

# The Outset Of Grammatical Errors And Reinforcing Rectifications In The Discourse Of Engineering Students

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## Abstract

Language is one of the wonderful treasures given by God to humanity. It helps man to communicate and solve number of problems and has been considered as an essential tool to discourse with one another. In everyday usage, grammar evokes ideas about ‘correctness’ of language elements. This view of grammar involves many value judgments about the acceptability of certain utterances. Error analysis is one of the methods which assumes that each writer has internalized rules about grammar, which one tends not to question. The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. The paper focuses on the identification of errors committed by the students while writing English Sentences and discourse in the grammatical areas as well as in world spelling.

*Keywords: Grammar, Correctness, Error analysis and Writing*

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## 1. Introduction

Language is one of the wonderful treasures given by God to humanity. A language is a means of communication. What we feel or what we know, we have to convey the same to others. In order to convey that we know or we feel, we need a tool. That tool is language. Language is necessary to communicate our views to related human beings. If there has been no language, it would have been difficult for human being to communicate. Language is very important to speak, write and sing, Everyman must learn and use a language in proper way. It is essential for making law, for preaching, for lecturing.

Language is not easy to learn. Every language is a complex occurrence, and one has to devote a number of years to study a language. More than one language can be learned by many people.

According to Sapir (1921:10), “Language is primarily human and non-human instinctive method of communicating ideas, emotion and desires by means of system of voluntarily produced symbols.

Jespersen (1919:12) says, “Language is a set of human habits, the purpose of which is to give expressions

to thoughts and feelings.” Every language has its own special way of making words. The ways in which words behave in a particular language is called ‘grammar’. While we are speaking or writing in a foreign language or in our own language, our use of word must obey grammatical rules of the language concerned. It breaks down; the sense conveyed through that language also breaks down. The term ‘grammar’ in its broadest sense refers to the statements about the regularities and the irregularities of language.

In the everyday usage, grammar evokes ideas about ‘correctness’ of language elements. This view of grammar involves many value judgments about the acceptability of certain utterances. Grammar may all be basically the same suggested by the term universal grammar, since all grammars must reflect the human minds, then we can assume that mind always and everywhere, have something common. Language reflects cultures, and it helps man for communication and gives a set of habits. Grammar can therefore be thought of as a codification of observable characteristic of large body of speech.

Therefore, in order to steer the language, one should internalize the grammatical pattern existing in all linguistic levels of language. The internalization of grammatical rules occurs covertly if a language is acquired as first language and it happens overtly if a language is learnt as second or foreign language. However, the internalization of grammatical rule is an imperative prerequisite for any language learning process.

## **2. Error Analysis**

Instead of relying on an ideal speaker- listener for linguistic data, the error – analyst works inductively from each sentence as it is uttered or written. Error analysis assumes that each writer has internalized rules about grammar, rules which one tends not to question, however at variance with Standard Edited Written American English they may be

The teacher who adopts an error –analysis perspective accepts a distinctive attitude toward error; instead of viewing errors as pathologies to be eradicated or diseases to be healed, the error-analyst views errors as necessary stages in all language-learning, as the product of intelligent cognitive strategies and therefore as potential useful indicators of what processes the student is using.

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of “writing down’ on the one end to the more complex act of composing on the other end (Omaggio Hadley, 1993).

Indeed, academic writing requires conscious effort and practice in composing, developing, and analysis ideas. Compared to students writing in their native language (L1), however, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and later, faculty members, who may or may not get beyond their language problems when evaluating their work. Although a certain amount of

consciousness- raising on the part of the readers may be warranted, students want to write close to error-free texts and they enter language courses with the expectation of becoming more proficient writers in the L2

### **2.1 The Flower and Hayes Model**

The Flower and Hayes(1980,1981) model focuses on what do when they compose.It examines the rhetorical problem in order to determine the potential difficulties a writer could experience during the composing process. The ‘problem-solving activity’ is divided into two major components the rhetorical situation and the writer’s own goals. By comparing skilled writers, the emphasis here is placed on “students’ strategic knowledge and the ability of students to transform information... to meet rhetorically constrained purposes” Grape & Kaplan, 1996, p.116)

In more recent studies that examine the goals students set for themselves, the strategies they use to develop their organizing of ideas and the met cognitive awareness they bring to both these acts, Flower and her colleagues (1990) analyze the academic task of reading –to-write to establish the interaction of context and cognition in performing a particular writing task.

Writing skills are acquired and used through negotiated interaction with real audience expectations, such as in peer group responses.

### **2.2 Bereiter and Scardarmalia Model**

Bereiter and Scardarmalia (1987) also propose a model that suggests reasons for differences in writing ability between skilled and less-skilled writers. The basic difference is revealed in their two models of Writing; the knowledge-telling model, whose basic structure depends on the processes of retrieving content from memory with regard to topical and genre cues, and the knowledge- transforming model, which involves more reflective problem-solving analysis and goal-setting. The knowledge –transforming model is different from intentional writing model and it is different from knowledge telling. It involves setting of goals that are to be achieved of those goals. The composing process does not depend on memories and emotions and on teacher assistance for its direction.If students rarely practice the kinds of writing tasks that develop knowledge-transforming skills, they are not likely to be able to perform those skills easily.

Both the Flower and Hayes, and the Bereiter and Scardarmalia writing process models have serve as the theoretical basis for using the process approach in both L1 and L2 writing instruction. By incorporating pre-writing activities such as collaborative brainstorming, choice of personally meaningful topics, strategy instruction in the stages instruction takes into consideration what writers do as they write. Attention to the writing process stresses more of a workshop approach to instruction, which fosters classroom interaction, and engages students in analyzing and commenting on a variety of texts. The L1 theories also seem to support less teacher intervention and attention to form.

In this present scenario learning English is very important .Now most of the colleges started giving more importance to English language. Not only English in few colleges they are teaching other foreign languages also. All

these because of placement and students are wanted to go abroad to work or study. Due to this concentration of second language learning boomed very well. Good communication skill not only speaking it includes writing.

Many of the rural background students are not able to speak as write. Still they are boycotting all the concepts and writing. They're struggling to write technical notes. They do not know how to take notes and how to write it. They are very poor in spelling as well as in Grammar. So identifying their problems and giving solution for those problems is very important.

Mother Tongue Influence, Transliteration, confused thinking, misconception, imperfect –improper comprehension, lack of vocabulary, wrong choice of word, verbosity, wrong arrangement of words, wrong spelling, wrong punctuation are the causes for errors in English writing.

There are several ways to think about error in writing in light of what we know about second language acquisition and what we know about the texts, context and the writing process interact with one another. As mentioned, students writing in a second language generally produce texts that contain varying degrees of grammatical errors. In fact, depending on proficiency level, they faced a lot of difficulties to write.

Focused error correction can be highly desirable, but problematic. In addition, there are many contradictory findings. The initial impulse for the teachers when reading L2 student writing is to edit the work, that is focus on the structural aspects so that the writing closer resembles target language discourse. Teachers can correct errors; code errors; locate errors and indicated the number of errors.

Effective Writing Includes Spelling and Grammar the following table shows the rules for effective writing. This will help the writer to write effectively.

### 3. Effective Writing

<b>Rule 1</b>	Use concrete rather than language	
<b>Examples</b>	<b>Vague</b>	The weather was of an extreme nature on the West coast.
	<b>Concrete</b>	California had very cold weather last week.
<b>Rule 2</b>	Use active voice whenever possible. Active voice means the subject is performing the verb.	
<b>Examples</b>	<b>Active</b>	Raju hit the ball.
	<b>Passive</b>	The ball was hit. Notice that the responsible party may not even appear when using passing voice.
<b>Rule3</b>	Avoid overusing there is, there are, it is, it was etc	
	<b>Examples</b>	There is a case of meningitis that was reported in the newspaper.
	<b>Correction</b>	A case of meningitis was reported in the newspaper.
	<b>Even Better</b>	The newspaper reported a case of meningitis (Active voice)
	<b>Examples</b>	It is important to signal before making a left turn.
	<b>Correction</b>	Signaling before making a left turn is important.(OR)

		Signaling before a left turn is important(OR) You should signal before making a left turn. (Active voice)
<b>Rule 3</b>	<b>Example</b>	There is some revisions which must be made.
	<b>Correction</b>	Some revisions must be made.
	<b>Even Better</b>	Please make some revisions(Active voice)
<b>Rule 4</b>	To avoid confusion, don't use two negatives to make a passive.	
	<b>Incorrect</b>	He is not unwilling to help.
	<b>Correct</b>	He is willing to help.
<b>Rule 5</b>	Use similar grammatical form when offering several ideas. This is called parallel construction.	
	<b>Incorrect</b>	You should check your spelling, grammar, and punctuation.
	<b>Correct</b>	You should check your spelling, grammar and punctuation.
<b>Rule 6</b>	If you start a sentence with an action, place the actor immediately after or you will have created the infamous dangling modifier	
	<b>Incorrect</b>	While walking across the street, the bus hit her.
	<b>Correct</b>	While walking across the street, she was hit by a bus.(OR) She was hit by a bus while walking across the street.
<b>Rule 7</b>	Place modifiers near the words they modify.	
	<b>Incorrect</b>	I have some rupee cake Mary baked in my lunch bag.
	<b>Correct</b>	In my lunch bag, I have some rupee cake that Mary baked.
<b>Rule 8</b>	A sentence fragment occurs when you have only a phrase or weak clause but are missing a strong clause.	
	Example of Sentence Fragment	After the show ended
	Example of Sentence	After the show ended, we got a cup of coffee.

We focus on the identification of errors committed by the students while writing English Sentences and discourse in the grammatical areas as well as in world spelling. Error analysis is more important in the field of language learning also because its ultimate benefits the learners. As a teacher, they motivate the students writing skills by writing summary, report writing. The teacher should try to explain the wrong grammatical sentences written by the students by evaluating the answer on the basis of main points.

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