

# ANALYSIS OF ERRORS IN PARTS OF SPEECH IN LEARNING ENGLISH AS A SECOND LANGUAGE

[WITH SPECIAL REFERENCE TO BENGALI LANGUAGE]

## AUTHOR:

**ZAWAD RAMI**

AMERICAN ENGLISH E-TEACHER (CERTIFIED BY IOWA STATE UNIVERSITY, USA)  
INTERNATIONAL STUDENT  
DEPARTMENT OF LINGUISTICS, ALIGARH MUSLIM UNIVERSITY, ALIGARH, INDIA

## CO-AUTHOR:

**G.M. ABU TAHER**

RESEARCH SCHOLAR (ELT)  
DEPARTMENT OF ENGLISH, ALIGARH MUSLIM UNIVERSITY, ALIGARH, INDIA

**FATEMA SULTANA**

ASSISTANT PROFESSOR  
DHAKA UNIVERSITY OF ENGINEERING AND TECHNOLOGY, DHAKA, BANGLADESH  
RESEARCH SCHOLAR (ELT)  
DEPARTMENT OF ENGLISH, ALIGARH MUSLIM UNIVERSITY, ALIGARH, INDIA

**JAMIL HUSSAIN**

MA (ELT), MPHIL (LINGUISTICS)  
RESEARCH SCHOLAR (ELT)  
DEPARTMENT OF ENGLISH, ALIGARH MUSLIM UNIVERSITY, ALIGARH, INDIA

## ABSTRACT:

Errors were no longer considered filthy signs of failure in teaching and learning. It is to eliminate anyhow rather they were seen as a necessary part of the language learning process. The study of L2 learners language includes what types of errors learners make in learning L2?, how their errors show their TL knowledge and ability to use the TL?, how L2 learners develop their interlanguage? And what factors influence their interlanguage? Several issues have been raised by the early researchers concerning the relationship of the L1 to the L2. They are: - the concept of Interference, the concept of Bilingualism and the Nature of L2 Learner's Grammar. As many studies assume that the Bengali students are not strong in English and they encounter serious mistakes due to some reasons like-poor style of teaching them, the purpose of teaching them, use of textbook and the methods, focusing on the traditional method of teaching, lack of good and dedicated English teacher, lack of newer technology, lack of required funding. It is assumed that the Bengali speakers of English encounter intense difficulties in the form of mistakes, errors and lapses in the use of English. In the current study, the researcher touches on the three main areas of second language research; namely, Contrastive Analysis (CA), Error Analysis (including classification of errors suggested by applied linguistics) and Inter-language (IL).

The goal of this paper is to define that what is an error and how to deal with them, the method of analyzing errors, the significance of error of learners and models of error analysis. Moreover, this paper shows a lot of differences and variations between Bengali-English grammar and spellings.

## What is an Error?

Errors are an integral and inevitable part of language learning. According to Applied linguistics, an error is a deviation from prescribed rules of a language made by a learner of a second language. Such errors result from a lack of the learner's knowledge of the correct regulation of the target language. In other words, we can say that an error is something that comes doesn't make any sense or make communication difficult and something unsuccessful with the language.

According to Brown (1994:205), "Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the Interlanguage competence of the learner."

According to Lightbown and Spada (2013), "Errors are a natural and valuable part of the language learning process". Corder makes a clear distinction among lapses, mistakes and errors.

## Mistakes, Lapses and Error

### Lapses-

It is argued that the native speaker sometimes produces ill-formed utterances which are readily correctable by the speaker.

### Mistakes-

Mistakes occur due to the selection of an item from the wrong style, dialect or variety. So mistakes of performance should therefore be distinguished from those errors which are arising from imperfect competence in TL. The learners can able to self-correct the mistakes. Mistakes are always systematic well as it is related to the learner performance.

### Errors-

These refer to the breaches of the code along with the systematic error of the learner from which we can construct his knowledge of the language. The learners can't self-correct the errors. Errors are always non-systematic and related to competence. Since our aim in learning a second language is not simply the learning of laws of grammar but to enable the learner to use the language appropriately in composition; thus, equal attention must be paid to both 'errors' and 'mistakes'.

## Importance of an Error

From the 1960s to the 1970s an error study or analysis is a method used to find the answers to the problems. As stated by Corder and edited by Richards, errors are significant in three ways: "Errors of a learner are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goals the learner has progressed. Second, they provide to the researcher's evidence of how language is learned and acquired, what strategies or procedures the learner is employing in his discovery of the language. Third, they are indispensable to the learner himself because we regard to the making of errors as a device the learner uses to learn."

Corder (1967) states that the usefulness of error analysis in three respects- to the researcher and linguist, to the language teachers and to the learner himself.

Stephen pit Corder was probably the first to point out and discuss learner's errors which learners make during their learning a second language. The learners' errors also play a significant role in the analysis of learners' language; such as:

- Errors are pieces of evidence of the learners' linguistic competence.
- Errors provide shreds of evidence as to how the learners' attempt to internalize the target language system.
- Errors are evidence of a system, not the system of the target language but the system of the learners' inter-language.

- Errors provide ways to what to correct and how to correct the learners' errors.
- Errors serve as a considerable means for teachers to observe the learners learning process and learning strategies.

### **Error Analysis helps us:-**

- SLA researchers about L2 psychological Linguistic process.
- Find psycholinguistic process in L2 learning, which constitutes an essential role in L1 and L2 learning (Senders and Moray, 1991).
- ESL/EFL teachers and methodologists need EA to understand the learning strategies that learners adopt at different stages of learning.
- ESL/EFL teachers and pedagogies in designing better syllabi and developing better teaching materials and methods.
- Develop better teaching methods and syllabus designing.

### **Ways of analyzing learner's error:-**

There are two major approaches to the study of learner's errors, namely contrastive analysis and error analysis. Initially, the approach of error analysis was dominated by the principles of Contrastive Analysis. The proponents of Contrastive Analysis thought that the most effective language teaching materials are those that are based upon a scientific description of the target language and carefully compared with a parallel description of the native language of the learner. According to the Encyclopedic Dictionary of Applied Linguistics (1999), a contrastive analysis describes the structural differences and similarities of two or more languages. Crystal (1992) has defined Contrastive Analysis or Contrastive Linguistics as the identification of points of structural similarity and difference between two languages (Crystal, 1992:83). In the second language learning, a more positive attitude developed towards learner's errors which compared to what was prevalent in the contrastive analysis hypothesis.

### **Second language learning: The birth of Error Analysis (EA)**

The journey of error analysis started with contrastive analysis and error analysis is the updated version of contrastive analysis. Contrastive analysis was first developed by Fries (1945). Fries (1945:9) give a very strong statement about the CA hypothesis and it was he who confidently established contrastive linguistic analysis as an integral component of the methodology of foreign language teaching. Nickel (1971:15) says that "Both teacher and the author require a knowledge of contrastive grammar to predict, explain, correct and eliminate errors due to interference between the source language and target language." With the publication of Robert Lado's influential book 'Linguistics across Cultures' (Lado, 1957), it emerged as a theory of pedagogical implications. The book laydowns how to carry out a rigorous step by step comparison of L1 and L2 in terms of:

i) Phonology, ii) Grammar, iii) Writing systems, iv) Cultures, Robert Lado describes that how Spanish learners add an "e" before English consonant clusters starting with /s/ so that /sku:l/ becomes /esku:l/ to conform to the syllable structure of Spanish. Consequently, language teaching should concentrate on points of difference. The procedure involved first describing comparable features of the two languages (E.g. Tenses, Verbs, Consonants and Clusters etc.) and then comparing the forms and resultant meanings to spot mistakes that would predictably give rise to interference.

Error Analysis is the study of the errors that learners make in their speech and writing. It has the shortest history of a single method of analysis of learner language which is based on the concept of interlanguage. Error Analysis is a set of procedures for assessing the relative seriousness of learner errors. In this context, the central premises of interlanguage are presented:

- A learner's interlanguage consists primarily of implicit linguistic knowledge.
- It constitutes a system in the same sense that a native speaker's grammar is a system. The system accounts for regularities that are apparent in the learner's use of L2.
- It is permeable. As it is incomplete and unsettling, it is easily penetrated by new linguistic forms derived both externally from input and internally through such processes as over-generalizations.
- It is transitional. The learner restructures his/ her interlanguage grammar over time. Thus development involves the learner passing through a series of stages.
- It is variable. At any stage of development, the learner will employ different forms for the same grammatical structure. This variability may be random but is largely systematic.
- It is the product of general learning strategies. One such strategy is the L1 transfer, or other strategies are intralingual – like overgeneralization & simplification.
- A learner may supplement his/her interlanguage utilizing communication strategies (for instance; paraphrase or requests for assistance) to compensate for gaps in or difficulty in accessing L2 knowledge while performing.
- It may fossilize (i.e. the learner may stop developing and thus fail to achieve an entire native speaker grammar).

### Characteristic of English and Bengali Grammar

The present study is an attempt to show the basic characteristics of English and Bengali, It takes into consideration the various morphological processes involved in the Derivational and Inflectional system of the two languages. The two languages are originally different from each other and therefore they do not share many of the morphological features. However we do find similarities at the level of morphological process. Both Bengali and English use almost same type of morphological processes like affixation, zero modification internal change, suppletion and compounding. Bengali is one of the major languages of South Asian region and therefore it has Reduplication as one of its most striking morphological feature. Thus we may say that the present chapter may focus the similar and dissimilar morphological features of the two languages which may prove helpful for language teachers and teaching material producers. But the use of Reduplication is absent in English.

Bengali	English
Affixation	Affixation
zero-Modification	zero-modification
Internal change	Internal change
Suppletion	Suppletion
Compounding	Compounding

**Table 1.1 Similarities between Bengali and English**

### Introduction to Parts of speech

Grammar is one of the basic components of any language, which is must be learnt by students (Praninskas, 1980). According to Raja T. Nasr (1988:52), grammar is a very useful and important part of any language. There are many rules in grammar, including articles, parts of speech, sentence pattern, and tense, etc. (Cook and Richard, 1980).

Grammar is one of the most important components to learn and understand a language. Grammar plays an important role in the construction of a language. Grammar is one are to understand another language's linguistic system. This includes the study of tenses, sentence structure and part of speech accordingly. Grammar makes written content more readable and in turns more interesting. Grammatical errors come in many forms and all can easily confuse and obscure meaning. Some common errors are with sentence structure, subject/verb tense, punctuation, spelling, and other basic mechanics and parts of speech.

Language comes before grammar, which is only an attempt to describe a language. Knowing the names for the various elements which make up language (the terminology) and the functions they perform (the parts of speech) also helps us talk about it so we. In grammar, a part of speech (also called lexical categories, grammatical categories or word classes) is a linguistic category of words. Parts of speech" is a traditional term for the categories in which words of many languages are classified, according to their functions in sentences. In contemporary linguistics, the term part of speech has generally been discarded in favour of the term "word class". Determining parts of speech is nothing more than determining the function/job of a particular word has in a sentence. They all play a role equally in the sentence, and one word might be a noun one time and a verb in the next time. It's quite important to recognize parts of speech. This helps you to analyze sentences and understand them. It also helps you to construct good sentences.

There are thousands of words in any language. But not all words have the same job. For example, some words express "action". Other words express a "thing". Other words "join" one word to another word. These are the "building blocks" of the language. Think of them like the parts of a house. When we want to build a house, we use concrete to make the foundations or base. We use bricks to make the walls. We use window frames to make the windows, and door frames to make the doorways. And we use cement to join them all together. Each part of the house has its job. And when we want to build a sentence, we use the different types of word. Each type of word has its job. The traditional parts of speech were of eight kinds, excluding the two articles (a/an, the). There are eight parts of speech in English, however, some scholar has been suggested nine parts of speech in English language. Adjective, Adverb, Article, Conjunction, Interjection, Noun, Preposition, Pronoun and Verb. For example: -

(i) Well, she and my young John walk to the school slowly. In this sentence, Well= interjection, She= Pronoun, and= Conjunction, My= Pronoun, Young= Adjective, John= Noun, Walk= Verb, To= Preposition, the= article, School= Noun, Slowly= Adverb. This example involves all parts of speech elements.

(ii) My friend speaks English fluently.

In this sentence, my (adjective), friend (noun), speaks (verb), English (noun), fluently (adverb).

(iii) Oh! I went to school and I met friend.

In this sentence, Oh! (Interjection), I (pronoun), went (verb), to (preposition), school (noun), and (conjunction), I (pronoun), met (verb), Friend (noun).

### **The description of errors in tagging parts of speeches**

In this step, we have shown the description of the errors in which have been made by the informants of the study. Therefore, the analysis of the grammatical errors in mark English POS made by us was presented in the form of a table.

### **Noun-**

The noun is a part of speech that denotes a person, place, thing or idea. Everything around us that can be named, can be regarded as a noun. Nouns are primarily divided into proper nouns and common nouns. Specific names that represent unique entities are known as proper nouns, ex: Earth, Mary, England, Cambridge University, etc. When writing proper nouns, the first letter of the word is written in capital letters. Common nouns are names for general

terms and describe a class of entities, ex: table, planet, country, etc. Whenever we are making a sentence, there must be a noun in it which you have to use in the right way to make a sense of your sentence. Bengali has also five kinds of a noun like Hindi, Urdu and English which are used to express the different conditions. We have shown the nouns of the Bengali language in contrast with English which is mention given below. (See **Table 1.2**)

English Nouns(noun)	Bengali Nouns(bisesya)
Moon	Chandra
Home	Baadi
Backrest	Pith/pasha
Throat	Gala

**Table 1.2 Nouns in Bengali language**

### Pronoun-

The pronoun is a word used in place of one or more nouns. It may stand for a person, place, thing, or idea. Usually, when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. A contrastive analysis of Urdu and English pronouns presented in the chart above further confirms that there is no noticeable difference between the patterns of Bengali English pronouns. The set of words given in the chart further suggest that these similarities and dissimilarities do not have any pedagogical relevance. However, the points given below must be taken care of at the time of Designing courses for language learners. The pronoun is called sarbanam in Bengali. The Researcher has shown the pronouns of Bengali language in contrast with English which is mention given below:-

Pronouns in English (pronouns)			Pronouns in Bengali (sarbanam)		
I	Me	My/mine	Ami	Amake	Amar/amar
We	Us	Our/ours	Amra	Amader	Amader/amader
You	You	Your/yours	Tui/tumi/ aapni	Tui/tumi/ aapni	Tor/tomar/apnar
They	Them	Their/theirs	Tara	Tader	Tader/tader
He	Him	His	Tini	Tanr	Tanr
She	Her	Her/hers	Tini	Tanr	Tanr

**Table 1.3 Pronouns in Bengali language**

## Verb-

A verb is a word that shows action for saying something about some person or thing or a Word that express action or presence is called a verb. The verb is the indication of an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity. The Verbs can also sometimes be recognized by their position in a sentence. The previous analysis's which are done by various scholars further confirms that the Bengali verbs don't inflect for gender and number. English also does not inflect for gender and number and therefore its inflectional pattern is much simpler than that of Bengali, Given the above, we may conclude that the pattern of English may not prove difficult to comprehend for Bengali language learners.

In most languages, a verb may agree with a person, gender, number of its arguments, such as its subject or object. The Researcher has shown the verbs of the Bengali language in contrast with English which is mentioned below. (See **table 1.4.**)

English verbs, Examples (Kriya)	Bengali verbs, Examples (Verb)
<b>1. Gatakriya</b> Ex- Ami bolechi, amra bolechi, tumi bolecho, tini/tini bolechen, tara bolechen etc.	<b>1. Past verbs</b> Ex- I spoke, we spoke, you spoke, s/he spoke, they spoke etc.
<b>2. Bortoman kriya</b> Ex- Ami boli, amra boli, tini/tini bolen, tara bolen, tumi bolo etc.	<b>2. Present verbs</b> Ex- I speak, we speak, s/he speaks, they speak, you speak etc.
<b>3. Vobissot kriya</b> Ex- Ami bolbo, tumi bolbe, amra bolbo, tara bolbe, tini/tini bolben etc.	<b>3.future verbs</b> Ex- I shall/will speak, you will speak, we shall/will speak, they will speak, s/he will speak etc.

**Table 1.4 verbs in Bengali language**

## Adverb:-

An adverb is a word that is used to change or modify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase except for determiners and adjectives that directly modify nouns. Both the languages have adverbs in their structure which signals time place, manner, degree, amount, purpose, result, etc. A contrastive analysis of the pattern of adverbs in both the languages indicates that there are seven different kinds of adverbs. The numbers of adverbs are same in both the language Bengali and English. In English as well as in Bengali the similarity between the numbers of adverbs in both the languages can be shown in the following table.

Bengali Form of adverb, Examples (Kriya-bisesan)	English Form of adverb, Examples (Adverb)
1. <b>Adverb of Time:-</b> Aage, shighra, pore, itimodhyei etc.	1. <b>Adverb of time:-</b> Before, soon, after, already etc.
2. <b>Adverb of Place:-</b> Ekhane, sekhane, doore, aota/niche etc.	2. <b>Adverb of place:-</b> Here, there, far, under etc.
3. <b>Adverb of Direction:-</b> Ekhane, sekhane, kache, pichone etc.	3. <b>Adverb of direction:-</b> Here, there, near, behind etc.
4. <b>Adverb of Frequency:-</b> Praie, dubar, kodachit etc.	4. <b>Adverb of Frequency:-</b> Often, twice, seldom etc.
5. <b>Adverb of Degree or Quality:-</b> Khub, sampurna, dridho etc.	5. <b>Adverb of degree or quality:-</b> Too, fully, strongly etc.
6. <b>Adverb of Affirmation:-</b> Nishchay, nishchay, nishchay, kokhonona, na etc.	6. <b>Adverb of Affirmation/Negation:-</b> Indeed, surely, certainly, never, no etc.
7. <b>Adverb of reason:-</b> Sutrang, tai, eibhabe etc.	7. <b>Adverb of reason:-</b> Therefore, Hence, thus etc.

**Table 1.5 Adverbs in Bengali language**

Here, this element of English POS is less problematic and difficult in the comparison of verb.

### **Adjective:-**

An adjective is a describing word which provides finer gradation of meaning than is possible in using the noun alone. It gives more information about the object signified. Adjectives answers what kind, which one, how many, how much. An adjective answers at least one of them. Certain words and groups of words are used within a sentence to specify, qualify, or otherwise determine the meaning of another word. Here we have shown the adjectives of Bengali language in contrast with English which is mention given below (see **Table 1.6**).

Adjectives in Bengali (Bisheson)	Adjectives in English (Adjective)
Ekta <b>sabuj</b> gach	A <b>green</b> tree
Ekjon <b>bisheshooggo</b> manush	An <b>expert</b> man

<b>Yubak manush/Yubak</b>	<b>Young man</b>
<b>Komal hridayer manush</b>	<b>Soft-hearted human</b>

**Table 1.6 Adjectives in Bengali language**

In English, the form of an adjective does not change. Once you have learnt it that's it and it does not matter if the noun being described is male or female, singular or plural, subject or object. Some adjectives give us factual information about the noun - age, size, colour, etc. (fact adjectives - can't be argued with). Some adjectives show what somebody thinks about something or somebody - nice, horrid, beautiful, etc. (opinion adjectives - not everyone may agree).

### **Preposition:-**

In English, a Preposition is a word which is placed before a noun or pronoun to show its relation to some other words, the examples are: - 'It, For, In, If, Instead of, On account of, Before, Across, Around etc. A contrastive analysis of English Preposition and Bengali Postposition confirm that their position of occurrence is totally different from each other. As said earlier in English it occurs before a noun while in Bengali its position of occurrence is after noun and pronoun and this is why it is called a postposition. The table given above exhibits the main difference in Bengali and English Pre and Post positions pedagogically a positional difference of Bengali English pre and postpositions may base a Pedagogical problem because both of them have a fixed position of occurrence. Here we have shown the comparison of prepositions between Bengali and English which is mentioned below (see **Table 1.7**).

<b>Postposition in Bengali (after noun)</b>	<b>Preposition in English (before noun)</b>
1. Ram <b>er</b> kalam	1. A pen <b>of</b> Ram
2. Nadir jal	2. Water <b>of</b> river
3. Aamer/Aam <b>er</b> ross (different)	3. Mango juice (different)

**Table 1.7 prepositions in Bengali language**

The following chart shows the difference in their position of occurrence. Only there are two conditions for prepositions, as said earlier in English, it occurs before a noun. While in Bengali, its position of occurrence is after noun and pronoun. Thus, it is called postposition.

### **Conjunction:-**

A contrastive analysis of Bengali English connectives indicate that both the languages make use of conjunctions, as a class of word that is use to conjoin two elements. The analysis of the words displayed in the chart indicates that the pattern of conjunctions is almost similar in both the languages. The structural similarities in the patterns of Conjunctions may not pose pedagogical implications. Similarities/dissimilarities in conjunctions between Bengali and English shown in the table which is given below (see **Table 1.8**).

<b>Bengali conjunction</b> (Sanmishran/Padannoyi abyaya)	<b>English Conjunctions</b> (Conjunction)
<b>1. Co-ordinating:</b> Ebong , ba, kintu etc.	<b>1. Co-ordinating:</b> - And, Or, But.
<b>2. Comparative:</b> Cheye, theke etc.	<b>2. Comparative:</b> - Than.
<b>3. Sub-ordinating:-</b> Yadi etc.	<b>3. Sub-ordinating:</b> - If.
<b>4. Co-relative:</b> - Hoy---athaba, na ota---ar na eta, yadio-----tobuo, ubhay, eta—kina—ota/eta—naki—ota/naki/kina etc.	<b>4. Co-relative:-</b> Either or, Neither nor, Though-yet, Both, whether or.

**Table 1.8 Conjunctions in Bengali language**

The Table 1.15, is the description of the most frequent Bengali English conjunctions and the pattern of conjunctions in Bengali and English.

### **Interjection:-**

A contrastive study of Bengali English Interjection makes it clear that both the languages make use of Interjections to express inner feelings and emotions. A contrastive analysis of interjection presented in the chart indicates that the patterns of Interjections in both the languages are almost same. The similarity in their patterns may prove helpful in language teaching situations. The patterns of interjections shown in the table which is given below (see **Table 1.9**).

<b>Bengali Interjections</b> (Abegsuchok abyaya)	<b>English Interjections</b> (Interjection)
<b>1. Interjection of amusement approval and joy:</b> - sabasa! Bhalo karechena! Bah! Chomotkar! etc.	<b>1. Interjection of amusement, approval and joy:-</b> Hurrah!, Huzza, Bravo !, back up, well done, Keep it up etc.
<b>2. Interjection of disposal:</b> - Oh! Hus! Hayare!	<b>2. Interjection of disposal:</b> - Oh! Hush!
<b>3. Interjection of surprise:</b> - Accha! Tai naki! Kih!	<b>3. Interjection of surprise:</b> - Ha! What!
<b>4. Interjection of grief;</b> Ah! Hayare! Haye Allah!	<b>4. Interjection of grief:</b> - Alas! How sad!

**Table 1.9 Interjections in Bengali language**

## Possible Errors

Completing the whole parts of speech clarifies that English and Bengali are very similar in terms of parts of speech except few positions and sentence order. In this part of the paper, we will be showing the most common errors occurring while a Bengali native speaker learns English.

A sentence consists of parts of speech and sentence order according to language. Almost all South Asian languages convey similar parts of speech, however, they have different sentence order, likewise; Bengali (SOV), Hindi (SOV), and Urdu (SOV). Besides, English has different sentence order e.g. SVO. Sometimes, people of this region feel difficulties in terms of learning English due to this mixed sentence order.

Why are we talking much regarding order where we need to focus on errors of parts of speech? Well, they are absolutely related to each other. Most importantly, parts of speech are the sort of vocabularies where the sentence order is related to their (POS) position. By combining them together, we can make meaningful sentences.

Let's see the errors specifically Bengali to English language.

Every single language has their own grammar and signs to identify the parts of speech and tenses. For instance, (see **table 1.10**)

Parts of speech	English	Bengali
Noun	All names	All names
Pronoun	Alternatives of Nouns	Alternatives of Nouns
Adjectives	According to meaning in sentences	According to meaning in sentences
Adverb	er, re, ice, ly etc.	e, ne, ay, y etc.
Preposition	In, of, on, for, before, across etc.	er, ir (sometimes joined)
Conjunction	And, or, but, than etc.	Ba, kintu etc.
Interjection	Oh! Ha! Alas! etc.	Ah! Hayare! Accha! etc.

**Table 1.10 morphological evidences of Bengali POS**

Those prescribed signs will help the learners to learn English language through POS. In the case of English language, every parts of speech are free. They occur next to each other but never mixed, for example; **“Water-of-river”**, combination of these parts of speech make a proper phrase, as they occur next to each other. If they occur like **“Waterof-river”**, it is incorrect. Besides, in the case of Bengali language, preposition can mix up with nouns sometimes, for instance; **“Nodir-jal”** instead of **“Nodi-er-jal”**.

There is another issue when using English Bengali adjectives. Both have the same place of occurrence. However, in the case of Bengali adjectives, they sometimes can show the (Adjective + Noun) together in single word, as in; **“Young man” = “Yubak”**. In English, it shows both Adjective and Noun separately. On the other hand, Bengali phrase shows both Adjective and Noun in a single word. By this, we can say that English POS must be separated in the sentence while bringing out proper meaning. However, Bengali POS must not be necessarily separated in terms of using preposition, sometimes adjective. In addition, while using Interjection, such issues can be occurred but they barely happen in standard Bengali.

All other POS occur separately if it is in Bengali or English. We have found very few errors mentioned above for an L2 learner while learning English through Bengali (Native). Such errors will occur mostly at the time of word to word translation and making target sentences. We would like to suggest to the learners of English (Non-native) that they should be a bit careful while going through POS, especially in a preposition, adjective and conjunction.

## Conclusion

Error analysis as an alternative to contrastive analysis. It was criticized for misdiagnosing student learning problems due to their "avoidance" of certain difficult L2 elements. Interlanguage is a continuum between the first language and the target language along which all learners traverse. It is dynamic (constantly adapting to new information) and influenced by the learners. The linguists are still emphasizing more on the source of difficulties faced by L2 learners as well as on the description of the single linguistic aspect of the language learning (LL) Errors. We also find an elaborate focus on learning context, learners' need and learning contents, innovation of teaching methods and materials and also socio-cultural, political & economic variables which affect the process of L2 learning.

To sum up we have reviewed a cross-section of the literature related to second language learning dealing with Contrastive Analysis, Error Analysis and Interlanguage which constitute three main active fields of research in applied linguistics. This literature review is the combination of two approaches, namely, contrastive analysis a priori and error analysis a posteriori to achieve common objectives of gaining insights into the nature of second language learning concerning Bengali speakers learning ESL.

## References:

- Corder, S.P. 1967. The Significance of Learner's Errors. In: *IRAL* 5/1967. 161-170.
- Ellis, Rod. 2008. *The Study of Second Language Acquisition* (2nd edition). Oxford: OUP. 47; 60-65.
- James, Carl. 1998. *Errors in Language Learning and Use – Exploring Error Analysis*. Essex: Pearson
- Richards, J. C. & Schmidt, R. (2002). *Dictionary of language teaching and applied linguistics* (3rd Ed.). London: Longman.
- Richards J. C., & Rodgers T. S. (2001). *Approaches and Methods in Language Teaching*. (2nd edition), Cambridge University Press: Cambridge, UK. P. 153
- Mahmoud, A. (2014). Simplification in language learning: what do learners simplify? *Studies in English Language Teaching*, 2(3). (P. 276) retrieved from [www.scholink.org/ojs/index.php/selt](http://www.scholink.org/ojs/index.php/selt)
- Taylor, John R. *An Introduction to Error Analysis: The Study of Uncertainties in Physical Measurements*. University Science Books, 1982.
- Corder, Pit. (1967). the significance of learner's errors. *International Review of Applied Linguistics*, 161-170
- Dulay, H., Burt, M., & Krashen, S.D. (1982). *Language two*. New York: Oxford University Press. p. 150 downloaded from <http://libgen.me/view.php?id=827673>
- Edje, J (1989). *Mistakes and Correction*. London: Longman. P. 26
- Fang, X. & Xue-mei, J. (2007). Error analysis and the EFL classroom teaching: *US-China education review*, 4(9), pp. 10–14.
- Hashim, A. (1999). *Crosslinguistic influence in the written English of Malay undergraduates*: *Journal of Modern Languages*, 12, (1), pp. 59–76.
- Hendrickson, J.M. (1987). Error correction in foreign language teaching: Recent theory, research, and practice. In M.H. Long & J.C. Richards (Eds.), *Methodology in TESOL: A book of readings*. Boston: Heinle & Heinle. p. 357
- Analysis. In: Byram, Michael (ed.) *Routledge Encyclopedia of Language Teaching and Learning*. London/New: Routledge. 198-200.