

SYNTACTICAL CONVERSATIONAL ERRORS: DOCUMENTATION ON DELIVERY OF COMPETENT IN DIVERGENT SITUATIONS

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ABSTRACT:

The target of this study is to reach the most recurrently occurring syntactical errors committed by competent who are affiliated with language field. English in Pakistan is calculated as an official and academics language as is in many countries. The main intension behind conducting this type of research is to explore unintentional speaking errors committed by learner. In Pakistan, distinct languages are spoken, if English is spoken in Sindh, it is spoken as second language or third language, as mother tongue is Sindhi and national language is Urdu, same is in Punjab and in other provinces of Pakistan. Hence, there is an impact of each first language on target language. Resultantly, it shows some errors, it may be syntactical errors, grammatical or phonological errors. In this study, error analysis theory, by Gas & Selinker in 2008 through different phases named, 1: collecting data 2: identifying errors 3: classifying error 4: quantifying error 5: analyzing errors 6: remediation was used as framework. 15 professionals were selected randomly with probability sampling. Communication sessions were conducted with them with semi-structured based interviews. This study deals with qualitative descriptive approach. After applying CICQAR process of error identifier, it is found that even professionals make syntactical error in their communication, most common error was found structural

and tenses errors, that speaker does sometimes unintentionally. Researchers have identified and gave suggestions that how to overcome these errors? Findings of this study show that during communication many intentional and unintentional errors occur, these errors may be due to little cognizance of grammar, structure of the sentence or it may happen deliberately.

KEYWORDS: competent, syntactical, structural, errors

INTRODUCTION:

Speaking skill is viable and focused task to do, there is need of consistency to be fluent and clear speaker but when a learner has impact of L1, it is challenging to get accent, fluency and accuracy near to native speaker. This study was conducted to investigate syntactical errors in speech of English teaching professionals. It is about analyzing syntactical mistakes committed by professionals who are already teaching English in different institutes at different levels. As English is observed as second language in Pakistan, so it is demanding to be fluent and accurate. English is used as primary medium of instructions in many institutes. It can only be understood by those who have already some knowledge about it that is stocked in their mind. English proficiency of speaker is analyzed under these four levels: speaking, writing, reading and listening. So it is difficult for ESL learners to become perfect English language learners,

speakers, writers and listeners. ESL learners are facing so many problems from learning to practicing.

Majority of people are unable to speak English fluently Gudu (2015) points out that teachers should arrange conversational sessions and seminars with students. CLT principles are also involved. Main purpose behind conducting this research is to evaluate what type of errors committed by professional while speaking, who are teaching English at different levels in multiple institutions. Errors can be found in the conversation of any L2 speaker belongs to any profession, field, class, society etc. L2 speaker is not capable of making right sentences while using English as a mode of instruction or teaching. Importance of English cannot be denied in 21st century and to reach accuracy and appropriateness is not quite easy for L2 speakers and learners. Grammar Teaching Method (GTM) is used as a medium for teaching English at any level in Pakistan. Grammatical rules are strictly followed by teachers, learners and course writers in writing and speaking. Most common errors are made in use of verbs at different levels i.e. subject-verb-agreement, use of helping verb, form of verbs etc. unintentional errors occurs when English is not a native language of speaker. Syntax is considered as most tricky domain of language in which speakers do make errors of any type while reading, speaking, and writing.

There are a lot of languages spoken and written in the world. Even when there was no written medium of language, spoken medium existed at that time too. L1 learners at very early age, start to speak in their mother language and researches revealed that it is very easy to learn L1 as compared to L2. L2 speakers find it difficult to learn L2 because of the influence of L1. L2 learning can be manipulated through different learning strategies. No one is perfect, even natives who

learn and use English as L1 also commit mistakes as we do while using Urdu, Punjabi etc as L1. It is very normal to commit errors specially while speaking because you do not have time to proofread or autocorrect immediately.

Research questions: 1:

Which types of errors are committed by professional educators who are teaching in different schools? 2: Why these syntactical errors occur? 3: How syntactical errors can be rectified? 4: which techniques could be applied?

RESEARCH OBJECTIVES:

Objectives of this research is to know which type of syntactical errors occurred by professionals. Further objective of this study is to find out solutions for error free communications and to enhance the causes of syntactical errors on professional level even though professionals are teaching English for many years after completing their 16 educational years.

LITERATURE REVIEW:

Sheng (2016) points out that for English learner syntactical errors are most important part of all errors, through which speaker can know about proficiency of his speaking skill, speaks commits errors on syntactical level. Researcher finds out two steps of syntactical error analysis respectively universal collection for preliminary understanding and deep analysis with cognizance evaluation. Ngangum,H(2016) in his research expresses that error occur due to mother tongue interference, that show structural, grammatical and choice of word errors. Further causes are sentence fragments, overuse, lack of grammatical knowledge formation and developmental errors. Corder (1967) draws the focus of learners to the language

acquisition via errors analysis. Corder tells that without error improvement is not possible, error is first stair to get success, that's why errors are important and a learning part. In his paper "The Significance of Learners Errors". David Crystal (1992) in his Encyclopedic Dictionary elaborates English as an international language, "the use of language for purposes of international communication, as encountered especially among people who do not have the language." Stevens (1987) declares that English for specific purpose is a characteristic which defines that language learning is designed to meet specified needs of the learners, according to their occupations, and activities centered on language appropriate to those activities away from general English including syntax, text, discourse and semantics, in variable characteristics English for specific purpose may be restricted to the language skills to be learned, for example reading.

Error refers to a different linguists from different regions have explained the term of "error analysis" and its effects in a different way. Hendrickson (1978) explained error analysis as an error in utterance or a stretch of language that appears unusual or unacceptable or absent in terms of its use as regular. A study conducted by Sajid, Iqbal and Umaima (2016) argues that majority of the post-graduate students commit a lot of errors while writing English composition. They investigated four types of syntactical errors such as spellings, use of verbs, subject-verb agreement and inappropriate use of vocabulary. A researcher Kishwar Sultana (2018) explored the troubles faced by learners of English language as L2. She focused and inquired the errors in written medium. The major faulty area of error analysis is in "syntax" domain. The researcher is of the view that the cause of such problem is the influence of mother language on the L2 learning process as L2 learners try to use

translation process which leads to syntactic errors. Zughoul (2002), also conducted similar study entitled, "inter language syntax of Arabic – speaking learners of English: the noun phrase. He concluded with a result indicating that noun phrase errors were second to verb phrase errors. He furthermore conveys that the most frequent noun phrase errors were in the use of articles, ordinals were used interchangeably, and quantifiers were confused as to their use with count / non count nouns.

METHODOLOGY:

Qualitative method is used for conducting this type of research to collect level of cognizance of people. Data was compiled through conducting an interview base conversation with participants. In random sampling, participants were selected deliberately from different areas of Punjab. Population consists of people belong to different areas of Pakistan. 5 questions were asked from teachers who are enrolled as teachers in different institutes in Punjab as well as post-graduate students in different universities. Collected data was analyzed in descriptive qualitative form. All lines spoken by the participants has been analyzed accordance with error analysis theory presented by Gas & Selinker in 2008 in different phases of collecting data, identifying errors, classification of errors and remediation. All steps were covered by the researcher side by side according to the conversation of the participants.

DATA COLLECTION:

The focus of the researcher is to point out and analyze the most commonly occurring grammatical errors of English language by the professionals who are teaching in different institutions. Many of them are subject specialist. Random sampling technique is used to select the participants for data collection.

To add and develop more examples at the body of the essay and to give a personal opinions or the influence the event has had on you at the conclusion.

(ii) Identification of Errors:

Errors of the collected data in the form of narrative essays were identified and classified into different error categories by two raters who were reliable English grammar experts. The researcher also tried to interpret the structures as best as she could and emphases are put more on syntactic error as this is the main theme for this research.

(iii) Classification of Errors:

The errors were classified into different error categories, in speaking a reader makes different errors, these errors may include, sentence structure errors, word choice errors, tenses errors, verb subject agreement errors. In this study frequent target error analysis is structure of the sentence. Furthermore, presentation of ideas, concepts clarification, organization and cohesion are also discussed. As English is foreign language of the subjects, the researcher found errors committed by speakers because of the interference of Urdu and Punjabi that is their mother language. The sentences in Urdu were directly spoken by the participants; accent was also with influence of 1st language. Eventually, the errors were identified for each composition and counted according to the sub heading of the classification. Frequent error occurring were counted and recorded.

(iv) Remediation:

Speaker makes mistakes sometimes to convey his message with right frequency, for getting frequency learner makes mistakes. In this regard, videos should be listened, constant conversation on different topics should be conducted, and English for specific purposes,

English according to situation, English with different modes, with different vocabulary should be learnt and practiced.

1: Data collection:

A typology of errors based on pilot project was established, in which the major part was to analyze syntactic errors. Data was compiled through a mock conversation in form of telling compare and contrast, cause and effects of the things, each participant involved 5 minutes discussion on different topics. The questions were asked firstly from some other participants to check the validity and mock result of the participants. Then same questions as an interview form were asked from different professionals.

Analysis:

Extracting errors from speeches considered as a powerful tool which can be helpful for investigating the problematic areas in L2 learning like there can be some kind of error in the course outline. If error occurs again and again in a particular area it means that problem may laid at multiple levels like, in modules, modules instructor's style, book designers etc. Xie and Jiang (2007, pg.13) "Errors can tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him or her to learn. So, student's errors are valuable feedbacks." Error analysis in L2 of L1 speakers and writers is a major field of study throughout many decades. Error analysis is done to pin point the errors and try to improve second language learning and it gave many chances to both learners and instructors to take benefit from this type of analysis to correct their errors in English. Pakistani English learners confronts many problems in learning the grammatical part of Target Languages in prepositions, lexical choices, subject-verb agreement, pronouns, past and present tenses,

determiners and morphological errors. From this study it is analyzed that participants commit mistakes in lexical choices, verb sentences, prepositions, singulars and plurals, sentence structure etc.

1: Over use:

You know_population...you know is increasing every day and resultantly you know.....there is less income and people are facing lot of problems and depression (pause) and upsetness and people are getting worried day by day.

Over used words : 1	You know*	3 times
Over used words : 2	And*	3 times

2: Failure in separating meaningful sentences:

Population is the source, ak zria h.... of bad economic situation, and less attention is here on thinking ideas to increase economy of the country, it is increment in population because of which shortage of money occur(no pause)

1:Failure in meaningful sentences	And less attention is here on thinking*
2:failure in meaningful sentences	Increasment in population *
3:failure in meaningful sentence	Shortage of money occur*

Urdu Interference:

mtlb government should take steps to avoid these things kiunk if government take actions hmary log bach skty hn, we...like people should also kia kehty hn, should also do something. It is ourresponsibility, zimmadari honi chahiay sub ki. If we watch people are dying with hunger. They do illegal work...ghair qanooni approches ka use, they commit theft, they take bribery, and they become criminal, akaila kmay wala.

1:Urdu interference	Mtlb*
2:Urdu interference	Hmary log bach skty hn*
3:Urdu interference	Zimmadaari honi chahiay sub ki*
4:Urdu interference	Ghair qanooni*
5:Urdu interference	Akaila kmay wala*

Lexical Choices:

There are lot of word choices that a speaker can use according to the situation and according to stylistic dimension of Formality, Euphemism, slant, trendy, floridity, abstractness and force, as formal words that are related to dictionary, euphemism is used instead of real words that are socially taboo, trendy words are according to demand and need of age, lexical choice according to situation and syntactical approach are very important to use. As in communication, that is done by participants, researcher found out many irrelevant words choice that was not up to the mark.

Social media plays a vital role in exposing weaknesses of society, people gets knowledge from social media to become aware of current issues in our country. They wanna...you know to get, mmmm....awareness from these platforms.....it is universal phenomena.....to get knowledge about the public issues and their solution through social media. We can receive knowledge of rules and regulations of law.

1: lexical choice	Weakness*
2: lexical choice	Become*
3:lexical choice	Platform*
4:lexical choice	Phenomena*
5:lexical choice	Receive*
6: lexical choice	Rules and regulations of law*

Past Tense Misuse:

During research, researcher found many evidences of wrong use of tenses as well, when speaker wants to get fluency, he or she

commits a lot of mistakes related to tenses as some errors are presented, resultantly: sentence does not fulfill the requirements of syntactical approaches and leaves improper impression on the listener, listener does not get full cognizance.

Whenever I visits my aunt house I enjoy a lot because all relatives gathered there, there was get-together in my family where I enjoys a lot on the birthday party of my brother. Room is decorated with balloon and with different decorated things. Population is increase as many people were living hand to mouth.

I visits my aunt house,/ I visit my house due to simple present tense
I enjoy a lot because all relatives gathered there/enjoy is in first clause that is in present second clause will also in present
I enjoys a lot on birthday party/ instead of I enjoys, I carries no s/es
Room is decorated with balloon/ first clause is in present second should be in present
With different decorated things/decorated is used wrong
Population is increase/ population has increased
As many people were/second class should be in present
Live hand to mouth/if first clause is in past second should also in past

Helping Verb Error:

Main verb, mood and tense can be presented by helping verb. Main helping verbs include “to be” “to have” “to do”.....To be:am, is, are, was, were, being, been, TO have: has, have, had, having, will have. Model auxiliary verb is another kind of verb” can” could”may” might” must” ought to”We willsinging tomorrow.....we will be singing tomorrow on wedding ceremony of my brother, we had celebrated wedding ceremony with full excitement we are energetic.

She might sing a song on his wedding ceremony. Servant might be collect garbage. Government is not trusted on public and is take good steps. He might can blame her but she is conducted her last agreement.

1: helping verb error	We will singing tomorrow*
2:helping verb error	We had....according to will be singing*
3:helping verb error	Had....we are energetic*
4:helping verb error	Might be*
5:helping verb error	Is not trusted*
6: helping verb error	Is take*
7:helping verb error	Might can*

Errors in Structure of the Sentence:

Structure of the sentences is consist of words arrangement and sequence in right order according to grammar rules. A sentence can be structured by subject and predicate. Other components also add information in the sentence. Speaker finds difficulty in compound sentences, complex sentences and proper use of clauses, including independent clause and dependent clause. For example:

If I will manage my house chores my job will effect, when the school are open, I am not in position to manage my house. Leaps and bounds Pakistan should do progress, in this regard our society facilitate the in every case to government.

1:Structural error	If I will manage my gob will effect*
2:structural error	When the school are open*
3:structural errors	Leaps and bound pakistan should do progress*
4:structural error	The in every case to government*
5: structural error	Will.....will*

Subject-Verb Agreement:

In subject-verb agreement, verb is according to the subject (noun) if subject is singular then verbs first form with s/es in simple present tense. And in past tense ed or 2nd form of verb is used. With plural subject no

addition of s/es in present and in past ed or 2nd form of verb remains same. Is, am, are with “ing” form is used. Is with singulars and am and are with plurals. Has with singular noun and have with plural in present perfect tense and had with both in past perfect tense. “Will”, “shall” both can be used with singular and plural. It is essential for both subject and verb to agree with each other. This error commonly occurs in English speaker’s communication. Composition of English consists of these grammatical rules which are not an easy task to remember all the rules.

For example some participants spoke some sentences like “she have to do extra house chore and she did not abled to focus on her health. Population of pakistan are a basic source of inflation in country. Another sentence is “ I does work from down to dusk but I never felt tired

1: subject verb agreement	She have*
2:subject verb agreement	She did not abled
3:subject verb agreement	Population of pakistan are*
4:subject verb agreement	I does work*
5:subject verb agreement	I never felt tired*

DISCUSSION:

If a professional, who is teaching English for many years commits mistakes in his conversation, that is alarming situation, that happens due to the irrelevant syllabus, less focus on speaking skill, less focus on creativity, so, this problem needs to rectify on the basic level for example, In the teaching of English in secondary schools, syntax and morphology should be given its rightful place. By this it is meant that all course related, scheme of studies should be revised and should be implemented on basic level. Contrarily, many morphological-activities should be included into the English course of study. It is not enough for students to be taught the English syntax and morphology, it is very important for its teaching to be done

systematically and in order of complexity. As researcher has observed that a speaker makes mistakes in idea production and in concept clarification, when the participants used wrong sentences and improper word choice as well. To commit errors or mistakes while communicating and writing second language is natural but it should be with a plan to do conversational clarity. This present study provides about speakers level of speaking, this is an overview of syntactical errors occurs in second language by learner and speaker. Subject-verb agreement in sentences, accurate use of tenses, selection of words, and coherence of sentence are included specific points. Structural error is the most committed error found in communication of professionals. In communication, pronunciation is essential part of it, in which second language learners also make mistakes. Over used words were also analyzed because it gives bad impression, when a speaker speaks on professional level. When speaker utters a word again and again (you know), (and) it is not a good impact. Furthermore, some participants did not speak meaningful sentences, which did not clear the meaning and concept. Selection of words accordance with situation was not up to the mark as shown above in the tables, for example:

Weakness*
Become*
Plateform*
Phenomena*
Receive*
Rules and regulations of law*

Moreover, other wing, misuse of tenses was also analyzed, where participants used tenses wrongly: for example: I visits my aunt house and I enjoys a lot on birthday party. Furthermore, another area was analyzed that is wrong use of verb, for example:

We will singing tomorrow*
We had....according to will be singing*
Had....we are energetic*
Might be*
Is not trusted*
Is take*
Might can*

Hence, participants made lot of such syntactical mistakes that are hurdle in getting full concept and cognizance for listener.

RECOMMENDATIONS:

Accordance with this compiled and observed data we can provide different further strategies to rectify and to stable the speaker to speak fluently and accurately, in this regard, speaker should attend different linguistic seminars and educational English training sessions. Stakeholders, course developers should generate some specific English speaking programmers; CL departments should produce some computational intelligence speaking robots, which specifically should be designed for speaking practices. Speakers should communicate with other countries people and should communicate with native speakers as well.

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