

ERRORS IN INDIAN ENGLISH: INTERLANGUAGE AND FOCUS CONSTRUCTIONS

Anindita Sahoo,
Pratiti Palit
Indian Institute of Technology Madras

Abstract :

Language is dynamic; it is unique, creative, complex and modifiable. It grows through permutation and combination of political, social, economic, and environmental factors. Hence, we see a lot of differences in the form of dialects and idiolects. At the same time, if we cast a glance over the international scenario we can find variations from standard British English and American English. It'll be a herculean task to identify and suggest one standard variety among all the varieties of English being used in the world today; as such there can be nothing that we call 'Standard English'. Hence by keeping in view the scientific study of Indian English Language, we want to focus our study on errors in a variety of Indian English spoken by the native speakers of Bangla. The contention is that infrequent occurrence of certain linguistic constructions (in this case relative clauses) in one's native language (NL) leads to errors in the target language (TL).

Key Words: Indian English, Interlanguage, Focus constructions, errors, language learning, acquisition

Introduction:

The object of teaching is to produce learning. This learning leads interest to acquire the skill and knowledge about various aspects of language. Language teaching is basically helping the learner to get a reasonably good command over the four important skills. i.e. listening, speaking, reading and writing. English Language Teaching (henceforth ELT) is a vast and dynamic field of study. With the growing demands for English, researchers, educationists as well as cognitive scientists have been trying to develop better and more effective means of second language teaching. The analysis of learning errors is thus an effective and quantitative method by which second language acquisition/learning can be understood/evaluated. When people learn a second language, they cannot instantly develop a native-like control over the target language. It is the internalizing of the rules of the target language (hereafter TL) and in such a process, people can't acquire the TL without making errors (incorrect forms). These errors are then regarded positively. This is why Corder (1981) expresses the learners' system can be described linguistically and the researcher can discover the learners' transitional competence, and this system can be accessed through the learners' errors. He further claims that we cannot call the errors of a speaker or a learner as erroneous, rather he posits the usage of the term *Idiosyncratic dialect* where every utterance of the speaker is an idiolect.

Approaches to the Study of Learners' Errors :

Ellis (2008) claims that comparing the sentences learners produce with what the normal or 'correct' sentences in the target language, which correspond with them enable us to identify errors. This process involves "...a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context".

The two most commonly discussed and used approaches in the existing theories related to Second Language Acquisition (hereafter SLA) for the study of learners' errors are contrastive analysis and error analysis.

Contrastive Analysis:

Contrastive analysis (hereafter CA) is a technique for comparing the learners' mother tongue and the target language. According to CA, errors occur as a result of interference (where the latent language structure of a persons' L1 affects the learning of the L2). However, CA has been severely criticized for assuming that errors occur exclusively from first language interference. Although the combination of interlingual and intralingual factors often gives rise to errors in learning a second language, however the contrast between two systems is not the only factor involved in second language learning. Richards (1974) showed that "...many errors, however, derive from the strategies employed by the learner in language acquisition and from the mutual interference of items within the target language" (p, 182). Also as pointed out by Dulay et al. (1982) the present research prioritises the impact interlanguage on language acquisition mainly at the phonetic level, concentrating on the accent and not with grammar or syntax" (p, 96).

Error Analysis :

Error analysis (hereafter EA) is a model for the study of second language learners' errors. Richards & Schmidt (2002) defined EA as a technique for identifying, classifying and systematically interpreting the unacceptable forms of a language in the production data of someone learning either a second or foreign language. (p.71) There have always been two justifications posited in favour of the study of learners' errors: '**the pedagogical justification**', namely that a good understanding of the nature of error is necessary before systematically correcting them; and the **theoretical justification**, which claims that a study of learners' errors is part of the systematic study of the learners' language (through the various stages of acquisition) which is itself necessary to an understanding of the process of second language acquisition. We need to have such a knowledge if we are to make any well-founded proposals for the development and improvement of the materials and techniques of language teaching. As proposed by the eminent Australian Educationist Ellis (1992), errors constitute a greater part of the analysis and understanding of human cognition, especially in the domain of child language acquisition. Similarly, Corder (1981) rightly stated that errors, and the analysis of them, questions the very foundations of the notions of grammaticality and acceptability.¹

EA believes that errors primarily arise because there has not been enough effort on the part of the learner or enough explanation or practice on the part of the teacher. Another explanation to errors is that they are the result of the influence of the mother tongue on target language during the learning process. This is called 'interference' or 'interlanguage transfer'.

The undoubted similarity of certain forms produced by many learners in their attempts to write and speak the target language to those of their mother tongue led to a whole industry dedicated to the investigation of the similarities and differences between languages. (Corder 1981)

Error analysis procedures:

Ellis (1985), had proposed four steps to EA:

- i. Defining a corpus of language
- ii. Identifying errors in the corpus
- iii. Classifying the errors
- iv. Explaining the errors

Methodology:

The first step in EA involves collecting and defining a set of utterances produced by L2 learners. It

is observable from the surveys that the schools play a major role in developing the fluency of the speakers. Generally the students from the English medium schools have a higher

¹¹ The concepts of Grammaticality and Acceptability as put forward by Chomsky (1957) were in relation to the competence of a native speaker i.e. his/her intuitions. The notion of 'acceptability' according to Corder (1981) has sufficient content since it can be shown empirically that there are groups of people identifiable by nothing other than their linguistic identity, who agree over a wide range of data about the grammaticality and appropriateness of sets of utterances in certain given contexts. However for a non-native speaker of the language it is difficult to bracket them into the same definition. Therefore in the study of language learning it is necessary to be able to characterize the language of individuals. Considering the speech to be an idiolect makes most of the L2 speaker's language acceptable.

level of fluency than a regional medium school student. But again, such a claim may be refuted. Depending on the level/medium of instruction, the types of schools can be broadly classified into:

- | | | |
|------|--|---|
| a) | English medium schools- | |
| i) | Elite } | Boarding/valley schools, International school |
| ii) | Semi elite/urban schools. } | Private schools/ central schools |
| iii) | Non elite urban schools. | Missionary schools |
| iv) | Non elite rural schools. | |
| b) | Vernacular medium schools | |
| i) | Elite vernacular medium schools. | } Private |
| ii) | Semi elite urban vernacular medium schools } | Government/ State schools |
| iii) | Non elite urban vernacular medium schools } | Ramkrishna mission schools, some state board schools |
| iv) | Non elite rural vernacular medium schools } | village schools, ashram schools, some of the Ramkrishna mission schools |

For our analysis we've selected subjects mostly from the second (b) category, and compared them to the data, from a subject in category (a).

Classification of errors :

Broadly based on surface data, errors can be divided into four main categories, *errors of omission* (where some elements are omitted), *errors of selection* (where the wrong elements are selected in place of the right one), and *errors of ordering* (where the syntactic arrangement of lexical elements is incorrect. Corresponding to the nature of the errors, they are categories according to the linguistic domain in which they occur-graphological/phonological (errors in spellings), grammatical (errors

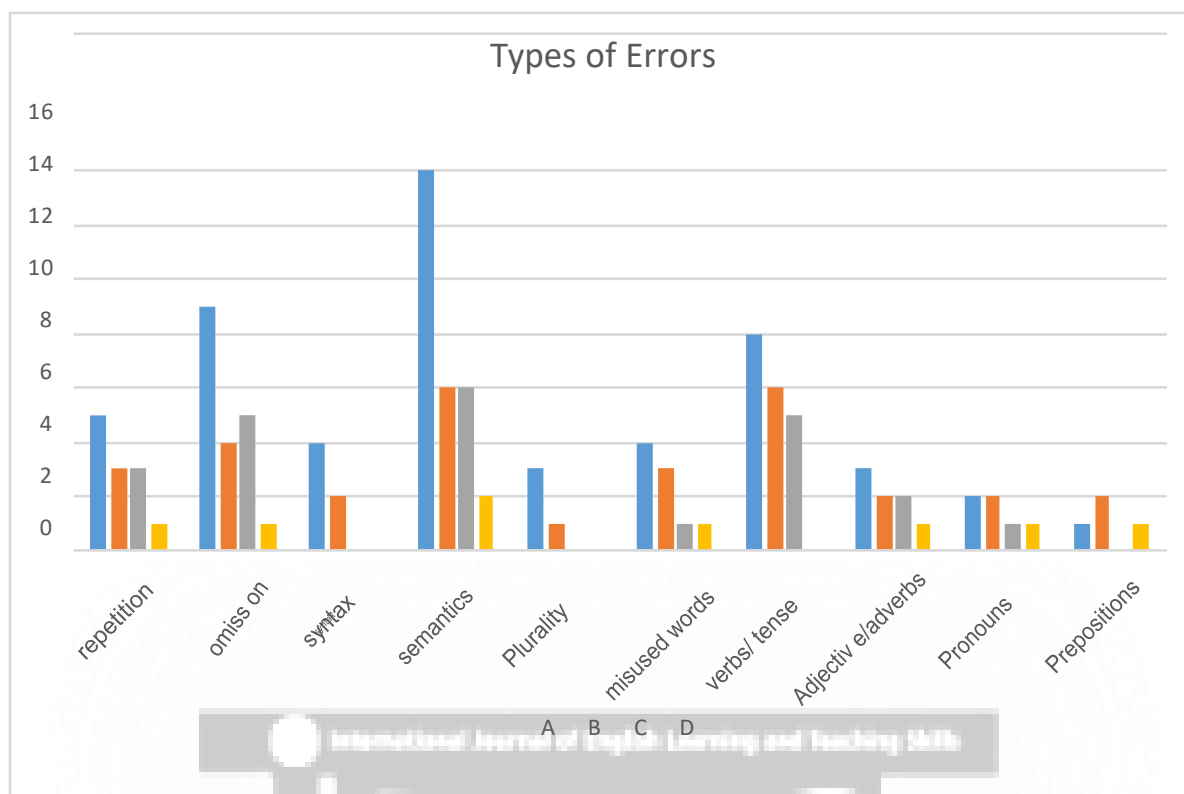
in syntax), and lexico-semantic (again both spellings and syntax). (Corder 1981).

However, we have considered all of the above, as separate categories, for the ease of a comparative study. Each respondent, was asked to give a short speech of about 3 mins, and answer a few basic questions about their respective schooling/ mode of instruction.² From the collected data the following errors are predominant:-

- i. **Errors of repetition**- where a phrase or a word is being repeated.
Eg- *At the last* he came to me. So *at the last* he came to me.
 - ii. **Errors of omission/deletion**- where a word or a phrase is deleted.
Eg- The moment I held the chain *and I stopped *and he immediately stopped **.
 - iii. **Errors of syntax**- Misconstrued sentences.
Eg- Eccentric person **he** was.
 - iv. **Errors in semantics**- Where the meaning is not clear.
Eg- And he was **fired**.
 - v. **Errors of plurality**- Errors in plural formations.
Eg- (We) changed all the **timings** of the clocks.
 - vi. **Errors of misused words/malapropism**- Incorrect use of words.
Eg- The sky gets darkened, **castrate** by clouds.
 - vii. **Errors of tenses/ verbal errors**- errors in the use of tense.
Eg- I got to know everything about that person, who he was, **where did he came***, and why he became a monk.
 - viii. **Incorrect use of Adjectives / Adverbs**
Eg- (He had a) **critical** nature.
- ² For more information regarding each of the respondents and their data collected please refer to the Appendix section of the paper.
- ix. **Incorrect use of Pronouns/ Pro drop**-
Eg- So * thought to irritate him in some way.
 - x. **Incorrect use of Prepositions**.-
Eg- He panicked ¹**up**, and started running.

Procedures: Data Collection and Analysis :

All of the participants were asked to speak on a given topic for five to ten minutes. Each of their speech had been recorded and then transcribed before analysis. The general procedure of the analysis began with identifying well-formed and ill-formed sentences; this was done using theories of general linguistics, good dictionaries and English grammar books. The various errors were then identified, counted, described and classified based on their nature. The following is a table representing all the errors.



1. Explaining errors

Muriel (2006) emphasized the idea that accounting for why an error was made is the most important step in any attempt to understand the process of second language acquisition and to improve the way a second language is learned (pedagogical purpose). From the data it is clearly observable that the maximum amount of errors has been committed by respondent A and that they are generally in the category of the verbs. A close analysis of the data reveals that the errors pertain to two chief categories- a) that of interlanguage, and b) errors in the focused constructions. Consider the following construction

1) ‘We *made him awake*’

The corresponding sentence in Bangla is (2):

- | | | | | |
|---------|------|---------|--------|--------------------|
| 2) | Amra | oke | jag-ie | tul-l-a-m |
| 1pl.nom | | 3sg.acc | wake | paliftup-pst-1pl ‘ |

We woke him up.

English doesn't have a complex predicate structure, and so a speaker who is literally translation the sentences from one language to the other will make such errors.

The data of respondent A has several instances of interlanguage, which results in interesting constructions. However, as the focus of the paper is on focused constructions I will highlight only those examples from the data set (3).

3) ‘The wall clock we changed, the mobile clock we have changed, the date and time we have changed...’

This type of construction is a clear example of a cleft construction. The phrase ‘the wall clock we have changed’, would be unacceptable to many Standard English speakers, but for speakers of

various south Asian Languages (henceforth SALs) it is an acceptable construction. Consider a Bangla example of the similar kind (4):

- 4) dewal ghorī-ta amra paltalam
wall clock-emph 1.pl change-pst ‘

The wall clock we changed.’

In most English sentences, focused is marked by either relativization or through focus particles. However in SALs focus is mostly done through the relativization. Although relative constructions are there in Bangla, many speakers tend not to use it in the discourse. This may be a reason for the speaker does not deploy such a strategy while marking focus, as clearly seen from sentence given below (5):

- 5) But **our teacher * was there, he** was very strict.

Ideally the sentence should have been- ‘Our teacher who was there was very strict.’ Similarly in Bangla the same can be written as (6):

- 6) aamader sathe jei shikkok chilen uni khub kothor.
1pl with that teacher be-cop he-hon very strict ‘Our teacher who was with us was very strict.’

However, modern speakers of Bangla may also opt for another type of construction. As shown in the following (7):

- 7) aamder sathe amader shikkok chilen. Uni khub kothor.
1. pl.poss with 1.pl.poss teacher be-cop. He-hon very strict.
‘Our teacher was with us. He is very strict.’ (pragmatically marking focus)

The speaker has clearly combined the two constructions to form his own sentence, as shown in sentence (5). Interlanguage is thus a prominent cause for the kinds of errors made by the respondent. However as pointed out by Duley et.al (1989) such functional explanations to the error have been much discussed. Our aim is to extend it to the errors in Indian English. Let’s consider the instances of Interlanguage found in the informant’s speech (8):

- 8) ‘four five days (were) just spent like that’

This is not a regularly found construction in Standard English. It is an instance of focused construction, where interlanguage transfer is so heavily loaded that a non-Bangla speaker may not derive any meaning out of such a construction. The Bangla construction for this sentence would be as follows (9):

- 9) chaar paNch din emni^l kete gelo. four five days just went do-
past ‘Four five days just spent like that.’

The focus is on the way the days have been spent. However the focus reading will be different in the bellow given construction (10):

- 10) emni^l chaar paNch din kete gelo.
Just four five days spend-pst do-pst ‘Just four-five days were spent (randomly).’

The sentence initial position is pre-loaded with focus marking and so in this kind of a construction the ‘emni’ element automatically gets focused. However, as intonation plays a predominant role in Bangla focus marking, in constructions like the following even the phrase ‘chaar paNch din’ would be focused (11).

- 11) emni char^l-paNch^l din kete gelo. just four five days sped-

pst do-pst 'Just four-five days were spent (randomly).'

Conclusion :

The errors that we discuss here are primarily focus construction and interlanguage errors. Focus is considered as a cross-linguistically available category that is merely manifested by different structural means in different languages. This feature may be realised through either a morpheme in one language and or syntactic movement in another (Matic and Wedgwood 2012). The existing research on focus claims it to be a linguistic universal and is treated as prosodic, syntactic and morphological manifestation. This is often implicit and the universality of this construction is based on established empirical facts. The data that we have considered above are the instances of errors in focus construction and we claim that these errors occur due to the infrequent availability of relative clause construction in Bangla. In Bangla, like many other Indo-Aryan languages, focus constructions are realised through relative clause constructions. Since relative clause constructions are not used much frequently in the discourse, the informants' speech in this study tends to have more errors when they mark focus even in the English constructions. We contend that this is the fossilization effect of the target language (English) and it is the result of interlanguage that fossilizes focus constructions and ceases to develop fully with English (the TL here). As Selinker (1992) and Tarone (2006) suggest interlanguage is a separate linguistic system and it is different from both the learners' NL and TL being learned, but linked to both NL and TL by interlingual identifications in the perceptions of the learner, our contention about the errors that we discuss in this paper are cosily nested in the lap of interlanguage based fossilization effect. We consider that the errors in the focus constructions that we have discussed here are primarily because of fossilization effect of interlanguage and due to the infrequent availability of relative clause constructions in Bangla which mark focus in most of the instances. As a consequence, the learners find it difficult to acquire a fully developed focus system in English. Since focus constructions in English can either be prosodic, syntactic or morphological, it leads to the faulty focus constructions in the speech of a native Bangla speaker whose TL is English.

References:

- Chomsky, Noam. *Syntactic Structures*. Mouton, The Hague, 1957.
- Corder, S.P. *Error Analysis and Interlanguage*. London, Oxford University Press, 1981.
- Dubig, Hans. Bernhard. *Towards a typology of focus and focus constructions*. Linguistics, Vol 41.1. 2003
- Dulay, H. C., Burt, M.K., & Krashen, S.D. *Language Two*. New York, Oxford University Press, 1982.
- Ellis, Rod. *Second Language Acquisition and Language Pedagogy*. Clevedon, Multilingual Matters Ltd., 1992.
- Ellis, Rod. *Second Language Acquisition*. Edited by H. G. Widdowson. London: OUP, 1997.
- Ellis, Rod. *The Study of Second Language Acquisition*. London: OUP, 2008.
- Kunitake, Naomi. *Good Language Learning through Cycles of Reflection and Strategy Usage*. Dissertation, University of Birmingham, 2006.
- Lightbown, Patsy.M., & Spada, Nina. *How Languages are Learned*. 3rd ed. Oxford, Oxford University Press, 2006.
- Matić, D., & Wedgwood, D. *The meanings of focus: The significance of an interpretation- based category in cross-linguistic analysis*. Journal of Linguistics, vol 49.1, p.127-163. 2013.
- Muriel, Saville-Troike. *Introducing Second Language Acquisition*. New York: Cambridge University Press, 2006.
- Richards. Jack. C. Editor. *Error Analysis: Perspectives on Second Language Acquisition*.

London, Longman, 1973.

Richards, J.C. and Schmidt, R. *Longman Dictionary of Language Teaching & Applied Linguistics*. 3rd edition. Essex: Pearson Education Limited. (2002) Schachter, Paul. *Focus and Relativization*. Indiana University Linguistics Club, 1973. Selinker, L. *Rediscovering interlanguage*. London: Longman, 1992.

Taron, E. 'Interlanguage'. In Han, Zhao Hong. & Tarone, Elaine (Ed.). *Interlanguage: Forty years later*. Amsterdam: John Benjamins Publishing Company, 2006.

Appendix A

1 "...A **saarvey** camp, a ~~saarvay~~ camp in Latagudi.

1. So we've been staying in a, *like* a guest house, and... there was this, *like four five Days *just spent like that*, some walk is there and something is happening, we are all adjusting and stuff you know....we thought ~~so~~ let's enjoy someday.
2. One day, Anibhav Roy was there, he was *actually*, we actually had a group of four people...*sticking always together*, since ~~like~~ we are friends since we are young.
3. ~~So what happened was that~~, so he used to do all random groaning and all kinds off **critical natures...eccentric person he was**, so * thought to irritate him in some way.
4. ~~So what happened~~, one night, you know, we planned out something.... *what we did*, changed all the *timings* of the clocks... *did a creative work*, like *the wall clock we changed, the mobile clock we have changed, the date and time we have changed...*
5. and we *made him awake* at *middle of the or * dead of * night*, and he woke up in * panic.
6. *So he just woke up*, and he is *like a very weird* *...he gets *very panicked very much easily*.
7. So he got up from the bed and he just *started* *...so we told him now *six 'o'clock is there*, he was not ready to believe anything...* it was still dark outside ~~so he was not ready to believe anything~~, and *it's difficult to understand and it's difficult to get fooled*.
8. But our teacher * was there, ~~he~~ was very strict
9. So earlier we have had *thunderströms*, you know the sky gets darkened, castrate/ casted by clouds and all, so...he thought lets me believes and he saw all the places we had expected. ~~So~~ our plan was well organized...
10. ~~So~~ he saw and he *panicked up*, and started running.
11. ~~So~~ we though let him go * do whatever he liked, coz it's already so *dark* in the night.
12. But then we thought *like*, if something happens * he is like, *we are doing*

somethingirresponsibly, so let us just go...

13. [*] he is just running...like cow or horse may be...
14. ~~So~~ he is going there and he started banging on the door, kicking the door where people are sleeping and all.
15. We somehow stopped him *and made him * back, all the dead of the night.*
16. And he was *fired*.

We had gone for a survey camp in Latagudi, where we stayed in a guesthouse. For four five days we spent walking around and do our work, and adjusting to the place. Some of we thought that we needed to do something fun as well. My friend Anubhav Roy was there with us. He was a part of the same friends group, and we were always sticking together, being friends since early days of college. He was of a very curious character, and a bit of an eccentric. So we thought of tricking him. So we had planned everything, very creatively; we changed the timing of the wall clock, the mobile, including the day and date. Then we woke him up in the middle of the night, and he got up in a panic. He is a bit weird in a way that he panicked easily. So he woke up, and stated yelling at us. But then we told him that it's six in the morning so we had to wake him. He wouldn't believe us, as it was still quite dark outside. I knew that it's difficult to make him believe and to fool him. But the teacher who was there was very strict about timing. Perhaps he thought that there might be a thunderstorm, and the sky is over cast, so it's dark. Once he checked his mobile and the wall clock, to make sure we weren't bluffing, he got up in a panic and stated to run to the hall. At first we thought we'd let him do whatever he wants but then we realized the trouble he might get into, especially since it was the middle of the night. So we followed him to the hall. There he kept banging on the door, kicking it, and there were people sleeping inside. So we somehow made him stop the racket, and brought him back home. He was extremely furious with us.

Respondent A's Data :

Nature of mistake	Line numbers	Count
Error of repetition	1,2,4,3,8	5
Error of omission	2,4, 6,7, 8,9,13,14,16	1,1,1,1,2,1,1,1,1=9
Errors of syntax	2, 3, 4,5	4
Errors of semantics	2, 3,4,5, 6,7,8,16,17	1,1,1,1,1,1,1,1,1,1,1, 1,1= 14
Errors of plurality	3, 4, 5,	1,1,1=3
Error of misplaced words/ malapropism	4, 10,12,17	1,1,1,1=4

Incorrect use of Verbs / Errors of tense	5,6,8, 10,15,16,17	1,1,1,1,1,1,1=8
Incorrect use of infinitive	4, 16	2
Incorrect/over use of Adjective/ Adverb	5,7,13	1,1,1=3
Pro error/drop	3,9	1,1
Errors of prepositions	11	1

Ideas are not clearly expressed. Incomplete sentences. Past tense marker 'was' is missing from line 2, and pronoun 'we' is missing in line 4. Omission of article 'a' from line 6. Omission of 'yelling at us/yelling' from line 8, and 'as' from line 8. The infinitive 'to him' is missing in line 13. The line connected 'so' is dropped in line 14. 'come' in line 16.

Appendix B

Respondent B's Data:-

1. "It's not a funny incident, it's one of those incidents which changed my life.
2. It was in 2007 I guess. I was coming back from Jamunatri (/dʒamunOtrii/), some 10 or 20kms before Rishikesh (/riʃiʃikeʃ/), there is a place called Munikireti (/muniikireti/).
3. **We** had stopped there for some time. We **are having** tea and snacks, * **one saint came**.
4. We thought he might **came for some begging** or something like that. Some of our team members offered him money, a few...he didn't take anything.
5. I don't know what he **was searching for**. He was looking around, talking to people about random stuff.
At the last he came to me. And I was...in 2007, I was... 14 years old.
6. So, **at the last** he came to me.
7. I was not with my group, I was standing a **little bit away**, in front of the river. So he came * to me and he **said** why I was standing like this?
8. I said that...back then I was very shy and I didn't want to mingle with people, so.... He said, 'why are you standing like this?' I said, 'I prefer to stand alone in this place, so....'
9. So gradually he opened up, he started **speaking with me** about his **older life**.
10. Generally monks don't **speak** about their **past lives** with anyone, so.
11. We chatted for half an hour or so, **at** the end * I got to know everything about that person, who he was, **where did he came***, and why he became a monk.
12. I'll tell you about that also.
13. So he was a banker in Ahmedabad, he was well settled, his kids were married off to some... wealthy family... in * US. His wife * passed away some 3 months back...prior to that...meeting.
14. At that time he had...when...just...beside his wife's **death {maane}** death bed he was thinking that, 'I've all this * ...' *I mean*, he was a very wealthy man..., he had everything in his life, he has achieved **everything materialistic** that can be **achieved, in socio eco perspective**.
15. But he could not save his wife's life, and he was a **I-mean**...and remember this was in

- Gujrat **haan** in Ahmedabad, but back then he **did a** love marriage.
16. It was a very rebellious thing for him to do.
 17. He was saying that, 'I have everything with me, but I couldn't control the way life moves, the way life works'.
 18. So, he renounced everything and started his quest for truth.
 19. So I asked him, 'So **did you found** the answer?', and he said, 'Yes I've found it.' I said, 'In three months you have found the answer, **how?**'
 20. Back then I had been reading Vedanta Darshan (/vedaantaa daarjaan/), Eastern philosophy and Western philosophy and where they **matches** and **what are the things**.
 21. So I was curious, ~~se~~, 'You...People **says** that it takes ages to find the answer, and your saying that you have done it in a three months or so?'
 22. He said, 'Yes I've found it.'
 23. So I asked him, '**So** what is the answer, I want to know?'
 24. 'It's right in front of you, search for it, **you'll get it.**'

Respondent B's Errors:-

Nature of mistake	Line numbers	Count
Error of repetition	6-7,15	1,1,1=3
Error of omission	3,8,14,15	1,1,1,1= 4
Errors of syntax	4,20	1,1=2
Errors of semantics	5,6, 7, 10,11,21	1,1,1,1,1,1=6
Errors of plurality	4	1,
Error of misplaced words/ malapropism	8,10, 11,15	1,1,1=3
Verbal errors/ Errors of tense	3,4,11,12,16,20,21	1,1,1,1,1,1,1,1=6
Incorrect use of infinitive	None	0
Incorrect/over use of Adjective/ Adverb	8,15	1
Pro error/drop	3	1,1
Errors of prepositions	6,12	1,1

Appendix C

Respondent C's Data:

1. "This is a story from my trek. So we had gone to this place called Deotibba (/dɔtiib baar/) base camp.
- 2.

3. So we were coming back. We reached Haridwar, like ***the trek got over and we reached Haridwar.***
4. So, we came to the river side and Ganga is very turbulent over there.
5. There were five of us, and one friend suggested that we plunge into the river, and the current itself will take us ***one place***, like a little distance and then we can ***just swim*** to the shore.
6. And there is a ***sort of barricade***, and people generally stay within the barricade. So there is a long chain, and so they hold the barricade, and they don't go beyond it.
7. So this friend suggested, *like* friend as in *like* he is very *like* he is ***way too older than me.***
8. So we a group of like different... we were from different age groups.
9. So Rana da (/raana daa/) suggested that we plunge beyond the barricade, and ***like*** swim.
10. ***Like as in*** we ***don't*** even have to swim, just like ***sort of float on...with*** the current. And all were *like* "Ok fine we will do it."
11. So ***in the beginning*** Rana da (/raana daa/), me, and Manob, Manob ***is, like used to be*** my classmate from school, the three of us ***were like, "one, two, three, and jump."***
12. And the current was unimaginable, it was ***so strong, so strong.***
13. After 2-3 secs, or 5 secs, I don't know, Rana Da (/raana daa/) ***like shouted at me to go back to the*** bank.
14. So I swam a little and I held on to the chain.
15. And then I realized a Sadhu, like a Sanyasi, *who I thought he was running for some reason.*
16. So the moment I held the chain ***and I stopped *, and he immediately stopped ****...he gave me a huge smile.
17. And I was like 'okay!' * Even I smiled back. Then I ***sort-of*** scrambled up.
18. ***Then*** later on Rana da (/raana daa/) told me that, * I was the first to jump, * ***and immediately that sadhu started running, and shouting***, "she's going to drown she's going to drown! ***Like*** someone help her."
19. He kept running for 5-6secs, and he was very old, so that's why he was like panting.
20. And I was like 'oh ***accaha!*** Now I understand why he smiled at me.'
21. So * that incident got over and we went back to the hotel.

22. In Haridwar I **had** mobile signal, because throughout the trek... it was a 12 days trek... and throughout the trek I had no signal.
23. So I switched my phone on and then I texted **one of * friend(s)** that, 'it was great fun plunging into the river, and it was so turbulent that you can't even imagine.'
24. **So** this friend texted back saying that '**you come back to Kolkata**, the surprise that is waiting will be even more unimaginable. Your parents are **very very** angry.'
25. And I **was like** "why, what happened?"
26. So she said that "**Your... the Jadavpur MA admission** is over and you've missed it.'
27. So that was one hell of a shock.

Respondent C's Data:

Nature of mistake	Line numbers	Count
Error of repetition	2,11,24	1,1,1=3
Error of omission	15,16,17,20,23	1,1,1,1,1=5
Errors of syntax	0	0
Errors of semantics	5,9,10,14,15,17,23	1,1,1,1,1,1,1=6
Errors of plurality	None	0
Error of misplaced words/ malapropism	4	1
Verbal errors/ Errors of tense	9,10,14, 21,24	1,1,1,1,1=5
Incorrect use of infinitive	12	1
Incorrect/over use of Adjective/ Adverb	6	1,1
Pro error/drop	25,	1
Errors of prepositions		

Appendix D Respondent D's Data

1. ~~In my house~~, during Saraswati Puja (/ʃəroʃwotii puujo/) we usually put up a play.

2. That time it was Bharate Chai (/bhaaraate tʃaai/), and all my uncles, aunts, and all of us children, we were participating in it.
3. I was playing the role of this dancer, who would come up to the owner of the house and ask him *for* the rent of the room...for her own dance school ~~and all that~~.
4. So she would come with all her friends and then they would beg the landlord for this room.
5. Just before the play would start, my sister, *I*, and few of our...few of other, a few other dancers, ~~we~~ had a performance.
6. There we were wearing *this* white sari (/saarii/), and in the play we were supposed to wear salwar (/salwaar/).
7. But one of my uncles protested, saying that women of those days, they did not wear **salwars**, so it would be better if we would wear saris.
8. After the dance got over, we ran into the dressing room and quickly changed from the white saris, and put on the ones we were supposed to.
9. Now in the dressing-room it was quite dark and my aunt was struggling to get us all dressed within time.
10. The problem was that, in that rush we didn't see who wearing which sari, and we didn't pay attention to how we were changing ~~and all~~.
11. So when our *time* came, we were waiting in the wings... and it was dark there, so once we stepped onto the stage...once I took the first step, I saw that below my deep purple sari, I had an Inch of white shaya (/ʃaaiyaa/) - it's the cloth that we were below the sari-so the white shaya was showing.
12. And I completely freaked out.
13. So in my moment of panic, I forgot all my lines, I stepped onto the stage, took my place, * looked at my father, who was playing the lead character, and he realized that I was completely blank.
14. And my first lines were to introduce myself and the other cast, and I made a huge blunder.
15. I didn't remember my name; I named myself something else, and I named the other actors something else, and there was an utter confusion on stage.
16. My sister, did not realize *how much of a panic* I was in, she was looking at my mom in the wings and asking her what she was supposed to do, now that all lines had been messed up.
17. The prompter had such a look of shock on his face that he shut the book...he just refused

to prompt any more after that.

18. So I realized that I had to take the initiative to correct the whole scenario.
19. So I started to...I was trying to make myself calm and more confident. And **confidently** I started saying random lines, as if it's a conversation and I imagined myself as * character and started saying the lines as per that vision.
20. And the other actors, thank goodness, got the que and started delivering their lines.
21. After it was all over, this had become a huge joke, the white shaya peeping out of this purple sari, leading to one hilarious moment of confusion on stage. And that's my memorable event.

Respondent D's Data

Nature of mistake	Line numbers	Count
Error of repetition	11,	1
Error of omission	13,	1
Errors of syntax	None	0
Errors of semantics	3,19	1,1=2
Errors of plurality	None	0
Error of misplaced words/ malapropism	11,	1
Verbal errors / tense errors	None	0
Incorrect use of infinitive	None	0
Incorrect/over use of Adjective/ Adverb	6	1
Pro error/drop	5,	1,
Errors of prepositions	3	1