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Unveiling Language Hurdles: Exploring Errors in Written English Paragraphs by Secondary School English Learners



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Abstract: *This study examines error analysis in written English paragraphs by secondary school-level English learners. It focuses on 20 participants from Government Girls High School Sambrial, Sialkot, shedding light on their challenges. These learners from the English group navigate a linguistic landscape where English is not their primary mode of communication. Using Chanquoy's (2001) framework, the study categorizes errors in the learners' written paragraphs. It reveals challenges in spelling, capitalization, prepositions, verbs, and sentence structure, with the most common error being improper usage of English articles. The study offers tangible suggestions and recommendations to empower EFL instructors in addressing the hurdles faced by English language learners. It aims to unlock their potential for confident expression in English. This research invites the scholarly community to delve into language acquisition and error analysis. Addressing challenges faced by secondary school English learners, it aims to enhance education, empowering the new generation to thrive in an interconnected world.*

Key Words: Error Analysis, L2 Learners, Written English Paragraphs, Language Acquisition, Secondary School

Introduction

Language is used among people to express their ideas, thoughts, and feeling (Hamza, Khan, and Abbasi, 2017). English as a globally recognized language holds significant prominence in various sectors and industries, encompassing politics, science, technology, arts, tourism, and economics. This fact is widely acknowledged, emphasizing the pivotal role of English in today's

interconnected world. Pakistan like many other nations recognizes the importance of English as a second language and mandates its instruction from the early stages of education in schools and colleges. This inclusion is imperative for comprehending global affairs and fostering the nation's development. It is also used when people travel or communicate with others (Latifah & Hani, 2017). Acquiring proficiency in English language skills—listening, speaking, reading, and

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writing—is essential for individuals seeking to remain well-informed and engaged with global happenings (Brown, 2000). In the context of writing in English, learners are required to structure sentences in a specific order and adhere to prescribed patterns. It is evident that a profound understanding of English is crucial for comprehending and participating in the significant events unfolding globally. Therefore, fostering comprehensive language skills and proficiency becomes an indispensable endeavour for learners aiming to navigate the intricacies of the English language successfully.

Within the realm of the English language, proficient writing skills play a crucial role in the acquisition and expression of thoughts and emotions. Specifically, Pakistani L2 learners heavily rely on writing abilities to navigate classroom assessments and final board exams. However, mastering the art of writing poses a formidable challenge for SSC learners in Pakistan. Academic writing has been a contested area of tertiary English-language education throughout the world (Moody, 2010). Undoubtedly, the acquisition of grammar, particularly the Article system, stands as one of the most demanding obstacles encountered by non-native English speakers. The aforementioned realities emphasize the significance of addressing the difficulties faced by learners in honing their writing skills, with a particular focus on tackling the challenges posed by the Article system. By doing so, educators and language practitioners can empower ESL/EFL learners in their journey toward linguistic mastery.

The challenges become more pronounced when considering the learners' native language, L1, which is Urdu in this context. Urdu shares a common characteristic with languages such as Chinese, Russian, Korean, and Japanese in being devoid of articles. Consequently, learners of English as a second language encounter recurring struggles at every level when deciding whether to employ definite "The," indefinite "a/an," or omit articles altogether before a Noun Phrase (NP) as a Determiner. This issue is particularly evident among learners in Pakistan, whose native languages are Urdu and Punjabi, both of which lack articles. Consequently, these learners face similar difficulties while attempting to incorporate articles effectively into their English writing. While Urdu and English serve as official

languages in Pakistan, English takes precedence in most government documents, street signs, and business activities. Additionally, English remains the language predominantly used in Pakistani courts. Despite the linguistic diversity in Pakistan, Urdu and Punjabi languages are widely considered as first languages, thus making the English language system distinctly different from that of Urdu and Punjabi. Given these linguistic disparities, learners from Urdu and Punjabi backgrounds grapple with mastering the nuances of English articles, demanding targeted support and instruction to overcome this formidable linguistic barrier. For learners negotiating the difficulties of multilingual situations, an understanding of the nuances of these language systems is essential to promoting efficient language acquisition and written expression.

Though research has been conducted on the identification of errors at the university level in Pakistan (Halima et al., 2021), however, this study aims to delve deeper into the specific errors prevalent in the written production of English as a Foreign Language (EFL) learners at GGHS Sambrial, Sialkot, in light of the difficulties faced by Pakistani learners, particularly those from Urdu and Punjabi backgrounds, in mastering English writing skills and successfully incorporating articles. This study aims to shed light on the nuances of language acquisition and written expression within the distinctive context of Pakistani secondary school English learners by examining the most common error types, the influence of English grammar on essay writing by second language (L2) learners, and the most common errors in the article system. This study intends to advance knowledge of language acquisition by doing a thorough investigation to alleviate the difficulties these learners confront. The current study through its rich analysis will help the practitioners to improve the written skills of students in EFL classrooms. The study highlights the common errors which learners do while writing. Moreover, the study also shows hows these errors affect the communication of ideas.

The significance of English grammar in writing can not be ignored. Considering its significance, it is mandatory to integrate different tasks and exercises into the lesson plans. To achieve proficiency in grammar, it will be beneficial if learners' comprehension and

practicality of doing writing assignment is considered and practised in their true spirit. In addition to having direct implications for training, the study provides insightful data for future research. More research is needed to comprehend the root reasons for the observed patterns of errors and the particular challenges faced by L2 learners in different error categories. In light of the aforementioned considerations, it's critical to comprehend the learners' difficulties with writing in order to enhance the quality of writing in a second or foreign language (Hammad, [2012](#)). Additionally, by addressing these particular problems, this research advances knowledge in the field of language learning and education, allowing for efficient language instruction in the Pakistani context and helping EFL students more effectively negotiate the complexities of the English language.

Literature Review

A review of pertinent scholarly studies is necessary to completely comprehend errors. Systematic errors are those which learners do while learning L-2 and it is not similar to the errors which are done during speaking. During writing, the successful writer is one who takes care of organisation, grammar, capitalization, spelling, consistency, and cohesion (AlGhabra & Najim, [2019](#)). Error analysis (EA) is a powerful tool for assessing student mistakes, making it an excellent way for examining faults committed when generating paragraphs. A paragraph is defined by AlTameemy and Daradkeh ([2019](#)) as a cluster of related phrases. EA gives teachers access to critical data that helps them recognise and fix learners' mistakes, hence improving the efficacy of education for instructors, students, and researchers alike. The purpose of EA, which may be seen as a branch of applied linguistics (Al-Dubib, [2013](#)), is to examine and assess mistakes produced by speakers of second languages.

The analysis of errors is important because it helps learners avoid common mistakes and allows teachers to determine the remedial work that learners learning English as a second language (ESL) must complete in order to prepare for English language tests. Brown ([2014](#)) emphasises the need to highlight the errors of students and provide solutions while teaching. The purpose of mistake analysis is to assist EFL learners in learning more effectively by utilising their first-

language writing skills. The theoretical goal of error analysis is to understand what and how learners acquire when studying a second language. Error analysis also tries to shed light on typical language learning challenges and reveal the language acquisition process for EFL learners. To have a proper perspective on language learners, it is essential to distinguish between mistakes and errors. While mistakes are competence faults brought on by learners who are less familiar with the rules of the target language, mistakes are performance errors made by native speakers that result from haphazard guesses or slips. Fixing errors for EFL learners takes time and requires guidance, while mistakes can be self-corrected by the user. Therefore, identifying the causes and sources of errors is essential. The benefits of conducting error analysis are considered a good alternative to describe and explain errors made by ESL/ EFL learners since the errors could rebid the sources of the errors, which helps teachers better treat and overcome errors (Lastres-López & Manalastas, 2017; Wood, [2017](#); Atmaca, [2016](#)).

One common type of error observed in language learning is interlingua errors, which occur due to the influence of the learners' native language in learning the second language (L2). Interlingua errors manifest as transfer errors influenced by the learners' mother tongue, leading to lexical, grammatical, and morphological errors. According to Amara ([2015](#)), a high volume of performance errors may be a sign of poor L2 proficiency and a lack of habit in employing language abilities. Due to their inadequate proficiency in the target language, FL learners frequently repeat their mistakes in actual performance, although having the opportunity to do so. For instance, first-language learners are exposed to the English article system earlier than those whose first language does not contain articles. The syntactic characteristics of noun phrases and morphological reflexes, among other things, play important roles in the choice of articles.

Writing proficiency needs knowledge of grammar, vocabulary, and discourse in the context of writing abilities. Many ESL and EFL learners have trouble and make mistakes when writing in English. In order for instructors and learners to grasp the issues and gaps in their writing skills and offer comments for

improvement, error analysis helps detect and categorize the types and causes of errors in learners' written writings. Word class errors, which entail incorrect usage of nouns, verbs, prepositions, and articles, are one prevalent type of error. These mistakes show a violation of the fundamental English grammar rule that subjects and verbs must agree. Because their home languages do not have the same norms, prepositions, and articles are another word class that might cause confusion for ESL/EFL learners. These mistakes reveal a lack of understanding of collocations and the significance of various prepositions.

Additionally, a number of language acquisition concepts—including articles, prepositions, punctuation, capitalization, sentence structure, verbs, apostrophes, and spellings—play a part in error analysis. Using articles like "a," "an," and "the," you can tell whether a noun is particular or vague. Prepositions serve as indicators of relationships in space, time, direction, and position. In the English language, punctuation marks such as capital letters, full stops, question marks, commas, colons, semi-colons, interjection marks, and quotation marks have particular uses. According to capitalization regulations, some words, such as proper nouns and the first word of a sentence, must begin with a capital letter. Recognizing that a new sentence starts with a capital letter, contains a subject and a verb or verb expression, and adheres to specified criteria for word order is essential to understanding English sentence structure. For acts or states to be appropriately communicated, verb tenses must be used correctly.

Apostrophes are punctuation symbols used to show the presence or absence of letters or numbers in sentences. Spelling mistakes happen when words are not spelt correctly, causing uncertainty or misunderstanding. Halliday and Hasan (2013) state that "Errors in spelling result in the misunderstanding of what a tentative meaning of a paragraph wants to convey to the reader (p. 45)". Using a solitary word or phrase with a plural subject, or vice versa, results in the incorrect use of the singular or plural forms and grammatical errors. When words are arranged wrongly within a sentence, the intended meaning is changed. Errors in subject-verb agreement

occur when a singular verb is used with a plural subject, or the other way around. Incomplete sentences that lack a subject, a verb, or both are referred to as fragments. Depending on the context, demonstrations are nouns with numerous meanings. The study of writing error analysis is essential because it reveals the particular mistakes produced by ESL/EFL learners, such as word class mistakes and other language-specific issues. By recognizing these mistakes, teachers can give learners customized criticism and guidance to help them write better. Error analysis assists in the creation of more efficient teaching methods and improves language learning as a whole.

In conclusion, error analysis is essential for both teaching and learning languages. Looking at pertinent research from the area enables a thorough comprehension of errors. Error analysis approaches can be used to locate and examine systematic and nonsystematic errors in language production. In order to help learners, develop their language abilities, teachers can give specific teaching and feedback by identifying the types and causes of errors. By exposing the common issues and challenges faced by language learners, error analysis aids educators in developing more effective teaching strategies. Error analysis ultimately aids language learners in enhancing their overall accuracy and proficiency across a variety of linguistic domains, including writing abilities.

Research Methodology

The present study looked at the kinds and frequency of writing errors committed by 20 English-speaking learners at GGHS Sambrial in Sialkot. Approximately 11 years of elementary and middle school coursework had been completed by these learners, during which time English was a required subject. Participants wrote brief paragraphs about "My School" and "My Aim in Life," which were collected and examined.

A mixed-methods strategy was used in the study to gather both quantitative and qualitative data. For the collection of data, learners were given two topics to write paragraphs of 100-150 words. The researchers checked the learners' work and identified the errors and their frequency. Considering Noam Chomsky's Generative

Grammar theory which explains the basic ideas and organising principles of human language and helped to identify grammatical issues. Error analysis may be divided into two categories: theoretical and applied. The applied study focuses on enhancing learning efficacy by using linguistic data for educational goals and the theoretical analysis helps to understand how language learners acquire a second or foreign language.

Theoretical Framework

For error correction, the generative grammar theoretical model by Noam Chomsky was used. Once mistakes are found, they can be easily remedied with effort and practice. The two types of error analysis are theoretical and applied (Corder, 1967). While the applied category seeks to increase learning effectiveness by using linguistic knowledge for educational objectives, the theoretical category concentrates on understanding how language learners acquire a second or foreign language. Articles are used as determiners in noun phrases, and the word order in English follows the SVO (subject, verb, object) pattern (McCarthy). Contrastive Analysis explores language interference between the learner's native language and the target language as a common source of errors, leading to the need for Error Analysis (EA), which suggests that errors in the target language have sources beyond mere linguistic interference. While some consider errors as something to be strictly avoided, others view them as systematic deviations that occur when learners have not yet learned a concept and consistently make mistakes (Norris, 1983). As second or foreign-language learners of English, Pakistani learners encounter difficulties and make errors, particularly in the use of articles.

Data Analysis Steps

This study's objective was to examine grammatical mistakes. Error analysis, according to Corder (1975), is more focused on the learner's production, notably speaking and writing, than on their receipt, such as reading and listening. For the error analysis research, the steps suggested by Corder (1975) were used:

Firstly, samples of written English paragraphs from the population were gathered for analysis.

Secondly, the researcher thoroughly examined each sentence of the paragraphs to identify errors, particularly errors related to articles. The errors were underlined to pinpoint their specific locations within the sentences.

Thirdly, a systematic list of the identified errors was created by the researcher to facilitate error analysis.

Afterwards, the errors were further analyzed and explained in terms of their nature and possible sources.

Lastly, the errors were assessed and appropriate corrective measures were proposed.

Identification of Errors

The participants' written English paragraphs were initially checked for flaws relating to the articles. To find the flaws, each sentence was carefully analysed. To identify the errors' precise locations inside the sentences, we underlined them. The researcher then collated a list of the mistakes for simpler error analysis.

Frequency of Errors

Calculating the frequency of errors within each category and subcategory was the task of this stage. To measure their prevalence, the frequency of errors in each category was calculated.

Information Calculation

Information calculation: Based on the data gathered, this last stage attempted to display the frequency of errors. Chanquoy (2001) classified the 20 paragraphs gathered for this study into the following categories, which were then used to analyze the paragraphs: 1. Grammatical mistakes, including articles, verb tenses, gender and number agreement, noun-verb-adjective agreement, and subject-verb agreement. 2. Punctuation mistakes, with a focus on capitalization and punctuation usage.

Analysis, Key Findings, and Discussion

The provided Table 1 presents the frequency of errors in different categories for each learner. Here is an analysis of the table:

Punctuation: The range of learners' punctuation mistakes is from 2 to 19. With

a total of 19, Learner 6 had the most punctuation mistakes, while Learners 17 and 20 have the fewest, each with just seven.

Capitalization: Learner 8 makes capitalization mistakes the most frequently (26 times), followed by Learners 4 and 18 (18 times each). However, neither Learner 7 nor Learner 19 made any mistakes with capitalization.

Spelling: With 31 mistakes, Learner 7's essay had the most spelling mistakes, followed by Learners 3 and 15 with 23 mistakes each. With only 11 instances, learner 10 has the fewest spelling errors.

Auxiliary Verb: Only a few learners made errors in the auxiliary verb category. Learner 2 has the highest count with 16 errors, while Learner 4 and Learner 16 made 14 errors each. Other learners did not make any errors in this category.

Word choice: Learner 4 has the highest number of word choice errors with 32 occurrences, followed by Learner 10 with 25 errors. Learners 1, 2, 5, 8, 12, 14, 15, 17, and 19 did not make any errors in this category.

Preposition: Learner 9 has the highest count of preposition errors with 24 occurrences, while Learner 20 has the lowest count with 5 errors. The other learners fall within the range of 6 to 19 errors.

Subject Omission: Learner 9 has the highest frequency of subject omission errors with 25 occurrences, followed by Learner 10 with 23 errors. Learner 20 made the fewest errors in this category with only 7.

Letter Homophones: Learner 7 has the highest count of letter homophone errors with 29 occurrences, while Learner 5 has the second highest with 27 errors. Learners 6, 14, and 15 did not make any errors in this category.

Noun/Pronoun: Learner 9 has a significantly higher number of noun/pronoun errors with 59 occurrences, while the other learners have relatively lower counts ranging from 3 to 19 errors.

Conjunction: Learner 8 has the highest count of conjunction errors with 32 occurrences, while Learner 3 and Learner 16 made no errors in this category. Other learners have varying frequencies of errors.

Syntax: Only a few learners made syntax errors, with Learner 6 and Learner 17 having the highest count of 17 errors each. The majority of learners did not make any syntax errors.

Adjective: Learner 1 has the highest frequency of adjective errors with 21 occurrences, followed by Learner 6 and Learner 13 with 19 errors each. Learners 7, 10, 11, 14, 18, and 20 made no errors in this category.

Adverb: The number of adverb errors ranges from 1 to 18. Learner 2 has the highest count with 18 errors, while Learner 20 has the lowest count with only 1 error. Other learners fall within the range of 2 to 15 errors.

Article: Learner 15 has the highest count of article errors with 37 occurrences, followed by Learner 4 with 30 errors. Learner 1 has the lowest count with only 10 errors. The other learners have varying frequencies of errors.

Passive Case: Only a few learners made errors in the passive case category. With 12 errors, Learner 6 has the most, followed by Learner 7 and Learner 18, who each had 7 errors. In this area, no mistakes were made by any of the other learners.

Homophone: With 11 instances apiece, learners 1 and 4 have the most homophone errors. There were no mistakes in this category by learners 2, 6, 7, or 11.

Acronym/Abbreviation: Learner 10 has the most errors (10 total), followed by Learner 6 (8 total), in the acronym/abbreviation category. In this area, there were no mistakes made by learners 2, 4, 8, 12, 14, or 18.

Onomatopoeic Spellings: With 15 errors, Learner 7 has the most onomatopoeic spelling mistakes. Learner 3 and Learner 9 each have 11 mistakes. In this category, learners 5, 10, and 11 made no mistakes.

Overall, the table's analysis shows that there are differences in the frequency of errors between learners and between different error categories. While other learners struggle with particular types of errors, some learners show greater proficiency

in particular areas. These results pinpoint the precise areas in which learners' writing needs to be improved, offering information for remedial teaching and individualized education.

Table 1
Frequencies of the Errors According to Established Categories

S.No	Error Category	St-1	St-2	St-3	St-4	St-5	St-6	St-7	St-8	St-9	St-10	St-11	St-12	St-13	St-14	St-15	St-16	St-17	St-18	St-19	St-20
1	Punctuation	4	13	-	4	18	19	-	7	9	12	12	4	13	-	4	18	19	-	7	2
2	Capitalization	6	11	12	18	14	13	-	12	26	14	-	6	11	12	18	14	13	-	12	6
3	Spellings	17	14	23	19	12	7	31	11	17	14	-	17	14	23	19	12	7	31	11	11
4	Auxiliary verb	-	16	-	-	14	-	-	-	-	11	17	-	16	-	-	14	-	-	-	-
5	Word choice	-	11	-	32	17	-	12	-	-	25	11	-	11	-	32	17	-	12	-	-
6	Preposition	2	17	19	17	15	19	8	13	6	19	24	12	17	19	17	15	19	8	13	5
7	Subject Omission	4	11	11	15	13	16	15	13	25	15	23	14	11	11	15	13	16	15	13	7
8	Letter homophones	1	16	10	5	27	-	-	7	4	7	29	11	16	10	5	27	-	-	7	-
9	Noun/Pronoun	1	12	3	5	8	18	9	6	59	12	19	11	12	3	5	8	18	9	6	-
10	Conjunction	4	14	13	24	16	9	-	15	32	-	6	14	14	13	24	16	9	-	15	-
11	Syntax	4	-	-	-	-	17	-	-	17	-	-	14	-	-	-	-	17	-	-	-
12	Adjective	1	5	12	6	17	19	17	13	9	5	14	21	5	12	6	17	19	7	13	8
13	Adverb	2	18	9	3	7	7	5	2	9	4	15	12	18	9	3	7	7	5	2	1
14	Article	2	10	18	30	22	14	17	11	19	16	14	12	17	18	37	23	26	17	19	7
15	Passive case	-	-	12	-	2	6	7	3	9	11	-	-	12	-	-	6	7	3	-	-
16	Homophone	1	-	-	11	-	9	3	12	12	9	4	-	-	-	-	-	-	-	-	-
17	Acronym/Abbreviation	-	4	6	-	8	-	10	3	6	-	6	-	8	6	-	8	-	10	1	-
18	Onomatopoeic spellings	11	-	10	12	15	-	11	4	9	-	9	11	-	10	12	15	-	11	-	-

The study of the table provides important information on the prevalence and distribution of errors among the 20 learners whose writings were assessed across several error categories. We can better identify the exact areas in which learners struggle with writing by looking at the data. First

off, it is clear that learners frequently make punctuation mistakes. The comparatively high frequencies in this group, where learners made between 4 and 19 errors, provide evidence for this. These mistakes are frequently made, which implies that certain children may have trouble

utilizing appropriate punctuation and comprehending where it belongs in sentences. Learners' overall writing accuracy can be increased by addressing this problem through focused teaching and practice. The problem of capitalization mistakes seems to be a major one for many learners. The variation in the frequency of errors in this category, from 6 to 26, shows uneven use of capital letters. The first letter of a sentence, titles, and proper nouns should all be capitalized. By highlighting capitalization rules and providing exercises that encourage proper capitalisation, these errors can be reduced. Spelling mistakes also stand out in the analysis, occurring anywhere between 7 and 31 times among students. This finding indicates that some students have trouble spelling correctly, which may compromise the readability and clarity of their written assignments. By encouraging students to adopt effective spelling techniques, such as using dictionaries or proofreading techniques, their spelling abilities can be improved. The fact that some categories encounter fewer errors is interesting to note. For instance, the learners' use of the auxiliary verb incorrectly has only occasionally occurred. This shows that most students understand how to employ auxiliary verbs in their writing effectively. Less often occurring syntax issues and conjuncture errors show that learners have a firm understanding of fundamental grammatical principles.

Other categories, however, need more assistance and consideration. For instance, it appears that learners struggle to use entire subjects in their sentences based on the high number of errors in the category of subject omission. This omission can lead to sentence fragments or incomplete ideas. Providing explicit instruction on subject-verb agreement and guiding learners in identifying and rectifying subject omission errors can enhance the overall coherence and structure of their writing.

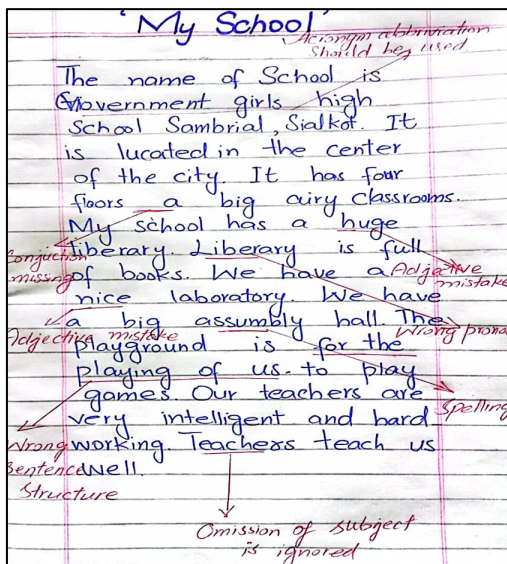
Additionally, it is worth noting that homophone errors are present among some learners, which can impact the clarity and precision of their writing. These errors may stem from a lack of understanding or confusion between words that sound alike but have different meanings. Offering exercises and activities that focus on distinguishing and correctly using homophones can aid in minimizing these errors.

The above findings directly answer the question of how English grammar influences the writing of English essays by second language (L2) learners at SSC GGHS Sambrial, Sialkot. The examination of the error frequency table offers verifiable proof of the precise grammatical constructions that L2 writers struggle with. We can plainly see how English grammar has an effect on L2 learners' writing by looking at the frequency and distribution of errors across various error categories. The prevalence of punctuation, capitalization, spelling, homophones, subject omission, and other grammatical problems shows that L2 learners have trouble following different grammatical rules and conventions. For instance, the high prevalence of punctuation mistakes implies that L2 learners may have trouble utilizing punctuation marks effectively, which can impede the consistency and clarity of their essays. Similar to spelling mistakes, capitalization problems show difficulties in implementing capitalization rules, which may result in inconsistent writing. The existence of spelling mistakes emphasizes the impact of English grammar on essay writing even more. Incorrectly spelt words can hinder understanding and impact the overall quality of the essays. This finding emphasizes the importance of accurate spelling and its connection to English grammar proficiency. Moreover, the analysis reveals areas where L2 learners demonstrate relatively better grammar skills. For instance, the lower occurrence of errors in auxiliary verbs, conjunctions, and syntax indicates that L2 learners at SSC GGHS Sambrial, Sialkot, have a reasonable grasp of these grammar aspects, which positively influences their essay writing. Overall, the findings from the analysis of the error frequency table provide direct evidence of how English grammar influences the writing of English essays by L2 learners at SSC GGHS Sambrial, Sialkot. It highlights specific grammatical areas where L2 learners face challenges and emphasizes the need for targeted instruction and support to address these areas of weakness. By addressing these grammar-related issues, educators can effectively enhance the writing skills and overall proficiency of L2 learners in English essay writing.

In addition to the above findings, learners' work also shows English grammar influence the writing of English essays by second language (L2) learners. For this consider the following Figure 1:

Figure 1

JPEG Image of a Learner's Work on My School



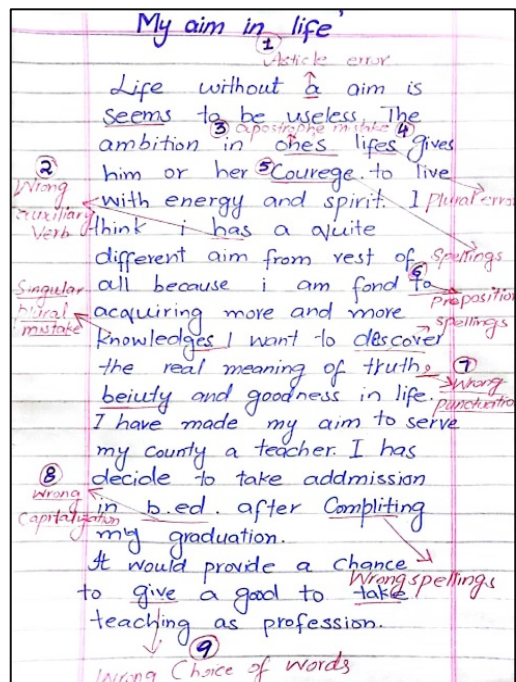
In this research study, the written work of learners was carefully analyzed, focusing on the inclusion of scanned copies as part of the analysis process. The specific focus of the analysis was on identifying errors related to incorrect acronyms and abbreviations, adjective mistakes, lack of conjunctions, spelling errors, and incorrect sentence structure. Learners were directed to write an essay on My School of 100-150 words. The researchers evaluated the written work of learners and found that it contained many grammatical errors which affected their writing. One of the predominant errors was the wrong use of abbreviations and acronyms. These errors manifest learners' inability to understand the short forms and abbreviations which affect the clarity of their writing. In addition, learners also encounter difficulties to use adjectives correctly, hence it indicates that it is a challenge for them to understand how adjectives modify nouns. This makes it evident that flow in writing and expression of ideas can not be accurately communicated with such kinds of deviations. Apart from these problems, learners also encountered the use of conjunctions as a difficult aspect. Due to the errors of conjunctions, their work lacked the development of ideas effectively. Due to the lack of use of conjunctions or wrong use of conjunctions, the flow of the expression of

ideas was lacking. Spelling errors were also frequent in the learners' writing, highlighting the influence of grammar on written language. Spelling mistakes can make an essay difficult to understand and reduce its overall quality. Last but not least, it was clear that improper sentence patterns had been used, demonstrating a lack of ability to create grammatically sound sentences. The learners' capacity to effectively and concisely communicate their thoughts may be hampered by this.

The research uncovered several flaws in the learners' writing that were highlighted. It became clear that the kids had a difficult time expressing themselves in the English language clearly and efficiently. Their poor knowledge, especially with regard to written language structure, was mostly to blame for these difficulties. The learners showed a propensity to forget fundamental grammar and vocabulary norms, which had a negative impact on their language ability. Figure 2 shows one of the learners' works on My Aim in Life which carries many grammatical errors.

Figure 2

JPEG Image of a Learner's Work on My Aim in Life



The learners' scanned work on the topic of "MY AIM IN LIFE" was analyzed, and it turned up a number of problems in punctuation, spelling, verbs and adjectives, subject-verb agreement, conjunctions, and other areas. These errors highlight the difficulties second language learners encounter while attempting to write clearly. The learners also showed a lack of understanding of how to use passive and active voice phrases to improve their writing abilities. The researcher discovered after further data analysis that the learners felt uncertain and anxious when writing. This can be a result of an inability to concentrate and pay attention to the learning process. The results highlight the significance of using creative and interesting teaching methods to impart English grammar rules to these learners. Creating instructional strategies that grab learners' attention and encourage active participation is essential for helping L2 learners improve their writing abilities. Teachers can create a stimulating learning environment that effectively aids learners in internalizing grammar principles by using interactive and creative strategies. The learners' writing ability will be improved, and their concerns and uncertainties about the writing process will be reduced if the recognized errors are corrected and emphasis is placed on improving grammar abilities. By utilizing cutting-edge techniques, teachers can build a positive and encouraging learning atmosphere, increasing learners' self-assurance and enthusiasm to understand English grammar principles. It is crucial to understand that learning a language is a difficult process, and giving learners the appropriate resources and methods can greatly improve their progress. Therefore, it's imperative to continually experiment with and adjust instructional techniques in order to accommodate the various needs of L2 learners and support their development as proficient writers of English.

The goal of the current study was to find out the deviations that learners do when writing English paragraphs or essays. The close analysis of learners' work shows grammatical errors, incorrect use of articles, prepositions, verb tenses, sentence structure, capitalization, punctuation, and sentence fragments. It is necessary to mention that these errors were different in each learner's work. The close analysis of learners' work shows that they encountered difficulties in English grammar. This manifests that there is a dire need

to design and implement activities which may cover their problematic areas of grammar. The development of mistake correction systems depends critically on the identification and classification of faults. The research findings can be used by language teachers to create activities and exercises that precisely address issue areas, giving learners chances to practice and solidify their knowledge in those areas. The study's conclusions may also be used to influence curriculum development. Teachers can use these grammatical structures in their lessons by identifying the most typical mistakes. This method can help learners improve their second-language grammatical accuracy.

It is crucial to recognize the study's limitations. The study narrowly targeted L2 learners, which constrained the findings' applicability to other learner populations. Furthermore, the study only looked at written data and ignored any potential speech mistakes that learners might make. Future studies might examine how first language interference, individual learning preferences, or instructional strategies affect learning. Studies that follow the growth of SSC learners over an extended period of time would offer profound insights into particular grammatical faults.

Conclusion

This research study offers insightful information on how English grammar affects second language (L2) learners' ability to write English essays at SSC GGHS Sambrial, Sialkot. Specific areas where learners struggle in their writing, including punctuation, capitalization, spelling, subject omission, homophones, and other grammatical elements, were identified by the study of the error frequency table. For educators and decision-makers involved in language education and curriculum creation, these findings have significant ramifications. The outcomes emphasize the need for specialized training and assistance to solve the writing weaknesses found in the learners' work. With the help of this knowledge, educators may create courses and exercises that are specifically focused on helping kids who struggle with grammar the most. The correctness and general proficiency of L2 writers can be improved by giving specific teaching on grammar principles, providing many practice

chances, and incorporating feedback and revision techniques. The results also highlight how crucial it is to incorporate grammar training into a broader language program. The importance of English grammar to language ability and the impact it has on writing cannot be understated. Consider including relevant practice exercises and specific grammar instruction in your lesson plans, teachers, and curriculum designers. This can be achieved by employing a balanced approach that combines explicit instruction, monitored practising and writing projects that require learners to use grammar in real-world situations. In addition to having direct implications for training, the study provides insightful data for future research. More research is needed to comprehend the root reasons for the observed patterns of errors and the particular challenges faced by L2 learners in different error categories. Qualitative research methods, including focus groups or interviews, can shed more light on the

learners' challenges in properly using English grammar and offer deeper insights into their opinions. Future studies can examine the efficacy of various instructional approaches and interventions in enhancing grammatical proficiency in L2 learners as well as their effects on writing ability. The effectiveness of explicit grammar training vs implicit instruction or the usage of technologically enhanced grammar learning tools can be compared in studies. Longitudinal investigations may track the evolution of L2 learners' grammar over time and pinpoint the elements that facilitate successful grammar acquisition. Investigating the applicability of grammatical knowledge to various writing situations and activities would also be helpful. Examining how well L2 learners can use their grammar knowledge in various writing contexts might reveal how generalizable their grammar knowledge is and help direct the creation of more extensive language programs.

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