

Analysis of English Language Errors of Pakistani Dyslexic Students at Elementary Level

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Abstract

Dyslexia is a specific learning difficulty that significantly affects learners' reading and writing abilities, particularly in second or foreign language contexts. In Pakistan, limited awareness, inadequate institutional support, and insufficient teacher training have further intensified the academic challenges faced by dyslexic learners. This study investigates the types and frequency of English language writing errors made by Pakistani dyslexic students at the elementary level, using the theoretical framework of Error Analysis proposed by Pit Corder. A quantitative research design was employed, and data were collected from a corpus of written paragraphs produced by dyslexic students aged 11–13 years studying in public sector schools. Following a systematic screening process, students were asked to write a paragraph on a familiar topic, which was then analyzed for linguistic errors. The identified errors were classified into categories including spelling, punctuation, word omission, prepositions, articles, verbs, and word addition. The findings reveal that spelling errors constitute the most frequent error type, followed by word omission and prepositional errors, indicating serious difficulties in orthographic processing and grammatical structuring. Many errors were influenced by first language interference, limited vocabulary, weak grammatical awareness, and cognitive constraints associated with dyslexia. The study highlights the urgent need for dyslexia-sensitive instructional strategies, remedial teaching programs, and curriculum adjustments tailored to the linguistic needs of dyslexic learners. By identifying error patterns and their underlying causes, this research contributes to applied linguistics literature and provides practical implications for teachers, syllabus designers, and policymakers seeking to promote inclusive and effective English language education in Pakistan.

Keywords: Dyslexia, Error Analysis, English Writing Errors, Pakistani EFL Learners, Elementary Education

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Introduction

Specific learning disabilities, such as dyslexia, are thought to begin at birth and have long-term consequences. (Cambridge) Dyslexia is a disease which can cause problems with reading, writing and spelling. It is a lifelong condition that can present difficulties every day; there is assistance available to help children in school and adults at work and in life. Dyslexia affects millions of people worldwide, including approximately one in every ten people in the United Kingdom. A person with dyslexia may have poor spelling, read and write very slowly, some find it hard to plan things and struggle with organization; they may mix up the order of letters and words and put them the wrong way around. Some people struggle with directions and comprehension. Some people struggle with following directions and comprehending written information. Each person with the condition has their own set of strengths and weaknesses. Dyslexia has different symptoms and signs from person to person, including speech problems and jumbling up phrases, visual disturbances, and memory lapses. It can be aggravating for someone who has dyslexia. I'm trying to focus on what's written between the lines. People who have dyslexia are not slow, stupid, or thick; their brains simply work in a different way. Patience and creativity are the keys to unlocking the doors; they do not suffer or live with it. They have it and keep it with them. Nothing is impossible to achieve. It's simply a matter of thinking outside the box. When someone has dyslexia, reading and writing are obviously difficult. There are also impediments to effective learning and comprehension. In 2008, the British government requested an objective report on dyslexia in the country's educational system. The investigation was overseen by Sir Jim Rose, and the findings are now known as The Rose Report. As part of that investigation, they polled people with dyslexia and received 863 responses. Dyslexic children and adults who responded to the evidence request described feeling extremely humiliated when asked to read. They said that because of their reading challenges, they were bullied and made fun of. Furthermore, because "reading to learn" is so important, these children's overall educational development is hampered.

For their chances at obtaining education and for their future. While some people with significant reading challenges, such as dyslexia, acquire coping mechanisms and achieve extraordinary accomplishment, others frequently lose interest in and drop out of school. In other words, dyslexia have effects that go well beyond just making it difficult to read and write. It's simple for them to believe that they are

foolish, lazy, and uneducated. It may result in despair or even a loss of interest in studying. (Margo, Oxford).

As experts started looking into dyslexia, they discovered that the disorder could frequently be accompanied by social and emotional challenges (Orton,1937). In her evaluation of the literature, Margaret Bruck proposes two explanations for these issues. The first is that dyslexia's social and emotional challenges "are part or a manifestation of the same condition as was accountable for academic failure." (Bruck, 1986, page 362) Second, Bruck suggests that the dyslexic child experience times of extreme stress because dyslexia make the child incompatible with his environment, which makes it difficult for the child to adjust emotionally and socially. When early reading teaching does not suit their learning style, emotional issues start to arise.

The majority of our daily activities, from work meetings and presentations to writing emails and normal conversations, necessitate communication. Good communicative skills are essential, especially in today's globalized business environment and when learning a second language. If one wants to improve his comprehension and reduce errors in his writing, he should have good speaking and writing skills. Speaking and writing are productive skills that involve the action of producing language as part of the process of learning a second language. They are essential because they will allow dyslexic students to practice real-life activities in the classroom.

Another reason dyslexic-students should write is for assimilation. Writing helps to reinforce what they have already learned, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is an excellent way for students to practice grammar structures, recycle and look up new vocabulary, and learn English punctuation rules. When dyslexic students are asked to keep journals or turn in regular writing assignments that they complete at home, it promotes autonomy.

The scope of English language instruction has drastically changed in recent years, and there is a growing need for qualified English language teachers. as well as for language courses that may impart the English-language abilities and knowledge that today's global citizens require. In many nations, a considerable percentage of the educational resources available is dedicated to teaching English, despite the fact that English is not always a neutral subject affording everyone the same chances. Because

of this, English teachers must understand the unique place that English has in contemporary society, the costs and advantages of studying it, as well as the various reasons why people would want to learn the language and the various contexts in which they do so. This chapter aims to make some of these concerns clearer while also describing how English language instruction is carried out around the globe.

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Furthermore, after independence from Britain in 1947, Pakistan designated Urdu its national language, and the inherited colonial English as official. This went against the grain of multilingualism but promoted the birth of Pakistan in the nation-state era. Pakistan's official language is Urdu but English language is being used as its official language in offices, courts and other institutions. The challenges for this two-language policy were not small, however, and they continue to be present to this date. For one, despite its lingua Franca status across Pakistan and North India, Urdu is the mother tongue of only about 8% of the total population (Pakistan,2001). Second, Urdu does not have the same linguistic capital as English (Ashraf,2008; Shamim & Rashid,2019), but dominates English in some fields where it is ritualized, and where it confers unequal values to other languages.

Despite the widespread emphasis on learning English, it is important to keep in mind that many people can get by just fine in their native languages without ever having to use it (Seargeant, 2009), and that being fluent in English does not always confer any social or economic benefits on learners. And as some have noted, the proliferation of English does not inevitably advance socioeconomic equality (e.g.,

Pennycook, 1994; Lin, 2001). According to Lin (2001), the lives of many students around the world, including both young and adult learners, are significantly impacted by their proficiency in English and access to suitable learning opportunities. She contends that the social identities that all students and teachers acquire make the classroom a place where students experience a power imbalance. As a result, students may come to have a "want-hate" relationship with English, struggling to master a language that could eventually place them at a disadvantage in the context of the class.

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Iram Mumtaz, Chairperson of IDEAS and Department of Social Welfare, Punjab, Pakistan, said that according to international statistics, 15 to 20 percent of children in every class studying in educational institutions of Pakistan lack the timely ability to learn and understand due to dyslexia. Five years back, the number of dyslexic children in Pakistan was 12 million, gradually increasing over time. The primary reason behind this is the difficulty in timely recognizing such students and their proper treatment. Parents, teachers, institutions, and especially the government have a dire need to take initiatives regarding awareness about dyslexia, so in order to do therapy for dyslexic students to excel in their abilities like other children of Pakistan.

Dyslexic students openly admit that they have ideas in their heads; however, they struggle to express these ideas in writing. These errors could be due to first language interference or not. The purpose of this study is to analyze errors made by Pakistani dyslexic students at the elementary level. When compared to first language acquisition, second/foreign language learning is a difficult process. A second or foreign language is associated with a distinct social and cultural context. As a result,

we frequently encounter various types of errors during the process of second/foreign language acquisition or learning. Dyslexic English language learners in Pakistan come from a diverse cultural and linguistic background, and it is common for them to struggle with writing grammatically correct sentences. As a result, they make a variety of mistakes when writing in English. Too many mistakes in English writing muddy the meaning and lead to poor writing. Dyslexic students openly admit that they have ideas in their heads; however, they struggle to express these ideas when it comes to writing.

This study is significant because Senator Samina Saeed introduced the "Dyslexia Special Measures Bill, 2020" in the House on January 6, 2020, and it was referred to the Standing Committee for consideration and a report by Senator Rahila Magsi, Chairperson of the Standing Committee on Federal Education, Professional Training, National History, and Literary Heritage. The committee thoroughly discussed Senator Samina Saeed's agenda. Senator Samina introduced the bill, stating that it was for the benefit of humanity. Senator Mehr Taj Roghani, Ph.D. The committee thoroughly discussed Senator Samina Saeed's agenda. Senator Mehr Taj Roghani and engineer Rukhsana Zuberi discussed the issue and agreed that dyslexia is a challenge rather than an illness or disability. She went on to say that there are no facilities in schools for dyslexic students, who face a variety of challenges, such as making mistakes while writing. The errors can be spelling errors, punctuation errors, omission errors, capitalization errors, and so on. If a student is dyslexic, he or she will be unable to write or learn English properly. She continued by saying that there are no facilities in schools for dyslexic pupils, who encounter a variety of difficulties such as dyslexic learners make errors while writing. Dyslexic students cannot write or learn English properly if they have such types of errors. The bill was well-liked by all Senators. Because of the special education provisions for dyslexic children guaranteed by this bill, these children will be able to receive meaningful education as a fundamental right. As a result, society must change its perception of people who struggle with learning, particularly those with dyslexia. We must begin to recognize that there are various ways of thinking, and we must value how each child expresses and interprets the world around them. Children with dyslexia require special learning strategies. Children with dyslexia or other related illnesses can benefit from identification, proper educational services, institutions for therapy, and public awareness campaigns.

In the light of the applied theoretical frame work of Error Analysis, the current study will be a useful addition in the literature. This study, besides collecting and identifying errors in the write-up of dyslexic students, has also categorized and analyzed them in relation to variety of dyslexic students respective first languages which is not being paid heed in Pakistan. It will help teachers, instructors and syllabus designers in designing a remedial teaching programme. Bhatia (1974, as cited in Tahaineh, 2010) also supports a course based on the frequency and types of errors that facilitate the teacher to explain the areas which create much trouble for dyslexic learners. The current study will be a useful addition to the literature in light of the applied theoretical framework of Error Analysis. This study, in addition to collecting and identifying errors in dyslexic students' writing, has also categorized and analyzed them in relation to a variety of dyslexic students' respective first languages, which is not taken into account in Pakistan. It will assist teachers, instructors, and curriculum designers in developing a remedial teaching program. Bhatia (1974, as cited in Tahaineh, 2010) also advocates for a course based on the frequency and types of errors, which allows the teacher to explain the areas that cause the most difficulty for dyslexic students. This study attempted to investigate what distinguishes the second/foreign language learner. This study attempted to investigate what distinguishes the second/foreign language learner and makes the language difficult to learn. This study may help dyslexic students improve their English levels and thus use the language more effectively by identifying, analyzing, and determining their error types and frequencies. Its goal is to inform language instructors about students' current English level and to raise students' awareness of their written errors, thereby improving their writing.

Prevalence of Dyslexia in Pakistan

Although there have been studies on dyslexic students, the research on the prevalence or awareness of dyslexia in Pakistan has not been found to be satisfactory, and the researcher was unable to locate any reputable published studies that could address the analysis of errors made by dyslexic students in Pakistan. Even though other scholars utilized various approaches and Pit Corder's error analysis to accomplish their studies, their studies could not be satisfactorily demonstrated. Since dyslexia is not widely known in Pakistan, we must rely on international data that state that 15 to 20 percent of students in each class struggle with learning. Many people with dyslexia are able to achieve academically and later in life with help, appropriate teaching, and hard work. However, because dyslexia are not a disease,

there is no known treatment for it. However, the majority of parents of children who are dyslexic are in denial, and educational institutions are not "dyslexia-friendly." Many people in Pakistan continue to believe that a learning disability falls under the category of "mental disease," which increases the shame and stigma. In Pakistan, there are no programs in place in schools to assist students who have these kinds of learning difficulties, and teachers are frequently unprepared to address the problem, if not completely unaware of it. The few private schools that provide special education frequently demand exorbitant tuition that is out of reach for the general population. But the fact remains that not every child with dyslexia is the same. These students can be classified as talented since their intellectual capacity ranges from average to above average. Treatment for a dyslexic youngster is not as straightforward as it may seem. Everyone needs a unique, personalized strategy. However, my research will provide a solution so that dyslexic pupils can avoid such mistakes. Even though dyslexic kids usually have exceptional creative, practical, and inventive abilities, they may find it difficult to copy work off the board and may need help with their handwriting, which is likely to be illegible or confusing. Even when they are aware of the terms they require, students with dyslexia may struggle with spelling and generating chaotic or poorly ordered written work. Environments for inclusive learning should be created by teachers. The teachers should favor assessment and feedback. Assessment is a procedure that involves gathering information in order to determine where a student may need more practice or support than just fixing mistakes. Include detailed explanations of grammar, vocabulary, and pronunciation rules since they are frequently easier for dyslexic students to understand.

Some mistakes can be attributed to memory failure (Gorbet, 1979). He went on to say that the error analysis proposition proposes that in order to learn a language, a person creates a system of 'rules' from the language data to which he's exposed, and that this system enables him to use it.

Error analysis has multitudinous counter-accusations for preceptors, pedagogists, and experimenters. The analysis is significant in three ways. First, it is important to preceptors because it shows students' progress. Second, they are important to experimenters because they demonstrate how a language is acquired and what types of strategies learners employ. Eventually, they are important to learners because they can learn from their miscalculations and develop their language while keeping the crimes in mind. Error analysis exploration has a long history. The first system

for dealing with crimes was Contrastive Analysis (hereafter, CA). The degree of similarity between Mother Tongue (hereafter, MT) and Target Language (hereafter, TL) was central to CA (James, 1998). Because of its association with behaviorism, contrastive analysis has been heavily blamed. In discrepancy to CA, Corder (1967) is regarded as the colonist who, in response to CA, introduced the conception of Error Analysis (hereafter, EA). According to Corder (1975), crimes are neither arbitrary nor stylish explained in terms of the learner's L1; rather, crimes are suggestions of learners' attempts to decrypt a beginning rule- governed system (Corder,1975). In the environment of EA, Corder (1975) rejected the supposition that crimes are solely due to the learner's mama lingo.

“Error analysis can therefore give a strong support to remedial tutoring,” writes Sharma (1980), adding that during the tutoring program, it can reveal both the program's successes and failures. Error analysis is useful in alternate language literacy because it reveals the problem areas to us — preceptors, syllabus contrivers, and text pens. According to Corder (1974, p.125), declared that “The investigation of language learning processes includes the study of errors. In this regard, it is methodologically similar to the study of mother tongue acquisition. It gives us a picture of a learner's linguistic development and may give us hints about the mother tongue. It paints a picture of a learner's linguistic development and may provide clues about the learning process”. According to Richards et al. (1992), the study of errors is used to (1) identify strategies that learners use in language teaching, (2) identify the causes of learners' errors, and (3) finally, as an aid to teaching or in the development of teaching materials, gather information on common difficulties in language learning (cited in Khansir 2008).

Furthermore, students entering the secondary level have low proficient level of writing skills. On this level, students seem to be reluctant to write English proficiently. It has been observed that dyslexic students were afraid of making errors while writing English. Thus, to cope up with it is important for teachers to identify the areas where dyslexic students have problem while writing English. Pit Corder is known as the “Father” of Error Analysis. “The significance of learner errors” an article written by pit Corder. He said that errors can be reduced from writing and practice. He argues that it is important for learners to commit errors and eliminate these errors through writing practice. He said that errors are the evidence of English as the second language. Furthermore, he suggests two objectives; one is theoretical and the other one is applied. The first performs the function of how learner should

learn English as second language and other enable learners through the knowledge of his/her native language. Errors can be investigated diagnostically and prognostically. Information about the state of learner's language can be attained through diagnostic way and prognostic way helps to give information to be aware with language learning skills and finding of the problems faced by the dyslexic students.

Pit Corder established the field of error analysis in the 1970s (Sawalmeh, 2013). Pit Corder and his companions introduced error analysis (EA) in order to deal with the problems of EFL learners in writing, it has been proved a valuable tool of EFL analysis. The most useful tool to focus on errors made by dyslexic learners is error analysis in the field of linguistics. Fluency and correctness of language expression can be experienced by using the tool of composition. Ellis recommends 'composition' as a suitable medium for identification and treatment of errors. It is the need of the hour to learn composition effectively because of the increasing scope and its importance of English language in the field of global communication. Brown (2000) stated that error analysis is the process to observe, analyze, and classify the differences between standard language and learner's language use. Furthermore, Crystal (1987) stated error analysis is a method of identification, classification and systematic interpretation of errors within the language of second language learners by using principles and rules conducted by the linguists.

According to James (1998), error analysis begins with singly or objectively describing the learners' IL (individualities' Language, their own interpretation of TL) and the target language itself, followed by a comparison of the two to detect mismatches. The system is also questionable because, while there are numerous other reasons for language diversions, the presence of language diversions related to *mama lingo* cannot be denied. Burt and Kaspersky (1972) propose relating mistakes using the target language. Yang (2010) provides two reasons why the standard EA practice of describing learner crimes in terms of the target language should be followed. For starters, the learner's and target languages are co-dialects of the same language.

The findings of various researches show to write English proficiently, background knowledge is very important. It can be a pleasant activity for dyslexic students if they are familiar with form, structure and content of writing but if form and content is unfamiliar to dyslexic students' efficiency becomes problematic. Anderson [6] also stated that background of knowledge plays important role and it a very influential

factor leading L2 learners towards success. As a result, they should be described in terms of the same ABC, and EA is target language- acquainted. (Yang, 2010, pp. 266-268). The error analysis was performed with the various perspectives on language knowledge in mind. Still, disquisition on error analysis on dyslexic children's in Pakistan is limited. The current study aims to anatomize viewing mistakes of dyslexic learners of the target language in the Pakistani terrain.

Methodology

This section reviews the research methodology used in this research. It includes the research design, participants of the research, research instruments, research procedures and data analysis.

❖ Research Design

A quantitative approach was used in the present study. A quantitative method was used to find out the frequency of errors and to examine the in-depth knowledge of sources of errors. This error study employs Corder's (1975) approach to analyze learner errors. The following summarizes Corder's approach to error analysis. Error Analysis, error collection, error identification, error description, error explanation, and error evaluation Data for this study were gathered from 200 elementary students at Government Higher Secondary School Fateh Jang. Dyslexic students were given screening checklists to help them diagnose errors in their writing. The study's 20 dyslexic students were chosen at random. Data collection includes the four stages. In the first stages, dyslexic students were given a screening checklist to help them diagnose errors in their writing. This checklist was administered by their class in charge, who also served as their subject teacher. In the second phase, students were asked to write a 200-250-word paragraph about "My School." The purpose of this paragraph was to use Pit -Corder's error analysis to analyze dyslexic students' errors in their write-ups. In the third stage, the collected data and mistakes were written in Microsoft Word. The sense behind this phase was to rewrite the data in Microsoft Word so that it could be analyzed using NVivo. In the final stage, mistakes were classified using NVivo. The thing of this stage was to probe the types of mistakes that constantly do in dyslexic learners' notation in L2.

❖ Participants

This is corpus-based study in which students written task were collected and analyzed. 90 male dyslexic students participated in this study. Mostly, the primary education of dyslexic students was from public schools where Urdu was the medium of instruction, but English was taught as a subject within their school curriculum. The dyslexic students were 11 to 13 years of age.

❖ Research Instrument

Purposive random sampling was used in this study of dyslexic students. The sample include 90 students, 20 dyslexic students have been selected to evolve the study. Screening of 90 students were completed by their class in charge and he was their subject teacher as well. All the written tasks were supervised by the researcher in the classroom. The research tool used to collect data is spot writing on the assigned topic. The participants did not set aside time to prepare so that their current level of language writing proficiency could be evaluated for categorizing errors made by dyslexic students. The same topic was assigned to these dyslexic students to write about in 50 minutes. Topics for paragraph writing are chosen that are broad enough that dyslexic students can understand and write about them without assistance.

❖ Writing topic

The study participants were given a topic on which to write a paragraph in order to collect data. They were supposed to write about their school. The researcher marked the data, and errors in each participant's write-ups were classified as V (Verb) P (Punctuation) P (Preposition) S (Spelling) C (Capitalization) (Article). Each error was identified, classified, and described.

❖ Research procedure

In the present study, collection of data was ensured in different stages. Firstly, all the 90 screening were marked by the class in charge on the basis of his experience with his students. Secondly, students were asked to write a paragraph on "My School." After this stage each error was identified and classified in order to get in-depth and rich information related to the sources of errors made by dyslexic students. kids in primary school whose first language was Punjabi or another

regional tongue. After being screened, dyslexic pupils were given the topic "My School" to write about. They reportedly found writing in English challenging. It has been said that becoming proficient in a second language is a challenging task. According to various researches, writing is one of the less common abilities among second language learners because it is challenging for them (Rattanadilok Na Phuket & Othman, 2015). Teachers find it difficult to inspire dyslexic pupils to study English as a second language effectively and to emphasize the value of English as a second language. Writing proficiency is crucial for communicating at any workplace, it is a reality. The future of any country lies with dyslexic primary school pupils or English language learners. Thus, having strong writing abilities can help dyslexic individuals advance academically.

However, whenever they are required to demonstrate anything in English, particularly a paragraph, they encounter numerous difficulties. When they are asked to write a paragraph in English, the greatest impediment is generating ideas, which requires a flow of ideas, competence in writing skills, and awareness of grammatical rules, which they are afraid of. The given topic has revealed that students lack sufficient knowledge and writing skills. A paragraph is typically 200 to 250 words long. Students were given 40 to 45 minutes to complete the assignment. The number of words does not matter, but the effective development of ideas does.

The purpose of this study is to look into the writing errors made by Pakistani dyslexic students. English has evolved into a global language. It is very important because it is becoming a medium of communication all over the world. In many educational institutions, English is used as the medium of instruction. It is taught from kindergarten to master's and doctoral levels. Many people want to improve their communication skills in English because of its widespread use in communication. Reading, writing, listening, and speaking are the four basic communication skills. We all have varying levels of language communication skills (English). As a result, it is dependent on a person's mental level, way of thinking, confidence, and knowledge, among other things. As a dyslexic student (particularly in Pakistan), they are treated as a memory testing creature rather than developing skills to learn and implement. Criteria for student intelligence simply examine how much a student can remember. The main causes are a lack of knowledge, a lack of vocabulary, and an ignorance of grammatical rules, among other things.

Theoretical Framework

The current study's theoretical framework is based on Error Analysis (EA).

❖ Theory of Error Analysis (EA)

Stephen Pit Corder and his colleagues pioneered error analysis in the 1960s. Error Analysis is more of a corrective study of the learners' mistakes during second/foreign language learning. This approach altered the perception of errors as something undesirable; rather, according to EA, these errors provide insight into the learners' learning process. It is a type of linguistic analysis that focuses on the mistakes that students make. It consists of a comparison of the target language's errors and the target language itself. Today, the study of errors is especially important for the focus on teaching methodology.

Corder (1967) defines the significance of learner errors in three ways: To begin, errors inform the teacher of how far the learner has progressed toward the goal and, as a result, what remains for him to learn. Second, they demonstrate how language is learned or acquired, as well as the strategies or procedures the learner employs in discovering the new language. Third, and most importantly, they are indispensable to the learner because errors can be viewed as a tool that the learner uses to learn. Because EA assists in identifying learners' linguistic problems and needs, the current study has adapted EA for error identification and classification. Corder (1967) proposes five steps for error analysis:

- Collecting learner language samples
- Identifying errors
- Describing errors
- Explaining errors
- Evaluating error

The researcher used these frameworks until step three, describing errors, to answer the research questions. Aside from this adaptation, the researcher used four steps (Huang, 2002) to analysis the collected data and answer the research question about various errors made by dyslexic students.

- Data collection
- Identification of errors
- Classification of errors into error types
- A statement of error frequency

The researcher classified the discovered errors into six categories, based on Corder's (1973) model, which divided them into four subcategories: omission, addition, substitution and subtraction. Corder (1982) proposes five stages for conducting Error Analysis (EA) in the production of written sentences. First, collect a language sample from dyslexic L2 learners; then, identify the types of errors; categorize them; explain, analyze them; and finally, evaluate them.

Table 01: Corder model of Error Categorization

Types of Errors	Example Sentence	Error Analysis
<i>Omission</i>	It had been pleasant evening.	Omission of the indefinite article <i>a</i>
<i>Addition</i>	Students celebrates all national festivals days in a year	Addition of festival other than omission of article <i>the</i> (omission)
<i>Misinformation</i>	Amjad was cook some delicious type of food	Incorrect form of the verb <i>cook</i>
<i>Mis ordering</i>	There are three cafeterias in my university and one mosque	Incorrect word form of the phrase <i>in the university</i>

❖ **Omission**

Omission is defined as the absence of any grammatical category that is a necessary component of sentences. The article "a" before the adjective followed by the noun and the preposition "to" its object noun are omitted in the first two sentences.

❖ **Addition**

The use of a word that is not required in a well-formed sentence is known as addition. Article the and the lexeme festival are two examples of addition in the table.

❖ **Misinformation**

Misinformation, according to Corder, is the incorrect form of the morpheme. However, the term "verbal errors" was used in the study to refer to any problem that was discovered to be related to the form.

❖ **Mis ordering**

Mis ordering occurs when the placement of a word or phrase does not follow the English syntactic rules. Errors were classified into six grammatical classes based on the data collected:

- W.C (word choice)
- P (Preposition)
- W.A (Word Addition)
- P (Punctuation)
- S (Spelling)
- A (Articles)
- Description of errors
- Substitution of errors
- Definition of substitution

The act of substituting one person or thing for another. Substitution error occurs when one item in a sentence, strategy, word, or phoneme is automatically replaced when the specific information is forgotten or unknown. For example, if the subject is asked to repeat nonwords immediately after hearing them, he or she may say "zama" after hearing the nonword "jama." In this case, the phoneme has been substituted. In this case, the phoneme[j] was substituted for the sound of [z].

Example: There are twenty rooms in my school.

There is twenty rooms in my school.

Above mentioned sentence is correct while dyslexic students have substituted "is" by are. Nominal, verbal, and causal substitution are the three types of substitution. One/ones, do, so, and not are examples of substitution words.

❖ **Nominal Substitution**

It contains one/ones. The grammar relation marker substitutes one/ones presupposes a specific noun, typically one found in the preceding text.

Nominal substitution is always accompanied by some modifying element that serves as the defining word or clause in the context.

For instance, our school's headmaster's bike is old and unsightly. He ought to get a better one.

Dyslexic students have replaced "one" with "bike," implying that "one" could easily be replaced by "bike."

❖ **Verbal Substitution**

When a verb phrase is omitted or substituted with "Do"

- For instance, did Peon take that letter?
- He could have.
- Do/Do not and auxiliaries
- He can drive the car, but I cannot.
- He did the homework, but I did not.

In the first example, the dyslexic students have replaced the verb phrase "take that letter" with "might have done."

In another case, dyslexic students substituted the verb phrase "drive the car" with "but I cannot," and the verb phrase "wrote the homework" with "but I cannot."

❖ **Clausal substitution**

Here, presupposed refers to the entire clause rather than an element within it. Clausal substitutes are So and Not.

Example:

Is a new building going to be built at our school? - it says so.

Using the above-mentioned example, the dyslexic students predicted construction in their school.

Other errors were made by Pakistani dyslexic students.20 dyslexic students out of 200 students made punctuation errors in their write-ups.

❖ Punctuation

Punctuation is an important reading aid. Inflections are replaced by commas, semicolons, and the like. They also allow for the inclusion of qualification, illustrations, and parenthetical limitations.

❖ Categories of punctuation

Capital letter (M,S,N etc)

It represents the first letter of a sentence. It is also used for abbreviations for countries, nationalities, languages, religions, names of people, places, events, organizations, days, months, titles, titles of books, films, and so on.

Examples:

1. there are 20 rooms in my school.
2. my school is situated in malal.

In the first example, dyslexic students have used "t" instead of "T" for the first word of a sentence, and in the second example, they have used "m" instead of "M" for the first word of a sentence. Secondly, they have used "m" instead of "M" for the proper noun

❖ Full stop (.)

It is used at the conclusion of a sentence. It is sometimes used after an abbreviation, such as the decimal point in figures and money amounts. To separate parts of email and web addresses, this is usually read as 'point'. This is pronounced 'dot'.

Examples:

- There are large number of trees in my school

In this example dyslexic students did not put full stop (.) after the completion of sentence.

- Dr Rehan is our headmaster.

In second example dyslexic students have not used full stop (.) after Dr which is abbreviation of doctor and is written as Dr. in correct form.

❖ **Question mark (?)**

It is used following a direct question. It is also used to express skepticism.

Examples:

1. How many chairs are there in my school
2. Where does my school located?

In both examples dyslexic student did not used (?) at the end of sentence because these sentences questions are being asked by dyslexic students. The correct sentences are;(1) How many chairs are there in my school? (2) Where does my school located?

❖ **Exclamation mark (!)**

It is used at the end of a sentence to express surprise, shock, and so on. It is also used to denote a loud noise.

Examples:

1. Hurrah We have won the match.
2. What a beautiful flower it is

In the first example dyslexic students did not used exclamation mark after “Hurrah” which is a word used to show excitement. The correct sentence is Hurrah! We have won the match.

In another example dyslexic students did not used (!) at the end of sentence while they were expressing their feelings about a beautiful flower. The correct sentence is What a beautiful flower it is!

❖ **Comma**

It is used to separate items in a list. To indicate a pause in a long sentence. It's also used to add extra information or before tag questions.

Examples:

1. There are computers chairs tables projector router in my school lab.
2. Sajid who I told you about before is the peon in my school.

In the first example dyslexic students did not use (,) between computers, chairs and tables to separate items in a list.

The correct sentence is There are computers, chairs, tables, projector, router in my school lab.

In the second example dyslexic students did not use (,) after Sajid and after the word before which was adding extra information.

The correct sentences were; There are computers, chairs, tables, projector, router in my school lab.

- **Sajid, who I told you about before, is the peon in my school.**

❖ **Apostrophe (')**

It is used to replace missing letters. For possessive pronouns. Words that end in 's' do not require an additional '. It is only an abbreviation for it is or has. In the possessive form, there is no apostrophe.

Examples:

1. Sajids motorbike.
2. Its, don't etc.

In these examples dyslexic students did not use (') after Sajids which is written as Sajids'.

In another example, they did not use (') in its,dont while the correct form is It's and don't.

❖ **Colon (:)**

It is used to begin a sentence with a list or a quotation. It is also used after the greeting in a business letter in the United States.

Examples:

1. Dear Sajid
2. You'll need paint, brushes, water, a bucket, and a bell.

In the first example, dyslexic students could not comprehend how to write and make use of (:) properly. They missed it but the correct word is Dear Sajid:

In the second example dyslexic students could not make use of (:) while introducing a list of things in a sentence. The correct sentence was You will need: paint, brushes, water, a bucket and a bell.

❖ **Semicolon (;)**

It is used to denote the separation of two parts of a sentence.

Example:

- The headmaster spoke with the staff on Monday he will be unable to attend the meeting tomorrow.

The dyslexic students did not use semicolon (;) to separate two parts of a sentence while the correct sentence was The headmaster spoke with the staff on Monday; he will be unable to attend the meeting tomorrow.

❖ **Spelling Errors**

The writings of dyslexic students at the elementary level contained a wide range of spelling errors. Some examples of these errors are: injarch, student, beautiful, friend, monitor, classroom, similarly, writing, ideas, and so on.

Dyslexic students have used these words in their write-ups as;

- Our class injarch is sir Abid.

In this sentence they used an alphabet (j) while “ch” has to be used in order to make correct sentence as Our class in charge is sir Abid.

- There are 2400 student in our school.

In this sentence dyslexic students have missed a vowel (u) but the correct use of this word was; There are 2400 students in our school.

My school is very beautiful. In this sentence dyslexic students missed vowel (a). The correct sentence is My school is very beautiful.

- Hassan is my best frand.

In this sentence, dyslexic students made error as frand, they missed (i.e.) vowels. The correct sentence is Hassan is my best Friend.

- Akbar is our class menetr.

In the above sentence dyslexic students made spelling error as “meneter” which is wrong and they used “e” vowel instead of “o” The correct sentence is Akbar is our class monitor.

- Our school has 12 fashrooms.

In this sentence, dyslexic students could not differentiate between f and w. They used f instead of w. The correct usage is Our school has 12 washrooms.

An examination of spelling mistakes reveals that the maturity of them are caused by double vowel sounds in words. likewise, the spelling error has passed in words that combine two or further vowel sounds. One aspect of spelling miscalculations is that vowel sounds are more delicate to master than consonant sounds, and this confusion is reflected in their compositions as well (Lecumberri & Gallardo, 2003)

The other type of spelling error has been discovered to be related to consonants in words. Consonants with double sounds, similar as really, especially, and so on, are absent in some places. There are also some other consonant spelling crimes that don't follow any pattern. These spelling crimes reflect learners' lack of vocabulary knowledge in the target language.

Mistakes grounded on word choice or contextual mistakes:

Word choice mistakes are associated with the applicable use of words and expressions in relation to the environment. The following are some exemplifications of word selection.

1. Students are having rough time.
2. The roads leading to our school are not properly furnished.
3. Our school's flowers are very very beautiful.

These mistakes also reflect dyslexic learners' limited range of expression vocabulary. Contextual language use necessitates a different vocabulary. likewise, the limited vocabulary results in overgeneralization of the use of one word to multitudinous other surrounds, as seen in the antedating samples. Overgeneralization occurs when learners choose the simplest way to communicate in order to convey meanings. (Al- Baldawi & Saidat, 2011)

Data Analysis

The data collected from all methods used was analyzed in two steps. To begin, all errors were identified and classified according to the types of errors known in the literature in order to determine the frequency and percentage of occurrence in the write-ups of dyslexic students at the elementary level. Grammatical errors are classified as punctuation, verb, articles, spellings, prepositions, and word addition. The data analysis was used as a research discussion and conclusion tool. Errors were collected through samples, identified, and described from dyslexic students' writings. The error frequency and percentage are presented in this paper via a table and a bar chart.

Table 02: Frequency, percentage, and rank of the errors committed by dyslexic students

Sr. #	Types of errors	Frequency	Percentage	Rank
1	Articles	52	8.97%	6
2	Verbs	49	8.45%	7
3	Spellings	223	38.45%	1
4	Prepositions	62	10.69%	3
5	Punctuations	61	10.51%	4
6	Word addition	59	10.17%	5
7	Word missing	74	12.76%	2
		Total: 580		

The table above listed shows various type of mistakes along with their frequency, percentage, and ranking. Overall, dyslexic students make 580 errors, according to this data. Spelling errors account for (38.45%) of all errors, making them the most

common form. Word missing (12.76%), Preposition (10.69%), Punctuations (10.51%), word missing (12.76%), verbs (8.45%) are, in that order as shown in the figure above.

Subcategorization of Errors

❖ Spellings

As they account for more than one third of all errors, spelling mistakes predominated. The majority of spelling mistakes were made by either adding or removing a letter, as shown in the sentences below:

Example 1: The cat was stting on the table.

Correct sentence: The cat was sitting on the table.

Explanation: There is an error of omission in this sentence i.e., letter 'i' was missing.

Example 2: It was coold today.

Correct sentence: It was cold today.

Explanation: It is an error of addition in this sentence i.e. unnecessary use of letter 'o'.

All these above-mentioned examples show that dyslexic students have limited number of vocabulary knowledge and carelessness of English language.

❖ Word missing

The omission of words comes under the category of Omission. Dyslexic students omit while writing English.

Example 1: The colr of car was red.

Correct sentence: The color of car was red.

Explanation: In this sentence, there is an omission of letter 'o'.

Prepositions: The usage of English prepositions presents certain challenges for EFL dyslexic learners, which can result in these mistakes. Below are a few instances of these:

Example 1: My brother studied a public school in another city.....

Correct sentence: My brother studied in a public school in another city.

Explanation: It is an omission blunder since the learner used the preposition of location "in".

Example 2: He can join with the school rickshaw.

Correct sentence: He can join the school rickshaw.

Explanation: The dyslexic learner used the preposition 'with' while there is no need for it. It is an error of addition.

Example 3 : He started his journey of the age of 20.

Correct sentence : He started his journey at the age of 20.

Explanation: The misuse of the preposition in the preceding sentence results in erroneous information.

Under the impact of L1, the learners might have added, deleted, or mistranslated the prepositions. In example 3 , it is clear that the student abused the preposition. Therefore, a negative transfer from L1 may result from a lack of knowledge of English prepositions.

❖ Punctuations

Punctuation errors are next after preposition errors. The third most common errors made by EFL learners were the omission and addition of commas(,) and periods(.). A few samples of their writings are provided below.

Example1: Dont forget to listen yesterday lecture.

Correct sentence: Don't forget to listen to yesterday lecture.

Explanation: This example is an example of an error of omission since a comma was left out.

Example 2 : Do bring assignment, so, you could pass the exam.

Correct sentence: Do bring assignment so, you could pass the exam.

Explanation : In this example, unnecessary use of comma made by dyslexic students. So they committed error of addition.

Example 3 : Bank was located infront of school, A bank.....

Explanation : Why a comma was not used in place of a period in the previous sentence is explained. This is a disinformation error. Because of their limited English proficiency, the learner may have used a lexical substitution when writing this

English statement. However, instances contained these errors due to the pupils' insufficient understanding of the pertinent grammar rules. Punctuation errors are the most common errors, according to a study by Sermsook, Liamnimitr, and Pochakorn (2017).

Word Addition: Unnecessary use of a word is known as word addition error. Some of its examples are given below.

Example 1 : Amjad is the broother of Jalal.

Correct sentence : Amjad is the brother of Jalal.

Explanation : Unnecessary use of 'o' while single 'o' has to be used. This is word addition.

❖ Articles

The usage of articles appeared to be confusing to the study's participants. The articles a, an, the were used incorrectly. The errors that occurred when broken down into three categories: omission errors, addition errors, and misinformation errors.

Example 1 : Amir Amjad is most intelligent teacher.

Correct sentence : Amir Amjad is the most intelligent teacher.

Explanation : Dyslexic students omitted 'the' in this sentence before the superlative degree 'most'. This is omission of article.

Example 2 : Aa boy was standing at the main gate of our school.

Correct sentence : A boy was standing at the main gate of our school.

Explanation : Dyslexic students have made unnecessary use of 'a' while single 'a' as an indefinite article had to be used. This is addition of article.

Example 3 : My school has an principle office.

Correct sentence : My school has a principal office.

Explanation : 'An' article is not usable here in first sentence because here article is associated with principal rather than office.

Verbs: Dyslexic students have committed errors of verbs of misinformation. Examples are as follows.

Example 1: My school is a water tank.

Correct sentence : My school has a water tank.

Explanation : Is verb is not suitable because here we can use has instead of is. These mistakes are of the disinformation variety, which is related to the learners' ignorance.

Sources of errors committed by dyslexic students: There are a few reasons why dyslexic students made these errors.

❖ **Interlanguage errors**

The errors and data identified in students' writing, screening checklists were carefully and in-depth analyzed to identify the primary sources of errors in the current study. Interlingual interference is thought to be the primary sources of errors. When writing in their native language (L₂), EFL learners frequently translate linguistic conventions from L₁ literally. The results of other studies, like ijel.ccsenet.org International Journal of English Linguistics Vol.10, No.2; 2020365, were consistent with those of this study (Rattanadilok Na Phuket & Othman, 2015; Sermsook, Liamnimitr, & Pochakorn, 2017).

Spelling problems: Spelling issues are especially relevant for students because poor writing skills not only have implications for functioning in day-to-day life tasks (Gerber, 2009; Maughan et al., 2009), but they can also affect the grades they receive on written reports, which frequently form the basis of students' assessments and evaluations (Whitehurst & Lonigan, 1998).

Psychological problems: Another factor that impedes language development is the presence of psychological elements. Dyslexic pupils come from households where dismal settings and scenarios pervade the children's heads and never allow them to be in good spirits.

Students' carelessness: The one major reason for commission of errors by dyslexic students is their non-serious behavior towards English language. Dyslexic students' whom write-ups have been analyzed belong to various backgrounds. They consider English is a tough language for them. So, they don't bother to practice it in order to learn English as second language. Their carelessness leads them towards commission of errors in their write-ups.

Teachers' inefficiency: Teachers are inexperienced and have inadequate skills to fulfil the needs of dyslexic kids. As a result, they lack adequate expertise of language education, and the student becomes bored and exits the learning environment. As a result, there are several psychological and situational challenges that cause difficulties for language learners.

Conclusion

Overall, Pakistani dyslexic learners at the elementary level made seven types of mistakes in their writing. It demonstrates their inefficiency and a lack of mastery of the English language. Their incapacity to properly grasp English in order to write comprehensible and Grammatically accurate English. Errors are grouped into seven categories: articles, verbs, spellings, prepositions, punctuation, word addition, and word missing, and then further classed as Omission, addition, mis-ordering, and disinformation. To find out errors made by dyslexic Pakistani students in their writing. I concluded that the theory of error analysis proves to be fruit-full. I will bring a positive change in teaching strategies and methodologies to counter errors commented by dyslexic students in their writing.

Recommendations

To control the frequency of these errors:

- Dyslexic students should be made conscious to identify articles and such types of prepositions, along with these types.
- Highly proficient teachers are needed to taught such dyslexic students present in elementary school of Pakistan.
- Ample elaboration with suitable instances and practice would help learners to learn grammar.
- Proper attention, guidance and practice needed to ensure dyslexic students' proficiency in learning second language.

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