

**CHAPTER V**

**ANALYSIS AND**

**INTERPRETATION OF DATA**

**CHAPTER V****ANALYSIS AND INTERPRETATION OF DATA**

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## **V.1 INTRODUCTION**

The first chapter dealt with the introduction of present research study. The second chapter is devoted to common errors in oral expression - meaning, areas and importance of study of common errors. The purpose of the third chapter was to take review of related literature. Chapter fourth dealt with the review of related research work. The research procedure was discussed in chapter fifth. All these chapters serve as background for the research problem on hand. On this theoretical background, the researcher proposes to analyse and interpret the data collected through following tools in the present chapter.

1. A lesson observation schedule
2. An opinionnaire
3. An interview schedule

## **V.2 AREAWISE ANALYSIS AND INTERPRETATION OF COMMON ERRORS**

The data collected by using these three tools - regarding each area of common errors in oral expression are classified in the following pages.

### V.2.1 ERRORS OF ARTICLES

The researcher had observed practice lessons of English of all the teacher-trainees from the population. The study revealed that out of 54 teacher trainees 23 teacher trainees (42.59%) committed errors of articles.

These errors are tabulated in the following table.

**TABLE V.1**  
**ERRORS OF ARTICLES**

Sr.No.	The classification of errors	Frequency	Percentage(%)
1	Omission of articles	8	34.78
2	Insertion of articles	6	26.08
3	Wrong use of articles	9	39.13
		23	100%

It is clear from this table that eight teacher-trainees committed errors in omission of articles. (34.78%). Six teacher trainees committed errors in insertion of articles (26.08%) and nine teacher trainees (39.13%) committed errors in wrong use of articles.

#### **Example 1 Omission of articles**

Incorrect - Kedar's father is not doctor.

Correct - Kedar's father is not a doctor.

**Example 2 - Insertion of articles**

Incorrect - I call him a Moti.

Correct - I call him Moti.

**Example 3 - Wrong use of articles**

Incorrect - She learns in a sixth class.

Correct - She learns in sixth class.

The L.E.T.E.M. responded the teacher-trainees committed the various errors in the use of articles and this area of errors could be treated as 'area in which teacher-trainees very frequently committed errors.

Teacher-trainees also responded that the this area of errors could be treated as area in which they very frequently committed errors.

**V.2 ERRORS OF PRONOUNS**

The researcher had observed 54 practice lessons of English of teacher trainees. Out of 54 teacher trainees (31.48%) committed errors of pronouns.

Some types of errors of pronouns committed by the teacher-trainees.

**TABLE NO. V.2**  
**ERRORS OF PRONOUNS**

<b>Sr.No.</b>	<b>The classification of errors</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Confusion of possessive pronouns	4	23,52
2	Misuse of personal pronouns	4	23.52
3	Omission of pronouns	6	35.29
4	Insertion of pronouns	3	17.64
		17	100 %

It is clear from this table that four teacher trainees (23.52%) committed errors in, confusion of possessive pronoun. Four teacher trainees (23.52%) committed errors in misuse of pronouns. Six teacher trainees (35.29%) committed errors in omissions of pronouns and three teacher trainees (17.64%) committed errors in insertion of pronouns.

Here the researcher gives the example of each type of errors of pronouns in the following passages.

**Example 1 - Confusion of possessive pronouns**

Incorrect - Madhu is older than I.

Coorect - Madhu is older than me.

**Example 2 - Misuse of personal pronoun**

Incorrect - Madhav is Kedar's cousin she is eleven years old.

Correct - Madhav is Kedar's cousin . He is eleven years old.

**Example 3 - Omission of pronouns**

Incorrect - This is the same boy cam late yesterday.

Correct - This is the same boy who came late yesterday.

**Example 4 - Insertion of pronouns**

Incorrect - Your umbrella is smaller than that of mine.

Correct - Your umbrella is smaller than mine.

In the opinions of the L.E.T.E.M. the teacher-trainees committed a few errors in the use of pronouns so this area of errors could be treated as 'area in which teacher-trainees sometimes commit errors.'

Teacher trainees also suggested that this area of errors (Errors of pronouns) can be taken under area in which teacher trainees sometimes commit errors.

**V.2.3 ERRORS OF VERBS**

It is explicit from the study that out of 54 teacher-trainees 36 teacher-trainees (66.66%) committed errors or verbs.

Some types of errors committed by teacher-trainees are given in the following page.



TABLE NO.V.3

## ERRORS OF VERBS

Sr.No.	Classification of errors	Frequency	Percentage (%)
1	Inclusion of 'not' with affirmative answers	6	16.16
2	'that' complementizer after 'want' or 'asked'	12	33.32
3	Choice of wrong tense form	10	27.77
4	Suffix 's' or 'es' not added	8	22.22
		36	100 %

It is clear from this table that six teacher-trainees (16.16 %) committed errors in inclusion of 'not' with affirmative answer, next twelve teacher-trainees (33.32%) committed errors in using 'that' complementizer after 'want' or 'asked'. Ten out of thirty six teacher-trainees (27.77%) committed errors in using wrong tense form. Eight teacher-trainees (22.22%) made errors by not using 's' or 'es' suffix.

Some examples are given here in which the teacher-trainees committed the errors of verbs.

**Example 1 - Insertion of 'not' with affirmative answer**

Incorrect - Sir, aren't you coming tomorrow ?

Yes, I am not comming

Correct - Sir, aren't you coming tomorrow ?

Yes, I am coming

No, I am not coming

**Example 2 - 'That' complementizer after 'want' or 'asked'**

Incorrect - I asked that why he was late.

Correct - I asked why he was late.

**Example 3 - Choice of wrong tense form**

Incorrect - Granny has a friend who lived in the old people's home

Correct - Granny has a friend who lives in the old people's home.

**Example 4 - Suffix 's' or 'es' not added**

Incorrect - Kedar's cousin Vithal live in Dhamangaon.

Correct - Kedar's cousin Vithal lives in Dhamangaon.

The L.E.T.E.M. informed that teacher-trainees always committed errors in the area of verbs. So this area of errors could be treated as "area in which teacher-trainees always committed errors."

The teacher-trainees also suggested that the area of errors or verbs could be treated as 'area in which teacher-trainees always committed errors.'

#### **V.2.4 ERRORS OF TENSE SEQUENCE ( INCORRECT USE OF TENSE)**

The study revealed that out of 54 teacher trainees 38 teacher trainees(70.37%) committed errors in area of errors of tense sequence (Incorrect use of tense).

Some types of areas of errors are tabulated in the following table.

**TABLE NO.V.4**  
**ERRORS OF TENSE SEQUENCE**  
**(Incorrect use of tense)**

<b>Sr.No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Using past tense after did	8	21.05
2	Using past tense after have\has\had	8	21.05
3	Wrong tense in clauses	6	15.78
4	Lack of sequence of tense	7	18.42
5	Using one tense for other	9	23.68
		38	100

The above table makes clear that eight teacher- trainees (21,05%) out of 38 committed errors in using past tense after did. Eight teacher trainees (21.05%) made errors in using past tense form after have, has or had. Six teacher-trainees(15.78%) committed errors in using tense in clauses. Seven teacher-trainees(18.42%) made errors due to lack of sequence of tense. Nine teacher trainees (23.68%) committed errors in using one tense for other tense.

**Example 1 - Using past tense after did.**

Incorrect - They did not went to school.

Correct - They did not go to school.

**Example 2 - Using past tense after have, has, had,**

Incorrect - We have came to school.

Correct - We have come to school.

**Example 3 - Wrong tense in clause**

Incorrect - I found out that you are guilty.

Correct - I found that you were guilty.

**Example 4 - Lack of sequence of tense**

Incorrect - The teacher asked him why he is late.

Correct - The teacher asked him why he was late.

**Example 5 - Using one tense for another**

Incorrect - I have taught this lesson yesterday.

Correct - I taught this lesson yesterday.

The opinions of the L.E.T.E.M. and the responses of the teacher-trainees were highly correlated. Both suggested that errors of tense sequences incorrect use of tense was the fatal hindrance in speaking English (oral expression) and this area of errors could be treated 'as the area in which teacher-trainees always committed errors.'

**V.2.5 ERRORS OF ADJECTIVES**

It is explicit from the study that out of 54 teacher-trainees, eight teacher-trainees (14.81%) committed errors in the adjectives. Teacher-trainees committed errors of following types, they are tabulated in the following table.

**TABLE NO. V.5**  
**ERRORS OF ADJECTIVES**

<b>Sr.No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Insertion of adjectives	3	37.50
2	Confusion between some and any	3	37.50
3	Unnecessary insertion of comparative marker	2	25.00
		8	100

It is explicit from the above table that eight out of fifty four teacher-trainees (37.50%) committed errors of adjectives. Three (37.50%) teacher-trainees made errors by inserting unnecessary adjectives in the sentence. Another three teacher-trainees (37.50%) committed errors by showing confusion between some and any. Two teacher-trainees (25.00%) made errors by inserting unnecessary comparative marker.

**Example 1 - Insertion of adjective**

Incorrect - She has no any friend.

Correct - She has no friends.

**Example 2 - Confusion between 'some' and 'any'**

Incorrect - Parents will not buy some story books.

Correct - Parents will not buy any story books.

**Example 3 - Unnecessary insertion of comparative marker**

Incorrect - Bombay is a larger city.

Correct - Bombay is a large city.

The L.E.T.E.M. suggested that the teacher-trainees committed a few errors in area of adjectives. So this type of errors could be included in area of errors in which teacher-trainees rarely commit errors, But teacher-trainees told that teacher-trainees made significant errors of adjectives and according to them this area could be added in 'area of errors in which teacher-trainees sometimes committed errors.'

### V.2.6 ERRORS OF NOUNS

The researcher had observed fifty four lessons. From this observation, it is found that 20 teacher-trainees (37.03%) committed errors in using nouns.

Teacher-trainees committed various types of errors in nouns. Some types are given in the following table.

**TABLE NO. 2.6**

#### **ERRORS OF NOUNS**

<b>Sr.No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Confusion of number	9	45.00
2	Using one noun instead of other	6	30.00
3	Using the indirect object before direct object	5	25.00
		20	100

The figures against items no.1 to 3 from this table make clear that nine teacher-trainees (45.00%) out of twenty committed errors of first type i.e. confusion of number. Six teacher trainees (30.00%) committed errors in using one noun instead of other. Five teacher-trainees (25.00%) made errors by using the indirect object before direct object. Some Examples of them are given as follows.

**Example 1 - Confusion of number**

Incorrect - They have taken in the furnitures.

Correct - They have taken in the furniture.

Incorrect - We are childrens of mother earth.

Correct - We are children of mother earth.

**Example 2 - Using one Noun instead of other**

Incorrect - The roads of the town are narrow.

Correct - The lanes of the town are narrow.

**Example 3 - Using indirect object before direct object**

Incorrect - Mrs. Horner gave to the girls, a coin of twenty paise.

Correct - Mrs. Horner gave a coin of twenty paise to the girls.

The L.E.T.E.M. and teacher-trainees both suggested that the teacher-trainees often committed errors of nouns. So this area of errors can be treated 'as area in which teacher-trainees sometime committed errors.'

**V.2.7 ERRORS OF AUXILIARIES**

It is obvious from the study that ten teacher-trainees (18.51%) out of 54 teacher-trainees committed errors in area of auxiliary. Types of



errors regarding this area of errors, located as follows .

**TABLE NO. V.7**

**ERRORS OF AUXILIARIES**

<b>Sr.No</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Insertion of auxiliary	6	60.00
2	Using one auxiliary instead of other	3	30.00
3	Use of wrong form of 'used to'	1	10.00
		10	100

It is explicit from this table that six teacher-trainees (60.00%) out of ten made errors by inserting unnecessary auxiliaries. Three teacher-trainees (30.00%) committed errors in using one auxiliary instead of other. One teacher-trainee (10.00%) out of ten committed errors by using wrong form of 'used to'.

Teacher-trainees committed the following errors in auxiliary. Some example are given below.

**Example 1 - Insertion of auxiliary**

Incorrect - We are buy vegetable from the market.

Correct - We buy vegetable from the market.

**Example 2 - Using one auxiliary instead of other**

Incorrect - Some diseases can be passed on from one person to other.

Correct - Some diseases should be passed from one person to another.

**Example 3 - Use of wrong form of 'used to'**

Incorrect - Granny use to live there.

Correct - Granny used to live there.

The L.E.T.E.M. responded that the teacher-trainees made errors concerning to auxiliaries, but not on a great extent. Teacher-trainees also told that the errors of auxiliary were not very frequent. Both suggested that errors of auxiliaries could be treated in area in which teacher-trainees rarely committed errors.

**V.2.8 ERRORS OF PREPOSITIONS**

As present study revealed in this area of errors twenty five teacher-trainees (46.29%) committed errors of preposition. Following table shows which types of errors of preposition committed by teacher-trainees.

TABLE NO. V.2.8

## EKRRORS OF PREPOSITIONS

Sr.No.	Classification of errors	Frequency	Percentage
1	Wrong use of preposition	9	36.00
2	Omission of preposition	3	12.00
3	Unnecessary insertion	7	28.00
4	Using one for another	6	24.00
		25	100

It is clear from this table that nine teacher-trainees (36.00%) committed errors using wrong preposition. Three teacher-trainees (12.00%) made errors in omission of preposition. Seven teacher-trainees (28.00%) committed errors by inserting unnecessary preposition and six teacher-trainees (24.00%) committed errors in using one preposition for other. Some examples of errors in preposition are committed by the teacher-trainees.

**Example 1 - Wrong use of preposition**

Incorrect - We see a film in T.V.

Correct - We see a film on T.V.,

**Example 2 - Omission of preposition**

Incorrect - I don't want to go school.

Correct - I don't want to go to school.

**Example 3 - Using one for other**

Incorrect - They go to school on every morning.

Correct - They go to school in every morning.

The L.E.T.E.M. responded that the teacher-trainees committed so many errors in area of preposition. The teacher-trainees also agreed that they made errors in using preposition. Both suggested that this area of errors could be added in 'area in which teacher-trainees very frequently committed errors.'

**V.2.9 ERRORS OF PHRASES**

The study revealed that eight teacher-trainees (14.81%) out of fifty four made errors in area of phrases.

Following are some types of errors committed by teacher-trainees in the use of phrases.

TABLE NO.V.9

## ERRORS OF PHRASES

Sr.No.	Classification of errors	Frequency	Percentage
1	Wrong use of preposition in the phrase structure	3	37.50
2	Wrong choice of tense sequence	3	7.50
3	Omission of preposition in the phrase structure	2	25.00
		8	100

The above table makes it clear that 3 teacher-trainees (37.50%) out of eight committed errors by using wrong preposition in the phrase structure. Three teacher-trainees (37.50%) committed errors of wrong choice of tense sequence and two teacher-trainees (25.00%) committed errors by omitting preposition in the phrase structure.

**Example 1 - Wrong use of preposition in the phrase structure**

Incorrect - The sun rises at the East.

Correct - The sun rises in the East.

**Example 2 - Wrong choice of tense sequence**

Incorrect - Coffee taking in the evening stimulates the mind.

Correct - Coffee taken in the evening stimulates the mind.

**Example 3 - Omission of preposition in the phrase structure**

Incorrect - A girl has to keep shuttle in the air kicking it with her foot.

Correct - A girl has to keep shuttle in the air by kicking it with her foot.

The L.E.T.E.M. responded that errors of phrases were not committed by many teacher-trainees. Teacher-trainees also told that they committed very few errors in the area of phrases. According to them this 'area of errors could be treated as 'the area in which teacher-trainees rarely committed errors.'

**V.2.10 ERRORS OF CLAUSES**

As study revealed nine teacher-trainees (16.66%) out of fifty four made errors in clauses. Some types of errors in the area of errors in clauses are given here in the following table.

TABLE NO. V.10

## ERRORS OF CLAUSES

Sr.No.	Classification of errors	Frequency	Percentage
1	Wrong use of ing form	5	55.55
2	Use of both connectives at a time	2	22.22
3	Using present tense form after 'have', 'has' and 'had'	2	22.22
		9	100

It is explicit from this table that five teacher-trainees (55.55%) made errors in clause by using wrong 'ing' form. Two teacher-trainees (22.22%) committed errors in using both connectives at a time. Two teacher-trainees (22.22%) made errors in using present tense after 'have', 'has' and 'had'

Teacher-trainees committed the following errors in area of clauses.

**Example 1 - Wrong use of ing form**

Incorrect - He is thinking that he is hero.

Correct - He thinks that he is hero.

**Example 2 - Use of both connectives at a time**

Incorrect - Your can not able to finish the work today.

Correct - You are not able to finish the work today

**Example 3 - Using present tense form after 'have", 'has', 'had'**

Incorrect - I think you have make a mistake.

Correct - I think you have made a mistake.

The opinions of the L.E.T.E.M. and teacher-trainees regarding this area of errors are highly common. Both suggested that this type of errors i.e. errors of clauses could be included in 'the area of errors in which teacher-trainees rarely committed errors.'

**V.2.11 ERRORS OF ORGANIZATION OF IDEAS**

The study revealed that eleven teacher-trainees (20.37%) out of fifty four committed errors of organization of ideas.

Some types of examples of errors or organization of ideas are tabulated in the following table.



TABLE NO. V.11

## ERRORS OF ORGANIZATION OF IDEAS

Sr.No.	Classification of errors	Frequency	Percentage
1	Incomplete application of rules	2	18.18
2	Influence of spoken form of Marathi	5	45.45
3	Mother tongue interference for word order	3	27.27
4	Errors due to similarity of words in meaning	1	09.09
		11	100

It is clear from this table that two teacher-trainees (18.18%) made errors due to incomplete application of rules. Five teacher-trainees (45.45%) committed errors because of influence of spoken form of Marathi. Three teacher-trainees (27.27%) committed errors due to mother tongue interference and one teacher-trainees (09.09%) committed errors due to similarity of words in meaning.

Teacher-trainees made the following types of errors in the area of errors of organization of ideas.

**Example 1 - Incomplete application of ruler**

Incorrect - Why he is not coming ?

Correct - Why is he not coming ?

**Example 2 - Influence of spoken form of Marathi**

Incorrect - Rose is beautiful than Lotus.

Correct - Rose is more beautiful than Lotus.

**Example 3 - Mother tongue interference for word order**

Incorrect - We together study.

Correct - We study together.

**Example 4 - Errors due to similarity of words in meaning.**

Incorrect - It has been raining since three hours.

Correct - It has been raining for three hours.

According to L.E.T.E.M. teacher-trainees committed some errors in organization of ideas. They considered this area of error as area in which teacher-trainees rarely committed errors.

The teacher-trainees have also informed that this area of errors could be treated as area of errors in which teacher-trainees rarely committed errors.

#### 5.2.12 ERRORS OF TRANSFORMATION

The study revealed that seven teacher-trainees (12.96%) out of fifty four, committed errors in the area of transformation.

Teacher-trainees committed following types of errors, they are tabulated in the following table.

**TABLE NO. V.12**

#### **ERRORS OF TRANSFORMATION**

<b>Sr.No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	One tense for another in passive voice	2	28.57
2	Wrong tense used indirect narration	2	28.57
3	Improper application of standard English rules	3	42.85
		7	100

It is clear from this table that two teacher-trainees (28.57%) out of seven made errors in using one tense for other in passive voice. Two of them (28.57%) committed errors by using wrong tense indirect speech and three teacher-trainees (42.85%) errors due to improper application of standard English rules.

Some example of them are given in the following lines.

**Example 1 - One tense for another in passive voice**

Incorrect - The N.D.A. has established by the government near Pune.

Correct - The N.D.A. has been established near Pune.

**Example 2 - Wrong tense used in indirect speech**

Incorrect - She warns Bambi not to move.

Correct - She warned Bambi not to move.

**Example 2 - Improper application of standard English rules.**

Incorrect - English is difficult than Mathematics.

Correct - English is more difficult than Mathematics.

The L.E.T.E.M. and the teacher-trainees both instructed that teacher-trainees committed a few errors in area of transformation. So this area of error could be treated as area in which teacher-trainees rarely commit errors.

### V.2.13 ERRORS OF SYNTAX

The study revealed that twenty one teacher-trainees (38.48%) out of fifty four committed errors in area of syntax.

Teacher-trainees made various errors. These types of errors are tabuled in the following table.

TABLE NO. V.13

#### ERRORS OF SYNTAX

Sr.No.	Classification of errors	Frequency	Percentage
1	Wrong word order	6	27.27
2	Omission of pronoun conjunction	1	04.54
3	Insertion of one conjunction instead of other	7	31.81
4	Wrong construction	8	36.36
		22	100

The above table makes it clear that six teacher-trainees (27.27%) committed errors of wrong word order. One teacher-trainee (04.54%) committed errors by omitting conjunction. Six teacher-trainees (31.81%) made errors by inserting one conjunction instead of other and eight teacher-trainees (36.36%) committed errors in construction.

**Example 1 - Wrong word order**

Incorrect - They do not know when will guest come.

Correct - They do not know when guest will come.

**Example 2 - Omission of conjunction.**

Incorrect - I hope you will get soon.

Correct - I hope that you will get soon.

**Example 3 - One conjunction instead of other.**

Incorrect - City life is tense and village life is relaxed.

Correct - City life is tense but village life is relaxed.

**Example 4 - Wrong construction**

Incorrect - We are live in city.

Correcte - We live in a city.

The study of data collected from opinionnaire and interviews of teacher-trainees revealed that there was hundred percent consistency in the views of the L.E.T.E.M. and the teacher-trainees concerning the errors of syntax. Both suggested that this area of errors could be treated as the area in which teacher-trainees very frequently committed errors.

### V.2.14 ERRORS OF OMISSIONS

The study revealed that thirteen teacher-trainees (24.07%) out of fifty four committed errors in area of errors of omissions.

The teacher-trainees committed various types of errors in this area. The errors committed by them are tabulated in the following table.

**TABLE NO.V.14**

#### **ERRORS OF OMISSIONS**

<b>Sr.No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Omission of words	6	46.15
2	Omission of auxiliary	4	30.76
3	Omission of sentence connectors	3	23.07
		13	100

It is clear from this table that six teacher-trainees (46.15%) out of thirteen committed errors in omission of words. Four teacher-trainees (30.76%) made errors by omitting auxiliary and three teacher-trainees (23.07%) committed errors by omitting sentence connectors.

Some errors of omissions committed by teacher-trainees are mentioned below.

**Example 1 Omission of words**

Incorrect - The man wants to carry goat wolf and the \_\_\_\_\_cabbages across the river.

Correct - The man wants to carry goat wolf and the basket of cabbages across the river.

**Example 2 - Omission of auxiliary**

Incorrect - Open space ~~is used~~ only for games.

Correct - Open space will be used only for games.

**Example 3 - Omission of sentence connective**

Incorrect - It acts \_\_\_\_\_ a poison.

Correct - It acts as a poison.

According to L.E.T.E.M. this area of errors could be treated as area of which teacher-trainees rarely commit errors.

According to teacher-trainees, they committed a few errors of omissions. So this area of error could be treated as area in which teacher-trainees rarely committed errors.



**V.2.15 ERRORS OF QUESTIONING**

Researcher had found that thirty four teacher-trainees (62.96%) committed errors in questioning.

The teacher-trainees committed various types of errors in this area. These various types of errors are tabulated in the following table.

**TABLE NO. V.15****ERRORS OF QUESTIONING**

<b>Sr.No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Omission of did( wrong tense)	7	20.58
2	Absence of NP + auxillary inversion in question	7	20.58
3	Wrong question tag	6	17.64
4	Incomplete application of rules	7	20.58
5	Wrong word order	7	20.58
		34	100

From this table it is clear that 7 teacher-trainees (20.58%) committed errors by omitting 'did', 7 teacher-trainees (20.58/5) made errors in wrong inversion in questioning, six teacher-trainees (17.64%) committed errors in using wrong question tag, seven teacher-trainees

(20.58%) made errors by applying incomplete rule and seven teacher-trainees (20.58%) committed errors in word order.

Some types of example of them are given below.

**Example 1 - Omission of 'did'**

Incorrect - How antelope fell into the trap ?

Correct - How did antelope fell into the trap ?

**Example 2 - Absence of NP + auxiliary form**

Incorrect - Why you are late today ?

Correct - Why are you late today ?

**Example 3 - Wrong question tag**

Incorrect - Madhuri acted in that film, isn't it ?

Correct - Madhuri acted in that film, wasn't she ?

**Example 4 - Incomplete application of rules**

Incorrect - Your are a teacher ?

Correct - Are you a teacher ?

**Example 5 - Wrong word order.**

Incorrect - What it is ?

Correct - What is it ?

For this area of errors there is consistency of the opinions of the L.E.T.E.M. and teacher-trainees. Both of them agreed that the teacher-trainees committed horrible errors regarding questioning. So this area must be treated as the area in which teacher-trainees always committed errors.

#### **V.2.16 ERRORS OF WORD ORDER**

As study revealed thirty two teacher-trainees (59.25%) committed errors in area of word order.

Teacher-trainees committed various errors in the area of word order. The types of errors regarding this area are tabulated in the following table.

**TABLE NO.V.16**

#### **ERRORS OF WORD ORDER**

<b>Sr.No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Assertive sentence pattern retaining in interogation	12	37.50
2	Wrong word order influenced by mother tongue	16	50.00
3	Wrong word order in negative sentence	4	12.50
		32	100

From this table it is clear that 12 teacher-trainees (37.50%) committed errors of 'assertive sentence pattern retaining in interrogation. 16 teacher-trainees (59.25%) committed errors by using wrong order influenced by mother tongue and 4 teacher-trainees (12.50%) committed errors of wrong word order in negative sentence.

Some types of examples of area of errors of word order committed by teacher-trainees in this area are given below.

**Example 1 - Assertive sentence pattern retaining in interogation.**

Incorrect - He is your brother ?

Correct - Is he your brother ?

**Example 2 - Wrong word order influenced by mother tongue.**

Incorrect - All government hospital give anti-TB drugs cost free.

Correct - All government hospitals give anti-TB drugs free of cost.

**Example 3 - Wrong order in negative sentence.**

Incorrect - Never I have seen such a scene.

Correct - I have never seen such a scene.

According to opinions of the L.E.T.E.M. the teacher-trainees committed serious errors in word order. The teacher-trainees also agreed that a lot of errors were committed by them regarding this type of errors. Hence both suggested that this area of errors i.e. errors of word order could be treated the area in which teacher-trainees always committed errors.

#### **V.2.17 ERRORS OF THE EXPRESSION OF THOUGHT**

The study of data collected revealed that 14 teacher-trainees out of 54 (25.92%) committed errors in area of the errors of the expression of thought.

The types of errors regarding this area are tabulated in the following table.

**TABLE NO. V.17**

#### **ERRORS OF THE EXPRESSION OF THOUGHT**

<b>Sr.No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Ignorance due to analogy	2	14.28
2	Errors resulting from carelessness	4	28.56
3	Errors results from a violation of the rules of language	3	21.42
4	Repetition of words	5	35.71
		14	100

The above table makes it clear that 2 teacher-trainees (14.28%) committed errors due to ignorance due to analogy. 4 teacher-trainees (28.56%) committed errors resulting from carelessness. 3 teacher-trainees out of 14 (21.42%) committed errors results from a violation of the rules of language. 5 teacher-trainees (35.71%) committed errors by repeating words.

Some examples of in areas of errors of the expression of thought are given below.

**Example 1 - Ignorance due to analogy**

Incorrect - His mother is a good cooker.

Correct - His mother is a good cook.

**Example 2 - Errors resulting from carelessness.**

Incorrect - I am give many examples.

Correct - I give many examples.

**Example 3 - Errors results from a violation of the rules of language.**

Incorrect - You can write all the alphabets.

Correct - You can write all the letters of alphabates.

**Example 4 - Repetition of words.**

Incorrect - The children are talking about, \_\_\_\_\_ about films.

Correct - The children are talking about films.

According to the opinions of the L.E.T.E.M. the teacher-trainees committed a various types of errors due to teacher-trainees also told that they committed some errors of expression. Hence this area of errors can be treated as the area in which teacher-trainees some times committed errors.

**V.2.18 ERRORS OF PRONUNCIATION**

It is explicit from the study that twenty six teacher-trainees (48.14%) out of fifty four made errors in this area of pronunciation.

The teacher-trainees committed variety of errors of pronunciation. Some typical errors are tabulated in the following table.

**TABLE NO. V.18****ERRORS OF PRONUNCIATION**

<b>Sr. No.</b>	<b>Classification of errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Wrong pronunciation	10	38.46
2	Spelling pronunciation (words pronounced as they are spelt)	6	23.07
3	Errors in silencing the 'r' sound	10	38.46
		26	100

It is clear from the above table that ten teacher-trainees (38.46%) out of twenty six committed errors of wrong pronunciation. Six teacher trainees (23.07%) committed errors by pronouncing word as they spelt. And ten teacher-trainees (38.46%) committed errors in silencing the 'r' sound.

Some examples of the errors of pronunciation committed by teacher-trainees are given in the following lines.

#### Example 1 - Wrong pronunciation

Word	Incorrect	Correct
1. Onion	/ onijən /	./'ʌniən /
2. yesterday	/ jesterde /	./ jestədi /
3. opinion	/ opiniən /	./ə'pinjən /
4. Poem	/ poɛm /	./ pəʊɛm /

#### Example 2 - Spelling pronunciation

1. Colonel	/ kɔləneil /	/ kə nəl /
2. Whistle	/ visəl /	/ hwisl /
3. examination	/ igzɛmineʃən /	/ ig'zæmɪnɪʃən /



**Example 3 - Errors in silencing the 'r' sound**

1. Car	/ ka:r /	/ Ka: /
2. father	/ fa:ðr /	/ fa:ð /
3. Mr.	/ mistɹ /	/ mist /

According to the opinions of the L.E.T.E.M. the teacher-trainees commit errors in pronunciation. The teacher-trainees also agreed that the teacher-trainees committed a lot of errors of pronunciation. There was consistency in the opinions of them So this area of errors can be treated as area in which teacher-trainees very frequently commit errors.

### **V.3 SUMMARY OF THE ERRORS IN TERMS OF FREQUENCIES AND PERCENTAGES**

The frequencies and percentages of areas of errors in 18 areas of errors put together for the total group are tabulated as follows :

TABLE NO. V.19

**SUMMARY OF THE ERRORS IN TERMS OF FREQUENCIES AND  
PERCENTAGES**

Sr.No.	Areas of errors	Frequency	Percentage
<b>A) Grammatical Errors</b>			
1.	Errors of Articles	23	42.59
2.	Errors of Pronouns	17	31.48
3.	Errors of Verbs	36	66.66
4.	Errors of Tense sequence	38	70.37
5.	Errors of Adjective	08	14.81
6.	Errors of Nouns	20	37.03
7.	Errors of Auxiliaries	10	18.51
8.	Errors of Prepositions	25	46.26
9.	Errors of Phrases	08	14.81
10.	Errors of Clauses	09	16.66
<b>B) Constructional Errors</b>			
11.	Errors of Organization of ideas	11	20.37
12.	Errors os Transformation	07	12.96

13.	Errors of Syntax	21	38.48
14.	Errors of Omissions	13	24.07
15.	Errors of Questioning	34	62.96
16.	Errors of Wordorder	32	59.25
<b>C)</b>	<b>17.Errors of the expression of thought</b>	<b>14</b>	<b>25.92</b>
<b>D)</b>	<b>18.Errors of Pronunciation</b>	<b>26</b>	<b>48.14</b>

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**V.4 PERCENTAGEWISE DISTRIBUTION OF ERRORS**  
**COMMITTED BY THE TEACHER TRAINEES**

Common errors which found in oral expression of teacher-trainees identified and classified under 18 areas are converted into percentages and have been arranged in the Table No.V.20.

**TABLE NO. V.20**  
**PERCENTAGEWISE DISTRIBUTION OF ERRORS COMMITTED BY**  
**THE TEACHER-TRAINEES**

Sr.No.	Area of errors	Percentage
1.	Errors of tense sequence	70.37
2.	Errors of verbs	66.66
3.	Errors of questioning	62.99
4.	Errors of word order	59.25
5.	Errors of pronunciation	48.14
6.	Errors of preposition	46.26
7.	Errors of articles	42.59
8.	Errors of syntax	38.48
9.	Errors of nouns	37.03
10.	Errors of pronouns	31.48
11.	Errors of the expression of thought	25.92
12.	Errors of omissions	24.07
13.	Errors of organization of ideas	20.37

14.	Errors of auxiliaries	18.51
15.	Errors of clauses	16.66
16.	Errors of adjective	14.81
17.	Errors of phrases	14.81
18.	Errors of transformation	12.96

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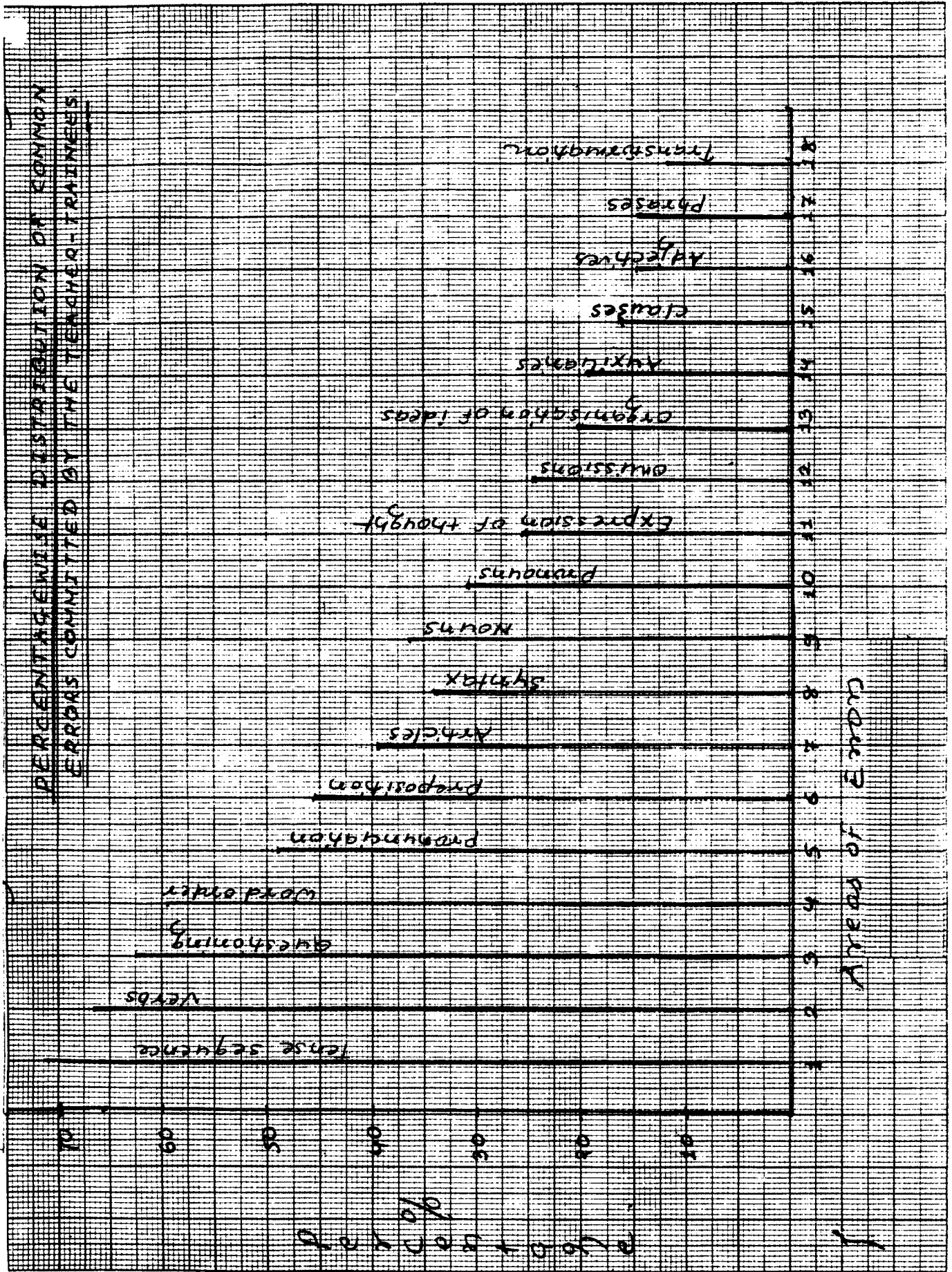
The above table shows the percentagewise distribution of errors committed by the teacher-trainees in descending order.

The figure against item No.1 makes clear that errors of tense sequence (Incorrect use of tense) (70.37%) is of the highest percentage of the total numbers.

The above table also makes it clear that errors of transformation (12.96%) of the lowest percentage of the total numbers.

The researcher compared the percentage of areas of errors found in oral expression of teacher-trainees in English. She found that the results of this study showed that the areas of errors can be divided into four categories.

Researcher has arranged areas of errors in four categories in the order of importance. They are ranked in the descending order of percentage into each group.



The above table makes it clear that the percentage of areas of common errors with respect to 18 areas for the total sample range from 70.37% to 12.96%.

The percentagewise distribution of errors committed by the teacher-trainees is graphically presented in the *preceding* page.

#### V.5 CATEGORYWISE DISTRIBUTION OF AREAS OF COMMON ERRORS

Researcher has divided areas of common errors in oral expression into following four categories. In each category errors are ranked in descending order of percentage.

**TABLE NO. V.21**

#### CATEGORYWISE DISTRIBUTION OF AREAS OF COMMON ERRORS

<b>Sr.No.</b>	<b>Percentage</b>	<b>Category</b>
1	56-70	The category of the areas of common errors in which teacher-trainees always commit errors.
2	41-55	The category of the areas of common errors in which teacher-trainees very frequently commit errors.

3	26-40	The category of the areas of common errors in which teacher-trainees sometimes commit errors.
4	10-25	The category of the areas of common errors in which teacher-trainees rarely commit errors.

The above table shows that the four categories are the categories in which teacher-trainees always commit errors (56% - 70%). The category in which teacher trainees very frequently commit errors (41% - 55%), the category in which the teacher-trainees sometimes commit errors (26% - 40%) and the category in which teacher-trainees rarely commit errors (10% - 25%). In the first category the percentages of areas of errors range from 70.37 to 56%.

**TABLE NO. V.22**

**THE CATEGORY OF AREAS OF COMMON ERRORS IN WHICH  
TEACHER TRAINEES ALWAYS COMMIT ERRORS**

<b>Sr.No.</b>	<b>Area of errors</b>	<b>Percentage</b>
1	Errors of tense sequence (Incorrect use of tense)	70.37
2	Errors of verbs	66.66
3	Errors of questioning	62.99
4	Errors of word order	59.25



It is clear from this table that 70.37% teacher-trainees commit errors in the area of tense sequence (Incorrect use of tense). 66.66% teacher-trainees commit errors in the area of errors of verbs. 62.96% teacher-trainees made errors in area of errors of questioning and 59.25% teacher-trainees commit errors in the area of errors of word order.

In the second category of areas of common errors i.e. the category in which teacher-trainees very frequently commit errors the percentage of errors range from 41% to 55%.

**TABLE NO. V.23**

**THE CATEGORY OF AREAS OF COMMON ERRORS IN WHICH  
TEACHER TRAINEES VERY FREQUENTLY COMMIT ERRORS**

<b>Sr.No.</b>	<b>Areas of errors</b>	<b>Percentage</b>
1	Errors of pronunciation	48.14
2	Errors of preposition	46.26
3	Errors of articles	42.59

It is clear from this tabel that 48.14% teacher-trainees committed errors in area of errors of pronunciation. 46.26% teacher-trainees committed errors in area of errors of preposition and 42.59% teachertrainees commit errors in area of articles.

In the third category of areas of errors i.e. 'the category in which teacher-trainees sometimes committed errors,' the percentages of areas of errors range from 26% to 40%.

**TABLE NO. V.24**

**THE CATEGORY OF AREAS OF COMMON ERRORS IN WHICH  
TEACHER-TRAINEES SOMETIMES COMMIT ERRORS**

<b>Sr.No.</b>	<b>Areas of errors</b>	<b>Percentage</b>
1	Errors of syntax	38.48
2	Errors of nouns	37.03
3	Errors of pronouns	31.48
4	Errors of expression of thought	25.92

The above table shows that 38.48% teacher-trainees committed errors in area of errors of syntax. 37.03% teacher-trainees committed errors in area of nouns. 31.48% teacher-trainees committed errors in errors of pronouns, 25.92% teacher-trainees committed errors in area of errors of expression of thought.

In the fourth category of areas of errors i.e. the category in which teacher-trainees rarely commit errors. The percentage of areas of errors range from 10% to 25%.

**THE CATEGORY OF AREAS OF COMMON ERRORS IN WHICH  
TEACHER-TRAINEES RARELY COMMIT ERRORS**

<b>Sr.No.</b>	<b>Areas of errors</b>	<b>Percentage</b>
1	Errors of omissions	24.07
2	Errors of organization of ideas	20.37
3	Errors of auxiliaries	18.51
4	Errors of clauses	16.66
5	Errors of adjectives	14.81
6	Errors of phrases	14.81
7	Errors of transformation	12.96

It is explicit from the table that 24.07% teacher-trainees commit errors in area of errors of omissions. 20.37% teacher-trainees commit errors in areas or errors of organization of ideas. 18.51% teacher-trainees committed errors in area of auxiliaries. 16.66% of teacher trainees commit errors in area of errors in clauses. 14.81% teacher-trainees commit errors in area of errors in adjectives. Another 14.81% teacher-trainees commit errors in area of phrases and 12.96% teacher-trainees commit errors in area of errors of transformation.

## V. 6 PEDAGOGICAL IMPLICATIONS

In the present study ('A Critical study of common errors in oral expression in English of teacher-trainees') common errors, in oral expression of teacher-trainees are identified, systematically classified and analysed.

Errors form an important part of information of the learner's knowledge. They enable us to know troublesome areas for the learner and tell us where they need support. Error analysis based on adequate material help to determine several things the scope and nature of teaching, the time given to practice with certain elements of language, the time given to practice them and even the order in which they are introduced.

Such analysis are of use of both inexperienced and experienced teachers. It is plain that a whole series of analyses, based on various stages of achievement from elementary to advanced is desirable.

Errors in the use of sounds, words and structures may thus be usefully collected and examined and errors analysis at each of those level can be applied to language teaching.

Correcting pupil's errors is a delicate task. The teacher should not be able to detect errors he should also be able to judge the magnitude of an error, because all errors are not equally serious. Errors that significantly hinder communication as they affect the overall

sentence organization should receive greater attention and the errors that affect single element in a sentence or errors resulting from carelessness (i.e. slips) should not be taken seriously.

Frequent correction of errors is time consuming and irritating. The first and foremost thing in language teaching is to make the pupils open their mouths i.e. use the language.

#### **V.7 CONCLUDING REMARK**

This chapter is devoted to the Analysis and interpretation of the data collected. An introduction followed by itemwise analysis of errors in terms of frequency and percentage. Errors are systematically classified, tabulated and analysed. Researcher has also given summary of the errors in terms of frequency and percentage, percentagewise distribution of errors and pedagogical implications are also given.

The researcher proposes to draw conclusions to put forth recommendations in the next chapter i.e. Chapter VI - Summary, Conclusions and Recommendations.