

Does Blended Learning Approach Affect Madrasa Students English Writing Errors? A Comparative Study

Mohammad Usama

PhD Scholar, National Institute of Technology Raipur, India

Received: 12 Feb 2023,

Receive in revised form: 08 Mar 2023,

Accepted: 15 Mar 2023,

Available online: 25 Mar 2023

©2023 The Author(s). Published by AI
Publication. This is an open access article
under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

Keywords— Madrasa students, blended learning approach, error analysis, English writing, ESL.

Abstract— Previous studies analyzed errors in English as a second language writing in school or university; no work has been conducted on Indian Madrasa (Islamic institution) students' errors in English writing. The current study analyzes Madrasa students' English writing errors. The students were grouped into an experimental group (EG) and control group (CG) and engaged for twenty-eight days, where only EG learners received blended learning (BL) treatment. The investigation used a pre-and post-test purposive design across all the groups. The errors were spotted from their write-ups belonging to morphological, syntactical, and orthographical categories. Next, errors were analyzed both quantitatively and qualitatively. Though the results revealed that both groups committed errors in all seven categories: morphological (article and preposition), syntactical (tense and word order), and orthographic (capitalization, spelling, and punctuation) types, EG's errors were fewer than CG's. This implies that BL can lead to effective remedial writing in Madrasa classrooms. In addition, EG's pre-test scores were also greater than post-test scores, which has implications for adopting BL at different Madaris in India.

I. INTRODUCTION

Previous studies on writing errors have helped language teachers figure out which errors English learners make pretty often when they write in English (Riyaz, 2020; Jinny, 2019; Dhar, 2016; Saikia, 2016; Farooqi, 2015; Rupinder, 2014; Fakhar, 2013; Vijayalakshmi, 2008; Mathai, 2007; Lalitha, 2011 and Obeid, 2000; Ahmad, 1996; Parasher, 1977). These findings play a crucial role in designing effective writing syllabi. Following this trend, the study sheds light on the common error types committed by Alim students (certificate equivalent to senior secondary) English learners at a public Madrasa in India. However, to our knowledge, no study has explored English writing errors committed by Madrasa students, especially from a blended learning perspective. The findings of this study will provide educators with the classroom reality, demonstrating what needs to be taught and which techniques can be employed to teach English effectively.

In order to examine Madrasa students' English writing errors, the authors of this study asked students to produce a small essay writing in English. Following it, frequent errors were identified and classified morphologically, syntactically, and orthographically. Also, the sources and causes of errors were looked into, and strategies for improving writing were given to both teachers and students. The analysis further provides insights into areas like English advancement in order to eliminate writing inaccuracies among EFL learners. As a result, the primary objective of this work is to ascertain the most prevalent types of writing errors made by Madrasa students in English. In this regard, our study's findings indicated that students who received BL treatment improved writing significantly and made fewer errors. This has implications for reducing English writing errors among Madrasa students in India.

Muslims and Madrasa Education Board in India

Muslims have been identified as a minority in India (National Commission for Minorities Act, 1992). The census report 2011 further notes that the minority population is 18.64% of the Indian population. Of these, more than 14% of the total minorities in India are Muslims. Moreover, 72.92 percent of minorities are the most marginalized and deprived communities in India regarding literacy, economic, and health indices. In a few cases, the share of Muslims in education is comparatively lower than other minorities in India. The Indian State constitution defines Muslims as a minority community with the freedom to set up minority and autonomous academic institutions, including Madrasa. The Indian Constitution guarantees minority languages, scripts, and cultures protection and grants them the right to establish and govern religious, and educational institutions of their choice.

Madaris (plural of Madrasa) in the Indian educational system plays a significant role in history, where Islamic theology, sciences, literary, and philosophical subjects are taught. The central objective of Madrasa education is to instil Islamic beliefs and practices among Muslim learners and to educate them to follow the Quran (Muslim's holy book) and the teachings of the Prophet (Alam, 2020; Moosa, 2015). Here, they mainly teach Urdu, Persian, Arabic literature, and the fundamental philosophies of Islam (Pedersen et al., 2019). They are well-known for promoting literary and philosophical teaching. The courses run by Madrasa are as follows (level-wise) (Reetz, 2010):

- Hafiz – Recitation of Quran only (traditional madaris have been offering this degree)
- Tahtania - equivalent to primary (1-5th standard)
- Munshi - upper primary (6-8th standard)
- Maulvi – higher secondary (9-10th standard)
- Alim - senior secondary (11-12th standard)
- Fazil - equivalent to graduate (Bachelor's degree)

Recent studies have revealed that students have not yet fully benefited from the government's qualitative educational schemes designed to modernization the Madrasa (Pandey, 2019 & 2017; Wani, 2012; Akhtar and Narula, 2010), including English language skills improvement (Hussain, 2017; Sultana, 2017). There is no connection between what Madaris syllabi offer and what students need, hindering them from improving their knowledge acquisition from modern perspectives (Pandey, 2019). Consequently, the key objective of this work remains to explore the main reasons for the low accuracy in English writing among Indian Madrasa students.

Underpinning Blended Learning in English Writing

The Blended Learning Approach (BL) is perceived as a framework for conducting teaching-learning activities that incorporate both face-to-face (F2F) and online learning (OL) formats (Boelens et al., 2015; Graham et al., 2013; Ferdig et al., 2012; Horn and Staker, 2011; Larson and Sung, 2009; Doering 2006; Garrison and Kanuka, 2004). In other words, BL is also quite often explained as a blend of both physical classroom teaching and OL sessions through the internet to provide optimum education (Chao et al., 2021; Stain and Graham, 2014; Moskal et al., 2013; Bersin 2004; Garrison and Kanuka 2004). The combination of F2F and internet-based OL sessions is employed pedagogically in the BL approach (Stain and Graham 2014). The BL can be utilized to address specific student requirements like enthusiasm, educational preference, and capabilities (Smith and Hill, 2019; Williams & Chinn (2009). In this way, it improves student-teacher and student-student communications and develops a more dynamic and collaborative learning atmosphere, leading to increased participation in the classroom (Donnelly 2010). Previous research on writing assessment, in particular, revealed that when using BL, students' writing skills improved significantly (El-Maghraby, 2021; Vu et al., 2020; Rahman et al., 2020; Mabuan and Ebron, 2017; Adas and Bakir, 2013; Keshta and Harb, 2013). The BL approach enhances the long-term retention of knowledge for upgraded cognitive learning outcomes. Consequently, this study uses the word "blended learning." In this respect, it can be argued that adopting the BL in teaching and learning will be advantageous in attaining better output and an enhanced learning experience in Madrasa.

Background of Error Analysis

In language learning, the occurrences of mistakes are said to be "failures in performance", whereas errors are learners' "failures incompetence" (Camargo, 2020; James, 2013; Iseni, 2011; Corder, 1982; Dušková, 1969). It is not advisable to rely on the frequency of errors to identify whether learners have committed an error or a mistake. However, this is still not enough on certain occasions, so we need to go deeper and investigate their sources and reasons to provide a remedial solution. It is possible to unearth the causes of errors into two major groups, intra- and inter-lingual errors (Dušková, 1969; Richards, 1971; Corder, 1975; Touchie, 1986; James, 2013; Keshavarz, 2015). Inter-lingual errors result from the first language's rules being transferred to the second language's grammar. On the contrary, intralingual transitions are attributable to the negative effect of second language structure in the same language. Intralingual errors show learners' inadequate L2 awareness. In their studies, James, 2013; Corder (1971), and Richards (1974) have categorized six

intralingual errors: incorrect categorization, rule ignorance, hyperextension, false analogy, and overgeneralization.

Before the inception of Error Analysis (EA), learners produced errors that needed prompt correction. Unlike EA, Contrastive Analysis (CA) successfully identified learners' errors, including their origins, and noted that errors in the second language (L2) occurred chiefly because of first language (L1) interference. CA concentrated mainly on teaching techniques and materials intending to minimize the effects of L1 interference on L2 (Fisiak, 1985). It was assumed that the similarity between the L2 and the L1 bears a positive impact and encouraged learning. The CA argued that the two-language variations cause issues in second language learning that could be expected compared to L1 and L2.

During the 1950s and 1960s, CA was influenced by Structuralist and Behaviourist ideas of language acquisition (LA). In Behaviourists' opinion, LA happens mainly through stimulus, response elicitation, and repetition of successful behavior (Brown, 2007). Nevertheless, soon after the Chomskyan theory of innateness emerged in 1959, the CA was declared incompetent in forecasting the vast majority of errors, as it only compared the structure of two languages. According to Chomsky (1959), humans are born with a universal grammar that hard-wires intrinsic language ability in the human brain, contrary to the behaviorist theory of LA. However, in the 1970s, the audio-lingual method came with remarkable results soon after, which significantly helped learners avoid errors in L2 writing. This technique encourages learners to avoid errors through complete repetition and chunked language memorization.

Moreover, the idea of EA lies in generative and cognitive linguistics theories of second language acquisition. However, the error is not an indicator of learners' insufficiency but requires immediate elimination (Ellis & Barkhuizen, 2005). Errors are a potential factor in second language learning, which offers learners inputs to validate and change hypotheses about the target language (Keshavarz, 2015). Teachers get insights through the description of errors to recognize language's distinctiveness that causes language learning difficulties (Ellis, 1994). By following several LA techniques, EA shows how learners deal with the process of learning. It is a vital aspect of learning that provides teachers with insights into the development of languages and allows them to monitor the learners' learning progress. In brief, recognizing and explaining errors from a linguistic standpoint encourages learners to self-correct (Macaro, 2010).

EA provides comprehensive coverage of the difficulties faced by language learners during learning (Corder, 1967). In a study, Lightbown and Spada (2006) argue that EA is a critical component of language learning and a vital source of information about students' learning progress. Hence, EA has emerged to respond to CA. Two types of EA processes have been considered. First, describing errors requires applying linguistic theory to incorrect utterances. Second, as analysts identify and linguistically explain errors and point out the psychological explanations for their existence, interpretations of errors exist. In addition, EA is an Applied Linguistics branch that has two features: a) theoretical EA defines the awareness of learners in the second language, and b) functional EA overcomes any barrier between the learner's awareness and the context.

Notably, Corder (1982) proposes five steps of EA: collecting data from learners' language, highlighting, explaining, and evaluating errors. Additionally, Kashavarz (2015) introduced a five-way linguistic classification of errors: orthographic, phonological, lexical, morphological, and syntactic. Such groups are further subdivided to provide a detailed understanding of errors.

Previous Studies on L2 Writing Errors in India

Prior studies have focused on Hindi native speakers' English writing errors mainly from the two most frequent errors perspectives, such as morphological (article, preposition) and syntactic (verb tense and word order) rather than orthographic (spelling, capitalization, punctuation) (Ahmad, 1996; Farooqi, 2015; Fakhar 2013; Parasher, 1977). In this line, Ahmad (1996) examined the errors in eighty essays written in English and found that article, preposition, verb tense, and word order were the most frequently committed errors. The most common causes of grammatical errors were interlingual and intralingual errors.

Additionally, the errors were explored for their contributing origins, with the findings that 39.7% were interlingual and 51.3% were developmental and intralingual errors, respectively. Another study analyzed the written errors committed by 32 participants in senior secondary school (Parasher, 1977). He found that seven of the most common committed errors by Hindi speakers were articles (39%), prepositions (31%), verb tense (22%), and word order (8%). The results further revealed that most writing errors occurred due to the L1 influence and culture-related negative transfers in L2. Farooqi (2015) observed the English written errors of junior high school learners. The findings noted that morphological and syntactical errors were higher than orthographic errors. The nature of the errors was interlanguage.

Furthermore, Fakhar (2013) looked at grammatical errors among 179 essays. The findings distinguished between errors, wrong article usage, and incorrect use of prepositions. The quantitative analysis revealed the negative impact of the native language that resulted in such errors. The author recommended that CA would help teachers provide evidence about both the commonness and the differences between L1 and L2.

Aims of the Study

The work was carried out to identify descriptive writing errors in English among Madrasa students in India. This study aims to achieve two objectives: firstly, an investigation of Madrasa students' English writing errors; and secondly, a comparison of morphological, syntactical, and orthographical errors to capture variation between the two groups (EG and CG), if any. In this line, this work attempts to answer the following three research questions (RQs):

- i) When Madrasa English students write in English, what mistakes do they often make?
- ii) What are the factors causing such errors?
- iii) Are there any significant differences in these errors between the groups exposed to BL and those who are not?

II. METHODOLOGY

The study used a blended learning method to analyze Madrasa students' English writing errors using quantitative and qualitative techniques. The data for this study was gathered from four public Madaris in India. A step-wise description of the methodological procedures has been outlined in the following sub-sections.

Participants and Sampling

Using purposive sampling, the participants for this study were selected. The number of regular students at Madrasa has decreased significantly due to the current COVID-19 situation. Therefore, the experiment was conducted at the four public Madaris. In this study, 100 students participated in Alim's final course (equal to senior secondary). At Madrasa, English was offered as a mandatory subject, and participants were required to attend three hours of English lectures per week. Each lecture session lasted 30 minutes, for a total of 180 minutes per week. To ensure compliance with ethical standards, the study's authors first obtained consent from all students by having them sign a consent form. Notably, participants in this study were only males, as Madrasa does not have a co-educational system. Those aged between 18 and 22 years were equitably split into experimental (N=50) and control (N=50) groups. Each ground was further subdivided into

two, i.e., pre and post-test groups. The EG and CG groups had reported that they had been studying English as a subject through Urdu instructions since they were admitted to the Munshi/Maulvi course. All participants were natives of Urdu and functionally bi-multilingual and had lived all of their lives in the same language region (Sitapur, Uttar Pradesh, India). The students who participated in the study belonged to a semi-urban background.

Experimental Group

The experimental group (BL group) of learners received treatment from an experienced teacher using a blended learning approach for learning English grammar. Students received English lectures by the teacher for 60 min. The teacher explained and discussed the rules of English grammar face-to-face with the students for 30 minutes. The students spent the remaining time (e.g., the last 30 minutes) working online on assignments and activities on the laptop using the internet. If they needed assistance, the teacher was on hand to provide it. Students were seated in a smart classroom, enabling them to communicate with one another and the lecturer.

Control Group

All fifty students were given 45 minutes to write an essay on the same topic "Introducing India to Foreigners," for both the pre-and post-tests.

Data Collection and Analysis Procedure

A pre-and post-experimental design were employed for this study, including two groups: the control group received a traditional teaching approach, and the experimental group received a blended learning approach. A pre-experiment questionnaire was distributed between both groups to collect context information about them, including gender, age, and years of English study. Then, the authors of this study distributed the topic 'Introducing India to Foreigners' (Hamid, 2007) among both groups, and students were instructed to write on a sheet of paper for 45 minutes. After task completion, they were given a chance to read their written sentences carefully and correct any mistakes, if any. The same task was redone after the lecture, and they were asked to rewrite the essay on the same topic as they had done earlier, and the same procedure was applied as that utilized for pre-intervention.

The current study utilizes Corder's (1974) methods of EA, which consists of three stages: collecting the data (recognition of errors), describing the errors (accounting for the errors), and explaining learners' written errors (description of errors). Following that, we used Dulay et al.'s (1982) classification of linguistic errors. Additionally, the study delves into the three types of errors: omission, addition, and misformation. Later, a checklist was

employed to record the committed errors and their frequency in learners' writing. Finally, the English language teacher looked at all the written sheets (made by L2 students) to ensure they were correct and valid for further analysis.

Using repeated measures ANOVAs, the error frequency for each student was measured and arranged through variables using the SPSS software package (version 22). Significant ($\alpha = .05$) differences were identified and noted for interpreting the findings in a series of repeated ANOVA using between and within-subject variables of each group (experimental and control) and pre and post-tests.

III. RESULTS

Statistical Analysis of Errors

A three-way ANOVA analysis on the mean with 3 types of errors (morphological, syntactical, and orthographical) \times 2 groups \times 2 tests showed the main effect on error types, $F(1, 49) = 67.915$, $P = .001$, $\eta^2 p = .739$, revealing a higher mean for morphological errors, which outperformed syntactical and orthographic writing errors (Fig. 1 a).

Furthermore, the findings show a statistically significant difference in errors between the groups, $F(1, 49) = 14.355$, $P = .001$, $\eta^2 p = .227$, revealing the result that the mean of the errors was higher for CG as compared to EG (Fig. 1 b). The primary effect of the tests was $F(1, 49) = 16.451$, $P = .001$, $\eta^2 p = .251$, revealing the result that the mean of errors was higher for the pre-test than the post-test (Fig. 1 c). Further, the interaction between groups (CG and EG) \times tests (pre and post-test) was also significant, $F(1, 49) = 9.616$, $P = .003$, $\eta^2 p = .164$, entailing the result that there was no difference across test (pre & post) for the CG (Fig. 1 d). Contrastively, EG group learners committed higher errors in pre-test than post-test (Fig. 1 d). Remaining two-way interaction between types of errors \times groups ($p > .131$), types of error \times test ($p > .579$) and three-way interaction between the types of errors \times group \times test ($p > .129$) were all non-significant.

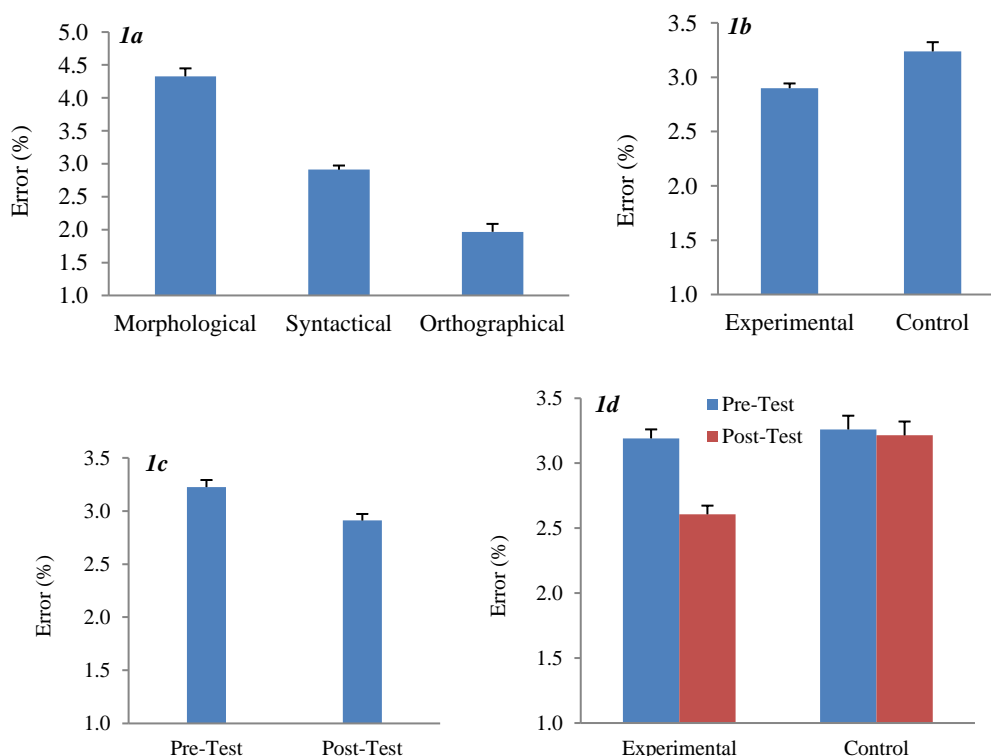


Fig.1. Showing the differences in morphological, syntactical, and orthographical errors between groups and tests in writing (a) the mean of morphological, syntactical, and orthographical errors; (b) the mean of errors for groups; (c) the mean of errors for tests; (d) the mean of errors in tests for groups.

Morphological Analysis of Errors

Quantitative Analysis

This study used two-way ANOVA on the mean of errors between two groups \times two tests analysis to illustrate a main-effect on groups, $F(1, 49) = 8.079$, $P = .007$, $\eta^2 p = .142$, revealing the higher mean of morphological errors in

CG essays than in EG. This indicates that the CG group learners committed more errors than the EG group (Fig. 1 a). Additionally, the analysis further captured the main effect of tests, $(1, 49) = 4.218, P = .045, \eta^2p = .079$, revealing the higher mean of morphological errors in writing for pre-test than post-test (Fig. 1 b). The two-way interaction between groups (CG and EG) \times tests (pre and post), $F(1, 49) = 7.468, P = .009, \eta^2p = .133$, indicates that there is no variation in errors in the CG group across pre

and post-test (Fig. 1 c). However, the EG's pre-and post-test results show a statistical error difference. This indicates that the BL approach intervention helped EG learners overcome writing errors (Fig. 1 c). After the meaningful lecture through the BL approach, the learners of the EG group enhanced their writing skills and reduced their errors compared to the CG group learners who received a non-BL learning approach.

Figure 2

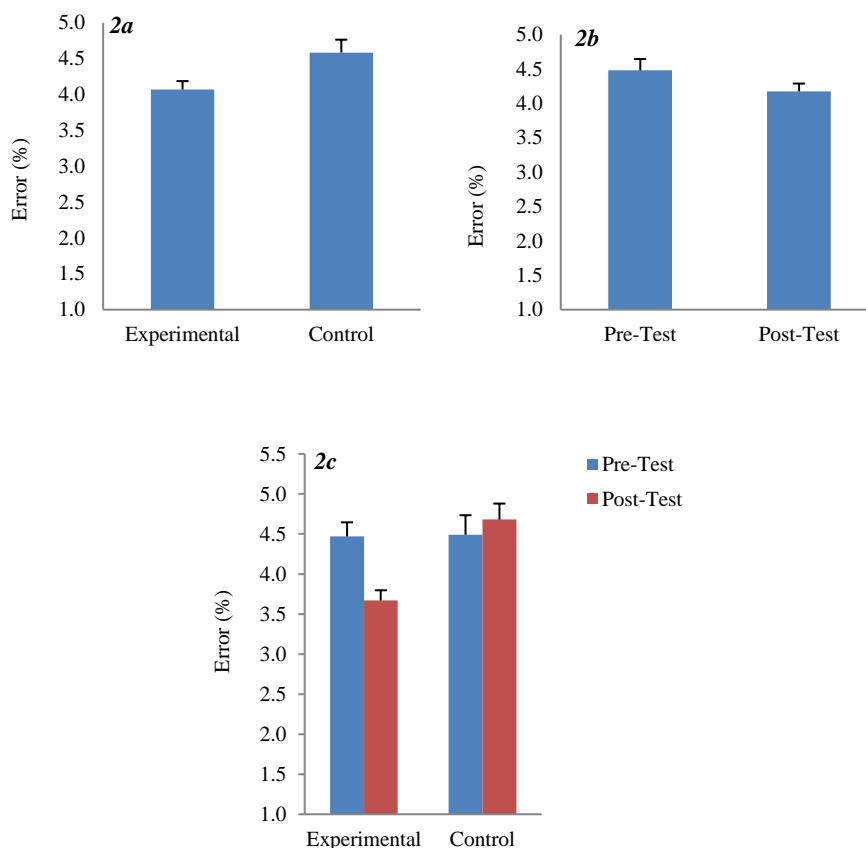


Fig.2. Showing the differences in morphological errors between groups and tests (a): the mean of errors for groups; (a) the means of errors for tests; (c) the mean of errors for tests for groups.

Qualitative Analysis

Errors in article and prepositions were committed in the morphological category, which is given below and indicated with an asterisk*:

Errors in Article

1. Experimental Group (EG) Omission of the definite article: *Taj Mahal was built in *Mughal period by Shah Jahan in *17th century. (The Taj Mahal was built in the Mughal period by Shah Jahan in the 17th century.)*

2. Control Group (CG) Omission of the definite article: *Taj Mahal is *seventh wonder in India. (Taj Mahal is the seventh wonder in India.)*

3. EG Addition of indefinite article: **A foreigners stayed in a hotel for one night. (Foreigners stayed in a hotel for one night.)*

4. CG Addition and misuse of indefinite article: *A* India is a* biggest and great county because people of all religion live together. (India is the biggest and great country because people of all religions live together.)*

5. EG Misuse of indefinite article: *India has a* most beautiful thing * Himalaya. (India has the most beautiful thing, the Himalayas)*

6. CG Misuse of indefinite article: *Dholavira is a* oldest building in India. (Dholavira is **the** oldest building in India.)*

Errors in Preposition

7. EG Misuse of preposition: Peoples in villages wake in the early morning and sleep *in early night. (People in villages wake up in the early morning and sleep early **at** night.)

8. CG Omission and misuse of prepositions: We reached 5 o'clock on* taj mahal entrance gate. (We reached **at** 5 o'clock **at** the entrance of the Taj Mahal.)

Syntactical Analysis of Errors

Quantitative Analysis

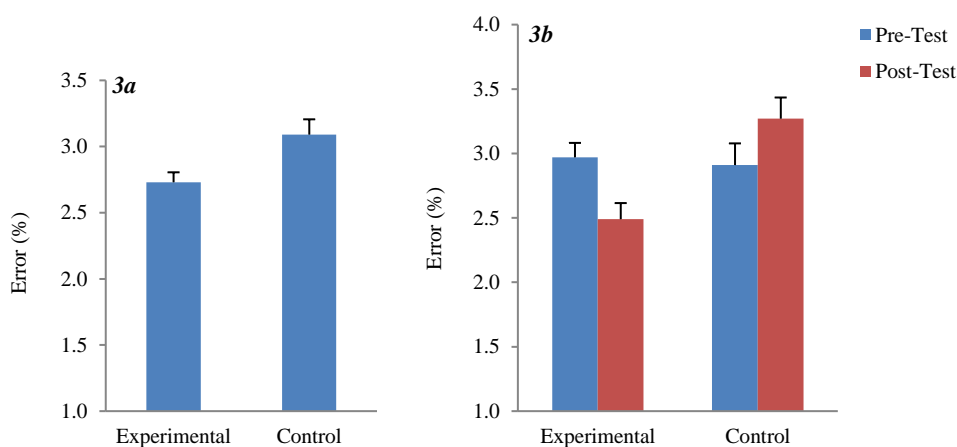


Fig.3. indicates the difference in syntactical errors between groups and tests (a): the mean of errors for both groups; (b) the mean of pre and post errors for both groups.

Qualitative Analysis

The examples presented below reveal that learners make errors in tense and word order. Errors are marked with an asterisk*:

Errors in Verb Tense

9. EG Present continuous instead of Simple Present: *Some Indian are* living* in village and some are living in very big cities. (Some Indians **live** in villages and some **live** in very big cities.)*

10. CG Present continuous instead of Simple Present: *Mostly foreigners are* going* to temple mosque and historical place but less people going* to village and small place of India. (Most foreigners **go** to temples, mosques, and historical places, but fewer people **go** to the villages and small places in India.)*

11. EG Present continuous instead of Present Perfect Continuous: *Many foreigners are* living* in India from**

*childhood. (Many foreigners **have been** living in India **since** childhood.)*

12. CG Present continuous instead of Present Perfect Continuous: *All Indian are* living* in India with freedom from* 1947. (All Indians **have been** living in India with freedom **since** 1947.)*

13. EG Present Perfect instead of Past Perfect: *When a foreigner was in Taj Mahal then he has* pointed out a river. (When a foreigner was in **the** Taj Mahal, he **pointed** out a river.)*

14. CG Present Perfect instead of Past Perfect: *When I have* gone sudden flight came. (When I had gone, a sudden flight came.)*

Errors in Word Order

15. EG: *We tajmahal seeing to field. (We are/were seeing the Taj Mahal from the field.)*

16. CG: Some foreigners tell we love live India in. (Some foreigners said that we love to live in India.)

Orthographical Analysis of Errors

Quantitative Analysis

In this study, two-way ANOVA was used on the mean scores of errors with two groups \times 2 tests. The analysis reveals the main effect on groups, $F(1, 49) = 4.447$, $P = .040$, $\eta^2p = .083$, revealing the higher score of errors in L2 writing for CG than EG. This infers that the CG learners committed more significant errors than EG (Fig. 3 a). Further, the results also showed a significant effect of

tests (pre and post-test), $(1, 49) = 7.299$, $P = .009$, $\eta^2p = .130$, revealing the higher mean of errors in L2 writing for pre-test than post-test (Fig. 3 b). However, the two-way interaction between groups tests, $F(1, 49) = 11.980$, $P = .001$, $\eta^2p = .196$ which indicated no statistical variation in CG's pre- and post-test results, but EG's pre- and post-test results show a statistical difference, which is due to the intervention of the BL approach (Fig. 3 c). This implies that meaningful-lecture through the BL approach helped EG learners enhance their writing skills, which reduced their writing errors compared to those with the non-BL approach, i.e., CG.

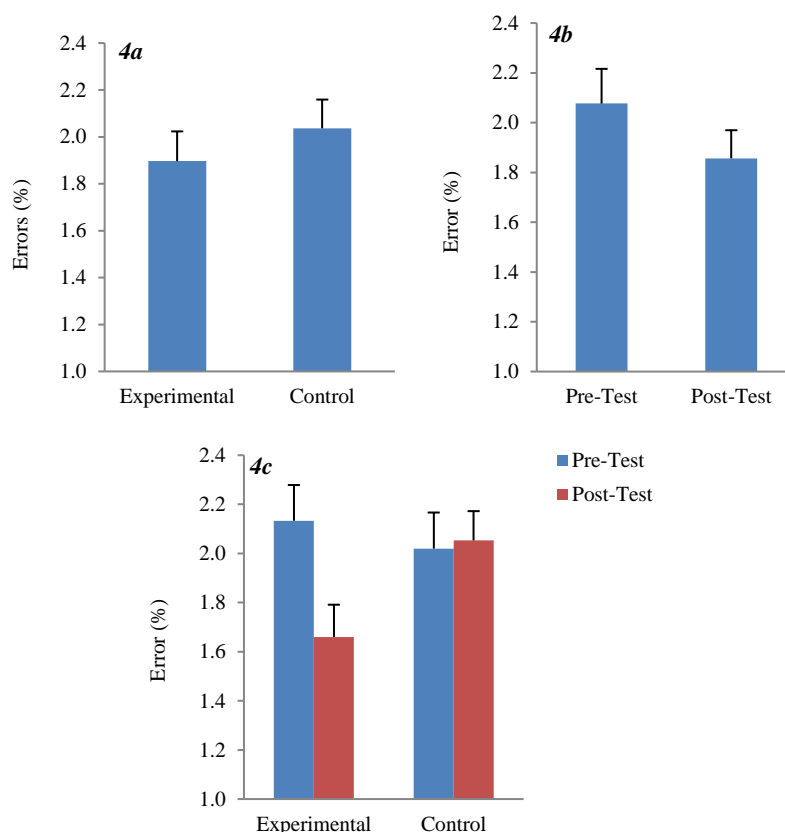


Fig.4. shows the differences in orthographical errors between the groups and tests (a): mean of errors for two groups; (b) means of errors for tests; (c) the mean of errors for tests and groups.

Qualitative Analysis

Errors concerning incorrect spelling, capitalization, and punctuation are marked with an asterisk* below:

17. EG Spelling: Many *for*ners* come India see historical place. (Many *foreigners* come to India *to* see historical places.)

18. CG Spelling: In India animal *laife** is also matter. (Animals' lives matter in India.)

19. EG Capitalization & Punctuation: Hindu* m*uslim* s*ikh c*hristian we all are live in same society. (**Hindu**,

Muslim, Sikh, and Christian, we all live in **the** same society.)

20. CG Capitalization & Punctuation: Tajm*ahal* j*ama m*asjid* l*al k*ila* Qutub m*inar India g*ate is famous in our country. (The Taj Mahal, Jama Masjid, Lal Qila (Red Fort), Qutub Minar, and India Gate are famous in our country.)

IV. DISCUSSION

The main objective of this work was to compare frequent morphological, syntactic, and orthographical errors in the English writing produced by the two groups in the

classroom of Madaris in India. This study has transformed one group into a control and another group into experimental with pre and post-test designs. The errors committed by both groups were compared to capture variation in error patterns. Next, a pre and post-test were also employed to determine significant variation between tests regarding L2 writing errors. It was found that Madrasa students committed morphological, syntactic, and orthographical errors in their writing (RQ 1) due to interlingual and intralingual interference (RQ 2). It was also found that CG and EG committed significantly differently, wherein CG committed more errors than EG (RQ 3). We found that Madrasa students committed morphological which outperformed syntactic and orthographical errors in their writings. These results correspond with Riyaz (2020); Jinny (2019); Dhar (2016); Saikia (2016); Rupinder (2014); Vijayalakshmi (2008); Mathai (2007); Lalitha, N. (2011) and Obeid (2000) studies reported morphological, syntactic and orthographic errors as the most frequent errors committed by Kashmiri, Panjabi, Assamese, Marathi, Bengali, Malayalam, Kannada and Tamil learners in English. In the following sub-sections, each type of error has been discussed in detail.

Morphological Errors in Writing

Morphological errors are the prime category of errors in English writing by learners. This demonstrates a significant difference between EG and CG. It was discovered that students in CG made more errors than those in EG at Madrasa. The students were troubled to place the correct articles and prepositions. The current investigation found that interlingual and intralingual transfers were both groups' primary sources of errors. The current study's findings also contradict Pondra's (2015) findings, which affirmed that article and preposition errors made by Telugu students were primarily due to mother tongue influence. However, the outcomes of the current study revealed that both groups committed interlingual and intralingual errors in English writing. However, our findings were identical to Farooqi's (2015) results, where he reported articles and prepositions as the most common errors among learners.

Errors in Article

Madrasa students' writings (see examples 1, 2, 5 & 6) also show omission and incorrect usage of the definite article, which could be due to the L1 influence, as the definite article is not used in Hindi (Agnihotri (2013), Koul (2008), Jain (2007, 1995) and Kellogg (1972). In addition, the errors in examples 2 and 3 suggest students overgeneralized indefinite article use prior to all the nouns. Due to their incorrect hypothesis regarding using indefinite

articles, EG and CG made intralingual errors. The usage of the indefinite article with plural nouns could have been due to the incomplete application of the rules. Also, students formed an ungrammatical structure based on their learning experience when they overgeneralized the indefinite article preceding a noun in the target language (TL).

Errors in Preposition

The two sentences in examples (7 and 8) above demonstrate that learners use incorrect prepositions. These prepositions "in, on, and at" were used interchangeably in their L1 that's why both the EG and CG had trouble employing the correct prepositions (Agnihotri (2013), Koul (2008), Jain (2007, 1995) and Kellogg (1972). The findings of Ahmad, 1996; Farooqi, 2015; Fakhar 2013; Ahmad, 1996; Parasher; 1977 study also support our findings that Hindi learners made errors due to L1 transfer in TL. Such an error occurred due to the negative L1 transfer.

Syntactic Errors in Writing

The second category of errors made by students in English writing was syntactical ones. But the findings revealed significant variation between EG and CG errors, wherein EG made fewer errors than CG. In this line, Farooqi's (2015) findings revealed that students had made frequent errors in verb tense and word order categories but could not provide the reasons for the errors. In this regard, the current study offers the sources of errors among Madrasa students' writing as interlingual and intralingual errors but contradicts previous findings (Rupinder; 2014; Dhar; 2016 and Lalitha; 2001).

Errors in Verb Tense

Madrasa students substituted the Present Continuous instead of the Simple Present, the Present continuous instead of the Present Perfect Continuous, and the Present Perfect instead of the Past Perfect (see examples from 9 to 14). The errors in writing related to verb tense resulted from intralingual and developmental issues between CG and EG. The findings further report verb-tense errors, mainly analogous to Ahmad's (1996) study, and frequent errors in previous studies (Farooqi, 2015 & Ahmad, 1996).

Errors in Word Order

As Hindi is a verb-final language (see e. g., 15 and 16); consequently, the mother tongue's influence could be seen in both groups' writings by their incorrect word order (Agnihotri, 2013; Koul, 2008; Jain, 2007, 1995 and Kellogg, 1972).

Orthographic Errors

The subsequent examples (17, 18, 19, and 20) present the orthographic capitalization errors caused mainly by L1

interference. In this line, previous studies reported that there is a high probability of such errors (capitalization) among L2 learners learning English as a second language. The leading cause of such errors is that languages like Hindi and Urdu do not use the capitalization system. The first word and proper name start with a small letter, while the English language follows the opposite. Moreover, Shaughnessy (1977) indicated that non-advanced writers make errors in punctuation mainly because they believe that the use of spoken language can be transferred to writing without any change.

V. CONCLUSION

To our knowledge, no study has examined second language writing errors from Madrasa students' perspective. Therefore, this is the first study to compare the frequency of common errors committed in English writing by Alim course students at Madrasa belonging to EG and CG. The findings of this study demonstrate that there was a difference between the two groups over time. Further, it was also found that both the groups committed common errors, but EG's post-test scores were significantly higher than their pre-test scores, indicating the usefulness of BL in remedial writing instruction and providing a paradigm shift for successful BL adoption at Madrasa in India. Overall, the findings justify using BL as a teaching approach at various Madrasa. On a broader scale, BL could be a practical approach for improvising English writing skills. Finally, the authors of this study say that the long-term effects of the new BL approach in Madrasa education need to be studied in more detail, taking into account things like different age groups, gender, previous educational background, and more this study may have ignored.

REFERENCES

- [1] Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International journal of humanities and social science*, 3(9), 254-266.
- [2] Agnihotri, R. K. (2013). *Hindi: An essential grammar*. Routledge.
- [3] Ahmad, S. (1996). *Analysis of the errors commonly committed by the Urdu-Hindi speaking children learning English*. Aligarh Muslim University, India (unpublished doctoral dissertation) <http://hdl.handle.net/10603/52293>
- [4] Akhtar, N., & Narula, M. (2010). The role of Indian Madrasahs in providing access to mainstream education for Muslim minority students: A West Bengal experience. *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale*, 11(1), 91-107.
- [5] Alam, A. (2020). *Inside a madrasa: Knowledge, power and Islamic identity in India*. Routledge India.
- [6] Antulay, A. R. (1999). Recommendations Made in Annual Report- Period 1998-99 and Action Taken Report. National Commission for Minorities.
- [7] Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned*. John Wiley & Sons.
- [8] Boelens, R., Van Laer, S., De Wever, B., & Elen, J. (2015). Blended learning in adult education: towards a definition of blended learning.
- [9] Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman.
- [10] Camargo Angelucci, T., & Pozzo, M. I. (2020). Errors and Mistakes in Foreign Language Learning: Drawing Boundaries from the Discourse of Argentine Teachers. In *Mistakes, Errors and Failures across Cultures* (pp. 383-398). Springer, Cham.
- [11] Chao, H. W., Wu, C. C., & Tsai, C. W. (2021). Do socio-cultural differences matter? A study of the learning effects and satisfaction with physical activity from digital learning assimilated into a university dance course. *Computers & Education*, 165, 104150.
- [12] Chomsky, N. (1959). *Verbal behavior by BF Skinner*. Bobbs-Merrill.
- [13] Corder, S. (1974). *Error Analysis and Remedial Teaching*.
- [14] Corder, S. P. (1967). 1967: The significance of learners' errors. *International Review of Applied Linguistics* 5, 161-170.
- [15] Corder, S. P. (1971). Idiosyncratic dialects and error analysis.
- [16] Corder, S. P. (1975). Error analysis, interlanguage and second language acquisition. *Language teaching*, 8(4), 201-218.
- [17] Corder, S. P. (1982). *Error analysis and interlanguage*. Oxford University Press.
- [18] Dhar, N. Chandra (2016). *Young learner and the English language*. University of Calcutta, India (unpublished doctoral dissertation). <http://hdl.handle.net/10603/158899>
- [19] Doering, A. (2006). Adventure learning: Transformative hybrid online education. *Distance Education*, 27(2), 197-215. <https://doi.org/10.1080/01587910600789571>.
- [20] Donnelly, R. (2010). Harmonizing technology with interaction in blended problem-based learning. *Computers & education*, 54(2), 350-359.
- [21] Dulay, H. (1982). *Language two*. Oxford University Press, 200 Madison Ave., New York, NY 10016.
- [22] Dušková, L. (1969). On sources of errors in foreign language learning.
- [23] Ellis, R. (1994). *The study of second language acquisition*. Oxford University.
- [24] Ellis, R., & G. Barkhuizen (2005). Analyzing learner language.
- [25] El-Maghraby, A. L. (2021). Investigating The Effectiveness of Moodle Based Blended Learning in Developing Writing Skills for University Students. *Journal of Research in Curriculum Instruction and Educational Technology*, 7(1), 115-140.

- [26] Fakhar, S. (2013). *English Prepositional Usage: A linguistic analysis of the errors committed by Urdu speaking students of English at AMU Aligarh*. Aligarh Muslim University, India (Unpublished doctoral dissertation) <http://hdl.handle.net/10603/21110>
- [27] Farooqi, F. (2015). *Articles and preposition in the English writing of undergraduate students at AMU an error analysis*. Aligarh Muslim University, India (Unpublished doctoral dissertation). <http://hdl.handle.net/10603/163258>
- [28] Ferdig, R., Cavanaugh, C., & Freidhoff, J. (2012). Lessons learned from blended programs: Experiences and recommendations from the field. Vienna, VA: iNACOL.
- [29] Fisiak, J. (1985). *Contrastive linguistics and the language teacher*. Pergamon Press.
- [30] Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- [31] Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *The internet and higher education*, 18, 4-14.
- [32] Hamid, M. O. (2007). Identifying second language errors: How plausible are plausible reconstructions?. *ELT Journal*, 61(2), 107-116.
- [33] Horn, M. B., & Staker, H. (2011). The rise of K-12 blended learning. *Innosight institute*, 5, 1-17.
- [34] Hussain Shah, A. (2017). *A Study Of The Quality Of Madrasa Teachers In Southern Punjab* (Doctoral dissertation).
- [35] Iseni, A. (2011). Assessment, Testing and Correcting Students' Errors and Mistakes. *Language Testing in Asia*, 1(3), 1-31.
- [36] Jain, U. R. (1995). *Introduction to Hindi grammar*. Center for South & Southeast.
- [37] Jain, U. R. (2007). *Advanced Hindi Grammar*. Center for South & Southeast.
- [38] James, C. (2013). *Errors in language learning and use: Exploring error analysis*. Routledge.
- [39] Jinny, J. (2019). *A study of English writing skills of standard ix students of Kodagu district Karnataka*. Maharaja Sayajirao University of Baroda, India, (Unpublished doctoral dissertation). <http://hdl.handle.net/10603/288823>
- [40] Kellogg, S. H. (1972). *A grammar of the Hindi language*. Рипол Классик.
- [41] Keshavarz, M. H. (2015). *Contrastive analysis, error analysis, and interlanguage*. Rahnama Press.
- [42] Keshta, A. S., & Harb, I. I. (2013). The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. *Education Journal*, 2(6), 208-221.
- [43] Koul, O. N. (2008). *Modern Hindi Grammar*. Springfield, VA: Dunwoody Press.
- [44] Lalitha, N (2001) *The influence of L1 Tamil on the learning of L2 English of Std IX students error analysis*. University of Madras, India (Unpublished doctoral dissertation,) <http://hdl.handle.net/10603/93108>
- [45] Larson, D. K., & Sung, C. H. (2009). Comparing student performance: Online versus blended versus face-to-face. *Journal of Asynchronous Learning Networks*, 13(1), 31-42.
- [46] Le, T. N., Allen, B., & Johnson, N. F. (2021). Blended learning: Barriers and drawbacks for English language lecturers at Vietnamese universities. *E-Learning and Digital Media*, 20427530211048235.
- [47] Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. Oxford University Press.
- [48] Mabuan, R., & Ebron, G. (2017). A blended learning approach to teaching writing: using e-mail in the ESL classroom. *Asian EFL Journal*, 100, 83-103.
- [49] Macaro, E. (Ed.). (2010). *Continuum companion to second language acquisition*. Bloomsbury Publishing.
- [50] Mathai, P.A. (2007) *A linguistic study of the errors of the second language learners of English Malayalam mother tongue speakers*. University of Mysore, India (unpublished doctoral dissertation,). <http://hdl.handle.net/10603/92335>
- [51] Moosa, E. (2015). *What is a Madrasa?*. UNC Press Books.
- [52] Moskal, P., Dziuban, C., & Hartman, J. (2013). Blended learning: A dangerous idea?. *The Internet and Higher Education*, 18, 15-23.
- [53] O'Shaughnessy, M. (1977). *Errors and Expectations*.
- [54] Obeid, K. N. (2000) *A syntactico-semantic study of futurity in standard English*. Savitribai Phule Pune University, India (unpublished doctoral dissertation,.) <http://hdl.handle.net/10603/173104>
- [55] Osguthorpe, R., & Graham, C. (2003). Blending learning environments: Definitions and directions. *Quarterly Review of Distance Education*, 4 (3), 227-233. Recuperado de <https://www.learntechlib.org/p/97576>.
- [56] Owston, R., York, D., & Murtha, S. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *The internet and higher education*, 18, 38-46.
- [57] Pandey, L. (2019). Madrasa Education System in Bihar. the NCERT and no matter may be reproduced in any form without the prior permission of the NCERT., 44(4), 57.
- [58] Parasher, S. V. (1977). Focus on Learners' English: A Case Study of Hindi-Speaking First Year Students' Performance. *CIEFL Bulletin*, 13(2), 41-57.
- [59] Pedersen, J., Makdisi, G., Rahman, M., & Hillenbrand, R. (2019). Madrasa. *Encyclopaedia of Islam*, 2.
- [60] Pondra, R. (2015) *Error Analysis Investigating the Errors in Written English Made by Telugu Speaking Engineering Students in the State of Telangana*. The English and Foreign Languages University, Hyderabad (unpublished doctoral dissertation). <http://hdl.handle.net/10603/207616>
- [61] Rahman, A. M. A., Azmi, M. N. L., & Hassan, I. (2020). Improvement of English Writing Skills through Blended Learning among University Students in Malaysia. *Universal Journal of Educational Research*, 8(12A), 7694-7701.
- [62] Ramamurti, A. (1986) (as modified in 1992). National Policy on Education. Ministry of Human Resource Development 1968.
- [63] Reetz, D. (2010). From madrasa to University—the Challenges and formats of Islamic Education. *The Sage Handbook of Islamic Studies*, Thousand Oaks, CA.

- [64] Richards, J. (1971). Error Analysis and Second Language Strategies.
- [65] Richards, J. C. (1974). *A non-contrastive approach to error analysis. Error analysis: Perspectives on second language acquisition*, 172-188.
- [66] Riyaz, H (2020) *Error Analysis: A Study of Errors Made in Written English by Secondary School Students in Kashmir Valley*. University of Kashmir, India (unpublished doctoral dissertation) <http://hdl.handle.net/10603/341811>
- [67] Rupinder (2014) *An analysis of errors committed by the undergraduate students of English: a micro study of Patiala district*. Punjab University, India (unpublished doctoral dissertation) <http://hdl.handle.net/10603/28042>
- [68] Saikia K. K. (2016) *A Study of Syntactic Errors in English committed by the Students of Vernacular Medium Secondary Schools of Dibrugarh District Assam*. Dibrugarh University, India (unpublished doctoral dissertation). <http://hdl.handle.net/10603/215217>
- [69] Smith, K., & Hill, J. (2019). Defining the nature of blended learning through its depiction in current research. *Higher Education Research & Development*, 38(2), 383-397.
- [70] Stein, J., & Graham, C. R. (2014). *Essentials for blended learning: A standards-based guide*. Routledge.
- [71] Sultana, S. (2017). Teaching of grammar and reading skills in english classrooms: A case of madrasas in Hyderabad. *Language and language teaching*, 6(1), 43-47.
- [72] Touchie, H. Y. (1986). Second language learning errors: Their types, causes, and treatment. *JALT journal*, 8(1), 75-80.
- [73] Vijayalakshmi, P.P. (2008) *Error analysis- its use in the teaching of English to Malayalee learners of English*. University of Calicut, India (unpublished doctoral dissertation) <http://hdl.handle.net/10603/13101>
- [74] Vo, H. M., Zhu, C., & Diep, N. A. (2017). The effect of blended learning on student performance at course-level in higher education: A meta-analysis. *Studies in Educational Evaluation*, 53, 17-28.
- [75] Vu, T. T., & Bui, D. B. H. (2020). Blended Learning in University Writing Classes--Efficiency and Attitude. *THAITESOL Journal*, 33(2), 20-45.
- [76] Wani, H. A. (2012). Madrasah Education in India: A Need for Reformation. *ATIKAN*, 2(2).
- [77] Williams, J., & Chinn, S. J. (2009). Using Web 2.0 to support the active learning experience. *Journal of Information Systems Education*, 20(2), 165.