

Research Article

Error Analysis of English Compositions of Medical Students in Govt. College of Sindh

Nayab Iqbal Shaikh^{1*} & Khalil Jibrán²

¹Lecturer, Department of English, Govt. Agha Nizamuddin Girls Degree College Sukkur, Sindh, Pakistan.

²Assistant Professor, Department of English, QUEST Nawabshah, campus Larkana.

Corresponding Author: Nayab Iqbal Shaikh, E-mail: Nayab-shaikh2012@hotmail.com

ARTICLE INFO

Article History

Received: July 01, 2020

Accepted: August 02, 2020

Volume: 3

Issue: 8

DOI: 10.32996/ijllt.2020.3.8.1

KEYWORDS

Error analysis, English composition, Use of tense, Corder's theory

ABSTRACT

Error analysis is a significant procedure used in English language to identify errors. The present study identifies various errors committed by intermediate medical students studying in the government college of Pakistan in their written English essays. It aims to explore and explain the most frequently committed errors in the English compositions of students. The current study uses English Essays as an instrument of data collection from a sample of 50 students studying in Government Agha Nizamuddin Girls Degree College Sukkur. Data was analyzed following three step process as designed by Corder's (1967) theory of Error analysis. Findings from the data analysis informed the researcher that students of aforementioned colleges commit errors in spelling, subject-verb agreement and use of tenses most frequently followed by inappropriate use of singular/plural, preposition, infinitives, word order and possessives.

1. Introduction

English language learning occupies a very significant place in the lives of Pakistani students. Learning all the four skills of English as a second language has always remained very crucial and necessitates students to put their solid efforts to acquire these skills. In Pakistan, English language relishes the prestige of official language as well as the communication source both in written and oral in public and private higher education institutes. Apart from the academic journey, students have to maintain an expertise level English Language in their professional life in almost every field such as business, teaching, commerce, judiciary, science and technology since the inception of Pakistan in 1947. According to Coleman (2012) concerning the status of English in Pakistan as "the language of power and the language of an elite class that has dominated the country since independence" (p. 64). Thus, students studying any academic discipline are demanded to excel all the skills of English as a Second language with special focus on Writing skills. In Pakistan, English is imparted as a second language with particular attention given to reading and writing skills. Although much consideration is spared for writing, however the sum of errors committed by students in their compositions is still very high (Unar, Shaki & Ahmed, 2017).

Errors in writing must be addressed cautiously because these define the overall process of writing and define where the writer lies in this area. The present time is of technology, innovation and research. An era of technological enhancement needs a writer to be perfect and error free in order to meet the demands of present time. Writing is a rigorous task and it desires the pre, while and post planning process to produce an authentic, error free and meaningful piece of writing.

Humaira (2011) stressing on the importance of English comments that awareness of creative writing in Pakistan is still not clear. Teachers and students of English language need to understand the significance of 'creative writing' and address it accordingly. Students of all academic disciplines offered in Pakistan must be aware of the writing process. Students studying medical science are exposed to much writing in their academic journey as well as professional life. Thus, this paper investigates the errors made in the writings of intermediate students of medical group in the government colleges of Sindh and also explores their current learning status. At this level of their academic journey, they are exposed to learn and write more and more in their subjects in order to get outstanding grades leading towards successful admission in medical colleges.

1.1 Importance of Writing for Medical Students

As addressed by (KAYAOĞLU & AKBAŞ, 2016), learning English language seems very imperative for medical students as they are prospective future doctors. Writing ability in this field acquires a high place and medical students are expected to be very fluent in this area. At college level in Pakistan it is seen that more focus is given on their major related subjects rather than English writing. Consequently, most of the students qualify the entrance test of medical subjects but later on they fail in their study at medical colleges due to the lack of writing power in any subject. Owing to the emerging demands of this technological era, different branches of ESP have been presented. Whereas, in Pakistan only English for general purpose (EGP) is taught, extending less emphasis on writing skills.

Students with high scores in their writings are believed to be more genius and intelligent and enjoy high prestige. As a global language, English is used in all fields and its value for medical students cannot be deniable. There are many reasons for the importance of writing skills for medical students. First, according to Malik (2017) writing in a comprehensible manner is very crucial for medical students, as poor description and reporting can lead to destructive consequences. Complex scientific facts can be conveyed successfully only with effective writing skills.

Secondly, Kang (2004) has supplemented that English language learning is necessary for medical students because of globalization. All the required medical information which is needed by medical students and researchers is in English. Language apprentices need to learn four language skills namely: Listening, Speaking, Reading, and Writing as to accomplish proficiency in English language (Brown, 2000). Hence, medical students need more attention to expertise in writing skills as they have to make reports, documents and medicinal research. Kurfürst (2005) indicated that English is of crucial importance to medical students because they need to use English in their studies and readings, which are for reading journals and textbooks while studying for tests, or for debating in the classroom. In addition, during their preparation they will learn to write patient charts, drug papers, prescriptions and instructions in English in proceeding medical training and future career.

In the light of above facts regarding the importance of learning English language skills specifically writing skills, it is indispensable for the students majoring in medical sciences to acquire language skills timely and effectively for successfully moving towards their professional career.

1.2 Statement of The Problem

As discussed above, English enjoys the status of an international language in the world and it is communicated as a second language in Pakistan. It is imparted as an essential subject in schools, colleges and universities in Pakistan. Students engaged in any major, are expected to excel in this language but the challenges and complications faced by them in learning this language are still unresolved. Resultantly, students in Pakistan in general and Sindh in particular do not produce perfect pieces of writing even at high level of their education as well as in professional life and remain non proficient writers at every stage of life. Eventually, due to the lack of proper skills and efficiency in writing, they face a lot of failures everywhere. Students of the medical group at intermediate level commit various types of errors that need to be analyzed and addressed timely. James (1988) comments that prepositional errors, verb mistakes and lack of vocabulary are the common errors appearing in the writing by the students.

Nik Safiah (1978) identified that such errors are frequently observed in the written assignments. Teachers who are able to identify these mistakes frequently and then address these issues can better help students to learn error free writing and can outshine in this area. Hence, error analysis is the best means of identifying and discussing these errors committed by the learners of a second language. Although previous studies (Siroj & Wijayanti, 2020; Seyyedi & Amin, 2020; Mang'oka, Ogola & Bartoo, 2019; Ginting, 2019, Sawalmeh, 2013) conducted on error analysis have revealed interesting findings, little attention so far has been paid to study English Compositions of Medical Students.

1.3 Objective of The Study

This paper aims to identify the errors committed by the students of the medical group studying at intermediate level in the government college of Sindh in their writings using error analysis technique in order to address the learning shortcomings of students.

1.4 Research Question

What type of errors are frequently committed by intermediate students of the medical group?

1.5 Significance of The Study

Since this research work focuses on the various errors committed in written language, it may be advantageous for English teachers to develop strategies to enable students to overcome these issues. In addition, the analysis can make the instructor realize changing the current teaching strategies and techniques to match the students' needs. Additionally, this study may make the students conscious of the errors in their writing. This process of identification will make them realize that they would root out these inaccuracies out of their English writings.

2. Literature Review

One of the most prominent theories of second language acquisition is known as Error analysis (EA) advocated by Corder (1967). This theory is developed as a more effective way to study the errors in the communication in recent years. EA is "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance" (James, 2001, p. 62).

The advocates of EA theory stress to differentiate between error and mistake for which both are "technically two very different phenomena" (Brown, 1994, p. 205). Sarfraz (2011) in her study differentiating both as a mistake is mainly caused by processing limitations which shows students' incapability in using knowledge of target language (TL). Lack of competence does not lead learners to commit mistakes. An error is a result of violation of the rules of target language and therefore results in deviating grammaticality TL. Lack of competence ends in committing error. "Native speakers can recognize and correct mistakes, but L2 learners need the linguistic competency in TL to identify errors and correct them accordingly" (Sarfraz, 2011, p.31).

In the early 1970's, Corder and his colleagues introduced the field of "Error Analysis" in "Second Language Acquisition". Corder is recognized as the "father" of the Error Analysis (EA). Corder (1967) identifies the two objectives of error in analysis in the learning process of language. The first is theoretical and the other is applied. The former deals with the understanding of what and how a learner learns in second language acquisition. The latter object helps the learner to learn more efficiently and effectively by utilizing the knowledge of his language for academic purposes. "At the same time, the investigation of errors can serve two purposes, diagnostic (to in-point the problem) and prognostic (to make plans to solve a problem)" (Darus, 2009, p.487). It suggests that error analysis not only identifies the learners' language gap during the learning process but also guides teachers to modify current teaching methods to solve the learning issues encountered by students. Corder (1967) asserts that errors define the learning process and prove that learners are learning language. He comments that if errors are studied systematically, they will equip teachers with useful insights. Investigation of errors has useful practical application for language instructors. Another study by Ancker (2000) suggests that errors must be taken as a part of cognition during the learning process. Candling (2001) reflects EA as "the monitoring and analysis of learner's language".

Weireesh (1991) also emphasizes that errors play a pivotal role for the learners. Obligating error is used as a strategy by the learners to learn and correct their mistakes while learning. He also states that error analysis is an important technique to identify the level of learning, learners have achieved and resultantly, acts as an aid for language instructors to modify and redesign the current teaching strategies which best matches the students' needs. This process gives motivation to both the teachers and the learners and ends in positive result-oriented learning milieu. Error analysis paves the way for identifying what a learner still needs to learn and provides teachers with the information of what is lacking in his or her language competence level.

In the milieu of Pakistan, a number of scholars have conducted studies on Error Analysis (EA). Gulzar (2009) explored error analysis in the scripts of intermediate level. Additionally, it was concluded by him that students have deficient learning in the areas of preposition, grammar, spelling, punctuation and use of tenses. His study illustrates that traditional and old-fashioned methods cause poor writing skills while correcting errors.

Another study error analysis was conducted by Sarfraz (2011) on 50 undergraduate students of FAST national university. She compared interlanguage errors with mother tongue interference errors and found that learners make mistakes due to interlanguage errors. This study provided an insight into problems of language learning in Pakistani context.

3. Methodology

This section presents the methodology followed in this study along with a detailed account of population and sample used in the current study. Additionally, this section informs about data collection tools, data collection procedure and finally discusses the data analysis technique employed in this study.

The population for the current study is 154 intermediate students of medical group studying in Government Agha Nizamuddin Girls Degree College Sukkur. There are total three faculties in this college which are: Humanities, Commerce and Medical Science. For the current study population is only taken from Medical group because the current study only evaluates the errors committed by them. There are a total of 154 students, 89 enrolled in first year and 56 students in second year. The sample for this study is 50 students which was chosen using systematic random sampling technique. Sampling is done to simplify the group and overcome the constraints of expenses, time wastage and lack of resources because “you cannot study everyone everywhere doing everything” (Miles and Huberman, 1994, p. 27). Systematic random sampling was employed on the total population with $K(n)^3$. It is a type of random sampling technique which is the most frequently used method of sampling. It is simple in nature and the researcher becomes more certain that the population is distributed evenly. All the students in this sample are native speakers of Urdu and Sindhi. English is taught to them as a compulsory subject and it includes English literature, Language and Grammar. The main cause of their poor competence in English Language particularly in writing skills is that they all came from Government schools where the medium of instruction and books is their native language and they learnt English as just a compulsory subject.

English essays written by the sample were the principal source of data collection for this study in order to identify the errors made by them in their writings. All the 50 participants of the study were informed about the format of the study. They were asked to write an argumentative essay on the topic, ‘Status of women in Islam and society’ of about 200-250 words in sixty (60) minutes in their planned English class. The same topic was chosen for all the participants in order to bring harmony in the study.

3.1. Data Analysis

This present study is conducted on the foundation of practical analysis of Corder’s (1967) technique. This technique presents three step error analysis method which are:

1. Collection of Sample Errors
2. Identification of Errors
3. Description of Errors

Applying Corder’s (1967) method, data was collected through 50 English essays written by the students. After that, essays were assessed by the researchers and errors were identified. In the end, identified error were described and rectified accordingly.

Students committed various types of errors in Spelling, Capitalization, Subject Verb agreement, Verb Tense, Preposition, Singular/Plural, Article, Possessives, Infinitives, Nouns and Word Order. Table No.1 illustrates the number of errors, percentage and mean score of errors committed by intermediate students of the medical group.

Table. 1: Error Analysis of Intermediate learners’

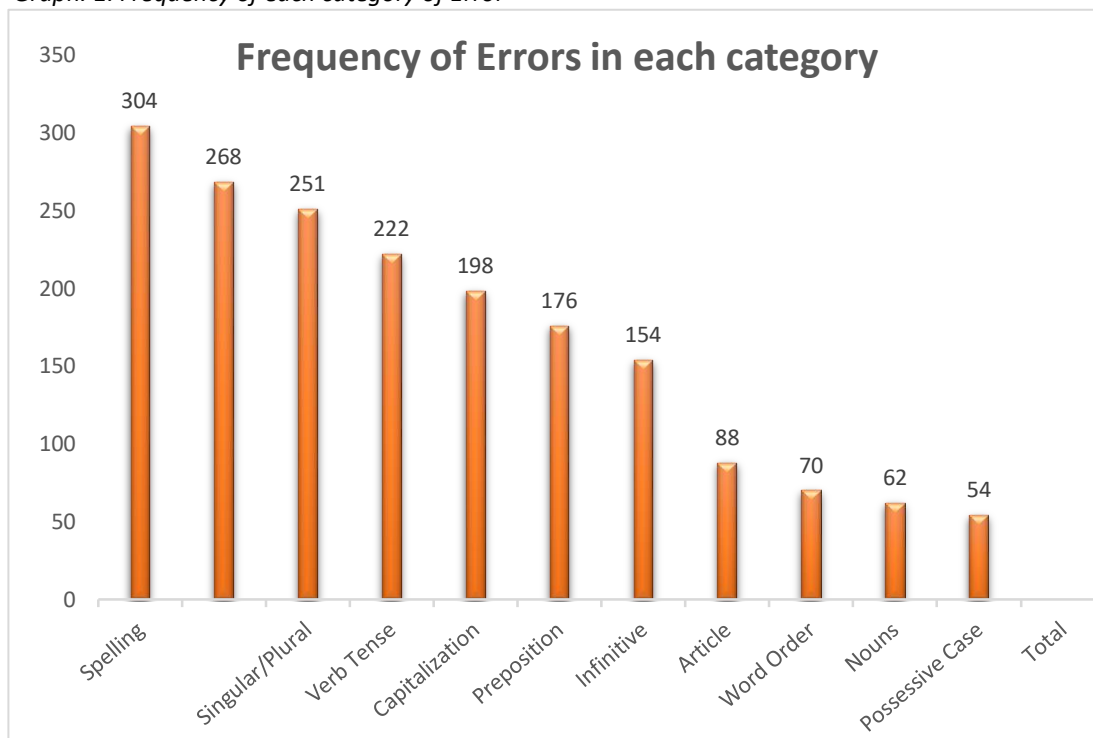
S. No	Identified Error	Frequency (f)	Percentage (%)	Mean (x)
1.	Spelling	304	16.45	6.08
2.	Subject-Verb Agreement	268	14.51	5.36
3.	Singular/Plural	251	13.58	5.02
4.	Verb Tense	222	12.01	4.44
5.	Capitalization	198	10.72	3.96
6.	Preposition	176	9.52	3.52
7.	Infinitive	154	8.33	3.08
8.	Article	88	4.76	1.76

9.	Word Order	70	3.78	1.4
10.	Nouns	62	3.35	1.24
11.	Possessive Case	54	2.92	1.08
	Total	1847	100%	

Keeping in view the Percentage (%) and Mean Scores (\bar{x}) brought out by the Error analysis of students' English essays, it is evident that most frequently committed errors are; Spelling ($M=6.08$), Subject-Verb Agreement ($M=5.36$), Singular/Plural ($M=5.02$) and Verb Tense ($M=4.44$). While, the least occurring Error is Possessives ($M=1.08$).

Graphical representation of frequency of each error is given as under;

Graph. 1: Frequency of each category of Error



In the subsequent section, a detailed description of Errors committed by medical students of intermediate level.

Spelling

Spelling is a way in which words are structured according to their formal acceptability with the aid of symbols. In current study, spelling error is the most frequently committed mistake by the students. Spelling errors are caused by the excessive use of technology such as mobile phones, computers and communication on social media. Resultantly, learners use short hand writing and do not pay attention towards correct and acceptable character order while writing words. Example is given as under;

Error classification: *Spelling*

Error Identification:

1. Women are leaders every**were** you look.
2. Her hidden **abbilities** are shown.

Error correction:

1. Women are leaders every**where** you look.
2. Her hidden **abilities** are shown.

Subject-Verb Agreement

Subject-Verb agreement has an important place in English language and inappropriate combination leads to an error. Singular subject must take the singular verb whereas the plural subject should be joined with a plural verb. The present study inferred that after spelling errors, mistakes made in subject-verb agreement have a high value of mean. Hence, it is the second most frequently committed error in the writings of medical students. This shows students' poor knowledge of basic grammar rules and application. Example:

Error classification: *Subject-Verb agreement*

Error Identification: 1. She **have** to struggle even more to be successful.
2. Woman **teach** us; she **fight** for her rights.

Error correction: 1. She **has** to struggle even more to be successful.
2. Woman **teaches** us; she **fight**s for her rights.

Singular/Plural

The rules regarding the use of singular and plural forms of a noun state that these should be used according to the sentence required construction. Singular form postulates the single number of nouns whereas plural specifies a noun which is more than in number. The current study reveals that students of intermediate level are seen to be unaware of singular and plural forms and use them in an incorrect way. Examples are given below;

Error classification: *Singular/Plural*

Error Identification: 1. **Womens** are very hardworking and sincere.
2. **Mens** have full freedom to enjoy their **lives**.

Error correction: 1. **Women** are very hardworking and sincere.
2. **Men** have full freedom to enjoy their **lives**.

Verb Tense

Another most frequently occurring error category found in the writings of intermediate medical students is the wrong practice of tenses in the sentence. This again shows the grammatical incompetence of learners in English writing. Errors committed in tenses lead towards the misinterpretation of written material.

Error classification: *Verb Tense*

Error Identification: 1. Those girls who have **going** to college/schools, people abhor them.
2. Women are **play** very important role in our society.
3. Everyone **leave** her alone, after she had a terrible accident.

Error correction: 1. Those girls who have **gone** to college/schools, people abhor them.
2. Women are **playing** very important role in our society.
3. Everyone **left** her alone, after she had a terrible accident.

Capitalization

The notion of capitalization suggests that the first letter of the sentence should be written in upper case while the rest of the sentence transcribed in lower case, leaving only the first letter of proper noun which is to be written with capital letter. Students of medical group committed errors in this area. Few examples are given under;

Error classification: *Capitalization*

Error Identification: 1. Many times in my life, **i** heard comments regarding a woman's status.
2. **there** are so many women out there who suffer a lot daily.

Error correction: 1. Many times in my life, **I** heard comments regarding a woman's status.
2. **There** are so many women out there who suffer a lot daily.

Preposition

"Preposition is a word which is followed by a noun or pronoun to show its relationship with other words in a sentence" (Unar, Shakir, & Ahmed, 2017, p.3). Sample of students in this study committed errors in the appropriate use of prepositions. Examples are given as under;

Error classification: *Preposition*

- Error Identification:**
1. Every mother protects her children **to** bad people and bad habits.
 2. Woman plays a great role **in** every family member.
- Error correction:**
1. Every mother protects her children **from** bad people and bad habits.
 2. Woman plays a great role **for** every family member.

Infinitive

Infinitive is formed by adding 'to' before the base form of any verb. However, it is added with a verb but considered as a noun or adjective. Students in the current study have provided many errors in placing incorrect infinitives in various sentences. Examples from the essays are given ahead;

Error classification: *Infinitive*

- Error Identification:**
1. She has to **completed** work in her home.
 2. Women worked hard to **played** an important role in the movement.
- Error correction:**
1. She has to **complete** work in her home.
 2. Women worked hard to **play** an important role in the movement.

Article

Erroneous application of articles in English writing can be seen when students are not well aware of the rules set for proper use of articles in the sentence. It is evident from the results of present study that intermediate students are either unaware of the rules or having less practice of using articles. Examples committed by medical students are given as under;

Error classification: *Articles*

- Error Identification:**
1. Women play __ important role in our society.
 2. daughter is **a** best gift of Allah.
- Error correction:**
1. Women play **an** important role in our society.
 2. daughter is **the** best gift of Allah.

Possessive Case

A noun is modified by a possessive adjective. They tell others about your ownership of something, or relationship with it. Students in the present study failed to identify appropriate possessive case to be used with person, gender or object. A precise account of errors made by students is given below;

Error classification: *Possessive Case*

- Error Identification:**
1. The life of a woman is not **its** own life.
 2. They earn money and feed **there** family.
- Error correction:**
1. The life of a woman is not **her** own life.
 2. They earn money and feed **their** family.

Word Order

In addition to the above errors, participants also have difficulties in developing simple or complex sentences. A correct sentence should begin with a subject and followed by an appropriate verb and an object to complete sentence. Word order defined as "The arrangement of words in a sentence" (Richards & Schmidt, 2011, p. 551). The examples from the intermediate students' written essays are given under:

Error classification: *Word Order*

- Error Identification:**
1. Quaid e Azam said, "Pakistan will be **succeed and more succeed** after **will have independent.**"
 2. Girls **have going** to college or **school people are abhor.**
- Error correction:**
1. Quaid e Azam said, "**Pakistan will be succeeding more and more after becoming independent.**"
 2. **People abhor those girls, who are going** to college or school.

4. Findings

The current study reveals that intermediate students of the medical group studying in government college of Sindh commit numerous types of errors in their writings that extend from grammatical errors to lexical errors. It is evident from the data analysis that students have committed a high number of errors in correct spellings of words with percentage **16.45%**, followed by errors in subject-verb agreement having percentage **14.51%** and singular/plural form of nouns with percentage **13.58%**. Whereas, the least occurring errors in their written essays are use of possessives and applicable word order to be followed while forming a sentence having complete meaning.

Apart from these major errors, few minor errors were also detected in students' essays such as contractions, correct use of nouns, punctuation errors like use of commas and full stop in the sentence.

5. Conclusion

On the basis of results obtained from the data analysis and interpretation of the findings in the current study, it is concluded that students of medical group studying at intermediate level in the government colleges of Sindh produce erroneous writing. Although they attend classes in English as a compulsory subject in their previous years of schooling yet they are not competent in English language skills particularly in writing. Intralanguage and interlanguage factors lead students in committing errors in their writing. It is revealed from the interpretation of results that most of the errors fall in the category of grammar related areas. First reason behind it that many students have not given proper training in English grammar and its practice because the majority of students come from government schools where the medium of instruction is either Urdu or Sindhi. Another cause of failure in language competency is that they think and write in L1 and L2 respectively.

Moreover, students increasing tendency towards technological advancements such as use of mobile phones, computers and others has led them ignoring rules of language and correct spelling.

The findings of present study will help teachers to adapt method of error analysis and to redesign their current methodology. The results obtained from this study help them to shift from traditional teaching methods towards innovative and highly advanced ones. This study also assists students to become aware of their errors in writing and they can apply recent language learning strategies in acquiring language skills.

6. Recommendations

In the light of above findings and conclusion, it is recommended that trainings on innovative methods of teaching language should be arranged for language teachers, in order to meet the demands of language learners. It is recommended to explore prevailing teaching and learning methods and their effectiveness in government schools. Moreover, students are recommended to root out all the inappropriate ways of using language in a wrong and unacceptable way and learn the rules of writing and grammar to produce errorless compositions.

About the authors

Nayab Iqbal has M.Phil. in English from Shah Abdul Latif University Khairpur, Pakistan. She has been teaching English language, literature and Business Communication for almost 10 years at intermediate and graduate level at Government Agha Nizamuddin Girls Degree college Sukkur, Pakistan. She has a vast experience of teaching. Currently, she is working on different research projects in the field of English Language.

Khalil Jibran has M.Phil. in English from Shah Abdul Latif University Khairpur, Pakistan. He has been teaching English language and Communication for almost 09 years at graduate level at Quaid e Awam University of Science & Technology Nawabshah campus Larkana, Pakistan. She has a vast experience of teaching.

References

- [1] Ancker, W. (2000). Errors and corrective feedback: Updated theory and classroom practice. *English Teaching Forum*, 38(4), 20-24.
- [2] Brown. (2000). *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall Inc.
- [3] Candling, R. B. (2001). *Vocabulary and language teaching*. New York: Longman Inc.
- [4] Corder, S.P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- [5] Darus, S. (2009). Error Analysis of the Written English Essays of Secondary School Students in Malaysia: A Case Study. *European Journal of Social Sciences*, 8(3), 483-495.
- [6] Ginting, S. A. (2019). Lexical Formation Error in the Descriptive Writing of Indonesian Tertiary EFL Learners. *International Journal of Linguistics, Literature and Translation*, 2(1), 84-88.
- [7] Humaira, I. K. (2011). Testing creative writing in Pakistan: Tensions and potential in classroom practice. *International Journal of Humanities and Social Science*, 1(15), 111-119.

- [8] James, C. (1988). *Errors in language learning and use: Exploring error analysis*. Harlow, Essex: Addison Wesley Longman Limited.
- [9] James, C. 2001. *Errors in language learning and use: Exploring error analysis*. Beijing: Foreign Language Teaching and Research Press.
- [10] Kang, S. J. (2004). A Korean medical doctor's experiences in learning and use of English in the United States: Individual and environmental affective factors. *Paper presented at the Sixteenth Annual Conference in Ethnographic and Qualitative Research in Education*. University of Albany, SUNY, New York.
- [11] Kurfurst, P. (2004). English as a lingua franca of medicine. *The International Conference on English Is Not Enough: Language Learning in Europe*. Olomouc, Czech Republic
- [12] KAYAOĞLU, M. N., & AKBAŞ, R. D. (2016). An Investigation into Medical Students' English Language Needs. *Participatory Educational Research*(2016-1), 63-71.
- [13] Malik B. (2017). The value of writing skills as an addition to the medical school curriculum. *Advances in medical education and practice*, 8, 525–526. <https://doi.org/10.2147/AMEP.S140585>
- [14] Mang'oka, A., Ogola, J., & Bartoo, P. (2019). An Analysis of the Grammatical Features and Lexical Features That the Hearing-Impaired Learners Use in Writing to Achieve Cohesion. *International Journal of Linguistics, Literature and Translation*, 2(5), 433-443.
- [15] Nik Safiah Karim. (1978). *BM syntax: some aspects of its standardization*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [16] Richards, J. C., & Schmidt, R. W. (2011). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). London: Routledge.
- [17] Sarfraz, S. (2011). Error analysis of the written English essays of Pakistani undergraduate students: A case study. *Asian Transactions on basic & Applied sciences*, 1(3), 29-5.
- [18] Sawalmeh, M. H. M. (2013). Error analysis of written English essays: The case of students of the preparatory year program in Saudi Arabia. *English for Specific Purposes World*, 14(40), 1-17.
- [19] Seyyedi, K., & Amin, N. M. H. (2020). The Effect of Immediate and Delayed Error Correction on Accuracy Development of Intermediate EFL Learners' Writing. *International Journal of Linguistics, Literature and Translation*, 3(2), 100-108.
- [20] Siroj, M. B., & Wijayanti, Y. (2020). Written Language Error Analysis in Level 2B BIPA Students of Wisma Bahasa Yogyakarta. *International Journal of Linguistics, Literature and Translation*, 3(3), 169-173.
- [21] Unar, S. N., Shakir, M. I., & Ahmed, M. (2017). Error Analysis of English Writing: A Research on Intermediate Students from Govt. Schools of Sindh. *International Journal of Research Scholars*, 1(1)



©2020 The Author(s). This open access article is distributed under a Creative Commons Attribution (CC-BY) 4.0 license.

You are free to:

Share — copy and redistribute the material in any medium or format.
Adapt — remix, transform, and build upon the material for any purpose, even commercially.

Under the following terms:

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made.
You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
No additional restrictions

International Journal of Linguistics, Literature and Translation is published by Al-Kindi Center for Research and Development.

Why Publish with Us?

Indexed in world-class databases
Open access format of published content ensures maximum visibility
Prestigious Editor-in-Chief with a strong expertise in the field
Prompt submission and review process
Retention of full copyright of your article
Nominal article processing charges (APCs)
Rapid online publication of your paper following expert peer review
Every article is provided with DOI (Digital Object Identifier)
Free certificate of Article publication
Extensive global readership and online visibility
Discounts and waivers for authors in developing regions

Submit your manuscript to International Journal of Linguistics, Literature and Translation at editor@ijllt.org