ERROR ANALYSIS AND STUDY NEEDS OF THE STUDENTS OF MASTERS IN EDUCATION

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ABSTRACT

This study aimed at conducting a detailed and comprehensive analysis of the errors and mistakes committed by ESL learners. The sample of the data comprising of 10 papers of the final term exam was randomly collected from the students of Masters in Education, Department of Education, University of Education, Lahore (Pakistan).The findings of the study exposed that even the students at such a senior level commit errors and mistakes in their writings. The students were found committing all the three types of errors in their writings i.e. inter-lingual errors, intra-lingual errors and developmental errors with different frequency and percentage ratio. Total number of errors found were 29. Out of which the frequency percentage of inter-lingual, intra-lingual and developmental errors was 21, 34 and 45 respectively. In this way, inter-lingual and developmental errors were found to be minimum and maximum in percentage respectively. So far as the reasons behind the occurrence of these errors are concerned, section 4 of the study states various reasons in detail and suggests doable remedies for these errors.

Keywords: Master in Education students, Error analysis, Study needs.

Introduction

Error analysis was presented as an alternative to contrastive analysis, a view greatly influenced by the analysis of behaviors which the researchers of Applied Linguistics sought for the formal distinction between first (L1) and second language (L2) learners with specific purpose to predict errors. It was discovered through error analysis that Contrastive Analysis was not able to predict various errors, although its various valuable aspects had been incorporated into the language transfer study. A valuable contribution of error analysis is of the finding that different errors are produced when the language learners make faulty inference about the rules of the target language.

The experts of error analysis differentiate between errors and mistakes (Perelman, 1971; Reason, 1990 & Reason, 1990). According to them, the errors are systematic while the mistakes are unsystematic. Error analysts developed a typology of errors. According to this typology, errors may belong to any of these types i.e. omission, addition, substitution, word order, etc. Errors may further be classified into overt and covert errors (Lennon, 1991).Former errors are obvious even out of context while the latter ones can be recognized only with reference to their particular context. More closely related to this classification, there is another classification of errors i.e. classification according to domain. This classification involves breadth of context and the breadth of utterance. Errors can also be classified according to linguistic levels i.e. lexical errors, phonological errors, syntactic errors

etc. (Dell & Reich, 1981; Lyster, 2001). Such type of errors is usually analyzed in accordance with the degree to which they meddle with communication. There are global errors. These errors make the utterances difficult to understand. Then, there are local errors. Such errors do not pose any difficulty in the understanding of the meaning of an utterance.

In the beginning, process of error analysis faced many problems concerning methodology. Particularly, errors of above mentioned typologies posed greater problems and from simple linguistic corpus alone, it was impossible to determine that what kind of errors the learner was committing. Still there was another problem that error analysis had the only ability to effectively deal with learners' production i.e. speaking and writing, but it was totally unable to deal with learners' reception process i.e. listening and reading.

Furthermore, error analysis can also be accounted for the use of communicative strategies like avoidance by the learners (Kleinmann, 1977), by which they simply avoid using those forms with which they are not comfortable. For all these reasons and many others unmentioned, error analysis is still being used for various investigations in second language acquisition. The quest for an overarching theory for the analysis of learners' errors has greatly been abandoned. In the mid of 1970s Corder and his fellows introduced a wide ranging approach towards language learning which came to be known as inter language.

Error analysis is very closely related to the study of the treatment of learners' errors in second language learning and teaching processes. Now a day, the study of learners' errors is specifically relevant for a paradigm focus on the methods of teaching.

This study focuses on a detailed and comprehensive analysis of the errors and mistakes committed by master level students. It also highlights the reasons behind these errors and suggests remedies to avoid them.

The study can prove equally significant for the students as well teachers of second language learning and teaching. It may also be helpful in inviting the attention of researchers to conduct studies and find better solutions to do away with the problem.

REVIEW OF THE RELATED LITERATURE

Before 1960s when the behaviorist approach of language teaching introduced by B.F Skinner, (1957) was dominating, the learners' errors were considered undesirable and were strongly discouraged. According to behaviorists, mostly people learn through a response to the external stimuli which should immediately be corrected right at the time of their occurrence. Fellows of the behaviorist school of thought strongly believed that the errors became habits and as a result wrong behavioral patterns would scheme in the mind until corrected properly.

Above stated approach of the behaviorist school of thought of language learning greatly affected the process of language teaching and learning in the class room environment where conventional teachers focused mainly on memorization and mimicry of the target language forms and tried to teach correct forms and patterns of language to the learners. In such a practice, if students committed any errors or mistakes, their teachers corrected them immediately. To such type of teachers, errors were considered to be unwanted and a serious threat to the sound learning of a language.

The view of behaviorist school of thought was eventually challenged by a totally different perspective propounded by N. Chomsky,(1959). Chomsky (*ibid*) wrote a paper against B.F Skinner, (*ibid*) and argued that the learning process of human beings, especially the process of language learning, could not be explained through a *"tabula rasa"* state of human mind. Chomsky (*ibid*)stressed on the ground of the presence of some innate mental capacity in human beings which he called, *"Language Acquisition Device"* (LAD).

In the views ofChomsky, (1959) this LAD guides the children to generate a vast number of sentences. Chomsky (*ibid*) further stressed the presence of a *"Universal Grammar"* which the children masters and utilizes till the age of five or six.

Chomsky's (*ibid*) approach proved to be a rationalistic view towards the ability of learning of a language and it led many teachers to disregard the behaviorist's approach of language learning and supported cognitive code learning process approach. As a result, the learners were encouraged to work on grammar exercises based on deductive learning and certain rules. This insight, however, did not bear any fruit until Chomsky, (1968) himself commented that a linguistic theory of the type he presented had a battle to offer for real teaching and learning process of a language.

Lado, (1964) claimed that the study of second language acquisition had passed through a series of a number of phases which were defined by different modes of inquiries utilized by researchers in their work on contrastive analysis, discourse analysis, error analysis and performance analysis.

Corder (1967) conducted a study on the paradigm shift in the field of linguistics i.e. shift from a behaviorist approach of language learning to a rationalistic one which claimed that in the process of language teaching emphasis should be shifted from teaching towards the study of learning.

Selinker, (1972) labeled errors as *"red flags"*which could be utilized to know about the learners knowledge of the second language.

Both of these two works of Corder, (1967) and Selinker, (1972) affected the researchers like Richards, (1974) and Taylor, (1975) greatly and invited their interest towards errors as being valuable entities.

So, Richards, (1974) worked on the importance of error analysis in the classroom teaching and learning experience and highlighted the value of error analysis as a major source by which the teacher could analyze his teaching progress.

Norrish, (1983) drew a difference between an error and a mistake by describing the former as a *"systematic deviation"*and the latter as an *"inconsistent deviation"*.

Weireesh, (1991) found error analysis to be very helpful in the identification and explanation process of errors of the second language learners. He further stated that the identification and explanation of errors help the learners and the teachers find out proper ways to do away with the errors.

Selinker, (1992) worked on two significant contributions made by Corder, (1967)

> *"that the error of a learner, whether adult or child, are (a) not random, but are in fact systematic, and are (b) not 'negative' or 'interesting' in any way with learning at IL but are, on the contrary, a positive factor, indicative of testing hypothesis." (ibid: 151)*

Such contribution on the part of Corder, (1967) provided a framework for the study of adult language learning process.

Ancher, (2000) regarded the occurrence of errors and mistakes as a part of natural process of language learning. So, he suggested that errors and mistakes should be entertained positively.

Candling, (2001) defined error analysis as a process of monitoring and analysis of the errors by the second language learners. He also added that the errors were vital for the better understanding of second language learning process.

Mitchell and Myles, (2004) stated that a proper study of the errors could help know about the developing system of the second language learners. They also added that the errors were inevitable for the second language learning process. So, they should be treated as the normal part of the routine.

Vahdatinejad, (2008) stated that the error analysis provided key information about the learners of second language competence. He added that the analysis of errors helps determine about what a second language learner still needs to be taught. A remarkable contribution of Vahdatinejad (*ibid*) was that he differentiated between an error and the lapse. According to him, a lapse is produced even by the native speakers and it is corrigible whereas the errors are mostly produced by non-native speakers and are difficult to correct. Ntombela, (2008) suggested a doable solution to deal with the problem of error occurrence stating that the proficiency of the second language learners of English could be enhanced by an increased exposure of speaking and writing skills.

Farukh, Mehmood and Ahmad (2017) attempted a study to find the common and most frequently occurring errors in composition of Pakistani English language learners at intermediate level by applying a descriptive approach to analyze data collected from 50 students applying essay writing as an instrument. The results of their study showed that the EFL learners made errors in the use of word order, plurality, subject-verb agreement, spellings, prepositions, articles, verb form, auxiliaries, and others. The most frequently occurring errors were in the area of spellings that were most probably caused by intra-lingual factors. On the basis of these results, some pedagogical implications, and teaching strategies were suggested to be devised which might assist ESL/EFL teachers in teaching and, might reduce future problems regarding writing English essays among Pakistani ESL/EFL learners. In a similar study, Ahmad, Farukh, Ismail and Sarwar (2018) investigated the errors of the students of graduation in English and observed that the students of the said class committed inter-lingual, intra-lingual and developmental errors with different frequency ratios. Inter-lingual and developmental errors were minimum and maximum in frequency respectively. On the base of these results they concluded that the students were committing the errors due to L1 intervention and less exposure to L2. Therefore, they suggested an increase in the L2 exposure, provision of appropriate curriculum and improvement in teaching methodology.

Significance of the Study

This study will prove out to be very significant for ESL students, teachers and researchers. It will help the learners as well as the teachers to know about different types of errors and their causes. It will also help them know about possible measures to deal with them. The study will also invite the interest of the future researchers and thus; it will pave the way for an error free second language teaching and learning process. So far as the aim of the study is concerned, it intends to find out the answers to the following questions;

a) What type of errors the learners commit?
b) What type of errors is most frequently committed by the errors?
c) What are the major causes of the errors committed by the learners in attempting their papers?
d) Should the occurrence of errors be ignored?
e) Can the occurrence of errors be controlled? If yes, then
f) What measures can be taken in this regard?

RESEARCH DESIGN AND METHODOLOGY

This study has been conducted through quantitative methodology of research. Richards et al. (1996: 302) defined quantitative methodology as *"the procedures which gather data in numerical form"*. As per this principle, the data of this study have been gathered in numerical form.

The design of the study has been categorized under analytical technique which can be defined as a process which analyzes a single factor or a cluster of factors. Keeping this definition in view, this study focuses on a single factor only i.e. error analysis and study needs of MA Education students.

This study involves descriptive design. This design avoids manipulation of subjects. It measures things as they are and it describes such phenomenon as happen naturally. All of these principles of the descriptive design have been kept in view while conducting this research.

Data Analysis
Data Collection
For the selection of the corpus of language, a sample of written work was collected from 10 students of MA Education program, Department of Education, University of Education, Okara Campus, Okara (Pakistan).These students were in Grade 16 and the medium of instruction of their program was English. They had also been studying English from the very beginning of their educational career and had been taught English as a compulsory subject mainly by English subject specialist teachers. However, there is a point that needs to be mentioned here that all of these students speak Punjabi and Urdu languages at home, school, college and university with parents, siblings, friends, playmates, classmates and teachers.

These students were provided with a paper of the subject 'Special Education' and were asked to answer a number of short and long questions. They were given sufficient time in the examination hall to answer the questions. This was their final term exam in July 2015.

Material Analysis

The said sample papers were thoroughly read and analyzed. Major focus was laid on the detection of the errors committed by the examinees. During this process, following errors were noted:

(1) "Children who-born with hearing impairment remain muteduntil
training is provide to them". (Intra-lingual, developmental)

In this sentence, three errors have been committed. First error is the error of Omissionthat is between who and born. The examinee should have written it as *'who are born'* instead of *"who born"*. The second error committed by the examinee is the error of overgeneralizationi.e. *muted*. The examinee should have written mute instead of muted. Third error is the error of Tense (verb form) i.e. *'provide'*. It should have been written as provided instead of provide. Correct form of the above sentence is as follows:

Children who are born with hearing impairment remain mute until
training is not provided to them.

(2) "Hearing impaired children are not *able* to be taught effectively".
(Intra-lingual)

In this sentence, the examinee has committed an error of rule restriction. Apparently, the sentence seems to be correct and conveys full sense of meaning. But if analyzed deeply, it comes to be known that the sentence contains a very serious error i.e. the error of using *'able'*. Able is specially used in infinitive structures. It often has some meaning as *'can'*. It is particular with '*able'* that it is not followed by passive infinitives and thus it is a major error committed by the examinee. The sentence could correctly be written as follows:

Hearing impaired children cannot be taught effectively.

(3) "According to him…"

In this phrase, the examinee has committed an error of substitution. The phrase seems to be correctly written. But according to the rules of English grammar, it contains a serious error i.e. the error of wrong use of*'according to'*. The reason is that *'according to'* is not used for the opinions. So, the examinee should have written *'in his opinion'* instead of according to. This is the error of substitution. (Developmental)

(4) "Our actual educational problems…"

Above phrase has also been written incorrect due to the wrong use of *'actual'*. In English such ideas are expressed by using words/phrases like present, current, up to date, at this moment, now, at present etc. So, the phrase our actual educational problems… should have been written as:

Our current educational problems…

This error belongs to the error of substitution. (Developmental)

(5) "A young fat hearing impaired child…"

According to the grammatical rules of English, above phrase has been written incorrect. For, when several adjectives come before a noun, they need to be put in a particular order. But in above phrase, the very order has been broken. The correct form of sentence has been given below:

A fat young hearing impaired child…

This is the error of structure. (Developmental)

(6) "The most important - for the hearing impaired children is to be
taught effectively".

This sentence also contains a serious error. The reason behind is that a noun is always placed after an adjective. But in the above sentence, the noun *'thing'* is missing after the adjective*'important'*. So, the correct form of sentence is as under:

The most important thing for the hearing impaired children is to be taught effectively.

It is the error of omission. (Developmental)

(7) "The poor's children…"

This phrase is also incorrect according to English grammar rules. In English language, there are certain expressions like the blind, the old, the handicapped, the unemployed the jobless, the young, the mentally ill, the dead etc. Such expressions are always plural. Such expressions refer to the whole of the referred class. Such as the dead means all dead people but it never means a dead person. It is particular with such expressions that they are not used with a possessive 's' and this is the error which has been found in the above phrase. The correct form of the above phrase has been given below:

The poor children…

It is an error of addition. (Developmental)

(8) "All of children can be difficult to teach".

This sentence also contains a serious error. In this sentence *'of'* has been over used after *'all'*. So the correct form of the above sentence is as under:

All children can be difficult to teach.

It is an error of addition. (Developmental)

(9) "Every children need proper attention".

In this sentence, a serious error has been committed. It is the error of wrong use of *'every'*. It is because *'every'* is used with a singular noun whereas; to give the same meaning with a plural noun *'all'* is used. Such as:

All children need proper attention.

It is an error of rule restriction. (Intra-lingual)

(10) "For the betterment of children…"

This phrase is incorrect because it misses the use of an article *'the'*. According to English grammar, definite article *'the'* is used to refer to a particular person, place or thing. So, according to this rule, the correct form of above sentence has been given below:

For the betterment of the children…

It is an error of omission of an article. (Inter-lingual)

(11) "We have lot of…"

Article *'a'* has not been used in above phrase. Correct form of above phrase is as under:

We have a lot of…

It is an error of omission of an article. (Inter-lingual)

(12) "…the hearing impaired children are classified in two groups…"

This sentence also contains an error of the use of an inappropriate preposition. Correct form of this sentence is given below:

…the hearing impaired children are classified into two groups…

It is an error of wrong use of preposition. (Inter-lingual)

(13) "These children born with little or no hearing".

This sentence contains serious errors. In it, helping verb *'are'* and an article *'a'* have not been used. The correct form of this sentence is as under:

These children are born with a little or no hearing.

It is an error of omission. (Inter-lingual)

(14) "The suffer from hearing impairment…"

This sentence contains an error concerning wrong use of *'the'*. But here, in this sentence, it appears that it is not an error. Instead, it appears to be a mistake. It looks that the examinee

has committed this mistake in haste and written *the* instead of *they*. Anyhow whatever the case may be, the sentence is incorrect and it should have been written as below:

> They suffer from hearing impairment…

It is an error of addition. (Developmental)

(15) "LD children can be divided into four classes which is as…"

This phrase contains an error of number. In this phrase helping verb *'is'* has been used for a plural noun which is incorrect. The correct form of the sentence is as under:

> LD children can be divided into four classes which are as…

It is an error of number. (Developmental)

(16) "Moreover, checklists are also available for the identification for the gifted children".

In above sentence, *'for'* has incorrectly been used at the place of *'of'*. So, the above sentence can correctly be written as follows;

> Moreover, checklists are also available for the identification of the gifted children.

It is an error of wrong use of preposition. (Inter-lingual)

(17) "…he should be refers to…"

This phrase contains a very serious error. In it, third form of verb has not been used after *'be'*. It can correctly be written as under:

> …he should be referred to…

It is an error of rule restriction. (Intra-lingual)

(18) "Pakistan has shown his keen interest".

This sentence contains the error of wrong use of pronoun. In English language, pronoun *'her'* is used for countries. But in the above sentence, the pronoun *'his'* has been used at the place of her. So, the above sentence is incorrect. Its correct form has been given below:

> Pakistan has shown her keen interest.

It is an error of gender. (Intra-lingual)

(19) "NGOs playing their role…"

In above sentence, helping verb *'are'* is missing. Correct form of this sentence is as follows;

> NGOs are playing their role…

It is an error of omission. (Developmental)

(20) "NGOs all over the world has established".

This phrase contains three errors. First error belongs to the wrong use of *'has'* at the place of *'have'*, second one belongs to the error of omission of *'been'* and the third one belongs to the error of overuse of the preposition *'in'*. In correct form it can be written as under:

> NGOs all over the world have been established.

These are the errors of overuse, omission and rule restriction. (Developmental and Intra-lingual)

(21) "The most crucial problems of the children lies…"

In this phrase *'s'* has wrongly been used. As a rule, in present indefinite tense *'s'* is used with such verbs as follow singular nouns or pronouns. But here, in this phrase, it has been used with such a verb as has followed a plural noun. So, it is incorrect. As a rule, its correct form is given below:

> The most crucial problems of the children lie…

It is an error of tense. (Developmental)

(22) "The some of children…"

It contains an error of wrong use of article '*the*'. Correct form of this phrase is as under:

> Some of the children…

It is an error of wrong use of article. (Inter-lingual)

(23) "The mental retard children…"

It contains an error of wrong use of an adjective. Its correct form is as under:

The mentally retard children…

It is an error of wrong use of adjective. (Intra-lingual)

(24) "His capacity of hearing is *lassed*".

In this sentence, *'lost'* has been written as '*lassed*'. So, it is incorrect. It can correctly be written as under:

His capacity of hearing is lost.

It is an error of over generalization. (Intra-lingual)

(25) "Subjectives and objectives types test items…"

In this phrase *'s'* has been overused with words *'subjective'*, *'objective'* and *'types'*. So, it is incorrect. It can correctly be written as under:

Subjective and objective type test items…

It is an error of addition (overuse). (Developmental)

(26) "…the un assembly…"

It contains an error of wrong use of *small letters*. Its correct form is as under:

…the UN assembly…

It is an error of wrong use of small letters. (Intra-lingual)

(27) "Although these children can read and write but specific care and training should be provided to these children".

This sentence contains the errors of exaggeration and rule restriction. In correct form, it can be written as:

Although these children can read and write yet specific training and care should be provided to them.

It is an error of rule restriction. (Intra-lingual)

The frequency percentage of the errors has been given below;

Table 1: Table of frequency and percentage of errors

Error Kind	Frequency	Percentage
Inter-Lingual	6	21
Intra-Lingual	10	34
Developmental	13	45
Total	29	100

Table: 4.1

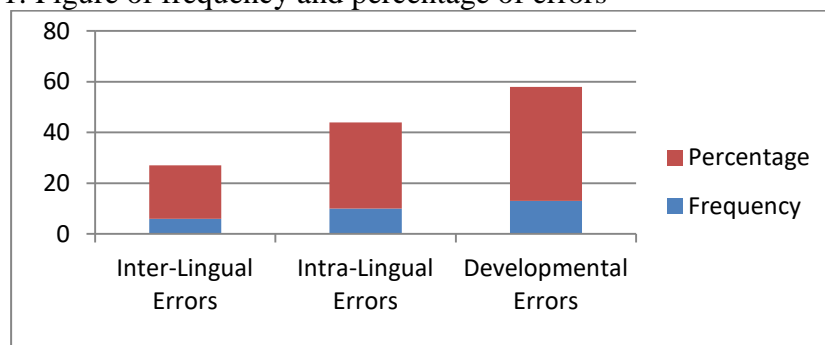Figure 1: Figure of frequency and percentage of errors

Figure: 4.1

RESEARCH FINDINGS

The findings based on the written papers of M.A Education students reveal that the students of even such a senior level i.e. Grade 16, commit all the three types of errors with different proportions. So far as the frequency percentage of the errors is concerned, the students committed inter-lingual, intra-lingual and developmental errors 21%, 34% and 45% respectively. This implies that:

     a) Developmental errors are most frequently committed errors by the learners;
     b) Inter-lingual errors are less frequently committed errors by the learners as compared to the developmental errors;

     Along with other factors, poor and faulty teaching has been found to be the major cause of learners' errors which further implies that:

     a) Students are not properly taught;
     b) Teachers do not take the errors seriously at the time of their occurrence;
     c) The teachers do not guide the students do minimize their errors;
     d) Proper exercises are not done to master the rules of the language;
     e) Teachers do not properly check the composition of the learners;
     f) Teachers themselves are not proficient enough to help the learners minimize their errors;
     g) Teachers have moderating/avoiding attitude towards learners' errors.

As a result of above mentioned factors, errors have become the part and parcel of the learning process of the learners and it has become hard for them to avoid these errors.

Causes and remedies of the errors

Major causes and remedies of the errors have been given hereunder:

Carelessness

Carelessness on the part of the learners is one of the major causes of committing errors. It may be the outcome of various reasons like lack of motivation, losing interest, inappropriate/boring material etc.

Remedy

Carelessness can be overcome by involving the learners to check each other's work. In this way the learners will be indulged in discussion about errors which will finally make these errors the valuable entities in learning target language (Richards,1974 & Taylor, 1975).

Interference of mother tongue

The general principle that when we try to learn new habits the old ones will interfere with the new ones. This is what is called mother tongue interference.
So, it is natural for a second language learner to face the interference of mother tongue.

Remedy

Actually, there are no special techniques that can control the interference of mother tongue. The only thing which can be done is that the teacher should teach the given structure with deductive learning and to encourage work focusing on grammar exercises(Chomsky, 1959).

Overgeneralization

The learners with less experience of the language try to apply their experience on the whole system of language. In doing so the rules of grammar are often over generalized by the

learners and as a result serious errors are committed. For example, the learners over generalize the plural making rule of adding *'s'* or *'es'* at the places where they are not required. Such as peoples, womans, childs etc.

Remedy
General formula that never teaches together what can be confused can be the best remedy for such kind of errors.

In-complete application of rules
If the learner does not know the complete application of grammatical rules, errors will definitely be committed. For example, if a learner knows only positive construction of the present indefinite tense, the interrogative of the sentence *'He plays cricket'* will be made thus; *'what he plays?'* Instead of *'what does he play'?* Reason for this kind of error can possibly be the unawareness of the complete rule restriction.

Remedy
Learners should be familiar with correct usage of the rules (Chomsky, 1959).

Faulty teaching material and methodology
Faulty teaching materials and methodologies are another major reason of errors. Fact is that badly trained teachers with poor command over target language are bound to do a great deal of harm. If teachers will constantly mispronounce or write certain words wrongly and faulty and old fashioned textbooks will be taught, the learners can hardly be blamed for faulty learning.

Remedy
The teachers should select appropriate teaching material and teaching methodology should also be maintained according to the nature of errors (Mitchell & Myles, 2004). Further, Weireesh (1991) adds that the process of error analysis helps teachers to adopt suitable ways to get rid of these errors.

Social factor
Some languages have specific social features that may confuse the second language learner. For example, in a Pakistani society people pay much attention to formal and informal speech. There are three entities for the presentation of second person in Urdu language i.e. *'tu', 'tum'* and *'aap*. These entities show the level of formality in Urdu language. But in English language, the only word *'you'* is used for these three entities. In this way, social and cultural difference appears as a major cause of errors.

Remedy
The learners should be taught about the society and culture of the people of the target language.

Limited opportunities to use the language
Foreign language learners have limited time to utilize for learning purpose in the classroom. There are fewer chances to use the language in real situation. So, the errors cannot be mended and thus are committed time and again.
Remedy

The learners should utilize more and more time for language usage especially focusing to increase the proficiency in speaking and writing skills (Ntombela, 2008).

Study Needs

The study presents following measures to be taken for the improvement of the writing skill of the students of MA Education in particular and the students of other disciplines in general:

a) The teachers who have so far been teaching the students have failed in producing the desired results. It means that they are unable to help the students in error free learning. In this way there should be a move from teaching towards study of learning (Corder, 1967). So, the students need more competent and well trained subject specialist teachers;

b) The material which the students have so far been studying and the methodology by which they have so far been taught have proved out to be a failure. So, at this stage, it is desirable that both teaching material and methodology be changed to develop a proper system for teaching second language. (Mitchell & Myles, 2004);

c) The learning process of the students is totally teacher centered and is completely confined to the classroom where the teacher teaches in conventional method and encourages rote learning. He pays no heed to the learners' errors. So, it is needful that such workshops and seminars be conducted as will make the learners and the teachers aware of the errors, their causes and remedies to make these errors valuable for learning language(Richards, 1974 & Taylor, 1975);

d) According to Candling (2001), error analysis is taken as a kind of monitoring which helps in understanding language learning. Unfortunately, Present and conventional assessment techniques have not guided the learners to overcome their errors and mistakes in writing skill. So, it is needed that Special Error Control Tests (SECTs) be conducted with regular intervals. These tests should be constructed, conducted and marked by Subject Specialist Teachers (SSTs). After that students should be told about errors, their causes and remedies;

e) Teachers are most of the times busy in teaching and other routine duties. They have neither time nor ability to analyze learners' errors and suggest possible remedies for them. As a result, errors are becoming the part of learners' permanent faulty learning. So, in order to curb such a problem, Special Error Advisors (SEAs) be appointed to analyze learners' errors, find their causes and advise proper remedies;

f) The students need special attention and care on the part of their teachers. They should not avoid learners' errors/mistakes at any stage of teaching (Skinner, 1957). Instead, they should point them out before the whole class and suggest proper remedies for them;

g) Conventional learning environment is promoting learning full of errors. So, it needs to be changed by an Error Free Learning Environment (EFLE);

h) Studying textbooks and other helping books are not sufficient enough for error free learning. The students need to be given exposure to reading (Ntombela, 2008) English through newspaper, magazine reading etc;

i) School, college and university exams have not helped in promoting error free writing skill. So, it is needed that special writing competitions be arranged among students in which error free attempt should be given special weight;

j) Like other institutional magazines, Special Error Magazines (SEMs) should also be issued to sensitize the learners and the teachers about errors. Such magazines should publish errors committed by the learners in different tests and exams. They

should also explain their causes and suggest possible remedies. These magazines should also publish model writings from students and teachers.

CONCLUSION

The study shows that Pakistani students of master level are faulty in their learning and commit serious errors and mistakes in their composition. The point noteworthy here is that the medium of instruction of master level program of education is English and all of these students have been taught English since the sixth grade of their educational career. But in spite of such a long time of studying English as a compulsory subject these students are committing such serious errors and mistakes. It is very alarming. It shows the poor condition of the learning environment, students' interest, teachers' capability and efforts of the education system.

The situation will become even graver because these students are being prepared to become the teachers of the posterities and in turn they will teach the children with their learned faults. As a result, same errors and mistakes will be transferred to the students of future by the teachers of the future. So, it is desirable that suitable measures be taken to check the students from faulty learning and making errors as a part of their habit.

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