

TBLT: AVOIDING REDUNDANCY TO REDUCE COMPLEXITY

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Abstract

Redundancy, often perceived as unnecessary repetition in language, is a multifaceted aspect that profoundly influences communication. This paper explores redundancy's features, how to overcome and its data analysis to enhance language proficiency and communication effectiveness. Drawing from a literature review, including studies on redundancy errors among learners, the significance of redundancy in communication systems, and its role in language acquisition, this research identifies a gap in addressing effective methods to mitigate redundancy errors. To address this gap, the study employs a combination of collaborative learning and data-driven language learning methodologies, incorporating task-based activities and game-based learning. The effectiveness of these methods is evaluated through pre- and post-intervention assessments, revealing significant improvements in students' understanding and avoidance of redundancy. The findings suggest that contemporary methods like collaborative teaching, data-driven learning, and task-based activities effectively reduce redundancy and improve student writing quality. Increased awareness of redundant phrases and enhanced proficiency in revision are observed, facilitated by peer collaboration and personalized feedback.

Key Words: Redundancy, Collaborative, DDL, Task-based activities

1. Introduction

Redundancy, a prevalent feature of language, refers to the unnecessary repetition of words or elements within a sentence that do not contribute substantially to its meaning. While often perceived as a flaw in effective communication, redundancy permeates various levels of linguistic expression, from individual words and phrases to entire sentences or paragraphs. Despite its potential to detract from clarity and conciseness, redundancy is a nuanced aspect of language that warrants careful consideration. Its understanding is pivotal for both speakers and writers, as it profoundly influences the effectiveness and impact of their communication. This exploration seeks to delve into the intricacies of redundancy, exploring its manifestations, implications, and strategies for mitigation. By unravelling the complexities of redundancy, we aim to enhance our proficiency in language and communication, fostering clearer, more concise, and more compelling expressions.

2. Overcoming Redundancy

Overcoming redundancy is vital for achieving clarity, brevity, and impact in communication. By cutting out unnecessary words and repetitive phrases, messages become more concise and easier to understand, minimizing the risk of misunderstandings. This clarity and succinctness are especially prized in professional and academic contexts, where precision and sharpness are crucial. Moreover, reducing redundancy helps maintain the audience's attention, making communication more engaging and effective. Effective communication hinges on delivering clear and compelling messages; redundant language can dilute this impact. Employing precise and purposeful language not only enhances the message but also reflects professionalism and a strong grasp of the subject. In essence, prioritizing the Elimination of redundancy significantly elevates the quality and effectiveness of communication.

3. Review of Related Literature

In their 2022 study, "Redundancy Can Benefit Learning: Evidence from Word Order and Case Marking," Shira Tal and Inbal Arnon argue that redundancy in language aids learning, especially for children. Using an artificial language learning experiment, they found that children who learned a language with redundant cues (word order and case marking) performed better in comprehension and production tasks than those learning a non-redundant language. Adults showed no significant difference, likely due to their overall higher performance. The study suggests that avoiding redundancy can make languages more learnable for children, offering valuable insights into language acquisition and development.

In 2021, Yujing Yang's article titled "The Investigation on Redundancy Errors in Writing of Chinese English Learners with Different Proficiency" examines redundancy errors in English writing among Chinese undergraduates, using error analysis and the Chinese Learner English Corpus. Involving sixty non-English majors, the research links redundancy errors to language transfer and inadequate knowledge of English. Yang proposes strategies to improve writing skills, such as avoiding repetition and strengthening grammar rules. The study provides valuable insights for enhancing English language instruction for Chinese learners.

In Kinga Horvathova's study in 2017, "Redundancy in the Verbal Communication of Teachers in Primary Education," she examines the prevalence and implications of redundancy in the language of primary school teachers, with a focus on mathematics instruction. Horváthová provides theoretical definitions of redundancy and explores its perception across different communication contexts. Through direct observation of lessons in five primary schools, she finds that redundancy is most commonly present in the language of third-grade teachers. The

study prompts reflection on the role of redundancy in classroom communication and suggests avenues for further research to optimize teaching effectiveness and communication efficiency in primary education settings.

Huaqing He's 2015 study, "A Corpus-based Analysis on Word Errors in College English Writing," employs word errors in English writing by Chinese non-English majors, using data from the Chinese Learner English Corpus. The study identifies redundancy errors as one of the less frequent types of word errors, alongside absence errors, with substitution errors and part-of-speech errors being more common. He finds that 72% of the errors are interlingual, influenced by the learners' native language, while 28% are intralingual. The study suggests that targeted teaching strategies are needed to address these errors and improve English writing skills among Chinese students.

Zhou Xia and Du Yan-xia's 2015 study, "An Investigation of the Misuse of English Articles of Chinese English Learners," investigates redundancy errors in the use of English articles by Chinese learners. Despite being a common type of article misuse, these errors are complex. Drawing from LI and CAI's earlier research, the study identifies five categories of redundancy: overuse of "the" before ordinal and cardinal numbers in fixed phrases; before general, absent, and modified nouns; before language names and proper nouns; and before adjectives. These errors stem from overgeneralization, misunderstanding article rules, and the influence of Chinese language structure. The study provides insights for educators to develop targeted strategies to improve article usage among Chinese learners. Research Gap

All these studies highlight the identification of redundancy in language learning, but a significant research gap remains as the limited exploration of methods to address redundancy effectively. Specifically, there is a need to investigate how task-based activities can aid in learning about redundancy and strategies to avoid it. Data analysis, including pre-test and post-test intervention testing and both qualitative and quantitative analysis, is essential to prove the effectiveness of these methods. By addressing this gap, the researcher helps the students to improve language teaching and enhance learners' proficiency in identifying and avoiding redundancy.

4. The Aim of the Study

- To evaluate the effectiveness of task-based activities in reducing redundancy errors in students' writing.

5. Objectives of the Study

- To analyse and categorize common redundancy errors in students' writing.
- To apply two effective methods for teaching students about redundancy errors and how to avoid them.

- To design and implement four task-based activities to test the effectiveness of the instructional methods in reducing redundancy errors.
- To collect and analyse data from pre-test and post-test analysis of student performance.

6. Methodology

In the initial phase of the study, researchers collected samples from 120 students across four major disciplines at SASTRA University and Annai Vailankanni Arts and Science College in Thanjavur District. The methodology included item analysis to standardize multiple-choice questions (MCQs), reviewed by ELT experts. A pre-test with 20 MCQs on redundancy identified student errors. Students then received 12 hours of instruction (4 hours of teaching, 4 hours of collaborative tasks, 2 hours of review, and 2 hours of testing) using the Collaborative Method and Data-Driven Learning (DDL), including teaching, collaborative tasks, review, and testing. Progress was measured through a post-test with 20 MCQs and a retention test conducted ten days later to assess knowledge retention on redundancy.

7. Modern Methods with task-based activities and game-based learning

This study focused on teaching redundancy and strategies to avoid it using the Collaborative method and Data-Driven Learning (DDL). Researchers collected data from 120 students, administered pre-tests, provided 12 hours of instruction, and measured progress through post-tests and retention tests. The instructional activities included teaching, collaborative tasks, review, and testing.

7.1. Collaborative Method & its Methodology

The Collaborative Method (CM) focuses on group work and collaborative learning to meet educational goals. Students work together to solve problems, discuss concepts, and create new knowledge. In this method, students begin with a warm-up exercise identifying redundant words, such as "close proximity" and "end result," provided by the teacher. This is followed by watching a video clip titled "Redundancy Error in English Grammar" by English with Ms Skeene, available at this link: https://www.youtube.com/watch?v=hM_W7bZcldU, which further explains redundancy through multimedia. The teacher then introduces additional redundant words and their meanings, encouraging students to expand their vocabulary and deepen their understanding of redundancy in language.

7.1.1. Task-based Activity - Scavenger Hunt

In the pre-task phase, the focus was on redundancy and a scavenger hunt, with

the session was designated for 60 minutes. During the task cycle, participants were divided into three groups and given a box containing five sheets with redundancy questions. Participants identified redundancy words that conveyed the same meaning in the planning stage, preparing themselves for the scavenger hunt activity. Following the planning phase, participants completed all the assigned tasks, aiming to be the winning team in the competition. In the language focus segment, there was an analysis of redundancy concepts, with explanations provided along with examples to illustrate the point. During practice sessions, the teacher reinforces proper grammar usage, particularly in avoiding redundancy. The teacher monitored students' progress and guided them as needed during the practice activities.

7.1.2. Task-Based Activity - Jury Duty

In the pre-task phase, the session centred around redundancy and the task, with a duration of 60 minutes. During the task cycle, participants were organised into three groups and assigned the roles of a jury. They were presented with a crime story intentionally filled with redundancy errors. For example, Bob, Carol, Ted, and Alice all live in the same house. Bob and Carol go out to a movie, and when they return back, Alice is lying dead on the floor in a puddle of water and glass. It is evident that Ted killed her, but Ted is not accused prosecuted. Each group analysed the crime story in the planning stage, identifying redundancy errors within the narrative. Following the planning phase, participants worked to complete all assigned tasks, aiming to be the winning team by successfully identifying and correcting the redundancy errors. In the language focus segment, redundancy concepts were analysed, with explanations provided and examples shared to enhance understanding. the instructor conducted various activities designed to reinforce correct grammar usage, with a special emphasis on eliminating redundancy in writing and speech. During practice sessions, the instructor paid close attention to each student's progress, offering personalized guidance and support, particularly in avoiding redundancy. This involved observing students' work, providing constructive feedback, and addressing any issues or questions that arose during the practice exercises. The goal was to ensure that students understood the principles of proper grammar and applied them effectively in their writing and communication.

7.2. Data-Driven Language Learning (DDL) & its Methodology

Data-driven language learning (DDL) leverages technology to provide personalized language instruction, bypassing traditional tools like textbooks and grammar guides. In this context, students used online resources such as Google to investigate instances of redundancy in language usage. They were also provided with the YouTube video "The Grammar Series: Redundant Words and Phrases" by Teaching Intentionally, available at this link

<https://www.youtube.com/watch?v=L9aj9pkkXY4>, as part of their learning material. Students began by identifying redundancy errors, in their oral or written expressions. This exercise helped them understand unnecessary repetition and its impact on effective communication.

7.2.1. Game-Based Activity - Plan a Trip

In the game-based activity "Plan a Trip," the challenge began with participants being provided with an online game link, and they were given 60 minutes to complete the task. In response to the challenge, participants played the game with a link <https://gamilab.com/play/e7c5wg>, which comprised ten questions about planning a trip. They interacted with the game, answering the questions within the given time frame. After completing the game, participants received feedback through marks or scores. This feedback assessed their performance and contributed to their learning about redundancy, helping them identify and eliminate unnecessary repetition or duplication in their trip plans.

7.2.2. Department of Tourism

In the pre-task phase, the focus was on redundancy and collaboration with the Department of Tourism, with the session lasting for 60 minutes. During the task cycle, participants were divided into three groups; each assigned a specific travel destination. Their task was to create a poster featuring redundancy words, incorporating text and images to showcase the destination effectively. For example, in Time Travel to Kerala – the redundancy words used by the students were "We can go and visit", "Let's know past history", and "Passenger Package Rate". The other groups were asked to find the redundant words in the poster. In the planning stage, each group deliberated on why their destination was appealing, what activities tourists could engage in, and where they could stay. Following the planning phase, groups presented their posters to the other groups. The objective was for the audience to identify and point out redundant words in the posters. In the language focus segment, there was an analysis of redundancy concepts, with explanations provided and examples shared to enhance understanding. Practice sessions were conducted, during which the teacher-led exercises reinforced proper grammar usage, particularly in avoiding redundancy. The teacher closely monitored students' progress and guided them as needed during the practice activities.

8. Data Analysis

The data was first entered into Excel files and then exported into SPSS(R) 20.0 version. Thus, using SPSS software, the present study results were analyzed. Missing data, outliers, and logical checks were performed at the first level. The accuracy of

the data was checked by proofreading the questionnaires against the SPSS data window. Data were analyzed through a Paired t-test, Cohen's D Effect Size, and Gain Score Analysis in SPSS version 20 software.

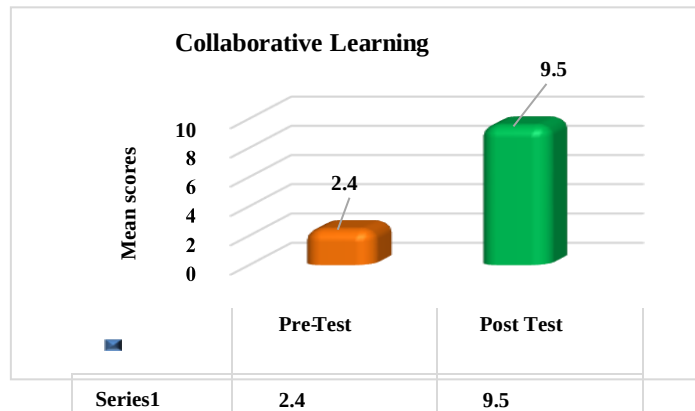
TABLE – 8.1
Descriptive Analysis and Differential Analysis of Pre-test and Post-test scores in Teaching Redundancy using the Collaborative Learning Method

Modern Method	Test	N	Mean	Std. Deviation	T – Value	Table Value
Collaborative Method	Pre-Test	30	2.40	1.037	33.664**	2.937
	Post-Test	30	9.50	0.509		

**** - Significant at 0.01 Level with 58 degrees of freedom.**

The researcher concludes the effectiveness of the Collaborative Learning Method in instructing Redundancy.

GRAPH – 8.1.1
Comparison of the Mean of the Pre-test and Post-test scores in Teaching Redundancy using the Collaborative Learning Method



This graphical evidence underscores the effectiveness of the Collaborative Learning Method, such as redundancy, in facilitating language learning by providing students with opportunities to collaboratively explore and apply grammar rules in authentic contexts.

Table – 8.2
Descriptive Analysis and Differential Analysis of Pre-test and Post-test scores in Teaching Redundancy using Data-Driven Learning

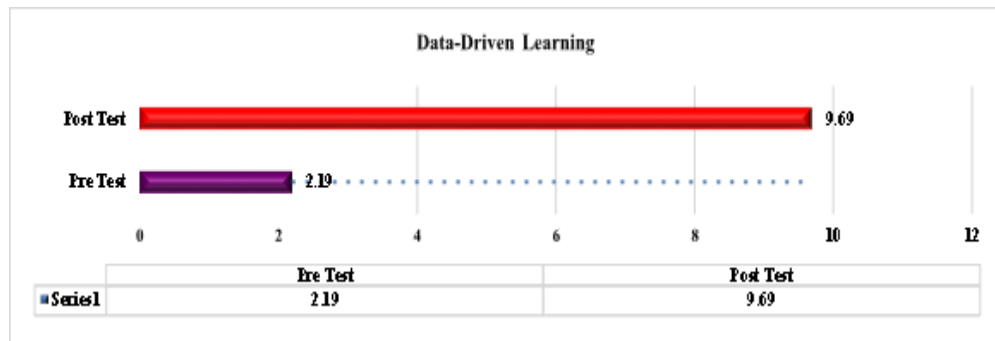
Modern Method	Test	N	Mean	Std. Deviation	T – Value	Table Value
Data-Driven Learning	Pre-Test	90	2.19	0.923	68.840**	2.581
	Post-Test	90	9.69	0.466		

** - Significant at 0.01 Level with 178 degrees of freedom

The researcher confidently asserts the effectiveness of Data-Driven Learning in teaching Redundancy.

GRAPH – 8.2.1

Comparison of the Mean of the Pre-test and Post-test scores in Teaching Redundancy using Data-Driven Learning



Through Data-Driven Learning, students engage in activities where they analyse real-world language data to identify patterns, rules, and usage trends.

Table – 8.3
Cohen's D Effect Size Analysis for a pre-test and post-test for Redundancy

Modern Method	College	Test	N	Mean	Std. Deviation	T – Value
Collaborative Method	SASTRA	Pre-Test	30	2.40	1.037	8.692**
		Post Test	30	9.50	0.509	
Data-Driven Learning	AVASC	Pre-Test	90	2.19	0.923	99.39**
		Post Test	90	9.69	0.466	

The huge effect size indicates a substantial improvement or change in the student's knowledge or skills related to the grammar parts from before the intervention to after it.

Table – 8.4
Gain Score Analysis for a pre-test and post-test for Redundancy

Modern Method	College	Test	N	Mean	Std. Deviation	T – Value
Collaborative Method	SASTRA	Pre-Test	30	2.40	1.037	70.76**
		Post Test	30	9.50	0.509	
Data-Driven Learning	AVASC	Pre-Test	90	2.19	0.923	74.78**
		Post Test	90	9.69	0.466	

Overall, the high gain score analysis indicates the success of the teaching methods employed in facilitating significant improvements in students' performance across the five opted grammar parts.

9. Delimitations of the Study

The study focuses only on the errors that learners undergo when using prepositions, concord, redundancy, tense, and articles. The current research is limited to undergraduate students at SASTRA University and Annai Vailankanni College who are majoring in English, Physics, Education, and Mathematics. There were 20 multiple-choice questions with four alternatives offered to the informants for the suggested Pre-test, Post-test, and Retention Test employed in this study.

10. Major Findings

The findings confirm that innovative, task-based activities significantly enhance students' understanding and avoidance of redundancy, improving clarity and conciseness in communication. This underscores the importance of redundancy in reinforcing comprehension and ensuring effective communication while highlighting the potential of collaborative and data-driven approaches in language education.

11. Conclusion

This study highlighted the critical role of redundancy in language learning and effective communication. Redundancy, while often seen as a flaw, helps reinforce key points and aids memory retention, particularly among younger learners. Teachers play a crucial role in helping students understand and avoid redundancy in their language. They start by observing and analyzing students' work to spot redundancy errors, then clearly explain the concept using examples. Engaging activities, such as task-based learning and games, are used to make the learning process interactive and fun. Teachers also leverage technology, incorporating online tools and multimedia resources to enhance learning. Providing immediate and detailed feedback helps students recognize and correct redundant language.

Additionally, teachers promote independence by teaching self-assessment and reflection techniques, ensuring students regularly practice and retain these skills. This comprehensive approach enables students to communicate more clearly and effectively, enhancing both their academic performance and future career readiness.

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