

# Intralingual Errors in Second Language Teaching: A Humanistic Approach

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## ABSTRACT

*The ability to communicate in English allows one to see beyond one's current level of achievement. In this study, the humanistic approach will be introduced along with its significance for language instruction, specifically second language teaching and learning also find out what kinds of exercises students are given to assist them in building the four language skills i.e. LSRW in a classroom setting is also helpful. The pupils' communicative skills are reflected in error analysis and remedial instruction. Similarly, for English language learners, "writing" proficiency is crucial. When it comes to writing assignments of any kind, the majority of English language learners make a lot of mistakes. An investigation of intralingual errors made when writing "Tense shift" exercises via dictation in the classroom.*

**Keywords:** writing; intralingual errors; humanistic approach; error analysis (EA); testing.

## INTRODUCTION

One of the special abilities that humans possess is language. Man has to communicate with other people to share his passions, thoughts, ideas, and other things. Thus, language appears to consist of a network of sounds, sound clusters, words, and phrases. Every language is intended for use in conversation. As a result, communication is fundamentally a social interaction in which two people cooperate by switching roles between the sender, who speaks actively, and the receiver, who listens passively. Two forms of communication exist: non-verbal communication and verbal communication. Since humans can speak, verbal communication refers to uttered words.

This study offers a thorough explanation of how the Humanistic approach to teaching languages as a second language came to be, along with the methods that are used in the classroom. A man will undoubtedly encounter some blunders when attempting to learn or acquire any language. Errors are therefore unavoidable when learning a language. Errors give important information

about how a language is learned. By making mistakes, students thereby indicate to language instructors whether they are prepared to learn as well as what and how they want the teacher to teach them next. Because of these cues and expectations, the connection between students and teachers becomes very productive in and out of the classroom. On the other, in the study of errors, one could get an understanding of the characteristics that lead to difficulties when learning a language by examining the mistakes made by language learners. Therefore, it is possible to consider and develop appropriate corrective measures or viewpoint counters to address learners' faults and help them transition into learning English as a second language.

## 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...'

Aggarwal. J.C (1996) 'Principles, Methods and Techniques of Teaching (Second Revised Edition) deals with the valuable teaching practices followed in the past as well as in recent times in India and abroad. Dr. Sachdeva. M.S (1997) 'A New Approach to Teaching of English in India book covers all of the essential information for planning schemes of work, techniques, and the role of the English teacher in the classroom.

### **HUMANISTIC APPROACH**

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 counterpoint 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's intellect, body, and heart are all involved in effective 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.

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.

### **CLASSROOM PRACTICES**

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, 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.

Getting students to master the target language is

the goal of any language classroom. For optimum classroom engagement, a teacher's judgment should be tailored to the needs of that specific class or group of students. Consequently, it should be known that in addition to practicing skill acquisition, classroom activities also need to include skill application.

## **METHODOLOGY**

1. Self-designed survey questionnaire in the choice-response task (total - 300) for the level one student studying Engineering (B.E) and Technology (B.Tech) once after the immediate transformation of the higher secondary studies in the 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 is randomly selected from five departments at x and y colleges affiliated to Anna University of Technology, Chennai are selected for the research.

2. Self-designed survey questionnaire in the choice-response task (total - 20 members) for the members of faculty of English and (2 members) from each college working in various (10) Engineering and Technology colleges 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 classrooms such as students'- teacher interaction, problems and challenges faced in English Language Learning as a second language. On the other, a Self-designed survey questionnaire for the members of the faculty of English is conducted to observe the kind of approaches or the methodologies like Humanistic

approach, Situational approach, etc., in which the members of the faculty of English are ever interested to follow in their teaching, expectations about the design of the syllabus, curriculum, knowledge, and interest to handle the class with the study aids both manual and technical, etc.,

Analyses are made randomly. The students are all English learners as a second language from the school level as well as studying the English course so that they can understand the questionnaire written in English clearly which are given in the choice-response task.

The main objective of the research which can also be called the hypotheses for the data and interpretation is an analysis of Intralingual Errors. The three steps of Error Analysis (EA) specified by Pit Corder (1974) are as 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 test papers conducted on "Tense shift". The duration of the language testing is 10 min. and the students have to write the test in the classrooms.

With the help of the other English professors, the linguistic errors in the sample test papers have been found and they are classified into seven types of grammatical errors. The following is an exercise that is given in the test paper.

## **SAMPLE QUESTIONS**

### **EXERCISE:"TENSE SHIFT"**

**The verbs in the text should all be in the past simple tense ('be' verbs, 'have' verbs, 'do' verbs).**

1. Mr. John is the wealthiest man in the city, but he is also a busy man.
2. The big man kicks Mr. John in the belly and he falls on the floor.

### CORRECT ANSWER

1. Mr. John (is) was the wealthiest man in the city, but he (is) was also a busy man.
2. The big man kicked Mr. John in the belly and he (falls) fell on the floor.

### SAMPLE TEST PAPER

Step II: The identification of errors.

1. Mr. John (is) 1. Addition - was being the wealthiest man in the city, but he (is) was also a busybody.
2. The 1. Interpretive - Pig Man kicked Mr. John in the belly and he fell on the 2. Interpretive floor.

The Intralingual errors are identified and categorized. The seven types of errors identified are stated below:

- a. Omission:** missing grammatical forms while writing.
- b. Addition:** adding grammatical forms where it is unnecessary.
- c. Fragment:** leaving out punctuation marks wherever necessary such as capitals, commas, etc.,
- d. Lexis (selection of the words) -** Vocabulary
- e. Syntax (structure of the sentences) –** grammar (i.e.) word order, subject-verb agreement, etc.,
- f. Simplification-** word change (i.e.) Tenses etc.,

**g. Interpretive -** misunderstanding of a speaker's intention or meaning

The third step is the description of the errors analyzed. The following are the errors described with percentages with some of the possible reasons for the cause of intralingual errors in learning English as a second language.

Thus, the description of intralingual errors with the response of the students' answer details about the students' lack of understanding the grammatical rules and its functions. It shows that the clear teaching about the rules and its usage need to be explained to the students now and then in the classroom and to give them practice often in language skills with some interactive strategies or with some grammar tasks.

### REMEDIES

Classroom interaction is a clear indicator that colleges need to reconsider the roles that English teachers and students play in language teaching and learning. It also shows that teachers need to adapt their English language teaching strategies to meet the demands of modern life and the competitive world. The students who responded to the questionnaire were quite clear about the communicative skills (LSRW) they would require for both their language studies and their future careers.

Instead of being seen as negative, errors are now accepted as an essential and methodical component of learning. As a result, students should feel free to make mistakes when they are learning the language and to fix them sometimes. It is the responsibility of the learner to determine the optimal learning method for them; the teacher's role is to support them in this endeavor. As a result, it is important to emphasize the value of developing inner criteria and to acknowledge

that students require time to process the information internally.

Correcting errors is the sole goal of remedial teaching, which sets it apart from other types of instruction. Playing games and engaging in conversation are great ways to learn a language interestingly. When students have the chance to engage with their pairings without fear, pair and group work should be promoted. Students can correct their pronunciation mistakes with the aid of the language lab. These are a few solutions that allow students to learn a language fearlessly and without inhibitions.

The target language should be elicited by the teachers. This encourages collaboration between the teachers and the pupils. Next, make an effort to explain the language pieces as clearly as you can by employing a variety of strategies (e.g. visuals,

mime, or a mini-explanation). Subsequent work on the target language notion must be done in a manner that is suitable for the group's development and ability level. Students should also practice producing speech by saying or writing in the target language when it's suitable. After sufficient practice in both teacher- and student-centered phases, the student ought to pick up the target language gradually. The student will be a completely different person. For the students to comprehend the "gist" of a spoken encounter, teachers must ensure that the "text" is not very difficult for them and mentally prepare the students for it.

### FINDINGS

After counting the intralingual errors of test papers by hand, what is discovered is that English learners as a second language commit many errors.

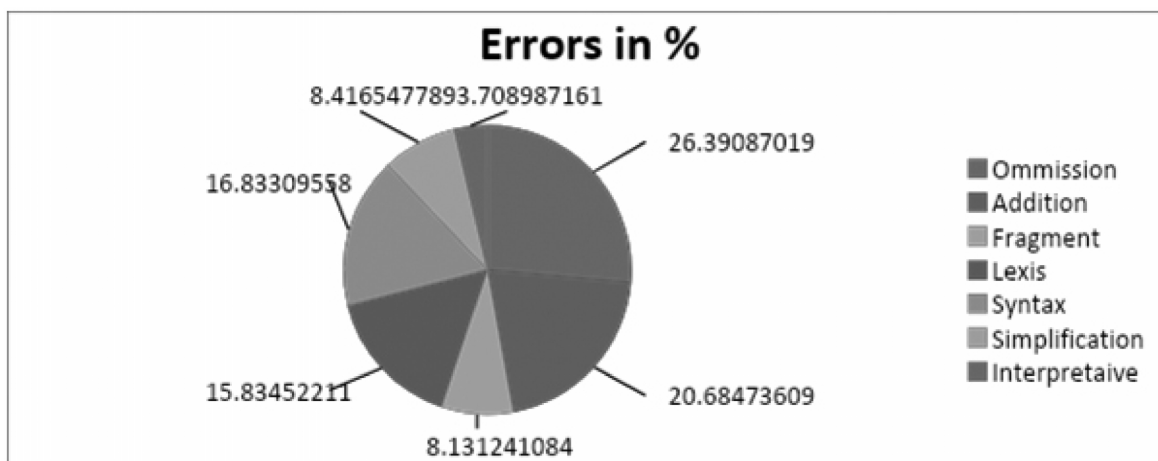


Fig: 1 Error in percentages

### RESULTS:

The top seven common errors which are given as the keywords for the correction technique include 1. Tenses 2. Pronoun 3. Spelling and Punctuation 4. Verb 5. Subject-Verb agreement 6. Linking devices/conjunctions and 7. Word

choice. Overgeneralizations, ignorance of rule restrictions, and simplification are the major causes of the errors by learners. Errors in writing such as tenses, and 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. More writing tasks should be put in English testing 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. The use of Error analysis and the application of appropriate corrective techniques can aid in learning English effectively.

## CONCLUSION

A professional language teacher nowadays aspires to use a variety of methods in the classroom and is constantly coming up with new approaches to use in language instruction. A pleasant and productive learning environment can be created in the classroom by selecting and implementing techniques from a variety of approaches and methods, including newer approaches like Humanistic language teaching, as well as from more established trends. Errors in writing, including tenses and vocabulary, are among the most prevalent and regular mistakes made by students. Error analysis has thus been demonstrated to be a useful study method in second language learning. The findings also demonstrate that, when it comes to teaching and developing language skills, humanistic education is a legitimate educational strategy that merits careful consideration and respect. The core of humanism, or the humanistic approach, addresses the capacity for cooperation and understanding between people.

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