Chapter VI
Summary

Significance of the Study

English is the lingua franca of the modern world. No individual or nation can survive without learning it. Taking cognizance of the phenomenon, The National Curriculum Framework (2005 e) has suggested that English be made the second mandatory language for all classes in all forms of education.

Unfortunately, large sections of the students of Punjab are not good at this language and commit serious mistakes in its use, this in spite of the fact that English has been introduced from class one in Government Schools for quite some time now.

It is humbly hoped the results and conclusions of the present investigation will facilitate reducing the errors in written English by the Punjabi speaking PSEB school students of Punjab by contributing to the theory and practice of teaching of English in the following ways:

It will provide with a better insight into the magnitude of the Problem, the Areas (of English language) where the most number of errors are committed and the groups which make the most number of errors and hence call for immediate attention.

The knowledge of the common areas of errors will help the teachers to focus on the most common errors of the students while teaching and to select the methods which will effectively control the errors right from beginning.

Correcting errors is extremely essential. But, in view of the exponentially large number of errors in a foreign language, it is neither feasible nor advisable to correct all the errors of a learner. So, as a strategy, the teachers focus on the most common errors only.

It will also guide the curriculum framers and text book writers to develop the books and remedial literature which pays attention to the most common errors.

By investigating into the relationship between errors and socio-personal factors like gender, locale and caste, the study will help in deciding on the need or not of placing the students in homogenous groups based on the above factors.

The above knowledge can also help the teachers, parents and guidance workers to help the students to set realistic goals and understand and accept themselves.
Knowledge of the role or not of the Cognitive Styles towards committing of errors in language will guide the teachers on the need or not to place students in homogenous groups according to their Cognitive Styles and it may also bear upon the need to select materials, methods and strategies and remedial literature and programs in accordance with the special needs of the students of a particular Cognitive Style.

Similarly, study of the respective roles of different hemisphericities in language usage is expected to be useful for better understanding of the process of learning and for suggesting suitable instructional strategies materials or remedial programmes for learners with different cerebral dominances.

The results and conclusions drawn from the present investigation will be documented for systematic and easy access and may motivate and suggest further researches in several new issues related to the area of errors in EFL/ ESL.

The information generated from the present investigation may be used for the purpose of decision making and planning of educational strategies and policies. Besides improving the methodology of teaching of English the teacher training programme at B.Ed. level can also make use of the findings of the study for preparing effective teachers.

Keeping in view the growing popularity of English, the number of ESL/ EFL learners is growing fast in large numbers of countries. The knowledge generated from the present investigation may be of use and benefit to the countries with similar problems.

**Statement of the Problem**

**A STUDY OF ERRORS IN ENGLISH IN RELATION TO COGNITIVE STYLE AND CEREBRAL DOMINANCE**

**Objectives of the Study**

The study was undertaken to achieve the following objectives:

1. To study the errors committed by students of grade XI in written English work in vocabulary, spelling, punctuation, functional grammar and translation.
2. To study the patterns of errors committed by learners in relations to locale (urban, rural), gender (male, female) and caste (SC and Non-SC).
3. To study the differences in errors in relation to cognitive styles: Field dependence and Field independence.
4. To study the differences in errors in relation to hemisphericity: Left, Right and Whole Brain.

5. To collect opinions on the possible causes of errors by the sample from experts and practicing teachers.

6. To make recommendations emerging out of the problem under investigation.

Hypotheses

The following Hypotheses were developed and tested:

1. Large numbers of errors of various types are committed by students.

2. (a) The patterns of errors will not differ in relation to locale.
(b) The patterns of errors will differ in relation to gender.
(c) The patterns of errors will not differ in relation to caste.

3. The patterns of errors of students with different cognitive styles will differ significantly.

4. The patterns of errors of students with different hemisphericities (cerebral dominance) will differ significantly.

Delimitation of the Study

The study was limited to 400 grade XI students of PSEB affiliated Government schools of Amritsar, Hoshiarpur and Sangrur districts of Punjab. It was further delimited to errors in written English in the areas of Translation, Punctuation, Spelling, Vocabulary and (Functional) Grammar.

The Sample and the Sampling Technique

The sample comprised of 400 students of grade XI from Government run secondary schools. Only those students were selected who spoke Punjabi as Mother tongue and whose medium of instruction had always been Punjabi.

The sample was drawn from 19 schools randomly selected from the three again randomly selected districts of Punjab - Amritsar, Hoshiarpur and Sangrur. Of these 6 schools were urban and 13 schools were rural.

The sample was raised/ collected using the Proportionate to Population Size (PPS) sampling technique.

As such, the various sub groups, in relation to one another, were in the following ratios:

Males and female students in equal numbers; rural and urban students in 70:30 and SC and Non-SC students in 28:72 ratio
Design of the Study
Survey Research Method was made use of for the purpose of the present investigation.

Description of the Tools
The following Standardized and Self-constructed tools were used to collect data:
1. The Group Embedded Figures Test (GEFT) developed by Herman A. Witkin, Philip K. Oltman, Evelyn Raskin and Stephen A. Karp.
2. The Indian version of the SOLAT (Style of Learning and Thinking) test developed by Dr. D. Venkataraman in 1994.
3. The Test of Errors in Written English (Self Constructed)
4. Questionnaire for Teachers and Experts
5. Personal Data Sheets

Procedure

For collecting data on Errors in written English by the XI grade urban, rural, male, female, SC, Non-SC, FD, FI, Left, Right and Whole Brain dominant students of Punjab, the investigator got a list of rural and urban boys’, girls’ and co-educational secondary and senior secondary schools from the DPI (Secondary) Schools, Punjab. Nineteen schools were selected out of which thirteen were rural and six were urban.

The selected schools, both rural and urban, were visited by the investigator. Before the administration of the tests, the purpose of investigation was briefly explained and the respondents were encouraged to give correct answers and were assured that the results would be kept confidential and used purely for the purposes of this investigation. After these and other preliminaries, data were collected from all the suitable subjects available in all the visited schools.

The environment, procedures and testing situations were kept as similar as possible to have true and correct information.

The filled in response-sheets / test-booklets collected from each subject were tagged and grouped in their respective categories for scoring. The scoring of the responses was done strictly according to the instructions and directions provided in test-manuals.

The data so collected were recorded in tabular form for statistical analysis according to the objectives of the investigation and for drawing conclusions. The SPSS was used for computations and statistical treatment of the data of various types.
Statistical Treatment of the Data

The data were subjected to the following Descriptive and Inferential Statistical Analyses:

In descriptive statistics, summary statistics viz. Distribution of Frequencies, Mean, Median, SD, Skewness and Kurtosis were worked out to check normality of data.

Means and SD’s of errors of each of the five areas viz. areas of vocabulary, spelling, punctuation, functional grammar and translation were calculated separately also for all the eleven groups of subjects to to work out the Numbers and Percentages of students making a large number of errors in total or in a particular type or area of errors.

The Means of Errors by the various groups were compared to study the patterns of errors and ranks of hierarchy.

$t$-tests were used to find out the statistical significance of the differences between group means for all the variables separately. The significant differences were also studied between the groups.

To determine the significance of differences among means of errors in different areas by the students of different hemisphericities concurrently, the inferential statistical technique of One Way Analysis of Variance (F test) was employed.

Where the F score was statistically significant, a series of Tukey's HSD test was used to determine which means were significantly different from which other means.

The opinions of Experts and Serving Teachers on Causes of Errors were subjected to Percentage Analysis and the Recommendations for their maximum reduction were inferred upon and, placed under relevant headings, tabulated and reported at the appropriate places.

Findings and Conclusions

The major conclusions reached at from the results of the study are summarized as:

**Large Number of Errors in English**

- 49.00 % of the students committed a large number of errors in Total Errors in English.
- 39.00 % students made a large number of errors in Translation.
- 46.50% students made a large number of errors in Punctuation.
- 43.75% students made a large number of errors in Spellings.
- 47.25% students made a large number of errors in Vocabulary.
- 49.75% students made a large number of errors in Grammar.

- It leads to the inference that high percentages of all groups of students make large numbers of errors of different types in English.

**Errors in English in relation to Locale**
- High percentages of both Urban and Rural students make large numbers of errors in English.
- Urban and Rural students differ significantly in their Errors in English.
- The Rural students make significantly more errors in their use of English language than the Urban students.

**Errors in English in relation to Gender**
- High percentages of both Male and Female students make large numbers of errors in English.
- Male and Female students differ significantly in their Errors in English.
- The Male students make more errors in their use of English language than the Female students.

**Errors in English in relation to Caste**
- High percentages of both SC and Non-SC students make large numbers of errors in English.
- SC and Non-SC (General) students differ significantly in their Errors in English.
- The SC students make more errors in their use of English language than the Non-SC (General) students.

**Errors in English in relation to Cognitive Style**
- High percentages of both FI and FD students make large numbers of errors in English.
- Field Dependent and Field Independent students differ significantly in their Errors in English.
- Field Dependent students make more errors in their use of English language than the Field Independent students.

**Errors in English in relation to Hemisphericity**
• High percentages of Left, Right and Whole Brain dominant students make large numbers of errors in English.
• Students with different Hemisphericities (Cerebral Dominance) differ significantly in their Errors in English.
• Left Brain and Right Brain Dominant students differ significantly in their Errors in English.
• Right Brain dominant students make more errors in their use of English language than the Left Brain Dominant students.
• Left Brain and Whole Brain Dominant students differ significantly in only some areas of Errors in English.
• Whole Brain Dominant students make more errors in their use of English language than the Left Brain dominant students.
• Right Brain and Whole Brain Dominant students differ significantly in only some areas of Errors in English.
• Right Brain Dominant students make more errors in their use of English language than the Whole Brain Dominant students.

Patterns of Errors in English:

The Highest Ranking Types of Errors
• The Hierarchy of the Highest to Lowest Type of Error across all groups is: Spelling, Grammar, Translation, Vocabulary and Punctuation.

Differences in Ranks
• The Mean scores of errors in the first, second and third ranking Types of Errors are quite close to one another.
• Right Brain Dominant students commit nearly as many errors as Field Dependent students.

Range of Mean Scores in different Errors
• The Mean values of Errors of different Types fall between 6.02 and 13.30 out of a possible 20 maximum marks.

The Highest Ranking Error Groups
• As a group, the Schedule Caste (SC) students make the highest number of errors.
• The groups of the Males, the Whole Brain, the FD and the Rural students make up the five highest error-making groups and come second only to the SC students.
• The groups of Non-SC, Females, FI, Left Brain and Urban students make up the least number of errors of all types in English.
• Urban students make the least number of errors in English.

**Causes of Errors:**
• Lack of Clarity on Aims and other important Issues
• Faulty Recruitment Policies
• Overuse of Grammar-Translation method
• Foundation of English not laid properly in Elementary Schools
• Irrelevant and Faulty Text-Books
• Recently introduced Semester System not implemented properly
• Continuous Comprehensive Evaluation not implemented extensively
• Syllabus not defined in terms of Behavioral Objectives, doesn’t suggest ways and means to achieve them
• Pre- and In-Service trainings not adequate
• Dearth of Social Learning Methods and Communicational Techniques
• Policy allowing passing Matric without English
• English Not taught as Skill Subject
• Lack of Motivation and Perseverance among students
• Failure of Current schemes
• Reluctance among teachers to adapt their teaching to different Recommendations
• Uninspiring Physical Environment in the English Classroom
• Disuse of Instructional Aids
• Inadequate amount of time in Time-Table
• Importance to Literature, not Language
• Disregard for Correction Work
• Adverse effects of the new changes in Curriculum and Examination System

**Verification of the Hypotheses:**
The hypotheses have been verified as under:

**Hypothesis 1** stating “Large numbers of errors of various types are committed by students” stands accepted.

**Hypothesis 2 (a)** stating that, “The patterns of errors will not differ in relation to locale” stands partially accepted.
Hypothesis 2 (b) stating that, “The patterns of errors will differ in relation to gender” stands partially accepted.

Hypothesis 2 (c) stating that, “The patterns of errors will not differ in relation to caste” stands partially accepted.

Hypothesis 3 stating that, “The patterns of errors of students with different cognitive styles will differ significantly” stands partially accepted.

Hypothesis 4 stating that, “The patterns of errors of students with different Hemisphericities (Cerebral Dominance) will differ significantly” stands partially accepted.