CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

A review of related literature is the process of collecting, selecting, and reading books, journals, reports, abstracts and other reference materials. Review of related literature gives a synoptic view of the theoretical and the empirical framework where the research problem has already been discussed. The review of related literature helps a researcher in the proper planning of his/her research work by making him/her aware of the latest tools, techniques, trends and other relevant features in the field. It helps him/her by giving insight for preparing a base to define his/her problem precisely and to make meaningful interpretation of the data.

The purpose of literature review is to convey what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. By reviewing the related literature, the researcher can avoid reinventing the wheel, can identify the gaps in the research area, to identify other people working in the same fields, to carry on from where others have already completed and to fathom the depth of knowledge of the researcher’s subject area. Through the review, the researcher can gain an understanding of the research methodology which refers to the way the study is to be conducted. The final and important specific reason for reviewing the related literature is to know about the
recommendations of previous researchers listed in their studies for further studies. It also helps him to save his energy and time from being wasted of duplication of the research done previously. (Koul, 2009)

2.1 SOURCES OF INFORMATION

Although the present investigator visited a few college and university libraries in India and consulted quite a handful of Ph.D. thesis, dissertations, research journals, books and research abstracts, the internet became the most important source of her collection of relevant literature for the purpose of review.

2.2 PRESENTATION OF THE EARLIER STUDIES

It is practically not an easy task for the investigator to make a survey of all the previous studies regarding syntactic errors as the field of error analysis is a very vast field. It is, therefore, attempted by the present investigator in this chapter to make a review of the previous studies which are very much relevant to the present research. The most relevant and selected researches on errors were categorised into studies carried out outside India and in India. The previous studies or reviews are presented with the investigator(s) name, year of investigation, objectives, procedures and findings as far as possible. In the conclusion part of this chapter, the investigator tries to present the trend of research of error analysis with reference to prior similarities and differences of review with the present study.
2.3 RESEARCH ON ERROR ANALYSIS OUTSIDE INDIA

Lennon (1991) in his study seeks to show how some of the problems of error identification can be overcome. He points out that the most enormous forms are, in fact, in themselves not erroneous at all, but become erroneous only in the contexts of the larger linguistic unit in which they occur. To take account of this in error identification he proposes two new dimensions of error: domain and extent. Domain refers to the breadth of the context (word, phrase, clause, previous sentence or discourse) which needs to be considered for determining whether an error has occurred. Extent refers to the size of the unit (morpheme, word, phrase, clause and sentence) that requires deleting, replacing, reordering or supplying in order to repair an erroneous production. In his seminal work Lennon illustrates how the concepts domain and extent can help to distinguish different kinds of lexical errors.

Bowden, Meri Ikeda and Richard K. Fox (2000) conducted a study on “A Diagnostic Approach to the Detection of Syntactic Errors in English for Non–Native Speakers” This paper reported on GRADES (Grammar Diagnostic Expert System), a system to tackle part of the problem to identify and diagnose common syntactic errors among non–native speakers, particularly Japanese speaking learners of English. The structural analysis was done differently from the traditional method used in the grammar checking and natural language processing. It took into considerations how non–native speakers of English use the language. Because GRADES goal is simply the diagnosis of non–native speakers’ errors, it was intended to detect them more successfully and provide more precise explanations of
the cause of the grammatical error. GRADES, reported on in this paper, was built using diagnostic strategies and diagnoses seventeen types of errors: thirteen verb-related errors and four noun-related errors.

The study by Lee, On Soon (2003) on “Error Types and Feedback of NNS-NNS Interactions” presented the types of errors and learners’ feedbacks in the NNS – NNS interaction with the following research questions: (i) What types of errors and what types of feedbacks do L2 learners usually make on the interaction with L2 learners? (ii) What types of errors do lead what types of feedbacks on the interaction between L2 learners? (iii) How are the distribution of L2 learners’ uptake (the response of the feedback) responded by corrective feedback? The database was drawn from transcripts of dyadic conversation between Korean and Japanese college students in the class, “Global English” through KWCCDLP (Korea University Waseda University Cross-Cultural Distance Learning Project). The result classified four errors as discourse errors, factual errors, word errors and syntactic errors.

Al-Buainain, Haifa (2006) conducted a case study on Students’ writing errors in ESL of Qatar University. This paper was an outcome of teachers’ concerns and efforts to identify areas of difficulty in the writing skill among EFL students and to work out remedial procedures to help them overcome their weaknesses. The study examined 40 exam scripts of first year university students (female) majoring in English. Two copies were given to the students who were asked to write freely and to express their positive and negative points of view about certain topics. In the study ten-point scale was developed to evaluate each aspect, then the average of the scores was calculated. The students’ errors were grouped and
analysed. The study showed sentence-level grammatical errors committed by the learners involved some syntactic features, namely verbs, relative clauses, articles, fragments, noun modifiers and prepositions. The samples presented the commonest or most frequent Arabic (Qatar) errors in English. The study concludes with pedagogical recommendations.

Ahmadvand (2008) aimed at analyzing Iranian EFL learners’ errors in their written productions. He collected the required data from different productions of some 40 learners at pre-intermediate and inter-mediate levels. As he reported, omissions, additions and regularization were among the most frequent types of errors. Moreover, based on data, it was shown that negative transfer accounted for only 30% of all errors and most of the errors were the result of misinformation. Consequently, it was shown that negative transfer from Persian to English in written productions was neither the only source of errors, nor the major one. The result of his study sharply decreased the role of L1 in the acquisition of English as a target language.

Hourani, Taiseer Mohammad Y. (2008) conducted a study on common grammatical errors in English essay writing made by secondary male students in the Eastern Coast of the UAE. 105 Emirati Secondary male students and 20 teachers participated in completing two separate questionnaires reflecting their attitudes and opinion towards the English writing skill. The data revealed that the UAE students made different types of grammatical errors and salient were-passivization, verb tense and form, subject verb agreement, word order, prepositions, articles, plurality and auxiliaries. Most of these errors were due to intralingual
transfer. It also showed that the English writing skill of the secondary male students in the UAE State schools needed more reinforcement and development. Based on the findings, recommendations and some implications which are of significance to educators and policymakers as well as to EFL teachers were provided.

A study by Abeywickrama (2010) attempted to identify and describe Sinhala speaking undergraduates’ errors in English essay writing and thereby make efforts to minimize the problems encountered in their English writing. Written assignments were collected from 60 students of first and second academic years of degree programmes for data analysis. The investigation reflected that negative L1 transfer /interference was not the major cause for errors. Only 20% of the errors occurred due to L1 interference while majority of them (45%) were identified as developmental errors.

Mungungu investigated on errors in writing of ESL Namibian learners in 2010. This study investigated common English language errors made by Oshiwambo, Afrikaans and Silozi L1 speakers in Namibia and the frequency at which these errors occurred in each group. This study examined errors in a corpus of 360 essays written by 180 participants of Grade 12 from secondary schools in isolated areas, such as Northern Namibia, north eastern Namibia and southern Namibia, where learners were not exposed to a multi-lingual background. In order to investigate the type and frequency of errors made by Namibian learners, this study adopted quantitative approach. Errors were identified and classified into various categories. The four most common errors committed by the participants were tenses, prepositions, articles and spelling. Based on the findings of the study, there was no
significant difference in the number of errors recorded from each group. Oshiwambo students recorded the highest number of errors (656), followed by Silozi students (630) and Afrikaans the lowest number (588) of errors. Regarding the frequency of occurrence of the identified errors, Afrikaans and Oshiwambo compositions recorded almost the same rate of occurrence (292 and 278 respectively), whereas, Silozi students recorded the lowest rate of frequency of error (193). The limitations and some pedagogical implications for future study were included at the end of the research paper.

Another study was conducted by **Pervaiz, Azhar** and **Muhammad Kamal Khan (2010)** on syntactic errors made by Science Students at the Graduate level in Pakistan. This study presented an overview of the errors committed by the students of science subjects. The students were predominantly concerned with the concepts of basic sciences like Physics, Chemistry and Mathematics. As a result, they fail to concentrate on the other subjects like English which was an integral part of their studies. The researchers took thirty samples of papers conducted in the internal examination of the B. Sc degree students from the University of Sargodha. The researchers analysed, evaluated and identified the errors committed by the learners on Pit Corder’s (1981) model of error analysis, with slight changes. On the basis of the findings, certain recommendations were given for effective second language teaching to the students.

**Ali, Md. Maksud (2011)** investigated on the study of errors and feedback in second language acquisition (SLA) research. This study carried out an empirical cross- sectional survey research on errors and feedback in SLA in the
context of Bangladesh in order to generalize the way in which the Bangladeshi ELT practitioners viewed their students’ errors and the way they corrected the errors. The survey consisted of a questionnaire for producing quantitative data and the participants were sampled from the ELT practitioners in Bangladesh practicing at primary, secondary and higher secondary levels. SPSS was used to analyse research data. The findings implied that although the ELT practitioners in Bangladesh had empathy for learners’ linguistic errors, most of them seemed to lack an insight into using a more appropriate correction strategy, such as motivating the learners to ‘self-correct’ their errors. The potential reason might be the lack of practical application of the theories in the classroom. The study recommended that the ELT training courses in Bangladesh should be revised and re-designed as to be responsive to practical classroom use and force the teachers in active teaching and action research.

Jdetawy, Loae Fakhri Ahmad (2011) conducted a study on the problems encountered by Arab EFL learners. The purpose of the paper was to review the literature on problems encountered by Arab EFL learners focusing on the many problems in English language learning and the reasons behind the problems. This paper concluded that Arab EFL learners encounter many serious problems in the four language skills, i.e. listening, speaking, reading and writing. It also concluded that the reasons behind these problems were many such as: English was not the mother tongue of the Arab EFL learners, Arab learners used Arabic as their formal language of communication, the lack of the target language exposure as spoken by its native speakers, the Arab EFL learners’ preference for using Arabic in EFL classrooms rather than English, the lack and weakness of the input in their language teaching
context, the lack of the Arab EFL learners’ personal motivation, the inappropriateness and weakness of the English language curricula adopted by some academic institutions etc.

Khan, Intakhab Alam (2011) investigated learning difficulties in English in Arabic bilingual context. Reviewing the related studies, it was noticed by him that English in most Arabic speaking countries serves a very limited purpose. Despite good overall planning, purposive curriculum, integrated textbooks, qualified teachers, the achievement is below the expectations. Therefore, diagnostic studies should better be undertaken in different language areas: sound system, vocabulary, meaning, grammar and various skills so that the teacher may know the types of the problems and the corresponding factors. Such attempts were expected by the researcher to be helpful in possible evolution of some fruitful and compatible strategies in order to yield the maximum academic output. It was also revealed from the study that in a teaching hub, like Saudi, there were too many teachers of English. Some of them were well oriented and trained, nicely experienced and properly dedicated. There were many who didn’t even know the term ‘pedagogy’. In such cases, the researcher concluded, a careful examination of the teachers’ preparedness was needed in order to facilitate the target groups in the best possible manner.

Another study was conducted by Jayasundara J.M.P.V.K. and Premarathna C.D.H.M. in 2011 on errors committed in English by undergraduates. The prime objective of conducting this research was to examine the most frequent errors committed by the first year undergraduates of Uva Wellassa University, Sri
Lanka, in their writing and speaking and to discover the common difficulties in language learning. To achieve the objectives, 23 male and 22 female undergraduates were observed. Questionnaire, written compositions, oral test and interviews were implemented as research instruments. The statistical software Minitab 14 was used to analyse the data. Then all the identified errors were classified into eight main categories. More than 80% of total numbers of errors were reported under Grammar (42%), Orthography (27.2%) and Syntactic (14.3%) categories. However, Lexical, Morphology and other categories collectively reported 16.5% being fewer numbers of errors committed by the respondents. Moreover, advanced analysis ascertained that newspaper reading and committing errors in grammar and syntax were as dependant variables. The study had shed the light on manner in which students internalized the rules of the target language and the findings were vital in designing curricula for the better fulfillment of the objectives of Second Language teaching and learning.

_Zawahreh (2012)_ investigated into the errors of written production of English essays of Tenth grade students in Ajloun schools of Jordan, estimating the predominant errors and explaining the causes of the written errors from a free composition exercise. The sample of the study consisted of 350 students selected randomly from group of schools in Ajloun. The study found, the most prominent errors within morphology were errors of lack between subject and main verb and the least ones were the addition of suffixes to infinitive. Second, the most prominent errors within function words were errors of insertion of prepositions and the least ones were the omission of ‘a’. Third, the most prominent errors within syntax were
errors of omission of the main verb and least were the omission of verb ‘be’. Forth, the most prominent within tense were use of present tense instead of past and least using past instead of present. Within lexical errors, the most prominent were errors of lexical items wrongly used in place of others. Sixth, errors were attributed to two main sources: Arabic interference and intralingual interference.

Heydari, Pooneh and Mohammad S. Bagheri (2012) in their study mostly illustrated fundamental background studies done in the field of Error Analysis (EA) to help the EFL teachers and educators to become familiar with the most frequent errors committed by EFL learners. The reported studies in their paper make the research interest in the analysis of errors more obvious. Based on the studies reviewed on EA, it is obvious that there are two opposite views toward the sources of errors committee by EFL learners. Some considered intralingual causes as the common source of EFL learners’ errors. Quite a number of researchers on the other hand found that L2 learners at the beginning level produce a large number of interlingual errors. They also observed that as these learners progress in acquiring the norms of the target language, more and more interlingual errors are manifested. At conclusion, they suggested that in connection to the significance of second language learners’ errors both in learning and teaching, TEFL educators and researchers interested in seeking the truth should re-conduct research in order to adopt appropriate teaching strategies to help EFL students learn better.

Nezami Ali and Mousa Sadraie Najafi in 2012 investigated on common error types of Iranian learners of English. The paper aimed at obtaining a clear understanding of Iranian EFL learners’ L2 writing error types. To develop such
an understanding, a research question was formulated to see whether there was any significant difference between the participants’ language proficiency level and their error types in writing. Two tests were administered to 103 University students majoring in English. Total errors found were 4109 in number in which 1939 were observed in low group, 1579 in middle group and 591 in high group. Data were analysed through a Kruskal- Wallis test. The statistical analysis revealed that there were statistically significant difference among proficiency groups on overall error types they made in their compositions and frequency of occurrence of error types in each group was different.

Liu, Meihua and Ying Xu (2013) conducted a study on “An Investigation of Syntactic Errors in Chinese Undergraduates EFL Learners’ Compositions: A Cohort Study”. Thirty undergraduate non-English majors across disciplines produced 90 essays and answered a self –developed questionnaire. The analysis of the data resulted in the following main findings: (1) Among the ten types of syntactic errors, errors in tense and voice were the most frequently occurring type of errors, (2) the errors generally tended to decrease across tasks, (3) the syntactic errors of various categories were generally inversely correlated with the students’ writing performance and (4) the errors were caused by diverse reasons, of which carelessness and the differences between Chinese and English were considered the most crucial.

Kaweera, Chittima conducted a study in 2013 on Writing Error: A Review of Interlingual and Intralingual Interference in EFL Context. This paper aimed to review the theoretical concept of interlingual interference of the mother
tongue, Thai to the target language, English and intralingual interference found in EFL student writing in Thai context with the attempt to define the existence of errors according to their sources. This review article also exemplified some frequent errors normally found in Thai student writing based on three perspectives of interlingual interference; lexical, syntactic and discourse interference and seven aspects of intralingual interference; false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co occurrence restrictions, hypercorrection and overgeneralization. The pedagogical implication for EFL context was also discussed. It was also seen that errors found in Thai student writing errors were assumed as being not only a result of the first language interference habits to the learning of L2, but also inadequate acquisition of the target language.

Sawalmeh (2013) investigated on error analysis of written English of the preparatory year programme in Saudi Arabia. The study attempted to investigate the errors in a corpus of 32 essays written by 32 Arab speaking Saudi learners of English. All the participants were male students who graduated from Saudi secondary schools and joined the Preparatory Year Programme at University of Ha’il. The instrument used for this study was participants’ written essays in English language. All of the errors in these essays were identified and classified into different categories. These errors were: (1) verb tense, (2) word order, (3) singular/plural form, (4) subject-verb agreement, (5) double negatives, (6) spellings, (7) capitalizations, (8) articles, (9) sentence fragments and (10) prepositions. On the basis of these results, a group of recommendations to further research were suggested and some pedagogical implications which might assist ESL/EFL teachers with some helpful suggestions.
and teaching strategies to reduce future problems regarding writing English essays among Arab learners.

Al-Zoubi and Mohamad Ahmad (2014) investigated on the influence of the First Language (Arabic) on learning English as a second language in Jordanian Schools, and its relation to educational policy: Structural errors. The sample of the study consisted of 266 students studying in the Balqa Applied University in their first year in the academic year 2013-2014. A translation test consisted of 24 sentences and divided to eight areas written in Standard Arabic where the students were asked to translate these sentences into English. To determine the content validity of the test, a first draft is given to a jury of professors specialists in educational administration, Arabic and English language. For the purpose of testing the reliability of the test, Cronbach alpha was used. The value of Cronbach alpha test was 0.851, which proved that the tests were reliable and acceptable. The study has revealed that the percentage of total errors committed by the study sample in all areas exceeded percentage of correct answers (47.52%), where the percentage of the wrong answers was 52.48%. The percentage of transfer errors in the use of verb be, the use of addition to and the use of passive voice were the highest.

A study conducted by Faisyal, Rachmat (2015) on “Morphological and Syntactic Errors Found in English Composition written by the Students of Daarut Taqwa Islamic Boarding School Klaten” which focused on errors in narrative English writing written by 14 students of grade five of KMI Islamic boarding school in Klaten (equal with grade eleven of senior high school) in order to know their classification of errors. In technique of analyzing the data, the researcher used the
procedure of Brown (1980) that is error identification, error classification and error explanation. The findings of the research showed that the students created more errors in syntax rather than in morphology with different source of errors, those were: language transfer, strategies of second language learning and overgeneralization. The findings also showed that overgeneralization was the biggest source of errors, followed by strategies in second language learning and the least was language transfer.

Stella, Muchemwa (2015) conducted a study on learning English for an Academic purpose: the errors of an English learner, where she studied the errors made by learners at Solusi University and made recommendations in order to improve English writing skills. The study employed qualitative research methodology. The researcher obtained data by observation and diary recording of errors made by all the 2014 Intensive English Class (N=7) throughout the year of Intensive English learning. A modified Ellis (1985)’s Error Analysis procedure was employed, that is: 1. A corpus of language was defined. 2. The errors in the corpus were identified. 3. The errors were classified. 4. The errors were explained. 5. The errors were evaluated. The study also attempted to explain the probable causes of the committed errors. The study revealed lexicon and semantic errors; syntax and morphology errors and orthography errors. The study further showed that the learners committed these errors because of mother tongue interference, incompetency in English language skills, limited English language vocabulary, overgeneralization as well as oversimplification of grammar rules. The study finally recommended incorporation of explicit grammar instructions by lectures in the teaching of intensive
English language to these new English learners so as to improve grammatical proficiency in English writing.

Ngangbam (2016) in her study on “An Analysis of Syntactic Errors Committed by Students of English Language Class in the Written Composition of Mutah University: A Case Study” investigated why and what problems tend the Arabic Speaking university students to have interlanguage syntax error. The sample of the study comprised of 60 English language class students of Mutah University and the data was collected via written discourse completion tests, in the form of narrative essays. She found the most frequent errors committed by the subjects were in spelling, punctuation, sentence fragments, syntax, prepositions and verbs. The errors were found committed due to lack of consideration, memory lapses, carelessness, confusion, mother tongue interference, lack of grammatical knowledge and developmental errors.

2.4 RESEARCH ON ERROR ANALYSIS IN INDIAN CONTEXT

Martha (1977) studied the errors made by Khasi speaking students at the college entry level. She used three kinds of written data, guided composition, personal correspondence and short free composition. She found the largest number of errors occurring in the inappropriate use of semantically related lexical items. The second highest groups were prepositions, tense inflections of verbs and articles. Her subjects had a comparatively high exposure to English. She found that errors resulting from L₁ interference accounted for 37 percent of the total.
Parasher (1977) studied the errors in written English of the English of Hindi speaking first year Pre – degree students. He used free compositions and translation from L₁ to L₂ for eliciting data. On the basis of the analysis of the errors he posits four levels of learning marked by different approximate systems. The description of the systems contains reference to the sources of errors and characteristic features of the system or the learning strategies adopted by the students.

A study on syntactic errors and their significance for teachers was carried out by D’ Souza, Leonara in 1978. The main objectives of the study were to identify and classify the syntactic errors in written English, to describe errors in grammatical terms, to explain in so far as possible the sources of errors, to give a statement of the related frequency of the errors, to identify the areas of difficulty, to suggest remedial strategies and to acquaint the teachers’ awareness of the problems faced by second language learners. The participants were girls students of S.V.T. College of Home Science from both English and non-English school background. Required data were collected by a questionnaire and a context-oriented test. In the study the errors were classified under two broad categories – errors involving wrong selection of lexical items and structural errors. The major areas of difficulty were selection of Tense (519/1103) and sequence of Tense (208/1103). The study provided some pedagogical implications and suggestions to the teachers.

A study on linguistic analysis of errors in the verbal group in English made by Punjabi speaking students was conducted by Bakshi in 1978. The objectives of the study were- (i) to identify the errors in the area of verbal group, (ii) to describe
and categorise the errors, (iii) to present a statistical survey of the relative frequency of errors and (iv) to find out the possible sources of errors. The subjects of the study were 150 Punjabi speaking students of BA first year from D.A.V. College, Amritsar, Baring Christian College, Batala and Government College, Amritsar. Required data were collected by administering a test. Two structures were selected for the present study – Wh-questions and complement clauses. He analysed the errors dividing the students into five groups and also provided some pedagogical implications. It was observed that there was a need for materials to improve grammatical and communicative competence.

**Neelakantan, Susheela (1978)** investigated errors at discourse level made by First year English medium students with the following objectives- (i) to study typical errors made by B.A. first year students in written discourse, (ii) to isolate and categorize errors as text-typical on two major levels: cohesion or linguistic organization of discourse and coherence or logical organization of discourse and (iii) to study the pedagogical implications of the analysis. The required data was collected from 100 scripts by means of a test with two parts- prepared test and free composition. The result showed ten major areas which consistently proved to be problematic for the students. Those were: reference, discourse markers (conjunctions and discourse adjuncts), consistent lack of cohesion, collocation, lexis, co-ordination, subordination, inter sentence tense concord, inappropriateness, word order and unacceptable sentences. The study also analysed the implications of the result.
Vyavahare, Govind V. (1980) conducted a study of errors by Marathi learners of English. The study aimed at investigating one of the problem areas, namely, prepositions in English grammar. The data was collected at higher secondary level by 150 students. The major findings were – approximately more than one third of the errors could be related to L1 interference. From the frequency counts it was found that for (54.37%), in (60.00%), to (68.33%) were difficult prepositions where the students committed errors. The most difficult were at (89.37%), from (96.25%), of (72.50%), on (96.25%) and with (86.25%). The research strongly recommended the teaching of the local and the temporal uses of prepositions.

A study of the errors in English of undergraduate students of Meerut University was conducted by Sharma in 1980. The purpose of the study was to find out the systematic errors in English made by undergraduate students in colleges affiliated to Meerut University. The study was based on the written performance of the undergraduate students by means of a diagnostic test. The varieties of errors found on the basis of the study were: wrong insertion of Auxiliary ‘do’ and lexical Verb ‘be’ and ‘have’ in different types of sentences. The researcher provided several suggestions towards the need of a core remedial grammar.

Walwadkar, Ramakant (1984) did a study on error analysis using overgeneralization and transfer as teaching strategies in the acquisition of Negation, Yes/No questions and Wh-questions. The basic objective of his paper was to examine to what extent adult Marathi learners of English use syntactic overgeneralization and native language transfer in the acquisition of certain aspects of English syntax, namely Negation, Yes/No questions and Wh-questions. The subjects selected for the
study were college and university students coming from mofussil and urban areas of Maharashtra. The study was carried out in the framework of the creative construction and interlanguage theory of L2 learning. The study showed that, with respect to each of the structures examined, there was no clear evidence of any incremental learning from First year BA students to MA students. Moreover, the strategies of production by the subjects and the pattern of errors were quite similar to those observed in children acquiring English in natural settings. The causes of errors were found due to fossilization, plateau-learning and overgeneralization.

**Parida, D.S. (1985)** conducted a study on “Error Analysis of Written English of Class VIII Students in Orissa (With special reference to Urban Centres)”. The study attempted to analyse the errors in written English of Oriya learners at Class VIII level while learning it as L2. The data was collected from 13 districts of Orissa-two schools from each district and 10 students from each school-yielded 8738 errors relating to spelling, punctuation, capitalization, morphology and syntax. Based on the findings some pedagogical implications were provided for better English teaching learning situation in the state.

An analysis of the errors made in the use of indirect speech by Telegu learners of English at the secondary level was done by **Sistla, Sree Vani (1985)**. This study aimed to study the nature of the interlanguages obtaining at the high school level in Andhra Pradesh with reference to indirect speech and to focus attention on the nature and type of errors. He analysed the errors in terms of interference hypothesis. The data comprised of eight test papers presented and distributed to fifty students to examine their ability to cope with Indirect Speech structures in English. It
was noted that the main difference between Telegu Indirect Speech and English Indirect Speech was one of opacity/transparency distinction and another was in the use of subordinating conjunction. Errors were found due to the major distinction of transparency, transfer of training and overgeneralization. The interference had resulted in the production of deviant indirect speech forms- in terms of their constituent elements namely tense, pronoun, conjunctive pronoun etc. The factor behind the interference appeared to be much more abstract and general than the individual constituent elements.

A study done by Misra, Shubhra in 1985 on, “An Analysis of Errors made by a Group of Under Graduate Students of Madhya Pradesh and its Pedagogical Implications – An Applied Linguistic Study”. The major objective of the study was to make an error analysis of major errors committed by first year students in written English and to suggest remedial measures. The sample of the study consisted of 225 randomly selected undergraduate students studying in different disciplines, i.e., arts, science and commerce, of three universities of Madhya Pradesh. The findings revealed that the major errors committed by the students were spellings (16.50%), lexis (10.56%), verb form and pattern (7.27%), auxiliary (6.72%), tense (5.66%), preposition (9.78%), adjective and adverb (2.97%), number (6.8%), pronoun (4.47%), generative suffix (2.41 per cent), articles (7.37 per cent), omission of major constituents (3.19 per cent), syntax (4.40 per cent), subject-verb agreement (4.62 per cent), connectives (2.95 per cent), and miscellaneous (3.34 per cent). On the basis of the findings, the study suggested some remedial measures to improve written English.
A study on, “A Diagnostic Study of Errors in the Written English of Pre Degree Students” by Mohammed T.K. in 1986 had these objectives - (i) to identify the major errors in the written English of pre-degree students, (ii) to classify the errors into major functional and grammatical areas, (iii) to study the relative proportion of errors with a view to classifying and arranging them into the major areas in the order of their importance, (iv) to determine the source or cause of the errors identified, and (v) to suggest corrective measures and remedial programmes. Required data were collected using the Diagnostic Test of Basic Language Skills, Intelligence Test and General Data Sheet. A sample of 700 subjects was selected from the population of the second year pre-degree students (+2 stage) of the colleges affiliated to the University of Calicut. The major findings were: 1. The total sample committed errors in 17 grammatical areas. They were (i) tenses (82.28 per cent), (ii) prepositions (81 per cent), (ill) noun and relative clauses (79.14 per cent), (iv) passive voice (69.28 per cent), (v) auxiliary verbs (62.85 per cent), (vi) concord (57.42 per cent), (vii) auxiliaries in interrogatives (51.14 per cent), (viii) adverbials (48.57 per cent), (ix) adverbial clauses (48.28 per cent), (x) spelling (46.42 per cent) (xi) quantifiers (46.28 per cent), (xii) punctuation (46.14 percent), (xiii) adjectives (43.28 per cent), (xiv) verb patterns (42.28 per cent), (xv) articles (41.42 per cent), (xvi) conditional clauses (39.28 per cent), and (xvii) pronouns (25.71 per cent). 2. Significant differences between the following subgroups taken in pairs were found to exist in the mean scores of errors in all the grammatical areas taken together. 5. It was found that there existed negative correlation between errors and achievement in English (r= -0.49), errors
and intelligence ($r = -0.45$), errors and socio-economic status ($r = -0.33$), and errors and domestic facilities for learning English ($r = -0.15$).

**Sharma (1986)** conducted a study of the problems of Teaching English in Bihar. The main aim of the research was to study the position of English in India and the problems of its teaching / learning in the schools and colleges of Bihar. Relevant information was collected through Questionnaires prepared and used for heads of institutions, teachers of English and students of schools and colleges of Bihar. Some of the major conclusions were – 1. During the past three decades there had been a gradual lowering of the standards of English due to various reasons like socio – political problems of teaching English. 2. Efficient teachers of English were lacking. There was a shortage of trained and qualified teachers. Traditional methods and conservative basis of teaching were incommensurate with language needs of learners. 3. Misconceptions regarding English language teaching, faulty teaching methods, unpalatable textbooks and their mishandling etc were the main problems at middle and high schools. 4. In colleges, faulty teaching methods, improper selection of teaching items etc were the main problems. Teaching of English in colleges was mistaken as teaching of English literature only and points of linguistic interest was generally ignored. 5. In training colleges the programmes appeared to be theoretical only. Even trained teachers were ignorant about the effectiveness and limitations of teaching aids. 6. Students faced difficulty in picking up correct pronunciation of English sounds of already acquired languages.
mainly interfered with their pronunciation of English. 7. There was confusion about the aims and objectives of teaching English at various stages.

A study on “Errors in the written English of Assamese learners at the Higher Secondary Level: A study of Pedagogical Implications” by Sharma in 1990 gives the following objectives – to identify and describe the errors in English written by Assamese students at the H.S. level from diverse social backgrounds, to discover and explain the linguistic, the psychological and the sociological factors that cause these errors and to suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology. The findings indicated that the learners’ proficiency in written English is not very high. The most frequent errors occur in verbs (14.4%), tenses (11.8%), passives (10.9%), articles (10.3%) and prepositions (9.6%). The findings did not show any significant difference between the rural and the urban groups so far as the types and the frequency of errors are concerned. The major sources of errors have emerged as ignorance of L2 rules, language transfer, false assumptions about the L2 ignorance of rule restrictions and teaching learning situation. This study identified four developing stages in the Assamese learners’ ILs and highlighted certain important aspects and characteristics of formal SLA.

Khan (1995) conducted a study on the difficulties faced by Urdu/Hindi speaking students in the learning of English as a second language. A self developed diagnostic test was used for error analyzing. The data showed the following results: (i) the Urdu and Hindi speakers faced specific types of
difficulties in each aspects of language (vocabulary, meaning, grammar etc.) and skills of language as well, (ii) the experimental group differed on the basis of the causes of difficulties in each specific aspects of the target language, (iii) the most prominent causes were diagnosed as mother tongue interference, overgeneralization and ambiguous types, (iv) it was found that the teacher can minimize the learning difficulties with an intelligent use of some instructional strategies.

**Bose, C. (2005)** studied “The Problems in Learning Modal Auxiliary Verbs in English at High School Level”. Data were obtained from 150 VIII, IX and X Class students, which included 75 from the rural area and remaining from urban area Tamil Medium schools. The analysis showed that for all the classes urban students displayed better competence of modal auxiliaries in English than the rural students. The differences in performances of the urban and rural students were attributed to the urban students’ knowledge of importance of English language and access to private classes and to the rural students’ illiterate parents and their lack of motivation to learn and speak the language respectively.

A study on syntactic errors in English Committed by Indian Undergraduate Students by **Khansir, Ali Akbar (2008)** basically dealt with ‘errors’ in second language especially at the sentence level such as : Auxiliary verbs, passive forms and tenses. The subjects for the present study were 100 students enrolled in the second year of B.Com from several Day and Evening colleges under University of Mysore, India. The Language Proficiency Test (Nelson, Series 400B) was used. In the study, out of 1678 errors made in the use
of sentences, 554(33%) were observed in auxiliary, 476(28%) were in passive voice and 648(39%) were in tenses. The paper indicated that teaching English was not satisfactory in the colleges, and that learning strategies were the cause of errors.

Singh, Vinay Kumar (2009) conducted a study on “A Linguistic Analysis of the syntactic errors in the use of the verb phrase made by the students of Class 10th at Gonda (UP)”. The study concentrated on some particular areas of Verb Phrase which causes the greatest difficulties to the learners, such as, use of Modal, use of Auxiliary, Subject-Verb agreement, use of Verb form and use of Tense. For collection of data, the researcher used questionnaire cum written test technique. In order to represent data statistically, the SPSS had been used. He found highest number of errors in the use of Modal (26%), second highest in use of Auxiliary (22%), Use of Verb form (20%), Subject-Verb agreement (19%) and Tense (13%) respectively. Investigation found that the more positive attitude towards English, the less number of errors committed by the students. They made interlingual errors (77%) more than intralingual errors (3%).

Another study by Benzigar (2013) on “The Rural Madurai Undergraduates’ English Writings: An Analysis” focused why the undergraduates from Madurai colleges of Tamil Nadu continued to produce several errors in their written production. A sample of 165 English writings were collected by administering free composition as a tool. The analysis showed that the learners produced 3192 errors in their free compositions, more number of grammatical errors (973), 780 syntactical errors, 693 lexical errors and 746
orthographical errors. The errors were mostly the result of mother tongue influence, lexical mis-selection, overgeneralization and learners’ failure to understand that English language has more letter alternatives to a sound than sound alternatives to letter.

Kader, Noora Abdul (2013) analysed the syntactic errors in English language grammar among secondary school students of Kerala. The study analysed syntactic errors in writing task of 200 secondary school students of Kerala. Students were given language acquisition test. The investigator found ten different areas of errors and categorized in the descending order of number of errors. The causes of these errors; from the perception of teachers were also analysed using a questionnaire on a sample of 62 Secondary School English teachers. The result through percentage analysis revealed that attitude of the students’ interlingual interference and the present method of teaching were the major causes of syntactic errors among secondary school students. Two prominent teaching strategies were suggested in the study, namely sheltered instruction and task based approach to help learners to overcome the errors.

Joseph, Thomas in 2014 conducted a case study of error analysis. The study made an attempt to analyse the English language proficiency of the first year engineering students who had their school education in regional (Tamil) medium. The study covered the types of errors, causes of errors in using tenses and remedial suggestions to improve their proficiency. Reasons found out were that influence of mother tongue was the negative influence on the performance of the target language learner. Remedial suggestions were also provided by the
investigator such as situational presentation with structural practice and communicative approach to language acquisition. This study identified error analysis technique a valuable technique, a multi-dimensional process and is a rewarding and profitable for any language teacher.

2.5 SUMMARY OF MAIN FINDINGS OF THE PREVIOUS STUDIES

A brief description of the main findings from the previous studies the investigator could come across in the course of the research is given below.

2.5.1 Observations from Indian studies on errors

- Most of the studies were in the form of surveys.

- In the process of investigating the problem, few investigators have developed their own tools for assessing the errors. Few validated tools were available for the purpose and these were not found to be very helpful for the present study. Standardisation of tools was also not deduced.

- In these studies for Indian students spelling, punctuation, verbs, vocabulary, conjunctions, wrong tense, syntax, missing letters are the major areas.

- Influence of Mother Tongue, ignorance of rules, language transfer and teaching learning situation are the major causes of errors for the Indian ESL/EFL learners.
• Students lack interest and motivation in learning English as second language.

• Another observable feature in the Indian studies is that they have been studied along with several background variables which have assisted the present study a lot to fix on some variables not much investigated yet.

2.5.2 Observations from Foreign studies on errors

• The most prominent areas of errors found in foreign learners of English are: grammar, orthography, syntactic, lexical and morphology.

• The reasons behind the errors are: lack of target language exposure, preference of L1 in ELT classrooms or due to intralingual transfer, lack of personal motivation, lack of teachers’ preparedness to facilitate the target group and inadequate acquisition of L2.

• Developmental factors like simplification and overgeneralization also account for many EFL learners’ errors.

• Negative L1 transfer or interference is not the major cause for errors. Majority are identified as developmental errors.
• Errors in written English have not been studied in relation to psychological variables as such. The only psychological factor often studied is the cognitive style of the subjects.

• Article, preposition, tense and voice, because of their abstract nature, are big sources of errors for all foreign learners of English.

• Quantitative analysis of corpus based essays is the most popular technique and only a few investigators make use of qualitative analysis.

2.5.3 Deductions from studies on Tools of errors and sample

• Most of the studies use corpus or essays, especially free composition and translation from L1 to L2 written by the subjects for elicitation of data.

• Most of the studies concentrate on studying errors in only a limited no. of aspects of language.

• Self- developed and standardized diagnostic test are very few for collection of data to find out the errors of the second language learners.

• Few questionnaire as tool has been developed for elicitation of data from the ELT (English Language Teaching) learners.

• The sample size of the previous studies is very small.
2.6 GAPS IDENTIFIED IN THE PREVIOUS STUDIES

- Only a few aspects of errors have been found out by the previous researchers. The present study attempts a detailed study of ten aspects of grammatical or syntactical errors committed by the vernacular medium students of secondary level.

- Though the previous researchers tried to study the only psychological factor, i.e., the cognitive style of the subjects, they ignored some other aspects which also affect in the learning process of English, such as students’ age, educational qualification of the students’ parents, use of English by the students in sociolinguistic context, proficiency in the communicative skills, methods of teaching and role of teachers in developing the four fold skills of language learning, the learning style and classroom evaluation and monitoring. In this present study, the investigator tries to show how these aspects affect the students and they commit errors in the process of second language learning.

- No standardised self developed tool was prepared in the previous studies. The present study is attempted to find out data on the basis of self developed standardized tool.

- The studies did not focus on a comparative study of errors committed by the students.

- A few of the studies did investigation on secondary level students, but did not primarily focus on the students of Class IX.
In Assam, there has been rare study on syntactic errors and no comparative study of the syntactic errors between vernacular medium students of secondary level.

This present study is therefore attempting to work on these gaps.

2.7 CONCLUSION

In the present chapter the researcher has come across about 42 studies related to syntactic errors conducted at the international level and in India for various academic degrees of various universities. This chapter reveals the information on varied aspects of syntactic errors, the sources of the errors and suggestions to eliminate the errors. Moreover, it provides an idea about the methodology to be adopted by the investigator in terms of sources of data, procedure to be followed for collecting data and to interpret and analyse those data. The chapter also reveals that hardly any study has yet been conducted in Assam on syntactic errors, especially syntactic errors committed by Vernacular Medium Secondary students of Class IX with special reference to Assamese, Bengali and Hindi medium students. A summary of the main findings of the previous studies were made and the gaps identified have also been presented in this chapter. All the information from the studies in review chapter helps the investigator to design her study in a systematic way.
REFERENCES


Unpublished dissertation for the Degree of M.Litt. in English CIEFL, Hyderabad.


