Error Analysis of Writing Task at the Intermediate Level Students of ICMS College, Timergara: A Corder Model-based Analysis

Wahab Ullah[1],Tawseef Ullah[2],Hilal Ahmad[3]

[1,2,3] Department of English Linguistics and Literature, Riphah International University, Malakand Campus. E-mails: wahabullah20@gmail.com. tawseefullah769@gmail.com, hilalahmad03666@gmail.com

Abstract

This study analyze types of errors and assess the variation in writing competence between class 11th and class 12th students of ICMS College Timergara and identify factors that contribute to the differences in their performance. Fifty writing samples were collected from intermediate-level students of ICMS College Timergara to examine common errors systematically. This study used a mixed-method approach to analyze the types and frequency of errors in students' writing. The current study used the Corder Model to identify, evaluate, and describe errors and mistakes made by the students of ICMS College, Timergara. Students' essays are used as the main writing samples and the main data source. Using the close reading technique, researchers carefully identified and categorized these errors, ensuring a comprehensive analysis of students' writing challenges. The findings of this analysis give evidence about the strategies adopted by learners when confronted with a writing task. This careful analysis also sheds light on the reason why the writing and grammar proficiency of class 11th students is weaker than that of class 12th students. Through this research, a better understanding of students' writing difficulties is noted, emphasizing the necessity of efficient teaching methods that improve language competency and encourage accuracy in written communication.

Keywords: Corder Model, Errors, Grammar Skills, ICMS College Timergara, Mistakes, Writing.

Introduction

Writing is a system of signs that represents sounds and words of a particular language through different ways like spelling, punctuation, and word form. Writing plays a crucial role in transmitting information through symbols and makes thoughts and information visible. Students need to build their academic performance (Durga & Rao, 2018). It is an advancement in communication that allows people to convey their thoughts and transmit their experiences without meeting each other. Moreover, it also stores knowledge and information beyond human capacity (Schmandt-Besser at, 2010). Writing is a system in which people can use symbols and signs to share their thoughts and emotions with other people (Staley, 1997). According to Mart (2013), grammar is the rule of a language that describes sentence formation and conveys meaning properly. English grammar is a fine art in English language writing and speaking with accepted standards. It helps us to examine and understand the language in its original and meaningful form (Hans & Hans, 2017). Ellis (1982) argued that second language learners must identify whether their first language is the same or different than the second language (L2) to overcome their learning issues properly. According to Dulay (1982), errors are something wrong that comes with the correct structure of a sentence in writing or in speaking. It is something that can be observed directly in

students' writing or speaking during second language learning. Norrish (1987) argued that error is "a systematic deviation when a learner has not learned something and consistently gets it wrong" (p.7). Furthermore, the second definition of error explained by Cunningworth (1987) is that error is a systematic deviation of one language's norms from another language being learned. Brown (2000) investigated that an error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker. This means that when learners in their production of language make errors, it shows their lack of understanding of the rules of language. Learners do not know the target language while the mistake refers to the student's inability to perform their language knowledge properly (Hassan & Anjum, 2024). Ridha (2012) suggested that "errors" are, in fact, very important to provide insight into how far learners have progressed in acquiring language and show us how much more learners need to learn (Ringborn, 1987). During second language acquisition, learners can make errors and predict trouble coming. However, instructors should inform their students of the tough areas and reinforce them. Error analysis mainly focuses on the learners' errors made in the target language; in this way, analysis focuses on the learners' errors in the target language. Their mother tongue may also interfere with making errors, but it is not a special reason (Khansir, 2012). Moreover, Iqbal et al. (2021) concluded that all errors are happening due to the lack of concentration on the fundamental elements of language during language learning. The main reason behind learner's errors is that their teachers are untrained and unqualified. They cannot create a positive environment for their students. Sometimes, students are tucked away from classes due to mental and physical tiredness. Therefore, students cannot fulfill their tasks with full focus or concentration. The reason behind the learner's mistakes in writing is carelessness, fatigue, lack of attention, and some other aspects of performance despite these aspects learners can be self-corrected mistakes when they give proper attention to those mistakes. Where an error is the use of a linguistic item by a native speaker or in a fluent way of the language regarded as showing incomplete learning or faulty. In other words, learners cannot self-correct errors because they do not know about the correct form (Richards & Schmidt, 2002). The purpose of this study is to examine the writing errors and mistakes made by class 11 and class 12 students of ICMS College of Timergara, with an emphasis on their classwork writing task. It looks at what kinds of mistakes students frequently made and how they affected the overall coherence of their writing. The study sheds light on students' writing errors they committed during target language writing as well as proficiency in the target language. This study will help to identify the unique challenges that intermediate-level students have and guide instructional practices aimed at improving their writing abilities. Moreover, it can inform language instructors and educators to understand learners' linguistic challenges in their academic journey. Furthermore, the significance of this research is to make teachers inform of their teaching methodology during lectures, if their methodology is useful must be accorded with research findings on second language learning.

Literature review
Littlewood (2008) discussed three main processes to identify an error; how errors come, transfer of rules from the mother tongue, generalization (and overgeneralization) of second language rules, and repetitiveness and reduction by omitting elements. From this process, researchers can understand that errors generally occur because people are trying to process different rules from their mother tongue to the target language. This is known by the term "competence errors". Granville (2001) proposed six elements for the process of writing, which will be used for any kind of writing, for instance, getting information or ideas, drafting, outlining, editing, and revising. The process of getting information or ideas can be done using brainstorming techniques (try to solve a problem by thinking about it) such as mind mapping or free writing and listening. Listening is a process where all ideas are recorded without evaluating any one of them, even unbalanced ones because they might happen to be useful later. In addition, mind mapping is a process where an idea is closely linked to related information by drawing from lines. Finally, free writing is a process of writing down thoughts endlessly without worrying about their grammar, after all the ideas are ready to be written down, the thorough list will contain phrases and sentences that will raise confusion for students about to arrange based on the list (Yamazaki, et al.,

2012). According to Peha (2002), this stage is very difficult for errors in English as a foreign language writing by junior high students in Indonesia International Journal of Research Studies in Language Learning forty-three writers, because in this stage they are going to make clear ideas and further reassuring that each sentence exists where it is written, as students look and find that challenging. According to Hedge, (2005), participants give feedback right after they complete their writing task, which will help them in the future for better writing drafts. After the student revision process, they receive feedback from the revision, where students produce good writing due to the edition and make changes and correct according to their feedback. There are also few relevant studies in applied linguistics such as Javaid et al (2024) assessed stress causing factors and language related challenges among first year students in higher education in Pakistan. Ramzan et al. (2023) unraveled the link between social media usage and academic achievement among ESL learners. Ramzan et al. (2023) empowered ESL learners by harnessing the potential of social media to enhance academic motivation in higher education by aligning ESL learners' motivation in sustainable developmental goals along with perception of collaborative strategies used by teachers. Chen and Ramzan (2024) analyzed Facebook e portfolio on ESL motivation and performance and Ramzan and Alahmadi (2024) viewed the effect of syntax. Ramzan et al. (2024) viewed perception on gamification in ESL instruction with Ramzan et al. (2025) challenges and psychological influence English as a medium of instructions.

Theoretical Framework
This research has adopted the Corder Model for error analysis. The concept of error analysis is given by Has,yim (2002) who explained that error analysis is "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner"(p.43). The focus of this study is to identify and describe the linguistic errors that learners make during writing in the English language. Furthermore, this model provides a systematic approach to understanding language challenges, enabling a comprehensive evaluation of students' writing skills capability and grammar skills. The following are important steps of the Corder model, which are essential to properly evaluate the errors:

<div align="center">for Error Analysis</div>
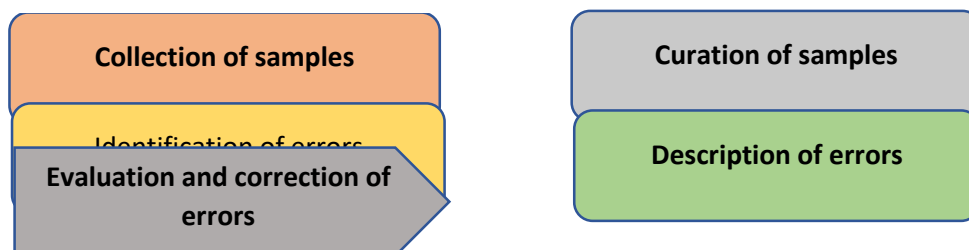
Methodology
A mixed-methods approach was adopted for this research. Mixed method research is a type of research in which researchers use both quantitative research patterns to understand the frequency of errors that appeared in the s,,ample texts while qualitative research identifies patterns and reasons for the committed errors (Creswell, 2005). The first step in error analysis is the collection of samples from participants. Researchers for this purpose collected 50 writing samples from both Class 11th and Class 12th students of ICMS College at Timergara. Sample duration is more important for researchers in error analysis. In this step, researchers should find representative samples from the whole set of responses. After a thorough examination, 10 samples were selected from each class for final analysis in the current study, excluding those samples written in Urdu, with insufficient length, less than 2 paragraphs, or collaboratively composed. Researchers must know how to identify the existing errors after the collection of the essential data. Indeed, the identification of errors depends on a few important questions. The first question is to know what error would be in the target language. The second thing a researcher must know is to differentiate between "error" and "mistake" in the target language. Generally, an error occurs due to the lack of knowledge of

the learners while a mistake or slip occurs when students fail to perform appropriately in the target language or due to carelessness of the target language rules. Description is another stage of analyzing participants' errors. The description is composed of the comparison of the learner's writing or utterance and reconstruction within the target language. Richards (1971) described that each identified error will be thoroughly described and categorized according to the Corder Model, providing a comprehensive understanding of the language challenges faced by the students. The main purpose of researchers in the current study is to find out two types of errors: Interlingual and intralingual. Both errors refer to the negative influence of the participants' native language and the target language itself. Language users make Interlingual errors due to the interference of native language L1, where the language users tend to use native language L1 or some features of the native language in the target language, which can lead them to make errors. Intralingual error occurs due to the misuse of a particular rule of the target language which leads to making errors. The learner's errors were the result of native language L1 interference. The last and final stage in the error analysis is to evaluate and draw a conclusion based on the result obtained. There are two types of errors: global error and local error, global error is an error that affects the overall sentence structure; my car beautiful white, the second type of error is a local error which affects single elements in a sentence; I want a hot cat (Arefa & Sibarani, 2023).

Data Analysis

The analysis was based on focusing on grammatical categories of errors and identifying those errors from the selected essays. The Corder Model was used to label the errors as omission, addition, misordering, and misinformation. This valuable approach allowed us to gain valuable insights into the specific language challenges faced by the students during the writing process (Nzama, 2010).

1. **Types of Errors**

It is useful when we are classifying the types of errors that often arise in the second language learner's speech and writing. In this context, a linguist, Dulay formulated the Surface Taxonomy Strategy in terms of classification error in the sentence (ANANISSA, 2016). Errors include:

Figure 1: Corder Model
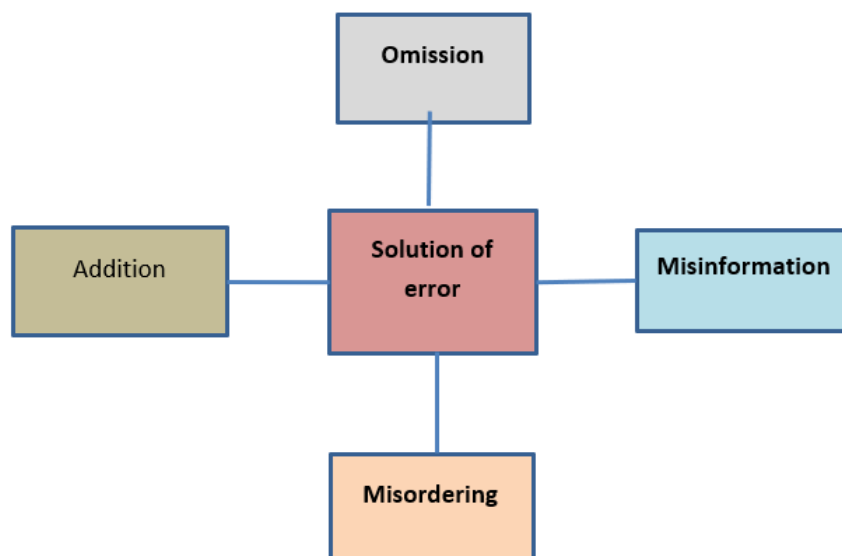
Errors of Omission

The error of omission is the absence of an item within a word or sentence, it is characterized by the absence of an item that was crucial for a well-formed sentence, some learners make an incomplete sentence by omitting any morphemes (Dulay, 1982).

Examples from the participants' texts

1. Pakistan is one of most drug affected country in the word. (participant 11)
2. My brother is outstanding student in class. (Participant 17)
3. The name of my is G.C.M.H. school. (Participant 9)
4. My dad is a good head family. (Participant 15)
5. he going to market. (Participant 13)

The participants of the study made errors in nominal sentences where they omitted words, articles, and prepositions in the given writing task. In the above examples, participant 15 omitted the preposition "of" and article "the" in the sentence. Moreover, participant 13 omitted the helping verb "is" in the sentence. It can be concluded from the above errors that the participants carry an improper knowledge of the target language rules. The following are some of the example sentences from the collected data where omission in some form has occurred:

Table 1: Errors of Omission in the Participants' Texts

	Original sentence	**Correct sentence**
Omission	The name of my is G.C.M.H. school. It classes up to the tenth standard. It is grim reality. Bilding. Pakistan one of most drug affected country in the word.	The name of my school is G.C.M.H. school. It offers classes up to the tenth standard. It is a grim reality. Building. Pakistan is one of the most affected country in the world.

Errors of Addition

The error of addition is characterized by the presence of an item that is not required for a well-formed sentence or utterance. Researchers have noted the following errors:

6. Our country Pakistan is facing is with great economic problems nowadays (participant 14)
7. I want to mention some problems. (Participant 13)
8. She is teaching us. (Participant 11)
9. she is a very sweet. (Participant 6)
10. We want to provide. (Participant 10)

The participants additionally used the helping verb "is" in the simple present tense, the addition of "s" with the verb when the subject was the first-person singular pronoun which is wrong as per the rules of English grammar are concerned. The participants seemed unaware of the correct usage of the s/es rule. Moreover, they were also not familiar with the correct use of articles and tenses.

Table 2: Errors of Addition in the participant's texts

Original sentence	**Correct sentence**
He became of disciple. She is a very sweet.	He becomes a disciple. She is very sweet

	I want to mention some problems.	I want to mention some problems.
Addition	She is teaches us.	She teaches us.
	We wants to provide.	We want to provide.
	She is in our class teacher.	She is our class teacher.
	Composings, Meet.	Composing, Met.

Errors of Misinformation

Misinformation is the use of the wrong form of the morpheme or grammar (form of verb, capitalization of letter). Misinformation errors are characterized by the misuse of morphemes, errors of misinformation usually come in alternating forms, learners usually use the incorrect forms of the verb and incorrect spelling within a sentence or paragraph, and sometimes learners use the incorrect forms of morphemes due to misinformation (Dulay,1982).

11. I will say that farhan his my best friend. (Participant 18)
12. I done my matriculation from government college. (Participant 4)
13. I done my matriculation from government school. (Participant 11)
14. Lack of poor councelling. (Participant 12)
15. Unresponsible, poority, thay, taxt, callular. (Participants 12 and 16)

Researchers draw out the above examples from the participants writing task for the current study. In the above examples, the structure of these sentences is incorrect. The learner used the incorrect form of the verb and ignored the correct form, which was needed in the sentence, researchers have noticed that they may understand the meaning of what they wrote, but they did not know how to write correctly. It may be because they were misinformed on the proper use of verbs as Participant 11 used "done" instead of "did". Mostly they used the incorrect spelling of words such as "unresponsible" instead of "irresponsible", "poority" and "taxt" instead of "poverty" and "text". The following are more examples from the task for more clarification.

Table 3: Errors of Misinformation in the participant's texts

	Original sentence	**Correct sentence**
	The lesson to student perfectly.	He gives a lecture to students perfectly.
	The have treat with students kindly.	He has kindly treated the students.
Misinformation	It can got through many ways and skills.	It can be achieved through many ways and skills.
	I done my matriculation from government school.	I did my matriculation from a government school.
	Riturned, Functual, Bast.	Returned, Punctual, Best.

Errors of Misordering

Learners sometimes ignore the correct structure of each sentence used in the target language. Misordering errors are the incorrect placement of subject, object, and verb (Dulay, 1982). It occurs mostly due to the influence of the native language. L1 learners sometimes ignore the target language structure instead of learners using their native language's sentence structure. In the current study, the learners were all Pashtuns and there is structure difference between the sentence structure of English (SVO) and Pashto Language (SOV). The variation in the order can be seen in the examples below:
For example,

16. When which one get position he gives award of him. (Participant 17)
17. He everyday reciting the holy Qur'an. (Participant 17)

Both L$_1$ and L$_2$ language learners can make misordering errors due to unawareness and the influence of other languages.

**Table 4: Errors of Misordering in the participants' texts**

	Original sentence	Correct sentence
Misordering	He taken the class own his time.	He takes the class on his own time.
	He everyday reciting the holy Qur'an.	Everyday, he recites the holy Qur'an.
	When which one get position he give award him.	When someone gets a position, he gives him an award.
	But homework also.	But also, homework.

Result and Discussion

Result of Class 11th Students at ICMS

As shown in Figure 3, more than half of the students have a lack of efficiency in using correct and proper rules of the target language during writing. Some of their issues were proper knowledge of English grammar, spelling, capitalization, incomplete sentences, article omission, auxiliaries' addition and omission, and wrong use of prepositions. Misordering and omission were the prominent errors found in the writing of the class 11 students of ICMS College Timergara.

**Figure 3: Result of class 11th participants**
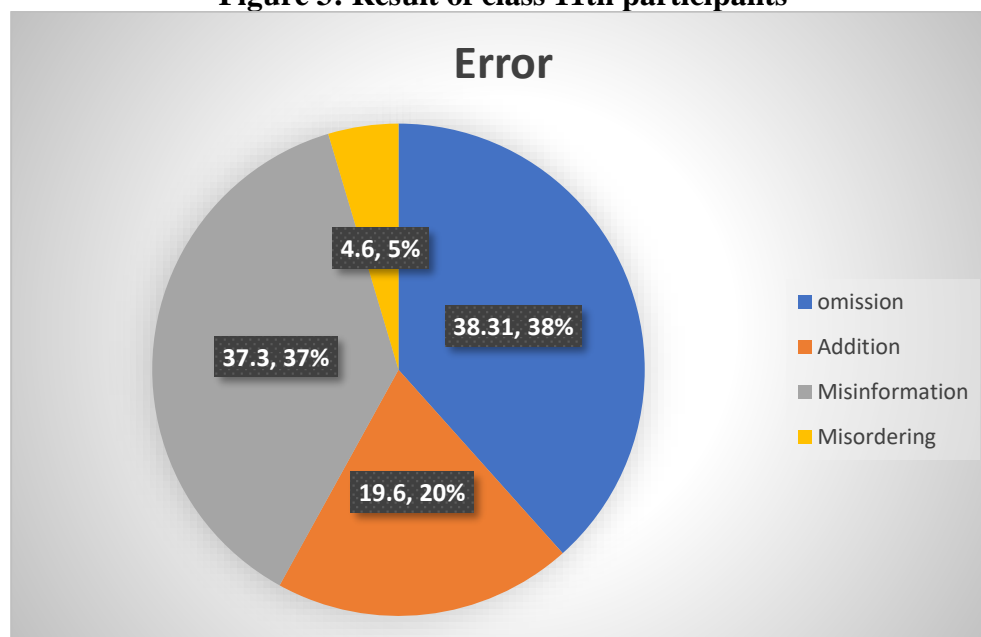
Result of class 12 students at ICMS

As shown in the figure below the addition and omission errors of class 12th students are less than that of class 11th. They do omit and add to some words but overall, their efficiency in proper usage of word form was found to be better than their counterparts. However, there were a lot of issues with their proper usage of some parts of speech, for example, verbs, and prepositions as they seemed mostly uninformed. Their misinformation percentage is far higher than those of class 11th students. Another issue with these students was the use of short and incomplete sentences which might show their excessive use of social media apps where they are used to writing incomplete sentences and contractions. So, when it comes to

writing the full form, then they are always misinformed. Furthermore, there was no issue of misordering found in their writing which means that the students of class 12th were well aware of the sentence structure of the English language.

Figure 4: Result of class 12th participants
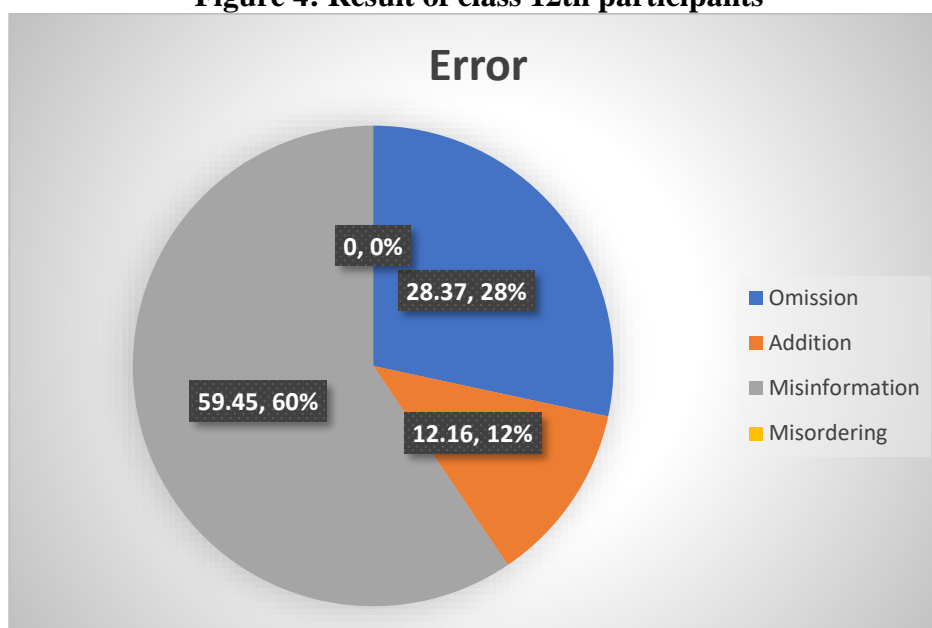
Conclusion

This study presents a comprehensive investigation into the essay writing and grammar skills of class 11th and class 12th students of ICMS College of Timergara. Using the Coder model of error analysis the researchers have focused on grammar aspects such as, (spelling, ordering punctuation, etc.) and allowing a thorough evaluation of the written expressions. The analysis revealed that class 12th students' writing and grammar skills were better than class 11th students. After a careful examination of the writing samples of the students, this study has concluded that students who are higher in level were more prominent and efficient in their writing than their juniors. Moreover, with higher levels and more studies, the students usually overcome their command over using correct forms of English parts of speech. However, this study has also found that students who use mobile a lot and are involved in online text messages were more misinformed about using proper forms of verbs, nouns, and adjectives and putting prepositions in their correct place. This study also concludes that students of senior level who were more involved in text messages are more misinformed on spelling mostly because they use contractions in text messages and when it comes to academic writing, and they are asked to not use contracted words and abbreviations then they commit errors. Researchers identified learners' difficulties and pointed out learning and writing strategies for target language improvement. In addition, educators and teachers must reflect on the error analysis and blend it into teaching methods and encourage them to perpetuate teaching practices, such as providing feedback after writing in the target language and designing connection activities for learners' needs can improve their writing capability. Furthermore, teachers and researchers must stress the importance of providing feedback based on error analysis findings and both focusing on mistakes and errors and trying to encourage learners to correct errors and give awareness of target language conventions and patterns to become good writers and learners. Finally, researchers and teachers must discuss the process of learning and writing with students or learners then they must discuss the samples with learners to identify the area of target language improvement.

References

Ananissa, R. R. (2016). Surface strategy taxonomy analysis on the narrative text written by the ninth-grade students of junior high school (doctoral dissertation, universitas muhammadiyah gresik).

Brown, H. D. (1994). Principles of language learning and teaching (Third edition). En- glewood Cliffs: Prentice Hall.

Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). New York, NY: Pearson Education.

Chin, P., Koizumi, Y., Reid, S., Wray, S., & Yamazaki, Y. (2012). Academic writing skills student's book 1. Cambridge: Cambridge University Press.

Creswell, J. W. (2005). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2nd ed.). Pearson Education.

Cunningworth, A. (1987). Evaluation and Selecting EFL Materials. London: Heinemann Education Book. https://www.researchgate.net/publication/372908545

Durga, S. S. & Rao, C. S. (2018). Developing students' writing skills in the English-A process approach. Journal for Research Scholars and Professionals of English Language Teaching, 6(2), 1-5.http://www.jrspelt.com

Dulay, H., Burt, M., & Krashen, S. (1982). Language two. New York: Oxford University Press. https://www.scribd.com/

Ellis, R. (1982). The origins of interlanguage. Applied Linguistics, 3(3), 207-223.

Fischer, S. R., & Fischer, S. R. (2003). History of writing. Reaktion books.

Grenville, K. (2001). Writing from start to finish: A six-step guide. NSW: Allen & Unwin,

Hedge, T. (2005). Writing (2nd ed.) Oxford: Oxford University Press.

Hans, A., & Hans, E. (2017). Role of grammar in communication–writing skills. International Journal of English Language, Literature and Humanities, 5(1), 39-50.

Harefa, A. T., & Sibarani, B. (2023). An Error Analysis of Communicative Effect Taxonomy in Students' Writing Descriptive Text at the Tenth Grader Students. International Journal of English Literature and Social Sciences (IJELS), 148.

Hassan, S. & Anjum, J. (2024). Comparing the Effectiveness of Grammar Translation Method and Unit-Shift on Translation-accuracy of Students at Intermediate Level in EFL Contexts. ATRAS Journal, 5(2), 189-204. https://atras-univ-saida.dz/archive/index.php/files/article/view/34

Hinkel, E. (2005). Hedging, inflating, and persuading in L2 academic writing. Applied language learning, 15(1/2), 29.

Hasyim, S. (2002). Error Analysis in the Teaching of English. Kota, 4(1), 62-74.

Hikmah, H. (2020). Analysis of Omission and Addition Errors Found in the Students' English Texts. Journal of English Language Teaching and English Linguistics, 5(1).

Iqbal, Z., Zafran, F., Shahzad, K., Javed, A. U., Mukhtiar, A. (2021). A study of error analysis in written production: a case study of English essays by students of Multan, Pakistan. PalArchs: Journal of Archaeology of Egypt/Egyptology,18(8), 1147-1160.

Khansir, A. A. (2012). Error Analysis and Second Language Acquisition. Theory and Practice in Language Studies,2(5),1027-1032.

Littlewood, W. T. (2008). Thirty years later: Henry Widdowson's Teaching Language as Communication. International Journal of Applied Linguistics. https://doi.org/10.1111/j.1473-4192.2008.00195.x

Limengka, P. E. & Kuntjara, E. (2013). Types of grammatical errors in the essays written by fourth-semester students of the English department, Petra Christian University. Kata Kita, 1(1), 230-238. https://doi.org/10.9744/katakita.1.1.230-238

Miko, A. J. (2018). Analysis of students' grammatical errors in writing. Unpublished MA Thesis, Ar-Raniry State Islamic University, Darussalam-Banda Aceh, Indonesia.

Mart, C. T. (2013). Teaching grammar in context: why and how?. Theory & Practice in Language Studies (TPLS), 3(1).

Nzama, M. V. (2010). Error analysis: a study of errors committed by isiZulu speaking learners of English in selected schools (Doctoral dissertation).

Norrish, J. (1987). Language Learning and their Errors. London: Macmillan Publisher Ltd.

Noviyanti, S. (2013). An analysis of students' grammatical errors in writing descriptive paragraphs. Unpublished MA Thesis, Islamic University Syarif Hıdayatullah, Jakarta, Indonesia.

Javaid, Z. K., Chen, Z., & Ramzan, M. (2024). Assessing stress causing factors and language related challenges among first year students in higher institutions in Pakistan. Acta Psychologica, 248, 104356. https://doi.org/10.1016/j.actpsy.2024.104356.

Peha, S. (2002). The writing process notebook. http://www. ttms. Org.

Ramzan, M., Bibi, R., & Khunsa, N. (2023). Unraveling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis. Global Educational Studies Review, VIII(II), 407-421. https://doi.org/10.31703/gesr.2023(VIII-II).37

Ramzan, M., Javaid, Z. K., & Fatima, M. (2023). Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education. Global Digital & Print Media Review, VI(II), 224-237. https://doi.org/10.31703/gdpmr.2023(VI-II).15

Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2023). English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals. International Journal of English Language and Literature Studies, 12(3), 195-212.

Ramzan, M., Javaid, Z. K., & Ali, A. A. (2023). Perception of Students about Collaborative Strategies Employed by Teachers for Enhancing English Vocabulary and Learning Motivation. Pakistan Journal of Law, Analysis and Wisdom, 2(02), 146-158.

Ramzan, M., Javaid, Z. K., Kareem, A., & Mobeen, S. (2023). Amplifying Classroom Enjoyment and Cultivating Positive Learning Attitudes among ESL Learners. Pakistan Journal of Humanities and Social Sciences, 11 (2), 2298-2308. https://doi.org/10.52131/pjhss.2023.1102.0522

Chen, Z. Ramzan, M. (2024). Analyzing the role of Facebook-based e-portfolio on motivation and performance in English as second language learning. International Journal of English Language and Literature Studies, 12(3), 123-138.

Ramzan, M., & Alahmadi, A. (2024). The Effect of Syntax Instruction on the Development of Complex Sentences in ESL Writing. World Journal of English Language, 14(4), 1-25

Ramzan, M., Akram, H., & Javaid.Z. K. (2025). Challenges and Psychological Influences in Teaching English as a Medium of Instruction in Pakistani Institutions. Social Science Review Archives, 3(1), 370–379. https://doi.org/10.70670/sra.v3i1.318

Ramzan, M., Javaid, Z. K., & Kamran, M. (2024). Secondary public-school teachers' perceptions of gamification in ESL instruction: A qualitative study. Forman Journal of Social Sciences, 4(2). DOI: 10.32368/FJSS.20240426.

Ringbom, H. (1987). The Role of First Language in Foreign Language Learning. U.S.A: Multilingual Matters Ltd.

Richards, J. C. and Richard, S. (2002). Longman Dictionary of Language Teaching and Applied Linguistics. (3rd Ed.).

Staley, D. J. (1997). Visualizing the Relationship Between Speech, Image and Writing. Comparative Civilizations Review, 36(36), 7.

Ullah, I., Mukhtayar, M., Zahir, K., & Aziz, L. (2025). The Impact of Semantic Ambiguity on Social Media Jokes: A Study of Wordplay and Relevance Theory. Social Science Review Archives, 3(1), 725-736.

Ullah, I., Bibi, M., Begam, R., Khan, T., & Bibi, N. (2024). A critical discourse analysis of language patterns and power dynamics in social media discourse. Journal of Applied Linguistics and TESOL (JALT), 7(4), 914-925.

Ullah, I., Ahmad, M. B., & Sardar, N. (2024). Exploring political rhetoric: Analysing contradictions, ambiguities, and anomalies in political speech by american president joe biden. Educational Research And Innovation, 4(2), 110-125.

Shen, Z., Zhao, M., & Zaib, K. (2024). Unearthing the art of storytelling: A closer look at Sir Arther Canon Doyle's B24. International Journal of English Language and Literature Studies, 13(2), 173-187.

Shen, Z., Zhou, M., & Zaib, K. (2024). Religious semiotics in performance and visual art: Symbolism in aboriginal dot painting, sichuan opera makeup, chinese traditional sculpture and shu embroidery. European Journal for Philosophy of Religion, 16(3), 266-292.

Zaib, K., & Ali, M. UNIVERSITY STUDENTS'PERCEPTIONS OF SUICIDE: INSPECTING MENTAL HEALTH, SOCIAL EXCLUSION, AND INSTITUTIONAL INFLUENCES.

Zaib, K., Ahmad, Z., Ahmad, W., & Anwar, M. (2023). From Nature to Art: An Exploration of The Romantic Aesthetics in Wordsworth's "Nutting". Pakistan Journal of Society, Education and Language (PJSEL), 10(1), 134-141.

Zaib, K., Ullah, I., Anwar, M., Ahmad, Z., & Khan, S. (2023). An Analysis of Mustafa Afridi's Sng-E-Mah as an Adaptation of Shakespeare's Hamlet. Al-Qanṭara, 9(3), 96-101.