



Effectiveness of English Language Training for Graduate Students

Submitted to Dr. Ayaz Afsar

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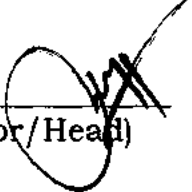
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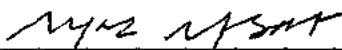
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Abstract

This study aims to make the academic English language training more effective for Business students at the graduate level. For this purpose the evaluation of the writing component of a four months' English Writing Skills training was conducted at Mohammad Ali Jinnah University Islamabad. A class of Masters of Business Administration were the trainees. It was based on the idea that effectiveness in English writing can be achieved by identifying, categorizing and analyzing the most prominent errors made by the English as a Second Language Students in written compositions. Consequently, the teachers would be able to focus only on these specific type of errors which required remedial work instead of wasting time on other errors which were not made as frequently by business English students. Thus, this study entered the realm of English for Specific Purposes, and aimed at customizing the English language curriculum for business students. Out of the various errors visible in their writing, the verb tenses, mainly, the past and present were the focus of this research. The study investigated three types of errors, namely, overextension of analogy, transfer of structure and interlingual (L1), or intralingual (L2) errors and their frequency. Practice exercises on assorted grammar components were conducted during the four months prior to the final evaluation. From the results it was established that in both tenses combined, the Second Language Influence errors were more frequent. The second most frequent category of errors was the First Language interference. The Transfer of Structure errors, and the Overextension of Analogy errors followed respectively. Based on the outcomes of this study, it is suggested that these errors should be picked up as the main focus of future

remedial English Teaching. The students may be tight through the Post Communicative Model to develop their ability to use appropriate tenses and consequently write accurate English. It would save valuable teaching time, and make the need based academic English writing training for MBA students more effective in the future. This research could be applied to similar bilingual settings in other business schools to achieve effectiveness in English language training for graduate students.

Keywords: ELT, CLT, ESL, ESP, English training, error analysis, business graduates.

Effectiveness of English Language Training for

Graduate Students

Chapter 1: Introduction

This research is an evaluation based on a case study conducted at the Management Department at Mohammad Ali Jinnah University Islamabad campus. It hopes to improve the language of the MBA students, through error analysis and consequently improving the curriculum for the future batches. This study deals with making academic English language training more effective for Business School graduates. It focuses on the evaluation of the writing component of a four months' English Writing Skills academic training for a class of thirty-five Masters of Business Administration (MBA) students at Mohammad Ali Jinnah University Islamabad. It is based on the idea that effectiveness in English writing can be achieved by identifying, categorizing and analyzing the most prominent errors made by the English as a Second Language Students (ESL) in written compositions, so that the teachers would focus only on those specific type of errors which require remedial work instead of wasting time on other errors which are not made as frequently by business students. Making such teaching batch-specific, focusing only on their specific verb tense errors will greatly develop their ability to use appropriate tenses and consequently write accurate English. It will save valuable teaching time, and will customize the need based academic English writing training for each batch of MBA students, making it more effective in the future. Thus, this study enters the realm of English for Specific Purposes (ESP) and aims at customizing the English language training curriculum for business students.

occur. It was noticed that Pakistani ESL students make frequent errors in the use of past, and the present tenses. Thus mainly the past and the present tenses were the focus of this research. These two tenses were selected because in my personal ELT experience of teaching English in the higher education sector for more than ten years, it was observed that the most frequently occurring errors in the work of ESL students in Pakistan occur in the usage of past and the present tenses. The study further investigated three types of errors namely, 'Overextension of analogy, Transfer of Structure and Interlingual (L1) or intralingual (L2) errors' (Lott, 1983, p. 259) and their frequency, in the thirty-five writing specimens (Appendices A1-A35) collected as the final writing composition assignment of the students. Before the final assignment was collected, Practice Sessions were conducted, spreading over a span of four months as shown in Table 3, and using the Resource Material listed with it. Appendix 36 onwards, shows the worksheets and handouts from these sources. The final assignment, after providing general writing coaching, was the main writing specimen, which revealed that the most frequent errors made by these students in the use of verb tense errors and wrong verb selection. These errors were identified and categorized, and the frequency of their occurrence in all of these categories was determined. It was considered why they occurred, and the reasons were highlighted.

During the four months' prior to the final evaluation practice exercises on assorted grammar components were conducted. A writing assignment was given to them to check, which were the prominent errors they still made in their writing. They were asked to write a narrative composition on the topic of their choice, to be completed in an hour. This written composition was intensively scanned for errors and was used as a

help them to brush up their language skills to be able to meet the demands of the corporate sector. This research aims to answer the following research question:

Can error analysis of the language errors made frequently by MBA students make their language training more effective?

The objective of this research was to study the errors (EA) at the end of an English language writing skills training given to business graduate students, to improve their writing in fourteen sessions over a period of a four months' course called Business Communication. An English training was carried out for this purpose for a class of thirty-five Masters of Business Administration (MBA) students. The choice of this particular batch of students was random. Like most students inducted in our local universities in Pakistan, they were an assorted batch of students coming from different public and private schools, possessing varied language abilities. They were all studying English as a Second Language (ESL) and this error identification in English writing would help in the minimization of their verb tense errors and would improve their writing skills for all kinds of business assignments. The anticipation of obtaining data in the areas the students would need intensive or extensive re-enforcement in was the grounds for this study.

This research provides an evaluation of the language errors in the written text of the students and to achieve results through its evaluation, then to apply these results to the university skill based English language curriculum and to incorporate the findings to improve future language training. This effort will work towards making the business graduates more skilled in writing all types of compositions, as far as English is concerned, in academia as well as in the corporate sector later on. To achieve this purpose this study set of to find three types of errors namely, overextension of analogy,

transfer of structure and interlingual/intralingual errors (Lott, 1983) and their frequency in the thirty-five writing specimens (Appendices A1-A35) collected as the final writing composition assignment of the students. Out of the various errors visible in their writing, only one grammar element namely, verb tense, mainly the past and the present tenses were the focus of this study (Biber, Conrad and Leech, 2010). It was suggested that the errors discovered in the study could be removed by creating a suitable lesson plan based on the Post Communicative Model, for teaching and minimize such grammar errors. The frame of reference provided a specific outline for this study for error identification, error categorization and error analysis.

This research is an evaluation based on a case study conducted at the Management Department at Mohammad Ali Jinnah University Islamabad campus. It hopes to improve the language of the MBA students, through error analysis and consequently improving the curriculum for the future batches. Such an evaluation was useful for improving the English programs in the University. Evaluation is imperative for language trainings as it gauges their effectiveness. Program evaluation, conducted on a regular basis, can greatly improve the management and effectiveness of an organization and its programs (Martinez, 2005). The term "evaluation" rather than "quality assessment" is used because the focus of the project is on training, management and relevant institutions (Bauer, 2009), which will be joined later by these students. This evaluation produced valuable data to expose if writing activities can improve writing specimens. This can eventually have a positive influence on and aid the development of need based English writing trainings for MBA students in the future.

1.2. Significance of this Research

The significance of this research lies in the fact that it will create a curriculum design which will encourage the language teachers to focus on the specific language errors that are made by the specific cohorts they are teaching. This will help them to focus mainly on the correction of those errors only and will thus save valuable time which is unnecessarily spent on language drills which the students may already be good at, or the language drills that they may not benefit from, and may not use later in the corporate sector at all. The justification for this research lies in the fact that during the course of several years of conducting English language writing trainings it was observed that some cohorts did not achieve the desired results in the course of a four months' semester. Regular ELT practices could not help these students achieve effective results in competence and performance. The effectiveness of the academic trainings could be measured by the final grade to see if the performance of the students had actually improved after receiving the training or not, and then improved in the following semester. However, this would not be possible as they were not allowed to re-enroll in the same course to improve their English unless they scored at least D grade or below, after receiving the four months' training. It was also practically impossible to make long term follow up observations by checking their language skills in the courses which they enrolled in after the language training. To counter this recurring phenomenon it became necessary to find out how writing activities can improve writing specimens within four months, and which writing activities can be more effective. Thus identifying, categorizing and analyzing the most prominent and frequent errors made by the ESL students in written assignments would consequently prove beneficial to the teachers to

focus on those specific type of errors which require remedial work instead of spending time on other errors which are not made as frequently by business students. Therefore, an alternative was opted for in the form of a experimental training, administered to a mixed ability group of thirty-five students. The focus was on their writing performance. The results exposing the effectiveness of this training could be applied to other higher education institutions where emphasis is given to a high standard of English for their internal and external communication, and it is considered as one of the top priorities and a competitive edge for their organization.

The past research has been carried out in this area keeping in view the needs of adolescent English language learners in various international scenarios. The competence and performance of Pakistani ESL students is intrinsically different from the ESL students in other countries in the world. In Pakistan due to the specific cultural and linguistic demands of the work environment the use of English writing skills is inevitable in the corporate sector for which these students are being trained. A poor competence in English due to Urdu English bilingualism or the simple hesitation to write fluently poses great difficulties in their writing performance, that would eventually affect their general performance at work adversely. This research, based on a local investigation, can be beneficial to those Pakistani Business students who want to get rid of their verb tense errors in writing, and would consequently help to improve their written assignments on the whole so they may not have to face such language issues when they join the corporate sector.

Thus the above mentioned concerns compelled the researcher to start the investigation in this study, so that error analysis could become a tool to identify, analyze

and finally suggest the ways by adopting which the most frequently occurring errors in the English writing specimens of the MBA students could be minimized.

1.3. The Target Group

The target group for this study was a cohort of thirty-five students enrolled in the Business Communication course in the Masters of Business Administration Program. The choice of this particular batch of students was made because they were from various semesters according to the road map of MBA, and had varied academic backgrounds and language proficiency. The selection of this varied group ensured that the outcome of the research was not based on the competence alone but also on the performance of the students after having gone through the routine of an ideal sequence. They were selected because, firstly, they were an assorted batch of students coming from different public and private schools and colleges, possessing varied language abilities, secondly, because they were studying English as a Second Language (ESL) and thirdly, they were all business students so this English writing error identification would help in the minimization of their verb tense errors and would improve their writing skills for all kinds of business assignments. These students were selected due to their history as ESL students, who had been studying English for almost fourteen years as a language course each year but still could not achieve good grades in the language. Although the students in the target group in this study had supposedly acquired the language at primary level, as ESL students they continued to make errors, which have been fortified by their own constant reinforcement while writing. Thus identification, categorization and analysis of the precise errors that they made could be extremely useful to them in lessening these specific errors that occur in their own written manuscripts.

1.4. The Competence of the Teacher/evaluator

It is important in academia especially in such studies as this one, where the evaluation of an experimental study holds a significant influence on the outcome and usefulness of the study, that the competence of the teacher is established to give authenticity to the research. Furthermore, it is also crucial to any research that the individuals concerned are competent and unbiased, and have access to the relevant data to conduct the research as honestly and efficiently as possible. The English language evaluator in this research is an Assistant Professor, Convener of English, Head of the Communication Cluster, a Consultant/language trainer at Muhammad Ali Jinnah University, Islamabad, Pakistan. Her venues of expertise are English for Specific Purposes, and Curriculum Development. She has nine International Journal Publications and fifteen International Conference Papers in related fields of study. She has been teaching Basic/Advanced English, Verbal & Business Communication, Business Research & Report Writing, Research Methodology, Case Study and Technical Report Writing, Modern/Classical Drama, Modern Novel and Prose at the university level for the last twenty years. She has also been providing customized English language trainings in the corporate sector since 2006.

1.5. Developing English Writing Skills

Developing English writing skills is essential for business students as the official language of the corporate sector in Pakistan is English. This Business Communication training was conducted over a period of four months, for two one and a half hour sessions per week. The writing skills component of the course, based on creative writing and business compositions was designed keeping in view the writing skills requirements for

the Business students. Writing skills development can be effectively achieved through error analysis. Business students, teachers and researchers alike, stress the importance of effective English writing training: 'Of all the classes I took in college and graduate school, the two that have helped me most in my career have been English Composition and Business English. (McKay, 2010)'

The material selected to prepare them for a diagnostic final assignment was from books on composition writing and remedial work focusing on the errors of ESL students around the world, as listed in the Methodology (Appendix 38 onwards).

The Post Communicative Model was used as the teaching method, according to which, firstly, the material was communicated as far as possible with all available resources, secondly, present language items were shown to be necessary for effective communication, and thirdly, they were drilled as much as possible. This was achieved by teaching, practicing and repeating through language worksheets in class, which were checked on the spot and the general mistakes/errors were discussed at the end of each class. Narrative writing and grammar drills, combined with the techniques that work with this particular group of students, according to the researcher's in-the-class observations, were employed for this purpose. After the identification of their errors the future course of action regarding the remedial work was identified so that by the end of the course the students should be able to get rid of their verb tense errors and consequently demonstrate an improvement in English language writing skills. The following course outline for the Business Communication course was developed keeping in view the specific corporate and language needs of these business students enrolled in the Masters of Business Administration degree, developing the ability to use appropriate tenses and consequently

write correct English. Ten grammar sessions were assigned in the outline to work on the grammar errors of these ESL students. The Business Communication outline with the English writing component, consisting of ten sessions taught before the final written specimen was collected for this research, is described below and attached as Appendix 36.

1.6. Business Communication Course Outline

As discussed in the Methodology, only the written grammar component (Appendix 38 onwards) from this course was the focus of this study.

(The language content covered in this research from the BC outline below, is bolded for clarity/convenience)

The title of the course from which this language content was taught is called 'Business Communication' (BC) and the Course Code is 'BCM 2033' (Appendix 36). It is a three credit hours course, with a duration of 16 weeks, 32 classes and two exams, spreading over a period of four months. **Every fourth session out of the thirty-two sessions, was fully dedicated to teach grammar, and these eight writing sessions and two sessions for the pre-tests and post-tests provided the primary data for this research.**

The BC course is based on the fact that merit has its advantages, but it is a known fact that the appearance, language skills and presentation of a person makes a lot of difference to the impression a person makes in the competitive corporate world today. **A business professional needs to be well equipped with a diverse set of communication tools and techniques of effective Internal and External Communication. This course will elaborate on the broad based conventional and radical, verbal and non-verbal skills**

required to better equip them to deal with such situations in their work environment in the future. Sharpening students' language and interpersonal skills in unstructured situations where one's ability to learn, adapt, and persuade is essential for success.

The Business Communication course is designed keeping in view the HEC requirements for the Business students. At the end of the course the students should be able:

- **To demonstrate intermediate to advanced level English language skills** extending from the Freshman 'English I' & 'English II' courses.
- **To exhibit an enhanced ability in the general verbal and non-verbal English language Communication Skills that can support real life Business settings** requiring teamwork and leadership skills.
- To display such supporting language techniques and personality grooming which cater to the requirements of the corporate sector.

The career focus of this course is to build the combination of **language** and interpersonal skills needed to work independently and to lead teams effectively and to train the students to become customer focused and result driven in their approach. **The course aims to upgrade the spoken and written English of the students**, and to help them overcome their fear of public speech. Consequently, it also aims to inculcate confidence and grooming into their personality, so that they could aim at executive level jobs in the corporate sector. In the BC course, special emphasis is also laid on developing individual and group effort, through virtual and real life trainings, presentations, projects and research. Specially towards developing their leadership qualities and the ability to diagnose complex team dynamics, to improve team functioning and team output for the benefit of their company. **Thus the ultimate target of this course is to enable business**

students to enter, thrive and progress in the corporate world through verbal and non-verbal language proficiency.

The class format consists of Power point presentations, audio & video recordings, slides, group activities, reading, **writing& listening activities**, student presentations, interactive conversation, workshops, seminars, extensive research & project critique. The students are required to give a study time of 3 hours on average as preparation time at home for each class. Verbal performance analysis in class presentations and **non-verbal performance accomplishment in document design**, presentation and research reports are considered for evaluation. 20% marks are allotted to the Mid Examinations, 40% marks to the Final examinations and 40% marks to the Sessionals, consisting of quizzes, assignments and projects/presentations. The total performance of the students encompasses 100 marks. They are awarded grades according to the International Grade Points Average system, also recommended by HEC, as described in Appendix 36. It ranges from 4:00 points for Grade A, to 1:00 point for Grade D. Grades below D would require the student to repeat the course.

The course contents consist of a varied selection of material to aid the teaching of customized speaking and **writing skills**, presentation skills and grooming. **Every fourth session out of the thirty-two sessions, was utilized to teach grammar, and a total of ten sessions were fully dedicated to it. Grammar also remained a focus in other lectures whenever document composition was taught.** They were taught how and why communication is important in the corporate world. **The 7 Cs of effective Business Communication and how to write and publish a Business article in the newspaper was also focused on.** They were trained in making Oral and Multimedia Presentations,

Designing Assignments & Slides and Using Graphs & Other Visuals. They were briefed on Corporate Meetings their specifications, **agenda and minutes of meeting. How to achieve a Good Business Style, Translation drills for vocabulary enhancement, Pronunciation Trouble Spots, Language Drills for Fluency Enhancement** and Listening comprehension were also major components of this course. **Creative activities to boost their confidence as well as language skills** like, Simulations about problem solving in corporate scenarios, Video observations and How to design TV Commercials, Flyers and Brochures was also a part of this course. **Basic grammar for Business documents, Detailed Resumes & One Glance CVs, and Writing Formal & Semi formal Emails** was also covered in the BC. **The students were coached in writing Job Application Letters, Job Interviews Preparation & Personal Grooming & Hygiene, Interviewer & Interviewee Script Construction and Mock Interviews. A Mid Presentation, a Final Presentation, and the Final Written Assignment concluded the course. (The language content covered in this research is bolded above for clarity/convenience)**

1.7. The Framework of this Research

The Framework of this Research dealt with identifying, categorizing and analyzing grammar errors in the written work of ESL students enrolled in the Business Communication course in the MBA program. The focus was on 'Verb Tenses', namely, the past and the present tenses as classified by Biber, Conrad and Leech, and the 'Types of Errors' identified and categorized in these verb tenses by Lott (1983), into three types namely, overextension of analogy, transfer of structure and interlingual/intralingual errors, as discussed in the Literature review.

After discovering these errors a Remedial Lesson Plan was suggested based on the Post Communicative Model proposed by Brumfit (1979) in the conclusion following the analysis. This comprised the components of the framework of this research.

Out of the various errors visible in their writing throughout the four month sessions, mainly the past and the present tenses comprised the focus of this research. Only these two tenses were selected based on the argument by Biber et, al. (2010), that only these two main tenses exist and the 'future' and 'progressive' are 'aspects' which coexist with the past and the present tenses but do not exist independently. These two tenses were also the main focus of this study for the reason that, it was observed that the most frequently occurring errors in the work of ESL students in Pakistan occurred in the usage of the past and the present tenses.

The following discussion and general examples supporting it will briefly explain the categorization of errors used to identify and categorize in the framework based. They are the three types namely, overextension of analogy, transfer of structure and interlingual/intralingual errors proposed by David Lott (1983), as discussed in the Literature review.

1.7.1. Overextension of Analogy

A vocabulary error might occur due to an assumption that the word has another meaning, which is different from the actual meaning of the word due to the its semantic equivalent word in L1 Urdu. The words 'quickly' and 'early' both are denoted by one word in Urdu ('jaldi') but in English they are used separately for different occasions depending on the meaning of the sentence. It may be L1 interference another type. This can be explained with the help of the following example:

- a. English comes to me.

In Urdu it will translate into; 'Mujhe Urdu aati hae' meaning 'I know English'. The word 'aana' in Urdu is used for 'comes', as well as 'knowing' in English, thus the confusion in the usage.

1.7.2. Transfer of Structure

The following example explains it. A wrong word order indicates that the students are not able to use the words in the correct order in a sentence due to an interlingual interference and thus make a syntactic error. For example:

- a. I will even come if I'm late.

'Maen phir bhi aa jaun ga agar mujhe der ho gae'

The word 'even' should apply to 'if I'm late' and not to the word 'come'. But if written in the same way in Urdu it might still be considered correct.

1.7.3. Interlingual/intralingual errors

Interlingual/intralingual errors as discussed by Lott (1983), and supported in Ferguson's discussion on Diaglossia (1959). This can be further clarified with the help of some day-to-day instances observed by the researcher as an English language Teacher. For example:

1. The tablets are walking on the road.

In example no 1 shows an overextension of a semantic analogy from L1, 'bullets' and 'tablets' have one equivalent word, 'golian' in Urdu. For the words 'walking' and 'firing', a single word 'chalna' may be used in Urdu. Hence, there is a confusion in their usage due to L1 interference.

2. I am doing this work for him this semester.

Example no. 2 shows a transfer of structure error to L2 which may be considered to be correct if translated or spoken in L1 Urdu. The progressive aspect is frequently used in Urdu hence its frequent usage in English in the work of ESL students is also seen quite often, as they add the inflection 'ing' in L2. In L2 it would often be stated as either 'have done' or 'will do', as compared to 'am doing'. Similar expressions in L2 like, 'I am loving it' are parallel examples of the 'ing' inflection as a structure transferred from L1 to L2. Technically speaking, any work that is being stated at any present moment in time has either become a part of the past, or is being proposed to be done in the future.

After identifying all the errors, the frequency of these errors was categorized into the above mentioned three types in the thirty-five writing specimens (Appendices A1-A35) collected as the final writing composition assignment of the students as the focus of this research. It was suggested that, the errors discovered in the pre-test could be minimized by teaching as suggested by the Post Communicative Model, before they were retested. (as discussed in the Literature Review and Methodology). Thus these elements comprised the framework of this study.

The results of the study helped to find out the most frequent errors made by the students in the past and the present tenses. This evaluation produced valuable data to expose which specific type of verb errors needed to be focused on in corrective drills in writing practices. The results were tabularized in Table 3 as; the correct Tense (T) that should have been used, the Error Type (E), the Appendix Number (A-), the line in which the error occurred (L), and the frequency (F) in the thirty-five writing specimens (Appendices A1-A35) collected as the final writing composition assignment of the students. This helped to boost the effectiveness of this English Writing Skills training and

consequently improved it for the future students and would eventually have a positive influence on and aid the development of need based English writing trainings for MBA students in the future.

The data collection spread over a period of four months. It is hoped that the effectiveness of this error analysis in the language training would be a positive step towards improving future language trainings to inculcate enhanced writing skills in graduate students. It is hoped that after the errors have been identified, categorized and analyzed for the students they will be better able to minimize them from their writing endeavors in the future and become active participants in the learning process as they work their way through their language training. Although the groundwork for this study and formulating a pattern of this research spread over several years, once determined, it took six months. Classes in the first four months were focused on repeated writing exercises with general grammar errors identification. At the end of the fourth month the final writing specimen to identify the most frequent errors was collected from these students. The fifth month was utilized for the identification, categorization and analysis of frequent errors. The sixth month was used up in thesis drafting, redrafting and compilation. It was anticipated from the results of the practice sessions conducted before the final writing specimens (used as the base sample to identify the most frequent errors), that in both tenses combined, the Second language Influence errors would be in most frequent. The second most frequent errors would be the First Language interference errors and the Transfer of Structure errors and the overextension of Analogy errors would followed respectively. Whichever errors would be discovered in these assignments, it was suggested that only these errors should be the focus of remedial English Teaching based

on the Post Communicative Model to develop their ability to use appropriate tenses and consequently write accurate English. It would save valuable teaching time, and make the need based academic English writing trainings for MBA students more effective in the future.

Chapter 2: Literature Review

The objective of this research was to study the errors (EA) at the end of an English language writing skills training given to business graduate students, to improve their writing in fourteen sessions over a period of a four months' course called Business Communication. An English training was carried out for this purpose for a class of thirty-five Masters of Business Administration (MBA) students. It aimed to find out if error analysis of the language errors made frequently by MBA students make their language training more effective?

Rod Ellis (2008), in *The Study of Second Language Acquisition*, also recommends error analysis as a tool to eradicate L1 interference in the language of ESL learners. Sylviane Granger comments in *Error-tagged Learner Corpora and CALL: A Promising Synergy* that Learner corpora--electronic collections of foreign or second language learner data--constitute a new resource for second language acquisition (SLA) and foreign language teaching (FLT) specialists. They are especially useful when they are error-tagged, that is, when all errors in the corpus have been annotated with the help of a standardized system of error tags, in academic trainings.

In Anna Silwa's (2009) article reviewing the functions of in-company language courses, it was found that both trainers and the trainees benefit from such trainings/courses, as they tend to be relatively cheaper than professional training. This suggests that effective academic trainings can be a source of generating and maintaining goodwill between the three parties involved in the pursuit of English language proficiency, namely, the students, the academia and the companies in the corporate sector. The benefits of language courses in the academia can also be reaped by the industry if they replace

expensive training modules with such language courses. This research focuses precisely on improving the university curriculum for the benefit of these business students. Keeping in view the results of Silwa's study, this research aims to enhance the language competency of business students in business schools through English language courses and consequently gathering data for English language training for professionals. The usefulness of academic trainings lies in the fact that their duration and expenses are included in the courses offered each semester at the universities. In Pakistan, at an average, a student pays between seventy-five thousand to a hundred thousand rupees for a four months semester. If they are provided with academic need based language trainings, they save the expenses and time which they might spend on getting any extra language coaching from resources available outside the university. Thus providing effective academic training in language courses gives an edge to the language programs in the university.

Huffman (2010) in his paper on Professional Learning Communities In The USA elaborates on the views of educators in Professional Learning Communities who use purposeful visioning, shared leadership, and collaboration to create cultures of learning in America Tran (2010) studied the relevance of training packages and competency based training approach in the Australian vocational education and training sector.

As opposed to Silwa, Huffman and Tran this research will not focus on native language speakers/writers but on ESL speakers/writers in bilingual settings in the Pakistani scenario. However this research is similar to the reviewed quotations above, in the sense that it also aim to focus on an effective English language coaching as means to upgrade the writing skills, which consequently act as an agent of change to bring

improvement in the students' competence and performance. The discussion makes it obvious that an effective training provided in the academic sector can have a positive effect on the vocational merit of the students and can have a constructive bearing on the corporate sector as well. Thus Academic Trainings serve as Benchmarks for the Professional development of the business students.

Extensive research has been carried out in countries all over the world on English language training in various international perspectives and the role of academia towards it cannot be undermined. Various books on Business English skills taught in Pakistani business schools have been written from a foreign perspective. There is a need to study English language teaching in the Pakistani perspective. Hence, commenting on the importance of English writing skills in English language teaching and English Language Curriculum Design Zafar (2010), observed that presently books being taught in business schools focused on the broad skills for Business Communication by American authors such as Kitty O'Locker (1995), Dona J. Young (1995) and Mary Ellen Guffey (2012). Faccone & Deusen (2001), and Baker have written books with a partial focus on verbal skills in Business Communication leaning more towards ethics, management and internet practices, and e-business, as compared to classroom and applied skills. In Zafar q. O'Locker, Young et. al's (2010) article was found that authors such as Raman & Singh, Uma Narula and Mukesh Chaturvedi have studied the Indian perspective however that is not necessarily the same as the Pakistani perspective. Hing Wang Sit (2010) comments about teaching strategies used for teaching advanced English at a university in Hong Kong. It provides both insights of teachers' and students' perceptions on teaching and learning. In his paper, Problems Faced by the English Language Learners, Khan (2010)

discusses learning problems in English in Saudi Arabia which can be dealt with if the English teacher studies the nature of the problems faced by the target learners and evolves compatible strategies. This is a major focus of this thesis dealing with error analysis and the relevant remedial measures in the Pakistani scenario. Elaborating on similar bilingual settings, Wang's (2010) research 'Teaching large classes in China - English as a foreign language', a comparison between the English training programs between UK and China was discussed to analyze the advantages and disadvantages of these two types of programs in order to help the educators in this area to improve the effective teaching of the English training course. He compared the English language programs catering to the English speaking native students in UK to the bilingual ESL students in China. The comparison in his study exposed the fact that the ESL students have very special needs and varied issues in English language programs as compared to the English as a Native Language Speakers (ENL). In Asit Bhattacharyya's (2010) article an Asian perspective related to the international students studying English in Australia was found. It aims to highlight the initial problems related to English language, communication skills, learning approaches and cultural background, which are faced by ESL students and how they overcome these difficulties in an Australian university.

This study however, will focus only one of the above mentioned elements, namely, learning approaches related to writing skills. Thus the past researchers above reiterate the Importance of English Writing Skills for students graduating from vocational schools in bilingual settings.

The Significance of English for Specific Purposes cannot be denied in any language research. Commenting on ESP, Broughton et. al. (1994), contend in 'Teaching English as

a Foreign Language' that the recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP – English for Special or Specific purposes This thesis research too enters the realm of ESP and caters to the specific language needs of business graduates in Pakistan. It aims to customize ELT into ESP teaching. It is 'General English' customized to the needs of this particular cohort of students enrolled in the MBA degree. In answer to the question 'What is the difference between the ESP and General English approach?' Hutchinson et al. state, "in theory nothing, in practice a great deal "(1987, p. 53). Technically speaking the information provided in theory is applied to real life scenarios that accommodate to the needs of the students. The realm of English for Specific Purposes (ESP) deals with adult students who already have some English education and need to enhance their speaking, listening, reading and writing in skills English, to be able to communicate in their work place and perform related functions in the future according to their professional requirements.ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (p.19).ESP is defined to meet specific needs of the learners, it is generally designed for intermediate or advanced students and makes use of underlying methodology and activities of the discipline it serves(Dudley-Evans, 1998. p. 167). An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP concentrates more on language in context than on teaching grammar and language structures. (Fiorito, 2005). Hutchison, Dudley and Fiorito support the aim of this research as an ESP study, which is to provide customized language writing proficiency to MBA students

Evaluation is imperative for language trainings as it gauges their effectiveness. Gauging the effectiveness of English writing will consequently help to identify the errors and minimize them, as done in this study, to give deliver new and improved syllabi. Martinez (2005) remarks in 'The Importance of Evaluation' that Program evaluation, conducted on a regular basis, can greatly improve the management and effectiveness of an organization and its programs. Considering the stress laid on evaluation in his article, the aim of this research too is to evaluate the English language skills of business students. He remarks that evaluation is an essential component of regular quality assessment of any curriculum or training. The results obtained from this evaluation would be used to design better English language trainings for the future batches. In Bauer's (2009) article on 'The Importance of Evaluation', it was found that the term "evaluation" rather than "quality assessment" is used because the focus of the project is on training, management and relevant institutions. What is 'evaluation' in academia may be termed as 'quality assessment' in the corporate sector with reference to need based skills that may be instilled through a curriculum in the academia. This research aims at evaluating and improving the writing skills curriculum and stressed on the importance of constant quality assurance/evaluation and curriculum development.

With reference to the importance of Evaluation in ESL Programs, Martinez (2005) (a lead evaluation consultant for CenterPoint Institute, a consulting firm serving the nonprofit sector since 1988), discusses evaluation as referring to a periodic process of gathering data and then analyzing or ordering it in such a way that the resulting information can be used to determine whether your organization or program is effectively

carrying out planned activities, and the extent to which it is achieving its stated objectives and anticipated results.

Similar to Martinez's study, this study is also based on a similar idea mainly analyzing and evaluating the English language needs of ESL students enrolled in MBA, their frequent errors and their remedies. It also aims at the target that the students should be able to demonstrate improved English language writing skills at the end of the course. The findings in this research, after evaluating the final assignments were close to the expectations. Few errors were seen in the future time, and the past perfect, the present perfect, the future perfect and the past progressive, the present progressive and the future progressive aspect errors in the past and the present tenses. The Present Perfect Progressive, Past Perfect Progressive, Future Perfect Progressive Aspects were non-existent in the four months' of practicing written compositions and were not noticed very often in the practice compositions preceding the final assignment and thus, were not expected to occur frequently in the final written samples either. It was perhaps due to the first language interference, inadequate exposure to the usage of these tenses or thought processes that may not originate and formulate into words beyond the simple present and the simple past tenses. Consequently they were not expected to occur at all. This study aimed to confirm these anticipations.

The purpose of this research is to provide an evaluation of the language errors in the written text of the students and to achieve results through its evaluation, then to apply these results to the university skill based English language curriculum and to incorporate the findings to improve future language training. This effort will work towards making

the business graduates more skilled in writing all types of compositions, as far as English is concerned, in academia as well as in the corporate sector later on.

It is significant to review the Importance of Error Analysis for this study. Corder (1974) defines error analysis as the investigation of the language of second language learners . Error analysis is a type of linguistic analysis that focuses on the errors learners make in L1 and L2. L1 error analysis consists of a comparison between the errors made in the Target Language (TL) and that TL itself. The importance of error analysis lies in the fact that errors can be minimized only if they are identified. Categorizing and analyzing the errors can provide a further clarity to the student and the teacher as to which errors occur more frequently and why they occur. However, error analysis may be a complex process as Lott (1983) remarks. Part of the problem lies in the difficulty of judging the cause of error with some precision...and the researcher needs to have an extremely good insight into the learner's mind. There are further difficulties in categorizing errors that arise from conflicting interpretations of key concepts. For example, learners' errors in the target language may be due to the non-existence of an item or rule in their native language.

In the late twenties a number of well known linguists have studied and decoded the problem of identifying errors and agree to the fact that it can prove to be very useful for the ESL teachers as well as students. Richards et al. (1990) believe that researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language. Earlier Corder (1974) believes that error analysis has two objects: one theoretical and another applied. The theoretical object serves to 'elucidate what and how a learner learns when he studies a second language',

and the applied object serves to enable the learner 'to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes' (pp.158-171). Corder further elaborates that systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.

Based on a similar footing, his research can become a firm ground to proceed towards attacking and correcting the specific errors that occur in any specific cohort of bilingual students in graduate program, so that such errors may be avoided in future trainings. Moreover, according to Richards and Sampson (1974) '...error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort' (p. 15). In Corder's article (1967), it was found that the investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language at a given point during the learning process, and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems. Corder (1974) remarks that 'Error analysis is important as Gass & Selinker, (1972), defined errors as "red flags" that provide evidence of the learner's knowledge of the second language.

It is important not only to identify errors but to categorize them too. Linguists point out reasons due to which students might make errors in ESL. They might be 'Overextension of Analogy, Transfer of Structure and Interlingual/Transfer Errors or Intralingual/Developmental' errors (Lott, 1983, p. 258-259). Whatever the classification of errors, error analysis can prove to be useful to the ESL student as well as the ESL teachers, and can lead to a better understanding of the reasons due to which they occur and to consequently help in coming up with appropriate remedies and resulting

minimization of such errors. This study followed Lott's identification and categorization of errors as seen in the usage of the past and the present tenses and their frequency, in the thirty-five writing specimens (Appendices A1-A35) collected as the final writing composition assignment of the students. Table 3 tabulates these errors and all these recorded errors are numbered and marked red in the Appendices. Lott comments on three types or categories of error Analysis in a bilingual environment where Italian is L1 and English is L2. To be able to categorize errors without great difficulty it is essential to have precise definitions. In our research we considered an error as due to interference from the native language if it fulfilled one of the following criteria:

Lott describes Overextension of Analogy error as the instance 'when the student misuses a vocabulary item because the item shares features, whether phonological, orthographic, semantic, or syntactic, with an item in the native language'(258-259). A vocabulary error might occur due to an assumption that the word has another meaning, which is different from the actual meaning of the word due to the its semantic equivalent word in L1.

In the Transfer of Structure error the student makes 'an error of grammar because he or she is following the rules of the native language and not the rules of the target language'(258-259). A wrong word order indicates that the students are not able to use the words in the correct order in a sentence due to an interlingual interference and thus make a syntactic error, but if written in the same way in L1 it might still be considered correct.

Interlingual/First Language Interference/Transfer Errors existing in switching from the first language (L1) to the second language (L2),and intralingual (L2) errors, existing

in English language usage, are the most frequently made errors in the writing of ESL students, so they need to be discussed in detail. A discussion on general L1 and L2 errors follows as found in Lott's research (258-259). He defines L1 errors as:

- a. The student makes an error of grammar because a grammatical distinction does not exist in the native language.
- b. The student misuses a vocabulary item because a lexical distinction does not exist in the native language.

In his study Lott takes the example of Italian L1 influence, on English L2. Similar errors picked from L1, Urdu, affecting the English language of business students in Pakistan have been discussed in this study. L2 errors independent in themselves, occurring due to an inadequate knowledge of the second language grammar rules will be studied side by side of L1 errors. Linguists have been deliberating on Interlingual/Transfer errors as those attributed to the native language (NL) since the early 60's (Weinreich, 1953, p.1) research. He defines L1 errors as 'those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language'. Lado, (1964) states that interference (negative transfer) is the negative influence of the mother language (L1) on the performance of the target language (L2) learner. In Corder's (1971) article it was stated that interlingual errors indicate the learner's L1 habits (patterns, systems or rules) that interfere or prevent him/her, from acquiring the patterns and rules of the second language. The term *interlanguage*, as introduced by Selinker (1972) refers to the systematic knowledge of an L2 that is independent of both the learner's L1 and the target language (201-31). Nemser (1974), referred to it (making L1 related errors in L2) as the *Approximate System* (p. 55), and

Corder (1967) as the *Idiosyncratic Dialect or Transitional Competence*. Brown (1994) states that error analysis emphasizes “the significance of errors in learners’ interlanguage system” (p. 204).

These classifications of errors are similar to Lott’s classification followed in this research as mentioned earlier, namely, ‘overextension of analogy’ and ‘transfer of structure errors’ from L1 to L2. Weinreich (1979) believes that the knowledge of two languages can pose problems for a bilingual student as the rules and structure of the two languages may cause confusion in his mind regarding the independent usage of each language with its own precise specifications and dimensions. Lado (1964) believes it to be a negative influence of L1 that disturbs and disrupts the communication in L2. Corder (1974) declares that this negative influence of L1 actually hinders an L2 learner to pick up and use the syntax of the second language. Selinker (1972) presents the stage in which the L2 students are learning and making errors, as ‘interlanguage’. He considers it as a separate intermediate language, which exists between L1 and L2, perhaps an L3, existing independently till the student excels in L2. Corder somewhat agrees with Selinker and names it ‘Approximate System’, or the ‘Idiosyncratic Dialect or Transitional Competence’. Brown calls it ‘Interlanguage’. Whatever it may be called, Brown stresses the significance of L1 error analysis in the language related tasks of ESL students.

In Pakistan there are several regional or native languages (NL) for different people living in different provinces of Pakistan beside the national language Urdu. However, in this study, Urdu will be considered as the first language, to provide a similar and equal base for reference to consider the First Language (L1) interference. In such an environment there are novel demands of ELT. Beside these languages, the business

language is English, which presents a novel example of Diglossia. Ferguson (1959) remarked that, 'classical 'Diglossia refers to a situation in which two dialects or usually closely related languages are used by a single language community. Fishman (1967) further developed the concept into 'extended' Diglossia. He introduced the notion that;

Diglossia could be extended to situations found in many societies where forms of two *genetically unrelated* (or at least historically distant) languages occupy the H and L niches, such that one of the languages is used for religious, educational, literacy and other such prestigious domains, while another language is rarely used for such purposes, being only employed for more in formal, primarily spoken domains.

Applied to the Pakistani scenario, the former language would be L2 English and the latter would be L1 Urdu, for the ESL students living in a Bilingual environment in Pakistan where L2 has become as important as L1. There are several regional or native languages (NL) for different people living in different provinces of Pakistan beside the national language Urdu. Punjabi, Pushto, Sindhi, Balochi, Saraiki exist in the form of several different dialects all over the country. Beside this the business language is English. This predicament presents a novel complication in reading, listening, speaking and writing. (However, in this study, Urdu will be considered as the first language, to provide a similar and equal base for reference to consider the First Language (L1) interference.) An error that has been imported from the mother tongue of the student and is considered correct if used so in L1 but would be incorrect in L2 is considered as L1 interference.

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Another controversy, as discussed in the literature review, being that there can be no progressive or progressive action. Grammarians argue that there is no progressive or progressive aspect in grammar, but the past or the future tense should be used instead. Progressive aspect signals an event currently in progress or an event in the future that is quite certain. (Biber. et. al, 2010, p. 166). L1 may have such grammar constructions that do not show a clear and specific distinction of tense or aspect. Such constructions propose confusion to ESL students when they try to apply NL/L1 language rules to L2 structures. Sometimes, the transfer of structure error also combines with an overextension of semantic analogy and this overlapping might make it all the more confusing for an ESL student. Lott (1983) defines interference errors as errors in the learner's use of the foreign language that can be traced back to the mother tongue (p. 256). There is considerable controversy over the definition of interference. Dulay and Burt (1976) define interference as 'the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language' (p.71). If the equivalent of a word in English does not exist in L1 then any word used instead of it becomes wrong. Sometimes a grammatical distinction does not exist in L1 for a particular L1 word, so when used in L2 the lexical difference in L1 and L2 causes confusion for ESL students.

In spite of the discussion above, there is a controversy on the existence and extent of L1 interference. Linguists argue in a current research that 'the influence of L1 is a subtle and evolving aspect of L2 development'. The interference is not always the cause for making all the errors and its extent may also differ from time to time during the process of language acquisition. It is believed by them that the errors like adding grammatical inflections like 'ing', are not committed by most ESL learners except very

young learners. Furthermore, they usually know that L1 language structures shouldn't be transferred to L2 (Schmitt, 2010, p. 124-126). However, this study shows otherwise and several such errors were seen in the work of these ESL students, as shown in Table 3 and discussed in its analysis.

Independent of first language errors, Second Language influence or Developmental errors in the second language (L2), can itself be the source of errors identified as Intra-lingual errors as Richard (1970) points out:

...those due to the language being learned (TL), independent of the native language...they are "items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language" (p. 6).

A comparatively recent study of errors by Corder (1981), focuses on the ELT as well as ESL students, and explains that there are two justifications for studying learners' errors:

...its relevance to language teaching and the study of the language acquisition process and... the pedagogical justification, namely that a good understanding of the nature of error is necessary before a systematic means of eradicating them could be found, and the theoretical justification, which claims that a study of learners' errors is part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition.

Although the students in the target group in this study had supposedly acquired the

language at primary level) but as ESL students they continued to make errors, which had been strengthened by their own constant negative reinforcement while writing.

.....
Thus, in this research, Error identification, categorization and analysis can be extremely useful to them in lessening the specific errors that occur in their written manuscripts.

As discussed in Biber, et al's (2010) research on Tense and Time Distinctions, out of the various errors visible in the writing of ESL students, only the past and present tenses (p. 150-156) were the context of this research. To proceed with this study, it is imperative to deliberate the concepts evolved by modern linguists regarding the definition of 'verb tense', which has changed over the years. It shows how the modern linguists look at the 'verb tense', and the concept of differentiation between 'Tense and Aspect'.

Till very recently it was accepted by linguists and ESL teachers that there are there are six main verb tenses namely, the past, present, future, and past perfect, present perfect and future perfect tenses, with present, past and progressive tenses and present, past and future perfect progressive as additional tenses (englishlanguageterminology.org). Biber, et al (2010) discussed 'Tense and Time Distinctions' in a recent research. They contended that verbs have only two tenses marked on them and there are several different meanings expressed by the present and the past tense. The present tense verbs often refer to present time, either describing a state that exists at the present time, or describing a habitual action. Present tense is also used to show the past or the future time. The past tense often refers to past time, but it is sometimes used to mark present time and for hypothetical conditions. Many verbs tend to occur with a particular tense. Verbs

describing mental states are commonly in the present tense. Verbs about activity and communication are commonly in the past tense. All the other tenses previously studied as separate tenses were merged into the perfect and the progressive aspects (p. 150-156)

Beside stating that only the past and the present tenses are the main tenses to be considered, Biber. et. al (2010) also differentiated between 'tense and aspect' in a research (p.156-166). They contend that there are two aspects in English: perfect and progressive. Each aspect can be combined with the present and the past tenses. Perfect aspect "points back" to an earlier time, and usually signals that the circumstance, or its result, continued up to a given time. This concept of verb and tense is also applied in the error analysis in this research.

The past and the present tenses, and perfect and progressive aspect error can be further differentiated into 'errors or mistakes' Biber. et. al (2010). This research will study the frequent 'errors' and 'mistakes' the ESL students in Pakistan make in English compositions. To proceed with such a study it is imperative to understand, what an error or a mistake is by definition and how they are different from each other.

Norish (1983) errors and mistakes as being distinctively different. He defined errors as... 'a systematic deviation when a learner has not learnt something and consistently gets it wrong' and mistakes as 'inconsistent deviation'. When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a 'mistake'. Thus, an error occurs when a student has not been taught the rules or hasn't been exposed to them, whereas, a mistake is committed when a student knows the grammar rules and still

forgets to use them appropriately. This study focuses on errors and mistakes both, as both can be seen in ESL learners written compositions.

Discussing the controversies surrounding error analysis since the early 1970s, Selinker (1972) proposed ... different types of error, mainly systematic. These include:

- a. language transfer (items and rules in the learner's version of the target language which can be directly traced back to the native language) ;
- b. transfer of training (the error is directly traceable to some fault in the teaching) (p 216-21).

This research focuses on a., the issues related to the students performance and not on b., English language teaching. In a study conducted in 1973, Corder remarks that 'the variety of error categories that have been proposed presents the intending researcher with immediate difficulties (p. 271), and as they all differ from each other this poses a problem to the English language teacher. His classification of errors differs from Selinker (1972). He talks about three basic categories of error, which are based on the time of occurrence during the process of learning ESL, spreading over the period from language acquisition to some intermediate stage where the student may be close to achieving a satisfactory performance level. He classifies errors into:

- 1 pre-systematic errors: i.e. those made by a learner while he or she is trying to come to grips with a new point;
- 2 systematic errors: i.e. those which occur when the learner has formed an inaccurate hypothesis about the target language;
- 3 post-systematic errors: i.e. the temporary forgetting of a point that had been previously understood.

In a study conducted ten years later in (1983), David Lott remarks in his article on Analyzing and Counteracting Interference Errors that different linguists have different views regarding error analysis and also differ in their definitions of error analysis. This is because the process of defining, categorizing and analysis errors is a complex process in itself. It not only deals with Second Language Acquisition (SLA) but also with the 'psychological and the neurological processes involved in language learning'. Several other factors like the 'type of teaching, age, attitude, and motivation of the students, method of elicitation, and degree of relatedness of the native language and the target language' (p. 258-259) are also involved. Therefore, to simplify error analysis, this research focuses on the more recent classification of three types of errors as proposed by Lott(258-259).

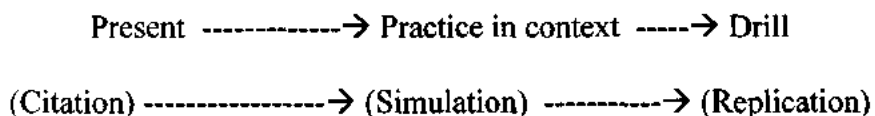
This research inculcates in it the positive steps towards supporting a model syllabus using a Communicative Language Teaching approach (CLT) (Brumfit q. Coullthard, 1979). The four months' practice exercises based on the components in Table 3, culminated in a final written assignment. The final assignment was used as a sample for error identification, tabularization and analysis. Thus towards the end of the research, after identifying, categorizing and analyzing the frequent errors made by the students, it was suggested that the Post Communicative Model (CSR), shown in Table 1, should be used for proposing a lesson plan for teaching and eradicating grammar errors. The results obtained from the study were combined with the Post Communicative Language Teaching (PCLT) technique, 'shift in methodology' as recommended by Brumfit, to produce a model Lesson Plan at the conclusion of this study.

The Post Communicative Language Teaching (PCLT) technique was selected due

to the established caliber of the linguist who proposed it, and the comparative practicality of this model as weighed against other ELT models. Christopher Brumfit was a seasoned linguist and researcher, and had been exploring language related issue since the 70s. He has coauthored books like 'Teaching English as a foreign language' with other master linguists like Geoffrey Broughton, Roger Flavell, Peter Hill and Anita Pincas. He also authored the book suggesting the ideal ELT approach, namely, Communicative Language Teaching: an Educational Perspective. *'The Communicative Approach to Language Teaching(183-191)*, from which this model has been selected. The following discussion further justifies why this model was selected through its comparison with other models.

Three models were considered for the final lesson plan, being the Post Communicative Model, consisting of Citation, Simulation and Replication (CSR) by Brumfit (Coullthard, Malcolm q Bumfit (1976. p 13), consisting of Replication, Citation and Simulation (RCS) Model by Willis (Coullthard, Malcolm q Willis. 1976. p 13). , and the Traditional Model, the former was selected due to its obvious advantages. The Post Communicative Model was selected because it is simple to follow for the ESL teacher, and it focuses on the needs of the learner. The failures at stage 1 define what needs to be taught in stages 2 & 3. Wilkins contends that through this Model (The Post Communicative Model) the learner will 'approximate' more and more to the language use, characteristic of the community whose language he is acquiring (Coullthard, Malcolm q Wilkins. 1976. p 13). Brumfit refutes Wilkins and comments that the ESL student is not learning the language to become a member of that community but merely to be able to communicate in the community. The aim is not to produce one who is

communicatively competent but rather someone who is a competent communicator (p 103). Thus the Post Communicative Teaching process teaches how to cope with limited language resources:



It requires theory teaching, simulation and repetition for checking if the task has been achieved and the skill has been acquired. Table 1 shows the Post Communicative Model:

Table 1

The Post Communicative Model

1	2	3
Communicate as far as possible with all available resources (Citation)	Present language items shown to be necessary for effective communication (Simulation)	Drill if necessary (Replication)

In Fang's (2010) article it was found that CLT is convenient and ought to be executed, and the educational module plan and class size ought to be adjusted to better fit this educating system. It would assist and permit the ESL students to take in English in a more down to earth way. Scovel (2006, p.10) comments that communicative competence does not disregard syntactic fitness; it basically expands it by accentuating that different aptitudes necessity to be obtained in the event that one is to turn into a familiar and exact

speaker of an alternate dialect. In this way, it is additionally important to have a post-informative model sequence of teaching, (Brumfit, 1979; Byram, 1988) when executing CLT.

In Willis's RCS Model (1998) the following sequence of teaching was seen:

Drill -----→ Present -----→ Practice in context
(Replication) -----→ (Citation) -----→ (Simulation)

Willis's RCS Model, as opposed to Brumfit's CSR Model (Coullthard, Malcolm q Willis. 1998. p 146-159) proposes course structured around a 'Replication' sequence, a 'careful presentation of activities designed to stimulate the need for certain items or categories'. These can then be taught explicitly through 'Citation' and later practiced through 'Simulations'. The problem that might occur in this teaching methodology is that drills might not be effective for an ESL student without first presenting the theory or the background knowledge of the task.

In The Traditional Model(CRS) it was seen that the typical feature of traditional methodology, as Broughton et. al. (1994) claim, is the "teacher-dominated interaction" and the teaching is deeply teacher-centered.

Present -----→ Drill -----→ Practice in context
(Citation) -----→ (Replication) -----→ (Simulation)

The traditional model uses citation, and then replication followed by simulation. Brumfit rejects the traditional methodology as having no similarity to natural language use. Both Willis's and Brumfit's proposals for SLA practices are not necessarily dependent on either structural or communicative syllabi. The field of Communicative Syllabus and Teaching is ever evolving. He suggests that before an ideal Second Language Acquisition

(SLA) syllabus can be assembled. Firstly, 'more research of SLA areas is required', secondly, a 'detailed description and ranking of the skills of the competent non native speaker', 'observation on how language operates in a particular community or society' and a deeper probe into the teaching/learning process concerning vocabulary and structures'.

This study involves the consideration of all of these four points mentioned by Brumfit to evolve an effective lesson plan to support future syllabi. Thus the Post Communicative Model (CSR) in Table 1 seemed to be a simple yet effective approach for effective English language training. It comprised of three simple steps, firstly, providing the theoretical knowledge to the ESL student, secondly, to simulate it in class and thirdly, to repeat if required for further reinforcement to confirm that the skill has been acquired. By using this model, this research inculcated in it the positive steps towards supporting a model syllabus. It was used as a base to form a lesson plan for teaching grammar errors after the four months' practice exercises and the final assignment. These written specimens were used as samples for error identification, tabularization and analysis. In conclusion, suggestions for error minimization and reaching a specific outcome were given and the beneficiaries and application of the research were discussed. Discussing teaching techniques and methods it was observed (Zafar q Servage, 2010):

The scholarship of teaching and learning movement is based on the belief that teaching activities should demonstrate learning outcomes and teaching practices should be brought into a community of practice .

This study sets out to improve the written English of these graduate students by finding their language errors to focus on them in remedial classes. In the research 'Modern and

Traditional Approaches in ESL Teaching in Pakistan', commenting on the best approach in teaching English as a Second Language students it was concluded that:

The quality of teaching can be improved by adopting proper syllabi, which must match the course objectives, the teacher must prepare before class and should take a feedback after class to check whether the student learned what was taught (Zafar, 2006).

The Post Communicative approach follows the same criteria.

Thus, this study entered the realm of English for Specific Purposes, and aimed at customizing the English language curriculum for business students. Out of the various errors visible in their writing, the verb tense, mainly, the past and present tenses were the focus of this research. Regular checking was done for all practice assignments were checked and the students were encouraged to make a note of their errors and to try not to repeat them in the future written assignment. This constant check on what was being taught improved most of the verb tense errors. Mostly errors in the past and the present tense were noticed in the final assignments, only a few perfect and progressive tags were seen on them. This review of literature justifies the usefulness and newness of this research.

Chapter 3: Methodology

This research is an evaluation based on a case study conducted at the Management Department at Mohammad Ali Jinnah University Islamabad campus. It hopes to improve the language of the MBA students, through error analysis and consequently improving the curriculum for the future batches. It focused on the writing component in a four months' English Writing Skills training of a class of thirty-five Masters of Business Administration (MBA) students at Mohammad Ali Jinnah University Islamabad.

Only the written grammar component (Appendix 38 onwards) of this course was the focus of this study. These Practice Sessions on grammar content were conducted, spreading over a span of four months as shown in Table 3, and using the Resource Material listed in Appendix 37. Appendix 40 onwards, show the worksheets and handouts from these sources. Firstly, a pre-test based on assorted grammar exercises was given to these students at the beginning of the semester, the results were saved. Secondly, grammar practice was given to them during the four months semester, using the Post Communicative Teaching Model proposed by Brumfit. Thirdly, a final assignment was given to see if their writing skills had improved after the coaching. It produced valuable data to expose if writing activities can improve writing specimens, which writing activities can be more effective in boosting the grammar in writing practices and to what extent can writing skills be enhanced. Details follow in 3.2. later. It is important to discuss the context of this research before elaborating on how it was done. The following context justifies the appropriateness of this methodology used for data collection.

3.1. The Context: The objective of this research was to study the errors (EA) in an English language writing skills training given to business graduate students, to improve their writing in fourteen sessions over a period of a four months' course called Business Communication. An English training was carried out for this purpose for a class of thirty-five Masters of Business Administration (MBA) students. The choice of this particular batch of students was deliberate and meaningful, not random. They were selected because firstly, they were an assorted batch of students coming from different public and private schools and colleges, possessing varied language abilities, secondly, because they were studying English as a Second Language (ESL) and thirdly, this English writing error identification would help in the minimization of their verb tense errors and would consequently improve their writing skills for all kinds of business assignments.

This research is based on the idea that effectiveness in English writing can be achieved by identifying, categorizing and analyzing the most prominent errors (EA) made by the English as a Second Language Students (ESL) in written compositions, so that the teachers should focus on those specific type of errors which require remedial work instead of wasting time on other errors which are not made as frequently by business students. In this sense this study enters the realm of English for Specific Purposes (ESP) and aims at customizing the English language curriculum for business students. Error analysis is a vast area and there is a limitation of four months' teaching time in the semester system in business schools, therefore only one grammar element namely, verb tense is the focus of this study. The importance of error analysis lies in the fact that errors can be minimized only if they are identified. Categorizing and analyzing the errors can

provide a further clarity to the student and the teacher as to which errors occur more frequently and why they occur.

It was observed prior to this research that ELT practices could not help these students achieve effective results in competence and performance. Thus, such a strategy had to be devised that inculcated in it the positive steps towards supporting a model syllabus, which would help minimize their language errors. It was also noticed that the Pakistani ESL students make frequent errors in the past, and the present tenses. Out of the various errors visible in their writing, only the past and present tenses (Biber, Conrad and Leech, 2010, p. 156-166) only these two were the focus of this research. They were also selected for the reason that over the ten years ELT experience of teaching English in the higher education sector, the researcher observed the past and the present tenses to harbor the most frequently occurring errors in the work of ESL students in Pakistan. The Post Communicative Model (CSR) in Table 1 as quoted in literature review, was used to propose a Remedial Lesson Plan, after teaching grammar components in Table 2, during the four months' practice exercises and the final assignment. The final writing specimen was used as a sample for error identification, tabularization and analysis. Errors and mistakes both, as discussed earlier in the Introduction and Literature Review, were differentiated in the analysis. In conclusion, suggestions for error minimization and reaching a specific outcome were given and the beneficiaries and application of the research were discussed.

The study aimed to find three types of errors namely, overextension of analogy, transfer of structure and interlingual/intralingual errors (Lott, 1983) and their frequency, in the thirty-five writing specimens (Appendices A1-A35) collected as the final writing

composition assignment of the students. Making such teaching batch-specific, focusing only on their specific verb tense errors would greatly develop their ability to use appropriate tenses and consequently write accurate English. It would save valuable teaching time, and would customize the need based academic English writing training for each batch of MBA students, making it more effective in the future.

3.2. The Base Model: The Post Communicative Model was used as the teaching method, according to which, firstly, the material was communicated as far as possible with all available resources, secondly, present language items were shown to be necessary for effective communication, and thirdly, they were drilled as much as possible. This was achieved by teaching, practicing and repeating through language worksheets in class, which were checked on the spot and the general mistakes/errors were discussed at the end of each class.

3.3. The Case Study: Ten sessions of one and a half hour were conducted twice a week. The writing skills component of the course was designed keeping in view the English language requirements for the Business students. The material selected to prepare them for a diagnostic final assignment was selected from books on remedial work focusing on the errors of ESL students around the world, as listed in Table 1. Firstly, a pre-test based on assorted grammar exercises was given to these students at the beginning of the semester, the results were saved. Secondly, grammar practice was given to them during the four months semester, using the Post Communicative Teaching Model proposed by Brumfit. Thirdly, a final assignment was given to see if their writing skills had improved after the coaching(Appendices A1-A35) . Thus, the Post Communicative teaching techniques for narrative writing and grammar drills that worked with this particular group

of students according to the researcher's in-class observations, were employed for this purpose. After the identification of their errors the future course of action regarding the remedial work would be proposed so that by the end of the course the students should be able to get rid of their verb tense errors and consequently demonstrate an improvement in English language writing skills.

During the four months preceding the final evaluation, practice exercises on assorted grammar components were conducted. A writing assignment was given to them to check the prominent errors they still made in their writing. They were asked to write a narrative composition on the topic of their choice, to be completed in an hour. This written composition was intensively scanned for errors and was used as a sample for error identification, tabularization and analysis. It was found that the major errors occurred in verb tenses and mostly in the simple past and simple present tenses. These errors were further categorized into three types, namely, Overextension of analogy, Transfer of Structure and Interlingual (L1) or intralingual (L2) errors. In conclusion, suggestions for error minimization and reaching a specific outcome using the Post Communicative Model (CSR) in Table 1 (Brumfit, 1979) were given.

Only the past and present tenses (Biber, Conrad and Leech, 2010, p. 156-166) only these two were the focus of this research. They were also selected for the reason that over the ten years ELT experience of teaching English in the higher education sector, the researcher observed the past and the present tenses to harbor the most frequently occurring errors in the work of ESL students in Pakistan.

3.4. The Research Design

This study dealt with identifying, categorizing and analyzing grammar errors in the

written work of ESL students enrolled in the Business Communication course in the MBA program. The focus was on 'Verb Tenses', namely, the past and the present tenses as classified by Biber, Conrad and Leech, and the 'Types of Errors' identified and categorized in these verb tenses by Lott (1983), into three types namely, overextension of analogy, transfer of structure and interlingual/intralingual errors, as discussed in the Literature review.

After discovering these errors a Remedial Lesson Plan was suggested based on the Post Communicative Model proposed by Brumfit (1979) in the conclusion following the analysis. This comprised the components of the framework of this research.

Out of the various errors visible in their writing throughout the four month sessions, mainly the past and the present tenses comprised the focus of this research. Only these two tenses were selected based on the argument by Biber et, al. (2010), that only these two main tenses exist and the 'future' and 'progressive' are 'aspects' which coexist with the past and the present tenses but do not exist independently. These two tenses were also the main focus of this study for the reason that, it was observed that the most frequently occurring errors in the work of ESL students in Pakistan occurred in the usage of the past and the present tenses. The following discussion and general examples supporting it will elaborate on the categorization of errors used to identify and categorize in the framework based. They are the three types namely, overextension of analogy, transfer of structure and interlingual/intralingual errors proposed by David Lott(1983),as discussed in the Literature review.

3.4.1. Overextension of Analogy

A vocabulary error might occur due to an assumption that the word has another meaning,

which is different from the actual meaning of the word due to its semantic equivalent word in L1 Urdu. The words 'quickly' and 'early' both are denoted by one word in Urdu ('jaldi') but in English they are used separately for different occasions depending on the meaning of the sentence. It may be L1 interference another type. This can be explained with the help of the following example:

b. English comes to me.

In Urdu it will translate into; 'Mujhe Urdu aati hae' meaning 'I know English'. The word 'aana' in Urdu is used for 'comes', as well as 'knowing' in English, thus the confusion in the usage.

3.4.2. Transfer of Structure

The following example explains it. A wrong word order indicates that the students are not able to use the words in the correct order in a sentence due to an interlingual interference and thus make a syntactic error. For example:

a. I will even come if I'm late.

'Maen phir bhi aa jaun ga agar mujhe der ho gae'

The word 'even' should apply to 'if I'm late' and not to the word 'come'. But if written in the same way in Urdu it might still be considered correct.

3.4.3. Interlingual/intralingual errors

Interlingual/intralingual errors as discussed by Lott (1983), and supported in Ferguson's (1959) discussion on Diaglossia. This can be further clarified with the help of some day-to-day instances observed by the researcher as an English language Teacher. For example:

3. The tablets are walking on the road.

In example no 1 shows an overextension of a semantic analogy from L1, 'bullets' and 'tablets' have one equivalent word, 'golian' in Urdu. For the words 'walking' and 'firing', a single word 'chalna' may be used in Urdu. Hence, there is a confusion in their usage due to L1 interference.

4. I am doing this work for him this semester.

Example no. 2 shows a transfer of structure error to L2 which may be considered to be correct if translated or spoken in L1 Urdu. The progressive aspect is frequently used in Urdu hence its frequent usage in English in the work of ESL students is also seen quite often, as they add the inflection 'ing' in L2. In L2 it would often be stated as either 'have done' or 'will do', as compared to 'am doing'. Similar expressions in L2 like, 'I am loving it' are parallel examples of the 'ing' inflection as a structure transferred from L1 to L2. Technically speaking, any work that is being stated at any present moment in time has either become a part of the past, or is being proposed to be done in the future.

Another controversy, as discussed in the literature review, being that there can be no progressive or progressive action, when one action ends another starts, for example:

5. When I called you I was reading a book

Example no. 3 sustains the same argument on the existence of the progressive aspects. As soon as the action 'call' started the action 'read' ended, so it may be argued that it was not going on when the action 'call' started, and it was not a progressive activity at the time when the call was made. Thus grammarians argue that there is no progressive or progressive aspect in grammar, but the past or the future tense should be used instead. Progressive aspect signals an event currently in progress or an event in the future that is quite certain. (Biber. et. al, 2010, p. 166)

Urdu has such grammar constructions that do not show a clear and specific distinction of tense or aspect. Such constructions propose confusion to ESL students when they try to apply NL/L1 language rules to L2 structures. For example an indefinite time concept in L1:

6. Maen ne khana khaya.

The Urdu example 4, may be translated to English simply as the past tense 'I ate', or the past perfect aspect 'I have eaten', hence the transfer of structure error also combines with an overextension of semantic analogy and makes it all the more confusing for an ESL student.

Sometimes, the **transfer of structure error** also combines with an overextension of semantic analogy and this overlapping might make it all the more confusing for an ESL student. Lott (1983) defines interference errors as errors in the learner's use of the foreign language that can be traced back to the mother tongue (p. 256). There is considerable controversy over the definition of interference. Dulay and Burt (1976) define interference as 'the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language' (p.71). For example:

5. I am swim.

'Maen terta hun'

6. I am agree with you.

'Maen apse mutafik hun'

7. It's means...

'Iss ka matlub hae...'

In example 5. and 6. there is a word 'hun' that is used in Urdu, but when 'am' is used as

its equivalent in English it becomes wrong. In example 7. 'It's' is used as a possessive 'Is ka' would be used in Urdu, as a grammatical distinction does not exist in Urdu and the lexical difference in L1 and L2 causes such confusions for ESL students.

In spite of the discussion above, there is a controversy on the existence and extent of L1 interference. Linguists argue in a current research that 'the influence of L1 is a subtle and evolving aspect of L2 development'. The interference is not always the cause for making all the errors and its extent may also differ from time to time during the process of language acquisition. It is believed by them that the errors like adding grammatical inflections like 'ing', are not committed by most ESL learners except very young learners. Furthermore, they usually know that L1 language structures shouldn't be transferred to L2

Their writing was scanned for errors in the past and the present tenses. The classification of the three types of errors suggested by Lott was selected from the discussion above as the context for error identification in this study. Only these two tenses were also selected because over the ten years ELT experience of teaching English in the higher education sector, the researcher observed the past and the present tenses to harbor the most frequently occurring errors in the work of ESL students in Pakistan.

This research applies the theoretical knowledge on verb tense and error analysis to investigate how to improve English teaching for graduate ESL students by analyzing the final writing composition assignment of the students. Some general examples to clarify the type of L1 errors marked out are given below. For example:

1. She **was** an expert in MS Word and **is** typing the text at a good speed.

The verb **was** needs to be followed by a past tense verb, in this case **was** should follow it.

Such shifts in time related tenses or the mixing up of **is** and **was**, or **are** and **were** can be seen as an error which is often repeated in the written assignments of ESL students due to inadequate knowledge or application of the L2 grammar rules.

2. The party have to go on.

3. All the people was going outside.

This type of L2 error in 1. and 2. refers to an error in Concord, refers to Subject Verb Agreement. In example b. the subject requires 'has' and not have. In example 3. the verb does not match in number with the singular or plural subject of the sentence or clause. The Subject 'people' requires the plural verb '**were**' instead of the singular verb '**was**'. In the example below, a verb has been incorrectly formed, due to an inadequate knowledge of vocabulary, and the three forms of verbs, applying the general rule of adding 'ed' to change all verbs from the simple present tense to the simple past tense. For example: present tense 'hurt' is erroneously changed into the past tense 'hurted', instead of past tense 'hurt'.

The results were tabularized in Table 3; the correct Tense (T) that should have been used, the Error Type (E), the Appendix Number (A-), the line in which the error occurred (L-), and the frequency (F) in the thirty-five writing specimens (Appendices A1-A35) collected as the final writing composition assignment of the students.

3.5.1. Practice Sessions

The following table shows the details of the ten grammar lessons conducted prior to the collection of the final writing specimen (also bolded in the course contents of the BC course outline on page 1.6 on page 15 &in Appendix 36):

Table 2

Practice Sessions before the Research Specimen

General Errors	Resource material	Task for improvement
Month I Session 1 Pre-test:	1. Assorted grammar exercises to accompany A Writer's Reference by Diana Hacker	Sentence correction focusing on verb tense, shifts, pronouns & articles
Session 2 & 3 Verb Tense, shifts, pronouns & articles	2. Exercises to accompany A Writer's Reference by Diana Hacker & Assorted exercises randomly selected from the books in the Resource Material list 3. Exercises on the errors identified in the writing specimen.	Sentence correction focusing on verb tense, shifts, pronouns & articles

<p>Month II</p> <p>Session 4 & 5</p> <p>Verb selection</p>	<p>4. Exercises from ‘Which Word When?’ by Paul Heacock.</p> <p>5. Assorted exercises randomly selected from the books in the Resource Material list</p>	<p>New sentences and MCQs.</p> <p>The use of confusing words, pairs of words and confusing spellings</p>
<p>Month III & IV</p> <p>Session 6 – 9</p> <p>First language errors</p>	<p>6. Exercises on the errors identified in the writing specimen.</p> <p>7. Slang Dictionary compiled by Karen Watts.</p> <p>8. Assorted exercises randomly selected from the books in the Resource Material list</p> <p>9. Exercises on errors identified in the writing specimen</p>	<p>Sentence construction and MCQs</p> <p>Typo correction (like i: I) etc.</p>
<p>Month IV</p> <p>Session 10</p>	<p>10. Final writing Specimen for error identification, categorization and analysis.</p>	

Post-test	
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3.5.2. Resource Material

Assorted material with basic to intermediate level Worksheets from the books mentioned in Table 2, were provided to the students in a folder on the university intranet for easy access for assignments and class work, to cater to the different language needs of students with varying language skills. Variety was brought into the classroom by mixing different formats of instruction during class and by incorporating interactive games and activities to develop and sustain the interest of the students. Assorted material was also taken from the several resource books. The list of these Resource Books used for the ten lessons before the Final Writing assignments is shown in Appendix 37.

3.5.3. The Tabularization system to Identify and record the errors in the Final Writing Specimen

The final assignment after providing general writing coaching was the main writing specimen which revealed that the most frequent errors made by these students were verb tense errors. The frequency of occurrence of errors was further identified as suggested by Lott.

The results were tabularized in Table 3; the correct Tense (T) that should have been used, the Error Type (E), the Appendix Number (A-), the line in which the error occurred (L-), and the frequency (F) in the thirty-five writing specimens (Appendices A1-A35) collected as the final writing composition assignment of the students. All the examples recorded in the Table 3 are numbered and marked **red** in the Appendices for

convenient in-text citations and referencing in the analysis. All the errors that are similar to these examples and are repeated in the appendices are numbered and marked in **black** in the appendices. The frequency of all these categories was determined, it was considered why they occurred, and the reasons were analyzed.

I. Tenses

The Verb Tenses (**T**) studied in this research are; the simple past tense (**Pa**), and the simple present (**Pr**). The coding mentioned above is used to represent the respective tenses in Table 3. The general anticipation of these errors is elaborated below:

Considering the results of the four months' repeated drills it was anticipated that the past tense and the present tense errors would be quite frequent in the final assignment of these students. Simple Past Tense errors were anticipated to be the most frequent errors occurring in the written compositions.

II. Error Types

The most frequently occurring errors types identified in these tenses and aspects were categorized as Overextension of analogy, Transfer of structure and Interlingual/intralingual errors as suggested by Lott: Overextension of analogy (**O**), Transfer of structure (**Tr**), and Interlingual or intralingual errors (**L1**) or (**L2**). In certain instances/examples found and stated in this study, they may overlap. These errors are further explained below:

1. Overextension of analogy (O): The student misuses a vocabulary item because the item shares features, whether phonological, orthographic, semantic, or syntactic, with an item in the native language (or L2). These errors from the students written specimen are shown in Table 3 as **O**.

2. Transfer of structure (T): The student makes an error of grammar because he or she is following the rules of the native language and not the rules of the target language. Similar errors from the students written specimens are shown in Table 3 as **T**.

3 a. Interlingual (L1) errors: Interlingual errors denote that the students make an error of grammar because a grammatical distinction does not exist in the native language, or the student misuses a vocabulary item because a lexical distinction does not exist in the native language. Similar errors from the students written specimens are shown in Table 3 as **L1**.

3 b. Intralingual (L2) errors: The root cause of the error lies in the second language itself. It may be simply an L2 error due to inadequate knowledge or application of the L2 grammar rules. The verb tenses shift inappropriately from one time frame to another. Similar errors from the students written specimens are shown in Table 3 as **L2**.

III. Appendix: A1 to A35

All the thirty-five marked final assignments are attached as Appendices as A1 to A35, and represented in Table 3.

IV. Line number: L1- L...

Table 3 tabulates these verb tense errors from the lines in these assignments and all these recorded errors are numbered and marked red in the Appendices A1-A35, for convenient in-text citations and referencing in the analysis.

V. Frequency: F1-F...

Table 3 shows the frequency in which errors in each tense occur in these assignments are represented by numbers. 'The teachers', as Lott remarks 'can also build up a picture of the frequency of types of errors' (256),In this way it is possible to plan classes giving very specific help to the students.

The following is the coding key used in Table 3 to depict the errors identified and categorized in the final writing specimen. The coding system (attached as glossary) was devised to identify the given examples in Table 3 and in the appendices A-1 to A 35. Table 3 follows the Coding Key and shows this information in tabular form and the discussion on it that follows the table in the Analysis.

Decoding example: TPrEOA5L2F8: Tense = Present, Error = Overextension of Analogy, Appendix 5, Line 2, Frequency 8.

3.6. Limitations and Delimitations

There were a few limitations of the study which had to be encountered over the course of the research:

- There was a time limit of four months, one semester, to teach the students, and only eight, ninety minutes lectures could be dedicated to the language writing component.
- At the beginning the word bank collected through error analysis would be useful and specific to correct the English of this batch of students only, it would take some semesters to be able to collect enough errors that would generally apply to most students who may enroll in BBA and MBA.

- The evolution of language, business jargon and slang may also need to be taken into consideration to keep this data valid for teaching, for the students in the future semesters.
- ELT Teachers in other departments may not agree with this teaching methodology and may not be inclined towards using it as readily as expected.

Like any other research, ways to counter these limitations may be discovered in the future.

Chapter 4. Analysis and Discussion

4.1. Description

The target group for this study was a cohort of thirty-five students enrolled in the Business Communication course in the Masters of Business Administration Program. The choice of this particular batch of students was made because they were from various semesters and had varied academic backgrounds and language proficiency. The selection of this varied group ensured that the outcome of the research was not based 'on the competence alone but also on the performance of the students after having gone through the routine of an ideal sequence'. They were selected because, firstly, they were an assorted batch of students coming from different public and private schools and colleges, possessing varied language abilities, secondly, because they were studying English as a Second Language (ESL) and thirdly, they were all business students so this English writing error identification would help in the minimization of their verb tense errors and would improve their writing skills for all kinds of business assignments. These students were selected due to their history as ESL students, who had been studying English for almost fourteen years as a language course each year but still could not achieve good grades in the language. Although the students in the target group in this study had supposedly acquired the language at primary level, as ESL students they continued to make errors, which have been fortified by their own constant reinforcement while writing. Thus identification, categorization and analysis of the precise errors that they made could be extremely useful to them in lessening these specific errors that occur in their own written manuscripts. Table 3 below, shows the errors Identified in the Final Writing Specimen:

Table 3

Errors Identified in the Final Writing Specimen

I. Tenses (Verb form to be)	Sentences	II. Error Type	III. Appendix	IV. Line	V. Frequency
1. Simple Present Tense (Pr) Total No. of Errors: 37	1. He ran away to another country <u>for saving</u> his life from the Austrian government. KE LIYE	L1 O	1 22 31	2 1,4 7	4
	2. One day Mafia gave an assignment to <u>killed</u> the father at the church for their benefit.	L2	1 5 9 33	6 1,2 1 2,7	6
	3. A person's life <u>start</u> on the day he is born.	L2	5	1- 5,7- 20,2 3	6
	4. With the passage of time the fear of coeducation <u>became</u> less.	L2	10	21, 22	2
	5. The one I <u>most remember</u> is my visit to Peshawar.	L1 T O	12 24 25	1 1 2,14	4
	6. Any accident can <u>be</u> happen to you.	L1 T	30	8, 11	2
	7. We continue our daily work and suddenly we <u>listen</u> the news.	L1 O	5	2	1
	8. I <u>may</u> not forget that day.	L1 O	4	1	1

	9. The lion came out of the woods and <u>said</u> him.	L1 O	13 5	5 1	2
	10. Every place <u>have</u> a good and bad impact.	L2	33 10	5 1	2
	11. Where they <u>should</u> need to punished.	L1 O	1	21	1
	12. Nobody knew what <u>happen</u> in the next month.	L2	22	3	1
	13. I <u>written</u> about a gangster who killed a little boy.	L1 T	1 29	1 14	3
	14. Desires and dreams <u>came</u> from childhood till death.	L1 T	2	1	1
	15. Currently the situation <u>is</u> worse.	L2	3	1	1
2. Simple Past Tense (Pa)	16. There <u>are</u> two men who <u>are</u> working with the	L2	1	3	84

Total No. of Errors: 264	Mafia.		7	1,2,3	
			12	,5 2,3,4 ,5,6, 6,8,1 1,12, 13,1	
			23	4,5,1 5,16,	
			28	17,1	
			29	9,20	
			30	1,7,8	
			31	,11,1 4,16	
			32	1-6	
			33	1-13	
			34	1-6 ,9,10 1-6, 8,9, 10 1 3 1,3,3 ,4,5, 6,7,8 ,10, 11	

	17. Mafia hired the people who <u>give</u> orders.	L2	1 8 9 19 20 21 22	5,4,6 ,7 27, 28, 29 1,3,4 ,5,6, 7,8,9 ,9, 10, 11 2,4,5 ,6,7, 8 1-7 3,5,6 ,8,9 10, 11, 12, 13, 14	40
	18. He was safe in London and he <u>feels</u> bad.	L2	1 8 11 9 10 13 14	14 9- 12 1 3,4, 10, 11, 12, 13- 18, 19, 21- 26 25 1,2,4 ,7 1,2,4 ,5,6, 7,9,9 ,10,1 1,12, 13,1 4,15, 16,1	53

				7,19, 20	
19. He blamed himself and <u>trying</u> to kill himself with his own bullet.	L1 T	1 4 9 18 22 23	16 1,2,1 6 3,4,1 0,11, 12, 13- 19, 21- 23 1,8 7,15 2- 6,9,1 0, 12,1 3,15, 17	34	
20. In front of the father a little child <u>is standing</u> and <u>praying</u> .	L1 T	14 16	8 9	2	
21. Suddenly a small child <u>comes in front of the road</u> .	L1 T	1 6 13 14 15 19 20	9 1 5,8 3,18 1,2,3 ,4 3 1,9, 10	13	
22. My brother and I was playing in the garden with the animal we <u>was</u> sacrificing.	L2	5 8 9 20 24 26 27	4,5,6 ,7 13 8,9 3 8,9 1 2,5,6 ,6,7	16	

	23. Feels like I have <u>spended</u> a little bit time of my life in heaven.	L2	24 25 27	10, 2,3,4 ,6 1,3,3 ,7,8 1	10
	24. The crowd of people came to see the person whom the car <u>is</u> hit.	L1	14 3	8 1	2
	25. I <u>have</u> to go to ISSB where final selection was made.	L2	2 7 12 13 24 25 34	5 1 7,9, 10 9 10 5 2,12	10
	26. The government of Austria and the child's parents <u>continuously</u> <u>searching</u> for the killer.	L2	1	13	1

4.2. Interpretation

An explanation of the types of the errors visible in the findings in table 3, and the frequency and reasons for their occurrence will be commented on in the following discussion. These results were deduced from the final assignments of the students and are attached as Appendices 1-35.

The past tense errors/mistakes, the present tense errors/mistakes, with scanty instances of perfect and progressive aspect attached to these tenses were identified in the written specimen as the focus of this study was based on the discussion on 'Verb Tenses', namely, the past and the present tenses as classified by Biber, Conrad and Leech, as discussed in the literature review, and the 'Types of Errors' as categorized by Lott to be identified in these verb tenses. Past research and experience showed that the past and the

present tenses carry the most frequently occurring errors in the work of ESL students in Pakistan. An effort was also made to differentiate between the errors and mistakes occurring in the written specimen. The general remedies for these errors and a Remedial Lesson Plan based on the Post Communicative Model proposed by Brumfit will be suggested in the conclusion following the interpretation/analysis.

4.2.1. The Framework Refreshed

Before proceeding with the analysis it is imperative to refresh this framework as discussed above and in the Literature Review.

4.2.1.a. The Past and the Present tenses

The past and the present tenses were the focus of this research. Elaborating on Tense and Time Distinctions, they contend that only two tenses are marked on verbs, and there may be perfect or progressive aspect tags marked on them:

Present tense verbs may describe the following:

1. describing a state that exists
2. describing mental states
3. describing a habitual action.
4. to show past or future time.

The past tense may describe the following:

1. past time,
2. present time and for hypothetical conditions.
3. activity and communication

4.2.1.b. Types of Errors

1. Overextension of analogy (**O**):The student misuses a vocabulary item because it shares one of the following features with an item in the native language, whether

- i. phonological(pronunciation),
- ii. orthographic(spelling),
- iii. semantic(meaning),
- iv. syntactic(grammar/structure)

2 Transfer of structure (**T**): The student makes an error of grammar because

- i. following the rules of the native language and not the rules of the target language.

3 Interlingual or intralingual error (**L1/L2**):The student makes an error of grammar because:

- i. a grammatical distinction does not exist in the native language.
- ii. a lexical distinction does not exist in the native language so the student misuses a vocabulary item.

As shown in 4.3.1 later, these three type of errors in the past and the present tenses were identified, tabularized and analyzed according to the categorization given by famous linguists as mentioned earlier in the Literature Review in 2.5.2.

4.2.1.c. Errors & Mistakes

An effort was also made to differentiate between the errors and mistakes occurring in the written specimen. According to Norish, as discussed in ‘Errors’ in the literature review in 2.6.3: ‘a systematic deviation when a learner has not learnt something and consistently gets it wrong’. ‘Mistakes’ are ‘inconsistent deviation’. When

a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently. It was noticed in the written work of these ESL students that mostly the incorrect English could be categorized as ‘mistakes’ as usually, it is assumed that these students have an ESL training of approximately 14 years till their bachelor’s degree, and they have been taught most of the related grammar rules during that period. They merely forget the grammar usage over time. However, since the students in the graduate degrees might have come from assorted Urdu medium and English medium schools it cannot be guaranteed that all of them have been taught all the basic grammar rules in their 14 years of education. Therefore, to identify whether their incorrect English is an error or a mistake, can be at best an educated guess by the teacher/researcher. Nevertheless, it was tried in this research to identify them as either, as best as possible, for the sake of identifying the reasons and remedies for the mistakes/errors found in their work. The detailed discussion on these errors/mistakes is given below: (For the purpose of clarity any other errors beside the verb tense errors were corrected in the examples)

A Coding Key (attached as glossary) is used in the analysis below for convenience in referring to the table and the relevant appendices (Appendices A1-A35) attached at the end of the thesis.

Decoding example: TPrEOA5L2F8: Tense = Present, Error = Overextension of Analogy, Appendix 5, Line 2, Frequency 8.

4.3.1. Discussion on the Simple Present Tense Errors

There were a total number of 37 Errors in the thirty-five writing specimens, denoting various ‘tenses’ and ‘aspects’ used instead of present tense. These were the less than one

fifth of the past tense errors, and the second most frequently occurring tense errors in the thirty-five written specimen of these students.

As shown below in, this type of error, using the progressive aspect instead of simple present tense was seen in 3 instances in the thirty-five written specimen. For example:

1. He ran away to another country for saving his life from the Austrian government. (TPrEL10A1L2F4)

In example no.1, 'for saving' is used instead of 'to save'. Beside an error of simple past tense, an error in the use of the preposition 'for' is also present. The restrictions on the use of 'for' compels the following verb to take the 'ing' form. The infinitive form i.e. (to +verb) is required. It may also be considered as an L1 error occurring due to the overextension of analogy, using the semantically similar words from L1. In Urdu '...bachaney ke liye...' would be used for 'for saving', as well as for 'to save', and no lexical distinction exists between the two expressions. It may also be due to the fact that in L1 (Urdu) the progressive tense is used quite frequently. If considered as an L2 error, it may have been used due to simply mistaking the progressive aspect for the simple present tense. Consequently it can be called more of a 'mistake' than an 'error'.

2. One day Mafia gave an assignment to killed the father at the church for their benefit. (TPrEL2A1L6F6)

In the example no.2, with a frequency of 6 in the thirty-five assignments, the preposition 'to' takes the infinitive form of the verb. The past tense, being the second form of the verb i.e. 'killed' was used in the place of present tense, the first form of the verb being 'kill'. It describes a state that exists and also points to a future action. It may have been used due to a careless mistake in using one tense for the other or perhaps because 'one

day' seems to be something that happened in the past so the student used a verb in the past tense to match its tense. ESL students are given specific knowledge and coaching in the use of appropriate tenses and the three forms of verbs, so this makes it a 'mistake' and not an 'error'.

3. A person's life start on the day he is born. (TPrEL2A5L1F6)

In example no. 3 above, repeated 6 times in the thirty-five writing specimens, describes a state that exists. The morpheme of plurality is missing?. The student failed to take into consideration L2 the grammar rules, that the third person singular takes an 's' with the verb, and that a singular possessive noun would require an 's' to be added to the following verb and should become 'starts'. Thus a subject verb disagreement also exists.

4. With the passage of time the fear of coeducation became less.

(TPrEL2A10L21F2)

Sentences no. 22 above shows a shift in tense, keeping in view the context of the paragraph from which this example has been taken. The students used simple present tense 'is' instead of the present perfect aspect 'has become' to show a present situation, not considering the fact that it denotes a present action which has been completed as it is being stated. In example no 23 the simple past tense 'became' was used instead of present perfect aspect 'has become'. It was perhaps based in an inadequate knowledge of how to construct present perfect aspect sentences. This one is just carelessness on the part of the student and can be considered an error rather than a mistake.

5. The one I most remember is my visit to Peshawar. (TPrEL1TA12L1F4)

This error shown below in example no. 5, was repeated 4 times. It was an error of an overextension of analogy where the student seems to be confused about the semantics of

the sentence, which occurred while the transfer of the Urdu structure from L1 was carried on into L2. The verb was used as it would have been used in Urdu, therefore the transfer of structure occurred. The order of the adverb 'most' and the verb 'remembered' was reversed as used in L1: '...sub se ziyada yaad hae...', using 'most remember' instead of 'remember most', as would be appropriate according to the rules of L2. Thus it also denoted a syntactic error there.

6. Any accident can be happen to you.(TPrEL1TA30L8F2)

This type of errors was not very frequent in the work of these ESL students and was seen only in 3 instances in the thirty-five written specimens. The auxiliary verb 'be' may be used with the past participle of another verb to form a passive voice. The word 'happen' does not require an auxiliary verb. It indicates a transfer of structure error where L1 structure is transferred to this L2 sentence, resulting in no lexical distinction between L1 and L2, and thus a wrong construction to show the past tense and the future aspects in the present tense. The verb 'is' has been added as an L2 equivalent to L1 'ho' as in 'Ap ke saath koe bhi hadisa ho sakta hae'. Such errors were repeated 2 times in the thirty-five written specimen and was based on the inadequate knowledge of the L2 rule that two auxiliary verbs can't be used together, so the word 'happen' being a verb itself, does not require an auxiliary verb (be) with it. Such an occurrence suggests that perhaps this particular rule was not taught in the curriculum, thus making it an 'error' and not a 'mistake'.

7. We continue our daily work and suddenly we listen the news.

(TPrEL1OA5L2F4)

As shown in example no. 7, this error occurred only once in the thirty-five writing

specimens. It shows an overextension of analogy due to L1 semantics while depicting a habitual action. The wrong word is used as a synonym 'hear' because L1 has one word for the two. The reason for using the verb 'listen' instead of 'hear' is that in Urdu there is one verb (suna) used for both 'listen' and 'hear', thus the an ESL student might use them interchangeably. Keeping this semantic similarity in view, its literal translation would be '...achanak hum naen ye khabar suni', which will be correct in Urdu. The student misuses a vocabulary item because a lexical distinction does not exist in the native language. (Lott, 1983, p. 259). These sentences included native language words that had given rise to misuse of the target language vocabulary (p. 261). Unfamiliarity with the adequate vocabulary in L2 makes it an 'error'.

8. I may not forget that day. (TPrEL10A4L1F4)

This error, as shown below in example no. 8, occurred only once in the thirty-five writing specimens. It shows the use of an inappropriate auxiliary verb. It depicts a mental state and shows an overextension of semantic analogy between L1 and L2. In Urdu to say 'shayad na bhuloon', 'may' is used and 'Nahin bhuloon ga' will require 'will' to be used instead of 'may'. Even in L2, ESL students often confuse the words 'will' and 'may' and they are unable to comprehend the difference in their meaning being that the former shows conviction while the latter shows doubt, hence the error.

9. The lion came out of the woods and said him. (TPrEL10A13L5F4)

In example no. 9 above, such errors were repeated 2 times in the thirty-five assignments. It seems like a fragment. It is overextension of semantic analogy in which the verb 'said' is used instead of 'told', as in Urdu one verb 'kaha' is used to denote both the verbs and may be interchangeably used for 'bataya' the precise verb equivalent for 'told'. In an

'overextension of analogy' the student misuses a vocabulary item because the item shares features...(Lott, 1983, p.) that are similar to L1 features of the verb .Unfamiliarity with the adequate vocabulary in L2 makes it an 'error'.

10. Every place have a good and bad impact. (TPrEL2A33L5F2)

Such L2 errors were repeated 2 times in the thirty-five writing specimens. Here 'has', the third person singular indicative of 'have' needs to be used. This subject verb agreement error in example no.10 also occurs not only in the case of 'every' used with the noun 'place', but also in the case of 'everyone', 'everybody' and other such word combinations used by ESL students. They misunderstand it to be a plural instead of a singular requiring the verb 'has' instead of 'have'. Not using the correct form of the verb puts it in the category of 'mistakes'.

11. Where they should need to punished. (TPrEL10A1L21F1)

Example no.11 is an adverbial sub-clause and requires a main clause to complete the sentence. The past tense form of the verb requires an auxiliary 'be'. The example also shows another instance of overextension of analogy in the semantic representation of the verbs 'should' and 'need to' in Urdu. They are often used interchangeably in L1, thus a similar error in L2. The wrong usage of two words 'should' and 'need' together where one would have sufficed perhaps has been done for a semantic emphasis. The word 'should' shows compulsion but 'would' shows doubt. It is not clear what meaning the writer was implying. One might argue that perhaps the word 'would' have been a more appropriate selection, considering that the whole paragraph in the essay was narrating future activities. According to the choice of meaning to be implied, the correct options for this sentence may be either: 'Where they would be punished.' Or 'Where they needed to

be punished.' Unfamiliarity with the adequate knowledge of the correct sentence structure in L2 makes it an 'error'.

12. Nobody knew what happen in the next month. (TPrEL2A21L3F1)

In example no. 21 above, showing an L2 error. The past tense verb 'knew' requires the following verb to be in agreement with it. The student used present tense verb 'happen', instead of adding a simple future aspect tag on it 'would happen'. The ESL students seem to use future tense very seldom, and if yes, then mostly incorrectly. This may be a sociolinguistic element visible in this error, as most local teenage students are generally not very clear about their future goals and seldom think about it in any language whatsoever, not to mention an inadequate expertise to convert any tense into future tense.

13. I written about a gangster who killed a little boy. (TPrEL1TA1L1F2)

Such errors as shown in no.13 were noticed 3 times in the thirty-five compositions. The past participle 'written' requires the auxiliary 'had'. This error describing a particular state that exists, showed a transfer of structure from L1 as the present progressive aspect, which is used very often in Urdu. Although linguists do not encourage the use of the progressive aspect on the basis of the argument that no action is a progressive action, it becomes a part of the past as soon as it happens, or it is an action that will happen in the future. But, considering the meaning of the paragraph from where this sentence was selected, present progressive tense would match the rest of the sentences in that paragraph. Thus, instead of 'I written', 'I am writing' would be more appropriate in the passage mentioned earlier.

14. Desires and dreams came from childhood till death. (TPrEL1TA2L1F1)

This Transfer of structure error in example 14 showed Occurring only once in thirty-five compositions, this error was not seen very often in their writing. The verb ‘came’ is appropriate for only a part of the coordinated subject (Desires and dreams). In Urdu ‘the alternate expression “khuwab aana’ might have prompted the student to use it with ‘dreams’(khuwab), and then the same for ‘desires’ as well. With reference to correcting the aspect not used appropriately, there may be two options. It may be changed from ‘came’ to ‘keep coming’ or ‘continue to come’ to make some sense and meaning of this unusual construction. This may be a cultural thing, as most students are generally not very clear about their future goals and seldom think about it, in any language whatsoever, not to mention an inadequate expertise to convert any tense/aspect into future tense. Misusing the correct tense make it a ‘mistake’.

15. Currently the situation is worse. (TPrEL2A3L1F1)

This type of L 2 error was not very frequent in the work of these ESL students and was seen only in 3 instances in the thirty-five written specimens. It described a state that exists. Simple present tense ‘is’ was used instead of a putting a present perfect aspect tag, ‘has become’ on it. This error seemed to be rooted in the fact that ESL students use tenses carelessly, and the writer perhaps wanted to include the past and present in it according to the meaning of the sentence in the written piece but was unable to do so.

4.3.2. Discussion on the Simple Past Tense Errors

There were a total number of 264 Errors in the thirty-five compositions of the MBA students, denoting various tenses used instead of the past tense. These were the most frequently occurring errors in the written specimen of these students.

16. There are two men who are working with the Mafia. (TPaEL2A1L5F84)

17. Mafia hired the people who give orders. (TPaEL2A8L4F40)

18. He was safe in London and he feels bad. (TPa EL2A1L14F53)

This type of errors shown above in examples no.16, no.17 and no.18, was repeated 177 times in the thirty-five writing specimens. The verbs are not in tense agreement with the subject. Keeping in view the context of the paragraphs they have been taken from, the verb should be in past tense and it may be attributed to L1 interference. This was the most frequent error made in the use of the simple past tense. Considering L2 it may be due to an insufficient knowledge of grammar rules or inadequate application of the known grammar rules. The sentences depicted a state that existed in the past but used verbs that illustrate present tense. In the example no.16, simple present tense 'are' is used instead of the simple past tense 'were', is very common in ESL students. It is especially so in narrative writing where story telling or any other type of narration is required. This may be due to L1 in which most of the conversations are carried out in present tense. Thus translating their spoken Urdu to written English might generate this problem. They may also have overlooked the rule of using the past tense for narrations. In example no.17, 'give' is used instead of 'gave', and in example no. 18, 'feels' is used instead of 'felt', once again showing how often ESL students make First Language Error and Tense Errors. These instances of misusing the correct tense, however, may be classified as 'mistakes' and not 'errors' due to this very reason.

19. He blamed himself and trying to kill himself with his own bullet.

(TPaEL1TA1L16F34)

20. In front of the father a little child is standing and praying.

(TPaEL1TA14L8F2)

This type of error examples no.19 and no. 20, occurred 36 times in the thirty-five written specimen of the students. The verb form violates the tense requirement of the sentence, it should be 'tried to' or 'was trying' in example 19. Example 20 is an odd construction with reference to word order which is correct for Urdu but incorrect for English. It might perhaps sound better as 'A child stood in front of the father and prayed' . These two examples also show an error, which may have been imported from L1 too, as the use of the progressive tense is quite common in Urdu to show an existing state of an activity which is not progressive in nature, but still 'ing' has been used to illustrate it. It shows an error in which a structure frequently used in L1 has been transferred to L2 due to its habitual use in L1. Lott comments that L1 errors may occur due to the 'Transfer of Structure' according to which the student makes an error of grammar because he or she is following the rules of the native language and not the rules of the target language (p. 259). Consequently it can be called more of a 'mistake' than an 'error'.

21. Suddenly a small child comes in front of the road. (TPaEL1TA9L1F13)

Shown in sentence no.21 this type of a construction is a direct translation of an expression used quite often in Urdu (...sarak ke samne aa gaya), although it should be 'gari ke saamney aa gaya ' but it's never written or spoken as that in Urdu. 'road' should be replaced by 'car', if it is not replaced then 'in front of' may be used with 'on' or 'onto'. This again illustrates non-idiomatic L2, and an L1 transfer of structure error showing an existing state in the past 'time'. The habitual and frequent use of present tense in Urdu instead of the past tense may be the reason for using 'come' instead of

'came'. Unfamiliarity with such constructions in L2 may have caused this 'error' in the work of the ESL students.

22. My brother and I was playing in the garden with the animal we was sacrificing.(TPaEL2A5L4F16)

Illustrating an L2 error, example no. 22, with a frequency of 16 in the thirty-five written specimens, shows the inability of the student to establish a subject verb agreement in the sentence. The student failed to comprehend that 'My brother and I' and 'we' will require a plural auxiliary verb to match the plurality of the noun and pronouns, and 'were' should be used for them instead of the singular 'was' which may be replaced with 'were to' or 'were going to'. A time delay between the two acts in the sentence needs to be indicated by the two verbs.

23. Feels like I have spended a little bit time of my life in heaven.
(TPaEL2A24L10F10)

This L2 error in the sentence no. 23 above, denoted a syntactic error, a wrong verb construction to show a past activity. It may be considered an error because of the over generalization of the rule: to add 'ed' to the first form of the verb 'spend' to change it to the second form into the past tense as 'spend-ed'. It may be considered a mistake if the student forgot the rule above or the past form of the verb 'spend', and so constructed his own form of the verb 'spend' and wrote 'spended' instead of 'spent'. This error, repeated 10 times in the thirty-five writing specimens, may be due to a lack of vocabulary or inadequate knowledge about the three forms of the verb 'spend'. As English has evolved, there are other verbs like 'dream' and 'learned' in the English language whose second and third forms have been changed to 'dreamt' and learnt' respectively. Used for an

activity that has just ended, 'Spend' has also evolved in a similar way and instead of 'spend', the verb 'spent' is used more often in English now. However, they were probably taught the three forms of the verb, so this may be considered an 'error'.

24. The crowd of people came to see the person whom the car is hit.

(TPaEL1TA14L8F9)

Example no.24, with a frequency of 9, shows an inappropriate auxiliary 'is' instead of 'had' for the verb 'hit' an L1 transfer of structure error. In English 'is' is not required in this sentence but in Urdu the word 'ko' which is the equivalent to the verb 'is', is required to complete a sentence; '...jis shakhs ko gari lagi thi'. Thus in the English sentence, an unnecessary word 'is' has been added, perhaps due to the inadequate knowledge of English vocabulary, syntax and semantics. Just omitting it would make the sentence correct. This specific type of verb usage may not have been taught or learnt by the student and can perhaps be called an 'error'. Frequent practice of similar narrative sentences might help the student to drop such extra verbs from the sentences.

25. I have to go to ISSB where final selection was made. (TPaEL2A2L5F10)

Such instances of an L2 error were seen 10 times in the thirty-five compositions.

Considering the meaning of the paragraph in which the sentence no. 24 was identified, it shows an unsuitable use of the auxiliary verb 'have' instead of 'had' appropriate to the context of its inherent paragraph. The past perfect aspect 'had gone' should have been used instead of simple future time 'have to go'. The reason may be inadequate knowledge and competence to convert tenses/aspects correctly. Such shift in tenses and the inability to match the tenses within the sentence is often seen in the written work of ESL students. In this example the verb 'had' was required 'with 'was'.

26. The government of Austria and the child's parents continuously searching for the killer. (TPaEL2A1L13F1)

Only 1 instance of such an L2 error was found in the thirty-five written specimens. The auxiliary verb 'were' is missing. Showing a past activity, the correct aspect, past progressive 'were progressively searching' should be used instead of an indefinite progressive aspect 'continuously searching'. It may be attributed to the L1 information seen in the findings in the examples for the simple past tense, being that ESL students don't use it wherever required and usually replace it with the present tense or the progressive aspect. Such an instance of a transfer of structure from L1 may be considered an 'mistake'

The summary of the findings showing the final picture of the errors and the frequency of their occurrence follows in Table 4 in Chapter 5. A Remedial Lesson Plan, and the debate on the remedial measures follows in the suggestions, and the discussion on the beneficiaries and application concludes the research.

Chapter 5: Conclusion

This research set out to identify, categorize and analyze grammar errors in the written work of ESL students enrolled in the Business Communication course in the MBA program. The focus was on 'Verb Tenses', namely, the past and the present tenses as classified by Biber, Conrad and Leech, and the 'Types of Errors' as categorized by Lott identified in these verb tenses. The general remedies for these errors and a lesson plan based on the Post Communicative Model proposed by Brumfit (1979, p.183-191) was suggested in the conclusion following the analysis. This comprised the framework of this research.

It was noticed prior to this research that regular ELT practices could not help these students achieve effective results in competence and performance. Regular ELT practices could not help these students achieve effective results in competence and performance. The effectiveness of the academic trainings could be measured by the final grade to see if the performance of the students had actually improved after receiving the training or not, and then improved in the following semester. However, this would not be possible as they were not allowed to re-enroll in the same course to improve their English unless they scored a D grade or below, after receiving the four months' training. It was also practically impossible to make long term follow up observations by checking their language skills in the courses which they enrolled in after the language training. To counter this recurring phenomenon it became necessary to find out how writing activities can improve writing specimens within four months, and which writing activities can be more effective. Thus identifying, categorizing and analyzing the most prominent and frequent errors made by the English as a Second Language Students (ESL) in written

assignments would consequently prove beneficial to the teachers to focus on those specific type of errors which require remedial work instead of wasting time on other errors which are not made as frequently by business students. Therefore, an alternative was opted for in the form of an experimental training, administered to a mixed ability group of thirty-five students. The focus was on their writing performance. The results exposing the effectiveness of this English language training could be applied to all higher education institutions who lay stress on a high standard of English for their internal and external communication and consider it one of the top priorities and a competitive edge for their organization.

After the four months' practice exercises and the following evaluation, the Post Communicative Model (CSR) was used for devising a lesson plan for teaching grammar components to minimize verb tense errors. Out of the various errors visible in their writing, only the past and the present tenses comprised the focus of this research and the focus was on the overextension of analogy, transfer of structure and interlingual or intralingual errors in the compositions of the thirty-five writing compositions of the ESL students at MAJU, as shown earlier in detail in Table 3. Table 4 shows a summary of these errors and all these recorded errors are numbered and marked red in the Appendices. It was suggested that only these errors should be the focus of remedial English classes. Categorization of tenses and aspects and their analysis was done to support the main aim of the study, which was to identify errors and the frequency of their occurrence. This would help ESL teachers and students to focus on these errors only and thus save valuable class time in the Business Communication class of 35 MBA students.

The frequency of errors was shown in detail in Table 3 pg 69. It illustrated the overextension of analogy, transfer of structure and interlingual or intralingual errors and their frequency in the simple past tense, and simple present tense. Table 4 below shows a summary of the frequency of the same error occurrences.

Table 4

A Summary of Frequency of Errors in the 35 Written Compositions

No	Tenses	Error Types	Frequency of Error Types
I	Simple Present Tense	Total Errors: 37 instances (Some of the sentences had more than one type of errors)	
1		Overextension of Analogy	13 Instances
2		Transfer of Structure	10 Instances
3a		First Language interference	20 Instances
3b		Second language Influence	18 Instances
II	The Simple Past Tense	Total Errors: 264 instances (Some of the sentences had more than one type of errors)	
1		Overextension of Analogy	0 Instances
2		Transfer of Structure	31 Instances
3a		First Language interference	134 Instances
3b		Second language Influence	214 Instances

The summary of the composite result of frequency of errors in the findings of the thirty-five writing specimens on the whole is shown above in Table 4. In the written compositions used as the base sample to identify the most frequent errors, it was established that in both tenses combined, the Second language Influence errors were in majority and occurred 232 times. The second most frequent errors were the First Language interference errors, which were 154 in number. The Transfer of Structure errors occurring 41 times, and the overextension of Analogy errors followed occurring 13 times. It was suggested that only these errors should be the focus of remedial English Teaching based on the Post Communicative Model to develop their ability to use appropriate tenses and consequently write accurate English. It would save valuable teaching time, and make the need based academic English writing trainings for MBA students more effective in the future.

From the result of the thirty-five final assignments shown above in Table 4, it was established that Present tense errors were 37 in total. The First Language interference errors occurred 20 times, were the most frequent errors in the written compositions. The Second language Influence errors occurred 18 times, the Overextension of Analogy errors occurred 13 times, and the Transfer of Structure errors occurred only 10 times. (Some of the sentences had more than one type of errors)

The total Past tense errors in the thirty-five final assignments occurred 264 times. The Second language Influence errors were the most frequent and occurred 214 times, the First Language interference errors occurred 134 times, there were 31 instances of Transfer of Structure errors, and no instances of Overextension of Analogy errors in the past tense verbs.

5.1. Suggestions

An effective lesson plan was suggested, based on the CLT approach proposed by Brumfit in the Post Communicative Model. The general suggestions for remedial measures to make the English language Training more effective, followed the Lesson Plan.

5.1.1. An Effective Outline for an ELT Lesson Plan based on the Post Communicative Model

A lesson plan based on the Post Communicative Model by Christopher Brumfit, as discussed in the Literature Review in 2.7.1., was proposed to teach language components through short business assignments to the ESL students enrolled in Business Communication in the MBA program. This English language technique was used as it is simple and uncomplicated to follow, as shown below and can greatly benefit the ESL teacher. It is also beneficial to the ESL student as it is a need based learner centered approach.

Present -----→ Practice in context -----→ Drill

(Citation) -----→ (Simulation) -----→ (Replication)

Aim: The aim of the Remedial Lesson Plan was to identify errors/mistakes in the verb tense, in the written work of the MBA students studying the Business Communication course, and to keep a track of them for positive reinforcement. Memo writing conveying a negative message was selected as a Task for this lesson.

This was accomplished through the PCM, by teaching firstly, through citation, sharing all the possible sources of information on the particular short document writing. The format and content was explained in detail through lecture notes and a detailed discussion on Memo writing and writing Negative messages, attached as appendices 38

and 39. Memo samples were shown on multimedia and explained in detail. Secondly, a simulation to further explain the theory taught earlier followed citation. A Task from a real life scenario in the corporate sector was simulated. The students were asked to write a memo from the Zonal chief of Pakistan Telecommunication Company Limited Islamabad, to inform the employees of the human resource department of a possible downsizing of the grade17 officers from the next month. Thirdly, extra help was provided through Replicating a similar task on the white board, focusing on specific writing details. A memo carrying a negative message was explained on the board with the suggested format and content. Appropriate grammar to be used, the appropriate verb tense and the opening lines/ for each paragraph in the Introduction, Body of the memo and the Conclusion were suggested. Table 5 shows the details of this Post Communicative lesson plan used for teaching grammar elements through short business assignments:

Table 5**Lesson Plan****Teaching Grammar Elements Through Short Business Assignments**

Citation	Simulation	Replication
Format and Content explained in detail through lecture notes and discussion on: a. Memo writing b. Writing Negative messages c. Samples shown on multimedia and explained for a. and b.	Explained with an example: Task: Write a memo from the Zonal chief of Pakistan Telecommunication Company Limited Islamabad, to inform the employees of the human resource department of a possible downsizing of the grade 17 officers from the next month.	Explained on the board with suggested format and opening lines/content for: a. Introduction b. Body c. Conclusion d. To focus on the appropriate verb tense.

Result: After adequate Citation, Simulation and Replication, this assignment would be checked to ensure that the appropriate skill in the verb tense had been acquired. Specific errors would be pointed out, especially in the verb tense. Out of the various errors visible in their writing, the verb tense, mainly, the past and present tenses would be the focus of this Remedial Lesson, further investigating three types of errors namely,

Overextension of analogy, Transfer of Structure and Interlingual (L1) or intralingual (L2) errors and their frequency, as discussed in the literature review in 2.5.2. Types of Errors. Individual tense errors would be identified, categorized, and analyzed in class so that everyone would benefit from the general discussion. A record of these errors from each assignment of this particular batch would be maintained by the teacher as well as the students, so that they may be corrected and practiced all through the semester for positive reinforcement.

Identifying specific errors of a particular batch and using a simple teaching technique like PCM would help the teachers to focus on those specific type of errors which require remedial work instead of wasting time on other errors which are not made as frequently by business students and pose minor problems. Such information would be the starting point for the teacher to focus his attention on those areas that actually need further reinforcement. It was suggested that a similar lesson plan could be practiced and repeated with each particular MBA batch that gets enrolled in BC, or any other ESP or ELT course each semester. The specific errors discovered in their written work after conducting a similar CSR lesson should be the main focus of remedial English classes for them. Making such teaching batch-specific, focusing only on their specific verb tense errors would greatly develop their ability to use appropriate tenses and consequently write accurate English. It would save valuable teaching time, and would customize the need based academic English writing training for each batch of MBA students, making it more effective in the future.

5.1.2. Recommendations

Remedial Measures to make the English language Training more effective are suggested below. This general discussion delves on the errors seen in the thirty-five written specimens, and concludes with the remedial measures that should be taken to make the English language Training. It elaborates on the occurrences of Overextension of analogy errors, Transfer of structure errors and L1/L2 Errors, in the simple past and the simple present tense verbs.

The most frequent errors were made in Simple past tense in the 35 Written Compositions of the ESL students. This may be due to L1 in which most of the conversations are carried out in present tense. Thus translating their spoken Urdu to written English might generate this problem. They may also have overlooked the rule of using the past tense for narrations. An error, which may have been imported from L1 too, is the use of the perfect and progressive tense, which is quite common in Urdu. Transfer of structure errors and Overextension of Analogy error constructions that were direct translation of expressions used quite often in Urdu, were also seen. The ESL students used unnecessary verbs in their writing, perhaps due to the inadequate knowledge of English vocabulary. Concord or Subject Verb Agreement errors were also seen. The most frequent error was where the present tense was used instead of the past tense.

The second most frequent occurrences were attributed to the Simple Present Tense which were a little below one fifth of the errors made in Past tense. The reason may be inadequate knowledge and competence to convert tenses/aspects correctly. In some cases

the student failed to take into consideration the grammar rules, that the third person singular takes an 's' with the verb, and that a singular possessive noun would require an 's' to be added to the following verb. L2 errors related to inadequate knowledge of English were also noticed in their work. As English is evolving, there are verbs like 'dream' and 'learned' in the English language whose second and third forms have been changed to 'dreamt' and 'learnt' respectively. Used for an activity that has just ended, 'Spend' has also evolved in a similar way and instead of 'spend', the verb 'spent' is used more often in English now. In some instances the verb was used in the wrong order, using 'most remember' instead of 'remember most'.

Some examples showed tense errors where the student did not convert present tense 'saves' into future aspect 'would be safe' correctly. Perhaps it seemed to be too complex a conversion to an ESL student. It may be attributed to the information seen in the findings that ESL students don't use the future aspect wherever required and replace it with the present or the past tense. The ESL students seem to use future tense very seldom and if yes then not correctly. This may be a cultural thing, as most students are generally not very clear about their future goals and seldom think about it in any language whatsoever, not to mention an inadequate expertise to convert any tense into future tense.

In some examples the students used the simple present tense instead of the simple present progressive aspect to show a present situation, not considering the fact that it denotes a present action, which has been completed as it is being stated. Although linguists do not encourage the use of the progressive aspect on the basis of the argument

that no action is a progressive action, it becomes a part of the past as soon as it happens, or it is an action that will happen in the future. But, considering the meaning of the paragraph from where this sentence was selected, present progressive tense would match the rest of the sentences in that paragraph. There were no errors seen in the future perfect, past perfect progressive, present perfect progressive and future perfect progressive aspects. It may be because the ESL students don't use these tenses very often. It was perhaps due to inadequate exposure to the usage of these tenses or thought processes that may not originate and formulate into words beyond simple present and simple past tense. A choice of topics not requiring the usage of a particular tense may also be the reason for the absence of such usage and errors. The general reasons may be inadequate knowledge and competence to convert tenses/aspects correctly, or perhaps due to the first language interference, inadequate exposure to the usage of these tenses or thought processes that may not originate and formulate into words beyond simple present and simple past tense. A choice of topics not requiring the usage of a particular tense may also be the reason for the absence of such usage and errors.

Focusing on the remedial measures, after conducting an academic English language training for six months, dedicating ten full sessions for grammar teaching, and evaluating the final work of the ESL students enrolled in MBA, it was evident that the students needed more intensive as well as extensive practice in verb forms. The most frequent errors were seen firstly, in past tense usage and secondly, in present tense usage in narratives and corporate compositions. Beside the past perfect aspect, which occurred scantily in the thirty-five written compositions, the errors in the rest of the aspects occurred in such a small number that perhaps they might not require the main focus of the

ESL remedial teachers. Consequently it may be suggested that more grammar exercises could be incorporated into the language training and may require a more intensive and extensive drilling. Additional vocabulary and language structure improvement efforts can show even more improvement in meaning and content than as seen before. Frequent practice of similar narrative sentences might help the student to drop such extra verbs from the sentences. Frequent practice of similar narrative sentences might help the student to drop such extra verbs from the sentences.

To improve the Overextension of analogy errors dealing in which the student misuses a vocabulary item because it shares phonological, orthographic, semantic or syntactic features with an item in the native language, several remedial suggestions can be given. L1 and L2 grammar items should be differentiated clearly whenever they occur in the work of ESL students. Translation might help to discriminate such differences and support such writing activities. Sentence correction from their own work, and then justifying the changes made by them might enlighten them and help them to relate better to the grammar rules of L2 and consequently to remember them.

To improve Transfer of structure errors in which the student makes an error of grammar because he/she is following the rules of the native language and not the rules of the target language they may be given more practice in writing correct English for a positive reinforcement, so that they may slowly 'unlearn' faulty structures and pick up the correct ones instead. L1 and L2 structures should be differentiated clearly whenever they occur in the work of ESL students. In this case also, translation might help to

discriminate such differences and support such writing activities. Practicing sentence correction can help in structure transfer as well as errors based on similarity in analogies from L1. The students should be encouraged to focus and find tense errors in their own work. This would enhance their awareness of their errors and they would consciously avoid committing them. Lott suggests that 'since transfer-of-structure errors are caused by a contrast of rules in the native and target languages, the initial problem was to make the students aware of the contrasting grammar rules...' of L1 and L2 (1983, p. 260), or 'one could deliberately contrast the meaning of the confused target language words (e.g. 'work' and 'job'), by including both words fairly close together in production and comprehension exercises (261).

Interlingual or intralingual error (L1/L2) refer to the grammar errors that the student makes because, either a grammatical distinction does not exist in the native language or a lexical distinction does not exist in the native language so the student misuses a vocabulary item. Remedies for first language interference errors have been discussed above. Intralingual or second language transfer errors can be avoided or removed by frequent practice of the grammar rules of L2. Grammar theory can only become useful to an ESL learner if he/she memorizes them initially and then keeps on practicing them till the target language is mastered. Sentence correction from their own work, done parallel to the revision of the respective grammar rules may also prove to be beneficial to them. Self-correction in the ELT class in the supervision of the ESL teacher can help them in language acquisition and in minimization of all sorts of grammar errors. These errors were identified, tabularized and analyzed and then a lesson plan suggested as discussed in 5.1.1.

By using the Post Communicative Model (PCM) for a Model Lesson Plan it is expected that perhaps the ELT classrooms might become more beneficial to the ESL students with reference to EA. The proposed lesson plan is based on the idea that effectiveness in English writing can be achieved by identifying, categorizing and analyzing the most prominent errors made by each specific batch of English as a Second Language Students (ESL) in written compositions. Identifying specific errors of a particular batch and using a simple teaching technique like PCM would help the teachers to focus on those specific type of errors which require remedial work instead of wasting time on other errors which are not made as frequently by business students and pose minor problems. The students and the teachers could document these errors for future grammar reinforcement for this particular cohort. This information would be the starting point for the teacher to focus his attention on those areas that actually need further reinforcement. The example of a corporate short document, as given in the model lesson plan, may be selected as a task for this purpose, or simple sentence correction with no choices given, open-ended options given or multiple choices given could prove beneficial for remedial activities. Such batch specific activities would be source of saving valuable time in language classes, and would provide customized grammar coaching to each batch of ELT students totally focusing their specific language needs.

5.2. Significance of the Research

This study is significant as no such study has been conducted for business undergraduates and graduates in Pakistan so far. It is also a useful study as studying the errors made by these students will not only specifically focus on the needs of these specific cohorts at present, but will collect valuable data for the ELT curriculum for the future cohorts at the

same time. The account of the beneficiaries and the application of this research also support its significance for business students in Pakistan.

5.3. Contribution of the Researcher

The necessary measures to initiate and conduct the study at Mohammad Ali Jinnah University Islamabad were taken by taken up and pursued by the researcher. The pretest lessons to coach the students for four months organized by the researcher. The test was conducted in an environment free of any external interference and influence. The test papers were checked thoroughly, word by word, and the errors were identified, coded, tabularized and analyzed personally by the researcher. A word bank was collected and will be added on to every semester to create a database of common errors, which will help in the language correction of the around two hundred BBA and MBA students every semester at MAJU.

5.4. Beneficiaries

The researcher, and the student group selected at Mohammad Ali Jinnah University for this research, was the direct beneficiaries of this research. Hopefully this study will encourage these students to focus on improving their English language learning skills throughout their academia. Individuals with a vision and a thorough understanding of the role that English language skills play in the context of one's life and profession, to meet the demands of the ever evolving corporate world in the Pakistani scenario. It is hoped that after assessing the effectiveness of the English Language Trainings in this research, a close to perfect need based English Language writing skills training for graduate business students will be formulated for the future.

If shared with other departments beside the business department in the same university, and with language departments in other universities, this simple system of testing and coaching can provide them with clear need based results as were achieved with this cohort at Mohammad Ali Jinnah University Islamabad Campus. Thus the outcome of this research may be an asset for English language students and ESL and English for Specific (ESP) teachers in particular, and the consultancy division in the corporate sector in general. All business students studying courses with components on English writing may benefit from this study.

5.5. Application

This study focused on making English language training more effective for Business graduates. It recorded the evaluation of the writing component of a four months English Writing Skills training of a class of thirty-five Masters of Business Administration (MBA) students at Mohammad Ali Jinnah University Islamabad. It aimed at customizing the English language curriculum for business students and thus entered the realm of English for Specific Purposes (ESP).

The results of this research indicate that it can be applied to similar English writing improvement lessons in other disciplines beside Business in the university and thus can prove useful to a large number of graduate students. The outcome of this study can also eventually be applied in the higher education sector in other departments in MAJU, as well as in other universities and can save valuable teaching time, and aid the effectiveness of the academic English language training, customized for MBA students in the future.

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