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## COMMON ERRORS IN WRITING ENGLISH AT POSTGRADUATION LEVEL

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Indians are the second highest speakers of English in the world. The higher education at the national or international level predominantly relies on English language as a means of communication among the students, pupils, tutors and professors. Writing in English language is a productive skill. It is difficult to become proficient and prolific in writing English with appropriate grammatical structures and forms because it is non-native language. Writing and communicating in English with proper grammatical structure and agreeable vocabulary at the level of post-graduation in Ballari and Koppal districts is accounted as the most complex process. English is learnt as a foreign language in these districts. Most of the students are from pastoral areas, where the students communicate in their mother tongue and regional language. This kind of atmosphere in the country side is the major cause for fossilizing the sophisticated English language in their daily routine. . This study is significant because it embraces the error analysis in learning context focusing on language use for postgraduate studies. The study would provide a clear linguistic feature analysis on term papers based on students' own research interest for educators and researchers. Challenges in writing English is described as a set of procedures to check out, analyse and rectify the errors which are practised unknowingly by the post graduate students in their writing in English. Rectification is made with the proper explained reason.

Writing in English is the common means of communicating to others. It is assumed that it is a complex activity. In order to write in English with highly sophisticated way one needs to have so many skills and sub skills such as legible hand writing, using proper spelling, the accurate expressing of thought, the constructive grammatical sentences and combining them into writing skills for developing the ideas, thoughts and views into coherent paragraphs. Later the writer has to arrange the arguments logically and can use the same in different formats of writing like essays, articles, reports, and letters and etc. The good writers surely have the mastery over correct spelling, legible hand writing and meaningful vocabulary, constructive grammatical

structured sentences, coherent paragraphs, which are usually taught and made the pupils to practice at the school level. According to the scholars of English one can become an effective writer only through the regular practice.

The main motto of this survey is to investigate the major problems of writing in English at the post-graduation level in two districts of Karnataka i.e. Ballari and Koppal. When compared to other districts of the state, these districts (Ballari and Koppal) which belong to Kalyana Karnataka region are literally backward in education especially with respect to higher education. English is not the native language of students in Ballari and Koppal districts, yet it is being taught as a compulsory subject from kindergarten to graduation level. It is the first language in central syllabus and second language in state syllabus for the students. Hence, the students face a lot of problems to learn English language. As most of the peoples across the world communicate in English language, English has become matter of social status and key to success in multi-spheres of life. English has dominated the mother and the regional languages in the public relations; therefore it can't be neglected or denied. According to UNESCO English surpasses all the languages of the world therefore all the communication and publications are done in English in maximum. Now a day, speaking in English has not only become a matter of social status but also a means of success in higher education (including technical and non-technical education) and gaining the decent jobs and position in this materialistic world. In order to acquire well sophisticated English language, at least at the post-graduation level, one must avoid the errors in his written English. Most of the post graduate students of Ballari and Koppal districts are languishing from inferior complex in written and spoken English and remaining write without knowledge of errors which leads to superficiality in English and ultimate incompetency in expressing thoughts and ideas some other have cultivated the habit of speaking in English on the basis of media such as cinema, TV shows and listening to radio etc. During learning process, the competency to write down anything from the mind in a productive form in English is a sign of success. The PG students in both districts (Ballari and Koppal) have to impute and execute this thought in their academic career very strictly so that they can acquire good academic gain and success.

It is because of economic crisis and poverty which made the young minds to involve in earning their livelihood. On the previous general survey through media and newspaper, more than 50% of the young boys and girls stop their education at graduation level. Around 30% of the students divert themselves towards other courses instead of post-graduation. Remaining 20% of the students enrol for the post-graduation without fundamentals in English grammar. The students of post-graduation usually commit the errors, which are in turn mentioned as challenge in the title, while writing in English. The focus of this study is to investigate and analyse the most common errors of students in English writing at post graduate level at English departments in Ballari district. The study is limited to Ballari and Koppal districts of Karnataka state. Students constituted the sample of this study. It is an exploratory study in its nature. It aims only to explore the research questions. It only investigates the research topic with varying levels of depth. After thorough study of related to writing skills of English language, the case study will illustrate the errors and their rectifications to the majority of students who commit a large number of errors in writing English language.

Writing in English is accounted as a complex process for English as a foreign language learners and committing errors in writing are found as an inevitable part of language learners' writing. The lack of fossilization of learners' grammar in first language acquisition is rather its importance in second language acquisition. Therefore, the analysis of errors has turned to be an imperative arena of linguistics. This arena of language teaching values from the outcomes of linguistics in various cases comprising error analysis. Hence, investigating language learners' grammatical knowledge through analyzing their writing has become essential in order for teachers and instructors to assist the students. In addition, the analysis of language learners' grammatical knowledge enables the language teachers and instructors to predict and conquer

problems of errors encountered in the process of language learning. Error analysis is described as a set of procedures to identify, describe and explain learners' errors.

Challenges in error analysis not only deals with identifying and detecting errors but also explaining the reason for the occurrence of errors. This study is significant because it embraces the error analysis in learning context focusing on language use for postgraduate studies. The study will provide a clear linguistic feature analysis on term papers based on students' own research interest for educators and researchers. The error analysis provides insights into how the academic language proficiency of students reflects important issues in academic writing namely their writing challenges and progress made in learning various academic English skills. There are ample of reasons behind the cause, among those, the first one is lack of English teachers at the primary and secondary school level. Most of the children's education starts at the government schools in rural or pastoral areas, where the availability of English professional damn less. This is the main reason for the students to have ambiguous in writing the language properly. The influence of mother tongue and regional language is another main reason for the post graduate students to lag behind in English writing skills. There are no proper language instructions at classroom level in these districts. The research shows different types of errors those were committed by a student in writing English. According to taxonomy these errors can be analysed in various kinds such as grammatical, lexical, semantic, mechanics, and syntax writing errors. The survey not only examines the hand written skills in English, but also writing English in E- Mail. The investigation also discusses regarding the elements of in emailing: email address, subject line, body paragraph or paragraphs, closing, and signature, with a special emphasis on the body paragraph or paragraphs.



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