
Verbal Discourse Errors of Linguistic Students in the University of Antique

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Abstract. This study analyzed the verbal discourse errors of students in their Linguistic class. Utilizing descriptive-qualitative research method with 40 conveniently selected respondents, it is found that students committed phonological and grammatical errors. They made phonological mistakes regarding vowel sounds and consonant quality. While they make the majority of morphological mistakes in grammar, they make the fewest lexical errors. Finally, there is a strong correlation between the language spoken at home and exposure to mass media's phonological errors. Thus, educators and curriculum designers urge that intense communication activities be included into the country's language curriculum to guarantee and promote students' communicative competence.

Keywords: verbal discourses, error analysis, linguistic students, English language communication

Introduction

Communication is the main feature that separates humans from animals. Communication skills set one person apart from another. Aside from the essential requirements, people need to develop communication skills, in order to express one's ideas effectively. Humans now live in a sophisticated environment marked by fast scientific and technological growth. Communication is imperative hence should be developed by students in order to become who they want to be. Language skills, both receptive and expressive, are important components of efficient communication. Speaking ability is an expressive language feature.

To build these habits, one must first understand that communication abilities must be improved periodically. They must assess their interactions and the direction of their professional and personal relationships (Evasco, 2000). The more one acknowledges their talents and tries to overcome their weaknesses, particularly in communication abilities, the greater their interactions and social popularity will be. Speaking is the most prevalent and significant form of human communication. Effective communication requires speaking clearly, effectively, and with good voice projection. Speaking is also connected to life success, since it is vital both personally and socially.

Writing is seen to be more significant than speaking at colleges. Effective oral communication abilities may assist persons in numerous industries and situations, but they cannot be taught as simply as other personal talents. Remember that practice is required to master these talents.

Communication skills are vital in all parts of one's job. Confidence and communication skills are essential for career and personal success. Communication enables people to recall the past, act in the present, and plan for the future. They use personal and public speaking abilities to manage connections with people in circumstances ranging from one-to-one to one-to-many. They can do anything when they talk with sincerity and captivate their audience.

Oral exposition tests were considered unfeasible for a long time. While the wisdom was acknowledged, it was deemed impracticable due to the need to evaluate each person. Oral testing was certainly overlooked if a big population had to be examined. In other words, although the commonly held idea of testing and teaching a language in the L-S-R-W order was discussed, no one considered examining oral exposition abilities. In language studies, the verbal communication predominates over written, although it is the most ignored in teaching

and assessment. Castillo and Lorenzo (2002) invited readers to think about how important spoken communication is. Because linguists believe language is sound, and that sounds have precedence over written representations. These words emphasize the value of speech. Sadly, its importance was eclipsed by its supporters' incapacity to withstand oral testing. Modern language exams acknowledge language's communicative role and integrative nature. A speaking exam is the only accurate test of oral language competence (Bautista, 1995).

Determining errors in verbal discourses of Linguistic students at the College of Teacher Education is thus necessary. This research sought to find out what steps English instructors and curriculum designers may take to assist students improve their oral skills and communicative competence so that they can contribute to the overall design of the English linguistic curriculum. As a result, this research discovered errors made by linguistics students throughout educational activities. It identified the students' profile in terms of sex, home language, and exposure to mass media; examined the respondents' verbal discourses for linguistic errors; and calculated the possible correlation between the profile and the respondents' errors.

Methodology

This study analyzed the phonological and grammatical errors of the Linguistic students in their linguistic class where everyday communication took place at the College of Teacher Education at the University of Antique during the First Semester of Academic Year 2021-2022 utilizing descriptive-qualitative approach (Purcia & Merida, 2021). Forty (40) total number of students participated in the study enrolled in the Introduction to Linguistics course and provided information to complete its rigors.

Students' language errors were evaluated using tape-recorded remarks which were listened to, transcribed, and examined using Content Analysis. The researcher also used a variety of statistical methods to examine and interpret the information he collected. Among the statistical techniques used for the transcription of audio recordings were frequency and percentage calculations and thematic analysis.

Results and Discussion

Based on the analysis of the data, the following findings were revealed.

On the Profile of the Respondents

On Sex. The majority (32 or 80 percent) of the forty responses are female, while just a handful (8 or 20%) are male. This indicates that the majority of students pursuing careers as linguists/language instructors are female. This further demonstrates that most females choose to teach over males. This is considerably understandable with roles of women portrayed as nurturers at home and of the society.

On Language Used at Home. At home, the respondents most often used language is Karay-a, which was utilized by 45 percent of respondents. This is followed by Tagalog (30%) and English (15%). This discovery is unsurprising, given that the respondents are pure Antiqueos; naturally, they communicate with their relatives in their native dialect. It's worth noting, however, that some respondents communicate in Tagalog and English as auxiliary languages.

On the Extent of Exposure to Mass Media. Respondents are somewhat exposed to mass media, as demonstrated by their means of 3.12 and 2.65 for books and newspapers, respectively. The respondents had little exposure to television, motion movies, and other media, as seen by their mean ratings of 2.6 and 2.48, respectively. Taken all, respondents had a mean of 2.71 for "Moderate" exposure to mainstream media. This indicates that respondents have not yet established a passion for reading and watching.

On the Verbal Discourse Errors of the Students

The term "errors" refers to the mistakes made by students in phonology and grammar. The phonological errors made by students relate to mistakes made during the process of articulation of sounds, such as the pronunciation of vowels and consonants in the English language's sound system. The phonological faults made by students are listed below.

Table 1. Linguistic Errors of Students in Terms of Phonology

Phonological Errors		Frequency of Errors	Percentage
Vowel	Æ	36	90
	ɔ	30	75
Consonant	f	15	37.5
	p	35	87.5

On Vowel Sounds. Two vowels were identified as frequent mistakes by students out of the eleven vowel sounds. According to the table, 90% of respondents made a mistake in [Æ] sound, such as [can] for [cn] and [band] for [bnd]. Additionally, 75% of them contain [ɔ] sound mistakes, such as [olweyz] for [lweyz] and [pos] for [ps]. The above-mentioned inaccuracies in vowel quality might be linked to fossilization of morphemes in pronunciation due to regional inflection as described by Altamirano (2002). Since English is used as a medium of instruction and communication in a Linguistic class, the influence of the first language is still manifested by students when they speak a second or foreign language.

On Consonant Sounds. Two consonant sounds were identified as frequent student mistakes out of the twenty-four consonant sounds. According to the above table, 37.5 percent of them have faults in the [f] sound, such as saying [plat] instead of [flt] and [prnd] instead of [frnd], and 87.5 percent have problems in the [p] sound, such as saying [fhps] instead of [phps] and [fzIn] instead of [pzIn]. The aforementioned findings are consistent with those of Evasco (2000) who found that the majority of Visayan native speakers have difficulties pronouncing English contrasting consonants such as /p/ and /f/.

On the Grammatical Errors of the Students

Table 2. Errors of Students in Terms of Grammar

Grammatical Errors		Frequency of Errors	Percentage
Lexical	Misused Verb	11	27.5
Syntactic	Misused Pronoun	20	50
Morphological	Subject-Verb Agreement	33	82.5

On Lexical Errors. 27.5% of the respondents committed lexical errors through misused verb as in the following sentences:

1. *I need to attend the class because I need to.* (The sentence should be: *I need to attend the class.*)

2. *Our teacher is intelligent he attended class everyday.* (The sentence should be: *Our teacher is intelligent as he always attends class.*)

3. *Schools envision quality education.* (The sentence should be: *Schools uphold quality education.* Quality Education after all should not only be envisioned but upheld.)

On Syntactic Errors. 50% of the respondents committed syntactic errors through misused pronoun like in the following sentences:

1. *The student attended their meeting.* (The sentence should be: *The student attended his/her meeting.*)

2. *Education is necessary in your lives.* (The sentence should be: *Education is necessary in our lives.*)

3. *Everyone deserves a love all deserves.* (The sentence should be: *Everyone deserves a love one deserves.*)

On Morphological Errors. 82.5% of the respondents committed errors in subject-verb agreement as in the following examples:

1. *Teachers conducts classes regularly.* (The sentence should be: *Teachers conduct classes regularly.*)

2. *As the pandemic continuously threaten people and the society, it need to be stopped.* (The sentence should be: *As the pandemic continuously threatens people and the society, it has to be stopped.*)

3. *You are who you and no one question that.* (The sentence should be: *You are who you and no one questions that.*)

It can largely be noted that students have made errors in across the various dimensions of language learning especially both in phonology and grammar. These errors revealed in the study were misused verb for lexical, misused pronoun for syntactical and errors in subject-verb agreement for morphological. These common errors however contribute to effective language acquisition especially once these are avoided and ESL/EFL speakers get themselves used to speaking the English language. These findings are affirmed by the study of Purcia (2018) where accordingly, grammatical errors are expected to be made by English as a Second Language (ESL) or English as a Foreign Language (EFL) student since it is not their native language.

Conclusions

Based on the statistics shown above, it can be determined that the vast majority of respondents are female and enrolled in a Linguistics course. Karay-a is the language that they speak at home on a regular basis. They are exposed to a modest amount of mainstream media. The phonological and grammatical faults made by the responders throughout their oral expositions are of a technical character. In terms of phonology, they made mistakes in the production of vowel sounds and the quality of consonants. While in grammar, respondents made mistakes on lexical and syntactic levels, the majority of which were morphological in nature. Finally, there is a considerable link between the language spoken at home and exposure to mass media, as shown by the presence of phonological mistakes in the latter.

Recommendations

According to the findings, school Personnel Selection Board Committee hire qualified teachers who are impeccably capable of teaching grammar and pronunciation in the early years of schooling, because language acquisition occurs during the formative years of schooling. In addition, instructors are urged to participate in seminars or conferences, as well as other in-service training opportunities, in order to keep up with the newest trends or advances in language education, especially in the area of speaking. Teachers should utilize communicative approaches, methods, and tactics to guarantee that their students are proficient in the use of the English language in their classrooms. The language curriculum of the college should be evaluated and altered to ensure that it is consistent with the key ideas introduced in communicative competence. The content of English courses should be tailored to meet the specific requirements of the students who take them. Finally, comparable research should be conducted in order to add factors that were not included in the original study.

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