

An Efficiency of Humanistic Language Teaching Integrating with Pit Corder's Error Analysis

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Introduction

The teaching and learning a language process has been changing and it is interesting to discover the contradictions about the issue so that a solid conclusion is drawn. An open and receptive attitude to analyse the teaching conceptions upon the best methodology to follow is the key to construct solid foundations. In the middle-methods period, a variety of methods were proclaimed as successors to prevailing some of the methods like Situational Language Teaching and Audio-Lingual methods whereas “Chomskian revolution” initially gave rise to eclecticism in teaching, but now it recently led to two main branches of teaching approaches i.e. the humanistic approaches based on the charismatic teaching of one person, and content-based communicative approaches, which try to incorporate what has been learned in recent years about the need for active learner participation, about appropriate language input, and about communication as a human activity. The development of the Humanistic approach of language teaching and learning as a second language with the four methods such as The Silent Way; Community Language Learning; Suggestopaedia and Total Physical Response which incorporates or reflects the philosophy of Humanistic approach. Two forms of communication exist: non-verbal communication and verbal communication. A man will undoubtedly encounter some blunders when attempting to learn or acquire any language. Errors are therefore unavoidable when learning a language. Same way, the study identifies and classify the intralingual errors committed by the first year students’ of Engineering and Technology (B.E/B.Tech) studying in the Coimbatore district. Writing’ skill is very important for English learners.

Most of the learners of English as a second language commit many errors during any kind of writing tasks. This study is an analysis on Intralingual errors on writing 'TENSE SHIFT' in a paragraph via dictation (Simple Present Tense to be shifted into Simple Past Tense) written by level one students i.e. the first year students of Engineering and Technology conducted at two colleges which are located in Coimbatore (District), Tamilnadu (State). This research suggests some of the possible reasons and explanations to avoid intralingual errors. The focus of the research is about the 'Humanistic Approach' of English Language Teaching and Learning as a second language and its classroom techniques, aiming at finding out the intralingual errors and its causes, categorizing and analysing the errors related to Pit Corder's (1974) theory of Error Analysis (EA), showing some correction techniques and role of planning, error versus mistake and also sheds light on implications for English Language Teaching – Learning and Testing. From 1950s to 1970s the study of errors has been roughly determined in three phases: Contrastive analysis, Error analysis and the theory of Interlanguage. However, by analysing the errors made by the language learner's one could build up a picture of the features which cause problems while learning a language. Thus, the right perspective counter or remedial measures could be thought of and also be worked out to correct the learners' errors and get into the target language English as second language learning very effectively throughout and after graduation.

Humanistic Approach

The humanistic tradition which represented by Stevick (1980), Curran (1972), Gattegno (1972) Lozanov (1979) and others i.e. Humanism departs from audio-lingual habit theory and cognitive code learning and emphasizes the learner's affective domain. The humanistic approach places a strong emphasis on appreciating the dignity of each learner and building their self-concept. It begins with the premise that each learner needs to feel good about themselves and their capacity to grow and move closer to realizing their full potential. To do this, the learner

needs to have a clear and accurate understanding of their strengths and weaknesses. One important strategy that is becoming more and more popular in training and education circles is humanistic psychology.

This primarily positive approach, which originated in North American psychotherapy, emphasizes the importance of goals and sentiments related to self-esteem. It is a student-centered approach to education that places a strong emphasis on facilitating students; self-development by upholding their autonomy at all times and emphasizing dialogue and negotiation. In the middle of the 20th century, humanistic approaches began to take shape as a counter point to purely intellectual (or cognitive) theories of learning, including mentalism. Learning strategies that emphasize the importance of the whole person in the learning process are referred to as humanistic. A person intellect, body, and heart are all involved ineffective teaching and learning. In the process of learning, the learner is the main actor. Involvement, fun, and creativity are the cornerstones of lifetime learning. By using the learner's interests and objectives as the foundation for structuring, molding, and facilitating their educational experiences, a humanist approach to education strengthens the learner as an individual.

In the silent way, the teacher is almost silent, and the learners do all the talking. This method follows the 'known to unknown' principle. Due to the teacher's silence, the method encourages peer interaction and group co-operation among the learners and so the learners do not feel threatened. Language learning through blocks of sounds helps the learner to recognize a language with fluent and accuracy. Community Language Learning takes place in groups, either small or large, and these groups form the community. Community Language Learning lays emphasis on the learners' personal feelings, emotions, passions etc., while learning English as a second or target language. Community Language Learning seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. The suggestopedia approach is said to increase enormously the ability of students to learn, to remember, and to integrate what they learn into their personality.

Learning to Learn, is the key theme in an instructional focus on language learning strategies. Such strategies include, at the most basic level, memory tricks, and at higher levels, strategies include for learning, thinking, planning, and self-monitoring. Total physical response allows learners to achieve a high degree of success this is achieved being 'Learners are not required to speak in the initial stages'. Then, after in due course, the learners are given practice to convey meaning in the target language the best through actions. So, the method is said to be a meaningful way of learning a language. Total Physical Response (TPR) method is one that combines information and skills through the use of the kinesthetic sensory system at arapidrate.

Engaging interactional exercises were conducted to help teachers become more proficient in teaching language skills in the classroom and to help students engage and learn such abilities. The listening abilities are improved in the classroom by using activities like passage dictation, grid, and flowchart representation, count the sounds and choice-response exercises. On the other hand, activities like tongue twisters, back chains, dialogues, and conversational exercises, as well as open-ended questions and answers, pick learners; interest in improving their speaking abilities. Chunking skills, jumbled sentences or sentence sequencing, and the estimate, read, and respond (ERRQ) task all improve reading comprehension. In the meantime, writing skills are developed through exercises like substitution tables, dictation, and conversational gap-filling. Certain drilling exercises, such as creating sentences and sequences, contextualized drills, and chain drills, improve vocabulary.

Literature Review

G Scholtz (2024) researched "Exploratory Study of the Humanistic Philosophy of Adult Learning as Principal Philosophy for Leadership Development". W Galat (2023) strengthened the humanistic approach through his research work on 'The Significance of Humanistic Approach in Considerations on the University Social Responsibility'. Andrew M. Bland (2020) took reference work entry on Humanistic Perspective, 'Encyclopedia of Personality and Individual Differences'. Y Javadi, M Tahmasbi (2020)

use humanism teaching theory and humanistic approach to education concerning teaching and learning English as a second language in the course book 'Theory and Practice in Language...' Richards. J and Rodgers. T in the book 'Approaches and Methods in language teaching' (2001) defines language teaching and learning came into its own as a profession in the last century. Nagaraj Geetha (2008) 'English Language Teaching' - Approaches, Methods, Techniques, includes the major trends and Techniques of teaching English skills and the role of language in the field of English Language Teaching (ELT). Krishnaswamy. N (2003) 'Teaching English –Approaches, Methods and Techniques' is a guidebook for teachers and student-teachers ,essentials of spoken English, aspects of English Grammar and written English, fundamentals of vocabulary enrichment and others related to language teaching. Language in India May 2011 Yahia Ahmed Qaid, M.Ed.in ELT, Ph.D. Candidate and L. Ramamoorthy, Ph.D. Analysis of Intralingual Errors in Learning English as a Foreign Language by Yemeni Students. A total of 501 common errors were found and categorized. Rabbitt, P. M. Journal of Experimental Psychology, Vol 71(2), Feb 1966, 264-272 on Errors and error correction in choice-response tasks. CHEN, Wanxia (2002) Collocation Errors in the Writings of Chinese Learners of English. Journal of PLA University of Foreign Languages, 1, 60-62. Implications of Interlanguage Error Analysis and Research on English Language Testing and Teaching (2012) Qufu Normal University, China. Research field: English teaching methodology. Higher Education of Social Science, 2(2), 4-7. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/j.hess>.

Methodology

In the research, the primary step employed is 1. Self-designed survey questionnaire in choice-response task (totally - 300) for the level one students i.e. the first year students studying Engineering (B.E.) and Technology (B. Tech.) once after the immediate transformation of the higher secondary studies in school of rural and urban background which includes both the gender (boys and girls). A self-designed questionnaire

for the first year students (150) from each college are randomly selected from five departments which are located in Coimbatore (District) affiliated to Anna University of Technology, Coimbatore are selected for the research. 2. Self-designed survey questionnaire in choice-response task (totally - 20 members) for the members of faculty of English and (2 members) from each college working in various (10) Engineering and Technology colleges in Coimbatore (District) which assumed as a, b, c, d, e... is also employed for the research. A self-designed survey questionnaire for the students is conducted in this study to gain a deeper understanding of students' interest in four language skills (Listening, Speaking, Reading and Writing) and some of their expectations in language classroom etc., On the other, Self-designed survey questionnaire for the members of faculty of English is conducted in order to observe the kind of the approaches or the methodologies that they are ever interested to follow in their teaching etc., The main objective of the research which can also be called as the hypotheses for the data and interpretation is an analysis on 'Intralingual' Errors. The three steps of Error Analysis (EA) specified by Pit Corder's (1974) are followed:

1. Collection of Sample Errors
2. Identification of Errors
3. Description of Errors

The first step is the collection of sample errors from the 300 test papers conducted on 'Tense shift' (Simple present tense into simple past tense given in the brackets in the form of paragraph via dictation). The purpose of the study is to find the difficulties of the students that they have in English language learning and which kind of errors' the students make in grammar. The duration of the language testing is of one hour and the students have to write the test in the classrooms. The writing task is of a paragraph in no less than 150 words. During the period of the test, there seems to be no instruction or suggestions from the teacher, neither could they discuss with their classmates nor consult dictionaries.

With the help of the other English professors, the linguistic errors in the sample test papers have been found out and they are classified into seven types of grammatical errors. The errors will be counted by hand instead of machine or computer. The following is a paragraph that is given in the test paper.

Exercise/ Test

‘TENSE SHIFT’: The verbs in the text should all be in the past simple tense (‘be’ verbs, ‘have’ verbs, ‘do’ verbs). You have to find the verbs that are in the present tense and correct them.

Mrs. Julie is the richest woman in the city, but she is also a busybody. She always wanted to know what everybody is doing. When she needs something she rings a bell and a servant came. One day a truck stops in front of her house and the three men got out. They are carrying a large box. Mrs. Julie sees this and told her servant, John, to go and see what the men is doing. John goes out and spoke to the men but they don’t tell him. When he came back Mrs. Julie is very angry with him. Next she sent Peter to find out. He didn’t want to go at first and Mrs. Julie told him he is afraid. When he goes out the men ignored him when he said good morning. Hetries again but this time the big man hit him in the stomach and he fell on the ground. Mrs. Julie sees all this and came on to the street. The men take her by the arms and put her in the box.

The second step is the identification of errors .The seven types of errors identified are stated below.

1. Omission: missing grammatical forms while writing. **2. Addition:** adding grammatical forms where it is unnecessary. **3. Fragment:** leaving out punctuation marks wherever necessary such as capitals, comma, etc., **4. Lexis (selection of the words)** – vocabulary **5. Syntax (structure of the sentences)** – grammar (i.e.) word order, subject verb agreement etc., **6. Simplification-** word change (i.e) Tenses etc., **7. Interpretive** - misunderstanding of a speaker’s intention or meaning

The following is the **sample of the student response in the test on ‘TENSE SHIFT’**. **Error Analysis is identified with different colours and italicised:**

Mrs. Julie 1. **ad - was being** (is) the richest woman in the city, but she **was** (is) also a busybody. She always wanted to **1.lexis - no** what everybody 1. Omis - __ (is) doing. When she 1. simp - **need** (needs) something she 2. **ad - was rang** (rings) a bell and a servant came . One day a truck 2. simp - **stop** (stops) in front of her house and 2. Omis - __ three men got out. They 3. Omis - __ (are) carrying a large box. Mrs. Julie **saw** (sees) this and told her servant 1. frag __ john __ to go and see what the men 1. Syn - **was** (is) doing. John **went** (goes) out and spoke to the men but they 3. simp - **don't told** (don't) tell him. When he came back Mrs. Julie 3. Omis - __ (is) very **2.lexis - hungry** with him. Next she 2. Syn - _? _ 2. frag - **peter** to find out. He didn't want to go at first and Mrs. Julie told him he 3. **adwas who** (is) afraid. When he **went** (goes) out the men ignored him when he said good morning. He **3.lexis - tied** (tieds) again but this time the 1. Interp - **pig** man 2. Interp - **pit** him in the stomach and he fell on the 3. Interp - **round**. Mrs. Julie **saw** (sees) all this 3. frag _____ came on to the street. The men **took** (take) her by the arms and put 3. Syn - **him** in the box.

The third step is the **description of the errors** analysis.

1-Omission: The omission errors constituted **26.39%** the highest percentage.

For Example:

1. What everybody __ (is) doing. 2. __ three men got out 3. They __ (are) carrying a large box

The first type of omission is the word (simple past tense) '**was**' before the verb '**doing**'

The correct sentence is: What everybody was doing.

The second type of omission is the omission of the definite Article '**the**' before the count '**three**':

The correct sentence is: The three men got out

The third type of omission is the omission of the (simple past tense - plural) '**were**' before the verb '**carrying**'

The correct sentence is: They were carrying a large box

2- **Addition:** The addition errors constitute **20.68 %** in this category.

1. **Mrs. Julie was being (is) the richest woman** 2. she **was rang (rings) a bell**

3. he **was who (is) afraid**

The first type of addition was the addition of **'being'** with the (simple past tense) **'was'**.

The correct sentence is: Mrs. Julie was (is) the richest woman.

The second type of addition was the addition of simple past tense **'was'** with the already changed past tense **'rang'**

The correct sentence is : she rang (rings) a bell

The third type of addition was the addition of 'wh'? question **'who'** with the simple past tense **'was'**

The correct sentence is: he was (is) afraid

3-Fragment: The sentence fragment second lowest errors constituting only **8.13%** of the total.

1. **her servant ___ john ___ to go** 2. **peter to find out** 3. **this ___ came on to the street**

The first type of fragment error is missing of punctuation mark (**comma**) **','** before and after the proper noun in the sentence.

The correct sentence is: her servant , John, to go

The second type of fragment error is missing of **capital letter 'P'** in the proper noun (name)

The correct sentence is: sent Peter to find out

The third type of fragment error is missing of **conjunction 'and'** which joins one part of the clause with one another clause to give the relative or complete meaning of the sentence.

The correct sentence is: this and came on to the street

4. Lexis (Selection of the Correct Word): The Lexis or the selections of word errors constitute **15.83%** of the total errors.

1. She always wanted to no 2. Mrs. Julie was(is) very hungry 3. He tied (tieds) again

The first type of lexis difficulty is the spelling error in a word. Some of the students have written 'no' instead of writing the correct word as 'know' in the sentence.

The correct sentence is: She always wanted to know

The second type of lexis difficulty is the same kind of spelling error as made in the first example. Students had written 'hungry' instead of writing 'angry'.

The correct sentence is: Mrs. Julie was (is) very angry

The third type of lexis difficulty is the error made in the bracket. Some of the students had written as 'tieds' in the bracket instead of the correct word simple present tense as 'tries'. So, while changing the present tense into past tense in the answer also they had written 'tied' as the past tense which gives the different meaning.

The correct sentence is: He tried (tries) again

5. Syntax (Structure of the sentence): This type of error constitutes **16.83 %** of the total errors.

1. the men was (is) doing 2. Next she ___ 3. put him in the box.

The first type of syntactic error is in **Concord** otherwise known as **subject - verb agreement**. In the sentence while changing into simple past tense 'were' (**plural**) to be written instead of 'was'.

The correct sentence is: the men were (is) doing

The second type of syntactic error is the missing of the verb 'sent' in the sentence. Without the verb the sentence will not give the complete meaning.

The correct sentence is: Next she sent

The third type of syntactic error occurred while writing the **pronoun (Gender)** as **‘him’** instead of **‘her’** in the sentence.

The correct sentence is: put her in the box.

6-Simplification:The simplification errors constitute **8.41%** of the total errors.

1. she need (needs) something 2. truck stop (stops) in front of her house

3. they don’t told (don’t) tell him

The first type of simplification error is omission of **‘ed’** in the word **‘need’** which make the sense of the past tense.

The correct sentence is: she needed (needs) something

The second type of simplification error is the rules of spelling (consonant **‘p’** as **‘pp’**) and omission of **‘ed’** in the word **‘stop’** to beas **‘stopped’** which make the past tense in a word.

The correct sentence is: truck stopped (stops) in front of her house

The third type of simplification error is **ignorant of tenses**. Instead to change **‘don’t’** as **‘didn’t’** or **‘did not’**. Students had changed **‘tell’** into **‘told’** which had not given in the bracket to change into past tense.

The correct sentence is: they didn’t or did not (don’t) tell him

7. Interpretive error:

An Interpretive errors constituting only **3.70%** of the total. This is the seventh common error.

1. the pig man. 2. pit him in the stomach 3. on the round

The first type of interpretive error is the misinterpret of **‘big’** as **‘pig’**

The correct sentence is: the big man

The second type of interpretive error is as the same misinterpretation as first example ‘**hit**’ as ‘**pit**’

The correct sentence is: hit him in the stomach

The third type of interpretive error is also the same **misinterpret** ‘**ground**’ as ‘**round**’

The correct sentence is: on the ground

The purpose of this research is to provide a contemporary portrait of second language learning and teaching, to identify major trends and issues, to show where these trends and issues have come from, and to illustrate ways teachers can incorporate these ideas in their own teaching practice. On the other part, it outlines the errors made by the students’ in learning a language and also the remedial measures to be undertaken. The research is intended for practicing teachers as well as future teachers to be aware of the role of English Education in India and the World; the framework of the English Language Teaching and Learning; the need for communication skills among engineering students and so on. The test on writing skill sums up the importance of language teaching and learning which draws together to insist that the learner needs are important in language acquisition theory. Thus, this research recommend that their views be taken into consideration when formulating the English curriculum and developing courses in Engineering colleges and Universities in the future. The English language programme for students of Engineering will motivate them only when they see the direct benefits it brings to them. Great Teachers help create great students. The multi-dimensional environment in which teachers work and the demands placed upon them by the society are increasingly becoming complex. Teachers strive to equip learners with a wide range of skills that they will require to take their place in a world that is in constant evolution; this hastens the need for the development of more competence-centred approaches to teaching, together with greater emphasis on learning outcomes. To equip teachers with the skills and competences needed for their new roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge based society.

Findings

English learners as a second language both from rural and urban background commit many errors. The errors made by the girls in each category (rural and urban) of both the colleges are comparatively less than those errors made by the boys which have been found in the random sampling .The number of errors are listed in table which also present the errors in percentages.

Table 1: Overall Errors

S. No.	Level	Name of the college(s)	Degree/ year	Classification of Errors	Total No. of Errors	Errors in %
1.	I year	A & B B. Tech	B.E & B. Tech	Omission	185	26.39087
				Addition	145	20.684736
				Fragment	57	8.1312411
				Lexis	111	15.834522
				Syntax	118	16.833096
				Simplification	59	8.4165478
				Interpretive	26	3.7089872
Total				701	100	

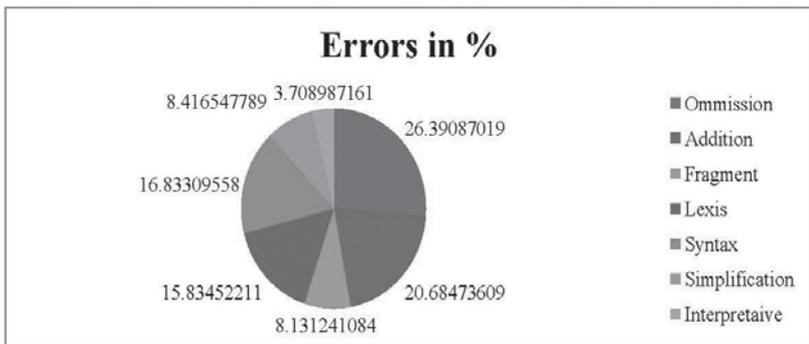


Fig. 1: Errors in percentages

Conclusion

More writing tasks should be put in English testing in order to improve students' writing ability and teachers should be very cautious of teaching

grammar efficiently and correctly and must take some measures to improve the students' ability of application of English grammar. A total of 701 errors were found and categorized into seven types of errors. The top seven common errors which are given as the keywords for the correction technique includes (1) Tense (2) Pronoun (3) Spelling and Punctuation (4) Verb (5) Subject-Verb agreement (6) linking devices/ conjunctions and (7) Word choice. Overgeneralization, ignorance of rule restrictions, simplification is the major causes for the errors of learners. Errors in writing such as tenses, vocabulary are the most common and frequent types of errors that are committed by learners. Thus, it can be seen that error analysis has been used in second language learning as an effective research way by teaching humanistic ally.

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