CHAPTER ONE

INTRODUCTION

This research work is a study of "Interlingual Errors Committed by Tharu Learners of English." It attempts to deal with reasons behind committing interlingual errors by the learners speaking Tharu as the mother tongue and learn the English language in formal setting i.e. in classroom. This chapter consists of general background, steps of error analysis, importance of studying learners' errors, interlingual errors, the Tharu language, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Error analysis is a type of linguistic analysis that focuses on the errors committed by the learners. While learning a foreign language, learner inevitably commits errors. It is an inherent feature of the process of foreign language learning. According to Crystal (2004, p. 165), "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 linguists". Similarly, Richards et al. (1985, p. 121) defines error analysis as the study and analysis of the 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
- (c) Obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

Error analysis is the study of systematic nature of language and consequently of errors. "The objective of error analysis is to describe the nature of the learner's interlanguage and to compare this with the target language. That is why, error analysis is a branch of comparative linguistic study" (Corder, 1981, p. 73).

Strevens (1969 as cited in Richards 1974, p. 65), hypothesized that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. He conjectured that if a regular pattern of errors could be observed in the performance of all learners in a given situation, and if the learners were seen to progress through this pattern, their errors could be taken as evidence not of failure but of success and achievement in learning.

Georg (1971, as cited in Richards 1974, p. 66) found that one third of the deviant sentences from second language learners could be attributed to language transfer. From his findings, we can infer that errors are also caused due to L1- interference. To some extent, the first language also hinders in learning the second language. Hence, language transfer has also a certain amount of role in committing errors while learning the second language.

Richards (1974, p. 68) found systematic intralingual errors to involve overgeneralization, ignorance of rule restrictions, incomplete application of rules and semantic errors. He means to say that errors are caused due to the target language itself and sometimes due to the learners themselves. The learners generalize rules even in the exceptions and they commit the errors. It is found that some learners learn few rules and apply those rules in all the contexts and they commit the errors. If the target language has a lot of exceptions, the learners of that language also commit great many errors.

Sampson (1971, p. 6) in his article entitled 'The Study of Learner English' suggests that varying situations evoke different kinds of errors unvarying quantities when children are trying to use the target language. If we analyze his statement, we can infer that committing an error is an inevitable process. The learners commit many errors due to various reasons. So, there is not a sole factor which is responsible for committing the errors. He also means to say that only the second language learners commit errors.

According to Jain (1969, p. 13),

> The realization that the second language learner's errors are potentially important for the understanding of the process of the second language acquisition, and consequently the planning of courses incorporating the psychology of second language learning, is a current focus in the literature on modern language teaching.

He further says that arriving at principal means for accounting the source and cause of errors is not clear. Similarly, he adds that interpreting the significance of errors in a meaningful conceptual framework is also not clear. Hence, he implies that there are not readymade answers to source, cause and significance of errors.

In course of learning a foreign language, learners frequently make errors. Generally, the term 'error' and 'mistake' are taken as synonymous in dictionaries but technically speaking; not all the mistakes are errors. Errors occur in learner's spoken or written language and consist of deviations in phonology, grammar, lexical system and orthography of target language. Mistake may occur at performance and competence levels; the mistakes at competence level are known as errors. Errors are always systematic and consistent. They are made due to linguistic reasons. Such errors are mostly committed by non-native speakers because of incomplete knowledge. Those errors are serious systematic and frequent in nature. Coder (1973, p. 257-61) refers to errors as "breaches of code." His term is used to refer to learners' errors which they can not correct themselves. The majority of the learners' errors are linguistically quite difficult from those made by native speakers of English. These errors are systematic in nature and occur regularly, they reflect the strategies adopted by the learners in their learning process.

Similarly, Dulay and Burt (1972) referred to errors as 'goofs" defined in an earlier work – the gooficon (Burt and Kiparsky, 1972, p. 1) – as "an error……

for which no blame is implied," (as cited in brown 1987, p. 205). Put in another way, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. If a learner of English asks, "Does john can sing ?" he is probably reflecting a competence level in which all verbs require a pre- posed do auxiliary for question formation. He has committed an error, most likely not a mistake, and an error which reveals a portion of his competence in the target language.

Corder (1973, p. 267) says, "The study of learners' errors is a part of the methodology of language learning." He further says, from the study of his errors we are able to infer his learners' knowledge at that point in his learning carrier and discover what he still had to learn. By describing and classifying his errors in linguistic terms, we built up a picture of the features of the language, which are causing him learning problems. Corder (1974, p. 123), however differentiates an error with a mistake saying that an error is committed at the competence level which results from the imperfect knowledge of the learners, whereas, a mistake occurs at the performance level that exists in speaking or writing or the learners caused by lack of attention, fatigue, mental stress, or any other causes.

So, errors are systematic and occur frequently. He further says that learners' errors provide evidence of the system of the language that s/he posses.

1.1.1. Steps of Error Analysis

Since error analysis is a systematic study and analysis of the errors made by the second and foreign language learners, it is carried out in a series of successive steps. The steps of error analysis are as follows:

1.1.1.1 Collection of data for error analysis

1.1.1.2 Identification of errors

1.1.1.3 Description and classification of errors

1.1.1.4 Explanation of errors

1.1.1.5 Correction and remediation of errors

1.1.1.1 Collection of Data for Error Analysis

Collection of data is the first step of error analysis. First, we must collect reliable data to identify, describe, classify, explain and evaluate the errors. Data can be of various types. Corder (1973, p. 126) says that data may be oral or written but oral data is preferable because it embraces all kinds of errors, which are not found in written data. He also mentions that it is easier to make a systematic study of written materials. Moreover, he divides the written works into two types:

( ) Spontaneous production and

(ii) Controlled production

The former type contains free composition and the later type contains translation, precies, paraphrasing, etc. There are two processes of data collection viz conscious and unconscious processes. The best way to collect data is to collect them in a natural way i.e. without making the learners aware of the fact that their works are analyzed as errors. We can find two types of qualities of data on the basis of quality viz as authentic as possible and as comprehensive as possible. In fact, data should be both authentic as well as comprehensive. Therefore, coverage as well as spontaneity should be taken into consideration while collecting data. Data can be categorized on the basis of texts, approaches they involve, modes and tools they use.

i. Texts: spoken or written

The text of the data is determined on the basis of the types of error that we have to analyze. However from practical point of view written materials are easier to study systematically. Spoken data is elicited through interview, discussion and speech and written data is collected through composition or a set of questionnaire.

ii. Approaches: subjective or objective

In subjective approach the questionnaire is administered to the learners so that they answer in their own words. In objective approach a set of

objective test items are administered to the learners so that they can select one or more of several alternatives provided.

iii. Modes: free or guided

In free mode, the learners are allowed to write or speak freely on any topic they like. On the other hand, in guided mode learners are supposed to create a text paragraph on the basis of the clues and guidelines given by the researcher.

iv. Tools: interview, discussion, speech, composition, and questionnaire

In case of spoken errors, the tools like interview, discussion and speech are used and the tools of composition and questionnaire are used to elicit written errors.

1.1.1.2 Identification of Errors

This is the second step of error analysis. At this step, the errors existing in the collected data are identified. Identification of errors indicates distinguishing errors from what is not error. Generally, errors and mistakes are taken as synonymously in a layman's sense, which is technically not true. Not all the mistakes are errors but all the errors are mistakes. The term 'mistake' is a cover term that includes both mistakes and errors: mistakes being light and errors being grave. Corder (1973, p. 257) points out the need to distinguish 'errors' (i.e. deviant sentences which are the results of lack of competence) from 'mistakes' and 'lapses' (i.e. deviant sentences which are the results of psychological or physiological reasons rather than linguistic ones).

The term 'mistake' can be defined as any deviations from the standard norm. Mistakes may be either at a competence level or at a performance level. Mistakes, which are committed at performance level, are called mistakes, lapses, or slips. They are made due to carelessness, fatigue and some other physical discomfort which can be corrected by the performer himself if he realizes that he has made a mistake. They are made by native and non- native speakers due to non-linguistic reasons and occur irregularly and in consistently.

But the term 'error' can be defined as systematic deviation from the norm of the code or a breach of the code in the second language learner's language due to inadequate knowledge of the code. The learner himself cannot correct errors; rather there may be chances of committing other errors. Therefore, errors are made at competence level by the non-native speakers, due to linguistic reasons and occur regularly and consistently. Errors have the following features:

i. The language learner does not recognize errors as deviant forms.

ii. Errors occur because of lack of competence and they tend to occur repeatedly, so they are said to be systematic.

1.1.1.3 Description and Classification of Errors

This is the third step of error analysis in which the errors identified at the second step are categorized and kept under different types. Corder (1973, p. 277) says, "A full description of the errors involve 'explaining' it in terms of the linguistic processes or rules, which are being followed by the speaker." He further points out that the description of error can be made at various degrees of depth, generality or obstruction. According to him, the description of errors can be done in two levels. They are:

(i)   Superficial level and

(ii)   Deeper level

i. Superficial level

In this level, the errors are described in terms of physical differences between the learners' deviant utterances and the reconstructed versions. The differences between the deviant utterances and the reconstructed versions can be classified into the following four categories:

(a)   Omission: e.g. * Earth is round.

        (Omission of 'the' at the beginning)

(b)   Addition: e.g. * He came on last Sunday.

        (Unnecessary addition of 'on')

(c)   Selection: e.g. * She was angry on me.

(Wrong selection of preposition 'on')

(d)   Mis-ordering: e.g. * He asked her what time was it.

(Disordering of…….what time it was)

ii. Deeper Level

In this level, the superficial level is taken into deeper description by assigning the items involved in the different linguistic levels namely orthographic, phonological, morphological, syntactic, classified according to the levels of language (phonological, lexical, syntactic, lexico-semantic, stylistic, pragmatic, etc. Errors are sometimes classified according to the levels of language (phonological, lexical, syntactical, graphological, grammatical), things beyond sentence level (discourse and stylistic), numbers of learners (individual and group), language skills (expressive and receptive), clarity (overt and covert), ways of interpreting (local and global) and the thing that are not parts of language but play an important role in communication (pragmatic and paralinguistic).

According to Corder(1973, p. 13), every learners, in course of his learning a language, processes through three stages of making errors. They are pre-systematic, systematic and post-systematic. In the pre-systematic stage, the learner is aware of the existence of particular system or rule in target language. His errors, therefore, are quite random and the learner can not correct and explain himself. Errors in this stage are not regular. In the systematic stage, the learners' errors become regular. He has discovered the rules of some sorts of the wrong ones. He can not correct his errors but he can explain some coherent account of the rules. In the post-systematic stage, he can not tell what sort of rules he has been following but can correct and explain his errors.

1.1.1.4 Explanation of Errors

This is the fourth step of error analysis which is concerned with determining the sources of errors. Corder (1974, p.128) says "Description of errors is largely a linguistic activity whereas explanation is the field of

psycholinguistics." This stage of error analysis is concerned with accounting for how and why the learner comes up with erroneous expressions.

Errors are committed either due to interlinguistic or intra-linguistic interference. However, the errors on the basis of their sources can be classified as follows:

i. Errors Due to L1 Interference

Errors due to the presence of mother tongue interference in learning the target language are known as the errors due to L1-interference. It refers to the fact that one's mother tongue interference with his learning of second language that a learner transfers the habit of his mother tongue into foreign language. Such errors are learned as interlingual errors. Several researches in error analysis have proved that mother tongue interference is one of the main sources of errors. E.g., 'I like skin shoes' produced by the Nepali learner can be taken as an error caused by mother tongue interference.

ii. Errors Due to Analogical Creation

Errors due to analogical creation are the errors which occur due to wrong analogy. It is the error that is committed due to generalization of the whole system in the same way. Such type of errors can often be found in exceptional cases. Infact, it is not mistake of the learners but is the mistake of language itself due to irregularity patterns that presents. e.g.

> Hand + s - hands
> Boy + s - boys
> Man + s - mans*

iii. Errors Due to Overgeneralization

Errors are made through overgeneralization or over extension process by learners making their own rules. It is that the learner tends to simplify learning load in course of his learning period. He does this by formulating the rules. But, due to the limited exposure to the language being learnt, he may over generalize the rules beyond the limitation and fail to take the exceptions into

account. According to Littlewood (1984, p. 23), "The majority of interlingual errors are instances of the same process of overgeneralization that has been observed in the first language acquisition". It means the learner tries to derive the rules behind the data to which a learner has been exposed to and may develop hypothesis that is related neither to the mother tongue nor to the target language. e.g., *John does not can study.

* go – goed

iv. Errors Due to Hypercorrection

Hypercorrection is a source of error in which the learner once masters the correct form but later due to false analogical creation slides back to erroneous forms. It means when present learning affects the past correct learning negatively, then it is termed as hypercorrection. The errors influenced by such correction is the error due to hypercorrection. For example, children in course of their language learning first say the correct form such as 'she went.' But when they come across such regular past forms as 'played,' 'begged ,' later they try to overcorrect the form 'went' by producing '*He goed' or even '*He wented.'

v. Errors Due to Erroneous Input

Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was memorized in a drill but not properly contextualized. In this connection, Carter (1992, p. 27) says that errors may be due to external factors such as inadequate teaching or poorly presented materials. Some errors may in certain contexts even be encouraged by teachers in pursuit of fluency and communicative confidence on the part of learners.' For example, the structure of present continuous as s + is/am/are + v-ing + o may produce the sentence like, 'I am seeking him.' Such errors due to insufficient teaching or practice are kept under the errors due to erroneous input.

vi. Errors Due to Inherent Difficulty

Some aspects of language are inherently difficult to learn no matter what the back-ground of the learner. And in such areas the learners are likely to commit errors. Both learners and native speakers find these aspects of the language difficulty to master. The learners, irrespective of their L1 background often commit errors in the use of articles and preposition not because of other reasons but because the areas are inherently difficult.

1.1.1.5 Correction and Remediation of Errors

i. Correction

This is the stage where errors are corrected by the teachers or learners themselves are made correct the errors. This stage is not the actual stage of error analysis but the goal or aim of error analysis. Corder (1973, p. 266) says "The study of errors is part of an experiment to confirm or disprove the psycholinguistic theory of transfer." It means error analysis can be used as a verification tool to examine the validity of the findings or predictions of contrastive analysis. Since the main objective of error analysis is to facilitate learning, it is one of the most important factors that the students should be aware of the effect on each learner of correcting errors. Correction can be done by the teacher himself i.e. teacher correction, by the group or peer i.e. peer correction and by students themselves i.e. self correction. There are two opposing views regarding the techniques of remediation of errors. The first view suggests that immediate correction is not needed. The teacher should not correct the errors. He/she should make the students able to correct the errors themselves.

The other view suggests that errors must be corrected every time as they are committed by the learners very consciously. If the error is not corrected immediately, learners become habituated and once it is habituated, it will be difficult to eradicate.

In fact, mistakes are unavoidable; all the erroneous expressions should not be corrected immediately. First some clues should be given and let the students correct themselves. They should be encouraged to pin-point the errors. If they are unable, some positive signs can be given leading to remediation like error in the use of structure. Finally, the correct version should be given to the students.

ii. Remedial Teaching

Remedial teaching refers to revision or reteaching intended to remedy, correct or compensate for the learners' inadequate understanding or use of any aspect or item of the target language. Remedial teaching facilitates learning. No matter how careful the initial teaching of an item may be and how well the students perform in controlled practice sessions, errors are bound to occur. That is why remedial teaching is a must.

Since remedial teaching facilitates learning, the teachers have to decide the difficult areas of the learners. Presentations of rules and their explanation is of little use without proper and adequate practice. Therefore, they have to take certain sentences related to the topic and present them in an effective and interesting way.

- The learners should be provided rigorous practice with exercises.
- Correct the learners' error indirectly not directly
- Remedial teaching should be for group errors not for individual errors.
- Remedial teaching is for correcting underlying rule not for surface level or performance.
- Oss-approach, direct method and communicative approach should be applied to teach grammar contextually, situationally and appropriately.

1.1.2 Importance of Studying Learners' Errors

Committing errors is an inherent feature in the process of foreign language learning. All the learners commit errors. As error analysis is the stepwise procedure used to analyze the language performance of the learners, the

systematic study of the learners' errors has a considerable importance. In the past, errors were considered as a bad signs in learning and teaching process. But, now a day, errors are no longer taken as bad signs in learning. It is believed that it is natural to make mistakes and if there are no mistakes then there is no learning. Infact, it is an integral part of the learning process and developing competence.

According to Corder (1967, p. 260),

> From the study of learners' errors, we are able to infer his knowledge at that point in his learning carrier and discover what he still has to learn. By describing and classifying his errors in linguistic terms, we build up a picture of the features of the language which are causing him learning problems.

Similarly, Corder (1973, p. 10) says that the study of errors is a part of the investigation of the process of language learning. It provides us a picture of the linguistic development of learners and may give us indication of the learning strategies. Errors are unavoidable and very essential parts of learning. Errors do occur in the second language learning. He discusses practical and theoretical uses of studying second language learner's errors.

a. The Practical Uses of Error Analysis

Error analysis is helpful to the teachers as well as course designers. For teachers, errors provide feedback. They tell the teachers something about the effectiveness of his/her teaching materials and his/her teaching techniques. They also show what part of syllables has been inadequately learned and taught and what needs further attention. They make teachers decide on whether to move on the next item on the syllabus or devote more time to the item has been working on.

b. The Theoretical Uses of Errors Analysis

In the theoretical uses of errors analysis, Corder (1973, p. 266) says, "The study of errors is a part of an experiment to conform or disprove the psycholinguistic theory of transfer." It provides us a proof whether errors occur only in the different forms and units or in the similar forms and units.

The study of learners' errors has a great importance on language learning and teaching in the sense that error analysis is a stepwise procedure, which is used to identify the errors, find out the sources of errors and provide remedies. Mainly, errors are significant in three different ways: Firstly to the teacher in that they tell him if he undertakes systematic analysis how far towards the goal the learner has progressed and consequently what remains for him to learn.

Secondly, they provide the researches with evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language.

Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his hypothesis about the nature of language that he is learning. The study of errors thus, becomes a feedback mainly to the language learners both children acquiring their mother tongue and those learning a second language.

Study of errors can also help to design remedial courses and develop teaching learning materials. Since the course design and / or text book writers know the area that are relatively difficult for the learners (by studying the errors they make), they pay special attention to deal with those area and this helps the learners to improve their competence in target language.

Therefore, it is concluded that error analysis is a stepwise procedure used to analyze the language performance of the learners. So, the study of the learner's errors is never less focused or it has a great implication to language teaching.

1.1.3 Interlingual and Intralingual Errors

Errors due to the presence of mother tongue interference in learning the target language are the errors due to L1- interference. Such errors are termed as interlingual errors. Thus, interlingual errors are those errors which result from language transfer, that is, which are caused by the learners' native language. Here, a second language learner produces forms that are identical to or approximations of features of his mother tongue which lead to an error or inappropriate form in the target language. For example, the Nepali learners of English pronounce the incorrect English sentence 'I home go' ('ma ghara janchhu'), produced according to the word order of Nepali, instead of the correct English sentence 'I go home' (Literally, 'ma janchhu ghar'). Thus, interlingual (or transfer) errors are those which are attributed to the native language.

According to Richards (197, p. 23), the interference errors are those errors which are caused by the influence of the learner's mother tongue on his production of the target language clearly differs. It implies that learner's mother tongue and target language differs or mother tongue interference. Thus, the learner transfers the habits of his mother tongue into the second or foreign language. Several researches in error analysis have proved that mother tongue interference is on of the main sources of errors.

Similarly, Corder (1974, p. 30) writes:

> Observation suggests that many errors bear a strong resemblance to characteristics of mother tongue, indeed many erroneous utterances read like word for word translations. This observation has led to the widely accepted theory of transfer which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue. If the system of the first language resembles those

of the second language we speak of facilitation, and where they differ

there is interference or, at least, a learning problem.

From the above statement it is clear that there are interlingual errors; when the learner's L1 habits (patterns, systems or rules) interfere or present him/her, to some extent, from acquiring the patterns and rules of the second language. For example, the Nepali learners of English, due to L1 interference are likely to use 'skin shoes'(in place of 'leather shoes'), isku:l' (in place of the correct pronunciation 'sku:l') or Kathmandu of weather' (in place of 'weather of Kathmandu'), these are all the instances of interlingual errors.

Intralingual errors, on the other hand, are those errors which result from faulty or partial learning of the target language, rather than from language transfer. Intralingual errors are caused due to overgeneralization of second language rules, that is, the influence of one target language item upon another or due to redundancy reduction by omitting elements. For example, a learner may produce * 'He is comes', based on a blend of the English structures 'He is coming' and 'He comes'.

According to Richards (1974, p. 6),

> Intralingual errors are items produced by the learner which reflect not
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> the structure of the mother tongue, but generalizations based on partial
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> exposure to the target language. The learner, in this case, tries to derive
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> rules behind the data to which he/she has been exposed, and may
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> develop hypotheses that correspond neither to the mother tongue nor to
>
> the target language.

Similarly, Richards (ibid) opines that intralingual errors are those which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which

rules apply. The typical English intralingual errors in the use of articles are given below:

a. *Sun is very hot. (Omission of 'The')
b. *The Shakespeare, the Sunday ('The' used instead of Φ)
c. *A best boy in the class ('A' instead of 'The')
d. *He was good boy. (Omission of 'a')

1.1.4 The Tharu Language

Tharus have been living particularly in the Terai belt reason of Nepal. They are original inhabitants of the forest of the Terai and dun valley of Nepal. They live in the eastern region to far western region of Nepal. However, the Tharus whether of the east middle or of the west are of the same origin. They originated around Kapilvastu and Taulihawa of our country. They speak their own mother tongue which is called the 'Tharu Language.' The Tharus speak a hybrid language which resembles Bhojpuri, Abadhi and Magohi. The Tharu language seems to have the regional effect in the east. It is influenced by Maithili in the central, by Bhojpuri and Awadhi in the west and far western by Magohi.

Generally, the Tharus are known as original inhabitants of the Terai region of Nepal.There are some arguments on the origin and history of the Tharu language. Many including Grierson (1916) believe the Tharus to be of Dravidian stock whose appearance has become more mongloid as a result of union with different hill races. Shrivastava's (1958) conclusion, however, is that the Tharus are the northern most extension of the middle Indian aboriginal races, since their basic cultural patterns are same as those farther south. Many of the people believe that they have come from the Thar Desert of Rajasthan in India, having fled at the time of Islamic invasions. Some maintain that they are the descendents of Rajput woman who settled in the forced and inter-married with their servant after the exodus from Rajasthan (Webster, 1993, p. 3; Bista 1972, p. 119).

Another controversial view on the origin of the Tharu is also found in the attempts to trace the etymology of the name of various sources, of the two groups of Buddist, Sthirvadi and Shakyanan Shi, the word Tharu was derived from Sthirvadi groups (Singh 2025, p. 6-4).

Chaudhary (1995, p. 11) mentions that a German citizen Fharu has described his view in Antiquity of India, saying that the Tharus are of the Shakya clan. The words which have been spoken by Buddha, in stanza 365 of Dham Pad, 'Anas' meaning 'Jealously' and in stanza 366 'Pasar' meaning 'handful'. Fharu's conclusion to Tharu is the descendent of Buddha. They are different in names and variation in language only because of time and place. The nature of the Tharu is similar with the lord Buddha. The origin of the Tharus is in Nepal.

The Tharu language is one of the main languages spoken in Nepal. It is the fourth largest language used in Nepal according to Census Report 2001. Tharus are highly populated ethnic group found in almost all the districts of Terai. According to Census data of CBS 2001, the population of Tharu is more than 1.5 million in Nepal. Similarly, according to Chaudhary (2064 V.S.), Tharu speakers in Nepal are 15,33,879 from total population of 2,31,51,423. Mainly Tharu language is spoken in the southern part of Nepal in 22 districts. Out of 100%, 19.6 % Tharus live in eastern region, 15.5% in central rejoin, 14.9% in western region, 26.7% in mid-western region and 23.9% in far-western region. They are Jhapa, Morang, Sunsari, Udaypur, Saptari, Siraha, Dhanusha, Mahottarai, Sarlahi, Rautahat, Bara, Parsa, Chitwan, Nawalparasi, Rupandehi, Kapilvastu, Dang, Surkhet, Banke, Bardia and Kailali districts. A very few Tharu speaking people live in the hills and even fewer of them live in the high mountains.

Generally, the Tharu language belongs to Indo-Aryan language of Indo-European family as it resembles all the characteristics of Indo-Aryan branch. According to the Central Bureau of Statistics 2004 on the basis of the Census 2001, the Tharu language is spoken by 5.86% of Nepalese as a mother tongue and it is the fourth largest language of Nepal. Though it has a long history, it

has not its own script; therefore, it uses Devenagari script. It follows S-0-V sentence structure.

1.1.4.1 Dialects of the Tharu Language

Mainly, there are seven dialects of the Tharu language. They are Morangia, Saptaria, Mahotariya, Chitwania, Dangoria and Deukhuria, Kathariya and Rana.

(a) Morangia Dialect

This dialect is spoken in Sunsari and Morang districts.

(b) Saptaria Dialect

This dialect is spoken in Saptari, Siraha, Udaypur, Jhapa, Morang and Sunsari districts. This is one of the main dialects of the Tharu language.

(c) Mahotariya Dialect

This dialect is spoken in Dhanusha, Mahotary and Sarlahi districts.

(d) Chitwania Dialect

This dialect is spoken in Chitwan and Nawalparasi districts.

(e) Dangoria and Deukhuria Dialect

This dialect is mostly spoken in Dang, Kapilvastu, Bardia, Banke, Surkhet, Rupandehi, Kailali and Kanchanpur districts.

(f) Kathariya Dialect

This dialect is spoken in Kailali district.

(g) Rana Dialect

This dialect is spoken in Kailali and Kanchanpur districts.

(Source, Varshney, 1995, p. 406)

1.1.4.2 The Tharu Language in Kapilvastu

The Tharu language spoken in Kapilvastu is well known as Dangoriya dialect of the Tharu language. It is evident that this very language was geographically influenced. Apart from some differences, it is more similar to the Dangoriya dialect spoken in Bardiya district. Let alone talk, it is even difficult for a Tharu in Kapilvastu to understand the Tharu language spoken in Sunsari, Morang, Saptari and Chitwan.

Many of the words in the Tharu language of Kapilvastu are derived from Nepali, whereas others that they are derived from the Hindi language though it has its own sentence structure, verbal pattern, style and existence. In the same way, as people in Kapilvastu have been amalgamated with various cultures, their languages have been assimilated with various language families. Such type of data were obtained from many of the respondents about the language that is prevalent at present in Kapilvastu.

1.2 Review of Related Literature

It is natural that a learner commits errors in the process of learning a foreign language. It is an inherent feature in the process of foreign language learning. So, since errors are good signs of learning and one of the important areas of field of research, several attempts have been made regarding the error analysis. Therefore, an attempt is made here to review the related literature to the present study.

Shrestha (1980) carried out a research on Errors in the use of prepositions made by Nepali and Newari speaking students of grade 10. His finding was that learners commit errors in areas, 'the differences' and 'the similarities.'

Similarly, Yadav (1980) has made a contrastive study of time, tense and aspects in English and Maithili. He arrived at the conclusion that mother tongue interference plays a major role in committing errors by the second language learners.

Bebout (1985) has attempted to analyze the misspelling made by the learners of English as a first and second language. His study pointed out that the English speakers commit more errors into two categories, those involving schwa /z/ and /e/. Spanish speakers made proportionally more consonant doubling errors. Other consonant and vowel errors were not significantly different from the overall ratio (as cited in Sharestha, 2001).

Likewise, Gautam (1990) has carried out a research on "Errors in the Written English of Humanities and Social Science PCL first year students of Kathmandu Valley." According to him, mother tongue plays the major role for committing errors in learning second language.

Awasthi (1995) has carried out a research on "A Linguistic Analysis of Errors Committed by Nepali Learners of English." He found that the Nepali Learners of English commit errors due to both interlingual and intralingual influences. It is also found that the native English teachers are more lenient in evaluating learners' errors compared to their non-native counterparts.

Singh (1997) has analyzed the error on the topic "An Analysis of Errors Committed by students of First Year Proficiency Certificate Level in the Use of Articles and Preposition." Her finding was that students committed errors in the use of articles more frequently than in the use of prepositions.

Similarly, Adhikari (1999) has conducted a study on "Errors Committed by Grade Nine Students in the Use of Causative Verbs" and he found that students committed more errors in 'have' type of causative verbs rather than in the 'make' and 'get' types.

Likewise, Khadka (2001) has conducted a research entitled "A Study on Grammatical Errors Committed by Jirel Learners" and found that Jirel learners commit errors in all aspects of reported speech except reporting subject while changing from direct into indirect form. It was also found that the students' mother tongue played the role to commit the errors in sub-verb-agreement and in the change of pronouns.

Karki (2002) has carried out a research on "A Study on the Evaluation of Grammatical Errors." His findings showed that the most frequent errors were in articles, preposition, passivization, subject-verb-agreement, gerund, infinitives and conditionals.

Nepal (2003) has carried out a research on "A Study of Errors on the Use of English Irregular Verbs made by the Grade Seven Students." He found that the learners commit the errors on the use of irregular verbs due the effect of overgeneralization of the rules of past form and past participle.

Similarly, Subedi (2007) has conducted a research entitled "Error Committed by the Doteli speakers in English sub-verb Agreement." She found that the Doteli dialect has the distinct rules of subject-verb agreement was determined with the agreement of person, number, gender and degree of honorificity whereas English was determined with person and number only.

In the same way, Paudel (2008) has carried out a research on "An Analysis of Prepositions Errors Committed by Students from Different Ethnic Groups." The objective was to find out the errors made by different ethic groups on grammatical, the Chettries and Newars students committed the highest number of errors whereas Hill Brahmin students committed the lowest number of errors.

A part from them, many research works have been carried out on different topics related to errors analysis. But no single research is carried out on the analysis of interlingual errors committed by Tharu speakers of English. Therefore, I am interested to study on this field and selected this topic.

1.3 Objectives of the Study

The objectives of the study were as follows:

i. To identify, classify and explain the interlingual errors committed by Tharu learners of English.

ii. To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

This study will have great significance to English language teacher, curriculum designer, text-book writer and all those who are involved directly or indirectly in teaching English as a foreign language mainly in the context of Nepal, where people are multilingual and foreign and/or second language learning happens to be influenced by the learners' mother tongue both on competence and performance levels. Likewise, it will be equally useful to the perceptive researchers and to the linguists who want to undertake researches in similar topic. It also provides remedies for the errors committed by students as well as suggest some classroom implication and pedagogical strategies.

CHAPTER TWO

METHODOLOGY

In this study, I have adopted the following methodology:

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of this study.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the Tharu students of grade 10 studying in the schools of the Kapilvastu district.

2.1.2 Secondary Sources of Data

Various books, especially Corder (1973), Allen and Corder (1974), Richards (1974), Varshney (1995), Kumar (1996), Richards et al. (1999), journals, reports, articles, research studies, internet related to the topic were used as secondary sources of data.

2.2 Sampling Procedure

I purposively selected Kapilvastu district as a research area of his study. Likewise, I selected four secondary level public schools. Twenty Tharu students from each of the selected schools were chosen through judgmental sampling procedure for the data collection. Altogether eighty students had participated in this research.

2.3 Tools of Data Collection

Basically, test items were used as the main tool in gathering required data from the primary source.

2.3.1 Test Items

The test items were prepared focusing on the grammatical portions. Three types of test items were prepared, viz. transformation items, translation items and free composition (see Appendix-1)

2.4 Process of Data Collection

To collect the required data, the following procedure was followed:

- I visited the concerned schools and built rapport with concerned authority.
- Then, I explained to the informants about the purpose of the study and terms of the test.
- Then, I purposively selected the required informants and administered the test.
- After that, I collected the answer sheet from the students and checked underlying the errors.
- Eventually, I analyzed, interpreted and came to the findings of the collected data.

2.5 Limitations of the Study

The study had the following limitations:

a. The study was limited to four public secondary schools of Kapilvastu district.
b. The study was limited to tenth grade Tharu students only.
c. The total population of the study was confined to only eighty students.
d. The study was limited to find out the interlingual errors committed by the Tharu students of English.
e. The study was limited to the test items only.
f. The primary data for this study were collected from the written test only.
g. Test items were limited to :
    i. Transformation
    ii. Translation
    iii. free composition

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the collected data. After collecting all the responses of the students the data were analysed. The number of the students for each response was counted. As the objectives of the study, the responses of the students were marked systematically and the interlingual errors committed by the Tharu students in the use of grammar (i.e. transformation, translation and free composition items) were tabulated. On the basis of the tabulation of Tharu students' interlingual errors, the analysis and interpretation was carried out. To prepare the study more objectively, the analysis and interpretation was done both statistically and descriptively with an emphasis on making the study more objective. Therefore, I have interpreted and analysed the collected data in the following way.

    i.   Analysis and interpretation of interlingual errors in transformation items.
   ii.   Analysis and interpretation of interlingual errors in translation items.
  iii.   Analysis and interpretation of interlingual errors in free composition.
   iv.   Classification of interlingual errors.

3.1 Analysis and Interpretation of Interlingual Error in Transformation Items

In this section, the data collected from the Tharu students have been analyzed and interpreted. Firstly, the students' responses were marked systematically and tabulated. On the basis of the tables of students' interlingual errors, the analysis and interpretation has been carried.

3.1.1 Identification of Interlingual Errors (Transformation)

There were altogether 40 items in the test of transformation including negation, passivization, Yes/No question and Wh-question. As the aim of the study, the research had to identify the interlingual errors in the present study. So, the interlingual errors have been identified on the basis of total number of items. The following table shows the errors committed in the major areas of grammar.

Table No. 1

Identification of Errors in Transformation Items

S.N.	Item	Total No. of Errors	No. of Interlingual Errors	Percentage(%) of Interlingual Errors
I	Negation	125	58	46.40
II	Passivization	108	42	38.89
III	Yes/No question	123	36	29.27
IV	Wh-question	152	73	48.03
	Total	508	209	41.14

The table above shows the total number of errors including interlingual errors committed by 80 Tharu students in transformation. The item 'I' represents the errors committed by Tharu students in negation. In this area, all total 125 errors were committed by the Tharu students of English. And out of 125 errors, 58 (i.e. 46.40%) interlingual errors were found to be committed by the Tharu students studying in grade 10. Similarly, in item 'II' (i.e. passivization) 108 errors were found and out of 108 errors, 42 (i.e. 38.89%) interlingual errors were found to be committed by the Tharu students studying in grade 10. Likewise, in item 'III'. (i.e. yes/no-question) all total 123 errors were found.Out of 123 errors, 36 (i.e. 29.27%) interlingual errors were found to be committed by the Tharu students studying in grade 10. In item 'IV' (i.e. wh-question) all total 152 errors were found and out of 152 errors, 73 (i.e. 48.03) interlingual errors were found to be committed by the Tharu students studying in grade 10. The table further suggests that the students committed the highest number of interlingual errors in the wh-question item (i.e.73 out of 152) whereas they committed the lowest number of interlingual errors in the yes/no-question item (i.e. 36 out of 123).

Out of the total errors committed in transformation by the Tharu students of English, I have mentioned a few sample examples just below.

i. Negation

  a) You were there.

*You there not were.

b) You saw someone there.

*You not saw someone there.

c) I have some books.

*I have not some books.

d) Prem and Hari like sweet.

*Prem and Hari not like sweet.

e) He eats rice.

*He eats not rice.

f) She goes home.

*She gon't home.

g) We have to rest at night.

*We haven't to rest at night.

h) This is the book I like the most.

*This is the book I not like the most.

i) Bindu and Hari won the 'English in Active' competition.

*Bindu and Hari won not the 'English in Active' competition.

j) She goes home.

*She goes not home.

ii. Passivization

a) Anil eats banana.

*banana eats Anil by.

b) Columbus discovered America.

* Columbus by discovered America.

c) They help Mina.

* Mina is helping by they.

d) He spoke English.

* English was spoken by He.

e) Columbus discovered America.

* America was Columbus by discovered.

f) You are watching TV.

* TV watching is by you.

g) We will draw the pictures.

    *The pictures will drawn by we.

    *The pictures we by will draw.

h) I had bought a pen.

    *A pen had bought by I.

I) She was beating the boy.

    *She by the boy was beating.

iii. Yes/No question

a) Sita will help me.

    * help me Sita will?

b) Open the door.

    * The door open is?

c) There was something left.

    * There something was left?

d) Sila did not come to Butwal.

    * Did Sila Butwal come to?

e) You saw someone there.

    * There someone saw you?

f) Birds fly high.

    * Is birds high fly in?

g) Shyam kills the bird.

    * The bird shyam kills?

h) This is my room.

    * My room is this?

i) Sila did not come to Butwal.

    * To Butwal sila did not come?

j) There was something left.

    * Something left there was?

iv. Wh-question

a) Sujan came at 5 O'clock.(When)

    * Sujan when came?

b) This pen is mine. (Whose)

   * Whose this pen is?

c) Sagar met the teacher in the restaurant. (Where)

   * Where Sagar met the teacher?

d) She gave me a gift. (Whom)

   * She whom gave a gift?

   * Whom gave she a gift?

e) You need black color.(Which)

   * Which color you need is?

f) I like dancing. (What)

   * What dancing I like?

g) Sujan came at 5 o'clock. (When)

   * When Sujan came?

h) This pen is mine. (Whose)

   * Whose is this pen?

Thus, it was found that Tharu students were severely influenced by their mother tongue while transforming English sentences (ie. Negation, passivization, yes/No question and wh-question).

3.2 Analysis and Interpretation of Interlingual Errors in Translation Items

To observe the interlingual errors, I prepared a set of test items based on translation. The test item consisted of 30 sentences written in the Tharu language. The task of the students was to translate those given sentences of the test from Tharu to English.

3.2.1 Identification of Interlingual Errors (Translation)

A set of 30 sentences was given to the 80 Tharu students studying in grade 10 to translate all those given sentences into English. After analyzing the obtained data, I have found out the following interlingual errors committed by them.

i. Translation from Tharu to English

Out of the Tharu students' total translation work, I have mentioned a few of the items that have been translated according to the structure of English correctly.

For example,

Tharu: ka tu angreji boltho?
English: Do you speak English?
Tharu: wo bahut imandar manai holan.
English: He is very nice man.
Tharu: duwar kholo.
English: Open the door.

Altogether 947 or 39.45% items were translated erroneously and out of them 372 or 39.28% errors were interlingual in nature. Some sample examples of interlingual For errors noticed from the translation work have been mentioned below.

Example,

a) Tharu: rohan radio kholal.
   English:* Rohan opened the radio.
b) Tharu: yahan ao.
   English:* Here come.
c) Tharu: ram bhat khaith.
   English:* Ram rice eating.
d) Tharu: mai pani piyek chahatun.
   English:* I want drink water. (Omission of 'to')
e) Tharu: sita kitab padthi.
   English: *Sita book reading.
f) Tharu: maya bhaisiniya kasatba.
   English:* Maya is buffalo tying up.
g) Tharu: binita upanyas likhalbati.
   English:* Binita is novel writing.
h) Tharu: anjana Kathmandu niaili.
   English: * Anjana don't Kathmandu come.

i) Tharu: bhat khao.

   English:* Rice eat.

j) Tharu: raj ek din daru pile rahal.

   English:* Raj one day alchohal drinking.

k) Tharu: roshan git gaith.

   English:* Rosan is song sing.

l) Tharu: ka tu English boltho?

   English:* Are you English speak?

m) Tharu: hamar baba kal ai.

   English:* My father tomorrow come to.

n) Tharu: gail mahina mai Kathmandu rahun.

   English:* Went month I was in Kathmandu.

o) Tharu: duwar kholo.

   English:* Door open.

p) Tharu: binita upanyas likhalbati.

   English:* Binita upanyas writing.

q) Tharu: onare kalhi aapan ghare gailan.

   English:* They are yesterday come house.

r) Tharu: u ek kilo chini kinal.

   English:* He one kilo suger buying.

s) Tharu: ram bhat khaith.

   English:* Ram food eat.

t) Tharu: janak pathari me sutal.

   English:* Janak is bed sleeping.

The Tharu students committed the 'a' type of errors due to the influence of the Tharu word 'kholal' which was correct in 'Open the door'. Similarly, they committed the 'd' type of errors because the Tharu language does not have 'preposition' part of speech. In the same way, Tharu student of English committed other all above mentioned types of errors due to the interference of 's-o-v' structure of their mother tongue.

Therefore, I came to the conclusion that the Tharu students were highly influenced by their mother tongue while translating from Tharu to English.

3.3 Analysis and Interpretation of Interlingual Errors in Free Composition

This section is mainly concerned with analysis and interpretation of interlingual errors committed by Tharu students in free composition. To observe the interlingual errors, the Tharu students studying in grade 10 were given to write an essay on 'Holi Festival'. After analyzing the obtained data, I have found out the following errors committed by the Tharu students in free composition.

Table No. 2

Interpretation of Errors in Free Composition

S.N.	Nature o Errors	No. of Errors	Percentage (%)
I	Over-generalization	80	26.49
II	Hyper-correction	62	20.19
III	Erroneous input	53	17.26
IV	Interlingual	112	36.48
		Total = 307	

The above table shows that 80 Tharu students comitted altogether 307 errors in free composition. Out of 307 errors, 80 (i.e. 26.49%) were committed due to the over-generalization and 62 (i.e. 20.19%) errors were committed due to type-correction. Similarly, 53 (i.e. 17.26%) errors were committed due to erroneous input and 112 (i.e. 36.48%) errors were committed by the Tharu students due to their mother tongue interference. The table further suggests that the highest number of errors 112 or 36.48% were committed due to the mother tongue interference of the Tharu students studying in grade 10 where as the lowest number of errors 53 or 17.26% were committed due to the erroneous in put in free composition by the Tharu students studying in grade 10. Out of the highest number of interlingual errors committed by the Tharu students of English, I have mentioned a few sample examples just below.

a) *We meat eat and alcohol drink.
b) *We color throw and fill water of Holi festival.

c) *Holi festival in rang liping.

d) *We are sweet and meat eats.

e) *Holi I most like.

f) *In Holi festival I home go and color with play.

g) *Holi festival is foods eat.

h) *There are sweet and rice eating.

i) *Holi is old clothes wear.

j) *Holi festival year one day coming and good rice eating.

k) *In Holi we are house clean.

l) *Holi festival is fagun celebrated.

m) *We are play Holi do.

n) *We are abeer and rang play.

o) *Holi festival is the water and color used.

p) *Holi is Tharu very like.

q) *Holi is very meat eating.

r) *The people colorful water throw.

s) *They are many kinds of music play.

All the above interlingual errors were committed by the Tharu students of English studying in grade 10 mainly due to the influence of the 's-o-v' structure of their mother tongue.

Thus, I came to the conclusion that the Tharu students were highly influenced by their mother tongue in free composition.

3.4 Classification of Interlingual Errors

Errors refer to the use of linguistic item in a way, which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Errors result from incomplete knowledge. Students commit a lot of errors while learning a second language. According to the objectives of the study, I tried to describe and classify the types of interlingual errors which were committed by the Tharu students of grade 10 in case of grammar (i.e. transformation, translation and free composition).

The interlingual errors committed by the Tharu students have been classified below:

3.4.1 Group and Individual Errors

The distinction is made on the basis of the number of learners. Some errors were found common to all the students in transformation, translation as well as in free composition. Some group errors were as follows:

   i. Transformation

      a) You were there (negation)

        *You there not were

      b) Anil eats banana. (passivization)

        *Anil by banana eaten.

      c) Columbus discovered America (passivization)

        *Columbus by discovered America.

      d) This pen is mine. (whose)

        *Whose this pen is?

All the above mentioned interlingual errors were committed by the students of English only because they tried to transform sentences following the transformation system of their mother tongue instead of English.

   ii. Translation

      a) Rohan radio kholal.

        *Rohan opened the radio

      b) Yahan ao

        *Here come

      c) Ram bhat khaith.

        *Ram rice eating.

The above 'a' number error is due to the wrong selection of the lexical item (i.e. 'opened' in place of 'turn on').

   iii. Free Composition

      a)   *In Holi festival I home go and color with play.

      b)   *Holi festival is foods eat.

      c)   *Holi festival in rang liping.

The above errors were committed by the group of students. Group errors were committed in transformation items, in translation items as well as in free composition. Therefore, it was found that all the errors were group errors based on the L_1 interference.

3.4.2 Expressive and Receptive Errors

The distinction is made on the basis of the language skills. Errors made in speaking and writing skills are expressive errors where as errors made in listening and silent reading are receptive errors.

Here, all the errors were committed in writing skill since the I used the test items to find the errors based on L_1 interference.

 For example,

    a) He eats rice. (negation)
       *He don't rice eats.
    b) This pen is mine. (whose)
       *Whose this pen is?
    c) mai pani piyek chahatun.
       * I want drink water.
    d) Anil eats banana. (passivization)
       * Anil by banana eaten.
    e) * holi festival in rang liping.

Here, the above mentioned interlingual errors in a, b, d and were committed by the Tharu students of English because they followed the grammar translation method. Similarly, the error in 'c' is committed because there is no preposition system in Tharu language.

3.4.3 Overt and Covert Errors

This classification is made on the basis of the clarity of errors. An overt error is quite explicit and open whereas a covert error is not easily detectable it is subtle and hidden. The overt errors can be detected even in isolation but the covert error can be detected only in the context.

Here, all errors are overt errors which were easily detectable, quite explicit and open.

For example,

a) Rohan radio kholal.

*Rohan opened the radio.

b) Ram bhat khaith

*Ram rice eating.

c) He eats rice (negation)

*He don't rice eats.

d) *Holi festival is food eat.

e) *Holi festival in rang liping.

All these overt errors were committed mainly due to the interference of the Tharu language. So, they are interlingual in nature.

3.4.4 Local and Global Errors

This classification is made on the basis of pinpointing or interpreting. In local errors, the erroneous expression contains only one point of error and hence can be pinpointed as well. But, global errors refer to the errors that involve inability to make correct use of more than one language element.

Here, all errors committed by Tharu students studying in grade ten were local errors based on the L_1 interference.

For example,

a) This pen in mine. (whose)

*Whose this pen is?

b) Yahan ao.

*Here come

c) *There are sweet and rice eats.

d) Sila did not come to Butwal. (Yes/No)

* Did Sila Butwal come to?

e) Sujan came at 5 o'clock.(When)

* Sujan when came?

All the above local errors were committed because the Tharu students were highly influenced by their mother tongue while solving these works.

3.4.5 Phonological, Graphological, Grammatical, Lexical, Semantic, Pragmatic/Sociolinguistic/Stylistic Errors

This distinction is made on the basis of the level of language at which the errors are committed. The linguistic level classification is the deeper level classification. All the errors committed by the Tharu students of grade 10 in transformation, translation and free composition were grammatical errors since they committed errors due to the break of grammatical system.

In brief, the above all analyses prove that the highest number of frequency of errors were committed due to the influence of the learners' native language. So, all the errors are interlingual in nature. It makes clear that the Tharu students are highly influenced by their mother tongue while learning English as a second language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present chapter describes the summary findings of this study with conclusion and suggests some recommendations as well. The major focus of this research was to identify and analyse the interlingual errors committed by the Tharu learners of grade 10 in transformation, translation and free composition and to describe them.

From the analysis and interpretation of the data, findings of the present study are summarized as follows:

i. In negation item, 46.40% of the total errors were found to be committed by the Tharu students due to the interference of their mother tongue.

ii. Similarly, 38.89 % of the total errors were committed by the Tharu students in passivization due to their mother tongue influence.

iii. In the same way, 29.27% of the total errors were committed by the Tharu students of English in Yes/No question item due to their mother tongue interference.

iv. Likewise, in wh-question item, 48.03% of the total errors were committed by the Tharu students only because of their mother tongue.

v. In translation item also 39.28% of the total errors were committed by the Tharu students with interlingual types of errors due to their inappropriate selection of 's-v-o' and wrong selection of lexical items.

vi. Tharu students of English committed 36.48% of the total errors in free composition item due to their mother tongue interference.

Finally, I came to the conclusion that Tharu students are highly influenced by their mother tongue while learning English as a second language.

4.2 Recommendations

Having summarized and concluded the findings of the present study, I would like to make the following recommendations for pedagogical implications of the study.

The teachers who deal with grade ten Tharu students should consider the following points while teaching transformation (negation, passivization, Yes/ No question and Wh-question) translation and free composition of English.

i. The teacher should give special emphasis on subject- verb agreement of both the English and the Tharu languages while teaching English.

ii. While translating from Tharu to English the teacher should clarify the structure of both languages to the Tharu students. i.e. the structure of English is S-V-O whereas the structure of Tharu is S-O-V.

iii. The teacher should provide the clear concept about the passivization structure in English while changing active sentences into passive and vice versa (i.e. $S+V_1+O$ should be changed into $O+is/am/are/+V_3+by+S$).

iv. The teacher should give the clear knowledge about Yes/No and Wh-questions in English before asking the Tharu students to transform the statements into Yes/No or Wh-questions.

v. The teacher should encourage the Tharu students to write any composition only following the structures and system of English language but not to translate from the Tharu Language.

vi. The Tharu learners should be provided rigorous practice with plenty of exercises from English grammar.

vii. OSS-approach, direct method and communicative approach should be applied to teach English grammar contextually and appropriately to the Tharu students who are learning English as a second language.

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List of Errors Committed by Tharu Learners of Grade 10

Negation:

a) You were there.

*You there not were.

b) You saw someone there.

*You not saw someone there.

c) I have some books.

*I have not some books.

d) Prem and Hari like sweet.

*Prem and Hari not like sweet.

e) He eats rice.

*He eats not rice.

f) She goes home.

*She gon't home.

g) We have to rest at night.

*We haven't to rest at night.

h) This is the book I like the most.

*This is the book I not like the most.

i) Bindu and Hari won the 'English in Active' competition.

*Bindu and Hari won not the 'English in Active' competition.

j) She goes home.

*She goes not home.

Passivization:

a) Anil eats banana.

*banana eats Anil by.

b) Columbus discovered America.

* Columbus by discovered America.

c) They help Mina.

* Mina is helping by they.

d) He spoke English.

* English was spoken by He.

e) Columbus discovered America.

    * America was Columbus by discovered.

f) You are watching TV.

    * TV watching is by you.

g) We will draw the pictures.

    *The pictures will drawn by we.

    *The pictures we by will draw.

h) I had bought a pen.

    *A pen had bought by I.

i) She was beating the boy.

    *She by the boy was beating.

Yes/No question:

a) Sita will help me.

    * help me Sita will?

b) Open the door.

    * The door open is?

c) There was something left.

    * There something was left?

d) Sila did not come toButwal.

    * Did Sila Butwal come to?

e) You saw someone there.

    * There someone saw you?

f) Birds fly high.

    * Is birds high fly in?

g) Shyam kills the bird.

    * The bird shyam kills?

h) This is my room.

    * My room is this?

i) Sila did not come to Butwal.

    * To Butwal sila did not come?

j) There was something left.

* Something left there was?

Wh-question:

a) Sujan came at 5 O'clock.(When)

   * Sujan when came?

b) This pen is mine. (Whose)

   * Whose this pen is?

c) Sagar met the teacher in the restaurant. (Where)

   * Where Sagar met the teacher?

d) She gave me a gift. (Whom)

   * She whom gave a gift?

   * Whom gave she a gift?

e) You need black color.(Which)

   * Which color you need is?

f) I like dancing. (What)

   * What dancing I like?

g) Sujan came at 5 o'clock. (When)

   * When Sujan came?

h) This pen is mine. (Whose)

   * Whose is this pen?

Translation Items

a) Tharu: rohan radio kholal.

   Englis:* Rohan opened the radio.

b) Tharu: yahan ao.

   English:* Here come.

c) Tharu: ram bhat khaith.

   English:* Ram rice eating.

d) Tharu: mai pani piyek chahatun.

   English:* I want drink water. (Omission of 'to')

e) Tharu: sita kitab padthi.

   English: *Sita book reading.

f) Tharu: maya bhaisiniya kasatba.

   English:* Maya is buffalo tying up.

g) Tharu: binita upanyas likhalbati.

  English:* Binita is novel writing.

h) Tharu: anjana Kathmandu niaili.

  English: * Anjana don't Kathmandu come.

i) Tharu: bhat khao.

  English:* Rice eat.

j) Tharu: raj ek din daru pile rahl.

  English:* Raj one day alchohal drinking.

k) Tharu: roshan git gaith.

  English:* Rosan is song sing.

l) Tharu: ka tu English boltho?

  English:* Are you English speak?

m) Tharu: hamar baba kal ai.

  English:* My father tomorrow come to.

n) Tharu: gail mahina mai Kathmandu rahun.

  English:* Went month I was in Kathmandu.

o) Tharu: duwar kholo.

  English:* Door open.

p) Tharu: binita upanyas likhalbati.

  English:* Binita upanyas writing.

q) Tharu: onare kalhi aapan ghare gailan.

  English:* They are yesterday come house.

r) Tharu: u ek kilo chini kinal.

  English:* He one kilo suger buying.

s) Tharu: ram bhat khaith.

  English:* Ram food eat.

t) Tharu: janak pathari me sutal.

  English:* Janak is bed sleeping.

Free Composition items

a) *We meat eat and alcohol drink.

b) *We color throw and fill water of Holi festival.

c) *Holi festival in rang liping.

d) *We are sweet and meat eats.

e) *Holi I most like.

f) *In Holi festival I home go and color with play.

g) *Holi festival is foods eat.

h) *There are sweet and rice eating.

i) *Holi is old clothes wear.

j) *Holi festival year one day coming and good rice eating.

k) *In Holi we are house clean.

l) *Holi festival is fagun celebrated.

m) *We are play Holi do.

n) *We are abeer and rang play.

o) *Holi festival is the water and color used.

p) *Holi is Tharu very like.

q) *Holi is very meat eating.

r) *The people colorful water throw.

s) *They are many kinds of music play.

Test items

Name of the school   Class: Full Marks: 80

                                                     Pass Marks: 30

Name of the student: Roll No: Time: 2 hrs

A. Transform the following sentences into negative.   [10x1   10

1. I have some books.

2. He eats rice.

3. You saw someone there.

4. She goes home.

5. Radhika should have said so.

6. We have to rest at night.

7. Prem and Hari like sweet.

8. You were there.

9. This is the book which I like the most.

10. Bindu and Hari won the 'English in Active' competition.

B. Transform the following sentences in to passive. [10x1   10]

1. Anil eats banana.

2. You are watching T.V.

3. He spoke English.

4. A snake has bitten me.

5. They help Mina.

6. I had bought a pen.

7. We will draw the pictures.

8. She was beating the boy.

9. Columbus discovered America.

10. You must complete your homework.

C. Transform the following sentences in to Yes/No questions. [10x1=10]

1. Mr. Hari is teaching English.
2. Shyam kills the bird.
3. Sita will help me.
4. Birds fly high.
5. You saw someone there.
6. This is my room.
7. Open the door.
8. Manjila wants to be a good teacher.
9. There was something left.
10. Sila did not come to Butwal.

D. Transform the following sentences in to Wh-questions.   [10x1=10]

1. I like dancing. (What)
2. Ganesh does not eat meat. (Who)
3. He had bread today. (What)
4. Sagar met the teacher in the restaurant. (Where)
5. Sujan came at 5 o'clock. (When)
6. Mohan was working for money. (Why)
7. They will come on foot. (How)
8. This pen is mine. (Whose)
9. You need black color. (Which)
10. She gave me a gift. (Whom)

E. Translate the following Tharu sentences into English. [30x1=30]

1. सिता किताब पढ्ठी ।
2. हमार बाबा काल आई ।
3. देभकोटा राजनितिज्ञ निरहान् ।
4. का तु अंग्रेजी बोल्ठो ?
5. रोहन रेडियो खोलल् ।
6. राम भात खाइठ ।
7. ओनरे सिनेमा हेरीहीँ ।
8. तुहीन् मेहनत करेक परी ।
9. खबर मुहिन् खुसी पारल् ।

10. यहाँ आव ।

11. राज एक दिन दारु पिले रहल् ।

12. किताब पढो ।

13. जनक पठरी मे सुतल् ।

14. गाइया दुध देहठ ।

15. मै पानी पियक चाहटुँ ।

16. किताब टेबल पर बा ।

17. वो बहुत इमान्दार मनै होलान् ।

18. रोसन गित गाइठ ।

19. कर्नाली नेपालके सबसे लम्बा नदि हो ।

20. ऊ एक किलो चिनि किनल् ।

21. माया भैंसिनिया कँसट्बा ।

22. बिनिता उपन्यास लिखल् बाटी ।

23. गइल् महिना मै काठमाण्डौं रहुँ ।

24. हमार बुडु बिहान् आइहीँ ।

25. ओनरे काल्ही आपन् घरे गैलान् ।

26. ऊ सूती ।

27. भात खाओ ।

28 का तु फुटबल खेले चाहटो ?

29 दुवार खोलो ।

30 अन्जना काठमाण्डौं निआइली ।

F. Write an essay on <u>Holi festival</u> using at least 120 words.   [10]

GOOD LUCK !