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Sindhi Paragraph Writing By Native Urdu Speakers: An Errors Analysis



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Abstract

This research study identifies, categorizes, and analyzes common errors made by native Urdu speakers when writing paragraphs in Sindhi. Data was collected from 20 undergraduate students (10 males, 10 females) at Sindh Madressatul Islam University, representing diverse academic disciplines. Participants were instructed to write a paragraph in Sindhi, which served as the primary tool for data collection. The written paragraphs were rigorously evaluated to detect and categorize flaws. The investigation showed 59 errors in various categories. In this study, researchers meticulously identified, categorized and analyzed the prevalent errors found in the paragraphs written in Sindhi by native Urdu speakers. An analysis of their Sindhi writing revealed 59 errors across various grammatical categories. The study revealed minimal disparities in error patterns between male and female participants, shedding light on the need for tailored teaching strategies aimed at enhancing Sindhi writing proficiency among Urdu-speaking students. These findings have implications for developing targeted teaching strategies to improve Sindhi writing proficiency among Urdu-speaking students.

Keywords: Error Analysis, Grammatical Error, Sindhi Writing

Introduction

The present study aims to investigate the writing errors made by undergraduate students at Sindh Madressatul Islam University (SMIU) in Karachi. Language is a fundamental means of communication, allowing individuals to share thoughts, feelings, and ideas with others. Among the various skills required for effective communication, writing stands out as a crucial component.

Writing is not merely the act of putting words on paper but an intricate process that involves knowledge of linguistic rules, syntax, vocabulary, and the ability to convey emotions and ideas. It is a permanent form of communication that requires time and careful consideration to ensure that the writer's message is fully understood by the reader. This makes writing an art that goes beyond the simple combination of sentences into a cohesive and meaningful text.

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the errors as “noticeable deviations from the adult grammar of a native speaker, reflecting the interlanguage competence of the L2 learner”.

The errors are systematic deviations, which occur when L2 learners have not learned something and consistently make them wrong, so the errors reveal L2 learners’ competent levels in the target language (Brown, 2000; Norrish, 1983)

In the context of education in Pakistan, there is a significant emphasis on rote memorization rather than the development of practical communication skills. This educational approach has resulted in many students, especially undergraduates, struggling with writing tasks. They cannot often write coherent, logical, and error-free texts.

One such case can be observed in Pakistan, where Urdu-speaking individuals are required to learn and write in Sindhi, a language that differs significantly in terms of syntax, morphology, and lexical structure (Masood et al., 2020). This study aims to investigate the common errors made by Urdu native speakers when writing in Sindhi and the factors that contribute to the challenges.

As Corder (1967) defined, EA is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness. The purpose of Error Analysis is, in fact, to find " what the learner knows and does not know" and to " ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" (Corder, 1974, p. 170).

By analyzing the specific errors made by Urdu-speaking individuals when writing in Sindhi, this study will contribute to a deeper understanding of the challenges faced by second-language learners in Pakistan. The findings of this research can inform the development of more effective teaching strategies and interventions to support the development of Sindhi writing skills among Urdu native speakers, ultimately enhancing their academic and professional prospects.

This study focuses on the specific errors that native Urdu-speaking students make when writing in Sindhi. By identifying and analyzing these errors, the research

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aims to uncover the underlying causes and provide insights that can help improve teaching strategies. This research is significant as it addresses a crucial aspect of language learning and aims to contribute to the development of better educational practices.

There are four essential pillars of any language: reading, writing, listening, and speaking. Each of these skills plays a vital role in effective communication. Reading allows individuals to comprehend and interpret written text, listening enables understanding of spoken language, speaking facilitates verbal expression, and writing allows the expression of ideas through text. A person who wants to share their ideas or thoughts with others can either speak or use a pen to note them down on paper. This duality of expression underscores the importance of mastering both spoken and written forms of a language.

This study emphasizes the need to identify and analyze the errors committed by native Urdu-speaking students in their Sindhi writing. By uncovering the root causes of these errors, the research aims to shed light on effective pedagogical approaches that can be adopted to enhance student's writing capabilities. Addressing these critical issues in language learning can significantly contribute to improving educational practices.

Writing Challenges

Writing is a complex process and difficult task even in the first language because effective writing production requires several components including contents, organization, and language competence (Richards and Renandya, 2002).

Writing is a vital skill with far-reaching implications for both personal and professional realms. It enables clear communication, allowing individuals to articulate their thoughts and ideas effectively, whether through emails, reports, or essays. Writing promotes critical thinking and reflection, as it requires organizing thoughts, analyzing information, and constructing coherent arguments, leading to a deeper understanding of complex ideas. It also serves as a means of documenting experiences and knowledge, preserving information for future reference. Writing can be a powerful outlet for emotional expression, helping individuals process their feelings through journaling or creative writing.

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The educational system in Pakistan has often been criticized for focusing too much on rote memorization and not enough on critical thinking and communication skills. Many schools and universities teach students to memorize information rather than to analyze, synthesize, and express their ideas. This approach has a significant impact on students' writing abilities, as it discourages creativity and critical engagement with the content.

For undergraduate students, particularly those from a native Urdu-speaking background, writing in Sindhi presents unique challenges. Urdu and Sindhi, while both Indo-Aryan languages, have distinct linguistic features, including differences in grammar, vocabulary, and syntax. These differences can lead to a range of errors when Urdu speakers attempt to write in Sindhi. For example, students may struggle with word order, verb conjugation, or the use of specific vocabulary that does not have a direct equivalent in Urdu. Linguistic challenges, many students in Pakistan receive limited formal instruction in writing, particularly in languages other than Urdu and English.

This lack of structured writing practice can further exacerbate the difficulties students face when writing in Sindhi. Without adequate guidance and feedback, students may develop poor writing habits throughout their academic careers.

The findings of this study have important implications for language teaching practices in Pakistan. By identifying the specific areas where students struggle with writing in Sindhi, this research can inform the development of more effective teaching strategies that address the unique needs of Urdu-speaking students. For example, teachers may need to provide more focused instruction on the specific grammatical and syntactic structures of Sindhi, or they may need to incorporate more practice opportunities for students to develop their writing skills in Sindhi.

Background of Study

Learning a second or third language poses unique challenges, particularly when it involves switching from a native language with one grammatical structure to a target language with another. In Pakistan, Urdu is the native language for most students, and they often face difficulties when learning Sindhi as a third language, especially in writing. The writing process is complex, requiring proper grammar, syntax, and

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cohesion, which makes it prone to various types of errors. This research focuses on analyzing the errors made by undergraduate students who are native Urdu speakers while writing Sindhi paragraphs. Specifically, it aims to explore the common grammatical errors and to suggest ways to help students improve their writing skills. Building on the foundation of previous studies on error analysis, this research investigates the types of errors these students make and how these can be reduced to enhance their Sindhi writing proficiency.

Aims and Objectives

- To identify common errors in student writing and sort them into categories.
- To find out what problems Urdu native speakers face in writing Sindhi paragraph.

Research Questions

What types of common errors do undergraduate-level students make in their writing?

What problems do Urdu native speakers face in writing Sindhi paragraph?

Hypothesis

If undergraduate students write a paragraph, they may make more errors in their writing, especially in verbs and spelling.

Purpose of the Study

The purpose of this study is to examine the writing errors made by undergraduate students at Sindh Madressatul Islam University (SMIU) in Karachi, particularly those whose native language is Urdu but who are learning to write in Sindhi. Since Urdu and Sindhi have different grammar and sentence structures, students often struggle when writing in Sindhi. This research aims to identify the most common errors and understand why these errors occur, whether due to language differences or lack of proper instruction. By doing so, the study hopes to help teachers develop better ways to teach Sindhi writing, making it easier for students to improve their skills and succeed in their academic and professional lives.

Scope of Study

This research offers several unique benefits that go beyond just identifying grammatical errors. One major benefit is gaining insight into how Urdu, as the first language, influences the learning of Sindhi. By understanding these patterns of language interference, educators and linguists can better grasp the challenges Urdu

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speakers face when transitioning to Sindhi.

This knowledge is crucial in helping students master the distinct grammatical rules and structures of Sindhi, making language acquisition more effective.

Another important benefit is the potential to improve error correction methods in Sindhi language teaching. With a clear understanding of the common errors made by students, teachers can design targeted exercises that address these specific issues. This approach not only makes the teaching process more efficient but also ensures that students receive practical guidance on the areas they struggle with the most, leading to more meaningful learning outcomes.

The research can also boost student confidence. By addressing specific problem areas, students will feel that their learning needs are being met, making them more motivated and confident in their ability to write in Sindhi. This can lead to improved performance in language tasks and encourage students to engage more deeply with the language.

This study supports the broader aim of promoting multilingual education in Pakistan. By focusing on the relationship between Urdu and Sindhi, the research highlights the importance of bilingualism and how educational systems can support students in developing proficiency in multiple languages. This not only benefits students academically but also socially, as multilingual skills are becoming increasingly valuable in diverse communities.

Literature Review

Error Analysis (EA) was established by Stephen Pit Corder and his colleagues in 1967 (Dulay, Burt, & Krashen, 1982). It emphasizes the significance of errors in L2 learners' interlanguage system (Brown, 2000). The interlanguage, also called a learner language, is a linguistic system used by L2 learners who are not yet fully competent in the target language.

Research has explored the interference of Urdu, the first language (L1) of Pakistani students, in their learning of English as a second language (L2) (Fareed and al., 2016). The study found that Urdu native speakers in Pakistan encountered challenges in using articles, prepositions, and subject-verb agreement when writing in English, as these linguistic features differ significantly between the two languages.

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Building upon this, a comprehensive investigation into the writing skills of Pakistani undergraduate ESL learners revealed a multitude of obstacles they face, including insufficient linguistic proficiency, debilitating writing anxiety, a lack of ideas, and an overreliance on their first language.

Richards (1971) further categorized errors into two types: interlingual and intralingual errors. The learner's native language has an impact on interlingual errors, but intralingual errors are caused by complications within the target language. Both types of errors are common in Sindhi writing by Urdu speakers. For example, interlingual errors may include erroneous word order due to Urdu's subject-object-verb (SOV) structure, but intralingual errors may involve the misuse of Sindhi-specific grammatical norms that the learners have not yet fully internalized.

Corder is known as the “Father” of Error Analysis. Corder (1967) wrote an article about error analysis on the topic "The significance of learner errors". Errors need to be eliminated from the write-ups. Teachers should be interested in errors because these are considered to carry valuable information on the skills that learners use to acquire a language. Corder (1974) suggests that there are two objectives i.e., theoretical and applied. The first will serve to make clear how the learner should study English as a second language and the former make the learners more efficient through the knowledge of his/her native language. The investigation of errors can be diagnostic and prognostic.

Xiaoli (2015) argues that based on principles of error analysis, and language transfer this theory aims to explore the errors made by English majors' in their English writing. Errors are examined at the micro-level, cohesion. Cohesion errors are studied from four phases: reference, conjunction, substitution and ellipsis, and lexical cohesion. The outcomes indicate that the students' papers comprised some common flaws in terms of errors at the micro-level, which consist of uncertainty in reference, misappropriation or overuse of conjunction and repetition, misappropriation of verbal items, etc. Summaira (2011) argues that the research goals to observe the errors in the amount of 50 English essays written by 50 applicants (undergraduate Pakistani students). These applicants are non-native speakers of the English language and all of them are from an intermediate

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background with weak English writing abilities. The occurrences of two kinds of errors; Interlanguage errors and mother tongue (MT) interference errors have been matched and the outcomes show that the ratio of the occurrences of Inter-language errors is greater than those of errors caused by the interference of mother tongue (MT). The research has provided an awareness of language learning issues that arise when L2 learners assume the rules of the target language (TL) in its construction at a certain point causing errors in an unidentified and a more natural way. These errors serve as a beneficial guide for English teachers to strategy more effective syllabi for teaching and learning English as a second language.

Bustomi, (2009) argues that error analysis in students' descriptive writing, (2009), the focal point of this research is to identify the common errors that students make in writing English. After analyzing there are 3 types of errors made by the students. In using the articles, the writer found 15.47 % errors, while using verb tense he found errors of 15.07 % and last but not least is the use of word choice with 15.07 % of 100 % from all errors done by the students, though it is the same percentage.

Hourani (2008) argues that the 'most common and prominent grammatical errors which were found in the student's writing included: subject-verb agreement with 25%, verb tense and form with 22%, word order with 11%, prepositions with 15%, articles with 10%, plurality with 8%, passive voice with 6%, and auxiliaries with 3%. These errors were categorized and charted according to their number of frequency in the students' essays. The outcomes and the effects of this study also presented that the English writing skill of secondary male students in the UAE state schools needs more strengthening and development.

Al Khasawneh (2021) argues error analysis can identify the errors and problems that learners face during writing so that they become aware of the errors they make and give full attention to their errors. Knowing errors is more beneficial for the experts because when they know the errors committed by their students they will provide them necessary information and help them in their preparation.

Chintaradeja (2020) argues Writing is one of the most challenging advanced skills where students are seen to struggle to express their ideas smoothly. It is a skill

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that requires extensive reading of authentic texts in the English language with close attention to writing mechanisms.

Richards and Schmidt (2010) classify errors as intralingual and interlingual in their most fundamental sense. While interlingual errors result from transference from the learner's native language, intralingual errors are influenced by various linguistic factors.

Abbasi AM and all (2017) argue that Pakistani learners of English commonly make errors in extemporaneous writing, with punctuation being the most prevalent. Despite slight differences between male and female students, both genders exhibit similar error patterns, highlighting a shared challenge in mastering English writing skills.

As far as I have gone through the research material available, I have not been able to find any single research done on the error analysis of Pakistani or even Indian subcontinent languages.

Methodology

Methods and Procedures Participants

Twenty undergraduate students (10 Males and 10 Females) were from Sindh Madressatul Islam University most of them were from the age group of 18-25 years. They were Urdu as native speakers.

Material

In order to analyze the data, a test was conducted on a topic of common interest to write a paragraph on the "Importance of Education".

Data Collection

Participants were asked to write the Sindhi paragraph for our data collection at Sindh Madressatul Islam University.

Data Analysis

Two tables of error analysis were analyzed in Table. 1 for female students and Table. 2 for male students while Table. Each table comprises Errors (Noun, pronoun, adverb, adjective, etc.) This data analysis was further utilized as a tool for research discussion and conclusion.

Table 1: Percentage of Female Errors

Errors	Percentage
Verb	10
Noun	5
Article	0
preposition	3
Conjunction	2
Phrase	1
Adverb	1
Adjective	4
Spelling	4
Total Errors	28

1-The above table shows that verb error in female students is 10%.

2- We can see that female students make 5% errors while using nouns.

3-The table shows the 4% errors while using spelling which are made by the female students.

4-The table shows the 3% errors while using prepositions which are made by the female students.

5-we can see that female students make 2% errors in conjunction.

6-The above table shows the 2% errors while using phrase.

7-we can see that female male students make 1% errors while using adverb.

8- we can see in the table that female students make 1% of errors in adjective.

9- The table shows that female students made 0% of errors while using article.

Figure 1: The Percentage of Errors among Female Students

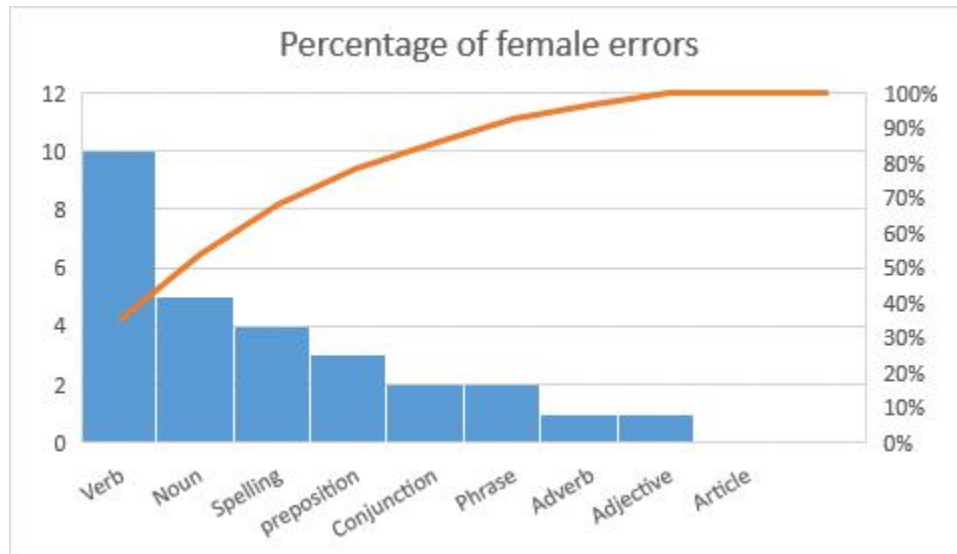


Table 2: Percentage of Male Errors

Errors	Percentage
Verb	8
Conjunction	5
Noun	4
Adjective	4
Adverb	0
Article	3
Phrase	2
Preposition	1
Spelling	4
Total Errors	31

1-The above table shows that verb error in male students is 8%.

2- We can see that male students make 5% errors while using conjunction.

3-The table shows the 4% errors while using noun which are made by the male students.

4-The table shows the 4% errors while using adjective which are made by the male students.

5-we can see that male students make 4% errors in spelling.

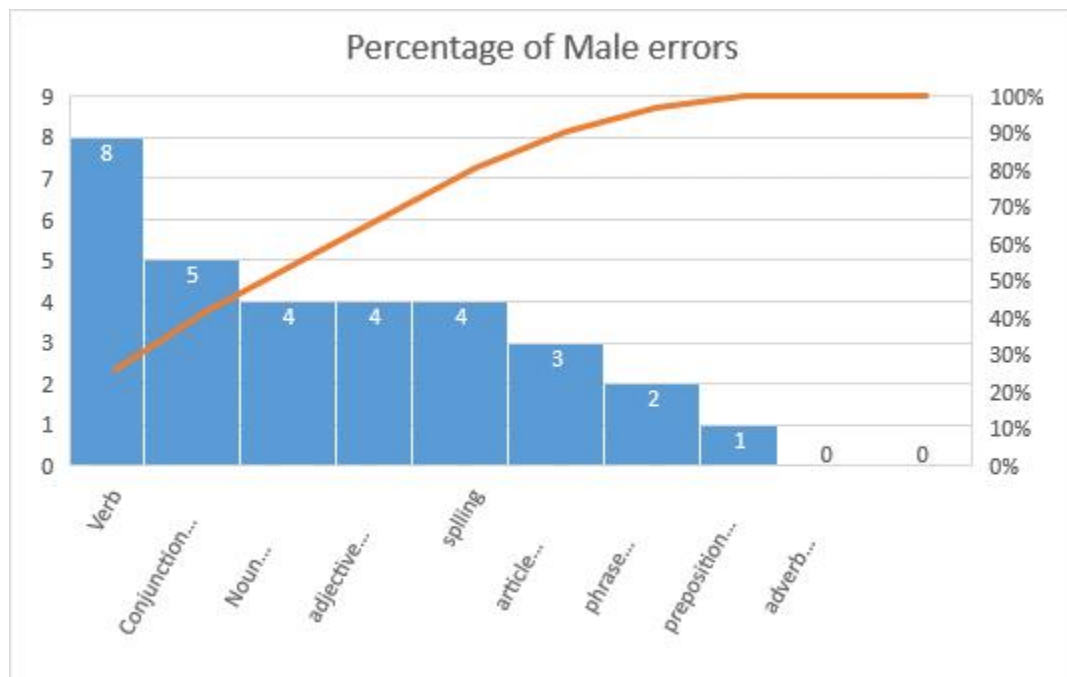
6-The above table shows the 3% errors while using article.

7-we can see that male students make 2% errors while using the phrase.

8- We can see in the table male students make 1% of errors in preposition.

9- The table shows that male students made 0% of errors while using adverb.

Figure 2. The Percentage of Errors among Male Students



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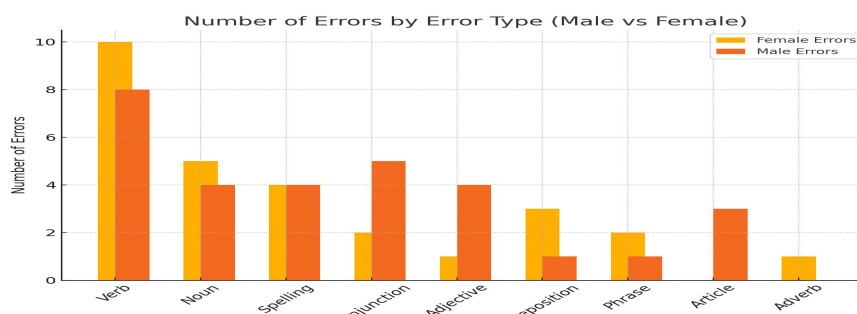
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Percentage across Male and Female Students

Error Analysis Table: Female and Male Data

Error Type	Female Errors	Male Errors
Verb	10	8
Noun	5	4
Conjunction	2	5
Preposition	3	1
Adverb	1	0
Adjective	1	4
Article	0	3
Phrase	2	1
Spelling	4	4



Findings and Result

Female Total Errors: 28

Male Total Errors:35

Elaboration on Error Types with Significant Differences

Verbs Errors

Female participants made more verb-related errors (10) than male participants (8). This suggests that **verb usage** is a common challenge for both genders, but slightly more so for females. The higher frequency of verb errors among females may reflect the complexities involved in verb conjugation, tense agreement, and aspect use, which tend to be critical components of sentence construction. Since verbs are central to

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expressing actions and states, errors in this area could significantly impact clarity and coherence in communication. The slight difference might indicate that females, while similarly proficient, might face unique challenges in mastering the nuanced rules governing verbs, particularly in more complex sentence structures.

Conjunction Errors

Male participants made 5 conjunction errors, while females made only 2. This disparity suggests that males may struggle more with connecting clauses or sentences correctly. Conjunctions are vital for ensuring logical flow and cohesion between ideas. Errors in conjunction usage could result in fragmented or unclear sentences, making the intended meaning more difficult to discern. The higher incidence of errors among males may reflect a lesser focus on understanding the rules of sentence coordination and subordination, or perhaps a greater difficulty in recognizing the most appropriate conjunction for a given context. This could be indicative of a need for more targeted instruction in sentence structure and clause linking, especially for male learners.:

Adjective Errors

Males made significantly more adjective-related errors (4) compared to females (1). This could indicate that males may face greater difficulties in **modifying nouns appropriately**. Adjectives are essential for providing additional detail and context to nouns, thus enriching descriptions and enhancing the reader's understanding of the subject. Errors in adjective usage may point to difficulties in agreement with gender, number, or case (in languages where applicable), or simply in selecting the correct adjective to convey the desired meaning. The fact that males made more errors could suggest a tendency to underutilize or incorrectly apply adjectives, which may result in less precise or vivid descriptions in their writing.

Article Errors

Males committed 3 article-related errors, while females made none. This indicates that males may have more issues with determining when to use articles correctly. Articles are crucial for indicating specificity, definiteness, and countability in nouns. Incorrect article usage can lead to confusion about whether a noun is referring to something specific or general, or whether it's singular or plural. The absence of errors among females could suggest a stronger grasp of the rules governing article use, while the

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errors among males might reflect challenges in understanding when and how to apply articles in different grammatical contexts, especially in languages where articles are a key grammatical feature.

Noun Errors

Both genders made similar noun-related errors, with females making 5 errors and males making 4. This indicates that **noun usage** is a common issue but not a major differentiating factor between genders. Noun-related errors might include incorrect pluralization, case endings, or agreement with other parts of speech. Since both genders exhibit comparable error rates, this suggests that nouns, though occasionally problematic, are an area where both groups have relatively similar proficiency. Therefore, this is not a gender-specific concern but rather a general aspect of language learning where occasional errors are expected.

Preposition Errors

Female participants made 3 preposition errors, whereas males made only 1. This suggests that females may find it slightly more challenging to use prepositions accurately in their writing. Prepositions are notoriously difficult for language learners because their usage often depends on idiomatic expressions, specific collocations, or subtle differences in meaning that may not translate directly from a learner's native language. The higher rate of errors among females could indicate a need for more focused instruction on prepositional phrases and their contextual usage. However, since the difference is not large, this might reflect a minor area of difficulty rather than a significant gender-specific issue.

Adverb Errors

Both genders made very few adverb-related errors, with females making 1 and males making none. This low error rate suggests that **adverbs** pose minimal difficulty for either gender. Adverbs modify verbs, adjectives, or other adverbs and are often used to provide more detail about the manner, time, frequency, or degree of an action. The rarity of adverb-related mistakes could indicate that learners from both groups have a good understanding of how and when to use adverbs correctly.

Spelling Errors

Both male and female participants made an equal number of spelling errors (4 each),

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showing that **spelling challenges are equally prevalent** among both groups. Spelling errors could stem from phonetic differences between the spoken and written forms of words, inconsistent orthographic rules, or simply typographical mistakes. The equality in error rates suggests that spelling is a shared difficulty across genders, possibly influenced more by external factors like exposure to the language or practice, rather than any intrinsic gender-related differences in language processing or memory.

Phrase Errors

Both genders made few errors related to phrase construction, with females making 2 and males making only 1. Phrase construction involves putting together a group of words that function as a single unit within a sentence. Errors in this area can disrupt sentence clarity or fluidity, but the low frequency of these errors suggests that both males and females generally have a solid grasp of how to construct and use phrases effectively in their writing.

Findings

The findings from the error analysis highlight key differences in grammatical challenges faced by male and female students when writing in Sindhi. One significant observation is that female students tend to make more verb-related errors (10%) compared to males (8%), indicating that verb usage is a slightly greater challenge for females. However, male students demonstrated a much higher rate of conjunction errors, with 5% compared to almost none by female students. This suggests that male students may struggle more with connecting sentences and clauses properly, which affects the structure and flow of their writing.

In terms of adjective errors, males again show a higher frequency, making 4% errors, while females made only 1%. This indicates that males face more difficulties in using adjectives to modify nouns appropriately. Similarly, males made 3 article-related errors, whereas females made none, pointing to a significant gap in their understanding of proper article usage. These findings suggest that male students may need additional focus on conjunctions, adjectives, and articles during language instruction.

Errors related to nouns and spelling were fairly similar between both groups, with females making 5 noun errors and males making 4. Both genders made the same

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number of spelling errors (4 each), showing that these issues are common across both groups and do not significantly differ between males and females.

There were also some error types that were more specific to each gender. Males, for instance, made 5 punctuation errors, while females made none, indicating that punctuation is a particular area of weakness for male students, potentially affecting the clarity of their writing. On the other hand, females made more preposition errors (3) than males (1), suggesting that preposition usage is more challenging for female students.

While both male and female students face challenges with certain grammatical elements like verbs and spelling, males generally made more errors, especially in conjunctions, adjectives, articles, and punctuation. Females, however, showed more difficulty with prepositions and verbs. These findings indicate that tailored teaching strategies, addressing the specific needs of each gender, could help reduce these errors and improve overall language proficiency.

Conclusion

From the interpretation of the data findings, it can be concluded that after analyzing the grammatical errors made by undergraduate participants in their writing, significant patterns emerged across various categories. The total number of errors recorded was 59, indicating a notable prevalence of errors among all participants.

The analysis highlighted that punctuation errors were particularly problematic, with participants making a significant number of errors in this area. Furthermore, verb usage was consistent across the board, suggesting that this area of grammar presents a common challenge for both male and female students. Participants exhibited higher error rates in conjunctions and adjectives, indicating specific areas where improvement is needed.

The findings suggest that all students, regardless of gender, face challenges in various grammatical elements, which raises concerns about their writing proficiency at the undergraduate level. This may reflect broader issues within the educational system, where students are assessed based on their writing skills without sufficient emphasis on grammar and syntax.

The responsibility for these errors lies both with the educational system, which

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may not adequately prepare students in writing skills, and with the students themselves, who may neglect the importance of mastering these essential abilities. Therefore, raising awareness of the significance of writing skills is crucial for improving the overall proficiency of undergraduate students in academic writing. Targeted interventions and support systems should be implemented to enhance student's writing capabilities and reduce grammatical errors in their work.

Suggestion / Recommendation

It is widely accepted that errors are an inherent part of being human, whether in writing or other areas of life. Perfection is not attainable in the real world, and this applies to undergraduate students as well, who, despite having spent at least 12 years in formal education, still make errors in their writing. After thoroughly analyzing the findings of this research, it is evident that certain types of errors, such as punctuation and verb usage, are particularly frequent. As a result, there are several recommendations for both students and their instructors, particularly those teaching Sindhi writing, to help mitigate these errors and promote better writing habits.

One of the primary suggestions for students is to develop a daily writing practice. Writing should not be limited to exams or assignments but should become a regular activity. Consistent writing practice allows students to refine their skills and become more confident in their writing. The more they write, the more they can identify and correct their errors. Alongside daily practice, writing should also be incorporated into classroom activities. Instructors should create an environment where students are expected to write regularly during class hours, which keeps them engaged and encourages them to apply the lessons they've learned in real time. Regular in-class writing also provides instructors the opportunity to observe students' progress closely and offer immediate feedback.

Collaboration between students is another effective strategy for improving writing skills. Peer learning can be a powerful tool as students are often more comfortable receiving feedback from their classmates. This approach not only allows students to learn from each other's strengths and weaknesses but also fosters a sense of mutual support and accountability. Instructors can encourage this by incorporating

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peer review activities and group writing tasks into their lessons.

In the age of digital technology, students have access to a wide range of resources that can aid in improving their writing. Online grammar checkers, educational websites, and forums provide valuable tools that students can use to enhance their writing independently. Books, articles, and academic papers also serve as excellent resources to expose students to high-quality writing and help them internalize good writing practices. Instructors should guide students to these resources and encourage them to make use of them regularly.

Instructors play a critical role in shaping students' writing habits. During writing exercises, teachers need to engage actively with students by walking around the classroom to monitor their progress. This allows for real-time feedback and guidance, which helps students correct errors early on. Instructors should also focus on addressing the specific challenges that were highlighted in the research, such as punctuation, verb usage, and conjunction errors. By providing targeted lessons and exercises that address these problem areas, students will have the opportunity to overcome their weaknesses and improve their overall writing proficiency.

Students must take responsibility for their learning and be proactive in improving their writing skills. Teachers can provide support and guidance, but it is ultimately up to the students to apply what they've learned and seek out additional growth opportunities. Self-learning, through regular practice and independent study, is a critical component of mastering writing skills.

Key Points

1. Writing errors are a natural part of the learning process and should be addressed through continuous practice and refinement.
2. Students should engage in daily writing to improve their skills and reduce errors over time.
3. Writing activities should be integrated into classroom lessons to encourage regular practice and provide real-time feedback.
4. Peer collaboration and learning are valuable tools for helping students improve their writing through mutual support.
5. Instructors should encourage students to use digital tools, such as grammar

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checkers and writing forums, to aid in their learning.

6. Teachers should actively engage with students during writing tasks by providing immediate feedback and guidance.

7. Special attention should be given to addressing common error areas such as punctuation, verb usage, and conjunctions.

8. Self-learning is a key component of skill development, and students must take responsibility for their progress.

9. Both students and teachers should focus on continuous improvement through practice, feedback, and self-reflection.

10. Awareness of the importance of writing skills is essential for academic and professional success and should be cultivated from an early stage.

Suggestions for Future Research

Future research could look at how students improve their Sindhi writing skills over time by tracking their progress with specific teaching methods. It would be helpful to test different teaching techniques to see which ones work best for helping Urdu-speaking students. Researchers might also compare students from various schools to see if they make similar errors in writing. Conducting interviews with students could provide insights into their writing challenges and how they try to solve them. Studying how different teaching styles impact students' writing could identify effective approaches. Researchers could explore whether factors like family background affect students' writing skills and how technology, such as writing apps, can help. Future studies could analyze other writing aspects, like the flow and organization of ideas, and compare Urdu-speaking students learning Sindhi with those learning other languages. These suggestions aim to understand better the difficulties students face when writing in Sindhi and improve teaching practices.

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