

ERROR ANALYSIS IN WRITTEN ENGLISH ESSAYS OF LEARNERS AT
SECONDARY SCHOOL LEVEL IN UNION COUNCIL LILOWNAI
DISTRICT SHANGLA KPK

Majid Ali Khan¹, Izhar Ullah², Bibi Shura³, Ansa Shah⁴, Sunia Bibi^{*5},
Irfan Ullah⁶

^{1,2,3,4,*5,6}Lecturer, Department of English, University of Shangla

¹majidalikhaan@gmail.com, ²izharullah953@gmail.com, ³tk7250810@gmail.com,
⁴shaheer4a@gmail.com, ⁵samikhhan6365222@gmail.com, ⁶irfanshahalpurai001@gmail.com

¹ORCID: <https://orcid.org/0009-0008-9675-4611>

DOI: <https://doi.org/10.5281/zenodo.18348228>

Keywords

Errors, Analysis, Secondary,
Language, Essays

Article History

Received: 24 November 2025
Accepted: 09 January 2026
Published: 23 January 2026

Copyright @Author

Corresponding Author: *
Sunia Bibi

Abstract

The purpose of this study is to investigate the errors/faults that were made in 25 English essays that were distributed and collected from 25 participants who were enrolled in secondary schools at Union Council Lilownai. The participants in this study come from secondary school background, do not speak English as compare to their native language, and have relatively low writing abilities in the language. Essays written in English contributed by students are used as the research instrument. The researchers assessed 25 English essays using Rod Ellis's (1994) procedural analysis of errors, which comprised gathering a sample of learner language, finding errors, describing errors, explaining errors, and assessing errors. The researchers also evaluated errors. Language acquisition problems have been brought in to light as a result of this study. These problems occur when second language learners internalize the production norms of the target language (TL) at a particular point in time, which results in errors that are novel and more natural. When it comes to developing a curriculum that will effectively educate and learn about English as a second language, English teachers can use these blunders as a helpful reference to create a curriculum.

INTRODUCTION

Acquiring a second language (L2) is an ongoing process that frequently involves evaluation for persons who are learning a second language. This is because L2 acquisition is a process that is ongoing. From the time that Pakistan gained its freedom, English was the second language that was spoken throughout the country. The domains of international relations, the interchange of technology, and the sharing of knowledge are all areas in which it is utilized in the present day. It is a method of communication that is used on a

global scale. at the majority of cases, children from the region have only received a minimal amount of English instruction at elementary and secondary schools of their respective levels. An argument that is supported by a theoretical rationale is that the systematic study of learners' language, which is in and of itself fundamental to acquiring an understanding of the process of second language acquisition, involves the study of errors produced by learners. This is an argument that is supported by a rationale that is both

theoretical and empirical. In order to discover a methodical strategy to eliminating errors, it is necessary to first have a full understanding of the nature of errors, according to the pedagogical justification. This is because errors are a result of a combination of factors. Our ability to make ideas that are well-founded for the advancement and enhancement of language teaching materials and ways is contingent upon our acquiring this kind of expertise, which is why it is vital for us to gain it. In the majority of instances, the first section of the collection is devoted to a discussion of the methodological difficulties that are related with the study of errors and the use of error analysis in the instruction of second languages. The second group of interlanguage studies is primarily concerned with theoretical questions, particularly those that are associated with the process of learning a second language and the nature of interlanguage. Interlanguage is a term that has been used to describe the type of language that people who are learning a second language speak and how it is connected to other types of language. It is for this reason that the benefit of studying interlanguage is totally theoretical, and it has absolutely no influence whatsoever on the potential that it will one day be applied to the teaching of languages. Linguistics, which is frequently referred to as the study of language, is a more comprehensive field that encompasses this particular subsidiary field. The subject of second language learning was dominated by behaviorism prior to the authorship of the first paper in this collection, which took place in the late 1960s. Behaviorism was the prevailing theory at the time. The behaviorist school of thought held the belief that learning was fundamentally a matter of acquiring new language patterns of behavior. As a consequence of this, it was anticipated that mistakes would be made as a consequence of the residual effects of mother-tongue practices in the target language during the acquisition process. The comparison of the mother tongue and the target language was a significant part of the applied linguistic research that was conducted in order to foresee or explain the errors that were made by learners of any particular language background. The purpose of this action was to ac-

accomplish the objective of forecasting or explaining them properly. This was the outcome that occurred as a consequence of the fact that interference was the causal factor behind the majority of errors. In spite of the fact that they were present, the errors that were resistant to this explanation were either ignored or undervalued. In any instance, the most important tactics that were applied to address any problems that were associated with teaching were additional drilling and practice. Regardless of the conditions that led to the troubles, this was the case regardless of the situation. At the time that the first paper that was created for this collection was being written, there was a great lot of confusion regarding the predominantly behavioristic account of the acquisition of a second language. This uncertainty was caused by the fact that the work was written during a period of time. This came about as a consequence of the growing interest that psycholinguists have exhibited in the process of first language acquisition, which Chomsky was the one who pioneered in the first place. An investigation into the subject of whether or not the cognitive processes that are involved in learning a first language are also involved in learning a second language was a reasonable one to conduct. When academics first began conducting extensive empirical research on the acquisition of a second language in the early 1970s, this was the key topic that they were considering. In point of fact, this was the primary topic that they were considering. The concept of a particular language learning instrument has been universally rejected by the general public, which is the reason why researchers are no longer actively engaged in this topic. During the same time period, there has been a rise in the amount of focus that is being placed on the role that the first language plays in the process of learning a second language. Selinker came up with the idea that a language learner's language is a combination of his native tongue and the language that he is striving to acquire. He came up with the term "interlanguage" to describe this concept. This was demonstrated by the substantial amount of mistakes that could be attributed to the process of transfer, which served as support for this assertion. When researchers who were

studying the process of learning a second language started collecting data from students who were not receiving formal instruction, notably children, they found that the pro component of transfer errors was frequently found to be extremely tiny. This was a discovery that was made by the researchers. On top of that, it appeared that the majority of students who were at the same developmental level as the target language were the ones who committed these errors. Furthermore, this was frequently the case regardless of the content of the students' mother tongue. There was no question in anyone's mind that interlanguage was not a hybrid language; rather, it had its own distinct tale of development and evolution. The concept that was stated in the first essay of this collection, which was published in 1967, "about a built-in syllabus for second language learning appeared to be receiving empirical support," was stated in the first essay of this book.

There is a significant amount of experimental evidence that lends credence to the idea that there is a "natural sequence" for learning second languages, and the majority of people in today's society are in accord with this concept. These results are clearly relevant to language teachers: if we could determine the natural sequence in which a learner progressively builds up a second language knowledge, then the materials, especially the structural syllabus, could be graded on a more reliable basis than the current one, which is based on a combination of notions of usefulness and linguistic dependency, but most definitely not on any psycholinguistic evidence of language learning. In spite of the fact that it is probable that the fundamental purpose of research on the acquisition of a second language is still to determine whether or not there is a "natural sequence" of growth and to determine what that sequence looks like, the field of study has expanded to include other subjects. The major focus of language education has shifted in recent years from the acquisition of the language as a system to the practical use of that system for communication goals. This shift occurred as a result of this shift in emphasis. The study that has been done on the process of learning a second language has been impacted as a result of this.

Language is acquired in its natural surroundings through conversation, which may be described as the necessity and commitment to communicate. An increasing number of people are becoming more aware of the fact that language is acquired in these natural circumstances with the help of conversation. Having stated that, is there a specific type of conversation that is taking place? The question is, to what extent does it differ from one native speaker to another, or does it remain the same? The way in which native speakers of a language use the language is significantly altered as a result of the process of interacting with learners of that language. This is the information that a learner works with in order to create his own understanding of the language system and how to utilize it in conversation. However, the student's attempt to use his interlanguage for communicative goals is limited by the relative simplicity and lack of sophistication of his interlanguage. This is because the student's interlanguage is somewhat difficult to understand.

This raises the question of how he manages to triumph over these obstacles. To what extent does he make use of methods in order to lessen the impact that his ignorance has on his ability to function? In addition, the articles that are included in this collection contain discussions on the aforementioned categories of subjects. The comprehension of interlanguage is no longer limited to its structural properties; rather, we also aim to appreciate the communicative environment in which it emerges and the manner in which its speakers deploy it in order to communicate information. This is how we have expanded our understanding of interlanguage. Additionally, we are interested in gathering additional information because there is a possibility that these components could be essential to the process of language acquisition and training.

Research Problem

In a study involving thirty students, Khan (2005) discovered that the majority of the pupils had poor grammar. According to Vahdatinejad (2008), pupils made mistakes with prepositions, word choice, and tenses. Tenses, prepositions,

inadequate vocabulary, and punctuation problems are among the most prevalent and frequent types of writing errors made by students, according to James (1988). These mistakes are evident in the students' written work (Nik Safiah, 1978). Weak vocabulary, improper sentence construction, and other issues are certain to come up for the kids.

The greatest term for characterizing and elucidating mistakes made by non-native language speakers is error. It will be possible to assist Pakistani teachers in realizing the significance of errors as one of the most difficult areas of teaching English by looking into students' written work.

Error Analysis

When it comes to learning a second or foreign language, as well as applied linguistics, one of the most important aspects is the analysis of mistakes. Academically speaking, applied linguistics is a field of study that investigates and strives to find solutions to issues that are associated with language, particularly those that are encountered in the context of language learning and educational practices. In addition to this, it works toward addressing these challenges and concerns by providing potential solutions.

We can gain a lot of insight into how people acquire a new language by evaluating the mistakes that they make. Richards (1971, 1974), Norrish (1983), Ellis (1995), Ziahisseiny (1999), Keshavarz (2003, 2006), and Darus (2009) are some of the authors who have made efforts over an extended period of time to get a more profound comprehension of the process of language learning and acquisition. In order to include the findings of these studies into the curriculum for teaching languages other than English, the curriculum was modified. Several hypotheses, including those proposed by Corder in 1967, 1971, and 1974, suggest that the mechanism by which children learn a second or foreign language is analogous to the process by which they learn their mother tongue. Children, who are still in the process of developing their verbal abilities, are likewise prone to making a great deal of errors. It has been stated by Corder (1974: 259) that there is a distinction between an error and a mistake of

some kind. A few important distinctions are as follows:

Errors

Errors are the outcome of inadequate learning and learners' linguistic incapacity, and they are not reversible.

Mistakes

to impose his values on other people. Given that the instructor exerts a considerable level of control over this, it is plausible to assume that we do have some knowledge of the input in the case of the student who is learning a second language. Bad language performance, which can be caused by a variety of different circumstances, such as the learner's weariness or their own neglect, is the root cause of mistakes. Mistakes are the outcome of bad language performance. Because they are aware of the appropriate linguistic form, learners are able to self-correct based on their level of language proficiency. This capacity allows learners to improve their language skills. It is possible to summarize the distinction between mistakes and errors by referring to this fundamental idea. It is absolutely necessary to have a complete comprehension of the procedure of error identification in order to be able to carry out an accurate analysis effectively. Infants are capable of making assertions that are erroneous in terms of grammar and semantics at the very early stages of development. There are a few examples of these claims. These assertions are eventually rectified by the newborns on their own as well as with the support of the adults. Considering that the process is the same for learning any other language, acquiring a second language is comparable to learning any other language. The processes that are involved in learning a second or foreign language and attaining a first language are analogous for this reason (Corder, as detailed in Richards, 1971, 1974). This is the reason why the two processes are comparable. The training of second and foreign languages also includes the analysis of errors, which is a vital component of the instruction. It helps teachers comprehend different approaches to teaching by providing feedback on the mistakes that students make. This feedback is intended to

assist teachers understand the diverse approaches that students take to learning. Learners are prone to making mistakes while they are in the process of learning, which is a truth that has been well-established. As a consequence of these errors, linguists and language teachers are presented with fresh viewpoints and approaches that they can use in the process of overcoming issues that are associated with language learning. There is no way to argue the substantial role that mistake analysis plays in the process of teaching and learning first and second languages, as well as foreign languages. To recapitulate, there is no way to deny the significance of this role. According to the behaviorist theory of language learning, the process of learning a language is characterized by the formation of habits. The rules and routines that were established during the process of learning the first language are the root cause of errors that occur when learning a second or foreign language. Habits are the foundation of the communication process. The first language that is taught and the habits that are created in that language have the potential to impede and oppose the process of forming habits in a second or foreign language. This is because the first language is the language that is taught. (Corder, 1967, 1971, and 1974; James, 1989, 1998; Ziahosseiny, 1999) The behaviorist perspective asserts that the errors that learners make are the result of interference from their home language. This is the claim that is made by the behaviorist perspective. The goal of this study is to investigate the writing performance of secondary school students who attend Union Council Lilownai and to propose a number of washback effects that can be utilized to cultivate second and foreign language learners who are accurate and proficient in their language skills. The English language is considered to be a second language for the purposes of Pakistan's elementary and secondary educational institutions.

2. To put this into perspective, this does not imply that learning English as a second language is a simple endeavor. Brown (2000) states that in order for students to have a comprehensive grasp of the English language, they must have a sufficient level of receptivity to all four of the basic language talents, which are speaking, listening, reading, and

writing. This is necessary for students to fulfill the requirements for a thorough comprehension of the English language. At the moment, the primary emphasis of language education in this country is placed on the teaching of the four skills that are necessary for achieving language competency. The English language abilities of children are still not up to par, despite the fact that they have been participating in English language instruction for a considerable amount of time. There is still a significant lack of proficiency in the English language among the students, particularly in the field of writing. It would appear that they continue to make mistakes in every facet of the language and the practices that are associated with it. An investigation into the written works of students who are learning English as a Second Language (ESL) has revealed that these authors are rife with errors.

In a study that included thirty students, Khan (2005) found that the majority of the pupils had poor grammar. There were thirty students engaged in the study. According to the findings of the study that was carried out by Vahdatinejad (2008), students made mistakes in the use of prepositions, word choice, and tenses for their writing. According to James (1988), the types of writing errors that students make the most frequently and frequently occur are faults with tenses, prepositions, inadequate vocabulary, and punctuation. These are among the most common and frequent types of writing errors. There are some students who choose to place an excessive amount of stress on grammar since they regard it to be nothing more than a tool. As a consequence, they produce a big increase in the number of errors that they make. The majority of the time, it is challenging for students to master the grammatical features of the target language (TL). These aspects include the agreement between the subject and the verb, the utilization of prepositions and articles, and the appropriate utilization of the tense. According to NikSafiah (1978), these faults are immediately obvious in the written work that the students have created.

There are a number of issues that the youngsters are going to have to cope with, such as a restricted vocabulary, poor sentence formation, and other

worries. It is possible that it might be beneficial to reignite interest in the subject of learner errors at this specific period in time. Teachers who are able to adequately evaluate and handle faults are in a position to teach their pupils, which will help their students become more conscious of their own mistakes and help them become more competent in the future. In order to facilitate the process of teaching and learning the English language in an efficient manner, the use of error analysis (EA) and proper corrective methods can be of aid. It is generally accepted that the process of learning a foreign language is a slow one, and it is also generally accepted that mistakes are to be expected at every stage of the learning process. Ferris (2002) asserts that errors do not vanish just because they have been brought to the attention of the student being taught about them.

This runs counter to the belief that people who are learning a language and teachers of that language have. Mistakes are, in point of fact, a fundamental component of the learning process and ought to be seen as a means of cognitive development. In other words, learning is not complete without making mistakes. It is for this reason that mistakes ought to be considered in a positive light. It is essential for educators to have an understanding of the idea that "everyone has a different learning ability." In addition, Bartholomae (1980: 97) says that "all language learning is based on continual exposure, hypothesizing, and, even with the correct hypothesis, testing and reinforcing the ideas behind them." This is a statement that is fundamental to the process of language acquisition. This assertion is founded on the realization that language acquisition is a process. EA is the proper tool for recognizing and explaining errors that are made by individuals who are not native English speakers. This is because of the fact that EA is the device that is appropriate for this purpose. By doing an analysis of the written work produced by students, it would be feasible to offer aid to Pakistani educators in understanding the significance of errors as one of the most problematic components of teaching English. The fields of psychology and linguistics are both currently experiencing a moment of "flux and agitation," as Chomsky describes it in 1966.

This is a period that is currently occurring in both of these fields. In the present day, a doctrine that appeared to be well-established a few years ago is the subject of intense debate among individuals who are interested in the matter. In spite of the fact that it is feasible that we are only just now starting to become aware of the impacts of this, it is quite probable that it will have a significant impact on language instruction in the years to come.

In the event where one of the objectives is an investigation of learning, there is a risk that the focus will shift from an obsession with instruction to an analysis of learning. In the first place, this has manifested itself as a fresh assault on the challenge of memorizing one's native language. As a consequence of this, an examination into the question of whether or not the process of learning. One's native tongue and the process of learning a second language are comparable has been conducted. This is something that cannot be avoided. In his work from 1996, Carroll suggested that the study of the former could potentially have a positive effect on the latter. The need of making a distinction between learning and acquisition was underlined by Lambert (1966), while Carroll (1996) proposed that learning might be derived from the study of the former. According to this theory, a human child is born with a natural propensity to learn a language; the process of language acquisition must be explained to him; and he possesses an internal mechanism that he has not yet identified that enables him to construct the grammar of a language by making use of the limited information that is available to him by utilizing the information that is available to him. It is presently the subject of a significant amount of inquiry by psychologists and linguists in order to identify the method by which he accomplishes this, which is mostly unknown. According to Miller (1964), the sequence in which we explored various parts of the grammar in an automaton to imitate a child's performance could only be discovered by doing a thorough investigation of the stages that real children go through as they acquire a language. This was the only way that we were able to determine the sequence. An analysis like this one was carried out

so that we could figure out the order in which we studied the grammar. Consequently, the initial stage of such an investigation is seen as a longitudinal account of the progression of a child's language over the period of time. This is the first phase in the process. In the future, it is hoped that a picture of the child's language acquisition processes will emerge from such a description (McNeill 1966). This is something that will be hoped for.

This idea is not new when it comes to the process of learning a second language; in fact, it is virtually the same as what H. E. Palmer (1917) expressed fifty years ago to describe the process. According to Panner, every single human being is born with the ability to learn linguistic skills, and this ability continues to remain in a dormant form even after we have gained our initial language abilities. Panner's theory is one of the most influential theories in the field of linguistics. There was a widespread misunderstanding that an adult could learn a foreign language in the same way as a child could understand and speak the language. In accordance with the findings of a study that was carried out not too long ago (Lenneberg 1967), a kid who is unable to learn a primary language before the age of twelve, for whatever reason, including deafness, then swiftly loses the ability to learn any linguistic activity at all. It should go without saying that this conclusion does not mean that persons who have successfully mastered a primary language also lose their ability to learn additional languages in the same way. That the process of learning a second language is fundamentally different from that of learning one's primary language is something that has to be demonstrated further is something that deserves greater attention. Starting from the very beginning, nobody predicts that a child who is learning his mother tongue would only produce forms that are suitable for adults or that do not stray from the standard. This is because no one knows what the child will produce. His statements that are considered to be "incorrect" are seen by us as proof that he is still in the process of learning the language. Those who are striving to characterize his proficiency with the language at any level of its evolution will find that the "errors"

are the ones that supply the most crucial information. This is the case regardless of the stage of development. According to Brown and Frazer (1964), the most compelling evidence that a kid is developing an understanding of construction rules is the presence of systematic errors. This is because even in circumstances in which a youngster is speaking correctly, he may be simply repeating what he has heard. This is the reason why this behavior is observed. Given that we do not possess all of the information that we need concerning the quantity of input, we are unable to completely eliminate the possibility that this will take place. It is via the process of simplifying language into a framework that is less challenging that the youngster exposes his inclination

This is because the instructor has a significant amount of influence over this. It is feasible that it would be prudent to include a disclaimer on the control of input, which is, of course, what we refer to as the syllabus in this particular instance. This is something that could be considered beneficial. The act of offering a particular linguistic form to a student in the classroom does not necessarily qualify as input just because it is offered to the student. This is because input refers to "what goes in," rather than "what is available for going in." In light of this, it is not necessary for the simple act of presenting a specific linguistic form to qualify as input. On the other hand, we can make the logical assumption that the learner is the one in charge of this input, or more accurately, his intake. To a greater extent than the qualities of the curriculum, it is possible that his approach to language acquisition will be the decisive factor in this particular instance. When it comes to learning their mother tongue, the child is the one who decides what knowledge will be fed into the system, despite the fact that there is a relatively considerable amount of material accessible for input. This is the case even if the child has all of the information at their disposal.

To summarize, the current study explores the mistakes that students in Union Council Lilownai, District Shangla KPK, make when they are the ones accountable for writing English essays. These students are the ones who are responsible for producing the essays. The purpose of this

article is to draw attention to the five most typical errors that students make when writing English essays and to offer a solution to these errors.

Research Objectives

1. to identify and categorize the types of errors in written English essays of higher secondary school students in Union Council Lilownai.
2. To identify the most common error sources in students essays.

Research Questions

1. What type of errors are most commonly found in written English essays of higher secondary schools in Union Council Lilownai?
2. How do the error analysis in spelling mistakes. Verb tenses, preposition, word choices, capitalization and pronoun impact the overall error count in students' essay?

Purpose of the Study

The primary goal of the current study is to identify the different kinds of mistakes that secondary school pupils at Union Council Lilownai Shangla make when writing essays.

Significance of the study

Both readers and future researchers will find the current study useful. Additionally, the current study provides teachers with a platform for teaching English essay writing. Additionally, it will be beneficial to those who formulate policies.

Delimitation of the study

The current investigation is limited to analyzing secondary school pupils' essay writing errors at Union Council Lilownai, Shangla.

Literature Review

Error analysis was a topic that was significantly impacted by the behaviorist learning theory of language in the past. According to this theory, errors made by learners were believed to be caused by the presence of first language rules and their interference with the language being learned. Linguists and educators focused their attention on

comparing and contrasting two different languages. In addition, the errors made by the students were taken into consideration by employing contrastive language analysis. As a consequence of this, the contrastive analysis was unable to provide sufficient reasons for the errors made by the pupils. It has been found that the errors that are made by the learners are not solely due to the participation of their mother tongue; rather, they are caused by a multitude of other universal and underlying structures. Errors and mistakes made by the student are the result of a variety of factors, one of which is their cognitive ability. According to Keshavarz (2003, 2006), the field of error analysis can be broken down into two distinct subsections:

Theoretical Analysis of Errors

An analysis of the errors from a theoretical perspective seeks to identify the issues and problems that are linked with language acquisition, as well as the fundamental structures that are responsible for language learning. It investigates the factors that led to some of the errors that was made throughout the process of learning.

Applied Error Analysis

It is primarily concerned with the development of materials, remedial courses, and other methods in order to address the problems that have been brought to light by the theoretical analysis of the errors. In this study, a selection of secondary school students from the Lilownai Union Council is investigated for the errors that they have committed. This study examines the areas in which students have difficulty with the usage of written language. The need of providing pupils with feedback that is based on error analysis is brought to light by this occurrence. Language instructors are provided with a wide range of strategies that they might employ in their courses. The purpose of this study is to investigate the several types of mistakes that are made by students at the intermediate and graduate levels. It would investigate the fundamental mechanisms that are involved in the process of language acquisition, focus on the factors that lead to these errors, and

bring to the attention of students the mistakes that they had made while learning the language. In order to assist educators in their attempts to enhance the quality of education through the utilization of a variety of strategies and resources, the purpose of this study is to provide support.

Historical Development of the Field of Error Analysis

As was indicated before, the behaviorist theory of language learning exerted a considerable influence on error analysis throughout the 1940s. During this time period, it was believed that learners' basic language rules were preventing them from being able to analyze errors. Initially, it was thought that learning a language is a process that involves the formation of habits, and that once individuals have acquired habits in one language, it will be difficult for them to absorb the rules of a second language or a foreign language. The compare and contrast analysis was conducted with the intention of gaining an understanding of the errors that were committed by the pupils in regard to the laws of both languages. Negative transfer was defined as when there was resistance to language learning based on similarities in the rules of the two languages, while positive transfer was defined as when there was resistance to language learning based on differences in the rules of the two languages (Ellis, 1995; Norrish, 1983; Şanal, 2007; Gass & Selinker, 2008; Kazemian & Hashemi, 2014). In contrast to the straightforward process that contrastive analysis has built on, it was found that there are a number of underlying mechanisms that are responsible for the acquisition of language. With that being said, the contrastive analysis was not successful in determining all of the factors that led to the inaccuracies. Error analysis is fundamentally linguistic analysis, because the process of learning a language is not only exceedingly complicated but also extremely intricate.

In later years, Chomsky's nativist theory provided a new focal point for the study of language learning and the investigation of mistakes during language acquisition. According to this view, learning a language involves more than just

developing habits; there is a universal grammar, and pupils are able to learn any rule in the language they are studying. The acquisition of a language is said to entail a number of different cognitive processes, according to this viewpoint. Corder observes, from this perspective, that many strategies and tactics adopted by second and foreign language learners are comparable to those utilized by first language learners within the context of the acquisition of their first language (Corder, as cited in Richards, 1974: 22). analysis of the language. Moreover, there are a variety of explanations for the errors that students make in their work. One possible explanation is that there is a deficiency in the teaching resources that are available or that the teachers do not have sufficient competency in the teaching of languages. Based on the findings of the research conducted by James (1989, 1998), Ellis (1995), Ziahosseiny (1999), Kashavarz (2003, 2006), Şanal (2007), Darus (2009), and Kazemian and Hashemi (2014), the following are other sources of erroneous analysis: At this point, we will analyze a number of them individually in order to investigate the ways in which these elements are contributing to errors in language learning Language transfer Language transfer is the process of learning one language while simultaneously learning another language through the process of language transfer. In situations where two languages are similar to one another, it can occasionally be useful to language learning; nevertheless, when languages are dissimilar from one another, it may be detrimental to the process of acquiring a second or foreign language (Selinker, 1972, as referenced in Richard, 1974, page 37).

Overgeneralization

Overgeneralization is the term used to describe the situation in which one linguistic form or norm is overgeneralized in comparison to the other forms available. The term "overgeneralization" refers to the practice of using specific forms for an extended period of time, which might result in errors pertaining to language acquisition. According to James (1998), this behavior is also observed in children who are in the process of learning their first language (pp. 178-179).

Simplification

According to James (1998), learners who choose to employ very simple forms rather than complex structures are said to be simplifying. Errors are another sometimes-resulting outcome of this.

Fossilization

Fossilization is the term used to describe the state in which a student stops growing their language skills in some areas while continuing to do so in other areas. Learner errors may also stem from this.

Lack of the knowledge

In 1980, Hendrickson made the observation that a lack of comprehension of the rules is one of the primary reasons why students make mistakes in their learning. When pupils do not have an adequate comprehension of the rules of the language, it can be a barrier to their ability to acquire the language. This can result in errors and mistakes in the language acquisition process.

Students sometimes face challenges when attempting to achieve competency in a second language through study. During the process of learning a second language, students are bound to make errors along the way. In 1980, Hendrickson made the observation that the process of learning a new skill, particularly a foreign language, makes it extremely difficult to avoid making mistakes. In light of the fact that Cadling (2001) says that mistakes produced by learners may shed light on how second languages are learnt, this demonstrates that mistakes are not only common for learners but also significant for individuals who are learning a second language. In addition, Olasehinde (2002) asserts that the errors that students make are unavoidable and necessary for the process of learning. In light of this, mistakes are not a negative thing; rather, they are indications that learning is taking place, as Broughton (1994) noted.

In light of the fact that errors can be advantageous to both instructors and pupils, Hasyin (2002) emphasized the significance of error analysis for all involved parties. It provides educators with information regarding the errors that were committed by their students. Three ways in

which teachers might gain from this are as follows: first, it gives them the opportunity to correct their errors; second, it improves the quality of their education; and third, it enables them to focus on the aspects of their lessons that require greater attention. According to Coder (1967), the analysis of the errors made by learners has the potential to offer information on the essential aspects of their learning process and the language acquisition system through which they acquire language. Since English is the language most commonly spoken in Pakistan, there is a possibility that professional prospects will improve. It is a subject that is taught as a required subject from the first grade all the way through graduate school, and it is the second language that is required education in Pakistan. According to Wilkins (1972), teaching English to students who come from a variety of different backgrounds is a tough undertaking. Wilkins also mentioned that teaching English to students who are learning English as a second language is something that is nearly always challenging. A number of errors are made by Pakistani pupils while they are studying English. In South Asia, Pakistan is considered to be the nation with the least advanced language development, as stated by Rahman (1999). Because of this, it is essential to investigate the errors made by students in order to provide assistance to teachers and students of the English language. The objective of this study was to investigate the errors that were made by students attending secondary schools in Union Council Lilownai when they were given the task of writing English essays. Teachers of second languages and students of English as a second language will gain a greater understanding of the value of error analysis as a result of this.

Research Methodology

In this section, information is provided regarding the demographics and sample, as well as the research methodology that was utilized in this study. Additionally, it provides an explanation of the instruments and procedures that were utilized in the process of data collection. In conclusion, it describes the validity and reliability of the

instruments, as well as detailed information regarding the analysis of the data.

The Study Population and Sample

According to Burns and Grove (1993, page 779), a population is any element (people, things, and events) that fits the sample requirements for research inclusion. This includes people, things, and circumstances. It was determined that the population of the study consisted of all male students who were enrolled in Union Council Lilownai Shangla Secondary Schools. When it comes to the definition of a sample, Mouton (1996, page 132) describes it as objects that are selected with the intention of gaining some knowledge about the full population from which they are collected. The sample for this study consists of three male students attending high school in Union Council Lilownai Shangla for the project. A basic random sampling method was used to select the people who would take part in the study. This method is considered to be one of the most reliable approaches to getting a sample that is representative of the whole. Ages ranging from 17 to 19 years old are represented among the participants who were particularly selected for this study. Each of these persons, who were all native speakers of Pashtun, were also engaged in the process of error analysis of written essays produced in English.

They are the only people who speak in the community where they live. The participants in this study had completed approximately the same length of education, which is around ten to eleven years, via the elementary and secondary education systems as all Pashtu students were required to do. There is no difference between the individuals in terms of their educational, linguistic, or socioeconomic backgrounds. They communicate in Pashtu within the house. Following the completion of their secondary education, they had enrolled in the secondary school offered by Union Council Lilownai, Shangla respectively.

Data Collection and Data Collection Instruments

The written essays by 25 participants from the selected secondary schools in Tehsil Lilownai Shangla serve as the main source of data used to

answer the research questions. The essays' subjects were broad but contentious in nature.

Data Collection Procedure

All of the participants, including instructors from secondary schools and members of the Union Council Lilownai Shangla, were required to write about each of the five topics that are listed below. It was instructed to the participants that they should begin with an outline, then proceed to a preliminary draft, and finally, a final document. In their ignorance, they were not aware that an investigation would be carried out into their papers.

Reliability and Validity

Polit and Hungler (1993, page 445) define reliability as the consistency with which an instrument measures the characteristic for which it is intended to be employed. This definition accurately describes the concept of reliability. A test-retest procedure was utilized by the researcher in order to evaluate the dependability of the instrument using it. Sheshan Tehsil Lilownai District Shangla KPK was the location where a pilot project called Error Analysis of Written English Essays underwent its implementation. In the case of Union Council Lilownai Shangla Secondary School Kids, thirty kids were selected at random from the population that was intended to be targeted. The students in question did not participate in the research itself. It was asked of the students that they compose one of the essays twice over the course of a period of two weeks. Because of this, the results of the pupils indicated that their responses were consistent with one another.

Validity

According to Polit and Hungler (1993), there is a correlation between the amount to which an instrument measures what it is intended to measure and the validity of the instrument. In order to ensure that the study instrument's appearance and content were accurate, the validity approach of the trustee was utilized. A panel of judges consisting of two academic college professors and three high school teachers was requested to evaluate the subjects that the

researchers had selected. The judges were asked to evaluate the subjects. In addition to the fact that the criteria was really clear, they remarked that the topics were selected from publications that were appropriate for the students' ages and performance levels.

Data Analysis

The approach of error analysis developed by Corder (1967) will be applied to the study of written essays. There are three steps to this method:

- (1) gathering examples of errors
- (2) Identifying faults
- (3) Depicting errors

Discussion / Analysis

Based on the most common errors made by the pupils, the following table was created: The students whose spelling errors were the most common are displayed in Table No. 1.

Table No:1. The spelling mistakes of the respondents.

S #	Students	Spelling mistakes		Verb mistakes	Preposition mistakes	Word choice mistakes	Capitalization	Total mistakes	Total words
1	A	3	16.5%	4	8	11	3	59	200
2	B	2	14.5%	3	7	15	9	61	200
3	C	3	15.5%	7	8	20	7	72	200
4	D	3	17%	8	9	9	8	70	200
5	E	2	14.5%	9	11	13	6	66	200

Field Data

Analysis

Table 1 above demonstrates that students "A," "B," "C," "D," and "E" made 33, 29, 31, 35, and 28 spelling errors, respectively. The table above lists all of the other errors. Major Finding Spelling errors account for the majority of the errors in the

table above. The proportion shows that most students are either less interested in learning how to spell English words correctly or are not as familiar with them. The following table reveals the students who committed majority of the mistakes in the verb, its forms and tenses.

Table No:2. The spelling mistakes of the respondents.

S #	Students	Spelling mistakes	Verb mistakes	Preposition mistakes	Word choice mistakes	Capitalization	Total mistakes	Total words
1	F	33	4 2%	8	11	3	59	200
2	G	29	3 1.5%	7	15	9	61	200
3	H	31	7 3.5%	8	20	7	72	200
4	I	35	8 4%	9	9	8	70	200
5	J	28	9 4.5%	11	13	6	66	200

Field data

Analysis

Table 2 above demonstrates that students "F," "G," "H," "I," and "J" made 4, 3, 7, 8, and 9 spelling errors, respectively. The aforementioned table lists every other error. The verbs in this table (above) contain the majority of the errors. The percentage

indicates that verbs were the primary area of difficulty for the pupils listed above. They were unsure of the proper verb tenses to utilize. Additionally, they were unable to place the verb after the object or occasionally before the subject.

Table No: 3 the students who made many of the mistakes in preposition.

S #	Stu- dents	Spelling mis- takes	Verb mis- takes	Preposition mis- takes	word choice mis- takes	Capitalization	Total mis- takes	Total word s
1	K	33	4	8 4%	11	3	59	200
2	L	29	3	7 3%	15	9	61	200
3	M	31	7	8 4%	20	7	72	200
4	N	35	8	9 4%	9	8	70	200
5	O	28	9	11 5%	13	6	66	200

Field data

Analysis

According to figure 3, students "K," "L," "M," "N," and "O" made 8, 7, 8, 9, and 11 errors in the proposition area out of 200 words, respectively. The table above lists all of the other errors. The prepositions in this table (above) contain the

majority of the errors. The percentage indicates that preposition was the primary area of difficulty for the pupils listed above. They were ignorant of how to properly employ prepositions. When employing the most basic prepositions, like "in," "on," and "at," the kids appeared confused.

Table No: 4 The students who made many of the mistakes in the using of correct word for a specific activity.

S #	Students	ling mis- takes	Verb mis- takes	Preposition mistakes	word choice mistakes	Capitalization	Total mis- takes	Total words
1	P	33	4	8	11 5.5%	3	59	200
2	Q	29	3	7	15 7.5%	9	61	200
3	R	31	7	8	20 10%	7	72	200
4	S	35	8	9	9 4.5%	8	70	200
5	T	28	9	11	13 6.5%	6	66	200

Field data

Data Analysis

According to the above data, students "P," "Q," "R," "S," and "T" made 11, 15, 20, 9, and 13 errors out of 200 words, respectively, when it came to choosing the right term for a given task. The word choice in this table (above) contains the majority

of the errors. The students' extremely limited vocabulary is evident from their word choice. They frequently used the incorrect word to describe a situation and lacked the right name for a particular phenomenon.

Table No: 5. The students who made many mistake in use of capitalization.

S #	Students	Spelling mistakes	Verb mistakes	Preposition mistakes	word choice mistakes	Capitalization		Total mis-takes	Total words
1	U	33	4	8	11	3	1.5%	59	200
2	V	29	3	7	15	9	4.5%	61	200
3	W	31	7	8	20	7	3.5%	72	200
4	X	35	8	9	9	8	4%	70	200
5	Y	28	9	11	13	6	3%	66	200

Field data

Analysis

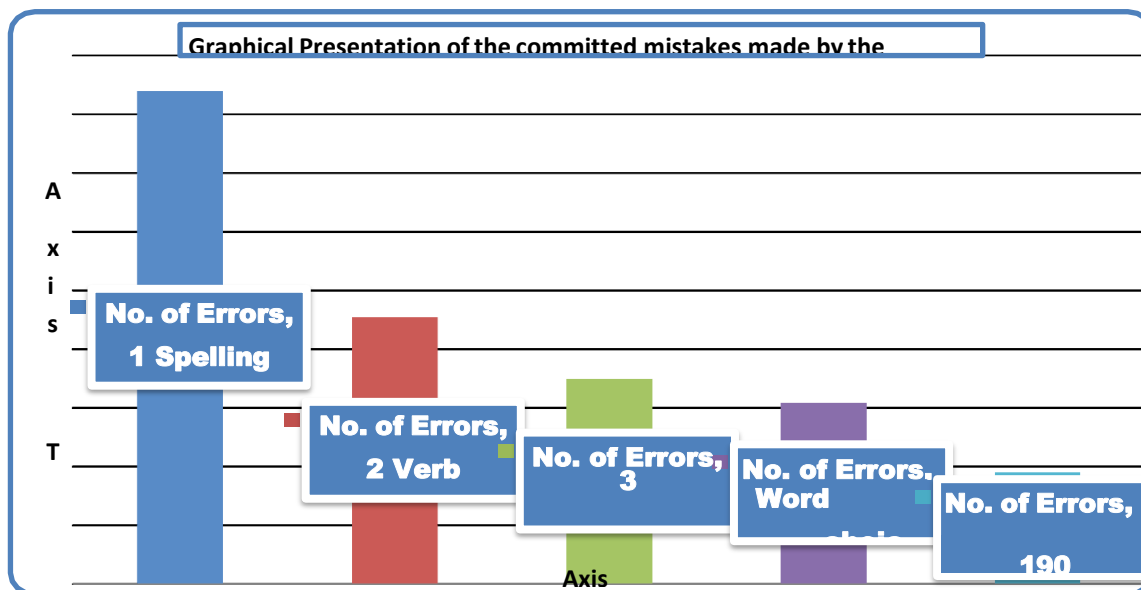
According to the above data, out of 200 words, pupils "U," "V," "W," "X," and "Y" made 3, 9, 7, 8, and 6 mistakes in terms of proper capitalization. The capitalization in this table (above) has the majority of the errors. Another significant error that the students made when writing an essay was

capitalization. In the essays, it appeared that proper word capitalization guidelines had been overlooked. The following table shows the sum of all the errors and their percentage made by the students.

Table No: 6 Analysis of Errors

Item	Type of Error	No. of Error	Percentage %
1	Spelling mistakes	840	24.3
2	Verb tenses	454	13.331
3	Preposition	349	10.13
4	Word choice	309	8.974
5	Capitalization	190	5.518
6	Pronoun	71	2.062

Examples of errors and the most common errors.



Definition and Error classification	Identification of Errors	Correct sentences and explanation of rule
<p>1. Spelling error</p> <p>A mistake with the spelling</p>	<p>1. There are wash rooms at the other side of the school. said (spell mistake) of the school.</p> <p>2. He and my cosin (spell mistake) decided to go on a trip to shahi.</p> <p>3. At the gate there is a security god.</p>	<p>1. There are washrooms at the other side of the school.</p> <p>2. He and my cousin decided to go on a trip to shahi.</p> <p>3. At the school gate there is a security guard.</p>
<p>2. verb</p> <p>A mistake with the verb tense</p>	<p>1. Usman is not come to school.</p> <p>2. Qari sb is go to home on Sunday.</p> <p>3. Shah Khalid sb teach us biology.</p>	<p>1. Usman is not coming to school.</p> <p>2. Qari sb goes to home on Sunday.</p> <p>3. Shah Khalid sb teaches us biology.</p>
<p>3. Preposition</p> <p>A mistake in the use of correct preposition</p>	<p>1. After the last bell is rung usman goes to home in the road.</p> <p>2. In my school all the students are 400.</p> <p>3. Our school open on 8 o'clock.</p>	<p>1. After the last bell is rung usman goes to home on the road.</p> <p>2. In my school all the students are 400.</p> <p>3. Our school opens at 8 o'clock.</p>
<p>4. Word choice</p>	<p>1. These two days in the month of Muharram are very good in Islamic point of view.</p> <p>2. Usman looks in tension may be he is in bazaar or in school.</p> <p>3. When I entered the school and look surrounds the school, I felt something is new.</p>	<p>1. These two days in the month of Muharram are very important in Islamic point of view.</p> <p>2. Usman looks in tension whether he is in bazaar or in school.</p> <p>3. When I entered the school and looked around, I felt that something is new.</p>
<p>5. Capitalization</p>	<p>1. Our lovely homeland-pakistan is a developing country.</p> <p>2. muharam-ul-alharam is the first month of Islamic calendar.</p>	<p>1. Our lovely homeland-Pakistan is a developing country.</p> <p>2. Muharam-ul-Haram is the first month of Islamic calendar.</p>

Most Common Errors

Spelling

Spelling is the skill of creating proper words out of individual letters. The reason that the majority of L2 learners make mistakes is because English is not their mother tongue or first language. In addition, English has a complex set of spelling rules. When a word ends in "y," for instance, and then a consonant comes after, the "y" becomes "i" before any suffix. Therefore Carry+ed...

Carried marry +ed..... married Some spelling errors result from students mixing up words they may have written in their mother tongue, Pashto, with their own spelling, even though they are aware of the exact spelling. This leads to incorrect spelling. For Example

1. Usman has said to nasir to give me your pen. (In this instance, the student is aware that he must use the second form of the verb;

nevertheless, because the verb is in the past indefinite tense, he is unaware that he must use no helping verb.)

2. I said why you are cut nails with your teeth. He said that it is my habit. (In this instance, the student is unaware that using the auxiliary verb "are" necessitates using the verb form of "ing" as a suffix to the basic verb.)

3. The name of the shopkeeper is Sami. He lived and work in Lilownai. The student is combining two tenses here. The sentence "He lives and works in Lilownai" or "He lived and worked in Lilownai" should have been written by him.)

Preposition

The pupils displayed uncertainty over proper prepositional usage. Instead of "in," "on" is the proper preposition in sentence number 1. Once more, the preposition "in" ought to have been used in sentence number 2. However, in phrase number three, the preposition "at" ought to have been used. Other instances from the essays include:

1. When you enter the school you feel like with ^{preposition} white house. (In)

2. But our school has one problem, that is, that so many plastic bags can be seen at the school canteen. (Around)

3. As the monitor at the class, I am supposed to write the names of the students on the board. (of)

Word choice

The pupils did not have the right vocabulary. One kid referred to the "flowers" on the lawn's wall-side as "plants." An other pupil substituted the term "city" for "town." The third student, however, used the term "car" for "vehicle."

1. There are different plants at one side of the wall.

2. Our school is in the heart of the city.

3. Our school gate is so large that every type of car can pass through it.

Findings

i. Spelling errors account for the majority of the errors in the table above. The proportion shows that most students are either

less interested in learning how to spell English words correctly or are not as familiar with them.

ii. The verbs in this table (above) contain the majority of the errors. The percentage indicates that verbs were the primary area of difficulty for the pupils listed above. They were unsure of the proper verb tenses to utilize. Additionally, they were unable to place the verb after the object or occasionally before the subject.

iii. The prepositions in this table (above) contain the majority of the errors. The percentage indicates that preposition was the primary area of difficulty for the pupils listed above. They were

ignorant of how to properly employ prepositions. When employing the most basic prepositions, like "in," "on," and "at," the kids appeared confused.

iv. The capitalization in this table (above) has the majority of the errors. Another significant error that the students made when writing an essay was capitalization. In the essays, it appeared that proper word capitalization guidelines had been overlooked.

Conclusion

According to the findings of the study, the vast majority of the errors that were made by the participants were of a grammatical description. Furthermore, the participants' statements were occasionally difficult to comprehend, and their vocabulary was quite limited and restricted. When it came to applying the verb's agreement with the subject in its correct form, they found themselves making blunders. Because of this, it is possible to draw the conclusion that these participants have difficulty learning the norms of conventional English language. The findings of this study have shed light on the manner in which students digest the TL guidelines.

Furthermore, it indicates how EA could be of assistance to teachers in the process of carefully identifying the specific and usual language faults that children have, so enabling them to concentrate more on these kinds of errors. Grammatical errors were found to be responsible for the majority of the errors that were produced by the participants, as indicated by the findings of the study. Furthermore, the statements made by the

participants had a vocabulary that was quite limited, and those statements were occasionally difficult to understand. They failed to employ the verb in a manner that was consistent with the subject of the sentence. The conclusion that may be drawn from this is that it may be challenging for these individuals to learn the standards of regular English grammar. A better understanding of how students internalize the TL rules was provided by this study. It also demonstrates how EA could assist instructors in systematically identifying the specific and common language problems that children have, so allowing them to concentrate more on these kinds of errors.

Recommendation

1. The first item of guidance that should be included is that students should start learning about the conventions of English spelling. In order for the students to be able to begin making intelligent predictions about the likely spelling of words, it is necessary for them to begin developing the ability to detect normal patterns and letter combinations. It is possible that examples of these include common endings such as "-een," "-ough," and "-tion," words that begin with a silent K or G, and homophones, which are words that have the same sound but differ in meaning or spelling. Considering that puzzles are a fantastic way to test one's mental capabilities, it is possible that educators will find them useful as well. Furthermore, children have the opportunity to read and receive emails with the word of the day, participate in spelling competition games with their friends, view English films with subtitles, maintain a spelling notebook, and, last but not least, read a great deal. It is important that they read everything that stands in their path. An article from a newspaper, magazine, journal, or internet could be the source of this information.

2. In order for students to improve their grammar, they should read grammar books and fully commit all of the rules to memory. Become familiar with the different tenses. You should commit to memory a simple example sentence in each of the tenses. Carry out workouts on the internet. It is important to keep a record of your

performance and to examine it after a few weeks or months in order to evaluate how you have evolved. Make use of the online grammar pages to acquire new grammar, and then put your knowledge to the test.

3. Students should read as much as they can in order to expand their vocabulary for the sake of learning. They will be exposed to a greater number of words throughout the course of their reading, mainly novels and other literary works, but also magazines and newspapers. As they read and come across new terms, you should use a combination of trying to grasp a word based on its context and searching up the meaning of the word in a dictionary.

4. Students should always have a dictionary and a thesaurus on hand for reference purposes. The print, software, or online versions that are most suitable for your requirements should be utilized. If you come across a new term, you should consult the dictionary in order to acquire knowledge about how to pronounce it as well as the meaning(s) of the word. The next step is to make use of the thesaurus in order to recognize phrases that are linked to one another, as well as their opposites, also known as synonyms and antonyms, and to analyze the minute distinctions that exist between these terms.

5. Fifth, maintain a journal. It is a good idea to keep a continuous list of the new words that children encounter in order to assist them in gradually incorporating new terms into their everyday vocabulary. In addition, having a notebook in which you record all of the new words that you learn may inspire you to learn even more, particularly when you are able to see how many terms you have already learned.

6. Learn a new word every single day. The creation of one's own list of terms to learn, the utilization of a word-a-day calendar or website, and the employment of a word-a-day calendar are all effective methods that many individuals utilize to learn new words. Not only should you not feel pushed to learn a new word every day, but you should also not feel pressured to do so, as some people may find this technique to be overly severe.

7. Do not forget where you came from. Learning new vocabulary and gaining a knowledge

of the meaning of other new vocabulary can be accomplished through the study of Latin and Greek roots, which is one of the most effective approaches. The prefixes, roots, and suffixes that originate from Latin and Greek comprise a significant part of the English language and serve as a valuable resource for the acquisition of new vocabulary concepts.

8. Start playing some video games. It is possible that playing word games is an excellent approach to test your vocabulary and acquire new terms as well as the meanings of those terms. A lot of fun may also be had with them. The following are some examples of word puzzles: ana- grams, word jumble, Scrabble, Boggle, and crossword puzzles.

9. Participate in the open discussions. Simply by having conversations with other individuals, you can pick up new vocabulary terms. When you come across a new word, it is important to make sure that you write it down for future reference. This is similar to what you do when you read. The next step is to gradually include the word into your set of vocabulary.

REFERENCES

- Brown, H. D., & 吳一安. (2000). Principles of language learning and teaching.
- Brown, R., & Fraser, C. (1964). The acquisition of syntax. *Monographs of the Society for Research in Child Development*, 43-79.
- Burns, N., & Grove, S. K. (1993). The practice of nursing research. *Conduct, critique & utilization*, 4.
- Chomsky, N. (1966). Linguistic theory. In *Language teaching: Broader contexts, Northeast Conference on the Teaching of Foreign Languages*. New York: MLA Materials Center (pp. 43-49).
- Corder, S. P. (1967). The significance of learner's errors. *IRAL-International Review of Applied Linguistics in Language Teaching*, 5(1-4), 161-170.
- Corder, S. P. (1974). *Error Analysis: Perspectives on second language acquisition*.
- Darus, S., & Subramaniam, K. (2009). Error analysis of the written English essays of secondary school students in Malaysia: A case study. *European Journal of Social Sciences*, 8(3), 483-495.
- Ellis, R. (1996). *Second language acquisition research and language teaching*. Oxford: Oxford University Press.
- Jabeen, A., Kazemian, B., & Mustafai, M. S. (2015). The role of error analysis in teaching and learning of second and foreign language. *Education and Linguistics Research*, 1(2), 52-62.
- James, C. (1988). *Errors in language learning and use: Exploring error analysis*. Harlow, Essex: Addison Wesley Longman Limited.
- Kazemian, B., & Hashemi, S. (2014). Critical discourse analysis of Barack Obama's 2012 speeches: Views from systemic functional linguistics and rhetoric. *Theory and Practice in Language Studies (TPLS)*, 4(6), 1178-1187.
- Khan, P. 2005. *Analysis of errors in a secondary school in Kuala Lumpur*. Unpublished Masters Thesis. Universiti Kebangsaan Malaysia.
- Lenneberg, E. H., Chomsky, N., & Marx, O. (1967). *Biological foundations of language (Vol.68)*. New York: Wiley.
- Lim Ho Peng. (1976). *An error analysis of English composition written by Malaysian speaking high school students*. Unpublished Masters Thesis, University of California Los Angeles.
- Mitchell, R. and Myles, M. (2004). *Second language learning theories*. New York: Hodder Arnold.
- Mouton, J. (1996). *Understanding social research*. Van Schaik Publishers.
- Nemser, W. (1974). Approximate systems of foreign language learners. In Richards, J. (Ed.). *Error analysis: Perspectives on second language acquisition*. pp: 55-63. Essex: Longman.
- Nik Safiah Karim. (1978). *BM syntax: some aspects of its standardization*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

- Norrish, J. (1983). Language learners and their errors. VCTA.
- Olasehinde, M. O. (2002). Error analysis and remedial pedagogy. In Babatunde S. T. and D. S. Adeyanju (eds.). Language, meaning and society. Ilorin: Itaytee Press and Publishing Co., Nigeria.
- Olasehinde, M. O. (2002). Error analysis and remedial pedagogy. Language, meaning and society. Ilorin: Itaytee Press and Publishing Co., Nigeria.
- Palmer, H. E. (1968). The scientific study and teaching of languages (Vol. 18). Oxford UP.
- Polit, D., & Hungler, B. (1994). Essentials of nursing research: Methods, appraisal, and utilization.
- Rahman, T. (1999). Language, education, and culture. Karachi: Oxford University Press.
- Richards, J. (1971). Error Analysis and Second Language Strategies.
- Richards, J. (1971). Error Analysis and Second Language Strategies.
- Santhiram, R. (1999). Education of minorities: The case of Indian child in Malaysia. Petaling Jaya: Dewan Bahasa dan Pustaka.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 209-231.
- Sercombe, P. G. (2000). Learner language and the consideration of idiosyncracies by students of English as a second or foreign language in the context of Brunei Darulsalam. In A.M. Noor et al. (eds.) *Strategising teaching and learning in the 21st century*. Proceedings of the International Conference on Teaching and Learning. Faculty of Education: Universiti Kebangsaan Malaysia, Bangi.
- Solomon, J. (1988). Bilingual education. Kuala Lumpur: Pelanduk.
- Stark, L. (2001). *Analyzing the interlanguage of ASL natives*. Newark: University of Delaware.
- Vahdatinejad, S. (2008). Students' error analysis and attitude towards teacher feedback using selected software: a case study. Unpublished Masters thesis. Universiti Kebangsaan Malaysia, Bangi.
- Vahdatinejad, S. (2008). Students' error analysis and attitude towards teacher feedback using selected software: a case study. Unpublished Masters thesis. Universiti Kebangsaan Malaysia, Bangi.
- Weireesh, S. (1991). How to analyze interlanguage. *Journal of Psychology & Education*. 9: 113-22.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. E. Arnold, 1973.