



Error Analysis of English Language: A Study of D.El.Ed. In-Service Distance Education Teachers

Dr. Mukesh Kumar Chandrakar
Assistant Professor
Department of Education
Guru Ghasidas Central University
Koni, Bilaspur, Chhattisgarh

Error Analysis of English Language: A Study of D.El.Ed. In-Service Distance Education Teachers

Introduction:

“English and English Language teaching seems ubiquitous in the world, playing a role everywhere from large scale global politics to the intricacies of people’s lives” (Pennycook, 1994,p.5 as cited in Benzigar, p.102). English in India has a long history and has occupied an important place in the life of people. In modern context, it is difficult to live without English. Therefore, knowledge of English became must for all but English teaching in Indian schools is a ‘tragic tale’. The main purpose of English language teaching is to develop basic skill of language learning i.e. listening, speaking, reading and writing. “Of the four skills, writing is an “intricate” and complex task; it is the “most difficult of the language abilities to acquire” (Allen & Corder, 1974, p.177 as cited in Benzigar 2013,p.102). In spoken form negotiation of meaning is possible but written communication doesn’t provide or provide little scope for negotiation of meaning and increase the problem of misunderstanding. Therefore, language teacher plays an important role in developing written communication skill among the learner.

Ulijn and Strother state that “writing is generally considered to be one of the active or productive skill of language usage” (as cited in Sawalmeh, 2013, p.2). In Indian context, written English is significant in students’ academic performance and is needed for notes taking, answering questions in examinations, writing composition, writing essays etc.,. Developing writing skill is also a fundamental aim of teaching English of second language teacher and therefore, English language teachers’ language skills must be error free.

Error Analysis: Theoretical Background

The field of Error Analysis (EA) in Second Language Acquisition was given by Corder and his colleagues in 1970s. EA focuses on the errors that learners make and the theory of error analysis helps to understand what and how of error analysis of language learners. It helps to analyse, identify and classify the linguistic difficulties of the learners. “Error analysis, as an application of linguistics, has pedagogical relevance to the study of second language learning. It focuses on the error learner make and consists of a comparison between the errors made in the Target Lanugage (TL) and that TL itself” (Benzigar, 2013, p. 102). “The errors committed by the learners can be observed, analysed and classified to reveal something of the system operating within the learner is called Error analysis” (Brown,1994 as cited in Eliyas, 2011, p.96). Gass & Selinker (1994, p.67) has given six steps to be followed while analyzing error: Collection of Data, Identifying Errors, Classifying Errors, Quantifying Errors, Analyzing Sources of Errors, and Remediating Errors.

Rationale of the Study

Language learning involves development of four skills (Listening, Speaking, Reading and Writing) and competency to use it. The development of language skills and competency among learner largely depends on the skills and abilities of the language teachers. English is learned and taught as a second language in Indian vernacular school. It is the responsibility of second language teacher to develop second language skill among the learner. Therefore, the language abilities of teachers should be error free. Error analysis helps to obtain information about how a language is learned, causes of error, type of error and also reflect learner’s internal constructs. The purpose of the present study is to observe and analyse the errors of the in-service D.El.Ed. Distance education teachers of Chhattisgarh state. In-service D.El.Ed. teachers have an exposure of studying English for twelve years in vernacular medium school and two years of minimum teaching experience up to class VIII level. So it is expected that an in-service teachers should be able to read and understand written text, understand simple spoken English, write English correctly and have basic grammatical knowledge for teaching. But at the time of interaction during contact classes, it was observed that they are unable to read the paragraph fluently and understand simple English. Therefore, it was felt to conduct a study on their English writing and both in test and open book examination which was the part of their evaluation.

Objectives: The objectives of the study are:

1. To identify and analyse the errors made by D.El.Ed. in-service distance education teachers while answering in written English test.
2. To identify and analyse the error made by D.El.Ed. in-service distance education teachers while answering in an open book examination.

Methodology: The methodology of the study is presented below.

Population:

The population of the present study comprised of all the in-service D.El.Ed. teachers of an Open University, academic session 2015-17. The total no of population consists of 2400 D.El.Ed. in-service teachers

Sample:

For the present study sample was selected through simple random sampling technique. Out of 26 study centre, one centre was selected randomly. Therefore, the sample of the present study consists of 93 in-service D.El.Ed. teachers of the sampled centre (56 Male and 37 Female).

Tools:

The data of present study were collected through a class test and assignment in the form of open book examination. The test consists of short answer type questions and 10 subjective type questions (to be answered in the form of open book examination). The in-service teachers had to answer the question and assignment during the contact classes of ten days.

Data Analysis:

The collected answer sheets of test and assignment were evaluated. The procedure adopted for the analysis of test was to identify the number of teachers responded correctly and the type of error they committed. In the assignment the spelling errors were identified and recorded and also tried to identify and analyzed the type of errors in answering the questions. As the study was qualitative in nature, the data were analyzed by using content analysis, frequency counting, and percentage analysis.

Findings:**Findings Related to Errors in Answering in a Test****Table:1 Errors in Percentage while Answering in a Test**

Task Given	Correct Response	Percentage	Incorrect Response	Percentage
Identification of Noun	52	55.91%	41	48.08%
Name of Skills of Language	57	61.29%	36	38.71%
Tense Change	38	40.86%	55	59.14%
Example of Traditional Literature	9	9.67%	84	90.32%
Plural form of 'watch'	54	58.06%	39	41.94%
Plural form of 'copy'	42	45.16%	51	54.84%

Table 1 shows the percentage of errors committed by in-service distance education teachers in English test. The teachers committed errors in various areas of writing like identify noun, writing names of language skill, changing tense, writing examples of traditional literature and plurals of nouns. Above table shows that 48.08% of teachers were not able to identify the noun from given task; 38.71% does't know the name of language skills; 59.14% were not able to convert simple present tense to present continuous; 90.32% were not able to write example of traditional literature; and 41.94% and 54.84% were not able to write the plurals of the word 'watch' and 'copy' respectively. This shows that the in-service D.El.Ed. teachers lacks basic knowledge of English grammar like noun, changing tense and converting singular into plural forms etc. It was observed from the test copies that 14 teachers wrote the rhyme as it is. The above data gives the signal that the teachers need to pay more attention to basic grammatical knowledge in English.

Table 02: Number of Spelling Error and its Type

Words	No. of Errors	Percentage	Erroneous Spelling	Probable Causes of Spelling Error
Listening	40	43.01%	'listen', 'lisning', 'lisening', 'listining', 'leasting', 'listning', 'listion',	Wrong pronunciation, dropping of vowel and consonant, sound

			learning', 'lisening', 'lesting', 'leisting' 'leasing'	discrimination
Speaking	17	18.27%	'Speaking" as 'telling', toking', spiking', 'speeking', 'tallin', seepoking', 'talking', 'spking', 'seiding', 'spaking;	Lexical error, addition and dropping of consonant and vowel,
Reading	8	8.60%	'Reading" as 'reating', 'riding', 'ridding'	Undue stress on 'd', dropping of consonant
Writing	13	13.97%	'Writting as 'wrighting', 'writting', 'raiting', 'righting', and 'writieeng'	Addition of consonant, wrong pronunciation,

Table 2 shows the spelling error committed by D.El.Ed.in-service teachers while answering the question 'writing the name of language skill' given in written test. The percentage in table 2 reflects that 43.01%, i.e. 40 teachers were not able to write the spelling of word 'listening'. Similarly 18.27%, 8.60%, and 13.97% teachers committed errors in writing spelling of words 'Speaking', 'Reading', and 'Writing' respectively. The analysis of answer sheets shows that the spelling error may be due to the causes like wrong pronunciation, dropping and adding of vowels and consonants, lexical errors, and undue stress on specific letters.

Findings Related to Open Book Examination

Table 3: Errors in Open Book Examination:

Types of Error	Correct Spelling	Erroneous Spelling	Probable Causes of Spelling Error
Spelling	medium, road, habits, person, ribbon, mommy, pen, doctor, glass, trucks, aeroplane, chair, blackboard, fan,	mediem, roud, habis ,persion, riben, mammy, pon, doeter, gless, trakes, aroplence, cheair, balac borld, fen, redio,	Dropping and adding of vowels and consonant, wrong pronunciation, not

	radio, computer, television,	compater, telilision,	paying attention while writing, sound discrimination
Capitalization		moTher, broTher,	Lack of knowledge
Writing hindi words in English	Doctor, Computer, Mobile, Boys	Mobaile, docter/ducter, ladka,	Addition of consonant, dropping of vowel, wrong pronunciation,
Other error	Not able to understand the question and writing from books/module, writing the text of book as it is without adding any sentences of their own.		

Table 3 shows the type of errors committed by D.El.Ed. in-service distance education teachers in answering questions through open book examination model. Ten different types of questions (very short answer type, short answer type and essay type) were given to write through open book examination. The analysis and observation of answer sheet shows that 37 teachers wrote the spelling of 'doctor' as 'docter'/or 'ducter' and 7 teachers written 'ladka' instead of writing 'boy' while converting Hindi words in English. Mostly, it was observed that many teachers were unable to understand the question and wrote as it is from the module without adding single sentences of their own. It reflects that teachers were unable to frame sentences of their own and failed to grasp the idea of open book examination.

Conclusion:

English as an international language plays important role in modern world. The importance of written communication cannot be underestimated especially in the field of school education. Development of written skill among the learner is the prime responsibility of teachers. The finding of the study shows that the D.El.Ed.in-service distance education teachers lacks in basic grammatical knowledge, committed spelling error and lack of comprehension ability of written text due to insufficient vocabulary. There is a need to provide training in basics of grammar, spelling rules, language skills

during training programme or in the form of bridge course. There is also a need of providing basic spelling rules at an early school stage so that the students can develop good spelling habits. This view is also supported by Edelsky (1986) and Hudelson (1994) as cited in Kumar (2013, p.191). Knowledge of English on the part of in-service teachers can't be considered as a means of passing an examination but an ability to communicate both oral and written so that they can teach their students properly. If teachers are not competent enough to teach English to upper primary students then students will face more difficulties in learning English and it will affect their English language ability in higher classes.

Bibliography

- Akbar Solati, A. S. (2015). *www.google.com*. Retrieved October 2015, from *www.google.co.in*:
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.721&rep=rep1&type=pdf>
- Al-Saudi, J. (2013). Error Analysis and Spelling Mistakes of EFL Learners at Tafila Technical University: A Case Study. *Frontiers of Language and Teaching* , 4, 99-107.
- Benzigar, M. (2013). The Rural Madurai Undergraduates' English Writings: An Analysis. *Research Journal of English Language and Literature* , 1 (4), 102-107.
- Eliyas, D. (2011, November). Error Analysis of English Lanugage: A Study of Mara Students of Class X. *Journal of Indian Education* , 94-102.
- Gass, S. and L. Selinker. (1992). *Language Transfer in Language Learning*. Amsterdam/Philadelphia: John Benjamins Publishing Co.
- Kumar, M. (2013). Orthographic Errors at the Undergraduate Level in Bihar. *Research Journal of English Language and Literature* , 1 (2), 185-191.
- Lppez, W. C. (2016). *www.google.co.in*. Retrieved October 2016, from <http://www.um.es/lacell/aelinco/contenido/pdf/45.pdf>
- Sawalmeh, M. H. (2013). Error Analysis of Written English Essay: The Case of Students of the Preparatory Year Prograam in Saudi Arabia. *English for Specific Purposes World* , 14 (40), 1-17.

Paper Received : 9th February, 2016

Paper Reviewed : 13th March, 2016

Paper Published : 1st June, 2016