

AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITTEN ENGLISH BY INTERMEDIATE STUDENTS

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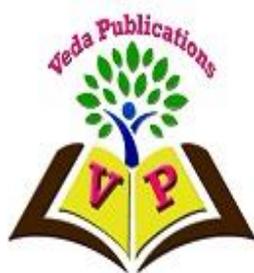
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ABSTRACT

An effective communication can change the world into a better place!



English is a Global language. It is the main means of communication. The communication is effective when it is free from errors. Generally, Students are not aware of certain areas of English grammar. Though the students are provided with materials regarding grammar they don't show interest in referring them. In English medium Schools students have over confidence and they think that they know everything and they can gain more marks in languages. Some private Colleges are allotted less hours to Languages and they don't give much attention to the grammatical errors in written English which are committed by students in Examinations. Most of the students don't know the fact that they are committing errors in written English and Teachers or Lecturers don't have time to check or rectify them. Though English language is used by the majority of inhabitants, other languages survived side by side, or more accurately, one of the top, and in about a hundred years from the normal conquest, generally the old English, mainly under the influence of the large number of words that spilled on it from the top, had undergone a great change, both in grammar and in vocabulary. So, these are the major reasons for committing more errors in written English.

Keywords: *Global Language, Communication, English Grammar, Committing errors.*

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INTRODUCTION

English language is viewed as a means to learn content such as science and mathematics; sometimes as a means of communication because it is a global language. Many countries want to start teaching English language in earlier grades at school. Generally International culture can influence English language classes. Content and language integrate learning (CLIL) is a new trend in ELT to learn both the content and English language skills. The usage of tablets and smart phones has been increasing day-by-day. In future the usage of text books may be decreased to large extent according to experts. For quite a few decades English was taught and learnt with the educated 'Native' speaker as a model. The two accepted varieties were British and American English. English language learning is considered as an effort directed at reaching as close to an approximation of the native people as far as possible.

LITERATURE REVIEW

Sattayatham and Honsa (2007) explored the most frequent errors of medical students at four medical schools at Mahidol University, Thailand. Three pieces of writing by each of the 237 first year medical students in the year 2001 were analyzed and it was found that the most frequent errors from this data were on the syntactic and lexical levels with inadequate lexical and syntactic knowledge leading to the errors of overgeneralization, incomplete rule application, omission, and building of false concepts. Research on collaborative interaction in language

learning classrooms has drawn on Vygotsky's (1978) notions of the zone of proximal development, scaffolding, and private speech, which are claimed to play an important role in facilitating foreign language learners' language learning processes (de Guerrero & Villamil, 1994; 2000; Ewald, 2005; Lantolf, 2000; Lantolf & Thorne, 2006; Ohta, 1995; 2001; Oxford, 1997). According to Oxford (1997), collaborative learning, which has a strong connection with socio-cultural theory, centres on the notion that an individual's knowledge

OBJECTIVES OF THE STUDY**Objective 1**

To find out the influence of following variables in committing errors by pupils in written English with respect to all areas taken.

1. Locality (Rural/Urban)
2. Medium of Instruction (Telugu Medium/English Medium)

HYPOTHESIS OF THE STUDY

Hypothesis 1: There would be no significance difference between rural and urban area pupils of Intermediate pupils in committing errors in writing English

Hypothesis 2: There would be no significance difference between English Medium pupils and Telugu medium pupils of Intermediate pupils in committing errors in writing English

Classification of Variables of pupils in committing errors in written English

S.No.	Variable	Classification of Variables	N	Mean	SD	SED	t-value
1	Locality	1)Rural	43	68.40	28.4	43.7	0.32
		2)Urban	37	83.17	33.2		
2	Medium of Instruction	1)Telugu	36	82.50	49.4	70.0	0.02
		2)English	44	68.32	49.6		

- NS at 0.01 level
- There is no significance difference between rural and urban area pupils in writing errors.
- So, the hypothesis is rejected
- There is no significance difference between English Medium pupils and Telugu medium pupils in writing errors.
- So, the hypothesis is rejected

Objective 2

To find out the range of errors committed by the high school pupils in written English

The errors of the pupils were given range according to their performance in the given descriptive test.

The classification of Total sample errors committed by pupils

S.No.	Classification	Range of marks obtained	N	Percentage of Errors
1	More Errors	<11.8	26	62
2	Moderate Errors	>11.8 to 35.5<	44	24
3	Less Errors	>35.5	30	11

The classification of Total sample errors committed by pupils

Observation and Discussion

It is clear from the bar graph that the errors committed by the high school pupils are more. The range below 11.8 is 62%. The range above 11.8 and below 35.5 is 24%. The range below 35.5 is 11%. So, according to the range of marks obtained it is clear that the error percentage is high.

Objective 3

To find out the reasons for writing errors in written English by High school pupils and the remedies to avoid errors in written English.

The following factors influence the language learning. They are

- Mechanical problems
- Linguistic problems
- Cognitive problems
- Psychomotor problems.

There are so many factors that influence the language learning as well as committing errors in written English. The learning of a language depends on the stage of which the student started learning English language.

- If a student started learning at earlier stages can use language more effectively than a student started learning from later stages.
- The usage of language also depends on the interest of the student.
- The influence of mother tongue and parents support also plays vital role in the usage of language.
- The influence of peer group
- The institution of the student
- The language teachers

Some of the remedies to avoid errors in written English

The remedies for error correction in written English are the awareness of some areas like

- usage of articles
- prepositions
- verb forms

- Adverbs.
- Sentence structure
- Vocabulary
- Spellings

Generally the students and the management of the Institutions pay less attention to English Language learning because they can get more marks in languages when compared to other subjects.

Institutions should provide sufficient time for learning languages.

By introducing ICT (Information and communicational technology) in ELT classroom we can improve language skills.

These are some of the possible remedies to improve language skills among students.**Method of Study**

The tool for data analysis of the research is content analysis. This method analyze within the descriptive research method

Data Collection

- ❖ The data collection is the most important part of the research
- ❖ The study is limited to 80 pupils from Intermediate college.
- ❖ The study is limited to Intermediate college of Vijayawada city.
- ❖ The study is limited to one intermediate college.

Statistical Techniques Employed

The statistical Techniques used for analysis are

- ✓ Mean
- ✓ SD
- ✓ SED
- ✓ t-value

Major findings of the study

Usually Telugu medium students get confused in their usage of some parts of speech in English but now-a-days they have proper awareness in the usage of some parts of speech in English grammar like English medium students. It is possible due to



awareness, availability of resources and Teaching aids in almost all areas Schools and Colleges now-a-days. So, there is no significant difference in committing errors in English.

Conclusion

Generally experts say that a strange language can be learnt in six months duration. Though English language is treated as second language in India, majority Indian English learners learn it for more than two years. In process of teaching and learning they learn it under pressure which causes a lot of stress and strain. Majority of the learners practice some Methods, which are not practically applicable in the Indian context. Though the teachers have avoided the idea 'spare the rod spoils the child' the teachers have adopted "complete the syllabus and get the pass mark, or first class". In the process of learning English language the traditional methods are followed by most of the Institutions. New trends can make the teaching and learning process effectively.

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