

The Impact of Medium of Instructions on Grammatical Errors In English of High School Students - Xth Class



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ABSTRACT

The investigator examined thoroughly 'the impact of instructions on grammatical errors in English of High School Students - X class'. The sample of students consisted of 71 boys and 40 boys of Hindi medium, 53 boys and 38 girls of English medium, 68 boys and 46 girls of bilingual medium. The tool for the study, a questionnaire framed by the investigator was used to achieve objective of the study. The results revealed (i) the impact of medium of instructions in case of boys on conjunction. (ii) in case of girls on conjunction, tense, conjunction (iii) and in case of students in general on conjunction type of errors at 0.01 level of confidence.

English language is an easy means of communication in the international sphere of life. A knowledge of English has become essential today for establishing intellectual, cultural, economic, commercial and political relations with the world. It is also necessary for higher, legal, technical, scientific education and researches. It is of international importance in the world today. Mastery over any language can only be achieved when the person has clear concept of Grammar. Grammar is a set of rules and examples dealing with the syntax and word structures of a language. Language is the medium of expression of ideas. Medium of instructions is a means by which something is expressed or communicated. There types of mediums are used in Madhya Pradesh ; Hindi medium, English medium and Bilingual medium (both Hindi and English medium for imparting instructions to students).

Some previous researches efficiently support the paper and hence research paper become valuable. Roselind Wee (2009) found that the English tense aspect system and subject verb agreement were the most difficult areas in the very-forms to master for Malay students due to interlingual (mother tongue) influence and intralingual factors (complexities within the target language). Kaladevi Subramania (2009) found six most common errors that the participants made were in singular/ plural, verb tense followed by word choice, preposition, subject-verb agreement and word orders. article, spelling capitalization, wrong/misused word, missing word.

Majtaba Maghsudi (2006) found that the subjects' bilinguality has a positive effect on general English proficiency test, while as shown in the process of analyzing, "monolinguals and bilinguals didn't differ significantly in their performance in English achievement". Desai K.G. (1986) found that most of the defects in language learnt during the first three years of the

primary school comprised errors of spelling, missing letters while writing, bad handwriting, faulty pronunciation, wrong forms of tenses in verbs, and of participles, and lack of knowledge of how to transform sentences. It was observed that weak teaching or total neglect of teaching in some schools by teachers was the main cause of wrong learning. Added to this was the apathy of parents towards their ward's education, particularly in municipal schools.

The study will help to find out whether the errors committed by the students of different medium are common or whether there is any difference in their language in different medium. This study would help to give suggestions not only to students, parents and teachers but also to school administrators for determining better strategies so that the students are better equipped in terms of their command over a language in which they are perfect which will lead not only to better writing skills but also better communication skills which will help the students not only in their present academic lives but also in their professional lives at a later stage.

Objectives

1. To study impact of medium of instructions on grammatical errors of boys of class X.
2. To study impact of medium of instructions on grammatical errors of girls of class X.
3. To study impact of medium of instructions on grammatical errors of students of class X.

Hypotheses

1. There is no impact of medium of instructions on grammatical errors of boys of class X.
2. There is no impact of medium of instructions on grammatical errors of girls of class X.
3. There is no impact of medium of instructions on grammatical errors of students of class X.

Sample Design

Sample of Students

Medium of Instructions	Boys	Girls	Total
Hindi	71	40	111
Bilingual	68	46	114
English	49	40	89

Test Used

Diagnostic test for Grammatical Errors - Self Made

Method

The diagnostic test prepared by the investigator was administered to boys and girls of Hindi, English and Bilingual medium of instructions. The types of errors as found through the diagnostic test were recorded and comparison among the three medium of instructions for each type of error was done through the use of ANOVA.

Analysis And Discussion of Results

The analysis and discussion of results is given below:

See Table 1

From the table no. 1 it is obvious that F value for medium of instructions on errors committed by the male students in the use of conjunction (df 3/192) = 5.10 is found significant at 0.01 level of confidence except conjunction, tense, antonyms which is not found sig-

nificant. It means that bilingual boys have displayed a tendency to commit greater number of errors in conjunction as clearly shown in table no. 1 by mean score. English medium boys appear to be more proficient in the use of conjunction.

Thus the null hypothesis 'there is no impact of medium of instructions on grammatical errors of boys of class X' is accepted in the case of conjunction, tense, antonyms. The findings of Ellen Bialystok (2007) show that bilinguals have a mechanism for controlling attention to their two language system in order to achieve fluency in the use of each language. Majtaba Maghsudi (2006) found that the subjects' bilinguality has a positive effect on general English proficiency test. There appears to be a meagre relationship between these findings and the findings of present research work.

See Table 2

From table no. 2 it is obvious that 'F' value for medium of instructions on errors committed by the female students in the use of conjunction is (df 3/124) = 6.47 for tense 12.77, for conjunction 4.88 is found significant at 0.01 level of confidence except antonyms which is not found significant. Bilingual girls have displayed a ten-

Table No. 1 Comparative Results of Boys of Hindi, English and Bilingual medium of class X in Grammatical Error

Types of Errors	Medium	N	M	S.D	'F' Ratio	'P' Value
Conjunction	Hindi	71	2.77	1.73	0.55	>0.05
	English	53	2.72	1.77		
	Bilingual	68	3.01	1.60		
Tense	Hindi	71	4.89	3.64	1.28	>0.05
	English	53	5.17	2.62		
	Bilingual	68	5.69	2.49		
Antonym s	Hindi	71	2.66	2.01	2.13	>0.05
	English	53	2.77	1.74		
	Bilingual	68	2.15	1.70		
Conjunction	Hindi	71	2.66	2.05	5.10	<0.01
	English	53	2.21	1.79		
	Bilingual	68	3.32	1.94		

Table No. 2 Comparative Results of Girls of Hindi, English and Bilingual medium of class X in Grammatical Error

Types of Errors	Medium	N	M	S.D	'F' Ratio	'P' Value
Conjunction	Hindi	40	2.95	1.84	6.47	<0.01
	English	38	2.63	1.42		
	Bilingual	46	3.85	1.58		
Tense	Hindi	40	6.53	2.32	12.77	<0.01
	English	38	6.13	2.32		
	Bilingual	46	4.26	2.08		
Antonyms	Hindi	40	2.40	1.55	1.43	>0.05
	English	38	2.32	1.80		
	Bilingual	46	2.87	1.57		
Conjunction	Hindi	40	3.03	1.82	4.88	<0.01
	English	38	2.00	1.58		
	Bilingual	46	3.11	1.85		

Table No. 3 Comparative Results of Students of Hindi, English and Bilingual medium of class X in Grammatical Error

Types of Errors	Medium	N	M	S.D	'F' Ratio	'P' Value
Conjunction	Hindi	111	2.84	1.77	4.62	<0.05
	English	91	2.68	1.63		
	Bilingual	114	3.35	1.63		
Tense	Hindi	111	5.48	3.31	0.80	>0.05
	English	91	5.57	2.53		
	Bilingual	114	5.11	2.43		
Antonyms	Hindi	111	2.57	1.85	0.22	>0.05
	English	91	2.58	1.77		
	Bilingual	114	2.44	1.68		
Conjunction	Hindi	111	2.79	1.97	9.05	<0.01
	English	91	2.12	1.70		
	Bilingual	114	3.24	1.90		

dency to commit greater number of errors in conjunction and Hindi medium girls have displayed a tendency to commit greater number of errors in tense as clearly shown in table no. 2 by mean score. Thus, the null hypothesis there is no impact of medium of instructions on grammatical errors of girls of class 'X' is partially accepted. The findings of Sandra S. Fotos (1995) show that the EFL (English as Foreign Language) learners were less proficient in their second language than the bilingual children, they were still able to switch successfully. Nancy Mae Antrim (2008) found first language make interference in the second language.

See Table 3

From the table no. 3, it is clear that there is impact of medium of instructions on errors committed in the use of conjunction ($df\ 3/316$) = 4.62 at 0.05 level of confidence, conjunction = 9.05 at 0.01 level of confidence except tense, antonyms. English medium students appear to be more proficient in the use of conjunction. Thus, the hypothesis 'there is no impact of medium of instructions on grammatical errors of students of class 'X' is partially accepted.

The findings of Taeko Oya, Emmanuel Manalo and Jackie Greenwood (2009) reveal that time spent on vocabulary knowledge correlated with fluency, accuracy, complexity and global impression aspects of speaking performance are correlated positively with various aspects of speaking performance. These are correlated with various other aspects of speaking per-

formance : studying English, studying in English-speaking countries, speaking English outside of school, speaking English with non-native English speakers, and reading. The findings of Mandie Uys, Johan Van der Walt, Rai van den Berg and Sue Botha (2007) show the need for developing and appropriate training course for L2MI (second language medium of instruction) content subject teachers. Effective training in L2MI is one of the most important factors in improving the level of academic literacy in South African learners.

This study would help to find out common errors committed by the students of different mediums. This study would give better strategies for the students so that they can have better command over a language which will lead not only to better writing skills but also to better communication skills which will help the students not only in their present academic lives but also in their professional lives at a later stage.

Conclusion :

On the basis of analysis and discussion of results, the following conclusions are arrived at :

1. Errors are found common in conjunction, for boys, girls and students of Bilingual medium.
2. In the case of Hindi medium girls, there were greater number of errors in tense.
3. English medium students are found better students studying in other media
4. It is noticeable that boys of Bilingual medium committed more errors in conjunction in comparison to girls and boys of other media.

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