

CHAPTER-III

REVIEW OF RELATED RESEARCH LITERATURE

CHAPTER-III**REVIEW OF RELATED RESEARCH LITERATURE**

SR. NO.	CONTENT
III.1	INTRODUCTION
III.2	STUDIES DONE ABROAD
III.3	STUDIES DONE IN INDIA
III.4	CONCLUDING REMARKS
	REFERENCES

CHAPTER-III

REVIEW OF RELATED RESEARCH LITERATURE

III.1 INTRODUCTION

The purpose of the present chapter is to take review of related Literature. It summarizes the findings and suggestions from the earlier researcher in the field of the present study.

John W. Best explained -

“This part of research report provides a background for the development of the present study and brings the reader upto date. Since good research is based upon everything that is known about a problem”.¹

Taking into consideration the importance of review of related Literature, an attempt is made to study critically the Literature regarding the researches done so far in the areas of errors in oral expression.

With a view to reviewing the related literature, the researcher has gone through the following volumes and research journals.

- 1) M.B.Buch (ed) A Survey of Research in Education, first Edition Baroda: Centre of Advance Study Education, Faculty of Education and Psychology, M.S. Univedrsity of Baroda.

- 2) M.B. Buch (ed) Second Survey of Research in Education, 1972-1978 Baroda, Society for Educational Research and Development.
- 3) M.B. Buch (ed) Thrid Survey of Research in Education, (1978-1982) National Council fo Educational Research and Training, New Delhi 1987.
- 4) M.B. Buch (ed) Fourth Survey of Research of Educational Research and Training, New Delhi 1991.
- 5) The Illrd Indian Book of Education, Educational Research, N.C.E.R.T., New Delhi.
- 6) Education Investigations in Indian Universities (1939-1961) N.C.E.R.T., New Delhi.
- 7) Educational Investigations in Universities in Maharashtra (1939-1970) State Institute of Education, Pune-30.
- 8) Educational Research in University of Bombay, Dr. Mrs. Pratibha Deo (Ed) Department of Education, University of Bombay.
- 9) Abstracts of Doctoral Researches in Education. Editors Dr. M.B. Pande (Ex- President), Dr.M.B. Kudley (President), Vidarbha Teacher Educator's Assciation.
- 10) The Journal of English Language Teaching (E.L.T.3,26,27,35).

III. 2 STUDIES DONE ABROAD

The free composition written by Greek Learners of English were analysed by Efstathiadis and P. King (1972) with a view to identifying and classifying lexical and structural errors were further subdivided according to various structural features such as function words, determiner, conjunctions, content word, word order etc. The study revealed that the two very important areas which presented problems were preposition and adverbial particles. The use of tense also was found to be an important error area.²

Victor Wyatt (1973) has reported his study of errors in composition written by IV class pupils for East African Certificate of Education Examination for four terms and made a classification of the errors.³ The results of his study showed that errors in spelling divided into 5 subdivisions came to 18.4% in frequency; sentence structure 16.6%, punctuation 7.8%, verb group 15.2% and non verb group 16.2%. He had identified the sources of errors too.

Sheal and Susan Wood (1981) have reported the results of a pilot project on effectiveness of proof reading exercise in reducing common errors.⁴ They concentrated on errors in the use of tenses, concord and spelling. The objects were to enable the pupils to correct their own errors in their own errors and to inhibit students from making errors in these areas. Two groups of 50 students of mixed ability drawn from widely differing social backgrounds were the subjects. The results showed that there was small improvement in the areas and (b) that the students corrected a reasonable number of their errors by proof reading and (c) they found the class increasingly lively.

III.3 STUDIES DONE IN INDIA

Sinha (1967) indentified areas of remedial work. This work very much related to Diagnostic Remedical Approach.⁵

Indapurkar C.D. investigated a Linguistic study of errors in English of Middle School pupils fo Chandrapur District of North East Maharashtra. (Ph.D. Linguistics, Poona University, 1968).⁶

The objectives of the study were -

- 1) To describe the various types of errors found in the spoken and written English of the middle school pupils.
- 2) To classify the above errors suitably.
- 3) To find out whether there are any ~~com~~mon trends in these errors.
- 4) To find out the errors which continue throughout the middle school standards.
- 5) To find out the probable causes of these errors.
- 6) To have a comparative study of some frequent errors in written English and spoken English.

The sample for the study included the students of two coeducational middle schools (Std. V to VIII), many of whom came from rural area where sufficient and proper facilities of secondary education were not available. Data were collected through oral tests, written tests and assessment of annual (examination answer papers. The errors

located through the study were classified as lexical errors, morphological errors, errors regarding function words, errors at the phrase level, errors at sentence level and errors regarding the writing system. The frequencies and percentages of errors committed by pupils were computed.

The following were the findings of the study -

- 1) The lexical errors were not frequent in any standard as revealed in oral test. But the assessment of annual examination papers revealed that the error of replacing proper word to phonetically resembling word was very frequent both in standard VII to VIII.
- 2) Regarding morphological errors, the analysis of annual examination answer scripts revealed that in standard VI, VII & VIII the error of verbal inflection type was very frequent. The oral test revealed that the error of verbal inflection was very frequent in standard V, VI & VII. The written test revealed that in standard VIII, the error of verbal inflection was very frequent.
- 3) The errors of pronouns were very frequent as revealed in oral test. Very frequent errors regarding articles were revealed in oral test and analysis of annual examination answer scripts, but were missing in the written test.
- 4) The analysis of annual examination answer scripts revealed that in standard V, VII and VIII, the very frequent errors were

regarding nominal phrase structure. The oral test revealed that in standard V and VI very frequent errors were found regarding verbal phrase structure. The written test revealed that very frequent errors regarding prepositional phrase structure were found in standard VIII.

The above mentioned study covered the errors both in spoken and written English. This investigation is an excellent contribution to find out the common errors in oral English and written English.

Mitra K.R. evolved a method of teaching English as a second language for higher secondary classes in Delhi in 1974.⁷

The findings of the study were -

No steps were taken to help students to develop proper attitude towards English. The majority of the teachers were dissatisfied with the existing methodology of teaching English.

Oral instruction was found to be essentially important. The teacher had to be the active model in the English class. This findings gives importance to oral method. The results of the experiments showed the effectiveness and superiority of the evolved methodology.

- Nair N.S. made A Study of the Common Language Difficulties in English of Secondary School Pupils in Kerala Government. Training College, Trivandrum, 1966.⁸

The objectives of the investigation were to find out the common language difficulties in English of Secondary School children of classes

VIII, IX and X in Kerala. The other objectives were to find out the causes of these difficulties and to suggest methods to prevent these difficulties.

The difficulties located were with structures and patterns in the area of verbs, verb forms with words, phrases idioms and difficulties with spellings and punctuation. The findings were -

- 1) More than 65 percent of the total errors were committed in the area of grammatical structure. Pupils tried to do literal translation of their mothertongue into English.
- 2) About 20% of the total errors are of the use of articles.
- 3) About 15% of the total errors are in the area of preposition.
- 4) Nearly 26% of the total mistakes were from the script of spelling, construction of sentence, syntax of the language.
- 5) Pupil's understanding of the verb and verb form is quite shaky and the learning of the same is unsystematic.
- 6) The difficulty regarding the proper use of articles is because of the fact that articles do not exist in native language.
- 7) The pupils are unable to fix the prepositions in the groups of the words. They are unable to understand the function of the proposition in a group of words.
- 8) The lack of sufficient vocabulary and ignorance of the proper use of words in sentences, causes, mistakes in writing.

- 9) The inadequacy of reading material, defective methods of instruction in spelling, poor reading habits and lack of awareness of the importance of spelling contribute to the difficulties of pupils in spelling.
- 10) The mistakes in punctuation reveal that nothing systematic is done in this area. Most of the pupils know the use and significance of the full stop. The comma and other marks of punctuations are not used properly.
- 11) The pupils are ignorant of the proper use of 'object' after the transitive verb. These errors are committed because of the mis-apprehension among the pupils regarding the use of 'objects' in sentences.

The wrong practices of correcting the mistakes as well as the desirable methods of correcting them are suggested.

Dave R.H. and Saha S.N. in attempting to study the common errors in English at higher secondary level, analysed the errors both quantitatively and qualitatively, found in ninety-two answer scripts of English Paper I. Answer scripts were taken at random from the Higher Secondary Examination Board of Education, Delhi (N.C.E.R.T.), New Delhi, 1968. ⁹

The specific purposes of the study were -

- 1) To locate the common errors in English.

- 2) To suggest remedial treatment.

For the sake of convenience the areas of investigation were restricted to errors of grammatical structures, errors of words, phrases and idioms, errors of punctuation and errors of spelling.

The important findings were as follows :

- 1) Errors of grammatical structures were predominantly pronounced in pupils writing (forty five percent).
- 2) Spelling errors were 29 percent of the total errors.
- 3) Respectively lexical errors and misuse of usage and idioms found the third place and constituted about nineteen percent of the total errors.
- 4) Errors of punctuation being five percent of the total errors were not significant.

From the above findings it is clear that pupils committed errors of grammatical structures excessively. So the remedy was suggested that the first three years, the teaching-learning process should be effectively and fruitfully utilized for ensuring consolidation of sentence patterns in pupil's mind. Efforts should be directed towards seeing that pupil's mistakes do not spill over into the secondary course.

The above cited work is related to the common errors in English at the higher secondary level only. Errors located in this study are in general writing in English.

Dewal O.S. made a critical study of difficulties English and effectiveness of programmed teaching in 1974.¹⁰

The objectives of the study were to study teacher's perception of difficulties which hampered effective teaching and learning of English and to study the effectiveness of programmed teaching.

The study revealed the following findings. The difficulties hampering effective teaching and learning of English were due to shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching, learning material, lack of individual attention and poor socio-economic background. Programmed teaching overcame some of the felt-difficulties of the teacher and helped students to perform significantly better than those who were taught by conventional method. This strategy proved useful in a situation where teachers were under qualified and untrained in teaching English.

Singh H.N. and Shrivastava undertook the study of "Common errors in written English. Their prevention and Cure" (T.D. College, Janpure, 1960 MOE Financed.),¹¹

The purpose of the study was to develop effective remedial and preventive techniques for spelling mistakes committed by pupils and which could easily be applied by average teachers in Indian conditions.

The study was confined to 322 pupils of class VIII. The half yearly and annual examination answer books, class exercises books and the word dictation lists were used as the sources for collecting mistakes.

Spelling mistakes from written English were prepared and the nature of misspellings obtained from written English and word dictation lists were scrutinized.

The study revealed the following specific reasons responsible for a large number of errors in the fundamentals of written English.

- 1) Pupils were drilled too soon into the use of the pattern, the significance of which they did not understand.
- 2) The teacher was not aware of the point of difference between the foreign language and the native language.
- 3) Pupils were constantly influenced by the familiar patterns of their native language which caused mistakes in the use of the foreign language.

This particular study is a valuable study of spelling mistakes. It is related to common errors in spelling writing only. Both the investigators analysed the errors and suggested the ways of their prevention and cure.

The next research work in this field is done by Joshi V.G. He studied the errors in written English among pupils of standard V to VII (A.E. Society's College of Education, Ahmednagar, 1975 MSBT PCR financed).¹²

The main objectives of the study were -

- 1) To find out the typical errors committed by pupils in written English.
- 2) To diagnose the cause of these typical errors.
- 3) To formulate remedial measures for preventing the typical errors.

The study was confined to pupils, studying in Marathi Medium Schools in Ahmednagar district. Answer scripts of pupils of standard V, VI and VII in these schools were selected through the random sampling procedure. The answer scripts were closely scrutinized and the errors were listed under twelve categories.

The major findings of the study were -

- 1) Errors concerning speech, number and spelling were committed by 90 percent, 48 percent and 45 percent pupils respectively.
- 2) Errors of conjunction and case were committed by 2 percent and 6 percent pupils, respectively.
- 3) Categories of errors of spelling, tense and number have the highest frequency.
- 4) In spelling writing the errors of omission and replacement were the most frequent.
- 5) Errors of tense were caused by irregular verbs.

- 6) Errors regarding number gradually decreased as the pupils progressed from Std. V to Std. VII.
- 7) Eight-six percent errors of preposition were caused by the use of wrong prepositions, while the remaining 14 percent were due to the non-use of preposition.

The above work is the minute study of the errors of all the phases of language. The particular study is related to the errors in general written English.

Partikar M.S. investigated the problem "A Linguistic Analysis of the Errors in Written English of students of B.A. Classes of the College in Urban Centres of Vidarbha (Ph.D, Arts Nagpur University, 1981).¹³

The study was concerned with the causes of the deterioration in the usage of English language performance of students and suggestions for improvement in the teaching-learning process in schools and colleges.

The investigation was limited to written expressions in English. In all 1,500 written scripts of University examinations were collected for analysis. In addition 400 scripts from Colleges in these cities were also obtained. After careful scrutiny the errors were classified into four categories in linguistic terms i.e. lexical errors, orthographical errors, morphological errors and syntactical errors.

The major findings of the work were -

- 1) Students knowledge of English vocabulary, morphology and syntax was very confused.

- 2) Use of wrong items, omission and wrong substitutions, lack of knowledge and control over the structure of the language, interference of the mother tongue and lack of fundamental grounding for respectivity of students from psychological and environemntal points of view were the major causes in deficient achievement.
- 3) Even after the completion of secondary education, the objectives of teaching English were hardly achieved.
- 4) Proficiency in a language could be attained only through constant practice and this our schools and colleges had failed to provide.

In this investigation Patrikar M.S. located the errors in percentage. In addition he stated the causes of these errors. He also suggested some ways to attain proficiency in a language.

Mohammed T.K.

“A Diagnostic Study of Errors in Written Enbglish of Pre-dgreee Students”

(Ph.D. Ed. Calicult University, 1986).¹⁴

The purpose of the research were -

- 1) To identify the major errors in written English of Pre-degree students (+2 stage).
- 2) To classify the errors into major functional and grammatical areas.

- 3) To study the relative proportion of errors with view of classifying and arranging them into the major areas in the order of importance.
- 4) To determine the source or cause of the errors identified.
- 5) To suggest corrective measures and remedial programmes.

Data required for the study were collected using the Diagnostic Test, Intelligence Test, General Data Sheet and interviews of the teachers and experts in the field of teaching English. A sample of 700 subjects was selected from the population of the second year pre-degree students by using proportionate stratified random cluster sampling techniques. The whole sample was divided into 29 subgroups. The students were divided into three categories, high, low and average, on the basis of the scores of achievement, socio-economic status and domestic facilities for learning English by using statistical techniques.

The major findings were -

- 1) The total sample committed errors in 17 grammatical areas.
- 2) Significant differences between the subgroups taken in pairs were found to exist in the mean score of errors in all the grammatical areas taken together.
- 3) Twenty two out of 29 subgroups taken in pairs were found to have significant differences in the percentages of the incidence of errors in different grammatical areas.

- 4) Significant differences in the mean scores of errors existed between each of the 21 pairs of the subgroups in some grammatical areas.
- 5) It was found that there existed negative correlation between errors and achievement in English, errors and intelligence, errors and socio-economics status, and errors and domestic facilities for learning English.

The study revealed the grammatical areas of errors and significant differences in the percentages of the incidence of the errors. This study also stated the negative correlation between errors and achievement in English, intelligence, socio-economic status and domestic facilities for learning English. In knowing the areas of common errors this study is very helpful.

A research project carried out by Dhar K.L. (1967) on the common errors in the written English of trained matriculates and graduate teachers of Himachal Pradesh was aimed at locating errors in language components. Objective tests of different levels of difficulties were administered to more than a hundred matriculates and graduate teachers in 1965. The results revealed that the trained graduate teachers committed a high percentage of errors in vocabulary. The next percentage of frequency was in the area of spelling. The frequency of errors in English language of the trained matriculates also showed the same result.¹⁵

The aim of the project of Sinha A.K. (1967) was to identify exactly which areas of English language teaching needed most immediate attention for remedial work at the Pre-University class and first year Degree stage in Hindi speaking areas. The errors were classified in 14 categories and the major findings were (i) In the use of articles (93% of the errors under determine) most of the errors were due to the failure to differentiate between particularised and non-particularised context and between a countable and uncountable noun. (ii) Under 'Syntactic Pattern' the mistakes were mostly at the clause level, omission, wrong word order, or insertion of unwanted elements. (iii) Errors under preposition involved wrong choice, omission or insertion. The prepositions mostly involved were in, to, on, at, of with and from. (iv) Mistakes under ' concord were mostly related to the lack of concord in number. (v) Mistakes of 'verb usage' were usually due to choice of a wrong tense form.¹⁶

Joshi V.G. (1985) scrutinised the errors in written English of the pupils of standard V to X. In the case of each standard, the answerbooks of a particular examination were first collected, errors analysed and remedial programme executed. The number and the quality of errors were reduced after the introduction of the remedial programme, which included correction of spelling, syntax, etc.¹⁷

A project was undertaken by Desai K.G. (1991) to diagnose the defects in language learning of pupils of Grade IV based on their learning during the first three years and to try out a remedial programme to correct the defects. The findings were :

Most of the defects in language learning during the first three years of primary school comprised errors of spelling, tenses and verb forms. It was observed that weak teaching or total neglect of teaching in some schools by teachers was the main cause of wrong learning. Added to this was apathy of parents towards their wards' education, particularly in Municipal schools.¹⁸

III. 4 CONCLUDING REMARK

In the foregoing paragraphs, the researcher has reviewed the researches on the concerned subject. It is found that the most of the studies are related to the errors in writing skill. These studies analysed errors in general writing of the pupils. Studies of errors in oral expression of English of school going pupils or college students in terms of learning strategies and language transfer are not many.

Not a single reviewed studies deal particularly with common errors in oral expression of the teachers trainees in colleges of Education. Hence this particular study is unique that it explores and classifies common errors in oral expression in English with special reference to teacher-trainees in Colleges of Education.

REFERENCES

- 1) Best John W. Research in Education (New Jersey : Prentice Hall, 9) Inc. Engle Wood Cliffs, 1970 p.291.
- 2) Efstathiadiss and P. King (1972) Some Lexical and Structural Errors made by Greek Learners of English ELT. 26, 159-167.
- 3) Wyatt, Victor. (1973) Analysis of Errors in Composition Writing ELT 27 : 177-186.
- 4) Sheal P.R. and Susan Wood (1981) Proof Reading as a means of Teaching students Errors ELT 35: 177-186.
- 5) Buch M.B. (ed) (1974) A Survey of Research in Education, Centre for Advance Study in Education, Baroda : M.S. University, p. 299.
- 6) Buch M.B. (ed) (1979) Second Survey of Research in Education, Baroda : Society for Educational Research and Development, p.294.
- 7) Buch M.B. (ed) (1979) Second Survey of Research in Education, Baroda : Society for Educational Research and Development. p.298.
- 8) Buch M.B., (e) (1974) A Survey of Research in Education. Centre for Advance Study in Education, Boroda : M.S. University, . 288.

- 9) Buch M.B. (ed) (1974) A Survey of Research in Education, Centre for Advance Study in Education, Baroda : M.S. University, p. 276.
- 10) Buch M.B. (ed) (1979) Second Survey of Research in Education, Centre for Advance Study in Education, Baroda : M.S. University, p. 323.
- 11) Buch M.B. (ed) (1979) Second Survey of Research in Education, Centre for Advance Study in Education, Baroda : M.S. University, p. 308.
- 12) Buch M.B. (ed) (1987) Third Survey of Research in Education, New Delhi : NCERT p. 590.
- 13) Buch M.B. (ed) (1987) Third Survey of Research in Education, New Delhi : NCERT p. 600.
- 14) Buch M.B. (ed) (1991) Fourth Survey of Research in Education, New Delhi : NCERT p. 647.
- 15) Dhar K.L. (1967) "Some interesting frequencies of common Errors in the English of Trained Matriculates and Trained Graduate Teachers ". The Journal of English Language Teaching 3, 36-42.
- 16) Sinha A.K. (1967) "Remedial Work in English for Pre-University and first year Degree students in Hindi speaking Area" in M.B. Buch (ed) (1974) p.300.

- 17) Joshi V.G. (1985) "Scrutiny of Errors in Written English and Remedial Programmes" in Buch, M.B. (ed) (1991) p.641.
- 18) Desai K.G. (1986) "Diagnosis of Defects in Language Ability of children studying in Std. IV and a try out of a Remedial Programme for their correction". in Buch M.B. (ed) (1991) p.631.