
Analysis of Grammatical Errors across Tasks at the Tertiary Level: An Experimental Study

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Abstract

The objective of this research is to identify and analyse the predominant grammatical error patterns that we find in the writing tasks and translations by Bengali speaking ESL learners. Our primary hypothesis is that the Native Bengali speaking Undergraduate ESL learners will exhibit different trajectories of grammatical errors, namely 'Prepositional errors', 'Article errors', and 'Verb-Tense' errors in 'Free Writing task', and 'Translation task'. For our study, a Free-writing task and a Translation task were administered to 22 undergraduate Semester-IV English Major students in the age group of 18-22 years at a private college located in central Kolkata. The subjects were from lower middle class to higher middle class with English as their preferred language for communication. The tools used were – a time-bound essay writing task and a translation task. The subjects were given three general topics out of which they had to attempt one. The data analysis identifies 12 different kinds of errors out of which we focus on three predominant grammatical errors. The most common was Verb-Tense errors which was 146 of all errors found. The next two most common errors were Article errors which were 49 of all errors and Prepositional error was 32 of all errors. Following our research objective, the subjects were given 30 hour intervention classes where they were taught the three components i.e. verb-tense, article, and prepositions. The analysis identifies the same 3 categories of grammatical errors. However, after the intervention, there has been a drastic change in the number. The pre-test identified 385 errors in total whereas the post-test identified 158 errors which is more than 50% reduction in the total number of errors. Among the 158 errors identified in the post-test, the verb-tense error was 13 (a reduction of 89%), the article error was 8 (a reduction of 16.32%), and the prepositional error was 9 (a reduction of 28.12%). The Post test shows

that there is remarkable change in the reduction of errors after the Intervention classes.

Keywords: Applied Linguistics, Error Analysis, Grammatical Errors, Intervention, Surface Strategy Taxonomy

Introduction:

In his book *Introducing Applied Linguistics*, Corder (1973) tried to distinguish conceptually between ‘Lapse’, ‘Mistake’, and ‘Error’. According to Corder, “Native speakers, frequently make slips or false starts or confusions of structure. I shall call these all *lapses*.” (p. 259). The important key words in this definition are ‘false starts’ and ‘confusing structures’. We can assume that these confusions can be there due to several factors, but the most legitimate could be two- first, the ignorance of the writing system, and second, the continuous comparison of the target language system with that of the first language. Regarding ‘Mistakes’, ‘Corder’ is of the view that:

“They are failures to match the language to the situation. The Most obvious examples of these failures are ‘social gaffs’; but they may be more subtle, the selection of the wrong term in some technical discussion...*mistakes*, as I shall call them, are a case of the selection of the wrong style, dialect or variety...” (p. 259).

So, to Corder, the whole paradigm of ‘Mistakes’ is the wrong selection of words, style, syntax, dialect, or any other variety, which further emphasizes the fact that the learners are unable to use language contextually, and thus, making mistakes. About ‘Error’, Corder first mentioned it as ‘breaches of the code’. But, he later defended it by saying that “Native speakers are able to correct their own errors, but learners cannot by any means always do so. It is therefore potentially misleading to refer to their errors as ‘breaches of the code’. You cannot break a rule you do not know... we can scarcely blame the learner of a language for failing to obey a rule he has never learned.” (Corder, pp. 259-60). Thus, the errors can be termed as a production of the faulty and inadequate learning.

Corder categorized the errors broadly into two categories: Inter-lingual and Intra-lingual. The inter-lingual category deals with the errors which the students have borrowed from their first language(s). These are termed as the errors of ‘Interference’. On the other hand, Corder categorized the intra-lingual errors into five subcategories- ‘Overgeneralisation’, ‘Ignorance of Rules Restrictions’, ‘Incomplete Rule Application’,

'Fossilisation', and 'False Concepts Hypothesized'. But, when he started exemplifying them, it becomes very vague and confusing because there can be two errors overlapping in the same sentence during categorization. For example, in the sentence, - "John can sings at night" there can be three errors overlapping first, the sentence is overgeneralised as the learner just adds '-s' by looking at the subject which is the third person singular number i.e. John. Secondly, the error can be assigned to 'incomplete rule application' as well because the modal 'can' restricts the suffix '-s' or '-es'. But, the learner violates the rule. Thirdly, this error can also occur because of 'ignorance of rules restriction' that also entails the learner's inadequate knowledge of grammar. ¿Can we not say that the learner is unaware of the restrictions of grammar and modal auxiliaries? In that way, it can also be categorized under 'Incomplete rule application' and 'Ignorance of rules restriction'. So, the same sentence can create confusion in learners and researchers as to how we should categorize it. Similarly, if we look at a sentence like- "Simran's purse does not have a chain", it is a very popular belief that purse and bags have chains rather than zips. So, this can be categorized both under 'Fossilization' and 'False Concepts Hypothesized'. So, if we try to contextualize this model with our study, it questions the reliability of the categorization.

The inadequacy in Corder's model of error analysis was first highlighted by Jacquelyn Schachter (1974) in his article "An Error in Error Analysis". Schachter claimed that there are two types of error analyses that emerge from Contrastive Analysis Hypothesis (CAH)- CA 'apriori' which is also called the strong version (205) that is said to be "point by point analysis of phonological, morphological, syntactic, or other subsystem of two languages." The other is termed as CA 'aposteriori' [proposed by H. Gradman (1971)] which appears to be more purely "descriptive and less evaluative" (205). Since, the categories of Intra-lingual errors proposed by Corder suffers from distinct evaluative parameters, it is much clear that Corder's model follows the CA 'aposteriori' approach. Schachter remarked that once the learners identify the difficult element in linguistic system, they are very likely to avoid it in production. This creates a problem because there is a sheer disparity between what the learners know and what the learners produce. As a result, the scope of error production goes down, not because the learners produce less errors, but because they avoid difficult structures [as Schachter cited about Relative clauses]. Therefore, the descriptive approach to error analysis cannot be taken into consideration.

For our study, we followed the theoretical framework developed by Heidi Dulay, Marina Burt, and Stephan Krashen in their 1982 work *Language Two*. This reflects and

introduces the theory of ‘Surface Strategy Taxonomy’ where Krashen introduces four primary types of errors- ‘Omission’, ‘Addition’, ‘Misformation’, and ‘Misordering’. Omission errors as Burt suggested “... are characterized by the absence of an item that must appear in a well-formed utterance.” (p. 154). On the other hand we have ‘Addition’ errors- “They are characterized by the presence of an item which must not appear in a well-formed utterance.” (p. 156). This is the exact opposite of the Omission error.

Misformation errors refer to the errors where the general grammatical rules are not followed on both Morphological and Syntactic level. As a result, the productions are misformed. Burt says: “Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.” (p. 158). In this context, all the error categories put forward by Corder come under Krashen’s Misformation category. On the other hand, Misordering errors, as the label suggests, “... are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.” (p. 162).

Literature Review:

Lok Raj Sharma (2018), an English Faculty from Makawanpur Multiple Campus, Hetauda, Nepal has analyzed the errors in writings of the seventy bachelor first year education students studying Compulsory English as a Foreign Language in his article “Error Analysis of Written English Essays: The Case of Bachelor First Year Education Students of Three Campuses in Makawanpur District, Nepal”. Similar kind of a study has been done by Zhenwen Hu (2014) of Xinxiang University, Xinxiang, China who wrote the article “Errors Analysis of the Non- English Majors’ English Writings and the Countermeasures in College English Teaching in Newly-Built Undergraduate University”. He selected five important criteria on which the data was collected and interpreted, and they are- Substance, Lexical, Grammar, Discourse and Chinglish. The main focus of the study was on three aspects- what extent the learners understand the term ‘Second Language’; how they are learning a ‘foreign language’; and to provide compiling help to teaching and writing textbooks.

A Pilot survey was done by Diana Presada and Mihaela Badea (2014) who explored the errors in translations. Their article “The Effectiveness of Error Analysis in Translation Classes: A Pilot Survey” projects answers to three prominent questions raised by them- which kind of linguistics transfer is dominant: the negative or positive transfer? What are the most frequent types of errors that students usually make in their translation tasks? And, what other causes determine the production of errors? The subjects were 40

philology students that study English as part of an undergraduate academic programme at the Petroleum Gas University of Ploiesti. Fatemah Amiri and Marlia Puteh (2017) from Malaysia produced an article entitled “Error Analysis in Academic Writing: A Case of International Postgraduate Students in Malaysia” where they examined the different types of errors performed by 16 international postgraduate students undertaking an intensive English course at a public university in Malaysia. The results of the study revealed that four most common English language errors committed by the participants were sentence structure, articles, punctuation and capitalization. Similar kind of research was also been done by Kittiporn Nonkukhetkhong (2013) from Thailand whose subject was 49 first year English major students. “Grammatical Error Analysis of the First Year Major Students, Udon Thani Rajabhat University” indicates that the most frequent errors were general grammatical errors such as verbs, nouns, possessive case, articles, prepositions adjectives and adverbs.

Research Questions:

In a study conducted by Sharma (2018), he attempts to investigate the grammatical errors in a corpus of essays written by 70 Nepali speaking undergraduate students learning English as a Foreign Language. The students were asked to write an essay in almost 500 words on the topic ‘Growing Use of YouTube among College Students’. It was a free writing task without any time limit. The data analysis of the grammatical errors shows that the four most prominent grammatical errors are the ‘Prepositional Errors’ (13.14%), ‘Article Errors’ (10.93%), ‘Verb-Tense Errors (10.79%), and ‘Subject-Verb Agreement Errors’ (10.58%).

In another study, Nurlaily (2022) attempted to investigate different types of grammatical errors and mechanical errors. 23 students from English Language Education Department participated in the study. Since they were from the English Language Education Department, we assume that they were learning English as their Second Language, as there is no clear mention about the same. It is also not mentioned whether they belonged to the same language background or not. The students were asked to write a summary and response paragraph of 150 to 250 words within fifty minutes. The result showed that the most three prominent types of grammatical errors are- ‘Determiner/Article Errors’ (12.76%), ‘Prepositional Errors’ (11.38%), and ‘Verb Errors’ (11.03%).

In another study conducted by Duygun and Karabacak (2022), 32 (18 Female and 14 Male) Turkish speaking students learning English as their Foreign Language participated in the study. They were all aged between 18-21 years. Participants were given three narrative writing assignments two days apart which were of about 100-120 words, so

they produced 96 paragraphs in all together within 6 days. The data analysis showed that the three most prominent grammatical errors are – ‘Verb Errors’ (26%), ‘Prepositional Errors’ (9%), and ‘Article Errors’ (6%).

None of the above studies incorporates Translation as a tool. Primarily essay writing or paragraph writing tasks have been administered. But, for our study, we would like to incorporate Translation as a task as we would like to see whether the error trajectory remains same or varies across the different tasks.

Based on these studies, we can state our first research hypothesis:

Native Bengali speaking Undergraduate ESL learners will exhibit different trajectories of grammatical errors, namely ‘Prepositional errors’, ‘Article errors’, and ‘Verb-Tense’ errors in ‘Free Writing task’, and ‘Translation task’.

Methodology and Task Administration:

A free-writing task and a translation task were administered to the students. The subjects were 22 BA Semester-IV ENGLISH MAJOR students in the age group of 18-22 years from an English medium private college. The subjects were from lower middle class to higher middle class with English as their preferred language for communication. The tools used were – a time-bound essay writing task and a translation task. We took the decision to administer the free writing task and we chose essay as a tool. The subjects were given three essay topics out of which they were to attempt one:

- a. The importance of Green Campus
- b. Artificial Intelligence and Digital Education
- c. T-20 vs. Test Cricket

If we take a closer look to the essay topics, it is not very difficult to understand that the selection of the topics is based on the day-to-day discourses. Global warming as a phenomenon has been in discussion for the past two decades. How we should save the planet by reducing the usage of CFC and help the earth restore its balance through afforestation has been a prominent topic of discussion discussed in different subject books [like in Geography, Environmental Science, and Environmental Humanities]. On the other hand, the world had witnessed COVID-19 and its impact on education. How the whole mode of education was digitized and how the emergence of AI helped the students use unfair means during their examinations remain a relevant topic for research. And, the last topic is set on cricket which is one of the popular sports in India. The students were asked to write an essay out of the three topics within 500 words and within 30 minutes. For the translations tasks, the students were given one Bengali excerpt of 200 words from a very popular children’s classic “Badshahi Angti” written by Satyajit Ray. Since the text is an

adventure classic and was written primarily for the age group of 12 – 20, the language used by Ray was lucid and applicable to our age group. The subjects were asked to translate the same within 30 minutes.

Data Analysis:

The samples were collected and analysed. The first step was to identify the grammatical errors, followed by the categorization of the same. Among the 22 subjects, 12 subjects were Female and 10 subjects were male.

The data analysis identifies 12 different kinds of grammatical errors namely, Subject-Verb agreement, Verb-tense, Article, Preposition, Person-Number agreement, Punctuation, Contraction, Spelling, WH/Possessive/Relative Pronoun, Capitalisation, Degree-Adverb/Adjective, and Syntactical errors. The total number of errors is 385, and the data analysis is as followed:

ERROR CATEGORY	ERROR FREQUENCY	ERROR PERCENTAGE
Subject-Verb Agreement	27	7.01
Verb-Tense	146	37.92
Article	49	12.73
Preposition	32	8.31
Person-Number Agreement	13	3.38
Punctuation	26	6.75
Contraction	14	3.64
Spellings	17	4.42
Wh/Poss/Relative Pronoun	8	2.08
Capitalisation	12	3.12
Syntax	27	7.01
Degree/Adverb/Adjective	14	3.64
TOTAL	385	100

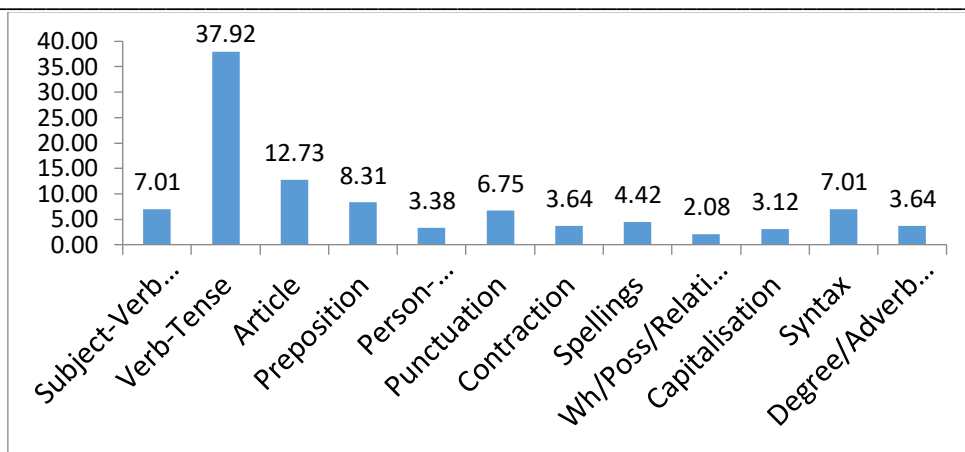


Figure -1: The Comparative Percentage of Errors (Pre-Test)

Among the 12 different categories, the most three prominent grammatical error types are: Verb-Tense errors (146 in number), Article error (49 in number), and Prepositional errors (32 in number). This matches with our research hypothesis.

The total number of Verb-Tense errors is 146 in which Female subjects produced 79 errors and Male subjects produced 67 errors across different tasks. The total number of Article errors is 49 in which Female subjects produced 38 errors and Male subjects produced 11 errors across different tasks. The total number of Prepositional errors is 32 where Female subjects produced 18 errors and Male subjects produced 14 errors across different tasks.

GENDER WISE ERRORS	ESSAY	TRANSLATIO N	(ESSAY+TRANS)
FEMALE VERB-TENSE ERROR FREQUENCY	38 (10%)	41(10.79%)	79 (21%)
MALE VERB-TENSE ERROR FREQUENCY	13 (3.42%)	54 (14.21%)	67 (17.63%)
FEMALE ARTICLE ERROR FREQUENCY	27 (7.10%)	11 (2.89%)	38 (9.99%)
MALE ARTICLE ERROR FREQUENCY	8 (2.11%)	3 (0.79%)	11 (2.89%)
FEMALE PREPOSITIONAL ERROR FREQUENCY	15 (3.94%)	3 (0.78%)	18 (4.72%)
MALE PREPOSITIONAL ERROR FREQUENCY	9 (2.36%)	5 (1.32%)	14 (3.68%)

Table -1: Error Frequency – Task and Gender Wise

Since we focused on three kinds of grammatical errors, i.e. Verb-tense errors, Article errors, and Prepositional errors, we tried to discuss three pointers in every grammatical

domain-

- i. Types of respective grammatical errors in the written samples (meta-types)
- ii. Frequency of the respective grammatical errors in the written samples
- iii. Samples of the respective grammatical errors with categories

Verb-Tense Errors: Types

The Verb-Tense errors were categorized in different permutation and combination, for example, SIMPLE PAST used instead of SIMPLE PRESENT. So, for the two tenses, i.e. PAST and PRESENT, we have 16 parameters. The ones which have been seen in the samples are mentioned in the data analysis. The number is 9 and they are:

- i. SIMPLE PRESENT instead of SIMPLE PAST
- ii. PRESENT CONTINUOUS instead of SIMPLE PRESENT
- iii. PRESENT PERFECT instead of SIMPLE PRESENT
- iv. SIMPLE PAST instead of PAST PERFECT
- v. SIMPLE PAST instead of SIMPLE PRESENT
- vi. SIMPLE PAST instead of PRESENT CONTINUOUS
- vii. PAST PERFECT instead of SIMPLE PAST
- viii. VERB MISSING
- ix. WRONG AUXILIARY

Frequency:

Among the 146 Verb-Tense errors (which is the 37.92% of the total errors), the Female subjects produced 79 errors [38 errors in Essay writing task and 41 errors in Translation task]; whereas the Male subjects produced 67 errors [13 errors in Essay writing task and 54 errors in Translation task]. In case of the Essay writing task, the Female subjects produced more errors, where as in the Translation task, the Male subjects produced more errors and the deviation is very high. However, if we look at the total number of errors, Female subjects produced more Verb-Tense errors than the Male subjects.

GENDER WISE ERRORS	ESSAY	TRANSLATION	TOTAL ERRORS (ESSAY+TRANS)
TOTAL FEMALE VERB-TENSE ERRORS	38 (10%)	41(10.79%)	79 (21%)
TOTAL MALE VERB-TENSE ERRORS	13 (3.42%)	54 (14.21%)	67 (17.63%)

Samples:

SIMPLE PRESENT instead of SIMPLE PAST	ChatGPT will do that for you.
PRESENT CONTINUOUS instead of SIMPLE PRESENT	...but the parents are not understanding that it can ruin their mental health.
PRESENT PERFECT instead of SIMPLE PRESENT	One day I saw it has came out and has devoured an entire kitten.
SIMPLE PAST instead of PAST PERFECT	The chisel works with extensive decorative details remind one of the nawabs.
SIMPLE PAST instead of SIMPLE PRESENT	Even skill learning was now easier, because just a single prompt would transform AI into an instructor who would guide you through the process of learning.
SIMPLE PAST instead of PRESENT CONTINUOUS	...but that was what which made our brain dull.
PAST PERFECT instead of SIMPLE PAST	Before AI had been available to the majority...
VERB MISSING	It can make our work very easy and helpful so that we use AI everywhere whether it Λ for projects, homework.
WRONG AUXILIARY	The usage of mobile phones is a harmful effect on the children.

Article Errors: Types

Miranda Enesi and Anisa Trifoni (2023) administered a task where essays from students of the first years were collected as samples. In this study, the three most prominent errors were Tense errors, Prepositional Errors, and Article errors. During the categorization of these errors, Enesi and Trifoni used Krashen's *Surface Strategy Taxonomy* (SST) and tried to apply it on the subcategories. Heidi Dulay, Marina Burt, and Stephan Krashen in their 1982 work *Language Two*, introduced the theory of *Surface Strategy Taxonomy* where Krashen introduced four primary types of errors- 'Omission', 'Addition', 'Misformation', and 'Misordering'. Contextualising this model with the proposed subcategories, we have, as suggested by Enesi and Trifoni, four subcategories of Article Errors- Omission of 'The', Omission of 'A/An', Addition of Articles, and Misuse [Misorder and Misform together] of Articles.

Frequency:

Among the total errors produced by subjects, 49 Article errors are produced in total. Among the 49 Article errors, 38 errors were produced by Female subjects (27 errors in Essay Writing and 11 in the Translation task). And, 11 errors were produced by Male subjects (8 errors in Essay Writing and 3 in the Translation task).

GENDER WISE ERRORS	ESSAY	TRANSLATION	TOTAL ERRORS (ESSAY+TRANS)
TOTAL FEMALE ARTICLE ERRORS	27 (7.10%)	11 (2.89%)	38 (9.99%)
TOTAL MALE ARTICLE ERRORS	8 (2.11%)	3 (0.79%)	11 (2.89%)

In both the tasks, the Female subjects have produced more errors than the Male subjects.

Samples:

Types	Example
Omission of 'The'	When we look at <i>A</i> house, it seems to be very old.
Omission of 'A/An'	Through the reporter, we get to know that <i>A</i> interview was conducted.
Addition of Article	Can we actually blame <i>a</i> something that was created by us humans?
Misuse of Article	People from all over Ranchi came to be <i>the</i> (a) part of this ceremony.

Prepositional Errors: Types

Just how Enisi contextualized Article errors, we have three subcategories for Prepositional errors too – Omission of Preposition, Addition of Preposition, and Misuse of Preposition.

Frequency:

Among the total errors produced by the subjects, 32 Prepositional errors were produced in total. Among the 32 Prepositional errors, 18 errors were produced by Female subjects in Essay writing and 3 errors in the Translation task, and 14 errors were produced by the male subjects (9 errors in the Essay writing task and 5 errors in the Translation task).

GENDER WISE ERRORS	ESSAY	TRANSLATION	TOTAL ERRORS (ESSAY+TRANS)
TOTAL FEMALE PREPOSITIONAL ERRORS	15 (3.94%)	3 (0.78%)	18 (4.72%)
TOTAL MALE PREPOSITIONAL ERRORS	9 (2.36%)	5 (1.32%)	14 (3.68%)

Samples:

Types	Example
Omission of Preposition	You can tell that just by looking Δ the house.
Addition of Preposition	Byjus and other educational apps or channels provide information <i>in</i> online.
Misuse of Preposition	You will always notice the phone glued into the person’s hand.

Findings and Discussion:

Category	Female		Male	
	Essay	Translation	Essay	Translation
Verb Tense	38	41	13	54
Article	27	11	8	3
Preposition	15	3	9	5
TOTAL	80	55	30	62

If we look at the Essay writing task, the Female subjects have produced more errors than the Male subjects. However, the case is slightly opposite in case of the Translation task as the Male subjects have produced slightly more errors than the Female subjects. Based on this data, we can come to the conclusion that hence Male subjects produced more number of errors in Translation task, the Male subjects suffer from a deficit of translation skills and they need more practice and exposure towards translation. On the other hand, the Female subjects need to know English grammar better practice writing more as they have produced more errors in essay writing task and the deviation is higher. In case of the translation task, the deviation is 7; whereas in case of the essay writing task, the deviation is 50. Nevertheless, if we look at the total number of errors, undoubtedly the Female subjects have produced the maximum errors than the Male subjects.

TOTAL ERRORS (V+A+P) IN ESSAY	110
TOTAL ERRORS (V+A+P) IN TRANSLATION	117
TOTAL FEMALE (V+A+P) ERRORS	135
TOTAL MALE (V+A+P) ERRORS	92

In order to understand the reason of this varied result, we tried to look into the background information of the subjects. First, we identified the maximum and minimum errors producers in different gender categories and tried to look at their language preference and

language usage habits. The maximum number of errors was produced by a female subject and the minimum number of errors was produced by a male subject. We tried look at their background and found some of the points critical which could be the reasons behind the frequency of the error production: ‘

- i. Both the Female and Male subject have mentioned their respective mother tongue as preferred languages that they use in home. However, a male subject mentions that his parents also use English in home for communication, which means that the male subject has the exposure of English in his home and it is used for informal communication too.
- ii. The female subject is a first generation learner whereas the male subject is not. Besides, both the parents of the female subject have studied till 10+2, whereas the parents of the male subject have post-graduation as their highest qualification. It is quite explicit that the exposure to English is more prominent for the male subject rather than the female one.
- iii. The male subject goes to English tutor where as the female subject does not take any tution classes. This also creates an exposure to English.

The female subject does not watch any English TV show or web series, whereas the male subject does that.

Intervention Classes:

After analyzing the errors, it becomes critical for us to ponder over the pedagogical aspect of the study. If we are to help the learners to lessen their error production in writing, we must help them learn about the areas which they are not comfortable with. Based on our analysis, the three most prominent kinds of errors produced in writing are- verb-tense errors, article errors, and prepositional errors. Since our study [specifically the research questions] does not take into consideration all the errors produced the subjects, we chose only those kinds of errors which are relevant for the same. Based on the analysis, the subjects were given 30 hour intervention classes where they were taught the three components i.e. verb, article, and prepositions from the levels of beginners. These 30 hour lectures were conducted using the online platform so that the regular classes of the semester do not clash with their major subject classes. The intervention classes took place over two weeks, and we checked their progression in the respective fields of grammar through a post-test which was similar to the pre-test. The only parameter which worked as a variant here was the time-bound task format. The pre-test had a time limitation, but later we realized that the time limit might act as an affective-filter in case of the subjects; they might suffer from anxiety, and writers’ block. Therefore, we considered the post-test as a

free writing task without any time limit.

After the Intervention, the subjects were to appear at the post-remedial test, simply referred as post-test. Like the pre-test, the post-test was consisted of one essay writing task, and one translation task. As stated earlier, there was no time limit for the tasks. The subjects were given three essay topics on general discourses out of which they were to attempt one. The test showed remarkable results and once again reflected the importance of the remedial or intervention classes. We did not divide the students into two groups i.e. the controlled [the group that does not receive the remedial] and the experimental group [the group that receives the remedial]. Rather, the whole group was experimental. Out of 22 subjects who participated in the pre-test, 2 students were absent due to medical reasons. So, 20 subjects participated in the post-test.

Post-Test Analysis:

The samples were collected. The analysis identifies the same 12 categories of grammatical errors. However, after the intervention, there has been a drastic change in the number. The pre-test identified 385 errors in total whereas the post-test identified 158 errors which is more than 50% reduction in the total number of errors. Among the 158 errors identified in the post-test, the three most prominent kinds of errors are: Contraction errors (19.62%), Spelling errors (18.99%), and Syntactic errors (15.19%). Since the intervention classes primarily focused on verb-tense, article and prepositions, there has been a great improvement shown by the subjects in these areas of English grammar.

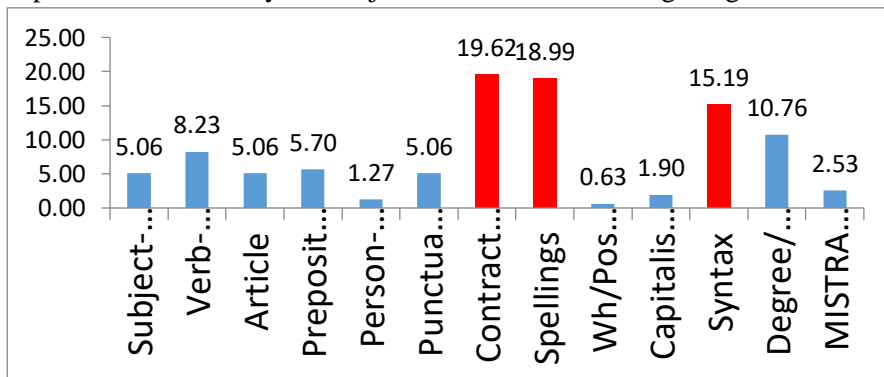


Figure -2: The Comparative Percentage of Errors (Post-Test)

In the pre-test, the percentages of Verb-Tense errors, Article errors, and Prepositional errors were 37.92%, 12.73%, and 8.31% respectively. In the post-test, the percentages of the same went down to 8.23%, and 5.06%, and 5.70% respectively. Among the 158 total errors, the subjects produced 13 Verb-Tense errors [6 produced by female subjects and 7 produced by male subjects] which is 32.8% reduction in Verb-Tense errors.

The subjects produced 8 article errors [6 produced by female subjects and 2 produced by male subjects] which is 7.66% reduction in Article errors; and 9 prepositional errors [6 produced by female subjects and 3 produced by male subjects] which is 2.62% reduction in Prepositional errors.

Conclusion:

While defining the idea of ‘Transitional Competence’, Pit Corder (1967) remarks that “The errors of performance will characteristically be unsystematic and the errors of competence, systematic.” (p. 166). It means that if an error is repeated in a particular pattern, it is a systematic error and therefore is linked with the learners’ competence. On the other hand, if an error is not repeated in a particular pattern and erratic in nature, it can be said that they are the errors in performance. If we contextualize this model with Burt and Krashen’s Surface Strategy Taxonomy, we can say that the ‘Omission’, ‘Addition’, ‘Misordering’, and ‘Misordering’ errors can be both systematic and unsystematic errors depending on the data analysis, and therefore, can be linked to performance and competence errors.

In our data analysis, it is seen that in the Pre-Test, our subjects made total 31 Article Omission Errors (24 in Essay Writing Task, and 7 in Translation Task) and 20 Misformation Prepositional Errors (15 in Essay Writing Task, and 5 in Translation Task), and these errors were made in an unsystematic way. These errors are independent in nature i.e. they are committed only once. However, in case of the Verb-Tense Errors, the subjects made 138 Misformation errors (50 in Essay Writing Task, and 88 in Translation Task) and majority of the errors have been found in a pattern which means that they have been repeated in a same way. This brings us to two conclusions:

- For our subjects, the Article and Prepositional errors are related to their performance as they were not repeated in a pattern. But, in case of the Verb-Tense errors, the errors are related to their competence as they have been committed in a pattern. This argument can also be validated through the Post-Test results as the number of errors committed in the Post-Test is reduced 91.30% percent after the Intervention classes.
- Secondly, the unsystematic Article Omission and unsystematic Prepositional Omission errors are found more in Essay writing task, but in case of the Translation task, the systematic Verb-Tense errors are more. This brings us to the conclusion that the subjects lack competence of fruitful translation and need more exposure towards Translational skills to understand the application of verb-tense better.

Kiran Kulkarni (2021) in his study identified 13 topics to be taken into consideration for

Tutorial-Remedial classes- Basic Grammar, Sentence formation, Verb & Infinitives, Parts of Speech, Gerunds & Articles, Tenses, Direct & Indirect Speech Voices, Communication overview Writing skills, Presentation skills, Adjectives and Phonics. (26). Since in our study we focused on Verb-tense errors, Article errors, and Prepositional errors, and designed the remedial classes based on these areas, we can see how it has enhanced the knowledge of grammar in L2 subjects. That is why, after the remedial classes, the three prominent errors in the second sampling changed to Syntactic errors, Contraction errors, and Spelling errors. This proves the importance of Grammar classes. It is recommended that Modern English grammar should also be taught at the tertiary level where the learners have to be explained the logical and scientific approach to use English language. As a teacher we shall have to ensure the maximal opportunity for the learners to develop and enhance their 'linguistic competence'.

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