ORIGINAL CONTRIBUTION
An Error Analysis of Pakistani ESL Learners' Written Manuscripts at University Level

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Abstract— Errors are the most common possibility in the ESL learning process and Error Analysis, a never ending venture, remains an ongoing area of research as long as people continue to learn second or foreign language. Similarly, the present study aims to diagnose learners' linguistic choices and it categorizes errors in order to study competence and performance of participants in target language. Corder's (1974) procedural method of error analysis is followed as theoretical framework; the present article analyzes the written manuscripts of Pakistani graduating ESL learners. The corpus consisted of data collected through 200 students' written work from two different faculties i.e., Basic Sciences and Computer Science. Data is collected through purposive sampling technique from first year university students. The study identifies, classifies, and explains seven classes of errors as follow: lexical errors, syntactic errors, morphological errors, semantic errors, errors of articles, spelling errors and online language errors. Results show that learners are influenced by the patterns of their L1; consequently, they translate, borrow, and rely more on L1. It suggests that they may be familiar with the rules of the target language but due to lack of practice, they cannot perform well. Also, findings of the study confirm that spelling, articles, and online language errors are the most common. The study concludes with a suggestion to look for constructive pedagogical strategies to reduce the high frequency of these errors in ESL classrooms in Pakistani context. The present study may act as a feedback for students and a clue of modification in pedagogical methodologies and syllabus design for teachers.

Index Terms— Education, Error analysis, Errors ESL learners, Target language
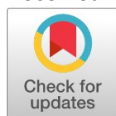
Introduction

Errors are inevitable in language learning process and error analysis is indispensable in language teaching and is a prerequisite for the constructive learning of students. As, Mahmoud (2011) adds that "nobody goes from zero competence to full competence in one leap" (p. 29). The area of error analysis sheds light on the manner of teaching, students' trouble-spots, and reasons for errors. An insight to such issues is necessary for effective teaching and learning methods as Corder (1981) deeply studied this area of error analysis and provided many theories like inter-language, fossilization, and idiosyncratic dialects, etc. Mahmoud (2011) discusses that errorrs may prove beneficial for the teachers to analyze the learning process of students. The findings show that a new pedagogical style may be developed to improve English language learning in the Pakistani educational context. Present paper studies the linguistic choices of university students from two different faculties, 'Basic Sciences' and 'Computer Sciences' and highlights the kinds of errors.

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English is a lingua franca, however, students encounter challenges during learning English language (Luczaj, Leonowicz-Bukala & Kurek-Ochmanska, 2022). The English language in Pakistan is taught as a Second Language (ESL) from the very beginning of the educational carrier of students. It is also a Medium of Instruction (MOI) at the higher education level (Mukhtar, Sahito & Siddiqui, 2021). Pakistani higher educational institutes also follow and implement several different communicative teaching strategies to promote spontaneous use of target language by considering the significance of English language (Warsi, 2004). Research shows that though English is taught since beginning yet, university students are not proficient in english language skills (Shahzadi et al., 2014). Thus, English language learning is a challenge in the Pakistani context. This challenge cannot be addressed until students' erroneous forms are highlighted and understood. It implies that this will help to undersand the need of change in pedagogical style. If the deviations are not highlighted, then the learning process remains stagnant and English language continues to appear a colossal monster to students.

Error analysis, as a major branch of Applied Linguistics, owes a big part of its development to Corder (1967, 1974, 1981) who made a significant study of errors with relations to learners and instructors. He not only categorized and explained errors but also made errors a pathway for teachers, researchers, and learners to do a systematic learning of second language. Likewise, this study may prove beneficial for the researchers and teachers alike to analyze the learning process of students. Also, new pedagogical style may be developed, in the light of results of the study, to improve English language learning in Pakistani educational context, specifically. Moreover, Corder's major contribution made him reveal a sharp distinction between errors and mistakes. Corder (1981) argued that mistake can be self-corrected, but error cannot because error is not as random as mistake and bears a connection with learners' competence. Similarly, the current study is concerned with errors alone; therefore, it may be a great deal of guide to ESL learners as a connection with their own learning process of English language.

Few scholars have researched error analysis and all of them tried to study a different aspect of it. Studies conducted in the context of Pakistan include the difficulties that students encounter during writing (Atta & Naqvi, 2021), identification of errors in the context of Khyber Pakhtunkhwa (Jamil et al., 2016), and the causes and remedies of errors of Basic Sciences students (Pervaiz & Khan, 2010). Another study (Sawalmeh, 2013) is conducted similar to Jamil et al. (2016) in Saudi Arabia. In connection with previous studies, the current research also explores the written work of students from two different faculties, i.e. the faculty of Basic Sciences and faculty of Computer Science, and evaluates the seven most common types of error. The current research fills the gap that exists there in the works mentioned above. It not only identifies the most common errors in the works of students rather it also evaluates the frequency of those errors found in the selected sample.

The core objective of the study is to analyze the errors made by selected first-year students at university of Wah, Pakistan, in their writings. Some specific objectives of the study are given below:
- To study different kinds of errors in the written work of Pakistani graduating students
- To analyze the frequency pattern of errors in the written manuscripts of students from both faculties i.e. Basic Sciences and Computer Science The current research work aimed to find out the types of errors that Pakistani ESL make during their stay at university level, more specifically the research answers the following questions:
- What kind of errors exist in the linguistic choices of Pakistani graduating students at the university level?
- What are the most common errors and their occurance in the selected samples of students?

Litreture Review

Generally, errors are called residuals and taken as a sign of failure, but this is a mistaken concept. Errors are the origin of learning and are called learning steps, so these should be dealt, constructively (Edge, 1989; Richards, 1974). Contrary to Edge and Richards, Norrish (1983) and Ellis (1994) associate errors as systematic deviation due to lack of knowledge. Richard (1971) defines Error Analysis as a field of study which addresses the deviations of ESL learners in contradiction with the language of native speakers. Corder (1981) states that Error Analysis (EA) examines errors committed by students in both the spoken and written medium. The process of language learning is not possible to complete without the investigation of errors. Error Analysis is a process comprising certain steps. Corder (1974) described five steps of error analysis: firstly, collection of corpora of language; secondly, identification of errors in the corpus; thirdly, description and classification of errors identified; fourthly, explanation of psycholinguistic causes of errors; and lastly, evaluation of errors. James (1998) states that the technique of error analysis is significant for teachers, students, and researchers. Nzama (2010) states that error analysis is an invaluable source of information for teachers. It provides information about students' errors. In return, it helps teachers to correct students' deviations and also improves the effectiveness of their teaching procedures. The study of errors without proper analysis can be misleading, but the careful study of errors offers remedial situations to teachers and learners alike. The present study also intends to study the linguistic choices of university students to offer a detailed analysis of their errors and causes.

There are multiple descriptions for diverse kinds of errors. Linguists tried to identify these in different categories. The earliest error taxonomies were developed by Richard (1971). His division gave rise to four groups of errors i.e. use of questions, verbs groups, prepositions, and articles. Burt, Dulay, and Krashen (1982, as cited in Sermsook et al., 2017)) classified errors in six groups: misuse of

word form, omitted grammatical morpheme, use of irregular rules, misordering, semantic features with double marking, and inconsistent or alternative use of two or more form. Rukati (2013, as cited in Sermsook et al., 2017) categorized errors found in her study into only two main types i.e. the first category carried sentential level errors such as run-ons, fragments, word order, tenses, and subject-verb agreement. In contrast, the second class examined word-level errors such as articles, prepositions, verbs, nouns, and word choice. Corder (1974) sorted errors into three different classes, namely pre-systematic, systematic and post-systematic. Normally, this categorization of errors is affected by different factors including: researcher's background, context of the study, and the sample. The researcher's view of looking at errors usually decides the division; he can even come up with new errors also because students' level, teaching strategies, and curriculum vary from context to context. It can allow researchers to adopt a new way of categorizing errors.

Numerous researchers have categorized and explained various kinds of errors. These include lexical (James, 1998), semantic Edge (1989), morphological (Richard, 1971; Khansir, 2012; Zaid et al., 2017), and syntactic error (oglu Suleymanov, 2016). In addition to these, spelling errors simply occur when the learner does not know the correct spelling. Furthermore, the use of definite and indefinite articles is also most challenging for English language learners and their confusion. Keshavarz (2008) points out that insufficient training and impractical pedagogical procedures usually lead to erroneous use of English articles. In this way, this class of errors observes either inappropriate use or excessive use of articles. Lastly, the excessive use of cell phones in the twenty-first century has encouraged users to use short, abbreviated language. Hence, it results in online language errors (Aziz et al., 2013). Herring (2007) also proposed a detailed scheme of computer-mediated discourses and described linguistic features of its different genres and modes. Thus, it suggests that online language errors exhibit features of informality, orality, and rapid message exchange. A study conducted by Baig et al.(2021) revealed the similar learning steps of ESL learners in Pakistan. The study investigates the efficacy of error analysis in discovering the errors committed by ESL learners specifically at morphological level. The creative writings of the students have been analyzed by using the Coder's theory. The results revealed that most of the errors committed by the learners were associated with morphological relatedness. Another study conducted in Indonasia by Nartiningrum, Rayuningtya and Virgiyanti, (2021) not only explored the morphological errors but also analyzed grammatical and lexical errors. The works of undergraduate were assessed in four dimensions: task achievement, cohesion and coherence, grammatical range, accuracy and lexical resource. The findings showed that the highest percentage of students' errors was in terms of lexical and grammatical areas while some other common errors included singular or plural, word choices, and mechanics.

Among few studies carried in Pakistani learners' errors, Hussain, Saeed and Zeb (2021) explored the errors of O level students in Multan. The collected data was analyzed by using in depth multi staged model. The results revealed that errors were mostly related to usage of verbs, errors of spellings, incomplete sentences and punctuation. Hussain, Saeed and Zeb argue that these reasons are due to L1 interference, literal translation, inappropriate teaching methodology and wrong handling of errors. Similarly, Atta (2021) argues that free use of language resources cause linguistic deviations in multilingual societies.

Bashir, Aleem, Anjum and Ali (2021) also explored the errors of ESL learners of O levels in Lahore, Pakistan. They investigated morpho syntactic mistakes recorded in English narratives by collecting data through 200 students. The findings showed that major problems included: tense, subject/action word arrangement, spellings, accentuation, articles, and relational words. The mistakes were grouped by recurrence and rate. In addition to that, findings also show that the Pakistani O' Level students make unique kinds of morpho-syntactic mistakes which are for the most part due to intra lingual move, however, inter language blunders are not a special case. The study concluded that the English composing abilities of Pakistani O' Level understudies need broad practice for satisfying global assessment guidelines. On the other hand, research also shows that though English writing is a challenge for learners however literary discourse may prove beneficial to improve the writing skills (Mahmood, Shah, Alam, 2021). Mahmood, Almashy, Alam and Shah (2021) testified that students who were exposed to literature they had better writing skills. Hence, it can be argued that using literature in classroom proves helpful to improve English writing of the students.

Research Methodology

The study is undertaken through error analysis and more specifically, the procedural analysis method of Corder (1974) is followed as a theoretical framework. He suggested five steps in error analysis research to follow. The current study has followed these steps and details are given below:

- Data in the form of students' language needs to be collected. For this purpose, 200 students' essays were collected and used for analysis.
- The second step involves the identification of errors. In this regard, students' work is read and analyzed to achieve this second stage.
- The third step involved categorizing diverse types of errors into specific categories; for this purpose, data is constantly compared and analyzed to place errors into the related categories.
- The fourth step is a brief attempt to explain factors and sources causing different errors.

- Lastly, the fifth step, called evaluation of errors, goes side by side with the fourth one. It intends to impart knowledge among learners and instructors for better comprehension and learning.

The present study is qualitative and quantitative, both in its nature. Through using purposive sampling technique, the participants were selected from the first-year students at a private university situated in Punjab, Pakistan. These students have passed the intermediate exam and are expected to write independently in basic structures and patterns of English only. In addition to that, the initial performance of the fresh entrants proves helpful for the teachers to check their existing competence which they have acquired through their previous educational experience. The corpus is collected in the form of essays from 200 students from two different faculties, i.e. Basic Sciences and Computer Science. For this purpose, data was collected from the respective teachers. Five topics were given to students, including Water Pollution, Natural Disasters, Effects of Global Warming, Uses of Computers in Various Fields, and Risks of Ecommerce Technology; participants opted for a topic of their own choice for writing. Students were given one hour to complete the task.

Results and Analysis

The data is analyzed using Corder's (1974) procedural method of error analysis consisting of five steps. The seven types of most common errors both students of Basic Sciences and Computer Science made in their written essays are presented below.

Lexical Errors

The corpus analysis shows that students of both faculties used incorrect and non-existent vocabulary items in the language. The data shows that learners use non-existent vocabulary items; however, it has not affected the meaning of content. This implies that students prefer to communicate their thoughts, but they are less concerned to focus on the selection of words. Table I and II provide the numerous examples of lexical errors.

Table I
Lexical Errors by Students of Basic Sciences

Error Identification	Error Correction
Spicy truth	Bitter truth
Large sin	Great sin
Upper ground of earth	Upper surface/ outer surface
Well conguered houses	Well-constructed houses
Nice problem in country	Great problem in the country

The above-given table shows that students lack proper vocabulary to communicate effectively. Thus, it manifests a limited linguistic repertoire of the second language. Moreover, the selection of the words like 'Upper ground of earth [sic]' shows some sort of translation from L1 that has taken place in the mind of the student and resulted in deviated form. Furthermore, the mistake 'well conguered houses [sic] ' is another type of error in the selection of lexical choice. The word 'conguered [sic] ' does not exist in the English language, but this conveys that the student might have heard this word in the surrounding and knows the meaning as well; however, learner is not familiar with the proper word. This shows a lack of knowledge and carelessness on the part of student. Similarly, Table II identifies the lexical errors in the work of computer science:

Table II
Lexical Errors by Students of Computer Science

Error Identification	Error Correction
I am not hearing songs	I am not listening songs
We were awake all sleepless night	We were awake all night long
She is my relative member	She is my family member
He sent me a personal talk	He sent me a private message
In my extra free time	In my Spare time/ leisure
There were barks in my street	There were dogs in my Street
Children are becoming far from parents	Students are detaching themselves from parents
Facebook became liked	Facebook became popular
New children have a different way of life from their parents	Children of younger generation have a different of life from their parents
Dams should be made	Dams should be built

Syntactic Errors

It is closely observed that students compose incomplete sentences, oversimplify sentence structure, and distort subject-verb agreement. In addition, students also misuse conjunctions, prepositions, and auxiliary verbs, etc. Thus, a specific class of errors appears on the surface called syntactic error and there are many such examples to be quoted here. For instance, consider Tables III and IV:

Table III
Syntactic Errors by Students of Basic Sciences

Error Identification	Error Correction
Sometimes we needing telling a lie	Sometimes, we need to tell a lie
No otherone can see us	Everyone cannot see us
One should away from this type of sin	One must keep himself away from such a sin
For cover a lie we needed thousands a lie	To hide one lie, we need a thousand lies
They want not knowing their own ideas	They do not want others to know their ideas
There are a lot more reasons for lie	There are many reasons to tell a lie
Dad are making lies from his mom	Dad is telling lies to his mom
Due to flood it have enough damage of property	Flood caused enough property damage
It is high rain	It rains heavily/ heavy rain/ rain by cats and dogs
They also find badly affected	They are badly affected
If we are look our previous history	If we look at history
Earthquake are come at different	Reasons Earthquake occurs for different reasons

Table IV
Syntactic Errors by Students of Basic Sciences

Error Identification	Error Correction
What is floods?	What is flood?/ What are floods?
Earthquake occur	Earthquake occurs
People was death	People were died
It can occurred at different places	It can be occurred at different places
Facebook have great impact	Facebook has great impact
We speaks truth	We speak truth
It take a long time	It takes long time
They have loss their books	They have lost their books
It is a disease spread everywhere	It is a disease spreading everywhere
They did not knew	They did not know
Majority of teenagers do making	fun Majority of teenagers make fun

The above-given Tables III and IV is the record of syntactic errors made by students of Computer Science. Students' work also represents a similar mistake; they also seem to distort subject-verb agreement. For example, a sentence like' They did not knew [sic]' exemplify a careless mistake of using the second form of the verb with past indefinite tense. Similarly, a sentence like' They have loss their books [sic]' also display an incorrect use of the main verb i.e., lost. More intense deviations are also observed in the sentence like' Majority of teenager do making fun [sic]' with an incorrect main verb and unnecessary auxiliary verb. The inconsistent use of main and auxiliary verbs shows that the complex syntax system of the English language is a long-standing problem for students and eventually, they come up with syntactic errors.

Morphological Errors

The close examination of corpus shows that the morphological aspect of the English language is also falsified by students. Students' work displays incorrect formation of words, ignorance of morphological restrictions, and incomplete application of such rules. It shows that students somehow try to fit near the correct main word with the wrong suffixes, which results in morphological errors. Examples of such errors are mentioned in Table V

Table V
Morphological Errors by Students of Basic Sciences

Error Identification	Error Correction
It is human psychological	It is human psyche
Forbid otherones	Forbid others
She tells comfort lies	She tells comforting lies
It lasts wholelong life	It Lasts forever/ it is long lasting
Why is you progress not satisfyer?	Why is your progress not satisfactory?
Those people are dies	Those people are dead
Deathing of humans	Death of humans
Those Peoples	People
Tremendingly	Tremendously
Begans	Began/begins
Frequented	Frequently

Table V showcases how students of Basic Sciences form words that are either misfit for the context or false implication of forming words. For example' otherones [sic]' is an erroneous application of compounding rules and it illustrates direct translation from L1, which results in the formation of a non-existent word. Besides, there is also a preponderance of errors which are the result of double marking of nouns, for example, the word' people [sic]' itself is a plural form, but the student has made it' peoples [sic]', which is the manifestation of over generalization of the rule of adding 's' to singular nouns. It implies that inconsistency of morphological rules of English also becomes a major cause for morphological errors of ESL learners. Table VI is an account of morphological errors found in the work of Computer Science students:

Table VI
Morphological Errors by Students of Computer Science

Error Identification	Error Correction
It was the waster of time	It was the wastage of time
Backdraw	Drawback
Communicating websiting	Communication website
Entouched	In touch
Knowledgeabled	Knowledgable/Informative
Privacily	Privately
The occurassion of earthquake	An occurrence of earthquake
She faced a lot of difficultations	She faced a lot of difficulties
We were planning for remeeting	We were planning to meet again
Connectibility of internet is low	Connectivity of internet is problematic

Semantic Errors

Table VII
Semantic Errors by Students of Basic Sciences

Error Identification	Error Correction
Telling lies is our home	Telling lies is our habit
People start throwing fire	People get angry
Our eyes eat useless content and videos	We consume/watch useless content and videos
Because of lack of land and moving up population	Because of land degradation and rising population
It was the violent sleep of reason	It was senseless
They are in a boiling problem	They are in a serious problem
Earthquakes are knocking again	Earthquakes are reoccurring
He could not perform because of shortage of interest	He could not perform because of lack of interest
people eat garbage and get sick	People eat unhealthy food and get sick

Table VII documents semantic errors found in the work of students of Basic Sciences. Learners' semantic errors reflect their dependency on L1 for composing sentences in the target language; the expression 'people start throwing fire [sic]' does not violate syntactical rules but becomes odd semantically for fire is never *thrown [sic] but is burnt. The literal translation causes such errors and shows that learners do not carry a rich repertoire which makes them translate from L1. Besides, some semantic errors resulted from semantically wrong choice of lexical items, though grammatically correct. For example, highlighted words in the above table i.e. 'boiling', 'garbage' and 'shortage' is a clear manifestation of errors of such kind. All these earlier mentioned words convey meaning but appear odd in their written context.

Table VIII
Semantic Errors by students of Basic Sciences

Error Identification	Error Correction
They have campaigned a platform for students	They have initiated a platform for students
Students find English very colorlessly	Students find English very difficult/boring
The food was sharp	The food was spicy
We try to catch up the curse of social media	We try to overcome the curse of social media
He established his health within days	He recovered within days
Million dreams are walking in his eyes	Millions dreams are in his eyes

From Table VIII, it is evident that students of Computer Science also display errors of such kind in their written form. Semantic errors are less in number but show a wide variation of their causes and factors. Firstly, the semantically incorrect lexical items can cause semantic error as the above-highlighted word 'established [sic]' in the given sentence reflects the same cause. Secondly, the word mentioned above 'walking [sic]' in the last sentence also displays a semantic error that is syntactically correct but the manifestation of translation from L1. Thirdly, the word, 'colorlessly [sic]' points out a semantic error. It is the result of both incorrect idiomatic expression and choosing the wrong class of the word. It could be 'colorless [sic]' but choosing the wrong class of words i.e. adverb instead of the adjective 'colorlessly [sic]' became the reason for the semantic error.

Errors of Articles

The English language has two articles i.e. definite (the) and indefinite (a/an). Articles are used with a noun to indicate the type of reference made by the noun. Mastering the system of English articles is an uphill task for ESL learners. One of the major causes of misusing articles bears a reason that Urdu and regional languages of Pakistan lack articles which can be problematic. Thus, in certain cases they may be called overusers, undersusers, and wrong users. In Tables IX and X, students of both faculties misused or replaced articles as given below:

Table IX
Errors of Articles by Students of Basic Sciences

Error Identification	Error Correction
During flood of 2010	During the flood of 2010
In the Pakistan	In Pakistan
The crops	Crops
In river of Jhelum	In the river of Jhelum/Jhelum River
A earthquake	An earthquake
A very nice weather	Very nice weather
Stormy rain at night	The stormy rain at night
Biggest surprise	The biggest surprise
Have the look	Have a look
A history of Islam	The history of Islam

Table X
Errors of Articles by Students of Computer Science

Error Identification	Error Correction
Use of Facebook	The use of Facebook
A obstacles in achieving goals	Obstacles
Most beautiful gift	The most beautiful gift
It is platform for the students	It is the platform for students
One of best books	One of the best books
Impact of the English	Impact of English
They made significant change	They made a significant change
The cell phones in 21st century are advanced	Cells phones in the 21st century are advanced
In the 2020	In 2020
On the Monday	On Monday
The Huawei is banned by Google	Huawei is banned by Google
The my friend is absent today	My friend is absent today
They live in the United Kingdom	They live in United Kingdom

Spelling Errors

English spellings have always been a big challenge for ESL learners and they find it difficult to get fully synchronized with it. The English language is different from many other languages in the spelling of words; usually, it is observed that the spelling of words shows conflict with their pronunciation. Spelling errors are seen as one the most common types of errors in the written work because of the irregular relationship between spelling and pronunciation of words. If learners combine letters erroneously and violate conventionally accepted spellings of words, numerous spelling errors occur, as mentioned

Table XI
Errors of Articles by Students of Computer Science

Error Identification	Error Correction
Heven	Heaven
Curuios	Curious
Fuly	Fully
Fellng	Feeling
Cannt	Cannot
Comon	Common
Spred	Spread
Judgement	Judgment
Habbit	Habit
Lier	Liar
Forbeid	Forbid
Donnot	Do not/don't
Poilitican	Politician

Table XI showcases spelling errors of different categories committed by students of Basic Sciences. Firstly, omission of letters is one of the major causes of spelling errors, as in words like' fully [sic]', glimps [sic]', and' comon [sic]' etc. The exclusion of letters from words is an oversimplification of spellings which shows how learners find it difficult to connect words with their pronunciation; for example, the word' spred [sic]' though communicates correct pronunciation but conventionally incorrect in terms of its spellings. Secondly, the words in the above table' curuious [sic]' and 'poilitican [sic]' are examples of inversion in which learners rearrange correct letters in the wrong order. The results imply that students are familiar with correct letters but cannot memorize their correct order.

Table XII
Spelling Errors by Students of Computer Science

Error Identification	Error Correction
Speke	Speak
Contiunous	Continuous
Contries	Countries
Cliants	Clients
Everithing	Everything
Glorius	Glorious
Chating	Chatting
Information	Information
Widely	Widely
Truly	Truly
Privacy	Privacy
Disease	Disease
Videos	Videos

Table XII also has many examples of misspelled words found in the written work of Computer Science students. Analysis of the table depicts spelling errors like, oversimplification, omission, and inversion. Some examples of over generalization are also found in this table; for example, the word 'truelly [sic]' shows their difficulty in dealing with different forms of one word, thus showing over generalization.

Online Language Errors

Corpus analysis observes numerous examples of errors from the category called online language errors. The growing use of the internet and texting has endangered academic standards. ESL learners, being avid users of mobile phones and the internet, make use of informal written register of language in their academic documents. Online language errors have a direct connection with computer-mediated

communication (CMC), which is produced by mobile telephony. Herring (2007) also proposes a detailed scheme of computer-mediated discourses and describes linguistic features of its different genres and modes. Findings reveal that online language errors exhibit informality, orality, and rapid message exchange. For this reason, the present study discusses this specific class of errors.

Table XIII
Online Language Errors by Students of Basic Sciences

Error Identification	Error Correction
Uni	University
Eng	English
$	Dollar
R	Are
Mi	My
Msg	Message
V	We
Bt	But
Nt	Not
Kould	Could
Kan	Can
Parta	Part of
Sorta	Sort of
Clg	College

Table XIII reveals that rising concern among instructors is real; it is clear that texting has damaging impacts on learners' academic written composition; for example, words 'Msg [sic]', 'R [sic]', 'V [sic]' and 'Clg [sic]' indicate how the least possible letters are used to convey a message. Moreover, it is observed that instead of using words, symbols like '$ [sic]' for word dollars are also used. Findings reveal that ESL learners are careless or lacking in their knowledge of academic standards; still, it is for certain that rapid message exchange has caused threats to their formal written communication.

Table XIV
Online Language Errors by Students of Basic Sciences

Error Identification	Error Correction
M	My
Wana	Wanna/want to
Gona	Gonna/go to
Nvr	Never
Frme	For me
Enof	Enough
Msg	Message
Dis	This
Dat	That
Lite	Light
Pic	Picture
Foto	Photo

Graphical Representation of Errors

Here, a graphical projection is also drawn to check the frequency pattern of all errors reported, classified, explained, and evaluated above. Fig 1 and 2 represent the frequency of errors found in the work of Basic Sciences and Computer Science Students, respectively. It provides an answer to the second research question of the study.
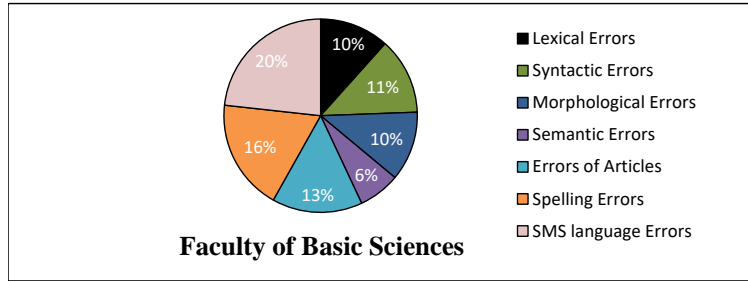
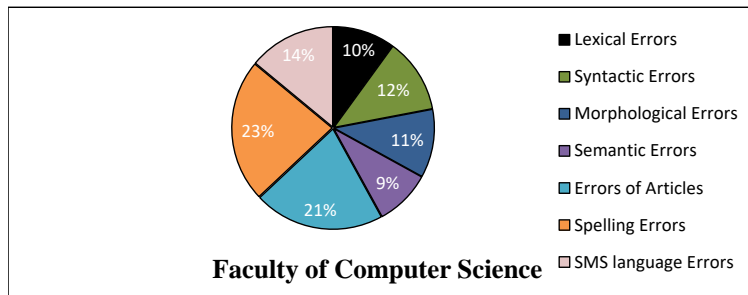Fig. 1. Frequency of Errors in the Work of Basic Sciences Students

Fig. 2. Freqeuency of Errors in the Work of Computer Science Students

Comparison of Errors between Students from both Faculties

Fig 1 reveals that spelling errors are the most common errors found in the written work of students from Basic Sciences. In contrast, online language errors are the most frequent errors observed in the selected sample of Computer Science students, as shown in fig 2. It implies that spellings are the most difficult área for Basic Science students and it surely affects their performance as well. On the other hand, Computer Science students tend to deviate more in using computer-mediated discourse. Next, articles errors are the second most common type of slips students of Basic Science exhibit in their work. In contrast, spelling errors are the second most frequently occurred errors in Computer Science students' written work. In the third place, online language errors are also found in the work of Basic Science students, but their count is not as high as it is found in the work of Computer Science students. Conversely, article errors are the third most frequently occured deviations students of Computer Science faculty display in their written discourse.

The count of syntactic errors in the work of students from both faculties lies between the most and least common errors. The conclusión showcases that the sentence structure of learners is also distorted which needs to be mastered. In addition, morphological, lexical, and semantic errors lie at the bottom end of the frequency pattern. The count was not as high as most common errors like spellings, online language, and articles errors. Lastly, Semantic errors occured the least in number and it implies that learners do not tend to distort the meaning of their written communication. Learners appear to be clear in their concepts; it is just that they find it difficult to put them in proper words and order.

Discussion

A close study of errors made by first-year university students from two different faculties provide a clear insight into their academic language proficiency. Corder (1974) introduced a procedural method to study the nature of errors by identifying, classifying and explaining them strategically. Similarly, the current paper is an endeavor to provide feedback for learners on their written performance in target language. In addition, it was an insight for teachers to look deep into their pedagogical procedures and problems of learners faced in writing assigned essays. The purposive sample was analyzed in the current article and findings reveal that written performance of learners do not revolve around any one type of errors, instead they exhibit multiple types (Nartiningrum et el., 2021). Likewise, the current paper scrutinizes the recurrence of seven different types of errors in learners' written manuscripts.

Research has also confirmed that some deviations of learners which fall into morphological, lexical, and online language errors categories. Though erroneous yet some of the slips were unique blends learners make in their writing process (Bashir, 2021). The assessment

of selected samples strongly supports the view that writing is a daunting challenge for learners, and they face more problems in this process (Atta & Naqvi, 2021). The current study also identifies the recurrence of seven types of errors in the written manuscripts of students from two different faculties.

Error analysis, a branch of Applied Linguistics, prepares a detailed plan for teachers and learners to increase the efficacy of learning process (Nzama, 2010). Similarly, recent assessment of written manuscripts is a roadmap to resolve the errors strategically. The last part of findings brings forth the frequency pattern of errors as well; for example, online language errors are the most recurrent slips along with article and spelling errors, students make during writing procedure. The findings strongly affirm the research that computer-mediated discourse display the informality and rapid mental state of learners (Herring, 2007). On the other hand, semantic errors were the least frequent in the work of students from both selected faculties of university.

Results of the study fairly reinforce that learners have tendency to learn a target language but they lack in competence (Norrish, 1983; Ellis, 1994). They have not understood the rule enough and their deviant performance demands more practice to proceed the continuum of target language. Assessment of errors clearly defend the major focus of error analysis i.e., pedagogical strategies (Keshavarz, 2008). Errors of syntax and morphology convey a message for teachers as well; learners do not exhibit the knowledge of implications of basic language rules. Such errors are symptoms that language instructors follow impractical pedagogical procedures.

Based on research findings, it is implicated that ESL learners face myriad kinds of language problems concerning vocabulary, structure and spelling etc. Error analysis categorize their errors with an aim to make learning process systematic. The research findings hold a mirror to pedagogical strategies as well; their syntactic, semantic, and lexical errors show that they lack not only in competence but practice alike. Moreover, there was a lot of overgeneralization of certain rules which implies that certain rules are not explained to them clearly and if taught, they are not provided enough opportunities to give performance of target language in the past.

Finding also implicates that role of mother tongue; some sentences were built on the pattern of direct translation from mother tongue. In addition, errors of articles are the most common deviations among learners. It infers that learner either omit or use wrong articles attributed to interference of L1. It is a possibility that their mother tongue either has uniform article or they use them in a different way. In as far as the online language errors are concerned, the study reveals that such deviations are one of the most common deviations. It is an implication of another major hindrance. Participants of current study are fluent users of internet and android phones, so it implies that their usage of internet directly affects their learning process of target language.

Conclusion

The current study examines the linguistic choices of Pakistani graduating ESL learners and it is conducted to evaluate their competence, performance, and proficiency in the English language. It is observed that learners either keep adding something unnecessarily or they omit crucial elements in their work. The lack of practice and interference of L1 is reflected clearly in their linguistic choices. Besides, errors found in the work of students unravel the difficulties they face during writing procedure. The classification and division of errors provide a detailed account for teachers to look for weak areas of learners' language learning process. Deeper insight into different areas of the language discussed in this study can be helpful for teachers to focus more on their pedagogical practices. The study concludes that more practical exercises should be given to learners because more a language is practiced, better results will be cherished.

This research has some limitations which can serve as primary foundation for future work. Firstly, the current study uses small sample size, whereas large corpora can be obtained to analyze errors of ESL learners with formulation of same research design. Moreover, this study is limited to the students of one private university; therefore, results cannot be generalized to a greater extent. Therefore, future researchers can replicate the research with participants of number of Pakistani universities to maximize the implications of research.

Furthermore, the current study explores small size sample manually to categorize the errors of learners, however, it is a recommendation to add large sample in some corpus software to analyze it deeply. Findings from such a study will be more authentic and results can be generalized widely in such cases. In addition, the study is restricted in exploring only seven specific categories of errors and it was restricted to provide an analysis of only two research questions mentioned earlier. There are many gaps which can be addressed by future researchers. Other categories of errors like punctuation, preposition and other grammatical errors can be studied. Lastly, this work has studied the linguistic choices of ESL learners in their written work only; spoken discourse is not analyzed. Considering such a limitation, spoken corpora can also be analyzed with an aim to uncover the challenges learners face during oral discourse

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