

CHAPTER-4

The Grammatical Items which Pose Difficulty to Manipuri Speakers

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4.1 Introduction:

Learning a Second Language (L2) is learning the grammar of that language. Grammar plays a very important role in second language learning or teaching. It is important to remember that learning a second language involves much more than learning the sounds of a language but also in grammar because it can help to achieve fluency and accuracy in language expressions. Grammar is always an aid to facilitate effective and smooth communication. It is not an end; rather, it is a means. Canale and Swain (1980), mentioned that grammatical competence serves as a 'catalyst for accuracy and fluency in second or foreign language learning'. Grammar provides rules and general guidance that facilitates better understanding of the structures of the target language. The reason second language learners need to resort to learning grammar is that it provides some general and systematic guidance on the structure and syntax of the language.

In learning a language, developing effective pronunciation and communicative skills is paramount in which the development of grammatical competence is an integral and essential component of the communicative competence. Explicit grammar instruction can enhance the development of the linguistic competence and improve on second language learners' fluency and accuracy so they can use the second

language effectively to advance themselves in every aspect in the target language society. Thus, holding the view that competence in grammar is as consequential as competence in communication, I seek to investigate and identify some of the grammatical items which pose difficulty to Manipuri ESL Learners so that teaching –learning activities can be catered towards students needs.

In this chapter we will explore some of grammatical difficulties often committed by Manipuri ESL Learners. We will try to reason on why Manipuri ESL Learners commit such types of mistakes. One can expect several types of grammatical mistakes based on the structure of the two languages. We will however restrict our study to the discussion of the following difficulties of learning:

- 4.1 Personal pronouns.
- 4.2 Articles ‘a, an, the’
- 4.3 Word-Order.
- 4.4 Prepositions ‘in ,on, at’.

4.2 Personal Pronouns:

Personal Pronouns refer to certain specific persons, places or things. They change their form depending on person, number or gender. I, we, you, he, she, it, they are called personal pronouns because they stand for the three persons. According to the Encyclopedia Of Language and Linguistics (2006 pg 95) Personal pronoun refers to ‘A pronoun that realizes person, I, me, you, she, etc.’

The personal pronouns have evolved from many words with specific forms for the case required by their usage. We generally use pronoun to replace nouns within sentences, making them less repetitive and mechanic. For example, saying “Tomba did not go to school because Tomba was sick” does not sound very good. Instead, if we say, “Tomba didn’t go to school because he was sick” it will make the sentence flow better. Since pronoun stands for persons as well as names, they must represent the person talking, the person or thing spoken to, and the person or thing talked about. This gives to the distinction of person.

4.3 English Personal Pronoun:

The category of person is clearly definable with reference to the notion of participant’s roles; the ‘first’ person is used by the speaker to refer to himself as a subject of discourse; the ‘second’ person is used to refer to the hearer; and the ‘third’ person is used to refer to person or things other than the speaker and hearer (Lyon 1968).

There are many kinds of pronouns, but we will discuss only personal pronouns because they represent the majority of the pronoun-related problems most English learners face in their writing.

I , me , he , she , him , her , you	= a person
you , we , us	= people
it	= thing
them , they	= things or people

Forms of English Personal Pronouns:

Person	Number	Personal subject pronoun	Personal object pronoun	Possessive case	Reflexive pronoun
1 st	singular	I	me	my, mine	myself
1 st	plural	we	us	our, ours	ourselves
2 nd	singular	you	you	your, yours	yourself
2 nd	plural	you	you	your, yours	yourself
3 rd	singular (mascul)	he	him	his	himself
3 rd	Singular (feminine)	she	her	hers	herself
3 rd	singular (neuter)	it	it	its	itself
3 rd	plural	they	them	their	themselves

Person markers (pronouns) rarely mark person alone. The grammatical category most closely connected with person is that of number. Two other grammatical distinctions expressed sometimes together with person are gender and case. Thus, for example, the English 'she' indicates third person, singular number, feminine gender and nominative case (Lyons 1968). It also means that English personal pronouns agree in number, gender, and case with the noun they substitute.

- Number

The number of the pronoun refers to whether it is singular or plural (more than one).

Singular: I, me, my, mine, you, yours, he, him, his, she, her, hers, it, its

Plural: we, us, our, ours, you, yours, they, them, their, theirs

- Gender

The gender refers to whether the pronoun refers to a man, a woman or a neutral object that is neither male nor female.

- Case

Case refers to whether the pronoun is the subject, object or a possessive form of the pronoun.

Subject: I, my, mine, we, our, ours

Object: me, my, you, yours, he, him, his, she, her, hers, it, its

- nominative case personal pronouns:

singular : I, you, he, she, it

plural : we, you, they

- objective case personal pronouns:

singular : me, you, him, her, it

plural : us, you, them

- possessive case personal pronouns:

singular : my, mine, your, yours, his, her, hers, its

plural : our, ours, your, yours, their, theirs

- reflexive or intensive pronouns:

singular : myself, yourself, himself, herself, itself

plural : ourselves, yourselves, themselves

4.4 Manipuri Personal Pronoun:

There are two forms of pronouns for both singular and plural except in first person plural (Pramodini 1989) as shown in the table below:

	I person	II person	III person
sg.	əy, əyhak	nəŋ, nəhak	ma , məhak
pl.	əykhoy	noy, nəkhoy	moy,məkhoy

The forms əy, nəŋ , ma, noy, and moy are the shortened forms of əyhak, məhak, nəhak, nəkhoy and məkhoy respectively. The forms əyhak, nəhak, and məhak are mostly used in written languages; they are more formal than the corresponding shortened forms. She further explains that in Manipuri there are two types of second person pronouns, namely (1) polite form ‘ədom’ or ‘som’ which is used only while talking to strangers and less acquainted persons and (2) informal forms nəŋ (sg) nəkhoy (pl) which are used to inferiors.

According to Chelliah (1997), Manipuri has three pronominal prefixes. They are 1st person pronominal ‘i’, 2nd person pronominal ‘nə’ and 3rd person pronominal ‘mə’. These may be affixed to kinship terms or inalienably possessed noun. The singular personal pronouns are əy ‘I’, nəŋ ‘you’ and ma ‘he/she’. Possessive pronouns are formed

through the suffixation of -gi 'genitive' on these personal pronouns: əygi/nəŋgi/magi yum 'my/your/his or her house'. The possessive pronominal prefixes, i- , nə- , and mə- are the first person, second person and third person possessive prefixes, respectively. ^{They also act as dual marker} These may be affixed to kinship terms or inalienably possessed nouns.

	singular	plural	dual
First person	ey 'I'	əykhoy 'we'	ibani 'we two'
Second person	nəŋ 'you'	nəkhoy 'you all'	nəbani 'you two'
Third person	ma 'he/she'	məkhoy 'they'	məbani 'they two'

There are three different personal pronouns in Manipuri corresponding to the three persons, namely first , second and third (Bhatt and Ningomba 1997) . They have two different forms each, of which one (a free form) occurs when they are alone, and the other one (a bound form) occurs when they are attached to some other elements like the plural marker, kinship term etc as shown below:

person	free form	bound form
I	əy (I)	I (I)
II	nəŋ (you)	nə (you)
III	ma (he/she)	mə (he/she)

In Manipuri, there is no question of inclusive and exclusive in the first person plural form (Yashawanta 2000). (He) further states that there is the existence of dual form of all the persons for examples, the first persons a dual form *ibani* 'we two', the second person 'you' (dual form), *nəbani* 'you two' and the third person dual form *məbani* 'they two'. The second person has two honorific singular form *ədom* and *əsom* which are used in formal relation or stranger. It has no exact counterpart plural form but a form *məyam* 'many' is used in formal relation. The third personal pronouns are *məhak* 'he' singular, *məkhoy* 'they' plural and *məbani* 'they two' dual.

We can now briefly summarize Manipuri Personal Pronoun in the following Table:

person	singular	plural	dual	honorific
1 st	əy I	əykhoy we	ibani we two	x
2 nd	nəŋ you	nəkhoy you	nəbani you two	ədom or əsom
3 rd	məhak she/he	məkhoy they	məbani they two	x

Unlike English, Manipuri third person pronoun is not gender marked. Besides this, Manipuri does not show any agreement between subject and verb.

With the above background we now come to the study of the difficulties and confusions faced by Manipuri ESL Learners while speaking /writing English. The sentences which are starred are the data collected from the answer scripts of the nine standard from ten schools. And the correct sentences are given in the bracket.

4.5 Common problems related to English Personal pronoun:

For learning English effectively, it is necessary to learn the appropriate use of personal pronouns. Manipuri personal pronoun can not exactly correspond to English personal pronouns. Some of the problematic areas confronted by Manipuri ESL Learners can be chalked out in the following way:

(i) Confusion between the masculine ‘he’ and feminine ‘she’ forms of personal pronouns and its case form ‘his’, ‘him’, ‘her’, ‘hers’:

One of the difficulties is the appropriate application of the gender specific pronouns in the third person. If a student’s native language does not make a gender distinction for third person pronouns they often have some confusion when learning to apply the suitable pronoun to use (Celce-Murcia, & Larsen-Freeman 1999).

In Manipuri , the third person pronoun ‘ma’ (mahak) makes no gender distinction. ‘ma’ is used for both ‘he/she’. In English, third person singular pronouns are the only pronouns marked for gender.

Possessive pronouns of Manipuri are formed by using the suffix /-gi / to the personal pronoun.

(masculine)		(feminine)	
Eng	Mani	Eng	Mani
he /hi:/	ma	she /ʃi:/	ma
his /his/	magi	her / h3:/	magi
him / him /	magi	hers / h3:z /	magi

Therefore, a very frequently occurring phenomenon that Manipuri ESL Learners often get confused in using the feminine and masculine form of English third personal pronoun is quite apparent. When the feminine form is to be used, the masculine form is generally used and vice-versa, which the speakers put themselves unintentionally in an embarrassing situation for not using the appropriate form of pronoun. These errors betray their lack of knowledge about the proper use of the gender marked third person pronoun of English. These errors could be attributed to the influence of mother tongue Manipuri. The following examples show us the difficulties of Manipuri ESL Learners:

*1. When he became a statue there was no sorrow in her place. She was sad because her people were angry at her.

(...his place. He was...his people...at him.)

*2. When he was alive he live in a place with no sorrow. After all she was playing with his companion. He was dancing in a great hall. She didn't know about the world...

(...all he was...with her companion...he didn't know...)

*3. He thought that the ghost was a man who doesn't have her own house. (...have his own house.)

*4. She promised to live the rest of his life for her child.

(...her life...)

*5. She discovered his sleeping baby. (...her sleeping baby)

*6. The father offered her wife to take the baby out... (...his wife...)

*7. She was horrified because she saw his baby alone. (...her baby)

*8. He gives the reason for her action that he got her liberty.

(...his action...he got his liberty)

*9. He loves her children and wife. (...his children and wife)

*10. At last he met a fellow artist to whom he told her difficulty.

(...his difficulty)

This lack of gender based pronouns in Manipuri influences learners to make errors like saying, 'he' for 'she' and 'she' for 'he'. This again leads Manipuri ESL Learners to confuse in the use of possessive forms his/hers. The data show that there is a very strong tendency to use 'her' instead of 'his' and 'his' instead of 'her'. This phenomenon seems quite a common feature of many languages. There is no distinction between he/she , his/her in Farsi, Thai, Bengali, Gujarati for e.g. My sister dropped his purse (*A Collection of Tips for TAS working with Advanced EAL learners*). Likewise, Finnish does not have separate pronouns for 'he' and 'she'. Finnish learners may cause confusion by mixing these up in spoken or written English (Paul Shoebotton 1996-2007).

In the same token, in Maori, there is only one word, 'ia' , for "he" or "she". Chinese like Maori in having a gender-neutral third - person-singular pronoun. In Chinese, the pronoun for both "he" and "she" is 'ta'. This can present problems for Chinese student speaking English (Crown1996) ([www. esolonline.tki.org.nz/Explor ing - Language/Word-Class-Pronouns](http://www.esolonline.tki.org.nz/Exploring-Language/Word-Class-Pronouns)). In Chinese, the third person pronouns do not make any gender difference (Gui Shichun, "*Investigating Chinese Learner English*" [www. clal.org.cn](http://www.clal.org.cn)). Often Chinese students use the spoken 'he' for both 'he' and 'she'. The same is prevalent in Bengali language (Islam 2004). These errors are serious problems which could be attributed to the negative transfer of the feature form the mother tongue. The teachers must work a strategy

where the learners can effectively learn the language that the mistakes are minimised.

(ii) Lack of agreement in the third person singular and verb:

English only shows distinctive agreement in the third person singular, present tense form of verbs (which is marked by adding –s). Unlike English, Manipuri does not have any distinctive agreement in the third person singular. So, Manipuri ESL Learners often commit errors while writing due to the interference of L1 in their use of L2, deleting or without –‘s’ or –‘es’ from the verb. The following data collected from 9th standard of 10 schools shows these mistakes.

Examples:

- | | |
|---|------------------------------|
| (1)*He <u>love</u> his dog. | (He loves his dog.) |
| (2)*She <u>sing</u> a song. | (She sings a song.) |
| (3)*She <u>go</u> to school. | (She goes to school) |
| (4)*He <u>give</u> a bluish diamond. | (He gives a bluish diamond.) |
| (5)* She <u>tell</u> her beloved not to plant rose plant... | (She tells...) |
| (6)* She <u>plan</u> to teach him a lesson. | (She plans ...) |
| (7)* He <u>like</u> his wife. | (He likes ...) |
| (8)*He <u>listen</u> to old songs. | (He listens to...) |
| (9)*She want to go home. | (She wants...) |
| (10)*He <u>teach</u> Math in our school. | (He teaches...) |

Since there is no morphological inflection or change of verb forms for third person singular number, Manipuri ESL Learners should internalize this rule perfectly at the very early stage. It is clear that the learners cannot put across their ideas in the target language effectively. They are probably still in the incipient stage of learning the second language that they have not fully comprehended the rule of agreement of the third person singular form and the verb. This phenomenon occurs in several languages, for example, Japanese verbs do not change for person or number, the most common consequence of which is the omission of the *-s* in the present simple 3rd person: *she go./my father work* (Paul Shoebottom 1996-2007 <http://esl.fis.edu/grammar/langdiff/japanese.htm>). In the Japanese language, the verb does not change its form according to the subject. Concord between a subject in the third person singular causes much trouble not only to beginners but also to advanced students (Miyata 1997). Similarly, Korean does not conjugate verbs using agreement with the subject. This is a possible reason why it takes some learners so long to remember the *-s* ending in English in the third person singular present simple tense: *He like ...* instead of *he likes* (Paul Shoebottom 1996 2007 <http://esl.fis.edu>). The Korean language has neither conjugation nor inflection, and the verbs in the present tense do not take ‘*-s*’ in the third person singular (Cho 2004).

In the same way, the rule of a third person singular inflection in English causes confusion among the learners from different language background like, Malay learners of English whose first language (L1) does not inflect a verb based on the status of the subject (Marlyna et.al.

2007). Similarly in Bengali there is no morphological inflection of verb forms in relation to the third person singular number e.g. He gave me huge time (Islam 2004).

(iii) Lack of agreement in the first person singular and verb:

Unlike English, Manipuri does not have any distinctive agreement in the third person singular and verb. Therefore, Manipuri ESL Learners often commit errors while writing due to the interference of L1 in their use of L2. The following data collected from 9th standard of 10th schools show these mistakes. They write in the following way:

- | | |
|------------------------------------|-----------------|
| 1*. I wants to come to your place. | (I want...) |
| 2*. I goes for the practice. | (I go...) |
| 3*. I sings a song. | (I sings...) |
| 4*. I loves my dog. | (I love the...) |
| 5*. I plays with my dog. | (I play...) |

(iv) Lack of agreement in the third person singular and verb in negative sentences:

- | | |
|--|---------------|
| 1*. She <u>do not</u> care her life after death. | (She does...) |
| 2*. He <u>do not</u> see anything. | (He does...) |
| 3*. She <u>do not</u> like to eat meat. | (She does...) |
| 4*. He <u>do not</u> study hard. | (He does...) |

5*. She have to buy something. (She has...)

(v) Lack of agreement in the third person plural and verb:

1*. They does not know the effect of using drugs.

(They do not...)

2*. They does not read well.

(They do not...)

3*. They does not stay together.

(They do not...)

(vi) Lack of agreement between the third person subject and number:

English third person subject agrees in number. But unlike English, in Manipuri there is no grammatical agreement with subject and number. This is a serious problems encountered by Manipuri ESL Learners. Therefore Manipuri ESL Learners commit errors while writing English.

Examples:

(1) *They may not become a great man in his life. (...their life.)

(2) * Their houses has been flooded with water.

(...houses have been...)

(3) *They do not worry about his own life. (...their own life.)

(vii) Lack of agreement between the personal pronoun subject and the verb :

Manipuri also has all three forms of persons. But unlike English, there is no agreement between the verb and subject. This often leads to create problems to Manipuri ESL Learners. Some examples are:

- (1) * She were drawing a picture. (She was drawing...)
- (2) * I were sleeping. (I was sleeping.)
- (3) *He have done the work. (He has...)
- (4) *They has a book. (They have...)
- (5) *I goes for the practice. (I go for...)
- (6) *The swallow doesn't want to leave the prince.
(The swallow do not...)
- (7) *She do not care life after death. (She does not...)
- (8) *After I have my dinner I went to my friend's place.
(After I had...)
- (9) *He have helped us... (He has...)
- (10) * He don't see anything... (He doesn't...)
- (11) * She have to buy something. (She has...)
- (12) *I wants to come to your place. (I want...)

(viii) Confusion in the use of 'I' and 'me':

Another aspect of confusion is the use of 'I' and 'me' when the phrase includes another name and the conjunction 'and' when used in the subject or objects positions. Learners often mistakenly use the object pronoun 'me' in the subject position. A similar mistake occurs with the subject pronoun 'I' in the object position.

Examples:

- | | |
|--|--------------------|
| (1)*Our teacher punished Shanti and <u>I</u> . | (...and me) |
| (2)*Tomba's uncle called Rita and <u>I</u> . | (...and me) |
| (3)*Mary and <u>me</u> ate an ice-cream. | (Mary and I...) |
| (4)*Thoibe and <u>me</u> are old school friends. | (Thoibi and I...) |
| (5)*You and <u>me</u> have done our duty. | (Johnson and I...) |
| (6)* Johnson and me is very close. | (Johnson and I...) |

(ix) Misuse of the first person plural 'our':

Manipuri ESL Learners often commit errors in using the first person plural 'our'. The following data collected from 9th standard of 10th schools show these mistakes. Mistakes of this types are given below:

- * Our school playground is very big.

(The playground of our school..)

2. *We have so many things in our school...our school garden is so nice. (...The garden of our school...)

3.* I have many hobbies but I like watering our house kitchen garden most... (...the kitchen garden of our house...)

4.*Our school headmistress is very strict...
(The headmistress of our school...)

5. *Most of the time our school bus is late...
(...the bus of our school...)

6. *while coming back from the bazaar our tuition teacher saw us.
(...the teacher of our tuition...)

7.*...requested you to take up several measures. Our village church had been destroyed. (...the church of our village...)

8.* The road condition is really bad. Our state electricity is not working properly. (...the electricity of our state...)

Most of Manipuri ESL Learners frequently misuse the first person plural 'our' while using. Similarly, Chinese students are inclined to write: *Our college library (The library of our college) is very useful (Jianhua 2007).

4.6 English Article System:

The English articles, which include the definite article ‘the’, an indefinite article a (an) ; and the zero (or null) article, is one of the most difficult aspects of English grammar to the English as a Second Language (ESL) learners or non-native speakers whose native language may either have no articles or may use article in a different way. It is especially difficult for those whose native languages do not have articles. Chinese, Japanese, Korean, Russian, Persian and some other languages do not have article system (AlFotih 2003). Practically, all non-native English speakers have difficulty in learning some aspects of article usage.

Unlike English, Manipuri belongs to the Tibeto-Burman Group of Languages and do not have articles. Instead of using articles, Manipuri speakers simply used numeral term ‘one’ for denoting indefinite thing and ‘this’ and ‘that’ for a definite or particular thing. Due to this, Manipuri ESL Learners make error and struggle with English article system.

Master (1987) was the first to point out that article seems to be acquired differently, depending on whether or not they occur in the learner’s native language. Celce-Murcia and Larsen-Freeman (1999) claim that the problematicity of the use of the article system is due in part to whether or not the lexical classification into countable versus uncountable nouns corresponds in the native and target languages. For example, ‘chalk’ and ‘information’ are countable in Arabic and

uncountable in English. This mismatch may very well add to the complexity of the learners' task, for he/she needs to learn both the article system and other noun distinctions.

Article rarely cause misunderstanding when misused in speech; it is usually when learners have to write that becomes aware that they lack the basic concepts necessary to guide them in choosing the correct article (Master 1990).

According to Master (2002), the difficulty stems from three principle facts about articles : (a) articles are among the most frequently occurring function words in English (Celce- Murcia & Larsen – Freeman 1999), making continuous rule application difficult over an extended stretch of discourse; (b) function words are normally unstressed and consequently are very difficult, if not impossible, for a non-native speakers to discern, thus affecting the availability of input in the spoken mode; and (c) the article system stacks multiple functions onto a single morpheme, a considerable burden for the learner, who generally looks for a one-for-one function correspondence in navigating the language until the advanced stages of acquisition.

The misusing of articles in English has always been considered one of the most unsolvable problems to overcome in teaching English grammar to foreigners (Hawkins 1978). Students from Europe, Asia, South America and the Arab students all make similar errors in the use of English articles, despite their widely different native languages.

Omission, wrong insertion, confusion in the use of English articles, 'a, the' are observed (Mc Eldowny 1977).

An Article:

An article is a word that precedes and combines with a noun. The three main articles in the English language are 'a' 'an' 'the'.

- 'The' is called a definite article because it usually precedes a specific noun.
eg. The dog is on the wooden chair.
- 'a' and 'an' are called an indefinite article. Because they do not identify or particularise an individual, thing or place as 'the' does.
eg. A cow is a useful animal.

Usage of an Article:

According to Martin and Wren (2002) and Peechaatt (2004), have mentioned about the different usage of English article system. They are:

Uses of the definite article 'the':

1. To denote a particular person or thing or one already mentioned (that is, when it is clear from the context which one we mean); The chain you gave me is lost. (which chain? The one you gave me.)

2. When a singular is meant to represent a whole class.eg. The cow is a very useful animal.
 3. With superlatives; eg. He is the best students in our class.
 4. With ordinals; eg. She was the first girl to arrive.
 5. With names of rivers, sea, gulfs, group of island, mountain, ranges and newspapers. eg. The Ganges, The Hindu.
 6. With nouns that are unique. eg. The earth, the moon etc.
 7. With nouns of musical instruments. e.g. The piano, the flute etc.
 8. With adjectives representing a class of person. e.g. The poor, the rich etc.
 9. Before names of certain books; e.g. The Ramayana, The Vedas etc.
 10. Before a proper noun only when it is qualified by an adjective. e.g. The Great Akbar.
- (i) N.D.V. Prasada Rao (1990) asserted that 'The' has a definite meaning. That is 'the' is used when it is clearly understood who or what is meant.
 - (ii) Aggarwal, Kailash S. (1998) states that 'The' is called a definite article because it points out some particular person or thing.
 - (iii) Biswas, Joseph (2002) mentioned that 'The' is the definite article. It points out one definite or particular person, place or thing.

- (iv) Martin & Wren (2002) mentioned that 'the' is called the definite article, because it normally points out some particular person or thing.
- (v) Khagendra, N; Raghumani,L (2009) points out that the article 'the' has particularised a person. It points out or refers to a particular person or thing.

Uses of an indefinite article 'an':

1. With words beginning with vowel sounds. . . . an umbrella, an egg, an ass etc.
2. With words beginning with silent 'h'.e.g. an hour, an honest man etc.

Uses of an indefinite article 'a':

1. With singular common nouns beginning with consonants.
e.g. a pen , a boy, a cow, a hut etc.
2. With vowel letters having consonantal value.
e.g. a university, a unit , a European etc.
3. In its original numerical sense of "one" ; as
e.g. Not a word was said. Twelve inches make a foot.
4. In the sense of 'any' , to single out an individual as the representative of a class; as,
e.g. A pupil should obey his teacher. A cow is a useful animal.

Omission of the article:

The article is omitted-

1. Before names of substances or materials and about abstract nouns (i.e. uncountable nouns) used in a general sense; as, e.g. Sugar is bad for our teeth. Gold is a precious metal. Honesty is the best policy.
2. Before plural countable nouns used in a general sense; as, e.g. Children likes chocolate.
3. Before languages. e.g . We speak Manipuri.
4. Before names of relations, like father, mother, aunt, uncle etc.; as, e.g. Uncle is leaving tomorrow.
5. Before school, college, church, bed, table, hospital, market, prison, when these places are visited or used for their primary purpose; as, e.g. My aunty is still in hospital. I learnt English at school. (note- 'The' is used with these words when we refer to them as a definite place, building or object rather than to the normal activity that goes on there) ; as, e.g. I met her at the church. The school is very near my house.
6. Before most proper nouns (except those referred to earlier), namely
 - (a) Names of people (e.g. John, Mary)
 - (b) Names of continents, countries, cities, etc. (e.g. Imphal,

Delhi).

(c) Names of individual mountains. e.g. Mount Everest.

(d) Individual islands, lakes, hills etc.

4.6.1 Some of the errors committed by Manipuri ESL Learners while learning English articles are:

With the background given above reference to the usages of articles, we will now study the difficulties of learning English articles by Manipuri ESL Learners. Our data shows that a large numbers of errors are committed in using articles by the students from both the government and private schools students. The apparent reason being Manipuri does not have articles. Therefore, there is a strong tendency of negative transfer while learning which renders to ungrammatical sentences. They are broadly classified as omission, addition and the wrong use of one article for another. The following data collected from 9th standard of 10 schools shows these errors. The detailed analysis of each of them is as follows:

4.6.1.1 Errors in the use of the definite article ‘the’:

- (i) Insertion of the definite article ‘the’ before proper noun.
- (ii) Omission of the definite article ‘the’ when required.
- (iii) Substitution of indefinite article ‘a’ instead of ‘the’
- (iv) Substitution of the definite article ‘the’ for the indefinite article ‘a’.

(v) Insertion of 'the' when not necessary.

Discussed below are the different types of errors that Manipuri ESL Learners make while using the English definite article.

(i) Insertion of the definite article 'the' before proper noun:

Most of Manipuri ESL Learners from both the government schools and the private schools students frequently insert the definite article 'the' in front of the proper noun. The following data collected from 9th standard of 10 schools shows these errors:

Examples:

- *1. The Kolkata is one of the biggest city in India. (Kolkata...)
- *2. The Wordsworth upset is nature holy plan. (Wordsworth...)
- *3. The Emily Dickinson said... (Emily Dickinson...)
- *4. The Rajamani was infected HIVdiseases. (Rajamani...)
- *5. The Robert Frost's little horse... (Robert Frost's...)
- *6. The Imphal is the capital of the Manipur.
(Imphal...Manipur)
- *7. The Loktak lake is the only fresh water... (Loktak lake...)
- *8. The Delhi is a nice city. (Delhi...)

*9. The Shakespeare's poem shows the beauty... (Shakespeare...)

*10. The Shyam is happy for the good result...

(Shyam...)

From the above examples, it is most likely that Manipuri ESL Learners learn that the definite 'the' should always precede the proper noun only. From the very beginning of their English instruction, Manipuri ESL Learners are instructed with the definite 'the' as an inseparable companion with the noun which refers to 'one particular thing'. This is because from the very beginning of learning English grammar that they have learned from different English grammar books that are written by different writers who have mentioned that the definite article 'the' points out some 'particular person or thing' only. It is quite evident that it is a very strong case of overgeneralization of the use of the definite article 'the' by Manipuri ESL Learners.

From the very definitions of the definite article 'the' given above, we can say that 'the' is called the definite article because it refers to a 'particular person or thing'. But 'a particular person or thing' can also mean a proper noun. Because "a proper noun is the name given to a particular person, place or thing to single out from other of its kind"; examples as Ram, Peter (person); London, Delhi (places); Queen, Diwali (things) etc. (Bhanot and Martin 2008).

Now it is quite clear to say that the errors committed by Manipuri ESL Learners while using the definite article 'the' is due to

the way as they have been taught that the definite article ‘the’ should refer to ‘particular person or thing’ only. Apparently due to this they are not aware of that the proper nouns usually do not use articles. And above all there is also interference from L1 due to negative transfer while learning. Similarly some Indian students insert ‘the’ in front of the proper nouns like ‘India’(Alam 1983).

In the same manner, Chinese students insert ‘the’ when not needed. For examples *1. Christine is a girl from the England. *2. The Tom is a good person (Jianhua 2007). Some Arabic speakers’ English learners have not recognised that proper nouns do not need the definite article ‘the’. So, they tend to write sentences like, *1. The Great Britain lost its colonies. *2. The Europe is a good place to visit (Al, Fortih; Ahmed, T 2003). Similarly, in Spanish, articles are placed in some positions where English does not require them, for example, ‘I see the doctor Brown’. (www.galivan.edu/tutor/documents/PointsofInterference.pdf.)

(ii) Omission of the definite article ‘the’ when required.

There is a strong tendency to omit ‘the’ by Manipuri ESL Learners when required especially when there is an adjective in front of the noun or noun phrase. As they have not been taught well about the different usages of definite article ‘the’, they are not aware of that a noun phrase beginning with the superlative form of an adjective and ordinals number is always preceded by ‘the’. The following examples are illustrative of it.

- *1. He thought that second road will be better. (...the second)
- *2. The American president's wife is known as first lady.
(...the first)
- *3. During half-term examination. (...the half-term)
- *4. He was best shooter. (...the best)
- *5. Cricket is most important for man student. (...the most)
- *6. Kolkata is one of biggest city in India. (...the biggest)
- *7. She is best singer in our village. (...the best..)
- *8. Raju fail in final exam. (...the final..)
- *9. Mallick is richest person in our locality. (...the richest..)
- *10. She like most beautiful flower. (...the most...)

It is seen from the data that learners commit errors in most of the sentences where there is an adjective with noun phrase. The errors committed in this area also betray the learner's lack of knowledge in using the definite 'the'. The definite article 'the' is omitted before an adjective with a noun phrase which are made definite in the context. These errors reflect the students' ignorance of the grammatical rules for the use of the article 'the'. Almost all the learners omit 'the' in front of the adjective, thinking that the noun phrases preceded by an adjective do not need articles. Since they are not taught well about the fundamental uses of English articles, most of the learners are not

conscious that the definite article ‘the’ should be used before a proper noun only when it is qualified by an adjective. Several language speakers such as, Japanese students studying English as a second language tend to commit errors in learning English articles. They tend to omit ‘the’ when required. Examples are: (1) ...called by the people “[the] most greatest king in this...” (2) I couldn’t understand [the] third paragraph (Keiko, Muto-Humphrey “Frequent Errors in English Grammar: Articles and Possessive Markers”).

(iii) Substitution of an indefinite article ‘a’ instead of ‘the’:

The substitution of an indefinite article ‘a’ in place of the definite article ‘the’ is a very frequently occurring problem obtained from the data. The following examples illustrate these problems:

- *1. I want to give a best wish for your exam. (...the best wish...)
- *2. The American president’s wife is known as a first lady.
(...the first lady.)
- *3. This is a main reason for decline for development.
(...the main reason...)
- *4. What is a largest city North- East India. (...the largest...)
- *5. Radheshyam is a best player in our football team.
(...the best player...)

Errors occur in this category because of the wrong use of the indefinite article 'a' before a singular word beginning with a consonant sound. The use of this article 'a' does not make the noun or adjective definite for example, the word 'first lady' in no.2 sentence should be specified as it cannot be a first lady in this context, so are the other sentences given. The substitution of 'the' by 'a' is a case of overgeneralization of the rule that the indefinite article 'a' is before a singular word beginning with a consonant sound.

This shows that learners, even if they use article in front of the adjective with noun phrase they insert 'a' which refers to a singular thing. Similarly, some Indian students wrote 'a best manure' whereas generally the superlative is preceded by 'the' not 'a' (Alam, Q.Z.1983). Likewise, some Japanese English learners tend to use 'a' instead of 'the', for example: (1)...one of the doors was *a* [the] wildest, biggest and...(Keiko Muto-Humphrey "Frequent Errors in English Grammar: Articles and Possessive Markers"). Again in the similar way, some Jordanian students tend to substitute 'a' instead of 'the'. For example, Yarmouk University Street is a commercial center [the commercial center] of Irbid (Bataineh,R. F.2005).

(iv) Substitution of the definite article 'the' for the indefinite article 'a':

Another very common serious problem in the use of article is the use of 'the' in place of 'a' by Manipuri ESL Learners:

Examples:

- *1. The person who writes books is called an author. (A person...)
- *2. The good manner is the foundation... (A good manner...)
- *3. Ajit is the very nice person. (...a very nice person)
- *4. It is the common understanding of a student. (...a common...)
- *5. The cold weather makes us... (A cold weather...)
- *6. Jane is the beautiful girl. (...a beautiful girl)

Now, from the above given examples in (iii) and (iv) we can say that Manipuri ESL Learners are often confused while using 'the' and 'a'. They use 'the' instead of 'a' and 'a' in place of 'the'. This may be taken a case of overgeneralization of rule which they have learnt that the use of 'the' refers to 'one particular person or thing' and 'a' refers to a 'singular thing', which both are one particular or singular thing. It may partly be due to influence of Manipuri which does not use articles. Similarly, some Jordanian students make error substituting 'the' in place of 'a'. For example, *1. The person (a person) needs English for communication (Bataineh, R. F.2005). Also in the same manner, Japanese speaking English learners also tend to substitute 'the' instead of 'a'. For examples (1) The king had *the*[a] very beautiful daughter... (2) There was *the* [a] king who had semi-

barbarism (Keiko,Muto-Humphrey "*Frequent Errors in English Grammar: Articles and Possessive Markers*"). Some Korean learners of English misuse 'the' in place of 'a'. For example, *1. It's the story about the guy who wanna be the best cook (Kyung-Ja Part,etal 2003).

(v) Insertion of 'the' when not necessary:

Another problem which occurs quite often for Manipuri ESL Learners is addition of the definite article 'the' , when it is not required for special cases in which English omits 'the' for example, ' God', 'home', 'hospital', 'school', etc. when used for its primary purposes. The following examples from the answer scripts are illustrated below:

*1. He was taken to the hospital. (…to hospital.)

*2. Discipline is a very important in our life. It may be in the school... (...may be in school)

*3. The God decided to the swallow... (God decided...)

*4. The police came and took the man to the hospital. (...to hospital)

Further they are also often confused and unable to decide where to insert 'the' and where to omit; and that made them place it in position where it is not required.

Examples:

Non-count noun:

*1. My brother is suffering from the cold and fever.

(...from cold and fever.)

*2. Good manners is the key to the success. (...to success.)

*3. The obedience is the very essence of discipline.

(Obedience is the very...)

*4. The everybody have hobbies. (Everybody have hobbies.)

*5. The some hobbies are singing, watching t.v.

(Some hobbies...)

From the above data we can further explain that Manipuri ESL Learners tendency to erroneously use the article 'the' in places where it is not required, may be for fear of making errors, especially after they begin to recognise the need of the definite article 'the' in certain context in English. Some Korean learners of English also tend to insert the definite article 'the' when not required. For examples, *1. Thanks givings day is the day in which the Christians thank the God (Kyung-JaPark etal. 2003). It is learnt that these errors discussed above betray their lack of knowledge about the proper use of the definite article 'the'. Since there is no definite article in Manipuri, the use of the definite article in English poses problems. The teachers should have to pay sufficient attention to the teaching the proper noun use of article in

English to the students. Sufficient drills also should be conducted in the classrooms as well.

4.6.1.2 Errors in the use of an indefinite article ‘a’ , ‘an’:

Four types of errors are found in the use of ‘a’ and ‘an’ articles by Manipuri ESL Learners. The following data collected from 9th standard of 10 schools shows these errors. They are being discussed below:

- (i) Omission of ‘a’ and ‘an’ when required.
- (ii) Insertion of ‘a’ when not required.
- (v) Use of the numerical ‘one’ instead of the indefinite article ‘a’.
- (vi) Substitution errors.

(i) Omission of ‘a’/ ‘an’ when required:

A relatively large number of Manipuri ESL Learners errors are committed in this category, i.e. the omission of indefinite article ‘a’ and ‘an’ when required. This is due to the learners’ inadequate knowledge of the English articles and their usages. And above all, L1 interference may explain the omission of these indefinite articles ‘a’ and ‘an’. Similarly, Koreans speaking English learners also commit errors while using the indefinite article ‘a’. They also usually omit ‘a’ when required. For examples: *1.They had () big dinner.

*2. They are ready for () wonderful dinner (Kyung-Ja Park et.al. 2003).

- **Omission of 'a' when required or before non-count noun:**

Because of the wrong application of article Manipuri ESL Learners usually omit 'a' when required. Examples are given below:

*1. It is high time now for the government to take up some measure to control it. (...a high time)

*2. It is modern means of communication.
(...a modern means)

*3. Good mannered person is always liked by the people.
(a good ..)

*4. Where there is great need of it. (...a great need of it.)

*5. The castor oil plant is of great importance to Israel.
(...a great)

*6. Cinema gives us great educative value. (...a great)

- **Omission of 'an' when required or before non-count noun:-**

Examples:

*1. His eldest son was born with abnormal heart.
(...an abnormal)

*2. Started destroying the lives of innocent. (...an innocent.)

*3. The narrator thought that it was invigilator.

(...an invigilator.)

*4. It may cause accident. (…an accident)

*5. It may lead us to uncertain thing. (…an uncertain)

*6. The speciality of Tamenglong is the grove of oranges.

(…an oranges)

The errors of both types of omissions of ‘a’ and ‘an’ in the examples given above reflect the students ignorance of the grammatical rules for the use of articles ‘a’ and ‘an’. The fact that they have not used the indefinite articles shows that they do not know when and where or before what kind of word should it be used is not known to them. They have avoided the use of both the articles ‘a’ and ‘an’ quite indiscriminately before an adjective beginning with a consonant and before an adjective beginning with a vowel. It may be inferred that from these errors that students have no proper knowledge of the use of indefinite articles.

(ii) Insertion of ‘a’ when not required:

The data shows that Manipuri ESL Learners insert the article ‘a’ when not necessary which again shows learners inadequate knowledge in article usage. Some examples are given below:

*1. Kolkata is a one of the biggest cities in India.

- *2. A hobby is something that person a like to do in spare time.
- *3. It is quite a different from a regular job or profession.
- *4. He was a attached a thin leaves of a gold.
- *5. He was nervous and a badly frightened.

(iii) Use of a numeral 'one' instead of the indefinite article 'a':

It is found from the data we collected that Manipuri ESL Learners use numeral 'one' in place of the indefinite article 'a'. This is due to L1 interference or negative transfer while learning English. Since there is no article system in Manipuri, they simply use numeral term 'one' which is almost equivalent to the meaning of 'a' for denoting an indefinite thing. Some examples are:

- *1. I went there to stay for one night.
- *2. I saw one cottage then I went get inside the cottage.
- *3. He also applied one oil.
- *4. They got one bullock card.
- *5. Sher Singh saw one bullock cart.
- *6. In his hand one swallow was standing.
- *7. Fire broke out at one house.

(iv) Substitution errors:

It is also further found that 'a' and 'an' are frequently substituted by one another which shows learners inadequate knowledge of the indefinite articles usage of 'a' and 'an' as in the wrong application of the article 'the'. Two types of errors are found in the substitution errors of articles 'a' and 'an'.

(i) 'a' instead of 'an'.

(ii) 'an' instead of 'a'.

(i) Substitution of the article 'a' instead of 'an':

The following are the few examples of this tupe of errors:

*1. Physical exercise is a exercise which keep our body feet.

*2. It may cause a accident.

*3. Telephone is a electronic device.

*4. He got a opportunity to come upon the stage.

*5. He is a honest man.

In the above sentences it may be noted that the indefinite article 'a' is wrongly placed before the singular words 'a accident, a electronic, a oppurtinity' and a honest man. All these singular words as they begin with the vowels, the indefinite article 'an' should be used before these words. The grammar of English Article usages permits only the indefinite article 'an' before a singular word beginning with a vowel sound. Note that 'an' is also used with words beginning with silent 'h'. These errors imply the students' ignorance of the grammartical rules

for the use of both the indefinite articles. The fact that they have used the indefinite article 'a' before the singular words shows that Manipuri ESL learners know that an indefinite article 'a' should be used before a singular word, but when 'a' before what kind of word should it be used is not known to them. It is quite indiscriminately used before the words beginning with vowel sounds. An inference can be drawn from these errors that the students do not have a sound knowledge of the use of the article 'an'. Hence, mistakes of this type occur abundantly in their answerscripts. The same phenomenon is also observed among the students of the Jordanian students. For example, *She broke her arm in a accident. [an accident] (Bataineh, R.F 2005).

(ii) **Substitution 'an' instead of 'a':**

Error of substitution of 'an' in place of 'a' is another type often committed by Manipuri ESL Learners. So, the sentences look like a confused expressions. To remove this type of errors students should be taught to distinguish between the use of articles 'a' and 'an' with different words and to use them properly in different sentences. The reason however can be of the same type given above that is the lack of inadequate knowledge of article usage, which as a result, leads to confusion while choosing the correct choice of article while using.

Examples:

*1. I learn to ride an bike.

*2. Dr Barnard met an tragic accident with his wife.

*3. The poet's mother was an kind mother.

*4. He was wearing an torn cloth.

*5. William Reeves was an watcherman of the ship Titanic.

The errors discussed above even though, do not create much of confusion and comprehension of the meanings of the sentences, the students however, should be given proper instructions and drills to rectify the errors.

4.7 Word Order:

In the examination of word order, we would, however, restrict our study to the analysis of orders of Adjective and Noun, Verb and Adverb, Noun and preposition and postposition. The proper use of word order is very essential in the effective learning a language. Word order is one of the main areas of difficulties which Manipuri ESL Learners may encounter while learning English. Understanding word order is important for ESL students in order to be able to communicate effectively. To master correct sentence structure we need to understand how sentences are organised grammatically. "The study of second language word order has been useful not only for a better understanding of transfer but also for an understanding of discourse, syntactic typology, and other factors affecting second language acquisition" (Odlin 1989). Word order is a big part of learning a language. It is a part of grammar. It has to do with the order words are in a sentence. The word order is often different between languages.

Word order are defined as: “The sequence or relative position of words in a sentence (Tim 2007). “The linear sequencing of words: within a language, with regard to classifying linguistic units as eg. statements, questions etc. (Brown, Keith.etal.2006). “The sequence of words in a sentence, especially as governed by grammatical rules and as affecting meaning (The New Oxford American Dictionary, pg.1935 2005). In Wikipedia, the free encyclopaedia, it has been mentioned that in linguistics, word order typology refers to the study of the order of the syntactic constituents of a language, and how different languages can employ different orders. Some languages have relatively restrictive word orders, often relying on the order of constituents to convey important grammatical information.

Linguists generally agree that all languages use a subject(s), object (o) and verb(v) in their sentences. The relative position of these word-classes differs. Logically, there are six possible orders: SVO, SOV, VSO, VOS, OSV, and OVS. Of these six, however, only three- SVO, SOV, and VSO normally occur (Greenberg 1963).The vast majority of human languages have VSO, SVO, or SOV as their basic word-order types (VSO, SVO, SOV) account for the vast majority of languages in Greenberg’s survey is itself highly significant (Odlin 1989).

The seminal work on language universals by Greenberg (1963) shows how primal difference in language topography between L1 and L2 can lead to interlingual errors. Greenberg states that language can be of only three types based on their basic sentential word order: SVO,

SOV, or VSO. Indeed, it is these three basic word order types actually do exist in the real world. Some examples of each are:

SOV: English, Spanish, Portuguese, Russian, Chinese, Vietnamese, French, Dutch, Greek.

SOV: Korean, Japanese, Latin, Turkish, Hungarian, Hindi, Bengali, Punjabi, Urdu.

VSO: Arabic, Tagalong, Samoan, Maori, Hawaiian, Welsh, Scots Gaelic, Irish Gaelic.

4.7.1 English word order:

English belongs to Indo-European group of language. Like all other languages English also has a specific word order in sentences. English words usually do not change their forms according to their relationship in the sentences. So there is a fixed word order in English which is not so in other languages which are inflectional. English typically uses a strict subject-object-verb (SVO) word order that completes the thought of the sentences.

For example, I eat food.

s v o

But the most common word order is subject-object-verb (SOV), as used by Turkish, Japanese and a whole host of other languages (Gill, N.S., *About.com*). 'Of the world's languages more than 50% have a subject-object-verb word order where as only 0.25% at most have a

object-subject-verb word order (Dryer 1989). SOV is the order used by the largest number of distinct languages; languages using it include the prototypical Japanese, Mongolian, Basque, Turkish, Korean, the Indo-Aryan Languages and the Dravidian languages (Word order from Wikipedia, the free encyclopedia. en.wikipedia.org/wiki/Word_Order). “Tibeto-Burman languages with the exception of the Karen sub-group however, they have retained SOV word order, and they usually have post-positions rather than preposition” (Goddard, Cliff 2005).

4.7.2 Manipuri word order:

As Manipuri belongs to ramified group of Tibeto-Burman language it follows SOV pattern. Manipuri word order is quite different from English word order. In Manipuri the verb occurs in the final position and the preferable position of the object is medial and that of the subject is initial.

For example:

(Manipuri) məhək krikət sannei

He cricket play.

s o v

(English) He plays cricket.

s v o

4.7.3 Differences in word order between Manipuri and English :

The table below summarizes the differences in word order between Manipuri and English:

Manipuri	English
<p>1. Flexibility in Adjective:</p> <p>i) Adjective precedes noun. e.g: məhak-nə ə cəubə komla ca-y. She <u>big</u> orange eats.</p> <p>ii) Adjective follow noun. e.g: məhak-nə komla əcəubə ca-y. She orange <u>big</u> eats.</p>	<p>1. The adjective precedes the noun it modifies. e.g: She eats a <u>big</u> mango.</p>
<p>2. The adjective of number follows the noun. e.g: məhak-na yerum <u>mari</u> ca-y. He egg <u>four</u> eats.</p>	<p>2. The adjective of number precedes the noun. e.g: He eats <u>four</u> eggs.</p>
<p>3. The demonstrative adjective follows the noun. e.g: əy lairik <u>asi</u> pam-mi. I book <u>this</u> like.</p>	<p>3. The demonstrative adjective precedes the noun. e.g: I like <u>this</u> book.</p>
<p>4. The adverb precedes the verb. e.g: məhak-na yamnə <u>təpnə</u> cət-li. She very <u>slowly</u> goes.</p>	<p>4. The adverb follows the verb. e.g: She goes very <u>slowly</u>.</p>
<p>5. The objects precedes the verb. e.g: ei-nə <u>heinəu</u> ca-y. I <u>mango</u> eat.</p>	<p>5. The object follow the verb. e.g: I eat a <u>mango</u>.</p>
<p>6. Post-position. e.g: leirik adu table <u>məthəkta</u> lei. The book is table <u>on</u>.</p>	<p>6. Pre-position. e.g: The book is <u>on</u> the table.</p>

From the comparison of these two languages i.e. English and Manipuri, we can see significant differences in the pattern of word orders and in the structures of the languages.

Despite having structural differences, Manipuri ESL Learners produce the structural pattern of English without much error when they write the English language. From the large amount of data that I have collected from the students answer scripts, same types of grammatical errors are found between the students from government and private schools.

Even if L1 Manipuri has different pattern of sentential word order which is quite different from English, Manipuri ESL Learners surprisingly do not seem to have much of a problem as they produce correct form of English word order when they write English language. It may be explained from all the data that the students seem to have understood or have learned properly the basic word order of English. There is no L1 interference while speaking and writing English simple sentences. It is observed that the basic English sentence pattern gives no trouble to Manipuri ESL Learners while learning. Some examples are given below:

1. I am a student.
2. He is a good boy.
3. He is very honest.
4. I brushed my teeth.
5. The scooter hit the truck.
6. He loves her.

7. A cow is a domestic animal.
8. He was a rich man.

(i) Adjective order:

Adjective in Manipuri usually either precedes or follows the noun. But Manipuri ESL Learners produce the correct form of adjective order while writing English. We have different kinds of adjectives i.e. qualitative, quantitative, demonstrative and adjective of number. In Manipuri, the position of the qualifying adjective in relation to noun is that it (adjective) precedes the noun:

eg. məhak-nə	əpikpə	ləp ^h oi	ca-y.
He	<u>small</u>	banana	eats.

Examples of qualitative adjective are:

1. The old lady gave the reason...
2. The white face and quivering lips...
3. There are also a beautiful temple...
4. Manipur is a hilly state.
5. The little girl with the beautiful flowers...
6. He was a young boy.
7. We should avoid bad company.
8. I found an empty cottage.

9. She stand near the tall pillar.

10. We attain good manners.

11. Warm and dry weathers are necessary.

(ii) Quantitative Adjective:

In quantitative adjective we have countable and uncountable adjective. Unlike qualifying adjective, the position of the uncountable quantifying adjective in relation to noun is that it (adjective) follows the noun in Manipuri:

eg: əŋaŋ məyam lairik pari.
 child many are books reading .
 ‘Many children are reading books.’

Though the uncountable quantifying adjective follows the noun in Manipuri, Manipuri ESL Learners produce the correct form of English quantitative adjective order while learning English. i.e. in English the position of the uncountable quantifying adjective in relation to noun is that it precedes the noun. The correct production of quantifying adjective order shows that there is no L1 interference while learning English. As no errors are found in the learning of basic sentences even though the structure of the two languages are contrastingly different shows that the learners have internalized the rules of basic structure of English language. The following examples are the data we get from the answer scripts of the students from 9th standard of 10 schools:

Examples:

1. The students of many school go for the a rampage.
2. There are many political and ideological differences.
3. The interest of each community...
4. Many people were also suffer..
5. I request to send some doctor in this two or three days.
6. You will not be able to visit every place..
7. But more police arrived at the scene..
8. There are some rare flower.
9. It disturbs much to the normal life.
10. I have read many of the books of AIDS.

(iii) Adjective of number:

Like uncountable quantitative adjective order, adjective of number which is a countable adjective also follows the noun though it (numeral) precedes the noun in English.

e.g: mōhak-na yerum mari ca-y.

He egg four eats

'He eats four eggs'.

In spite of having the different adjectival order in Manipuri and English, Manipuri ESL Learners generally produce the correct form of English numeral order while learning English. i.e. the numeral precedes the noun. The following are the data collected from 9th standard of 10 schools:

Examples:

1. The four kingdom of cards stop war and ...
2. She like the flower from the last bunch.
3. Shirui lily was first discovered...
4. The two roads as he was a traveller...
5. If we cut one tree we should plant two trees in replace.
6. Doctors tried to investigate for more than one year.
7. He write the answer scripts for the second time.
8. He was made to run ten times around the track.
9. It was happened seven years from...
10. I am studying only four hours.
11. The Diwali of last year...
12. I am weak in this two subjects.

(iv) Demonstrative adjective order:

Unlike English, in Manipuri the demonstrative follows the noun. In spite of the differences in the demonstrative order, Manipuri ESL Learners produce the correct form of demonstrative order i.e. the demonstrative precedes the noun while learning English. The following examples are the data we get from the answer scripts of the students from 9th standard of 10 schools:

Examples:

1. This month, there was a sudden flood.
2. On that sunny morning...
3. We must never cut any of those beautiful gift of nature.
4. Humans are the most silly creatures on this earth.
5. It gives encouragement to those children.
6. During those days when I was staying in your home...
7. I cannot forget this day.
8. We are humiliated by those people.
9. I was entering into that cottage.
10. We will never have peace in this state.

(v) Adverb order:

Though adverb in Manipuri precedes the verb, this structural differences does not pose any problem for the learners. Therefore we have not found any type of mistake due to structural differences of the two languages. The following examples are the data we get from the answer scripts of the students from 9th standard of 10 schools :

Examples:

1. Some bangles are shinning very beautifully.
2. I always listened carefully to the class teacher.
3. The policemen are beating me so badly.
4. They kidnap the child frequently...
- 5 ...has not done their work properly.
6. The person was driving very carelessly.
7. Ramji keeps the book nicely.
8. I reached home safely.
9. They are blooming gracefully.
10. He played happily in the garden.

But sometimes, some students tend to produce adverb in front of the verb. This difference in the placement of adverbs can be explained due to L1 interference while learning. Examples are:

1. The flood nearly destroyed the crops...
2. The grave which is beautifully decorated...
3. They were badly injured.
4. The car slightly turned towards the banyan tree.
5. He was deeply troubled.
6. It is deeply rooted in them right from birth.

4.8 Preposition and Postposition:

Since English and Manipuri belong to two different language families i.e. Manipuri belongs to the ramified group of Tibeto-Burman languages where as English belongs to the Indo-European language family. Consequently, it is not surprising that Manipuri students of English as a second language encounter difficulty in learning English in general. Within English structures, prepositions constitute a learning difficulty as attested in the following quotations: “Among those who can teach or learn the English language, prepositions have earned a reputation for difficulty if not downright unpredictability” (Pittman 1966). “As any English teacher well knows, our prepositions are a particularly troublesome lot to the non-native speakers of English” (Mc Carthy 1972). Manipuri language uses post-position instead of preposition. Therefore, English prepositions are a major problem for Manipuri ESL Learners because there are fewer in Manipuri and usage differs.

Preposition:

According to Ehrlich, Eugene (2000) preposition is defined as ‘a word that conveys a meaning of position, direction, time, or other abstraction. It serves to relate its object to another sentence element’. Rozakis, L (2003) states that ‘prepositions link a noun or a pronoun following it to another word in the sentence’. According to Coghill, J. & Magedanz, S (2003) prepositions are words that modify a noun or pronoun by describing a relationship between it and the remainder of the sentence. Prepositions describe two primary types of relationships: place and time.

There are different types of prepositions. I have selected only those prepositions that are commonly made mistake and used quite often while writing English by the learners. The selected prepositions are: ‘in , on , at’.

Many errors occur with the prepositions ‘in, on, at’. These prepositions, all associated with temporal and spatial relationships, are easily confused.

1. Spatial meaning of ‘in , on , at’.

Mani is in the room.

Mani is at the corner.

Mani is standing on the sidewalk.

2. Temporal meaning of ‘in, on , at’.

It happened in 2000.

It happened at 9:30 am.

It happened on January 15.

While learning English prepositions we should look at the meaning context or to the different sets of meaning because in English according to the meaning context prepositions changes. For examples:

1. I live in Imphal.
2. I went to Imphal.
3. I met her at Imphal.

In Manipuri, instead of preposition, post-position 'da' after the noun is used.

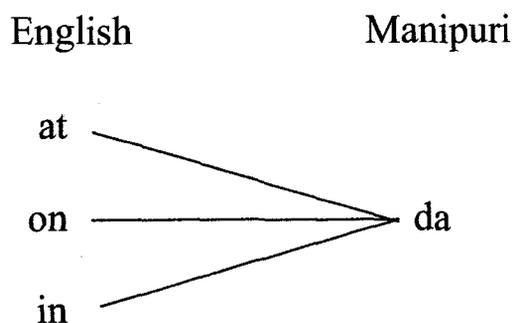
1. ey Imphal da lei . (I Imphal live.)
2. ey Imphal da chatlui. (I Imphal went.)
3. eyga maga Imphal da unei. (I her Imphal met.)

A postposition is a grammatical particle that expresses some sort of relationship between the preceding noun or pronoun (its object) and another part of the sentence. Postpositions are the equivalents of prepositions in languages where the object precedes the verb, such as Japanese (SOV languages) (Grubic,Bob 2004).Verb final language tend to have 'postpositions' instead of 'prepositions' (Goddard, Cliff.2005). Postpositions are simply words which are functionally equivalent to prepositions but which come after the noun phrases they relate to (Goddard,C. 2005). Postposition is a type of adposition (in

e.g. Japanese, Turkish, etc.) that fulfills the functions of a preposition in English but comes after the noun it modifies, e.g Japanese Tokyo 'to Tokyo' (Brown, Keith.et.al. 2006)

Postposition:

A postposition particle that is attached to a noun in Manipuri is 'da' which English language uses three form of prepositions namely in, on and at. These forms of English preposition 'in, on, at' are roughly equivalent to the post-position 'da' of Manipuri. This is illustrated below:



Apparently because Manipuri has only one form of postposition the errors seem obvious while learning English prepositions. However, it is quite surprising to know that in this study, we do not find any difficulties in learning English prepositions in spite of the structural differences of the two languages. But Manipuri ESL Learners faces a problem of choosing the appropriate prepositions before nouns. Hence they use English preposition 'in, on, at' freely whenever they wish to use, without thinking much whether the context is suitable or not and the usage of it is appropriate or not. The contributing factor for this error is

partly due to L1 interference, lack of the fundamental ideas of usages of prepositions.

4.8.1 Inappropriate use of preposition ‘in, on, at’:

Inappropriate use of prepositions may be classified under the following heads given below:

Examples:

(i) Use of preposition ‘in’ instead of ‘on’:

Examples:

1. I got nice present in this day.
2. He stand in the chair.
3. In July 13, at about 10 am a truck meet an accident.
4. This is my daily routine except in Sunday.
5. He brought some fish in the next day.
6. ...to remove the red ruby in the hilt of his sword.
7. Put this picture in the wall.
8. She slept nicely in the sofa.
9. He stand in the chair.
10. The dog is lying in the floor.

(ii) Use of preposition 'in' instead of 'at'.

Examples:

1. We met her in the market.
2. I found one cottage in the road.
3. A hat was found in the corner of the Goodge Street.
4. Loktak Lake located in Moirang.
5. Yaosang is held in the month of March.
6. He carries the baby in his home.
7. You should come and enjoy dinner in our house.
8. He saw David in the feast.
9. I saw her in the market.

(iii) Use of preposition 'on' instead of 'in'.

Examples:

1. I put the books on my bag.
2. ...nice tea leaves are found only on Assam.
3. ...breaking of a big drainage on the river.
4. .. popular deer that found only on Manipur.
5. Many houses were destroyed on the flood.
6. Many paddy were burnt on the fire.

(iv) Use of preposition 'on' instead of 'at':

Examples:

1. They threw stones on the vehicle.
2. It is surrounded by the hills on every corner.
3. His wife had no affection on him.

4. Scorpion stuck on me.
5. The dog started barking on me.
6. The swallow had sympathy on him.
7. On the month of march is called...

(v) Use of preposition 'at' instead of 'on'.

Examples:

1. At Sunday, I was admitted to the RIMS hospital.
2. At Sunday I was to play cricket.
3. The narrator was a wanderer who stay at the roadside.
4. Father William standing at his old age.

(vi) Use of preposition 'at' instead of 'in'.

Examples:

1. I was managed to hide at the cottage.
2. The strong wind at the night.
3. We stayed at Delhi for five days.
4. They live at Imphal.

4.9 Chapter summary:

It has been observed from the discussions that all the students from both the government and private schools commit the similar kinds of grammatical errors while writing English. It is found that most Manipuri ESL Learners usually make errors particularly English personal pronoun and English article system. Manipuri has all three forms of persons. But unlike English, there is no agreement between the verb and subject. This often leads to create problems for Manipuri ESL Learners. The lack of gender based pronouns in Manipuri influences learners to make errors like saying, 'he' for 'she' and 'she' for 'he'. This again leads Manipuri ESL Learners to confuse in the use of possessive forms his/hers. The data show that there is a very strong tendency to use 'her' instead of 'his' and 'his' instead of 'her'. It is also found that Manipuri has no articles. Therefore, there is a strong tendency of negative transfer while learning due to LI interference. Articles errors are broadly classified as omission, addition and the wrong use of one article for another are found in the study. Then, most of the learners generally insert the definite 'the' before the proper noun and they omit 'the' when required especially when there is an adjective in front of the noun or noun phrase. Therefore, teachers should teach well about the fundamental usages of articles. Though some grammars do make the point that 'a' is used before consonant sounds and 'an' before vowel sounds but generally most students seem to learn is just that 'a' and 'an' are indefinite articles where 'a' refers to 'one' which is indefinite and 'an' is used before words which starts with the letters

'a,e,i,o,u'. Therefore, it is not surprising to know that Manipuri ESL Learners frequently use of 'a' and 'an' when not necessary and omitted when required. Misuse of the indefinite article is the most frequent cause of grammatical error in the data we get from the answer scripts of the students from 9th standard of 10 schools. Thus, the study reveals that students find learning of English articles particularly confusing. The difficulty is compounded by the fact that the rules that the English article usage contain so many exceptions as to be almost useless as a basis of explanation to non-native speakers. Further it states that, there are two aspects of word order that are different in Manipuri and English. Firstly, the word order in Manipuri is subject-object-verb (SOV) as against subject-verb-object (SVO) in English. Secondly, unlike English, in Manipuri the 'preposition' comes after the noun or pronoun it qualifies i.e. it is more correctly called a 'post-position'. There does not seem to be undue interference between the two languages in these areas. However, in common with most learners of English, Manipuri ESL Learners have problems with the correct choice of the English preposition itself. Indisputably, the students find this part of grammar quite baffling. It seems that often in a state of sheer confusion the students just place any of the prepositions. Six types of errors regarding the inappropriate use of prepositions 'in, on, at' are found in the study. The majority of errors are the results of L1 interference, and due to the lack of the fundamental ideas of article usage. The mother tongue L1 also acts as a barrier and is an important source of these errors.