

ERRORS ANALYSIS ON ENGLISH SPEAKING AND LISTENING; A STUDY BASED ON HIGHER NATIONAL DIPLOMA IN ENGLISH (HNDE) STUDENTS AT ADVANCED TECHNOLOGICAL INSTITUTE (ATI) SECTION-SAMMANTHURAI, SRI LANKA INSTITUTE FOR ADVANCED TECHNOLOGICAL EDUCATION (SLIATE)

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ABSTRACT

Making errors is evidence that the process of learning is carried on. This paper investigates the speaking and listening errors made by higher education students who are attached to the Sri Lanka Institute of Advanced Technological Education. Since these students are advanced learners, they face several obstacles in speaking and listening in the English language though they are English Medium followers. Speaking ability is a salient feature of human beings. The distinction between human beings and other creatures is expressing ideas through the medium of language. There are two categories of selection to the Higher National Diploma Programs, according to the Sri Lanka Institute of Advanced Technological Education, the students are selected by the placement test and structured interview by particular Advanced Technological Institutions. Perhaps it will be based on the Z-score of their Advanced Level. When the students enroll in this study program and suddenly they turn themselves into learning medium of English, it automatically drags them into the biggest trouble. Most of the students have had few opportunities to practice using English in schools and their natural surroundings as their mother tongue is entirely different from English. There, the problems raised in language proficiencies. This study deals with the problems that they face in speaking and listening tasks. In this study, 68 full-time students of Higher National Diploma in English at Advanced Technological Institute of Sammanthurai were purposefully selected from the second year and the questionnaires, google forms online interviews' and conversations data were collected as primary data during this risky time and the previous records and results are gathered as secondary data. The collected data were analyzed using the SPSS method. Both quantitative and qualitative methods are used to enrich the quality of this work. Finally, this study recommends some views to eradicate their errors and guide the students to improve their language ability to speak and listen perfectly.

Keywords: ATI-Section, English Medium, HNDE Students, SLIATE, Speaking and listening Problems.

1. INTRODUCTION

English Language employs an opulent stage around the globe, because of its reputation raised worldly. Most of the electronic materials, medical research, worldwide information, and both local and international studies are most probably being taught and stored in the English language. Making mistakes shows that learning is happening, according to research. This essay looks into the grammatical and pragmatic mistakes made by higher education students affiliated with the Sri Lanka Institute of Advanced Technological Education. Even though these students are English Medium students, they encounter many challenges when speaking and listening in the English language because they are advanced learners. Humans are notable for having the ability to speak. Humans are different from other creatures in that we express our ideas through language. The Sri Lanka Institute of Advanced Technological

Education states that there are two categories of selection for the Higher National Diploma Programs. The students are chosen based on their performance on a placement test and during a structured interview conducted by specific advanced technological institutions. Maybe the Z-score of their Advanced Level will be used. When students enrol in this course of study and suddenly decide to use English as their primary language of instruction, they are immediately thrust into the worst possible situation. Since their mother tongue is completely different from English, the majority of students haven't had many opportunities to practise using it in their classrooms or in their everyday lives. Language proficiency issues were brought up there. The issues they encounter when performing speaking and listening tasks are the focus of this study. In this study, 68 full-time students enrolled in the Higher National Diploma in English programme at the Advanced Technological Institute of Sammanthurai were specifically chosen

from the second year. Questionnaires, conversations, and online interviews with Google Forms were used to gather primary data during this risky period, and previous records and results were used to gather secondary data.

The SPSS method was used to analyse the collected data.

The quality of this work is enhanced by the use of both quantitative and qualitative methods.

Finally, this study makes some suggestions for eliminating errors and assisting students in enhancing their language proficiency so they can speak and listen flawlessly. In this regard, the Sri Lankan government has taken actions to enhance the student's academic activities in the English Medium. This was the reason to uplift the grade of schools with bilingual studies. Not only in schools but the higher education institutions' academic affairs are also being conducted in English Medium. As long as, Sri Lanka Institute for Advanced Technological Education also conducts almost all the programs in English Medium. It serves the students in a good manner. Along with gifted lecturers penal and courageous group of students. The HNDE program is divided into two categories of students like full-time students and part-time students. This study focuses on full-time students. Full-time students have lectures on weekdays on the other hand the part-time students have weekend sessions. Mostly the full-time students are school leavers and young for higher educational studies. Moreover, 95 percent of the students of the second year at ATI-section Sammanthurai have studied in their mother tongue, especially in the Tamil medium. A considerable number of studies have been carried out on error analysis in speaking and listening, but this study specifically examines higher education students after their schooling period. Besides the HNDE students have subjects for the semester related to speaking and listening, even though they do have final examinations also in this area. Being non-native speakers of the English language autonomously they make mistakes in speaking and listening. Therefore, the researcher believes that this study will be useful for HNDE students to enrich themselves and correct their mistakes following the guidelines in the recommendation part, but it applies not only to HNDE students but it is applicable for those who feel that they do mistakes in their speaking and listening proficiencies.

2. LITERATURE REVIEW

When Professor Diemroh Ihsan expands on Corder's quotation from Littlewood in 1984 about mistakes in speaking and writing Errors in learning a foreign language and in learning a first or second language are inevitable; as a result, they shouldn't be considered an impeachable offence. They should be welcomed and positively embraced because they show that you're learning. In some literature, the distinction between mistakes and errors is made because the former is thought to be less serious, irregular or non-systematic, and self-corrected while the latter are thought to be more serious because they relate to linguistic competence rather than performance, predictable or systematic, and not self-corrected. Since they are still learning the target language, the learners have not fully internalised the rule. Therefore, mistakes made by second- or third-language learners require more focus and research than errors. Numerous academics from around the world have conducted a variety of studies that are pertinent to this one. the like, When Abdul Halik and Rifka Nusrath GM.

According to AF (2021), because their mother tongue is completely distinct from English, the majority of students have had very little opportunity to practise using the language in their academic settings and in their daily lives. Students had plenty of that when they were studying in the English language. Therefore, it automatically brings students into the worst trouble when they enrol in universities and suddenly turn themselves into an English learning medium. They struggle with many issues, and occasionally those issues cause them to drop the course altogether. Speaking, listening, reading, and writing are the four foundational skills that must be mastered in order to learn a foreign language. Because "the language produced by foreign language (FL) learners almost inevitably contains errors of various types," one may not use the target language properly while learning it (Hemchua & Schmitt, 2006, 3). Semantic errors are those that affect how words, phrases, and sentences are understood. The majority of mechanical errors involve capitalization and punctuation (Maner, 1996). In prescriptive grammar, "grammar error" is a term used to describe a case of incorrect, unusual, or contentious usage, such as a misplaced modifier or an inappropriate verb tense (Garner, 2012). Rifka Nusrath.GM, a researcher, contends that the four types of skills associated with the English language should be developed alongside it. Auch as

speaking, listening, writing, and reading. When attempting to improve writing abilities, we might employ strategies such as adding more activities, allowing students to ask questions about the lesson, and checking their grammar. also, A study based on physical science students at South Eastern University of Sri Lanka examined the role of activity-based learning in the development of writing skills in undergraduate students. Vol. 3, No. 1 of the International Journal of Multidisciplinary Research and Growth Evaluation (February 2022).

3. METHODOLOGY

This part discusses the methods used in this study for collecting primary data. It includes a sample of the study, research design, research instruments, and data collection.

3.1 Sample of the study

The sample of this study consists of 68 HNDE students from ATI section Sammanthurai from SLIATE who learn in English medium. The sample was randomly selected out of 76 students.

3.2 Research design

This study was designed to investigate errors made by the learners of English as a foreign language. This study was a survey research, and qualitative and quantitative methods were used for data collection. They were used to identify the errors and difficulties encountered by students and to collect their opinions concerning speaking and listening.

3.3 Research instruments

Some research instruments were used to collect primary data in this study: an English pronunciation test (the test was on elements of pronunciation), a questionnaire which was used to collect data about the background information of the participants and opinions concerning speaking errors, and audiotape recording (by a recording of the performance of the oral pronunciation test) for listening and speaking test. Then, their recordings were listened to identify their errors in speaking.

3.4 Data collection

In this study, primary data of this research were directly collected through oral speaking tests, the conversation made with them, zoom meetings, and questionnaires, and the secondary data of this research were collected from previous results of assessments and final examinations research papers,

journals, theses, articles, books, and reliable websites. Some steps were followed to collect the data. The first step was conducting an oral test, while the second step was audiotape recording which was used to record the performance of the oral test and their speaking errors were noted. The last step was giving a questionnaire to collect data on information from the participants and opinions about listening. Moreover, some audio clips were played and asked them to do the tasks to test their listening proficiency and it was corrected and their errors were found.

4. ERROR ANALYSIS

4.1 Errors in speaking proficiency

According to the universal truth that if you learn from your mistakes, other people will learn from our success, mistakes increase your experience and mistakes decrease your experience, any area of a masterpiece requires mistakes. Making mistakes has so far been a clear indicator that students are progressing in their learning. It is acceptable to give a brief overview of errors and mistakes before identifying the mistakes made by these HNDE second-year students at ATI Section Sammanthurai in speaking and listening tasks. Errors are an accident, according to the extensive search. Even though you are aware that it is incorrect, the incorrect word nevertheless escapes your lips. Contrarily, an error is something you are unaware of. It's either vocabulary you haven't mastered the nuances of or grammar you haven't yet learned. Errors are fascinating because they present an opportunity to discover something new. Harry is a native English speaker with more than 10 years of experience teaching both in-person and online. He claims it was an error. A decision that later proves to be incorrect is typically what constitutes a mistake. If you are unhappy with how your choice turned out, you might feel that you made a mistake. A more formal term, error, is typically used when the chosen action is contrasted with a set of rules. If the action deviates from the prescribed course, it is regarded as improper. Of course, malfunctioning computers generate a variety of errors. (www.englishlessonviaskype.com). The graph below provides an analysis of the errors made by the students. Only 50 of the 72 full-time course participants were chosen at random, and the questionnaire, interviews, and google forms were distributed to them. These were then analysed using the SPSS method.

S/N	Errors in speaking and listening	Corrected form
01. Spelling mistake (Found from listening script)	1) Hense, I talked to her. 2) Wellcome to the HNDE programme 3) Kamalsiri's Wadding was postponed 4) These Tipes of tasks are unfamiliar to us medam 05) That is Odered materials	Hence* Welcome* Wedding* Type* Madam* Order*
02. Grammatical errors	1) We have teached English for 2 years. 2) We are understanding the lesson. 3) Children is in the garden. 4) I and mom went to shop. 5) Peoples Bank is near to our home. 6) Three knives are there. 7) Kamal is comeing from block 'A' 8) I goes to hospital	Taught* Stative verbs do not allow the progressive form- understand* Children are* Mom and I went to shop* People's Bank* Three knives* Is coming* I go to hospital*
03) Errors in Sentence Patterns	1) My mother gives an expensive present me. 2) He a song sang on the stage. 3) I place on the table the plate.	My mother gives me an expensive present. * He sang a song on the stage. * I place the plate on the table. *
04) Confusion in choosing vocabularies.	1) I look the television. 2) I cook sweets. 3) I came to lecture. 4) I was lifting high kilos.	I watch the television. * I prepare / make sweets. * I attended the lecture. * I was lifting heavy stuffs or goods or things. *
05) Errors in parts of speech	1) They went to home. 2) The warriors lived of caves. 3) People migrate to abroad.	They went home. (omission of 'to' front of the word 'home') * The warriors lived in caves. * People migrate abroad*
I) prepositions	1) Kamala do her homework in the evening. 2) Students is eating together. 3) People has arrived.	Kamala does* her homework in the evening. Students are* eating together. People have* arrived.
II) Verb agreement		

<p>III) Confusion in Adverbs.</p>	<p>1) Walk strightly 2) Do not drive speedly. 3) Draw lovely. 3) Do not speak silly.</p>	<p>Walk straight*. Do not drive speedily*. Draw beautifully*. Do not speak ridiculously*.</p>
<p>IV) Confusion in Adjectives.</p>	<p>1) It is a chair wooden. 2) This building is taller than that building. 3) The expensivest dress is in the showcase. 4) The blue colour vase.</p>	<p>It is a wooden chair*. This building is taller than that building*. The most expensive dress is in showcase*. The blue vase*.</p>
<p>06) Errors in possessive form with 's' and of</p>	<p>1) Peoples Bank is near to the market. 2) Legs chair has been broken. 3) Childrens Park is open today.</p>	<p>People's Bank is near to the market*. Legs of chair have been broken*. Children's park is open today*.</p>

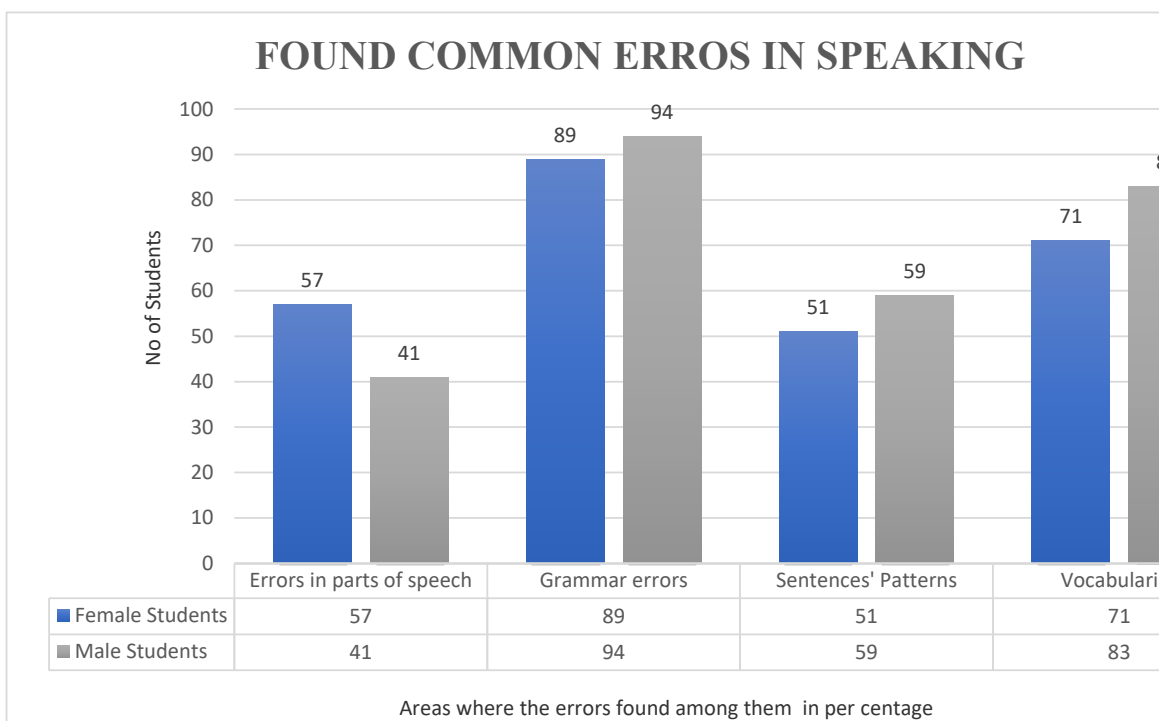


Fig 1.0

While considering these HNDE students, they are school leavers. Moreover, they studied their local language in entire school subjects. Suddenly when tend to learn through the medium of English they face numerals troubles. Despite this, during the first year, they faced many difficulties in learning, speaking, writing, and reading along with errors in parts of speech, basic grammar points, sentence patterns, lack of chances to speak English in their environment, trying to translate all the sentences into the exact way of their mother tongue, choosing vocabularies and using exact tenses. But when they enter into the second year their writing is a bit enhanced by several practices and some other external efforts and colossal improvements also

have been seen through their progress reports. Most of the errors occurred in grammar. Though they are adult learners, firstly they must be given intensive courses before teaching the syllabus.

In contrast, the speaking ability was the same degree, because they mostly focused on their writing ability to pass the examination unfortunately their speaking evaluations were left behind. therefore, this study was conducted on them. Apart from the above uncommon errors, there are some common errors also been found among them like shyness to speak in front of others, lack of confidence, confusion in choosing exact vocabulary, non-flow in selecting sentences, and poor in having vocabularies are some of them.

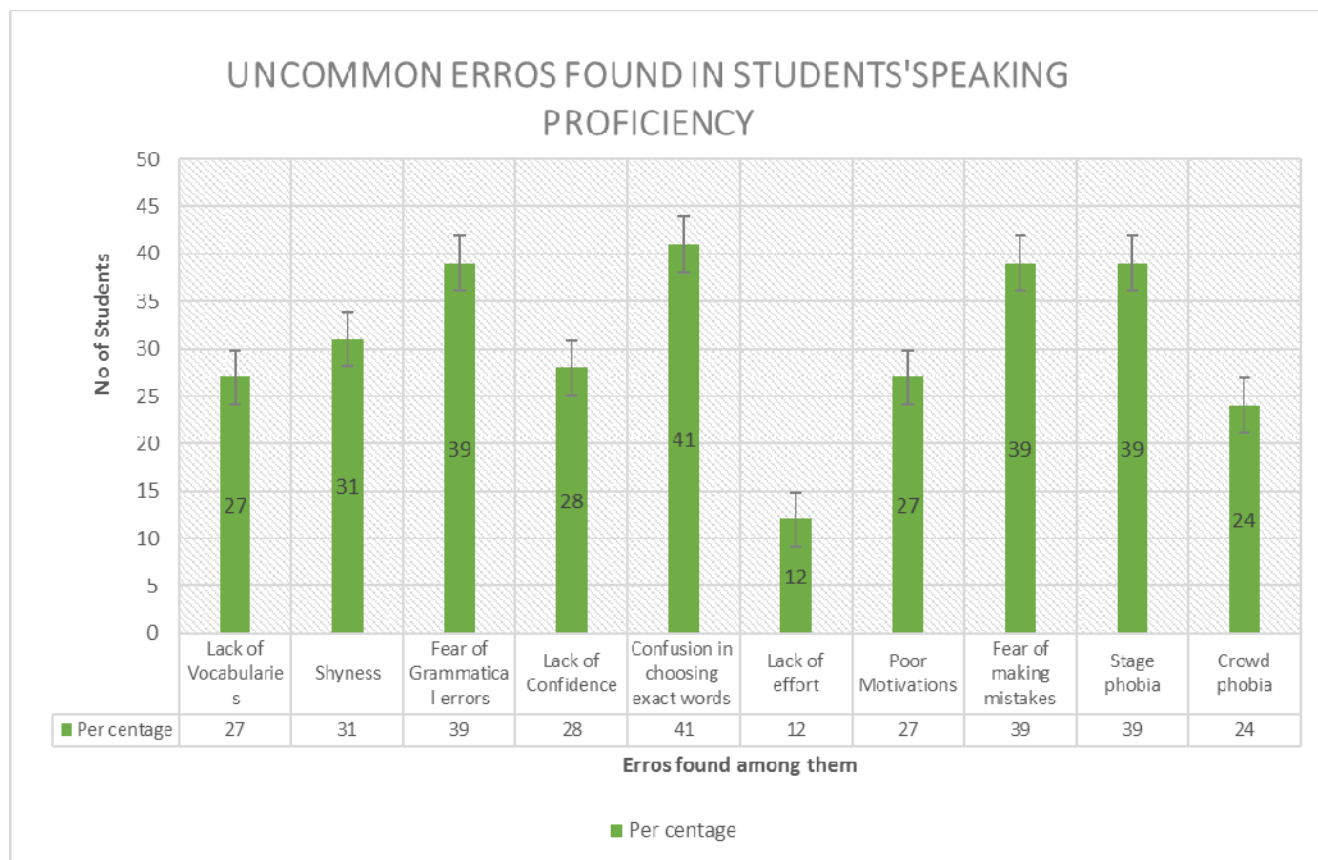


Fig 2.0

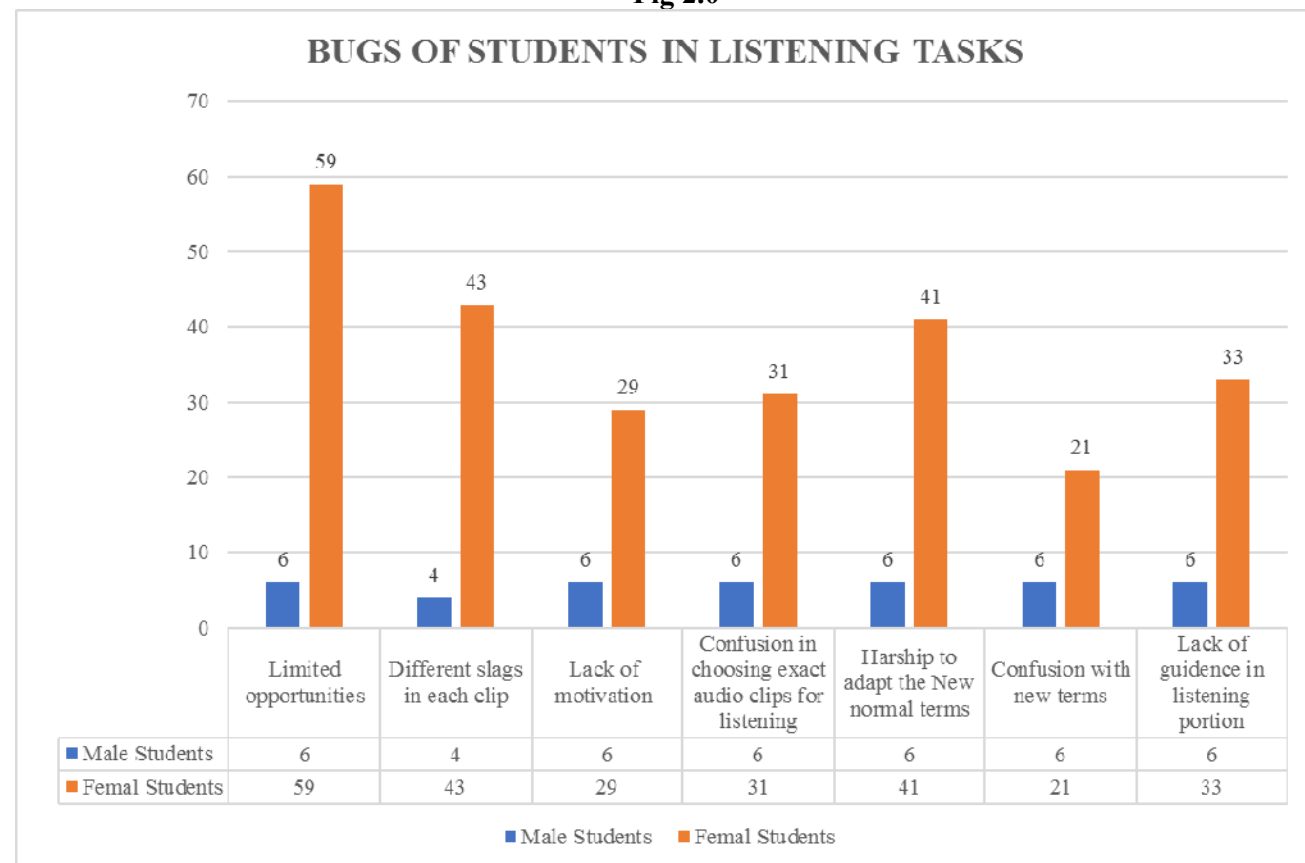


Fig 3.0

5. RESULT AND DISCUSSION

The researcher resulted that the lecturers and mentors who teach in higher education institutions must pay attention to students' inabilities in speaking and listening like they provide or spend more time on their other proficiency like writing and reading. The errors found that misuse of vocabulary, mis-formation of words, mispronunciation, misspelling of words, wrong selection of words, omission of punctuations, repetition of particular words, misordering the sentences while speaking, the addition of unwanted time temporals and conjunctions, forgotten the tenses at an exact time, wrong use of passive voice and wrong collocation of phrases, choosing improper audio clips for listening, lack of guidance and motivation, lack of time providing to listening tasks. In addition to this, they do have some other mental obstacles too in making a speech or spontaneous speeches in the classrooms. Such as speaking anxiety, stage phobia, crowd phobia, fear of mocking or teasing by others, less confidence, lack of opportunities in the practice of listening than speaking, the inadequate time factor, and shyness, these are indicating a lack of language proficiency in speaking and listening among them. Therefore, Letting the shortcomings as it is, is another reason to commit mistakes in speaking, because the students acquire the terms more in listening than the other sources. so that the drawbacks in listening should be rectified. Hence, Rectifying the shortcomings in listening causes good speaking ability. It will Lead them to enhance themselves both together at a time.

CONCLUSION

The researcher concluded that students should pay more attention to the errors they make, their errors hinder the transmission of their ideas to readers and their sentences are ambiguous due to the errors. While considering the speaking proficiency, mostly the errors occurred in grammars. Therefore, soon after they enroll in the institution, they may be

given an intensive program just for one month or 3 weeks to make prosper them with basic grammars. Then conducting lectures to them will be easier and fewer numbers of errors or careless errors or unavoidable errors only can be seen in their speaking or oral ability. On the other hand, Listening is another most prominent part of this study. When illustrating the errors that occurred in listening are also as same as speaking errors. Whether finding a solution to the listening errors automatically the speaking errors will have vanished from them. Because the students acquire most of the vocabulary through listening. While enhancing the listening ability by reducing the errors with it, speaking errors also can be rectified.

RECOMMENDATIONS

- Give equal and proper practice to the students both speaking and listening.
- Guide the students to choose proper pronunciation audio clips.
- Ask them to acquire new normal terms every day.
- Never let the students talk in their mother tongue inside the classroom or in lecture halls.
- Do not allow them to translate all the sentences or phrases in the same way as their mother tongue, because both languages' structures are different from each other.
- We can often conduct some English language competitions like spell bees, word spelling competitions, storytelling, and some other listening activities also to encourage them.
- Motivate the students towards the English language as they realize the values of the English language around the globe.
- We can suggest to good books for grammar error speaking and ask them to find good and simple audio clips for listening.
- Ask the students to simplify their selection of words and phrases without using complicated sentences in speaking.

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