |
| B | Allah give everyone special ability. | Substitution | Grammar (verb form) | Intralingual |
| D | I make my parents proud after become a doctor. | 1. Substitution | 1. Grammar | 1. Intralingual |

| | | | | |
|----|--|--------------------------------|--|------------------------------------|
| | | 2. Substitution | (misuse of Future Indefinite tense) 2. Grammar (verb form) | 2. Intralingual |
| E | I want to help my <i>comunittee after becoming a doctor.</i> | Substitution | Spelling (grapheme) | Intralingual |
| 8 | <u>My goals</u> | ----- | ----- | ----- |
| B | Achieving your goal makes you proud in front of your family and <i>friend.</i> | Omission | Morphological (pluralization /incorrect number noun) | Intralingual |
| C | I always ensure to maintain <i>huminty</i> and peace in many ways. | Substitution | Spelling (a single letter) | Intralingual |
| E | My love for my country made me choose this path in the <i>futnur.</i> | Substitution | Spelling (incorrect spelling) | Intralingual |
| H | “Nothing makes you better <i>then</i> hard work” | Substitution | Vocabulary (lexical selection) | Intralingual |
| 9 | <u>Advantages and Disadvantages of Mobile Usage for Students</u> | ----- | ----- | ----- |
| A | Mobile gives us <i>many</i> information about the work. | Substitution | Vocabulary (lexical selection) | Intralingual |
| B | Mobile helps in study. | Omission | Grammar (a definite article) | Intralingual |
| D | If we feel difficulty in any <i>pronounciation</i> we open the dictionary. | Addition | Spelling (an extra letter) | Intralingual |
| H | We spread <i>many</i> wrong <i>informations</i> on social media. | 1. Substitution 2. Addition | 1. Vocabulary (lexical selection) 2. Morphological (incorrect number noun/ pluralization) | 1. Intralingual 2. Intralingual |
| 10 | <u>Advantage and Disadvantage of Mobile</u> | Omission | Morphological (incorrect number noun/ pluralization) | Intralingual |
| A | The world <i>become</i> very fast with the invention of mobile. | Substitution | Grammar (misuse of Present Perfect tense) | Intralingual |

| | | | | |
|-----------|--|------------------------------------|---|------------------------------------|
| C | In world all <i>the</i> children use mobile. | 1. Omission 2. Addition | 1. Grammar (a definite article) 2. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| 11 | <u>One day with my Family</u> | ----- | ----- | ----- |
| A | Family is a great Blessing of Allah Almighty. The family is like a Diamond which is precious and rare. | Substitution | Capitalization (unnecessary use of capital letters) | Communication Strategies |
| B | We decided to go via the airport rather than train Because of its annoying sound. | 1. Omission 2. Addition | 1. Grammar (a definite article) 2. Capitalization (unnecessary use of capital letters) | 1. Intralingual 2. Intralingual |
| C | Our flight was at 7' O clock in early morning. | 1. Substitution 2. Omission | 1. Punctuation (incorrect use of apostrophe) 1. Grammar (a definite article) | 1. Intralingual 2. Intralingual |
| F | The mountains <i>are</i> covered with snow. | Substitution | Grammar (misuse of past tense) | Intralingual |
| H | At dinner there <i>was</i> many varieties of food | Substitution | Grammar (verb form) | Intralingual |
| J | But the enjoyment with my family <i>is emotionless and wordless</i> . | 1. Substitution 2. Substitution | 1. Grammar (misuse of Past tense) 2. Vocabulary (lexical selection/ contradictory words) | 1. Intralingual 2. Intralingual |
| 12 | <u>Advantages & Disadvantages of Mobile Phones.</u> | ----- | ----- | ----- |
| A | <i>Mobile</i> make us <i>non social</i> . | 1. Omission 2. Omission | 1. Morphological (pluralization/ Incorrect number noun) 2. Punctuation (hyphen) | 1. Intralingual 2. Intralingual |

| | | | | |
|-----------|--|------------------------------------|---|--|
| B | Excessive use of mobile phone can irritation in our eyes. | 1. Omission 2. Substitution | 1. Morphological (pluralization/ Incorrect number noun) 2. Syntax (syntactical fragment: verb) | 1. Communication Strategies 2. Intralingual |
| C | Little kids who use mobile phones becomes addicted to it . | 1. Substitution 2. Substitution | 1. Grammar (subject-verb agreement) 2. Grammar (subject-pronoun agreement) | 1. Intralingual 2. Intralingual |
| G | They have made a world more succesful . | 1. Substitution 2. Omission | 1. Grammar (article) 2. Spelling (two letters) | 1. Intralingual 2. Intralingual |
| 13 | <u>One day with my family</u> | ----- | ----- | ----- |
| D |and go towards that corner. | Substitution | Grammar (misuse of Past Indefinite tense) | Intralingual |
| E | I hug my mother tightly and cried. | Substitution | Grammar (misuse of Past Indefinite tense) | Intralingual |
| F | Then we checked the shopping items if they are completed or not. | Substitution | Grammar (tense consistency) | Interlingual |
| 14 | <u>My goal in life</u> | ----- | ----- | ----- |
| D | I am very weak in studies . It is very difficult so I get computer knowledge in future and Inshallah I will achieve my goal. | 1. Omission 2. Omission | 1. Syntax (syntactical fragment: pronoun) 2. Grammar (tense agreement/ auxiliary verb) | 1. Intralingual 2. Interlingual |
| 15 | <u>The role of teachers in students' lives</u> | ----- | ----- | ----- |
| A | The construction of any country and society is in the hands of the teacher. | Substitution | Vocabulary (lexical selection) | Intralingual |
| C | The contribution of education in nation is very important. | Omission | Grammar (a definite article) | Intralingual |

| | | | | |
|-----------|--|--------------------------------|--|------------------------------------|
| D | Teachers educate the students on unique qualities like brotherhood kindness and simplicity. | Omission | Punctuation (commas) | Intralingual |
| H | They motivate students to do better <i>for</i> achieve life goals. | Substitution | Grammar (preposition) | Intralingual |
| 16 | <u>My Goals in Life</u> | ----- | ----- | ----- |
| A | Life is nothing without a goal. Your life <i>become</i> meaningless. | Substitution | Grammar (verb form) | Intralingual |
| C | Different people have different <i>midsets</i> . | Omission | Spelling (a single letter/typography) | Intralingual |
| D | In past, people only <i>think</i> about 3 professions <i>like</i> Doctor, Engineer, or Pilot. | 1. Substitution 2. Addition | 1. Grammar (verb form) 2. Syntax (syntactical fragment) | 1. Intralingual 2. Intralingual |
| F | Modernity increases <i>jobs</i> offers. | Addition | Morphological (incorrect number noun/ pluralization) | Intralingual |
| E | I want to cure the poor free of <i>cost</i> . | Substitution | Vocabulary (lexical selection) | Intralingual |
| 17 | <u>My Goal in Life</u> | ----- | ----- | ----- |
| A | I am the only child of my parents so basically I was a very lonely kid. | Omission | Punctuation (commas) | Intralingual |
| B | Books made me forget the fact every time that i am lonely. | Omission | Capitalization (necessary capital letter) | Intralingual |
| C | My first poem was written by me in the age of six and a short story at age of 9. | Substitution | Grammar (preposition) | Intralingual |
| D | My poems <i>was</i> published in my school magazine. | Substitution | Grammar (subject-verb agreement) | Intralingual |
| E | So I decided to become a full time writer. | 1. Omission 2. Omission | 1. Punctuation (comma) 2. Punctuation (hyphen) | 1. Intralingual 2. Intralingual |

| | | | | |
|-----------|---|-----------------|---|-----------------------------|
| 18 | <u>My Goal in Life</u> | ----- | ----- | ----- |
| B | I hear and see the life of a pilot is full of <i>thrill</i> , <i>advantures</i> and challenges. | 1. Omission | 1. Morphological (pluralization/ Incorrect number noun | 1. Intralingual |
| | | 2. Substitution | 2. Spelling (a single letter) | 2. Intralingual |
| C | All these factors I see in <i>me</i> and I think I am right for this profession. | 1. Substitution | 1. Vocabulary (lexical selection) | 1. Intralingual |
| | | 2. Substitution | 2. Stylistic (lack of flow in sentence) | 2. Communication Strategies |
| 19 | <u>My Goal in Life</u> | ----- | ----- | ----- |
| C | “ Teacher is the greatest act of optimism” | 1. Omission | 1. Grammar (definite article) | 1. Intralingual |
| 20 | <u>Role of Teachers in Students Life</u> | 1. Omission | 1. Punctuation (possessiveness/ apostrophe) | 1. Intralingual |
| | | 2. Omission | 2. Morphological (pluralization/ incorrect number noun) | 2. Intralingual |
| A | Teachers are builder of a better society and help students to achieve something great in life. | Omission | 1. Grammar (a definite article) | Intralingual |
| B | Being a teacher is not easy <i>and they need</i> to deal with a lot throughout their <i>carrer</i> . | 1. Addition | 1. Syntax (unnecessary syntactical fragments) | 1. Intralingual |
| | | 2. Substitution | 2. Spelling (a single letter) | 2. Intralingual |
| C | The teacher is the Ideal <i>of</i> students. | Substitution | Grammar (preposition) | Intralingual |
| D | They <i>teaches</i> us right or wrong. | Substitution | Grammar (subject-verb agreement) | Intralingual |
| E | Teachers <i>doing</i> <i>meaningless</i> efforts for their students. | 1. Substitution | 1. Grammar (verb form) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |

| | | | | |
|----|---|------------------------------------|--|--|
| F | They provide <i>right</i> guidance and become a role model for <i>student</i> . | 1. Omission 2. Omission | 1. Grammar (a definite article) 2. Morphological (pluralization /Incorrect number noun) | 1. Intralingual 2. Intralingual |
| 21 | <u>Advantages and disadvantages of mobile phones</u> | ----- | ----- | ----- |
| A | They have made a world where almost everything is possible made communication much faster. | Omission | Syntax (syntactical fragments: conjunction) | Intralingual |
| B | In the future mobile phones will keep getting better and change. | Omission | Punctuation (comma) | Intralingual |
| E | Mostly <i>attract</i> and some people misuse it. | Substitution | Grammar (verb form) | Intralingual |
| F | We use it for useful purposes. | Omission | Grammar (model verb) | Intralingual |
| G | <i>Its</i> our choice that we use it for bad or good . | 1. Omission 2. Omission | 1. Punctuation (apostrophe for contraction form) 2. Syntax (syntactical fragment) | 1. Intralingual 2. Communication Strategies |
| 22 | <u>Goal in Life</u> | ----- | ----- | ----- |
| A | After completing my education I would like to treat the patients. | 1. Omission 2. Omission | 1. Punctuation (comma) 2. Syntax (syntactical fragments) | 1. Intralingual 2. Communication Strategies |
| B | I want to give to the community. | Omission | Syntax (syntactical fragment) | Communication Strategies |
| C | I will not ask money from them if any of them <i>got</i> sick. | 1. Substitution 2. Substitution | 1. Grammar (preposition) 2. Grammar (verb form) | 1. Intralingual 2. Intralingual |
| D | I <i>think</i> I have courage to be a doctor so my goal is to become a good doctor. | 1. Substitution 2. Omission | 1. Vocabulary (lexical selection) 2. Punctuation | 1. Intralingual 2. Intralingual |

| | | | | |
|-----------|--|--------------------------------|---|------------------------------------|
| E | I can treat others' wounds and cuts. | Omission | (comma) Grammar (a definite article) | Intralingual |
| 23 | <u>My Goal in Life</u> | ----- | ----- | ----- |
| A | Aim that suits the nature of man is the best for men . | 1. Omission 2. Substitution | 1. Grammar (a definite article) 2. Vocabulary (lexical selection) | 1. Intralingual 2. Intralingual |
| B | Professors and teachers, expecially Pakistan are lowly paid people. | 1. Substitution 2. Omission | 1. Spelling (a single letter) 2. Grammar (preposition) | 1. Intralingual 2. Intralingual |
| C | The reason is that the world cannot pay for this services. | Substitution | Grammar (number agreement) | Intralingual |
| D | There are several reason for my choice. | Substitution | Grammar (number agreement) | Intralingual |
| E | Goal is a fame. | 1. Omission 2. Addition | 1. Grammar (a definite article) 2. Grammar (an indefinite article) | 1. Intralingual 2. Intralingual |
| 24 | <u>Advantages and disadvantage of Mobile</u> | Omission | Morphological ((pluralization /Incorrect number noun) | Intralingual |
| 25 | <u>Advantages and Disadvantages of Mobile Usage for Students</u> | ----- | ----- | ----- |
| B | There are many advantages of mobile for students such as Mobile phone helps people to share knowledge of the world. | Substitution | Stylisites (redundancy/ unnecessary use of same words) | Intralingual |
| C | Mobile phone is a telephone that does not have wire and works by radio. | 1. Omission 2. Substitution | 1. Grammar (an indefinite article) 2. Morphological ((pluralization /Incorrect number noun) | 1. Intralingual 2. Intralingual |

| | | | | |
|---|--|--------------|------------------------|--------------|
| D | It has many advantages but also <i>have</i> disadvantages such as: | Substitution | Grammar (verb form) | Intralingual |
|---|--|--------------|------------------------|--------------|

4.1.4 Multiple Errors of ESL Participants in Essay Writing

Errors are in bold and italic form and this table shows the multiple errors in Essay Writing made by the ESL participants in Matric classes in private secondary schools in District Lahore.

Table 4
Analysis of Multiple Errors in Essay Writing

| Text No. | Text of the Students | Type of the Error | Category of the Error | Cause/ Source of the Error |
|----------|---|---|--|---|
| 1 | <u>“Role of Teacher”</u> | ----- | ----- | ----- |
| D | If we <i>do</i> any mistake they do not discourage us but they tell us about mistakes and the way from which we learn <i>about</i> to correct the mistakes. | 1. Substitution 2. Omission 3. Addition | 1. Vocabulary (lexical selection) 2. Punctuation (comma) 3. Syntax (unnecessary syntactical fragment) | 1. Intralingual 2. Intralingual 3. Intralingual |
| H | Before Islam, there <i>is</i> violence everywhere. Hazrat Muhammad ﷺ <i>give</i> information about Islam and taught Muslims how to <i>talk</i> with others. | 1. Substitution 2. Substitution 3. Substitution | 1. Grammar (verb form) 2. Grammar (verb form) 3. Vocabulary (lexical selection) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 2 | <u>The role of teachers in students’ lives</u> | ----- | ----- | ----- |
| E | “It is the place where <i>when</i> a pigeon <i>come</i> and when it <i>fly</i> then it is not pigeon it <i>is</i> eagle.” | 1. Addition 2. Substitution 3. Substitution 4. Substitution 5. Omission | 1. Syntax (unnecessary syntactical fragment) 2. Grammar (subject-verb agreement) 3. Grammar (tense agreement) 4. Vocabulary (lexical selection) 5. Grammar (an indefinite article) | 1. Interlingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual |

| | | | | |
|---|--|--|--|--|
| G | On the othe hand, if the teacher <i>don't taught</i> well, he <i>keep</i> watching mobile phone and <i>don't</i> even pay attention to students then the <i>student had</i> only a few chances for a successful life. | 1. Omission 2. Substitution 3. Omission 4. Omission 5. Substitution 6. Omission | 1. Spelling (a single letter/typography) 2. Grammar (misuse of Present Indefinite tense) 3. Grammar (tense agreement) 4. Morphological ((pluralization /Incorrect number noun) 5. Grammar (verb form) 6. Syntax (lack of coherence) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual 6. Communication Strategies |
| I | It has been noted that whenever a teacher <i>pay</i> attention <i>on student</i> then the student <i>thought</i> it negatively, he/she <i>thought</i> that the teacher is keeping an eye on him and the student <i>say</i> too <i>much</i> bad words for that teacher and often <i>they hate</i> that teacher. | 1. Substitution 2. Substitution 3. Omission 4. Substitution 5. Substitution 6. Substitution 7. Substitution 8. Omission | 1. Grammar (misuse of Present Indefinite tense) 2. Grammar (preposition) 3. Grammar (article) 4. Grammar (tense agreement) 5. Grammar (subject-verb agreement) 6. Vocabulary (lexical selection) 7. Grammar (subject-pronoun agreement) 8. Stylistics (lack of clarity and organizing the thoughts) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual 6. Interlingual 7. Intralingual 8. Communication Strategies |
| 3 | <u>“My goal in life”</u> | ----- | ----- | ----- |
| A | My aim in <i>the</i> life is to become <i>doctor</i> . I want to be a heart- <i>surgeon</i> . The decision of this ambition is made after a great deal | 1. Addition 2. Omission 3. Substitution | 1. Grammar (a definite article) 2. Grammar (an indefinite article) 3. Spelling | 1. Intralingual 2. Intralingual 3. Intralingual |

| | | | | |
|----------|---|---|---|---|
| | of thinking. I made the thinking of this profession, as I have interest in this profession. | 3. Substitution 4. Substitution | (a single letter) 3. Syntax (syntactical fragments) 4. Syntax (lack of conciseness in writing/ redundancy) | 4. Intralingual 5. Communication Strategies |
| 4 | <u>“My goals in life”</u> | ----- | ----- | ----- |
| B | A doctor <i>treat</i> his patient with proper attention. His first <i>priority</i> is his patients. After God, the doctor is the only one who <i>safe</i> the patients. | 1. Substitution 2. Omission 3. Substitution | 1. Grammar (misuse of Present Indefinite tense) 2. Spelling (a single letter) 3. Grammar (subject-verb agreement) | 1. Intralingual 2. Intralingual 3. Intralingual |
| C | ... because in present era there are many people who suffer <i>for many</i> heart diseases. | 1. Omission 2. Substitution 3. Addition | 1. Grammar (a definite article) 2. Grammar (preposition) 3. Stylistic (unnecessary word/ redundancy)) | 1. Intralingual 2. Intralingual 3. Communication Strategies |
| D | Some of the people died with heart-attack if they <i>didn't</i> hospitalized at time. | 1. Substitution 2. Omission 3. Addition 4. Substitution 5. Substitution | 1. Grammar (preposition) 2. Grammar (an indefinite article) 3. Punctuation (unnecessary hyphen) 4. Grammar (verb form) 5. Grammar (preposition) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual |
| E | Today our young youths are more suffered from heart disease. | 1. Addition 2. Ordering 3. Substitution | 1. Stylistics (lack of clarity/ redundancy) 2. Syntax (word order) 3. Vocabulary (Lexical selection) | 1. Intralingual 2. Intralingual 3. Intralingual |
| G | The spirit of cardiologist comes in me because I see many people in my | 1. Omission | 1. Grammar (an indefinite article) | 1. Intralingual |

| | | | | |
|---|---|--|---|--|
| | family mostly some dear one who suffered with heart attack. | 2. Omission 3. Substitution 4. Substitution | 2. Punctuation (comma) 3. Morphological (incorrect number noun/ pluralization) 4. Grammar (preposition) | 2. Intralingual 3. Intralingual 4. Intralingual |
| H | Some doctors only treat their patients for only porpose that is money and fame. | 1. Addition 2. Substitution 3. Omission | 1. Syntax (syntactical fragment) 2. Spelling (a single letter) 3. Stylistics (lack of conciseness) | 1. Intralingual 2. Intralingual 3. Communication Strategies |
| 5 | <u>Advantages & disadvantages of mobile usage for students</u> | ----- | ----- | ----- |
| A | It spread very fast in the world. It is vast application in very fields . | 1. Substitution 2. Omission 3. Substitution 4. Omission 5. Omission 6. Addition | 1. Grammar (subject-verb agreement) 2. Syntax (Object) 3. Grammar (verb form) 4. Grammar (an indefinite article) 5. Spelling (a single letter) 6. Morphological (pluralization /Incorrect number noun) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual 6. Intralingual |
| B | Specially, students effect physically and mentally. More use of mobile phone damage the intelligence level of students even childrens . | 1. Substitution 2. Substitution 3. Substitution 4. Substitution | 1. Grammar (misuse of Present Indefinite tense in Passive-voice sentence) 2. Vocabulary (lexical selection) 3. Grammar (number agreement) 4. Grammar (subject-verb agreement) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |

| | | | | |
|---|--|------------------------------|--|----------------------------------|
| | | 5. Substitution | 5. Vocabulary (lexical selection) | 5. Interlingual |
| | | 6. Addition/ Substitution | 6. Morphological (incorrect number noun/ pluralization) | 6. Intralingual/ Interlingual |
| C | Mobile phone effect the study of students because student spend most of time in the usage of mobiles. | 1. Substitution | 1. Grammar (number agreement) | 1. Communication Strategies |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (number agreement) | 3. Intralingual |
| | | 4. Omission | 4. Syntax (syntactical fragment: possessive pronoun) | 4. Intralingual |
| D | Mobile phone is also good for students when people use phones for studies and work. | 1. Omission | 1. Morphology ((pluralization /Incorrect number noun) | 1. Communication Strategies |
| | | 2. Substitution | 2. Grammar (subject-verb agreement) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (subject-pronoun agreement) | 3. Intralingual |
| E | First Iphone company was establish in America. | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Addition | 2. Capitalization (proper noun as iPhone) | 2. Communication Strategies |
| | | 3. Substitution | 3. Grammar (verb form) | 3. Intralingual |
| F | The demands of I-phone is very vast in whole world. | 1. Substitution | 1. Grammar (preposition) | 1. Communication Strategies |
| | | 2. Addition | 2. Punctuation (hyphen) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (a definite article) | 4. Intralingual |
| H | When a student use mobile phone at mid night then they are mentally stress . | 1. Substitution | 1. Grammar (subject-verb agreement) | 1. Intralingual |
| | | 2. Addition | 2. Spelling | 2. Intralingual |

| | | | | |
|---|---|-----------------|---|--------------------------------|
| | | | (incorrect word form/ unnecessary space) | |
| | | 3. Substitution | 3. Grammar (subject-pronoun agreement) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (verb form) | 4. Intralingual |
| I | Mobile <i>phone use</i> watching videos for entertainment and the students <i>enjoyed very</i> much. | 1. Substitution | 1. Grammar (number agreement) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (misuse of Present Indefinite tense in Passive-voice) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (preposition) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (verb form) | 4. Intralingual |
| J | Technology is a medium of entertainment that <i>permit education</i> of same base at same time. | 1. Substitution | 1. Grammar (verb form) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (definite articles) | 2. Intralingual |
| | | 3. Omission | 3. Stylistic (lack of clarity & coherence) | 3. Intralingual |
| 6 | <u>ADVANTAGES & DISADVANTAGES OF MOBILE USAGE FOR STUDENTS</u> | ----- | ----- | ----- |
| B | More than a requirement <i>It is no</i> wrong to say that it has become a part of <i>human' life.</i> | 1. Omission | 1. Punctuation (comma) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Interlingual |
| | | 3. Addition | 3. Punctuation (possessive form) | 3. Intralingual |
| C | When a ruler or even a common man <i>wants</i> to communicate with <i>their</i> near & dear, <i>they have</i> to wait for weeks or even months. Sometimes it <i>goes</i> a long way of about <i>an</i> year. Because at that | 1. Substitution | 1. Grammar (misuse of Past tense) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (subject-pronoun agreement) | 2. Interlingual |
| | | 3. Omission | 3. Grammar (tense consistency) | 3. Communication Strategies |
| | | 4. Substitution | 4. Grammar (article) | 4. Intralingual |

| | | | | |
|---|---|--|---|--|
| | time mobile phones were unknown. | | | |
| D | After a while, when educated people did experiments they succeed at one try. After that day, life style of humans changed completely. | 1. Substitution 2. Omission 3. Omission 4. Omission | 1. Vocabulary (lexical selection) 2. Punctuation (comma) 3. Grammar (A definite article) 4. Stylistic (lack of clarity and cohesion) | 1. Intralingual 2. Interlingual 3. Intralingual 4. Communication Strategies |
| 7 | <u>My Goals in Life</u> | ----- | ----- | ----- |
| A | Goals are very important in every student life. Every one have goals in her life. My goal is to become a Doctor and I am determined to achieve this goal. | 1. Omission 2. Substitution 3. Substitution | 1. Punctuation (possessive form) 2. Spelling (incorrect word form/ unnecessary space) 3. Grammar (subject-verb agreement) | 1. Intralingual 2. Interlingual 3. Intralingual |
| C | We have sacrifice many things to achieve our goal . We sacrifie our sleep. | 1. Addition 2. Omission 3. Omission | 1. Grammar (auxiliary verb) 2. Morphological ((pluralization /Incorrect number noun) 3. Spelling (a single letter/ typography) | 1. Intralingual 2. Communication Strategies 3. Intralingual |
| F | My teachers me help alot , they motivated me to achieve my goal. | 1. Ordering 2. Substitution 3. Omission | 1. Syntax (Syntactical structure) 2. Spelling (incorrect word form) 3. Grammar (tense consistency) | 1. Intralingual 2. Interlingual 3. Intralingual |
| G | I am very serious about my study , I am not think about any thing that become obstacle between my goals. | 1. Substitution 2. Substitution 3. Substitution | 1. Vocabulary (lexical selection) 2. Grammar (misuse of Present Indefinite tense) 3. Spelling (incorrect word form) | 1. Interlingual 2. Interlingual 3. Intralingual |

| | | | | |
|----------|---|-----------------|--|--------------------------------|
| | | 4. Omission | 4. Syntax (syntactical fragments) | 4. Intralingual |
| | | 5. Omission | 5. Stylistics (lack of clarity & coherence) | 5. Communication Strategies |
| H | I make my hospital setup. I cannot charge from any patient. I will checked free. | 1. Substitution | 1. Grammar (misuse of Future Indefinite tense) | 1. Interlingual |
| | | 2. Omission | 2. Grammar (tense consistency) | 2. Interlingual |
| | | 3. Substitution | 3. Grammar (verb form) | 3. Intralingual |
| I | I want to make attempt for MD.cat paper. And I believe Allah helps me alot successfully attempt this M.Dcat paper. | 1. Omission | 1. Grammar (an indefinite article) | 1. Interlingual |
| | | 2. Omission | 2. Grammar (a definite article) | 2. Interlingual |
| | | 3. Substitution | 3. Spelling (incorrect form of Proper noun) | 3. Communication Strategies |
| | | 4. Substitution | 4. Grammar (verb form) | 4. Intralingual |
| | | 5. Substitution | 5. Spelling (incorrect word form) | 5. Intralingual |
| | | 6. Omission | 5. Grammar (preposition) | 6. Intralingual |
| J | I build my hospital in rular areas. I help the people alot . | 1. Substitution | 1. Grammar (misuse of Future Indefinite tense) | 1. Intralingual |
| | | 2. Substitution | 2. Spelling (transposition) | 2. Interlingual |
| | | 3. Substitution | 3. Grammar (verb form) | 3. Intralingual |
| | | 4. Addition | 4. Grammar (a definite article) | 4. Intralingual |
| | | 5. Omission | 5. Spelling (incorrect word form) | 5. Intralingual |
| 8 | <u>My goals</u> | ----- | ----- | ----- |
| A | My goal of life since I was 10 years old was to become Army Officer . | 1. Substitution | 1. Grammar (preposition) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (verb form) | 2. Interlingual |

| | | | | |
|---|--|--|---|--|
| | | 3. Omission | 3. Grammar (an article) | 3. Intralingual |
| D | This career <i>give</i> us a <i>self</i> of identity not only in <i>your</i> family but in the whole country. | 1. Substitution 2. Substitution 3. Substitution | 1. Grammar (verb form) 2. Vocabulary (lexical selection) 3. Grammar (subject-pronoun agreement) | 1. Intralingual 2. Interlingual 3. Intralingual |
| F | The army standing on the border of <i>pakistan</i> also has family and <i>childrens</i> but they are true or loyal <i>with</i> their nation and work. | 1. Omission 2. Addition 3. Substitution | 1. Capitalization (Proper noun) 2. Morphological (incorrect number noun/ pluralization) 3. Grammar (preposition) | 1. Intralingual 2. Interlingual 3. Intralingual |
| G | Many army officers sacrifice <i>there lifes</i> for us for our country to protect our country they leave their <i>family</i> behind and else don't care for their lifes as well. | 1. Substitution 2. Substitution 3. Omission 4. Omission 5. Substitution 6. Substitution | 1. Spelling (grapheme) 2. Morphological (incorrect number noun/ pluralization) 3. Punctuation (comma) 4. Punctuation (full stop) 5. Grammar (subject-pronoun agreement) 6. Stylistics (redundancy & lack of conciseness) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual 6. Communication Strategies |
| 9 | <u>Advantages and Disadvantages of Mobile Usage for Students</u> | ----- | ----- | ----- |
| C | Social media gives us <i>many</i> news <i>in</i> the world. | 1. Addition 2. Omission 3. Substitution | 1. Syntax (unnecessary syntactical fragment) 2. Grammar (a definite article) 3. Grammar (preposition) | 1. Intralingual 2. Interlingual 3. Intralingual |

| | | | | |
|-----------|--|---|---|---|
| E | In mobile we talk each other easily on video and audio calls. We see each other in mobile from the video calls. | 1. Omission 2. Omission 3. Substitution 4. Addition | 1. Punctuation (comma) 2. Grammar (preposition) 3. Grammar (prepositions) 4. Grammar (a definite article) | 1. Intralingual 2. Interlingual 3. Intralingual 4. Intralingual |
| F | Mobile is a very easy way to talk each other and aware many problems to each other. | 1. Omission 2. Substitution 3. Omission | 1. Grammar (preposition) 2. Vocabulary (lexical selection) 3. Grammar (preposition) | 1. Intralingual 2. Intralingual 3. Intralingual |
| G | The disadvantage is that eyesight is weak. We feel mental stress and perform very bad works in mobile. | 1. Substitution 2. Substitution 3. Substitution | 1. Grammar (verb form) 2. Vocabulary (lexical selection) 3. Grammar (preposition) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 10 | <u>Advantage and Disadvantage of Mobile</u> | ----- | ----- | ----- |
| B | In mobile we play different games. It provide us many important information like politics, weather etc. | 1. Substitution 2. Omission 3. Substitution 4. Omission | 1. Grammar (preposition) 2. Punctuation (comma) 3. Grammar (subject-verb agreement) 4. Punctuation (comma) | 1. Intralingual 2. Interlingual 3. Intralingual 4. Intralingual |
| D | In Corona virus (covid-19) school remain close and the students study online through mobile phone . | 1. Addition 2. Substitution 3. Substitution 4. Omission 5. Substitution | 1. Spelling (incorrect word form/unnecessary space in a word) 2. Grammar (number agreement) 3. Grammar (misuse of Past tense) 4. Grammar (tense agreement/consistency) 5. Grammar | 1. Intralingual 2. Interlingual 3. Intralingual 4. Intralingual 5. Intralingual |

| | | | | |
|---|--|-----------------|---|-----------------------------|
| E | In (Covid-19) students stay their home they safe from this virus and they study online. They play online games. | 1. Substitution | (number agreement) 1. Grammar (misuse of Past Indefinite tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (preposition) | 2. Interlingual |
| | | 3. Substitution | 3. Grammar (number agreement inconsistency) | 3. Intralingual |
| | | 4. Addition | 4. Syntax (unnecessary syntactical fragment) | 4. Intralingual |
| | | 5. Substitution | 5. Grammar (tense agreement/verb form) | 5. Intralingual |
| F | Mobile become very useful thing of our life. | 1. Substitution | 1. Grammar (misuse of Past tense) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (an indefinite article) | 2. Interlingual |
| | | 3. Substitution | 3. Grammar (preposition) | 3. Intralingual |
| G | Through mobile student work online. They work on assignment and after complete their assignment and sent through email. | 1. Omission | 1. Morphological (pluralization /Incorrect number noun) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (verb form) | 2. Interlingual |
| | | 3. Addition | 3. Syntax (unnecessary syntactical fragments) | 3. Communication Strategies |
| | | 4. Substitution | 4. Grammar (verb form) | 4. Intralingual |
| | | 5. Omission | 5. Syntax (syntactical fragment /pronoun) | 5. Intralingual |
| H | Student see their result online through bise . | 1. Omission | 1. Morphological (pluralization /Incorrect number noun) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (number agreement) | 2. Interlingual |
| | | 3. Substitution | 3. Capitalization (proper noun) | 3. Interlingual |

| | | | | |
|-----------|---|---|--|---|
| I | But the mobile phone <i>is</i> some <i>disadvantage</i> . Students use mobile <i>phone</i> for long time causes bone pain. | 1. Substitution 2. Substitution 3. Substitution 4. Omission | 1. Grammar (verb form) 2. Grammar (number agreement) 3. Grammar (number agreement) 4. Grammar (an indefinite article) | 1. Intralingual 2. Interlingual 3. Interlingual 4. Interlingual |
| J | The radiation <i>emit</i> from the mobile phone <i>affect</i> the brain and causes <i>hypertention</i> , brain damage etc. | 1. Substitution 2. Substitution 3. Substitution | 1. Grammar (verb form) 2. Grammar (subject-verb agreement) 3. Spelling (a single letter) | 1. Intralingual 2. Interlingual 3. Interlingual |
| K | Long time use of mobile phone causes <i>the children growth damage</i> . | 1. Omission 2. Addition 3. Omission | 1. Punctuation (hyphen) 2. Grammar (unnecessary article) 3. Punctuation (possessive form/use of apostrophe) | 1. Intralingual 2. Interlingual 3. Interlingual |
| L | There are some <i>bad</i> videos <i>which are very</i> badly <i>effect on</i> students | 1. Substitution 2. Substitution 3. Addition 4. Substitution 5. Addition | 1. Vocabulary (lexical selection) 2. Grammar (relative pronoun) 3. Syntax (unnecessary Syntactical fragments) 4. Vocabulary (lexical selection) 5. Grammar (preposition) | 1. Intralingual 2. Interlingual 3. Interlingual 4. Interlingual 5. Interlingual |
| 11 | <u>One day with my Family</u> | ----- | ----- | ----- |
| D | When we <i>reach</i> (Allama Iqbal International Airport), we <i>come to</i> know that Flight was too late at about 9' O clock. | 1. Substitution 2. Substitution 3. Addition | 1. Grammar (misuse of Past Indefinite tense) 2. Grammar (tense agreement) 3. Capitalization (unnecessary use of capital letters) | 1. Intralingual 2. Intralingual 3. Intralingual |

| | | | | |
|----|--|--|---|--|
| | | 4. Substitution | 4. Punctuation (incorrect use of apostrophe) | 4. Intralingual |
| E | <i>In</i> our flight, there <i>are</i> also many <i>peoples were</i> present. | 1. Substitution 2. Substitution 3. Addition 4. Addition | 1. Grammar (preposition) 2. Grammar (misuse of past tense) 3. Morphological (pluralization /Incorrect number noun) 4. Syntax (unnecessary syntactical fragment) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |
| G | Creation of so many forms of creatures is <i>the</i> sure <i>signs</i> of Allah. | 1. Omission 2. Substitution 3. Substitution | 1. Grammar (a definite article) 2. Grammar (article) 3. Grammar (number agreement) | 1. Intralingual 2. Intralingual 3. Intralingual |
| I | We <i>enjoy alot</i> . At that time our schools <i>are</i> to be open. | 1. Substitution 2. Omission 3. Substitution | 1. Grammar (misuse of Past Indefinite tense) 2. Spelling (incorrect word form) 3. Grammar (verb form) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 12 | <u>Advantages & Disadvantages of Mobile Phones.</u> | ----- | ----- | ----- |
| D | Personal information can compromised by it. It also <i>cause</i> sleeping and health related issues. | 1. Omission 2. Substitution 3. Omission | 1. Grammar (auxiliary verb) 2. Grammar (subject-verb agreement) 3. Punctuation (hyphen) | 1. Intralingual 2. Intralingual 3. Intralingual |
| E | If we teach kids to use their phones, tabs properly it will helpful . | 1. Addition 2. Omission | 1. Punctuation (comma) 2. Syntax (syntactical fragment: conjunction) | 1. Intralingual 2. Intralingual |

| | | | | |
|-----------|---|--|---|--|
| | | 3. Omission | 3. Grammar (auxiliary verb) | 3. Intralingual |
| F | By using <i>internet</i> they can get a lot of information, <i>new</i> discoveries. They can know new digital <i>works</i> . | 1. Omission 2. Addition 3. Substitution | 1. Capitalization (proper noun) 2. Syntax (unnecessary syntactical fragment) 3. Spelling (a single letter) | 1. Intralingual 2. Intralingual 3. Intralingual |
| H | They become <i>be</i> proud <i>for</i> their nation by <i>knowing</i> new technologies from <i>internet</i> lectures. | 1. Addition 2. Substitution 3. Substitution 4. Omission | 1. Grammar (unnecessary auxiliary verb) 2. Grammar (preposition) 3. Vocabulary (lexical selection) 4. Capitalization (proper noun) | 1. Intralingual 2. Intralingual 3. Intralingual 4. Intralingual |
| 13 | <u>One day with my family</u> | ----- | ----- | ----- |
| A | One day <i>me and family</i> decided to go to buy some <i>grocery</i> and crockery items. | 1. Omission 2. Ordering 3. Substitution 4. Omission | 1. Punctuation (comma) 2. Syntax (syntactical structure) 3. Vocabulary (lexical selection) 4. Morphological (incorrect number noun/ pluralization) | 1. Intralingual 2. Communication Strategies 3. Intralingual 4. Intralingual |
| B | When we entered <i>imtiaz</i> store, my father told us if anyone <i>from</i> us <i>gets</i> lost, we <i>will</i> meet at this corner. | 1. Omission 2. Substitution 3. Substitution 4. Substitution | 1. Capitalization (proper noun) 2. Grammar (preposition) 3. Grammar (tense agreement) 4. Grammar (verb form) | 1. Intralingual 2. Interlingual 3. Intralingual 4. Intralingual |
| C | I <i>forget</i> that my father told us to meet at <i>them</i> corner. My eyes <i>start</i> watering. | 1. Substitution 2. Substitution 3. Substitution | 1. Grammar (misuse of Past Indefinite tense) 2. Vocabulary (lexical selection) 3. Grammar (tense agreement) | 1. Intralingual 2. Interlingual 3. Intralingual |

| | | | | |
|-----------|---|---|--|---|
| 14 | <u>My goal in life</u> | ----- | ----- | ----- |
| A | My goal in life is to become a rich man a very rich man. I want to become a you tuber, daily V logger and earn money. | 1. Omission 2. Omission 3. Addition | 1. Punctuation (comma) 2. Capitalization (proper noun) 3. Spelling (incorrect word form) | 1. Intralingual 2. Communication Strategies 3. Communication Strategies |
| B | My mother is a very hard working lady do the job and do all home difficult works . | 1. Omission 2. Omission 3. Substitution 4. Addition 5. Ordering | 1. Punctuation (hyphen) 2. Syntax (syntactical fragment: relative pronoun) 3. Grammar (subject-verb agreement) 4. Syntax (unnecessary syntactical fragments/ redundancy) 5. Syntax (syntactical fragments/ noun-adjective order) | 1. Intralingual 2. Interlingual 3. Intralingual 4. Intralingual 5. Intralingual |
| C | I want to become rich and relax my mother. | 1. Omission 2. Substitution 3. Omission | 1. Syntax (syntactical fragment: verb) 2. Vocabulary (lexical selection) 3. Grammar (preposition) | 1. Intralingual 2. Interlingual 3. Intralingual |
| E | I will be proud for my mother. | 1. Ordering 2. Substitution 3. Omission 4. Substitution | 1. Syntax (syntactical structure) 2. Vocabulary (lexical selection) 3. Grammar (a definite article) 4. Grammar (preposition) | 1. Intralingual 2. Interlingual 3. Intralingual 4. Intralingual |
| 15 | <u>The role of teachers in students' lives</u> | ----- | ----- | ----- |
| B | Teacher has an important role to make a developed society. | 1. Omission | 1. Grammar (article) | 1. Intralingual |

| | | | | |
|----|--|-----------------|---|-----------------|
| | | 2. Substitution | 2. Grammar (preposition) | 2. Interlingual |
| | | 3. Substitution | 3. Grammar (verb form) | 3. Intralingual |
| E | If a teacher who is educating the students to be a good person like sir Kashif our maths teacher so intelligent then this type of difficult subject becomes easy for students. | 1. Substitution | 1. Grammar (verb form) | 1. Intralingual |
| | | 2. Omission | 2. Punctuation (commas in series) | 2. Interlingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| F | Outstanding teachers superb communicators type of teachers affect our students personality . | 1. Omission | 1. Syntax (syntactical fragments: verb) | 1. Intralingual |
| | | 2. Addition | 2. Grammar (preposition) | 2. Interlingual |
| | | 3. Omission | 3. Syntax (syntactical fragments: relative pronoun) | 3. Intralingual |
| | | 4. Omission | 4. Punctuation (apostrophe/ possessive form) | 4. Intralingual |
| | | 5. Substitution | 5. Grammar (number agreement) | 5. Intralingual |
| G | This type of personality teachers evaluate the strengths and weakness of students and guide them to follow best practices. | 1. Substitution | 1. Syntax (rephrase the syntactical fragments) | 1. Intralingual |
| | | 2. Omission | 2. Morphological (Incorrect number noun /pluralization) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (definite article) | 3. Intralingual |
| 16 | <u>My Goals in Life</u> | ----- | ----- | ----- |
| B | Allah created everything for some kind of particular thing . | 1. Substitution | 1. Grammar (misuse of present perfect tense) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (unnecessary syntactical fragments) | 2. Interlingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |

| | | | | |
|----|--|--|--|--|
| E | But <i>now a days</i> , with the progress of science, there are many other fields like computer technology, IT, medicine, and many <i>other</i> . | 1. Addition 2. Addition 3. Substitution | 1. Spelling (unnecessary space/ incorrect word form) 2. Syntax (unnecessary syntactical fragment/ redundancy) 3. Grammar (number agreement) | 1. Intralingual 2. Interlingual 3. Intralingual |
| 17 | <u>My Goal in Life</u> | ----- | ----- | ----- |
| F | In old time it was not considered a full time job but now people take it seriously as a profession. | 1. Omission 2. Omission 3. Omission | 1. Grammar (a definite article) 2. Morphological (incorrect number noun/ pluralization) 3. Punctuation (hyphen) | 1. Intralingual 2. Intralingual 3. Intralingual |
| 18 | <u>My Goal in Life</u> | ----- | ----- | ----- |
| A | Since I was six years old Army is my attention . | 1. Omission 2. Substitution 3. Substitution | 1. Punctuation (comma) 2. Grammar (misuse of Present Perfect Continuous tense) 3. Vocabulary (lexical selection) | 1. Intralingual 2. Intralingual 3. Intralingual |
| D | Air Force play key role in country defense system. | 1. Substitution 2. Omission 3. Omission 4. Substitution | 1. Grammar (subject-verb agreement) 2. Grammar (an indefinite article) 3. Punctuation (apostrophe/ possessive form) 4. Spelling (a single letter/ grapheme) | 1. Intralingual 2. Interlingual 3. Intralingual 4. Intralingual |
| E | I decide that after matric I prepared my self for qualifying test of army fighter pilot. | 1. Substitution 2. Omission | 1. Grammar (misuse of Present Perfect tense) 2. Capitalization (proper noun) | 1. Intralingual 2. Interlingual |

| | | | | |
|-----------|--|-----------------|--|-----------------|
| | | 3. Substitution | 3. Grammar (tense consistency) | 3. Intralingual |
| | | 4. Addition | 4. Spelling (unnecessary space/ incorrect word form) | 4. Intralingual |
| | | 5. Omission | 5. Grammar (article) | 5. Intralingual |
| | | 6. Substitution | 6. Grammar (preposition) | 6. Intralingual |
| F | I <i>would</i> have the confidence to fulfill my goal Inshallah one day . | 1. Substitution | 1. Grammar (misuse of Present tense) | 1. Intralingual |
| | | 2. Addition | 2. Spelling (an extra letter) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (commas) | 3. Intralingual |
| 19 | <u>My Goal in Life</u> | ----- | ----- | ----- |
| A | Different people have different goals in their life for exp some peoples want to become a doctor some want to become an engineer some want to become pilot and some wishes to go in army and serve them for their motherland. | 1. Substitution | 1. Grammar (numbers agreement) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (inappropriate lexical selection) | 2. Interlingual |
| | | 3. Omission | 3. Punctuation (serial commas) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (an article) | 4. Intralingual |
| | | 5. Substitution | 5. Grammar (subject-verb agreement) | 5. Intralingual |
| | | 6. Substitution | 6. Grammar (preposition) | 6. Intralingual |
| | | 7. Omission | 7. Grammar (an article) | 7. Intralingual |
| | | 8. Addition | 8. Syntax (unnecessary syntactical fragments) | 8. Intralingual |
| B | The teacher inspire their students and motivate student that they do everything. | 1. Substitution | 1. Grammar (subject-verb agreement) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (subject-pronoun agreement) | 2. Interlingual |

| | | | | |
|---|--|-----------------|---|--------------------------------|
| | | 3. Substitution | 3. Grammar (tense consistency) | 3. Intralingual |
| | | 4. Substitution | 4. Vocabulary (lexical selection) | 4. Intralingual |
| | | 5. Omission | 5. Syntax (syntactical fragment: model verb) | 5. Intralingual |
| D | The reason I want to become a teacher is I love the Idea making child life | 1. Omission | 1. Syntax (syntactical fragment: conjunction) | 1. Intralingual |
| | | 2. Omission | 2. Grammar (preposition) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (an indefinite article) | 3. Intralingual |
| | | 4. Omission | 4. Punctuation (apostrophe/ possessive form) | 4. Intralingual |
| | | 5. Omission | 5. Syntax (syntactical fragment/ incomplete phrase) | 5. Communication Strategies |
| | | 6. Omission | 6. Punctuation (full stop) | 6. Intralingual |
| E | Teachers are guiding light in <i>a life</i> of students | 1. Omission | 1. Grammar (a definite article) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (article) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (number agreement) | 3. Intralingual |
| F | After becoming a teacher I make a school where poor students get admission free and they are also able to build their character | 1. Omission | 1. Punctuation (comma) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (Future Indefinite tense) | 2. Interlingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| | | 4. Omission | 4. Syntax (syntactical fragment: model verb) | 4. Intralingual |
| | | 5. Omission | 5. Grammar (preposition) | 5. Intralingual |
| | | 6. Substitution | 6. Grammar (tense consistency) | 6. Intralingual |

| | | | | |
|----|---|-----------------|---|--------------------------------|
| | | 7. Omission | 7. Punctuation (full stop) | 7. Intralingual |
| G | Because in our <i>nation poor get poors and rich become more rich</i> | 1. Substitution | 1. Vocabulary (lexical selection) | 1. Communication Strategies |
| | | 2. Omission | 2. Punctuation (comma) | 2. Interlingual |
| | | 3. Substitution | 3. Grammar (subject-verb agreement) | 3. Intralingual |
| | | 4. Substitution | 4. Vocabulary (lexical selection) | 4. Intralingual |
| | | 5. Omission | 5. Syntax (lack of clarity & parallelism) | 5. Intralingual |
| | | 6. Omission | 6. Punctuation (full stop) | 6. Intralingual |
| H | <i>this is wrong to get education is equal for poor or rich</i> | 1. Omission | 1. Syntax (lack of clarity in syntactical structure) | 1. Intralingual |
| | | 2. Omission | 2. Capitalization (beginning of sentence) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (an indefinite article) | 4. Intralingual |
| | | 5. Omission | 5. Punctuation (full stop) | 5. Intralingual |
| 20 | <u>Role of Teachers in Student's Life</u> | ----- | ----- | ----- |
| G | The teacher <i>encourage student</i> and In the view of a teacher his every student is equal and he <i>treat their</i> students with love and <i>teach us lesson.</i> | 1. Substitution | 1. Grammar (subject-verb agreement) | 1. Intralingual |
| | | 2. Omission | 2. Morphological (Incorrect number noun/ pluralization) | 2. Intralingual |
| | | 3. Addition | 3. Capitalization (unnecessary use of capital letters) | 3. Intralingual |
| | | 4. Omission | 4. Punctuation (comma) | 4. Intralingual |
| | | 5. Addition | 5. Syntax (unnecessary | 5. Communication Strategies |

| | | | | |
|----|--|-----------------|--|--------------------------------|
| | | | Syntactical fragment: pronoun) | |
| | | 6. Substitution | 6. Grammar (tense agreement) | 6. Intralingual |
| | | 7. Substitution | 7. Grammar (subject-pronoun agreement) | 7. Intralingual |
| H | They build character and <i>make</i> many doctors- engineers and successful <i>man</i>. | 1. Substitution | 1. Vocabulary (lexical selection) | 1. Interlingual |
| | | 2. Omission | 2. Punctuation (comma) | 2. Intralingual |
| | | 3. Omission | 3. Syntax (necessary Syntactical fragment) | 3. Communication Strategies |
| | | 4. Substitution | 4. Grammar (number agreement) | 4. Intralingual |
| 21 | <u>Advantages and disadvantages of mobile phones</u> | ----- | ----- | ----- |
| C | Mobile phone is one of the most <i>Impotent</i> <i>gadget</i>. | 1. Addition | 1. Capitalization (incorrect use of capital letters) | 1. Intralingual |
| | | 2. Omission | 2. Spelling (a single letter) | 2. Intralingual |
| | | 3. Substitution | 3. Morphological (incorrect number noun/ pluralization) | 3. Intralingual |
| D | It <i>affect</i> badly to eyes and brain <i>and</i> students or kids. | 1. Substitution | 1. Grammar (subject-verb agreement) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (a syntactical fragment) | 2. Interlingual |
| | | 3. Omission | 3. Grammar (preposition) | 3. Intralingual |
| 23 | <u>My Goal in Life</u> | ----- | ----- | ----- |
| F | My goal <i>I want</i> to become a doctor and <i>helps</i> the <i>noble</i> people. | 1. Addition | 1. Syntax (unnecessary syntactical fragments/ phrase) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical fragment: verb) | 2. Intralingual |

| | | | | |
|----|---|-----------------|---|-----------------------------|
| | | 3. Substitution | 3. Grammar (subject-verb agreement) | 3. Intralingual |
| | | 4. Substitution | 4. Vocabulary (lexical selection) | 4. Communication Strategies |
| G | My aim <i>are</i> not <i>stop</i> to doctor , I <i>wanted</i> to help <i>the</i> needy <i>peoples</i> to pay <i>funds</i> <i>charity</i> . | 1. Substitution | 1. Grammar (subject-verb agreement) | 1. Intralingual |
| | | 2. Ordering | 2. Syntax (syntactical fragments/ phrase) | 2. Intralingual |
| | | 3. Omission | 3. Syntax (necessary syntactical fragment) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (tense agreement) | 4. Intralingual |
| | | 5. Addition | 5. Grammar (article) | 5. Intralingual |
| | | 6. Addition | 6. Morphological (incorrect number noun/ pluralization) | 6. Intralingual |
| | | 7. Substitution | 7. Syntax (syntactical fragments/ re- phrasing) | 7. Communication Strategies |
| 24 | <u>Advantages and disadvantages of Mobile</u> | ----- | ----- | ----- |
| A | Mobile phone <i>help</i> in communication between <i>peoples</i> | 1. Substitution | 1. Grammar (subject-verb agreement) | 1. Intralingual |
| | | 2. Addition | 2. Morphological (incorrect number noun/ pluralization) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (full stop) | 3. Intralingual |
| B | In mobile phones there are <i>my</i> functions like camera texting travel purpose games and many other functions | 1. Omission | 1. Punctuation (comma) | 1. Intralingual |
| | | 2. Addition | 2. Syntax (unnecessary syntactical fragment) | 2. Intralingual |
| | | 3. Omission | 3. Punctuation (serial commas) | 3. Intralingual |

| | | | | |
|---|---|-----------------|---|--------------------------------|
| | | 4. Omission | 4. Punctuation (full stop) | 4. Intralingual |
| C | If are are abroad from home we walk with our family and friends | 1. Substitution | 1. Syntax (syntactical fragment) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical fragment: model verb) | 2. Intralingual |
| | | 3. Substitution | 3. Spelling (a single letter) | 3. Intralingual |
| | | 4. Omission | 4. Punctuation (full stop) | 4. Intralingual |
| D | After the discovery of mobile there is no means to communicate with each other. | 1. Omission | 1. Syntax (syntactical structure and lack of clarity) | 1. Communication Strategies |
| | | 2. Omission | 2. Punctuation (comma) | 2. Intralingual |
| | | 3. Substitution | 3. Vocabulary (lexical selection) | 3. Intralingual |
| | | 4. Substitution | 4. Grammar (preposition) | 4. Intralingual |
| | | 5. Substitution | 5. Grammar (verb form: Gerund) | 5. Intralingual |
| E | Firstly students are distracted from their studies and eyesight weak and also more use of mobile phone affect the brain and brain is strating dull. | 1. Omission | 1. Punctuation (comma) | 1. Intralingual |
| | | 2. Omission | 2. Syntax (syntactical fragment: pronoun) | 2. Communication Strategies |
| | | 3. Omission | 2. Syntax (syntactical fragment: verb) | 3. Intralingual |
| | | 4. Substitution | 4. Vocabulary (lexical selection) | 4. Interlingual |
| | | 5. Substitution | 5. Grammar (subject-verb agreement) | 5. Intralingual |
| | | 6. Omission | 6. Grammar (a definite article) | 6. Intralingual |
| | | 7. Substitution | 7. Spelling (letter exchanged) | 7. Intralingual |
| F | The responsibilities of parents is that they give phones to their kids for | 1. Substitution | 1. Syntax (syntactical fragments/ rephrase) | 1. Intralingual |

| | | | | |
|----|--|-----------------|--|-----------------|
| | few hours and if we don't misuse it . | 2. Substitution | 2. Grammar (subject-verb agreement) | 2. Intralingual |
| | | 3. Omission | 3. Syntax (syntactical fragment: model verb) | 3. Intralingual |
| | | 4. Omission | 4. Grammar (an indefinite article) | 4. Intralingual |
| | | 5. Substitution | 5. Grammar (subject-pronoun agreement) | 5. Intralingual |
| | | 6. Substitution | 6. Grammar (number agreement) | 6. Intralingual |
| G | We are lucky that we have mobile phone for amuse ourselves . | 1. Substitution | 1. Grammar (number agreement) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (proposition) | 2. Intralingual |
| | | 3. Omission | 3. Morphological (pluralization/ incorrect plural pronoun) | 3. Intralingual |
| 25 | <u>Advantages and Disadvantages of Mobile Usage for Students</u> | ----- | ----- | ----- |
| A | Mobile phones are widely used in the World yet it had some advantages and some disadvantages. | 1. Omission | 1. Punctuation (comma) | 1. Intralingual |
| | | 2. Substitution | 2. Grammar (subject-pronoun agreement) | 2. Intralingual |
| | | 3. Substitution | 3. Grammar (verb form) | 3. Intralingual |
| E | Nowadays young nation is addicted to mobiles and internet through which they can't focus on their studies. | 1. Omission | 1. Punctuation (comma) | 1. Intralingual |
| | | 2. Substitution | 2. Vocabulary (lexical selection) | 2. Intralingual |
| | | 3. Omission | 3. Grammar (a definite article) | 3. Intralingual |
| | | 4. Addition | 4. Capitalization (proper noun) | 4. Intralingual |

4.2 Results of Error Analysis

This section of the study explores the results of the error analysis of translation and essay writing. It identifies the types and various categories of errors with their frequency, and percentage. The researcher thoroughly analyzed and scrutinized each ESL participant's test with careful observation. The researcher has manually determined the frequencies of the types and categories of the errors. This identification of the errors is based on H. D. Brown's model (2006) and established linguistic norms.

4.2.1 Results of Error Analysis in Translation from Urdu to English

The following Table 5 descriptively shows the error analysis results in translation from Urdu to English of 106 ESL students studying in five different private secondary schools in the District Lahore.

This table shows the results of Table 1 (Fewer Errors) and Table 2 (Multiple Errors) made by ESL students translating Urdu into English. They made a total of 686 errors of four types and fifteen different categories. The analysis in Table 1 and Table 2 also explored the expected sources of the errors. Many of the students made the same errors in the sentences. Such errors were not counted because they were repeated errors. Multiple errors explored the deficiency in the acquisition of a second language. Table 5 reveals the most common errors and the least common errors as well in translating from native language to English. In this way, it explores the struggle of ESL learners in the acquisition of a second language.

Table 5

Results of Errors in Translating from Urdu to English

| Sr. No. | Category of the Error | Addition | Omission | Ordering | Substitution | Frequency of the Error |
|--------------|-------------------------------------|----------------------------------|------------------------------------|----------------------------------|---------------------------------|-----------------------------|
| 1 | Subject-Pronoun Agreement Error | ----- | 1 5.3 % | ----- | 18 94.7 % | 19 2.7 % |
| 2 | Article Error | 22 16.54 % | 106 79.7 % | ----- | 5 3.76 % | 133 19.4 % |
| 3 | Tense Error | ----- | ----- | ----- | 151 100 % | 151 22 % |
| 4 | Preposition Error | 4 9.52 % | 23 54.76 % | ----- | 15 35.71 % | 42 6.12 % |
| 5 | Verb Form Error | 2 6 % | 7 21.2 % | ----- | 24 72.7 % | 33 4.8 % |
| 6 | Morphological Error (Pluralization) | 12 44.44 % | 15 55.56 % | ----- | ----- | 27 3.94 % |
| 7 | Subject-Verb Agreement Error | ----- | 1 11.1 % | ----- | 8 88.89 % | 9 1.31 % |
| 8 | Syntax Error | 11 16.42 % | 29 43.28 % | 26 38.81 % | 1 1.49 % | 67 9.77 % |
| 9 | Adverb Error | ----- | 12 63.16 % | ----- | 7 36.84 % | 19 2.77 % |
| 10 | Determiner Error | ----- | 1 25 % | ----- | 3 75 % | 4 0.58 % |
| 11 | Stylistics Variation | ----- | ----- | ----- | 2 100 % | 2 0.29 % |
| 12 | Vocabulary Error | ----- | ----- | ----- | 90 100 % | 90 13.12 % |
| 13 | Spelling Error | 6 24 % | 8 32 % | 1 4 % | 10 40 % | 25 3.64 % |
| 14 | Punctuation Error | 2 4.26 % | 43 91.5 % | ----- | 2 4.26 % | 47 6.85 % |
| 15 | Capitalization | 8 44.44 % | 10 55.56 % | ----- | ----- | 18 2.62 % |
| Total | | ∑ f = 67 9.77 % | ∑ f = 256 37.32 % | ∑ f = 27 3.94 % | ∑ f = 336 49 % | ∑ f = 686 |

4.2.2 Results of Error Analysis in Essay Writing

Table 6 shows the error analysis results descriptively in the essay writing of 25 ESL students studying in five private secondary schools in the District of Lahore.

This table shows the results of Table 3 (Fewer Errors in Essay Writing) and Table 4 (Multiple Errors in Essay Writing) made by ESL students in essay writing. Only 25 samples of essays out of 106 were selected by the researcher because of the extensive length of error analysis in this section. They made a total of 528 errors of four types and fourteen different categories. The analysis in Table 3 and Table 4 also explored the expected sources/causes of the errors. Among the selected samples of essay writing, the participants made fewer and multiple errors in their writing. Especially multiple errors inquired into the deficiency of the participants in the acquisition of the second language. Table 6 reveals the most common errors and the least common errors as well. In this way, it explores the struggle of ESL learners in the acquisition of a second language.

Table 6
Results of Errors in Essay Writing

| Sr. No. | Category of the Error | Addition | Omission | Ordering | Substitution | Frequency of the Error |
|--------------|-------------------------------------|----------------------------------|-----------------------------------|---------------------------------|------------------------------------|-----------------------------|
| 1 | Subject-Pronoun Agreement Error | ----- | ----- | ----- | 11 100 % | 11 2.08 % |
| 2 | Article Error | 8 11.43 % | 56 80 % | ----- | 6 8.57 % | 70 13.26 % |
| 3 | Tense Error | ----- | ----- | ----- | 47 100 % | 47 8.9 % |
| 4 | Preposition Error | 2 5.41 % | 11 29.73 % | ----- | 24 64.86 % | 37 7 % |
| 5 | Verb Form Error | 2 4.44 % | 4 8.89 % | ----- | 39 86.67 % | 45 8.52 % |
| 6 | Morphological Error (Pluralization) | 8 24.24 % | 22 66.67 % | ----- | 3 9.1 % | 33 6.25 % |
| 7 | Subject-Verb Agreement Error | ----- | ----- | ----- | 27 100 % | 27 5.11 % |
| 8 | Syntax Error | 20 31.75 % | 30 47.62 % | 7 11.11 % | 6 9.52 % | 63 11.93 % |
| 9 | Number Agreement Error | ----- | ----- | ----- | 21 100 % | 21 4 % |
| 10 | Stylistics Variation | 2 14.29 % | 5 35.71 % | ----- | 7 50 % | 14 2.65 % |
| 11 | Vocabulary Error | ----- | ----- | ----- | 47 100 % | 47 8.9 % |
| 12 | Spelling Error | 8 20.51 % | 9 23.1 % | ----- | 22 56.41 % | 39 7.4 % |
| 13 | Punctuation Error | 4 6.9 % | 52 89.66 % | ----- | 2 3.45 % | 58 11 % |
| 14 | Capitalization | 6 37.5 % | 10 62.5 % | ----- | ----- | 16 3 % |
| Total | | ∑ f =60 11.36 % | ∑ f =199 37.69 % | ∑ f = 7 1.33 % | ∑ f = 262 49.62 % | ∑ f = 528 |

4.2.3 Synthesizing/ Integrating Error Analysis Results

The following Table 7 shows the Integrated error analysis results descriptively of 106 participants in translation from Urdu to English and selected 25 of 106 essay-writing samples of ESL students studying in five private secondary schools in the District Lahore. This table shows the integrated results of Table 5 (Fewer and Multiple Errors in Translation from Urdu to English), a total of 686 errors of different types and categories and Table 6 (Fewer and Multiple Errors in Essay Writing), a total of 528 errors of different types and categories. This Table highlights the results of all the error analyses in Tables 1-4 with a total of 1214 errors and reveals the most common errors to the least common errors. It is helpful to the researcher to discuss the errors and make suggestions to avoid the errors in the learning process.

Also, the findings revealed in Table 5 and Table 6, there are thirteen categories of errors with four types which are the same and three categories are different. The common errors in both the tables are 1- Subject-Pronoun Agreement, 2- Article, 3- Tense, 4- Preposition, 5- Verb Form, 6- Morphological (pluralization), 7- Subject-Verb, 8- Syntax, 9- Stylistics Variation, 10- Vocabulary, 11- Spelling, 12- Punctuation, and 13- Capitalization. Adverb errors and Determiner errors are only in Table 5 and Number Agreement errors are in Table 6.

Table 7 comprises the types of errors and their frequencies with percentages in the thirteen same categories of errors from 1-13 rows and the different categories from 14-16.

Table 7 provides comprehensive information about classifying the types of errors, their categories and the frequency with percentage of each type in the particular category.

Table 7

Results of Integrating Errors

| Sr. No. | Category of the Error | Addition | Omission | Ordering | Substitution | Frequency of the Error |
|---------|-------------------------------------|----------------------------------|----------------------------------|-------------------------------|----------------------------------|------------------------------|
| 1 | Subject-Pronoun Agreement Error | ----- | 1 3.33 % | ----- | 29 96.67 % | 30 2.47 % |
| 2 | Article Error | 30 14.78 % | 162 79.80 % | ----- | 11 5.42 % | 203 16.72 % |
| 3 | Tense Error | ----- | ----- | ----- | 198 100 % | 198 16.31 % |
| 4 | Preposition Error | 6 7.6 % | 34 43.04 % | ----- | 39 49.37 % | 79 6.51 % |
| 5 | Verb Form Error | 4 5.13 % | 11 14.1 % | ----- | 63 80.77 % | 78 6.43 % |
| 6 | Morphological Error (Pluralization) | 20 33.33 % | 37 61.67 % | ----- | 3 5 % | 60 4.94 % |
| 7 | Subject-Verb Agreement Error | ----- | 1 2.78 % | ----- | 35 97.22 % | 36 2.97 % |
| 8 | Syntax Error | 31 23.85 % | 59 45.38 % | 33 25.38 % | 7 5.38 % | 130 10.71 % |
| 9 | Stylistics Variation | 2 12.5 % | 5 31.25 % | ----- | 9 56.25 % | 16 1.32 % |
| 10 | Vocabulary Error | ----- | ----- | ----- | 137 100 % | 137 11.29 % |
| 11 | Spelling Error | 14 21.88 % | 17 26.56 % | 1 1.56 % | 32 50 % | 64 5.27 % |
| 12 | Punctuation Error | 6 72.38 % | 95 90.48 % | ----- | 4 3.81 % | 105 8.65 % |
| 13 | Capitalization | 14 41.18 % | 20 58.82 % | ----- | ----- | 34 2.8 % |
| 14 | Adverb Error | ----- | 12 65.16 % | ----- | 7 36.84 % | 19 1.57 % |
| 15 | Determiner Error | ----- | 1 25 % | ----- | 3 75 % | 4 0.33 % |
| 16 | Number Agreement Error | ----- | ----- | ----- | 21 100 % | 21 1.73 % |
| | Total | ∑ = 127 10.46 % | ∑ = 455 37.48 % | ∑ = 34 2.8 % | ∑ = 598 49.26 % | ∑ = 1214 |

4.2.4 Common Errors in Translation from Urdu to English

According to the type and category of the errors, the findings revealed in Table 5 (the results of fewer and multiple errors in translation from Urdu to English) that among the four types and fifteen different categories with a total of 686 errors the most common and frequent errors made by ESL participants are:

Table 5.1

Common Errors in Translation from Urdu to English

| Sr. No. | Category of the Error and Frequency with Percentage | Type of the Error and Frequency in all Categories with Percentage |
|----------------|--|--|
| 1 | Tense Errors 151 in frequency with 22% | Substitution Errors 336 in frequency with 49% |
| 2 | Article Errors 133 in frequency with 19.4% | Omission Errors 256 in frequency with 37.32% |
| 3 | Vocabulary Errors 90 in frequency with 13.12% | Addition Errors 67 in frequency with 9.77% |

Table 5.1 elaborates on the results in detail.

In the category of errors, the most occurring are Tense errors and in the same category, one of the four types of errors, only Substitution errors are in occurrence. In this category, they are 151 in frequency with 100% as shown in Table 5.

The second most common errors are Article errors in the category and in this category, Omission errors of the four types are the most in occurrence. In this category, they are 106 in frequency with 79.7%.

The third most common errors are Vocabulary errors in the category and in this category, Substitution errors of the four types are 90 in frequency with 100%.

4.2.5 Common Errors in Essay Writing

According to the type and category of the errors, the findings revealed in Table 6 (the results of fewer and multiple errors in essay writing) that among the four types and fourteen different categories with a total of 528 errors the most common and frequent errors made by ESL participants are:

Table 6.1

Common Errors in Essay Writing

| Sr. No. | Category of the Error and Frequency with Percentage | Type of the Error and Frequency in all Categories with Percentage |
|----------------|--|--|
| 1 | Article Errors 70 in frequency with 13.26% | Substitution Errors 262 in frequency with 49.62% |
| 2 | Syntax Errors 63 in frequency with 11.93% | Omission Errors 199 in frequency with 37.69% |
| 3 | Punctuation Errors 58 in frequency with 11% | Addition Errors 60 in frequency with 11.36% |

Table 6.1 elaborates on the results in detail.

In the category of errors, the most occurring are Article errors and in the same category, one of the four types of errors, Omission errors are the most common in occurrence. In this category, they are 56 in frequency with 80% as shown in Table 6.

The second most common errors are Syntax errors in the category and in this category, Omission errors of the four types are the most in occurrence. In this category, they are 30 in frequency with 47.62%.

The third most common errors are Punctuation errors in the category and in this category, only Substitution errors of the four types are 52 in frequency with 89.66%.

4.2.6 Overall Common Errors

According to the type and category of the errors, the error analysis results of Tables 1-4 revealed in Table 7 (Synthesizing/Integrating Error Analysis) that among the four types and different categories, the overall most common and frequent errors made by ESL participants are:

Table 7.1

Overall Common Errors

| Sr. No. | Overall Common Errors in Category of the Errors | The Most Common Type of Errors in Particular Category |
|----------------|--|--|
| 1 | Article Errors 203 in frequency with 16.72% | Omission Errors 162 in frequency with 79.80% |
| 2 | Tense Errors 198 in frequency with 16.31% | Substitution Errors 198 in frequency with 100% |
| 3 | Vocabulary Errors 137 in frequency with 11.30% | Substitution Errors 137 in frequency with 100% |
| 4 | Syntax Errors 130 in frequency with 10.71% | Omission Errors 59 in frequency with 45.38% |
| 5 | Punctuation Errors 105 in frequency with 8.65% | Omission Errors 95 in frequency with 90.48% |

The data from Table 7.1 indicated that the participants most frequently made errors related to articles (definite article "the" and the indefinite articles "a" and "an,"), with the omission of articles being the most prevalent type of error. This suggests that ESL learners encountered the greatest difficulty with using articles in their writing compositions. The difficulty in learning can be attributed to the differences in grammatical and syntax rules between their native languages, Urdu and Punjabi, and English.

4.3 Error Categories

Table 5 shows the results of the errors made by ESL students in translation from Urdu to English are total of 686 in number. There were different fifteen categories of linguistic errors with four types explored by the researcher in the error analysis of this section. The results also explored the expected sources of the errors.

Table 6 shows the results of the errors made by ESL students in essay writing are total of 528 in number. There were different fourteen categories of linguistic errors with four types found by the researcher in the error analysis of this section. The results also explored the expected sources of the errors.

The total of all the errors that Table 7 (Complete Error Analysis Results) has shown in both sections are

$$686 + 528 = 1214.$$

Let's delve into the types of errors with their categories and expected causes. To illustrate the study, take examples from the Tables 1-4.

4.3.1 Subject-Pronoun Agreement Errors

Subject-Pronoun Agreement Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|--------------------|--|-------------------|--------------------|
| Table 1 | Does any nation not respect | Substitution | Intralingual |
| Text no. 1 | <i>their</i> national flag? | | |
| Correction | Does any nation not respect its national flag? | | |
| Explanation | Any nation is a singular subject, because of the agreement its pronoun should be singular. The cause of the error shows the incomplete knowledge of the second language. | | |

Subject-Pronoun Agreement Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------|--|-------------------|--------------------|
| Table 3 | Little kids who use mobile phones | Substitution | Intralingual |
| Text no.12 c | <i>becomes</i> addicted to <i>it</i> . | | |
| Correction | Little kids who use mobile phones become addicted to them. | | |
| Explanation | Little kids are plural in the subject, so the pronoun should be plural in agreement. The cause of the error shows the incomplete knowledge of the second language. | | |

4.3.2 Article Errors

Article Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|--------------------|--|-------------------|--------------------|
| Table 1 | From where will the naughty boys be | Addition | Intralingual |
| Text no. 3 | plucking <i>the</i> flowers? | | |
| Correction | From where will the naughty boys be plucking flowers? | | |
| Explanation | A definite article "the" is added unnecessarily before flowers. The cause shows the over-generalization of the grammar rules of the second language (English). | | |
| Table 1 | Students have been taught English. | Omission | Intralingual |
| Text no. 13 | | | |
| Correction | The students have been taught English. | | |
| Explanation | A definite article "the" is omitted before students. The cause shows the incompetency of learning the grammar rules of the second language. | | |
| Table 2 | Raheel had <i>not</i> seen <i>the</i> train before <i>it</i> . | Substitution | Intralingual |
| Text no.8 | | | |
| Correction | Raheel had never seen <i>a</i> train before this. | | |
| Explanation | The student misused "an indefinite article" with "definite article". The cause shows the incompetency of learning the grammar rules of the second language. | | |

Article Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|--------------------------------------|--|-------------------|--------------------|
| Table 3 Text no.1 b | It is great to have understanding between students and teachers. | Omission | Intralingual |
| Correction | It is great to have an understanding between students and teachers. | | |
| Explanation | An indefinite article "an" is omitted before the vowel sound word understanding. The cause shows the incompetency of learning the grammar rules of the second language. | | |
| Table 3 Text no.3 | "My goal in <i>the</i> life" | Addition | Intralingual |
| Correction | "My goal in life" | | |
| Explanation | A definite article "the" is added unnecessarily before life. It is not used with Uncountable nouns. The cause shows the over-generalization of the grammar rules of the second language (English). | | |

4.3.3 Tense Errors

Tense Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|--------------------------------------|--|-------------------|--------------------|
| Table 1 Text no. 11 | If Kashif <i>will run</i> fast, <i>then</i> he will win the race. | Substitution | Interlingual |
| Correction | If Kashif runs fast, he will win the race. اگر کاشف تیز دوڑے گا تو ریس جیت جائے گا. | | |
| Explanation | The student translated the conditional sentence with the influence of his native language (Urdu) and made an error. He ignored the rule of the conditional sentences of the second language. | | |
| Table 1 Text no. 35 | Where <i>were</i> you living for two years? | Substitution | Interlingual |
| Correction | Where had you been living for two years? تم دو سال سے کہاں رہ رہے تھے؟ | | |

Explanation The student has misused the Past Perfect Continuous tense. Here the source of the error highlights the negative influence of the native language on the second language. He translated the Urdu word “تھے” into the word “were” and ignored the rule of the tense in English.

Table 1 *Raise will be win If the Kashif run* Substitution Interlingual
Text no.149 *fast.*

Correction The student misused the word “race” with “Raise” because of the native language (Urdu) word “ریس”. It highlighted the negative transfer of the L1 to L2.

Explanation The student has misused the Present Perfect tense.
 The error shows incompetency in learning the linguistic rules of the targeted language.

Table 1 My father had not come from the Substitution Intralingual
Text no.191 office yet.

Correction My father has not come from the office yet.

میرے والد صاحب ابھی دفتر سے واپس نہیں آئے ہیں۔

Explanation The student has misused the Present Perfect tense.
 The error shows incompetency in learning the linguistic rules of the targeted language.

Tense Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|---|-------------------|--------------------|
| Table 3 Text no. 10a | The world <i>become</i> very fast with the invention of mobile. | Substitution | Intralingual |
| Correction | The world has become very fast with the invention of mobile. | | |
| Explanation | The student has misused the Present Perfect tense. The error highlights that the student ignored the linguistic rules of the second language. | | |
| Table 3 Text no. 13f | Then we checked the shopping items if they <i>are</i> completed or not. | Substitution | Interlingual |
| Correction | Then we checked the shopping items if they were completed or not. | | |

Explanation The student couldn't maintain the tense consistency. The student wrote "are" instead of "were". The error shows that this is a negative transfer from the native language (Urdu) to the second language (English).

4.3.4 Preposition Errors

Preposition Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|--|-------------------|--------------------|
| Table 1 Text no. 69 | When I met <i>to</i> him, he had four cars. | Addition | Intralingual |
| Correction | When I met him, he had four cars. | | |
| Explanation | The student has used the preposition "to" unnecessarily in the sentence, highlighting his deficiency in learning the grammar rules of the second language. | | |
| Table 2 Text no. 195 | Children went the zoo for picnic. | Omission | Intralingual |
| Correction | The children went to the zoo for a picnic. | | |
| Explanation | Due to the insufficient knowledge of the linguistic rules of the second language, the student omitted the preposition. | | |

Preposition Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|---|-------------------|--------------------|
| Table 3 Text no. 15h | They motivate students to do better <i>for</i> achieve life goals. | Substitution | Intralingual |
| Correction | They motivate students to do better to achieve life goals. | | |
| Explanation | The student chose the incorrect preposition in the sentence. This error depicts his incompetency in learning the linguistic rules of the second language. | | |

| | | | |
|---------------------|--|----------|--------------|
| Table 3 | Professors and teachers, | Omission | Intralingual |
| Text no. 23b | especially Pakistan are lowly paid people. | | |
| Correction | Professors and teachers, especially in Pakistan are lowly paid people. | | |
| Explanation | Here the student omitted the preposition “in”. The cause of this error highlights the insufficient learning of the student in the linguistic rules of the second language. | | |

4.3.5 Verb Form Errors

Verb Form Errors in Translation

| Reference | Student’s Text | Type of the error | Cause of the error |
|---------------------|--|-------------------|--------------------|
| Table 1 | Where will the naughty boys <i>were</i> | Substitution | Intralingual |
| Text no. 29 | plucking flowers? | | |
| Correction | Where will the naughty boys be plucking flowers? | | |
| Explanation | Incorrect use of verb form in the sentence shows the student's incompetency in learning the second language's basic grammar rules. | | |
| Table 2 | Does any nation <i>do</i> not respect its | Addition | Intralingual |
| Text no. 95 | <i>country</i> | | |
| Correction | Does any nation not respect its national flag? | | |
| Explanation | The incorrect addition of the verb form “do” in the sentence demonstrates the student's lack of competence in learning the basic grammar rules of the second language. | | |
| Table 2 | <i>From where the naughty boys will</i> | Omission | Intralingual |
| Text no. 102 | <i>broke the flowers</i> | | |
| Correction | From where will the naughty boys be plucking the flowers? | | |
| Explanation | Except for the other errors to discuss, this is the verb form error category, the student omitted the verb form “be” in the sentence demonstrating the student's lack of competence in learning the basic grammar rules of using the verbs in the second language. | | |

Verb Form Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|---|-------------------|--------------------|
| Table 3 Text no. 2h | "I was <i>send</i> as a teacher" | Substitution | Intralingual |
| Correction | "I was sent as a teacher" | | |
| Explanation | The student wrote the incorrect verb form in the passive-voice sentence, highlighting a deficiency in learning the second language grammar rules. | | |
| Table 3 Text no. 16a | Life is nothing without a goal. Your life <i>become</i> meaningless. | Substitution | Intralingual |
| Correction | Life is nothing without a goal. Your life becomes meaningless. | | |
| Explanation | Incorrect use of verb form in the sentence shows the student's incompetency in learning the second language's basic grammar rules. | | |

4.3.6 Morphological Errors

Morphological Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|--|-------------------|-------------------------------|
| Table 1 Text no. 18 | Mother was asking the <i>childrens</i> to sleep. | Addition | Intralingual/ Interlingual |
| Correction | The mother was asking the children to sleep. | | |
| Explanation | The student wrote an extra morpheme "s" with the plural form of "child". This error may have the influence of the first (native) language or it may be called the overgeneralization of the rule of the second language. | | |
| Table 1 Text no. 253 | Hardworking students are given <i>prize</i> on annual <i>result</i> . | Omission | Intralingual |
| Correction | Hardworking students are given prizes on annual results . | | |
| Explanation | The student omitted the morpheme "s" with "prize and result". This error may be a deficiency in understanding the rules of pluralization in the second language. | | |
| Table 2 Text no. 93 | Students are been <i>teached English</i> . | Substitution | Intralingual |

Correction The students have been taught English.

Explanation The student did verb inflexion in the sentence. He replaced “taught” with “teached”. This error indicates a lack of learning of the rules of pluralization and conjugation of verbs as well in second language learning.

Morphological Errors in Essay

| Reference | Student’s Text | Type of the error | Cause of the error |
|--------------------------------------|---|-------------------|--------------------|
| Table 4 Text no. 8g | Many army officers sacrifice <i>there</i> <i>lives</i> for us | Substitution | Intralingual |
| Correction | Many army officers sacrifice their lives for us ... | | |
| Explanation | The student wrote the incorrect plural of life in the line of an essay. This error indicates a lack of learning of the rules of pluralization in the second language. | | |

4.3.7 Subject-Verb Agreement Errors

Subject-Verb Agreement Errors in Translation

| Reference | Student’s Text | Type of the error | Cause of the error |
|---------------------------------------|--|-------------------|--------------------|
| Table 1 Text no. 61 | My father <i>have</i> not come from the office yet. | Substitution | Intralingual |
| Correction | My father has not come from the office yet. | | |
| Explanation | In the given sentence, the subject “my father” is singular, so in agreement, its verb must be singular. This error shows the incompetency of the student in learning the basic grammar rules of the second language. | | |
| Table 2 Text no. 213 | If Kashif runs fast <i>will be won</i> <i>the race</i> . | Omission | Intralingual |
| Correction | If Kashif runs fast, he will win the race. | | |

Explanation In the sentence, the student didn't write the pronoun "he" in agreement with the subject "Kashif". It explores the learning deficiency of the linguistic rule of English as a second language. It may be the influence of the first language (Urdu).

Subject-Verb Agreement Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|-------------------------------|--|-------------------|--------------------|
| Table 3 Text no. 1a | Teachers <i>teaches</i> the students. | Substitution | Intralingual |
| Correction | Teachers teach the students. | | |
| Explanation | In the given sentence, the subject "teachers" is plural, so in agreement, its verb must be plural. This error highlights the student's lack of proficiency in grasping the fundamental grammar rules of the second language. | | |
| Table 3 Text no. 6a | Its advantages <i>isn't</i> hidden from anyone. | Substitution | Intralingual |
| Correction | Its advantages are not hidden from anyone | | |
| Explanation | In the given sentence, the subject "advantages" is plural, so in agreement, its verb must be plural. This error shows the incompetency of the student in learning the basic grammar rules of the second language. | | |

4.3.8 Syntax Errors

Syntax Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|-------------------------------|--|-------------------|--------------------|
| Table 1 Text no. 53 | Where <i>had been you</i> living for two years? | Ordering | Intralingual |
| Correction | Where had you been living for two years? | | |
| Explanation | The student couldn't follow the order of the syntactical structure in the Past Perfect Continuous tense. It highlights the lack of knowledge of the basic syntax rules of the second language. | | |

| | | | |
|---------------------|--|--------------|---------------|
| Table 1 | He had four cars when I met. | Omission | Intralingual |
| Text no. 220 | | | |
| Correction | He had four cars when I met him. | | |
| Explanation | The student, due to insufficient learning of the syntax rules of the second language, omitted the important syntactical fragment, “him” the pronoun. | | |
| Table 2 | <i>Hard work</i> students <i>gets price for</i> | Substitution | Intralingual/ |
| Text no. 114 | final <i>result</i> . | | Interlingual |
| Correction | Hardworking students are awarded prizes on annual results. | | |
| | سالانہ رزلٹ پر محنتی طلباء کو انعام دیا جاتا ہے۔ | | |
| Explanation | In the sentence, the ESL participant substituted “hardworking” with “hard work” and “results” with “result”. It may be the influence of their L1(Urdu) to L2 (English). It also highlights the deficiency of learning the linguistic rules of the L2 because the student also made errors in translating the passive-voice sentence correctly. | | |

Syntax Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|--------------------|---|-------------------|--------------------|
| Table 3 | In other we can say that the life of of student depends on the teacher. | Omission | Intralingual |
| Text no. 2c | | | |
| Correction | In other words, we can say that the life of a student depends on the teacher. | | |
| Explanation | The omission of syntactical fragments “words” and “a” in the sentence written by the student highlighted the lack of clarity in the sentence structure. It shows that the student is not efficient in learning the syntax rules of the second language. | | |
| Table 4 | “It is the place where <i>when</i> a pigeon <i>come</i> and when it <i>fly</i> ...” | Addition | Intralingual |
| Text no.2e | | | |
| Correction | “It is the place where a pigeon comes and when it flies ...” | | |
| Explanation | The inclusion of the unnecessary word "when" in the student's sentence highlighted the lack of clarity in the sentence structure, indicating that the student is not proficient in learning the syntax rules of the second language. | | |

4.3.9 Adverb Errors

Adverb Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|---|-------------------|--------------------|
| Table 1 Text no. 98 | My father has not come home from office. | Omission | Intralingual |
| Correction | My father has not come home from the office yet. | | |
| Explanation | The student omitted the adverb of time “yet” when translating from his native language to the second language. This error highlighted his deficiency in learning the basic linguistic rules of the second language. | | |
| Table 1 Text no. 105 | Rahil <i>was</i> never <i>see</i> a train before <i>it.</i> | Substitution | Intralingual |
| Correction | Rahil had never seen a train before this. | | |
| Explanation | The student replaced the adverb "this" with "it" when translating from his native language to the second language, highlighting his deficiency in understanding the basic linguistic rules of the second language. | | |

4.3.10 Number-Agreement Errors

Number-Agreement Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|--|-------------------|--------------------|
| Table 3 Text no. 24 | Advantages and <i>disadvantage</i> of Mobile | Substitution | Intralingual |
| Correction | Advantages and disadvantages of Mobile | | |
| Explanation | The “disadvantage” should be plural to maintain the agreement with the noun “Advantages”. The cause of this error is the lack of knowledge of the basic linguistic rules of the second language. | | |
| Table 4 Text no. 10h | <i>Student</i> see their <i>result</i> online through | Substitution | Intralingual |
| Correction | Students see their results online through | | |

Explanation To ensure agreement with the noun "students," it's important to use a plural form of "result." This error often stems from not fully grasping the basic linguistic rules of the second language.

4.3.11 Determiner Errors

Determiner Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|--|-------------------|--------------------|
| Table 1 Text no. 162 | Does <i>a</i> nation not respect its national flag? | Substitution | Intralingual |
| Correction | Does any nation not respect its national flag? | | |
| Explanation | In this context, the student used the incorrect determiner with "nation". The cause of this error was the incompetency of grasping the linguistic rules of the second language. | | |
| Table 2 Text no. 209 | Does nation not respect its <i>Flag</i> ? | Omission | Intralingual |
| Correction | Does any nation not respect its flag? | | |
| Explanation | In this context, the student did not use a determiner with "nation". The error was caused by the student's incompetence in grasping the linguistic rules of the second language. | | |

4.3.12 Stylistic Variations

Stylistic Variations in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|---|-------------------|--------------------------|
| Table 2 Text no. 221 | Where <i>have</i> you been living <i>from</i> 2 years? | Substitution | Communication Strategies |
| Correction | Where had you been living for two years? | | |
| Explanation | Informally, the student opted for the numeral "2" instead of two. This error conveys that the student employed a strategy to communicate the meaning. | | |

Stylistic Variations in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|--|--|-------------------|---|
| Table 3 Text no. 3b Correction Explanation | The more aged is the doctor, the more experienced he is. As the doctor gets older, he becomes more experienced. Due to stylistic variation, the student's sentence lacks clarity and conciseness. This conveys that the student employed a strategy to communicate the meaning. | Substitution | Communication Strategies |
| Table 3 Text no. 18c Correction Explanation | All these factors I see in me and I think I am right for this profession. All these traits I recognize in myself, I am sure to be perfect for this profession. OR , I recognize all these traits in myself, I am sure to be perfect for this profession. Due to stylistic variation, the student's sentence lacks clarity and conciseness. This conveys that the student employed a strategy to communicate the meaning. | Substitution | Communication Strategies |
| Table 4 Text no. 4e Correction Explanation | Today our young youths are more suffered from heart disease. Today, our youth have been suffering more from heart disease. In the sentence, the student made redundancy by adding "young youths". It lacks conciseness, brevity, and clarity. | Addition | Communication Strategies/ Intralingual |

4.3.13 Vocabulary Errors

Vocabulary Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---|---|-------------------|--------------------|
| Table 1 Text no. 30 Correction | The doctor is checking the vein of old patient. The doctor is feeling the pulse of the old patient. | Substitution | Interlingual |

Explanation The student selected inappropriate words “checking” and “vein” in the context. This error suggested that the learner has transferred linguistic features from the first language (Urdu) into the second language.

ڈاکٹر بیمار بوڑھے کی نبض دیکھ رہا ہے۔

Table 1 Raheel had *not* seen **train** before Substitution Intralingual
Text no.43 this.

Correction Raheel had never seen a train before this.

Explanation The student selected the inappropriate word “not” instead of “never”. This error suggested the learner’s lack of learning the linguistic features of the second language.

راحیل نے اس سے پہلے کبھی بھی ریل گاڑی نہیں دیکھی تھی۔

Table 1 The students have been learned Substitution Intralingual
Text no.55 English.

Correction The students have been taught English.

طالب علموں کو انگریزی پڑھائی جا چکی ہے۔

Explanation The student substituted the verb form in the passive-voice sentence, which highlighted his deficiency in understanding the linguistic rules of English.

Vocabulary Errors in Essay

| Reference | Student’s Text | Type of the error | Cause of the error |
|---------------------------------------|---|-------------------|--------------------------|
| Table 3 Text no. 11j | But the enjoyment with my family <i>is emotionless and wordless</i> . | Substitution | Communication Strategies |
| Correction | But the enjoyment with my family was full of feelings and speechless. | | |
| Explanation | The errors in the selection of vocabulary highlight the student’s incompetency in learning composition writing a second language. | | |
| Table 4 Text no. 18a | Since I was six years old Army is my <i>attention</i> . | Substitution | Intralingual |
| Correction | Since I was six years old, the Army has been my focus. | | |

Explanation The student's lack of proficiency in selecting appropriate vocabulary reveals the challenges in learning to write compositions in a second language. The use of vocabulary in context is very crucial in language.

4.3.14 Spelling Errors

Spelling Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|--|-------------------|--------------------|
| Table 1 Text no. 238 | Where had you been living for <i>tow</i> hours? | Ordering | Intralingual |
| Correction | Where had you been living for two years? | | |
| Explanation | Due to the phonetic similarity between “tow” and “two”, the student disordered the spelling. It shows the need to learn the basic spelling rules of the second language. | | |
| Table 2 Text no. 145 | Children <i>have gone</i> zoo for <i>picknic</i> . | Substitution | Intralingual |
| Correction | The children went to the zoo for a picnic. | | |
| Explanation | The student made incorrect spells due to the similar sounds of “C” and “k”. There is a dire need to learn the basic spelling rules of the second language. | | |
| Table 1 Text no. 40 | From where will the <i>mischieveous</i> boys <i>have been</i> plucking flowers? | Addition | Intralingual |
| Correction | From where will the mischievous boys be plucking flowers? | | |
| Explanation | The students added an extra spelling “e” in the word “mischievous”. The cause of this errors highlights the learning deficiency of the student. | | |
| Table 2 Text no. 48 | The doctor is <i>seeing</i> the <i>puls</i> of <i>ill old</i> . | Omission | Intralingual |
| Correction | The doctor is feeling the pulse of the old ill man. | | |
| Explanation | The student omitted the single letter “e” in the word “pulse. It highlights that the student doesn’t follow the spelling patterns in English writing. | | |

Spelling Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|--------------------------------------|--|-------------------|--------------------|
| Table 3 Text no. 3c | An experienced doctor is more respected <i>then</i> any government officer or judge. | Substitution | Intralingual |
| Correction | An experienced doctor is more respected than any government officer or even judge. | | |
| Explanation | The student wrote the incorrect spelling of “than” in confusion with “then”, which shows that he must learn accurate second language spellings to attain perfection in composition writing. | | |
| Table 3 Text no. 7e | I want to help my <i>comunittee after becoming a doctor.</i> | Substitution | Intralingual |
| Correction | I want to help my community after becoming a doctor. | | |
| Explanation | Here, the student wrote the incorrect spelling of "community" in confusion with "community" due to phonetic similarity. This error reflects the inefficient learning of linguistic rules in the second language. | | |

4.3.15 Punctuation Errors

Punctuation Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|--|-------------------|--------------------|
| Table 1 Text no. 254 | He had four cars, when I met him. | Addition | Intralingual |
| Correction | He had four cars when I met him. | | |
| Explanation | There is no need to use a comma before the dependent clause in this sentence. It highlighted the student's lack of understanding in following the linguistic rules of the second language. | | |
| Table 1 Text no. 245 | Where had you been living for two years. | Substitution | Intralingual |
| Correction | Where had you been living for two years? | | |

Explanation The student substituted the question mark with a period in the interrogative sentence. It reflects his incompetency in following the mechanical rules of the second language.

Punctuation Errors in Essay

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|---|-------------------|--------------------|
| Table 3 Text no. 20 | Role of Teachers in <i>Students Life</i> . | Omission | Intralingual |
| Correction | Role of Teachers in Students' Lives. | | |
| Explanation | The student made an error by omitting the apostrophe for possessiveness in the sentence. It reflects his insufficient skills in acquiring the rules of mechanics of the second language. | | |
| Table 3 Text no. 17e | So I decided to become a full time writer. | Omission | Intralingual |
| Correction | So, I decided to become a full-time writer. | | |
| Explanation | The students made two punctuation errors in the sentence. Hyphen is used in compound words, full-time is a compound adjective. This error highlights that the student needs to learn and follow the basic mechanics and rules of the second language. | | |

4.3.16 Capitalization Errors

Capitalization Errors in Translation

| Reference | Student's Text | Type of the error | Cause of the error |
|---------------------------------------|--|-------------------|--------------------|
| Table 1 Text no. 118 | The students have been taught <i>English</i> . | Omission | Intralingual |
| Correction | The students have been taught English. | | |
| Explanation | The use of capital letters with proper nouns is necessary in English. This error reflects the poor learning of the student in acquiring the second language. | | |

| | | | |
|---------------------|--|----------|--------------|
| Table 1 | <i>he</i> had four cars when <i>i</i> met him | Omission | Intralingual |
| Text no. 243 | | | |
| Correction | He had four cars when I met him. | | |
| Explanation | The student did not start the sentence with a capital letter. The single-letter pronoun “I” remains in capital form in English. This error of the student depicts the poor skills in writing the composition in the second language. | | |

Capitalization Errors in Essay

| Reference | Student’s Text | Type of the error | Cause of the error |
|---------------------|---|-------------------|--------------------|
| Table 3 | We decided to go via the airport rather | Addition | Intralingual |
| Text no. 11b | than train Because of its annoying sound. | | |
| Correction | We decided to go via the airport rather than the train because of its annoying sound. | | |
| Explanation | The student used a capital letter in the word “Because” without any rule. This error highlights the deficiency of the student in learning the very basic rules of capitalization in the second language acquisition. | | |
| Table 4 | The army standing on the border of | Omission | Intralingual |
| Text no. 8f | <i>pakistan</i> also has family and ... | | |
| Correction | The army standing on the border of Pakistan also has family members and ... | | |
| Explanation | In English, it's essential to use capital letters with proper nouns. The student forgot to capitalize "Pakistan," a proper noun in the sentence. This mistake indicates that the student still is in the process of acquiring English as a second language. | | |

CHAPTER FIVE: DISCUSSION

5.0 Introduction

In this particular chapter, the study leads to a comprehensive discussion of the findings derived from the error analysis conducted on ESL students' composition in private secondary schools in District Lahore. This chapter examines the significance of the findings concerning the research objectives, and the questions which comprise the identification of common errors, the classification of the types of errors and their frequencies, and the analysis of the causes of the errors from different perspectives in ESL students' composition in private secondary schools in District Lahore. Through analysis of the errors into different types and categories, the researcher aimed to provide suggestions that can enhance and shape the teaching and learning experience of teachers and students in ESL classrooms.

5.1 Discussion of Research Objectives

The study provided results aligned with the expectations of the research objectives set out at the beginning by the researcher. The study discusses the objectives one by one.

A comprehensive discussion of each objective has been provided below.

5.1.1 Identification of common errors in the compositions of ESL students studying in private Secondary schools in District Lahore.

In this study, the primary objective was to identify the common errors in ESL students' compositions in private secondary schools in District Lahore. To achieve this objective, a specific mechanism was devised in the form of a test. The test followed the norms of linguistics to obtain the targeted outcomes (Perkins, 1983). The test consisted of two sections, in one section, the participants had to translate Urdu sentences into English and in the other section, the participants had to write an essay on any one of the four given

topics. The researcher meticulously and with keen observation identified the most common errors in the collected data of ESL students' compositions studying in private secondary schools in District Lahore.

Table 5.1 in the result section 4.2.4 on page 98, specifically showed that the most common and frequent errors made by ESL participants in translating Urdu to English in the categories of error were Tense Errors 151 in frequency with 22 %. Among the four types, Substitution Errors were 351 in frequency with 51.17 % in all the categories of errors.

And Table 6.1 in the result section 4.2.5 on page 99, specifically showed that the most common and frequent errors made by ESL participants in essay writing in the categories of error were Article Errors 70 in frequency with 13.26 %. Among the four types, Substitution Errors were 262 in frequency with 49.26% in all the categories of errors.

The result section, 4.2.3 on page 97 showed the integrated error analysis results of all Tables 1-4 in Table 7. In the result, section 4.2.6 on page 101 of the study specifically, Table 7.1 (overall common errors) provided the most common errors of all the categories integrated in the examination of Tables 1-4. It offered comprehensively identifying the most frequently occurring error. It revealed that errors related to articles were the most common, occurred 203 times and accounted for 16.72% of all errors. Following H.D. Brown's model (2006), a predominant error in the types observed in participants' compositions was omission errors, with a frequency of 162 instances, constituting 79.80% of the category of article errors.

The significant objective of the study is not only to identify the common errors in the composition of ESL students but also to provide significant implications and recommendations for ESL instructors and students as well.

Through this study, an understanding of the types of article errors in ESL students can be improved.

ESL instructors can provide customized instructions to address these specific issues.

To reinforce the learning of the rules of the article (definite article “the” and indefinite articles “a & an”) usage in composition, regular writing tasks can be designed to obtain the desired results.

To reduce article errors in their composition, ESL students must be guided in comparing article usage between their native language and the second language.

In the process of scrutinizing the routine tasks of writing during ESL classes, ESL learners must not be discouraged from making these errors.

Curriculum designers can make changes in the learning materials to improve learning of the acquisition of a second language.

5.1.2 Classification of the types and frequency of errors in the compositions of ESL students studying in private Secondary schools in District Lahore.

To achieve the objective, the researcher scrutinized the attempted tests of the participants with great care and put the results of the error analysis in Tables 1-2 of the first section of the devised test in Table 5 (the results of fewer and multiple errors in translation from Urdu to English) and the results of error analysis in Tables 3-4 of the second section of the devised test in Table 6 (the results of fewer and multiple errors in essay writing). In Table 5, there are fifteen categories with a total frequency of errors of 686 and in Table 6, there are fourteen categories with a total frequency of errors of 528. Therefore, the total frequency of all the errors in different categories with four types is 1214 as shown in Table 7. More, the study reveals that thirteen of the categories of the errors are identical and three

of the categories are different in the error analyses of translation from Urdu to English and the essay writing section of the devised test.

As a result, section 4.2.3, Table 7 (Results of Integrating Errors) categorically explores the results of error analyses and highlights all the categories of the errors with their types. It also vividly shows the frequency with the percentage of all the types and categories of errors. It delves into the understanding of the challenges ESL students face in the private secondary schools of the District Lahore, specifically at the Matric level. The objective of the study is not only to explore the types and frequency of the errors but to unravel these linguistic features to shed light on the ways to improve language teaching-learning instructions for ESL instructors and learners.

The study helps to recognize the different error categories and deeply delves into addressing the specific language challenges in learning a second language and it allows ESL educators to tailor feedback and instructional interventions.

The analysis of error frequency provides educators insights into common pitfalls faced by ESL learners. The study highlights that the most prevalent errors and their types as in Table 7.1 (overall common errors) harm the writing proficiency of ESL participants.

Based on identified error patterns in the study, educators can evaluate and shape their teaching approaches, evaluation process and classroom environment. It also informs the curriculum makers to develop the course of English language as a second language to make learning and understanding easy for Pakistani students. Because at the SSC level, students are making multiple errors in writing.

The study suggests educators enhance language learning and prevent errors in ESL learners by adopting proactive error-preventing strategies. Regular positive feedback, error-awareness activities and corrective measures can foster improvement in ESL learners.

Educators must discuss error-handling techniques with each other to share their experiences for minimizing recurring errors in the ESL learners' composition.

5.1.3 Analysis of the causes of errors in the compositions of ESL students studying in private Secondary schools in District Lahore.

The study's third and final objective holds significant importance as it provides comprehensive insights into the various challenges that learners face when acquiring a second language.

In the process of acquiring a second language, it is crucial to have a thorough understanding of the factors that contribute to language errors. This understanding plays a significant role in ensuring the effectiveness of language teaching and learning. The study provides the opportunities to unearth the causes/sources of the errors in ESL students' composition, focusing on translation from Urdu to English and essay writing; to identify the hurdles/challenges of students in learning the writing skills and to provide insights for better instructional strategies.

To effectively analyze the language of a learner, it is essential to differentiate between mistakes and errors, as they represent two distinct phenomena.

Mistakes, known as "slips," occur in both native and second language situations and are not indicative of a lack of competence, but rather a temporary breakdown or imperfection because of some fatigue and inattention. Native speakers are adept at recognizing and rectifying them.

"**Errors**, being noticeable deviations from the grammar of a native speaker, can serve as indicators of a learner's competence in the target language in the current situation, offering opportunities for refinement and growth." (Brown, 2006)

According to James (1998, p.83), an error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker. (Mahmoud, 2003)

To achieve accurate language learning, it's important to consider the various factors that can lead to errors. These include interference from the learner's native language, mistakes within the target language, the social context of communication, cognitive strategies, and emotional factors. By understanding these influences, learners can better address and overcome errors in their language acquisition process.(Brown, 2006; Brown & Abeywickrama, 2004)

To achieve the aim of the discussion in the objective, the researcher followed H. D. Brown's model to analyze the sources/causes of the errors in ESL students' composition. Brown suggests that through the identification of sources, we can advance our comprehension of how the learner's cognitive and affective processes interface with the linguistic system. This allows us to develop a unified understanding of the second language acquisition process.

5.1.3.1 Causes/Sources of Errors

I. Interlingual Errors

These are those errors that result from the negative transfer or interference of the first language (linguistic background of native language) on the second language (L2). In the view of Brown, when an ESL student starts acquiring a second language, he faces mostly negative transfer of his native language to the targeted language. In the present study, the researcher observed, identified and analyzed carefully this cause of error in the ESL students' composition focusing on translation from Urdu to English and essay writing. From the error analysis of ESL students' composition, as depicted in Tables 1-4, various result sections also emphasize the presence of Interlingual sources.

For Example; in 4.3.3 Tense Errors, doing a translation from Urdu to English, the student made a negative transfer of his native language; in 4.3.6 Morphological Errors, the student due to the negative interference of his native language wrote an extra morpheme “s” in the irregular plural; in 4.3.8 Syntax Errors, the negative influence of L1 to L2 can be seen evidently; and in 4.3.13 Vocabulary Errors, clearly highlighted that the student selected the vocabulary in the influence of his native language cognitively.

All the above-provided references from the participants’ text proved the Interlingual sources in the ESL students’ compositions and provided valuable insights for understanding language acquisition difficulties.

ESL instructors can notice the challenges faced by ESL students in the analysis and make their teaching strategies accordingly. They should guide the learners about common L1 interference patterns to address the found error types in their writing. Compare the structures of L1 and L2 to highlight the differences and in this way, transfer errors can be minimized.

II. Intralingual Errors

These errors refer to those that occur within the same language system. These errors result from faulty or partial learning of the linguistic rules of a second language.

In his study, Keshavarz highlights that intralingual errors are a natural part of second language development. These errors provide insights into the learner's progression and efforts to comprehend the target language. Additionally, they resemble errors made by monolingual children, indicating a similar learning process. (Keshavarz, 1994)

Upon analyzing errors in the compositions of ESL students, it was observed that the majority of errors made by the participants were intralingual. These errors consisted of not

adhering to the linguistic rules of English, overgeneralizing rules, or demonstrating an incomplete understanding of the second language.

In Chapter 4, section 4.3, all the Error Categories serve to emphasize the presence of intralingual sources within a few extracted samples from the ESL participants' text, as depicted in Tables 1-4. They have provided us with much insight into the challenges facing our ESL learners in writing a second language.

ESL instructors are encouraged to use a rule-based approach to teaching. Emphasis should be placed on understanding, learning, and practising English rules and syntactical structures. ESL learners should be encouraged to recognize and self-correct errors. Tests should be designed to address current intralingual issues and accommodate the learners' specific needs. Constructive feedback should be provided to address specific intralingual patterns.

III. Context of Learning

This source of error can impact both types of transfer (Interlingual and Intralingual). The term "context" refers to the environment in which learning takes place, such as the classroom setting with its teacher and materials in the case of school learning, or the social setting in the case of informal second language acquisition. In a classroom context, the teacher or the course materials can inadvertently lead the learner to form erroneous hypotheses about the language, which has been termed "false concepts" by Richards (1971) and "Induced errors" by Stenson (1974). (Brown, 2006)

After carefully examining the compositions of ESL students, it became apparent that only a limited number of errors could be attributed to the contextual factors influencing their learning, especially in the classroom context. These errors occurred only in translation from

Urdu to English and can be exemplified in Table 1 (fewer errors in translation from Urdu to English) and Table 2 (multiple errors in translation from Urdu to English).

Different participants made these errors in the context of learning. They all made the same error of lexical selection. According to the devised test for ESL students in error analysis, the Urdu sentence and its translation into English: سالانہ رزلٹ پر محنتی طلباء کو انعام دیا جاتا ہے۔

“Hardworking students are awarded prizes on annual results.”

All the participants wrote “result” instead of “results”. In this context, this repeated error was attributed to the context of learning.

ESL instructors need to tailor themselves to address this kind of issue. It is essential to supply ESL instructors with appropriate materials and develop activities that reflect the context of the learners. This ensures an effective and engaging learning experience for all. We should foster awareness through media, literature, and real-life situations to avoid such errors.

IV. Communication Strategies

"Communication Strategies can lead to errors as learners use production strategies to convey their messages. However, these techniques can, at times, become a source of error themselves."(Brown, 2006)

“Communication strategies are psycholinguistic plans that exist as part of the language user’s communicative competence.(Ellis, 1992)

A learner uses these strategies when he encounters difficulty in expressing his idea/ thought accurately or cannot reply to the satisfaction.

In the study, the researcher observed that ESL participants employed communication strategies to overcome linguistic gaps. In Chapter 4, section 4.3.12 Stylistic Variations provide a few examples from the text of ESL students' composition to highlight the challenges faced by the participants.

In the positive aspect, these strategies demonstrate participants' adaptability and resourcefulness. In the negative aspect, learners' development in acquiring a second language might be hindered by relying on these strategies. Therefore, ESL teachers should guide the learners in communication strategies and make them aware of balancing accuracy and fluency.

5.2 Discussion of Research Questions

The study findings aligned perfectly with the research questions we raised to address at the beginning of our inquiry. The study discusses the questions one by one.

A comprehensive discussion of each question has been provided below.

5.2.1 What are the most common errors in the compositions of ESL students studying in private Secondary schools in District Lahore?

The study provides the answer to the first question comprehensively. The errors analysis in ESL students' compositions studying in private secondary schools in District Lahore presents the most common errors of all the found categories of errors with types. To support the discussion, the study delves into the results of error analysis of participants' compositions. Tables 1-4 show the error analysis of the participants' attempted test comprising Urdu to English translation and essay writing. Table 7 explores the integrated results of the error analysis of all the tables. In Section 4.2.6 of the study specifically, Table 7.1 (overall common errors) brings out the most common errors in the composition of ESL participants.

The detailed analysis reveals that errors related to articles are the most prevalent, occurring 203 times and accounting for 16.72% of all errors found in the examination of Tables 1-4 across different levels of proficiency. One of the four types of errors, the most common error in participants' compositions is Omission Errors, occurring 162 times with a frequency of 79.80% in this category. The second most common errors in the category are tense errors, occurring 198 times, making up 16.31% of the total errors. Substitution errors also occurred 198 times, comprising 100% of the tense errors. The third most frequent errors are vocabulary errors, which happened 137 times, accounting for 11.30% of the total errors. All 137 of these vocabulary errors are substitution errors, making up 100% of the errors in this category.

The study responds to the required inquiry about the most common article (definite article “the” and indefinite articles “a & an”) errors in ESL participants' composition. In Chapter 4, section 4.3.2 Article Errors shows a few samples among all the article errors of ESL participants and highlights the common challenges faced by the learners related to article usage in writing. Comprehensively, the study provides valuable insights into the difficulties of understanding the linguistic rules of English. Article errors affect overall language proficiency. The participants who made an article error in any of the types (Omission, Addition, Substitution) in their text, evidently their sentences became unclear and ambiguous.

Through the findings of the study, ESL educators can make their learners aware of the improper use of rules of articles. They can guide their students on the difference of use between definite articles and indefinite articles. During the lecture, educators should highlight the correct use of articles in the textbook to enhance clarity. ESL learners can tackle this challenge of understanding the correct article usage by practising regularly. It is

a minor error, explicitly, but it affects the precision of writing. Proper usage of articles improves the overall quality of English writing.

5.2.2 What is the frequency of different types of errors in the compositions of ESL students studying in private Secondary schools in District Lahore?

The study provides the required results and shows the categories of errors, with types and frequency, in analysing ESL students' composition studying in private secondary schools in District Lahore.

Error analysis constitutes a fundamental concept in the field of Applied Linguistics. Its primary aim is to address the significance of correctness and the relative importance of speaking fluently and writing imaginatively versus effectively communicating one's message. (James, 2013)

The study thoroughly presents the results in Table 5 (the fewer and multiple errors in translation from Urdu to English) on page 93, in Table 6 (the fewer and multiple errors in essay writing) on page 95 and Integrated results of the complete analysis in Table 7 (combined results of Table 5 and Table 6) on page 97. Therefore, Table 7 sheds light on all the error categories with types and their frequencies in detail.

To gain the aim of discussing the question, the following overview delves into all the found categories of errors with their types and frequencies.

According to the results of error analysis in Table 7

I Subject-Pronoun Agreement Error

In this category of errors, ESL participants made 30 errors with 2.47% in the composition and in the type, he omitted once and substituted the pronouns 29 times. For example:

| Reference | Student's Text | Type of the error | Cause of the error |
|--------------------|---|-------------------|--------------------|
| Table 1 | The students had eaten samosas | Omission | Intralingual |
| Text no. 62 | before bought new books. | | |
| Correction | The students had eaten samosas before they bought the new books. | | |
| Explanation | In the sentence, the subject is "The students" and in the agreement the pronoun "they" was omitted by the student. The cause of the error shows the incomplete knowledge of the second language. | | |

For the substitution error of type in this category, the study provided examples in the result section 4.3.1.

Misuse of subject-pronoun agreement in writing leads to ambiguity and affects coherence. To improve their writing skills, ESL instructors must shape their teaching strategies and give students more practice with this linguistic rule. Feedback and error treatment are vital in learning a second language.

II Article Error

In this category of errors, ESL participants made the most common errors in frequency 203 with 16.72% and in the type, there were 30 Addition, 162 Omission, and 11 Substitution errors. The results highlighted those participants omitted the article most frequently. For example, in the result, section 4.3.2 provided the examples elaborately.

In the ESL students' composition, article errors of these types unearthed that their incorrect use impacts specificity and precision. There is a dire need to learn and practice the basic rules using articles (a, an, and the) in writing English. There should be more exercises in the textbook lessons for the improvement of this skill.

III Tense Error

In the Tense error category, ESL participants made the second most common errors in frequency 198 with 16.31% and in the type all the errors related to Substitution. The results highlighted in the composition of ESL participants; incorrect use of tenses and tense agreement errors in compound sentences, prevalent the most than other types. The study digs out examples in the result section 4.3.3 to elaborate on incorrect tense.

Inconsistency and misuse of the tenses create confusion for the readers and do not ensure smoother narratives. Tenses are the backbone of any language, therefore, there is an intensive need to learn the use of tenses accurately and exactly. Teachers and textbook authors need to revise their methodologies. The ESL instructors must work on the development of understanding the context to choose the appropriate verb forms in the tenses.

IV Preposition Error

In this error category, ESL participants made 79 errors in frequency with 6.51% and in the type, there were 6 Addition, 34 Omission and 39 Substitution errors. The results proposed the challenges faced by ESL participants in the use of prepositions in writing. The study provides examples to elaborate on the inappropriate use of prepositions in the results, section 4.3.4.

Improper use of prepositions affected the meaning of the composition writing. ESL students get confused when using prepositions in English writing because of the influence of their native language. selecting the right preposition ensures accurate expression. Teachers must devise their teaching methodologies to enhance the understanding of ESL learners of the use of accurate prepositions.

V Verb Form Error

In the Verb Form error category, ESL participants made common errors in frequency 78 with 6.43% and in the type, there were 4 Addition errors, 11 Omission errors, and 63 Substitution errors. The results highlighted in the composition of ESL participants; Substitution of incorrect forms of verbs (main verbs, auxiliary verbs, modal verbs) prevalent the most than other types. Incorrect use of verb form distorts the understanding of writing/conversation. The study highlights specific examples in section 4.3.5 of the results to illustrate common errors in verb usage.

Incorrect use of verb forms impacts the tone and formality of writing. Regular practice with verb conjugation and tenses is crucial. ESL instructors must inculcate correct grammar usage in second-language learners. They should also provide the positive feedback to the learners.

VI Morphological Error (Pluralization)

In this error category, ESL participants made errors in frequency 60 with 4.94% and in the type, there were 20 Addition errors, 37 Omission errors, and 3 Substitution errors. These results highlighted that ESL participants ignored the pluralization (the rule of singular/plural) in the composition writing. ESL participants made these errors in nouns and verbs. The study illustrates specific examples of this error category with different types in section 4.3.6 of the results.

ESL learners must be guided more carefully to recognize when to use singular or plural forms based on context and pluralization rules (regular and irregular plurals). Its correct usage is very crucial for sentence clarity and avoiding confusion.

VII Subject-Verb Agreement Error

In this category of errors, ESL participants made 36 errors in frequency with 2.97% in the devised test. There were 35 errors in the Substitution type and only one error in the Omission type. As the results highlighted, participants fossilized the incorrect verb in the agreement of the subject. Incorrect use of subject-verb agreement lacks coherence and clarity in the writing. To relate the discussion, result section 4.3.7 provides examples and explanations.

Accurate use of subject-verb agreement ensures clear communication and creates no confusion for the reader. Teachers should guide the rules to match subjects and verbs. He must reinforce his students in practising the agreement between subject and verb.

VIII Syntax Errors

In all the categories of errors, syntax errors were the fourth most common errors in occurrence. There were 130 errors in frequency with 10.71% in this category and according to the types, 31 Additions, 59 Omission, 33 Ordering, and 7 Substitution errors were included. This was the category found in the errors, which were present in the four types and ESL learners faced challenges in all the four areas. In Syntax errors, ESL participants omitted the syntactical fragments mostly in their writings, they added unnecessary and incorrect fragments. In the Ordering errors, they did not follow the required/necessary syntactical structure in their writing. To illustrate it, result section 4.3.8 provided examples proving this viewpoint in the discussion.

Syntax errors impact sentence construction and coherence in the composition. Students must be guided and practice word order and patterns. ESL instructors should encourage learners to use varied syntax structures. Especially, the errors in the syntactical fragments should be addressed more keenly for clarity and coherence in the writing.

IX Stylistics Variations

In this particular category, participants made 16 variations in frequency with 1.32%. There were 2 variations in Addition, 5 in Omission, and 9 in Substitution in the types. These are the least in the occurrence in the Integrated errors. These variations impact the tone of writing (academic, formal, informal) based on context, purposes, and audience. The result section 4.3.12 illustrates these variations with examples.

ESL teachers must guide the learners of the second language to understand these variations. Because its accurate use in the context enhances the richness of the writing.

X Vocabulary Error

In the category of vocabulary errors, ESL participants made 137 errors in frequency with 11.29%. These are the third most common errors in the occurrence in the devised test of composition attempted by the participants. They are only Substitution errors in type with 100%. This result highlights the participants did not have the exposure of using the vocabulary in context to write accurately. Incorrect use of vocabulary affects the precision and meaning of the sentence. The examples of vocabulary errors in the result section 4.3.13 unravelled the challenges faced by ESL participants studying in private secondary schools of the District Lahore.

Exposure to a wide range of vocabulary is important for learners, and one effective way to achieve this is through reading. Teachers play a crucial role in guiding learners to not only recognize when they misuse vocabulary but also to help them select the most appropriate words based on the context in which they are used.

XI Spelling Error

In the integrated error analysis, ESL participants made 64 errors in frequency with 5.27% in this category. This was the category found in the errors, which were present in the four types and ESL learners faced challenges in all the four areas. According to the types, 14 Additions, 17 Omission, 1 Ordering, and 32 Substitution errors were included. The results of the error analysis unearthed that ESL participants wrote incorrect spelling the most in the Substitution type than in the other types. The examples of Spelling errors in the result section 4.3.14 unravelled the challenges faced by ESL participants of Matric classes in private secondary schools of the District Lahore.

Errors in spelling can significantly impact the intended meaning of a word and hinder comprehension of text. Frequent spelling mistakes may signal a lack of proficiency in a language. For ESL students, correct spelling is crucial for conveying professionalism in writing. Therefore, ESL teachers should emphasize the importance of accurate spelling and regularly practice spelling with their students to strengthen their language skills.

XII Punctuation Error

In the integrated error analysis, Table 7 highlighted, that ESL participants made 105 errors in frequency with 8.65% in this category. These are the fifth most common errors in the occurrence in the devised test of composition attempted by the participants. There were 6 Addition, 95 Omission, and 4 Substitution errors in the type of errors. This result shows that participants mostly struggled with the omission of punctuation marks in the writing. These marks are symbols of commas, periods, apostrophes, semi-colons etc. These marks are used to clarify the meaning and indicate the pauses, intonation, and sentence structure. Incorrect use of these symbols can significantly impact the quality of writing. To

understand the discussion, the result section 4.3.15 provides examples and their explanation.

It's important to recognize the significance of punctuation in ESL writing as this can greatly influence the overall quality of the writing. One effective approach for educators is to provide focused and explicit punctuation instruction, accompanied by ample opportunities for students to practice punctuating sentences and paragraphs. Additionally, providing constructive feedback to students on their punctuation usage can significantly improve their skills in this crucial aspect of English writing.

XIII Capitalization

In the integrated error analysis, Table 7 highlighted, that ESL participants made 34 errors in frequency with 2.8% in this category. They made 14 errors in the Addition type, and 20 errors in the Omission type.

The results show that ESL participants struggled with Capitalization in the Substitution type more than the other type. To illustrate the discussion, the result section 4.3.16 provides examples and their explanation.

Proper capitalization contributes to effective and correct language usage. ESL teachers should guide their students on when to capitalize and apply these rules. It overall improves the writing quality.

XIV Adverb Error

In this error category, ESL participants made errors in frequency 19 with 1.57% and in the type, there were 12 Omission errors, and 7 Substitution errors. These results highlighted that ESL participants faced some challenges in this category. These errors are only found in the first section of the devised test in Tables 1-2 (fewer and multiple errors

in translation from Urdu to English). To understand it, the result section 4.3.9 provides the examples and their explanation.

Using incorrect adverbs in writing can alter the meaning of the sentence structure. Proper adverb placement ensures coherence, clarity and quality of writing. ESL instructors should pay heed to the learners to improve their professionalism in writing.

XV Determiner Errors

This category of errors highlighted that ESL participants made only 4 errors in frequency with 0.33% and in the type, there was 1 Omission error, and 3 Substitution errors. These results highlighted that ESL participants faced some challenges in this category. These errors are only found in the first section of the devised test in Tables 1-2 (fewer and multiple errors in translation from Urdu to English). In the errors analysis, the ESL participant made one of the types of determiners to specify the nouns. To illustrate it, the result section 4.3.11 provides examples and their explanation.

Determiners are essential for clarifying and providing context for nouns in sentences. They include articles, demonstratives, possessives, and quantifiers. Determiners specify whether a noun is specific or nonspecific and can also indicate quantity or possession, playing a crucial role in shaping sentence meaning.

XVI Number-Agreement Error

In this category of errors, ESL participants made 21 errors in frequency with 1.73%. These errors were only found in section 2 of the devised test and analyzed in Tables 3-4 (fewer and multiple errors in essay writing). They were only found in the type of Substitution errors. ESL learners struggled with number agreement errors in the context of singular/plural numbers. Their inconsistency created confusion within the sentences.

Examples of the text of the ESL participants illustrated the viewpoints in the result section 4.3.10.

The identified errors in the error analysis provide valuable insights for instructors to enhance the writing proficiency of ESL learners in their second language. Clear number agreement is essential for ensuring that sentences flow smoothly and coherently.

The above description of the error categories with their types and frequencies fulfilled the inquiry of the research question.

5.2.3 What are the main causes of errors in the compositions of ESL students studying in private secondary schools in District Lahore?

In the Error Analysis of ESL Students' Composition in Matric Classes in Private Secondary Schools in District Lahore, the study explored the causes of errors following H. D. Brown's model. He relates four causes in his book "*Principles of Language Learning and Teaching*".

Interlingual sources, Intralingual sources, Context of Learning and Communication Strategies (Arapah, 2023).

Learning is inherently a process that entails making mistakes. Errors, misjudgments, miscalculations, and faulty assumptions constitute a crucial element in acquiring nearly any skill or gaining knowledge (Brown, 2006).

The study already revealed the difference between the "error" (a noticeable gap in competence in SLA) and the "mistake" (temporary performance gap) in the discussion of the third objective. To achieve the purpose of the debate on the question about the causes of errors, the study elaborates on these causes one by one.

I Interlingual Source

These errors are the ones that occur when the rules or structure of a person's first language influence their use of a second language. This interference can lead to erroneous when using the second language (L2). It is the detrimental influence of the learner's mother tongue in the SLA process (Ridha, 2012).

In the study, the participants' text (as listed in Table 1, text no.11) on page 16 highlights the negative influence of L1 on L2 in the translation from Urdu to English of the conditional sentence; the text (as listed in Table 1, text no. 23) on page 17 explores the interference of L1 on L2 in the translation from native language (Urdu) to English in Past Perfect Continuous tense; and the text (as listed in Table 1, text no. 30) on page 18 provides proof of interlingual interference in the lexical selection of “checking the vein” instead of “feeling the pulse”.

The interlingual sources are also part of learning. These challenges explore the understanding level of the learner in the process of the SLA.

Educators must encourage and aware ESL learners comprehend these sources because they can also shape their learning process of the SLA. The empowerment/autonomy encourages the learner to explore the language learning ways independently (Maureen Snow Andrade, 2012).

II Intralingual Source

Intralingual sources of errors stem from an incomplete understanding or misapplication of the linguistic rules within a specific language, rather than from external influences. These errors result from a lack of mastery of the language system.

According to Ellis and Barkhuizen, when learners make intralingual errors, they actually employ universal learning strategies common to all learners, regardless of their native language (L1) (Meunier, 2006).

In the analysis of ESL student compositions of Matric classes in private secondary schools in District Lahore, the researcher observed that the majority of errors were intralingual, involving a failure to adhere to English linguistic rules, overgeneralizing, or demonstrating an incomplete understanding of the second language.

For the relevancy of the discussion, the researcher takes some of the participants' texts for highlighting intralingual sources in the study. The participants' text (as listed in Table 1, text no.1) on page 16 highlights the deficiency of using the basic linguistic rule of subject-pronoun agreement in English; the text (as listed in Table 1, text no. 13) on page 16 explores the incompetency of learning the rules of English in using the articles; and the text (as listed in Table 1, text no. 117) on page 23 provides proof of lacking the knowledge of English linguistic rules in using the correct preposition”.

The study is a diagnostic tool for ESL educators to understand the learning stages of ESL students at the Matric level. They can shape their strategies for teaching a second language. Their feedback must be constructive because errors are part of learning. Make short tests to analyze the errors in the classroom and aware the learners about intralingual sources. You can make your classroom a language lab for the SLA. Assign your students to make charts for the English linguistic rules and help them present in the classrooms before their peers. Task-based learning helps in the development of learning a second language.

III Context of Learning

In EA, the concept of this error source refers to the environment, social interactions, cultural context, study materials, and false concepts unknowingly delivered by the educator. Brown states that these errors might be interlingual and intralingual.

The researcher found this source in the context of study material/false teaching/social interactions in the same sentence attempted by different participants. As in the participants' text (as listed in Table 1, text no. 253; Table 2, text no.14,25,56) provides the evidence.

The participants made the same error "result" instead of "results" in the lexical selection.

This source of error can be tackled by abiding by the linguistic rules of a language in the SLA. Educators should highlight this source of errors in the classroom during their lectures to make learners aware. Educators can assign the learners in groups to find out the possible contexts of learning errors and on achieving the task, each group of learners should be rewarded. This task must be beneficial in both ways, encouraging and learning in the combined effort.

IV Communication Strategies

When ESL learners face challenges in communication, they employ strategies to convey meaning. Due to the lack of mastery of the language, these strategies lead them to be erroneous. He replaces the word or phrase, substitutes the difficult vocabulary, and adds the word from L1 to express the intended meaning.

The study found errors in the participants' texts of this source.

The texts (as listed in Table 1, text no. 65) on page 20 highlight this error source in the lexical selection of the word "complaining" instead of "backbiting" and (as listed in Table

1, text no. 72) on page 20 explores one more source of communication strategies in the use of tense and lexical selection.

Incorrect: This tree is growing in spring

Correct: This plant will grow in spring.

Using these strategies highlights the effort of ESL learners and unveils the stage of acquiring a second language. Educators can help the ESL learner in maintaining a balance to use communication strategies. Because these strategies urge the learners to keep the learning process up. Educators should give writing tasks to learners on short interesting topics to employ these strategies by following the linguistic rules of English. It is full of benefits for ESL Matric students in the process of learning a second language.

CHAPTER SIX: CONCLUSIONS AND SUGGESTIONS

6.0 Introduction

This section of the study presents a conclusion of the main findings based on the predetermined objectives in the analysis of English as a Second Language (ESL) students' composition studying in private secondary schools in District Lahore. It also outlines its contributions to the research field and provides suggestions for future research endeavours.

6.1 Conclusions

The researcher enthusiastically conducted research on EA in the field of Applied Linguistics to delve into the challenges of SLA for ESL learners and educators as well. The researcher desired inclinatory to improve writing and learning skills in English to meet the world's challenges.

By applying the Qualitative Research Method, the study followed H. D. Brown's model of EA. The researcher collected samples from different five private secondary schools in District Lahore. The population of the primary research included male and female candidates of Matric classes of 14-16 years of age. The samples were collected in January 2024.

Aligning with the set objectives by the researcher, the study provides the results in the identification of the common errors. Table 5.1 highlights the common errors in translation from Urdu (L1) to English (L2), Table 6.1 brings out the common errors in essay writing. Specifically, Table 7.1 sheds light on the overall common errors in ESL participants' composition. To fulfil the aim, the study classifies the errors into the types with their frequencies in the linguistic categories and also analyzes the causes of errors from different perspectives. In the same way, the study responds comprehensively to the questions of the research. The results of the study aligned with previous studies in this field and (Jobeen et

al., 2015). The findings of the study show uniqueness in exploring the frequency of each type with specific linguistic categories of found errors and the researcher differentiated the fewer and multiple errors of translation and essay writing in separate Tables.

The findings delve deep insight into the challenges faced by ESL learners in the learning process of second language acquisition (SLA). The findings reveal ESL learners' errors in different types with different linguistic categories. The study concluded that ESL learners face challenges that mostly arise in the second language (English). These errors are not problems but suggestive tools for ESL educators to shape their teaching strategies, which is the biggest of all purposes.

From a traditional perspective, second-language learning errors are typically to be avoided. However, more recent pedagogical grammar approaches, rooted in contrastive and error analyses, emphasize the significance of errors in the instructional process. Error analysis has been a substantial advancement in applied linguistics, offering valuable insights into a learner's internal thought processes and assisting educators in formulating effective remedial strategies (Chaudary & Moya, 2019).

The study also provides the implications and applicable remedies in the discussions for the improvement in teaching and learning English. Encouragement and motivation are fabulous factors in improving learning strategies.

6.2 *Suggestions*

Based on the limitations of the study, suggestions/ recommendations can be provided for future research ideas in the field of error analysis.

The following are the limitations and suggestions of the study in the view of the researcher.

6.2.1 *Limitations*

1. The researcher selected private secondary schools in District Lahore.

2. The researcher could select only Five schools due to a lack of resources and time. Matric students were busy preparing for board exams. Some school owners did not approve of taking tests from their students due to some reason.
3. The population of the study was just Matric class students.
4. The researcher didn't differentiate between male and female participants in the study.
5. The devised test comprised translating sentences from Urdu to English and writing an essay on given topics.
6. The researcher employed the qualitative research method following H. D. Brown's model.
7. In the current study, the researcher analyzed the different linguistic errors and types in the same table.
8. The researcher set out only three objectives and raised three questions in the study.
9. In the current study, the researcher selected only the productive (writing) skill of English for analysis.

6.2.2 *Suggestions*

1. Researchers can select private and public schools for comparative analysis in other cities. Heterogeneous data can be collected for more comprehensive results.
2. Researchers can choose more schools. But they must have to take care of time and resources. You can motivate the participants with some reward.
3. A class level can be changed, whether primary, middle or O & A levels.
4. Studies can be done to compare male and female candidates to determine who is more efficient at learning.
5. Researchers can change or improve the tool of analysis.
6. Different research approaches can be adopted according to the researcher's choice.

7. A new method can be devised to show the analysis by showing the linguistic categories or types in separate tables for more precise results.
8. Researchers can opt for more improved objectives and questions.
9. For further studies, other English skills (Reading, Speaking, and listening) can be analyzed.

REFERENCES

- Al-khresheh, M. (2016a). A review study of contrastive analysis theory. *Journal of Advances in Humanities and Social Sciences*, 2(6), 330-338.
- Al-khresheh, M. (2016b). A review study of error analysis theory. *International Journal of Humanities and Social Science Research*, 2(1), 49-59.
- Arapah, E. (2023). *Error Analysis in English Language Teaching*. Syiah Kuala University Press.
- Barkaoui, K. (2007). Teaching writing to second language learners: Insights from theory and research. *TESL reporter*, 40, 14-14.
- Bhela, B. (1999). Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage.
- Brown, H. D. (2006). *PRINCIPLES of LANGUAGE LEARNING AND TEACHING* (5th ed.).
- Brown, H. D. (2014). *Principles of language learning and teaching: A course in second language acquisition*. Pearson.
- Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. White Plains, NY: Pearson Education, 20.
- Chaudary, F., & Moya, M. R. (2019). An Examination and Analysis of a Learner's Errors from the Perspective of a Pedagogical Grammar. *Edited by: Wafa Zoghbor, Suhair Al Alami, & Thomai Alexiou*, 255.
- Chaudhary, A., & Al Zahrani, S. (2020). Error analysis in the written compositions of EFL students: A classroom study. *International Journal of English Linguistics*, 10(2), 357-366.

- Ellis, R. (1992). Learning to communicate in the classroom: A study of two language learners' requests. *Studies in second language acquisition*, 14(1), 1-23.
- Erdoğan, V. (2005). Contribution of error analysis to foreign language teaching. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 1(2).
- FISIA, J. (1985). ROBERT LADO AND CONTRASTIVE LINGUISTICS. *Scientific and Humanistic Dimensions of Language*, 209.
- Hasyim, S. (2002). Error analysis in the teaching of English. *K@ ta*, 4(1), 62-74.
- Jain, M. (1974). Error analysis: source, cause and significance. *Error analysis: perspectives on second language acquisition*, 189-215.
- James, C. (2013). *Errors in language learning and use: Exploring error analysis*. Routledge.
- Jobeen, A., Kazemian, B., & Shahbaz, M. (2015). The role of error analysis in teaching and learning of second and foreign language. *Education and Linguistics Research*, 1(2), 52-62.
- Kaweera, C. (2013). Writing Error: A Review of Interlingual and Intralingual Interference in EFL Context. *English Language Teaching*, 6(7), 9-18.
- Keshavarz, M. H. (1994). *Contrastive analysis and error analysis*. Rahnama Publications.
- Mahmoud, A. (2003). Errors in error correction charts. *The International Journal for Teachers of English Writing Skills*.
- Mao, J., & Yao, K. (2024). An Analysis of Grammatical Errors in Students' English Compositions. *Lecture Notes in Education Psychology and Public Media*, 58, 183-189. <https://doi.org/10.54254/2753-7048/58/20241698>
- Maureen Snow Andrade, N. W. E. (2012). *Principles and Practices for Response in Second Language Writing: Developing Self-Regulated Learners* ((1st ed.). ed.).
- Mendis, G. (2018). A Study on Identifying Writing Errors Of Number Agreement.

- Meunier, F. (2006). Rod Ellis and Gary Barkhuizen. *Analysing Learner Language*.
Oxford: Oxford University Press. 2005. viii+ 404 pages. ISBN 0-19-431634-3.£
22. *International Journal of Lexicography*, 19(1), 110-111.
- Perkins, K. (1983). On the use of composition scoring techniques, objective measures,
and objective tests to evaluate ESL writing ability. *TESOL quarterly*, 17(4), 651-
671.
- Richards, J. C. (1992). Language teaching and applied linguistics. In.
- Richards, J. C. (2015). A non-contrastive approach to error analysis. In *Error analysis*
(pp. 172-188). Routledge.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An
anthology of current practice*. Cambridge University Press.
- Richards, J. C., Schmidt, R., Kendricks, H., & Kim, Y. (2003). Dictionary of language
teaching and applied linguistics. In: New York: Longman.
- Ridha, N. (2012). The effect of EFL learners' mother tongue on their writings in English:
An error analysis study. *Journal of the College of Arts*, 60, 22-45.
- Sarfraz, S. (2011). Error analysis of the written English essays of Pakistani undergraduate
students: A case study. *Asian Transactions on Basic & Applied Sciences*, 1(3), 29-
51.
- Sermsook, K., Liamnimit, J., & Pochakorn, R. (2017). An Analysis of Errors in Written
English Sentences: A Case Study of Thai EFL Students. *English Language
Teaching*, 10(3), 101-110.
- Touchie, H. Y. (1986). Second language learning errors: Their types, causes, and
treatment. *JALT journal*, 8(1), 75-80.
- Zhang, M. (2011). Error analysis and interlanguage. *Focus*, 1(1), 85-93.

APPENDIXES

Composition Test

Error Analysis in ESL Students' Composition in Private Secondary Schools in District Lahore

Error Analysis:

Q1: Write any one of the given topics in your own words (150-200).

- (i) My goals in life
- (ii) One day with my family
- (iii) The role of teachers in students' lives
- (iv) Advantages and disadvantages of mobile usage for students

Q2: Translate the following Urdu Sentences into English:

1- کیا کوئی قوم اپنے قومی پرچم کا احترام نہیں کرتی ہے؟

2- بچے چڑیا گھر کی سیر کرنے گئے۔

3- یہ پودا بہار میں اُگے گا۔

4- شرارتی لڑکے کہاں سے پھول توڑ رہے ہوں گے؟

5- ماں بچوں کو سو جانے کا کہہ رہی تھی۔

6- ڈاکٹر بیمار بوڑھے کی نبض دیکھ رہا ہے۔

7- میرے والد صاحب ابھی دفتر سے واپس نہیں آئے ہیں۔

8- طلباء نے نئی کتب خریدنے سے پہلے سمو سے کھائے۔

9- راحیل نے اس سے پہلے کبھی بھی ریل گاڑی نہیں دیکھی تھی۔

10- ہم چغلی نہیں لگاتے رہے ہیں۔

11- تم دو سال سے کہاں رہ رہے تھے؟

12- اگر کاشف تیز دوڑے گا تو ریس جیت جائے گا۔

13- ہوٹل میں مہمانوں کا انتظار کیا جا رہا ہے؟

14- طالب علموں کو انگریزی پڑھانی جا چکی ہے۔

15 - سالانہ رزلٹ پر محنتی طلباء کو انعام دیا جاتا ہے۔

16 - میں جب اس سے ملا اس کے پاس چار گاڑیاں تھیں۔



**National College of Business Administration and Economics
Main Campus Gulberg, Lahore.**

To
The Principal,
XYZ School,
Lahore.

Subject: Request for Consent for Conducting Volunteer Research among SSC Students in
Your School.

Respected Sir/Madam,

I, Saqib Naveed am a student of the *National College of Business Administration and Economics* (NCBA&E), Gulberg Lahore. pursuing my degree in Master of Philosophy in English Linguistics with Reg# 2223378. I am conducting a research study on the title:

Error Analysis in ESL Students' Composition in Private Secondary Schools in District Lahore under the supervision of Dr. Faiqa Abdul Khaliq. For this purpose, a special mechanism in the form of a test is devised to detect errors in students' composition at the SSC level.

I request you to kindly permit me to conduct this test in your school. It will take about 40 to 45 minutes to complete and it is completely anonymous and voluntary. The data collected will be used only for academic purposes and will not be shared with any third party.

I would appreciate it if you allow me to conduct the above-described test at your school. Your kind consent for the participation of your students can help improve our understanding of this research. I will also provide you with a copy of the test for your review. If you have any questions or concerns, please feel free to contact me at +923159458312 or email 2223378@ncbae.edu.pk.

Thanking you in anticipation,

Yours sincerely,

Saqib Naveed

2223378@ncbae.edu.pk



National College of Business Administration and Economics
Main Campus Gulberg, Lahore.

Informed Consent Form for Participation in Research

As a volunteer, I am participating in a research project by Saqib Naveed from the *National College of Business Administration and Economics* (NCBA&E), Gulberg Lahore. I understand the project is about analyzing errors in written English composition at the SSC level. It will highlight the hurdles in learning English as a second language and provide suggestions for teaching methodology improvement.

- I am participating in this project voluntarily, and I won't receive any payment for my participation. I can stop participating at any time without penalty.
- The test will take approximately 50 minutes. If I don't feel comfortable, I will not participate in the study.
- I understand that the researcher will not mention me by name in any reports using the information obtained and that my confidentiality as a participant in this study will remain secure.
- I understand the explanation provided to me, and I agree to participate in this study voluntarily after having all my questions answered to my satisfaction.

Participant's Name: _____ Class: _____

Name of Institute: _____

Signature of the Participant / Date

Signature of the Researcher

Researcher Information

I, Saqib Naveed am a student of the *National College of Business Administration and Economics* (NCBA&E), Gulberg Lahore. pursuing my degree in Master of Philosophy in English Linguistics with Reg# 2223378. I am conducting a research study on the title: **Error Analysis in ESL Students' Composition in Private Secondary Schools in District Lahore** under the supervision of Dr. Faiqa Abdul Khaliq.

It is up to you to decide whether or not to participate. If you participate in this study, your participation matters a lot to this study and the researcher.

Supervisor

Dr. Faiqa Abdul Khaliq

Student

Saqib Naveed
2223378@ncbae.edu.pk

Thank you for taking your time.

For further information, please contact: Saqib Naveed; Email: 2223378@ncbae.edu.pk

Error Analysis in ESL Students' Composition in

by Saqib Naveed

Submission date: 23-Jul-2024 02:44PM (UTC+0500)

Submission ID: 2421252052

File name: Saqib_Sahib.docx (334.76K)

Word count: 33161

Character count: 187103

Error Analysis in ESL Students' Composition in

ORIGINALITY REPORT

9%

SIMILARITY INDEX

8%

INTERNET SOURCES

3%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|---|-----|
| 1 | repo.undiksha.ac.id Internet Source | 2% |
| 2 | scholarworks.wm.edu Internet Source | 1% |
| 3 | gooshkon.ir Internet Source | 1% |
| 4 | Submitted to Teachers' Colleges of Jamaica Student Paper | <1% |
| 5 | Submitted to Higher Education Commission Pakistan Student Paper | <1% |
| 6 | www.repository.uinjkt.ac.id Internet Source | <1% |
| 7 | www.webtoons.com Internet Source | <1% |
| 8 | ir.uew.edu.gh:8080 Internet Source | <1% |
| 9 | www.ajssh.leena-luna.co.jp Internet Source | <1% |