

Errors Of Articles: A Comparative Study Of Written Script Of Government And Private Schools

Saira Sonam¹, Khadija Ghulam Hussain², Dr. Manzoor Raza³, Wajid Riaz⁴

¹PhD Scholar (English) University of Sialkot, Sialkot, Pakistan.

²Associate Lecturer (English) University of Gujrat, Pakistan.

³Assistant Professor (Education) The University of Lahore, Sargodha Campus.

⁴Assistant Professor (English) The University of Lahore, Sargodha Campus.

ABSTRACT

The purpose of this research is to investigate the occurrence of article errors in the written scripts based on English essays submitted elementary students both from government and private institutions. Further, it is comparative analysis to see the errors of articles made by those students who are studying at private and public sector schools. Data were collected from thirty students at each school for the purpose of this study, and the results were analyzed using surface structure taxonomy of errors developed by Dulay, Burt, and Krashen (1982). The investigation of these mistakes indicated that students attending government schools are producing for a greater number of errors than those attending private institutions. In addition, students attending public schools had higher occurrences of addition errors, and students attending private schools had higher occurrences of omission errors in their written scripts. Both the different backgrounds of the students and the different academic expectations at each school are likely to have contributed to this disparity in the types of errors of articles that were made. Also, the origins behind the various types of errors have been explained in this research, and it has been shown that inter-lingual sources contributed to the majority of the errors produced by students attending government schools, but students attending private schools are more likely to make errors due to intra-lingual sources. These factors contribute to differences in the level of proficiency in article usage that can be found among students who speak the same native language but attend different educational institutions.

Keywords: article errors, surface structure taxonomies, private and government schools, Essays, English language

INTRODUCTION

Language learners should expect to make mistakes and errors regularly in their daily lives. The crucial question that has to be answered is whether or not mistakes and errors are made due to a lack of attention or due to some other reason. Where can we find the rule for correcting errors, and is it possible to do so without upsetting the sentiments of the students? Pages covered in red ink are discouraging for students who have invested a significant amount of time and effort

into the activity; yet, it is the responsibility of the instructor to first point out problems and then to make the necessary corrections. Students of foreign languages produce a large number of errors while they are learning those languages, but the scope of this investigation is limited to the analysis of errors involving articles alone. Researchers have seen, while engaging with students in classrooms, that students are frequently hesitant in learning English language. One of the most constraining factors in learning and using a foreign language is the fear of

appearing foolish by making ridiculous mistakes and errors; hence this fear was identified by the researchers as one of the most important factors. The researchers who teach English to students at an middle level and other levels have noticed that many of their students struggle with correctly utilizing various articles in their writing. Students at the middle level need to have a large vocabulary that includes the use of articles, and they should be able to select the appropriate words to use in their writing in order for their writing to be effective and for them to avoid making errors related to the use of articles.

However, understanding language is about more than just knowing words and how to use them correctly. Two things contribute to our capacity to grasp any language, regardless of whether it is our mother tongue or a language that we have not been exposed to previously. First, we need to be familiar with the word that best expresses what we mean. Second, we need to have an understanding of how words function in the specific language that we are attempting to employ (Master, 1988).

Error analysis might provide a picture of the type of difficulty that is experienced by the learners. A survey of this nature, when carried out on a broad scale, can be of assistance in the process of developing a curriculum. Error analysis can provide a novice instructor with helpful information about their students, particularly those whose first languages are not the same. It is possible to show difficulties that are shared by all as well as problems that are shared by particular groups. If the instructor conducts two or three surveys at regular intervals, he or she will be able to start constructing a profile of each student's problems and determine the degree to which the student understands of the target language is developing. The use of error analysis as a monitoring mechanism enables a teacher to analyze more objectively how the students are

benefiting from the instruction that they are receiving.

The researchers are English professors, and they have seen that the majority of students have a lot of trouble with the correct usage of articles and make a lot of mistakes. This study intends to provide a comprehensive examination of errors in articles written at the school level, with a particular emphasis on the challenges faced by students as a result of the interference of the Urdu language, lack of knowledge which means that the students do not have the information to insert correct article, use of Grammar Translation Method in class, low qualification of teachers and students carelessness towards learning target language. It is a well-known and factual information that each and every language has its own set of grammatical rules and sentence structure. Additionally, there are certain aspects that are similar to other languages as well as some the techniques are unique, similarly, as English and Urdu have some similarities and some differences. The majority of the grammatical categories in both languages have more or less conceivable equivalents, with the exception of the articles.

Non-native English learners learn rules of English with great difficulty as these rules are not similar to the rules of their first language (L1). They make numerous errors while using second language. There are different causes of errors made by the English learners as second language (ESL) learners. Hasyim (2002) lists these as first language (L1) interference, overgeneralization, and markers of transitional competence, communication and assimilation methods, and errors produced by teachers.

In Pakistan, students being non-native English learner, face the same problem in acquisition and exhibition of English grammar. Therefore they make variety of errors while using English as a second language. One such error is misuse and errors of Articles. Investigating the causes behind

ESL learner's article misuse has been a critical issue in recent years (Yang & Ionin, 2009; Ionin, Ko & Wexler, 2003). Mahmood, Javed, and Tariq Mahmood et al (2011) had also worked on exploring the possibilities of overuse and underuse of article in the writing of Pakistani English learners. However this research will focus on Article errors particularly in the writing of Pakistani ESL learners at middle school level.

The choice of tense and aspect, the subject-verb agreements, and the usage of articles (the, a, and an) are three things that nearly always show that the writer is working in a second language, and these things are present in practically every piece of writing that is presented by a person who does not speak English as their first language. Although problems with verbs can be overcome to a significant extent and errors in agreements can be eradicated by thorough proofreading, issues with articles frequently continue to be a concern. As a result of the fact that articles are one of the top five most often used terms in the English language (Sinclair, 1991, cited in Master, 2002: 332). Errors in this area are very obvious to those who speak English as their first language. Given that universities in Australia are seeing an increase in the number of overseas students who speak English as a second language, it is vital that academic advisers who specialize in TESL comprehend the primary linguistic challenges that these students face. The majority of our foreign students hail from Asian nations; as a result, the area of articles constitutes the source of the majority of the difficulties that they experience with the English language.

As a result, this research presents a comparative study on article errors perpetrated by Pakistani students. The students are contrasted because of the disparities in their educational environments and the strata of the schools in which they attend. This study specifically investigates the hypothesis that how better teaching techniques and environments can enhance learning habits

apart from the function that native language plays in the process of learning. Specifically, this study looks at how better teaching tactics and environments can improve learning habits.

Error, according to Brown (2004), is defined as a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner (p.216). It was revealed in a study that was done by Radwan (1988) on grammatical and lexical errors in the nominal group of Syrian students (L1 having an article system) that article errors are the most common sort of error. The study was looking at grammatical and lexical errors.

The process of learning a second language is notorious for producing errors in the use of articles. Learners of English as a second language find it difficult to master the precise usage of articles, and as a result, even the most proficient learners of the English language struggle to acquire native like competency. This challenge is compounded in the case of L2 learners who already speak an article-less native language, such as the Pakistani students who are learning English. They are unaware of the existence of an article system, and as a result, they make more mistakes, most notably by failing to use articles when they are required.

Using an approach to mistake analysis developed by Stephen Pit Corder (1974), this study explores the article errors made by students attending two distinct schools and analyses the data gathered. Additionally, it will be helpful for us to investigate the level of expertise possessed by students who come from a variety of educational settings in the application of articles in real life. In addition, the findings of this study will be helpful in highlighting the function that teachers play as well as the approaches that teachers have adapted in order to teach a second language, and how to avoid or eliminate errors of articles in written scripts produced by L2 learners.

Research objectives

- To investigate the most common types of article errors made by government and private schools.
- To find out the possible causes of article errors in government and private schools.
- To remove or partially eliminate errors of articles in the written scripts of Pakistani L2 students at both private and public schools.

Research questions

1. What are the common types of errors in articles produced by government and private school students in their written scripts?
2. What are the possible causes of errors in article produced by government and private school students in their written scripts?
3. How errors of articles can be either eliminated or partially removed by government and private school students in their written scripts?

LITERATURE REVIEW

The study of errors can be traced back to the investigation of the acquisition of a second language. After a thorough study based on comparative analysis in the 1970s, this field of research emerged into the forefront as a viable alternative. Error analysis in language teaching and learning, as defined by Crystal (1999), is the study of the unacceptable forms produced by someone learning a language, especially a foreign language (p. 108). Due to the difficulty involved in their acquisition as well as their prevalence across all competence levels of L2 learners, article errors are the category of errors that receive the most attention in the context of language learning.

Lee (2007) documented the occurrence of article errors after conducting study on the texts of close to first learners of English language who are

likely similar in practices of the second language and highly advanced language learners approaches which are very effective in understanding. The research further focused on article of errors where different factors have been shown for production of such errors which are causing difficulties for learning, and stop learning process of the students.

Articles are determinatives that serve to give precision to the nouns/noun equivalents to which they are attached as Berry (1993) approached and defined errors of articles and how articles can be understood. The level of definiteness in a word decides which category it falls into in the English language. When referring to a noun phrase, definiteness is shown by the presence of a specific subject (an individual) that can be identified not only by the speaker but also by the listener.

According to Lyon (1999), the concept of definiteness can be described as something that directs the hearer to the referent of the noun phrase by signaling that he is in a position to identify it pp. 5-6). Although, according to Ionin (2003), non-native speakers can also differentiate between articles on the basis of their specificity, which only deals with the speaker's intention, referring to something that is more apprehensible and understandable.

The process of acquiring articles is not an easy one, and it might differ from one learner to learner due to its different elements. In their study, Ionen et al. (2008) demonstrated that the acquisition of English articles by people learning English as a second language is dependent on three kinds of linguistic knowledge: L2 input, L1 transfer (native language structures), and intrinsic linguistic knowledge (universal grammar). Therefore, because of the wide variety of linguistic sources, it is challenging for students L2 to master the article system of English language, particularly those students whose first language does not have an article system.

Learners of English as a second language typically have the most trouble with the usage of article 'the' as compared to the other two articles in English language. Chrabaszc and Jiang (2014) conducted a study with two groups of second-language learners whose original languages were different in order to investigate the errors of definite articles made by the learners. They discovered that Spanish participants (L1 with an article system) displayed native-like accuracy in the grammatical condition of the test when participants were required to merely repeat a grammatical sentence, whereas Russian participants (L1 without an article system) omitted more definite articles. This was found to be the case in the grammatical condition of the test. They also discovered that Spanish participants observed more article violations (81.25%) than Russian participants (25%), even though the Russian participants were informed that the target sentences were grammatically incorrect. This was the case in the ungrammatical condition of the test.

Research carried out by Mahmood et al. (2011) on Pakistani learners who belonged to one of three different levels of proficiency demonstrated that Pakistani learners have an accuracy pattern of the, zero article, and a/an. This correctness of the definite article may be attributed to its excessive use, which frequently results in its substitution in other circumstances that call for indefinite language. They also demonstrated that these learners are practically accurate when using indefinite articles (a and an), but they underuse zero articles, which is likely owing to the fact that their L1 does not include articles.

In addition, improvements in educational facilities can help students make fewer mistakes while learning a second language. Nzama (2010) conducted a research on learners of English who spoke IsiZulu (-ART) and attended either rural or urban schools. She demonstrated that students

attending rural schools were more likely to make mistakes than those attending urban schools because they had less opportunity to interact with the English language and a dearth of resources such as libraries.

In spite of the fact that both Urdu and English belong to the Indo-European language family, the two languages' grammatical structures are completely dissimilar to one another. Schmidt (1999) asserts that the Urdu language does not use articles in any context. It has pronouns such as *koi* and *kuch*, which mean 'some' or 'any', as well as adjectives such as 'ye' (meaning 'this') and 'wo' (meaning 'that'). However, there is no grammaticalization of definiteness or indefiniteness in it, and the ambiguity it creates is typically cleared out with the assistance of pragmatic considerations.

In contrast, the English language possesses a well-developed article system. There are three primary groups of articles in the English language: the definite 'the' article, the indefinite 'a/an' article, and the zero article. According to Quirk et al. (1972), the definite article is used to define a distinct entity, group, or noun; the indefinite article is used to describe non-specific singular nouns; the zero articles is used to describe non-specific plural nouns, mass nouns, proper nouns, abstract nouns, and non-count nouns; and the zero article is used to describe non-specific non-count nouns.

With the use of an error analysis approach, this study investigates the article system of second language learners of English who have a native language that uses fewer articles. The goal of this study is to determine the variations in article usage between students attending public and private schools.

METHODOLOGY

The purpose of this study is to determine whether or not there is a significant difference in the

number of instances of article mistakes between public and private schools. In order to achieve this goal, quantitative research is carried out, and the findings are subsequently presented in the form of tables and graphs.

Population

The participants in this study are divided into two distinct groups, each of which attended either public or private schools. One group of participants came from a private school, while the other group came from a public school where they were randomly selected to be the participant of the research. There were a total of sixty students represented in the sample, with each group containing thirty students. The students came from the eighth standard, which is equivalent to the middle school level, and they were selected randomly.

Instrument

The researchers collected data by reading the students' essays that they had produced as part of the study's sampling and data collection. It was requested of the participants that they compose an essay on one of the three possible topics. They were given a word count requirement of between one and one and a half pages, which corresponds to around 200 to 300 words. They were given a list of potential subjects to choose from, which included the following options:

- 1) How can we make Pakistan a better place to live?
- 2) Uses and misuses of media.
- 3) My daily routine.

Moreover, they were given 30-35 minutes to complete the required task.

Method for analysis

Researchers used following steps, for the determination and analysis of article errors of students from their written English essays, proposed by Corder (1974):

- 1) Collection of data
- 2) Identification of errors
- 3) Description of errors
- 4) Explanation of errors
- 5) Evaluation of errors

In addition, in order to characterize errors, the researchers utilized Surface Structure Taxonomy of errors (SST), which was developed by Dulay, Burt, and Krashen (1982). In accordance with this procedure, errors are separated into the following three categories: addition, omission, and substitution. The frequency of each category is then recorded. In addition, the researchers read and analyzed each essay themselves, focusing solely on identifying instances of article errors while ignoring the rest of the content.

DATA ANALYSIS

In the analysis section, errors are categorized by using the Surface Structure Taxonomy (SST), which categorizes them as substitutions, omissions, or additions respectively. The frequency as well as the proportion of each different kind of error is recorded. In addition, both inter-lingual and intra-lingual causes of errors are closely monitored while the data are being meticulously analyzed. When learning a second language, it is necessary to be aware of the inter-lingual sources of error because interference from the first language is unavoidable. When studying L2, due to incomplete acquisition, the learner produces errors by deleting, adding, or substituting particular words. It is crucial to keep an eye out for the sources of errors that occur inside the learner's own written script.

The indefinite article (a/an) and the definite article (the) are the two types of articles that can be found in the English language. The articles 'a, an, and the' have each been subjected to their own independent analysis by the researchers so that the results can be interpreted more precisely. Data obtained from a public school and those obtained from a private school, as well as the conclusions

reached after conducting an analysis of the data, are presented in two distinct tables below.

Urdu is the national language of Pakistan, however English is the official language used in government and education. In this scenario, students in EFL classes encounter difficulty in learning L2 not only due to difficulties in learning L2 due to intralingua sources of errors but also due to difficulties in learning L2 due to interlingual sources of errors. Urdu is a language that does not use articles, and this disparity in the structural makeup of the languages spoken in Pakistan is a country where inter-lingual problems occur frequently. We have not only

investigated the kinds of errors that occur and how frequently they produce, but we have also compared how these errors come about from two distinct points of view here in this study. Because of this comparison, we are able to draw the conclusion that students attending educational institutions with contrasting levels of rigor making mistakes for two distinct categories of reasons, namely inter-lingual and intralingua sources of error. In this study, we conducted an analysis of the samples based on the types of errors, which were omission, addition, and substitution respectively.

Table 1: Table for data from a government school

Error type	A	AN	THE	TOTAL	A%	AN%	THE%
Addition	11	0	60	71	8.5	Zero	46.5
Omission	24	04	13	41	18.5	3.12	10.15
Substitution	13	02	01	16	10.15	1.5	.78
Error total	48	06	74	128	37.5	4.68	57.81

that

Total percentage of errors

Addition = 55 %

Omission = 31.71 %

Substitution = 12.43 %

If we take a look at table 1, we can see that the percentage of mistakes caused by the inclusion of an article in table 1 is significantly higher than the error rate in table 2. 55% of the errors

were found in student samples from government schools were caused by the inclusion of articles (a/an, the) in places where they were not required. The use of the article 'the' is responsible for 46.5% of these errors, whereas the use of the article 'a' is responsible for 8.5% of these errors. The rule for using the article 'an' is the simplest one, making it easy to understand and hence less commonly utilized. Students that attend public schools typically come from low-income or middle-class working families. They do not have any opportunities to use English in their daily lives at home. In addition, when they are at home,

these students like to speak Urdu and their other native languages. Because the majority of parents are illiterate, students rarely have the opportunity to hear and speak the target language in order to improve their proficiency. Therefore, a bigger percentage of grammatical errors made by students attending public schools are the result of L2 interference.

Students are unable to adequately equip themselves with the new rules of L2 due to the

interference and impact of L1, which they are more proficient in. Urdu is a language that does not employ articles, and as a result, students try to use articles wherever they think it is appropriate to do so without focusing on the rules. For instance, we find that students from the government school placed the article 'the' without keeping the rules in mind in the following samples.

Examples

Incorrect

- I read in the 8th class.
- I watch the T.V.
- I play the hockey daily.

When we look at these examples of errors that were caused by the inclusion of articles, we can see that the articles 'a' and 'the' were placed at the wrong places. The placement of 'the' before phrases such as '8th class', 'T.V', and 'hockey' are a result of a lack of familiarity with the rules of L2 grammar and the interference of L1 grammatical rules. As a result of our research of these cases, we have come to the conclusion that students are unable to locate the correct location for articles within a sentence since they have no other word available to them in their first

Examples

Incorrect

- Best class is 8th c
- I take bath
- I am very good student

When we look at these examples, we once again notice the interference of the learners' original languages. Students have trouble understanding the function of an article and where it should be located inside a sentence. The students' knowledge of article usage is made obvious by the omission of the definite article before the

Correct

I read in 8th class
I watch T.V.
I play hockey daily.

language (L1). Students' inability to make any connection between the article and the noun that it is supposed to modify is a strong indication that they are being influenced by their first language while they study their second.

Omission errors are the second most common sort of error made by children attending public schools, and they are the second most common type of error overall. Omitting necessary articles in the context in which they are not present accounts for 31.71% of all errors.

Correct

The best class is 8th C
I take a bath
I am a very good student

superlative 'best', before the noun 'bath', and a noun phrase 'very good student', both of which are noun phrases. In addition, their way of learning L2 is revealed to be by contrastive analysis.

Substituting one article for another is an example of a different kind of errors. When there is a

requirement to place any kind of article in the sentence, students use the wrong article, which is frustrating. Even while this kind of error accounts for a very small percentage of all errors, 12.43

Examples

Incorrect

- I daily eat the ice cream
- I go to the garden with my friends

These examples demonstrate that students made mistakes as a result of insufficient grammatical rules in L2 and a strong influence of L1 on learners when they were acquiring L2 skills. They are unable to correctly place the article ‘an’ before the phrase ‘ice cream’. This inaccuracy demonstrates that they are not familiar with the rules of grammar, and the second example demonstrates that students’ mother languages are interfering with their understanding of English grammar, as they are unable to recognize the rule that requires them to either particularize the noun or make it common. There is no distinction between common nouns and proper nouns in Urdu grammar. Therefore, it becomes difficult to acquire the rules of grammar in a second language.

Researchers were able to draw this conclusion after analyzing data from a private school because they found that pupils at private schools made fewer mistakes. The total number of errors made by students attending private schools is 106, whereas the number of errors made by students attending public schools is 128. The fact that students in private schools make fewer mistakes indicates that their L2 proficiency is higher than that of students in public schools. Table 2 of the frequency of errors demonstrates that errors caused by adding, omitting, or substituting the definite article ‘the’ account for a bigger

percent; substitution is nonetheless a significant contributor to error. The examples of errors that can occur as a result of replacement are as follows.

Correct

I daily eat an ice cream
I go to a garden with my friends.

percentage of total errors, which comes out to 66.98%. Researchers have discovered that there is a disparity between the percentages of certain types of errors detected in the samples of kids attending public and private schools. In samples taken from public schools, we discover errors in a bigger percentage owing to the inclusion of articles, whereas in samples taken from private schools, we find errors in a greater percentage due to the absence of articles. Errors caused by addition account for 32.05 percent of all mistakes made in private schools, whereas errors caused by missing articles account for 52.99 percent of all mistakes.

The majority of students attending private schools are members of wealthy and privileged social classes. They benefit from having well-educated parents who are fluent in the English language. These kids have a greater number of opportunities to hear and practice the target language, which explains why they are more proficient in language learning than students from lower socioeconomic backgrounds who attend government schools. Therefore, the majority of the errors found in the samples from the private schools were caused by mistakes made internally. The complete breakdown of the various sorts of errors as well as their respective percentages can be found in the table 2 that can be found below.

Table 2: Table for data from a private school

Error type	A	AN	THE	TOTAL	A%	AN%	THE%
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Addition	04	0	30	34	3.75	Zero	28.3
Omission	18	03	36	57	16.98	2.83	33.96
Substitution	08	02	05	15	7.4	1.8	4.7
Error total	30	05	71	106	28.5	4.71	66.98

Total percentage of errors

Addition = 32.05%

Omission = 52.99%

Substitution = 13.9%

Examples

Incorrect

- ...by sitting on same place
- Media helps us to stay with world
- We are sitting on one pole of Earth

Because of these examples, we now understand that even if students who attend private schools have knowledge about proper article usage, they nevertheless make mistakes because their understanding of the principles is insufficient and because they overgeneralize. Students' use of phrases like 'same place', 'world', and 'Earth' without the definite article demonstrates that they have an insufficient understanding of how the article is supposed to be used. The term 'intralingual errors' refers to errors that occur within the language itself. In the same way, there is a possibility of overgeneralization in this context. Students may have been instructed to avoid using the definite article when it is not essential.

In the samples taken from private schools, errors caused by the addition of an article make up 32.05% of the total, which is a lower percentage than the errors caused by the absence of articles. Here are some examples of problems

Table 2 shows that errors due to omission of articles are more than addition of articles. So, we have analyzed the examples of errors of omission first.

Correct

...by sitting on the same place
Media helps us to with the world
We are sitting on the one pole of the Earth

that can occur when an article is added to a question in private school samples.

Example

Incorrect

- The media also avoids to broadcast programs like..
- The people are destroying the natural environment.
- Those criminal people in our society watch the criminal programs.

Correct

- Media also avoids to broadcast programs like..
- People are destroying the natural environment.
- Those criminal people in our society watch criminal programs.

Errors which are caused by the insertion of articles in private school samples are also caused by errors that are caused by interlingual sources. As a result of the fact those students who are attending private schools, often have the opportunity to communicate in Urdu, it can be challenging for them to correctly position an article within the sentence. If students do not learn all of the rules for using articles, they will continue to make mistakes because they will place the article wherever they believe it would be most appropriate. Students, after doing a contrastive analysis, report that they have difficulty inserting articles into sentences because there is no article in the Urdu language.

Errors that are caused by substitution are a different kind of error. Following an analysis of the data obtained from samples taken from both public and private schools, we have reached at the conclusion that this form of error happens as a result of insufficient learning of the rules and is the type of error that is committed by students the least. It accounts for 13.9% of the total number of errors found in the private school samples. The examples of errors that occurred as a result of substitution in the private school samples are as follows.

Examples

Incorrect

- A country is a holy land for a countrymen.
- If there is a latest thing arrived....
- Media is a informative weapon.

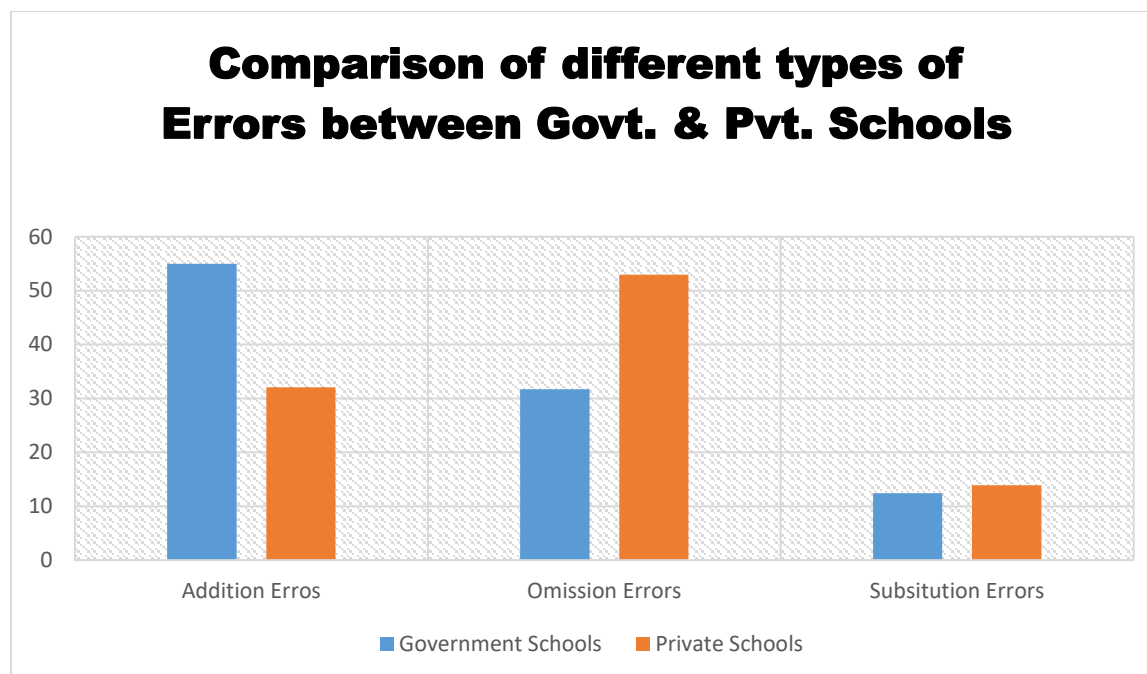
Here in these examples, we have come to know that use of indefinite article in the first example is due lack of knowledge about number of noun. Article 'a' is used for plural noun 'countrymen'. Use of 'a' with superlative is another example of incomplete learning of grammar rules as, in English grammar, definite article 'the' is used

Correct

Country is a holy land for the countrymen.
If there is the latest thing arrived.....
Media is an informative weapon.

with the superlative degree of adjectives. Use of 'a' instead of 'an' with 'informative' shows incomplete knowledge about the use of indefinite articles (a/an) in English grammar.

Graph for Comparing Results



Despite the fact that errors in articles at government schools are also due to intralingual types of errors, there is substantial effect and interference from L1 in the comparison of results drawn from the data collected from a government school and a private school. There is a connection between L1 interference and the insertion of definite and indefinite articles, which accounts for 55% of all errors. According to the findings of a survey conducted at a private school, a higher percentage of students make article mistakes due to the deletion of articles. The omission of articles accounts for 52.99% of all errors, whereas the inclusion of articles accounts for 32.05% of all errors. Evidence from student samples demonstrates that students make errors in grammar either because they do not have a comprehensive understanding of the rules or because they overgeneralize the rules. Therefore, errors that are caused by intralingual sources of errors have a higher percentage in private schools than errors that are caused by errors that are caused by interlingual sources of errors.

Conclusion

Inter-lingual and intra-lingual causes of errors are unavoidable in L2 learning; nonetheless, in this study, researchers have tried to draw a line of difference between the way language is taught in public schools and in private schools by analyzing errors made in articles that were included in samples of both private and public schools. Following the completion of the analysis, it was determined that the majority of the errors made by students attending public schools were attributable to inter-lingual sources of errors, whereas the majority of the errors made by students attending private schools were attributable to intra-lingual sources of errors. Differences in the language teaching approach, the backgrounds of the students, and the facilities supplied to both teachers and students for the purpose of language teaching and learning are the root causes of the sources of errors.

Students that attend public schools typically come from low-income or middle-class working families. These types of families do not have the financial means to send their children to schools that are fully facilitated and equipped with the aids necessary to teach any foreign language, such as audio-visual aids and other similar

technologies. We were surprised to see that traditional teaching practices are still used in the publicly funded schools that we visited. The instructors and students do not have access to the necessary equipment, which includes a sound system, projectors, and various other types of AV aids. The training that teachers receive does not adequately prepare them to instruct students using contemporary approaches to language teaching and learning. Because their parents are, for the most part of time remained illiterate, and students seldom get the chance to practice their English skills at home. In addition, these students prefer to speak Urdu and their other native languages at home in addition to when they are at school. It is generally agreed that English is the language spoken by those in higher social classes. The concept of knowledge was introduced to the subcontinent by the British while they ruled there. The understanding that the people living in British colonies possessed earned them high accolades from the people living there. Because English became the language of the educated class and a sign of high status in the British colonies, the native inhabitants of those countries also began to speak and write the language. Since that time, those in Pakistan who speak English incorrectly are regarded as being impoverished or belonging to a lower social class. Students are taught to be timid when it comes to using English as a language because they are aware that doing so puts them at risk of revealing their social class. This inferiority complex that is associated with the English language.

Students who attend private schools have the choice to acquire a second language and get the necessary instruction and practice to become proficient in that language. Students in private schools are not permitted to speak any other native or national languages, and teachers at these schools have the appropriate education to teach them. They are raised by well-educated parents who give children the opportunity to practice learning languages in the comfort of their own

homes. Therefore, the majority of errors are brought on by insufficient learning or overgeneralization, often known as inter-lingual sources of error. Students make mistakes because they are careless and they do not know how to properly study the rules. Parents that choose to send their children to private schools are typically members of a wealthy and privileged social class who lead very social lives. In the course of their social engagements, some parents fail to keep an eye on their children. Learning a language requires not only repetition and immersion in the target language, but also an intimate familiarity with its grammatical conventions and structures. Therefore, students who attend private schools have an inadequate knowledge of the norms of grammar, and as a result, they make mistakes.

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