

Gender-Based Variation in Grammatical Errors: A Case of Secondary Level ESL learners in District Muzaffarabad

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Abstract

ESL students in AJK find English writing scary and frightening despite learning English from Grade one to Graduation level as a compulsory subject. They feel hesitation in using English in writing and speech as they are afraid of errors. This study aims to find out what type of grammatical errors ESL learners commit in their English essays at secondary level. It also intends to reveal which are the most and least frequently committed errors of these learners. It further aims to compare male and female ESL learners' errors to determine whether any significant difference exists between the frequencies of errors committed by two different genders. Gass and Selinker's (2008) Model for Error Analysis has been replicated to collect and analyze the data. SPSS has also been used to find out statistically significant differences among males and females in committing grammatical errors. The findings show that secondary level ESL learners commit concord, tense/aspect, word order, verb and infinitive errors. Verb related errors are the most frequent whereas infinitive errors are the least frequent ones among learners. Male and female learners differ significantly in concord, tense/aspect and word order errors; however, there is no significant difference between them in verb and infinitive errors.

Key Words: Grammatical errors, Error Analysis, Concord, Replicate, Significant

1. Introduction

English is taught as a compulsory subject from grade one to graduate level in Pakistan. However, the level of students' proficiency is not satisfactory even after spending 14-16 years in schools and colleges. This is the result of faulty teaching methodologies as these methods have no room for the communicative and functional aspect of language. In most of our institutions, the traditional Grammar Translation Method (GTM) is in practice. This method is teacher-centered and focuses on written skills (reading and writing) ignoring oral skills (listening and speaking). The

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teaching-learning process in these institutions does not focus on developing creativity among students. It merely encourages and promotes rote learning (Bilal et al, 2013; Butt & Rasool, 2012; Gulzar, 2009; Sarfaraz, 2011).

Paksitani students feel a lot of hesitation in using English as they consider it something scary. Errors are considered as an indication of failure in our education system. Butt and Rasool (2012) assert that committing errors brings embarrassment for our students as they are badly insulted by the teachers and fellow students. Several studies (Bilal et al, 2013; Bukhari & Hussain, 2011; Butt & Rasool, 2012; Gulzar, 2009; Sarfaraz, 2011) claim that writing skill is an important area of language learning in our context.

Azad Jammu and Kashmir (AJK) is not an exception to this situation. Like Pakistan, English is taught here as a compulsory subject from grade one onwards. The problem in writing prevails right from the beginning and is everywhere in the state of AJK. It is more common in Public sector institutions than in Private institutions of AJK. Public sector institutions lack resources like the sophisticated audio visual aids and other infrastructure as compared to the private institutions which attract more talented students due to the availability of these facilities and offering them scholarships and free education to earn good name for their institutions. English Language Teachers of public sector institutions face a lot of difficulties and challenges in this regard as the students quite often memorize vocabulary and grammar rules because of the examination system and existing methodology (Butt & Rasool, 2012). However, these students fail in utilizing this knowledge in their expression. Despite struggling hard to improve the writing skill of the students, a large number of students fail in mastering the rudiments of writing (Fayyaz, 2017; Gillani, 2019; Kokab, 2020 and Sarfaraz, 2011) affirm that the majority of students in public sector institutions are unable to master the language skills; particularly, they are poor at speaking and writing even after graduation

2. Errors and Mistakes

Errors in writing are very common as learners do not have access to any other modality to convey the intended information except the language itself as compared to speaking during which they can use intonation, gestures and body movements, etc. Moreover, there lies a danger on the part of the learners to focus on the errors rather than the most important goal: the communication (Norrish, 1983).

Corder (1971) considers errors as the result of some failure of performance. Like Corder, Norrish (1983) affirms that an error is a deviation that occurs when a learner has not learnt something and consistently gets it wrong. James (1998) also identifies a language error as an unsuccessful bit of language.

Corder (1974) and James (1998), (as cited by Phoocharoensil, 2014, p.5), differentiate an error from a mistake. According to them, an error occurs systematically because of the fact that learners do not have the knowledge of that particular rule under use. Vahdatinejad (2008) states that errors cannot be corrected by the learners themselves. Sarfaraz (2011) argues that errors of a learner reflect a cognitive activity of a learner and exhibit the internalized process of language production. Mistakes, on the other hand, are less serious than errors. They may be the result of performance factors like loss of concentration, illness, exhaustion, drowsiness, carelessness, etc. Learners can self-correct their mistakes, but correcting the errors is beyond their ability of self-correction (Brown, 1980; Corder, 1974; James, 1998; Vahdatinejad, 2008).

2.1 Error Analysis

Error Analysis (EA) is an important and influential theory in second language acquisition (SLA) research. According to Ellis & Barkhuizen (2005), it was proposed and promoted as a more effective approach to Contrastive Analysis (CA) in studying language acquisition. CA compared learners' first language (L1) and the target language (TL) for the sole purpose of finding out areas of difficulty. The differences between L1 and TL were considered to be the main causes of learner's errors. CA focused on accounting for the learners' errors. It also aimed at enabling teachers to identify the difficulties on which they have to focus. However, in reality many of the errors anticipated to occur by a CA did not occur and some unpredicted errors did occur. Hence, EA became popular for the successful investigation of L2 acquisition by the researchers

James (2001) states that EA is the investigation of what the people do not know. Corder (1967) claims that EA has two objects: theoretical and applied. The theoretical object is to understand what and how a learner learns when he studies a second language (L2). The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes.

There are five steps involved in EA according to Corder, 1974; James, 1998 and Ellis, 2008. The first step involves the collection of a sample of learner's language whether spoken or written. The next step is the identification of error. This is done by comparing the production of the learner with what speakers of English would use in the same context. A deviation from the native speaker's norm in the production of the learner indicates an error. The third step involves in the description of errors. Here, the EA researchers specify the deviant uses differing from the TL norms. Then, they classify the deviant uses in terms of the violated TL categories. The fourth step is the explanation of the errors. The researchers, in this step, try to identify the source of each error. According to Ellis and Barkhuizen (2005), mother-tongue influence and complexity of the TL are the two major sources of learners' errors. The final stage involves measuring the relative seriousness of errors. Such evaluation has an important pedagogical purpose, as it benefits the teachers in adopting the right measures in their instruction based on genuine learners' errors. The present study, however, focuses on some grammatical errors committed by students in their English essays at secondary and higher secondary levels in district Muzaffarabad.

2.2. Grammatical Errors

Different studies (Abbasi & Kariminnia; 2011; Butt & Rasool, 2012; Gulzar, 2009; Hourani, 2008; Hussain et al., 2013; Khannom, 2014; Khansir, 2013;) have investigated and identified different grammatical errors in the writing of ESL learners. The current study focuses on only following five grammatical errors.

2.2.1. Subject-verb Agreement /Concord

This is a very common type of error found in the writing of ESL learners. The verb must agree with the subject in number and person. However, the ESL learners quite often make errors in subject-verb agreement (Hourani, 2008; Hussain et al., 2013; Khannom, 2014; Khansir, 2013;; Swalmeh, 2013; Wang, 2013; Yahya et al., 2012), Zawareh, 2012). For example;

1. Boys wastes a lot of time.
2. She play cricket daily.

In both these examples, the verb does not agree with the subject. In the first example, the subject, being plural, needs a plural verb. On the other hand, the subject, being singular in the second example, needs a singular verb. Hence, absence of concord makes these sentences ungrammatical.

2.2.2. Word-order

Words are arranged in a proper sequence to form clauses and sentences. A noun phrase (NP) plus a verb phrase (VP) makes a clause. English has a strict word order. ESL learners also make errors in word-order too. This is usually the result of L1 interference (Butt & Rasool, 2012; Gulzar, 2009; Hourani; 2008; Khansir, 2013; Murad & Khalil, 2015; Sarfaraz, 2011; Yahya et al., 2012). For example;

3. She school goes.
4. They door opened.

Both these sentences are incorrect, as the words have not been ordered correctly.

2.2.3. Tense/ Aspect

The concept of tense is very problematic for ESL learners. In its traditional concept, tense refers to time of an action or an event (Thomsan & Martinent, 1986; Swan, 2005). However, the modern grammarians consider tense as the inflection on the verb phrase. It is marked on the main verb when the verb phrase contains only a main verb. However, it is marked on the auxiliary verb when the verb phrase has an auxiliary plus verb (Biber, Cornard & Leech, 2010). This tense system varies across languages. Aspect, on the other hand, refers to progressiveness or completeness of an action. ESL learners quite often make errors in using the tense and aspect correctly (Hourani; 2008; Khansir, 2013; Swalmeh, 2013; Yahya et al., 2012). For example;

5. He has bought a car last month.
6. It rains now.

The first sentence (5) needs past tense as 'last month' refers to a definite time in the past. Similarly, progressive aspect is needed in the second one (6) as it refers to an action happening at the moment of speaking. Such actions are to be expressed using present progressive aspect.

2.2.4. Verbs: Main and Auxiliary

Verbs are the central element of a clause. They refer to states or actions. They are categorized in three major categories. These categories include main or lexical verbs, primary verbs and auxiliary verbs (Biber, Cornard & Leech, 2010). Lexical verbs always function as main verbs, while primary verbs can function both as main or auxiliary verb. Do, be and have

are only three primary verbs in English. Auxiliary verbs function as auxiliary or helping verbs and are always used with a main or lexical verb to serve different grammatical functions. ESL learners make errors in using the auxiliary and main verbs also (Hourani, 2008; Murad & Khalil, 2015). They use incorrect form of the main verb or the auxiliary. Moreover, auxiliary inversion is also problematic for them. For example,

7. He has taked tea.
8. The criminals were hung yesterday.
9. She have opened a new store.

In (7) above, the wrong verb form has been used due to overgeneralization of the rule of past formation. In (8), the choice of the form of the verb is inappropriate as it must be 'hanged' in this context. In (9), the use of auxiliary is incorrect as the pronoun 'she' needs a singular auxiliary 'has' in this context.

2.2.5. Infinitives

An infinitive is 'to' plus base form of the verb (V1) functioning as a noun, adjective or adverb. Infinitives, like gerunds, look like verbs but they function as a different part of speech. They are categorized into full and bare infinitives. An infinitive with 'to' is called a full infinitive whilst an infinitive without 'to' is called a bare infinitive. Yahya et al. (2012) has pointed out errors in the use of infinitives by ESL learners also. They find it difficult to distinguish bare and full infinitives. Hence, they use them incorrectly.

10. Let me to write this.
11. I want go home.
12. He made us to wait for ten minutes.

In (10), the use of full infinitive is incorrect as the verb 'let' needs a bare infinitive. In (11), the use of bare infinitive is inappropriate as the verb 'want' needs a full infinitive after it. Similarly, the use of full infinitive after made has caused ungrammaticality in (12) as the verb 'make' requires a bare infinitive in active voice; however, it can take a full infinitive in passive voice.

3. Research Questions:

This study is an attempt to answer the following questions:

1. What kind of grammatical errors do the secondary level ESL learners make in their English essays?
2. What are the most and least frequent errors committed by these learners?
3. How far do the male and female ESL learners of secondary level differ in committing grammatical errors in their essays?

3.1. Population

The population of the present study comprises the students of Secondary level studying in Public Sector institutions of District Muzaffarabad

3.2. Selection of Sample

Muzaffarabad district is distributed in rural and urban areas. Both these areas have public sector institutions separately for boys and girls. Accordingly, five male and five female public sector secondary level institutions were selected. The selection was made from both rural and urban areas using convenience sampling technique. All 10th grade students the selected institutions were asked to write an essay on any one of the four given topics. These students were asked to do so as they have to attempt this particular question in their terminal board examinations. All these students have been studying English as a subject from grade one onwards. Their ages ranged from 13 to 16 years. Most of these students were having Hindko as their first language (L1) though there were a few students who spoke Pahari, Gojri, Kashmiri and Urdu as their first language. All the essays written by the students of these institutions were collected. The researcher selected 20 essays from each institution randomly by using RANDBETWEEN function of Microsoft Excel (MS Excel). Thus a sample of 200 essays was selected for the collection of data to analyze the grammatical errors of ESL learners at secondary level in district Muzaffarabad.

3.3. Theoretical Framework

The data were collected and analysed replicating Gass and Selinker's (2008) Error Analysis Model. This model comprises the following steps:

1. Collection of data
2. Recognition and Identification of errors
3. Classification and categorization of errors
4. Quantification of error

5. Analysis of the sources of errors
6. Remedial measures and suggestions to minimize the errors.

3.4. Research Instrument:

An essay writing test was used to collect the data for the identification of grammatical errors committed by the secondary level ESL learners. For this purpose, the participants were asked to write an essay of 300-400 words on any one of the four given topics. The essays were expository, narrative, descriptive and argumentative in nature as learners are asked to write such type of essays at both secondary and higher secondary levels in their terminal board examinations. The test was conducted with a view to getting the spontaneous samples of students' written language. These samples revealed students' idiosyncratic ways of using English in academic writing.

3.4.1 Reliability of the scoring of essay writing test

The researcher used inter-rater reliability in order to measure the reliability of the test scores. The researcher marked all 200 tests and then selected 10 percent of these marked papers randomly using RANDBETWEEN function of Microsoft Excel. The selected 20 tests, were given to another ELT expert with a teaching experience of more than 15 years at secondary and higher secondary levels. The scores of these tests were compared using a series of Spearman's rho Correlation tests.

Table 3.1: Correlation test for inter-rater reliability

Type of Error	r	p
Concord	0.96	0.000
Word Order	0/93	0.000
Tense/Aspect	0.93	0.000
Verb	0.96	0.000
Infinitive	0.91	0.000
Overall Errors	0.96	0.000

Results of the correlation tests, depicted in table 3.1, clearly depict that there was a very high agreement between the two raters in the identification of errors. Table 3.1 presents the values of strength of agreement (r) between the ratings of the two raters. Five types of errors were pointed out in the essays, that is, errors related to concord, word order, tense/aspect, verb and infinitive. Besides, correlation was also applied on the number of overall errors identified by the two raters. Two important findings can be inferred from table 3.1. First, the value of r is above 0.90 in all cases which implies that there is very high agreement between the two raters in the identification of errors (Morgan, Leech, Gloeckner & Barret,

2013). Second, the agreement between the two raters in all cases is statistically significant @ $p < 0.000$

3.5 Procedure

For the collection of the data, a prior written permission was sought from the director public instructions schools and colleges separately. After seeking this permission form the authorities, the researcher visited the selected institutions personally and verbal permission was also sought from the head of the institutions and the relevant teachers in the light of the written permission granted by DPIs Schools and Colleges. The researcher explicitly stated the purpose of the current study and sought their help and cooperation in its accomplishment. The researcher discussed the topics with the relevant teachers and requested them to make their students write an essay on any one of those topics. The students were provided with the question paper and the answer sheets by the researcher. They were given five minutes for brainstorming prior to writing. They were given forty minutes for actual writing. The students provided the demographic information like age, gender, first language, institution in the space provided in the answer sheets. They were not required to write their names or roll numbers. The researcher collected these essays separately from each institution. The researcher numbered all these collected papers and selected 20 papers from each institution randomly using RANDBETWEEN function of Microsoft Excel. After selecting the sample, the researcher marked the essays and identified the number of each grammatical error in every essay. After identification the errors were classified into five grammatical categories: Concord, Word-order, Tense/Aspect, Verbs and Infinitive. This classification was based upon Abbasi & Kariminnia; 2011; Butt & Rasool, 2012; Gulzar, 2009; Hourani, 2008; Hussain et al., 2013; Khannom, 2014; Khansir, 2013; Murad & Khalil, 2015; Sarfaraz, 2011; Swalmeh, 2013; Wang, 2013; Yahya et al., (2012), Zawareh, 2012, etc.. After ensuring the reliability of the test, the data were quantified and Statistical Package for Social Sciences (SPSS) was used to find the frequencies, mean and standard deviation. A description of these errors was made after quantification. The description involved the comparison of the deviated forms with the actual norms of the target language (TL). Independent t-test was used to find out gender-based variation in committing these grammatical errors

4. Discussion and Findings

This section presents the data obtained from the ESL learners of Secondary level by administering an essay writing test. The purpose of this test was to identify the grammatical errors committed by these learners in

essays and to find the frequencies of these errors. However, the present study was confined to the investigation of only five grammatical errors namely; Subject-Verb Concord, Word-order, Tense/Aspect, Verbs and Infinitives.

4.1. Error Identification and Categorization

The grammatical errors found in the essays of the learners were identified and categorized into Subject-Verb Concord, Word-order, Tense/Aspect, Verbs and Infinitives as the focus of the present study was to investigate these errors in English essays of ESL learners. The errors were then tabulated and quantified to find out frequencies for the interpretation and discussion.

4.2. Frequencies of Errors at Secondary level

ESL learners of secondary level commit different grammatical errors in their writings. The subjects of the current study have also committed certain grammatical errors in their essays. Table 4.1 present frequencies of these errors.

Table 4.1: Frequencies of Errors at Secondary level

Type of Error	N	Min	Max	Mean	SD
Verbs	200	0	10	2.67	2.30
Tense/Aspect	200	0	17	1.93	2.64
Word Order	200	0	17	1.78	2.30
Concord	200	0	10	1.37	1.66
Infinitive	200	0	4	.22	.57

'N' indicates number of essays/number of students as every student has written one essay.

4.2.1. Errors in the use of verbs

As indicated by the figure 4.1, errors in the use of verbs are the most frequent type of errors committed by ESL learners at secondary level. The verb being the most important element of a clause shows an action or state. The learners have made errors not only in the use of lexical or main verbs but also in the use of primary verbs and auxiliaries. The verb errors were found with the highest mean value of 2.67 which means that on average every essay contains 2.67 verb errors. However, frequency of learners'

errors is heterogeneous as depicted by the standard deviation (SD) in table 4.1. The high SD value implies that some students have made a smaller number of errors while others have made a greater number of errors. It is also depicted by the Minimum (Min) and Maximum (Max) values in table 4.1. This finding confirms the findings of other studies (Hourani, 2008; Murad & Khalil, 2015) which claim that ESL learners quite frequently commit verb errors in their writings. Following are some of the most recurrent instances found in the essays of the learners:

13. After recited the verses of the Holy Quran, we left for Murree.
14. The hills were looked beautiful.
15. The site will gave new look to Balakot.
16. We goed there in time.

In (13), the student has used the wrong verb form. He has used past participle form instead of present participle. Such errors are termed as substitution errors by the linguists (Oller, 1978) as these errors involve the replacement of an item with another one. Other linguists (Corder, 1974; Swalmeh, 2013) call such errors as Misselection errors. In the example (14), the learner has inserted the auxiliary 'were' unnecessarily. Such an error is called an 'addition error' as it has involved the addition of a lexical item which was not required at all. As far as the example (15) is concerned, the student has misused the verb form after 'will' which is a modal verb. Modal verbs are followed by bare infinitives but the learner has used the past form of the verb 'give' which has resulted into the ungrammaticality of the sentence. The learner in (16), has used the wrong verb form. This error is the result of over generalization as the learner has overgeneralized the past formation rule and added past marker 'ed' to the base form of the verb 'go' (Corder, 1974).

4.2.2. Errors in the use of Infinitives

The data of the present study revealed that the secondary level learners have committed the least number of errors in using infinitives as the indicated by table 4.1. The mean value for the frequency of infinitive errors is only 0.22 which is an obvious manifestation of the fact that the learners have not encountered difficulties in using the infinitives correctly. The frequency of learners' errors is also homogeneous as shown by the SD value in the table 4.1. The low SD value implies that the learners' frequencies of errors in the use of infinitive are not scattered. This is also evident from the Min and Max values for infinitive errors in table 4.1.

However, this might be the case because of the rare use of infinitives by the learners. Some other studies ((Abbasi & Karimnia, 2011; Yahya et al., 2012) support this finding of the present study related to the minimum number of errors in learners' compositions. Following are some examples of the incorrect use of infinitives found in the essays of the learners:

17. A friend of mine suggested me to visited Naran.
18. They let us to see that part of the building.
19. I was trying buy a phone.
20. He cannot reaches there.

All of these instances from students' compositions show the errors in the use of infinitives. In (17) above, the learner has used past form of the verb after 'to' to make an infinitive. However, in (18), the learner has used full infinitive after the verb 'let' which takes a bare infinitive. In the similar way, a bare infinitive has been used instead of a full infinitive after the verb 'try' in (19). These errors depict learners' inadequate knowledge about the use of infinitives. In (20), the learner has used third person singular form after the modal 'can'. The modals are always followed by the bare infinitive. Learners' lack of knowledge about infinitive has caused them commit these errors.

The frequencies of learners' errors at secondary level is also depicted in the following figure.

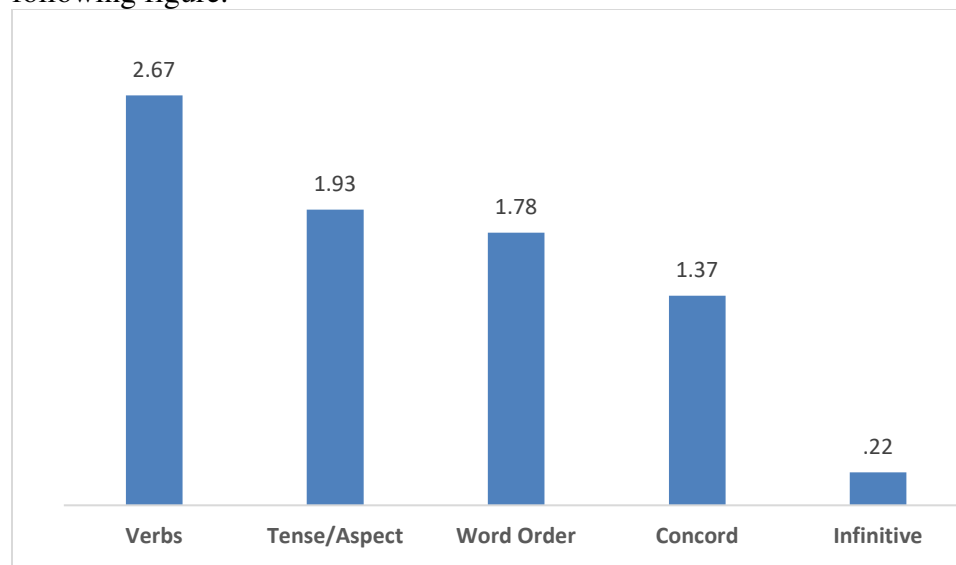


Figure 4.1: Frequencies of Errors at Secondary level

The figure 4.1 clearly manifests that verb errors are the most frequently committed errors followed by tense/aspect, word order and concord errors respectively. The errors in the use of infinitive are the least frequent errors committed by ESL learners at secondary level in public sector institutions of district Muzaffarabad AJK.

4.3. Gender-based Variation in Grammatical errors at Secondary level

One of the objectives of the present study was to find out whether male and female learners commit the same errors or not. Thus, the current section discusses the gender-based variation in committing errors at secondary level. It highlights whether there exists any difference in the frequencies of errors committed by male and female ESL learners in English essays. Table 4.3 compares errors committed by male and female students at secondary level.

Table 4.2: Gender-based variation in errors at secondary level

Type of Error	Female					Male				
	Mean	SD	Min	Max	N	Mean	SD	Min	Max	N
Concord	1.74	1.92	0	10	10	0.99	1.26	0	7	10
Word Order	1.19	1.71	0	6	10	2.36	2.65	0	17	10
Tense/Aspect	1.62	2.40	0	13	10	2.23	2.84	0	17	10
Verbs	2.20	2.11	0	9	10	3.14	2.39	0	10	10
Infinitive	.22	0.63	0	4	10	.21	0.52	0	2	10

Male and female learners of secondary level commit different errors in their English writings. Females have committed relatively smaller number of errors overall. Though the errors in the use of verbs are the most dominant errors committed by both male and female learners, the frequency of overall errors by males is greater than that of females. The mean of the frequencies in verb related errors for males and females is 3.14 and 2.20 respectively which evidently indicates that males have committed more verb-errors as compared with females. Interestingly, there is not any considerable difference between the minimum and maximum number of verb errors in one essay by both male and female learners as shown by the standard deviation (SD), Min and Max values for verb errors in table 4.2.

Both males and females have committed the lowest number of errors in infinitives with a mean value of 0.22 and 0.21 respectively. This shows that the use of infinitives is not so problematic for both genders. This seems to be the case resulting from the rare use of infinitives in their compositions. For males, the second most dominant errors were in the use of word order with a mean of 2.36. On the other hand, the second most dominant errors for females were concord errors. The mean of frequencies of their errors is 1.74. As far as tense/aspect errors are concerned, males committed these with a mean of 2.23 and females with 1.62. The males committed concord errors with a mean of 0.99 and females committed word-order errors with a mean of 1.19.

The following table shows the results of independent t-test that was run to determine statistically whether there is any significant difference between male and female ESL learners of secondary level in committing grammatical errors in their English essays.

Table 4.3: Independent t-test for comparison of errors committed by male and female learners at secondary level

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Concord	Equal variances assumed	-3.27	198	.00
Word Order	Equal variances assumed	3.71	198	.00
Tense/Aspect	Equal variances assumed	1.64	198	.10
Verb	Equal variances assumed	2.95	198	.00
Infinitive	Equal variances assumed	-.12	198	.90

As indicated by table 4.3, there is a significant difference between male and female ESL learners in concord, word order and verb errors. The significance value for these errors is 0.00 which is an evident manifestation of the fact that males and females differ significantly in their errors. They make different number of concord, word order and verb errors while writing essays in English. No statistically significant difference was found between male and female learners in tense/ aspect and infinitive errors as the significance value for these errors is 0.1 and 0.90 respectively. Hence, it can be summed up that both males and females differ significantly in concord, word-order and verb errors; however, they do not have significant differences statistically in tense/aspect and infinitive errors.

5. Conclusion

Based upon the discussion above, it can be concluded that secondary level ESL learners in district Muzaffarabad AJK commit grammatical errors in their essay writing. They commit concord, word order, tense/aspect, verb and infinitive errors quite often. The verb errors are the most frequently committed errors while the errors in the use of infinitives are the least frequent ones. The verb errors contain substitution, overgeneralization and addition errors. Overall, males have committed more errors as compared to females except concord errors where females have committed relatively greater number of errors. The independent t-test revealed that male and female learners differ significantly in concord, verb and word order errors as indicated by the significance value which is 0.00 for all these errors; however, statistically, no significant difference was found in tense/aspect and infinitive errors between male and female learners.

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