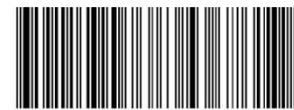




RESEARCH ARTICLE



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RAREFIED SEMANTIC INTERPRETATIONS FOR 'COMMON ERROR SENTENCES' IN ENGLISH COMMUNICATION

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*(English & Soft Skills Trainer, Psychotherapist, Associate Member of APCPA & ELTA, Faculty in School Education, Dept. of AP.)*doi: <https://doi.org/10.33329/joell.64.19.25>**ABSTRACT**

English Grammar is idiosyncratic. It is tied with varied semantics with conceptualized contexts. It is the code-switch one with multiple meanings for the sentences where even error sentences have also sense of meaning. The sentences in English offer the change in its use sometimes immutably. The chapter in English Grammar named 'Common Errors' itself has semantic or surface second interpretation. For instance, the sentence "I am seeing you" is considered err grammatically and is taught rectified as "I see you". But, the sentence "I am seeing you" itself has semantic meaning called "I find you for alliance or marriage". Here, the sentence exposes the meaning not 'see' but 'search for engagement.' But, these meanings are rarely imparted to the students. The semantic of error sentences have also base meaning. Unfortunately, the students are called as fouts and volitions if they ask the meaning of 'the error sentence.' This paper focus on conceptualized meaning for the exceptional sentences (considering sentences error) in fact every sentence lies no err but differ meaning by altering its lexicon in origin. Wolfram and Estes explain that "The relationship of the words to the sentences is essentially arbitrary. That is, there is no one 'true name for a given idea."

Keywords: *English Language, Semantics, Analyze, Language Barriers, Pedagogical Approach, Proficiency.*

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**INTRODUCTION**

English is certainly ubiquitous and can be downright bizarre with jumbled pile of meanings. It is de facto that students don't have a grasp of the basic for semantic meaning for the 'common error sentences.' At the present juncture, they puzzle over the semantic for the 'errors.' The errors that are called have also specific meanings used sporadically. For instance the sentence "He is hearing "considered err and be rectified as "He hears". But, the former has semantic that "forcedly listening even forbidden". So, there is other worth noting meaning to turn to. There is no room even to argue that the sentence is an error because it proffers the other meaning. All the sentences in fair syntax (structure) are generally used for pragmatic, kaleidoscopic purposes but learning entails much after discriminating the two sentences called 'error and corrected' sentences. This paper explores the complexity of the semantics of both the sentences. Hayakawa warns us basing our understanding of a meaning of a sentence, it is a horrible mistake that people depends and captures the only meaning causes the lack of conciseness and preciseness over connotative and denotative meanings."

SIGNIFICANCE OF SURFACE MEANING AND SEMANTIC INTERPRETATIONS FOR EXCEPTIONAL (ERR) SENTENCES

Semantics is the study of the interpretation of sentences. They transfer thoughts in the way of effective communication and miscommunication too. When sentences called 'common errors' with no syntax and meaning, they are called dead. But, if they have denotative or connotative meaning, those sentences are alive in use. The effect of sentences called 'common errors' causes' chaos if not properly and truly taught. The both sentences convey 'effective precise meaning.'" Due to the flexibility and arbitrariness of language, students might use both the sentences in different contextual situations. Regrettably, many still can't converse both the sentences. English sentences have umpteen intricacies and rules for the exceptions with varied meaning. The monotonous follow of imparting sentences as 'errors', the pupil rely on mere

repetition of rectifying the sentences rather grabbing the meaning of the 'error sentences'. The emphasis must focus on acquisition of both the semantics of the sentences. The below mentioned sentences mirrors the semantics for both the 'authentic and error' sentences that are used as per the context. Among the umpteen instances, to name a few are:

- He lies in the bed (considered wrong)
He lies on the bed (right)

But, the first sentence itself has semantic meaning used intermittently. Obviously, Lies in the bed offers meaning as "lying due to illness" and 'on the bed' declares as "to sleep."

Similarly, go to bed means 'go to sleep 'and go to the bed' means 'to go and sit on the bed as there is no chair to sit on."

- He is going to swimming (wrong)
He is going swimming (right)

The former sentence also provides the semantics as 'going to swimming competition.'" The latter says 'swimming for pleasure ".

- She is smelling rose (wrong)
She smells rose (right)

Even the first sentence gives the meaning that 'her body smells rose" not smells the rose with nose. For the purpose of expressing 'rose -body- odor ', the first sentence is necessary and apt.

- He goes for walk " (wrong)
He goes for a walk (right)

The erstwhile sentence with no 'a' describes only walk not as a stroll or evening walk.

- I am a King , amn't I (wrong)
I am a King, aren't I (right)

The prior sentence 'amn't' is also authentic to use informal way and disrespectful and degraded manner. "are' is used for self respect, self esteem, etc. No king in yesteryears use singular for himself. He always announces himself as "we ".

- Her hairs are grey (wrong)
Her hair is grey (right)

'Hairs' can also be used in number as 'five, six and



seven' but not all. Ex: Her hairs are white (may be a few but not all).

- I and You are friends (wrong)
You and I are friends (right)

But, the sentence "I and You are friends" is also correct in mocking to say that they are really enemies but looking like friends. "

- She is good in English (wrong)
She is good at English (right)

The first sentence is also correct to insult or mocking that her English is very good but actually not.

- I shocked (wrong)
I was shocked (right)

The sentence "I shocked" does provide the meaning as "I is the doer who makes other shock" the latter sentence "I was shocked" means "myself gets shocked at the situation / scene." Eg: I was shocked at the news.

- Women & Gentlemen (wrong)
Ladies & Gentlemen (right)

"Women" refer informally for 'maids, servants, etc.'" Ladies refer formally for the superior ones. If the speaker intends to comment about the gentlemen and the inferior females, then first sentence entails to use.

- Peoples are poor (wrong)
People are poor (right)

Both the sentences are correct in different contexts. "Peoples" means countries. If someone needs to comment that "countries are poor", the first sentence is apt.

- They are our family members (wrong)
They are our members of family (wrong)

If one wants to express about the 'dead men of family' they should say "family members instead members of family. E.g.: While showing the portraits of dead men of the family, they say as "they are family members".

Besides the above, there are innumerable wacky sentences that are grammatically correct and

distinctive semantics. Though these are hard to parse, the sentence is coherent.

CHALLENGES AND SNAGS OF INSTILLING KNOWLEDGE OF SEMANTICS FOR THE 'ERR' SENTENCES.

Generally, the students are spurred to memorize the rules for only the rectified sentences. Even they bewildered to exert both the sentences in their communication. The students fail themselves in questioning why and what the error sentences implies the meaning. Besides the pattern of grammatical knowledge is received, the structure and the meaning par with it should not be well- taught to put the terms on its rights place. The instructors draw busy schedule in equipping the knowledge of redundant and monotony rules of the textual exposition as in curricula. Broughton comments that "any other subject of the curricula, teaching of English language need to be done in accordance to the needs of students. " The archaic mode of pedagogy and exploration of the requisite answer leaving aside of the meaning for the exceptions is macro-blunder. The blind focus of just 'rectifying' moulds the students unaware of the semantics for the 'error sentence'. As the students are made accustomed to mere lonely sentences with rules, it becomes harder to interpret the error-called sentences. The 'Common error' sentences have been developed in their own brand in the curriculum sans distinguishing the sentences in two as 'denotative and connotative and the interpretation has also become nonsensical. Host of the instructors interpret the fair sentences subsequently startled to move further to aware of the semantics for the 'wrong ones' and get the students involved in rule-enforcing decisions in understanding the sentences. Students also just mugged up sentences because they are insisted on the use of correcting sentences instead explaining whatnots of it. So, deductive grammar is focused besides inductive for both the sentences. Sticking to one sentence exhorts lexical ambiguity. According to Harmer "English language of various levels has the problems and the teachers have the responsibility to give an appropriate solution." Students are put in mood of searching the meaning for both the sentences i.e., err and rectified.



One should incorporate the interactivity of using both the sentences in their communication, so that, the pupil themselves tailor the styles of learning the sentences for 'abandoned words' in a sentence and endeavor to extract the meaning of it. The lack of knowledge of semantics for the sentences may detriment to uplift the skills of communication. Hence, the students should be given opportunity to capture the semantics for the sentences during expression. The pupil themselves should keep an eye to guess the meaning for every sentence to get close idea of it. Besides pedagogy, the instructors should hone the skills of students in incorporating such sentences into their lessons and should reinforce the practice of the concept recognition of the semantics.

CONCLUSION

To conclude, English language is weird in its oddities but elegant in style. The sentences of English do its crazy things with myriad exceptions for superficial rules and gives extraordinary erudition with affiliate links of semantics. However ridiculous that the semantics seem for the sentences, they are grammatically, syntactically and semantically accurate. The stern governess of each sentence guides much and occupies the certain meaning for the communication. Albeit at first glance, seems perplexed, the inventing of the true semantics helps the students to become effective and amazing conversationalist and the eloquent communicator.

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