Chapter Seven
Discussion

7.0 Introduction

Language learning process is a very serious and a gradual one. The language acquired and used by a learner has its own identity and individuality. This *inter language* which is rightly described as *learner’s language* needs to be seriously considered to be as a sign of linguistic development of a person. The study of the learners language which is otherwise termed as error analysis given us the picture of the learners constantly undergoing changes, revision and reinforcement in the target language. There is no methodological difference between error analysis and the study of the learner’s language .... In error analysis we are comparing the learner’s language with the *whole* of the target language (Corder 1981).

In the process of learning the language the learner is to interact with various things which enhance or obstruct the process. The learning system is a dynamic one; it is a process of interaction between the learner and the data provided – teacher’s language and the target language materials. (ibid p. 58) In addition to the teacher and materials the total environment of the learner also influences the learning process. The learner’s socio-economic background has a great impact on his/her language development especially in the case of second language learning.

In this chapter, the errors of the learners which are analysed in the previous chapter are discussed and attempt to find out the nature of those errors, the reasons why they occur and how they could be rectified by using appropriate remedial measures. This impact of the socio-economic factors on the learning of English will also be discussed based on the questionnaires I and II. Certain suggestions to improve learning of English of the learners especially in Wayanad district, the specific area of this study are also put forwarded.
7.1 Discussion on the socio-linguistic background of the learners.

The data collected from 72 students from 16 schools situated in different parts of the district were analysed. Among those students there are students belonging to different socio-economic and religious divisions. The output of the target language English has very much influenced by the background of the learners. The learners hailing from the forward families whose parents are employed and earn above Rs. 10000/- per month (The survey was conducted in 2005 and the amount has become enhanced at present) show better performance. The learners belonging to the group whose parents earn between Rs. 4000/- and 10000/- have made an average performance. The learners belonging to the groups whose parents are agriculturists, labourers and earn below Rs 4000 per month show a slow rate of progress in the language. (Table no. 135) About 72% of learners belong to this group and the high rate of errors are marked with the learners belonging to this group. Among informants includes the SC, ST category of learners. The rate of errors committed by the students belonging to this category is almost above 90%. The parents, especially the fathers, of most of the SC, ST students are illiterate and labourers and the experience with them show most of them use narcotics and alcohol and do not properly academic matters and care their children academic matters and those families undergo several types of exploitations. The children of the business people are also not much cared with regard to their educational progress. The parents are much bothered to meet the material needs of the wards rather than their educational needs without understanding their academic aptitude. Now let us look at the performance in average of the learners belonging to different groups in terms of their correct responses.
Table: 135

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Group</th>
<th>Percentage of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learners belonging to the income group above Rs. 10000/-</td>
<td>65%</td>
</tr>
<tr>
<td>2.</td>
<td>Learners belonging to the income group between Rs. 4000 and 10000/-</td>
<td>26%</td>
</tr>
<tr>
<td>3.</td>
<td>Learners belonging to the income group below Rs. 4000/-</td>
<td>9%</td>
</tr>
</tbody>
</table>

The parents of the learners who know English help their wards in learning English and those learners have marked comparatively better performance.

With regard to the SC, ST out of 72 informants 12 students belonged to this group. Among them are the Paniyas, Kurumas, Mullukurumas, Kurichiars etc. since their parents are un educated or even illiterate they have very little exposure to English language and this has reflected in their performance. Now look at the table 136 showing the percentage of the students belonging to different categories and the percentage of the errors committed by them.

Table: 136

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Category</th>
<th>No. of informants</th>
<th>Percentage of the groups</th>
<th>Percentage of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General category</td>
<td>30</td>
<td>41.66</td>
<td>33.33</td>
</tr>
<tr>
<td>2</td>
<td>Other backward cast OBC</td>
<td>30</td>
<td>41.66</td>
<td>63.33</td>
</tr>
<tr>
<td>3</td>
<td>SC and ST</td>
<td>92</td>
<td>16.66</td>
<td>85.77</td>
</tr>
</tbody>
</table>

Since the study was a general study a separate data was not analysed but the responses of these learners were specially noted.

With regard to the skills/ activities/ aptitude of the learners refer the tables, 14 to 25. The linguistic activities the learners are engaged in show that they make very little creative writing in English and they claim to interact in
English. This may be because of the new education system where more learning activities like group discussions, seminars, debates etc are imposed. But the researcher’s experiences with the learners tell that the interaction / communication of learners in English is not remarkable, with only a very few exceptions. The informal interview with the learners revealed this and the written works given in the appendix also will tell us the range of their ability in using English.

To the question whether they use English with their parents, relatives teachers and friends most of them responded sometimes. Among these group of people it is to the teachers they communicate more and it is quite clear that they are forced to speak with them while involving in teaching – learning activities.

With regard to their creative writing, a good number of learners make creative writings in mother tongue and a few as many as 21 of them make creative writings in English. It is certainly a good sign that the English language is developing in this area. Other positive things regarding the learning of English is that a very good number of learners watch English programmes on TV, listen to Radio and read news papers and magazines. They go to the libraries to read books. The reading of their text books in English also help them. In spite of these most of the learners have exposure to English language.

Regarding the medium of teaching, majority of learners said the English is the medium of teaching but the use of mother tongue is common.

When the classes are dealt in English the learners’ understanding is average and the practices like giving word meanings, exercises with word meanings, interactions and group activities are given to the students amply. In spite of all these learning activities in the class rooms the performance of the learners in English is alarming. The rate of errors indicates that further efforts are to be made in bringing up of the standard of the language.

The last set of question in the questionnaire was regarding the attitude and aptitude of the learners towards English most of the students responded positively to there questions. There is positive response of English. They
develop a felt need of learning English and they are quite aware of the benefits they will have if they learn it properly and sufficiently.

A questionnaire was administered among the principals of the schools selected for the study for collecting details of the schools with regard to the details of the schools including infrastructure, strength of students, batches, teaching conditions, attitude to English and performance of English and the errors etc. At the end a column was allotted for the principals to remark and make suggestions regarding English teaching and learning in the school concerned.

The questions 1 to 10 (Questionnaire 1- see appendix 1) were to get the name of the school, its locality, status strength of students and, teachers and batches. Question 11 and 12 asked about the infrastructure and learning conditions of the school. Of the 16 schools 2 unaided recognized schools remarked very good 4 aided schools and the Technical Higher Secondary School remarked good other schools remarked average to there questions. With regard to medium of teaching all the principals remarked that English is the medium but 6 of them added that Malayalam also is used as the medium of teaching. With regard to the use of Malayalam in the schools the two unaided schools marked 10%, 3 aided and 2 government schools marked 25%, 1 Vocational Higher Secondary School marked 100% and other schools marked 50%.

To the question about the level of student's understanding English 2 unaided schools and 1 aided school remarked good. All other schools remarked moderate. The percentage of the passing varies. Unaided schools claimed 100% success of the students 3 aided schools and 2 government schools stated it is 75% 1 V.H.S.S. and 1 government school stated it is 25% and other schools marked 50%. But the strange thing is that the performance in passing of the exams is not reflected in the actual performance of English of the learners. It is the first hand experience that the valuation of the subjects especially the English language is too liberal and the students score more marks than they deserve actually. There are several students who get the grades of A+ and A But when we interact with them we may be shocked to find the average or below average
communicative ability of the learners. The government policy is that maximum number of students must be passed and given maximum marks. The quality demanded by the marks or the results in the exams is not reflected in the actual performance of the learners.

The questions 17 and 18 asks about the desire and interest of the learners in learning English only one unaided school marked very good. 1 unaided and 2 aided schools marked good. Other schools marked average. These two questions were well intended questions. Only good desire and maximum interest in learning English would help the learners in acquiring it.

According to the desire and interest of the learners would be their attempt and performance in the subjects. The desire and interest must be shown by the students and they develop desire and interest only by the felt need and motivation they receive from the parents, teachers and others. In the questionnaire II question 15 inquires the learners whether they are interested in learning English. Except one all the learners' responded yes. But majority of principals of the schools remarked that the learners desire and interest are average. This shows that the learners do not execute their desire and interest in learning English.

The next question with regard to the abilities of students in English only one school marked very good. 3 aided schools, the unaided schools and 1 government school marked good in understanding and reading. All others marked average in all other abilities such as speaking, writing and over all communication.

To the question about the rate of the errors committed by the learner, 1 unaided school marked very little and 2 government schools marked too much all others marked average. These statements of the heads of the schools show that the errors are very common. The next question whether the errors are the result of the bad teaching all the them negated. This statement demands the question why, then such large scale of errors occur with the students. Though the teaching is not bad it may not be effective and systematic. An enquiry into the academic qualifications of the teachers in the specialized subjects it is found that several teachers in the plus two level they have post graduation in English
but are graduates in other subjects. The eligibility for higher secondary teachers of English is post graduation in English and the subject of the graduation need not be English. Moreover, most of the teachers who have graduated in English literature lack thorough knowledge in the linguistic aspects of English language. This might have affected the teaching of those teachers in giving proper base in the target language for the students when the teachers themselves are not proficient in the subject in terms of its pronunciation and grammar. It is doubtless that it would affect the teaching and the performance of the learners.

To the question whether they think the errors can be avoided all of them responded affirmatively. This is absolutely right because proper orientation to the target language, earnest and diligent efforts of the students and effective teaching can bring a totally positive result. It is the responsibility of the government, schools and teachers to create a conducive atmosphere for the fruitful learning process.

Another aspect is that the teaching of English or for that reason the language teaching in general is not skill based. To the question whether the students speak English in the class or school premises 2 unaided schools 3 aided schools and 1 government school answered sometimes and all others answered rarely. This tells us that the learners are not motivated to practise the language they learn. This is substantiated by the responses of the students to the questions 19 in questionnaire II (Table no. 15 - 25). To the questions 24 and 25 the responses were affirmative. Though the teaching of English is scientific and systematic it must be improved. In what all ways it could be improved is a question to be cleared.

Another important question posed to the principals was, ‘who do you think is responsible for improving the quality of teaching and learning of English?’ The answers were varying. 5 principals remarked it is the government’s responsibility, 6 of them placed the responsibility on the shoulders of the teachers and the rest remarked it is the responsibility of the students. The question ‘who will bell the cat’ is still in the air. Anyhow, it is the collective responsibility of the government, teachers and the students to improve the
learning of English as it is a felt need of the hour. It is affirmed by the responses of all the principals that English has to be taught in our schools.

Finally, in the remarks column most of the principals categorically remarked that the students learn English not voluntarily but on compulsion and reminds us of the need of proper motivation. They need to be involved in the task of learning activity and to get more exposure to the language in and outside the classroom.

7.2 Discussion on the errors committed.

In the chapter two we have considered the theoretical approach to the language acquisition especially second language acquisition, the nature and significance of errors and error analysis and the types of errors. We have also looked into some of the reasons why the errors occur in the utterance of the learners in the process of acquiring learning the target language, English by the speakers of Malayalam, in particular the adolescent learners in Wayanad district. According to Corder (1981) the teachers have regarded the errors as a natural process in language acquisition. The errors arise because there has not been enough effort on the part of the learner or enough explanation or practice on the part of the teacher. He observes another attitude to error, that is, they are all the result of the influence of the mother tongue on the learning process, interference from the habits of the first language (ibid). Hence, the role of teachers is reassured here. The fact that the influence or the interference of the mother tongue (L1) is established. Chomskian theory of natural capacity of the human beings (notion of LAD) to acquire a language is not discarded. Nor is the theory of interference, transfer of the features of the mother tongue or the L1 is not discarded. A combination of both these theories would be more feasible than depending on any one of these theories. Again the method of contrastive analysis by way of comparing the two languages under study the mother tongue L1 and the target language L2 is significant. For the present study the theories of both error analysis and contrastive analysis have been followed (cf. pp. 69-75) and the correct development of inter language theory have been taken into account. It is observed that several of the errors are due to the intervention or the
interference of the mother tongue. The mother tongue features and the system in
the case of the syntactic and semantic errors have very much influenced the
learners in their use of English under learning. In the area of phonetics the
articulatory system of Malayalam at several places affected the use of English
sounds. For this reason, before analyzing the data related to the specific chosen
topics, features of both English and Malayalam languages have been highlighted
and made a comparison between the two languages with the help of sufficient
examples. While analyzing the data all types of errors have been categorized in
the thesis (cf.pp. 78-87) could be identified.

On the basis of the areas of phonology, morphology, syntax and semantics
the errors were identified and analysed using both contrastive analysis, error
analysis methods and interlanguage theory. While examining the samples
collected it is found that several of the errors analysed had been caused due to the
language transfer by the influence of the mother tongue. The language transfer is
observed more in the areas of phonology and syntax. The errors of
overgeneralization of the rules of the target language was also found out in may
cases especially in the area of morphology, in the formation of the word classes,
verb forms, plural markers etc. There were many other cases of addition errors
like double marking and simple addition. A good number of errors are caused by
the omission of the required elements in the phonological, morphological and
syntactic areas. The errors of misformation and misordering characterized by the
use of the wrong form of the morpheme or structure and the incorrect placement
of the items etc., occurred in many places. Errors also caused by the transfer of
training, faulty strategies of second language learning and communication. The
effects like hyper correction, spelling pronunciation and cognate pronunciation
etc., are also noted while analysing the data.

In the area of phonology most of the errors occurred due to the language
transfer. The articulatory system the learner affect them while trying to produce
the sounds in the target language. In order to find out such errors a comparison
of the phonologies of both languages was attempted (cf.pp 98-99. ). Several of
the English sounds were affected due to the interference or the influence of the
mother tongue articulatory system. The instances of the alveolar sounds produced as retroflex such as /taim/ becoming *[Taim], /do:kta/ becoming *[Doktar] or *[Dokter]. Here, the addition of the sound /r/ also takes place. It is because in Malayalam all the letters are pronounced. The English post alveolar approximant sound is almost silent in many places. Only in certain contexts they are pronounced i.e., in the beginning position and if followed by a vowel sound and when the Malayalee pronounce it, it becomes an alveolar trill and it sounds prominently. When it is preceded by vowel sound it sometimes becomes retroflex continuant /l/ as in horse.

In addition to this, another common error of addition is observed. The learners add the sound /a/ at the end of a word which is a clear case of language transfer. In Malayalam all the sounds are realized as in [Vi:Də ], [poTTə] etc. The same feature in transformed to the target language which does not follow this method. In English the last sound is not fully realized. For instance, house-/hauz/, talk - /to:k/. The last sound is only half realized. When the learners pronounce these words they become */hausə/*/to:kə/* etc. (Table no. 31) Another error of adding a front unrounded vowel /i/ in front of certain words has been discussed by several linguists school is pronounced as *[isku:L]. This pronunciation is mostly found among the Muslim community and SC and ST people in Wayanad as in some other places in Kerala.

The occurrence of the sounds /i/ and /a/ as /e/ is found in several cases as in (Table no.32) This is due to the error of spelling pronunciation influenced by the mother tongue. Wherever the learners find the letters /e/ and /a/ and they tend to pronounce it as /e/. It becomes a cognate pronunciation because, though the learners are capable of producing it. This sound becomes either /e/ or /a/ (in Malayalam) or /a/, as in admit, advice etc. (ibid). More data regarding other sounds which are incorrectly used by the learners are analysed in the previous chapter. The short vowel /o/ becomes the long vowel /o:/ as in hot, often etc. The lack of familiarity with the different sounds by a single letter may be a reason for this.
Another phenomenon is that the long vowels becoming short vowels and vice versa (Table 37, 39 and 40) Here sound /a:/ is used as /a/ (Mal.) or /e/. The long vowel /u:/ is used as short vowel /u/. Short vowel /o/ is used as long vowel /o:/ or /a:/ etc. The want of familiarity with the various pronunciations of the sounds of the target language makes the learners commit overgeneralization or a spelling pronunciation.

In the case of the diphthongs, learners face difficulty with certain sounds. The sounds /au/ and /ei/ are the diphthongs which create much problem to the learners. The letter o represents the sound /au/ and the learners pronounce it as the long rounded back vowel /o/ which is closer to Malayalam vowel /o/ as in go, home, coat etc. This is also a case of spelling pronunciation. (Table no.44). The diphthong /ei/ is example for cognate pronunciation. The learners can pronounce this sound but more often they pronounce it as /e:/ as in today, save etc. it can be treated as an omission error. Mother tongue influence also can be attributed to it. (Table no. 42 )

In the case of the diphthong /oi/ there occurs an error of addition of Malayalam sound /y/ as seen in the examples cited on( Table no. 43 ). The flow of the sound /oi/ is broken by the insertion of the sound approximant /j/ or /y/ (Mal.) Boy become *[bo:ji] or *[bo:yi] with the learners.

When we consider the consonant sounds there are cases of several deviations from the correct pronunciation. In several cases the learners substitute the English sounds with the Malayalam equivalents. The alveolar sound /t/ and /d/ become retroflex /T/ and /D/, Dental fricative /θ/ and /ð/ become dental plosive /t/ and /d/ (Mal.), palato alveolar affricates /tʃ/ and /dʒ/ become palatal plosive /ʃ/ and /ʒ/ (Mal.) as in church, jail etc., the alveolar fricative voiced /z/ become denti alveolar voiceless /s/ as in zoo, rose etc., palato alveolar /ʃ/ and /ʒ/ become the retroflex fricative /ʃ/ as in motion, vision etc., the voiced velar plosive /g/ become voiced palatal plosive /j/  as in target, gigantic etc alveolar lateral /l/ becomes retroflex lateral /l/ as in collect, people etc., bilabial approximant /w/ become labio dental frictionless continuant /v/ as in was, want etc., denti alveolar frictionless continuant /r/ becomes retroflex frictionless
continuant /l/ as herself, horse, etc (Table no. 54) gives details of these types of errors committed by the learners. In all these cases the intervention of mother tongue and the resultant language transfer is observed. A major peculiarity noticed here is the addition letter r, the sound it represents, the post alveolar approximant /r/ transferred to alveolar trill /R/ as in right, forget car *[Rait], *[foRget], *[ka:R] [ka:Ro] etc., or to retroflex frictionless continuant /l/ as in horse *[ho:ls], *[ho:lo]. This nature of the mother tongue of the learners is shifted to the target language they try to learn. The example of horse can be said to be an instance of hyper correction of the learners, in the attempt to approximate the post alveolar approximant/ r/. But the learners fall victims to the mother tongue influence. Another peculiarity is the addition of the sound /ɔ/ at the end of the words ending in consonant letters. This addition is due to the transfer of the mother tongue facture (Table no.31). This is exemplified on the tables given the area of phonological errors.

The spelling q and the double letters like tt, ll, dd, nn, etc, as in quick, quiz, cutting, pudding, winning etc., and th in without etc. cause errors. The learners pronounce the letter q as /kju/ instead of /kwi/, /t/ as /tt/, /d/ as /dd/. (Table no. 54) In fact English does not give double force to the sounds. The word cutting is pronounced as /kAtin/ and without as /wiθaut/. (Table no.55) In Malayalam the double letters get double forced. Hence, we can notice the language transfer.

The syllabic consonant is another aspect the learners are not acquainted with. They insert the sounds like /e/ , /i/ etc in the middle of a syllabic consonants as in ordinary /o:dineri/, /little, /litil/, cotton /ko:ten/ etc (Table no. 38- 41) give examples for this. The feeling that all the letters / sound are to be pronounced as in the case of the mother tongue make them do this and it can be attributed to the language transfer.

All other data show that the pronunciation of the words which are unfamiliar to them are attempted in their own way by the influence of the mother tongue or making an attempt of regularization or making a spelling pronunciation.
Another fact is that a social inhibition towards speaking correct English pronunciation is prevalent among Indian learners, in the villages, towns and cities alike. Imitating an alien culture was despised by many. Probably this abhorant attitude would have prevented the learners from speaking/writing like English people. When a person is not speaking the target language his/her writing gets influenced.

All other data show that the pronunciation of the words which are unfamiliar to them are attempted in their own way by the influence of the mother tongue or making an attempt of regularization or making a spelling pronunciation.

With regard to the suprasegmental aspects like accent, intonation etc., are they are not directly introduced in the syllabus. The learners are influenced by the mother tongue and neglect the accent and intonation peculiar to English. The teachers have to be aware of it and should play a model and give practice to the students in this respect. A passage and words were given to test the pronunciation, accent and intonations aspects. Most of the learners used a monotonic style and did not use stress in the words as they are absent in their mother tongue. Hence it can be considered to be an instance of language transfer. The spelling errors are mostly due to the mother tongue influence coupled with lack of knowledge of sufficient vocabulary. The phonetic spelling of Malayalam affected them very much.

In the morphological area, the errors noticed are of different types. Since the two languages, English and Malayalam do not share similar features of morphemes little language transfer occur. Independent of the mother tongue they had to look at the features of the target language rules and develop their own ways to approximate it. In such an attempt the errors of omission and addition occurred. Among the errors omission, addition, overgeneralization and simple additions are noticed more in number. The sample collected and tested are of the derivational and inflectional morphemes. With regard to the derivational morphemes the formation of nouns and verb forms have been tested. (Table
no.58) deals with the formation of noun forms. The learners made wrong choice of the morphemes and made an over generalization in certain cases as in *regularness for regularity, *refusion, for refusal etc. Here the more familiar elements (morphemes) have been chosen. The word happiness, clearness etc are familiar to them. So they generalized this feature and used for the words like regular. There is no specific element they generalize but the more familiar forms for them are regularized or overgeneralized. They may be familiar with the words like confuse - confusion. So the word refuse became *refusion. Similarly in the formation of verb forms they deleted the last element or morpheme and attempted to make the forms. The wrong notion they have got is reflected in the attempts. As in dependence > depend, establishment > establish- deleting the last elements -ence, -ment, we see examples such as administration becoming *administrate, occupation becoming *occupate, starvation becoming *starvate etc. (Table no.60-61) Here the solution is to familiarize the features of the target language as much as possible.

The inflectional morphemes used in the formation of the different verb forms bring a lot of examples for overgeneralization. (Tables no. 62-69) explain this. In the case of the formation of -s form a simplification by just adding only -s to the words which need -es or -ies takes place. The error of hypercorrection also occurs in many cases when the learners add -'s to the stem instead of -s, -es or -ies. The 's is used to form the possessive case with the nouns. The learners have learned the rule that an -s should be added to make the -s form of the verb. But they are not certain of the actual form. The same thing happens in the case of the formation of plural forms.

In the case of formation of -ing form they face similar confusion and the errors of addition occur. But the errors are very less in number compared to other forms.

With regard to the past and past participle forms normally the forms -d -ed and -ied are used. But the irregular verb follow some other ways. The learners apply the rules to all the verbs alike and cause errors of over generalization as in *cached for caught, *flyed for *flow etc. In certain cases
errors of omission and additions are also found. Where -ed is to be used they used only - as in *homp, *stopd etc. Another error noticed is is the case of the verb which geminate the last letter as in stop. The past and past participle forms of stop becomes stopped by doubling the last letter. But this is absent in the learners usages. They used *stoped *Stopd etc. The vise versa also happened. In the case of the verb hope the addition of -d is sufficient but the learners made a hyper correction of doubling the final letter and made *hopped. The verbs ending in y take -ied, if the letter y is preceded by a consonant and take only -d if y is preceded by a vowel. But the errors like *flyed *payed occurred. Pay is an irregular verb which breaches the above rule that if the word ends in y preceded by a vowel it takes /ed/ as in played, instead it takes the past and past participle form paid.

The errors in the plural markers are also tested. The general rule for making plural forms is to add the morphemes –s, –s or -ies with the stems. But there are several other nouns which do not follow this rule. They take different ways of making plurals making an internal shift of vowels as in tooth > teeth, man > men making a total change of the word as in mouse > mice, child > children, retaining the singular form as in sheep (referred to as zero morpheme). There are also nouns which have only singular forms or plural forms. The learners without knowing these peculiar nature of English nouns apply only very limited rules they are familiar with and commit errors. (Table no 71) shows the errors committed in this area. A good number of overgeneralization errors are found in this area.

Thus in the area of morphology a large number of errors have been identified and the high percentage of errors show that the learners are yet to be familiarized with pluralization.

The next area to be discussed is the area of syntax. The use of articles, prepositions, auxiliaries, tense, concord, word order, transformation of sentences under which, negation, interrogation, voice, reported speech, degrees of comparison, conditional sentences and the miscellaneous items are treated. Before analyzing the errors, a brief introduction of the topics and a comparison
between the two languages, English and Malayalam have been attempted. While analyzing those areas different types of errors could be noticed. Let us now consider each area and discuss the general features of the errors identified and analysed.

In the use of articles the learners generalized the fact that the articles *a* and *an* are used before the sound beginning with consonant letters and vowel letters respectively without understanding that it is not the letters but the sounds that determine the articles to be used. Hence the errors occurred are of wrong choice and overgeneralization as in *a hour, a union* etc (Table no.72) In the case of the definite article there occurs errors of deletion where it is to be used and a errors of simple addition where it is not to be used as in *The Suma* etc. A lot of such errors are identified in the spontaneous writings of the learners.

In the area of preposition the learners face great difficulty. The uses of same preposition in different senses or on different occasions as *in* Kerala, *at* Bathery, *in* December, *on* Monday, *at* 2 O’clock *on* the table, *by* car, *at* the news etc. The prepositional phrases such as *go on, go off, put on, put out, put off* etc ampteen number of uses of prepositions in a widely varying way and they put the learners in troubled water and make them choose randomly causing significant errors.(Table no.73). Certain words take a particular preposition with them to make a sense as in the case with *remind*. Remind takes *of* with it to make a particular sense (make remember, cause to remember etc) Here, with the influence of the mother tongue learners chose *about* in the place of *of*. With respect to the use of prepositions a wrong selection, may be due to overgeneralization or language transfer, cause errors. Though, in Malayalam this expression is found as post positions. When the sense of the structure is considered learners are tempted to choose, which unfortunately turn to be an error. This aspect is explained earlier (Table no.75)

The area of auxiliaries is the next area analysed. A comparative study of the English and Malayalam auxiliary systems shows that there are a lot of differences between these two languages. (cf.pp 191-195). The result of the analysis tells that the errors of addition, omission and wrong selection are very
common among the learners. The table nos 77-83 show the errors of different kinds committed by the learners. With regard to the position of the auxiliaries that they are to be used before the main verbs is known to them. The omission errors are found commonly. The sentences, *The children playing cricket now, (Table no. 78) *We living here since 1990 (Table no. 79) are good examples for this. The errors of wrong choice of auxiliary is also very frequent and common such as *You have working very well. The learners fail to identify the number and person of the subject and commit these errors such as *children is ..... *he have etc. The errors of addition are given on table no 83. *My parents have/ had/ were visited Delhi two years ago. The error related to auxiliary system have also affected the tense structure of the sentences. Similar questions in questionnaire III have been taken for both auxiliary and tense systems. In addition to these the spontaneous writings of the learners were analysed and found similar errors in them as well. Further the error of double marking such as *Where did you went? (cf.p.201) are also very common.

The errors listed on table no. 92 show the spontaneous sentences of the learners and significant errors of addition, omission, wrong choice hyper correction etc. are identified (cf.p 215). The errors such as * We learning other languages, * Most of the people talking English, *All persons are tolled in this language *Languages helps us to learn about ...... .. * He is having small and long eyes *Where have you been yesterday? are examples for hyper corrections. Another feature of the learners language is their preference for the progressive tense. The errors such as * I am wishing all the success * I am stopping my letter are examples for this. Several errors of this type are found in the written and spoken English of the learners. This aspect is common in Indian English. Nissim Ezekiel’s famous poem, Good bye Party for Miss. Pushpa T.S, humorously presents the use of progressive tense by the Indians. The lines* We are knowing, friends. *That is showing good spirit etc., do well explain this. There are a few verbs in English which are not used in progressive tense. For example, the verbs like, know, remember, hear, love, like etc. But the learners are found to use the sentences like.
* My mother is loving me
* I am knowing him.
* Are you remembering me? etc.

Such significant errors have to be rectified by giving proper practice to the learners.

With respect to the concord or the agreement between subject (in terms of number and person) and the verb (main verb and auxiliary verbs) noun and pronoun etc registered errors. The problem of identification of the number of the subject and the proper forms of the verbs create problems here. (c.f p 220-223.) gives ample examples for the significant errors in this respect. More difficulty was observed with the nouns with false identity, i.e., the nouns which look like singular but plural, zero morpheme nouns and those which do not have singular or plural forms. The nouns like cattle, sheeps equipment, etc and the noun phrases, The number of the students....., The teachers as well as a students...etc., are examples for this. (cf.p 220). This improper use of the word forms in terms of concord will affect the syntax of the sentences.

The word order has been dealt with sufficient data. The SVO pattern of English, Vs the SOV pattern of Malayalam in certain contexts making room for language transfer. The most difficult areas where significant errors are identified are the interrogative sentences and the use of adverbs and prepositions. The table no—gives you samples for this. Most often learners fail to make the subject - verb (auxiliary) inversion in the questions, for instance, *What he is taking about? (Table 104), *When she is coming? (Table 106). With regard to the position of the adverbs the learners go wrong. The errors, *Children slowly walked to school, *He carefully combed his hair etc are found very common with the learners of English. In Malayalam, adverbs (modifiers) precede the verb (modified). In these cases the influence of the mother tongue can be observed and thus language transfer occurs. In the case of the position of preposition as in What are you talking about? the learners are reluctant to use in this way and they try like *About what you are talking etc.
Under the heading transformation of sentences the items like negation, interrogation, voice, reported speech, degrees of comparison, conditional sentences, the miscellaneous items are dealt with. Here, different types of sentences were given and the students were asked to transform them to the required forms.

The significant errors found in these areas are omission and addition errors, wrong choice of words, double marking, hypercorrection language transfer etc. In the cases of negation, significant errors are identified is the omission or wrong selection of the auxiliary do. The sentences, *I not like non-vegetarian food. (Table no 98) * My brother don’t does any business there, *My brother doesn’t does any business there, (Table no. 99) *No sooner we reached the station the train left (Table no. 100) etc show the kinds of errors occur in this area. These errors have been interpreted after the analysis. The proper word combinations and word forms are to be learned by the learners to avoid errors.

In the area of interrogation as we have seen already the suitable word order should be followed. The error of double marking like, *Did he worked hard is another common significant error occurs. (Table no.105)

In the formation of the passive voice, reported speech and degrees of comparison a lot of errors have occurred. The learners have not acquainted well with these structures like proper word order, choice of words (verbs, auxiliaries prepositions, pronouns, spelling etc) the tense forms etc. Due to this almost all types of errors are noticed. (cf.pp240-255).

In the conditional sentence the same structural errors are marked. The verb combinations and clause combinations have to be followed in this case. The errors of wrong combinations like, *If I used another method I will be able to pass the exam, *I would got a high mark, *If I used another method I could have won, etc., are quite common errors occurring in this area (cf.p255-258).

In the miscellaneous sentences as well similar categories of errors are found. (cf.pp 259-261). The learners have not learned the rules related to this.
The errors identified by analyzing the learners' usages are significant errors and should be rectified or else they may become fossilized.

In the semantic area, only one type of question (translation) was given. The learners have problems with the input and output as the meanings, they have conceived. Several syntactic errors can also be attributed to semantic errors which occurred. When the learners fail to put the sentence in the correct order or structure the meaning also changes or becomes incomplete or becomes meaningless. The errors observed while translating the Malayalam sentences to English (cf. pp263-269) show that the learners fail to use appropriate words, as in the case of using remember for remind etc. In their spontaneous writings also the vocabulary problems were observed. The passages of description of the accident, the man in picture etc., the letter writing and the conversation on cinema etc., show that they find problem in expressing the idea they have in mind in the proper language (cf. appendix 2). The use of *your's in the place of yours is a common error found with many people. It has become a fossilized error. Even in the official letters from the government offices this error can be noticed.

7.3 Remedial measures

When any learner happens to learn a new language he/she is bound to produce errors and the source language and target language are two systems which are interacting. If the languages are distant then the errors would be more and complex. The present system of English learning is positive but if it is not implemented properly the expected result may not be attained. In the present system students are given opportunity for language activities such as group discussions, seminars, debates writing reports, features, notices, brochures etc. There is a good opportunity for the learners to interact with teachers and the fellow students. But the students do not seem to receive proper guidance and practice and such activities become almost perfunctory and do not bring expected standard. Proper remedial measures have to be visualized, designed and implemented for the improvement of English learning. They need to get maximum exposure of English language from the teachers, media, libraries,
language laboratories etc. They need to be introduced with the sound system of English and given maximum practice in pronunciation, accent and intonation.

The most important part, or rather the very purpose of error analysis is the ‘remedy’ – the remedial teaching or remedial measures intended for rectifying the errors committed by the learners of a second language in order not to commit in the future usages. In any type of learning errors are natural. In the case of second language being learned after acquiring the system of first or native language there is much possibility for falling to errors. Viswanathan (2002) observes that the errors committed by second language learners are more crucial .... . If any error is neglected at the early stage, there is likelihood of its becoming practised and fossilized in the due course of time. Unfortunately, it is this remedial part which is often neglected. Though the learner knows some rules of the target language, ie, he has some degree of competence he may fail in the performance area. This is the ‘practice stage’ of the learner commits the error. The errors we have analysed have some similarities and it shows that they are systematic’ whether the learner uses the different strategies or has been influenced by the mother tongue.

The group of learners studied here are of 15 to 18 years of age studying in plus 2 level. If very effective remedial measures are not very efficiently taken and implemented it has to be apprehended that there will have more number of fossilized errors with these learners.

The most important source of remedy is the teacher himself who teaches, guides, motivates and gives exposure to the target language. If these things are not materialized the language the learners acquires will be distorted. Morgan (1967) warns that the learners’ distortions urgently demand correction through a kind of teaching, called remedial teaching. How the remedial lessons can be extended to the learners is a question needs to be settled. Viswanathan (ibid p 62) reminds that a suitable remedy in order to rectify the error has to be provided by the teacher himself by way of proper explanations of the causes for the error, by way of ear training and oral practice followed by tests if necessary, which have to be done repeatedly until the error is rectified. If the error analysis goes
without undertaking the need and the kind of remedial teaching it would be a futile effort. Corder (1980) notes that remedial teaching is adjudged necessary when we discover a mismatch between a learner’s (or group of learners’) ‘knowledge of the language’ and the linguistic demands of some situation in which he finds himself, may be a situations of language learning’ within a school system or a ‘situation of language use’ for real communicative purposes. According to the nature of this ‘mismatch’ must be the nature of the remedial treatment. Error analysis, its description and interpretation would help us in this respect. According to him remedial programmes are very much an art and dependent upon the experience, skill and ingenuity of the language teachers.

Many linguists who attempted error analysis have suggested remedial measures and the role of teachers in giving the remedial teaching or remedial treatment. They include proper and sufficient explanation of errors not for the sake of analysis but for the benefit of the learner, well designed drills, directly dealing with the problems of the learners, proper and continuous practice, Viswanathan.(ibid) If the presentation of the new materials and practice of the known materials are done in the better way the need of remedial teaching will be less Morgan (ibid p. 7) and he warns that the neglect of remedial teaching has disastrous results. Therefore, the teachers have to be thoroughly trained and devoted in helping the learners in their attempt to learn English which is our concern now.

The remedial programme should not be limited with the textual teaching and making the students do some activities or drills. They should be made aware of the great need of learning English and sufficiently motivated to learn it. Initially the sound system of the language must be introduced to them and made acquainted with. To put in other words, the learners are to be properly oriented to English language. Then they are to be told about the error, the nature and causes of errors so that they would be properly equipped mentally. Once the errors occur the teacher must list out them and on certain occasions those errors must be introduced and explained to them clearly and necessary measures, like reading, interacting, writing, testing, drilling etc. should be used. This would
help develop interest and confidence in the learners. They should also be acquainted with certain models in the various aspects and uses of the language.

The text materials and the teaching aids also have a great role in this. They should be teacher-learner friendly and a dependable guide of learning process. The students' participation and the support of the government are inevitable in this endeavour.

7.4 Suggestions for improvement

Attitude towards the target language, if favourable, should be a motivating factor in the study of that language. Antonia (1981). The teachers as well as the students must develop a positive attitude towards learning English. If proper interest is created in the minds of the students by the teacher and this interest is developed into passion things will become easier and better. Unfortunately, here we are lagging behind. If the total learning atmosphere, including the infrastructure and other facilities are conducive and favourable better results can be expected in the learning of English. The modified syllabus and system should be taken with utmost care and the teachers should see that it is appropriately practised. Certain suggestions are put forward for the consideration with reference to the findings of this thesis.

1. Steps are to taken to make student friendly syllabus including passages for reading and exercises and healthy, interactions and discourses.

2. Grammar, which is neglected in the present syllabus must be re-introduced and taught, and practised in the class room.

3. Vocabulary being the brick to build the structure of language should be familiarized to the students from the early stages, and the development of it should be checked by making self-construction in the language. The various forms including the inflectional and derivational forms should be made familiar to the students.

4. The phonological aspects should be well taken care of. The students must be introduced with the sounds and sound system of English language well in advance. The aspects like pronunciation, accent and intonation or tone modulation of the language should be taught to them.
5. Maximum language exposure in the way of listening, speaking, reading and writing with the help of books, screen programmes, interactions, group activities etc., should be assured.

6. The testing and evaluation should be systematic and genuine. Dictation test could be administered to eradicate spelling errors and practice drills for proper ear training and spoken form. Very often students commit serious errors which writing English.

7. A method closer to natural learning such as ‘situational teaching and learning’ and direct method should be promoted and the use of mother tongue in teaching the target language should be minimized. Otherwise the factors of language transfer would be on the higher side.

8. Proper orientation and guidance should be provided for the learners, exposing the scope of English language. The learners should strongly feel the need of learning it and actively use English in day to day life.

9. The unnecessary apprehensions about the language and the inhibition in using it should be eradicated. This would stunt the development of their learning the language.

10. There should be discussion of the errors and the means to rectify them in the classroom.

11. The average quality of the teachers must be assured. Teachers are always role model to the students and it is right in the case of learning a language too. The teacher’s language skills or the absence of it will be reflected in the performance of the students as well.

12. Govt. should promote the right type of learning process and promote the quality of teachers by conducting in service courses and giving opportunity to be acquainted with the new trends in language teaching and learning and avoid all sorts of uncertainties prevailing today. There is a need of maintaining a rapport with the teachers and adjudging incentives for quality, rather than humiliating them by thrusting unproductive programmes. Promote teachers for research projects benefiting the students as well as the society.
13. The backward areas like Wayanad should be specially considered and more funding for the better infrastructure and related facilities like libraries, language laboratories etc should be sanctioned.

14. Special remedial coaching programmes should be conducted for the SC, ST and OBC students and other slow learners understanding the reasons for their learning disorders and it should be monitored and followed up.
CHAPTER
EIGHT
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Chapter Eight

Conclusion

The linguistic study of the errors of the second language learners of English with Malayalam mother tongue with special reference to Wayanad district which is a remote and backward place in the state is attempted here. The errors in the areas of phonology, morphology, syntax and semantics are dealt with in this study.

The errors are natural and systematic and indispensable in the process of learning a second language that they are rectifiable and a perfect acquisition is possible if the learners have conducive learning environment and they put their mind and heart into it. If the learner has genuine interest and sincere and persistent effort in acquiring / learning the second language English, which is at our disposal. The errors have to be looked at as attempts at learning and therefore, positive. The learners’ system of second language acquisition has to be considered to be a systematically evolving one and continuously moving towards the system of the target language. In accordance with the learners attempts to be ‘competent’ would be their ‘performance’. The teaching activities also have a great role in developing the language of the learners.

The main aim of the study is to bring an improvement in terms of English learning in Wayanad district and make the young generation cop up with needs of the day together with the other people in the other parts of the state / nation, improving the quality of English language used by the learners, in the event of globalization and fast modernization. It is not claimed that the study is cent percent success but it is certain that the study could throw light to the English education- English teaching and learning in Kerala, especially in Wayanad. The findings may be used for comparing the English education in the other parts of Kerala.

The identification of common errors occurring in the process of learning the second language, English and the need of rectifying them to improve the quality of teaching and learning is of prime importance. With the help of the committed
teachers and the unconditioned support of the government and the genuine interest of the students alone would make this attempt a successful one. The learning of a second language has great impact on an individual and when this is English the impact will be greater and when it is learned in the right way the impact will be the greatest. The errors never belittle the language learned because errors are natural and systematic in the language learning process. The mother tongue influence involved in this process is generally high and it should be minimized as the learning progresses and learner will be master of two languages, which in fact is a boon to both the languages.

This study has brought in several areas which could be probed into, particularly the theoretical aspects. Largely, the study is an empirical one and data based. For instance, one of the pertinent errors is in Malayalam pluralizing of a constituent element is not present. In the sentence, **The number of students are good**, there is agreement between the lexical item **number** and the copula verb. Normally the copula verb should be pluralized but many Malayalee students do not use singular form but pluralize due to the proximity of **students** being in the plural form. In this way several errors could be further studied and examined from a typological point of view or syntactic point of view.

There will be short comings in this study which may please be condoned.