

An Analysis of Grammatical Errors in English Language Committed By High School Students

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Abstract:The main purpose of this study was to analyze the grammatical errors committed by high school students in English language. In this study, Normative survey method was adopted. The participants included in the study were 300 high school students belonging to VII, VIII, IX classes of Chittoor District, Andhra Pradesh, India in the academic year 2017-2018. The researchers developed a questionnaire comprising of 120 multiple choice questions. Scoring key for the items of questionnaire was prepared. Data was analyzed using Descriptive Statistics (Mean, Standard deviation) and Differential Analysis ('t' test and 'f' test). Based on the findings, suggestions were made that same study may be extended to high schools in 13 Districts of Andhra Pradesh, Junior colleges, Degree colleges, PG colleges, Engineering colleges, Medical colleges etc.

Key Words : Grammatical errors, High school students, English language

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I. INTRODUCTION

No human community on the earth is without a language. Through language human beings express and communicate their thoughts, feelings, emotions and pass on information relevant and related to their actual life situations. The learning of a language means learning its various aspects such as vocabulary, grammar and syntax and their mutual relationships.

Importance of English language

English is the first language of three hundred million people and the official language of twenty one nations. It is also the co-official language of sixteen other nations. Indeed more than 60% of world's Radio programmes are being broadcasted in English. It is also the language of 70% of the world's mail. From its position 400 years ago as a dilute, little, known beyond the southern countries of England, English has grown to its present status as the major world language. Fish Oran et al., (1977) estimated that 76% of the world's secondary school students are officially supposed to be studying English. It is the language of Science and Technology, International aviation and shopping. British colonization and administration which accounts for this spectacular spread of English has resulted in the creation of systems of education which give considerable importance to English.

Status of English in India

In our country, English was introduced about two centuries ago with the arrival of East India Company and the Britishers. Initially its role was in trade and commerce, but gradually it occupied a very important place in the political and educational life of the country, though India is a vast multilingual nation with 1652 mother tongues (census of India 1961) belonging to major language families of the world. In spite of the rich linguistic heritage India has always possessed, English enjoys special and unique place and role in the history of language in India. This attachment towards English is a result of a long contact with it for the last two centuries and more. In a way English has been a part of the Indian culture that has come to say which is a composite multi-dimensional entity, a product of the interaction of various cultural forces native as well as foreign.

Place of English before Independence

During the pre-independence period English enjoyed a privileged position in India. During the British rule, English enjoyed the top most position. It was the first language in the whole country. It was considered to

be the queen of the languages. It was the language of administration, a compulsory subject at the school and college and a medium of instruction for some subjects at the school and for all subjects at the University level.

Place of English after Independence

The constitution of India adopted in 1950 gave a lease of 15 years to English as the official language of the country. The union government took upon itself the promotion and the development of Hindi as the medium of expression during the period of 15 years. But there was a great opposition by the people living in southern part of the country. The result was that in 1963 the parliament passed a bill according to which English was declared to be the Associate official language of India for an indefinite period. In 1968, the National policy on Education adopted by the Government of India stressed, "Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not keep up this growth but also make her own significant contribution to it. For this purpose study of English deserves to be specially strengthened".

Grammar in English language

The English word grammar has come from the Greek word grammar meaning a LETTER.

Definitions of Grammar

Grammar may be termed as descriptive science, which describes structure of sentences, function of words and their relation to one another at a particular period and of a particular group of people. It is the scientific enquiry in the form and structure of language. It is a study of certain rules and regulations of the language.

Gardon defined grammar as "A body of empirical rules which explain and regulate the structure of the sentence".

The chambers 20th century dictionary has described grammar as the science of language from the points of view of pronunciation, inflection syntax and historical development.

The new shorter Oxford English Dictionary has pointed out that grammar is the branch of language study or linguistic which deals with the means of showing the relationship between words in use. They are divided as the study of inflections(Morphology) and the structure of the sentences (Syntax) and also often including phonology.

Importance of Grammar

Grammar occupies an important place in the teaching-learning of a language. It has utilitarian values for a student. It is a means to the learning of the language efficiently and correctly. It provides insight into the structural details of the language.

Grammar at the High School Stage

The English language plays a very important role in the national curriculum. Great demands are made of teachers at secondary schools to teach complex linguistic and grammatical concepts, as laid down in the national curriculum.

Definition of Grammatical Error

Generally systematic wrong items occurring uniformly in all the context of speaking or writing may be called as errors. The grammatical error shows how the learners have committed the mistakes and what type of the error has been identified.

NEED FOR THE STUDY

- In the present scenario, English is playing very important role in communication process.
- The major objective of the present study is to find the problems faced by high school students while learning English as a second language.
- A systematic study is required to identify the errors committed by the students while learning English grammar.
- Therefore, the present study is a try to unearth some of the grammatical errors committed by VII, VIII and IX class students.

OBJECTIVES OF THE STUDY

- To find out the significant difference in the commitment of grammatical errors in English language with respect to Gender.

- To find out the significant difference in the commitment of grammatical errors in English language with respect to Locality.
- To find out the significant difference in the commitment of grammatical errors in English language with respect to Medium of Instruction.
- To find out the significant difference in the commitment of grammatical errors in English language with respect to Management.
- To find out the significant difference in the commitment of grammatical errors in English language with respect to classes in which the sample of students studied.

HYPOTHESES OF THE STUDY

- There would be no significant difference in the commitment of grammatical errors in English language between Boys and Girls.
- There would be no significant difference in the commitment of grammatical errors in English language between Rural and Urban students.
- There would be no significant difference in the commitment of grammatical errors in English language between the students studying in English medium and Telugu medium schools.
- There would be no significant difference in the commitment of grammatical errors in English language between the students studying in Government and Private schools.
- There would be no significant difference in the commitment of Grammatical Errors in English language among the students studying VII, VIII and IX classes.

II. METHODOLOGY

Sample

The sample for the present study consisted of 300 students from 6 high schools of Chittoor District, Andhra Pradesh, India. Random sampling method was employed by the researchers to obtain the desired sample. The socio demographic variables used in the present study were Gender, Locality, Medium of Instruction, Management and Classes in which the sample of students studied.

Table 1: - Details of the variables, subgroups and sample size (N = 300)

S. No	VARIABLES	SUB GROUPS	SAMPLE SIZE N
1.	Gender	Boys	150
		Girls	150
2.	Locality	Rural	120
		Urban	180
3.	Medium of Instruction	English	180
		Telugu	120
4.	Management	Government	120
		Private	180
5.	Class	VII	100
		VIII	100
		IX	100

Tools

- General Information Schedule
- Self made tool was used for the present study. The researchers developed a questionnaire comprising of 120 multiple choice questions.

Table 2 :- Distributions of questions in the questionnaire

S.NO.	NATURE OF QUESTIONS	NUMBER OF QUESTIONS
1	Questions pertaining to Articles	20
2	Questions pertaining to Prepositions	20
3	Questions pertaining to Verbs	20
4	Questions pertaining to Adverbs	40
5	Questions pertaining to Conjunctions	20
6	Total	120

Pilot Study

Five students of VII, VIII, IX classes were chosen by systematic sampling method from each of six high schools making a sample of 30 students for the pilot study. The pilot form was administered to the sample of students under normal class room conditions. Before beginning the test, instructions regarding each aspect of the question paper were clearly explained to the students so as to avoid confusion while answering the items. Two hours was the time limit set for answering the test. The answer scripts were scored with the help of the scoring key which was prepared.

Administration of the Tool

The investigator consulted the Head master of each school and sought the permission for administering the questionnaire on VII, VIII and IX class students. Awareness about the tool was given to the pupils. A general introduction for filling up the items in the questionnaire was given to the pupils. The data was then collected from the pupils and scoring was carried out.

Scoring

Scoring key for the items of the questionnaire was prepared. For each correct response one mark was given and for each wrong response zero mark was given. The total scores of students were determined.

Data Analysis

The data were analyzed by using relevant statistical techniques like Mean, Standard deviation, ‘t’ test and ‘F’ test. The usual levels of significance viz. 0.05 level and 0.01 level were followed.

III. RESULTS

The results were presented in line with research objectives and hypotheses.

Table 3:- Mean, SD and ‘t’ values of variables and sub groups of high school students regarding grammatical errors committed in English language.

Variables	Sub Groups	N	Mean	SD	‘t’ – Test	Null Hypothesis
Gender	Boys	150	98	25.27	10.87**	Rejected
	Girls	150	64.4	28.22		
Locality	Rural	120	98.75	26.84	1.98**	Rejected
	Urban	180	90.99	41.7		
Medium of Instruction	English	180	68.4	26.36	12.29**	Rejected
	Telugu	120	32.5	22.26		
Management	Government	120	69	11.77	3.4**	Rejected
	Private	180	77.5	31.01		

@ - Not Significant

*- Significant at 0.05 level

** - Significant at 0.01 level

From the above table, calculated t-values were found to be significant at 0.05 level with regard to locality. So, the framed hypothesis was rejected. It is concluded that type of locality has significant influence on the commitment of grammatical errors in English language.

From the above table, calculated t-values were found to be significant at 0.01 level with regard to gender, medium of instruction and management. So, the framed hypotheses were rejected. It is concluded that gender, medium of instruction and management has significant influence on the commitment of grammatical errors in English language.

Table 4:- Result of ANOVA scores for the variable – Class.

Class	Source	Degree of Freedom	Sum of Squares	Mean sum of squares	'F' ratio
VII	Between Groups	2	3830.4	1915.2	5.67**
VIII	With in Groups	297	100282.4	337.65	
IX	Total	299	104112.8	2252.85	

From the above table, calculated value of 'F' ratio was found to be significant at 0.01 level with regard to class in which students are studying. So, the framed hypothesis was rejected. It is concluded that standard has significant influence on the commitment of grammatical errors in English language.

IV. DISCUSSION

From the above results, it was concluded that a significant difference was found in the subgroups of high school students regarding commitment of grammatical errors in English language.

EDUCATIONAL IMPLICATIONS

- The results of this study has shown poor standard of knowledge of grammar. This should motivate the English language teachers in the secondary schools and encourage them to teach English effectively to their students.
- Correct use of grammar in English should be taught intensively through drilling and meaningful repetition.
- The curriculum constructors should modify the syllabus constructively to enhance the level of knowledge of English in general and English grammar in particular in the secondary school students.
- Teacher should develop desirable attitude among students by giving number of exercises for thorough practice and make them aware of rules of grammar.
- Generally in their text book, grammar exercises were taught to the students to do those exercises. Teachers have to give more examples on their own that make students learn more about articles, prepositions, verbs, adverbs and conjunctions in grammar of English language.
- Teachers should be well trained in secondary English classes. Teachers must get special training such as how to make the students to learn grammar.
- Students must develop their writing skills by writing summary, report etc.
- Teachers should inculcate the habit of reading news papers, listen to broad casting in English. This could help them to receive proper pronunciation.
- Teachers should give proper exercises to the students as their home work and serious corrections should be carried out.
- Last but not least the school management should arrange the remedial teaching after school hours and thus help to develop the grammatical knowledge in the students.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined to students selected from VII, VIII and IX classes of Chittoor District. Thesame study may be extended to high schools of 13 Districts of Andhra Pradesh, Junior colleges, Degree colleges, PG colleges, Engineering colleges, Medical colleges etc. A similar investigation can be carried out in Telugu or in any language which will be of immense educational value. comparative studies of similar kind may be undertaken with different classes and in different items with a larger sample. Study may also be conducted to know the effect of grammatical errors in language on academic achievement.

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