HINDERANCES OF SECOND LANGUAGE COMPETENCE AND STUDENT ACCULTURATION: THE CASE OF INTERNATIONAL STUDENTS

Afshan Khalid[1], Mumtaz Hussain[2], Syed Gulzaib Gillani[3], Maryam Sattar[4], Iqra Ayub[5]

[1]Lecturer English department National University of Modern Languages (Multan Campus)

[2345]Minhaj University Lahore.

Abstract:

The present research presents the effects of second language competence on student acculturation and adjustment in learning second language. The study stems from a view of globalization as a key factor in today's higher education considering, for instance, the rapid increase of overseas students over the years. A fundamental aspect of studying in a new country is the stipulation of interacting in a different language. With the spread of English as a lingua franca, a large part of the programs taught overseas is undertaken in English. Shedding light on this, the current paper provides a review of recent research efforts aimed at exploring the effects of second language competence on international students' acculturation and academic success. When students have to write in English language, they face a lot of problems in writing. The present research would analyze those problems that students face in writing and present the reasons and recommendations to get rid of these problems. In creating English composition, students mostly face problems in syntax due to their poor grammar and lack of concepts of grammar. But some issues faced by students are of spelling errors. Two theories are being used

as theoretical framework. First is Pit Corder's theory of error analysis (1960) and second Lary Selinker's theory of inter language (1972). Methodology of the present research include creative test taken from intermediate students and interview taken from some of the students of intermediate to find out difficulties that students face in writing. Analysis of the data revealed the issues that students face and reasons of those problems and at the end, there are some recommendation to cope up with these issues.

1. Introduction:

English is an international language. In globalized world, importance of English cannot be ignored in any field. It is being used at every official place. English is language that is used for educational purpose almost all over the world and even, websites are also being made in English. It is seen that first criteria of taking employees in almost every company is fluent use of employer.

In education, importance of English is seen that almost all the subjects are being taught in English. Learning language is not something that is to be learned by learning grammatical structure rather it is something to learn its use. In learning English or any other language, there is a need to grip on every four skills such as reading, writing, listening and speaking. Among these skills, writing has most importance. It involves many steps when starts like brain storming, pre-writing, writing and editing. It is more authentic than other skills and demands more formality, perfection, authenticity and skills. Writing skill is under problematic situation for every level of learner. Students mostly make errors in writing because they have no grip on writing and demands more efforts than speaking. Because, in speaking, there is a chance of avoiding errors and in speaking, errors are mostly avoided. But it is a serious blunder in making errors in writing and it highlights the student's incapability of learning that specific part of error.

According to Corder, errors are the signs of learning. But if errors are the signs of learning, then there is a need to find out the ways by which those errors should be lessened. There are three terms for errors that students mostly make in writing. These three terms are

1. Errors
2. Lapse
3. Mistake

According to Norrish (1983:7):
Errors are "systematic deviation when the learner has not learnt something and consistently gets it wrong"
"Mistakes are inconsistent deviation when the learner fails to perform his competence".
"Lapse are wrong usage which is neither a mistake nor an error, and can happen to anyone at any time is called a lapse".

Most students are being judged on the basis of errors they make. But in fact, errors are natural and are the part of learning. According to James (1998), committing errors are unavoidable in any learning. So, it is said committing error is part of learning and teachers should take into account correct and incorrect forms to get a record of where the students stand in the "progressing stage". Because, Gas and Selinker argued that "Errors in language learning take place systematically and repetitively without

making the learner conscious. The errors are identifiable only by teachers or others who possess an accurate knowledge of grammatical system."

Error analysis provide evaluation of learner's performance that how they have learned and how there is now need to learn. So, after Corder, errors are viewed as a device that learner use and from which they can learn. And, it is also a problem that should be eradicated instead of ignoring them. James (1998) argues that "Learner's errors are the record of their current perception of the learner's language.

According to Phukat and Othman, 2015, there are two main categories of errors. One is interlingual error and other is Intralingual errors.

Interlingual errors are those errors that occurs due to inference of first language. Because, it is natural that when we confront with some new thing whether, it is new food or new music or new place or even new person, we compare it with our previous experience. Same is the case with language learning. In learning second language, we make comparison of second language with our native language. Language transfer his habits from his/her native language to the second language. According to behaviorists, "Learners try to learn new language by habit interfere"

Ekaterine's article argues that influence of native language is being observed during teaching various aspects of English that occurs in various situations. The reasons of these errors may be the lack of information about grammatical and lexical structure and aspects and notions of target language.

Intralingual errors can exist due to inadequate knowledge of learners about target language. Richards (1971), argues that "Intralingual errors are different from interlingual errors because they are committed due to defective application of rules, ignorance of rules and exceptions of rules". Learners mostly commit intralingual errors at syntax level such as wrong ordering of words, restriction of rules, overgeneralization and by applying incomplete application of rules.

To make the learners more efficient in writing, there is a need to analyze error. Error analysis has two objectives; one is theoretical and another is applied. Theoretical objectives analyze that how and what a learner learns in studying second language and applied objectives analyzes learner more efficiently by exploiting the knowledge of his dialect for pedagogical purpose.

It has been analyzed that errors are natural in both speech and writing. Writing is often being ignored in classroom due to different reasons such as lack of time, burden of syllabus to cover. Writing is more formal than speech. This is the reason that errors are more highlighted in writing and in speech, it is often being ignored and hidden. But the focus of present research is to examine the errors or difficulties faced by intermediate learners in writing. Because, there is a need to develop effective writing skill in learners and train them to write formally and effectively in second language. About errors, we have been discussed three items such as errors, mistakes and lapse. In writing, errors and mistakes are more common than lapse because lapse is the slip of tongue that is most common in speech.

Research objectives:

The present research has following objectives:

1. Errors are being analyzed that are the cause of hinderance in learning.

2. The present research gives suggestions to get rid of these problems.

Research Questions:

Before starting research, it is necessary to put some questions into mind and research should be eligible to answer those questions. The present research has following questions.

1. What are the problems faced by intermediate students in learning second language?
2. What are the reasons of these problems?

Significance of research:

Any work which is without significance lost its importance. Every work should have significance. The present research is also not without significance. The present research would be helpful for solving the problems of writing skills. By focuses on points or issues of writing skills, teacher would focus to improve those points.

Learning is incomplete without evaluation. It is necessary to examine the hinderances that are present in the process of learning. One of the hinderance in the process of learning is the hinderance in writing skill. It also gives some recommendations that how this problem can be lessened by analyzing student's problems through their creative evaluation and by taking student's suggestions.

Theoretical Framework:

Two theories have been applied in the present research.

1. Pit Corder's theory of error analysis.
2. Lary Selinker's theory of Inter language

Theory of error analysis was established by Stephen Pit Corder and his colleagues in 1960. This type of error analysis focuses attention on the errors that learners make. According to Corder, errors are the sign of learning and gave three significant of making errors. Firstly, errors inform teachers about what learner has learnt and how much is remaining for learning. Secondly, it gives idea that how language should be learned or acquired.

Theory of inter language was first proposed by Larry Selinker in 1972. It analyzes that Is there continuum in the internal grammar of the learning of the additional language. According to him, several factors affects language development that are nature of input, environment, internal processing of the learning and influence language on second language acquisition.

Literature Review:

Writing challenges learning of second language. Dar& Khan (2015) Hyland, in (2003) Mahboob, in 2014 said that "Learning is based on strategic and appropriate use of language with communicative potential and structural accuracy". Kellogg in 2001 said that "writing is a cognitive process that tests memory, thinking ability and verbal command to successfully"

Geiser and Studley in 2002, Hyland in 2003, McCutchen in 1984, Perkins, and Smith in 2014, "gave two factors due to which writing gained vital importance since the last two decades. one

factor is use of effective communication ideas as tool communication and the extensive research work carried out in this area to examine various issues faced by L2 writers" (Dar & Khan, 2015; Graham & Perin, 2007; Haider, 2012; Hyland, 2003). "Student writers face various writing problems at different stages of their learning. Generally, these problems can be classified into linguistic, psychological, cognitive and pedagogical categories" (Haider, 2012; Hyland, 2003). Similarly, "an incoherent text fails to communicate ideas which causes lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition (Rico, 2014)". "Students' lack of confidence is also caused by a teaching strategy which does not conform to students' learning styles and cultural backgrounds" (Ahmadetal., 2013). "It is argued that poor writing skills originate from two factors: the teacher and the learner. Teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students". In Pakistan, 'insufficient time for teaching writing, improper A/V aids, overcrowded classrooms, traditional pedagogy and students' weak academic backgrounds have been reported to be some of the factors affecting students' writing skills" (Bilal et al., 2013; Butt & Rasul, 2012. "Students' writing ability can be improved by fostering their interest, motivation and enjoyment for writing, through technology (Graham & Perin, 2007)". Similarly, "some metacognitive, cognitive and socio-affective strategies could also be used for enabling the students to know and practically exercise the writing process" (O'Malley & Chamot, 1990).

Research Methodology:

Research methodology is the overall plan of research that how research is being done and through which steps, it reaches to its conclusion. Research methodology includes various steps such as research design, sample/population, research tool and research procedure.

Research design:

According to Kotheri (2004), "Research design is a roadmap or a blue print to investigate the answer to research questions. Mixed method is being used for the research design of the present research". According to Cresswell (2012 p. 535), "Mixed method is a procedure used by researcher to get better understanding of the research problem under study by using both qualitative and quantitative methods". According to Johnson et al, "Mixed method is a research process in which the researcher uses the qualitative and quantitative approach for the purpose of "breadth and depth of understanding and corroboration".

The present research is both qualitative and quantitative. It is qualitative in the sense that it is based on non-experimental description. The research includes study of various researcher and linguists. And, it is quantitative in the sense that collected data has been quantified. By collecting data from students, errors are counted in the number of grammatical categories and by calculating the percentage of errors committed by learners.

Sample/Population:

Sample or population includes audience or questionnaire or any other source or material through which research is done. The audience of the present research are the students of intermediate level and audience are limited to only eight samples collected from two institutes. The sample of the present research includes analysis of free writing and control writing. Analysis of free writing is done by giving creative topic to students and analysis of control writing is done by the analysis of prepare test of the students

The reason of choosing this population is that intermediate students are the youth that have to come into professional life after intermediate and eligibility criteria of every course is intermediate qualification. So, at this level, it is hardly need to analyze the error and to lessen that errors by analyzing recommendation for getting rid of these errors.

Research tool:

Research tools are the tools through which data has been collected. The research tools include two types of tests of intermediate learners. First tool is free writing of the intermediate students by giving them a topic. And, the second tool is the prepared test of the students. In free writing, students had given a topic "Impacts of social media in daily life". The reason of giving this topic is to get genuine data because by this topic, student's attention was on impacts of social media and in this way, they may be able to give genuine data.

To analyze control writing, student's prepared test has been evaluated that they had given in their classroom according to schedule.

Research procedure:

The present research has been done in various procedure. Firstly, data is being collected from intermediate students in the form of their free writing and control writing. Then, informal questions were being asked to students to know the difficulties they face in writing or to know the reasons of their errors. After collecting data, data has been analyzed by marking the taken data from students and by analyzing the student's behavior in the light of different theories. After this step, pie chart has been made to examine the counting of error in grammatical and lexical categories. After that, the present research would give recommendations for getting rid of these errors or to lessen these errors or how to deal with these errors.

Data Collection:

The present research collects data in both qualitative and quantitative form. In qualitative data, different information has gathered by reading different theories, articles and books related to error analysis. According to Julian Edge (in his book Mistake and Correction), "Students make a lot of mistakes when they write. Teacher should correct mistake as soon as they are made. And another fact is that students do not like to make mistakes. The linguistic mistakes our students make are an important and necessary part of their language learning. Mistakes can be seen as learning steps and students should encourage to do experiment with languages so that they could move towards learning steps. Correction must aim to support learners by giving feedback.

There are two attitudes regarding errors. One is behaviorist view and other is mentalist view. According to behaviorist view, "If learners were to achieve a perfect teaching method, the errors would never be committed. Errors are the result of faulty version of language and sign of failure, bringing discredit to not only the learner but to the teacher as well". For example, Plato banished poetry from his utopian world because they dispel the error from the realm of language acquisition.

According to Mueen, 1992: 136, "The errors were intolerable of behaviorists and have not any positive contribution to learning. They regarded errors as an evidence of failure, in effective teaching or lack of control".

Mentalist view argues that "We live in an imperfect world and consequently errors will always occur despite of our best efforts" (Corder, 1967:20). According to Nelson Brooks, 1960:58, "Like sin, error is to be avoided, but it's presence is to be accepted. Strevens (1969) argued that "Errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that the learner use." Brown (2002) argues that errors may vary in magnitude, word, sentence or paragraph. But errors can be categorized into various kind such as global and local errors, Overt and covert errors.

Global and local errors:

Global errors hinder communication. For example, "I didn't but to college him see". This sentence lack comprehension. This sentence is not understandable. While local errors are those errors that does not hinder communication. Such type of errors involves only violation or disarrangement of one segment but such sentences are comprehensible. For example, I reading this book OR If I hear from you, I would let you know. To conclude, it can be said from the interpretation of Norrish, 1983, "The global error is the type which effect the interpretation of the whole sentence and the local error, merely a part of it."

Overt and covert error:

Another group of error is overt and covert errors. Errors are basically ungrammatical sentences. For example, she eating apple instead of, she is eating apple. These sentences are comprehensible but is following grammatical rules. While, on the other hand, covert errors are errors that are grammatically correct but are not interpretable within the context of communication. For example, there is an example "By air, of course", the present sentence is correct if it is spoken under specific condition or circumstance such as answer to the question like "Have you ever been to Lahore"

According to Richards, 1984 "The term second language acquisition implies acquiring another language after having learnt the basics of the native or first language first, whereas bilingual acquisition is the process of acquiring two languages simultaneously". According to Duly and Burt, cites in Richards, 1984, "the word goofs refers to the errors of beginner who deviate from syntactic structures which native adult speakers consider grammatically correct".

Causes and errors:

According to numerous linguists, there are various causes and sources of errors such as first language transfer, incomplete application of rules, ignorance of rules restriction, overgeneralization and false concept hypothesis.

First language acquisition: According to behaviorists, "Language is essentially a set of habits when we try to learn new habits, the old one interferes with the new one. This process of interfering is also known as mother tongue interference. But in this process, there are two types of transfer. One is positive interference and other is negative interference. Positive interference facilitates learning instead of creating hinderance in learning. This case where target language and native language have similar pattern. While negative transfer hinders the process of second language acquisition.

Literal translation: According to John Norrish, 1987:26, "Translation word by word of idiomatic expression in the learner's first language can produce classic howlers". For example,

errors such as, I want to meet him instead of I want to see him OR He died with cancer instead of saying, I died of cancer.

Overgeneralization**:** According to Jokobovits cited in Richards, 1997, overgeneralization is "the use of previously available strategies in new situation". Sometimes, learner makes error by reduction of rules and sometimes by overgeneralization of rules. For example, He is eat slowly instead of using He is eating slowly. Here, rules have been reduced. And, He is reads newspaper daily instead of using He reads newspaper daily. Here rules have been overgeneralized. There are such types of errors that learner make during learning. Sometimes by reduction of rules and sometimes by overgeneralization of rules.

Incomplete application of rules**:** In such type of errors, learners make errors by using deviant structures of the rules. For example, he/she sometimes use simple tenses for interrogative sentences also. They ask question by raising tones instead of creating interrogative mark. For example, You see my mom? instead of using Did you see my mom?

Ignorance of rules restriction**:** In making such type of errors, learners acquired knowledge of rules in a new situation. For example, 'He mades me to write a letter', Here, learners have mixed the use of made and make and use of made that was initially learned has been mixed with the use of make. According to Richards, 1974, "The learner, encountering a particular preposition with one type of verbs, attempts by analogy to use the same preposition with similar verbs". Analogy is the major factor in errors of rules restriction.

False concepts hypothesized**:** According to Richards, 1974:178, "Developmental errors derive from faulty comprehension of distinction in the target language. These are sometimes due to poor gradation of teaching items". For example, learner take "is" as a marker of present and "was" as a marker of past and use in every type of sentence of present and past such as, 'she is reads newspaper daily' instead of using 'She reads newspaper daily'.

Medium transfer**:** Such type of errors exists when learner write a word according to its pronunciation. For example, 'new' instead of using 'knew' and 'colij' instead of writing 'college' and 'Nolij' for 'knowledge'.

Selinker (1972) gave five causes of errors that are as follow:

- Language transfer
  This type of error is based on contrastive analysis hypothesis. This error states that learners transfer rules of native language into target language. This type of error is a great cause of error in second language learning.
- Transfer of training
  Selinker (1972) quotes the example of Serbo-Croatian learners. In such type, learners face difficulties in distinguishing gender such as 'he' is considered as a third person reference and is also used by learners for third person female reference also.
- Strategies of second language learning
  In learning second language, learners keep in mind only limited rules in his/her mind and use it everywhere.
- Strategies of second language communication

These errors occur because learners avoid grammatical rules to make writing fast. According to Selinker, 1972, "The learners neglect the grammatical rules in order to avoid breakdown in communication"

● Overgeneralization of target language linguistic material

The learners usually overgeneralize the rules in such type such as I read prayers instead of using, I offers prayers. Selinker (1972) gave example of usage of 'drive' that is often overgeneralize such as, 'He drives the bicycle'.

If errors exist, then it is necessary to focus on lessening these errors. Different linguists gave their suggestion for lessening these errors. Corder (1974) argues that "The most useful way to teach the correct linguistic forms is to let the learner test various hypothesis and eventually find out the right form". Corder (1974) proposed five steps for the analysis and correction of errors: "collection of data or sample, recognition or identification of errors, description of errors, explanation of errors and evaluation of errors."

Sub-category of errors explained by Corder in 1973 includes omission, addition, mis formation and mis ordering.

Omission:

Learners usually miss any grammatical category that are essential part of sentence. For example, absence of definite and indefinite articles.

Addition:

In addition, learners add unneeded words in a sentence. For example, use of preposition, determiners and lexeme festival.

Mis formation:

According to Corder, mis formation of sentence that learners make involves the wrong form of the morpheme.

Mis ordering:

Corder consider mis ordering when word or phrase or sentence does not follow the grammatical rules.

Table 1: Corder Model of Error Categorization:

Types of Errors	Examples	Error Analysis
Omission	He is going *school	Omission of preposition
	*Chinese festival held on 9th of January	Omission of the definite article

Addition	He* is read newspaper	Addition of helping verb
	We interact with each other through English Language	Addition of definite article
Mis formation	I am read this book	Wrong form of verb
	I *have no idea where *is my shirt	Wrong form of helping verbs i.e. 'have' and 'is'
Mis ordering	There are two room in my apartment and one kitchen.	Use of wrong word order

Freiermuth (1997) gave criteria for error correction. Those criteria are:
Exposure:
According to this point, errors would correct only if learners have previously been exposed to that particular language form.
Seriousness:
According to this, the teacher must determine gravity of error.

Student's needs:
In such type, Teacher should evaluate student's problems and psychological condition.

After data collection, following types of errors were found in student's writing that should classified into twelve grammatical classes:

1. **Word missing:**
Sometimes, students skip one of the words in content of a sentence. Such errors occur under word missing category. For example, 'I have completed my since morning'. Verb is missing in the present sentence.

2. **Preposition:**
Students usually skip preposition or use wrong form of preposition in sentences. Because they have no proper sense of use of preposition. For example, 'He died with cancer'.

3. **Word choice:**
Students, usually unable to use the correct word according to contextual information. For example, use of 'get' and 'obtain' is different but students consider it the same.

4. **Verb:**
Mostly, students have no sense of using verbs. They use wrong form of verb in a sentence. For example, 'I am read this book'. OR 'I have take this lecture'.

5. **Possession using apostrophe:**
Students have no idea of using apostrophe. Sometimes, they skip the use of apostrophe at the needed place and sometimes, they overuse apostrophe. For example, 'She is Alis mother'

6. **Article:**
Students get confuse in using article. Sometimes, they use indefinite article in place of definite articles and sometimes, they use definite article in place of indefinite article. For example, 'The dog has four legs.

7. **Pronoun:**
Students use inappropriate use of pronoun. For example, 'He' is considered as a third person pronoun and is also sometimes used for referring female third person pronoun.

8. **Subject verb agreement:**
Sometimes, students fail to identify right verb according to singularity and plurality of subject. For example, 'They reads Holly Quran daily'.

9. **Word placement:**
Students, sometimes, get confuse in planning the placement of word in the sentences, specially, in the use of phrase. For example, 'Ha has given his work in the morning to his teacher'.

10. **Word addition:**
Sometimes, students add unnecessary words in the sentence. These words mostly contain extra prepositions. For example, 'He has given to his work'.

11. **Conjunction:**
Sometimes, students use wrong form of conjunction or sometimes skip the use of conjunction.

12. **Plural:**
Students are incompetent to some extent in using plural noun or verbs.

Data Analysis:

The data of the present research has been collected from the students of intermediate in two ways. Firstly, their creative efficiency has been checked by giving them sudden topic and they are supposed to write upon it. Secondly, their prepared tests have been checked and analyzed by taking them from teachers. Sample of the present research consists of five sample of free writing and five sample of prepared writing and errors have been analyzed from both types.

The type of errors or mistakes that were present in the prepared tests of students were as follow:

1) **Tense mistake:**
   For example, 'The boy <u>are </u>kicking the ball.

2) **Phonic issue:**
   For example, 'I <u>red </u>horrible news in the newspaper yesterday.

3) **Spelling mistake:**
   For example, '<u>Their</u> are some apples in the basket'.

4) **Mistakes in grammar connectivity:**
   For example, '<u>Although, </u>I belong to a poor family <u>but </u>I am generous.

5) **Use of double adverb:**
   For example, 'Sawat valley is <u>beautiful wonderful </u>place.

6) **Tense mistake:**
   For example, 'He <u>went </u>school every morning'.

7) **Spelling mistake:**
   For example, 'The <u>wheather </u>was stormy'.

8) **Mistake of mood of tense:**
   For example, 'Many audiences <u>were </u>live at Sara's house'.

9) **Mistake of choice of words:**
   For example, 'He <u>forbade </u>to go for a picnic'.

10) **Lack of punctuation:**
    For example, 'He said he is reading'.

11) **Wrong use of preposition:**
    For example, 'My dress is prettier from your dress'.

12) **Redundant:**
    For example, 'Ali is more faster than Zara'.

13) **Misplacement of words:**

For example, 'Teacher gave lecture <u>in the morning to the students'.</u>

14) **Use of informal language**

For example, ''bcz my parents love me a lot'.

Second type of sample consists of errors and mistakes made students in free writing. As students were given topic "Impacts of social media in our daily topic". Errors committed by students in free writing were of following types:

15) Lack of apostrophe:
For example, '<u>Its </u>possible impact'.

16) **Problems in making a sentence:**
For example, '<u>Social media has a great and sometimes bad effects in our daily life'.</u>

17) **Lack of skill of paragraph development:**
Students have no sense of how to develop a paragraph in a creative work or how to put idea.

18) **Lack of transitional words:**
Students are not trained to use transitional words in their creative work. In fact, they have no grip on the implication of transition words.

19) **Use of informal language:**
As students are more train to use social media and practice social media's language more than formal language. That's why, they use social media's language in their work. In this way, social media has a role in committing errors in student's writings. For example, 'she <u>lvs </u>to read novel'

20) **Slow writing:**
Due to the lack of practice, student's speed in writing is very slow.

21) **Cognitive problems:**
Students are not trained to vision their mind because our educational system more focus on passing exams and for this, technique of cramming is mostly used. So, in such case, if they have given creative work, they are unable to think and to generate ideas about that topic.

22) **Violation of restricted rules of plurality:**
As students have to teach concept of singular and plural, they apply those roles in the restricted or exceptional cases also. For example, 'peoples'.

23) **Lack of coherence and cohesion:**
As students are not trained to write creative work, that's why, their work is lack of cohesion and coherence. Sentences are not well developed. Ideas are shattered.

24) **Confusion in using pair of words:**
Another error that is commonly found in student's free writing sample is the wrong use of pair of words. For example, 'Social media fully affects our life'.

25) **Weak vocabulary:**
Another issue in the sample was the weak vocabulary of students. They have knowledge but they don't have words to put them.

26) **Spelling mistakes:**
Spelling mistakes are most common mistakes that students make sometimes due to carelessness and sometimes due to lack of knowledge. Sample consists of such errors. For example, 'communcate', 'countrary' and 'though' etc.

Conclusion:

The present research was based on examining issues faced by intermediate students in writing. Samples that were being taken from intermediate students in the form of their free writing and prepared writing were being analyzed. After analysis of these samples, following issues have been analyzed:

- Cognitive issues: Students lack the ability of creativity and free writing because they are not trained and are not prepared to generate ideas and to arrange them in written form.
- Linguistic issues: Students have no grip on the implication of grammatical rules.
- Mechanical issue: Students face problems in making sentence structure.
- Psychomotor issues: Weak vocabulary of students also cause of committing errors.

Theory of error analysis proves fruitful in identification and analysis of these errors which are significant for the teachers to understand the reasons of errors and give them a chance to bring optimistic change in the strategies of their teaching and use the methodologies that proves fruitful in lessening this problem. Theory of inter language helped to see the errors like use of prepositions, articles, and translating the utterances of native language into second language.

Recommendation:

Committing errors is a natural process. It has been proved by Pit Corder's theory of Error Analysis. The thing that should focus is that how can these errors lessened. After analyzing these all issues, some recommendations are also given for improving these issues.

- Firstly, reading skill should be enhanced. Reading helps a lot in increasing knowledge. By reading, vocabulary, grammar and sentence sense automatically fix in mind and one gets grip on writing also. It would also enhance the knowledge of the world.

- Secondly, opportunities of free writing should be given to students that would helpful for increasing the creativity of the student. The more they think, the more they perfect will be and practice makes the man perfect. That's why, free writing can help a lot in improving writing skill of higher secondary level. Because, higher secondary level is the level at which students have the ability to think or to create.

- Trained teachers should be heir and should avoid old traditional methods of teaching. Teachers should use the ways in which learners are more involved in learning by taking interest. Student should be observing and polite. Polite nature of students would not panic students and in this way, their minds work perfectly and they are able to create or generate ideas. While panic situation of students blocks the student's mind and they are able to write anything perfectly.

References:

- Khan, M. J. U. (2018). Error analysis of written English compositions: The case of learners of Prime University in Bangladesh. Journal of Literature, Languages and Linguistics,47,72-75.
- Kaweera, C. (2013). Writing error: A review of interlingual and intralingual interference in EFL context. English Language Teaching, 6(7), 9-17.
- Keshavarz, M. H. (1997). Contrastive analysis and error analysis.
- Kareem, M. N. (2013). An investigation study of academic writing problems faced by Arab postgraduate students at university technology of Malaysia. Theory and Practice in Language Studies, 3(9), 1552-1557.
- Jie, X. (2008). Error theories and second language acquisition. US- China Foreign Language, 6(1), 35-42.
- James, C. (2001). Errors in language learning and use: Exploring error analysis. Beijing: Foreign Language Teaching
- Huy, N. T. (2015). Problems affecting learning writing skill of grade 11 at Thong Lingh school. Asian journal of Educational Research,3(2), 53-66.
- Huang, J. (2002). Error analysis in English teaching: A review of studies. Journal of Chung-San Girls' Senior High School, 2, 19-34.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. Journal of Education and Social Sciences, 4(2), 80-85.
- Ahmed, F., Amin, R., & Qureshi. A. W. (2016). Error analysis: A study of Pakistan second language learners' written compositions. Gomal University Journal of Research, 4(2), 81-89.
- Al-Kresheh, M. H. (2013). The misuse of word order in the writing of Jordanian EFL Learners (Doctoral dissertation).
- Al-Khresheh, M. H. (2016). A review study of error analysis theory. International Journal of Humanities and Social Science Research, 2, 49-59.
- Al-Gharabally, M. (2015). The writing difficulties faced by L2 learners and how to minimize them. International Journal of English Language and Linguistics, 3(5), 42-49.