

## **ERROR ANALYSIS IN WRITTEN ENGLISH OF STUDENTS OF STD. XII OF AURANGABAD CITY: A CASE STUDY**

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### **GENERAL BACKGROUND**

Maharashtra has a long history of English language. Teaching and learning. Even during the height of the Nationalist Movement for independence, the activity of English language teaching was encouraged and supported by most of the nationalist leaders. Until 1960's the approach of English language teaching was classical with an emphasis on grammar and translation. The materials used were typical of the time, prose anthologies and Golden Treasures often compiled by the English for the English children.

The new curriculum of English in Maharashtra indicates a gradual move towards learner centered education. The objectives were restricted, the syllabuses were revised and consistent radical changes were made in the materials, methods and testing framework. The main thrust of change is on equipping the learner with communication skills useful in real life context.

### **Design of Study**

Error analysis enables the teachers to go to the level of the students themselves and to have a look at their difficulties and to find out the areas where they need special help. The classification of different types of errors and the establishment of their relative frequencies will be to a large extent, futile exercises unless at the same time we are trying to find out why errors are made. Recognition, description and explanation are the three usual stages. The explanation of error can be regarded as a linguistic problem i.e. a statement of the way the learner has deviated from the realization of rules of the target language in the derivation of his sentence, that is, what rules he has violated, substituted or disregarded. The successive

linguistic system i.e. the analysis of the errors by the learner can give an insight into the abilities of the learner in the process of learning,

### **Significance of the problem**

A close perusal of the results of Aurangabad District at H.S.C. Board shows that the results of H.S.C. (XII) have disconcertingly gone down. The falling ratio of students passing in English indicates that somewhere something is wrong.

The question that arises is, where lies the fault then? In the entire educational set up school is the only place where the very roots of learning are nurtured. It is the place where the basic concepts of English language, right at the initial stage of the educational career have to be classified. But unfortunately the expectations are not fulfilled. The objectives of ELT are not achieved in a manner one would expect it to be and as a consequence the standard of English is deteriorating day by day. The learners of English are not properly exposed to the language at this stage. They do not get sufficient drill in writing when they come to junior college. At Std. XI and XII they are unable to attain the required mastery over the language since the +2 stage is the transitional stage between school and college. It is important that the students be helped at this stage to acquire the English language which they need to continue their studies in any chosen field of either general or professional nature. The focus of study is the students of Aurangabad. The survey tries to analyze the errors made by the average college entrant, so that it would open fresh avenues for the eradication of errors and might yield fruitful result.

### **Method of Research**

The study adopts the survey mode of research. The term survey suggests the gathering of evidence relating to current conditions.

Keeping the important points of survey method in mind the researcher decided that it will be a suitable method for the purpose of this research and investigation and adopted it.

## **Objectives of the Study:**

There are various errors found in the written English of the students of Std. XII of Aurangabad city. Generally errors in the use of articles, prepositions, use of tenses, Sentence construction and spellings are found. It is a common observation that majority of students cannot write simple and correct English.

This investigation will help the teachers to know the weak areas of the learners, to modify their methodology of teaching English at +2 level,

## **Hypothesis:**

- The students of Std. XII do not achieve the target set up by the syllabus of 2000 vocabulary and 275 basic structures.
- There are errors in the written English of the students of Std. XII.
- Their sentence construction is faulty. They do not write grammatically correct English.
- They make mistakes in the use of articles, prepositions, tenses, and verbs and do not write simple and correct English.
- They make mistakes in spellings and punctuations.

## **Tools for Data Collection:**

The tool selected to gather data through survey method is mainly a Questionnaire.

The questionnaire for the teachers and students of English at +2 level in Aurangabad city contained items related to the personal details, their proficiency in the subject, their educational and professional qualifications, in-service training, and teaching experience. The items were classified as under:

- 1) Personal information.
- 2) Academic qualification.
- 3) Professional qualification

4) Teaching experience

5) Suggestions to improve the writing skills of the Std. XII.

**Analysis of data:**

The researcher undertook the survey by giving a questionnaire to the students of +2 stage of Arts & Science. Questionnaires were given to students of Aurangabad city. The researcher received all the questionnaires back with their response. The questionnaires were corrected and analyzed. Following is the findings:

**Table 1**  
**Frequency Distribution of Errors**

Sr. No.	Types of Errors	Number	Percentage
1.	Errors connected with vowels	578	56.35
2.	Errors connected with consonants	250	24.37
3.	Errors connected with plural forms	18	1.75
4.	Errors connected with past forms	15	1.46
5.	Errors connected with nouns	30	2.92
6.	Other errors difficult words, gross errors or due to haste.	105	13.16
	Total	1000	

**Table2**

***Frequency Distribution of Errors Regarding Consonant Graphemes***

Sr. No.	Types of Errors	Number	Percentage
1	Replacement of consonant grapheme	41	16.4
2	Transposition of consonant graphemes	1	0.4
3	Omission of consonant graphemes	88	35.2
4	Single consonant graphemes	45	18.0
5	Double consonant graphemes singled	56	22.4
6	Insertion of consonant graphemes not required	17	6.8
7	Consonant graphemes misplaced	2	0.8
	Total	250	

**Table3**

***Distribution of Errors of Preposition***

Sr. No.	Types of Errors	Number	Percentage
1.	At	35	9.33
2.	For	16	4.27
3.	From	14	3.73
4.	On	21	5.60
5.	In	23	6.13
6.	To	19	5.07
7.	Into	29	7.73

**Table 4**

**Errors of articles**

Sr. No.	Types of Errors	Number	Percentage
1.	Insertion of 'the' where not required	26	21.96
2.	Insertion of 'a' where not required	05	19.92
3.	Insertion of 'an' where not required	14	11.07
4.	Omission of 'a'	25	31.50
5.	Omission of 'the'	35	3.40
6.	Omission of 'an'	30	2.91
7.	'a' instead of 'the'	10	0.92
8.	'an' instead of 'the'	7	0.68
9.	'the' instead of 'a'		0.92
10.	'the' instead of 'an'	13	1.31
11.	Left blank	4	4.47
12.	Shivaji instead of the	1	0.92

**Table 5**

**Sentence structure:**

Sr. No.	Types of Errors	Number	Percentage
1	Subject Verb(SV)	122	25.63
2	Subject Verb Adjunct.(SVA)	107	21.84
3	Subject Verb Compliment (SVC)	84	17.64
4	Subject Verb Object(SVO)	36	7.56
5	Subject Verb Object Adjunct(SVOA)	45	9.525
6	Subject Verb Object Object(SVOO)	56	11.76
7	Subject Verb Object Compliment(SVOC)	29	6.09

**Table 6**  
**Tense**

**Table showing the frequency distribution of errors of tenses.**

Sr. No.	Types of Errors	Number	Percentage
1	Errors of simple present tense	139	27.09
2	Errors of simple past tense	28	5.45
3	Errors of future tense	57	11.11
4	Errors of present continuous tense	83	16.17
5	Errors of present perfect tense	42	8.18
6	Errors of present perfect continuous tense	07	1.36
7	Errors of past continuous tense	23	4.48
8	Errors of past perfect tense	09	1.75
9	Errors of past perfect continuous tense	17	3.31
10	Errors of future continuous tense	27	5.26
11	Errors of future perfect tense	33	6.43
12	Errors of future perfect continuous tense	48	9.35

## Conclusion

It is a pragmatic observation that the changes envisaged at all the stages of learning would be beneficial for students in their life. It is the need of the time and future to bring about a change that would make learners independent and able to face the challenges of the future. It is for the teacher of English, educationist, policy makers and all the concerned to think of the impending changes.

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