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Identifying the grammatical errors in ESL students at graduate level: A Comparative analysis of multimedia and traditional modes of pedagogy

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ABSTRACT

Purpose: The information and communication technology (ICT) in the twenty-first century has shifted the focus of English as a second language (ESL) practitioners away from the traditional and learner-centered pedagogy that was prevalent in the past in which focus of education was more learner-oriented. The purpose of this research is to evaluate the influence that information and communication technology (ICT) has on the writing abilities of graduate level students.

Design/Methodology/Approach: To collect data for this purpose, the 60 respondents i.e., 30 were from BSCS 1st & 30 from SE 1st were chosen from NUML, Multan by using Krejcie & Morgan (1970) method for sample selection. Both groups of students, i.e., one group was taught through using traditional methods and others were taught by using ICT methodologies for a period of 20 days. A test has been carried out that consisted of an essay-style question, and the students have been asked to compose an essay on the subject that has been provided to them.

Findings: The The outcomes of the test were recorded and evaluated by using Corder's (1970) error analysis for posterity. Results of both groups were analyzed and compared.

Implications/Originality/Value: It was concluded through the facts that the use of ICT in English language instruction has significantly improved the scores of the students. Hence, it was proved through statistical analysis that information and communication technology has a major impact in improving the writing abilities of ESL students.

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1. Introduction

Error analysis (EA) is a procedure to be acquainted with the errors and mistakes systematically function by the learners of second language (L2). Its focus is to find out the root causes of flaws made by second language learners and its nucleus is also to observe the mistakes of the mentees of the target language (TL). Corder (1974) is pioneer of error analysis (EA). He initiated this approach in the 1960s to know the procedure of second language acquisition (SLA).

Twenty-first-century developments in information and communication technology (ICT) have shifted the focus of English as a second language (ESL) teachers from traditional and teacher-centered approaches to more towards student-centered approach. There have been enormous shifts in learning because of the advent of ICT. The purpose of this research is to examine how students' use of technology affects their development as writers while studying English as a second language at graduate level in comparison to traditional or standard ways of pedagogy.

Students of BSCS 1st and SE 1st from NUML Multan Campus were surveyed for this purpose. The necessary sample was obtained using a cluster sampling approach. 60 (30+30) students from both classes were selected and they were given a paragraph on "An unforgettable incident of my life", to check their efficiency and response towards different grammatical categories i.e. Correct usage of verbs & nouns and their response was evaluated as a part of assessment. Outcomes of both classes were stored. The teaching methodology of both groups was different.

1. BSSE 1st students were instructed at the Computer Lab by using various video tutorials and activities and class discussion was also included as a part of instruction to evaluate their response for a period of 20 days.
2. BSCS 1st students were taught through using traditional and teacher centered approach for 20 days.

Each student's test answers were scored using the same criteria. Results of both groups have been compared. The students who were taught through using technology were showed clear improvement and better scores and statistics in comparison to those students who were instructed under traditional methods of pedagogy.

The data shows that using technology significantly helps ESL students improve their writing abilities and it also provides evidence that the use of technology has a major impact on improving ESL students' ability to express themselves in writing.

The study has properly followed the ethical procedures, ensuring informed consent from all participants. Anonymity and confidentiality have been maintained for all participants.

The present study aims,

1. To highlight the impact of traditional and technology-based pedagogy in the writing skills of ESL students.
2. To evaluate the frequency of grammatical errors of linking verbs and nouns among the graduate level ESL students.
3. To determine the effectiveness of digital tools towards the improvement of writing skills of ESL students.

Research Questions:

The study addresses the following questions,

1. How does the use of technology and traditional pedagogy have an impact on ESL students' ability to write?
2. What is the frequency and statistics of grammatical errors of linking verbs and nouns among students of BSCS 1st and SE 1st in their writing skills?
3. How effective and beneficial is the use of ICT and Traditional teaching methods in teaching writing skills for ESL students?

2. Literature Review

In order to determine the scope of the problem and the originality of this study, this section conducts a thorough literature review on Error Analysis. The study of errors and the methods for fixing them is an important part of the field of applied linguistics known as error analysis. According to Khan and Khan (2016), English has become a global language and is being taught as a second language all over the world. By analyzing students' errors, teachers can better address their students' difficulties with the second language.

McDowell (2020) investigates how Error Analysis was previously thought of in L2 learning. Error Analysis (EA) studies were first conducted between 1960 and 1970 in an effort to dissect the system's internal learner language, and it has now found wider use in the field of English language education research. Nonetheless, many language educators still find the technological and practical hurdles to using EA in their classrooms to be insurmountable. Darus (2009) conducts an error analysis of essays authored by 72 Malaysian secondary school pupils. There were 37 guys and 35 females, all in Form Four at a secondary school in Malaysia who participated. Altogether, they both have finished primary and secondary school in Malaysia, for a total of 12 years of education. All the mistakes made in the essays were identified and placed into appropriate groups. Research participants made the most mistakes with singular/plural forms, verb tenses, word choice, prepositions, subject-verb agreements, and word orders, among other things. These are the aspects of writing in English that participants find most challenging. This study elucidates how learners of the target language (here, English) absorb grammatical norms. This insight is useful for educators because it provides data on widespread language-learning obstacles that can improve lesson planning.

According to Zafar (2016), analyzing mistakes helps both students and teachers figure out why some people have trouble picking up English. Teachers can create an improved strategy for correcting students' mistakes after examining their patterns of error. Error analysis is being treated as a promising new field of study, particularly in the field of applied linguistics. It aids both instructors and students in rectifying the linguistic flaws that lead to second-language (L2) proficiency gaps.

In order to examine the function of native language when studying L2, Kim (2001) looked at the writing mistakes made by college students. He examined writing level of 30 students who were taking an English class. The vast majority of the mistakes occurred in the verb, tense, preposition, article, singular, and plural forms of the nouns, as well as in the use of modifiers and irrelevant conjunctions. The mistakes were classified by the researcher as either inter-lingual or intra-lingual. Zhang (2007) identified common blunders made by college-level Chinese EFL students. Mistakes in both oral and written expression were common among Chinese EFL college tutees. According to him, one's native tongue is a major barrier.

The rapidly expanding area of information and communication technology (ICT) seeks to address instructional challenges in traditional classroom settings as well as non-traditional learning environments through the strategic use of various forms of technology. Blended learning is another possible connection. Blended learning in a foreign language (FL) context is a method of instruction that draws on both traditional classroom methods and the advantages of online resources to improve student engagement and retention of course material (Dziuban, Hartman, & Moskal, 2005). According to the Association for Educational Communications and Technology Definitions and Terminology Committee, instructional technology in training refers to the theory and practice of setting up, enhancing, using, administering, and evaluating procedures. The phrases instructional technology and instructive technology have evolved throughout the years, although the former is more commonly used. Instructive technology encompasses several frameworks used in the process of developing human capability, as opposed to merely covering the procedures and frameworks of learning and guidance.

As technology has become so fundamentally necessary "as a gadget for taking care of business," Oliver (2003) argues that thinking communication becomes a part of IT (thus, developing ICT) and "as a means of conveying ideas and information." So, ICT finds a natural home in language education as a communication tool.

According to Douglas (2011), there has been a thirty-year progression of ICT implementation in educational establishments, beginning with computer access and progressing through Internet and systems administration, up skilling teachers and students, and culminating in the full integration of ICT into teaching and learning. The use of computers is the foundation of ICT integration in language education.

Student-centered language learning is furthered by computer-assisted language learning (CALL) software, which was developed with the purpose of language instruction across a variety of platforms (including the Internet, email, and others). Students can choose from a wide range of topics and levels of difficulty in these CALL programmes, as well as the specific aspects of the target language (syntax, vocabulary, and elocution) that they wish to focus on (listening, speaking, reading, and communicating). Learners can manage their own education at their own pace and with their own considerations in mind. With the help of computer-assisted language learning (CALL) and, more specifically, computer-mediated communication, students have been able to improve their "informative skill" (the ability to participate in important discussion in the objective language) and gain practice in controlled, intuitive speech outside of the classroom. Using a visit room has been shown to aid pupils in mastering specific commonly used terms, which in turn advances the development of programmed structure that generates speaking abilities.

3. Methodology

The research is quantitative in nature, hence statistical analysis was used to draw conclusions. The study's findings relied solely on objective factors. This is an example of an experimental study because it aims to determine the impact that technology has on students' education. For the purposes of this study, participants were divided into two groups:

1. BSSE 1st Students were taught through using the technology and student centered approach.
2. Students of BSCS 1st were instructed the same concepts by using traditional and teacher centered approach.

Students were tasked with penning a paragraph on the specified subject. Omission, addition, substitution and permutation were all critiqued in their essays. Both groups had received different modes of pedagogy i.e. students of BSSE 1st were exposed to ICT- based instruction method in order to evaluate the frequency of errors and effectiveness of ICT modes of education. while the students of BSCS 1st were instructed by using traditional and teacher centered pedagogy. Following 20 days, a test was made, given to both groups, and graded, following the same format. All of the data was entered, and then the scores were tallied, recorded and the frequency of errors were evaluated and compared. According to Corder (1967) argues that a learner's mistakes are indicative of a gap between their level of proficiency in the L1 and the L2. Both the sample errors and their descriptions and explanations will be listed here.

The scope of this analysis was limited to the students of BSCS 1st and SE 1st NUML, Multan campus. The researcher, a lecturer at NUML, Multan Campus, surveyed her students randomly to determine the role and impact of ICT on their education. This analysis is limited to only 60(30+ 30) students enrolled in both classes studying the subject of ECC (English Composition and Comprehension). Information was compiled and examined statistically using Corder (1967) model of error analysis. Frequency and percentage graphs were also created. Results were tabulated by comparing the responses from the groups. Moreover, for sample selection, researchers have used Krejcie & Morgan (1970) sample selection table for the desired sample of population.

4. Discussion and Findings

The results of an examination of the sorts of grammatical mistakes detected in essays submitted by 60 students enrolled in the BSCS 1st and SE 1st at NUML, Multan are presented in this part by the researcher who conducted the study. Because it specifies how mistakes occur in a sentence and is also an important part of error analysis, Keshavarz's theory serves as the foundation for the study of the many forms of errors that might occur in writing. Omission, addition, replacement, and permutation are the four possible variations. The following is a table that provides a recapitulation of the many sorts of grammatical problems that were discovered in the essays submitted by students.

Table 01

A Recapitulation of grammatical errors committed by the students' of BSCS 1st

No	Type of Errors	Total	Percentage
1	Omission	45	32%
2	Addition	11	79%
3	Substitutions	81	58%
4	Premutation	2	1.43%
	Total	139	170%

The chart above illustrates the proportion of errors done by the students of BSCS 1st who were instructed with traditional pedagogy practices were riddled with grammatical problems. They have made a total of 139 grammatical mistakes across the whole essay. There are a total of 45 omissions, 11 additions, 81 substitutions, and 2 permutations. The table mentioned represents the total number of each sort of mistake. The findings of the study indicate that the proportion for each form of mistake is 32% (omission), 79% (addition), and 58% (substitution), and 1.43% (permutation). Based on the findings of the study, one may draw the conclusion that addition is the kind of mistake that occurs most often in the writing of pupils.

Table 02:

A Recapitulation of grammatical errors by students of BSSE 1st

No	Type of Errors	Total	Percentage
1	Omission	23	46
2	Addition	5	10.20
3	Substitutions	20	40.81
4	Premutation	1	2.04
	Total	49	99.05%

The chart illustrated above shows the statistical evaluation of the various types of errors of the students who were enrolled in BSSE 1st were instructed with latest modes of ICT Technology. They have made a total of 49 grammatical mistakes across the whole essay. There are total of 23 omissions, 05 additions, 20 substitutions, and 1 permutations. This figure represents the total number of each sort of mistake. The findings of the study indicate that the proportion for each form of mistake is 46% (omission), 10.20% (addition), and 40.81% (substitution), and 2.04% (permutation).

Keshavarz (2012) identifies four distinct categories of mistakes, which he labels as follows: omission, addition, replacement, and permutation.

4.1 Omission

Here are some instances of mistakes that were committed through omission.

- 1) The absence of an inflectional "s" at the end of a word to indicate its plural form.
The student's written phrase has a grammatical error since there is no inflection –s to denote that a noun may have more than one instance. The fact that the word many appears in the phrase indicates that the noun being discussed is plural; nonetheless, the noun effect does not have the inflectional ending -s. Effects is the proper form of the noun in this sentence.
- 2) The absence of an accompanying helping verb in the form of be in a passive voice construction
The student's written sentence contains errors and should be corrected. In a passive voice, the lack of an auxiliary verb in the form of be is considered to belong to this category. The subject of this sentence is it, and it is in the singular form. is the auxiliary verb that should be used with a singular subject when expressing the present simple tense.
- 3) The absence of an article before the introductory Clause:

The introductory clause does not include an article. It is important that the introductory article be inserted in front of the phrase "most popular." Therefore, the proper expression is without the use of article is correct.

4) The absence of the verb to be in a phrase that has an affirmative nominal subject.

The student's written statement contains an error since a positive nominal sentence should include the word "be".

The following individuals were identified as having committed grammatical errors:

5) The absence of an inflection on the verb in the present simple, represented by the letter s.

Because the student forgot to add an inflecting s to the present simple form of the verb in the sentence that they wrote, the phrase cannot be considered valid. Soda is the topic of the sentence, and it is in the singular form here. Because the tense is the present simple, the verb contain should then be added with an inflection of s.

6) The absence of a subject or object from a statement.

The student's phrase has an error since a subordinate clause should include an object but the student forgot to include one.

7) The absence of an inflection after the word "ing" to indicate a gerund

The student's written phrase is incorrect because there is no inflection of the word "increase" with the ending "ing" to demonstrate that it is a gerund serving as an object. This is a requirement for good grammar.

8) The absence of a subject in a noun phrase

Because it is a noun clause, the phrase is incorrect because there should be a subject there. The coordinating conjunction that identifies the noun clause in this sentence. We are able to make a topic out of it since it may also refer to a carbonated beverage.

9) The absence of the verb be in sentences written in the passive voice with modal auxiliaries

Because the student forgot to include the verb "be," the phrase he or she wrote has a grammatical error and is written in the passive person. There is a modal auxiliary can in the sentence that was previously written in the passive voice. The word "be" should come next, following the modal auxiliary, in order to properly complete the sentence.

4.2 Addition

The following are some instances of incorrect addition.

1) The auxiliary verb is added before the modal auxiliary in the correct order.

An Auxiliary verb should not come before the modal auxiliary should and instead comes after the auxiliary verb is. It indicates that a noun clause has two auxiliaries in its structure. It is essential to leave out the auxiliary word "is." Therefore, the right interpretation of the text is

2) The incorporation of the verb "be" into an affirmative phrase that already contains a modal auxiliary.

Because the positive phrase also contains the modal auxiliary can, this sentence contains an error caused by the addition of the verb be to the sentence. A modal auxiliary and an infinitive verb are the only two components of the positive sentence that contains a modal auxiliary. The infinitive form of the verb must come after the word can in this sentence. It is imperative that the word "be" not be used.

4.3 Substitution

The following are some instances of incorrect substitutions.

1) The use of an inaccurate spelling rather than the proper spelling in a document.

2) The use of a single verb in a context that normally requires a plural verb.

3) The use of a plural form of the verb in place of the original singular form

4) The use of an inappropriate pronoun in place of the appropriate pronoun.

5) The use of a plural word in a context where a single term would be expected

6) The use of an adjective in place of a noun in a sentence

7) The use of a noun in place of a verb in a sentence

8) The use of a past tense verb when an infinitive verb would have been more appropriate

9) The use of a present-tense verb in the singular rather than an infinitive verb

An infinitive verb is used in the positive phrase that also contains the modal auxiliary can. On the other hand, the primary verb cause in the phrase has an inflection of s added to the end of it. The appropriate verb to use is "cause," and it should come right after the modal auxiliary "can."

10) The use of a progressive verb when an infinitive verb should have been used, as well as the use of an erroneous pronoun when the proper pronoun should have been used.

In the subordinate phrase, after the adverb of frequency frequently, the next element that ought to be there is the present participle. You are the subject of the first phrase, thus the verb drink is the one that should be used. Then, looking at it from the perspective of the topic discussed in the first

4.4 Permutation

This is an example of a mistake made using the permutation.

The reorganization of the position of an excessive amount.

The acquired grades of students who were taught with traditional and with ICT pedagogies, revealed a statistically significant disparity between the two sets of results. The disparity in the students' results made it abundantly evident that the students in the ICT improved their writing after receiving modes of education for 15 days with the use of ICT. When compared to the pupils in the traditional methods of pedagogy, the pupils having education from ICT had much more growth. According to the findings of this research project, information and communications technology (ICT) is useful for the growth of students' cognitive abilities, it influences the learning of students and has a good role in the students' overall education, and it is advantageous for the learning of students. To summarise the whole conversation, the findings of the recent research make it abundantly clear that information and communication technologies play an important part in the enhancement of students' academic performance, particularly in the area of writing. Students are able to learn more effectively by "learning by doing". It's possible that students at the graduate level are already acquainted with the beneficial usage of ICT in the learning process. The usage of information and communications technology (ICT) is an essential component of the education of the pupils. Students who were taught with the assistance of information and communications technology (ICT) were able to get greater scores than students who were part of traditional methodologies. The need for assistance in the classroom is a need of the 21st century.

5. Conclusion

This study studied the function and value of information and communication technology (ICT) on the learning (writing) of students at the graduate level. As a result, this research has highly significant pedagogical implications in the area of study. In the light of the findings of the current research, policy makers and educators in Pakistan may want to give some serious thought to the role that information and communication technology plays in education, particularly with regard to the teaching of English as a second language. The findings of this research have made it abundantly evident that the use of information and communication technology (ICT) plays a significant role in the English language acquisition of students at graduate level students of BSCS and SE 1st of NUML Multan Campus. But sadly, most institutions do not have access to information and communication technology (ICT) tools, and on top of that, the vast majority of instructors of English as a second language who work in institutions do not have sufficient training to utilise the ICT tools that are accessible in an efficient and effective manner. It is of the utmost importance that institutions be given access to various forms of information and communications technology (ICT), and that instructors be given the skills necessary to make effective use of these technologies in the classroom. In addition, the interest of the pupils is not taken into account as a significant aspect in most cases. Because of this, parents have a responsibility to show interest in their children's academic pursuits and should make an effort to determine whether or not their children are making good use of information and communication technology (ICT). The community as a whole need to take an interest in this matter and work towards the goal of providing schools with an increased number of ICT tools to get positive outcomes from graduate level.

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Disclaimer

The views and opinions expressed in this paper are those of the author alone and do not necessarily reflect the views of any institution.

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