A Study of the Causes of Common Errors in English at Secondary level
(PAC 16.07)

A Report

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Preface

There is a growing concern regarding results in English. It has been noted that on the one hand the results of English are not up to the mark and on the other hand there has been an increase in the number of drop outs and failures in English. Moreover it has also been observed that students generally lack the adequate LSRW skills of the English Language. Therefore, an analysis of the errors committed by students can help to locate the difficulties that they face and suggest measures for improvement.

Errors are an integral part of language acquisition. In a traditional second language teaching situation, they are regarded as the linguistic phenomenon deviant from language rules and standard usages. With modern advancements errors are not considered as problems but are actually stages in the target language development. It is believed that the better the understanding of the sources of errors, the better second language teachers will be able to detect the process of second language learning. By Error Analysis is meant the study and analysis of language learners to find how to obtain information on the problematic areas of language in the preparation of teaching material. The concept of Error Analysis to identify the hard spots occupies significance in Assessment and also helps in locating difficulties in learning amongst learners. Here, the variables are errors and results. The Independent variable is errors and the dependent variable is results. If the errors are less, the results would be good.

The study of errors themselves without proper analysis would have been misleading. The number of correct responses gives a good picture of which items are being mastered and which are not. Therefore, this study hopes to enlighten teachers on the errors that require remedial work so that they can help the students in gaining competence in English and develop their language skills.

Chapter – 1

Introduction

1.0 Introduction

There is a growing concern regarding results in English. It has been noted that on the one hand the results of English are not up to the mark and on the other hand there has been, in students, generally drop outs and failures in English. Moreover it has also been observed that students generally lack the adequate LSRW skills of the English language. Therefore, an analysis of the errors committed by students can help to locate the difficulties that they face and suggest measures for improvement. Errors are an integral part of language acquisition. In a traditional second language teaching situation, they are regarded as the linguistic phenomenon deviant from language rules and standard usages. With modern advancements errors are not considered as problems but are actually stages in the target language development. It is believed that the better the understanding of the sources of errors, the better second language teachers will be able to detect the process of second language learning. By Error Analysis is meant the study and analysis of language learners to find how to obtain information on the problematic areas of language in the preparation of teaching material. The concept of Error Analysis to identify the hard spots occupies significance in Assessment and also helps in locating difficulties in learning amongst learners. Here, the variables are errors and results. The Independent variable is errors and the dependent variable is results. If the errors are less, the results would be good. The identification, correction, and remediation of formal error in student writing is a mainstay of conventional writing instruction in schools. Errors in a composition influence perceptions of the quality of ideas in a paper and potentially impede meaning. Countless books, articles, instructional materials such as worksheets, and more recently, computer programs and online resources are devoted to helping students to correct errors in their writing and aid teachers in helping students avoid error. Standardized writing tests, including college admissions tests like the SAT, almost always include some version of ''correctness'' or adherence to the conventions of standard edited American English in their scoring procedures. In America, The Common Core State Standards (CCSS) for writing, now adopted by all but five states, require students to ''demonstrate command of the conventions of standard English grammar and usage when writing or speaking,'' which encompasses such skills as ''ensuring that pronouns are in the proper case,'' using proper punctuation, and spelling correctly (New York State Common Core Learning Standards, p. 68). If encouraging correctness has always been a central part of writing instruction, it remains so today. Indeed, as the Common Core standards and the growing emphasis on state-mandated writing tests begin to influence classroom instruction, remediating error might well play an ever-greater role in writing pedagogy in secondary classrooms.

Error in writing, however, is poorly understood, and no consensus has emerged how to approach error in writing instruction or even whether error constitutes a serious problem in the development of writing ability. Indeed, there is often no consensus about whether a particular error actually constitutes a mistake, a deviation from convention, or a developmentally appropriate construction. Many studies suggest that many first-year college students perform poorly on college-level writing tasks and that high school graduates new to the workforce lack requisite writing skills, but the extent to which formal error correlates with poor writing is unclear. The Common Core movement, with its goal of ensuring that students are ''college and career ready,'' has rekindled the interest of policymakers and the public in students' writing ability. Part of the CCSS for writing focuses explicitly on conventions and usage, reflecting longstanding assumptions about the importance of correctness in writing quality.

The Problem with the English Language in India

Only about 30% can speak English

The statistics on English speaking ability tends to be unreliable for a host of political reasons, but it is generally accepted that somewhere in the range of 30% are able, to varying degrees, speak English—though only a third have some semblance of reading and writing aptitude. Still, it is unadorned disenfranchisement and an embarrassing plight for the other 70-80% of Indians. Contextually, this would mean anywhere from 770-900 million people are being oppressed on a daily basis. Even if one subtracts the 25-30% who are illiterate (another matter entirely), this is still about 577-630 million. For argument's sake, let us say that this affects only 200 million people: this is still thrice the population of the U.K. Is this acceptable for a purportedly "socialist democracy?" Of the myriad of India's social constructs this is possibly the simplest matter to amend and remedy.

To explore the matter at a more foundational level, all development begins with education, and education, of course, stems from language. Yet, language is much more than a means of communication; it determines the books one reads, the television programs one watches, the ideas one is exposed to, the values one holds, one's personal interests, and one's career opportunities. In essence, it defines our identities. Therefore, what is perhaps most damning is that because of this favouritism afforded to the English language the cultures

of India are dying as they lose out on generations of authors, activists, actors, artists, playwrights, innovators, orators, and business persons who would have otherwise contributed to, and enriched, their own language.

A study by **Jacob** at the University of Illinois at Chicago, *common grammatical mistakes by Indian nationals* states that Indian nationals that come to the U.S. for higher study usually arrive speaking very good English, often due to having spent many years speaking English in school in their home country. Usually the accent is easy to understand, and it sounds charming. However, there are a few grammatical mistakes that seem to be very common in these otherwise excellent English speakers and writers. By fixing these mistakes, they can improve both comprehension and the impression they make on others: using grammar incorrectly can sometimes dramatically change the meaning of a sentence, confusing their listeners. "I was once asked why I single out Indians, Pakistanis and Bangladeshis on this page. I can think of two reasons: (a) I encounter many very intelligent people from this region in my work, and (b) I've noticed a short list of extremely common and easy-to-fix differences between their English and American/British English, which would help them make themselves understood more easily, and make a better first impression here in the U.S."

One strategy to address the problem of how much the standard of English in non-native production has declined is to first look at the type of errors that learners make. We can cite evidence that the analysis of errors provides researchers with valuable information on learner language, and helps teachers improve instruction. There are good reasons to study learners' errors. First, they tell us why learners make errors and provide us with useful information on learner language. Secondly, the types of errors learners make can help teachers. Thirdly, "paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make". Studying any kind of deviation, from a selected norm of language performance, regardless of its cause(s), paves the way for remedial actions in the process of error correction. It also helps teachers and learners in finding the areas of weakness in which learners have difficulty in producing the second/foreign language.

Error Taxonomies
Following Dulay et al. (1982), four criteria for descriptive classification of errors can be established: linguistic taxonomy, surface strategy taxonomy, comparative analysis taxonomy, and communicative effect taxonomy. A

linguistic taxonomy includes categories which are based on descriptive grammar of the target language. Such a grammar emphasizes on categories concerning "basic sentence structure, the verb phrase, verb complementation, the noun phrase, prepositional phrase, adjuncts, coordinate and subordinate constructions and sentence connection" **(Ellis & Barkhuizen, 2005, p. 60)**. Surface strategy taxonomy is based on the ways surface structures are changed. Learners may *omit* necessary items or *add* unnecessary ones; they may misform items or *misorder* them. To develop a comparative taxonomy, a researcher should classify the error types based on "comparisons between the structure of L2 errors and certain other types of constructions" (Dulay et al., 1982, p. 163). Dulay et al. (1982) presents four categories in comparative taxonomy: developmental, interlingual, ambiguous, and other errors. The first two error categories are major and the second two ones are drawn from the first two error categories. Developmental errors are errors comparable to those made by children learning the target language as their first language. Finally, communicative effect taxonomy focuses on the effect of errors on the listener or reader. Based on such a category, there exist "*global*" errors which significantly hinder the flow of the communication, and "*local*" errors which do not (Burt &Kiparsky, 1972).

1.1 Objectives of the study:

I.   To set criteria and analyse the question paper, questionnaire, interview schedule and observation schedule.
II.   To identify errors committed by students in general English.
III.   Group the errors under various heads and sub-heads.
IV.   To diagnose causes of the errors.
V.   To suggest remedial measures for improvement in achievement.

1.2 Hypothesis

There is linkage between errors and reults: the more the errors the lower the performance of the students and language acquisition.

1.3 Why study error?

In 2012 the CEO of two successful technology companies, **Kyle Wiens**, wrote an essay for the Harvard Business Review titled **''I Won't Hire People With Poor Grammar**. Here's Why.'' Wiens begins his essay in stark fashion: If you think an apostrophe was one of the 12 disciples of Jesus, you will never work for me. If you think a semicolon is a regular colon with an identity crisis, I will not hire you. If you scatter commas into a sentence with all the discrimination

of a shotgun, you might make it to the foyer before we politely escort you from the building. Wiens goes on to connect knowledge of grammar explicitly to job performance— and implicitly to character: Grammar signifies more than just a person's ability to remember high school English. I've found that people who make fewer mistakes on a grammar test also make fewer mistakes when they are doing something completely unrelated to writing—like stocking shelves or labelling parts. That there is no empirical support for the claim that ''grammar mistakes'' in writing correlate to problems in job performance, such as stocking shelves, is less important than the fact that the views Wiens expresses about the importance of correctness in writing are widely shared–among educators, policymakers, and the public in general.

These attitudes about the importance of ''good grammar'' and the perceived connection between grammar instruction and ''good'' writing continue to influence the public debates about reform in literacy education, despite the preponderance of research over the past half century showing that, as Hillocks (1986) notes in his extensive meta-analysis, ''grammar study has little or no effect on the improvement of writing''.

Perhaps correctness—or conversely, the avoidance of errors disproportionately valued in much writing instruction, particularly in English language arts (ELA) classrooms. A better understanding of the nature and frequency of error in student learning, studying, writing and reading would help educators place formal error in perspective and could inform the development of more effective methods of addressing error in nature of error at the secondary level. A better understanding of error might also lead to a careful review of the usefulness of traditional methods, such as ''correcting'' student papers or assigning ''grammar'' worksheets that continue to be a common component of main stream writing instruction. In addition, despite a seemingly consistent concern with error and ''good grammar'' over time, surprisingly little is known about the nature, frequency, and potential causes of error. Although such research can provide some insight into the nature of error at the secondary level, the specific kinds of difficulties faced by special needs students and second-language learners. Consequently, the usefulness of this body of research for understanding error in usage of English language at the secondary level is limited. Finally, the more we can learn about common errors in the usage of English language at the secondary level, the more likely it is that we can understand the complexities of the development of usage of English language and the better we can meet the challenges of developing effective methods of teaching English language. Gaining insight into the nature and frequency of common errors in the usage of English language at the secondary level has the potential to challenge longstanding and resilient attitudes about the role of

errors in student writing, reading, learning and studying development and the importance of errors.

As Cook notes, ''Whether or not something is an error—a comma splice, say— Depends on the contexts within which it occurs".
The identification of error is largely a function of context, as we noted earlier. Which errors teachers identify and how those errors are defined can be shaped by teachers' conceptions of the instructional situation as well as by a variety of social, cultural, institutional, and historical factors. In other words, error in writing is as much a social matter as it is a matter of technical skill or cognitive ability. It is also a matter of the nature of error who is perceiving the error and who is making it. Error is in texts; in writers, or rather in their processes and intentions; and in audiences and their ways of reading. The flawed exchanges that constitute the rhetorical situation of error also exist within institutional, cultural, and social structures, which exert considerable influence on the three determining angles of the rhetorical triangle.
We undertook the present study with these complexities in mind and in light of the continued importance assigned to correctness in errors in the usage of English language by educators. We investigated the nature of errors by the students at the secondary level.

Acquiring English as a Second Language

Anne E. Olliveri, a teacher with 30 years of experience teaching English as a second language (ESL), describes second language acquisition as a learning continuum, because the person learning a new language. "Progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker."
By the 2030s, say demographers, English language learners (ELLs) will account for approximately 40% of the entire school-aged population in the United States. In some areas, that projection is already exceeded-in California, for instance, 60%-70% of schoolchildren speak a language other than English as their primary language. Do L1 and L2 students differ in how frequently they make the most common errors in ELA? We know from the few studies investigating adolescents' writing that secondary school teachers tend to emphasize feedback on mechanics and usage errors more than on any other aspect of students' writing and that this is particularly true in ELA classrooms (**Applebee, Lehr, &Auten, 1981; Harris, 1977; Searle & Dillon, 1980; Rosen, 1987**). This may result in fewer errors in ELA classes, as students in them may have more opportunities to correct their errors than students in other

content classes. Based on such findings, we expected students' essays in ELA to have fewer errors than in social studies and that the types of errors in social studies writing might differ from those in ELA, primarily in wrong words and capitalization (due to the use of less familiar vocabulary and frequent use of proper names), punctuation, and sentence structure (due to the need to craft complex arguments and compare and contrast historical sources). Furthermore, since many L2 writers have not yet developed native-like academic vocabulary, register, and syntax we expected to see more errors in their writing as compared to L1 writers; furthermore, we expected that these errors would include wrong words (e.g. prepositions), spelling, article usage, verb form, plural and possessives, and sentence structure errors (e.g. run-ons).However, it should be noted that researchers have developed different systems of error categories. For example, **Weltig (2004)** adapted a system for error classification of his study from **Sachs (2003),** which was adapted in turn from **Polio (1997)** and **Kroll (1990)**. He tried to develop a linguistic category, and focused on more linguistic and lexical errors (verb tense, verb voice, verb formation, preposition, lexical choices). Albeit linguistic units and dealt with sentence-level elements of discourse, error types were ranked from those errors which hinder communication to those which did not. **Otoshi (2005)** developed a linguistic taxonomy of grammatical errors, focusing on five major error categories: verb errors, noun ending errors, article errors, wrong word, and sentence structures. He claims that these five categories have been considered as major errors in much of the second language writing literature. **Brown (2000)** believes that the occurrence of errors in L2 learners' production is inevitable. He adds that if learners neither make errors nor receive any feedback on their errors, their acquisition process will be impeded. These errors, deemed meaningful and systematic, are of outmost importance to researchers and teachers of L2 writing.

Chapter - 2

Review Of Related literature

2.0 Introduction

The review of related literature is an important part of the scientific approach and is carried out in all the areas of scientific research whether in the physical nature of social sciences. In the field such as English the review of literature only gives an understanding of previous work that has been done, but the results of review actually provides the data used in his/ her research. The review of literature in educational research provides us with the means of getting the frontier in our particular field of knowledge. Until we have learned what they have done and what remains to be done in our area, we cannot develop a research project that will contribute further in our field. Thus, the literature in any field forms foundation upon which all future work must be built. Therefore, the purpose of the review of literature is to build up the context and background as well as provide a basis for formulation.

2.1 Studies in India:

The researches on errors of Indian users of English as second or foreign language were practically few. Of these, the researches investigating the role of different variables in relation to errors comprised a humble assortment with hardly anyone directly related to the present investigation.

Parasher (1977) undertook a study of the errors in English of Hindi-Speaking undergraduate students for the Central Institute of English and Foreign Languages, Hyderabad (India). The sample comprised of 100 first year students from different colleges in Madhya Pradesh. The study focused on investigation qof errors in certain selected areas of English grammar and lexis only. The errors of students were described in linguistic terms and some of the probable sources of errors were explained. Samples of students' English were obtained through a free composition and a passage for translation from Hindi into English. In all, 4161 errors were identified and categorized under 15 major areas listed in order of frequency of recurrence. Of these, errors in the verb phrase formed the bulk of the total errors. Interference of the Mother Tongue was identified as the primary source of errors.

Patrikar (1981) studied the errors committed by the B A I, II and III students of Nagpur, Ankola and Amravati in the Vidharba area in the different areas of written language. To judge the errors in their proper context, sentences were examined in free compositions. A total of 300 scripts (valued answer books) were studied. The observed errors were classified into four major categories

namely, Lexical, Morphological, Orthographical and Syntactical. The study revealed that the students' knowledge of English vocabulary, morphology and syntax was very "confused." "Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of language, interference of the Mother tongue and lack of fundamental grounding for the 46 receptivity of students from psychological and environmental points of view were the major causes" of errors.

Rabbani (1984) examined the Psycho-linguistic problems of Oriya Speakers in English in her doctoral thesis. The major objective of the study was, among others, to make an error analysis of English of the Oriya speaking pupils studying in Oriya medium schools as well as those in English medium schools. The sample of the study consisted of 50 Oriya speaking pupils of grade X of Oriya medium schools and 50 non-Oriya pupils. The relevant data were collected by studying a running passage containing 50 simple deceptive words for orthographical error analysis. Data were analyzed by computing the frequency, percentages, mean, t-values and chi-square test. Indirectly, the study revealed that the Oriya speakers made errors in production of several English words, sounds and features of spoken language like intonation, stress and use of long vowels and central vowels. In written English, the Oriya speakers were also found to have difficulty with the use of inflexional affixes like the use of plural number, genitive case and the third person singular verb in the present tense. They were found to make inconsistent use of deprivational suffixes like 'tion' and 'ssion', 'un' and 'dis', or 'hood' and 'ness'. Further, in cases where Oriya had one word but English had more than one word, Oriya speakers found it difficult to choose the right lexical item, i.e. say/speak/tell. Similarly, they had syntactical problems and problems in using right prepositions. Many orthographical errors like the use of 'bus' and 'boss', syn- tactical errors and importation errors were also found to be common in case of Oriya speaking pupils studying English as a second language. The researcher attributed the causes of errors to interference or influence of Mother Tongue.

Misra (1985) made a detailed linguistic analysis of errors in different areas of English by the Undergraduate students of Madhya Pradesh. The sample of the study consisted of 225 randomly selected undergraduate students studying in different disciplines, i.e. arts, science and commerce, of three universities of Madhya Pradesh, namely, Sagar University, Indore University and Bhopal University. 47 The students were asked to write an essay in English on any one of the six topics. The first 200 words of these essay compositions were taken for the purpose of analysis. Percentages were computed to analyse the data. Errors

in this study were first assigned to the levels of language description, i.e. errors of orthographics, errors of morphology, syntax, lexis, etc. They were further classified within each level in terms of systems, i.e. vowel or consonant system, tense, number, verb, etc. To ensure that the analysis covered all areas of language learning (excluding phonology) categories and sub-categories were established with reference to the rules of grammar or usage violated. Percentages and frequencies were computed to analyze the data. The hierarchy of errors based on frequency of recurrence was: Verb phrase, spelling, lexis, preposition, articles, number, subject-verb agreement, pronoun, syntax, miscellaneous errors, omission of major constituents, adjectives and verbs, connectives and generative suffix.

Desai (1986) studied the errors in language of the primary school students. The sample comprised 162 pupils of grade IV of two municipal and 2 private schools of Ahmadabad city. Data were collected through an achievement test prepared by the investigator testing the vocabulary and functional grammar of the students. The major results of the study were: 1. The most common type of errors in the written language of the primary school students of Gujarat were Errors in Spellings and Missing Letters. 2. The most common areas of errors were wrong forms of tenses in verbs, bad handwriting, errors in use of participles and errors in transforming sentences. 3. The main cause of errors or wrong learning was weak teaching or total neglect of teaching in some schools by teachers. 4. The apathy of parents towards their wards' education was another major reason for errors in English.

Mohammed (1986) carried out a diagnostic study of errors in Written English of Pre-Degree students. The sample comprised 700 students of the second year pre-degree students (+2 stage) of the colleges affiliated to the University of Calicut. 48 The objectives of the study were to identify and classify the major errors in the written English of pre-degree students and to determine the source or cause of the errors identified. Data required for the study were collected using the Diagnostic Test of Basic Language Skills which was developed by the investigator. Besides, teachers and experts in the field of teaching English were interviewed and consulted. The major findings were: 1. The total sample committed errors in 17 grammatical areas. 2. The major areas of errors were: tenses (82.28 per cent), prepositions (81 per cent), noun and relative clauses (79.14 per cent), passive voice (69.28 per cent), auxiliary verbs (62.85 per cent), concord (57.42 per cent), auxiliaries in interrogatives (51.14 per cent), adverbials (48.57 per cent), adverbial clauses (48.28 per cent), spelling (46.42 per cent) quantifiers (46.28 per cent), punctuation (46.14 percent), adjectives

(43.28 per cent), verb patterns (42.28 per cent), articles (41.42 per cent), conditional clauses (39.28 per cent), and pronouns (25.71 per cent). 3. Significant differences between the subgroups taken in pairs were found to exist in the mean scores of errors in all the grammatical areas taken together. 4. It was also found that there existed negative correlation between errors and achievement in English ($r= -0.49$), errors and intelligence($r= -0.45$), errors and socio-economic status ($r= -0.33$), and errors and domestic facilities for learning English ($r = -0.15$).

Joshi (1987) also studied the typical errors in written English and diagnosed their possible reasons. The study was confined to Marathi-speaking boy and girl students of classes V to VIII in schools in Ahmedabad district. For collection of data on errors, the Annual Examination Scripts were scrutinized and the errors were listed under twelve different categories. The study found the three categories of errors having the highest frequency were those of tense (98%), number(48%) and spelling (45%) and that the major reasons for errors in different areas were inability to use the language properly.

Sarma (1991) investigated the errors in written English of higher secondary Assamese learners. Teaching learning situations, language learning background, parental education, parental profession and SES were also studied. The major sources of errors were found to be language transfer, ignorance of rules and teaching learning situation. 49 Ramamoorthy (1992) the studied the Spelling Errors in English of middle school students. The study was undertaken with the objectives to identify the most common errors in Spelling and to study whether the length of word, similar sounds, words with silent letters and consonants were the causative factors for misspelling. The sample of the study consisted of 30 students of stanadard VI from 2 Matriculation schools in Dindigul. The study found that the common causes for poor spelling were the length of the word, similar sounds, words with silent letters and word with consonant clusters.

Joshi (1995) made a scrutiny of Errors in written English by pupils learning English as third language in the Marathi medium schools and coming from various strata of society from Maharashtra. The pupils belonged to classes/ grades V to X and included both boys and girls. For collection of data on errors, the answer-books of a particular examination were first collected, errors analyzed and recorded. The errors were classified and further categorized into their subtypes and the frequency of each sub-type of errors was calculated for their occurrence in the answer-books. The general conclusions were: Syntax,

Spelling and written expression were the areas of highest number of errors and that gender and social strata had a correlation with the number of errors.

Mohanty and Dash (1997) reported that children belonging to lower SES were poor spellers as compared to the high SES ones. Also the high age children were found to have greater working memory capacity than the lower age children. Bose (2005) studied the Tamil -learners -of -English -as -second -language's use of modal auxiliary verbs like may, might, shall, should will, would, can, could etc. Data were obtained from 150 VIII, IX and X class students, which included 75 from the rural area and remaining from urban area Tamil medium schools. The analysis showed that for all the classes urban students displayed better competence of modal auxiliaries in English than the rural students. The differences in performances of the urban and rural students were attributed to the urban students' knowledge of importance of English language and access to private classes and to the rural students' illiterate parents and their lack of motivation to learn and speak the language respectively.

Dua and Sharma (2006) conducted a study on spelling errors of 200 IX standard UP Education board children and found girls made fewer errors than boys. Children from highly educated families also made fewer errors as compared to those from an educated or less educated families. But family income did not make any difference in performance.

Gakhar and Bawa (2006) studied the effect of Intelligence, Socio-Economic Status, Domicile and Type of School on the Achievement of Students in English Grammar. A sample of 250 class IX students studying in Government and Private Senior Secondary schools of Chandigarh was studied. The test was constructed by the investigators themselves. The study found that students belonging to high SES group, to urban areas and to private schools made fewer errors in English grammar and thus secure high on the achievement test. Also the students with high intelligence performed better than the students with lower intelligence. More individual attention, regularity in assigning and checking home-work in Private schools were given as reasons for better performance of the Private school students.

Pathak (2006) in his well-researched article on the Status of English in India today holds that the major sources of errors in English of Indian students are interference of the mother-tongue and incomprehension of the rules of the target language.

Khansir (2008) made a study of Syntactic Errors in English committed by 100 B.Com second year students in several colleges of University of Mysore, India. An English grammar test based on the textbooks of the studied colleges and including areas like auxiliary verbs, passive and tenses was developed and used by the researcher. The study revealed that the areas of highest to lowest percentage of errors made by the sample were Tenses (39), use of Auxiliaries (33) and Passive Voice (28); and the major source of errors was learning strategies of the learners.

 Narayanan, Rajasekaran and Iyyappan (2008) studied the errors in written English by the students of Engineering and Technology. The sample comprised of 408 first year students of Engineering and Technology from four Engineering colleges and one Deemed University in and around Chennai. The sample spoke their first language (Tamil) at home and with their friends. Following the guidelines of Ellis (1995), data were collected by means of a Corpus of Language developed through samples of written work by the sample of the study. For identification of errors, a taxonomy of errors was developed and the errors to be focused on in the study were classified into five major categories of Grammatical, Syntactic, Lexical, Semantic and Substance (mechanics + spelling) errors; each category having been divided further into sub-categories. Percentage-wise, the hierarchy of areas of errors was found to be: Substance (36.39), Grammar (25.67), Syntax (18014), Lexis (10.63) and Semantics (8.87). Unlike the common notion, the Male students were found to have performed better than the Female students in the written test. The research also concluded that most of the errors were caused by and over-application of L2.

2.2 Studies outside India

Cronnell (1985) analyzed the Spanish or Chicano English influenced errors made by third- and sixth-grade Mexican-American children. Cronnell identified seven error categories: Spanish spellings, pronunciation consonants, pronunciation-vowels, verbs, nouns, syntax (excluding verbs and nouns), and vocabulary. The first three error categories reflected interference from Spanish and/or influence from the oral language of the students. He found errors such as subject-verb agreement errors, subject pronoun omission errors, article usage and word order errors and the use of prepositions, especially the use of in and on were the most frequent errors for Spanish speaking Mexican-American students. He also concluded that several errors, specifically, the surface features

of writing were particularly prone to influence from oral language or speech patterns of those languages and by Spanish spelling.

Wolfram (1991) found for immigrant students who didn't have full control over standard written English, the influence of their spoken dialects like non-standard varieties of English, including Chicano English, Vietnamese English, and African American Vernacular English was more directly reflected in their writing.

Man-lai, Pui-yin and Chau-Ping (1994) making a corpus based study examined some common verb-noun collocation errors made by first-year students at the Hong Kong University of Science and Technology. The results revealed, due to the abstractedness of the verbs, delexical collocations were a problematic area for the EFL students. The highest number of collocation errors was made in the use of (in decreasing order) get, take, make, do and have. The errors were caused not only by confusions of the five verbs with one another, but also by confusions with other verbs.

Nguyen (1995) conducted a case study to demonstrate first language transfer in Vietnamese learners of English. He examined a particular language form, namely oral competence in English past tense making. 53 He concluded L1 transfer in the acquisition of this English linguistic feature was a function of age, time of exposure to English, and place and purpose of learning English.

Jiang (1995) analyzed Taiwanese EFL learners' errors in English prepositions and found that a great number of errors derive from language transfer. **Cook (1997)** concluded that many of ELL writers' errors, particularly in the area of mechanics were due to interference from the L1. Also, adult L2 writers made spelling errors similar in nature to those made by L1 children.

Horney (1998) investigated compositions written by 80 Taiwanese EFL students. The results revealed that errors in the use of articles had the highest error percentage (11%). Both errors in the use of prepositions and errors in the use of verbs had the same error rate 9% and were considered the second highest. By contrasting Mandarin and English, the researcher confirmed that L1 related errors were the largest portion of the total errors

Liu, Yuliang and Ginther (1998) examined Taiwanese EFL students' notes in English writing. The findings revealed that the beginner EFL learners relied on their L1 to retrieve words more than the advanced EFL learners.

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X (1998) studied the "inter-language" characteristics in Chinese-American college writers' texts as also the connections between their "inter-language" characteristics at the syntactic and discourse levels and their cultural values and linguistic backgrounds. The population of the study consisted of 3 randomly selected Chinese American students who have taken freshman writing classes at UCLA. The methods employed in this case study were context-sensitive textual analysis and qualitative techniques. In the context-sensitive analysis, twenty-four academic papers by these students were analyzed from four angles--error analysis, syntactic fluency analysis, cohesive ties analysis, syntactic construction analysis, and discourse organization pattern analysis. In the use of qualitative techniques, twenty-seven interviews were carried out, two recordings of family dinner and party were analyzed, and answers to questionnaires were studied. Findings supported the hypothesis that there are characteristic features in the texts by Chinese-American writers, and that these characteristics at both syntactic 54 and discourse levels have correlations to their linguistic background and cultural values.

Wolfram, Adger and Christian (1999) found even though spoken dialect is not directly reflected in the writing of all students, the three areas of vernacular influence on writing are: organization or progression of an argument or narrative, mechanical aspects of writing, especially spelling, and grammar.

Kao (1999) scrutinized 169 compositions from 53 Taiwanese English major students, 22 from Soochow University and 31 were from Fu Hsing Kang College. A total of 928 errors were found, among which grammatical errors occurred with the greatest frequency, 66%, semantic errors occurred 18% of the time, and lexical errors occurred with the least frequency, 16%. Groot (2000) analyzed the production and functions of the conjunctions and, but, so, and then as discourse markers in English as a Second Language (ESL) students' oral narratives. Narratives of forty three ESL students and six native speakers were included in the study. The analyzed narratives included non-guided, or spontaneous narrative, as well as picture-guided-narrative. The results indicated that although the influence from a student's L1 did result in specific problems of transfer, some patterns of conjunction errors were indicative of a more general problem.

Chen (2000) investigated the most common errors of the Taiwanese EFL college students and found that most commonly the Taiwanese students have difficulties in the use of English tenses. The reason for this was L1 linguistic difference - the absence of verb conjugation in Mandarin. Another grammatical

error that is frequently found in Taiwanese EFL students' compositions is the misuse of English articles. Chen concluded this was because of lack of an equivalent syntactical device in the Taiwanese language.

Lakkis and Malak (2000) studied the transfer of Arabic prepositional knowledge to English by Arab students and found both positive and negative transfer to be there. **Milton (2001)** examined Hong Kong university students' inter-language and found four kinds of article errors among the top ten most frequent errors in his corpus. They were 'singular noun for plural, Ø for indefinite article', 'indefinite article for Ø', 'definite article for Ø' and 'definite article for indefinite article'. 55 Carson (2001) found the errors in the writings of L2 writers arise from a lack of familiarity with new rhetorical structures and the organization of ideas.

 Research by Altenberg and Granger (2001) revealed that the Swedish- and French-speaking EFL learners, even at an advanced proficiency level, have great difficulty with a high frequency verb such as MAKE. It also demonstrated that some of these problems are shared by the two groups of learners under consideration (Swedish- and French-speaking learners) while others are L1-related.

Morris (2001) examined the spelling errors of 215 Grade 6 ESL learners studying in eight different intensive ESL classes in seven Montreal-area primary schools. The vast majority of the pupils who participated in the study share French as their mother tongue, spoke French at home, and lived in heavily French-speaking environments. The lexical words selected for analysis were the most frequently occurring words of Germanic origin that offered at least one spelling difficulty. These included: consonant clusters, single vowel sounds represented by more than one letter, diphthongs, silent letters, long vowel sounds, and double consonants. It was found that unstressed grammatical (function) words proved particularly difficult for the learners to render in writing. The children achieved much higher success rates with lexical (content) words, which are more salient both phonetically and informationally. Furthermore, a positive correlation was found between an ability to spell grammatical words accurately and increased use of verbal morphology. These findings add to the growing body of literature that argues that mere exposure to an L2, even when that exposure is intensive and sustained, is not enough to ensure learner uptake.

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 Lin (2002) examined 26 essays from Taiwanese EFL students at the college level. The results of this study indicated that the four highest error frequencies were sentence structures (30.43 %), wrong verb forms (21.01%), sentence fragments (15.94%), and wrong use of words (15.94%), respectively. Mahmoud (2002) studied the influence of mother-tongue on the transfer of idiomatic expressions from Arabic into English. Relevant data were collected from paragraphs, essays and term papers written by Arabic-speaking second-year university students majoring in English, (academic years 1995/ 96 to 2000/ 01). A total of 124 idioms were found in 3220 pieces written by 230 students. Of these, only 20% were grammatically, lexically and contextually correct. Though over two thirds of these correctly used idioms had Arabic equivalents, Mahmoud concluded it couldn't be taken as evidence of positive inter-lingual transfer. The other major results were: the students used the inter-lingual transfer as a strategy, and, transfer from Arabic leads to formally correct but semantically incorrect use of idioms.

Hsin (2003) scrutinized the run-on sentences in Taiwanese EFL students' writings. Using contrastive analysis between English and Mandarin, he concluded linguistic differences between Mandarin and English resulted in errors of the Taiwanese EFL writings.

Ovando, Collier and Combs (2003) found some errors are associated with particular non-dominant social groups and carry a certain stigma that is, their use suggests that the speaker or writer belongs to a certain language-minority group like the Spanish have irregular comparatives and graphophonic transfer spelling errors and the Vietnamese show lack of past inflection and use "no" in place of "not" in negatives.

Bautista and Lourdes (2004) examined the responses of a sample of 205 Filipino university freshmen to grammatically correct and incorrect verb forms in a 20-item Grammaticality Judgment Test. The test covered tense harmony, verb forms, tenses, and modals. The results showed that both the high proficiency and the low proficiency group had difficulty recognizing non-standard uses of modal would. A possible explanation for this finding might be the tendency in a second language variety to simplify complex structure and semantics.

Ohata (2004) examined the errors of pronunciation for Japanese learners of English at Indiana University of Pennsylvania and concluded many of the potential pronunciation errors of the Japanese ESL/EFL learners were a clear

reflection of the L1phonological transfer. 57 Papp (2004) analyzed a 200,000-word corpus of Chinese ESL university students' written production and found the article system and 'number marking on nouns' very problematic for the students. The reason can be attributed to the fact their L1 has no articles.

Tang (2004), studying the intermediate EFL learners' collocation errors analyzed over 200 pieces of essays written by 60 junior students of Foreign Languages School in East China Jiaotong University. The Korean students made article errors most often, and the American students' errors were, to a lesser degree, with preposition and article errors. Analysis also showed the nationality variable significantly accounted for essay length and total errors.

As a work package of the **EU Leonardo da Vinci VENOCES project, Sobkowiak (2005)** administered a 5-item multiple-choice questionnaire test of (declarative) knowledge of some phonetic processes to 369 respondents, mostly students of universities and Fachhochschule in Poland, Germany, Finland and Lithuania. The study confirmed that, globally speaking, spelling (i.e. graphophonemic inconsistencies), fast/casual speech processes and stress assignment are ample sources of error in EFL pronunciation.

Bataineh (2005) made an analysis of compositions written by the first-, second-, third- and fourth-year university EFL students at Yarmouk University (Irbid, Jordan) with the aim of identifying the kinds of errors they make in the use of the indefinite article. The group comprised 209 male and female students between 18 and 23 years of age who were learning English as a foreign language. Nine types of error were identified, and their frequency computed and then compared across the three levels. Unlike earlier error analyses, native language transfer was found to play a role which is at best minimal. Developmental factors and common learning strategies like simplification and overgeneralization were found to account for the majority of learners' errors. The results obtained above suggest that the majority of errors made by the four groups are the result of common learning processes, such as overgeneralization and simplification of the English article system. The impact of the subjects' native language was found minimal. The only type of error that could possibly be ascribed to native language transfer, among other sources, is the deletion of the indefinite article.

Kusumarasdyati (2006) studied the slips of the ear of the English as a foreign language students at Monash University , Indonesia. Analysis of the corpus consisting of 1008 data revealed that the EFL learners made phonological,

morphological, lexical and sentential errors while attempting to make sense of the expressions spoken by native speakers of English. The various reasons for these errors were found to be ranging from the unfamiliarity with a particular dialect of the foreign language.

Koosha and Jafarpour (2006) studied the collocational errors of 200 senior English majors selected through cluster random sampling from among 450 EFL majors studying at three universities in Shahrekord. They used a translation task tool comprising sixty fill-in-the blanks items on the collocation of prepositions and extracted a total of 4365 errors from the learners' productions of which, 68.4% (2987) were Inter-lingual, while the remaining 31.6% (1378) were Intra-lingual. Hence, on the bases of these percentages, it was 61 concluded that L1 had a significant interference in the production of collocation of prepositions of Iranian adult EFL learners.

Sattayatham and Honsa (2007) explored the most frequent errors of medical students at four medical schools at Mahidol University, Thailand. Three pieces of writing by each of the 237 first year medical students in the year 2001 were analyzed and it was found that the most frequent errors from this data were on the syntactic and lexical levels with inadequate lexical and syntactic knowledge leading to the errors of overgeneralization, incomplete rule application, omission, and building of false concepts. Within these errors, mother-tongue interference was detected. However, some linguistic items, such as articles, tense, and verb forms appeared to be the source of frequent errors. The errors were found to result from inadequate learning as well as the complexity of English structure. It was concluded that the errors made by the students were both from the inter-language and mother tongue interference. The errors caused by mother tongue interference, however, were in a small proportion.

Khodabandeh (2007) analyzed errors translating newspaper headlines from and into Persian. 58 male and female graduate students of English from the universities of Isfahan, Khorasgan and Najaf-Abad were given thirty Persian and thirty English headlines to translate. The errors were analyzed at the lexical and syntactic levels and the study revealed that the students' major areas of errors were grammatical followed by discourse and lexical types. The research indicated that the students had several grammatical as well as lexical errors in their translations. Majority of their global errors resulted from inadequate lexical knowledge, and use of typical Persian constructions. Their most local errors on the other hand, were caused by misuse and omission of prepositions, articles, auxiliaries, lack of subject-verb agreement, and faulty lexical choice.

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The errors were caused also by the participants' inadequate knowledge of the English tense and grammar rules. As a whole, the native language interference was the most noticeable source of error in the translations into English. the lack of lexical knowledge to misinterpretation of the oral input by omitting, adding or substituting the sounds, morphemes, words and sentences.

Howells (2006) studied the definite article errors among Japanese students. Errors that the students made in phrases involving the articles were collected from the 62 essays produced during one academic year. The study clearly showed that omission of the articles (66%) is the main problem area for Japanese speakers, with the definite article, with reference to both count and non-count nouns, being the main source of the trouble. Howells attributed the errors to the influence of the mother-tongue which neither has articles nor distinguishes between singular and plural noun forms except in a few specific cases.

Several large-scale studies in the past 100 years or so have investigated error in writing. The majority of these studies have examined specific types and frequency errors in first-year college students' writing. Despite some differences, these studies ''yield remarkably similar findings'' in terms of the kinds of errors college students tend to make in their writing

(**Lunsford & Lunsford, 2008, p. 800**). Moreover, the rate of error in student writing across these studies is strikingly stable. The most recent of these studies, in which a random stratified sample of 877 student essays was analyzed for specific kinds of formal errors, found a rate of 2.45 errors per 100 words, compared to rates of 2.11, 2.24, and 2.26 in three previous studies conducted between 1917 and 1988, one of which included analysis of 3,000 student essays (Lunsford & Lunsford, 2008, p. 800). The researchers conclude that ''the rate of student error is not increasing precipitously but, in fact, has stayed stable for nearly one hundred years.

Haswell (1988) analysed 128 impromptu essays written by first- second-, and third-year college students and by post-graduates in workplace settings for eight types of ''surface''error and found that error rates per 1,000 words were stable for most of these error types.

In the end, little research has focused specifically on the nature of error in the school-sponsored writing of mainstream adolescent students, including the growing population of second language learners, who make up over 10 % of the studentpopulation in U.S. schools. One possible reason for this lack of research is the complexity of error. Barksdale-Ladd and King (2000).

Chen (2006) developed a taxonomy based on a structured-linguistic error taxonomy. His error classification was devoted to 15 major categories including subcategories for each. Major error types compromising this taxonomy included: *errors in the use of nouns, articles*, *pronouns* (incorrect case forms, missing possessives), *verbs* (tense, subject-verb agreement, auxiliary, verb omitted), *prepositions* (prepositions omitted, wrong prepositions, unnecessary prepositions), and *conjunction* (coordination, subordination, missing).
Kao (1999) studied 169 compositions written by Taiwanese students to find out their English learning deficiencies. Of total of 928 errors found grammatical errors displayed the greatest frequency (66 %), followed by semantic errors with 18%, and then lexical errors with 16% (as cited in Chen 2006).

Neumann (1977) made an attempt to investigate common errors shared between intermediate and beginning learners by identifying and analysing errors made in compositions of 158 students. The most frequent errors of the intermediate students in Neumann's (1977) study, as reported in Hatch (1983, p. 103), were errors in the uses of noun modification, verb, preposition, lexical option, number agreement, noun, adverb of time/place, and negation.

Chapter – 3

Methodology

3.0 Methodology: Through the first workshop a test was developed which was administered on 210 students of Class IX of three schools (JNV, DMS-Bhopal, KV-3). Answers scripts were then thoroughly analyzed. Errors were identified o a tool developed and validated by teachers and Resource Persons. Thereafter they were analyzed, grouped and sub-grouped. Observation and Information schedule, Questionnaires and Interviews were also conducted for teachers as well as parents. Teaching materials catering to those difficulties can be prepared later on, if required. Training of teachers can also be conducted as per need. Participants in this study represented 3 higher secondary schools in Bhopal selected on the basis of residential and non-residential educational facility as provided in these three different schools. K.V. 3 , Danish Nagar, Bhopal. Demonstration Multipurpose School is a unit of RIE, Bhopal setup which aims at providing quality education which accommodates students, most of them being residents of Bhopal. The third school was JNV, Ratibad, Bhopal, which being a residential school offers students from different parts of the country residential facility at the school campus. Most of the students in this come from rural background. These three schools provided a range of students which included students from rural and urban region, which assisted in analysing the errors in the usage of English Language by the students living in cities and villages, at the same time. As the students living in urban region are considered to be more familiar with latest studies in the field of education whereas the students from rural region are assumed to be lagging far behind the urban students. At each school site focal students were selected in Grades 9 by English teachers to represent as English language learners (L2).

The achievement test paper was completed by these students in their classes.

For our sample, we selected two compositions based questions, one guided and another unguided composition, which tested their ability to use prepositions, adjectives, verbs, verb tenses and of course, the correct usage of forms of tenses. In a number of cases, an essay was eliminated during coding because it was illegible or otherwise determined to be uncodable. This resulted in odd numbers in some categories in which some students had only one essay coded (instead of the two we planned to code for each essay). In addition, for some students no essays in social studies were available because the only writing they were asked to do in those classes was on worksheets or short-answer essay exams. Our sample broke down as follows: In the end, we collected 210 separate scripts for coding.

3.1 Scoring procedure

The 210 scripts of students in the final sample were analysed for types and frequencies of formal error using a coding instrument developed from instruments used in previous studies of first and second language writing.

3.2 Sample

S. No.	Names of the schools	Number of copies
1.	DMS Bhopal	70
2.	KV NO.3, Bhopal	70
3.	JNV Ratibad, Bhopal	70

3.3 Tools:

- Student achievement test in English
- Questionnaire for teachers.
- Interview schedule for teachers.
- Information schedule (teaching-learning facilities, data collection regarding Infrastructure).

3.4 Data Processing

The proposed study is mixed model research. Data was analysed with the help of frequency distribution and percentage. Qualitative analysis was done through Triangulation.

CHAPTER – 4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The introduction along with objectives, hypotheses and rationale of the study are presented in Chapter-I. The reviews of the related studies are presented in chapter –II. The methodology of the study is presented in chapter-III. In this chapter, objective wise analysis and interpretations are given. The objective-wise analysis and interpretations of the results are given, below under different captions.

To set Criteria and analyse the question paper, questionnaire, interview schedule and observation schedule.

4.1 Qualitative analysis

DEMONSTRATION MULTIPURPOSE SCHOOL
FOCUS GROUP DISCUSSION

Q.1 Do you know why you need to learn the English language at the school level?

Ans. 60% students said that learning English at the school level makes students familiar to a foreign language which is extremely necessary for higher level studies. Meanwhile, the rest of the students agreed with them.

Q. 2 Do you think vocabulary plays a significant role for learning the English language? Why?

Ans. 30% students agreed that it helps in gaining fluency and the rest 70% said that it helps in understand what the person is trying to convey in English language in both, oral and written, forms.

Q. 3 What are the common problems faced pertaining to vocabulary building?

Ans. 40% of the students said as we are living in a technological era, vocabulary building over the net is time consuming process while 60% of the students said that lack of vocabulary leads to hesitation in communicate with the people.

Q. 4 Are any vocabulary games played in the classroom?

Ans. No such games are played in the classroom. But games like puzzle, word search should be played in the classroom.

Q.5 In your experiences, have you improved so far with respect of spelling mistakes?

Ans. More than 80% of the students said we have improved so far only by means of dictation, text-reading.

Q. 6 How frequently your notebooks are assessed? Are the spelling mistakes and grammatical errors pointed out?

Ans. All the students said that their notebooks are assessed once in a week.

Also the spelling mistakes and grammatical errors are pointed out.

Q.7 Does the marking scheme matter to your performance? How?

Ans. 30% students said, yes marking scheme matter to your performance. If you know this early, how marks have been distributed among different units, it does help in preparing for exams.

Q.8 Why do you think that some students of the class fare better than others?

Ans. On being asked why some students fare better than others, 60% of the students said that may because of lack of interest in studies. While the 40% of the students think it may be because they get better tuition.

Q.9 What are the difficulties you face in language classroom?

Ans. More than 80% of the students replied in one tone it is difficult to memorise different form of tenses and then apply that during communication and using grammar.

TEACHER INTERVIEW SCHEDULE

Q.1 Which books are followed teach English language to the class?

Ans. Literature Reader (Communicative English)

    Novel- Three men in a boat

    MCB – Main course book.

Q.2 Do you have a copy of the syllabus? (if yes) What changes are suggested by CBSE in the syllabus?

Ans. All the teachers have the copies of a copy of the syllabus. They said no changes are suggested by the CBSE.

Q. 3 How well do you believe you are copying with the demands of the syllabus?

Ans. 3 out of 3 teachers said that they putting in their best to meets the demands of the syllabus and they are using their own developed pedagogical techniques to get the best results. One of the teacher said she uses self-instructional material and ICT resources.

Q.4 Do you include activities in your lesson/teaching? Tell us about all the activities you do with the learners. Who decides on the activities? (You or the students)

Ans. All the three teachers, among these three teacher, one of the teacher does not teach Class IX anymore, use techniques like presentation, dramatization or roleplay, brainstorming, preparing charts etc. And the charts prepared by the students were observed during classroom observation. It is the teacher decides on the activities. One of the teacher uses `Budding a poet' activity.

Q.5 What purpose did these activities serve in your teaching?

Ans. All the three teachers said these activities do serve a good purpose in the sense that it brings out the hidden talent, abilities their skills without hindering their studies. Basically it's more like learn with fun strategy.

Q.6 How do you make provision for learners from different backgrounds? How do you assist them?

Ans. 2 out of 3 teachers said provisions are made by counselling the students as per the demands and requirements of the students. While one of the teacher is of the opinion that it is very difficult to make provision for every students and at the same the teacher feels that the background, they come from, badly effects their learning. But still he makes provision for them as and when required.

Q. 7 What activities/ strategies do you use to improve vocabulary of the students?

Ans. Just a minute, one letter, words framing, sentence framing activities are done which were observed during class observation. Apart from these activities one of the teachers said he also suggest students read newspaper,

magazine and to interact with people around, even in market, in English language.

Q. 8 What do you think how can these mistakes be minimised and improved?
Ans. All the three teachers hold different opinions:-

- Effort is required from the students as well to minimize there mistakes.

- It requires continuous efforts and observation by the teacher.

- These mistakes can be minimised by the continuous scrutiny of various subject of teachers.

Q. 9 Do you neglect spelling mistakes in the answer copies of the exams and note books?
Ans. None of the teachers neglect spelling mistakes in the answer copies. One of the teachers said she teaches spelling rules so that they improve in this area.

Q. 10 Do you undertake some activities to improve the spelling errors of the students? What is it?
Ans. 2 out of 3 teachers said they special phonetical technics to improve spelling errors. And one of the teachers says there is a separate teacher arrangement for teaching grammar section.

Q. 11 Any suggestion that you would like to give to improve grammar and word-power of the students.
Ans. The following suggestions have been given by the concerned teachers of class IX:-

- It should be made compulsory for the students to speak only in English in the school premises.

- The basic grammatical rules must be explained thoroughly by the facilitators.

- A separate language class must be engaged for the students.

- The students must be encouraged to develop the reading habit.

- The must analyse the use of words in different situations.

During **focus group discussion** when students of DMS, Bhopal were asked, do vocabulary games play a significant role in learning English language? All the

students gave a positive response, with a genuine reason in reply to their question, that it helps in gaining fluency and to understand the actual meaning of the sentence in both oral and written forms. When asked about the common problems faced pertaining to vocabulary building, even though the students being net friendly and their frequent access to the net for surfing data, 30% of the total students feel it's a time consuming process and 70% opine that lack of vocabulary causes hesitation to communicate with people. Which clearly indicates that majority of the students do realise how important it is to build vocabulary to get hold of the command over English or any language. Next question that was put to the students was about the vocabulary games, if any, are played in the class-room? To which the students replied no such games are played but some other activities are carried out, like role play, dramatization etc., which really helps in improving vocabulary. When students were asked what is it, they really find difficult or posing a problem for them in language classroom. For this question students had three different answers. First among the three problems is grammar, 80% students feel that grammar poses problem in framing sentences. Another problem is related to different forms of tenses. 70% of the students among the same group of students said that the different form of tenses interrupts in thought processing to translate. And they find it difficult to memorise different forms of tenses. When the teachers were asked about the activities that they follow up during their teaching on a regular basis, they replied that they do carry out activities such as dramatization, role-play and presentation. This was observed during the **classroom observation,** that teacher uses individual reading to asses reading in the classroom that consequently is helpful in improving grammatical mistakes, spelling errors and vocabulary. Another important strategy that teachers wrote in their **teacher interview schedule** they adopt during the class are roleplay, dramatization etc, were observed during the classroom observation in which students are given in a group of 4-5 which means 10% of the total students can participate at a time, to enhance their skills.

The next important aspect which was discussed with the students was regarding spelling and grammatical errors. And it was observed during the **classroom observation** that provides frequent feedback on how well they are doing in their work.

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Kendriyavidyalaya No.3
TOOL - A   FOCUS GROUP DISCUSSION

Q.1 Do you know why you need to learn the English language at the school level?

Ans. 40% of the students believe that it is useful for higher level studies. While 20% of the students believe that as English is it has recognition at an international level so it's necessary to learn English language at the school level. While the rest 40% believe that to learn English language at the school level will help in building vocabulary.

Q. 2 Do you think vocabulary plays a significant role for learning the English language? Why?

Ans. 70% of the students feel that yes, vocabulary plays a significant role for learning the English language because it helps one to communicate in English language otherwise you cannot communicate without vocabulary. And to put your views on various topics in debates, essay competitions.

Q. 3 What are the common problems faced pertaining to vocabulary building?

Ans. 60% of the students feel that pronunciation of words is the most difficult aspect that poses problem in vocabulary building. And 40% say that they get confused with meanings of different words.

Q. 4 Are any vocabulary games played in the classroom?

Ans. More than 80% of the students said that different games such as Spell B, word games, cross words etc are played in the classroom.gh text reading,

Q.5 In your experiences, have you improved so far with respect of
spelling mistakes?

Ans. 60% of the students said yes, we have improved with respect to spelling mistakes through text reading. While 30% of the students said apart from text reading communicating with teachers and friends helped us to improve and 10% doing practise, helped them to improve spelling mistakes.

Q. 6 How frequently your notebooks are assessed? Are the spelling mistakes and grammatical errors pointed out?

Ans. More than 80% of the students said that there notebooks are assessed one or twice in a week.

Q.7 Does the marking scheme matter to your performance? How?

Ans.More than 30% of the students feel that yes, of course the marking scheme does matter to prepare the most essential parts included in the syllabus.

Q.8 Why do you think that some students of the class fare better than others?

Ans. 40% of the students feel that is due to their lack of interest is one of the why others can fare better than them whereas, 60% of the students feel that may be, those who fare better are pursuing better tuitions.

Q.9 What are the difficulties you face in language classroom?

Ans. More than 60% students said the most difficult thing for them is to learn and understand the pronunciation, when the teacher is teaching in the classroom or while interacting with someone who is good at English.

Teacher Interview Schedule

Q.1 Which books are followed to teach English language to the class?

Ans. Literature Reader (Communicative English)

Q.2 Do you have a copy of the syllabus? (if yes) What changes are suggested by CBSE in the syllabus?

Ans. Yes, the teachers do have a copy of the sllabus and no changes have been suggested. 2 out of 3 teacher said CCE curriculum is followed and one of the teachers said OTBA is included in the reading section

Q. 3 How well do you believe you are copying with the demands of the syllabus?

Ans. All the three teachers are putting in three teachers are putting in their best and it was observed during the classroom observation. Apart from that one of the teachers said as the syllabus is well divided so it makes the job more easier.

Q.4 Do you include activities in your lesson/teaching? Tell us about all the activities you do with the learners. Who decides on the activities? (You or the students)

Ans. Yes different activities are included in the teaching process. Two of the teachers said that they do include language games, spelling games, crossword puzzle, use of library as part of their activities during classroom insturction. While of the teachers said that she organises debate, quiz, just a minute, extempore as part of the activity. And all the three teachers said that they make use of multimedia to benefit the students. And it is the teacher who decides on the activities.

Q.5 What purpose did these activities serve in your teaching?
Ans. It boosts up the confidence level of the students and encourage to perform better. While one of the three teachers said it verifies the lesson.

Q.6 How do you make provision for learners from different
/k   backgrounds? How do you assist them?
Ans. 2 out of 3 teachers said that they adopt peer teaching methodology. And all the three teachers said that they carry out remedial classes and explain thing in a simple language.

Q. 7 What activities/ strategies do you use to improve vocabulary of the students?
Ans. All the three teachers suggest use of dictinary and they ask students to make PPT to the students. One o the teacher encourages group reading.

Q. 8 What do you think how can these mistakes be minimised and improved?
Ans. 2 out of 3 teachers said we ask the students to make PPT, prepare comics, creative writing, worksheets, grammar etc. And one of the teacher said that she conducts regular spelling tests and writing practise during learning.

Q. 9 Do you neglect spelling mistakes in the answer copies of the exams and note books?
Ans. All the three teachers refused, that they do not ignore spelling mistakes in the answer copies.
Q. 10 Do you undertake some activities to improve the spelling errors of the students? What is it?
Ans. Following are the activities taken up regularly by all the teachers-
   • dictation

- spelling games

- worksheets

Apart from these activities one of the teacher said that she discusses a new word everyday.

Q. 11 Any suggestion that you would like to give to improve grammar and word-power of the students.

Ans. All the three teachers hold different opinion in this respect. Following are the suggestion made by concerned teachers:-

- Sufficient time period must be provided to the teachers and parents must co-operate in this respect.

- Encouraging reading of novels and newspaper.

- Word games must be encouraged.

- Separate notes must be prepared for vocabulary building.

   When the students of K.V. No. 3 were asked to share their views on this 70 % replied, it helps to communicate in English and the rest of the students agreed with the 70% group and said one can interact with people and 30 % express his/ her views in English language.

JNV

FOCUS GROUP DISCUSSION

Q.1 Do you know why you need to learn the English language at the school level?

Ans. More than 40% students believe that it is a medium of instruction which has become essential for students learning process.

Q. 2 Do you think vocabulary plays a significant role for learning the English language? Why?

Ans. More than 60% students feel that it plays a very significant role in framing sentences.

Q. 3 What are the common problems faced pertaining to vocabulary building?

Ans. The most common problem faced by the students pertaining to vocabulary building by as many as 70% of the students is memorizing literary words.

Q. 4 Are any vocabulary games played in the classroom?

Ans. Yes, 80% of the students said games such as crossword, puzzles and jumbled words are played in the classroom.

Q.5 In your experiences, have you improved so far with respect of spelling mistakes?

Ans. More than 70% of the students said that they have improved so far with respect to spelling mistakes.

Q. 6 How frequently your notebooks are assessed? Are the spelling mistakes and grammatical errors pointed out?

Ans. 80% of the agreed that there notebooks are assessed once or twice in a week.

Also the spelling mistakes and grammatical errors are pointed out.

Q.7 Does the marking scheme matter to your performance? How?

Ans. More than 30% of the students feel that yes it does matter because consequently it helps the students to prepare for the exam.

Q.8 Why do you think that some students of the class fare better than others?

Ans. 60% of the students are of the opinion that it depends on how much effort student put in and 40% feel that those who fare better than other they have a better time management strategy.

Q.9 What are the difficulties you face in language classroom?

Ans. 80% of the students face difficulty in pronunciation and grammatical problems in framing sentences.

TEACHER INTERVIEW SCHEDULE

Q.1 Which books are followed teach English language to the class?

Ans. As per the N.C.E.R.T syllabus, sample papers, grammar books.

Q.2 Do you have a copy of the syllabus? (if yes) What changes are suggested by CBSE in the syllabus?

Ans. No change has been made in the syllabus.

Q. 3 How well do you believe you are copying with the demands of the syllabus?

Ans. The concerned teacher replied that he has been working with full dedication for the past several years.

Q.4 Do you include activities in your lesson/teaching? Tell us about all the activities you do with the learners. Who decides on the activities? (You or the students)

Ans. Yes, I do include activities such as role play, story telling, quiz competition as part of the learning process.

Q.5 What purpose did these activities serve in your teaching?

Ans. Yes these activities are linked with the chapter so that students are benefited through these activities.

Q.6 How do you make provision for learners from different backgrounds? How do you assist them?

Ans. Remedial classes are held and weak students are assisted through these classes.

Q. 7 What activities/ strategies do you use to improve vocabulary of the students?

Ans. Following are the activities that are done in order to improve vocabulary of the students:-

- Use of dictionary.

- Regular practice of learning words.

- Preparing separate notebooks for vocabulary building.

Q. 8 What do you think how can these mistakes be minimized and improved?

Ans. These mistakes can be minimized and improved.

Q. 9 Do you neglect spelling mistakes in the answer copies of the exams and note books?

Ans. No, I never neglect spelling mistakes in the answer copies of the exams.

Q. 10 Do you undertake some activities to improve the spelling errors of the students? What is it?

Ans. Yes,I do undertake activities such as dictation, learning new words to improve spelling errors.

 Q. 11 Any suggestion that you would like to give to improve grammarthat and word-power of the students.

Ans. Activities writing practice and grammar exercises must be undertaken on regularly basis to improve grammar and word power of the students.

It was observed during the **classroom observation** that teacher was putting new words to the students from the textbook and giving meanings as well and regarding the pronunciation he asked the students to read out the textbook and corrected their pronunciation. And it was observed that students are paying attention to the teacher which makes the classroom environment rich and stimulating. All these effort are put up by the teacher to enrich the vocabulary of the students. During focused group discussion when the question related to importance of vocabulary was asked to the students of JNV, 40% of the students said it plays important role in framing sentences so that one can communicate in English language with people around. The problem that 60% of the students faced pertaining to vocabulary building was memorizing literary words. And moreover, more than 70% of the students said

vocabulary games such as crossword, jumbled words and puzzle games are played in the classroom to strengthen vocabulary. Some of the activities that are undertaken by the teacher in the class room to improve vocabulary are roleplay, storytelling, quiz which was observed during the classroom observation.

QUALITATIVE ANALYSIS OF ALL THE THREE SCHOOLS NAMELY JNV, DMS AND K.V. NO.3

Tool-A   FOCUS GROUP DISCUSSION

Q.1 Do you know why you need to learn the English language at the school level?
Ans. 54% students said that learning English at the school level makes students familiar to a foreign language which is extremely necessary for higher level studies and 14% of the students believe that it helps in vocabulary building.

Q. 2 Do you think vocabulary plays a significant role for learning the English language? Why?
Ans. 80% students agreed that it helps in gaining fluency and framing sentences in English language which in turn helps the speaker to communicate in English language.

Q. 3 What are the common problems faced pertaining to vocabulary building?
Ans. 14% of the students said since we are living in a technological era, vocabulary building over the net is time consuming process while 20% of the students said that pronunciation of words poses them a problem. Moreover, 36% of the students said they get confused with synonyms and which consequently makes it difficult for them to memorise words.

Q. 4. Are any vocabulary games played in the classroom?
Ans. 54% of the students said various games such as word games, crossword, puzzle games, spell B are played in their classroom.

Q.5. In your experiences, have you improved so far with respect of spelling mistakes?
Ans.70 % of the students said we have improved so far only by means of dictation and text-reading, 10% of the students feel that apart from dictation

and text-reading another factor that helped them improve was that they sought help from their teachers and friends. And a very small group of students, which is 3%, who are really dedicated towards their studies said they could improve through practising, writing ten times to by heart the words.

Q. 6How frequently your notebooks are assessed? Are the spelling mistakes and grammatical errors pointed out?

Ans. All the students from different schools said that their notebooks are assessed at least once in a week. And the spelling mistakes and grammatical errors are pointed out.

Q.7 Does the marking scheme matter to your performance? How?

Ans. 30% students said, yes the marking scheme does matter to our performance. If you know this early, how marks have been distributed among different units, it does help in preparing for exams. One thing is to be noted here that only those students answered this question who have more of interest in studies as compared to other students of the class.

Q.8 Why do you think that some students of the class fare better than others

Ans. On being asked why some students fare better than others, 60% of the students said that may because of lack of interest in studies. While the 40% of the students think it may be because they get better tuition.

Q.9 What are the difficulties you face in language classroom?

Ans. 54% of the students said that they find it how to frame sentence using different forms of tenses and they get confused in different forms. Which consequently makes it difficult for them to frame sentences. While more than 50% said that use of grammar is hindrance for them in framing sentences.

TEACHER INTERVIEW SCHEDULE

Q.1 Which books are followed to teach English language to the class?
Ans. Prescribed text
    (ICT & extra material)

Q.2 Do you have a copy of the syllabus? (if yes) What changes are suggested by CBSE in the syllabus?
Ans. All the teachers have the copies of a copy of the syllabus.
    1. F.A.

2. S.A.
3. OTB Assignment.
4. ASL
5. C.C.E

Q. 3 How well do you believe you are copying with the demands of the syllabus?

Ans.
1. Making every effort
2. Enhancing and updating their own knowledge
3. ICT
4. Developing own methods & techniques.

Q.4 Do you include activities in your lesson/teaching? Tell us about all the activities you do with the learners. Who decides on the activities? (You or the students)

Ans.
1. Using multimedia
2. Library
3. Language games
4. Crossword puzzles
5. Presentations
6. Dramatization
7. Role play
8. Brain storming
9. Preparing charts.
10. Value based activities
11. Activities suggested by CBSE
12. Radio/ Video show.
13. Debates.
14. Quiz.
15. Just a minute.
16. Extempore.

Initiated by the teacher and sometimes by students also.

Q.5 What purpose did these activities serve in your teaching?

Ans. Above activities serve the following purposes:-
1. Inculcate values.

2. Constructivist approach to learning.
3. Bring out the hidden qualities of students.
4. Students participate in the learning process and take on the responsibility of learning themselves.
5. Builds up confidence in them.
6. Encourage and motivate students.

Q.6 How do you make provision for learners from different backgrounds? How do you assist them?

Ans.

1. Peer teaching.
2. Remedial teaching.
3. Answers & explanations in simple language.

Q. 7 What activities/ strategies do you use to improve vocabulary of the students?

Ans.following are the activities are used to improve vocabulary of the students:-

1. Using a dictionary
2. Giving new words with meanings
3. Group reading
4. Spelling games
5. Preparing comics
6. Writing poems
7. Encouraging reading newspapers & magazines.
8. Noticing new words in the environment
9. Framing sentences with new words.
10 just a minute activity.
11 promoting listening & speaking skills
12 Role play
13 story telling
14 Quiz etc.

Q. 8 What do you think how can these mistakes be minimised and improved?

Ans. these mistakes be minimised and improved by using following strategies:-

1) Using library
2) Grammar
3) Worksheets

4) Continuous scrutiny of various subjects across the curriculum approach.
5) Students lack efforts and often do not follow the suggestions.
6) Continuous/ sustained efforts by both students and teachers.
7) Through assignments.

Q. 9 Do you neglect spelling mistakes in the answer copies of the exams and note books?

Ans. No, all the teachers refused that they do not neglect spelling mistakes in the answer copies of the exams and note books.

Q. 10 Do you undertake some activities to improve the spelling errors of the students? What is it?

Ans. Following are some activities undertaken to improve the spelling errors of the students:-
1) Language games and activities as mentioned earlier.
2) In one case dictation was used as a method.
3) And in couple of others rules of phonetics were employed

Q. 11 Any suggestion that you would like to give to improve grammar and word-power of the students.

Ans. The following suggestions have been given by the concerned teachers of class IX of all the three schools :-
1) Grammar should be integrated in classroom teaching.
2) Grammar teaching should be simplified.
3) Reading should be encouraged, especially in a context.
4) Speaking in English must be made mandatory.
5) Regular practise of grammar and writing skills.
6) New words in a text should be introduced with meaning.
7) Sufficient time must be provided to students as well as to the teachers.

Classroom Observation Schedule

(DMS, Bhopal, KV No. 3, Bhopal, JNV, Ratibad, Bhopal)

Class IX classroom transactions were observed by Junior Project Fellow in the sample schools mentioned above. The similarities seen were as follows:

- Classroom environment was learner friendly as the teachers were friendly and approachable.
- Learner was engaged actively as the lesson was transacted. Teachers asked questions after explaining a poem/story/grammar topic, answered learner queries, encouraged learners when they responded well, provided frequent feedback and also maintained discipline in the class.
- To improve vocabulary, new words were explained on the blackboards.
- Real life examples were provided.
- Textbook was the main resource material used by the teachers.
- Role play strategy was used.
- Sometimes Hindi was also used by teachers and learners in classroom transaction.
- Dictionary was not used in classroom.

The differences noticed amongst schools are as follows:

- PowerPoint presentations were used in KV no. 3 only. Multimedia projector was utilized for teaching.
- Group work strategy for collaborative learning was used in KV No. 3 and DMS only.
- Chart of grammatical rules was displayed in class IX B of KV No. 3 only.

4.2 Quantitative Analysis of Data of DMS, KV. 3, JNV, Ratibad

Grouping of the errors was done under various heads and sub-heads .

To identify the common errors in General English, the question paper had been divided under various heads and sub-heads by the investigator to find/ know the hierarchy of errors and hard spots of writing and grammar portion of Class IX students question wise heads and sub-heads had been presented in Table.

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A Study of the Causes of Common Errors in English at Secondary level
(PAC 16.07)

4.2.1

Question No.1						
GRAMMAR			COMPOSITION			
TENSE	SUB.-VERB AGREEMENT	PREP.	SPELL.	PUNC.	WORD LIMIT	FORMAT

Question No.2						
GRAMMAR AND COMPOSITION						
TENSE	SUB./VERB AGREEMENT	PREP.	SPELL.	PUNC.	WORD LIMIT	FORMAT

QUESTION No. 3		
GRAMMAR		
PREPOSITON	Tenses	LEXICAL ERRORS

QUESTION No. 4		
GRAMMAR		
AUXILIARY VERB	PREPOSITION	TENSE

QUESTION No. 5
SYNTAX

4.2.2
To identify errors committed by the students in General English.

The major objective of the study is to identify the errors committed by the students in General English. For identifying the common errors through tool (question paper) errors had been categorised question-wise under

various heads and sub-heads and presented in the form of frequency and percentage under different tables and graphs and under different captions.

Q.1 **TENSE**

Data related to the errors in guided composition under heads grammar and sub-heads Tense has been presented in Table 4.3

Table 4.3 : Frequency distribution of errors for question no.1 under head-grammar and sub-head tenses in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	121	60.2
1	70	34.8
2	10	5.0
TOTAL	201	100.0

* 0 means very less knowledge
* 1 means average
* 2 means efficient knowledge

It is evident from Table 4.3 that an overwhelming majority (60.2 percent) of the respondents did not have the proper knowledge of tenses whereas about 34.8 percent of the respondents had some knowledge of tenses. It was noted that 5 percent of the total respondents had the proper knowledge of the tenses.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of tenses and only a few percent of students are able to use the tenses properly.
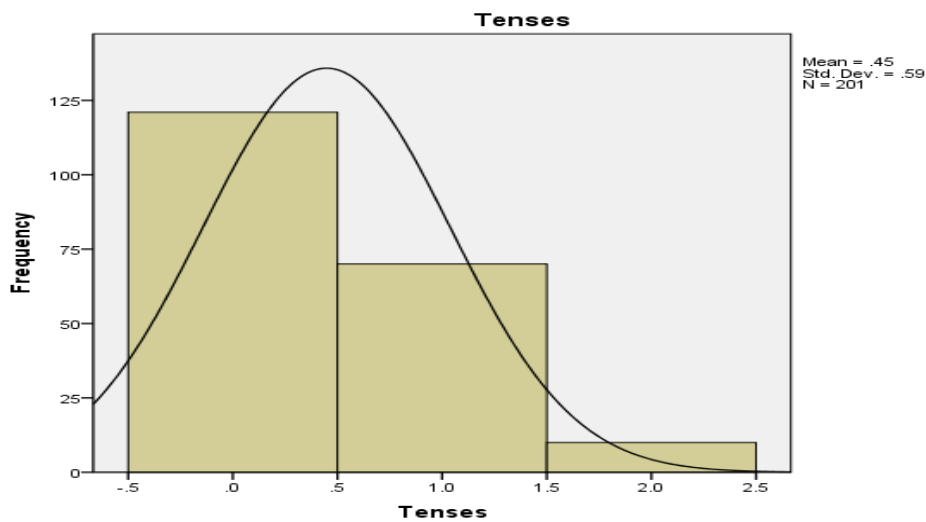
Graph No. 4.3 histogram showing the frequency of errors in tenses
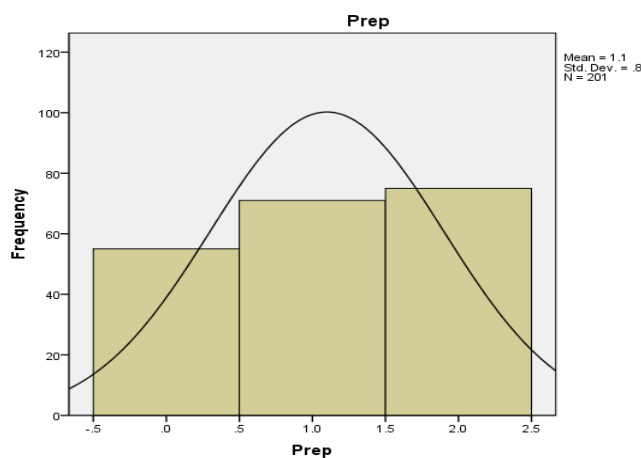
SUBJECT-VERB AGREEMENT

Data related to the errors related to subject verb agreement are presented in Table 4.4

Table 4.4: Frequency distribution of errors for question no.1 under head-grammar and sub-head subject-verb agreement in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS

A Study of the Causes of Common Errors in English at Secondary level
(PAC 16.07)

	FREQUENCY	PERCENTAGE
0	117	58.2
1	68	33.8
2	16	8.0
TOTAL	201	100.0

Table 4.4 shows that an overwhelming majority (58.2 percent) of the respondents did not have the proper knowledge of subject-verb agreement whereas about 33.8 percent of the respondents had some knowledge of subject-verb agreement. It was noted that 8 percent of the total respondents had the proper knowledge of the subject-verb agreement.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of subject-verb agreement and only a few percent of students are able to use the subject-verb agreement properly.
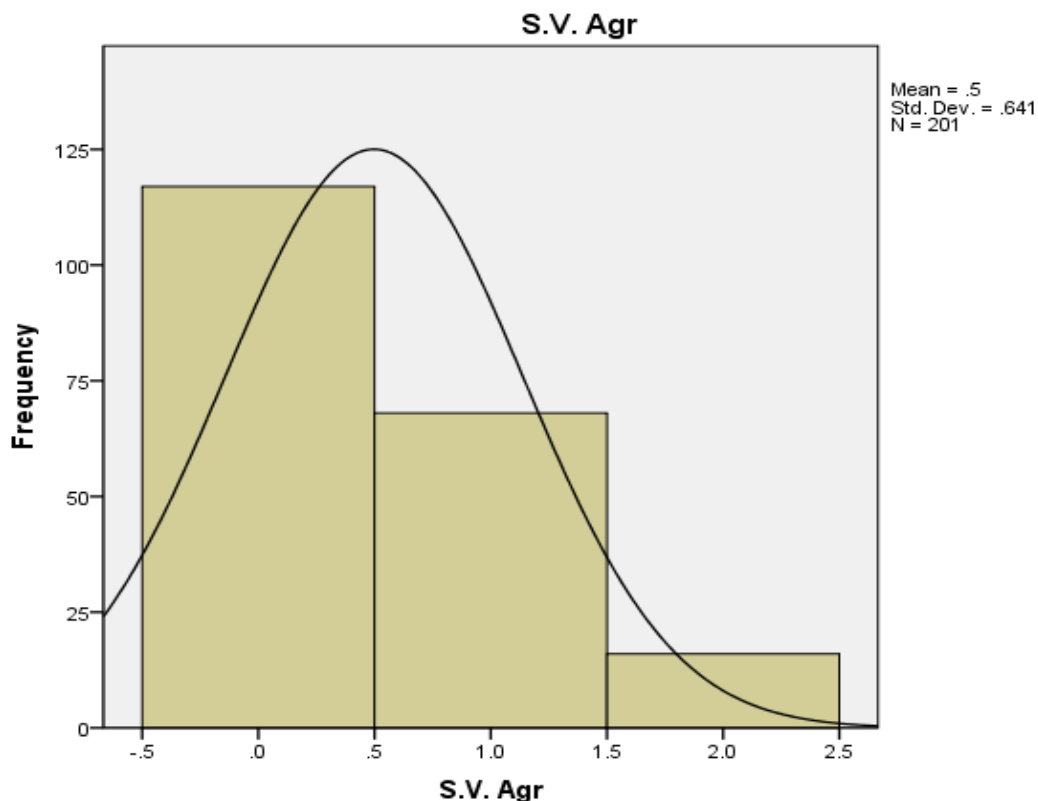
Graph No. 4.4 histogram showing the frequency of errors in subject-verb agreement.

PREPOSITION

Data related to the errors related to preposition are presented in Table 4.5
Table 4.5: Frequency distribution of errors for question no.1 under head-grammar and sub-head preposition in K.V. No.3, JNV and DMS of class IX students.

| RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	55	27.4
1	71	35.3
2	75	37.3
TOTAL	201	100.0

Table 4.5 shows that a good no. of students (37.3 percent) of the respondents are able to use the preposition properly whereas about 35.3 percent of the respondents had sufficient knowledge of preposition. It was noted that only 27.4 percent of the total respondents do not have the proper knowledge of the preposition.
It can be concluded from the table that a good no. of students are able to perform better with respect to the use of preposition

Prep

Mean = 1.1
Std. Dev. = .8
N = 201

SPELLINGS

Data related to the errors related to Spellings are presented in Table 4.6

Table 4.6: Frequency distribution of errors for question no.1 under head-composition and sub-head Spellings in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	61	30.3
1	65	32.3
2	75	37.3
TOTAL	201	100.0

Table 4.6 shows that a good no. of students (37.3 percent) of the respondents are able to write the spellings correctly whereas about 32.3 percent of the respondents can spell words properly. It was noted that only 30.3 percent of the total respondents cannot spell words in correct manner.

It can be concluded from the table that a good no. of students are able write the spellings correctly.
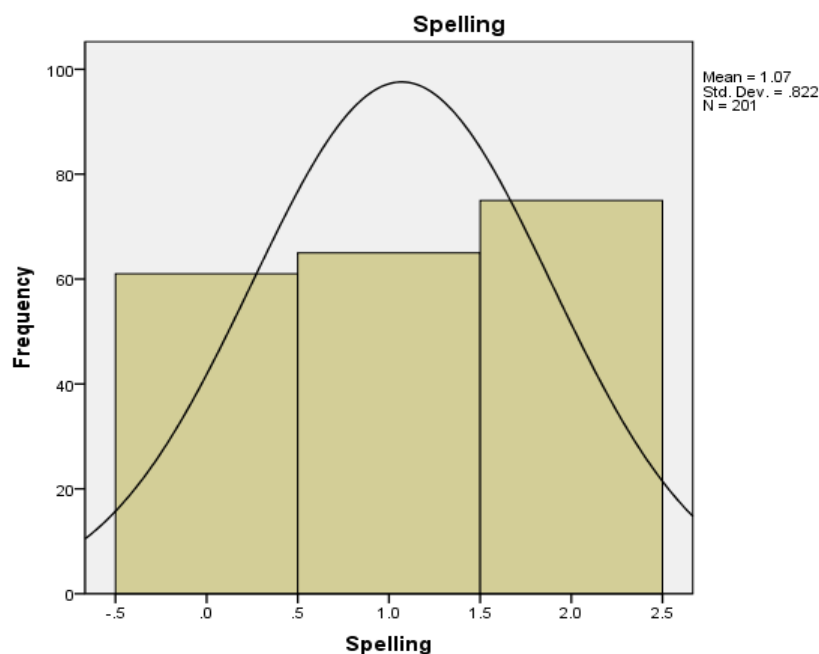
Graph No. 4.6 histogram showing the frequency of errors in spellings.

PUNCTUATION

Data related to the errors related to Punctuation are presented in Table 4.7
Table 4.7: Frequency distribution of errors for question no.1 under head-composition and sub-head Punctuation in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	97	48.3
1	67	33.3
2	37	18.4
TOTAL	201	100.0

It is quite clear from Table 4.7 that the majority of the students (48.3 percent)did not have the basic understanding of punctuation whereas about 33.3 percent of the total respondents were able to use the punctuation marks correctly in guided composition. It was observed that only 18.4 of the total respondents were able to use the punctuations correctly.

It can be concluded that majority of the respondents are not able to use the punctuation marks properly.
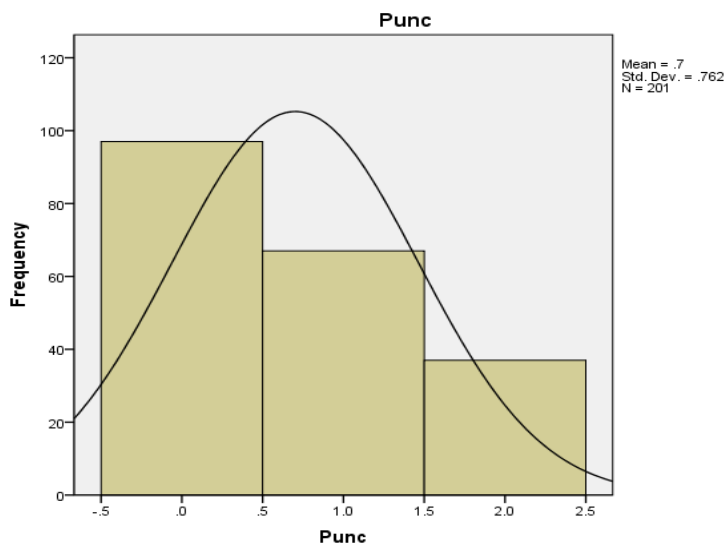
Graph No. 4.7 histogram showing the frequency of errors in punctuations.

WORD LIMIT

Data related to word limit in writing skills in guided compositionare presented in Table 4.8.

Table 4.8: Frequency distribution of errors for question no.1 under head comosition and sub-head word limit in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	51	25.4
1	71	35.3
2	79	39.3
TOTAL	201	100.0

It is evident from the table 4.8 that 39.3 percent of the total respondents followed the given word limit in guided composition under writing skills whereas, about 35.3 percent of the total respondents were average in following the word limit. A very less no. of students i.e., 25.4% of the students did not follow the given word limit.

It can be concluded that an average no. of students were able to follow the given word limit.
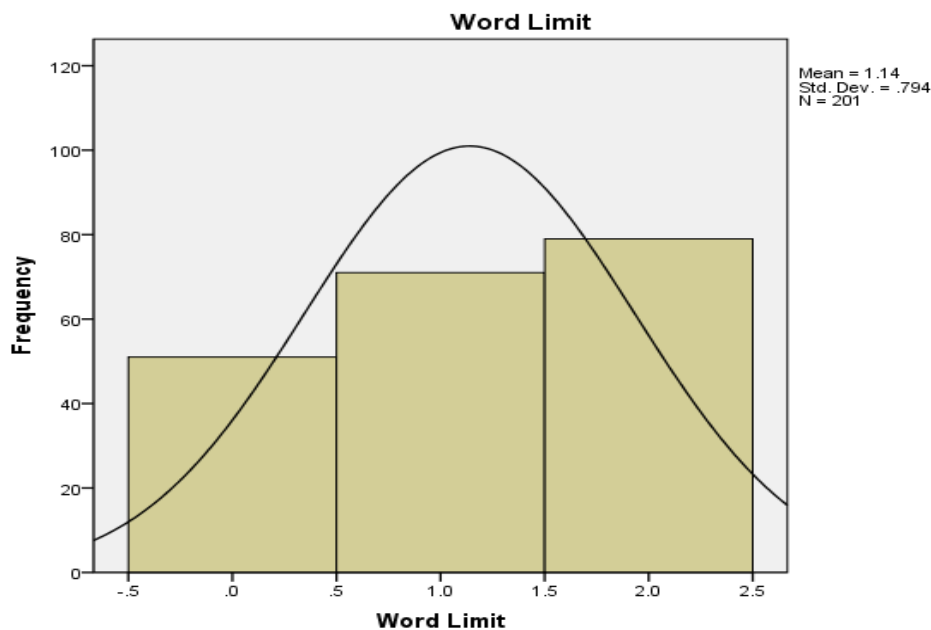
Graph No. 4.8. histogram showing the frequency of errors in word limit.

FORMAT

Data related to the errors related to Spellings are presented in Table 4.9

Table 4.9: Frequency distribution of errors for question no.1 under head-composition and sub-head format in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	38	18.9
1	112	55.7
2	51	25.4
TOTAL	201	100.0

It is evident from the table 4.9 that more than half of the respondents followed format of guided composition correctly whereas, about 25.4 percent of the total respondents were average in following the correct format. A very less no. of students i.e., 18.9 percent of the total respondents did not follow the correct format of guided composition.
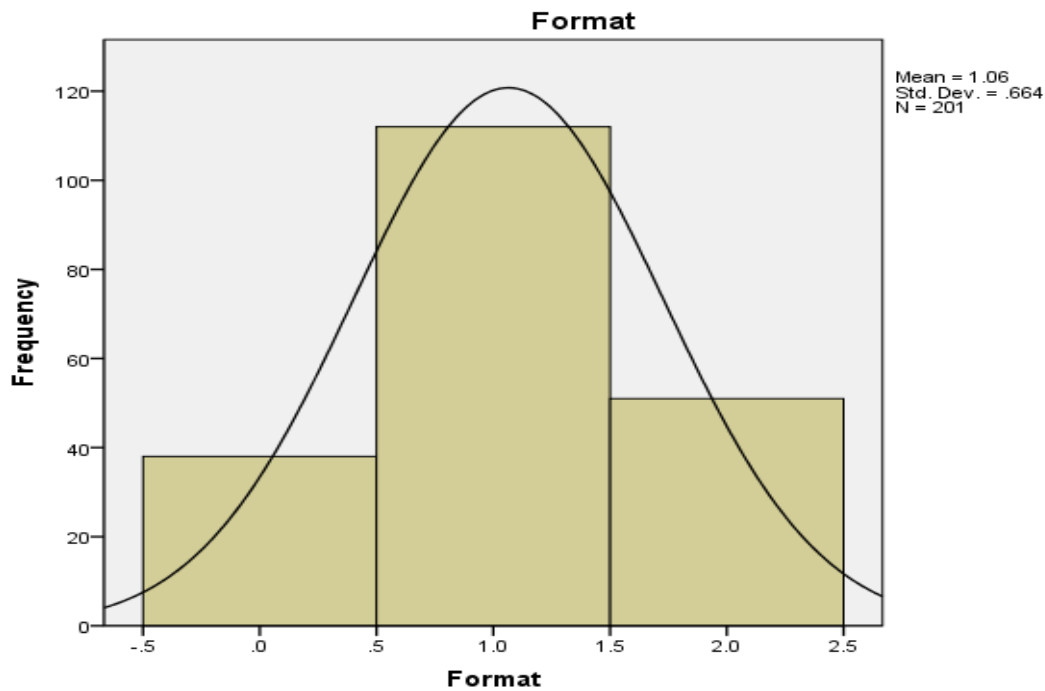
Graph No. 4.9 histogram showing the frequency of errors in format.

Q.2

Data related to the errors in unguided composition under heads grammar and sub-heads Tense has been presented in Table 4.10:

Table 4.10: Frequency distribution of errors for question no.1 under head-grammar and sub-head Tense in K.V. No.3, JNV and DMS of class IX students.

| RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	165	82.1
1	7	3.5
2	29	14.4
TOTAL	201	100.0

It is evidient from Table 4.10 that an overwhelming majority (82.1 percent) of the respondents did not have the proper knowledge of tenses whereas about 3.5 percent of the respondents had some knowledge of tenses. It was noted that only 14.4 percent of the total respondents had the proper knowledge of the tenses.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of tenses and only a few percent of students are able to use the tenses properly.
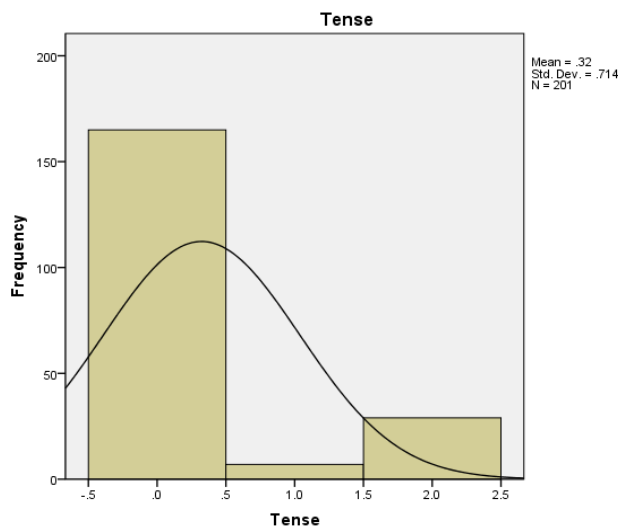
Graph No. 4.10 histogram showing the frequency of errors inTenses.

SUBJECT VERB AGREEMENT

Data related to the errors related to Subject-verb agreement presented in Table 4.11

Table 4.11: Frequency distribution of errors for question no.1 under head-grammar and sub-head Subject-verb agreement in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	168	83.6
1	7	3.5
2	26	12.9
TOTAL	201	100.0

It is observed from Table 4.11 that an overwhelming majority (83.6 percent) of the respondents did not have the proper knowledge of Subject-verb agreement whereas about 3.5 percent of the respondents had some knowledge of tenses. It was noted that only 12.9 percent of the total respondents had the proper knowledge of the Subject-verb agreement.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of Subject-verb agreement and only a few percent of students are able to use the Subject-verb agreement properly.
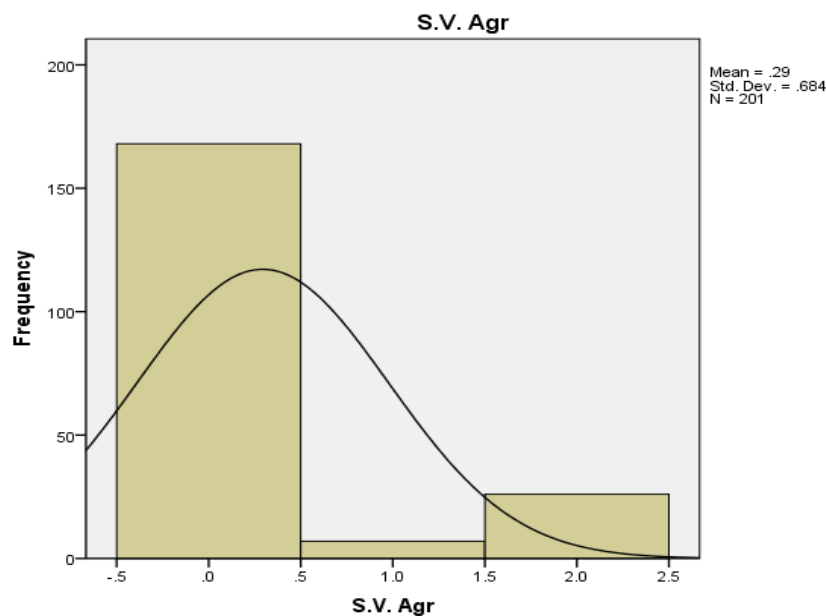
Graph No. 4.11 histogram showing the frequency of errors in Subject-verb agreement.

PREPOSITION

Data related to the errors related to preposition are presented in Table 4.12
Table 4.12: Frequency distribution of errors for question no.1 under head-grammar and sub-head preposition in K.V. No.3, JNV and DMS of class IX students.

| RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	102	50.7
1	6	3.0
2	93	46.3
TOTAL	201	100.0

The data presented above demonstrates that more than half of the respondents (50.7 percent) were not efficient in using preposition in guided composition whereas, about 46.3 percent of the total respondents were able to use the preposition correctly and a very less no. of students (3 percent) could not use the preposition properly.

It can be concluded that more than half of the students are not able to use preposition properly.
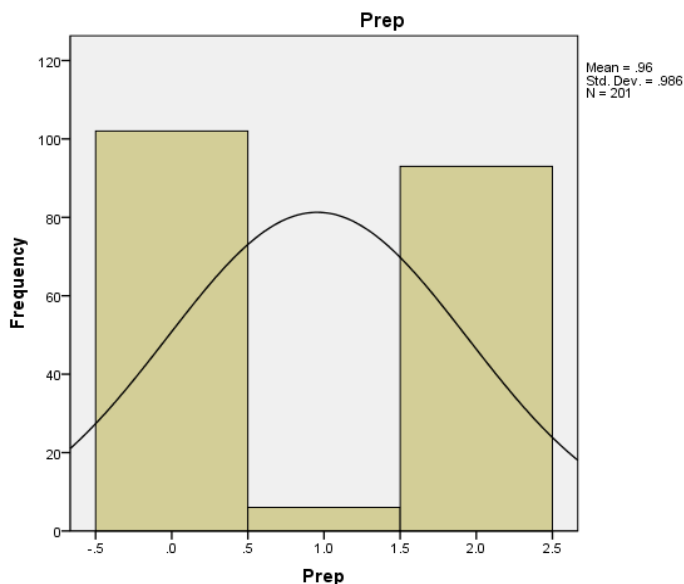
Graph No. 4.12 histogram showing the frequency of errors in the use of prepositions.
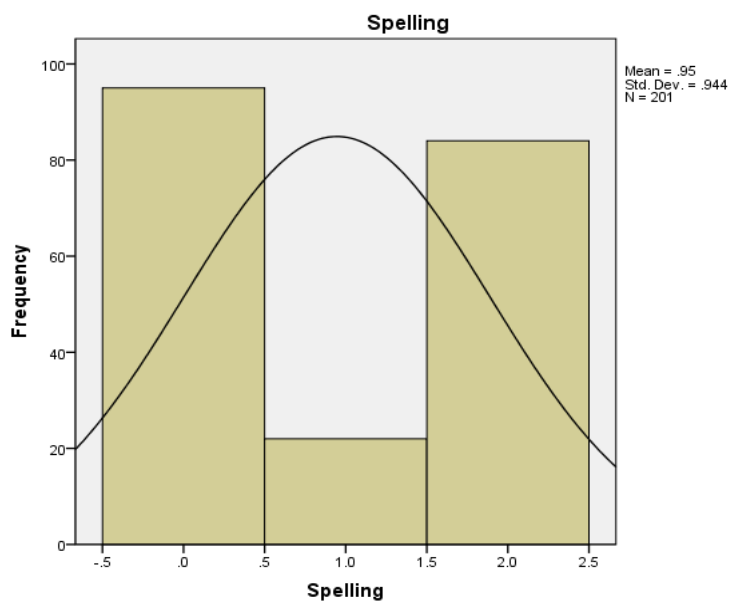
SPELLINGS

Data related to the errors related to Spellings are presented in Table 4.13
Table 4.13: Frequency distribution of errors for question no.2 under head-composition and sub-head Spellings in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	95	47.3
1	22	10.9
2	84	41.8
TOTAL	201	100.0

The table 4.13 shows that 47.3 percent of the total respondents were not able to spell the words correctly in unguided composition whereas, 41.8 percent of the total respondents were able to spell words correctly and a very less no. of students (10.9 percent) could not write the spellings correctly.

It can be concluded that more than half of the students are not able to spell words correctly.

Spelling

Mean = .95
Std. Dev. = .944
N = 201

Graph No. 4.13 histogram showing the frequency of errors in spellings.

PUNCTUATION

Data related to the errors related to punctuation marks are presented in Table 4.14

Table 4.14: Frequency distribution of errors for question no.2 under head-composition and sub-head Punctuation in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	142	70.6
1	6	3.0
2	53	26.4
TOTAL	201	100.0

It is evidient from Table 4.14 that an overwhelming majority (70.6 percent) of the respondents did not have the proper knowledge of punctuation marks whereas about 3.0 percent of the respondents had some knowledge of punctuation marks . It was noted that only 26.4 percent of the total respondents had the proper knowledge of the punctuation marks.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of punctuation marks and only a few percent of students are able to use the punctuation marks properly.

Graph No. 4.14 histogram showing the frequency of errors in Punctuation.

WORD LIMIT

Data related to the errors related to word limit are presented in Table 4.15
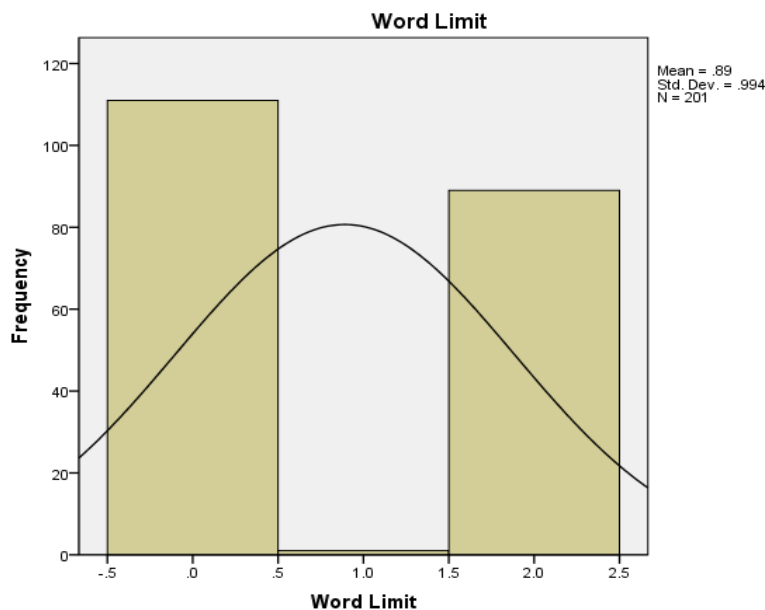Table 4.15: Frequency distribution of errors for question no.1 under head-composition and sub-head word limit in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	111	55.2
1	1	.5
2	89	44.3
TOTAL	201	100.0

The data presented above demonstrates that more than half of the respondents (55.2 percent) could not follow the given word limit in unguided composition whereas, about 44.3 percent of the total respondents were able to follow the given word.

It can be concluded that more than half of the students are not able to follow the given word limit in guided composition.

Graph No. 4.15 histogram showing the frequency of errors in following the given word limit.

FORMAT

Data related to the errors related to format are presented in Table 4.16

Table 4.16: Frequency distribution of errors for question no.2 under head-composition and sub-head format in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	51	25.4
1	50	24.9
2	100	49.8
TOTAL	201	100.0

The data present above clearly shows that about 50% of the total respondents were able to use the correct format of unguided composition whereas one-fourth of the total respondents had somewhat used the format and an equal percentage of this could not use the correct format. It can be concluded that half of the total respondents are able to use the correct format of given unguided composition.
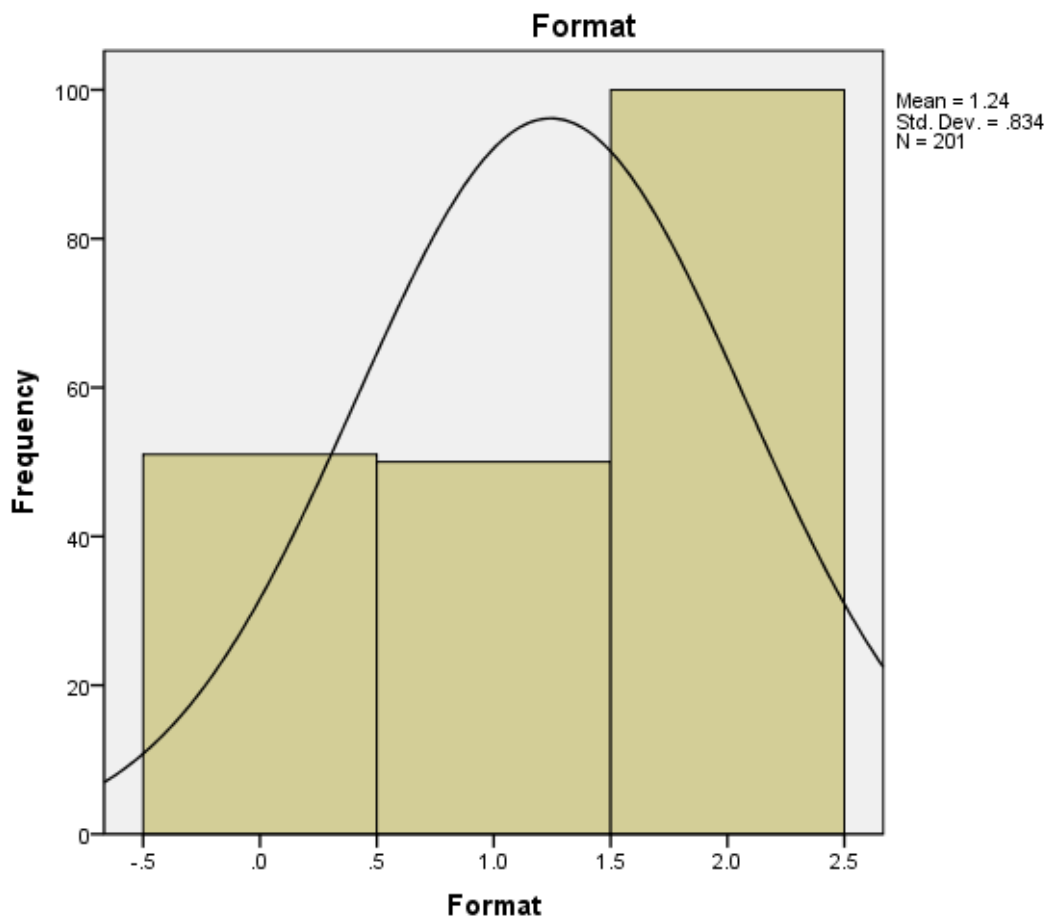
Graph No. 4.16 histogram showing the frequency of errors in forma

Q.3

Data related to the errors in editing of given passage has been presented in table 4.17.

Table 4.10: Frequency distribution of errors for question no.1 under head-grammar and sub-head preposition in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	193	96.0
2	8	4.0
TOTAL	201	100.0

It is evident from Table 4.17 that an overwhelming majority (96.0 percent) of the respondents did not have the proper knowledge in the use of prepositions. It is clear from the above table that only 4 percent of the total respondents could use the preposition correctly.

It can be concluded that the majority of the respondents do not know how to use the prepositions correctly in the editing/ omission of the given passage.
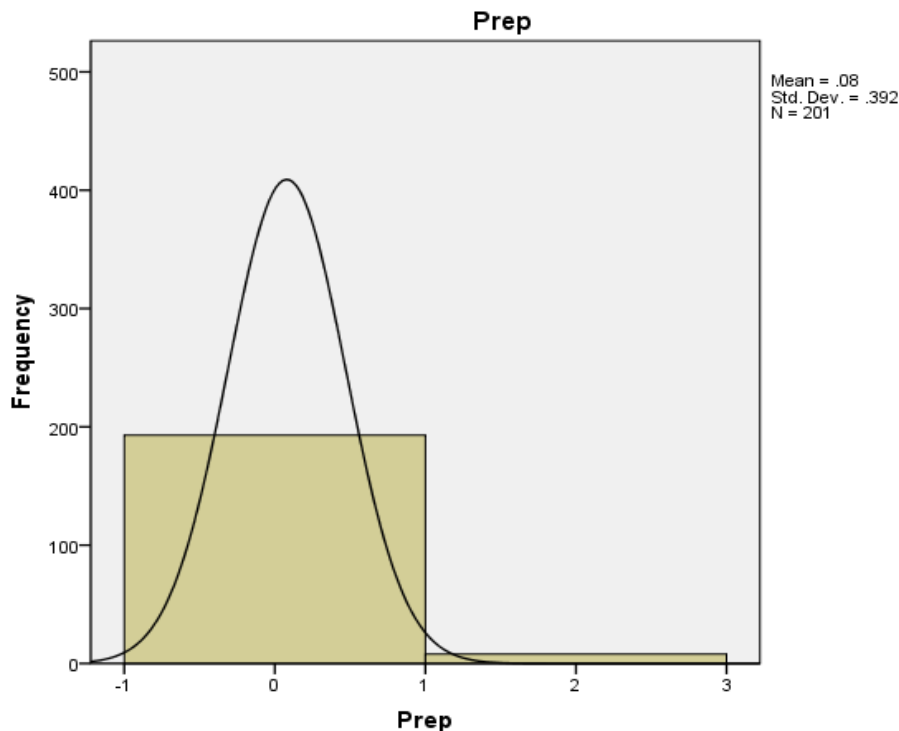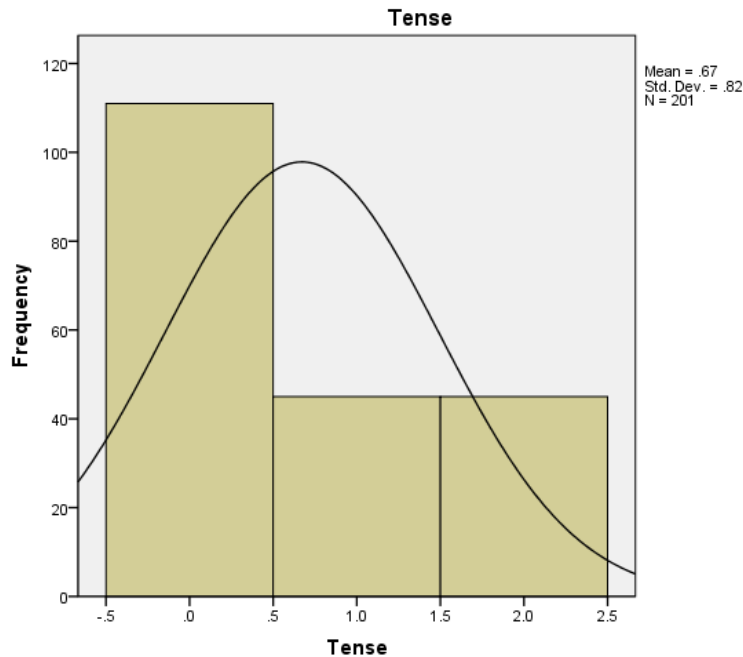
Graph No. 4.17 histogram showing the frequency of errors in prepositions.

Tenses

Table 4.18: Frequency distribution of errors for question no.1 under head-grammar and sub-head Tenses in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	111	55.2
1	45	22.4
2	45	22.4
TOTAL	201	100.0

The data presented above demonstrates that more than half of the respondents (55.7 percent) were not efficient in using of tenses whereas, the no. of students those who either could use the correct form of tenses to some extent or those who could use the tenses efficiently were found to be equal i.e., 22.4 percent.
It can be concluded that more than half of the students are not able to use the correct form of tenses.

Graph No. 4.18 histogram showing the frequency of errors in tenses.

Lexical

Table 4.19: Frequency distribution of errors for question no.1 under head-grammar and sub-head lexical in K.V. No.3, JNV and DMS of class IX students.

| RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	135	67.2
1	44	21.9
2	22	10.9
TOTAL	201	100.0

It is evidient from Table 4.19 that an overwhelming majority (67.2 percent) of the respondents could not make proper use of lexical whereas about 21.9 percent of the respondents had some knowledge of lexical words. It was noted that only 10.9 percent of the total respondents had used lexical words properly.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use lexical words.
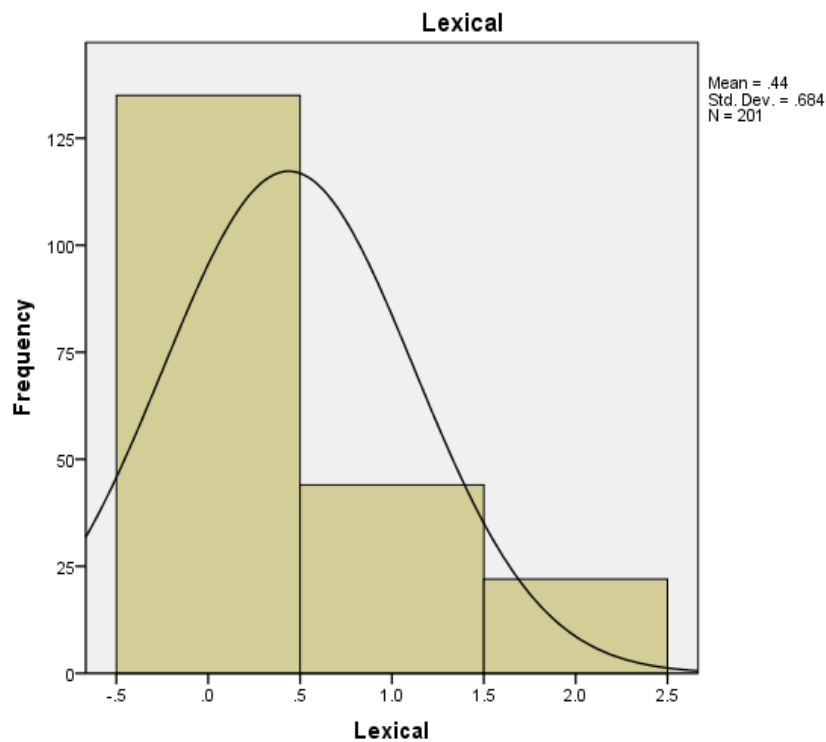
Graph No. 4.19 histogram showing the frequency of errors in lexical errors.
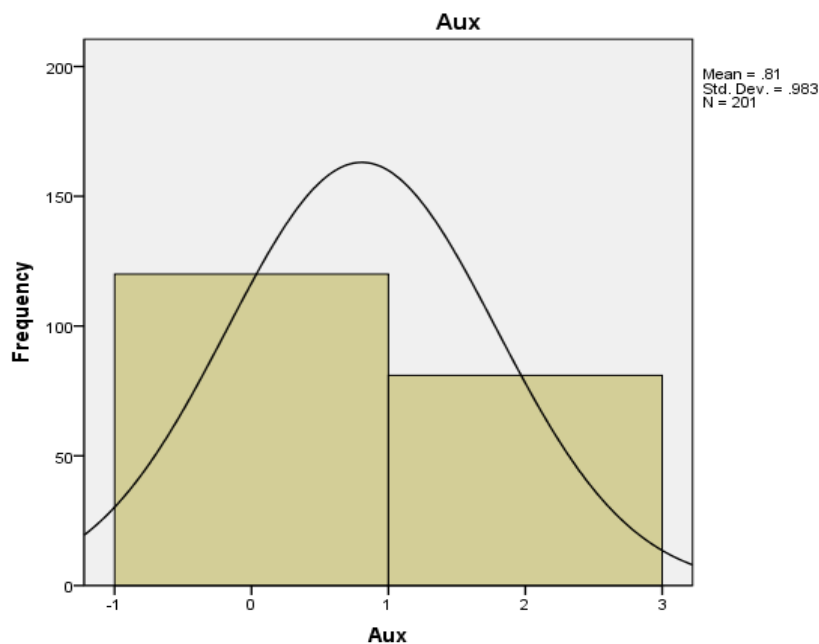
Q.4 Auxiliary Verb

Data related errors in grammar in multiple choice question has been presented in Table 4.20

Table 4.20: Frequency distribution of errors for question no.1 under head-grammar and sub-head auxiliary verbs in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	120	59.7
2	81	40.3
TOTAL	201	100.0

It is evidient from Table 4.20 that more than half (59.7) ofthe total respondents could not make proper use of auxiliary verbs whereas about 40 percent of the respondents could use auxiliary verbs in the multiple choice question properly.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding in the use of auxiliary verbs.

Graph No. 4.20 histogram showing the frequency of errors in the use of auxiliary verbs in multiple choice question.
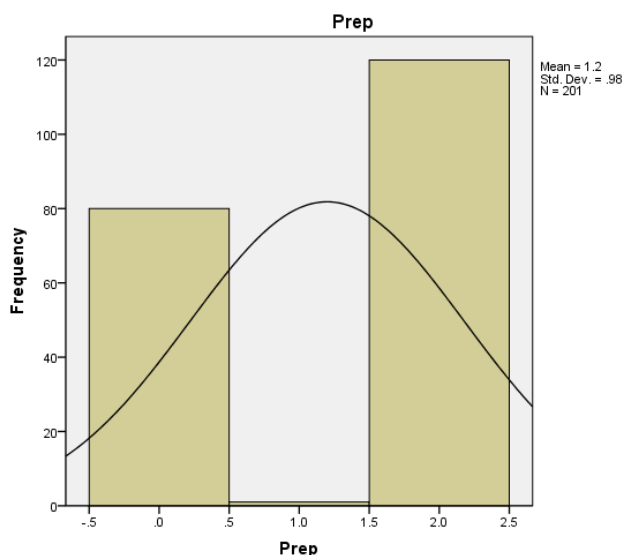
Preposition

Table 4.21: Frequency distribution of errors for question no.1 under head-grammar and sub-head preposition in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	80	39.8
1	1	.5
2	120	59.7
TOTAL	201	100.0

The above table shows that most of the total respondents i.e., 59.7 percent could use the prepositions correctly in multiple choice questions correctly whereas about 40 percent of the total respondents do not have sufficient knowledge in the use of preposition in multiple choice question.

Hence, it can be concluded that the majority of the respondents have sufficient knowledge and understanding about the use preposition in multiple choice question.

Graph No. 4.21 histogram showing the frequency of errors in use preposition in multiple choice question.
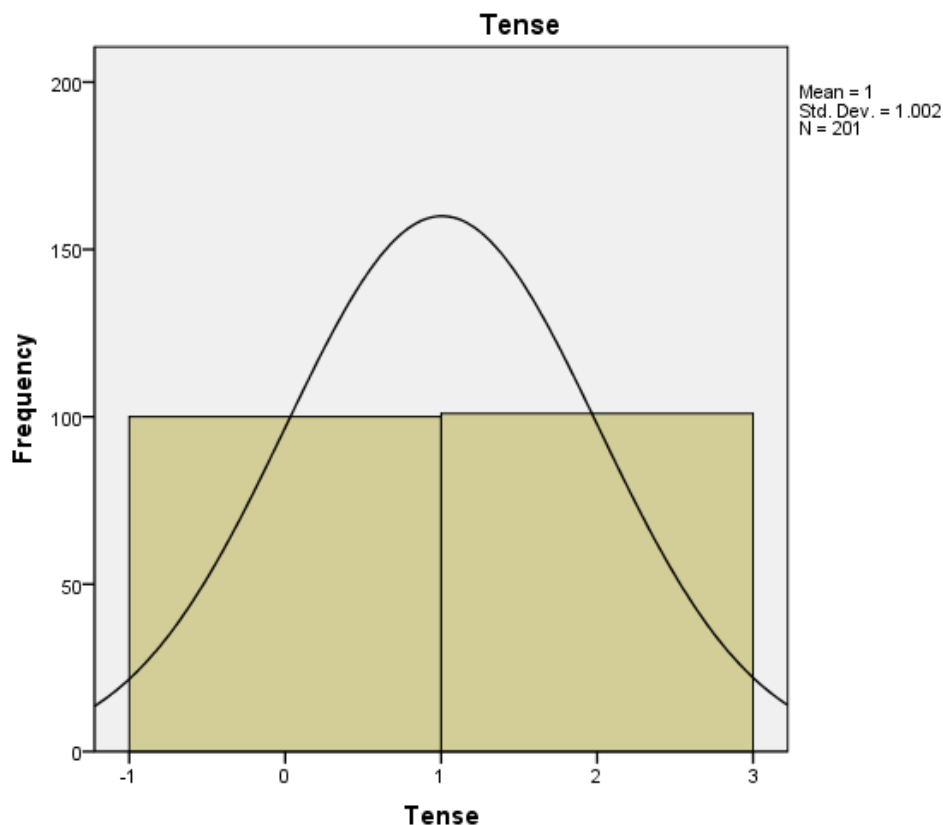
Tenses

Table 4.22: Frequency distribution of errors for question no.1 under head-grammar and sub-head tenses in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	100	49.8
2	101	50.2
TOTAL	201	100.0

It is evidient from Table 4.22 that 50.2 respondents used the correct form of tenses and 49.8 respondents did not use the correct form of tenses in the multiple choice question.

It can be concluded that the respondents who do not have sufficient and those who know the correct form of tenses are nearly same in multiple choice question.

Mean = 1
Std. Dev. = 1.002
N = 201

Graph No. 4.22 histogram showing the frequency of errors in tenses in multiple choice question.

Q.5 Syntax

Data related errors in syntax has been presented in Table 4.23

Table 4.23: Frequency distribution of errors for question no.5 under head syntax in K.V. No.3, JNV and DMS of class IX students.

RATING SCALE OF ERRORS	DISTRIBUTION OF RESPONDENTS	
	FREQUENCY	PERCENTAGE
0	105	52.2
1	52	25.9
2	44	21.9
TOTAL	201	100.0

It is evident from Table 4.23 that more than half of the total respondents are not familiar with the sentence structure whereas, 25.4 percent of the total respondents have knowledge to some extent and only 21.9 percent of the total respondents are efficient in the framing sentence.

  Therefore, it can be concluded that more than half of the students are not able to frame sentences properly.

Histogram

Mean = .7
Std. Dev. = .808
N = 201
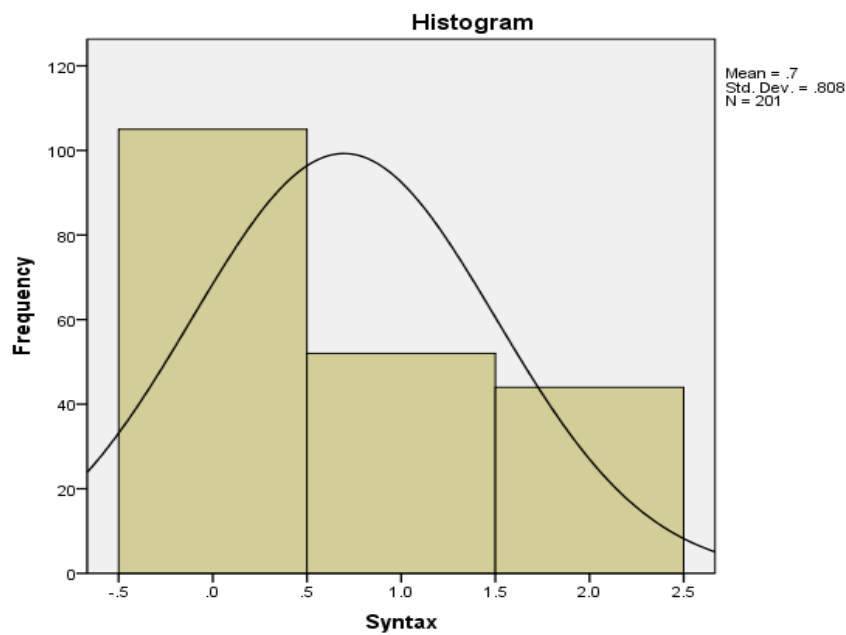
Graph No. 4.23 histogram showing the frequency of errors in syntax.

Chapter – 5

Summary

A Study of the Causes of Common Errors in English at Secondary level
(PAC 16.07)

5.0.Introduction

The main objective of the present study was to investigate the causes of common errors in English at secondary level. The data was collected on the basis of the test administered in class IX of three schools K.V. No.3, Bhopal, DMS Bhopal and JNV, Ratibad Bhopal.

5.1.Objectives of the study:

I.   To set criteria and analyse the question paper, questionnaire, interview schedule and observation schedule.
II.   To identify errors committed by students in general English.
III.   Group the errors under various heads and sub-heads.
IV.   To diagnose causes of the errors.
V.   To suggest remedial measures for improvement in achievement.

5.2 Hypothesis

There is linkage between errors and results: the more the errors the lower the performance of the students and language acquisition.

5.3 METHODOLOGY

Through the first workshop a test was developed which was administered on 210 students of Class IX of three schools(JNV, DMS-Bhopal, KV-3). Answers scripts was then be thoroughly analysed. Mistakes were identified o a tool developed and validated by teachers and Resource Persons. Thereafter they were analysed, grouped and sub-grouped. Observation and Information schedule, Questionnaires and Interviews were also conducted for teachers as well as students. Teaching materials catering to those difficulties can be prepared later on, if required. Training of teachers can also be conducted as per need. Participants in this study represented 3 higher secondary schools inbhopal selected on the basis of residential and non-residential educational facility as provided in these three different schools. K.V. 3 located near Ashima Mall, Danish Nagar, Bhopal. Demonstration Multipurpose School is a unit of RIE, Bhopal setup which aims at providing quality education which accommodates students, most of them being residents of Bhopal. The third school was JNV, Ratibad, Bhopal, which being a residential school offers students from different parts of the country residential facility at the school campus. Most of the students in this come from rural background. These three schools provided a

range of students which included students from rural and urban region, which assisted in analysing the errors in the usage of English Language by the students living in cities and villages, at the same time. As the students living in urban region are considered to be more familiar with latest studies in the field of education whereas the students from rural region are assumed to be lagging far behind the urban students. At each school site focal students were selected in Grades 9 by English teachers to represent as English language learners (L2).

The achievement test paper was completed by these students in their classes.

For our sample, we selected two compositions based questions, one guided and another unguided composition, which tested their ability to use prepositions, adjectives, verbs, verb tenses and of course, the correct usage of forms of tenses. In a number of cases,an essay was eliminated during coding because it was illegible or otherwise determined to be uncodable. This resulted in odd numbers in some categories in which some students had only one essay coded (instead of the two we planned to code for each essay). In addition, for some students no essays in social studies were available because the only writing they were asked to do in those classes was on worksheets or short-answer essay exams. Our sample broke down as follows: In the end, we collected 210 separate scripts for coding.

Scoring procedure

The 210 scripts of students in the final sample were analysed for types and frequencies of formal error using a coding instrument developed from instruments used in previous studies of first and second language writing.

5.4 Findings

QUALITATIVE ANALYSIS OF ALL THE THREE SCHOOLS NAMELY JNV, DMS AND K.V. NO.3

Tool-A   FOCUS GROUP DISCUSSION

Q.1 Do you know why you need to learn the English language at the school level?
 Ans. 54% students said that learning English at the school level makes students familiar to a foreign language which is extremely necessary for higher level studies and 14% of the students believe that it helps in vocabulary building.

Q. 2 Do you think vocabulary plays a significant role for learning the English language? Why?

Ans. 80% students agreed that it helps in gaining fluency and framing sentences in English language which in turn helps the speaker to communicate in English language.

Q. 3 What are the common problems faced pertaining to vocabulary building?

Ans. 14% of the students said since we are living in a technological era, vocabulary building over the net is time consuming process while 20% of the students said that pronunciation of words poses them a problem. Moreover, 36% of the students said they get confused with synonyms which consequently makes it difficult for them to memorise words.

Q. 4. Are any vocabulary games played in the classroom?

Ans. 54% of the students said various games such as word games, crossword, puzzle games, spell B are played in their classroom.

Q.5. In your experiences, have you improved so far with respect of spelling mistakes?

Ans.70 % of the students said we have improved so far only by means of dictation and text-reading, 10% of the students feel that apart from dictation and text-reading another factor that helped them improve was that they sought help from their teachers and friends. And a very small group of students, which is 3%, who are really dedicated towards their studies said they could improve through practising, writing ten times to by heart the words.

Q. 6How frequently your notebooks are assessed? Are the spelling mistakes and grammatical errors pointed out?

Ans. All the students from different schools said that their notebooks are assessed at least once in a week. And the spelling mistakes and grammatical errors are pointed out.

Q.7 Does the marking scheme matter to your performance? How?

Ans. 30% students said, yes the marking scheme does matter to our performance. If you know this early, how marks have been distributed among different units, it does help in preparing for exams. One thing is to be noted here that only those students answered this question who have more interest in studies as compared to other students of the class.

Q.8 Why do you think that some students of the class fare better than others
Ans. On being asked why some students fare better than others, 60%
of the students said that may be because of lack of interest in studies. While the 40% of the students think it may be because they get better tuition.

Q.9 What are the difficulties you face in language classroom?
Ans. 54% of the students said that they find it difficult to frame sentence using different forms of tenses and they get confused in different forms which consequently makes it difficult for them to frame sentences. While more than 50% said that use of grammar is hindrance for them in framing sentences.

TEACHER INTERVIEW SCHEDULE

Q.1 Which books are followed to teach English language to the class?
Ans. Prescribed text
      (ICT & extra material)

Q.2 Do you have a copy of the syllabus? (if yes) What changes are suggested by CBSE in the syllabus?
Ans. All the teachers have the copies of a copy of the syllabus.
   1. F.A.
   2. S.A.
   3. OTB Assignment.
   4. ASL
   5. C.C.E

Q. 3 How well do you believe you are coping with the demands of the syllabus?
Ans.
   1. Making every effort
   2. Enhancing and updating their own knowledge
   3. ICT
   4. Developing own methods & techniques.

Q.4 Do you include activities in your lesson/teaching? Tell us about all the activities you do with the learners. Who decides on the activities? (You or the students)
Ans.

1. Using multimedia
2. Library
3. Language games
4. Crossword puzzles
5. Presentations
6. Dramatization
7. Role play
8. Brain storming
9. Preparing charts.
10. Value based activities
11 . Activities suggested by CBSE
12. Radio/ Video show.
13. Debates.
14. Quiz.
15. Just a minute.
16. Extempore.

Initiated by the teacher and sometimes by students also.

Q.5 What purpose did these activities serve in your teaching?
Ans. Above activities serve the following purposes:-
1. Inculcate values.
2. Constructivist approach to learning.
3. Bring out the hidden qualities of students.
4. Students participate in the learning process and take on the responsibility of learning themselves.
5. Builds up confidence in them.
6. Encourage and motivate students.

Q.6 How do you make provision for learners from different backgrounds? How do you assist them?
Ans.
1. Peer teaching.
2. Remedial teaching.
3. Answers & explanations in simple language.

Q. 7 What activities/ strategies do you use to improve vocabulary of the students?

Ans.Following activities are used to improve vocabulary of students:-

1. Using a dictionary
2. Giving new words with meanings
3. Group reading
4. Spelling games
5. Preparing comics
6. Writing poems
7. Encouraging reading newspapers & magazines.
8. Noticing new words in the environment
9. Framing sentences with new words.
10 Just a minute activity.
11 Promoting listening & speaking skills
12 Role play
13 Story telling
14 Quiz

Q. 8 What do you think how can these mistakes be minimised and improved?
Ans. These mistakes can be minimised and improved by using following strategies:-

1. Using library
2. Grammar
3. Worksheets
4. Continuous scrutiny of various subjects across the curriculum approach.
5. Students lack efforts and often do not follow the suggestions.
6. Continuous/ sustained efforts by both students and teachers.
7. Through assignments.

Q. 9 Do you neglect spelling mistakes in the answer copies of the exams and note books?
Ans. No, all the teachers refused that they do not neglect spelling mistakes in the answer copies of the exams and note books.

Q. 10 Do you undertake some activities to improve the spelling errors of the students? What is it?

Ans. Following are some activities undertaken to improve the spelling errors of the students:-

1. Language games and activities as mentioned earlier.
2. In one case dictation was used as a method.
3. And in couple of others rules of phonetics were employed

Q. 11 Any suggestion that you would like to give to improve grammar and word-power of the students.

Ans. The following suggestions have been given by the concerned teachers of class IX of all the three schools :-

1. Grammar should be integrated in classroom teaching.
2. Grammar teaching should be simplified.
3. Reading should be encouraged, especially in a context.
4. Speaking in English must be made mandatory.
5. Regular practise of grammar and writing skills.
6. New words in a text should be introduced with meaning.
7. Sufficient time must be provided to students as well as to the teachers.

Quantitative Analysis of Data of DMS, KV. 3, JNV, Ratibad

The major objective of the study is to identify the errors committed by the students in General English. For identifying the common errors through tool (question paper) errors had been categorised question-wise under various heads and sub-heads and presented in the form of frequency and percentage under different tables and graphs and under different captions.

Tenses

An overwhelming majority (60.2 percent) of the respondents did not have the proper knowledge of tenses whereas about 34.8 percent of the respondents had some knowledge of tenses. It was noted that 5 percent of the total respondents had the proper knowledge of the tenses.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of tenses and only a few percent of students are able to use the tenses properly.

Subject-verb agreement

An overwhelming majority (58.2 percent) of the respondents did not have the proper knowledge of subject-verb agreement whereas about 33.8 percent of the respondents had some knowledge of subject-verb agreement. It was noted that 8

percent of the total respondents had the proper knowledge of the subject-verb agreement.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of subject-verb agreement and only a few percent of students are able to use the subject-verb agreement properly.

Prepositions

A good number of students (37.3 percent) of the respondents are able to use the preposition properly whereas about 35.3 percent of the respondents had sufficient knowledge of preposition. It was noted that only 27.4 percent of the total respondents do not have the proper knowledge of the preposition.

It can be concluded from the table that a good number of students are able to perform better with respect to the use of preposition

Spellings

47.3 percent of the total respondents were not able to spell the words correctly in unguided composition whereas, 41.8 percent of the total respondents were able to spell words correctly and a very less no. of students (10.9 percent) could not write the spellings correctly.

It can be concluded that more than half of the students are not able to spell words correctly.

Punctuation

An overwhelming majority (70.6 percent) of the respondents did not have the proper knowledge of punctuation marks   whereas about 3.0 percent of the respondents had some knowledge of punctuation marks . It was noted that only 26.4 percent of the total respondents had the proper knowledge of the punctuation marks.

It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of punctuation marks and only a few percent of students are able to use the punctuation marks properly.

Word Limit

More than half of the respondents (55.2 percent) could not follow the given word limit in unguided composition whereas, about 44.3 percent of the total respondents were able to follow the given word limit in guided composition.It can be concluded that more than half of the students are not able to follow the given word limit in guided composition.

Format

About 50% of the total respondents were able to use the correct format of diary in unguided composition whereas one-fourth of the total respondents had somewhat used the format and an equal percentage of this could not use the correct format. It can be concluded that half of the total respondents are able to use the correct format of given unguided composition.

Lexical

An overwhelming majority (67.2 percent) of the respondents could not make proper use of lexical words whereas about 21.9 percent of the respondents had some knowledge of lexical words. It was noted that only 10.9 percent of the total respondents had used lexical words properly.
It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding about the use of lexical words

Auxiliary Verb

More than half (59.7) of the total respondents could not make proper use of auxiliary verbs whereas about 40 percent of the respondents could use auxiliary verbs in the multiple choice question properly.
It can be concluded that the majority of the respondents do not have sufficient knowledge and understanding in the use of auxiliary verbs.

Syntax

More than half of the total respondents are not familiar with the sentence structure whereas, 25.4 percent of the total respondents have knowledge to some extent and only 21.9 percent of the total respondents are efficient in the framing sentence.

Therefore, it can be concluded that more than half of the students are not able to frame sentences properly.

5.5 Suggestions

On the basis of findings, the major problem lies in grammar, vocabulary, punctuation, following word limit and format of composition. Even grammar has a hierarchy as seen in areas like tenses, auxiliary verbs, subject verb agreement and overall sentence structure. Therefore, it is suggested that more time should be spent on grammar activities and composition. Normally it is seen that teachers devote their time on the text books which contain poems and stories. Less time is given to grammar, vocabulary and composition. Therefore, students are not able to understand sentence structure, nor are they able to develop their creative writing skills.

If the teachers plan their lessons in such a way that texts are connected to grammar, punctuation, vocabulary and also focus on creative dimensions of texts, it may help the learners to acquire confidence in these areas. More activities can be planned on these topics and teaching learning in English can be based on grammar in context, vocabulary in context, punctuation in context. This may create a bridge between text and areas related to grammar, vocabulary, punctuation and composition. It may solve the problem of completing the syllabus and also enable the learners to understand the errors they commit and rectify it. There is a need to involve learners in the process of evaluation which means that only pointing out errors will not help; the learners must understand why errors are considered errors. This will surely clarify the doubts they have and instil confidence in them.

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Appendix

A Study of the Causes of Common Errors in English at Secondary level
(PAC 16.07)

i.   Programme Proposal

Research
A Study of the causes of common errors in English at secondary level
PAC No –16.07

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A Study of the Causes of Common Errors in English at Secondary level
(PAC 16.07)

Regional Institute of Education, Bhopal
PAC Programme No.16.07

1.   Title of the Study: A Study of the causes of common errors in English at secondary level

2.   Need and Justification: There is a growing concern regarding results in English. It has been noted that on the one hand the results of English are not up to the mark and on the other hand there has been an increase in the number of drop outs and failures in English. Moreover it has also been observed that students generally lack the adequate LSRW skills of the English Language. Therefore, an analysis of the errors committed by students can help to locate the difficulties that they face and suggest measures for improvement.

3.   Objectives of the study:

   I.   To set a criteria and analyse the question paper, questionnaire, interview schedule and observation schedule.
   II.   To identify errors committed by students in General English.
   III. Group the errors under various heads and sub-heads.
   IV.   To diagnose causes of the mistakes.
   V.   To suggest remedial measures for improvement in achievement.

4. Methodology: Through the first workshop a test will be developed which will be administered on 210 students of Class IX of three schools(JNV- Ratibad, DMS- Bhopal and KV 3, Bhopal). Answer scripts will then be thoroughly analyzed. Mistakes will be identified on a tool developed and validated by teachers and Resource Persons. Thereafter they will be analyzed, grouped and sub- grouped. Observation and Information schedule, Questionnaires and Interviews will also be conducted for teachers as well as parents. Measures will be suggested to improve performance and achievement at Secondary Level in General English. Teaching materials catering to those difficulties can be prepared later on, if required. Training of teachers can also be conducted as per need.

5. Overview :

6.   Conceptual Framework: Errors are an integral part of language acquisition. In a traditional second language teaching situation, they are regarded as the linguistic phenomenon deviant from language rules and standard usages. With modern advancements errors are not considered as problems but are actually stages in the target language development. It is believed that the better the understanding of the sources of errors, the better second language teachers will be able to detect the process of second language learning. By Error Analysis is meant the study and analysis of language learners to find how to obtain information on the problematic areas of language in the preparation of teaching material. The concept of Error Analysis to identify the hard spots occupies significance in Assessment and also helps in locating difficulties in learning amongst learners. Here, the variables are errors and results. The Independent variable is errors and the dependent variable is results. If the errors are less, the results would be good.

7. Research Questions/ Hypothesis : Hypothesis: There is linkage between errors and results; the more the errors the lower the performance of the students and language acquisition.

8. Educational Implications: This study will help the teachers to analyze

the performance and language abilities of students in English. As it is Class IX, it will be possible to rectify errors and help students to perform better in English.

9. Design and Plan of the Study : The research will be conducted in the following phase

Planning meeting(In house- 2 days)	27-28 June 2016
Appointment of JPF	August 2016- January 2016
First workshop for development of tool(in house)	11-15 July 2016
Second workshop for finalization of tool	10-12 August 2016
Administering of test developed	September 2016
Workshop for analysis of answer scripts	17-21 October 2016
Data collection	November– December 2016
Workshop for data analysis and report preparation	January 2017

Sample: For conducting research study researcher will take following sample-

Sl. No	Name of the schools	No of copies
1.	DMS Bhopal	70
2.	KV No. 3, Bhopal	70
3.	JNV Ratibad Bhopal	70

Tools :
- Student achievement test in English.
- Questionnaire for teachers.
- Interview schedule for teachers
- Observation Schedule (classroom processes/teaching-learning processes)
- Information schedule (teaching-learning facilities, data collection regarding Infrastructure.)

10. Data Processing: The proposed study is mixed model research. Data will be analyzed with the help of frequency distribution and percentage. Qualitative analysis will be done through Triangulation.

11. Time Budgeting

S.No.	Activities proposed to be organized	Proposed dates
1	Planning meeting(In house- 2 days)	27-28 June 2016
2	Appointment of JPF	August 2016- January 2016
3	First workshop for development of tool(in house)	11-15 July 2016
4	Second workshop for finalization of tool	10-12 August 2016
5	Administering of test developed	September 2016

6	Workshop for analysis of answer scripts	17-21 October 2016
7	Data collection	November– December 2016
8	Workshop for data analysis and report preparation	January 2017

12. Organizational Framework

Role	Task
Principal Investigators	1. Recruitment of JPF 2. Organizing workshops for development of tools to conduct the study 3. Field visits 4. Monitoring the process of data collection 5. Organizing workshop for analysis of data 6. Preparation of Report
JPF	1. Helping in development of tools for data collection 2. Data collection from the field 3. Assisting in compilation of data 4. Assisting in analysis of data 5. Assisting in preparation of report

13. Detailed Budget of activities proposed

13.1   Activity No. 1 : Planning Meeting
         Proposed Dates : 27-28 June 2016

S.No.	Items of Expenditure	Estimated Expenditure
1.	Refreshment/Water/Contingency	1,000/-
	Total	1,000/-

13.2   Activity No. 2 : First workshop for Development of Tool
         Proposed Dates : 11-15 July 2016

S.No.	Items of Expenditure	Estimated Expenditure
1.	Refreshment/Water/Contingency	2500/--
	Total	2500/-

13.3   Activity No. 3 : Second workshop for Finalization of Tool
         Proposed Dates : 10-12 August 2016

S.No.	Items of Expenditure	Estimated Expenditure
1.	Honorarium For RPs (10-Local)	1800x10x3=54,000/-
2.	Working Lunch (10 Local RPs + 5 Int. RPs)	115x15x3=5175/-
3.	Tea/Refreshments	30x15x3=1350/-
4.	Local Conveyance (10 RPs-Local)	250x10x3=7500/-
5.	Stationery	2,000/-
6.	Daily Wager	1,250/-
7.	Miscellaneous	5,000/-
	Total	76,275/-

13.4   Activity No. 4 : Administering of Test

Proposed Dates : September 2016

S.No.	Items of Expenditure	Estimated Expenditure
1.	Local Conveyance @ 500/ visit (4 visits) JPF+PIs	500x4=2000
	Total	2000/-

13.5   Activity No. 5 : Workshop for Analysis of Answer Scripts

S.No.	Items of Expenditure	Estimated Expenditure
1.	Honorarium For RPs (10-Local)	1800x10x5=90,000/-
2.	Working Lunch (10 Local RPs+ 5 Int. RPs)	115x15x5=8,625/-
3.	Tea/Refreshments	30x15x5=2,250/-
4.	Local Conveyance (10 RPs-Local)	250x10x5=12,500/-
5.	Stationery	2,000/-
6.	Daily Wager	1,250/-
7.	Miscellaneous	5,000/-
	Total	1,21,625/-

Proposed Dates : 17-21 October 2016

13.6   Activity No. 6 : Data Collection
Proposed Dates : November- December 2016

S.No.	Items of Expenditure	Estimated Expenditure
1.	Conveyance/Stationery/Miscellaneous	15,000/-
	Total	15,000/-

13.7   Activity No. 7(i) : Data Analysis and Report
Proposed Dates   : January 2017

S.No.	Items of Expenditure	Estimated Expenditure
1.	Honorarium For RPs (10-Local)	1800x10x5=90,000/-
2.	Working Lunch (10 Local RPs+5 Int. RPs)	115x15x5=8,625/-
3.	Tea/Refreshments	30x15x5=3,375/-
4.	Local Conveyance (10 RPs-Local)	250x10x5=12,500/-
5.	Stationery	2,000/-
6.	Daily Wager	1,250/-
7.	Miscellaneous	5,000/-
	Total	1,21,625/-

Activity No. 7(ii) : Preparation of Report
Proposed Dates   : January 2017

S.No.	Items of Expenditure	Estimated Expenditure
1.	Report(Photocopy/Binding)	10,000/-

A Study of the Causes of Common Errors in English at Secondary level
(PAC 16.07)

	Total	10,000/-

14. Total Budget

S.No.	Activity	Proposed Dates	Estimated Expenditure(if any)
1	Planning meeting	27-28June 2016	1000/-
2	Honorarium of JPF	August 2016-January 2017	144000/-
3	First workshop for development of tool	11-15 July 2016	2500/-
4	Second workshop for finalization of tool	10-12 August 2016	76,950/-
5	Administering of test developed	September 2016	2,000/-
6	Workshop for analysis of answer scripts	17-21 October 2016	1,21,625/-
7	Data collection	November- December 2016	15000/-
8	Workshop for data analysis and report preparation	January 2017	1,31,625/-
	Total		4,94,700/-

Signature of Principal Investigator   Signature of Head of Department

Signature of Co- Principal Investigator

ii.   Tools

Focused Group Discussion

Q.1 Do you know why you need to learn the English language at the school level?
Ans. ⸻

Q.2 Do you think that vocabulary plays a significant role for learning the English language? Why?
Ans. ⸻

Q.3 What are the common problems faced pertaining to vocabulary building?
Ans. ⸻

Q.4 Are any vocabulary games played in the classroom?
Ans. ⸻

Q.5 In your experiences, have you improved so far with respect to spelling mistakes?
Ans. ⸻

Q.6 How frequently your notebooks are assessed'? Are the spelling mistakes and grammatical errors pointed out?
Ans. ⸻

Q.7 Does the marking scheme matter to your performance? How?
Ans. ⸻

Q.8 Why do you think that some students of the class fare better than the others?
Ans. ⸻

Q.9 What are the difficulties you face in language classroom?
Ans. ⸻

A Study of the Causes of Common Errors in English at Secondary level
(PAC 16.07)

Teacher Interview Schedule

Q,1 Which books are followed to teach English language to the class?
Ans. _____

Q.2 Do you have a copy of the.syllabus? (yes) What changes are sul.!gested by CBSE in the syllabus'?
Ans. _____

Q.3 How well do you believe you are copying with the demands of the syllabus?
Ans. _____

Q.4 Do you include activities in your lesson/teaching? Tell us about all the activities you do with with learners. Who decided on the activities? (You or the students)
Ans. _____

Q.5 What purpose did these activities serve in your teaching? (e.g. Do they verify what you had taught in earlier lessons)?
Ans. _____

Q.6 How do you make provision make provision for learners from different backgrounds'? How do you assist them?
Ans. _____

Q.7 What activities strategies do you use to improve vocabulary of the students?
Ans. _____

Q.8 What do you think how can these mistakes be minimized and improved? Do you follow you suggestions?
Ans. _____

Q.9 Do you neglect spelling mistakes in the answer copies of the exams and note books?

Ans. _____

Q.10 Do you undertake some activities to improve the spelling-errors of the students? What is it'?

Ans. _____

Q.11 Any suggestions that you would like to aive zo improve grammar and word.-power of the

Ans. _____

Pupil and Classroom Observation Schedule

School: _____ Date: _____

Level/ Class: _____ Time: _____

Teacher: _____ Observer: _____

Content:_____Observation: _____

(PERTAINING TO CLASS-ROOM ENVIRONMENT)

I . Is the environment rich and stimulating? Yes ____No___Why?

_____

2. Is the teaching learning environment encouraging for the pupils to learn new words?
Yes   No   what is the approach of the teaching learning process to learn new words?   ____

_____

3. Describe the class atmosphere. _____

(PERTAINING TO THE TEACHER)

1. Describe the teacher's appearance. Friendly   ___Neat ____Approachable ____

2. Does the teacher appear to know the content/resources/method fully?
Yes _____ No _____Can't tell _____

3. Does the teacher relate the content/skills being covered into the daily life of the pupils/community?
Yes _____ No _____ Not applicable _____

4. Check the instruction methods the teacher uses (for at least 10 minutes of lesson).

Lecture	Writing Notes	Demonstration/ Expressions	Answering queries	Question and Answers
Group work	Marking in	Working with	Group	Any other

	Books	individual	recitation	

Any other, please list: _____

5. Does the teacher tell pupils how well they are doing in their work during the lesson?

Yes _____ No _____ Somewhat _____

 If yes, please describe how the teacher does that. _____

6. Does the teacher discipline the pupils? Yes No
If yes, in what ways does the teacher discipline the pupils?

7. Does the teacher praise the pupils? Yes _____ No _____
If yes, how does the teacher praise the pupils? _____

8. What strategies did the teacher use to assess oral language? (Tick that applies)

Asks pupil to Repeat phrase/word/sound	Accepts/Expect a choral response	Asks pupils to give in brief a yes/no response	Choral response to give in brief yes/no	Pupils to give Free expression response

Other: _____ None _____

9. What strategies did the teacher use to assess reading? (Tick that applies)

Individual Loud Reading	Choral/Silent Reading	Comprehension questions

 Other: _____None _____

10. What did the teacher do when a child gave the wrong response or did not respond at all? (Tick that applies)

Call on another child	Provide feedback	Provide Remediation modelling	Provide Remediation analysis	Criticize the child	Encourage the child to try again

Ignore the error _____other: _____

11. Teacher-Child Interaction:

Calls on boys and girls equally	Calls Mainly on girls	Calls Mainly on boys	Praises all children	Praises Mainly girls	Praises Mainly boys	Involves All children

12. How does the teacher discipline the children? (Tick that applies)

No discipline observed	Yells at the child	Hitsthe child	Punishes the child	Quietly Reminds Them is behaving child of the rules	Separates the misbehaving child from other children

Other (specify) _____

13. How does the teacher praise the children? (Tick that applies)

No praise observed	Compliments the child	Pats the child	Gives the child a reward

Other (specify) _____

14. Does it appear that the teacher follows the daily schedule?
Yes _____ No _____ Can't tell _____
Comments: _____

15. Can you identify any patterns for when 'teachers or children use English language or any another (e.g.,when teachers discipline or praise children, instruction versus class management, when children talk to other children, etc.)?

_____

16. List any functional English expressions observed that is a part of the classroom routine.

_____

17. Describe the lesson and instructional strategies.

_____

(PERTAINING TO THE STUDENTS)

1. How many pupils are in the class today?   _____
2. How many girls are in the class today?   _____
3. How many boys are in the class today?   _____
4. Do some pupils have more access to materials (e.g., textbooks) than other pupils?

Yes ___ No _____ Can't tell _____

if yes, which types of pupils have more access?

5. Do the students carry dictionary/ pocket dictionaries with them?
      Yes _____   No _____   Can't tell ' _____

If yes, All the Students _____ Few _____

6. What are the pupils doing? Please tick pupil activities.

Writing	Reading out loud	Reading silently	Asking questions of the teacher	Answering teacher's questions
Giving choral answers	Talking with other pupils	Misbehaving	Doing math problems	Drawing

Other, please list: _____

7. Are the pupils being given an opportunity to practice/ reflect what they are learning? Yes _____No_____

If yes, please describe the opportunities and how many children are participating.

8. Are some pupils getting more teacher attention than others? Yes ____No ___

If yes, what types of pupils get the attention? _____

9. What types of pupils get the most praise? _____

10. Do pupils appear to be interested in the class?   Yes ___No ___ Can't tell ___

11. What indications are there that pupils are/are not interested?   _____

12. Is the lesson adapted for low-performing pupils? Yes _____ No _____
If yes, how? _____

13. Is the lesson adapted or is there enrichment for quick learners.
Yes ___No ____
If yes, how? _____

14. What percentage (approximately) of what the children say is in English, in Hindi, or in a mix of Hindi and English? (Language Usage)

Children:	English	Hindi	Mix
A. During English class (Over-all)	_____	_____	_____
B. During interaction	_____	_____	_____
C. During explanation	_____	_____	_____
D. During discipline maintenance	_____	_____	_____

(PERTAINING TO THE TEACHER STUDENT INTERACTION)

1. Is the interaction between teacher and students appropriate? Yes No Why?
_____

2. What specific topics and skills arc being covered in Mc lesson?

Listening _____ Speaking _____ Reading Writing _____ Reading _____
_____

3. What percentage (approximately) of what the teacher says is in English, in Hindi, or in a mix of I lindi and English? (Language Usage)

Teacher:	English	Hindi	Mix
A. During English class (Over-all)	_____	_____	_____
B. During interaction	_____	_____	_____
C. During explanation	_____	_____	_____
D. During discipline maintenance	_____	_____	_____

4. How many minutes of the total class time are spent on instruction/learning of the subject on the timetable? _____ minutes _____% of total time

5. Is the word-power aspect of learning worked upon in the class-room?
Yes _____ No _____
If yes,How? _____

If no, mention the observation. _____

(PERTAINING TO THE TEACHING-LEARNING MATERIAL)

1. Tick the appropriate.
                    Classroom Resources for teaching-learning
     V = visible but not used   U = used in this lesson
     N = not visible but available   A = not available

2. What is on the walls? What is on the blackboard?
   _____

3. Are there any other visual aids or pictures (tense-charts, grammar rules, etc.)?
Yes _____ No ___What is it?
   _____

 4. About how many pupils have pencils or pens? _____ Can't tell

5. About how many pupils have paper/notebooks? _____ Can't tell

6. Are pupils using textbooks in the lesson? Yes _____ No _____

How are these put to use? _____

7. Please circle for the availability wherever relevant. Cheek with teacher if you are not sure.

prescribed textbooks	exercise books	Wall charts
Chalkboard, duster & chalk	power points	visual teaching aids

Comments: _____

8. Is the teaching-Learning materials developmentally appropriate?
 Yes ———— No ————

 If no, Why?

 _____

9. Does the materials and equipment provide a wide range of experience?
Yes ————No————

If no, Why?

 _____

10. Is the text-book only source of teaching-learning process? Yes No

 _____

11. What, if any, instructional materials are being used during the lesson?

 _____

12. If pupils are using any materials, what are they doing with them?

 _____

iii. Test in English

TEST PAPER
CLASS-IX
(Writing and Grammar)

1. With the help of the following story line, write a story in about 80-100 words on the topic: 'A Teacher's Love for his Student'.

(4marks)

> A man searches for his Old Guru-prays to God-dreams of finding him near a seashore-next morning goes there-gets success-sees his Guru as a fisherman-feels ashamed-does not recognize and moves-faints due to heat-fisherman picks him up-takes to safe place-when he wakes up, sees fisherman at his side protecting him-man realizes his mistake-touches Guru's feet-feels sorry.

2. You had a heated argument with your mother in the morning over going to the school on motorbike. Your mother did not allow you as you did not have a driving license.

   However, you realized your mistake later. Pen down your experience in the form of a diary entry in not more than 100-120 words.

(6 marks)

3. The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction in your answer sheet against the correct blank number. Underline the word that you have supplied.

(4 marks)

	Incorrect	Correct
For the first time in Australia,		
robots will be used for served	(a)…………….	
………………..		
meals to patients on posh new	(b)…………….	
………………..		
plates at one of Sydney's hospital.	(c)…………….	
………………..		

Accordingly to media reports, its ………………..	(d)…………….
officials has changed its menu ………………..	(e)…………….
served to the patients since nutritious ………………..	(f)…………….
is crucial to good health, or shall ………………..	(g)…………….
also have robots delivered meals ………………..	(h)…………….
to patients by the end of next year.	

4. Complete the paragraph given below choosing the correct alternatives. (3 marks)

   Millions of people (i)………….trouble getting enough sleep. Recent research links lack (ii)…………….sleep to health problems ranging (iii)…………….hypertension to weight gain. You may have (iv)…………….medication. You may learn how to stay (v)……………..from caffeine and nicotine. You are probably wise to eat too big a meal a couple of hours (vi)…………………going to sleep.

   (a) (a)has   (b)have   (c)are   (d)is
   (ii) (a)of   (b)from   (c)with   (d)in
   (iii) (a)with   (b)in   (c)from   (d)as
   (iv) (a)try   (b)tried   (c)trying   (d)tried
   (v) (a)away   (b)near   (c)close   (d)beside
   (vi) (a)at   (b)after   (c)before   (d)during

5. Rearrange the following words and phrase to form meaningful sentences:-
   (3 marks)
   (a) does/why/reddish orange? / the rising/sun/setting/or/appear
   (b) The atmosphere /the rays of/ are scattered/ the sun/ travel through/ as they
   (c) The sun/overhead/is/when/rays/the vertically/travel