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Morphosyntactic Analysis: A Study of English and Urdu Determinatives

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ABSTRACT: Syntax is the branch of linguistics that determines how two words are brought together to form meaningful words, phrases, and sentences. It is critical to comprehend the syntax rubrics when learning the English language in order to promote intelligibility, comprehensibility, and interpretability in the perspective language. To solve this issue with pupils, a morphosyntactic assessment of their papers is required to diagnose their writing skills. The goal of this study is to learn about 'Determinatives' to increase English Language Learners' language competency. The researcher used the qualitative descriptive approach to analyse the 'Determinative Phrases' obtained from a paragraph in the Intermediate students' syllabus on 'An Essay on Excursion Trip.' The study's findings indicate that syntax is a tool in the formation of grammatical sentences, and understanding the phrase is almost impossible without a deeper understanding of the Determinatives.

Keywords –Morphosyntax, Intelligibility, Compressibility, Interpretability, Copetence

I. INTRODUCTION

There is always the danger of incorrect structures and outputs when learning a foreign or second language. As a result, writing in a second language is one of the more difficult challenges that students may confront. According to Harmer (2004), spoken language is acquired naturally through contact and exposure, whereas written language is learned consciously. As a result, academic writing requires intentional effort and practise in writing, constructing, developing, and analysing ideas (Myles, 2002). Furthermore, Pearson (1976 – as cited in Welsh Assembly Government 2010) claims that writing includes three major cues: semantic cues (knowledge about topics, cultures, and ideas), syntactic cues (knowledge about grammar and text organisation), and graphophonic cues (knowledge about graphs) (i.e., knowledge about words and how they are pronounced). As a result, second language writing assessment has advanced significantly during the last two decades. Many academics are interested in the various types of writing errors and how they can be used to identify developmental patterns in the acquisition of specific grammatical features (Ellis, 1997). As a result, the goal of this paper is to investigate the morphosyntactic mistakes made by Pakistani EFL students in their written compositions.

A. Historical Background

There has been a surge of interest in the study and analysis of errors made by second language learners over the last few decades. Many linguists, language teachers, and scholars throughout the world are considering and researching error analysis (Heydari & Bagheri, 2012). In general, there are two ways to studying errors: contrastive analysis (CA) and error analysis (EA). CA is defined as a comparison of the learner's mother tongue and the target language. Predictions were made based on the similarities and contrasts between the two languages' (Heydari & Bagheri, 2012). EA, on the other hand, is defined as "a procedure used by both researchers and teachers that involves collecting samples of the learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness" (Corder 1967 – as cited in Heydari & Bagheri, 2012). In terms of learning theories, there are two major hypotheses about language learning errors. They are called the Behaviorist Learning Theory and the

Mentalist Learning Theory, respectively. According to Ellis (1997), the Behaviorist Theory was the dominant theory in the 1950s and 1960s. It asserts that language learning entails the creation of habits. In other words, a habit is a stimulus-response relationship. Later, as an alternative to Behaviorism, the Mentalist Theory emerged. It asserts that human language is an innate ability. Furthermore, it states that input is only needed to trigger the language acquisition device's process. Furthermore, they can generate an endless number of buildings. Errors may occur during this procedure, but they are considered natural and part of the learning process.

Richards (1971) distinguishes four types of intra-lingual errors: (1) overgeneralization, (2) ignorance of rule constraints, (3) incomplete application of rules, and (4) incorrect concepts postulated. The first concerns cases in which the learner creates unexpected structures based on prior knowledge of other structures in the target language. The second addresses the flawed structures that result from a lack of understanding of the constraints. That is the application of rules outside of their contexts. The third occurs when learners fail to construct and create a complete structure in the target language. Furthermore, the fourth worry is the lack of grasp of variations in the target language. As a result, learners frequently mistake some structures for others.

B. Statement of Problem

The rules that control how words combine to produce phrases, clauses, and sentences are referred to as "syntax" in linguistics. English Language Learners must learn these rules to have a deep and internal understanding of the sentence and so improve their comprehension. The purpose of this research is to learn about 'Determinatives' to improve the comprehension competency of English Language Learners.

C. Morphology

Bauer (2003) asserts that there is a deeply ingrained and established awareness in the field of language morphology that words are built in a variety of ways. The term "morphology" was coined in the nineteenth century to characterise the study of change in the constructs and constructions of words such as Read – reader, reading; Hate – hated, hating; Love – loved, lover, loving; and other similar structures and constructions. Morphology has traditionally been defined as the study of the internal structures of words; the components that frame words (known as Morphemes); and the procedures by which morphemes are linked together. Morphemes are various types of word parts, such as prefixes, stems, infixes, and suffixes. Thus, a single Urdu word, e.g., **خوبصورت (beautiful)** has two morphemes **خوب** and **صورت**; 'beautiful' can be broken into three morphemes (beautiful). For example, the Urdu word **اچھی صورت (good looking)** is a compound word and both the constituents **اچھی** and **صورت** are two independently occurring words. Good looking has three morphemes (**good-look-ing**).

D. Syntax

The syntax is the branch of linguistics that studies the structure and formation of sentences. It demonstrates how correct sentences are generated by carefully arranging words and phrases. If the words are in their proper locations and agree with one another, a phrase can have no sense yet still being correct in syntax. Noam Chomsky (1965) provided a classic example of a situation in which a statement is valid but does not make sense: "Colorless green ideas sleep fiercely." To develop grammatically correct and acceptable English sentences, we must adhere to English syntax norms. The goal of syntax is to investigate sentence structure and formation. It entails establishing standards for constructing meaningful and grammatically acceptable sentences by focusing on word order, phrases, clauses, and their links. Our effective spoken and written communication both rely on following syntax norms more loosely, allowing us to convey our message. The examples in the table below will demonstrate how grammatically organised sentences make sense and non-grammatical sentences do not.

Grammatical Sentence	Non-Grammatical Sentence
We go to college together. ہم اکٹھے کالج جاتے ہیں۔	Go we together college- جاتے ہیں ہم اکٹھے کالج
Children play hide and seek. بچے انکھ مجولی کھیلتے ہیں۔	Play hide and seek children- کھیلتے ہیں انکھ مجولی مجھے
The Sun rises in the East. سورج مشرق سے طلوع ہوتا ہے۔	The Sun in rise East. سورج سے طلوع ہوتا ہے مشرق

E. Morpho-syntax

The study of grammar can be separated into two categories: morphology and syntax. The study of words and the laws that govern their development is known as morphology. Syntax, on the other hand, is the study of sentences and the rules that govern their creation. In essence, morphology and syntax are both studies of the same thing - the rules that govern the formation of a language – but at different "levels."

F. Determinatives

A Determinative is a genus for the language element that appears as a constituent in phrases and is responsible for determining the identifiability quantity of those phrases. Determinatives are words and phrases that indicate definiteness, proximity, quantity, and relationships concerning a noun phrase or verb phrase in the

form of a present participle.e.g.,” **one** cat (ایک بلی),” “many cats(بہت سی بلیاں)” or to clarify what the noun refers to e.g., “**my** cat(میری بلی),” “**the** cat(خاص بلی),” “that cat (وہ بلی)”. Boldface words are the determinatives in the

The seven grammatical forms that can function as the determinative are:

- i. *Articles* (a, an, the)
- ii. *Demonstrative Determiners* (this, that, these, those)
- iii. *Interrogative Determiners* (what, when, which, where, etc.)
- iv. *Possessive Determiners* (his, her, my, your, our, its, their)
- v. *Quantifiers* (some, little, much, many, more, few etc.)
- vi. *Numerals* (one, two, three, four, five etc)

The present stud dealt with articles, determinative determiners, possessive determiners and quantifiers.

G. *Objective of study*

The purpose of this research is to gain a thorough understanding of the structure, application, and relevance of the term "Determinatives" in the English and Urdu languages.

H. *Research Question*

Why do ‘Determinatives’ of English and Urdu cause problems in Morphosyntactic Analysis?

II. LITERATURE REVIEW

Many researchers and professors from various nations have expressed an interest in error analysis. Although many studies appear to share the same broad goals, they are done in diverse situations and under different conditions. The current researcher chose several reviewed studies to immerse the reader in the field of error analysis and to demonstrate the study's contribution in the final paragraph.

Hourani (2008) examines the most common grammatical faults committed by Emirati male students in their English writings. The research is being carried out in five Emirati schools, with 105 pupils and 20 teachers taking part. The study's findings show that the most prevalent grammatical errors are in passivisation, verb tense and form, word order, prepositions, subject-verb agreement, articles, plural forms, and auxiliaries. Furthermore, there are intralingual mistakes. Finally, the study makes various recommendations, such as including more free and regulated writing tasks in school textbooks to improve students' writing skills.

Kirkgöz (2010) investigates the writing faults of Turkish adult English learners. The study's goal is to discover and categorise errors into two categories: interlingual and intralingual faults. The study's corpus comprises 120 essays produced by 86 Turkish students at ukurova University in Turkey. According to the study's findings, the majority of the students' errors are interlingual and are instances of first language interference. Furthermore, the study implies that students' blunders should be seen favourably because they are milestones toward acquiring the target language.

Wee et al. (2010) investigate the written verb-form errors in the EAP writings of 39 second-year Malaysian students enrolled in a Malaysian public university. The study's goal is to determine the prevalence and types of verb-form errors. According to the findings, the most common forms of errors are omission, addition, misformation, and ordering. Furthermore, the deletion of the third person singular marker is associated with a significant frequency of errors. Furthermore, the students struggle with the auxiliary verb ‘to be.’ Finally, the researchers stress the importance of grammar in learning a second language.

Nayernia (2011) investigates the writing faults of Iranian EFL students to identify the various intralingual errors and determine if L1 has a role in learning L2. The researcher asks his students to write several paragraphs on a topic of their choice for the study. Following that, 30 erroneous sentences are chosen for study. The study's findings show that the majority of the faults in students' papers are intralingual, with only a few (16.7 percent) being interlingual. Finally, the study emphasises the significance of mistake analysis in gaining a deeper knowledge of the language system.

Al-Shormani (2012) explores the causes of grammatical problems in Yemeni earners' English written writings. The study's sample consisted of 50 third-year English students at Ibb University in Yemen. The researcher uses James' (1998) mistake taxonomies, which divide syntactic errors into four categories: L1 transfer, L2 influence, L1&L2, and unrecognised. The study's findings show that Yemeni pupils struggle with English syntax. Furthermore, rather than remembering rules, it is strongly advised to teach syntactic categories inductively. Finally, the study proposes a solution for syntactic errors by utilising the ‘discovery’ technique pioneered by Celce-Murcia and Hilles (1988), which includes: (i) presentation, (ii) focused practice, (iii) communicative practise, incorporating information gap, choice, and feedback, and (iv) providing teacher feedback.

Basri et al. (2013) investigate the syntactic errors that occur in descriptive paragraphs written by Indonesian students of English. The study's goal is to discover the types and patterns of English syntactic faults in students' compositions. According to the study's findings, 16 different types of syntactic errors occur in descriptive paragraphs, including auxiliaries, word form, and world-class. In terms of error types, the results reveal 18 problems such as incorrect verb form, omission of auxiliaries, and incorrect word order. It finds that

due to the syntactic differences between English and Indonesian, English phrases are the biggest challenge that Indonesian learners confront.

Al-Khasawneh (2014) investigates Jordanian undergraduate students' writings. He is working on evaluating a corpus of 26 English paragraphs authored by 26 students from various majors at Ajloun National University in Jordan. Following data collection, any errors made by students are detected and classified. The study's findings show that the majority of students made errors in spelling, subject-verb agreement, word order, and the overuse of English articles. The study closes with various implications, such as the fact that Jordanian EFL students should practise English writing regularly to develop their writing skills.

Rostami & Boroomand (2015) investigate the sources of faults in written compositions made by 100 Iranian EFL students. The study's goal is to discover, describe, and categorise errors based on their sources. Using gender as a variable in the study, 50 male and 50 female students are chosen at random, and their written works form the corpus of the study. The data demonstrate that the bulk of errors are caused by inadequate mastery of the target language, with only a few errors caused by the L1 transfer. Furthermore, female learners make more errors than male learners, although the classification of errors in the two groups is the same.

The aforementioned studies used the error analysis method to delve into morpho-syntactic rules to gain a better understanding of the text. The current study used a descriptive and qualitative approach to analyse the determinative phrases on two levels: morphologically and syntactically. The study also included a comparison of English and Urdu phrases to help with comprehension.

III. METHODOLOGY

The qualitative method was used to analyse data in this descriptive study. The data was gleaned from an essay titled "An Excursion Trip" from the book Intermediate Part-II. The researcher read the entire essay and then chose an excerpt for morpho-syntactic analysis. He translated the excerpt into Urdu before coding the decisive Determinatives in both English and Urdu. Finally, he morphologically and syntactically developed the determinative phrases.

IV. DATA ANALYSIS

The paragraph for data analysis has been taken from an essay on 'An Excursion Trip' from the book of Second Year students. From the paragraph, Determinatives were chosen which fall in the following categories.

I. Articles

1. An Excursion Trip, ایک تفریحی سیر

Morphologically 'an' is a determiner in the phrase 'an excursion trip'. 'An' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'.

Syntactically, the whole phrase 'an excursion trip' is Adjective Phrase that has been used as an Adjunct in the sentence. With more elaboration 'excursion' is an adjective 'trip' is a noun and 'an' is a determiner.

2. have free time and are in a frivolous jolly mood, ایک خوش کن مزاج میں

Morphologically 'a' is a determiner in the phrase 'in a frivolous jolly mood'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'.

Syntactically, the whole phrase 'in a frivolous jolly mood' is an Adjective Phrase, which has been using as a complement in the sentence. With more elaboration 'jolly' is an adjective, frivolous is a modifier of 'jolly mood' 'mood' is a noun and 'a' is a determiner.

3. we plan an enjoyable excursion trip ایک خوش کن تفریحی سیر

Morphologically 'an' is a determiner in the phrase 'an enjoyable excursion trip'. 'An' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'.

Syntactically, the whole phrase 'an enjoyable excursion trip' is an Adjective Phrase that has been used as a complement in the sentence. With more elaboration 'excursion' is an adjective, enjoyable is a 'modifier', 'trip' is a noun and 'an' is a determiner.

4. To a soothing location, ایک پر سکون مقام

Morphologically 'a' is a determiner in the phrase 'a soothing location'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'.

Syntactically, the whole phrase 'a soothing location' is Adjective Phrase, which has been used as an Adjunct in the sentence. With more elaboration 'soothing' is an adjective, 'location' is a noun and 'an' is a determiner.

5. It was **a lovely cloudy day**, ایک خوبصورت بادلوں بھرا دن

Morphologically 'a' is a determiner in the phrase 'a lovely cloudy day'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'. Syntactically, the whole phrase 'a lovely cloudy day' is Adjective Phrase, which has been used as a complement in the sentence. With more elaboration 'cloudy' is an adjective, 'lovely' is a modifier, 'day' is a noun and 'a' is a determiner.

6. **A cool and pleasant day** instead. ایک ٹھنڈا اور خوشگوار دن

Morphologically 'a' is a determiner in the phrase 'a cool and pleasant day'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'. Syntactically, the whole phrase 'a cool and pleasant day' is Adjective Phrase that has been used as a complement in the sentence. With more elaboration 'cool' and pleasant are adjectives, 'and' is complementizer, 'day' is a noun and 'a' is a determiner.

7. They were in **a good mood**. وہ اچھے مزاج میں تھے

Morphologically 'a' is a determiner in the phrase 'a good mood'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'. Syntactically, the whole phrase 'a good mood' is Adjective Phrase that has been used as a complement in the sentence. With more elaboration 'good' is an adjective, 'mood' is a noun and 'a' is a determiner.

8. They told me that I needed to get ready for **an urgent trip** out. ایک فوری سیر

Morphologically 'an' is a determiner in the phrase 'an urgent trip'. 'An' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'. Syntactically, the whole phrase 'an urgent trip' is Adjective Phrase as a complement in the sentence. With more elaboration 'urgent' is an adjective 'trip' is a noun and 'an' is a determiner.

9. I was not immediately ready for **a herculean task** ایک ناممکن کام

Morphologically 'a' is a determiner in the phrase 'a herculean task'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'. Syntactically, the whole phrase 'a herculean task' is Adjective Phrase, which has been used as a complement in the sentence. With more elaboration 'excursion' is an adjective and 'an' is a determiner.

10. as they had arrived with **a firm determination**

Morphologically 'a' is a determiner in the phrase 'a firm determination'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'. Syntactically, the whole phrase 'a firm determination' is Adjective Phrase as a complement in the sentence. With more elaboration 'excursion' is an adjective, 'determination' is a noun and 'an' is a determiner.

11. We now had nothing to do but embark on **a long-awaited journey** ایک دیرینہ سفر

Morphologically 'a' is a determiner in the phrase 'a long-awaited journey'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'. Syntactically, the whole phrase 'a long-awaited journey' is an Adjective Phrase, which has been used as a complement in the sentence. With more elaboration 'long-awaited' is an adjective, 'journey' is a noun and 'an' is a determiner.

12. for **a long-desired trip**. ایک دیرینہ خواہش کا دن

Morphologically 'a' is a determiner in the phrase 'a long-awaited trip'. 'A' is a single inflectional morpheme with a single phoneme. In the same way in Urdu, the word (ایک) is called 'Ism e sift Taadadi'. Syntactically, the whole phrase 'a long-awaited trip' is Adjective Phrase that has been using as a complement in the sentence. With more elaboration 'long-desired' is an adjective, 'trip' is a noun and 'an' is a determiner.

J. *Demonstrative Determiners* (*this, that, these, those*)

1. To be a part of **that adventurous trip**. وہ مہماتی سیر

Morphologically 'that' is a demonstrative determiner in the phrase 'that adventurous trip'. 'that' is a single inflectional morpheme with three phonemes. In the same way in Urdu, the word (وہ) is called 'Ism e Ishara'. Syntactically, the whole phrase 'that adventurous trip' is Adjective Phrase that has been using as a complement in the sentence. With more elaboration 'adventurous' is an adjective, 'trip' is a noun and 'that' is a demonstrative determiner.

2. it was too late for me to refuse **that ready-made offer**, وہ طے شدہ پیش کش

Morphologically 'that' is a demonstrative determiner in the phrase 'that ready-made offer'. 'that' is a single inflectional morpheme with three phonemes. In the same way in Urdu, the word (وہ) is called 'Ism e Ishara'. Syntactically, the whole phrase 'that ready-made offer' is Adjective Phrase that has been used as a complement in the sentence. With more elaboration, 'ready-made' is an adjective, 'offer' is a noun and 'that' is a demonstrative determiner.

3. to take **that long-desired leap** وہ دیرینہ مہم

Morphologically 'that' is a demonstrative determiner in the phrase 'that long-awaited leap'. 'that' is a single inflectional morpheme with three phonemes. In the same way in Urdu, the word (وہ) is called 'Ism e Ishara'. Syntactically, the whole phrase 'that long-awaited leap' is Adjective Phrase that has been used as a complement in the sentence. With more elaboration, 'long-awaited' is an adjective, 'leap' is a noun and 'that' is a demonstrative determiner.

4. It was impossible for me to arrange in **such a short period**. ایسا مختصر وقت

Morphologically 'such' is a demonstrative determiner in the phrase 'such a short period'. 'such' is a single inflectional morpheme with three phonemes. In the same way in Urdu, the word (ایسا) is called 'Ism e Ishara'. Syntactically, the whole phrase 'such a short period' is an Adjective Phrase that has been used as an Adjunct in the sentence. With more elaboration 'short' is an adjective, 'period' is a noun, 'a' is a modifier and 'such' is a demonstrative determiner.

K. *Possessive Determiners* (*my, our, your, his, her, its, their*)

1. To please **my dearest friend**. میرا سب سے پیارا دوست

Morphologically 'my' is a possessive determiner in the phrase 'my dearest friend'. 'My' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (میرا) is called 'Ism e Zameer Azafi'. Syntactically, the whole phrase 'my dear friend' is an Adjective Phrase that has been used as a compliment. With more elaboration 'dearest' is an adjective, 'dearest' is a noun and 'my' is a possessive determiner.

2. I had to make **my hasty plans**. میرے جلد بازی کے کام

Morphologically 'my' is a possessive determiner in the phrase 'my hasty plans'. 'My' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (میرا) is called 'Ism e Zameer Azafi'. Syntactically, the whole phrase 'my hasty plans' is an Adjective Phrase that has been used as a complement in the sentence. With more elaboration 'hasty' is an adjective, 'plans' is a noun and 'my' is a possessive determiner.

3. with all **their necessary arrangements** اپنے کے ضروری انتظامات کے ساتھ

Morphologically 'their' is a possessive determiner in the phrase 'my dearest friend'. 'Their' is a single inflectional morpheme with three phonemes. In the same way in Urdu, the word (میرا) is called 'Ism e Zameer Azafi'.

Syntactically, the whole phrase 'their necessary arrangements' is an Adjective Phrase that has been used as a complement in the sentence. With more elaboration 'necessary' is an adjective, 'arrangements' is a noun and 'their' is a possessive determiner.

L. *Quantifiers* (*some, many, little, much, more, few etc.*)

1. I have many friends, **mostly good friends**, زیادہ تر اچھے دوست

Morphologically 'mostly' is a quantifier in the phrase 'mostly good friends'. 'Mostly' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (زیادہ تر) is called 'Ism e Sift Tadadi'. Syntactically, the whole phrase 'mostly good friends' is an Adjective Phrase. With more elaboration 'good' is an adjective, 'friends' is a noun and 'mostly' is a quantifier.

2. When **all of my friends**, میرے تمام دوست

Morphologically 'all' is a quantifier in the phrase 'all of my friends'. 'All' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (تمام) is called 'Ism e Sift Tadadi'.

Syntactically, the whole phrase 'all of my friends' is an Adjective Phrase that has been used as a subject in the sentence. With more elaboration 'my' is a possessive determiner, 'friends' is a noun and 'mostly' is a quantifier.

3. **Some of my friends** unexpectedly showed up at my house میرے کچھ دوست

Morphologically 'some' is a quantifier in the phrase 'Some of my friends'. 'Some' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (کچھ) is called 'Ism e Sift Tadadi'.

Syntactically, the whole phrase 'mostly good friends' is an Adjective Phrase that has been used as a subject in the sentence. With more elaboration 'good' is an adjective, 'friends' is a noun and 'some' is a quantifier.

4. because I was doing **some kind of assignment** کچھ طرح کی تفویض

Morphologically 'some' is a quantifier in the phrase 'Some kind of assignment'. 'Some' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (کچھ) is called 'Ism e Sift Tadadi'.

Syntactically, the whole phrase 'some kind of assignment' is an Adjective Phrase that has been used as a complement in the sentence. With more elaboration 'kind' is an adjective, 'assignment' is a noun and 'some' is a quantifier.

5. As a result, I was **a bit hesitant** قدرے گھبرایا ہوا

Morphologically 'a bit' is a quantifier in the phrase 'a bit hesitant'. 'A bit' is a single inflectional morpheme with three phonemes. In the same way in Urdu, the word (قرے) is called 'Ism e Sift Tadadi'.

Syntactically, the whole phrase 'mostly good friends' is an Adjective Phrase that has been used as a complement in the sentence. With more elaboration, 'hesitant' is an adjective, 'and' 'a bit' is a quantifier.

6. **Without further ado**, بغیر کچھ اور کیے

Morphologically 'without' is a quantifier in the phrase 'without further ado'. 'Without' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (کچھ) is called 'Ism e Sift Tadadi'.

Syntactically, the whole phrase 'without further ado' is an Adjective Phrase that has been a complement. With more elaboration 'further' is an adjective, 'ado' is a noun and 'without' is a quantifier.

7. They were **all spick-and-span**. وہ سب کے سب تیار تھے

Morphologically 'all' is a quantifier in the phrase 'without further ado'. 'All' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (سب کے سب) is called 'Ism e Sift Tadadi'.

Syntactically, the whole phrase 'without further ado' is an Adjective Phrase, which has been used as with more elaboration, 'spick-and-span' is an adjective, and 'without' is a quantifier.

8. with **all their necessary arrangements**. اپنے تمام انتظامات کے ساتھ

Morphologically 'all' is a quantifier in the phrase 'without further ado'. 'All' is a single inflectional morpheme with two phonemes. In the same way in Urdu, the word (زیادہ تر) is called 'Ism e Sift Tadadi'.

Syntactically, the whole phrase 'without further ado' is an Adjective Phrase that has been used as an Adjunct in the sentence. With more elaboration 'necessary' is an adjective, 'arrangements' is a noun and 'all' is a quantifier.

V. DISCUSSION

For example, in a multilingual country such as Pakistan, even a highly skilled teacher may switch to the national language Urdu or even a regional language to ensure that the students understand what is being said. As soon as the orator finishes his sermon, it will be pointless to have a teacher present to impart the lesson. The feedback provided by the pupils has an impact on the teacher's performance. If we are talking about the grammar that is being taught in the classroom, an effective teacher must keep in mind that he or she is required to follow the Grammar Translation Method (GTM). To achieve the intelligibility, comprehensibility, and interpretability promised by Burns (2003), it becomes required that the speaker be equally proficient in both English and Urdu grammatical rules, to elucidate the determinatives of both languages at the same time. If the teacher can teach grammar in both languages while also having a skill, the results of the students will be astoundingly superior to the teacher's actions in the classroom, as described by T.S. Eliot (1925) as "rustling of dry grass" and "running of mice in a dark, dry cellar," respectively.

VI. CONCLUSION

The objective of this was to get a complete understanding of the structure, application, and importance of the term "Determinatives" in the English and Urdu languages. The term "Determinatives" is defined as follows: To make things clear with comparison, the findings of the study provide the solution that a teacher must have a sophisticated understanding of grammar in both the languages of English and Urdu. According to (Harmer, 2001), a teacher who is well-versed in morphosyntactic norms and who employs appropriate processes such as the PPP, which stands for Presentation, Practice, and Production, would achieve the desired result. The scope of this analysis is limited to a single excerpt from "An Essay on Excursion Trip." An MPhil scholar to provide a better and more satisfying understanding should expand the morphosyntactic analysis into a well-developed thesis.

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Appendices

English Text

An Excursion Trip

I have many friends, **mostly good friends**. When **all of my friends**, including myself, have free time and are **in a frivolous jolly mood**, we plan an **enjoyable excursion trip** to a **soothing location**. It was a **lovely cloudy day**, a **cool and pleasant day** instead. **Some of my friends** unexpectedly showed up at my house. They were in a **good mood**. They told me that I needed to get ready for an **urgent trip** out. I was not immediately ready for a **herculean task** because I was doing **some kind of assignment** to please **my dearest friend**. As a result, I was a **bit hesitant** to be a part of **that adventurous trip**. In any case, it was too late for me to refuse **that ready-made offer**, as they had arrived with a **firm determination** to take **that long-desired leap**. **Without further ado**, I had to make **my hasty plans**. First, I was hesitant because it was impossible for me to arrange in **such a short period**. To my surprise, they were **all spick-and-span**. They had arrived at my house with **all their necessary arrangements**. We now had nothing to do but embark on a **long-awaited journey** for a **long-desired trip**.

Urdu Text

ایک تفریحی سیر
میرے بہت سے دوست ہیں، زیادہ تر اچھے دوست ہیں۔ جب میرے سبھی دوست، بشمول میرے ساتھ، جب فارغ وقت رکھتے ہوں اور انتہائی خوش مزاج مزاج میں ہوتے ہیں، تو ہم آرام دہ اور پرسکون مقام پر گھومنے پھرنے کے سفر کا ارادہ کرتے ہیں۔ یہ ایک خوبصورت ابر الود دن، ٹھنڈا اور خوشگوار دن تھا۔ میرے کچھ دوستوں نے غیر متوقع طور پر میرے گھر آوارہ ہوئے۔ وہ اچھے موڈ میں تھے۔ انہوں نے مجھے بتایا کہ مجھے فوری سفر کے لئے تیار ہونے کی ضرورت ہے۔ میں فوری طور پر برکولین کام کے لئے تیار نہیں تھا کیونکہ میں اپنے پیارے دوست کو خوش کرنے کے لئے کسی قسم کی تفویض کر رہا تھا۔ اس کے نتیجے میں، میں اس بہادر سفر کا حصہ بننے میں ہچکچا رہا تھا۔ بہر حال، مجھے اس تیار پیش کش سے انکار کرنے میں بہت دیر ہو چکی تھی، کیونکہ وہ اس طویل خوابش مند چھلانگ کو اٹھانے کے پختہ عزم کے ساتھ پہنچے تھے۔ مزید دیر کے بغیر، مجھے اپنی جلدبازی کا منصوبہ بنانا پڑا۔ پہلے، میں ہچکچا رہا تھا کیونکہ اتنے مختصر عرصے میں میرے لئے انتظام کرنا ناممکن تھا۔ حیرت کی بات یہ ہے کہ، وہ سب تیار تھے۔ وہ تمام ضروری انتظامات کے ساتھ میرے گھر پہنچے تھے۔ ہمارے پاس اب کچھ کرنا باقی نہیں تھا لیکن طویل انتظار کے سفر کے لئے طویل انتظار میں سفر کے لئے سفر کرنا تھا۔