

CHAPTER VI

**SUMMARY, CONCLUSIONS,
RECOMMENDATIONS AND TOPICS FOR
FURTHER RESEARCH**

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FOR FUTHRE RESEARCH**

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VI.1 INTRODUCTION

The present chapter is the concluding chapter of the research work on hand. It, therefore, presents the summary of the entire research work. It also draws conclusions based on the analysis and interpretation of the data collected for the purpose of the present research study. Based on these conclusions some recommendations are made. In the end some problems for further research are given.

VI.2 SUMMARY OF THE RESEARCH STUDY**VI.2. i) ² Statement of the Problem****A CRITICAL STUDY OF COMMON ERRORS IN ORAL
EXPRESSION IN ENGLISH OF TEACHER-TRAINEES****VI.2. ii) Significance of the study**

This study is significant for the following reasons

- i) The results/conclusions of this study will enable the L.E.T.E.M. to know the common errors in oral expression in English for teacher-trainees.
- ii) This study will help in solving many problems regarding common errors in oral expression in English of teacher-trainees.

- iii) Here, an attempt is made to analyse the common errors in oral expression in English of teacher-trainees, it will present some constructive suggestions for the guidance of the L.E.T.E.M.
- iv) This study may be helpful to improve the interaction between the teacher-trainees and the pupils in the practice schools.
- v) This study is likely to be helpful in improving the total effect of practice lessons of English of teacher-trainees.

VI.2 3 Objectives of the study

The present research work is undertaken with the following objectives.

- 1) To find out the common errors in oral expression of the teacher-trainees in colleges of education.
- 2) To describe the various types of errors in the oral expression of the teacher-trainees in colleges of education.
- 3) To classify the above common errors suitably.
- 4) To find out the probable reasons of these common errors.

- 5) To suggest some remedial measures regarding minimisation of these common errors.

VI.2. IV RESEARCH PROCEDURE

IV.1 Method of the research study

The present study is undertaken by the researcher to know the common errors that the teacher-trainees commit in their oral expression. According to the nature of the study as it deals with the present, normative survey method of educational research is used for the present research work.

IV.2 Research tools for data collection

In research work the required data are to be collected. Keeping in view the nature of the data to be collected the researcher selected the following data gathering tools.

1) A lesson observation schedule

A lesson observations schedule was prepared to observe the lessons in English of all the teacher-trainees of the population. The lesson observation schedule laid stress on recording common errors in oral expression of teacher-trainees.

II) An opinionnaire

The researcher wanted to know opinions of L.E.T.E.M. on the areas of common errors, reasons for committing errors and ways regarding the minimisation of common errors. For this purpose the researcher had prepared an opinionnaire.

III) An interview schedule

The researcher wanted some more information regarding the common errors from the teacher-trainees in colleges of Education. So she held an interview schedule.

IV.3 Nature of the data and sample

The researcher collected the required data with the help of the above three tools.

The population for the study consisted of all the teacher-trainees, who were admitted for English Methodology as their first methodology of teaching in four Colleges of Education in Kolhapur city. The researcher had prepared an opinionnaire for the L.E.T.E.M.

All the six Lecturers in Education who were teaching English Methodology in colleges of Education were treated as experts, All of them were given the opinionnaire.

IV.4 Analysis and interpretation

The errors are located from oral expression in English of teacher-trainees with the help of pre-prepared observation table and checklist. The errors in each area of errors were counted. The frequencies and percentages of areas of errors were drawn in 18 areas of errors. They were put together for the total group and then tabulated.

Common errors which found in oral expression in English of teacher-trainees were identified and classified under eighteen areas were converted into percentage and had been tabulated by the researcher.

Each area of errors was further classified into sub classes according to nature of type of errors. Then researcher has done percentagewise distribution of errors committed by the teacher-trainees then she compared the percentages of errors, arranged them in descending order, in the order of importance. The researcher had arranged areas of errors in four categories in the order of importance.

Analysis and interpretation of the data has been undertaken in above discussed two stages.

IV.5 Organization of the research study

Chapter I : Introduction

The first chapter bears the introductory discussion. It presents general background, poses problem under investigation, states objectives of the study and also its limitation.

Chapter II : Common errors in oral expression, meaning, areas and importance of the study of common errors.

The second chapter furnished in details the theoretical and practical aspect of common errors. It presents importance of oral expression, areawise study of common errors, general reasons to committing common errors and significance of study of common errors.

Chapter III : Review of related Literature

This chapter gives the review of the related research studies conducted in India and abroad.

Chapter IV : Procedure of the research study

The fourth chapter outlines the method adopted in this study, selection of tools, selection of samples and collection of data, scheme for analysis of data.

Chapter V : Analysis and interpretation of data

The fifth chapter deals with tabulation, analysis and interpretation of the data. The data is critically analysed and reported.

Chapter VI : Summary conclusions

The sixth chapter present a summary of the findings to the research study and makes suggestions and recommendations and topics for further research study in this area.

VI.3 CONCLUSIONS

- 1) It is clear from the table No. V.1 that 42.59% teacher-trainees commit errors of articles.

The study proved that in the area of errors in articles most of the erros are of of the omission of articles. Next come the errors which belong to 'unnecessary insertion of articles' and 'wrong use of articles.'

- 2) It is clear from the table No.V.2 that 31.48% teacher trainees commit errors in area of errors of pronouns. Confusion of possessive pronouns, misuse of personal pronouns, omission of pronouns and insertion of pronouns the types of errors of pronouns are committed by the teacher-trainees.

- 3) It is explicit from the table No.V.3 that 66.66% teacher-trainees make errors in area of errors of verbs. Inclusion of 'not' with affirmative answers, 'that' complementizer 'after 'want' or 'asked', choice of wrong tense form, suffix 's' or 'es' is not added causes errors of verbs.
- 4) The table No.V.4 makes clear that 70.37% teacher-trainees commit errors in area of errors of tense sequence (incorrect use of tense) .The results of this study shows that errors of tense sequence (incorrect use of tense) divided into 5 sub divisions, using past tense after did, using past tense after 'have', 'has' or 'had', wrong tense in clauses, lack of sequence of tense and using one tense for other.
- 5) It is explicit from the table No.V.5 that 14.81% teacher-trainees commit errors in the area of errors of adjectives.

The study proved that the errors of adjectives resulted from unnecessary insertion of adjectives, confusion between some and any, unnecessary insertion of comparative marker.

- 6) It is explicit from the table No.V.6 that 37.03% teacher-trainees commit errors in area of errors of nouns.

Confusion of number., using one noun instead of other, using the indirect object before direct object causes errors in area of errors of nouns.

- 7) The table No.V.7 makes it clear that 18.51% teacher-trainees commit errors in area of errors of auxiliaries.

It is observed that errors of auxiliaries resulted from insertion of unnecessary auxiliary, using one auxiliary instead of other and due to use of wrong form of 'used to'.

- 8) The table No.V.8 makes clear that 49.23% teacher-trainees commit errors of preposition.

The study revealed that the errors of preposition resulted from 'wrong use of preposition', 'omission of preposition', 'unnecessary insertion', and 'using one for another'.

- 9) It is explicit from the table No.V.9 that 14.81% teacher-trainees commit errors of phrases.

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

Wrong use of proposition in the phrase structure.

Wrong choice of tense sequence. and

Omission of preposition in the phrase structure.

- 10) It is clear from the table No.V.10 16.66% teacher-trainees make errors in the use of clauses.

The study proved that in the area of errors in clauses, most of the errors in clauses, are of the 'wrong use of ing form'. Next come the errors belonging to 'use of both connective at a time', and 'using present tense form after 'have', 'has' and 'had'.

- 11) The table No.V.11 makes it clear that 20.37% teacher-trainees commit errors in the area of errors of organization of ideas.

Examining the sources of errors the researcher found that, the most of the errors belong to this area reflect 'influence of spoken form of Marathi' and 'the interference from the mother tongue'. It was also observed that errors of organization of ideas resulted from 'incomplete application of rules' and 'errors due to similarity of words in meaning'.

- 12) It is clear from the table No.V.12 that 12.96% teacher-trainees commit errors in area of errors of transformation.

'Using one tense for another in passive voice', 'wrong tense used in indirect narration', 'improper application of standard English rules caused errors in area of errors of transformation.

- 13) It is explicit from the table No.V.13 that 38.48% teacher-trainees commit errors in the area of errors of syntax. The

results of this study showed that errors of syntax could be divided into 4 sub division - 1) Wrong word order, 2) omission of pronoun: conjunction, 3) insertion of one conjunction instead of other and 4) wrong construction.

- 14) The table No.V.14 makes it clear that 24.07 teacher-trainees commit errors in area of errors of omission.

It was observed that following are types of errors committed by teacher-trainees in the area of errors of omission.

'omission of words',

'omission of audiliary' and

'omission of sentence connectors' .

- 15) It is explicit from the table No.V.15 that 62.96% teacher-trainees commit errors in area of erros of questioning.

The researcher found that 'omission of did', 'absence of NP+ auxiliary inversion in question', 'wrong question tag', 'incomplete application of rules' and 'wrong word order' cause errors in area of questioning.

- 16) It is clear from the table No.V.16 that 59.25% of errors of the teacher-trainees belong to this area of errors of word order.

The study proved that in the area of errors of word order most of the errors are of the 'assertive sentence pattern retaining in interrogation' Next come the errors belong to wrong word order influenced by mother tongue and wrong word order in negative sentences.

- 17) The table No.V.17 makes it clear that 25.92% of errors of the teacher-trainees belong to this area of errors of the expression of thought.

Examining the sources of errors researcher found that errors belong to this category reflected carelessness and ignorance due to analogy. It was also observed that this type of errors resulted from 'a violation of the rules of language' and 'repetition of words'.

- 18) It is clear from the table No.V.18 that 48.14% of errors of the teacher-trainees belonged to this area of errors of pronunciation.

It is observed that 'wrong pronunciation', 'spelling pronunciation (words pronounced as they are spelt), errors in silencing the 'r' sound' cause errors in area of errors of pronunciation.

- 19) The errors which occur generally in oral expression can be classified into four categories a 1) Grammatical errors 2) constructional errors, 3) errors of the expression of thought and 4) errors of pronunciation.

20) Common errors which are found in oral expression of teacher-trainees are identified and classified under 18 areas are converted into percentages and have been arranged in descending order. The results of this study of percentage-wise distribution showed that common errors in oral expression can be divided into 4 categories.

i) Errors of tense sequence (Incorrect use of tense), errors of verbs, errors of questioning and errors of word order belonged to the first category.

-The category of areas of errors in which teacher-trainees always commit errors.

ii) Errors of pronunciation, errors of preposition, and errors of articles - belonged to the second category.

-The category in which teacher-trainees very frequently commit errors.

iii) The errors of syntax, errors of nouns, errors of pronouns and errors of the expression of thought belonged to the third category. The category in which teacher trainees sometimes commit errors.

iv) The errors of omissions, errors of organization of ideas, errors of auxiliaries, errors of clauses, errors of adjectives errors of phrases and errors of

transformation belonged to the fourth category. The category in which teacher-trainees rarely commit errors.

- 21) Errors of tense sequence (incorrect use of tense sequence) is of the highest percentage i.e. 70.37% of all teacher-trainees.
- 22) The researcher found that the lowest percentage i.e. 12.96% of all teacher-trainees was of the errors of transformation.

The various reasons for committing errors are given by the L.E.T.E.M. are follows in their descending order of frequencies.

- 23) 1] Lack of command over English language.
- 2] Habit of first thinking in Marathi and then converting it in English
- 3] The teacher-trainees are not given sufficient time for practice.
- 4] The teacher-trainee's vocabulary is poor.

From the study of observation of lessons of teacher-trainees and discussion with L.E.T.E.M enable researcher to give some more

general reasons for committing errors in oral expression in English of teacher-trainees. They are as follows :

1) The pull of mother tongue

In case of pronunciation the pull i.e. interference of mother tongue is so great that it is almost impossible for Marathi speaker to acquire the pronunciation of the native speaker of the language.

2) Teacher trainee is well integrated into their immediate familiar and local speech community conforming closely to its norms so he intermingle or at least modify his speech of English in that direction.

3) Teacher-trainees face many difficulties with English pronunciation because of the syllabic structure and sound systems of Marathi are very different from those of English (phonological dissimilarity).

4) The real difficulty of learning English lies in that of having to master its vocabulary.

5) Teacher-trainees are not given proper direction to acquire command over English language.

6) Lack of exposure of English language causes errors.

The best way of learning language is being exposed to it. But unfortunately in our schools most often translation method is

followed. Thus students can not get only opportunity of being exposed to the language.

- 7) Majority of teacher-trainees are still on the initial level of learning English. Hence they have to draw knowledge of the language from their mother tongue. As there is a lot of difference in form of two language they commit errors.
- 8) Most students hear very little English outside the classroom.
- 9) Most students can write better but they don't know how to arrange their knowledge in oral skill.
- 10) Giving too much importance to study of grammar which has no crucial place in the process of learning second language.
- 11) Large size of classes and groups.
- 12) Insufficient time allotted to study of methodology (one or two periods a week)
- 13) Teacher trainees rely more on rote memory than of making a sincere attempt to develop oral skill.
- 14) Lack of knowledge of words and structures taught in the previous classes.
- 15) Lack of systematic practice with proper guidance.
- 16) Lack of proper feedback.

- 17) Lack of proper remedial work or follow up activities.
- 18) Lack of preparation of lesson due to lack of time.

VI.4 RECOMMENDATIONS

The L.E.T.E.M. has suggested some ways regarding minimisation of common errors of teacher-trainees in oral expression in English. With the help of discussion with the L.E.T.E.M. and results of the study enable the researcher to give some recommendations. They are as follows :

- 1) It is found that teacher trainees commit various types of errors in oral expression in English. The L.E.T.E.M. should make the teacher-trainees aware of these errors even now and then along with teaching Methodology of English.
- 2) The errors of tense sequence, (incorrect use of tense sequence), Errors of verbs, errors of questioning and errors of word order ranked higher than errors in other areas of errors. It is, therefore, recommended that the L.E.T.E.M. should pay more attention to this type of errors in oral expression in English of teacher-trainees.
- 3) The errors of pronunciation, errors of preposition and errors of articles are very frequently committed by the teacher-trainees. It is, therefore, recommended that the L.E.T.E.M. should make the teacher-trainees aware of these errors.

- 4) The errors of syntax, errors of nouns, errors of expression of thought are sometimes committed by the teacher-trainees. It is, therefore, recommended that the L.E.T.E.M. should guide teacher-trainees to minimise these type of errors.
- 5) Errors of omission, organization of ideas auxiliaries, clauses, adjectives phrases and transformation were found to be rarely. It is, therefore, recommended that these errors should not be treated seriously.
- 6) The teacher-trainees should be given sufficient practice for oral expression in English.
- 7) The habit of first thinking in Mother tongue and then converting it into English should not be formed. The L.E.T.E.M. should see that the teacher-trainees directly think and express their thought, views in English.
- 8) In order that teacher-trainees should have command over English, the L.E.T.E.M should give scope for their original ideas and deep thinkign. The love for collection of quotations and proverbs should be created.
- 9) In order to have command over English, the L.E.T.E.M should see that their vocabulary is sufficiently strengthen for this purpose the L.E.T.E.M. can resort to various games of words. The principle of play way can be applied in language teaching by organising various games to practice a pattern already learnt.

- 10) In order to have smooth oral expression of the teacher-trainees can be asked to learn certain prose passages and poems by heart. Meaningfully so that the language will be on the tip of their tongue, which will be helpful for smooth oral expression.
- 11) In order to create a strong desire to learn English, the L.E.T.E.M. should, therefore, try to impress on the teacher-trainees the importance of smooth oral expression and the benefits they are likely to get from learning it.
- 12) The L.E.T.E.M. can guide teacher-trainees to collect the information on the subject of their interest by reading books and magazines and listening to radio or T.V. programmes in English. The college library should contain a good collection of books.
- 13) The teacher-trainees also display artistically written sentences e.g. proverbs, quotations, on the classroom walls. This will also help them in learning some of the useful structures.
- 14) The L.E.T.E.M. should arrange various co-curricular activities like debating recitation, play acting, elocutions as these are also excellent means for creating and sustaining pupil's motivation for learning English.
- 15) The L. E.T.E.M. should try to inculcate in minds of the teacher-trainees a favourable attitude towards the English people and their culture and traditions. At this same time, he should also teach the teacher trainees to regard the English people as our equals, fellow human beings and not as a superior.

- 16) There must be concentration on speech and hearing and speech must precede reading and writing as the speech is foundation of all other linguistic skills. pronunciation teaching should be integral part of speaking and reading exercises the teacher-correcting the pronunciation mainly through demonstration as and when necessary. When the problem related to the pronunciation of individual sounds, practice in saying minimal pairs of words containing the problem sound would be found helpful.

L.E.T.E.M. should asked teacher-trainees to take help of pronouncing dictionary (E.P.D.) or the 'The Advanced Learner Dictionary by Daniel Jones, generally give the pronunciation in phonetic transcription.

- 17) Translation and the direct study of grammar should not give much importance as they have no place in the process by which children learn a second language.
- 18) As the rate of progress depends obviously upon the amount of time that can be allotted sufficient time should be provided to practice of speaking English.
- 19) Encouragement leads the teacher-trainees to speak better and thus to reduce the errors. So the L.E.T.E.M. should encourage them by giving grades, by praising them, by exhibiting their lesson plans and by guiding them individually.

- 20) Language learning is a skill subject so far as possible the L.E.T.E.M. himself should speak in English. and enable the teacher trainees to speak converse in English. The L.E.T.E.M. should tell ^{them that} well preparation of the lessons is essential for teaching effectively and he himself should get mastery over English.
- 21) Lessons of the teacher-trainees should be strictly observed by English method expert Only, to guide and encourage them and improve their oral skill. Demonstration should be conducted occassionaly by the senior, experience teachers.
- 22) Self correction encouranges the teacher-trainees to speak correctly. This process saves a lot of time and also develops self reliance and self dependence in them. So it is the golden rule to allow the teacher-trainees to find out their own errors and to write the correct forms themselves. They are asked to find out the errors in oral expression of their friends while observing the lesson of their friends.

VI.5 PROBLEMS FOR FURTHER RESEARCH

The nature of the present study is vast. The researcher had to limit the scope of the study. The detailed study of errors is necessary to diminish the errors of teacher trainees. The following areas may be suggested as the topics for further research.

- 1) The pupils from Highschool, Junior College, Senior College also commit the errors in oral expression in English. So it is necessary to undertake the study of errors in oral expression with special reference to each level.
- 2) Researches on errors analyses and process approach to oral expression may be taken on a wider scale.
- 3) The present research is limited only to the 4 colleges of education in Kolhapur city. So it is recommended that from each district the researches should be done for exploring the errors in oral expression.
- 4) The methods, techniques, devices of teaching English affect the oral skill of teacher-trainees. So critically study of present position of teaching English with special reference to teaching oral skill is a research problem for research.
- 5) The aim of correction work is to find out the errors of the pupils in order to help them to acquire necessary command over language. For this purpose effective methods and techniques of correction work are needful. Research can be undertaken in this area also.