

English 2A Students' Oral Presentation Errors: Basis for English Policy Revision

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Abstract : English instructors pay attention on errors committed by students as errors show whether they know or master their oral skills and what difficulties they may have in the process of learning the English language. This descriptive quantitative study aimed at identifying and categorizing the oral presentation errors of the purposively chosen 118 English 2A students enrolled during the first semester of school year 2013 - 2014. The analysis of the data for this study was undertaken using the errors committed by the students in their presentation. Marking and classifying of errors were made by first classifying them into linguistic grammatical errors then all errors were categorized further into Surface Structure Errors Taxonomy with the use of Frequency and Percentage distribution. From the analysis of the data, the researcher found out: Errors in tenses of the verbs (71 or 16%) and in addition 167 or 37% were most frequently uttered by the students. And Question and negation mistakes (12 or 3%) and misordering errors (28 or 7%) were least frequently enunciated by the students. Thus, the respondents in this study most frequently enunciated errors in tenses and in addition while they uttered least frequently the errors in question, negation, and misordering.

Keywords : grammatical error, oral presentation error, surface structure errors taxonomy, descriptive quantitative design, Philippines, Asia

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