

## Errors in Oral Expression of Gujarati Language By Secondary Students



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### ABSTRACT

*The purpose of this research was to study the Errors in oral Expression of Gujarati Language by Secondary Students. Survey method was used in it. There is a self constructed tool. The data was collected from the students of Secondary Schools.*

#### Introduction:

One very common problem that the teacher of Gujarati faces to day is a large number of errors made by the learners at all levels. This is mainly observed in the oral expression. The four important basic skills are necessary for the communication are listening, speaking, reading and writing when a person learns the mother tongue. He/she master speech first. It is later at the age of six or seven. He/she begins to learn reading and writing. In learning a second language, a learner should start with speech and then learn reading and writing. Language is primarily a spoken thing the written representation in secondary. Teachers are often annoyed at the number of errors committed by their learners especially in the spoken area. A study of error analysis can make it clear to the teachers that no one can learn a language without committing errors. They would realize that errors are a part of learner's learning process. The significance of the errors as revealed by error analysis would change the attitude of the teachers. They would look at the errors as something, as a part of language learning, and not something which hinders the process of language learning.

#### Objectives:

1. To collect errors in terms of deviance of randomly selected secondary school students of classes IX and X
2. To study the efforts of the teachers to improve the oral expression of the learners.
3. To analyse and find out the sources of these errors.
4. To suggest remedial measures to improve the oral expression of the learners.

#### Tools:

**1. Paragraphs and list of words:** (Oral reading texts) In the all two classes i.e. standard IX and X. learners were asked to read a couple of paragraphs from their texts.

A list of words was prepared for each of the two classes std IX and X. These words were taken from their texts. Care was taken in selection of the words.

Difficulty level was also maintained.

**3. Interview:** A number of simple questions were asked to the learners of std IX. This was inform of an interview.

**4. Story Buiding:** The learners of std X were asked to build a story and produce in orally from the shown picture.

With the help of above tools and techniques the learners were made to speak. This oral expression of the learners was recorded on a cassette - tape.

#### Sample:

A sample of 50 students were taken randomly from std IX, and X (Hindi medium School, from each class, 25 students)

#### Procedure:

The researcher carefully listened to the available data of each learner of class IX and X. Learners responses were transcribed. Further it is to be noted that only a deviance response was singled out and was transcribed separately. This deviance was given a frequency counts. That counts deviance was counted of each of the following areas.

1. Deviance in consonants
2. Deviance in vowels
3. Clusters of sounds
4. Unnecessary deletion
5. Not clear sound
6. Unnecessary repetition and hesitation
7. Hesitation and un classified deviance
8. Deviance in sound consonants and sound vowels.
9. Unnecessary replacement and unclassified deviance
10. Unncessary addition and
11. Missing

#### Findings:

Deviance in different eleven areas was found. The learners of the school under study committed 40% and 35% deviance in the class IX and X, respectively, the highest rate of deviance was found in pronunciation of vowel sounds. (28.5%).

- The Second highest rate of deviance was found in pronunciation of consonant sound (22.7%).
- Learners rate of deviance in terms of not clear pronunciation was (10.5%).
- The least rate of deviance in terms of replacement and unclassified deviance was (0.80%).
- The deviance in terms of deletion repetition, hesitation and missing were (1%) and (1.08%) respectively.
- The vowels and diphthongs present difficulty to the students.
- Teachers should take care of them.
- The reading should be done carefully with proper grouping of words and avoiding substitutions and omissions.
- Use of audio-visual aids be profitably made.
- The success of a programme can be gauged that oral drills can help a lot to improve learners pronunciation.

**Suggestions :**

- In order to improve the oral expression of the learners, consonant sound must be practised well.

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