

INVESTIGATING THE CREATIVE WRITING OF PAKISTANI ESL LEARNERS: AN ERROR ANALYSIS OF THE USE OF 'DEFINITE ARTICLE'

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Abstract

With this ever-developing age of globalization, the need to arrange more second language learning platforms has been increased. In the current scenario, the role of error analysis can be regarded more as a 'device' than as simple method of analysis. English Language practitioners including both teachers and students are more likely to use this device to comprehend the process of Second Language Acquisition. Error analysis bridges the errors committing phase and errors-remediation phase in learning second language. Keeping in view the above assumptions, this research paper explores the effectiveness of error analysis in identifying the errors committed by ESL learners at morphological level. The study begins the types of errors committed by Pakistani ESL learners in their Creative writing, particularly regarding the use of 'Definite Article'. For this purpose, out of the population of 2000 students, 200 students were selected by employing systematic random sampling. They were asked to write an essay on the given topics. Their writings are analyzed by applying Corder's Theory. The data has been analyzed both qualitatively and quantitatively. The results of the study indicate that total numbers of errors committed by the students are 4820, out of which 1777 errors are of morphological relatedness and 1773 errors are from the omission, addition category and 1270 are from inflectional and derivational categories. The reasons found are intra lingual and inter lingual and faulty teaching. Moreover, different ways are also suggested to remove these errors.

Introduction and Background of the Study

In the 1970s, Corder pioneered the field of error analysis (Sawalmeh, 2013; Iqbal et al., 2021). According to Khan and Khan (2016), error analysis is a type of linguistic analysis and a qualitative approach that is a reliable method because it focuses on the linguistic interference of errors that occur in a learner's language usage while learning a second language. According to Brown (2000), error analysis is the process of observing, analyzing, and categorizing differences between the learners' language use and the standard language. To put it another way, error analysis is the process of analyzing second language learners' errors and then presenting the system of errors to teachers and teacher educators. Furthermore, Crystal (1987) defined error analysis as a technique and method for identifying, classifying, and systematically interpreting errors in second language learners' language using any linguist-theorized rules and principles.

In ELL learning context (Barzani et al., 2021) incorporating bilingual or multilingual settings (Baig et al., 2020), error analysis attempts to explain errors in second language learners' language by comparing the language produced by the learners to the target language's standard norms (James, 1988). Furthermore, AbiSamra defines error analysis as a linguistic analysis whose primary concern is the analysis of the learner's error (as cited in Sawalmeh, 2013).

Khansir and Hozhabri (2014) contrasted error analysis with contrastive analysis, pointing out that error analysis considers not only the impact of the native language on errors made by learners, but also the universal strategies used by learners of learners different native languages. On the other hand, contrastive analysis took a behaviourist approach and limited the causes of language errors to interferences from the native language while using the second language. One of the most prominent characteristics of language learning, according to Xie and Jiang (2007), is the occurrence of errors due to L1 transfer, which refers to the impact of the native language on the performance of the second language. The transfer may have a negative impact, which is known as developmental error, which leads to overgeneralization.

We must first understand the difference between error and mistake in order to present a system and set of errors, identify them, and then find a solution to these errors. Brown (2000) defined the difference between mistake and error as follows: a mistake is an error that occurs in an individual's performance due to a variety of factors such as a slip of the tongue or fatigue, but the individual retains language competence. On the other hand, he stated that error is linked to the learner's competence. When an error occurs in a learner's language, it is due to a lack of knowledge, competence, and interference of the native language.

According to the researcher, mother tongue interference, punctuation and spelling errors, misapplication of essay construction rules, and syntactic and morphological errors all harmed the content's quality, meaning, and rhetorical aspect. Taher (2011) looked into the most common Swedish junior high school students made mistakes. Verb tense, verb inflection, and subject-verb agreement were all common mistakes. The errors, according to the author, were caused by a lack of grammatical knowledge and an incorrect translation from Swedish to English. Heydari and Bagheri (2012) provided a thorough examination of the sources of error in second language learners. The authors presented taxonomies of common errors made by second language learners, as well as the causes of interlingual and intralingual errors made by Iranian students and others. The complexity of the English language, the interference of conversational English into written English, students' incomplete knowledge or ignorance of certain structures, the transfer of training, and unfamiliarity with the English language are all factors that contribute to Iranian students' errors.

In various sociolinguistic contexts (Baig et al., 2019) incorporating other languages than English (Akhtar et al., 2020), Written English requirements, a lack of sufficient practice informed writing, memory lapses, and communication pressure were all major causes of errors (Shahzad et al., 2021). In a similar vein, Izadi Agha (2007) assumed: "interference of conversational English with written English, interference from Persian, the students' inadequate knowledge regarding certain structures, the sheer complexity of the English language, the transfer of training, lapses in memory, insufficient practice in formal writing, lack of familiarity with the rules regulating written English, and the overwhelming pressure placed upon students to focus their efforts and energy primarily on communication at the expense of grammar" (P.1)

Corder (1982), opines that error analysis encompasses two types; the theoretical method suggests the ways of understanding how the learners commit errors and what their classification of errors are whereas the applied type represents how these errors are removed. Corder's theory provides omission, addition, substitution and ordering for detecting the errors and then provides the ways to remove grammatical errors including noun, adjective, adverb, verb, pronoun, and article etc. Omission, addition, substitution, ordering lead the way towards interlingual errors. The errors of insertion of "Definite Article" are also found frequently in the written texts of the students whether they are native or non-native. This has been observed in reading the different texts of the target language. Additionally, it is not taught effectively in the classes as observed in the different schools and colleges. Furthermore, the learners' second language demands effective tactics from the teachers and the curriculum setters to probe through the gap which is found especially in the use of definite article. This situation prevails all over in Pakistan but Kabirwala (the city of Pakistan) is critically stricken due to many obscure reasons. In a concluding way, the current research probes into the errors concerned with the insertion of "Definite Article" in the creative stories.

Research Questions

This study is aimed to answer the following questions:

1. What types of errors do the ESL learners commit in their creative writing particularly regarding the use of 'Definite Article'?
2. To what extent these Pakistani learners commit errors regarding insertion of "Definite article" in their creative writing?

Research Methodology

This research is aimed to explore and identify the kinds of errors committed by the students particularly regarding the use of "Definite Article". Therefore, it is a qualitative research. Moreover, it also purposes to bring forth the extent to which errors are committed, so in this regard it is quantitative.

Data Collection

The data is collected through the test as a research instrument. All of the 20 participants were required to write a story: like "Honesty is the best policy". They were asked to write approximately 100 to 150 words in the duration of 30 minutes.

Population and Sampling

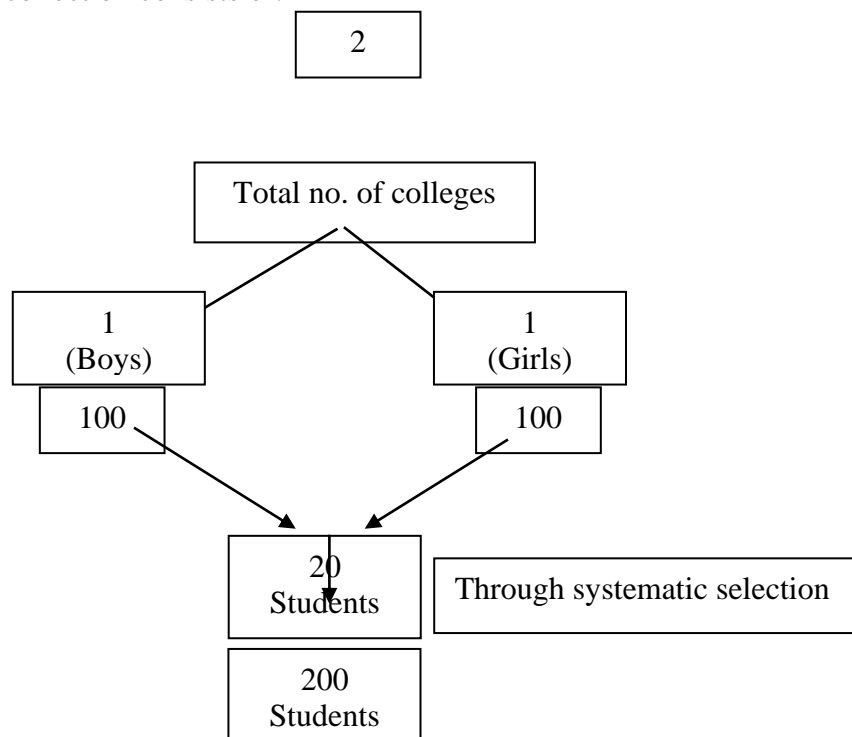
All the colleges of Kabirwala Tehsil are included in the population for the present study. There were at least 200 students (female and male) in the different colleges. Total 20 students were taken systematically. Every 10th number of female students was taken and they were

directed to write a creative story on the given topic and the same case was with the male students. According to Berinstein (2017), the sample should be "representative in the sense that each sampled unit has been represented by the characteristics of a known number of units in the population". Systematic sampling in which individuals are selected from a list by taking every nth name, their number is equal to the number of individuals on the list divided by the number of students desired for the sample.

Research Process / Design of Research

The research process consists of data collection and data analysis. There are 2 colleges in Kabirwala city including government colleges. One college is for women and other one is for boys. There are near about 200 students of FSc. The researchers visited the colleges and collected data. The 20 students were systematically selected. The researchers also visited the college of female students and selected 10 students and then they were asked to write story creatively. Then, the researchers visited the boys' college and re-implemented the same procedure that was adopted in the girls' college. The collected data was marked and labeled by the senior professors at the different colleges of Kabirwala. Furthermore, the twenty students as S1--- S20. The sampling was systematically taken and every student was allowed to write a story in the given time (40 Minutes) and they were not allowed to take help from anywhere or by anything. The examination sheets were mixed and re-mixed, deleting the names of colleges and students and were given fictitious names to avoid subjectivity. These groups under the name of S1, S20, were analyzed in a qualitative descriptive way and quantitative statistical way.

Data collection consists of:



The test of 20 students was marked and remarked carefully and rigorously twice or thrice just in order to get purified and refined research. Not a single body marked these errors but the panels of experienced teachers marked these ones quite rigorously. After that, these errors were rechecked by the researcher. So, under the mode of Corder's four categories the definite article errors were marked twice or thrice very skillfully, carefully and rigorously.

Data Analysis

a) The comparative accumulative Quantitative and Qualitative data analysis of S1 at the level of Definite article in the different ways

Total errors in the categories of omission, addition, substitution, ordering of S1) the errors of omission, addition, substitution and ordering are 2, 3, 0 and respectively. Omission and addition errors are most of the errors. The percentages of omission, addition, substitution and ordering are 33.3, 49.9, 0 and 17 respectively.

Example 1

Construction: Wood cutter wept over loss of his axe.

Reconstruction: The wood cutter wept over the loss of his axe.

Example 2

Construction: wood cutter wept over loss of his axe because it was only source of the earning livelihood for his children.

Reconstruction: The wood cutter wept over the loss of his axe because it was the only source of earning livelihood for his children.

It also gives the information that they are careless in making these errors. The influence of mother tongue on the second language is also involved in making the errors of the learner. The thing is over generalization and "over-simplification" is also made by the second language learners. Inefficient teaching is also taking part in this matter. Learner has no concepts about the rules of grammar. The teachers do not pay heed to this thing. That is why, teachers use way of cramming while teaching. The students also do not work for reforming the self-writing.

b) The comparative accumulative Quantitative and Qualitative data analysis of S2 at the level of Definite article in the different ways

The errors committed by in the sub-categories of omission, addition, substitution and ordering are, "3", "3", "2", "0" respectively. Total errors are 8 and "37.5" "37.5", 25, 0 are percentage of omission, addition, substitution and ordering. There are also the interlingual and intralingual discrepancies are evident.

Example 1

Construction: Angel dived and brought the golden exe.

Reconstruction: Angel dived and brought a golden exe.

Example 2

Construction: He said that golden axe was not his.

Reconstruction: He said that the golden axe was not his.

The students have the fault of omission in his writing skill. Substitution occurs in their contents. By making an overview of the above given example, we have known that the students do not know the rules of the correct article and in this way, they have used the incorrect knowledge of rules because of the mother tongue interference. So, carelessness is evident by the students and it also includes the influence of the mother tongue. Rules errors occur due to interference of mother language because in Urdu and Punjabi, the words are spoken and written in the same way but in English the words are spoken in one way but written in the other way. So, the Urdu speaking students sometimes apply the same rules as are found in the mother tongue. Furthermore, the lack of proper teaching in the Definite Article area and is responsible for such kinds of errors.

c) The comparative accumulative Quantitative and Qualitative data analysis of S3 at the level of Definite article in the different ways

The errors made by students in omission, addition, substitution and ordering are "4", "3", "0" and "0" with the percentages of "57.1%", "42.8%", "0%" and "0%" respectively.

Example 1

Construction: He used to cut branches, boughs of trees of his bread and butter.

Reconstruction: He used to cut branches, boughs of trees of his bread and butter.

Example 2

Construction: An angel saw all this scene.

Reconstruction: The angel saw all this scene.

This also reveals the incomplete knowledge of definite rules. These all errors need an effective grammatical approach and suggest that the learners do not bother to learn the grammatical rules and want to write as they write in their mother tongue.

d) The comparative accumulative Quantitative and Qualitative data analysis of S4 at the level of Definite article in the different ways

(Total errors in the categories of omission, addition, substitution, ordering of S4)

Example 1

Construction: Once upon a time there was a wood cutter.

Reconstruction: once upon the time there was a wood cutter.

Example 2

Construction: River was so deep.

Reconstruction: The River was so deep.

The errors of addition are greater in numbers as compare to the other categories. The second largest category is omission, which got 2 errors while the substitution and Ordering has the 0 errors collectively. This is also the same trend as we have seen in the students from S4. These types of errors sometimes show the interference of mother tongue and sometimes careless approach. Such types of errors need effective teaching and attentive learning while going through the phase of getting knowledge of the second language. The repeated exercises, drilling of concepts in grammar is very much necessary. On the other hand, the proper methodologies must be adopted having the approach of psychological and cognitive issues.

e) The comparative accumulative Quantitative and Qualitative data analysis of S5 at the level of Definite article in the different ways

(Total errors in the categories of omission, addition, substitution, ordering of S5)

The total errors committed by all the students in this area are 3, 2, 0 and 0 are the number of errors committed in omission, addition, substitution and ordering respectively with the percentages of 60, 40, 0 and 0 respectively.

Example 1

Construction: The wood cutter could not swim in a River.

Reconstruction: The wood cutter could not swim in the River.

Example 2

Construction: The angel dived again and brought the silver axe.

Reconstruction: The angel dived again and brought a silver axe.

Somewhere omission of 'the' is to be noted for example in a first example the wood cutter could not swim in a river. While in reconstruction the wood cutter could no swim in a river.

On the other hand, the angel dived again and brought the silver axe. While in a reconstruction the angel dived again and brought a silver axe.

f) The comparative accumulative Quantitative and Qualitative data analysis of S6 at the level of Definite article in the different ways

(Total errors in the categories of omission, addition, substitution, ordering of S6)

The total errors committed by all the students in the area of 'omission', 'addition', 'substitution' and 'ordering' are 6. There are "3", "3", "0", "0" errors by students in the area of omission, addition, substitution and ordering with the percentage of 50, 50, 0 and 0 respectively.

Example 1

Construction: He looked silver axe and said it was not his.

Reconstruction: He looked the silver axe and said it was not his.

Example 2

Construction: The honesty is the best policy.

Reconstruction: Honesty is the best policy.

The results show, that, unless and until, grammatical proficiency is attained, the objectives of creative writing will not be attained. Furthermore, carelessness from the learner and inefficient way of teaching are also the causes of these errors. This needs a thorough revision of grammatical approach. There is also insufficient or incomplete knowledge of the target language. These errors are due to omission, addition, marker "The" is added or "The" is omitted and because of which S-V agreement is disturbed.

g) The comparative accumulative and Qualitative data analysis of S7 at the level of Definite article in the different ways

(Total errors in the categories of omission, addition, substitution, ordering of S7)

In these categories, the learner of S7 made 6 errors. 2 errors are committed in omission with the percentage of 33.3, 2 errors are committed in addition with the percentage of 33.3, 2 errors are made in substitution with the percentage of 0 and 0 errors are committed in ordering with the percentage of 0.

Example 1

Construction: Honesty is best policy.

Reconstruction: Honesty is the best policy.

Example 2

Construction: The iron axe was the only tool for his earning.

Reconstruction: Iron axe was the only tool for his earning.

There is also insufficient or incomplete knowledge of the target language. The results show, that, unless and until, grammatical proficiency is attained, the objectives of creative writing will not be attained. Furthermore, carelessness from the learner and inefficient way of teaching are also the causes of these errors. This needs a thorough revision of grammatical approach.

h) The comparative accumulative Quantitative and Qualitative data analysis of S8 at the level of Definite article in the different ways

(Total errors in the categories of omission, addition, substitution, ordering of S8)

In these categories, the learners have made 5 errors. Out of them, 2 are committed in omission with the percentage of 40 and 3 errors are made in addition with the percentage 60 and 0 errors are committed in substitution and ordering. The reasons evident for such errors like omission of "the." in superlative degree, wrong rules of the words like 'fuel the' are; over-

generalization, influence of the mother tongue over the target language, and incomplete or insufficient knowledge of the target language.

Example 1

Construction: There was the wood cutter in jungle.

Reconstruction: There was a wood cutter in the jungle.

Example 2

Construction: He had the large family.

Reconstruction: He had a large family.

These results show that, unless and until grammatical proficiency is attained, the objective of creative writing will not be accomplished. Furthermore, carelessness from the learner and inefficient way of teaching are also the causes of these errors. This requires a thorough revision of grammatical approach.

i) The comparative accumulative Quantitative and Qualitative data analysis of S9 at the level of Definite article in the different way

(Total errors in the categories of omission, addition, substitution, ordering of S9)

In these categories, the learners made 2 errors out of 140, are committed in omission with the percentage of 60, "3" are committed in addition with the percentage of 40. "0" errors are committed in substitution with the percentage of 0 and 0 errors are committed in ordering.

Example 1

Construction: He as a poor man.

Reconstruction: He was the poor man.

Example 2

Construction: He could not afford other sources of earning the income for his kids.

Reconstruction: He could not afford other sources of earning income for his kids.

The reasons evident are; the influence of the mother tongue over the target language, over generalization, over simplification, hastiness, and insufficient or incomplete knowledge of the target language. These results show that unless and until grammatical proficiency is attained, creative writing aims will not be accomplished. Furthermore, carelessness of the learner and inefficient teaching methods are also the answer of these errors. This requires a thorough revision of grammatical approach. The phonological deviances are clearly evident which cause to definite article errors. The effective teaching of grammatical rule is required. Secondly, drilling after making groups and daily assignment writing can reduce the frequency of errors.

j) The comparative accumulative Quantitative and Qualitative data analysis of S10 at the level of Definite article in the different way

(Total errors in the categories of omission, addition, substitution, ordering of S10)

The learners committed "9" errors of the total of 140 errors. 5 are made in omission with the percentage of 55.5%. In addition, total errors are 4 with the percentage of 44.4%. 0 are made in substitution with the percentage of 0%. 0 errors are committed in ordering also.

Example 1

Construction: While he was engaged in cutting the tree.

Reconstruction: While he was engaged in cutting tree.

Example 2

Construction: All of sudden, his axe slipped from the hands and fell in to river.

Reconstruction: All of sudden, his axe slipped from hands and fell in to the river.

These results show that unless and until grammatical proficiency is attained, the creative writing objectives will not be accomplished. Furthermore, carelessness from the learner and insufficient way of teaching are also the causes of these errors. These need a through revision of grammatical approach. The reasons evident are; the influence of the mother tongue over the target language, overgeneralization, oversimplification, and insufficient or incomplete knowledge of the target language

k) The comparative accumulative Quantitative and Qualitative data analysis of S11 at the level of Definite article in the different ways

(Total errors in the categories of omission, addition, substitution, ordering of S11)

This theory points omission, addition, substitution and ordering. In these categories, the learners made "140" errors of which 4 errors are committed in omission with the percentage of 36.3% and "5" errors are committed in addition with the percentage of 45.4% and "2" for substitution and "0" for ordering with the percentages of 18.1%, 0% respectively.

Example 1

Construction: The angel asked him politely the reason of his weeping.

Reconstruction: An angel asked him politely the reason of his weeping.

Example 2

Construction: The angel consoled him.

Reconstruction: An Angel consoled him.

This is a simple had example of definite article rules which is included in term of "**substitution**" according to Corder (1974). This is just applying definite article rule over writing but in English a great number of words are spoken in a way and written in the different way.

l) The comparative accumulative Quantitative and Qualitative data analysis of S12 at the level of Definite article in the different ways

(Total errors in the categories of omission, addition, substitution, ordering of S12)

The errors at the level of omission, addition, substitution and ordering are "2", "3", "0" and "1" which make the 6 total errors. These errors are classified in Corder's theory points omission, addition etc.

Example 1

Construction: The wood cutter told him about the loos of his axe.

Reconstruction: The wood cutter told him about loss of his axe.

Example 2

Construction: The angel was very much surprised.

Reconstruction: An angel was very much surprised.

The trend of the analysis shows that the learners of intermediate level do not follow the grammatical rules while learning the second language. This shows that omission of marker "The" but also clears the points of insufficient knowledge of noun, verb, and definite article of the target language.

m) Comparative accumulative Quantitative and Qualitative data analysis of S13 at the level of Definite article in the different ways

The errors of omission, addition are clearly evident. There are 3 errors of omission at the percentage of 60% and the errors of addition are "2" with the percentage of 40% approx. Substitution errors are found "0" with the percentage of 0% approx. and '0' errors of ordering

with the percentage of 0% are also listed in the written script of S13. This error is categorized in substitution.

Example 1

Construction: He decided to help the honest man.

Reconstruction: He decided to help honest man.

Example 2

Construction: The angel vanish in river.

Reconstruction: The angel vanish in the river.

This can be eradicated by making the difference how to make verb and how to make noun using appropriate use of "the". The marker "the" is omitted wrongly or added wrongly. This is the learner's failure or the teacher's methodology failure which needs to be eradicated with effective teaching by making the effective in picking such minor grammatical uses and usage.

n) The comparative accumulative Quantitative and Qualitative data analysis of S14 at the level of Definite article in the different way

There are 687 total errors of omission, addition, substitutions and ordering are 2, 4, 0, 0 and with the percentage of 33.3, 66.6, 0 and 0 respectively. The percentage of addition is at highest frequency.

Example 1

Construction: The old man was very worried over the loss of his axe.

Reconstruction: The old man was very worried over loss of his axe.

Example 2

Construction: The tears were flowing over the wrinkled face of the old man.

Reconstruction: The old man was very worried over loss of his axe.

Across all he written scripts, the errors of Noun are dominant and in the analysis of omission, addition, substitution and ordering, the percentage of omission is at the highest frequency.

o) The comparative accumulative Quantitative and Qualitative data analysis of S15 at the level of Definite article in the different ways

This table (Total errors in the categories of omission, addition, substitution, ordering of S15). There are "7" errors found in the Corder's (1974) Theory points, omission, addition, substitution and ordering the frequency of errors are "2", "5", "0" and "0" with the percentage of 28.5%, 71.4%, 0%, 0% respectively.

Example 1

Construction: He was chopping the woods.

Reconstruction: He was chopping the woods.

Example 2

Construction: He gave previous other two axes to him on bases of his unmatched honesty.

Reconstruction: He gave the previous other two axes to him on the bases of his unmatched.

This sentence shows omission of marker "the" as it have been remained custom of the learners of intermediate colleges at Kabirwala commit "omission" errors in the great frequency because of lack of knowledge about the grammatical rules of the target language and sometimes they invented their own grammar which causes omission or addition .Omission does not only because the cause of definite article but also becomes the reason of wrong rules as it was earlier said that Definite Article errors disturb grammatically uses and usage.

p) The comparative accumulative Quantitative and Qualitative data analysis of S16 at the level of Definite article in the different ways

(Total errors in the categories of omission, addition, substitution, ordering of S16)

The total errors committed by all the students in this area are 140, done by S1----S20. Omission and addition errors are 3, 2, with the percentage of 50.33.3, substitution and ordering are 0, 1 with the percentage of 0,16,6. There is lack of knowledge about grammatical items. It is a clear – cut deviant from the rules described above in correcting the sentence. The second phrase (in many problems) shows interlingual interruption because in Urdu, (Mei Muslay Mei Hun). This also belongs to literal translation, which means a mother tongue influence on the target language. (Language transfer)

Example 1

Construction: The wood cutter was extremely happy to get his axe.

Reconstruction: wood cutter was extremely happy to get his axe.

Example 2

Construction: After some time, the angel reappeared with the new axe.

Reconstruction: After some time, the angel reappeared with new axe.

q) The comparative accumulative Quantitative and Qualitative data analysis of S17 at the level of Definite article in the different ways

The total errors committed by all the students in this area are 140. 3, 3, 0 and 0 are the number of errors committed in omission, addition, substitution and ordering respectively with a percentage of 60, 60, 0 and 0 respectively. These errors belong to the different categories of different errors which are due to interference of mother tongue.

Example 1

Construction: He started to weep on bank of the river.

Reconstruction: He started to weep on the bank of the river.

Example 2

Construction: There was the darkness in his eyes.

Reconstruction: There was darkness in his eyes.

The omission in the example 1 shows the missing of article due to incomplete knowledge of article insertion. This also may relate with interference of mother tongue because in the Urdu language, there is no proper system, of article. So, the carelessness of the learner is also the factor which contributes in such types of errors.

The example No.2 shows the error of Definite article and it can also be categorized in the addition because "the darkness" represents the issue of incomplete knowledge. The effective teaching with positive approach is very much need of the time. No doubt, Psychological and cognitive factors are also responsible factors but faulty teaching is the main factor which seems here in total failure phenomenon.

r) The comparative accumulative Quantitative and Qualitative data analysis of S18 at the level of Definite article in the different ways

In these categories, the total 140 errors made of S18 are "8". Out of these "8", errors, 3 are made in omission with the percentage 37.5%, "5" are made in addition with the percentage 62.5%, "0" are made in selection with the percentage 0% and "0" are made in ordering with percentage 0%.

Example 1

Construction: The angel said that the disappointment is a sin.

Reconstruction: The angel said that disappointment is a sin.

Example 2

Construction: He was thinking about his the poor family.

Reconstruction: He was thinking about his poor family

The reasons evident are; the influence of the mother tongue over the target languages overgeneralization, oversimplification, and, insufficient or incomplete knowledge of the target language. These results show that unless and until grammatical proficiency is attained, the objective of creative writing will not be accomplished. Furthermore, carelessness from the learner and inefficient way of teaching are also the causes of these errors. This needs thorough revision of grammatical approach, perpetual attention and carefulness.

s) **The comparative accumulative Quantitative and Qualitative data analysis of S19 at the level of Definite article in the different ways**

Total 140 errors are committed by all the students. Of S19, committed "9" errors. Out of these "140", errors "5" are made in omission with the percentage of 55.5%, "4" are made in addition with the percentage of 44.4%, "0" are made in substitution with the percentage of 0%, "12" are committed in ordering with the percentage of 0%. These results show that unless and until grammatical proficiency is attained, the objective of creative writing will not be accomplished. Furthermore, carelessness of the learner, and, inefficient way of teaching.

Example 1

Construction: The angel surprised to judge the honesty performed by wood cutter.

Reconstruction: The angel surprised to judge honesty performed by the wood cutter.

Example 2

Construction: The God helped the wood cutter in this way.

Reconstruction: God helped the wood cutter in this way.

Are also the causes of these errors? This needs a thorough revision of grammatical approach. The reasons evident are; the influence of the mother tongue over the target language, oversimplification, overgeneralization, and, insufficient or incomplete knowledge of the target language

t) **The comparative accumulative Quantitative and Qualitative data analysis of S20 at the level of Definite article in the different way**

There are also different types of errors of omission, addition, substitution, and ordering with frequency of 4, 5, 2 and 1 constructing total 12 errors in the creative writing of learner. The percentage of addition is 41.6 which is the highest one and the percentage of omission is 33.5% with the second largest one. The percentage of substitution is 16.6% which is third largest and ordering occurs with percentage of 1%. This can be eradicated by the differences of two languages as Lado, (1957) prescribed this thing in CAH (contrastive analysis hypothesis. This is simply an addition of marker "The" with the verb "work" ignoring the plurality of subject.

Example 1

Construction: The angel disappeared third time in water currents.

Reconstruction: The angel disappeared third time in the water currents.

Example 2

Construction: He was the said man at that time.

Reconstruction: He was the said man at that time. This shows the carelessness from the learner side and it is also the interlingual issue of influence of mother tongue over target language because in URDU (Log) is used for both singularity and plurality.

Findings and Conclusion

Keeping in view the research questions of the current study, the findings of the study states that:

- 1- Total errors made by 1st year students in omission are 60 with respect of percentage of 42.8 %.
- 2- Total errors made by 1st year students in addition are 68 with respect of percentage of 48.5%.
- 3- Total errors made by 1st year students in substitution are 8 with respect of percentage of 5.71 %.
- 4- Total errors made by 1st year students in ordering are 4 with respect of percentage of 3 %.
- 5- The highest ratio with respect to inserting "Definite Article" in the category of addition which is 68 out of 140 errors
- 6- After addition second highest ratio is in omission with respect to Definite Article which is 60 out of 140 errors
- 7- The third highest value is in substitution which is 8 out of 140 errors, errors of inserting "Definite Article"
- 8- The lowest ratio is of ordering with the number of 206 out of 140 errors, errors of inserting definite article.
- 9- Furthermore, these results show the future of English at Kabirwala is miserable if the present situation is not considered seriously. The learners are not even able to produce a single line without errors.
- 10- This is the factual statement, unless and until the methodology is planned with devotion and sincerity, there would be no competency of learning English among the learners of the students of the intermediate colleges at Kabirwala in Pakistan.

Total errors = 140

Total errors of omission = 60

The percentage of omission = 42.8

Total errors of addition = 68

The percentage of addition = 48.5

Total errors of substitution = 8

The percentage of substitution = 5.71

Total errors of ordering = 4

The percentage of ordering = 2.78

Graph of Total Errors



Table 2: Number and Percentage of Written Errors of Definite Articles in the Creative Writing of students at the Intermediate Level

Table	Omission	Addition	Substitution	Ordering	Total Errors
S1	2	3	0	1	6
	33.3 %	49.9 %	0%	17 %	
S2	3	3	2	0	8
	37.5%	37.5%	25%	0%	
S3	4	3	0	0	7
	57.1%	42.8%	0%	0%	
S4	2	5	0	0	7
	28.5%	71.4%	0%	0%	
S5	3	2	0	0	5
	60%	40%	0%	0%	
S6	3	3	0	0	6
	50%	50%	0%	0%	
S7	2	2	2	0	6
	33.3%	33.3%	33.3%	0%	
S8	2	3	0	0	5
	40%	60%	0%	0%	
S9	2	3	0	0	5
	60%	40%	0%	0%	
S10	5	4	0	0	9
	55.5%	44.4%	0%	0%	
S11	4	5	2	0	11

	36.3%	45.4%	18.1%	0%	
S12	2	3	0	1	6
	33.3%	50%	0%	16.6%	
S13	3	2	0	0	5
	60%	40%	0%	0%	
S14	2	4	0	0	6
	33.3%	66.6%	0%	0%	
S15	2	5	0	0	7
	28.5%	71.4%	0%	0%	
S16	3	2	0	1	6
	50%	33.3%	0%	16.6%	
S17	3	3	0	0	6
	60%	60%	0%	0%	
S18	3	5	0	0	8
	37.5%	62.5%	0%	0%	
S19	5	4	0	0	9
	55.5%	44.4%	0%	0%	
S20	4	5	2	1	12
	33.5%	41.6%	16.6%	8.3%	

Implications and Recommendations

The findings of the study show that these errors are due to many factors and causes i.e. influence of mother tongue (interlingual) and over-generalization (intralingual) these factors can be controlled, tackled and handled by at least 3 stake holders:

(a) **Curriculum designer**

(b) **Teachers**

(c) **Learners**

The present study, actually, is probing through the "Definite Article. Hence, the teachers have transcendent hope to overtake the situation by improvising his/her approach, strategies and methodologies and teacher must get aware of this view otherwise this would be just like flogging the dead horse about their "Definite Article" errors and he/she must inculcate the treatment of errors in a logical and systematic way. Furthermore, the studies must be carried out by teachers in these ways; the teachers must identify the errors and must make strategies according to those gaps. These strategies must be systematic for the solution of their problematic area of grammar. The teachers and learners must keep this prescription of putting the right directional effort, demonstrating full-sensed responsibility while teaching and learning the second language because the second language learning is not at all an easy task. For this, both the parties must burn mid night oil otherwise they are flogging a dead horse. The teacher must keep the frequency of the errors in mind; make the plan of remediation accordingly, there would be unbelievable positive enhancement in the learning of L2. The teacher must promote objective tests for the grammatical purpose which would prove skill-completers. Then, there would be accuracy in the writing skill of L2. In addition, contrastive analysis of similarities and differences automatically start in the sub-consciousness of the learner. Here, the rules must be implicit and explicit concerning the both language otherwise, there would be generally interference.

Conclusions

To increase the efficiency and proficiency (Umer et al., 2018) of the learners of the English language in the creative writing; the grammatical aspects must be clear in the minds of the learners of second language. This has been observed in the long term teaching profession, the "Definite Article" of words-construction is ignored absolutely which hinder creative writing. The reason for the selection of tool (creative writing) was to get the samples of uncontrolled writing. The time for creative writing was given to 40 minutes. After collecting the samples, they were marked and labeled by the prominent professors of different colleges and the "Definite Article" errors were found. Each and every student was allotted the fictitious name of S1, S2, and S3.....S20 to avoid subjectivity and making the possibility of objectivity. The procedure adopted was data collection and data analysis. The results of 20 students were categorized in the different ways i.e. "Definite Article" errors. Furthermore, these errors were also categorized in accordance with Corder's Theory; omission addition, substitution and ordering. The main focusing point of errors found in omission and addition are the causes of incomplete knowledge of the second language and more than this, carelessness also remained the dominant point. This was the criticism over Corder's Theory of Error Analysis which is now proven through facts in this present study. The errors found in the creative writing were so serious that the learners of the second language at Kabirwala are unable to write a single line without errors because "Definite Article" style of teaching was not seriously adopted. Thus, the ultimate advantage of error analysis is to find the gaps, resultantly adopting the methodologies in accordance with the gaps. The research is of the view that both methods of grammar teaching must be adopted i.e. form-focused; zero option method. The remediation of errors can be achieved at the maximum extent. The present study was just limited to "Definite Article" errors but this study will be a road map to open new horizons of researches under the error analysis methodology as teachers and students know their errors and how they get to be corrected. The researchers found new techniques and methodologies to teach the students through error analysis.

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