A STUDY ON COMMON GRAMMATICAL ERRORS ON SPOKEN ENGLISH AT UNDERGRADUATE LEVEL IN INDIA

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ABSTRACT:

The area of applied linguistics known as error analysis was created to take the place of contrastive analysis (CA).Both theories, however, explain error origins in distinct ways. Contrastive analysis only recognises errors as the product of the First Language Learner's intervention (L1). Error Analysis (EA) acknowledges a wide variety of error causes, including, among others, intra-lingual interference, overgeneralization, and fossilization. Since there are countless possible problems, fixing them is not always easy for teachers. As a result, Corder's reasonable reconstruction has been used to investigate the errors Fifty examples of English speaking mistakes were gathered using this theory, and numerous grammatical issues were found. in addition to misinformation, omission, intrinsic difficulty, erroneous input, and so on., thirty samples of faults in speaking English were collected, and many were discovered. To correct these errors, instructors, researchers, and institutions should take appropriate initiatives to engage and stimulate students in studying and speaking English. In this essay, we looked at a variety of issues related to speaking English at the undergraduate level in Bangladeshi universities. The article's materials include published books, papers, and data gathered.

Keywords: Grammatical Errors, Problem Area grammatical Errors, Constructive Analysis, Error Analysis, Speaking Skill, Grammatical Errors

Error analysis has gained popularity in second language learning since its introduction in the 1970s, owing to the benefits it provides to language practitioners. The focus changed from Contrastive Analysis (CA) to Error Analysis (EA) in the late 1960s and early 1970s (EA). Because CA was unable to explain all language acquisition failures and ascribe them to all of the variations between First Language Learner (L1) and Second Language Learner (SL1) (L2). Furthermore, several of the projected mistakes never materialised in actuality. As a result, a new linguistic method was required, which took the form of mistake analysis. One of the most prominent proponents of error analysis was Stephen Pit Corder. Contrastive Analysis is defined as "a linguistic sub-discipline dealing with the contrast of two or more languages or sub-systems of languages, in order to determine both their differences and similarities." I This linguistic comparison can be divided into two categories: theoretical and applied. ii Contrastive analysis asserts that it is a divergence from the Target Language's norm (TL). It also means that the target language is simple to learn when the native language rules are close to the L2. It's also referred to as a positive transfer. Learners, on the other hand, experience difficulty when L1 rulers differ from L2 rules. Negative transfer is the term for this. Error analysis was introduced as a result of negative transfer. It refers to the learners' inability to communicate in the target language. The term "error analysis" was coined by James to describe "the study of errors." The research of what people don't know and how they try to cope with their ignorance' is the study of linguistic ignorance. linguistics ignorance

research, or the study of what individuals don't know and how they try to deal with their ignorance'.

EA was developed as a substitute for contrastive analysis. Both theories, however, explain error origins in distinct ways. CA only identifies L1 interference as a cause of mistakes. EA, on the other hand, recognises a variety of reasons of error, including intra-lingual interference, overgeneralization, misteaching, and the influence of age, attitude, ability, and motivation, among others. It's crucial to note that Error Analysis looked into more than just the causes of errors; it also looked into a variety of other aspects of error and language learning. Another crucial point to remember is that errors are mostly observed, investigated, and classed rather than predicted. Errors are elevated from an unfavourable status to that of a guide to the inner workings of the language acquisition process once more.

Error analysis is a crucial duty for both instructors and researchers. Teachers and researchers find it difficult to discover and analyse errors in second language (L2) learners since their errors are "infinite." In the past, EA was only used for teaching purposes. However, because to several recently developed characteristics, it is becoming a significant issue for both academics and researchers. Sa Collection of data is now much easier than in the past. Because there has been so much research in the field of second language acquisition, it has become easier to identify, describe, and explain errors. Researchers are now able to categorize learner errors and accurately fix the errors for the learners.

"Errors" and "mistakes" are two English words that mean the same thing. The systematization of errors made by learners, i.e. errors represent gaps in a learner's knowledge and arise because the learner does not know what is correct, is one of them. Mistakes are failures in performance that occur when a student is unable to do what he or she knows in a certain situation. The coder explains that "error sends a suggestion to the teacher because error may be a degree of performance signal in a teaching process." Error can also be a strategy employed by students to study and learn a language as well as a condition for the researcher to determine what the learner has learnt. Then there's the possibility of error. "Measurement of learners' progress in learning a language."

English language learners who are studying it as a second language make mistakes because of interference. It refers to any divergence from the Target Language's norms (TL). It is easy to think that learners' native language interferes significantly when learning a second language such as English. Many linguists believe that if the rules of L1 and L2 are same, it can be called positive interference, and that learning the target language will be possible for students quickly as a result of this form of interference. Learners of a second language, on the other hand, will be unable to acquire the language if L2's regulations differ from those of L1. This is referred to as negative interference. Furthermore, students make occasional inter-lingual errors Along with L1 and L2, there is a third language called interlanguage. A system that is distinct from both the native and target languages is referred to as "inter language."

Interlingua transfer, intralingua and learning context are the three sources of error. Interlingua transfer is a source of inaccuracy since it affects how well-acquired the second language is as compared to the mother tongue. Intervention is a term used to describe this phenomenon. It occurs at the start of the second or foreign language acquisition process, and it must then be continually altered to the second or third language system. If an error occurs frequently and there is no way to improve it, the error is classified as a fossilized case. Fossilization occurs when learners' mother tongue influences the second language they learn. This period is also known as the development stage. While learning a second language, L2 learners make mistakes at this stage.

Intralingua transmission is the second source of mistake. It occurred after learners of a second

or third language were introduced to a new language system. They acquired the method and then applied it to all language units, such as when the learners first learned that English contains verbs that show time, such as wash, which has time in the present and washed, which has time in the past. When the verb go is shifted to the past, it is changed to goed rather than went. Overgeneralization is another term for it.

The third source of error is the learning environment. It can be a source of inaccuracy since it explains when something goes wrong throughout the learning process. It can happen if you get the wrong explanation or use the wrong language when you're learning.

Despite its methodological shortcomings, EA has been crucial to SLA research.. Because learners' errors are "endless," language teachers face a constant challenge in treating them. The study focuses on the speaking errors made by the learners in a variety of different speaking scripts through watching videos.

There are numerous functions in the language. These linguistic functions are employed for communication, negotiation, persuasion, and socialization, as well as for expressing and receiving some information. There are two types of language that we use: verbal and nonverbal. It is critical to communicate since the two components enable us to express ourselves effectively. Nonverbal communication complements verbal communication by making it easier for someone listening to understand what we're saying. Students in the target language must be able to speak in order to communicate. It's also critical to master speaking by applying what you've learned in class to real-life situations. Speaking is a beneficial skill that can be directly and objectively assessed, according to Brown.

By studying the video, information regarding the speech mistakes was acquired. The kids were given the topic "How to Stay Fit" to speak about within ten minutes. They were all first-year college students. The evaluation of thirty samples was conducted. This study looked at how students constructed sentences or utterances, as well as the types of errors they produced. Corder's plausible reconstruction method was used to examine the collected data. In the absence of learners, symbolises the investigator's distinctive statements, which are translated in his or her own way.

Corder proposed the concept of idiosyncratic dialects to highlight the idea that the learners' language is unique, as well as transitional competence to pinpoint the dynamic aspect of the learners' evolving system.

The number of faults that learners can make is limitless. Grammatical errors in the data include verb tenses, word order, pronouns, prepositions, articles, suffixes, and prefixes, as well as intrinsic difficulty, omissions, misinformation, and disordering. The following are examples of mistakes committed by students:

Table 1: A student makes a wrong verb tense error when he or she utilizes the erroneous verb tense in a phrase. We can observe that the students were not very careful about using the correct tense in their statements.

Classification of error	Incorrect Sentences	Correct Sentences
Verb Tense	1.He takes pain over his work. 2.The wages of sin are death.	1. He takes pains over his work. 2.The wages of sin is death.

Table 2: The subject and verb must have the same number (singular or plural). The verb must be singular if the subject is, and vice versa. The verb must also be plural if the subject is.

Classification of error	Incorrect Sentences	Correct Sentences
subject-verb agreement	1. : One of my colleagues like to do social work. 2. The people who lives in America have better opportunities for job.	1. :One of my colleagues likes to do social work. 2. The people who live in America have better opportunities for job.

Table 3: A pronoun is word that uses in place of noun. There are many types of pronouns based on their functions i.e. The Relative pronoun, the personal pronoun, the possessive pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the reflexive pronoun, the distributive pronoun, the object Pronoun, Intensive Pronoun.

Classification of error	Incorrect Sentences	Correct Sentences
Pronoun	1. The enjoyed in the fair. 2. I, You and he will go to the movie this evening.	1. They enjoyed themselves in the fair. 2. You, he and I will go to the movie this evening.

Table 4: Prepositions are the words placed before noun or a pronoun to show the relation with the other parts of the sentence.

Classification of error	Incorrect Sentences	Correct Sentences
Preposition	1. Let us discuss about the problem. 2. Your fault does not admit of any excuse.	1. Let us discuss the problem 2. Your fault does not admit of any excuse.

Table 5: A word used along with a noun to describe a person, place, animal or a thing that the noun has named; or to describe the number or quantity is an adjective.

Classification of error	Incorrect Sentences	Correct Sentences
Adjectives	1.Coffee is more preferable than tea. 2.The welfare of the soul is surely preferable than of the body.	1. Coffee is preferable to tea. 2.The welfare of the soul is surely preferable to that of the body.

Table 6: The words A, An, and The , are called articles. A and An, are known as indefinite articles, whereas THE is called the definite article. The indefinite articles a , and an are used before singular countable nouns.

Classification of error	Incorrect Sentences	Correct Sentences
Articles	1.Dinner will be held in the lawn.	1.The dinner will be held in the lawn.
	2.Thieves stole lead from the roof. .	2.Thieves stole the lead from the roof. .

Table 7: Suffix is a word or syllable added at the end of a word to form the new word. Prefixes, on the other hand, are letters or groups of letters that are added to the beginning of a word to alter its meaning. There are many different suffixes, such as ence, ize, al, ly, tion and ment. These suffixes can be used to form many different words. For example , few nound ending in

tion, explanation, action, education, instruction and information. There is no exact rules about which suffix can be added to which word.

Classification of error	Incorrect Sentences	Correct Sentences
Suffix	*We need nutritious food to do work efficient*	*We need nutritious food to do work efficiently.*
Prefix	We should follow the path of violence.	We should follow the path of non-violence.

Table 8: A double negative is when two forms of negation are applied in the same sentence

Classification of error	Incorrect Sentences	Correct Sentences
Two negatives in one sentence.	My collogue doesn't have no idea how to deliver an effective presentation	My collogue doesn't have any idea how to deliver an effective presentation.

The pupils committed the following mistakes in their speaking, in addition to grammatical errors:

Erroneous Input: Because of their mother tongue interference, the kids made a lot of this type of blunder.

Inherent difficulty: Some children struggled to pronounce some English words. They didn't want to give up lightly, though. Despite their difficulties, they were willing to continue communicating.

Instead of stopping chatting, they used their Bengali language.

Omission: The observation revealed a wide range of omission ease. The majority of these included students forgetting to add 'be' or 'auxiliary' to negative statements. It's possible that the omission was intentional. transform a passive sentence to an active sentence, and vice versa

Disordering: Many people make this type of error due to lack of understanding and confidence. They were both perplexed and apprehensive. It was observed by Researcher and teacher only. They didn't face any problem in placing words and sentences in a proper sequence.

Misinformation: This mistake is done by the students because they don't know the difference between Each and every. They took advantage of them. Students will learn from their blunders and errors. As a result, students must gradually repair errors. Errors can be discussed in a variety of ways. The following are some necessary steps:

There are two sorts of errors:

Global mistakes do not need to be corrected because they affect every idea in the target language (TL). Global errors typically presume accuracy; thus, they don't need to be corrected. xiv Local errors must be corrected because they only affect the individual components of the sentence. The importance of the complete context is not negated by this.

Pre-systematic errors can be remedied directly because learners lack understanding of the target language. Individual assistance may also be provided to the students. Systematic errors occur when learners possess the necessary skills but are unable to produce appropriately. This inaccuracy can be remedied by simply reminding the L2 learners of the errors. The type of errors that need to be addressed, can only be determined by educators or researchers.

Linguistic strategy is really beneficial in the corrective process. The mistake can be divided into two kinds. They are as follows:

The auxiliary system, passive sentences, and sentential components are preserved in the main categories if the errors represent the skeleton of English clauses.

Modals, do, have, conditionals, and other subcategories are preserved in the sub-divided categories. Because learners' errors are limitless, it's difficult to categorize or subcategorize them appropriately.

Surface taxonomy is another type of method. Surface strategy, it is said, is not a mental activity. However, the possibility of detecting and fixing inaccuracies cannot be discounted Teachers can spot mistakes made by students when they disregard the rules of the structure of the target language. When students break the rules or submit inaccurate information, teachers need to be alert. This kind of error can be fixed in a group setting or one-on-one.

EA, which has numerous methodological issues, has application in SLA research. It can be used in pedagogy practically. The process of gathering samples, recognizing faults, and characterizing the errors has given SLA research a fresh perspective. Despite having EA is important for teaching purposes because it has several flaws. Analysis of the error is based on psychology and competency. At the elementary school level, it is still employed. The field of contemporary SLA research should be given more attention.

Conclusion

We can infer from the findings above that first-year Bengali students at the university level make the majority of the mistakes in their spoken classes. And the L1 transfer is to blame for these errors. The obvious Bengali effects on English-speaking students indicate that correction should be seen as a way to help learners rather than as a way to evaluate their performance. The instructor must also manage the speaking class in accordance with the concerns of the pupils. The teacher or researcher should employ a certain teaching method to help the students improve their speaking abilities.

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