

CHAPTER I

INTRODUCTION

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I.1 APPROACH TO THE PROBLEM

English is a window on the world. It is a language in which the latest scientific and technological knowledge and information are readily available. It primarily serves us as a 'Library Language'. As an Associate Official language of the country and as an International Link Language, it has important functions to perform in our education system. In the state of Maharashtra, English is introduced in the fifth standard as a third language.

Learning a language is acquiring the four basic skills in it, listening, speaking, reading and writing and also using the language in everyday situations. The main focus of the new syllabus is on language skills. So the objectives of teaching English are geared to the needs of learners and the position of English in the Socio-economic and the cultural life of the nation.

The objectives demand a certain amount of development of skills or abilities in language learning. Listening and reading are receptive skills while speaking and writing are productive skills. Development of these skills demand a constant practice because language is a habit formation process.

All these skills should find a due place in the process of teaching English because all the skills are important. It is necessary that the Indian pupils should not only understand English when it is spoken or written but they should also be able to speak and write it.

The basic of the reading and writing work should be practised sufficiently in advance through oral work. Translation method and lecturing should be reduced to the barest minimum. The objective of the speech practice is to provide training in stress, intonation and pause during speech.

The researcher worked as the Lecturer in Education for English Methodology in Colleges of education, she came across so many errors of the teacher-trainees, especially in oral expression. Today's teacher-trainees are tomorrow's teachers. They should be well conversant in English as they are going to teach English to others.

So the researcher thought that it was very necessary to undertake this study to do something to minimise the errors. In order to save the labour of the teachers of English, it is very needful to study the common errors in oral expression of teacher trainees.

So she selected the problem for her present research work.

1.2 STATEMENT OF THE PROBLEM

The problem of research is stated in precise terms as follows :

A CRITICAL STUDY OF COMMON ERRORS IN ORAL EXPRESSION IN ENGLISH OF TEACHER-TRAINEES

Various terms are used in the statement of the problem. It is necessary to define them, both for the sake of clarity and limiting the scope of the study.

A CRITICAL STUDY :

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Webster's New Collegiate Dictionary defines the term 'critical' as "careful and impartial in forming judgement. Exercising or involving careful judgement or judicious evaluating . Including variant reading and scholarly emendations".¹

The term 'study' is defined as "Application of the mind to do something for the purpose of learning. A state of contemplation. Application of the mental faculties to the acquisition of knowledge. Such application in a particular field or to a specific subject, a careful examination or analysis of a phenomenon."²

So far as this study is concerned the 'critical study' means a minute, careful and detailed contemplation of common errors in oral expressions of teacher-trainees of English method.

COMMON ERRORS

Chamber's Twentieth Century Dictionary defines the term 'common' as "Belonging equally to more than one public general usual frequent and ordinary".³

Websters New Collegiate Dictionary define the same term as -

"The ordinary of the mass : wide spread".⁴ The same dictionary defined the term 'error' as -

"An act involving an unintentional deviation from truth on accident departs from or fails to achieve what should be done as".⁵

According to 'Chamber's Twentieth Century Dictionary' Errors means "Deviation from the right way."⁶

The meaning of these two terms related to this study is as given below.

Common errors means the mistakes which occur frequently in oral expression of teacher-trainees.

ORAL EXPRESSION

Webster's New Dictionary and Thesaurus defined the term 'Oral' as "Uttered by the mouth or spoken".⁷

EXPRESSION -

Webster's New Dictionary and Thesaurus defined the term 'expression' as "Act of representing or giving utterance, representation or revelation by language", arts the features etc."⁸

So far as this research concerns oral expression means, "Speaking of the teacher-trainee".

TEACHER-TRAINEES

The terms 'teacher-trainees' refers to the students who have joined college of Education to earn the first professional degree in teaching profession i.e. B.Ed. and those who have offered the subject Methodology of Teaching English as their first method.

I.3 SIGNIFICANCE AND NEED OF THE STUDY

This study is significant for the following reasons.

- i) The results/conclusions of this study will enable the Lecturers in Education for teaching English Methodology to know the common errors in oral expression of the teacher-trainees i.e. those who have offered the subject of Methodology of Teaching English as their first method.
- 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, it will present some constructive suggestions for the guidance of the Lecturer of Education for English Methodology.
- iv) This research may be helpful to improve the interaction between the teacher-trainees and the pupils in the practice schools.
- v) This research is likely to be helpful in improving the total effect of practice lessons of English of teacher-trainees.

It is a matter of serious concern that our teacher-trainees of English methodology even after a course of eleven years of English learning, being graduates in English (English as their principal subject) and offering the subject methodology of English as their first method are not able to attain the expected level of proficiency in (English) speaking skill

of English. They are not able to express themselves precisely and coherently in English owing to various reasons. The standard of oral English of teacher-trainees of English methodology has considerable declined.

The researcher has been baffled by the countless errors committed by the teacher-trainees of English from Colleges of Education. An erroneous performance can be a reflection on the level of competence the learner has acquired. Errors made by the teacher-trainees of English are more significant since today's teacher trainee is tomorrow's teacher of English, and for him, the Lecturer in Education for English methodology is the sole source of help and guidance. Most of the errors committed by teacher-trainees result from an incomplete or approximate competence in English. So it is necessary to know, to diagnose and suggest corrective methods/remedial measures.

I.4 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 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.

I) A LESSON OBSERVATION SCHEDULE

A lesson observation schedule was prepared to observe the lesson in English of all the teacher trainees from four colleges of Education in Kolhapur city. The lesson observation schedule laid stress on the recording common errors in oral expression of teacher-trainees.

II) AN OPINIONNAIRE

The researcher wanted to know opinions of Lecturer in Education for English Methodology on the areas of common errors, reasons for committing errors and ways regarding the minimization of common errors. Hence the researcher has prepared opinionnaire.

III) AN INTERVIEW SCHEDULE

The researcher wanted some more information regarding the areas of common errors from the teacher-trainees in colleges of Education, so he held an interview schedule.

I.5 LIMITATIONS OF THE STUDY

- 1) This study is confined to Kolhapur city only.
- 2) This study is restricted to four colleges of Education in the Kolhapur city. They are -

1. Shri Maharani Tarabai College of Education, Kolhapur

2. Balasaheb Ganpatrao Kharade College of Education,
Kolhapur
 3. Vasanttrao Naik College of Education, Dasara Chowk,
Kolhapur
 4. Savitribai Phule Mahila Shikshanshastra
Mahavidyalaya, Dasara Chowk, Kolhapur.
- 3) This study is confined to the teacher-trainees who have been admitted for the subject Methodology of teaching English as their method, for the academic year 1998-99.
- 4) Common errors are restricted to areas of errors of articles, pronouns, verb, tense sequence, adjectives, nouns, auxiliaries, prepositions, phrases, clauses, ideas, transformation, syntax, omissions, questioning, word order, the expression of thought and pronunciation.

I.6 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 STUDY OF
COMMON ERRORS**

The second chapter furnishes in detail 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, RECOMMENDATIONS AND
TOPICS FOR FURTHER RESEARCH**

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

This is followed by bibliography and appendix. The appendix contains specimen copies of the tools used in this investigation.

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3. W.R. Chambers Chamber's Twentieth Century Dictionary (London William Geddie, Wand R. Chamber Ltd., 1960) p.212.
4. Webster op.cit. p.277.
5. Ibid. p.388.
6. Chamber's op.cit. p.277.
7. Webster, Webster's New Dictionary and Thesaurus : (Russell Geddes and Grosset Windsor Court, New York, N.Y.U.S.A.; 1990) P.376.
8. Ibid, p.202.