

LINGUISTIC-ANALYSIS OF THE ERRORS COMMITTED BY PRIMARY SCHOOL STUDENTS IN RELATION TO THEIR ECONOMIC STATUS

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Abstract

The aim of this study is to study the errors in writing skill of Punjabi language by students of primary school and to analyze quantitatively the relationship between economic status and linguistic-errors of students in Punjabi language. To sensitize the teachers, teacher educators curriculum makers about the errors committed by students in writing Punjabi is also one of the aim of this study. For fulfilling the above aims, descriptive survey method will be employed by the researcher in which 100 students of Ludhiana district of Punjab has been selected for the study. In this study one self-made test was used for checking the errors of students in Punjabi language. It was very prominent in the whole data that students commit so many mistakes in writing Punjabi.

Keywords: errors, writing skill, Punjabi language, primary school students.

Language is a system of communications by sounds among the members of a given community. Different communities have different system of language, different style of pronunciation, different scripts, different words and different meanings. For example a person living in Punjab speaks Punjabi language and it would have its own style of pronunciation, writing style and it would be in *Gurmukhi* script. Being native of Punjab, each student acquires Punjabi language as Mother tongue either from heredity or from environment. He listen Punjabi, speaks Punjabi, reads Punjabi and writes Punjabi. But due to several reasons he commits so many mistakes in listening, speaking, reading and writing Punjabi. In the present study, we are concerned about the errors committed by the students in Punjabi language. The researcher has found that at each level of school and college, students commit mistakes in writing Punjabi language. The probable reasons for those errors may be so many- like their intelligence, age, sex, location, family income, occupation and qualifications of parents, number of siblings etc. In this study, one variable i.e., economic status has been taken into account. Researcher has tried to analyze linguistically the errors committed by the students and their relationship with economic

status. Review of Related Literature like Sunvani (2002) reported that intelligence, socio-economic status, domicile and type of school had a significant effect on achievement of the students in English grammar; Gakhar and Bawa (2006) studied the effect of Intelligence, Socio-Economic Status, Domicile and Type of School on the Achievement of Students in English Grammar and found that students belonging to high SES group made fewer errors in English grammar and thus secure high on the achievement test. Also the students with high intelligence performed better than the students with lower intelligence; Kaur (2007) in her M. Phil. Dissertation found that in English medium schools of Patiala, the teaching of Punjabi language is neglected; Pishghadam (2009) revealed that student generally suffer from error phobia, meaning that they do not write or speak until they think they are perfect. Therefore, it seems to be natural that emotional factors are important in foreign language learning; Singh (2010) studied the students' errors in English in relation to cognitive style and cerebral dominance. He found that the factors about the learner himself, like his age, intelligence, aptitude, attitude, strategies, locale, gender, etc, are the most numerous, the most prominent and the commonest causative factors. Major among other, less

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researched factors, could be listed the Cognitive Styles and Hemisphericity of the learner; Kaur (2012) studied the academic achievement of 8th standard students in English in relation to academic achievement in Punjabi, gender and socio-economic status and found that there is positive co-relation between the academic achievements of students in Punjabi and English language. It is also found that girls performed well in achievement tests and there is no impact of socio-economic conditions of the students on their achievement and Singh (2014) studied the errors in writing skill of Punjabi language of 5th standard students in Punjabi in relation to gender and some other socio-economic factors and found that that girls performed well in writing skill of Punjabi language than boys.

OBJECTIVES

- To study the errors in writing skill of Punjabi language by students of primary school.
- To analyze quantitatively the relationship between economic status and linguistic-errors of students in Punjabi language.
- To sensitize the teachers, teacher educators curriculum makers about the errors committed by students in writing Punjabi.

DESIGN OF THE STUDY

This study is designed to analyze linguistically the errors committed by the students and to see quantitative relationship with their economic status. In this study descriptive survey method will be employed by the researcher.

SAMPLE

In this study 100 students of primary level of schools of Ludhiana district of Punjab has been selected for the study. Only government and government aided schools has been selected for the study.

MEASURES

In this study one test has been used: self-made test

for checking the errors of students in Punjabi language. The researcher had prepared a test for the students. Difficulty level is maintained and the test will be made from students' text books. To find out the economic status of the parents, students were instructed to write their name, roll number and annual income.

PROCEDURE

This present study was designed to analyze linguistically the errors committed by the students and to see quantitative relationship with their linguistic errors and economic status. In this study descriptive survey method has been employed by the researcher. The data has been collected from students of government and government aided primary schools by the investigator and scoring has been done according to the instructions given in the manual.

RESULTS AND DISCUSSION

All the data is analyzed and interpreted in terms of table.

The raw data was collected; tabulated and statistical techniques (like mean, SD, t test) were employed to study the relationship between said variables. The means and standard deviations of linguistic-errors of students belong to rich and poor family have been presented in table 1. It may be observed that from the table that mean of linguistic-errors of students who belong to higher family annual income were higher than that of students who belong to lower family income (Mean value of students who belong to higher family income = 8.79, Mean value of students who belong to lower family income = 29.09). To find out the significance between these two means, t test was applied, which came to be 5.03.

Tabel 1: Showing the significant difference between mean scores in linguistic errors of all students

Students	N	Mean	SD	t value
Students belonging to higher family annual income	38	8.79	1.35	5.03*
Students belonging to lower family annual income	62	29.09	1.58	

*significant at 0.01 level

This finding reveals that annual income of students' family has significant role in minimizing the linguistic errors of students. The probable reason behind this result is, the group of students who are financially strong may get special coaching class, they may have good books that may help them for understanding language better.

It was very prominent in the whole data that students commit so many mistakes in writing Punjabi but most of the errors in their writing were in those words where those words were involve which came from other languages like ਖੁਸ਼ਕਿਸਮਤ, ਬਾਗ, ਖਸਤਾ, ਫਾਇਦੇ, ਖੁਸ਼ੀ ਆਦਿ।

EDUCATIONAL IMPLICATIONS

After the analysis and interpretation of the data, we conclude that all students commit mistakes in their writing skill of Punjabi i.e. their mother tongue. Some commit less mistakes or other commit more mistakes in the writing skill. These results are definitely useful for the language teachers, teacher educators and policy makers. They must know the types of linguistic errors, students commit (like ਖੁਸ਼ਕਿਸਮਤ, ਬਾਗ, ਖਸਤਾ, ਫਾਇਦੇ, ਖੁਸ਼ੀ ਆਦਿ) so that they can plan to eradicate these errors from the writing skills of their students. There is a direct co-relation between the errors committed by the students and their economy. As far as economy is concerned, the students whose families are economically sound, they secured more marks than the others whose family income is less. The probable reason behind this result is, the group of students who are financially strong may get special coaching class, they may have good books for understanding language better. Thus, this result suggests that we all should contribute something towards the education of students who belong to below poverty line.

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