Error Analysis In Reading Comprehension

A Project

by

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CHAPTER I

AIM OF THE STUDY

1.0 Introduction

In India, the teaching of English has mainly concentrated on the teaching of literature. The basic orientation in English teaching in school is grammatical, and the picture has not changed dramatically. Grammar teaching implies that one part of the grammatical system is taught to the students at a time.

The problem with this kind of additive approach (one feature after another) is that it takes many years for the structures to be learnt and even after that, students do not seem to be able to apply their knowledge. As a result, the learning process becomes frustrating for the student who expects to be able to use English in speech and writing within a reasonable period of time. Also the system appears to be highly artificial, for in real acts of communication, it is normally sentences that are alike in meaning that occur together and not sentences that are alike in structure. The grammatical approach does not seem to interlink too clearly with meaning and communication, and this is what is needed at the college level, for students to express themselves in their fields of specialization.

Since Independence, the role of English in India has undergone a great change. The entire socio-cultural situation seems so different that, under the present circumstances, it appears unrealistic to demand former ideals of correctness. It would make sense to say that standards should be realistic, those that a large proportion of educated speakers are capable of reaching. Thus, English teaching should be directed towards the needs of society and desirability for the learner within the present socio-cultural context.

In the area of reading, the curriculum consists of 'exercises' that aim at improving the reading ability of the student. Progress is generally measured in terms of tests, comprising a passage followed by questions, which the student is expected to answer by reading the passage. Students fail to benefit from such exercises because the questions can be answered without referring to the passage. Teachers also tend to ignore the necessity of probing into the

problem confronting the student in answering a particular question. They merely provide the correct answer. The current teaching practices are based on the notion that the learner will photographically reproduce anything that is given to him, and that if he does not, it is hardly the business of the teacher or textbook writer. The result is the learners continue to make the same mistake without learning.

Reading is not merely an educational requirement. It is required in all aspects of life. The importance of accessing new information and modern trends in thought is necessarily felt, for example, in white-collar jobs. However, even students whose medium of instruction has been English, throughout their educational careers, are unable to read efficiently in English. They have not been trained in developing their cognitive abilities and applying their minds to the tasks that are set, which demand precision and relevance. The problem, therefore, is not only linguistic. It is also a question of thinking when reading.

Perhaps when teaching reading, the teacher does not generally direct the students' attention to the purpose for which they are reading, and the different possible ways of extracting meaning from text. Lack of efficient training along with unsuitable test formats (which in their turn condition teaching in the classroom) have in fact been the major causes of student failure to comprehend texts. The comprehension tests at school and college have passages followed by questions that are not actually geared to testing the linguistic or the cognitive ability of the students. The concern appears to be not testing comprehension in a principled way, but fulfilling a routine requirement. Yet these students are expected to read and understand their course books in all their subjects and demonstrate knowledge of these at the examination. The compulsory English course at an English-medium University has to address these issues, which determine student success in their academic careers.

Therefore, it is essential even in the teaching of reading that the teacher train students in developing their ability to think, to relate new experiences to what they already know, and to process and organize information. Good comprehension tests are required in order to make students reflect on what they are reading. As Lunzer and Gardner (1979) say, it is not enough for the teacher to say 'think'. In order to promote reflection, precise questions must be set. A bad test is one that can be answered without prior and thorough

reading of the text, simply by 'looking up' the right phrases or sentence to answer each question. Such a test offers little stimulus for thought.

Courses, thus, need to be designed to meet the real life needs of the learner, that is, his current requirements in the practical world. Such an approach is usually termed "learner-centred". Graded objectives can help, so as to ensure a surrender value to each level of attainment, as well as an emphasis on the use of realistic samples of language, or "authentic" texts. Relevance to the learners' needs would lead to better learning.

A slightly different, but, also valuable approach to learning, could be to train learners to select the learning modes most suited to them, to use one another as learning resources, to negotiate the content of their learning with the teacher, and generally to take responsibility for the management of their own learning. The teacher is then seen as only one of the resources available to the learner. The role of the teacher would be to make the learners aware of other possible resources, and help them in deciding which to use and in what manner. The ultimate goal in this case is to give rise to the autonomous learner and the individualization of learning.

It is felt that these kinds of changes in teaching methodology will help in encouraging the learner to complete his given tasks with confidence. It will also enable him to work with tasks he personally finds challenging. By keeping a record of the progress of the students, the teacher can find out why the student answered a particular question the way he did. The way each individual arrives at an answer to a question may vary a great deal. Evaluation of learning is, therefore, important in helping learners understand as to where they have gone wrong.

1.1 Purpose of this Study

Based on the above considerations, this study, aims at examining the nature of mistakes students' make while answering reading comprehension questions. Further, it aims at discovering the reason behind the occurrence of these errors. The question is, do students make these errors due to the interference of their mother tongue while reading ? Is there any other factor other than the mother tongue that is responsible for these errors? If so, what are they? To what extent can these errors be overcome in the classroom?

In order to find answers to the above questions, it is necessary to look at the reading process that are used in student data qualitatively. In other words, in order to find answers to the cause of the errors it is essential to look at the feedback received from the students from the retrospection technique.

The reading tasks in this investigation attempt to test the actual reading ability of students, and are consciously intended to be different from traditional tasks. Traditional tests of reading are very often content with getting students to match words in the question with the words in the text. It cannot be considered that such types of questions test reading ability. Care has been taken to provide questions, which the students cannot answer without reading the text, from their general knowledge alone. As mentioned above, the students' responses were recorded by the qualitative method. This method helped us to find out the various types of errors made. We will be dealing with the qualitative analysis in **Chapter III,** along with its implications. We now move on to the major trends in research in error analysis.

There are two different attitudes of viewing error. The behaviourist attitude of viewing error is that of a symptom of ineffective teaching or as evidence of failure. The mentalist attitude, on the other hand, regards error not as a sign of failure, but as evidence that the pupil is working his way towards developing language competence. This reflects various stages in the linguistic development of the learners. The mentalist believes that the learner processes new language data in his mind and deduces rules for its production, which are based on inadequate partial evidence, resulting from his insufficient exposure to the target language. Thus, errors though inevitable need not be harmful to the learning process. On the contrary, the student learns by committing errors and having them corrected.

Strevens (1972) hypothesized that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. Recently it has been suggested that errors alone are of little interest. Hence current research tends to focus on the learner himself as generator of the grammar of his sentences in the new language.

The teacher who just hunts for errors in order to correct them is mistaken in his/her attitude. The pupil on the other hand, does not learn from these errors. If he did, the more the errors he committed the more he would learn. Thus 'correction of error' does not mean correction by the teacher. Even if the teacher provides the correct answer, the student might repeat the wrong

CHAPTER II

ERROR IN SECOND LANGUAGE

2.0 Introduction

Error means a wrong rule that has been formed in the learner's mind. It is a stage of rule formation towards the mastery of language. A learner's errors provide evidence of the system of the language that he is using (that is, has learned) at a particular point in the course and that he is using some system, although it is not the right system.

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answer. Correction occurs when the learner modifies a rule in his/her interim grammar of the language being learned. A 'correcting movement' should be seen as the behaviour by the teacher, which allows the learner to obtain the knowledge of results, on the basis of which the learner makes a correcting movement. The teacher should be prepared to help the learner sort things out for himself so that he may learn better from his mistakes.

Therefore, feedback on error by the teacher or 'teacher feedback' is one of the necessary and sufficient conditions for successive foreign/second language learning. It is useful because it provides the learner information on the success or failure of their attempts at performance. It would boost the teacher's confidence to know that, even if a learner could not get an answer right as a result of the provision of feedback, he at least knew when he was wrong. Feedback is designed to promote correction but is not itself correction. The teacher should realize that student are more apt to learn from their successes rather than failure. So feedback should be in the form of positive reinforcement of right choices in order to increase learning efficiency. The learner of a first or second language is believed to progress by the formulation of hypotheses about the target language grammar, based on the input data received, the use of feedback to test those hypotheses, and their subsequent rejection or modification.

2.1 Contrastive Analysis Hypothesis

For a long time the interference of the mother tongue in the target language was considered to be the major source of error in second language learning. This was based on the Contrastive Analysis Hypothesis which states that while the child is learning a second language, he will tend to use his native language structures in his second language speech, and where structures in his first language (L1) and his second language (L2) differ, he will goof. In other words those elements that are similar to the learner's native language will be simple for him, and those areas that are different will be difficult. Contrastive analysis predicts errors by comparing the linguistic systems of the mother tongue and the target language. For instance an Indian student who learns English as a foreign language finds English sentence structure problematic because it does not match the sentence structure of his mother tongue. This syntactic confusion leads to pattern such as 'In evening we coffee made and drink'. This indicates the learner faces a problem with word order. Such learners need to go back to basic sentence building.

The Contrastive Analysis Hypothesis rests on the assumptions that the process of language learning is habit formation and that an old habit hinders or facilitates the formation of a new habit depending on the differences or similarities, respectively between the old and the new.

But studies of second language acquisition have tended to imply that Contrastive Analysis may be most predictive at the level of phonology, and least predictive at the syntactic level. Therefore as George says only one-third of the errors could be reduced if the mother tongue were not employed in the classroom at all. There are several types of errors, which do not derive from transfers from another language. A different class of errors are represented by sentences such as 'did he comed', 'what you are doing', 'he coming from Israel' etc. errors of this nature are frequent regardless of the learner's language background. They may be called intralingual and developmental errors. Rather than reflecting the learner's inability to separate two languages, intralingual and developmental errors reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition.

2.2 Intralingual and Developmental Errors

Intralingual errors are those, which reflect the general characteristics of rule learning, such as faculty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook. The following are the types of errors:

1. **Over-generalization**: - According to Jakobovits (1969) generalization or transfer means the 'use of previously available strategies in new situations'. In other words the learner creates a deviant structure on the basis of his experience of other structures in the target language. As for example, 'he can sings', 'we are hope', 'it is occurs', 'picnic is really a joyable day'. Over generalization generally involves the creation of one deviant structure in place of two regular structures. It may be the result of the learner reducing his linguistic burden.

Over generalization is associated with redundancy reduction. It may occur, for instance, with items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner. The –

ed marker, in narrative or in other past contents, often appears to carry no meaning, since past ness is usually indicated lexically in stories, and the essential notion of sequence in narrative can be expressed equally well in the present. Yesterday I go to the University and I met my new Professor. Thus the learner cuts down the tasks involved in sentence production.

Certain types of teaching techniques increase the frequency of over-generalized structures. Many pattern drills and transform exercises are made up of utterances that can interfere with each other to produce a hybrid structure. This has been described as over learning of a structure.

The teacher can also induce errors by indulging in over-generalization himself. As a reaction to sentences of the type, 'He read a book', 'the teacher is tempted to say that the third-person singular of the present tense always ends in 's' and forget about sequences such as 'he can read', 'does he read', and 'he cannot read'.

2. **Ignorance of rule restrictions**: - Closely related to the generalization of deviant structures is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. 'The man who I saw him' violates the limitation on subjects in structures with 'who'. 'I make him to do it' ignores restrictions on the distribution of 'make'. These are again a type of generalization or transfer, since the learner is making use of a previously acquired rule in a new situation. Some rule restriction errors may be accounted for in terms of analogy; other instances may result from the rote learning of rules.

Analogy seems to be a major factor in the misuse of prepositions. The learner, encountering a particular preposition with one type of verb, attempts by analogy to use the same preposition with similar verbs. 'He showed me the book' tends to 'he explained me the book'. Some pattern exercises appear to encourage incorrect rules being applied through analogy. By analogy with the learner's previous experience of subject+ verb+ object constructions, the learner feels that there is something incomplete about that's the man who I saw, and so adds the object after the verb, as he has been taught to do elsewhere.

Failure to observe restrictions in article usage may also derive from analogy, the learner rationalizing a deviant usage from his previous experience of English. This may happen even when the mother tongue is close to the

English usage. In English we say, 'The sparrow is a small bird'. Sparrows are small birds. Since the statements are exactly parallel, a logical substitute for the second language would be 'The sparrows are small birds'. Instead of following the form of the mother tongue, the learner, having first produced 'The sparrows are', from 'The sparrows is', sees a parallel between sparrows and birds, and produces the common error The sparrows are the small birds.

3. **Incomplete application of rules:** - Under this category we may note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For example, across background languages, systematic difficulty in the use of questions can be observed. A statement form may be used as a question, one of the transformations in a series may be emitted, or a question word may be simply be added to the statement form. Despite extensive teaching of both the question and the statement forms, a grammatical question form may never become part of competence in the second language. Redundancy may be an explanatory factor. The second language learner, interested perhaps primarily in communication, can achieve quite efficient communication without the need for mastering more than the elementary rules of question usage. Motivation to achieve communication may exceed motivation to produce grammatically correct sentences.

The use of questions is a common teaching device. Typically they are used not to find out something, but as a means of eliciting sentences. Alternatively, the statement form may be used as a means of eliciting questions through a transform exercise. Classroom observation suggests that the use of questions may be unrelated to the skills it is meant to establish. When a question is used to elicit sentences, the answer often has to be corrected by the teacher to counteract the influence of his question. Some course-books proceed almost entirely through the use of questions; others avoid excessive use of questions by utilizing signals to indicate the type of sentence required. These may reduce the total number of deviant sentences produced.

4. **False concepts hypothesized:** - In addition to the wide range of intralingual errors which have to do with faulty rule-learning at various levels, there is a class of developmental errors which derive from faulty comprehension of distinctions in the target language. These are sometimes due to poor gradation of teaching items. The form was for example, may be interpreted as a marker of the past tense, giving 'one day it was happened'

and is may be understood to be the corresponding marker of the present tense: 'he is speaks French'.

The reasons for the occurrence of untypical verb uses in many course-books appears to be related to a contrastive approach to language teaching. According to Ritchie (1974) 'A course that concentrates too much on "the main trouble spots" without due attention to the structure of the foreign language as a whole will leave the learner with a patchwork of unfruitful, partial generalizations....'

Many courses progress on a related assumption, namely, that contrasts within the language are an essential aid to learning. 'Presenting items in contrast can lighten the teacher's and the students work and consequently speed up the learning process'.

There is no substantial confirmation that a contrastive approach to teaching is likely to be a priori more effective than any other approach. Classroom experience and common sense often suggest that a safer strategy for instruction is to minimize opportunities for confusion by selecting non-synonymous contexts for related words, by treating them at different times, and by avoiding exercises based on contrast and transformation.

An analysis of the major types of intralingual and developmental errors-over-generalization, ignorance of rule restrictions, incomplete application of rules, and the building of false systems or concepts- may lead us to examine our teaching materials for evidence of the language-learning assumptions that underlie them.

2.3 Aim of this Project

Taking this attitude of second language learning to second language reading comprehension, an attempt is made to find out whether it is the mother tongue that is responsible for errors in reading comprehension, or there are other factors that cause errors.

In order to determine the different categories of difficulties, a group of teachers who had specifically come for the three-month course in ELTI, were made to perform reading comprehension tasks on a given passage. The questions demanded, in addition to a knowledge of the language, the ability to perform certain cognitive operations. After the test, all of them were

interviewed individually, to find out the reasons why they had given the answers they had (regardless of whether the answers were right or wrong). All teachers were interviewed within two days of the test so that the task was still fresh in their minds. In other words, the influence of the mother tongue while answering reading comprehension exercises was judged by their retrospection on their use of reading techniques to perform the given tasks.

On the basis of these interviews, the errors made due to the influence of the mother tongue were isolated from the errors made due to incorrect rule formation, over-generalization and inadequate knowledge in the particular area. The attempt here was to determine whether the teachers could overcome these errors due to training in reading comprehension exercises selected from a wide range of subjects.

Chapter III analyses the responses of the participants and categorizes them in terms of the different types of errors discussed above. **Chapter IV** concludes the findings and draws implications for further research.

CHAPTER III

ANALYSIS OF STUDENT ERRORS: ANALYSIS OF RETROSPECTIONS

3.0 Introduction

In this chapter, an attempt has been made to analyse the qualitative nature of the response, that is, to provide a verbal interpretation of the ways of arriving at answers to reading comprehension exercises. Analysis has also been done on errors, that is, an attempt has been made to find out whether it is the influence of the mother tongue that is responsible for the errors students make or is it due to other factors.

The same experimenter conducted the experiment, that is, the present researcher who was their teacher, and thus someone familiar to them, to whom they could speak freely.

Students were asked to retrospect about their reasons for answering the questions the way they had done, and also about the errors made.

The passage as well as the responses of some of the students to questions is given below. There is hardly any variation in student responses within each response category, and all variations are taken into account in this discussion. This is followed by the responses of the student for errors made.

3.1 PASSAGE I

Advertising gives information about goods, services or ideas, and persuasion is used to create a favorable impression about the quality and character of such goods, services or ideas, so as to make them acceptable to the public. Such acceptance may be passive, lightly registered by the conscious mind so that an impression is preserved dimly or clearly, to be recalled at some future time by a tangible reminder such as a point-of-sale, window display, or a display of goods on a shop counter or in a shop window. Or such acceptance may be active like in a hard-sell advertisement which is designed to result in immediate sale.

Direct or straight-forward product advertising is planned to create and maintain regular sales of a commodity. Institutional advertising has different objectives and is a long-term operation, planned to suggest a personality, a recognizable and familiar character for a company or an institution and the way such companies affect certain sections of the community. Such sections may not represent potential purchasers of a company's product or services, but may include people with powers of recommendation or specification or in some way qualified to exercise direct or indirect influence over a company's operations. Such people are termed 'Opinion-leaders', people to whom the common-man turns to for advice even on small matters like which movie or brand of tea is good. These opinion- leaders are there in all the strata of society and by being more knowledgeable and more exposed to the different media of advertising, can wield considerable influence over the common-man. Thus, even if a common-man may not be aware of advertising of a certain product, the opinion leader may be, and can induce the former to buy the product. In communication this chain of spreading messages is known as the "Secondary-Multiplier-Effect", whereby one person tells another, the second tells a third one, and so on.

Questions:

Q.1. The integral parts of advertising are:
   a)   (one word)
   b)   (one word)

Incorrect answer (Sample)

Integral parts of advertising are planned to create and main regular sales.

Comment:

The question was not clear to them, as the word "integral" is not mentioned in the passage. So they only copied down the sentence from the first paragraph, which they assumed contained the answer. This assumption was based on the fact that the first paragraph contained a description about advertising. Again these students were not aware that they had to identify

only the characteristic features of advertising from the passage. Previous comprehension tests had never demanded one-word answers, so they found it necessary to produce the full sentence, which they assumed contained the answer.

Also the verbal responses of these students indicate that they have not learnt the difference in the use of the determiner between the present tense and the past tense and therefore they produce grammatically incorrect answers.

Q.2. An advertisement can be registered in the minds of the consumer in two ways:
    a)   that is,
    b)   that is,

Incorrect answer: (Sample)
    a) By the consciousness that is, passive
    b) That is by making acceptance

Comment:
The retrospections indicate that these students are very weak at the basic sentence construction level. The questions asked demanded a thorough reading of the passage. These students found the passage as well as the questions difficult. As these students are so used to matching words in the question with those in the passage, they were therefore able to write the first option. They seem to write answers without applying their minds to the task and thus left the second option incomplete.

Q.3. The different types of advertising are:
a)
Characteristics
b)
Characteristics

Incorrect answers: (Sample)
    a) Announcing among the contractor or some publication agency, by the help of them, some advertisement can be fulfill
    b) Through the media of T.V. and Radio, far and wide advertisement can be able to do

c) Advertisement for creating and maintaining regular sales of a commodity.

Comment:

These students have no doubt tried to use their background knowledge in trying to answer the question, but it is obvious that they have not learnt the correct form of the of the verb 'fulfill' and 'do' which is evident from their sentence construction. Also it appears that they have not learnt the necessity of using a finite verb in sentence construction.

Further it appears that these students were unable to isolate the characteristics of advertising from the passage and wrote answers on the basis of their knowledge.

Q.4. The characteristics of the opinion-leaders are:
a)
b)

Incorrect answers: (Sample)

The people to wield considerable influence over the common-man.
They can influence the former to product.
The opinion leaders, being more knowledgeable and more exposed to the different media of advertising.
There in all one strata of society and by being more knowledge and more exposed to the different media of advertising.

Comment:

Again these students have not learnt the importance of using the finite verb as well as when to use the verb and the noun. This shows that students make such mistakes due to incomplete rule formation and therefore tend to generalize from their limited knowledge of sentence construction.

Q.5. Choose the correct word:
Secondary multiplier Effect in advertising relates to
   a) General public
   b) Advertising
   c) Opinion leaders
   d) Companies

Comment:
Almost all the students were able to produce correct answers, which indicate that they did not find the multiple choice question difficult and were probably accustomed to the type of question.

3.2 PASSAGE II

The French Revolution had a profound influence on the minds of men everywhere. A new emphasis was placed on individuality, though the forces of tradition in customs and in art subsided only gradually. The freeing of men's minds was accompanied by the Industrial Revolution. Trains, airplanes, the camera and more recently radio and television put an end to isolation and made possible the one world of today. These changes of environment were reflected in art, which lacked unity until the style finally matured in the twentieth century. Heretofore there had been but a single style for each period, now there were several styles, concurrent and also one superseding the other. Art was approached from the point of view of improvement, though what appeared to contemporaries as progress seems in retrospect more like a succession of changes.

Formerly artists and craftsmen catered to the upper classes. Art during the Baroque period had tended to become a luxury product, but, it was produced by artists under contract. After the aristocracy lost power, artists had to depend on a new public and a free market to sell what they had produced. With the disappearance of a single accepted style artists were divided into hostile factions and the bond of a common understanding which formerly had linked artist to patron also disappeared. Eventually this led to an estrangement between art and public and the misunderstood artist, despising a seemingly uncultured public, raised the cry, "art for art's sake". The conservative, or academic artist fared better economically than the radical who pursued new ideals of his own choosing.

Questions:

Q.1. The two movements had their effect on art as well.
Previously_____
Currently_____

Incorrect answer: (Sample)

Previously: The art was reflected by the two above movement, It lacked unity until the style, finally, The were a single style, Art was approached from the point of view. Formerly and craftsmen catered to the upper classes.

Currently:- Artists are divi factions and the bond of common understanding it led to an estrangement between art and public and the misunderstood artist despising a seemingly.

Comment:

These students have understood the question and have also been able to isolate information according to the demand of the question. Their error seem to occur in spelling mistake and lack of concord which is coupled with incomplete sentence. Further we also find that they have not learnt the use of the preposition. Therefore we can say that these errors committed by the learners are developmental errors.

Incorrect answer: (Sample)

Previously, people used their traditional methods.
But, nowadays people have a broad mind. They have known many things by the action of the French Revolution and the Industrial Revolution.

Comment:

These students seems to have incomplete knowledge of the use of present perfect aspect of the verb 'know'.

Q.2. Did the new artist succeed financially? Yes/No. Give reasons.

Incorrect answer: (Sample)

Yes the new artist succeed financially. The artist fared better economically than the radical who pursued new ideals of his own choosing.

Comment:

As the question is in the past tense so the answer expected should have been in the past tense.

Incorrect answer: (Sample)

No, because art and people has emotionally related. People know that "art for arts sake', when they realised art is the real thing of emotion.

Comment:
These students have not learnt the correct use of the auxiliary 'has'. This has resulted in the absence of coherence.

Incorrect answer: (Sample)
The new artists succeed financially. They adviced us to give up conservative mind. If we have listen the radio or seen the T. V. we get more information from them and learn more things.

Comment:
As the question is in the past tense so it is expected that the answer should also be in the past tense.

Incorrect answer: (Sample)
The new artist succeed financially not. Because they had depend the on a new market sell the produce.

Comment:
These students do not know the noun form of the word 'produce' and also are unable to distinguish between the use of negative words 'no' and 'not'.

Q.3. What is the writer's opinion regarding the current art scene?

Incorrect answer: (Sample)
The writer's opinion regarding the current art scene, because it is make common style between the all people of the world. It make the people one in the world.

Comment:
These students seems to have problems with the basic level of sentence construction and as such needs to go back to learning the sentence construction. Such errors are generally termed as developmental errors.

3.3 PASSAGE III

Dance and music are the great pride of our cultural scene today. Of course, one can come across the voice of orthodoxy and nostalgia moping and grumbling about the tradition getting defiled. But this is a standing complaint that every generation makes about its succeeding generation. There is no doubt that the interest in the arts in India today is greater than ever before; that we have talent in abundance and, what is more, access to that talent through public performances, exhibitions and the mass media.

The exchange of artists and of cultural delegations with countries the world over is giving a new dimension to the Indian cultural scene. This is a two way traffic. We have more and more artists, musicians and groups from Europe, the Americas and the East every year, and more and more of our artists and dancers, and musicians are seen and heard beyond our frontiers. What we are witnessing today-without our being aware of it all the time-is a flowering of our old traditions-and values in the context of the 20th century. And what is more, it is being achieved without seriously violating their character, their strength, and their uniqueness. And this is taking our arts out of their traditional sheltered backwaters and placing them in the mainstream of international creativity, enriching them, and being enriched by them.

Questions:

Q.1. The two attitudes towards dance and music are

a)_____ -

b)_____

Incorrect answers: (Sample)
   a) one can come across the voice of orthodoxy.
   b) And another nostalgia moping and grumbling about the tradition getting defiled.
   c) One can come across the voice of orthodoxy and nostalgia moping.
   d) And another grumbling about the tradition getting defiled.
   e) Talent in abundance, that is, access to that talent through public performance, exhibitions and the mass media.
   f) To come across the voice traditional orthodoxy.
   g) The first one come across the voice of orthodoxy and nostalgia moping and grumbling about the tradition.

Comment:

Errors such as the above can all be termed as developmental errors as these students seem to have problems with sentence construction and have therefore written incomplete sentences.

Q.2. Exposure to dance and music is possible because we have

a)_____

b)_____

c)_____

Incorrect answer: (Sample)

    a) The Americas, and the East every year more and more artists and dancers.

    b) We have more and more musicians are seen and heard beyond our frontiers.

Comment:

These students seems not to have learnt the importance of the finite verb in constructing a sentence. They have also to learn the importance of the inclusion of the word 'who'. We can therefore say that these students have hypothesized a faulty rule and are committing this sort of mistakes.

Q.3. The characteristic features of the art scene today

a)_____

b)_____

Incorrect answer: (Sample)

    a) Our old traditions and values in the context of the 20th century.

    b) Strength and their uniqueness.

    c) Placing our arts in the mainstream of international creativity, enriching them.

Comment:

Again the analysis of the students answers to this question indicates that these students have difficulty in sentence construction and so they need to go back to the basic sentence construction.

1.4 PASSAGE IV

There are many theories about the cause and meaning of dreams. Many of these contain some truth but none can be scientifically proved to contain the whole truth. One theory is that dreams are caused by something affecting your body, if your bedclothes become twisted round your neck, you might dream that you were being strangled. This would not in itself, however, explain why you dreamed you were being strangled by your best friend. In that case there will be another reason as well as the bedclothes. You may recently have had a quarrel with your friend, for example. In a dream, a friend may appear as an enemy, and this may turn out to be true. Perhaps, over a period of time, all sorts, of tiny hints, about the friend's true character have been stored up in the unconscious mind, and for the first time, they 'add up' in the dream. You may not be willing, with your conscious mind, to admit that someone you like is making jokes about you behind your back, but such knowledge can be stored up in the unconscious mind.

Sigmund Freud was the first person to put forward the theory of dreams as 'wish-fulfillment.' Everyone, according to Freud, has subconscious wishes and fears of which their possessor is not consciously aware. A middle-aged man, who never gives a thought to girls during the day, might have a dream in which he was sort of James Bond with lots of glamorous girl friends. On waking up he might be quite shocked at having such a dream, but perhaps in his shyness he has covered up and long forgotten his secret wishes. Freud took this theory to the point of saying that unless people were able to express their secret wishes and fears in the form of dreams, they would not be able to sleep, and that dreams are therefore essential to our health.

Karl Jung said that we dream in terms of venting 'archetypes', that is, people and objects that appear again and again in the fables and mythological stories of all lands. Characters like the wild old man, the beautiful princes, the adventurous hero and the evil witch, and such objects, as rings, trees and serpents are symbols, which mean something to everybody because they have played such an important parting legend.

The most popular modern theory is that dreams help us to sort out our problems, which the conscious mind may not even be aware of, and so to make our lives healthier and happier. This may be more complex than the wish-fulfillment idea. For instance, a man may dream that he is being tried and sentenced to death by his friends, and awake up distressed by such a

vision, but it may be that, without realizing the fact, he has for some time been taking help and advice from his friends without giving much in return. The man, even though he has no idea what the dream means, will probably become more generous in attitude towards his friends.

Questions:

Q.1. The author discusses four important theories of dreams. These are:
(a)_____
(b)_____
(c)_____
(d)_____

Incorrect answers: (Sample)

   a) By somethings affecting body.
   b) Bedclothes become twisted round your neck.
   c) True character have been stored up in the unconscious mind.
   d) Wish-fulfillment as theory of dreams put forwarded by Sigmund Freud.
   e) The most popular modern theory is that the dreams that helps us to sort out our problems.

Comment:

The responses of these students seem to highlight the fact that they have not only hypothesized a wrong rule and have therefore produced incorrect form of the auxiliary 'have been', the verbs 'forward', 'help' and so on.

Further, it appears that these students have not been able to isolate the main idea from the examples highlighted by the author to support these ideas. As they are so used to finding the answer to the first question in the first paragraph their attempt to write the answer is to select the words or phrases from the first paragraph. But since they were unable to complete the answer they went ahead to the next paragraph to complete the answer. In the process they came across different theories to dreams and wrote it down. The responses indicate that they were confused while answering the question and so decided to leave it to the instructor to correct them.

Q.2. What is the author's opinion to these theories of dreams?

Incorrect answers: (Sample)

The author opinion to these theories of dreams is wish-fulfillment. According to him dreams unless people were able to express their secret wishes and fears in the form of dreams. So dreams essential for health.

Comment:
These students are unfamiliar with the correct use of the word 'unless' and so are unable to find out whether they have completed the sentence or not. Such students actually are said to make intralingual errors, that is, they have failed to learn the conditions under which rules apply.

Q.3. In what way is the theory of Sigmund Freud different from the modern theory of dreams?

Incorrect answers: (Sample)
According to modern theory of dreams it happens for affecting body being strangled , being quarreled but according to Sigmund Freud dream comes only to fulfill the man's wish that didn't come to true in the real life.

Comment:
The responses of these students indicate that they simply have not read the passage properly and seem to written answers at random.

Also they do not know the correct use of the verb 'happens'. Such type of errors are called as developmental errors.

Q.4. The theory put forward by Freud and Jung differs in three major aspects. These are:
(a)
(b)
(c)

Incorrect answers:(Sample)
(a) Without realizing the fact which sometime been talking help and advice from his friends without giving much in return.
(b) Freud took his theory to the point of saying that unless people were able to express their secret wishes and fears in the forms of dreams but Freud didn't think it so.
(c) Some dream has that a man might be quite shocked. Such a dream, but perhaps in his shyness he has covered up and long forgotten his secret wishes.

Comment:

These students seem to face the problem of sentence construction as well as have difficulty in understanding the importance of the word 'unless'. Such types of errors are called developmental errors.

We now conclude the analysis of the students' response in our next chapter and give some suggestions for instructors on how errors can be minimized.

CHAPTER IV
Conclusion

4.0 Introduction

To conclude, we can say that errors are not only the result of the interference of the mother tongue in the target language. There are other sources of errors as we have seen in our analysis, the most prominent being the developmental errors. These errors are derived from the strategies employed by the learner in reading comprehension and from the mutual interference of items within the target language. The analysis of the errors lead us to conclude that with proper feedback such types of errors can be overcome. As these errors are not due to interference of the mother tongue the rectification of these errors will ultimately depend on the teachers. Therefore, feedback on learner's errors is very important in helping the learner's reduce these errors. Feedback is useful because it provides the learner information on the success or failure of their attempts at performance. Feedback is designed to promote correction but is not in itself correction. The teacher should realize that student are more apt to learn form their successes rather than failure. So feedback should be in the form of positive reinforcement of right choices in order to increase learning efficiency. The learner of a first or second language is believed to progress by the formulation of hypotheses about the target language grammar, based on the input data received, the use of feedback to test those hypotheses, and their subsequent rejection or modification.

4.1 The Importance of Feedback

Teachers do not provide feedback on all errors that are committed. For variety of reasons many errors go unnoticed; it is only those perceived by the teacher which serve as input to the decision making process. Having noticed an error, the first decision the teacher makes is whether or not to treat at all. In order to make the decision the teacher may have recourse to factors with immediate temporary bearing such as the importance of the error to the current pedagogic focus of the lesson, the teacher's perception of the chance of eliciting correct performance from the student if negative feedback is given and so on. Having made the decision as to treat errors the teacher then has 3 basic options.

(a) to inform the student of the existence of error.
(b) To inform the student of the location of error and

(c) To inform the student of the identity of error.

It is thus important for teachers to become aware of the kind of teacher feedback on learner error which appears to be useful for learning. Michael Long speaks of two aspects of teacher feedback for students. One involves knowledge of results, that is, whether the student has performed the task successfully or not. The second is concerned with the nature of the affective feedback the teacher gives the student. The best combination Long suggests is negative knowledge of results (that is, pointing out error) with positive affective feedback, (that is, the error is pointed out in a warm, accepting manner). Following are the ways in handling error detection:-

1. **Pointing out errors and providing practice in the correct forms:-** This is what is normally done, namely rewriting the incorrect sentences. There are advantages and disadvantages to penalizing error and drilling in the correct form. Advantages occur from correction if it is done immediately. These relate to the learner's awareness of the occurrence of error and it contributes to his knowledge of the state of his writing.

The disadvantage of pointing out error are that an overdose of correction reinforces the already strong sense of failure felt by the student, his conviction of the impossibility of improvement.

2. **Ignoring errors of grammar:-**
Another approach involves features of normal interaction with others. We do not automatically jump on our interlocuter's grammatical errors, but instead, try to process what he/she has written and ask for clarifications only when the meaning is unclear. What second language learners need is practice inreading comprehension exercises. Thus learners of English need to have vastly greater opportunities for producing English than the teacher has the time to correct.

3. **Everything that is written need not be corrected:-**
Students need to write much more than teachers can ever have the time to read. Teachers have other things to do with their time than correcting more and more student assignments. The sheer act of writing copiously even without teacher correction, will work wonders. Secondly, it is important for the learner to think of his writing as an act of communication where he is

expressing ideas or feelings and not merely using language correctly or incorrectly. Thus, the quality of his production should be judged mainly in terms of what he is expressing. They should concentrate on the message, not on the grammar. This is best done by making students exchange their work and read each others production.

4. Pinpointing selected areas of error:-

A fourth approach is to select only one or two types of error, point these out to the learners, and ask them to concentrate on these. These areas can be selected on the basis of their importance in communicating meaning. Thus, tense would be given priority over prepositions and articles. The advantage of this approach is that the student is made to focus on a limited area and because the task is within his reach, he makes a rapid progress.

5. Allowing students more time for reformulation:-

It has been found that if students are given more time to mull over their ideas and plan their production, their performance improves. One way of doing this is by making them rewrite the same piece several times. It is found that with each successive reformulation, the writing becomes more organised and infelicities are reduced. Allwright has tried out reformulation as a technique in teaching composition. A native speaker reformulates the production of one student and then the class compares the original and reformulated version. Following the discussion, the students rewrite their original version.

It is therefore evident that errors made by learners in second language is not due to the interference of the mother tongue. It is in fact a result of the learners learning process. These errors can be overcome if the teacher rectifies his teaching material that suit the needs of the learners.

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APPENDIX I

The following questionnaire was prepared in order to present a systematic outcome of the retrospections of the students.

QUESTIONS

Q.1. How did you read the passage? Did you first read the question and then read the passage or vice versa?

Q.2. How many times did you read the passage?

Q. 3. Did you find the questions difficult? Yes/ No. Give reasons.

Q.4. What made you answer Question No. 1 the way you did?
This question was asked for all respective questions.

Q.5. What is the noun form of the word 'produce'? What made you write this sentence?
(This question was asked for all the answers they had written).