



A STUDY OF INACCURACY IN WRITTEN ENGLISH AMONG SECONDARY SCHOOL STUDENTS IN CBSE SCHOOLS IN BILASPUR (C.G.)

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Abstract

The objective of present study is to find out inaccuracy in written English among students of CBSE in Class VIII, IX & X. The sample of study consisted of 180 boys and girls selected from Bilaspur City. Data was collected from the selected schools with the help of required tools and findings were mentioned.



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Introduction

Learning English is an important slip forward to all goals. English is the most rudely spoken native language in the world.

English may not be the most spoken language in the world but it is official language in a large number of countries.

Now days a large number of English medium school have been opened in various state but there is lack of teachers who speak English well. The tragedy is especially in state like Chhattisgarh.

English remains a major medium of introduction in schools. There are large numbers of books in CBSE secondary schools that are written in English. If students do not understand English adequately, they will struggle in school.

When English is in written form after being built it becomes more stable than spoken language. It is because human rely on their eyes more than ears.

Since spoken language and its written form represent the same meaning. It is necessary to find out which is secondary.

Writing is very important in the classroom while teacher is teaching and while student is writing in exams for their evaluation. Writing involves activating a complex act of resources these includes content knowledge, linguistic knowledge (vocabulary, grammar, and text

structure) and strategic understandings (provision of relevant information) writing helps students is learn spellings, punctuation use of capital letter, learning motor skills of good handwriting , to reinforce vocabulary, to keep a written record of what has been learnt.

The present problem under study might lead to reveal the various factors that have significant effects on inaccuracy in writing English among secondary schools students of CBSE.

Objectives of the study:

1. To identify the major errors committed by secondary students of CBSE.
2. To determine the cause of errors committed
3. To suggest remedial measures to minimise the errors committed

Assumptions:

1. There is greater impact of local language on learning on other tongue.
2. Lack of motivation among students to write in English.
3. Students get fewer opportunities to express his views or less number of written exercises.
4. Lack of interest on the part of students and improper training to teachers.

Methodology:

For this study researcher has used survey method by using tools and sample.

Questionnaires has been used for teachers consisting of twenty five questions measuring such as motivation and commitment, subject knowledge, knowledge of methods, techniques and maxims of teaching and their appropriate use.

Questionnaires for students consisting of measuring of 25 questions , measuring such as Interest towards English language, Family's contribution and guidance , level of aspiration , competency over writing skills and subject comprehension was used for counselling relevant data from the samples.

Self made test for students was used which include: Essay writing test (50M), Letter writing test (50M), Dictation test(50M).

Population and Sampling:

All CBSE secondary schools students of Bilaspur were considered as population. Selection of schools was done by using Random sampling method. And CBSE schools were taken for

selecting samples. Selection of samples was carried out by Lottery method of Randomisation selecting 180 samples of students.

Data Collection:

Data collection procedures was done by collecting samples from 5 CBSE schools from Questionnaire was distributed and filled by students and later on test including mean median and mode were used to find out results.

Findings of research

1. Teachers did not check homework regularly and praise students for their mistakes.
2. Students were not provided enough opportunities to practice skill of 'writing' in the class and outside of it.
3. Teacher must check student's assignment regularly and appraise students for their good work done.
4. Students whose parents or guardians were educated and provide guidance to their wards in home assignment achieved marks in English written test than other students.
5. As students were getting good marks in dictation it was found that they have good knowledge of spellings but they done poor in essay writing test , so it was found that they had poor knowledge of mechanics of writing in English.

Educational Implications

1. Good opportunities must be provided by teacher for developing skill of writing in he classroom say for example blackboard activities
2. Some workshops must be conducted for teachers to give proper training to them.
3. Teachers must also give emphasis on giving home assignment to students that should be applicative
4. Students should take part in various competition held by schools, state and nation
5. Incentives must be given to the teachers who are taking great step towards enhancing student learning.
6. In morning assemblies some motivational prizes should be given to students who are good in doing good English activities.

7. In Parents teaching meeting, Teacher should let the parents to know about their child's improvement and progress.
8. Parents should provide healthy and conducive environment at home.
9. Students should have developed interested in reading English books and English stories.
10. Students should develop the habit of speaking in English in the class as well as outside the class.
11. Teaching learning material should be developed by teachers to motivate students in English language learning.
12. Teacher should give home work to students and should also check the homework to give proper feedback to students.

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