



Error Analysis of ESL Students’ Writing at Secondary Level in Government Girls High School, Kityari

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Abstract

This study investigates the common writing errors made by secondary-level students in Class 9 and Class 10, aiming to identify the types of mistakes and their underlying causes. Researchers analyzed writing samples from fifteen students, utilizing Pit Corder’s Model of Error Analysis to assess their performance. The analysis revealed six primary categories of errors: omission, addition, misordering, misinformation, overt errors, and covert errors. Notably, omission and misordering emerged as the most frequent mistakes, while addition was less common. The findings highlighted that overt errors were more prevalent than covert errors in the students’ writing. The results indicated that many errors stem from students’ limited understanding of English grammar, vocabulary, and sentence structure. Additionally, the influence of their native language often leads to direct translations that disrupt proper English sentence formation. These issues pose significant challenges for learners trying to produce grammatically correct and coherent sentences. The insights from this research can help English teachers recognize the specific writing difficulties faced by secondary-level students, enabling the development of more effective teaching strategies and activities to enhance grammar, sentence structure, and overall writing skills. Furthermore, the study serves as a resource for future researchers interested in English writing, error analysis, and second-language acquisition at the secondary school level.

Keywords: Error Analysis, English Writing, Pit Corder’s Model, Secondary-level Students, Class 9, Class 10, GHHS Kityari.

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Introduction

Language is a crucial instrument of communication, enabling humans to convey messages, exchange information, articulate ideas, and engage with one another. It is through language that we build connections and foster understanding in our interactions. Meaningful and purposeful communication necessitates a well-structured linguistic framework; without it, true mutual comprehension would be unattainable (Hassan et al., 2026). Language can be broadly categorized into two primary types: verbal and non-verbal. Verbal language encompasses spoken and written forms, while non-verbal communication includes body language, gestures, facial expressions, and other visual cues, all of which contribute to the richness of human interaction (Hassan et al., 2025).

Verbal language encompasses both spoken and written forms of communication. When we engage in spoken communication, we convey our thoughts and feelings directly to others through conversation (Hassan et al., 2025). On the other hand, written language takes many forms, including academic writing. This style is characterized by its formal nature, adherence to correct grammar, and proper punctuation. Academic writing serves as an essential tool for providing, codifying, transmitting, evaluating, and renewing knowledge and ideologies within various academic disciplines (Anjum & Hassan, 2024; Hassan & Anjum, 2024; Ullah et al., 2025). It is a deliberate process focused on constructing and sharing knowledge, highlighting the importance of clarity, coherence, and critical thinking in communication (Hassan et al., 2026). Such writing is prevalent in institutions, including schools, colleges, offices, and universities.

In this paper, we aim to delve into the realm of academic writing, focusing on the common errors students make when composing essays and short stories. The research focuses on students' mistakes at the school level, recognizing that errors are a natural aspect of language production. When learners acquire new linguistic rules incorrectly and repeatedly apply them, those misunderstandings become ingrained habits, leading to persistent mistakes in their writing. This phenomenon is what we refer to as "Errors in academic writing." The significance of this research is underscored by the careful collection and analysis of writing samples from 9th- and 10th-grade students at Government Girls Higher Secondary School Kityari. By accurately identifying these students' writing errors and providing constructive feedback to their teachers, we can facilitate a process that helps students correct their mistakes. Addressing these errors proactively will enable them to avoid repeating the same missteps in future writing tasks, ultimately refining their skills and improving the quality of their work. Moreover, this research not only targets 9th- and 10th-grade students but also aims to extend its impact to lower-grade students within the school. By equipping teachers with insights into common writing errors, they can proactively guide students at all levels, fostering better writing competencies in the future. Ultimately, through this comprehensive approach, we aspire to cultivate a more proficient writing culture among students, enhancing their academic expression and communication skills.

Literature Review

Error analysis helps students understand how they learn and assists teachers in designing more effective teaching methods. It is important to understand the four main types of errors that students make:

1. Overgeneralization
2. Ignorance of rule restrictions
3. Incomplete application of rules
4. False concepts hypothesized (Regards, 1971).

Error analysis views students as active participants in the formation and testing of hypotheses about language rules (Khansir, 2012). According to Sharma (1980), this approach provides valuable feedback for syllabus design and remedial teaching (Corder, 1974). However, error analysis has faced criticism. As Schachter (1974) pointed out, it overlooks avoidance, where students skip difficult structures, and have been noted to exhibit various methodological biases (Ellis, 2008).

On the other hand, Contrastive Analysis can help identify potential errors or challenges that language learners may encounter by highlighting the differences between languages. It makes distinctions between interlingual (first language, L1) and intralingual (second language, L2) factors, demonstrating that similarities facilitate learning while differences create difficulties (Khansir, 2012). The strong version of this approach predicts learner difficulties before any observation, while the weaker version explains them after analyzing errors (Wardhaugh, 1970).

A study by Li (2024) examined errors in cohesion and coherence in college students' writing. The researcher focused on the lack of cohesion and coherence in students' writing, applying Halliday and Hasan's (1976) theory as a framework. Through this lens, he explored how college students connect sentences, paragraphs, and ideas in their writing. The study revealed that students often misuse conjunctions, pronouns, and transitional words, leading to a lack of logical connections between their paragraphs, sentences, or ideas. Furthermore, the researcher identified major reasons for these errors, including grammatical weaknesses, unawareness of vocabulary, and insufficient knowledge of discourse structure, which is critical for effective writing. He emphasized that a sentence can be grammatically correct but still lack coherence, making it ineffective for readers. The study concludes that teachers should be aware of these common errors and focus on teaching techniques to improve cohesion and coherence. Identifying these errors in a timely manner will help students enhance their writing, making it more meaningful and understandable for readers. This improvement will also benefit students in their future writing endeavours.

A separate study by Ozkayram and Yilmaz (2020) investigated English writing errors among 57 university students in Turkey who were learning English as an international language. The researchers gathered data by analyzing students' written papers using a structural approach. They identified 381 errors. The study found that misinformation errors (incorrect word forms) were the most prevalent, affecting 50.39% of students. Addition errors, where students included extra or unnecessary words, were noted in 17.06% of cases. Mis-ordering errors, which were the least common, accounted for 2.89% of the issues found in student writing. The researchers concluded that errors are a normal and useful part of the learning process.

Ullah, Ullah, and Ahmad (2025) conducted an error analysis of writing based on work samples from ICMS College in Timergrah. They implemented Corder's (1974) model during their observation to identify errors in student writing. In another study, Kashmiri (2012) assessed errors in second language acquisition using Corder's (1978) model. He found that errors are a natural occurrence when learning a second language. Lastly, Saleem (2024) conducted a corpus-based study on error analysis in the English compositions of Pakistan's ESL learners. This research indicated that misunderstandings occur when students violate language rules. Saleem applied Corder's (1967) model, which revealed that female students made more errors than male students.



Research Methodology

Data collection

Researchers conducting a study visited the Government Girls Higher Secondary School in Kityari to collect data. They chose this school because it was close to their home. First, the researchers obtained permission from the school principal and the class teachers to collect data from students in grades 9 and 10. They selected these grades because the teachers at the government school tend to focus more on grammar with higher-level students than with lower-level students. After receiving permission, the teachers provided the necessary materials, such as pens and paper, and asked the students if they would be willing to write a short story for the researchers' study. The researchers suggested that the students write "The Thirsty Crow." In total, the researchers collected 10 short stories from students in grades 9 and 10 at G.G.H.S. Kityari.

Data Analysis

This research study employs a mixed-method approach that includes both qualitative and quantitative analyses. The researchers collected short story samples from students in 9th and 10th grades. The data was analyzed using the Coder Model, focusing on four types of writing errors: misinformation, misordering, addition, and omission. Each story was carefully read, and any mistakes were marked with a red ballpoint pen. Subsequently, a table was created listing the original incorrect forms, the corrected versions, and the frequencies of each error. The researchers then provided descriptions for each error, explaining why it was incorrect and how the correct form should be used. The error frequencies were reviewed to identify the most and least common mistakes and to assess how these errors affected the overall quality of the students' writing.

Result and Discussion

In this study, the researchers analyzed students' writing errors at Government Girls Higher Secondary School, Kityari. They identified several types of errors, including omissions, additions, misorderings, and misinformation. The researchers corrected these errors, providing valuable insights into the common difficulties learners face at this level.

Results

Overt Errors of Class 10

Table 1: Overt Errors Identified in the writing of class 10

1) I like is red flawar.	=> Wrong verb form (like is) => Wrong spelling (flawar). It should be flower.
2) My life is four best friend.	=> Singular / Plural mistake (four -> friend) it should be four friends.
3) My favourt book maths.	=> Missing verb (is) => Spelling error (favourt -> favourite).
4) Once their was a crow.	=> Wrong word (their -> there).
5) They is broken-winged bard	=> Subject-verb error (they is) => Spelling error (bard -> bird)

Covert errors of class 10

Table 2: Covert Errors Identified in the writing of class 10

1) He saw a letter. Grammatically correct, but meaning is wrong.	=> It should be jug, not letter. [because the researchers are] <- cut line
2) The Water blom over.	=> Grammatically oky but wrong expression.



Correct idea: The water level rose.	
Overt errors of class 9th	
Table 3: Overt Errors Identified in the writing of class 9	
1) My school name iqra school.	=> Missing verb (is) => The school name should be written in Capital letters.
2) Iara school is a big school and my city	=> Spelling mistake (Iara -> Iqra) => [Missing preposition in] (used and instead of in)
3) The Iqara school staff room, classes and leader and enviroment is very beautiful.	=> Subject-verb agreement error (is -> are) it should be are, not is.
4) 2 main brances Spelling error (brances - branches)	=> Spelling errors (leacher - teacher, enviroment -> environment, iara -> Iqra).
5) They can hardwork for their students.	=> Wrong verb form (hardword -> Work hard)
.	It should be: They can work hard for their students

Covert errors of class 9th	
Table 4: Covert Errors Identified in the writing of class 9	
1) The iara school teacher is very fruit.	=> Grammatically correct, but meaning is wrong. => Correct word should be: kind, helpful, or friendly, not fruit.
2) Our school teacher is very intelligent and they can hard work for their students.	=> Grammar looks correct, but Singular "teacher" + plural "they" causes meaning mistake. => Should be teachers are.

Description

The researchers conducted a thorough analysis of writing samples from students in grades 9 and 10. We employed the Coder Model developed in 1974 to identify two types of errors present in their work: Overt Errors refer to instances where students use incorrect forms or exhibit spelling mistakes. In contrast, Covert Errors occur when a sentence's structure conforms to grammatical rules, yet its meaning is fundamentally flawed. For instance, the sentence "The cow is flying" is grammatically sound, but it conveys an impossible scenario. Our findings revealed a significant prevalence of Overt Errors in the writing of students in these grades. This trend may be attributed to two primary factors: students' tendency to overapply linguistic rules or their lack of awareness regarding correct spelling conventions. A clear example of this can be seen in instances where students mishear phonetics; for example, when pronouncing the word "flower," a student might mistakenly write it as "flawar," believing that the "o" sound resembles an "a." Additionally, we observed sentences like, "I like is red flower," which demonstrate an attempt to express popularity or preference, ultimately leading to an excessive application of linguistic rules. In our analysis, we noted a high frequency of Overt Errors alongside a lower occurrence of Covert Errors. This pattern suggests that while students exhibit challenges in correctly spelling words or applying grammatical forms—like confusing plural and singular constructs (as in "Iqra School teachers is very intelligent," which

incorrectly uses "is" with a plural noun)—they possess a solid grasp of overall sentence structure and grammatical correctness.

Table 5: *Misinformation Errors in the writing of class 10*

S.No	Errors of misinformation (10 th class)	frequency	Correction
	The school environment and teachers is very beautiful.		The school environment and teachers are very beautiful.
	School is very important for feature life.		School is very important for future life.
	My Iqra school 6 rooms and 1 office.		My Iqra school has6 rooms and 1 office.
	My school teachers is very intelgent.		My school teachers is very intelligent.
	My school is divided in 2 main brances.		My school is divided into 2 main branches.

Description

In the context of language learning, researchers have utilized the Corder Model to address specific errors, particularly misordering. Misordering occurs when words in a sentence are arranged incorrectly, resulting in unclear meaning. For example, the phrase “He flew here a search of water” is incorrect because of its misplaced structure; the proper expression is “in search of water,” where the adjective must precede the noun. A further example is the sentence “Last time Crow was successful with his work,” which suffers from incorrect verb tense. The correct version would be “In the end, the crow was successful in his work.” These examples illustrate how misordering disrupts grammatical structure and clarity, underscoring the importance of correct word order in creating meaningful, accurate sentences.

Table 6: *Addition errors in the writing of class 10*

S.No	Errors of addition (10 th class)	Frequency	correction
1	He fly and saw a jug but no water is it inside the jug		He saw a jug on the ground but there was no water in it. (In the sample student repeat “ jug ” twice in the sentence
2	I like is red flower		I like red flower (is) unnecessarily added
3	I like is clouds		I like clouds (is) again unnecessarily added
4	They are a flew		He flew (are and a) is unnecessarily added

Description

Addition errors frequently occur when learners introduce unnecessary words or repeat the same idea. This often stems from overgeneralizing linguistic rules and directly translating from their first language. In the course of this research, the authors conducted a thorough analysis of the writing errors made by students from G.G.H.S. School in Kityari, with particular focus on those in classes 9 and 10. The findings revealed a significant prevalence of addition errors in their compositions. The specific errors identified are documented in the accompanying table.



For instance, a common mistake observed was the phrase “I like is clouds,” where the student improperly included the word “is,” showcasing a recurring pattern in their writing. This highlights the challenges students face as they navigate the complexities of learning a new language.

Table 7: Addition errors in the writing of class 9

S.No	Errors of addition (9 th class)	Frequency	Correction
1	My iqra school 10 teacheres		My iqra school has 10 teachers
2	In our school have 10th classrooms		In our school have 10 classrooms
3	Teachers put a lost of efforts and to halping the students		Teachers put a lot of efforts and help the students

Omission: Errors of class 9th

Table 8: Omission Errors in the writing of class 9

1) My school name iqra school.	=> Missing: verb "is" + Capital letters => Correction: My school name is Iqra School.
2) Iara school is a big school and my city.	=> Missing: preposition "in" => Correction: Iqra School is a big school in my city.
3) The iara school staff room, classes and leacher and enviroment is very beautiful.	=> Missing: "teachers" + verb "are" => Correction: The Iqra School staff room, classes, teachers, and environment are very beautiful.
4) School is very important for the feature life.	=> Missing: "our" => Correction: School is very important for our future life.
5) My iqra school 6 rooms and one ofice...	=> Missing: verb "has" => Correction: My Iqra School has 6 rooms and one office.

Description

Throughout the data collection process, numerous omission errors were observed in the written samples of 9th-grade students. These errors arise when students fail to include crucial components of a sentence, ultimately compromising the clarity and grammatical integrity of their writing. Several types of omission errors were particularly prevalent among the students:

- Missing Elements: Key components that are essential for conveying complete thoughts were often left out, leading to confusion in meaning.
- Missing Verbs: The absence of necessary verbs resulted in incomplete sentences and disrupted the flow of their writing.
- Missing Punctuation: Essential punctuation marks were frequently omitted, which made it difficult for readers to understand the intended pauses and emphases.
- Missing Word Forms: Students sometimes neglected to use the correct forms of words, affecting the overall grammatical structure and sophistication of their writing.
- Missing Articles: The lack of definite and indefinite articles contributed to ambiguity and affected the specificity of the sentences.

These errors highlight the challenges students face in mastering the conventions of written language, which are vital for effective communication.



Omission errors of class 10th

Table 9: Omission errors in the writing of class 10

1) I like is red flawar.	=> Missing: article "a" + extra "is" => Correction: I like a red flower.
2) My life is four best friend.	=> Missing: "s" for plural => Correction: My life is my four best friends.
3) My favourt book maths.	=> Missing: verb "is" => Correction: My favorite book is maths.
4) I my 17th years oldd.	=> Missing: verb "am" => Correction: I am 17 years old.
5) My favorite conutry Pakistan.	=> Missing: verb "is" => Correction: My favorite country is Pakistan.
6) I am a studten a class 10th.	=> Missing: preposition "in" => Correction: I am a student in 10th class.
7) My favorite day only Sunday and Friday.	=> Missing: verb "are" + "s" for plural => Correction: My favorite days are Sunday and Friday.
8) I like cope. And paints.	=> Missing: "to" + correct words => Correction: I like to copy and paint.

Crow Story Omission Errors

Table 10: Omission errors in the writing of class 10

1) He flew here a search of water.	=> Missing: "and there in" => Correction: He flew here and there in search of water.
2) Crow a hungry and thursty flew a water.	=> Missing: "The" + "for" => Correction: The crow,

Description

After collecting the data, the researchers carefully analyzed the writing samples submitted by the 10th-grade students. They employed a coding model to systematically evaluate the various aspects of the students' writing. During this analysis, the researchers identified several types of omission errors that frequently appeared in the students' work. Among the common mistakes noted were the following:

- Missing elements: Essential components of sentences that were left out, leading to incomplete thoughts.
- Missing prepositions: Instances where prepositions were omitted, affecting the clarity and grammatical accuracy of the writing.
- Missing word forms: Errors where the appropriate forms of words were not used, resulting in awkward or incorrect phrasing.
- Missing subject repetition: Situations where subjects were not repeated in a necessary context, potentially causing confusion in understanding the sentences.

This detailed examination illuminated the areas where students were struggling and highlighted opportunities for targeted support in their writing skills.

Conclusion

This research was conducted to thoroughly examine and evaluate the writing mistakes made by secondary-level students (Class 10) in their English written assignments. The study revealed distinct categories of errors, including overt, covert, omission, addition, misordering, and

misinformation errors, each contributing to the overall challenges these students face in their writing. The analysis of the findings showed that overt errors were the most prevalent across all categories, indicating a significant concern for educators. In contrast, addition errors were the least common, reflecting a different aspect of students' writing challenges. Many of these overt errors stemmed from students incorrectly applying spelling and grammatical patterns or misapplying language rules. For example, numerous students mistakenly wrote "propegenda" instead of the correct "propaganda" and "advertizment" instead of "advertisement." Although such errors did not significantly alter the pronunciation of these words, they highlighted a concerning lack of spelling accuracy and a limited understanding of standard English conventions.

The research further uncovered omission errors, where learners neglected to include essential letters in words. A typical example was students writing "cosuming" instead of the correct spelling "consuming," omitting the letter 'n.' Such mistakes can adversely affect both correct spelling and pronunciation clarity, making comprehension difficult. Additionally, misordering and misinformation errors indicated that a considerable number of students struggled to arrange sentence elements accurately and to select suitable word forms that adhere to grammatical rules. In summary, this detailed analysis suggests that these writing mistakes predominantly stem from a limited understanding of English grammar, vocabulary, spelling conventions, and sentence organization. Another critical factor contributing to these challenges is interference from students' first language, which affects their English writing. To address these issues, ongoing instruction, regular writing practice, and robust teacher support are vital for enhancing students' writing skills and overall language competence, thereby fostering better English communication.

Recommendations

To enhance English writing skills for secondary-level students (Class 10), the following suggestions are proposed. First, students should develop the habit of reading a diverse range of materials, including textbooks, storybooks, magazines, and newspapers, which enriches vocabulary and exposes them to correct sentence structures. Additionally, mastering the fundamentals of English grammar, punctuation, spelling, vocabulary, and sentence formation is essential before tackling advanced writing tasks. Understanding when to use formal and informal language is also important. Teachers should identify common mistakes in areas like grammar and spelling, providing clear explanations and constructive feedback to help students improve. Finally, regular writing activities such as essays, paragraph writing, and creative tasks are crucial. Consistent practice, along with teacher guidance, will boost confidence and improve writing accuracy, benefiting students academically and professionally.

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