ERROR ANALYSIS IN USING ENGLISH LANGUAGE AT HIGHER SECONDARY LEVEL: A CRITICAL REVIEW

Premchand Babarao Nagdeote
Ph.D. Research Scholar
Department of Linguistics
Dr. Harisingh Gour Central University of Sagar, Madhya Pradesh (India)

Abstract: This paper attempts to study error analysis and its implementation in the 'Error Analysis (EA) in using English at a Higher secondary level. It starts by systematically reviewing the concept and a theory concerning its (EA) Error Analysis Emphasis on "correctness" is due to the presumption that erroneous structures or deviations from linguistic code will lead to comprehensibility and impediment in communication.

The Aims & Objective of the present research study is to discover the error in using English at a higher secondary level and look for the reason behind the problems.

Qualitative & quantitative methods were used in this present research.

The present research study hypothesizes that the students make errors in using articles, prepositions, correct verbs, model verbs, figurative speech, parts of speech, numbers, tense and spelling. The higher secondary using level needs to improve errors in writing.

Conclusion: This research will be helpful to know the error of the situation in using English.

Index Terms- **English language, ELT, Language Learning, higher secondary level, Error Analysis.**

I. Introduction:-

Error analysis studies errors made by second and foreign-language learners. (Richards et. cl) The error analysis in SLA (Second Language Acquisition) was established in the 1960s by Pit Corder & his colleagues. Error analysis (EA) was an alternative to contrastive analysis,

an approach influenced by behaviorism through which applied linguists thought to use the formal distinctions between the learner's first and second language to predict errors. There is a difference between an error and a mistake. When learners commit errors, he does not know that because the first language rules inherently affect the second language. When a learner commits a mistake, that person knows about it. Error is a systematic deviation when a learner has yet to learn something and consistently gets it wrong. The mistake is described as a speaker's language deviation that occurs in the speaker and, although familiar with the rule, fails to perform according to their competence. Errors can be divided into two parts Interlingual errors and intralingual errors. The interlingual error depends on the linguistic difference between the first and target languages and is traditionally interpreted as an interference problem. An intralingual error means a specific interpretation of the target language and manifests as a Universal phenomenon in any language learning process. It is mainly overgeneralization, found in both the first language and the target language learning.

Some causes of errors – are overgeneralization, incomplete application of rules, false concepts hypothesized, ignorance of rule restriction, identification of error, and overt & covert error. Overt means errors in the structure. The covert error means the meaning errors. Omission of some required element, adding some unnecessary or incorrect element, selecting an incorrect element, or disordering of the elements.

The first stage in error analysis is the recognition of idiosyncrasy. There can enunciate a General Law. Every sentence is to be regarded as idiosyncratic until shown to be otherwise. The consequence is that the term 'error analysis' is no longer practical since it is based on the assumption that only his superficially deviant & inappropriate utterances are utterances not in the target language. This is what I meant by saying that 'Error analysis' has hitherto been target language-based. One of the fundamental goals of all school education is to help students to be effective learners by learning to think and learn into learning (UNESCO report:1972)

The specific area of this research is error analysis. Error analysis for English language teaching at the higher secondary level. Some areas will be selected for this research the number of maximum respondents will be 300. According to a collection of data, some colleges will be selected. There will be making a questionnaire for the data collection. The urban male literacy rate will be checked, and this data is shown in the register General India, Ministry of Home Affairs report. This research is bound on learners' achievement and

performance on grammatical items like articles, prepositions, postpositions, numbers, gender & tenses. Some errors could be improved like spelling, tense & wrong choice of vocabulary, etc. The student needs an English-spoken environment, which affects their writing & that is why they commit errors. According to research, India has the second-highest English-speaking population in the world. It is a second language for the vast majority of people. Some common errors are with prepositions, subject-verb agreement, tenses, punctuation, spelling, and other parts of speech.

There is a purpose of doing Error Analysis which identifies the rules that should guide effective error correction. EA limits its interest to linguistic deviance, and correction is form-focused rather than a reaction to truth value.

A correction is a metalinguistic act; it is a comment on language. Self-correction is an intriguing phenomenon in that, for some inexplicable reason, we are more capable of spotting other people's errors.

Mistakes are socially inappropriate forms. Both L1 and L2 users make such mistakes like social gaffes, and the seriousness of such mistakes can vary in degree. Grammatically correct forms may be socially incorrect. Learning a language means learning to use that language from a social perspective.

A slip of the tongue or pen commits lapses. They are not a matter of great concern as all of us, at one time or another, make silly slips due to carelessness, slopping, or just indifference. Deciding when a lapse is not a lapse at all but an error. If a learner, while writing there is spell the word 'Deceive' as 'Decieve' or the word 'husband' as ',husbend', such occurrences happen in the slip of the pen. If these mistakes happen to the same learner it would be treated as an error representing an incorrect or faulty learning of the English spelling system.

II. Review of literature

The review of the literature is part of the research methodology. When the researcher finds the topic of research related to that topic area scholar finds the work where done this work. Error Analysis is the area of a research topic. Error area most of the work is outside of India and less work in India. Present research topic 'Error analysis in the use of English at higher

secondary level students of higher secondary level of Sagar, Madhya Pradesh. In the field of Sagar District no conducted research on this present topic so this topic is unique. Some scholars & researchers contributed their books, dissertations, thesis, and articles related to the present research topic.

a. Dhiraj Ratilal Vaishnav (2014) conducted research entitled 'Error in the uses(s) of English tenses by the undergraduate students of North Maharashtra: An analytical study'. The researcher investigated grammatical errors committed by undergraduate students studying in tribal, rural, Semi-urban, and urban localities of North Maharashtra. The scholar has highlighted the grammatical categories simple present, present perfect, present continuous, present perfect continuous, simple past continuous, past perfect, and past perfect continuous tenses. The researcher has focused on the areas geographically varied in the north Maharashtra region of Nandurbar, Dhule, and Jalgaon districts. The researcher selected 75 students from the four colleges each, so the total number of respondents was 300. The researcher has investigated the social factors like locality, family background, and linguistic background that affect the performance of the students while writing in English.

b. Asima Mukherjee (2009) in his research work 'Error in writing English: A study among the school students in the social-cultural background of Purulia district of West Bengal' discussed error analysis. The objective of this research work is to find out the errors in English among the school children of class IX in the Purulia district of West Bengal, she also discussed the reason behind this problem. The researcher finds the causes of error like mother tongue interference, overgeneralization of rules, carelessness and ignorance of rules, the researcher has surveyed 400 students studying in class 9th in a different school in the rural and urban areas of Purulia district. She has discussed in an article, prepositions and tenses. Researchers identified causes of errors - family education background & exposure to the English language.

c. Morshada Islam (2007) in his thesis entitled 'Analysis of error correction done in a different school in Dhaka City.' The researcher has investigated error correction at the elementary level in different schools in Dhaka city. The researcher's objectives are to study & bring awareness among teachers of different schools so that they could focus on the effective method of error correction. The research encouraged Schools to provide and

promote proper training for language teachers. A scholar used tools of observation, a questionnaire and a tape recorder. The researcher has taken four schools which include two schools in English medium and two schools in Bengali medium. The number of questionnaire respondents was 145 students from different schools and different age groups from 8 to 12 years. The researcher has taken different grammatical categories like learning adverbs, writing sentences and feeling the blanks with suitable works chosen from a word list, definitions of sentences and kinds of sentences with examples.

d. V.K. Rao & R.S. Reddy (1992) in their book 'understanding teaching & Learning' discussed the topic of error & mother tongue. They noticed that errors in pronunciation, spelling, grammar & vocabulary tended to recur in the language of different individuals. They highlighted the points of mistakes & errors. How can enhance the value of education & improve the teaching method and draw the error in that? In this field, it is difficult to find interpretations. Errors occur mainly due to mother-tongue interference. There are some mistakes in pronunciation, spelling, grammar and vocabulary that tend to occur in the language of different individuals. If you observe the foreigner in their speech and writing, mother tongue interference.

e. S.P. Corder (1981) in his book entitled 'Error Analysis & Interlanguage' discussed the significance of learner error, idiosyncratic dialects and error analysis, error analysis and remedial teaching, etc. The author deals with the topic of error in a new dimension. People now believe they had a principle for accounting for these errors, namely that they were the result of interference in the learning of a second language from the habits of the first language. The author carried out the reason for objecting to the term errors, Deviant. The contrast studies are undertaken to discover and describe the difference. Error analysis confirms the prediction of the theory lying behind bilingual comparison. In this book, the writer detected all the aspects of errors.

f. Paul Lennon (2008) in his research article 'Contrastive analysis, error analysis, interlanguage' discussed errors and language interference. When the error analysis term starts & who develops the term? These areas of special difficulty might derive either from interlingual factors. At the lexical level, for example, intralingual difficulties were mooted. Another point highlighted contrastive analysis as a predictor of error in its careless mistakes,

developmental errors. The author mainly focuses on Error analysis, "competence" and performance" to distinguish between true errors of competence and errors of performance, which he denoted as mere "mistakes", the product of "chance circumstances" analogous to slips of the tongue in the native language (Corder 1967). These performance 'mistakes', he maintained, say nothing about the underlying speaker competence and should therefore be excluded from the analysis.

g. Jack C. Richards (1984) in his book 'Error Analysis' Perspective on second language acquisition discussed the errors in second language learning. As Corder observes, learner errors are indicative both of the state of the learner's knowledge and of how the second language is learned. Sentences containing errors would be characterized systematically while the learners' correct sentences do not necessarily give evidence of the rules the learner is using for the hypothesis, he is testing his errors to suggest the strategies he employs to work out the rule of the new language and rules he has developed at given stages of his language development.

h. Swapna Malik (2009-10) made a critical study to use present methods for the teaching of the Hindi language in South India (Kannada lingual students of higher secondary college of Bangalore metropolitan city). Researchers identified that South Indian students commit errors while reading, writing, and speaking because of language skills. Errors like aspirated and unaspirated, tone, rhythm, errors correction and classification cause the errors and analysis. Mother tongue interference errors in teaching and learning etc.

Scholar research work found out the causes of errors. The research methodology was qualitative & quantitative.

Conclusion Kannada lingual students occur errors in the Hindi language caused by mother tongue interference.

i. Priya Shailesh Kadam (2013-14) worked on an error analysis of Hindi language learning in the schools of Wardha City of Maharashtra. In this study, the researcher focused on mother tongue interference, grammatical errors etc. She has taken three language skills in her research such as - speaking, reading and writing & has taken 8th, 9th and 10th class students. She found so many errors in Marathi lingual students.

The present study is based on the model of research work of Pit Corder as a Collection of learner language, Identification of errors, Classifications of errors, Explanation of errors, and Evaluation of errors.

III. Error Analysis

Error analysis is a tool for identifying, classifying, and systematically interpreting the unacceptable forms a learner learning a foreign language produces. Error analysis can be identified as the process of observation, classifying and analyzing, deviation of the rules of the second language, and then revealing the system operated by learners. Error analysis benefits teachers, syllabi, researchers, textbook writers, and designers; it indicates the standard error type students commit. This study will help improve the teaching & learning of the English Language. It identifies what is behind students who need better knowledge of the English language. Some problems in writing skills and the problems they encounter while learning English as a foreign language. The error is a grammatically incorrect form and a sure indication that the learner has not mastered the code of the second language. At this point, we will not go into why such an error occurs. The fact is if someone says 'He go' instead of 'He goes' or 'She talked to his husband on the telephone' instead of 'She talked to her husband on the telephone,' it is an obvious hint that the learner has not learned the correct grammatical forms and the underlying grammatical rules of English. Such grammatical faults are called 'errors.'

English Language: At the Higher Secondary level, students have one type of fear in mind about the English language, so most of the students fail to Higher Secondary Certificate (HSC) exam more than any other subjects. Most students can't speak English properly, and there is a writing issue also. They memorize grammar rules, essays, paragraphs, and letters which helps little in developing the skill of writing. Consequently, students fail to score good marks in the examination. This study explores some of the common errors Higher Secondary level learners make in their writing and attempts to analyze them so that the teachers can take remedial measures.

IV. Aims and Objectives

The objective of the present study is to show the errors in writing English among higher secondary level students and look for the reason behind the problem. All the errors in second language learners stem from various sources like overgeneralization of rules, interference of the mother tongue, carelessness, ignorance of rules restrictions, and incomplete application of rules. If the learner is sufficiently motivated to overcome the difficulties, the learner will acquire the ability to write correct English sentences. Family education and exposure to English are the two causes that help the learner write English with fewer errors. The researcher, therefore, in such background, framed the question and questionnaire to collect data from students to measure their English language skills. Further systematic analysis of the data, the researcher is in a position to state how far towards the goal, A diagnosis of the problem is expected to lead to the formulation of some practical suggestions to improve the quality of students writing with less error.

The present research shows the errors committed by Higher Secondary Level students and suggests probable solutions for them. The purpose of the present research study is to find whether there is any significant difference in the error rate of the learner of male and female students in urban and rural localities; the researcher is to study carefully the difficulty in English grammar, article, prepositions, gender, number, degree words, subject-verb agreement, use of modals & meaning of phrases and spelling to find out causes & sources of errors.

V. Hypothesis

The hypothesis of this study is below.

The students make errors in using articles, prepositions, correct verbs, model verbs, numbers, tense and spelling.

Higher secondary students make errors in their writing skills.

Female students' performance is better than male students.

Urban students commit fewer errors than rural students.

VI. Need and Significance of the Present Research Study:

1. According to the conclusions of the research, linguists & Hindi scholars can make an educational program to material available in this area.

2. This research will help make syllabi & training programs for the students.

3. The study is significant for suggestions, recommendations, and solutions for the learners' problems.

4. The proposed research may help the Board of Studies and the syllabus designers to prescribe the syllabus according to the need of the learners.

VII. Research Methods

Qualitative & quantitative research methods were used for this research. Quantitative and Qualitative have different research methods used in this present research. The research methods employed in the study are as follows:

Investigatory method: This method is used to investigate and make an inquiry about the present study using the grammatical system in English.

Analytical Method: This method analyzes the collected data and offers a critical analysis.

Comparative Method: The comparison is made of various items that are included in Boys

VIII. Conclusion

Error Analysis has not lost its relevance in second language education & ELL. However, its nature and scope have widened, & so talks of the English language have increased daily. We should be aware of what is going on in the field of EA and keep a keen eye on the related theories. To improve teaching, we need to explore the learners, in this research, the emphasis is on error correction in higher secondary-level as language teachers.

IX. Bibliography:-

Brown, H. D. (2000). Principle of language learning and teaching. Longman, Inc.

Burt, M. K. (1975). Error analysis in the adult EFL classroom. TESOL, Quarterly, 9: 53-63.

Islam, M. (2007). Analysis of error correction done in a different school in Dhaka city. Ph. D thesis, BRAC University.

Kadam, P. S. (2013-14). *Error analysis of Hindi language learning of Wardha district government schools*. Ph. D Thesis, MGAHV University.

Kamble, M. B. (2013-14). *The problem of Hindi language teaching in the secondary school of Wardha city* (2 skill reading and writing).M.Phil Dissertation MGAHV University.

Krashen, S. D. (2002). *Second language acquisition & second language learning. Pergamon Press inc.*

Lennon, P. (2008). *Research article contrastive analysis, error analysis, interlanguage. Bielefeld introduction to Applied Linguistics*. Bielefeld Aisthesis, pp. 51-60. Retrieved September 21, 2012

Malik, S. (2009-10*). Critical study to use present methods about skill teaching of Hindi language in South India* (Kannad lingual students of higher secondary college of Bangalore metropolitan city). Ph. D Thesis, MGAHV University.

Mukherjee, A. (2009). *A study among the school students in the social-cultural background of the Purulia district of West Bengal*. Ph.D Thesis, Calcutta University.

Pandey, R. (1985). *Error Analysis Theory & Behavior* (Practice & theory of error analysis). Central Institute of Hindi, Agra.

Rao V. K. & Reddy R. S. (1992). *Understanding teaching & learning. Commonwealth Publishers.*

Richards, J. C. (1984). *Error Analysis perspective on second language acquisition.* Routledge publication.

Corder, S. P. (1981*). Error analysis & interlanguage*. Oxford University Press.

Sharma, S. (2018). *Error analysis for English language teaching at primary level, Bhopal*. IJELLH (International Journal of English Language, Literature in Humanities), (researchgate.net.publication)

Vaishnav, D. R. (2014). *Error in the uses(s) of English tenses by the undergraduate students of North Maharashtra: An analytical study*. Ph. D Thesis, K.B.C. North Maharashtra University.