CHAPTER 4

QUALITATIVE ANALYSIS
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4.1 General

This chapter deals with the errors committed by the students in the area of listening comprehension particularly while giving detailed answers, and when giving answers related to grammar and vocabulary. Error analysis becomes the most important aspect of the thesis, while testing the proficiency of students. This chapter is framed to highlight the errors committed by the students while presenting the information subsequent to their listener's. Errors in listening comprehension may be identified in large number while the productive skill or writing skill is tested. The informants are being tested by giving the tool and what they have understood is being reflected in their written answers. Sometimes their understanding may be better but due to the lack of writing skill or expressing the idea in their answers, they may give faulty or erroneous response. But the only way available to find out their understanding is to evaluate their answers in either oral or written form. Here written forms are considered for evaluating their listening comprehension.

4.2 Errors

The errors committed by the students may be classified as

In language development, needs analysis serves the purpose of

1. Providing a mechanism for obtaining a wider range of input into the content, design and implementation of a language.
2. Identifying general or specific language needs that can be addressed in developing goals, objectives and content for a language program.
3. Providing data that can serve as the basis for reviewing and evaluating an existing program.

Needs analysis is also fundamental to the planning of general language courses. Needs analysis may focus on the general, parameters of a language.

There are two approaches of analysis called situation analysis and communicative analysis (Munby, 1978). It also involves both quantitative and qualitative approaches. Structural approach is organized primarily around grammar and sentence patterns. Functional approach is organized around communicative function such as identifying reporting, correcting and describing. Situational approach is organized around speech settings and the transaction associated with them, such as shopping, at the bank and at the supermarket.

Assessment of the errors examines the purposes behind listening skills and analysis of the situation, activities and tasks in which students are involved as second-language learners. Listening purposes vary according to the involvement of the learners in listening as a component of social interaction (eg. conversation listening), listening for information, academic for listening (eg. lectures), listening pleasures (eg. radio, movies, television) or for some other reasons. Needs assessment procedures may involve interviews with learners, participant observation, questionnaires, target-discourse analysis, literature survey of related research and other measures designed to obtain a profile of learner needs and to establish priorities among them (J.C. Richards, 1975).
4.3 Types of errors

The percentage of correct response is very small. None of the informants are said to have acquired the full proficiency in using English. The learners do not overcome certain linguistic hurdles and consequently certain erroneous structures persist in their linguistic system continuously. Fossilization represents a freezing of the interlanguage at a plateau beyond which the learner cannot progress. The fossilized structures tend to reappear in the inter-language even when seemingly eradicated (Selinker, 1989). The learners' inter-language seems to have no redemption from the fossilized state. The error types bring out striking similarities in the sequence of developmental stages, the learning strategies employed and the types of errors made. In the present study this is followed by subject-auxiliary inversion, subject-verb concord, tense change or both auxiliary and main verb as carriers of tense with three categories of deviations viz. errors due to deletion, substitution or redundancy.

It is commonly found that almost all the students invariably commit grammatical errors. It is a fact that multifarious errors occur in the written answers of the informants but it would be certainly a Himalayan task for the investigator to present all of them.

The errors committed by the informants have been given within brackets. The important grammatical errors have been classified in the following aspects.

1. Errors in preposition
2. Errors in articles
3. Errors in vocabulary
4. Errors in sequence
4.4 Error Analysis 1. Short story

The errors in preposition and article are not similar or identical. In other words, it may be said that the errors have occurred due to substitution, addition, deletion and order in preposition and articles. Hence errors are classified and brought under various sub-headings. They are

1. Wrong substitution of preposition and articles
2. Unnecessary addition of preposition and articles
3. Deletion of preposition and articles
4. Order change
5. Grammatical errors – sentence production

4.4.1 Errors in preposition

a) Wrong substitution of preposition (as errors committed by the informants)

<table>
<thead>
<tr>
<th>Right Production</th>
<th>Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The bee buzzed towards the flowers of honey</td>
<td>- for</td>
</tr>
<tr>
<td>2. Three members in a family</td>
<td>- of</td>
</tr>
<tr>
<td>3. Three paintings of final judgement</td>
<td>- for</td>
</tr>
<tr>
<td>4. The bee buzzed towards the beautiful flower in honey</td>
<td>- for</td>
</tr>
</tbody>
</table>

b) Unnecessary addition of preposition

1. Father Ramnath selected in the tour.
   Father Ramnath selected the tour.

2. The curtain painting was awarded because to cheated an animal.
   The curtain painting was awarded because it cheated an animal.

   King’s competition.
c) Deletion of preposition
1. The bee buzzed towards the flower __ honey.(wrong)
   The bee buzzed towards the flower for honey.(right)
2. Three painting was __ the final judgement.(wrong)
   Three painting were chosen for the final judgment.(right)
3. Judgement the short competitions __ painting.(wrong)
   The Judgment was for the short competitions on painting .(right)

d) Order change
1. Plate of grapes, the judges wanted to eat.
   The judges wanted to eat the plate of grapes.(right order)
2. The monkey grapes was eating.
   The monkey was eating grapes. (right order)
3. The tree sitting the crow.
   The crow was sitting on the tree.(right order)

4.4.2 Errors in articles
a) Wrong substitution of articles
1. An curtain painting was awarded.
   The curtain painting was awarded.
2. Once the crow was eating vadai.
   Once a crow was eating vadai.
3. Three paintings chosen for a final judgement.
   Three paintings were chosen for the final judgment.

b) Addition of articles
1. Yes, the some words are difficult.
   Yes, some words are difficult.
2. One day the crow was feeling thirsty.
   One day a crow was feeling thirsty.
3. Chosen for final a judgement.
   Chosen for final judgment.

c) Deletion of articles
1. Because it cheated __ human being
   (a)
2. Three painters and __ judgement
   (the)
3. This story was __ competition of three paintings
   (a)

d) Order change
1. Three painting the final judgement.
   The final judgment was for the three paintings. (right order)
2. The painting was rewarded a monkey.
   The monkey painting was rewarded. (right order)
3. Plate of grapes the judges wanted to eat.
   The judges wanted to eat the plate of grapes. (right order)

4.4.3 Errors in vocabulary (wrong production)
1. Choose, chose - chose, chose, choose, will chosen, choose,
2. Enthusiasm - achievement, like, liking
3. Repelled - unrepelled, disrepelled, anrepealed, distrable
4. Scrambling - trying, loving, jumping
5. Exhilarated - good judgement, upset, happy person

4.4.4 Errors in grammar (sentence production)
1. Three paintings _chosen for the final judgment (deletion of
   auxiliary 'were')
2. Three paintings was the final judgement (no agreement of verb
   and number)
3. The painting was awarded the cheaded an animal (wrong
   production)
4. The judge a plod of grapes the curtain (wrong)
5. The honey was saving the bee (inversion)

4.5 Error analysis    2. Railway announcement

4.5.1 Errors in preposition

a) Wrong substitution of preposition
1. The train start and place of railway station. (wrong)
   The train starts at the place from railway station. (right response)
2. The second announcement is on Guahati – Ernakulam Express. (wrong)
   The second announcement is about Guahati – Ernakulam Express. (right response)
3. This announcement from railway station.  
   This announcement is at the railway station.

b) Unnecessary addition of preposition
1. The starting from Guahati and reach Ernakulam to Island Express
2. 778 train runs Madurai to via Coimbatore
3. Metergauge to south and broadgauge north trains 21.50 hrs

c) Deletion of preposition

1. The island express arrived _ the 2 platform.    Deletions
2. The announcement _ departures 4.    at
3. Train No.6525 and Madurai-Coimbatore via  
   palakkad was _ third platform. about

on

D) Order change

1. The starting from Guahati-Ernakulam. 
   The Guahati-Ernakulam starting from. (right order)
2. The starting Guahati and reach to Ernakulam the Island express.
The Island Express starting from Guahati and reach Ernakulam.
(right order)
3. These announcements the coming train the platform and train No.
These announcements are the platform and train Nos. of the
coming train. (right order)

4.5.2 Errors in articles
a) Wrong substitution of articles
1. A Island Express start Guahati-Ernakulam. (The)
2. The arrival time of an Island Express. (the)
3. Coimbatore – Rameswaram Express starts from a platform No.6
(the)

b) Unnecessary addition of articles
1. Only one the train has got three-digit number.
2. The Express is the train Guahati to Ernakulam.
3. Two the train arrival two train departures.

c) Deletion of articles
1. _Island Express starts from Kanyakumari. (The)
2. These announcements are from _ railway stations. (the)
3. 5264, _ Coimbatore-Rameswaram express starts at 21.50 hrs
(The)

d) Order change
1. The Island Express platform number third.
   The platform number of the Island Express is third. (right order)
2. The second announcement train number 5624.
   The train number 5624 is the second announcement. (right order)
3. The station the train start and place of railway station.
   The place of starting of the train is the railway station. (right order)
4.5.3 Errors in vocabulary (wrongly produced)

1. Bus-station - Bus-stand
2. Arrival - leave, arrived, leaving
3. Via - start, plays
4. A word of polite request - train, attention, recommend

4.5.4 Errors in grammar (sentence production)

1. Island Express start from (tense)
   The Island Express starts from.
2. The Island Express arrive platform is second (tense and order)
   The Island Express arrives at second platform.
3. They are two arrivals and two departures are announced (repetition of auxiliary verb)
   There are two arrivals and two departures announced.
4. 778 Kanyakumari to Bangalore via Hosur time shortly platform 6 (no sense of structures)
   The train No. 778 Kanyakumari to Bangalore via Hosur will arrive shortly on platform No. 6.

4.6 Error Analysis 3. News Broadcast

4.6.1 Errors in preposition

a) Wrong substitution of preposition
1. Mrs. Sonia Gandhi interested in visit India's border. (to)
2. Central Forensic Science Laboratory is of India. (in)
3. My reaction is too much angry in the problem of Jammu and Kashmir. (about)

b) Unnecessary addition of preposition
1. The announcement in made by L.K. Advani.
   The announcement made by L.K. Advani.
2. Mrs. Sonia Gandhi visit **from** Chennai tomorrow.
   Mrs. Sonia Gandhi visits **chennai** tomorrow.

3. Very good practice of listening any **of** the voice in radio.
   Very good practice of listening any voice in radio.

c) Deletion of preposition
1. firing _ civilians.

2. My reaction is angriness _ hearing
   the problem _ India and Pakistan.

3. I am proud _ my country.

d) Order change
1. By L.K. Advani, the made announcement.
   The announcement is made by L.K. Advani. (right order)

2. Border migrant camp to visit Sonia.
   Sonia is to visit the border migrant camp. (right order)

3. For changing, corruption is the charge.
   The corruption charge is changing. (right order)

4.6.2 Errors in articles

a) Wrong substitution of articles
1. I am helping **a** others. **(the)**

2. I have heard **a** important news. **(an)**

3. **A** announcement is made by L.K. Advani. **(An)**

b) Unnecessary addition of articles
1. Problem of **a** India and Pakistan.

2. Sonia Gandhi visit **the** Karnataka.

3. Mrs. Sonia Gandhi interested **the** in India’s border.
c) Deletion of articles

1. Corruption is _ reason for preparing a charge sheet.  (the)
2. Firing _ civilians  (the)
3. Killing _ large number of people.  (a)

Deletions

d) Order change

   The terrorism is found in Jammu and Kashmir. (right order)
2. Spurious liquor case people arrested.
   The people were arrested in spurious liquor case. (right order)
3. Mohamed Kaif, Dinesh Mongia cricket players like.
   The cricket players like Mohamed Kaif and Dinesh Mongia are good. (right order)

4.6.3 Errors in vocabulary (wrongly produced)

1. Massacre - incident, killing people without any reason
2. Tragedy - joyous
3. Watchfulness - alert

4. (Form new words)
   Special - especial, especially
5. Local - localist, location
6. (Add prefix)
   Permanence - unpermanence, non-permanence
7. Claimed - inclaimed, disclaimed

4.6.4 Errors in Grammar (sentence production)

1. L.K. Advani made the announcement (into passive form)
   The announcement is made by L.K. Advani (wrong tense)
2. In Kerala 13 persons and a contractor have been sentenced to life imprisonment (identify the tense)
Present Continuous (wrong production)
3. 13 people were died in the spurious liquour tragedy (unnecessary addition of auxiliary verb)
4. But we are understand what it say (wrong production in agreement of the verb with number)

4.6.5 Error analysis in the test unit Gist making
1. Short story: (a) Deletion of articles
(i) This story was _ Competition of _ three paintings in _ animals
(student's wrong response)
   This story was a Competition of the three paintings in the animals
   (right order)
(ii) The story is _ interest competition conducted on _ three painters
   (wrong)
   The story is an interesting competition conducted on the three paintings (right)
(b) Grammatically wrong production by the informants is presented. The correct sentence is also given under.
(i) The three painting were judgement and cheated an insect an animal. The honey was saving the bee (wrong)
   The three paintings were for the final judgment. It cheated an insect and an animal. The bee was saving the honey (right)
(ii) Testing the familiarity of the information using their prior knowledge.
   Student's response:
   I feel really very interesting to use this problems to this program.
   This program to really this I LIKE VERY MUCH.
   Comments:
   The preposition is wrong in usage.
   (a) to use this problems to this program (wrong)
To use this problem in this program (right)
(b) this program to really this (wrong)
   This program really this (unnecessary addition)
(c) I LIKE IT VERY MUCH (writing in capital is wrong)
   I like it very much (right)