Error Analysis of L2 Learning at Primary Level in Bahawalpur Rural Areas

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ABSTRACT

Error analysis is an important aspect of learning a second language, especially in Pakistan. The aim of this study is to investigate errors and point out the difficulties faced by the students of rural area, while learning a second language. The present research shows that students make errors while learning second language because of inappropriate teaching methodology, faulty techniques and careless attitude while writing in second language. The findings revealed that the effect of mother tongue on second language learning is also an important aspect that contributes to making errors. Present research is quantitative in term of data collection. Furthermore, error in writing is checked with help of checklist in order to identify the types of errors made by the students. This research paper also described the nature and reasons of errors. Recommendation and suggestions are given in order to improve writing ability in L2.

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INTRODUCTION

Making mistakes is a necessary component of learning. While learning L1, as well as when learning L2, every learner makes mistakes. Students make errors in both their speaking and writing. There is lot of difference between error and mistakes. Ellis (1997) presents two approaches for determining the difference between an error and a mistake. The first step is to evaluate the learner's consistency of performance. It is a mistake if he alternates between using the proper and incorrect form. However, if he consistently employs. It is an error if it is done wrong. The second approach is to ask the learner to try to correct his own wrong

statement. Errors occur when the learner is not able to do so; mistakes occur when he is successful. When students disregard the conventions of grammar, mistakes happen. Writing errors are referred to as expressive errors, whereas speaking errors are referred to as passive errors. According to Dulay et al. (1982), the term "error" refers to a systematic deviation from a selected norm or group of norms. Error analysis is essential in ESL learning because it reveals the issue areas to us--teachers, syllabus designers, and textbook writers. It can be used to create remedial workouts and concentrate greater emphasis on the problem locations. According to Corder (1974, p.125), "the study of errors is part of the investigation of the process of language learning." Error Analysis, a branch of Applied Linguistics that arose in the 1960s, revealed that learner errors were common and significant. These mirrored some universal tactics because of the learner's native language. Carl James (2001) claims that "we recognize only three levels of language: the levels of substance, text, and discourse." Because some errors are associated with discourse and semantic ability, they fall outside the scope of this study. So, the emphasis here is solely on the syntactic. Some students cannot comprehend a language unless they comprehend its grammatical foundation, understanding grammar is a crucial part of learning the English language, according to Hedge (2001). Errors from a grammatical standpoint are linked to the level of content together with certain other grammar issues. Punctuation problems are another issue that is overlooked here.

There are four types of errors that can be identified mostly in young writers. These errors include the omission of some required elements, as well as adding some wrong elements. Another significant issue that the students encounter is the use of proper phrases. Additionally, students struggle greatly when dealing with foreign language idioms, as well as homophones (words that sound the same but are spelled differently), homographs (words that are written identically but have a different pronunciation and meaning), and homonyms (words that are identical in both spelling and pronunciation but have different meanings). Another issue is the disordering of the components. Stress from learning a second language or mental health issues are the main causes of these mistakes. It is typical practice for pupils to utilize their mother tongue's norms and patterns, which is inappropriate because every language has its own set of grammar rules. Students occasionally stick to a single sentence structure for all types of sentences, which is also inappropriate. The idea that language is a "self-contained system," in which each component is methodically related to the others, is echoed by Corder (1973). Then, in order to learn a new item, all previously learned items must also be learned. This eventually necessitates the use of a cyclical curriculum in language instruction. Another major source of errors is the low caliber of the syllabus used to teach a second language. This syllabus is being taught to students through a translation approach, with the students participating as little as possible in the classroom. Students were unable to make any useful results because the teacher just delivered the lesson and students were required to listen quietly.

However, English as a medium of instruction in Pakistan, which makes it challenging for children to grasp. In particular, students in primary school have a very difficult time studying courses in English, which negatively affects their results. Additionally, students from rural areas make more mistakes because they have more difficulty learning a second language and because they don't have as much practice writing. They do not have trained teachers or a conducive learning environment in their area. This results in poor reading and writing performance. Students' backgrounds also have an impact on their learning; they learn rules but are not skilled enough to apply them because of the environment in which they must communicate with others, mostly in Saraki or Punjabi, and teachers occasionally use their mother tongue in class while delivering lectures.

Statement of the problem

This work is significant because while numerous researchers have studied error analysis, no one has focused on primary school students. All previous research has focused on adult students who are either elementary or graduate students. As a result, the current research study was designed to discover the obstacles experienced by elementary children in rural Bahawalpur. The primary goal of this research is to identify the most common writing errors made by children.

Questions

- What is the effect of mother tongue on learning English as a second language?

- What type of errors learners make in writing L2?

- How errors in writing affect student's grades?

- How can error analysis help in correcting students' errors?

Hypothesis

Effects of mother tongue or wrong teaching methods cause errors in writing L2 language. Students get low grades in paper due to errors in writing. Writing in a second language is more difficult than writing in a first language.

Delimitations

 Students from all over Pakistan learn the English language and make mistakes. Adults and children all make mistakes but present study focused on primary students belonging to the Bahawalpur area, especially from the rural side. Students who are studying in rural areas have not enough facilities to learn. English teachers are also not well-trained to deliver their lectures expertly. Therefore, the present study is delimited to the rural areas of Bahawalpur. Moreover, it is also limited to the mistakes made by the learners while writing something in English.

LITERATURE REVIEW

Several research on English learning as a second language has been conducted. According to D.H. Brown (2007), learning a second language is a difficult task that necessitates a great deal of physical and mental work as well as training. All of these aspects play a role in language learning, including how, where, when, what, and who. He defines learning as "the acquisition or acquisition of knowledge of a subject or a skill through study, experience, or instruction." Teaching and learning are inextricably linked. The studies on errors are done to: (i) uncover tactics that students utilize in language teaching; (ii) identify the reasons for learner errors; and (iii) gather data on common challenges in language learning as an assistance to teaching or in creating educational materials (Richards et al. 1992). The third goal actually includes the teaching-learning process, making the first two objectives helpful for it as well. It follows that the findings of mistake in language education cannot be disregarded. The mistakes that students make always attract the interest and concern of teachers, curriculum designers, and test writers.

According to James (2013), the origin of the word "error" alludes to mistakes made by students in the classroom. such as the teacher who provides the textbooks and materials in the

case of school-based learning, or the social environment in the case of untutored second-language acquisition. For instance, students commonly make mistakes as a result of the way that professors deliver definitions, examples, explanations, and practice chances (for instance, a memorized drill that is not appropriately contextualized). In a classroom setting, the learner may form incorrect assumptions about the language due to both the teacher and the textbook. Brown (2000)

There are several definitions provided by researchers that reflect how various researchers have defined errors. The term "errors," which is frequently used interchangeably with the terms "slips" and "mistakes," is a critical one in this study. It is essential to define "errors" at the outset and make the distinction between "errors" and "slips" and "mistakes." According to Dulay et al. (1982: 138), "errors are the flawed side of learner speech or writing. "Errors are common among second- or foreign-language English learners. According to Richards (1971), developmental errors occur when erroneous hypotheses are formed in L2, similar to the mistakes made by children when learning L1 (he went). Interlingual mistakes are described by Brown (2007) as interference errors brought on by L1 transmission. According to Hagège (1999), interference between L1 and L2 is quite noticeable in adults and continues to develop as individuals age and the structures of L1 become stronger. Imposing themselves more strongly on any other language that folks wish to learn. Intralingual errors are caused by the improper or incomplete application of language rules, syntactic overgeneralization, grammatical simplification, and ignorance of grammar rules (Selinker, 1969) as a result of unbiased or poor learning of L2. To put it another way Brown (2007) defines utilizing L2 in one's own terms. Simplification errors: errors brought on by oversimplifying or leaving out some components, Selinker (1972) points out that utilising the present instead of the past is a "simplification" method employed by learners to avoid forming grammar formatives as past tense forms, such as yesterday she went.......Overgeneralization errors: These are errors created by attempting to apply a rule in a situation where it does not belong, such as "I drink juice in the morning. "Avoidance: Learners may disregard L2 aspects that they consider difficult. Norrish in Hasyim (2006; 6) also divides error causes into three categories: carelessness, first language interference, and translation. The three categories of error sources will be addressed shortly below.

a. Carelessness. It frequently has a tight connection to a lack of motivation. Many educators will concede that if a student loses interest, it may not always be his fault; instead, it may be that the course materials or presentation style is unsuitable for him.

A) first language. According to Norrish, developing new habits is key to learning a language, whether it is your native tongue or a foreign language. When someone tries to form new habits, the old ones get in the way. First language interference is the term for this error-causing factor.

B. Translation. It is one of the reasons for mistakes. This occurs because a student translates sentences or idioms from his or her native tongue into the target language word for word. Probably the most frequent source of inaccuracy is this.

Teaching methods and techniques have an impact on the learner. "There is a relationship between language and thinking. Language helps to shape thinking and thinking helps to shape language," says Davis (1999). However, Ellis (1994) claims that L2 is learned in the same way as L1.

It produces mistakes through the process of repetition and imitation. According to Ellis (1994), "the goal of error analysis is to assist the learner in learning L2." According to D.H

Brown (2007), second language acquisition can be similar to first language acquisition, except in adults, it requires conscious effort and makes mistakes. Errors are an important component of learning; some errors come as a result of the learner's attempt to employ mother tongue rules. Rode Ellis (1994) classified errors into three types: omission (omitting a required item), misinformation (using the incorrect grammatical form), and disordering (arranging words incorrectly). According to Purwanto et al. (2022), grammar covers a wide range of linguistic concepts, including morphology and syntax. According to Brown (2007), "the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to a surge of study of learners 'Errors, called 'error analysis." Both foreign and native students make mistakes, but native students fix themselves. (Brown; 2007) Rode Ellis was born in 1994. Second language learners make several types of mistakes while learning a language, and the first stage is to focus on what they learnt incorrectly rather than what they acquired correctly. According to Ellis (1994), errors and mistakes are distinct. Errors occur when a student is unaware of the rules, whereas mistakes occur when a learner is aware of the rules but is unable to apply what he or she has learned.

Identification of error is an important aspect of error analysis According to James (2013), the technique includes a number of tasks, including the error detection process, which includes the identification, characterization, and classification of faults. The identification of errors is referred to as error detection. This is called the procedure of compiling statements that appear suspicious, have faults, and may be grammatically incorrect James (2013). The units of analysis are those sentences that include errors. The sentences containing mistakes may, however, be dismissed as grammatically incorrect sentences after a thorough and in-depth study of the errors James (2013). There are different types of error in L2 that cannot be identify easily According to (James, 2013), not all errors are obvious; rather, they are scattered across the sentence or a larger text unit (global errors). Then, outlining the mistakes is meant to be a requirement for counting errors in order to verify the frequency of particular types of errors and establish categories of errors. Last but not least, categorizing a group of errors is known as error classification. There are three types of errors 1) Dictionaries of errors, 2) Dictionaries of „false friends", 3) Linguistic Category Classification

According to Krashen, S. (1982), error correction is not completely useless when second language learners begin learning language, they make errors and correction helps them in learning and consciously they will start using correct rules. Learning grammar rules are very important while learning a second language.

What follows summarises Corder's (1973) perspective on error correction in language teaching: We do not 'learn' or 'practice' examples in language learning; we do not 'learn' or 'practice' them. They are the data from which we infer the language's system. The skill in error correction lies in the direction of exploiting the faulty forms created by the learner in a controlled manner.

RESEARCH METHODOLOGY

For the current study, the researcher used both qualitative and quantitative research paradigms; it is quantitative in terms of data collection and analysis, but the data was also evaluated qualitatively. The current study was descriptive in nature, with the goal of discovering the errors produced by second language learners when writing and investigating the causes of these errors. This study also focused on the types of errors that L2 writers make. As a result, the researcher developed a checklist that includes the most prevalent types of

errors discovered in L2 writing. This checklist was used to analyses data and quantify it in terms of number or percentage. Following that, the factor that cause making errors was discussed and clarified.

Population and sampling

The population of present study was comprised all the students studying at primary level in the rural schools of the Bahawalpur district. The participants of this research were primary level students and are from four different schools of rural area two schools are private and two are government schools. Moreover, the sample size selected for the present study comprised of more than 120 students, studying in both government and private sectors, from Bahawalpur rural area. Researcher selected the sample by using random sampling technique. Furthermore, Participants were randomly selected from population of five class students from four different schools. All participants were reading English from one class which included both male and female students.

Research Tools

For the present research study, researcher used test as a data collection tool. In this study, a standard Test taken from the website of PEC for primary students was used as a research tool. Researcher administered the test and after participants completed their test they handed over their answer sheets to the researcher and researcher personally checked those tests with the help of checklist and marked errors on it.

FINDINGS

Error analysis is a crucial component of learning, according to Neha Joshi, because in order to teach language effectively, it is necessary to comprehend what is being written incorrectly. 200 participants, both male and female, were chosen at random from 4 different schools, but only 180 of them provided positive responses at a rate of 90%, while 20 others wrote a single line or nothing at all.

Sr. #	Types of errors	Total errors	Percentage
1	Article	246	8.9%
2	Prepositions	235	8.5%
3	Singular plural	240	8.6%
4	Choice of appropriate word	260	9.4%
5	Capital letter	390	14.2%
6	Spellings	300	10.8%
7	Tenses	312	11.3%
8	Full stop/comma	330	11.9%
9	Pronoun	270	9.7%

10	Conjunction	180	6.5%
Total		2763	

Error analysis
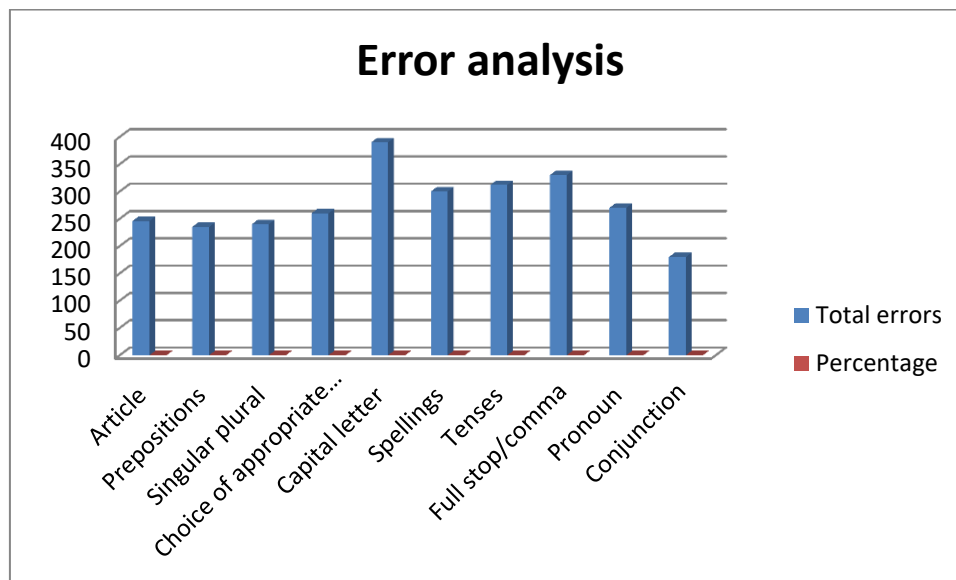
DISCUSSIONS

In tests, several errors are discovered. There are several causes for these mistakes. Errors are divided into two types by Neha Joshi: area and form. The errors of omission, addition, selection, and order fall under the heading of form, whereas phonological, lexical, grammatical, and semantic faults belong to a particular area of language. Participants in the test made a variety of errors, but the most frequent ones involved verb tenses, the incorrect use of articles, spelling, capital letters, full stops, etc.

Total errors were 2763 and most common error was the error of capital letter at the rate of 14.2% out of total errors. It is because in rural regions learners has no notion about how to start a phrase, which word starts from capital letter as in the example

I recite holly Quran daily.

Horse is a beautiful animal.

Or it is a book.

These kinds of mistakes have been committed by participants. These mistakes happen as a result of forgetfulness or a lack of understanding. Putting a full stop at the end of a line results in 330 errors overall with an error rate of 11.9%. These kinds of mistakes happen as a result of participants' inattentiveness or lack of sincerity.

The participants generally made spelling mistakes due to the influence of mother tongue and incorrect pronunciation, totaling 300 spelling errors at a rate of 10.8%. They used pronounced spelling, such as "beg" in place of "big" or "world," "please" in place of "plese," "made" in place of "mad," and "oxygen" in place of "exogon." Students at the primary stage are unable to distinguish between spelling and pronunciation. It is problematic when people pronounce words using letters rather than sounds, especially in rural places. At a rate of 11.3%,

participants made a total of 312 errors in verb tenses, demonstrating their lack of understanding of which verb tense to employ in which types of phrases. They frequently made mistakes while using the ing form or when creating interrogative or negative sentences (I'm eating food, for example).

Horse not faithful animal.

Is horse is a faithful animal?

Young learners struggle with pronouns. They are unable to effectively use pronouns in sentences. 270 pronoun errors altogether, or 9.7%, were found during testing. She causes him harm. he is my teacher, they wrote. I like it very much. Participant's inability to distinguish between his use of it and their own writing caused them to write in this manner. Instead of this pen is mine, this pen is mine.

Participants use the articles "a," "an," and "the" incorrectly a total of 246 times at an error rate of 8.9%. In order to learn more about the causes of errors, the students were also interviewed. The majority of participants didn't know the article's rules; they merely used "the" after every word.

335 prepositional errors total, for an error rate of 8.5%. Prepositional rules are challenging for pupils in the primary grades because they find it difficult to write in, at, or of, for example. The importance of learning the singular and plural forms of a language is demonstrated by the participant's application of mother tongue grammar in speaking. They made the plural of the noun in the same way as they do in their native tongues, such as kitab in Urdu becoming kitabian and book becoming bookain in English. According to Brown (2000), local errors like the one don't need to be fixed because the message is clear, and doing so can prevent a learner from engaging in constructive communication: The majority of these errors are spoken, although there were 240 singular/plural errors in written form, with an error rate of 8.6%.

Due of their limited vocabulary, l2 learners struggle the most with word choice. Most children in rural areas have a limited vocabulary and are unaware of how different terms, such as home and house, can be used to mean the same thing in various settings. Participants miscalculate by 260. 9.4% of all errors are of this nature.180 conjunction errors total, or 6.5% of the total. Sentence fusion is a skill. Students at the primary level tended to write short sentences and made mistakes while writing longer ones.

CONCLUSION

The current study demonstrates that systematic errors exist in learners' target language. There are different types of errors were found during data analysis. During this process, the number of errors in each category is counted. The grammatical error zones include morphology, function words, articles, and tense errors. It can be concluded that among students, the most concentrated errors in morphology are errors of lack of agreement between subject and verb, as well as errors relating to the singular and third person, whereas errors of use of incorrect prepositions and errors related to articles are found within function words.This study also found that the student's poor English performance was influenced by their mother tongue. Errors in English language writing have an impact on students' grades since errors result in lower grades. Other issues include poor teaching methods, a poor language background, a lack of appropriate text materials, and a careless attitude among students when writing. The findings also show that the general writing performance of village pupils is poor. Learner

errors are seen as an essential component of language acquisition and are employed in the teaching of grammar, linguistics, psychology, and other subjects. To cope with the complexity of second language acquisition and give empirical information for the enhancement of teaching methods and curriculum designs, three schools must be integrated Techniques for teaching English in the classroom. The findings of error analysis can help teachers in a variety of ways. Errors tell the teacher how far the learner has progressed toward the objective and what he still needs to learn (Corder, 1987).

SUGGESTIONS AND RECOMMENDATIONS

Due to distance and the lack of professional teaching staff, Pakistan's rural areas are often overlooked. There are very few schools. Students struggle to learn languages as a result. For teaching English as a second language, teachers primarily employed

outdated strategies and approaches. These techniques are now dated. It is urgently necessary to update the outmoded primary school curriculum. All of these factors have an impact on the learning process overall, and mother tongue also has a significant impact on learning a second language.

All four skills are important for learning a second language, but writing is especially crucial because most exams are given in writing. Exam marks are what determine a student's grade, and mistakes on papers result in lower marks. Using cutting-edge teaching techniques can help students become better writers. Teachers should carefully review students' writing faults on monthly tests and provide assistance when needed. The teacher's motivation is crucial for learning. Language instructors need to be qualified and experienced.

Because it is the most typical writing mistake, article usage rules must be taught from the very beginning. taught them how to use the words "a," "an," and "the"; article norms can be taught with the use of little activities. Students study the grammar and tenses norms in the Pakistani educational system, but they are not taught how to apply them. Tenses and grammatical principles must be taught, and their application needs to be emphasized more. Teachers should pay closer attention when examining tests, highlighting errors on papers, and instructing pupils to write deliberately. Article, capitalization, and full stop errors are entirely the result of negligence.

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