# Effectiveness of Fromkein Model for Analysis of Blend and Exchange Speech Errors in Urdu Language

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**Abstract**
The study aims to examine the speech errors made by the speakers of Urdu language. Paper also identifies the types and most frequently used errors in the Urdu language. Speaking is one of the major forms of language production. It involves the process of how a speaker translates information and intention in a given language. It is an active procedure of the human mind and strictly governed by phonological syntactic and semantic rules. Error analysis is defined as a way of identifying, organizing and systematically interrupting the improper forms produced by someone speaking the native language, using any of the principles and procedures provided by linguistics (Crystal, 2003). There exist tremendous difficulties in natural speeches uttered by the speakers unconsciously. Due to the trend of English medium in schools as we use English as our official language that's why most of the students face problem while reading the Urdu language so when they switch their language into Urdu they commit so many errors. So to identify those errors which we commit while speaking the Urdu language**.** The method of the study includes 30 participants randomly selected from the undergraduate level. The data was collected through the audio recordings of the participants for the investigation of speech errors. Fromkein's classification scheme has been used to analyze the errors and their frequencies in a speech. The result identified the specific type of speech error and their occurring frequencies in speech production. The results of the study identified the types of speech errors which committed most are blend and exchange error. Moreover, the findings of the study also checked the frequency of the errors committed in speech production.
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## 1. Introduction
The language which we use in daily communication is a distinct characteristic of human being Sukriana (2017). The disparity of language between man and animal is of vital importance that humans can communicate by speak whereas animals cannot speak. Animals are not bestowed with the quality of speaking. It is with the help of language that man is called a rational being, who can think in a logical way and can answer all questions sensibly. The civilization of human being is represented through his language. However, a community is connected with the help of language but there are also a lot of complications created because of language. The cognitive capabilities of a person can be calculated with his/her language. The personality of a person can be gauged through his language.

The communication among human being is frequently done through the production of speech, and comprehension laid the basis for understanding speech. If a person knows how to speak a language, he can comprehend and produce unlimited utterances. When a human being produces a language, it is called speech production. In our daily routine life, many of us are used to making or producing speech errors (Jean & Nan, 1998). That's why speech errors contain the element of annoyance and excitement. It also attracted the attention of many psychologists who conducted several studies in the domain of linguistics. Researchers are involved in the study of speech errors for their future researches.

In psycholinguistics, analysis speech error relies on the mental process of a speech, while disfluency in speech relies on the speech disorder or aphasia. When we talk about speech error, linguistics refers to the mental grammar that allows us instantaneously be both speaker and listener. The analysis of speech error will enable us to know the nature of this mental grammar. When this phenomenon comes within a language, it is analyzed by linguists explicitly; the psychology of language is its kind.

Psycholinguistics is the field of linguistics in which we study language and psychology. Psycholinguistics is the discipline which describes and investigates the mental processes that make it possible for humans to master and use that language. In simple words psycholinguistics is the use of language and speech as a way to nature and the structure of the human mind (Thomas vel, 2001).

In the 1970s by Corder and his followers described that the field of error analysis was established in the second language acquisition. Error analysis is the type of linguistics study that focuses on the errors which is committed by the learners. It consists of difference between the errors made in target language and within that target language itself. Corder (1967) explained that basically error analysis has two objects, one is theoretical and the other is applied. Basically theoretical object talks about that how a learner learns the second language and the

applied object is about to learn more efficiently by using the knowledge of his dialect for teaching purposes. At the main time, the analysis of error can serve two purposes, one is investigate and the other is prognostic.

Researcher interested in observing analysis that errors are beneficial for both learners and teachers.it provides information to the teachers about the students' performance. This process helps the teachers in three different ways, firstly to correct those errors, secondly to improve their teaching skills and thirdly to focus on those areas that need to be improve. (Al-haysoni, 2012)

As Ramadhan (2016) said that speech error is basically a language disorders like someone has problem to produce different words in language. Speech errors can occur at each level of speech production, that is occur in the time of lemma retrieval, encoding of grammatical and phonological encoding, as well as in articulation ( levelt,1989) . It has been stated that to monitor the speech errors it is under attentional control which means that the speaker can pay either more attention to the inner speech errors over to overt speech (Hartsuiker, Kolk and Martensen, 2005).

Speaking is not easy, because we human being communicates with a language, which involves a complex process of cognition and different aspects of language and skills. As Rogers et al. (2010), vocal ability involves a complex phenomenon of the brain that is not fully understood. When we are communicating with each other, we do not just focus on how we deliver our idea to others but also we have to focus on how to produce language clearly and smoothly. It has been stated that when we communicate in our second language, most of the errors are committed at that time. Learners often commit errors while articulating speech which is the results of errors.

Speech errors are seen as natural windows to the speaker's mind, in different phases, they are the reflection of the thought process of human mind and execution of regularities which are otherwise not available for examination (Shattuck & Hufnagel, 1979). Gósy (2007) defines the notably broader class of speech dysfluencies as unintended "phenomena that interrupt the fluency of speech and do not adjoin propositional content material to an utterance".

The following categories are used to explain errors-type dysfluencies or speech errors: false word, grammar errors, blends, false beginning, TOT (tip-of-the tongue), ordering issues (perseveration, anticipation, metathesis), simple slips (addition, deletion, change) and errors that could have a couple of reasons Gósy et al. (2009) and Gyarmathy, (2015). Similarly, to those classes, there are dysfluencies that are associated with the uncertainty of the speaker, which consist of pauses, filled pauses, repetitions, fillers, lengthening, and restarts (Gyarmathy, 2015). Speech dysfluencies can be connected to the malfunctions at a given stage of the speech production method (Levelt, 1989) and have contributed to a higher knowledge of monolingual and bilingual speech planning and speech production. The examination of speech dysfluencies is a valuable device in investigating speech production in numerous languages and numerous settings, and even though speech dysfluencies "would possibly vary across languages, across people, and across activities, error mechanisms need to be both speaker – and language universal" (Cutler, 1981).

Making errors/mistakes is a vital part of the language learning method. Sprat, Pulverness, and Williams (2011) consider that making errors plays a vital and valuable function in language learning because it permits language learners to practice with language and measure their achievement in communicating. People all over the world, both native and non-native speakers, irrespective of their mother language, make errors while speaking.

Research in speech errors takes place often in everyday language conversation. Under such condition, this form of discussions can provide referenced means for people to have a better knowledge of the speech generation, which can consequently enhance communication efficiency and decrease the embarrassing misunderstandings. In this base, it is essential for language application, particularly within the area of English language teaching, since speech errors have much value in research, communication and practice (Qi Zhu, 2018).

Analyzing speech errors is crucial for the investigation of language expressions, and there are different methods which are used to obtain and analyze them in a natural speech have faced several difficulties. Speech errors are relatively rare activities to identify in natural language. Even the most exceptional listeners can find nearly one out of three errors in producing language (Ferber, 1991). The procedure of gathering speech errors is also extremely errors-prone, with chances for errors at all phases of gathering and investigation. Errors are frequently ignored or misunderstood, and about a part of errors composed by skilled experts are omitted in the future study because they are not actual errors (Cutler, 1982; Ferber, 1991, 1995). After collected, mistakes can be additionally misclassified and display numerous forms of uncertainty, causing additional loss of data in an already lengthy procedure (Cutler, 1988). The overwhelming majority of studies on producing speech has examined the language of Indo-European (e.g., Dell, 1986; Goldrick, 2014; Levelt, 1992; Levelt, Roelofs, & Meyer, 1999). Assumed the selection of speaking sounds and phonological arrangements through dialects (Ladefoged & Maddieson, 1996), it is stated that technologically advanced principles from the learning of Indo-European languages may not generalize to languages with different characteristics (Padraig G.O'Seaghdha, 2010).

Philological tones, as an example, distinguish among philological things in a large number of the African just as Asian dialects similarly that consonants or vowels do in Indo-European dialects (Howie, 1976).

Error investigation of these generally depicted as a method for looking at, ordering, and deliberately

interfering with the unsatisfactory structures created by somebody learning an English language, the utilization of any of the thoughts and procedures are given by the etymology (Crystal, 2003). According to Ridha (2012), error analysis is the categorization, perception and procedure of investigating the errors in writing a second language. Candling (2001) proposed errors analysis as the exploration and monitoring of students' language. Brown (2000) investigated two core causes of errors. They are interference errors known as inter-lingual frequently takes place as a result of interference of the first language. They are attributed to adverse inter-lingual transmission (Chelli, 2013).

Al- Khresheh (2010) investigated that inter-lingual errors are made using literal paraphrasing. Common inter-lingual errors are mother tongue interference, transfer error and literal translation. According to Wicaksono (2014), the reasons for the errors rises from the transfer of mother language (James, 1988). Intra-lingual errors are concerned by the faulty or incomplete target language learning method (Fang & Xue-mei, 2007; Keshavarz, 2003).

According to Erdogan (2005), intra-lingual errors happen due to students' attempt to form ideas for target language learning experiences. They are often made in the speaking of English language learning and their relevant techniques. Intra-lingual errors are interpretation, overgeneralization, and communication issues. It is the analysis of errors committed by students in the written and spoken language (Ali, 1996). Many errors that learners devote belonged to intra-lingual perspective than that of inter-lingual (Pebrianti, Nitiasih, & Dambayana, 2013).

Most of the official and private documentation is done in Urdu. All students make errors regardless of the language they are learning. However, the natural surroundings of mistakes in L1 are quite dissimilar from that in L2. Moreover, the natural surroundings of error change because the learners transfer from one phase to another in his/her life. Linguists and philological teachers have attempted to investigate the reasons for these speech errors in the Urdu language.

Urdu has been a focus of great academic affair for educators in all sectors in Pakistan. The current developments in the Urdu language have become a fact. Urdu is still passing through an utterly crucial period of development because most of the secondary level learners are not able to express themselves in everyday Urdu. Present work attempts to develop an insight into the importance of error analysis system, which is planned to be a vital pillar of language teaching when is error considered as a natural process of learning.

## 2. Literature review

Pronunciation error happens due to misunderstanding of words and some problem in articulation system. Speech errors are widespread in our daily lives that most of the time, researchers neglect this area. A small amount of researchers has done work on speech errors.

Usually speech errors are referred as 'slip of tongue' that was identified in 1970. In the beginning Fromkein's 1971 highlighted these errors with academic articles. This analysis give rise to area of speech errors in linguistics. The capacity to create exact discourse sounds effectively is something that individuals more often than not underestimate. Indeed, it truly includes complex procedure. As it is investigated by Kuiper and Allan (2004) that the generation of discourse includes three particular procedures that are commencement, phonation, and verbalization. Moreover, Akmajian et al. (2010) contend that the most straightforward approach to consider hypotheses of discourse creation is to envision assembling a gadget that will reproduce the progression of data from message to sounds—at the end of the day, a model of the wonder of a speaker communicating a message to a listener: the speaker thinks about a message, "plans" how to express it, lastly explains the articulation with the vocal tract. The mind boggling process associated with discourse generation is at first by contemplations must be changed over into semantic image which are then sent to vocal components that can sort out, start, alter and execute the enunciation of an expression. As a result of not straightforward procedure of delivering discourse, the speakers frequently make unsmooth and hazy correspondence which results in discourse errors. The mix-up of creating discourse is by all accounts very regular to all speakers. Frisch and Wright (2002) contend that expressed mix-ups have customarily been utilized to give proof to discourse creation models that use linguistic theory structures as real components of the psychological function of linguistic performance. Cholz (2011) defines spoken mistakes as mistakes made by speakers when they intend to express one thing, but instead, something else comes up. Kovac (2011) states that creating a lecture is a hard, complex, and continuous process that various components of the language production mechanism may cause speech errors.

He trusts that verbally expressed mix-ups are deviations from the aim of the speaker's correspondence and is a significant wellspring of data for understanding the intricate components of language creation. In accordance with these announcements, the essayist's perspective on spoken oversights, deviations from the planned discourse, is affected by mental factors during the time spent discourse generation.

As per Clark and Eve (1977), regular kinds of spoken errors can be as per the following:

(1) Silent respite An expressed word between words can be known as a delay of sound (for example, turn the steam switch on!), (2) a place filled with phrases like "mm", "ah", "", "Wrong," or anyone else who speaks a gap while the speaker speaks (for example, clear [UH] the heater switch!), 3) Repetition occurs when the speakers repeat one or more words in the phrase (for example, switch on the heater switch / turn on the steam); (4) the start

of the wrong retreat means correcting a word such as one or more words before modifying the words (for example, change the heater switch!), (5) unpredictable start of the wrong start is quite the same as the initial start of the wrong, but it involves repeating one or more words in a sentence before the words Modified (for example, change the steam switch!), (6) Correcting explicitly "I mean", "or rather", "this" or "good" is expressed as a phrase of the phrase as correction. The corrections occur when the speaker speaks better to say and then correct them instead of the previous words, which appear to be a mistake (eg, the switch on the stove - I means the heater switch!), (7) Ringing occurs when the speakers repeat or take many sounds of the initial sounds (for example, turn on the hhh heater switch!), (8) switching a short sentence like: oh!!, Or oh! (For example, turn on the heater switch); (9) language slippage can be recognized as an unwanted, nonliving deviation from a lecture program (Poulisse, 1999: 91) (for example - turn on the heater switch -> Turn on the sweets (Clark and Eve, 1977).

Gleason and Ratner (1998) present examples of speech or language mistakes in vocabulary, vocabulary and vocabulary in speech production as follows: word choices and insertion errors (for example - to become -> in turn Self-tended to be one. Morpheme Mistakes b.1 Discrepancies are vague like - Cattle follow the cow's path, b.2 Errors derived from morphs eg - enough enough -> Easily enough b.3 Inappropriate grammatical rules for example - The last thing I know about it-> The last one is about, for example, an orange is absorbed by the red feeder -> The red color by y The orange is absorbed from the feeder.)

In addition, Poulisse (1999: 109) classifies several types of language slipping: replacing a linguistic unit that is another alternative (for example, what you put on a glass of milk on a bottle of milk) Exchange is the simultaneous replacement of two units of linguistic language units for each other (for example, bread or something -> Bread or thomesing), Shift is in addition to a language unit that has been deleted elsewhere (for example I've learned a lot on camping).

A blend of a mixture of two linguistic units (e.g. where and how wet) is eliminated, the removal of a linguistic unit (for example, so that he can drink from his bottle so that he can use his bottle Drink), in addition to a linguistic unit (for example, I am also a brother and also a brother), and Haplology is a part of a linguistic unit, because the result is stated in the contract. Take up (For example, the representative was one representative). Clarke and Eve (1977) have discovered three possible sources of difficulty planning for cognitive, anxiety, and social reasons. In the first step, given the difficulty of cognition, people use abstract words rather than specific words to produce sentences on the subject.

In addition, there are uncertainties through descriptions of descriptions, which is probably because the explanation and words are difficult to express. In addition, at the level of the word choice, doubts appear when the difficult speech is to find just the right word. Secondly, state anxiety occurs, because the particular condition that causes a speaker to be tense, anxious or worried about it. Then, they tend to question skepticism. Anxiety reduces planning and execution.

Thirdly, spoken mistakes are due to social causes. When the conversation is pressed, the speech program becomes difficult. Under the pressure of conversation, speakers should be clear when they still have something to say and when they are not finished yet. If at any moment it takes too long, someone else may accept the conversation. (Wijayanti, 2012)

Scientific analysis Speech errors, commonly called "language slippage", were revised in the early 1970s by the publication of an indication of Fromkin (1971), which used the method of spelling errors in constructing language arguments. A number of spelling errors have been created spontaneously (Fromkin, 1971; Garrett, 1975; Shattuck-Hufnagel, 1979), and it is intriguing to decide if there are sound examples in how and how they happen. Despite the fact that these mistakes are not normal, it appears that all speakers in some cases make them. A few people are more inclined to discourse mistakes than others. Dr. William, an unbelievable.

### 2.1 Types of Speech Errors

Although spoken mistakes spread a wide scope of semantic substance, there are just a couple of fundamental kinds (Fromkin, 1971; Garrett, 1975; Shattuck-Hufnagel, 1979). Instances of eight kinds are recorded in the table 2.1, with words that have all the earmarks of being in enclosures.

*Table 2.1*: Different types of speech errors with examples.

| Type | Errors |
| --- | --- |
| Shift | That's so she'll be ready in case she decide to hits it (decides to hit it). |
| Exchange | Fancy getting your model renosed (getting your nose remodeled). |
| Anticipation | Bake my bike (take my bike). |
| Perseveration | He pulled a pantrum (tantrum). |
| Addition | I didn't explain this clarefully enough (carefully enough). |
| Deletion | I'll just get up and mutter intelligibly (unintelligibly). |
| Substitution | At low speeds it's too light (heavy). |
| Blend | That child is looking to be spaddled (spanked/paddled). |

On the go, a spoken part of its proper place disappears, what's more, shows up elsewhere. Trades, truth be

told, are double inclines, in which two semantic units trade—expected to happen when a piece is replaced by default after replacement. They are different with variations, because the parts that penetrate the other will remain in its correct location, and so are used twice. Perseverations occur when a previous section replaces a later item. Add-ons add linguistic material while removing them removes something. Replacement occurs when a section is replaced by an intruder. These are from the previously described slippage that the source of inflection may be in the sentence.

The mixture seems to occur when more than one word is considered, and the two "fuse" or "combination" items are assigned to a single item. If you've thoroughly checked these examples, you've probably already realized that these types of errors occur with some language units. In some cases, a completed vocabulary is added, deleted, or moved, but in other cases, it may be a sequence of words, morphological terms and roots, keywords, or even phrases. As a general rule, mistakes occur only at a linguistic level in each speech. In other words, when a person clearly says the word false, as in the alternatives, the sentence is in syntax, strange, and intact.

*2.2 Slips of tongue*

Three levels of slip of tongue have been derived by Dell (1986) which are as follows:

(a) Sound errors: These are random variations of sounds between words. In this way, "snowflakes" may turn into "fluent currents."

(b) Morphemes errors: These are random transactions of words between words. Hence, "self-taught education" may turn into "self-immolation".

(c) Word errors: These are the random replacement of words. So writing a letter to my mother may turn into "writing a mother to my letter."

(d) Anticipations: where a primary output item is destroyed by an element belonging to one of the following cases. So "Reading List" - "leading list".

(e) Perseverations: Where an output item is corrupted after an element belonging to an earlier item. So "wake up the rabbit" - "waking wabbits".

(f) Deletions: where an output element is partially lost. Thus "same state" - "same sate" somehow totally lost. Thus "same state" - "same sate".

However, the contrast analysis cannot define all the causes of the errors and finds that the process is not simple, but is defined by its cross-sectional analysis, while the various underlying processes that work behind the language learning exist has it. Learning a language is a complex and complex phenomenon, and error analysis is basically a linguistic analysis.

Later, Chomsky's powerful theory presented a new path to study error analysis and language learning. According to this theory, language learning is not simply a process of habit formation, it is a universal grammar, and learners have the ability to learn every language of the language.

This hypothesis recommends that there are numerous subjective procedures engaged in language learning. From this viewpoint, Corder brings up that a portion of the learning methods and systems utilized by second-language students and unknown dialects are Similar to those used by first language learners in the first language learning process (Corder, as in Richards, 1974: 22).

In addition, there are different reasons for the mistakes made by learners. One of the reasons that can be harmful to teaching a language or inadequate teachers in language teaching is. Some of the other causes of the error analysis by the researchers are given below (James, 1989, 1998; Ellis, 1995; Zyyoshin, 1999; Kashars, 2003; 2006; Shannel, 2007; Darus, 2009; Kazimian and Hashemi, 2014).

a. Language exchange

b. Overgeneralization

c. Rearrangements

d. Underuse

e. Fossilization

f. Absence of the information of the standards.

g. Obstruction

Presently, some of them are deciphered flawlessly to perceive how these components commit errors in language learning. Language exchange it alludes to a circumstance wherein a language is found out within sight of another dialect. At times dependent on likenesses in two dialects, this positively affects language learning, and as far as language contrasts, this meddles with the learning of remote and unknown dialects (Selinker 1972, as Richard, 1974).

Overgeneralization: Refers to a circumstance in which a language structure or standard beats different structures. The across the board utilization of specific shapes alludes to being heavenly and commits errors in language learning. This phenomenon is observed when children learn their first language (James, 1998).

Simplification: Pointing to a situation in which teachers avoid using complex structures, they prefer to use very simple forms. Sometimes this also leads to mistakes

Fossilization: Pointing to a situation where linguistic or grammatical development stops in certain regions, while in other linguistic languages the student develops his knowledge. This can also be the cause of learning mistakes.

Lack of knowledge of the rules: It is also one of the main reasons for learners' mistakes. Sometimes learners do not have sufficient knowledge of the rules of language, and this phenomenon leads to errors and mistakes in the language and prevents language learning.

This is an overview of the field of error analysis. (Aqsa Jabeen, 2015)

## 3. Methodology

This study analyzed the speech errors made by Urdu speakers. And the study was conducted through a qualitative approach. The data which was in the form of utterances were analyzed descriptively based on transcripts. Recordings of the students were used to collect data. As suggested by George (2008), qualitative research is defined as an investigation whose results are obtained in words, images, or abnormal phrases. The appropriate design for conducting this study was descriptive qualitative method because it aimed at describing speech errors made by students.

*3.1 Fromkein's Classification Scheme (1971, 1973)*

Fromkein speculated that slips of the tongue could happen at numerous dimensions including syntactic, phrasal, lexical or semantic, morphological, phonological. She additionally trusted that slips of the tongue could happen the same number of various process systems. The different forms were:

1) Exchange errors: two units swap positions

- thunder and lightning→lunder and thightning
- hissed all my mystory lectures (missed all my history lectures)

2). Anticipation errors: a later speech unit takes the place of an earlier one.

3). Perseveration: speech unit is activated too late

4). Blend: two speech units are combined

moinly (mostly, mainly)

impostinator (imposter, impersonator)

person+people=perple

- Deletion: a unit is deleted specific→ pacific
- Addition: a unit is added pacific→ specific

5). Shifts: affix changes location she decides to hit it→ she decides to hits it

6). Substitutions: unit is changed into a different unit. Get me a fork (knife).

*3.2 Population*

The population of the study consisted of Urdu speakers in the age range of 18 to 22 years. Fraenkel and Wallen (1993), stated that a population is the group to which the results of the study are intended to apply. Azib (2008), stated that population is the large group about which the generalization is made.

*3.3 Sample*

The sample consisted of 30 Urdu speakers from Lahore who were selected through convenient sampling. Convenient sampling is a special sampling method that collects data from easily accessible populations, availability of specific criteria, geographical proximity, availability at a given time, or willingness to participate in study (Etikan, Musa, Alkassim, & statistics, 2016)

*3.4 Instrument*

Recordings were used as a research tool for data collection. Urdu newspaper was given to find speech error in Urdu language.  One paragraph was given to the participants on the topic which was Christ church attack in New Zealand. A paragraph that was chosen from a newspaper magazine is figure 1.

**FIGURE 1: PARAGRAPH FROM NEWSPAPER**

*3.5 Data Collection Procedure*

Recordings were conducted and deciphered into six speech error categories. The data was taken through script reading. These were taken because their reading skills and vocabulary have been developed by this time, and they got mature enough to understand the situation. The six speech errors were identified from the recordings taken from the students. They were also permitted to listen to recordings numerous times as they desired and could slow the recordings to listen for substantial phonetic detail. The data were utterances containing speech errors made by students. Thirty recordings were extracted containing different types of speech errors.

*3.6 Data analysis Procedure*

The recordings were analyzed and calculated in terms of percentages of six speech errors. The analysis of statistics went through the tiers of collection of data, marking and labelling of mistakes according to general norms of usage, classification of error categories, and dedication of the frequency of blunders and in the end the description of mistakes with motives behind them.

**4. Results and analysis**

The data obtained through recordings were analyzed quantitatively to determine the types of speech errors and to investigate the most common speech error. The quantitative results provide a descriptive analysis. There were 30 recordings, and each individual has different types of error occurrences in his/her reading. A detailed description of the results is given below:

Table 4.1: Types of Speech Error

| Types of Speech Errors | | | | | |
|---|---|---|---|---|---|
| Exchange | Anticipation | Perseveration | Blends | Shift | Substitution |
| 27 | 9 | 18 | 28 | 9 | 24 |

In the above table, the most frequent error done by participants was blended as out of thirty participants twenty-eight of them make a blend, which was further divided into two types addition, and deletion and these errors were make twenty-eight times while delivering the speech. The second most delivered error was exchange error committed most frequently after blend. Twenty-seven out of thirty participants made exchange error. The total number of substitution errors performed was twenty-four and came in the third position of errors produced by the participants. Forth-type of error which was preservation error, as out of thirty participants, eighteen people made this error. The lowest error made by the participants was anticipation and shift error. Both errors occurred nine times.

**5. Conclusion**

The current research provides a literature review of work done by different researchers in the world. The modal use in this research was Fromkin's classification scheme this was the basic given to other researcher to take this forward as many other researchers the modals for grammar errors and others. This research was conducted in a private university consisting of convenience sampling. A paragraph was given in Urdu language to read from a newspaper. Students were well aware of the language as they are mature enough. The recordings were taken in audio recorder. There were six types of errors that were identified and all were used frequently. In this study the most frequented error used by the students of Urdu language were analyzed and highlighted.

The findings of the study revealed that the students found making the most frequently used error was of blending error. While the least occurring error was Shift and Anticipation errors, some students committed exchange error while speaking two words together; for example, 'Mili' is the word. One of the participants pronounces it 'Mini' because they did not focus on the word correctly, and they have something in their mind, so they frequently commit this error. Students should have focused on the words properly while reading it, so then they won't produce any error.

This process helps the teachers in three different ways, firstly to correct those errors, secondly to improve their teaching skills and thirdly to focus on those areas that need to be improved. Error is considered as an inevitable and positive part of that method. This study investigates that Speech errors have been highly vital to the study of language invention; however, the methods used to obtain and analyze them in natural speech have a number of difficulties. Speech errors are relatively rare activities to identify in natural language. This study was conducted by using qualitative approach since the data were in the form of utterances which were analyzed descriptively based on transcripts. The studies done in Pakistan related to error analysis have consisted of grammar errors and the comparison of English vowels with Singaporean English. This study was done to analyze the speech errors made by Urdu students of Pakistan.

For future researches, the results of the study suggest that we can use any other model for error analysis and while doing this research the most errors which are committed by the participants we have to find a proper way that how to remove these errors as this study only highlight the errors which are mostly committed but for future research this study suggested that being for Urdu language teachers, teachers have to explore the ways for designing activities for students to overcome the speech error in the Urdu language.

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