



A LOGICAL ANALYSIS OF WRITTEN COMMUNICATION IN ENGLISH

Kasturi VRK Sarma

Research Scholar under the guidance of Prof. K. Ashirvadam, Dean, School of Language Development, Department of Linguistics, P.S.Telugu University, Hyderabad.



ABSTRACT

It is a part and parcel of my research to obtain Ph.D. The study is extended to two dimensions – one is to study the teachers' perceptions on TLM and the other one is learners learning output (Oral & Written). Here the researcher concentrated on written communication of the learners. It is aimed to gather experimental data. However, the study is not comprehensive. For which longer experimental period is required to study all the twenty three districts of Andhra Pradesh. Since time is not permitted, it depended on a small sample. Hence, it is restricted to 50 students of Guntur district Rural Telugu medium Government High School of Andhra Pradesh. Researcher has taken two objectives as his part of investigation. They are - To find out the errors from the writings of X class Telugu Medium Government High School English learners; and the other one is to suggest educational implications of the findings to lessen the problems of learning.

Key words: Globalization, Language Teachers (LT), Second Language (SL), Mother Tongue (MT), Teaching Learning Material (TLM), Phonological, Morphological, Syntactical

Article Info:

Article Received:18/01/2015

Revised on: 11/03/2015

Accepted on: 15/03/2015

©KY PUBLICATIONS

Language is an indispensable tool for communication. This is universally known fact. English has become a global language in the era of globalization. It is a linkage and is used vastly in all Indian and foreign libraries. The aim of teaching English in the secondary schools is to promote its pupils with sufficient knowledge of English and to aid them in their future studies and build confidence to find a suitable job. If we come to the present context, English is the language that is found in all corners of India. Now it is the language of the global trade.

The language, produced by foreign language learners almost inevitably contains errors of various types. This is the process of learning a language :(Lennon, 1991:29)

The research aimed at finding the errors, classify and analyze the cause hidden behind it and bring the results to the notice of the Educationists to rectify or correct the system wherever necessary. As teaching is a three dimensional activity involved; Teaching Learning Material (TLM), Teacher and the Learner. It is a process. It is not a day act. Writing is considered as powerful mode of communication. Unlike to speech, writing is not always for the audience at hand. It demands clear and comprehensive message. When we speak, we use a variety of prosodic features such as pitch, loudness, speed, rhythm, pauses and so on. That helps us to get the attitude of the speaker. But this does not happen in case of writing. Here, the

context and emotions will be created through the words alone, without any direct interaction between the writer and the reader. In the modern phase of globalization English became the global link language. Hence maximum countries on the globe have given importance to the English as a Second language. All European countries mother tongue (MT) is not English. It is the mother tongue for few countries such as – England, America, Australia, New Zealand, etc and the other countries such as France MT is French, for Germany - German, for Finland – Finnish etc. But all these countries including Asian Countries like India, China, Pakistan, Qatar, etc countries are giving equal importance to English on par with their MT. It has occupied Second Language Status in these countries; based on the need for world competition. Hence at the time of learning this English language, these countries face problems at various levels of language mechanisms such as – Phonological, Morphological, Syntactical, etc. Language is not static. It varies from period to period. Hence learning is an evergreen process. So, each day is a day to learn something new and to investigate something new. So that research in second language learning is a never-ending process. Every research finds something new for the beneficiary of the young or new learners.

1. THEORETICAL OUTLOOK

The Error Analysis in Second Language Acquisition was recognized and named as “The significance of learner errors” by Corder and his colleagues. Further Corder delineated that it has two objectives: one is theoretical and the other is applied. The theoretical objective serves to explain what and how a learner learns when he studies a second language. The applied objective serves to enable the learner to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes (Corder, 1974:122). As per the Encyclopedic Dictionary of Linguistics by Tim (2003) ‘writing is the act of representing, or the representation, of thoughts, ideas and speech by conventional material signs. Of course, the symbols which are used need to be arranged properly to form words and then to form the sentences with a view to communicating our ideas in an organized way. In fact,

when we communicate through writing, we have so many ideas to express for which we think in different ways of combining and arranging them, which lead us to draft, redraft or revise and so on.

Writing is the use of visual symbols to represent words which act as a code for communication. Moreover, writing system means ‘a set of visible or tactile signs used to represent units of language in a systematic way: (Basu Mitra Ghosh, 2007)

Hence it can be said that the writing is a complex process even in the first language. Undoubtedly, it is more complicated to write in a Foreign Language like English. Consequently, lots of researchers have designed to identify the common errors in English that students commit mistakes in learning second language, in general. Of course, a better understanding of errors and the origin of such errors in the process of writing help teachers and educationists to know learners difficulties in learning that language. Furthermore, it gives support to adopt appropriate teaching strategies to learn better. Therefore, this analysis can be considered as an instrument in language teaching and learning in order to reorganize and rethink his methodology for fixing and fulfilling the learners’ gaps from the teachers’ point of view.

The purpose of Error Analysis is, in fact, to find “what the learner knows and does not know” and to “ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language” (Corder, 1974:127).

Dulay and Burt (1974:129-138) grouped learners’ errors into three broad types:

- I. *Developmental errors*: errors that are similar to Mother Tongue acquisition
- II. *Interference errors*: errors that reflect the structure of the Mother Tongue
- III. *Unique errors*: errors that are neither developmental nor interference

From all of these empirical studies, commonly followed errors by the English as Second learners are identified. They are – misuse/mistreatment,

avoiding/deleting wherever necessary, erroneous word order and problems of irregular nouns/verbs.

2. OBJECTIVES OF THE STUDY

- To find out the errors from the writings of X class Telugu Medium Government High School English learners.
- To suggest educational implications of the findings to lessen the problems of learning.

I. Apparatus used

Researcher has taken 50 students (N=50) from Telugu Medium Government High School as a unit of sample and asked them to write 10-15 lines on given or interested topic. In order to find out the types of errors made by the participants, researcher has taken help from two experienced English teachers, who corrected the students' compositions. These mistakes have been observed from those lines of students. It has taken lot of time to identify and classify the errors.

II. Analysis and Results

Researcher used the error framework to gain a quantitative overview of the errors. These errors connected with words, phrases, and sentences overall. However, individual cases of lexical errors are counted at word, phrasal and sentential levels. Each item is analyzed separately. However, it was not possible to present all those results, which expanded to 50 tables. Hence, result of the study is given here.

3. RATIONAL INVESTIGATION

Over the years, it is noticed that students of English as a second language in schools, struggle with almost every aspect of English – speaking, reading and writing. Many of them make mistakes in pronunciation, word grammar, word order and punctuation. This happens because of quite confusion and difficulty.

Analysis begins from the word level (Morphological) and ends with the word sequence level (Syntax).

Articles: Deletions, erroneous substitutions, indefinite article with adjectives/uncountable nouns/marked plurals, etc., types of errors are identified from the students' responses. All these are categorised under the title of 'misuse of articles':

Altogether it identified 600 errors. Each and every student committed mistakes in this area. In their

descriptive writings, evidentially it can be said that the definite and indefinite articles are used indiscriminately and omitted wherever necessarily required. The article 'the' is also omitted in the places of categorical references.

The reason for the wrong substitution is the cause of strong pressure of continuously drilled rules without explaining the phonological implications. Because of that 'an' is used before nouns begin with 'vowel' and due to such habit formation, students are committing mistakes. It can be said that this is the problem of teachers rather than the learners. They are suggested to improve their phonological knowledge and awareness.

Prepositions: Two types of errors are identified in the area of prepositions category. They are – a). Erroneous substitution and b). Omission/oversight. Overall, statistical information has indicated 800 errors. Actually no specific rules are prescribed for using prepositions. As per the Oxford dictionary the preposition 'of' has sixty three listed meanings and the other prepositions have almost as many as meanings. They simply follow the tradition. As a result, pupils consider that the prepositions are free variant forms and can be used them at random.

Pronouns: Pronouns are wrongly substituted. They used 'our' instead of 'our selves', 'my' instead of 'I am', 'he' instead of 'who' etc. For example –

Expected sentence: We enjoyed ourselves
.....

Written sentence: We enjoyed our
.....

Expected sentence: My name is I am going
.....

Written sentence: My name is My going
.....

The reason might be the lack of practice and ignorance of their linguistic knowledge improvement. It is understood that the cause is nothing but the positive transfer from their mother tongue Telugu. In Telugu language, pronouns carry the gender significance.

Homophonous Words: Homophonous words can be treated as a specific type of test for spelling appropriation. Words which sound alike but the

spelling and meanings are different. Whenever this problem arise they felt is difficult because of confusion/anxiety in selecting appropriate word from his mental library. They wrote 'and' instead of 'end', 'road' for 'rode' and 'our' for 'hour'. It can be called as the state of 'puzzlement'. Example sentences from their writings –

Expected sentence: I rode cycle on road.

Written sentence: I road cycle on road.

Expected sentence:one hour late.

Written sentence:one our late.

It can be said that the lists of spellings have been creating problems for years for teachers and learners to implement and practice. Those who try to construct a word based on the sound alone fell into the soup. Here in this analysis it is understood that the students failed to find out the difference in spelling along with the meaning.

Adjectives: Statistical evidence explains the total of 200 errors in relation to the adjectives. The following observations have been made from their writings. They are – Instead of 'every' they used 'each'. 'Each' and 'every' are similar in meaning. 'Each' and 'every' are determiners, words that are 'used with singular nouns to indicate quantity'. 'Each' is used when there are two objects; 'Every' cannot be used here. If we have more than two items, we can use both of them. 'Each' can be used as a form of communication, but not 'every'.

The Adverb: 200 errors appeared in adverbial category on the whole. It happened due to their over-generalization of the rule. Another way it can be treated as simplification of rule morphologically with wrong supposition/assumption. Let us observe the sentences –

Expected sentence: They play cricket well.

Written sentence: They play cricket good. ('Good' will be treated as an adjective. Adverb for this context is 'well', which is semantically accepted.)

Expected sentence: They usually go to play cricket after school.

Written sentence: They go usually to play cricket after school. (*Adverbs and adverb*

phrases that represent the frequency do not usually go after the verb. They are usually in the middle of the sentence.)

The Noun: The noun category scored 175 errors. Students generally over generalize the forms due to false hypothesis in the case of irregular formation of plurals. Sometimes, mother tongue of the learners influence and interferes in their pluralization of the nouns. In some areas they used 'poors' for 'poor', 'blinds' for 'bling', 'deafs' for 'deaf', etc. These are always plural expressions. There is no need to add '-s' to make them plural. It can be called as rule generalization. For example –

Expected sentence: Furniture in my house is very nice.

Written sentence: Furnitures in my house are very nice. (Here their assumption is wrong. They felt the 'furniture' is singular and 'furnitures' are plural. On the other hand, they followed the subject and verb agreement.)

Expected sentence: In the old days farmers used oxen for agriculture.

Written sentence: In the old days farmers used oxes for agriculture. (*The noun forms that are from old forms of English or foreign origin often have odd plurals.*)

Mother Tongue Influence: The English is being treated as a valuable and a respectable language in Indian society. We contribute a lot of time and energy for teaching and learning of this language in our Indian schools. Many factors influence the language learning. Among all, the influence of 'the mother tongue' is remarkable. It is very difficult to avoid.

Here we have to remember the Corder, S. P comments on the influence of mother tongue. He (1992:21) commented that the role of the Mother Tongue may play a role in the cognitive process of Second language learning and language use.

Expected sentence: He wants this book.

Written sentence: He want this book. (*There is no agreement in between subject in third person singular and the verb in V₁ position*)

Expected sentence: I want these books. (*in Telugu – నాకు ఈ పుస్తకాలు కావాలి. ||nnnnnnnaaku ee pustakaalu kaavaali||*)

Written sentence: I want this books. (in Telugu – నాకు ఈ పుస్తకం కావాలి. ||nnnnnnnaaku ee pustakam kaavaali||).

Here in this case in Telugu, there is no agreement between demonstrative + noun. In Telugu 'ee' can be used in singular and plural as a demonstrative. This is not a distinctive feature. Hence the learner applied the same rule in the case of English. This is called the false hypothesis of rule governing.

Tense Formation:As a general rule, tense can be understood by the verb. Verb and the time are two sides of the same coin. We cannot separate tense from time at any cost. Both of these two come under tense category. The term 'tense' is a grammatical category encompasses two aspects: morphological and semantic aspects. Morphologically it explains the word construction in the features of inflections or tense markers (suffixes). Semantically it explains the time sense based on the contextual usage. If we come to the present context, the following observations have been made –

Children constructed past tense forms of irregular verbs by adding the past tense suffix '-ed'.

Expected sentence: Police beat Gandhiji.....

Written sentence: Police beated Gandhiji.....

Expected sentence: Shajahan built Tajmahal.

Written sentence: Shajahan builled Tajmahal.

Auxiliary Verbs:These auxiliaries are also misused and omitted wherever necessary. Let observe the sentences –

Expected sentence: I went to the market.

Written sentence: I am went to the market.

(*'am' is additional auxiliary*)

Expected sentence: Does he know.....?

Written sentence: He know.....?

Generally, a verb phrase consists of a main verb preceded by one or more auxiliary verbs. It is an important to select an appropriate auxiliary to maintain the subject and verb agreement. Learners felt a little difficult in selecting the auxiliaries.

Expected sentence: When did you come from Hyderabad?

Written sentence: When (deletion) you came from Hyderabad?

4. TABULATED FORM OF OBSERVATIONS

<i>Error category</i> (No of students = 50)		<i>No of Errors</i> <i>N = 50</i>	<i>No of Errors</i> <i>N = 100</i>	<i>No of Errors per student</i> (on average)
S. No	Students –	50	100	Per student
1.	Articles	600	1200	12
2.	Prepositions	800	1600	16
3.	Pronouns	200	400	4.0
4.	Homophonous words	400	800	8.0
5.	Idioms & Phrases	200	400	4.0
6.	Adjectives	150	300	3.0
7.	The Adverb	200	400	4.0
8.	The Noun	175	350	3.5
9.	Mother Tongue Influence on Syntax	180	360	3.6
10.	Tense Formation	800	1600	16
11.	Auxiliary Verbs	450	900	9.0

5. ANALYSIS, FINDINGS AND DISCUSSION

Second Language teachers could be benefitted by assessing the learning styles and the strategies used by their students. Teachers also need to assess their styles and strategies, so that they will be aware of their preferences in the application of methods & techniques. In addition they can acquire more about their students' preferences. In the course of time, they can orient their instructions effectively, matched to their pupils' knowledge and preferences. Teachers cannot systematically provide the needed instructions without sufficient knowledge about their students' learning preferences. Teachers can attain these skills by reading books/journals, and attending professional training courses or workshops. It is proved through many researches that no single methodology is possibly fit an entire class filled with students of different stylistic and strategic preferences. Hence, this type of researches help the teachers to find out innovative methods rather than to follow traditional methods, based on the needs and interests of their learners. These creative and innovative varieties of methods can help the teachers as well as learners to meet the needs and goals in the class and in real life situations.

i). **Learners Vs. Articles:** Statistical figures in the above table explaining that 12 mistakes are committed by each and every student on average in selecting the 'suitable articles'. Comparatively 'misuse of articles and wrong substitution of articles' are scored high. Teachers should take care and guide them in a proper way.

The application of these articles is based on the phonological nature of that particular word. Without the phonological knowledge, it is difficult to understand the hidden formula. In addition, as there are no articles existed in their mother tongue. This might be one of the causes to omit them. This may be the influence of either mother tongue or the strategy of simplification.

ii). **Learners Vs. Prepositions:** Statistical evidences in the above table exhibiting 16 mistakes. Those are committed by each and every student on average in selecting '*prepositions*'

Thus, in order to avoid prepositional mistakes, it would be best for students to learn more and more English phrases and expressions that make use of the correct prepositions. Further it is noticed that in many sentences students omitted the prepositions. This might be cause of their mother tongue influence. It influences target language because of its syntactic variations. (Prepositions in English occur before the noun. But in Telugu they come in post positions.)

iii). **Learners Vs. Pronouns:** Statistical evidences in the above table exhibiting those 04 mistakes are committed by each and every student on average in selecting the '*pronouns*'

The reason might be the lack of practice and ignorance of their linguistic knowledge improvement. It is understood that the cause is nothing but the positive transfer from their mother tongue Telugu. In Telugu language, pronouns carry the gender significance.

iv). **Learners Vs. Homophonous words:** Statistical judgments in the above table explains that 08 mistakes are committed by each and every student on average in selecting the '*homophonous and homographs words*'.

It can be said that the issue of spelling lists have been torturing the teachers and learners for years. Those who try to spell based on the sound alone fell into the soup. Here in this analysis it is understood that the students failed to find out the difference in spelling along with its meaning.

v). **Learners Vs. Adjectives:** The statistical data is evidencing that 03 mistakes are committed by each and every student on average in using the '*Adjectives*'

'Each' replaces the noun 'student' but 'every' does not. They have committed more mistakes in degrees of comparison. It happens because of the derivative system occurred in the English and Telugu languages. The fact is both in English and Telugu language noun + noun combination and adjective + noun combination are relatively identical in the semantic aspect. This gives space for using N+N instead of Adj + N. It may also be claimed that this error is found to exist as the learners follow the positive transfer of their mother tongue structure.

- vi). **Learners Vs. Adverb:** The statistical data is claiming that 4 mistakes are committed by each and every student on average in using and selecting the '*Adverb*'.

Adverbs frequently end with suffix '*-ly*'. However, many words and phrases not ending with '*-ly*'. Hence, we cannot say all '*ly*' ending words are certainly come under adverb category. Adverb can modify adjective but an adjective cannot modify an adverb. These types of errors are considered developmental errors. It happens in general due to confusion with regard to the grammatical categories especially in the categories of adjectives and adverbs. It is also a part of overgeneralization.

- vii). **Learners Vs. Noun:** The statistical data is claiming that 3.5 mistakes are committed by each and every student on average in using the '*Irregular Plurals*'.

For instance, instead of using 'pencils' very few students used 'pencillu' in the same way – 'paperlu' for 'papers', 'trainlu' for 'trains', 'ticketlu' for 'tickets' etc.,. It is the clear indication of the mother tongue influence. Morphologically, in Telugu 'llu' is the plural marker. They applied as it is in their English plurals also. In the case of 'sheep' they generalized the plural of the noun 'sheep' by simply adding the plural marker 's' as a suffix. This is the formula they applied for some irregular nouns to get plurals. Hence it can be said that this is the strategy of overgeneralization.

- viii). **Learners Vs. Mother Tongue Influence:** The statistical data is claiming that 3.6 mistakes are committed by each and every student on average affected by the influence of '*Mother Tongue*'.

Here students committed 180 errors at various stages. It is a clear indication that the mother tongue influences the learner not only at morphological level but also at syntactic level also.

- ix). **Learners Vs. Tense Formation:** The statistical data evidences that 16 mistakes are committed by each and every student on average in using the '*Wrong Tense and Verb forms*'.

This come under overgeneralization of tense (verb) forms. It can be treated as the specimen of rule learning. Unless children remember a rule, such forms as beated, builded wouldn't appear. Hence it is a need

to understand both the form (structure) and the function (purpose) of the English language in order to reach higher levels of proficiency. 800 mistakes observed in this aspect. This must be rectified by taking individual care.

- x). **Learners Vs. Auxiliary Verbs:** It is noted 09 mistakes in this area. Researcher has classified into two categories. The statistical data is evidencing that each and every student on average in '*Misuse and Deletion of auxiliary verbs*'.

It is observed 450 errors. The copula verb 'am' functions as a main verb in many contexts. Hence, the learner wrongly used 'am' in between the subject 'I' and the 'verb (V₂)'. Here the student intention is to convey the information regarding past happenings. But the impact of the habit he applied as it is in an uneven conditions also. Another major problem is that they don't have auxiliaries in their mother tongue 'Telugu'. It leads sometimes deletion of auxiliaries.

6. EDUCATIONAL IMPLICATIONS

- First easy and simple vocabulary should be introduced in reading materials, further strong and unknown vocabulary may be introduced in well-known context of the students. If it is unfamiliar context, both the context and tough words will give them trouble. So, the use of unknown and hard words in a familiar context of the students will enhance the understanding capability of the students.
- Introducing the listening games like sound (*phoneme*) discrimination, identifying the minimal pairs, recognizing the morphemes (*free & bound*), identifying the syllables in the words, knowledge of silent letters in words, identification of parts of speech etc., will help in building listeners capacity in cultivating L₂ phonemes, morphemes and phonological variation of sound patterns.
- Practice and recognition of unfamiliar words, grammatical items and

- understanding of their factual and contextual meanings with the help of the teacher or dictionary.
- Training of labeling parts of speech and recognizing the word boundaries and tense markers will increase the linguistic competence of the students. Further, that helps in understanding ability of texts.
 - Task-based teaching and learning is suggestible. Most tasks should be done in pairs or small groups. Carefully designed tasks offer opportunities to use the language, especially in the case of English as a second language in real situations and in various meaningful ways. At what time of designing tasks, they should think about the goals of the content areas of lessons and consider the teacher's expressive skills, learners learning environment levels and the availability of logistics in the classroom.
 - Teaching listening comprehension not be neglected. It should be taught in the manner of – to understand a context, to infer meaning of unfamiliar vocabulary, and to comprehend the contextual meanings of words.
 - Teaching of the reading comprehension has to be done. It experiences that how to read, how to comprehend a text, how to understand a contextual meaning plus literal meaning of words and increase the reading ability of the students.
 - The reading games could be introduced in classroom. They enhance the capacity of finding phrasal verbs, difference among the mono, die and tri syllable words, differentiating the nouns like common, abstract, animate, inanimate, etc., and the verbs like transitive and intransitive in sentence and the discussion help for development of linguistic competence and the reading comprehensibility.
 - The students can be made to listen to different contemporary vocabulary and allow them to write down the synonym and antonym words for that vocabulary. In addition, ask them to find equal L₂ words for L₁ and translate the sentence from L₂ to L₁ and vice versa. It helps to develop the linguistic competence of the students.
 - Watching TV programs, films and listening to radio programs certainly help to understand how the native and non-native speakers use the English language. It helps them also in understanding the dialectal variations (socio linguistic aspect) of the language.
 - English TLM should be introduced structural patterns step by step by providing at least 75% of the time to practice with regular revision and repetition of content of grammar and vocabulary.
 - Feedback is critical in teaching learning process. Learner should be known where they stand and what they have to do to understand and to take next steps in their learning process.
 - Vacant posts of English teachers should be positioned without delay to take the edge off the imbalanced teacher-student ratio. Government should take initiative to make available required teaching aids, teaching materials and provide training for using them professionally.
 - It is necessary to increase the number of primary teachers with sufficient proficiency and the confidence to teach English successfully. Periods of English

classes needs to be increased and extra classes may be considered if necessary.

- Learning involves transfer of knowledge and it needs to be practiced and applied in diverse contexts. Community helps the students to learn how to adjust their learning to the particular local context, circumstances and requirements.
- Class intake size should be simplified in all educational institutions. The ideal class size would range between 30-35 students per class/ section. Government should implement this policy as soon as possible to facilitate children in learning.
- Latest effective techniques, i.e. question-answer, pair-work, group-work, role-play, anecdotes, simulation and so on should be implemented on priority basis immediately in the class.
- The process of educational change happens through three dimensions. They are materials, pedagogical implications and the extent of innovation; requires shifting in the teachers' essential values and beliefs.

7. OVERVIEW

Teachers' role and responsibility in developing and encouraging language acquisition in children is therefore very important. Those educating children should be well qualified, knowledgeable and well-versed about their role. They are supposed to have the ability to reflect on and evaluate their professional role and its practical application while working with children is essential. They oblige to develop and establish an occupational knowledge for both professional and practical knowledge.

The aim of teaching English in our secondary schools is that the student should *speak, read, write and comprehend* it perfectly. The syllabus has been designed accordingly to teach English as a third language in Class V to X in non – English Medium schools of Andhra Pradesh. Textbooks, supplementary readers and workbooks are prescribed teaching

learning materials (TLM) for the students and it covers all items as given in the syllabus.

The quality of education is directly linked with the excellence of a teacher. The teacher should be regarded as a diagnostician, a counselor and a resource person rather than a supplier of information. The school is not an information shop and the teacher is not a machine or robot. He continues to be a live wire, a pace-setter, an accelerator, a director of learning and molders of character.

The purpose of the present study is to find out the errors of the learners' written communication and analyze them systematically to find out the causes behind.

8. CONCLUSION

It has to be mentioned that this study is a self-effacing Endeavour, conducted with an objective to explore and describe 'the status of English Language Teaching in Andhra Pradesh'. It is aimed to gather experimental data. However, this study is not a complete study. Such a long period of time is required to study all the twenty three districts of Andhra Pradesh. Since time not permitted, it depended on a small sample. Hence, it is restricted to 50 students of Guntur district Rural Telugu medium Government High Schools of Andhra Pradesh.

The role of teacher is quite methodical and ongoing, carried out at school or other place of education. In many countries, if a person desires to become a teacher first acquire specific professional qualifications from a university or college. It includes 'the pedagogy'; the scientific study of teaching.

Educational institutions are in the need of dynamic, knowledgeable educators who are habituated to the needs of students. Schools do not just want someone who is an excellent teaching assistant or has great platform skills. English learners in schools are not interested in someone to stand there and lecture to shape them. They require an ideal candidate, who can well present and convey them information for forthcoming future. These language educators play a key role in developing their students career prospects. Hence, it can be concluded that the quality and scope of their learning is very much connected to their

feelings, beliefs about it and also to their individual intellectual capacity. There is no 'complete' theory with the aim of guiding the practices of teaching and learning.

Teachers and students need to open their eyes, broaden their minds and realize that language awareness does not mean to neither as punishment nor as enjoyment. It something holy, that raises us to some extent closer to the angels. Finally, it can be said that it is not enough to know your subject but you have to know how to teach it.

"Those who educate children well are more to be honored than parents,
for these only gave life, those the art of living well" – Aristotle.

REFERENCES

- Basu Mitra Ghosh (2007). Encyclopaedia of Linguistics, Anmol Publications Pvt. Ltd
- Brown, C. 2000. The interrelation between speech perception and phonological acquisition from infant to adult. London : Blackwell Publishers Limited
- Carter R (1997) 'The new grammar teaching' in Carter R Investigating English discourse Routledge, London, pp 19-35.
- Collins, L. (2002). The role of L1 influence and lexical aspect in the acquisition of temporal morphology. *Language Learning*, 52(1), 43-94.
- Corder, S. P. (1967). The significance of learners' errors. Cited in J.C. Richards (ed.) 1984 *Error Analysis: Perspectives on second language acquisition*, London: Longman, {(Originally in *International Review of Applied Linguistics*, 5 (4)}. Pp 19 – 27, 161-169.
- Corder, S. P. (1974). *Error Analysis*. In J. P. B. Allen and S. P. Corder (eds.) *Techniques in Applied Linguistics (The Edinburgh Course in Applied Linguistics:3)*. London: Oxford University Press (Language and Language Learning), Pp 122-54, 170.
- Corder, S. P. (1992). A role for the Mother Tongue. In S. M. Gass & L. Selinker (Eds.), *Language transfer in language teaching*. Amsterdam: John Benjamins. Pp. 18-31.
- Corder, S. P.. 1973. *Introducing Applied Linguistics*. Harmondursth: Penguin.
- Cunningham, P.M. and Allington, RL (1999). *Classrooms that Work: They Can All Read and Write*. Longman, Inc.
- Dulay, C., & Burt, K. (1974). Error and strategies in child second language acquisition. *TESOL Quarterly*, 8, 129-138.
- Dulay, H. C., Burt, M. K., & Krashen, S. D. (1982). *Language Two*. New York: Oxford University Press.
- Ellis, H. C. (1965). *The Transfer of Learning*. New York. The Macmillan Company .
- Etherton, A. R. B.. 1977. *Error Analysis: Problems and Procedures*. *English Language Teaching Journal*. v30 (n1) 1977.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- James, C. (1998). *Errors in Language Learning and Use – Exploring Error Analysis*. Essex: Pearson.
- Keshavarz, M. H. (2010). *Contrastive Analysis and Error Analysis*. Rahnama Press.
- Keshavarz, M. H. (2010). *Contrastive Analysis and Error Analysis*. Rahnama Press.
- Palmer, David. 1980. *Expressing Error Gravity*. *English Language Teaching Journal*. v34 n2 1980.
- Tim, R (2003). *Encyclopedic Dictionary of Linguistics*, IVY Publishing House, Delhi.