

CHAPTER-1

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1.1 Language:

Living in a community, human beings need a tool to communicate with each other, and to carry on human and social affairs. The most important tool of human being is language. It is a way for people to communicate thoughts with each other and it provides a means of communication by sound and written symbols. When two or more groups using different languages come into contact with each other for various reasons and purposes, there is the need to know and learn the second language so that they can communicate with each other. Second language (L2) is any language learned after the first language or mother tongue (L1). The term 'second' can refer to any language that is learnt subsequent to the mother tongue. Thus, it can even refer to the learning of third (L3) or fourth Language (L4) etc.

1.2 Introduction to Manipuri and English Languages:

Manipuri:

Manipuri¹ / Meiteiron is the official language as well as the lingua franca among the various speech communities of the state of Manipur. Manipuri has been the state language of Manipur since the

NB. Manipuri is also known as Meiteiron. We are using the term Manipuri throughout this study.

3rd century A.D. (Kirti 1980). It is spoken in all the nine districts of the state, the maximum concentration being the valley districts. It is also spoken in some parts of Assam, Tripura, Myanmar and Bangladesh. It is a Tibeto-Burman language of Kuki-Chin sub-family (Grierson 1904 Vol. III, Part III). Manipuri is the only Tibeto-Burman language included in the VIII schedule of the Indian Constitution (71st Amendment Act.1992; 31st Aug 1992).

English:

English belongs to the Aryan or Indo-European Group of languages. It is the chief medium of communication of people in United Kingdom, the United States, Canada, Australia, New Zealand, South Africa, and numerous other countries. It is the official language of many nations in the Commonwealth of Nations. It is a world language and is embraced in all developed, developing and underdeveloped countries. Use of English throughout the world is becoming increasingly widespread, to the extent that there are now more second language speakers of English than native speakers (Crystal 2003).

1.3 The purpose of the study:

English as a second language poses enormous difficulties which hinder the learner's learning. To learn a second language is not an easy task. There is no short cut way to learn another language. The purpose of the study is to investigate some of the phonological, grammatical

and the cultural difficulties that arise out of differences of the two languages which are frequently faced by Manipuri English as a Second Language Learners (hereafter, Manipuri ESL Learners) i.e. to identify primarily the problems encountered by the students in the process of learning English. The study is undertaken with a view to collecting relevant data to ascertain the approximate number and nature of mistakes of the phonological, grammatical and cultural items in the learning of English by Manipuri ESL Learners and if possible to pinpoint the cause of these difficulties. Therefore, a theoretical background of Contrastive Analysis and Error Analysis are essential in order to study the differences between L1 and L2 and to examine those difficulties while speaking and writing English and if possible to pinpoint the cause of the difficulties. And then to suggest some of the remedial measures to improve English language.

1.4 Hypotheses:

The following hypotheses have been drawn keeping in view of the problem of the study under investigation:

1. There is a significant difference between the speaking and writing level of the government schools and the private schools students in English.
2. The medium of instruction has direct impact on the learners and in writing English.

1.5 Theoretical Background:

The two paradigms in Second Language Acquisition (SLA) research are: Contrastive Analysis (CA) and Error Analysis (EA).

1.5.1 Contrastive Analysis (CA):

Contrastive Analysis (CA) has been the major research paradigm in second language investigation and an important branch of Applied Linguistics of structural differences and similarities between languages. Its main objective is that of facilitating the learning of a second language. It is inevitably related both to grammatical items and linguistics theories.

In the 1950s, American linguist Robert Lado began to study errors systematically and developed theories about errors-Contrastive Analysis (CA). As the terms suggests, CA, by definition, means systematic comparison of specific linguistic characteristics of two or more languages. The application of Contrastive Analysis to foreign language teaching can be traced to Charles Fries (1945), but it was Robert Lado (1957) who propounded the main idea of Contrastive Analysis in his book *Linguistics Across Cultures* (1957), was that it is possible to identify the areas of difficulty a particular foreign language will present for native speakers of another language by systematically comparing the two languages and cultures. Where the two languages and cultures are similar, learning difficulties will not be expected, where they are different, then learning difficulties are to be expected,

and the greater the difference, the greater the degree of expected difficulty.

The approach of Contrastive Analysis (CA) seeks to predict learners' errors by identifying the linguistic differences between their Native Language (NL) and the Target Language (TL). Lado (1957) formulated the Contrastive Analysis Hypothesis (CAH) on the basis of this assumption:

"...the student who comes into contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his Native Language will be simple for him, and those elements that are different will be difficult".

It suggests that difficulties in acquiring a new (second) language are derived from the differences between the new language and the native (first) language of a language learner. In this regard, errors potentially made by learners of a second language are predicted from interference by the native language. Such a phenomenon is usually known as negative transfer. In error analysis (Corder 1967), this was seen as only one kind of error, interlanguage or interference errors; other types were intralingual and developmental errors, which are not specific to the native language (Richards 1971). That is to say, identifying the differences would lead to a better understanding of the potential problems that a learner of the particular L2 would face. Structurally different areas of the two languages involved would result

in interference. This term was used to describe any influence from the L1 which would have an effect on the acquisition of the L2. This was the origin of the term transfer. Odlin (1989 pg. 27) offers a “working definition” for transfer, “Transfer is the influence resulting from similarities and differences between the Target Language and any other language that has been previously (and perhaps imperfectly) acquired”. It is generally accepted that there are two types of transfer: positive transfer and negative transfer. Positive transfer occurred where there is concordance between the L1 and L2. In such a situation, acquisition would take place with little or no difficulty. It also refers to the fact that similarities between the native language and the target language promote acquisition; while negative transfer, on the other hand, occurred where there is some sort of dissonance between the L1 and L2. It involves divergences from norms in the Target Language, and negative transfer is not only manifested in production errors, but also in underproduction, overproduction and misinterpretation. In this case, acquisition of the L2 would be more difficult and take longer because of the ‘newness’ (hence, difficulty) of the L2 structure. These two concepts of transfer are central to CA.

The principal barrier to second language acquisition is the interference of the learners first language system into the second language system, i.e. interference or negative transfer take place whenever the habits of the native Language differ from those of the target one and that a scientific, structural comparison of the two languages in question would enable people to predict and describe

which are problems and which are not. The CAH has two versions. They are strong version and the second version, called the weak version.

1.5.2 The strong version of Contrastive Analysis

Hypothesis:

In the literature, CAH is classified into two versions. The first version, called the strong version, claims that (a) interference from the learner's native language is the main obstacle to second language learning, (b) the greater the difference between the native language and the target language, the greater the difficulty is, (c) these difficulties can be predicted with the help of a systematic and scientific analysis, and (d) the result of contrastive analysis can be used as a reliable source in the preparation of teaching materials, course planning and the improvement of classroom techniques. According to Oller (1972), the strength of the strong version of CAH is that it has validity as a device for predicting some of the errors a second language learner will make.

1.5.3 The weak version of Contrastive Analysis

Hypothesis:

The second version, called the weak version, claims no more than an explanatory role, stating that a comparison between the source language and the target may ~~be~~ help to explain the difficulties which are evident from the errors made by learners, which also meant that

linguists are able to use the best linguistic knowledge available to them in order to account for the observed difficulties in second language learning. In other words, it is indeed necessary to have a comparison between two language systems to predict some learning difficulties, but these predictions can only become useful after they are empirically checked with actual data of learners' errors. The CA hypothesis has its roots in behaviourism and structuralism. Behaviouristic theories of human learning emphasize interfering elements of learning, claiming that interference means difficulty in learning. Structuralism lays a strong emphasis on differences between languages. But empirical evidence has shown that inter-lingual errors only constitute a small proportion of second language learners' errors, and Contrastive Analysis which aimed to predict errors resulting from Native Language interference failed to account for other types of errors; therefore, the claims made by Lado and Fries about the predictive validity of Contrastive Analysis and about the relation between first and second language acquisition were challenged by the 1970s. With the Chomskyan revolution and the emergence of psycholinguistics, the focus on second language teaching shifted from the teacher-centred view towards a more learner-centred view, stressing learners' creative role in the second language acquisition. Accordingly Contrastive Analysis gave way to Error Analysis (EA), which provides a methodology for studying the learners' language. While CA follows a deductive approach, EA adopts an inductive one; that is, it aims to draw inferences about difficult areas from studying actual errors. The starting point of this approach is provided by real evidence from such

phenomena as faulty translation, learning difficulties and residual foreign accent. It is the real data from the learners' performance that makes EA more descriptive than CA and therefore, more acceptable. Besides, EA is also more plausible, as it makes fewer demands of contrastive theory than the strong version. However, like any other approach, EA has advantages, as well as weaknesses.

1.5.4 Error Analysis (EA):

“There is an Italian proverb ‘Sbagliando si impara’ (We can learn through our errors)...making mistakes can indeed be regarded as an essential part of learning” (Norrish 1983). Brown (1987) says that language learning, like any other human learning is a process that involves the making mistakes. In order to understand the process of L2 learning, the mistakes a person made in the process of constructing a new system of language should be analysed carefully.

Error Analysis has been vigorously developed after CA. Error analysis is a type of linguistic analysis that focuses on the errors learners make. It is believed that Error Analysis is a type of comparison between learners' Inter-language and the Target Language. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. Pit Corder is the “Father” of Error Analysis. It was with his article entitled “The significance of Learners Errors” (1967) that EA took a new turn. Errors used to be “flaws” that needed to be eradicated. Corder presented a completely different point

of view. Corder (1967) was the first to advocate the importance of errors in the language learning process. He contended that those errors are “important in and of themselves”. For learners themselves, errors are ‘indispensable’, since the making of errors can be regarded as a device the learner uses in order to learn.

Concept of Error Analysis is an activity to reveal errors found in writing and speaking. Richards, (1992) state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis. Another concept of error analysis is given by Brown (1980). He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

It seems this concept is the same as the one proposed by Crystal (1987) i.e. error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is

carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Corder (1974) states that error analysis has two objects: one theoretical and another applied. The theoretical object serves to “elucidate what and how a learner learns when he studies a second language”. And the applied object serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes.”

1.5.5 Identification of Errors:

To recognize an error one should first of all know what is meant by the term ‘error’ and it is necessary to pay attention to the distinction between an error and a mistake. And According to *Dictionary of Language Teaching and Applied Linguistics* (1992) a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected. To distinguish between an error and mistake, Ellis (1997) suggests two ways. The first one is to check the consistency of learner’s performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

Corder (1974) uses the term “Erroneous” to mean those utterances which are either superficially deviant or inappropriate in terms of the target language grammar. He distinguishes between mistakes, lapses and errors. They correspond to what he calls Pre-systematic, Post-systematic and Systematic errors.

- (i) Pre-systematic errors are those committed by the learners while he or she is trying to come to grips with a new point.
- (ii) Post-systematic errors occur when one temporarily forgets a point that has been previously understood.
- (iii) Systematic errors are those which occur when the learner has formed inaccurate hypothesis about the target language (i.e. the language that he is learning).

Everybody makes mistakes in both native and second language situations which the utterances are full of slips of the tongue and lapses. These are supposed to increase under conditions of stress, indecision and fatigue. Normally native speakers are able to recognise and correct such “lapses” or “mistakes” which are not the result of a deficiency in competence, but the result of imperfection in the process of producing speech (Brown 1987). Errors are deviances that are due to deficient competence (i.e. “knowledge” of the language, which may or may not be conscious). As they are due to deficient competence they tend to be systematic and not self correctable. Whereas “mistakes” or “lapses” that are due to performance deficiencies and arise from lack of attention, slips of memory, anxiety possibly caused by pressure of time

etc. They are not systematic and readily identifiable and self correctable (Corder 1973).

As Corder (1981) points out, "Recognition of error is thus crucially dependent upon correct interpretation of the learners' intentions". He talks about two types of utterances:

The two types of utterances mentioned by Corder (1974) are as follows:

- (1) Overtly erroneous - Superficially deviant.
- (2) Covertly erroneous - Superficially well formed but not meaning what the learner intended to mean.

To arrive at knowledge of what the learner intended to say one can ask the learner to explain in his mother tongue what he wanted to say. An interpretation based on this is called 'authoritative interpretation'. Then the utterances are reconstructed keeping in mind what the native speaker would have said to convey that message in that context. This is called an 'authoritative reconstruction'. In cases where one does not have access to the learner what is called a 'plausible interpretation' and a 'plausible reconstruction' could be made. This is done by studying the surface structure of the text-sentence in conjunction with the information derived from its context. Then the utterances are reconstructed to convey what the learner could possibly have intended to mean. To identify errors the original utterances are

compared with their plausible or authoritative reconstructions. Once the recognition has taken place description could begin.

1.5.6 Description of Errors:

A number of different categories for describing errors have been identified. Firstly, Corder (1973) classifies the errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of the elements. Nevertheless, Corder himself adds that this classification is not enough to describe errors. That is why he includes the linguistics level of the errors under the sub-areas of morphology, syntax, and lexicon (Corder 1973). Ellis (1997) maintains that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time."

1.5.7 Sources of Errors:

As there are many descriptions for different kinds of errors, it is inevitable to move further and ask for the sources of errors. It has been indicated that errors were assumed as being the only result of interference of the first language habits to the learning of second language. However, with the field of error analysis, it has been understood that the nature of errors implicates the existence of other

reasons for errors to occur. Then, the sources of errors can be categorized within two domains:

- (i) interlingual transfer, and
- (ii) intralingual transfer.

1.5.8 Error Types:

The majority of studies in error analysis attempt to classify the errors made by learners. Roughly speaking, there are two categories of errors: interference (or interlingual) errors and intralingual (developmental) errors. Interference (interlingual) errors, those errors whose sources can be traced back to the native language of the learner, are the ones that contrastive analysis addressed i.e. those errors that are the result of L1 interference, implying that some structure from the native language has been transferred to the second language. Unlike interference errors, intralingual errors arise from properties of the target language and can be found among children learning it as their first language. Their errors include errors of simplification as well as overgeneralization. Richards (1974) focuses on intralanguage /developmental errors and distinguishes four types of developmental errors:

- (i) Overgeneralization.
- (ii) Ignorance of rule restriction.
- (iii) Incomplete application of rule.
- (iv) False concepts hypothesised.

The problem with this classification is that it is difficult to distinguish between these types. We can also say that when L2 errors cannot be accounted for on the basis of the first language, they are considered to be developmental; that is, to result from the manner in which the language acquisition mechanism themselves operate. These errors arise from a mismatch between the L2 learner's grammar and that of the native speaker. Errors can be further classified as errors of omission, addition, or substitution.

1.5.9 Interlanguage:

Interlanguage is the type of language produced by second- and foreign- language learners who are in the process of learning a language. It also refers to the separateness of a second language learners' system, a system that has a structurally intermediate status between the native and target language. It is neither the system of the native language nor the system of the target language, but instead falls between the two; it is a system based upon the best attempt of learners to provide order and structure to the linguistic stimuli surrounding them. A number of terms have been coined to describe the perspective which stressed the legitimacy of learners' second language system. The term *interlanguage*, introduced by Selinker (1972), refers to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language. Nemser (1974 pp 55) referred to it as the *Approximate System*, and Corder (1967) as the *Idiosyncratic*

Dialect or Transitional Competence; “*interlingua*” (James 1971), and “learner’s language” (Hanzeli 1975).

According to Selinker five central processes are responsible for this Interlanguage. They are:

- (i) Language transfer.
- (ii) Transfer of training.
- (iii) Strategies of second language learning.
- (iv) Strategies of second language communication and
- (v) Overgeneralization.

It is the language of the second language or foreign language learner as he progress from zero competence to near native speaker competence in the target language. As a result of interlanguage theory and the study of error analysis, we can say that errors are no longer seen as “unwanted forms”, instead errors can be accepted as an indication of some kind of learning activity taking place in the learner. To make a clear distinction between CA and EA, interlanguage is often cited as the essential parameter. The study of interlanguage is concerned with describing learner language. Interlanguage can be explained in terms of referring to L1 and L2 comparatively. While predictive CA deals with some features of learners’ interlanguage by comparing L1 with L2, EA operates on the basis of comparing interlanguage with L2.

We can say that Contrastive Analysis and Error Analysis are complementary to one another, in the sense that the results obtained

and the predictions made by the contrastive studies are to be checked up and corrected by the results obtained in the error analysis. Further, I would like to state that although there are still rooms, in both theory and application, for CA and EA to improve, they are inevitably important parts in foreign or second language teaching and learning. They have actually been quietly applied in different L2 classrooms in especially L1 environments throughout the world. Under those circumstances, comparison and contrast between the mother tongue and L2 unavoidably occur, consciously or unconsciously. Contrastive Analysis has laid the emphasis on Error Analysis as a way to study the difficulties encountered by foreign language learners. The findings of such studies can be very helpful in setting up teaching devices. What we need perhaps is more research into these areas so that the nature of CA and EA in language learning and teaching can be more concrete and plausible.

Basing on this theoretical background, I have made my studies into the following chapters:

1.6 Organization of the thesis:

This thesis consists of the six chapters. In the introductory Chapter 1, of this study begins with a general introduction on language, introduction to Manipuri and English languages , and then it discusses the exhaustive study about the theoretical background of the Second Language Acquisition, i.e. Contrastive Analysis (CA), strong version

of Contrastive Analysis Hypothesis(CAH) , weak version of CAH, Error Analysis (EA), Error Types and Interlanguage. It further mentions about the organization of the thesis and the methodology of the study.

Chapter 2, brings out about the historical background and the emergence of English in India and then in Manipur. The chapter further discusses about the status of English in the global world and then narrowed down to India and then particularly confined in Manipur, focusing about the historical background and the present status of English language in Manipur.

Chapter 3, discusses about the phonological problems faced by Manipuri ESL Learners. It tries to find out the particular sounds of English which would apparently cause great difficulty for Manipuri speakers and is followed by data analysis. Then, the chapter provides the main difficulties of the consonant clusters that may frequently struggle by Manipuri ESL Learners. The chapter further discusses about the vowels, diphthongs and triphthongs and tries to find out those English vowels and diphthongs sounds that may cause great difficulty to Manipuri ESL Learners.

Chapter 4, discusses about the difficulties in learning some of the English grammatical items by Manipuri ESL Learners. The grammatical item consists of the English Article system, Personal Pronoun and Word Order. It investigates if Manipuri ESL Learners understands the usage of English Article system, Personal Pronoun and

Word Order. It also presents the analyses of the errors in the use of Personal Pronoun, Articles, Word Order (order of adjectives, noun and numbers, verb, adverb etc), Preposition (in, on, at) and also provides the general problems encountered by the students in writing English.

Chapter 5, presents the cultural aspect in learning a language. It discusses about the difficulties in learning another language due to different cultural background. This chapter also argues whether the culture and language are inseparable part or not; whether culture is relevant to the teaching and learning of a second language or not.

The last part, in Chapter 6, the concluding part of the thesis depicts the various solution/ strategies in order to enhance the teaching/learning of English as a second language will help to reduce the learning difficulties that tussle by Manipuri ESL Learners. The work may pave the way for future of Applied linguistics who are going to deal with the second language teaching /learning process.

1.7 Methodology and Data collection:

The study is confined to Imphal area only. The selected schools are within urban area of Imphal East and West Districts. One can see mushrooming of English medium schools in and around Imphal. This is apparently because right from daily wage to government employee, it is generally the wish of the people to send their children to English medium schools and are prepared to pay the extra fees in private English medium schools. Parents really feel proud and happy when their children speak in English. They dream that the future of these

children is bright and they will lead successful lives. However, to tell you the truth, these schools may not have the expected English fluency. Whichever level of proficiency may it be clearly depicts the importance of English in today's Manipuri society. There are comparatively large numbers of private schools but comparatively low number of government schools in Imphal. Since there are a large number of private schools, it was extremely difficult in the beginning to select from which schools the samples be collected. As we went ahead with the collection of data things became clear and we have carefully selected some of the private schools which we think are reasonably good and have selected some of the government schools for the study, keeping in view that we can predict the standard of the other schools.

Whichever private school we approached school authorities were very supportive and showed a lot of understanding and enthusiasm in my proposal to collecting data. In fact they are happy thinking that some of the issues of language learning would be addressed and some significant outcome should come out of the study. But on the contrary in some government school the teachers and authorities are apprehensive and very uncooperative while approaching them. Some school authorities even refused to reveal the total number of students who were reading in ninth standard in the school.

The data for this study has been largely collected from the ninth standard of ten schools. Out of these, five are High schools and five are Higher Secondary schools. Of the five High schools, three are Convent

English medium schools and the rest two are of private English medium schools. And of the five higher secondary schools, Brighter Academy is the only private English medium higher secondary school and the remaining four are government Manipuri medium school which precisely means instruction is done in Manipuri although the textbooks are in English. The reason why we have particularly chosen of ninth standard of these schools is essentially because we thought these students can spare sometime for our purpose. We could have taken eight and ten standards as well but we did not take them because students of class ten will be preparing for their High School Leaving Certificate (HSLC) Exam and they would not be able to spare time for us. So, we decided not to include the tenth standard. Then, for the eighth standard we feel that they are too young to study for our problems and to evaluate them. Because of the justification given above, we think the right standard for our study is ninth standard students whom we think, have mastered some reasonable/good amount of Grammar and English language. Most of them are all in the age group 15-16 years.

Since the aim of this study is to point out the phonological and grammatical and cultural difficulties faced by Manipuri ESL Learners, therefore, the methods of collecting data for speaking level and writing level are also different. The study followed the random sampling method and the observation method in collecting data. And the selected schools are under the State Board of Education. As our method is based on random sampling, the first 20 students of all the schools were

selected even though we had collected all the answer scripts of all the ninth standard students. The sequence of all the roll numbers of the students are not in order of merit.

For the speaking level of the study, the students are made to read and pronounce at least two times the selected words that had already been prepared for this purpose. A recording in my personal notebook are made of each student's pronunciation. The data are then transcribed for example, English word 'apple' is transcribed according to English R.P. 'æple' and later transcribed according to Manipuri ESL Learners pronunciation 'eple'. Then the students are made to read the particular sound in the frame of a sentence i.e. in the sentence 'I like apple' is read as 'I like eple'. Sometimes, the students were asked to repeat for the third time as what they were pronouncing were not very clear. Some students when asked for the second or third time, they become hesitant to utter the same words. Either they became hesitant or refused to speak when pestered for the second time to speak. Their speech become very conscious and sounds quite artificial. Here, it may be mentioned in the Labovian (1966) method, there were a substantial differences between the vernacular speech and repeated speech. In the repeated speech, we also got similar comparable conscious speech. In order to get the actual speech which the students actually utter, we have designed the sentences and discourses in such a way that all those words which have been uttered by the students have been used in the sentences or in the discourses. This essentially means we could get the desired result what we had expected to get. Here, the students will be

simply reading sentences or discourses but I, as a researcher will be particularly paying attentions on the words which have already been listed in the word list. For examples: /v/ 'van', 'driver', 'very'; /f/ 'funny', 'fellow' in sentence like,

'our van driver is a very funny fellow'.

English R.P. / auə^r væn draivə^r is a very fʌni feləu /

Manipuri / aur b^han draib^hər is a b^hery p^həni p^helo /

From the analysis of the data of / f / and /v / it is found that in normal causal speech of the students, there is no differentiation between /f/ and /v / but in formal speech there is a distinction between the /f/ and /v /. But in / ʃ / and /s/ there is no such distinction. eg. in sentence like,

'she sells sea-shells by the sea shore'.

English R.P. / ʃi: sels si: ʃels bai ði: si: ʃɔ:(r) /

Manipuri / si sels si sels bai də si sor /

When we tried to analyse the data that is, word list and from the sentences, there is no distinction between / ʃ / and / s / when Manipuri ESL Learners produced in formal speech as well as in casual speech. The result is that we find very heavy influence of mother tongue in speaking English. Similarly, similar comparable result is also found for other sounds which do not exist in Manipuri.

Then for the writing level, the data are collected from the students' final examination answer scripts for the year 2007-2008. When asked for the other years it had been either thrown away or had given to somebody. 200 total number of answer scripts are being studied and analysed. All the answers (English subject only) that had been asked in the examination includes prose, poetry, grammar and composition part. In the beginning we thought that whatever is written on the script will be useful for our research but as we go along we realised that the question and answer types from the prose, poetry and grammar are not much of use for our purpose because in answering these questions, students generally gave the bookish knowledge only. They take the answers by heart from the teachers' guide book and reproduce it on the answer scripts. We could hardly get errors in such type of answers. Some errors of not using past participle-ed and misusing of infinitive form for example, 'to concluded' were found. But when we focus on the composition part of the answer scripts which consists of letter writing, essay writing and précis writing, we start obtaining enormous amount of errors particularly from essay writing and letter writing. Then after examining some of the answer scripts, I made up my mind and formulated my own strategy in order to collect data which would consume less time and authentic as well i.e. to collect data generally confining to letter writing and essay writing parts of the answer scripts. Here I find apparently all the errors that Manipuri ESL Learners commit while writing because letter writing and essay writing truly reflect their vernacular which they tend to write straightaway whatever they feel and have in their mind. And the reason

why we did not use précis as our data is because students simply cut and paste some of the sentences from the passage which they claimed are the output of the précis writing. We found in this writing that some of the sentences are simply copied and transferred from the passage. Therefore, we did not find much error in the précis writing. This is the general trend which we have come across while collecting data from the answer scripts.