

英語学習上の誤りに関する分析的研究

一時制の用法についての一考察—

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AN EXPERIMENTAL STUDY OF ERRORS IN THE USE OF TFNSE

In the article (Daiichi Kei-Dai Ronshu Vol. 12, No. 4), various types of errors, especially non-interference errors were discussed. When there are various factors influencing the acquisition of a second language, the problem of identifying what types of errors (interference or non-interference) students are making becomes quite complex.

Even contrastive analysts consider mother-tongue interference as only the major source, not the only source, of difficulty for second language learners.

H. V. George (1972), J. Richards (1971), and Dúskova (1969) among others have made studies and found various factors to account for deviant sentences. George reports that about one third of their errors could be traced to mother tongue interference while Burt and Dulay (1973) record figures as low as 3%. That the figures should vary is not extraordinary since the level, the age group, and the type of experiments conducted often influence the results.

Since it has become clear that errors are not only accounted for by interference but also by non-interference factors, these non-interference factors play a significant role in the analysis of student's errors. Non-interference errors reveal the type of interlanguage the learner possesses and the type strategy he adopts in putting his interlanguage into actual use.

Due to the distance of Japanese from English in structural terms, as well as cultural differences, the problems that Japanese learners encounter in learning English are varied.¹

1. A brief explanation of the differences in tense sequence between Japanese and English has been provided in order to clarify the verbal differences of the two languages.

Errors in tense sequences.

Four basic tenses are used in Japanese to denote the present, past, present perfect, and future perfect. These are signalled by the suffix which follow the stem of a verb. The present participle form is indicated by the particular suffix (-teiru) attached to the stem of a verb. The other tenses are indicated by adverbs as well as by context.

English, on the other hand, has twelve different tense forms which are signalled by the conjugation of verbs, by the use of the auxiliary, or by the combination of both.

Some of the important points of contrast in tense concept between Japanese and English are;

A) In Japanese if the time reference of the subordinate clause occurs before that of the main clause, the verb-ending in the subordinate clause takes the same form as the past, regardless of the tense in the main clause.

In short, the determination of tense forms depends upon the relative order of occurrence, and not upon "time". (e.g., present, future, past, etc.)

In English the tense form is determined in terms of present, future, past, etc.

For example:

Japanese:

Ookiku	nattara,	sensei	ni	narimasu.
(older)	(grow)	(teacher)		(become)
	past tense			present tense

"I shall be a teacher when I grew up."

English:

"I shall be a teacher when I grow up."

Since the time reference of the "when clause" precedes that of the main clause, the tense of the verb in the "when clause" is in the past in Japanese; whereas, in English, the present tense "grow" should be used because the action "grow" has not yet been completed.

B) In Japanese, when the final verb of the main clause is in the past tense, the verbs in the subordinate clauses are ordinarily expressed in the present tense.

In English, the tense of the verb is determined according to the sequence of time: past, present, future, etc.

TEST ITEMS: This test focuses on tenses in verb groups. Thirty multiple choice questions were prepared by the writer.

SUBJECTS: Subjects were asked to select the English expression which is equivalent to the Japanese sentence. Ninety Japanese learners of English are divided into the three following groups.

Group 1 Thirty high school students (age 16, 17) who have studied English for five or six years.

[illegible]

- Group 2 Thirty first and second year university students (age 18, 19) who have studied English for seven to eight years.
- Group 3 Thirty Japanese teachers of English (including trainee teachers) who specialized in English. They are supposed to have reached an advanced stage of proficiency.

2. HYPOTHESES

- (i) When the mother tongue is linguistically distant from the target language, as is the case for Japanese students of English, interference from the mother tongue will be more dominant.
- (ii) Japanese with a low level of English language proficiency (Group 1) will make non-interference errors much more often than they will make interference errors, whereas Japanese with a high level of English language proficiency will make non-interference errors almost as often as they make interference errors.
- (iii) There will be certain types of errors common to all three groups. These common errors identify the trouble spots encountered by Japanese learners of English.
- (iv) The categories of non-interference errors discussed in Chapter 3 have little practical value when making an analysis of the non-interference errors of Japanese learners of English.

This chapter attempts to explain the causes of errors revealed in a test which was given to ninety Japanese learners of English.

Three different groups of learners (high school students, university students, and a group of Japanese teachers of English) were used in the hope that an analysis of language errors by learners who have studied English for different lengths of time (and who presumably have different levels of English language ability) will be more revealing than a study of errors made by learners with the same language learning background.

The actual test is as follows :

TABLE 1 TEST SENTENCE (MULTIPLE CHOICE TEST)

- 1) 彼はいつも 8 時に朝食をとります。
(KARE WA ITSUMO HICHIJI NI CHOO SHOKU WO TORIMASU)
HE USULLY (a. HAVE b. HAS c. HAVE HAD) BREAKFAST AT SEVEN.
- 2) 私は彼をよく知っています。
(WATASHI WA KARE WO YOKU SHITTE IMASU)
I (a. KNOW b. AM KNOWING c. WAS KNOWING) HIM QUITE WELL.
- 3) あの 2 匹の子猫はおばさんのです。
(ANO NIHIKI NO KONEKO WA OBASAN NO DESU)
THE TWO LITTLE CATS (a. ARE BELONGING b. BELONG c. HAVE BELONGED) TO MY AUNT.
- 4) 今この瞬間、地球は太陽の周りを回っています。
(IMA KONO SHUNKAN, CHIKYU WA TAIYO NO MAWARI WO MAWATTE IMASU)
AT THIS MOMENT, THE EARTH (a. GO b. GOES c. IS GOING) AROUND THE SUN.
- 5) 見てごらん！ ヘリコプターが今着陸しているよ。
(MITEGORAN! HERIKOPUTAA GA IMA CHAKURIKU SHITEIRUYO)
LOOK! THE HELICOPTER (a. LANDS b. IS LANDING c. HAS LANDED).
- 6) 彼は明日、日本を発ちます。
(KARE WA ASU NIHON WO TACHIMASU)
HE (a. LEAVE b. IS LEAVING c. HAS LEFT) JAPAN TOMORROW.
- 7) 父は今日の日曜日私達を公園につれていってくれます。
(CHICHI WA KONDO NO NICHIOOBI WATASHI TACHI WO KOEN NI TSURETE ITTE KUREMASU)
FATHER (a. TAKE b. TOOK c. IS TAKING) US TO THE PARK NEXT SUNDAY.
- 8) 私は日曜日以来、彼を見かけません。
(WATASHI WA NICHIOOBI IRAI KARE WO MIKAKE MASEEN)
I (a. HAVE NOT SEEN b. DID NOT SEE c. HAD NOT SEEN) HIM SINCE SUNDAY.
- 9) 私達は今月のはじめから、ずっとここに滞在しています。
(WATASHI TACHI WA KONGETSU NO HAJIME KARA ZUTTO KOKO NI TAIZAI SHITE IMASU)
WE (a. ARE b. HAS BEEN c. HAVE BEEN) HERE SINCE THE BEGINNING OF THIS MONTH.
- 10) 私のおじさんは 3 年前になくなりました。
(WATASHI NO OJISAN WA SAN-NEN MAENI NAKUNARI MASHITA)
MY UNCLE (a. DIED b. HAS DIED c. HAS BEEN DEAD) FOR THREE YEARS.
- 11) 昨晩から雨が降りつづいています。
(SAKUBAN KARA AMEGA FURI TSUZUITE IMASU)

IT (a. RAINED b. HAS BEEN RAINING c. WAS RAINING) SINCE LAST NIGHT.

- 12) 私はスペイン語をかれこれ6年間勉強しています。

(WATASHI WA SUPEINGO WO KAREKORE ROKUNEN KAN BENKYOO SHITE IMASU)

I (a. AM STUDYING b. HAVE BEEN STUDYING c. WAS STUDYING) SPANISH FOR SIX YEARS NOW.

- 13) 彼は今朝からずっと図書館で読書しています。

(KAREWA KONCHOO KARA ZUTTO TOSHOKAN DE DOKUSHO SHITE IMASU)

HE (a. HAS BEEN READING b. IS READING c. HAD BEEN READING) IN THE LIBRARY SINCE THIS MORNING.

- 14) 私は2ヵ月前このカメラを買いました。

(WATASHI WA NIKAGETSU MAE KONO KAMERA WO KAI MASHITA)

I (a. HAVE BOUGHT b. BOUGHT c. HAD BOUGHT) THIS CAMERA TWO MONTHS AGO.

- 15) あなたはいつ帰宅したのですか。

(KAREWA I ITSU KITAKU SHITA NO DESUKA)

WHEN (a. HAVE YOU RETURNED b. DID YOU RETURN c. HAD YOU RETURNED) HOME?

- 16) 友人は今帰宅しました。

(YUUJIN WA IMA KITAKU SHIMASHITA)

MY FRIEND (a. COME b. CAME c. HAVE COME) HOME JUST NOW.

- 17) 私がバスを降りた時、雨がはげしく降っていました。

(WATASHI GA BASU WO ORITA TOKI AME GA HAGESHIKU FUTTE IMASHITA)

IT (a. RAINED b. WAS RAINING c. HAD RAINED) HEAVILY WHEN I GOT OFF THE BUS.

- 18) 私達が夕食をしている時、停電しました。

(WATASHI TACHI GA YUUSHOKU WO SHITE IRU TOKI TEIDEN SHIMASHITA)

THE LIGHT WENT OUT WHILE WE (a. HAD b. WERE HAVING c. HAVE HAD) SUPPER.

- 19) 天井が落ちた時、彼らは全員教室で座っていました。

(TENJOO GA OCHITA TOKI KARERA WA ZEN-IN KYOSHITSU DE SUWATTE IMASHITA)

THEY (a. ALL SAT b. WERE ALL SITTING c. HAVE ALL BEEN SITTING) IN THE CLASSROOM WHEN THE CEILING FELL DOWN.

- 20) 私が駅に着いた時、汽車はすでに出発したあとでした。

(WATASHI GA EKI NI TSUITA TOKI KISHA WA SUDENI SHUPPATSU SHITA ATO DESHITA)

WHEN I REACHED THE STATION THE TRAIN (a. LEFT b. HAS ALREADY LEFT c. HAD ALREADY LEFT).

- 21) 彼が部屋に入って来た時、私は宿題を終ったばかりでした。
(KARE GA WATASHI NO HEYA~NI HAIITE KITA TOKI WATASHI WA SHUKUDAI WO OWATTA BAKARI DESHITA)
I (a. FINISHED b. HAVE JUST FINISHED c. HAD JUST FINISHED) MY HOMEWORK WHEN HE CAME IN.
- 22) 彼は2週間入院していました。そして私はそのことを知ってさえいませんでした。
(KARE WA NISHUUKAN NYUIN SHITE IMASHITA, SOSHITE SONO KOTO WO WATASHI WA SHITTE SAE IMASENDESHITA)
HE (a. HAD BEEN b. HAS BEEN c. HAS BEEN TO) IN THE HOSPITAL FOR TWO WEEKS, AND I DID NOT EVEN KNOW IT.
- 23) その絵は売却される前は1ヵ月そこに展示されていました。
(SONO E WA BAIKYAKU SARERU MAE WA IKKAGETSU SOKONI TENJI SARETE IMASHITA)
THE PICTURE (a. WAS DISPLAYED b. HAD DISPLAYED c. HAD BEEN DISPLAYED) THERE FOR A MONTH BEFORE IT WAS SOLD.
- 24) その時までは、私達は10年間文通をしていました。
(SONOTOKI MADE WA WATASHITACHI WA JUUNENKAN BUNTSUU WO SHITE IMASHITA)
UP TO THAT TIME, WE (a. HAVE BEEN W ITING b. WERE WRITING c. HAD BEEN WRITING) TO EACH OTHER FOR TEN YEARS.
- 25) 父は5時までに戻ります。
(CHICHI WA GOJI MADE NI MODORIMASU)
FATHER (a. IS b. WILL BE c. HAS BEEN) BACK BY FIVE.
- 26) 明日は天気がよくなるでしょう。
(ASUWA TENKI GA YOKUNARU DESHOO)
IT (a. WILL BE b. IS c. HAS BEEN) FINE TOMORROW.
- 27) 私は来年25才になります。
(WATASHI WA RAINEN NIJUUGOSAI NI NARIMASU)
I (a. AM b. WILL BE c. WILL HAVE BEEN) TWENTY FIVE NEXT YEAR.
- 28) もし私が彼の立場にあるとするならば、私はそうはしません。
(MOSHI WATASHI GA KARENO TACHIBA NI ARUTO SURUNARABA WATASHI WA SOOWA SHIMASEN)
IF I (a. AM b. WERE c. HAD BEEN) IN YOUR PLACE, I WOULD NOT DO SO.
- 29) もし私が毎日運動していたならば多分病気にはならなかったでしょう。
(MOSHI WATASHIGA MAINICHI UNDOO SHITE ITANARABA TABUN BYOOKI NIWA NARANAKATTA DESHOONI)
IF I (a. HAVE EXERCISED b. HAD EXERCISED c. EXERCISED) EVERYDAY, I WOULD NOT HAVE BECOME ILL.
- 30) 万が一、君に何かが起ったら、私はどうしよう。
(MANGAICHI KIMINI NANIKAGA OKKOTTARA WATASHI WA DOO SHIYOO)
WHAT SHALL I DO IF ANYTHING (a. HAPPENED b. SHOULD HAPPEN c. HAD HAPPENED) TO YOU?

TABLE 2 NUMBER OF CORRECT ANSWERS () = PERCENTAGE OF CORRECT ANSWER

TYPE OF QUESTIONS		G 1	G 2	G 3	PERCENTAGE OF ACCURACY	DIFFICULTY
1	PRESENT TENSE	25 (83.3%)	28 (93.3%)	30 (100.0%)	(92.2%)	28
2		23 (76.7%)	29 (96.7%)	30 (100.0%)	(91.1%)	26
3		11 (36.7%)	24 (80.0%)	28 (93.3%)	(70.0%)	10
4		11 (36.7%)	19 (63.3%)	28 (93.3%)	(64.4%)	6
5	PRESENT PROGRESSIVE TENSE	19 (63.3%)	26 (86.7%)	28 (93.3%)	(81.1%)	18
6		6 (20.0%)	8 (26.7%)	26 (86.7%)	(44.5%)	1
7		12 (40.0%)	13 (43.3%)	26 (86.7%)	(56.7%)	3
8		23 (76.7%)	27 (90.0%)	30 (100.0%)	(88.9%)	24
9	PRESENT PERFECT TENSE	22 (73.3%)	28 (93.3%)	30 (100.0%)	(88.9%)	21
10		16 (53.3%)	21 (70.0%)	28 (93.3%)	(72.2%)	11
11		27 (90.0%)	29 (96.7%)	30 (100.0%)	(95.6%)	30
12		23 (76.7%)	24 (80.0%)	30 (100.0%)	(85.6%)	23
13	PRESENT PERFECT PROGRESSIVE	27 (90.0%)	28 (93.3%)	30 (100.0%)	(94.4%)	29
14		18 (60.0%)	20 (66.7%)	30 (100.0%)	(75.6%)	14
15		21 (70.0%)	23 (76.7%)	30 (100.0%)	(82.2%)	20
16		12 (40.0%)	13 (43.3%)	24 (80.0%)	(54.4%)	2
17	PAST TENSE	19 (63.3%)	15 (50.0%)	25 (83.3%)	(65.5%)	7
18		15 (50.0%)	13 (43.3%)	29 (96.7%)	(63.3%)	5
19		21 (70.0%)	18 (60.0%)	29 (96.7%)	(75.6%)	14
20		23 (76.7%)	25 (83.3%)	28 (93.3%)	(84.4%)	21
21	PAST PERFECT TENSE	18 (60.0%)	16 (53.3%)	28 (93.3%)	(68.9%)	9
22		21 (70.0%)	20 (66.7%)	30 (100.0%)	(78.9%)	17
23		18 (60.0%)	19 (63.3%)	29 (96.7%)	(73.3%)	12
24		22 (73.3%)	25 (83.3%)	26 (86.7%)	(81.1%)	18
25	FUTURE TENSE	25 (83.3%)	22 (73.3%)	29 (96.7%)	(84.4%)	21
26		27 (90.0%)	26 (86.7%)	29 (96.7%)	(91.1%)	26
27		16 (53.3%)	14 (46.7%)	25 (83.3%)	(61.1%)	4
28		14 (46.7%)	26 (86.7%)	30 (100.0%)	(77.8%)	16
29	PAST PERFECT SUBJUNCTIVE	17 (56.7%)	20 (66.7%)	30 (100.0%)	(74.5%)	13
30	FUTURE SUBJUNCTIVE	12 (40.0%)	21 (70.0%)	27 (90.0%)	(66.7%)	8

3. ANALYSIS OF ERRORS

3.1. INTERFERENCE vs. NON-INTERFERENCE

I separate errors into two different groups:
interference and non-interference errors.

Table 3 shows that errors made in answering items 2, 3, 12, 23, 20, 21, 22, 24, 25, 26, 27, 28, and 30 were caused by interference more than by non-interference factors.

Interference errors were identified using the writer's knowledge of the formal features of both English and Japanese. Errors in which the learner seemed to be applying Japanese rules to form English utterances were judged to be errors resulting from mother tongue interference.

Non-interference errors were of three basic types.

- (1) Overgeneralization - In the use of verbs such as 'have' and 'take', the subjects simplified the rule and used the basic form.
- (2) Over Application - Due to over-emphasis in teaching, many subjects were confused about the use of tense in English. For example, a large number of subjects used present perfect tense in place of the past tense, or the past perfect tense in place of the present perfect tense.
- (3) Ignorance of Rule Restriction - As shown in items 13, 15, 16, 18, 19, and 20, many subjects were unable to select correct answers in the sentences accompanying adverb phrases.

Richards (1971) divided non-interference errors into four categories. I found it impossible to divide errors into Richards four categories neatly because most of the errors committed by Japanese students of English were caused by more than one factor.

(a) Present vs. Present Progressive

In item 2 and 3, there are 26 interference errors. This is because the progressive in Japanese is formed by adding a morpheme 'te' or 'de'

after the inflected ending of a verb and before the auxiliary verb.

For example: HASHIRI-MASU (RUN)

HASHITTE-MASU (IS RUNNING)

In Japanese any verb can be used in the progressive form;

Whereas, such English verbs as 'know', 'see', 'love', 'believe', etc., are rarely used in the progressive form.

(b) Present Progressive vs. Present Perfect Progressive

In answering item 12, 13, ten interference errors were made. In Japanese there is not a clear distinction between the present progressive and present perfective progressive.

(c) Past Perfect vs. Past, Present Perfect

In answering items 20, 21, 22, and 24, 72 interference errors were made. The concept of the past perfect tense is new to Japanese learners of English.

(d) Present vs. Future Tense

In answering items 25, 26, and 27, 38 interference errors were made.

In Japanese the present tense is used to denote an action or a state in the future, unless the speaker implies volition, presumption, or vague probability.

(e) Subjunctive

In answering item 28 and 30, 36 interference errors were made.

In Japanese, the 'subjunctive mood' is expressed by the use of a morpheme which follows the verb, and there is no change in the tense. Thus, Japanese learning English tend to have difficulty in choosing the correct tense when forming the subjunctive in English.

DISCUSSION 1

As shown in the five sections from (a) to (e), in the areas where the difference between Japanese structures and English structures is large, interference errors were not always dominant.

TABLE 3

ITEM NUMBER	INTERFERENCE	NON-INTERFERENCE
1	— (0%)	7 (100%)
2	8 (100%)	— (0%)
3	18 (67%)	9 (33%)
4	— (0%)	32 (100%)
5	6 (35%)	11 (65%)
6	— (0%)	50 (100%)
7	— (0%)	39 (100%)
8	3 (30%)	7 (70%)
9	1 (10%)	9 (90%)
10	— (0%)	25 (100%)
11	— (0%)	4 (100%)
12	7 (54%)	6 (46%)
13	3 (60%)	2 (40%)
14	— (0%)	22 (100%)
15	— (0%)	16 (100%)
16	— (0%)	41 (100%)
17	4 (13%)	27 (87%)
18	16 (49%)	17 (51%)
19	5 (23%)	17 (77%)
20	14 (100%)	0 (0%)
21	28 (100%)	0 (0%)
22	13 (68%)	6 (32%)
23	11 (46%)	13 (54%)
24	17 (100%)	0 (0%)
25	9 (64%)	5 (36%)
26	7 (88%)	1 (12%)
27	22 (63%)	13 (37%)
28	13 (65%)	7 (35%)
29	9 (39%)	14 (61%)
30	23 (77%)	7 (23%)
TOTAL	237 (37%)	407 (63%)

3.2. GROUP COMPARISON IN THE TYPES OF ERRORS TABLE 4(1)

	choice items	number of errors			Total	
		G 1	G 2	G 3	INTERFERENCE	NON-INTERFERENCE
1	a non-interference	4	2	0		6
	b correct answer	25	28	30		
	c non-interference	1	0	0		1
2	a correct answer	23	29	30		
	b interference	7	1	0	8	
	c non-int.	0	0	0		0
3	a interference	12	4	2	18	
	b correct answer	11	24	28		
	c non-int.	7	2	0		9
4	a non-int.	6	6	2		14
	b non-int.	13	5	0		18
	c correct answer	11	19	28		
5	a interference	3	2	1	6	
	b correct answer	19	26	28		
	c non-int.	8	2	1		11
6	a non-int.	18	16	3		37
	b correct answer	6	8	26		
	c non-int.	6	6	1		13
7	a non-int.	14	16	4		34
	b non-int.	4	1	0		5
	c correct answer	12	13	26		
8	a correct answer	23	27	30		
	b interference	2	1	0	3	
	c non-int.	5	2	0		7
9	a interference	1	0	0	1	
	b non-int.	7	2	0		9
	c correct answer	22	28	30		
10	a non-int.	5	2	0		7
	b non-int.	9	7	2		18
	c correct answer	16	21	28		
11	a non-int.	0	0	0		0
	b correct answer	27	29	30		
	c non-int.	3	1	0		4
12	a interference	2	5	0	7	
	b correct answer	23	24	30		
	c non-int.	5	1	0		6
13	a correct answer	27	28	30		
	b interference	2	1	0	3	
	c non-int.	1	1	0		2
14	a non-int.	8	4	0		12
	b correct answer	18	20	30		
	c non-int.	4	6	0		10
15	a non-int.	5	3	0		8
	b correct answer	21	23	30		
	c non-int.	4	4	0		8

	choice item	number of errors			Total	
		G 1	G 2	G 3	INTERFERENCE	NON-INTERFERENCE
16	a non-int.	8	7	2		17
	b correct ans.	12	13	24		
	c non-int.	10	10	4		24
17	a interference	2	2	0	4	
	b correct ans.	19	15	25		
	c non-int.	9	13	5		27
18	a interference	9	6	1	16	
	b correct ans.	15	13	29		
	c non-int.	6	11	0		17
19	a interference	3	1	1	5	
	b correct ans.	21	18	29		
	c non-int.	6	11	0		17
20	a interference	1	1	0	2	
	b interference	6	4	2	12	
	c correct ans.	23	25	28		
21	a interference	1	1	0	2	
	b interference	11	13	2	26	
	c correct ans.	18	16	28		
22	a correct ans.	21	20	30		
	b interference	8	5	0	13	
	c non-int.	1	5	0		6
23	a interference	6	5	0	11	
	b non-int.	6	*6	1		13
	c correct.	18	19	29		
24	a interference	4	3	2	9	
	b interference	4	2	2	8	
	c correct ans.	22	25	26		
25	a interference	2	6	1	9	
	b correct ans.	25	22	29		
	c non-int.	3	2	0		5
26	a correct ans.	27	26	29		
	b interference	2	4	1	7	
	c non-int.	1	0	0		1
27	a interference	8	11	3	22	
	b correct ans.	16	14	25		
	c non-int.	6	5	2		13
28	a interference	11	2	0	13	
	b correct ans.	14	26	30		
	c non-int.	5	2	0		7
29	a non-int.	9	5	0		14
	b correct ans.	17	20	30		
	c interference	4	5	0	9	
30	a interference	12	8	3	23	
	b correct ans.	12	21	27		
	c non-int.	6	1	0		7

TABLE 5

	GROUP 1	GROUP 2	GROUP 3
INTERFERENCE	128 errors (35%)	93 errors (36%)	21 errors (44%)
NON-INTERFERENCE	208 errors (65%)	167 errors (64%)	27 errors (56%)

Non-interference errors occurred because of overgeneralization (e. g. items 1(a), 4(a)(b), 6(a), 7(a), 10(b), 15(a), 16(a), 23(b), 28(c), 29(a), over-emphasis in teaching (e. g. items 1(c), 3(c), 5(c), 6(c), 13(c), 14(c), 15(c), 17(c), 18(c), 19(c), 22(c), 25(c), and 30(c)), and learners strategies developed to deal with the verbs that are used with adverb phrases (e. g. items 7(b), 8(c), 9(b), 10(a), 11(c), 12(c), 14(a), 16(c), 26(c), 27(c).

Therefore, hypothesis (i) should be altered to read as follows:

In the areas where structures are linguistically different in the two languages, interference tends to be dominant.

DISCUSSION 2

The data in Table 4 indicates the validity of hypothesis (ii) which proposes that Japanese with a low level of English language proficiency will tend to make many more non-interference errors than interference errors, whereas Japanese with a high level of English language proficiency will tend to make almost equal numbers of interference and non-interference errors.

Only 56% of the errors made by Group 3 members were of the non-interference type, whereas 64% and 65% of Group 2 and Group 1 errors respectively were non-interference errors. Similarly, 44% of Group 3 errors could be attributed to the interference of Japanese while only 36% and 35% of Group 2 and 1 errors respectively showed lan-

guage interference. Of course, the actual number of interference errors made by members of Group 1 and 2 was much greater than the number made by group 3 members.

3.3. COMMON ERRORS AMONG JAPANESE LEARNERS

DISCUSSION 3

TABLES 6 and 7 show that there are certain types of errors common to all of the three groups.

In TABLE 6, it is evident that items number 3, 4, 6, 7, 16, 17, 18, 27, and 30 are the most difficult for Japanese learners of English.

In order to focus on the points of difficulty, four specific areas have been selected on the assumption that each of them reveals a different aspect of the phenomenon of mother-tongue interference and intralingual difficulty.

These areas are shown in TABLE 7.

Therefore, hypothesis (iii) is valid.

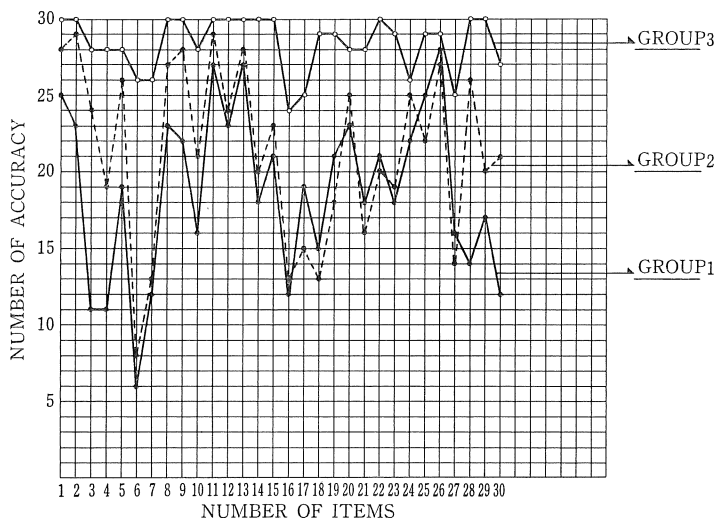


TABLE 6

TABLE7 CLASSIFICATION AND DISTRIBUTION OF ERRORS IN THE USE OF TENSE

CLASS OF ERROR	SUB-CLASS OF ERROR	FREQUENCY OF ERROR		
		G 1	G 2	G 3
WRONG USE OF THE PRESENT FORMS FOR THE PRESENT PROGRESSIVE FORMS	(a) PRESENT PROGRESSIVE FORM USED IN PLACE OF PRESENT FORM	19	5	2
	(b) PRESENT FORM USED IN PLACE OF PRESENT PROGRESSIVE FORM.	48	39	8
WRONG TIME REFERENCE IN THE USE OF THE PERFECT	(a) "HAD+PARTICIPLE" USED IN PLACE OF "HAVE+PARTICIPLE"	12	4	0
	(b) "HAVE+PARTICIPLE" USED IN PLACE OF "HAD+PARTICIPLE"	28	25	6
WRONG USE OF THE PRESENT FORMS FOR FUTURE FORMS	PRESENT FORM USED IN PLACE OF FUTURE FORM	12	20	5
WRONG USE OF THE SUBJUNCTIVE FORM FORMS	(a) WRONG USE OF PAST SUBJUNCTIVE FORMS	15	4	1
	(b) WRONG USE OF PAST PERFECT SUBJUNCTIVE FORMS	13	10	0
	(c) WRONG USE OF FUTURE SUBJUNCTIVE FORMS	18	9	3
TOTAL		165	114	24

3.4. CATEGORY OF NON-INTERFERENCE ERRORS

DISCUSSION 4

Only the category of overgeneralization, taken from among the categories discussed in Chapter 3, can be used effectively in dealing with the data compiled here. A category 'over-emphasis of teaching' has proven useful in explaining certain errors of Japanese students.

Further, a specific category of strategies dealing with verb forms

accompanying adverb phrases can be used to group all learner errors that indicate learner's interlanguage.

Therefore, hypothesis (iv) is valid,

SUMMARY OF FINDINGS AND OBSERVATIONS:

Theoretically speaking, the categories provided by the many scholars discussed in the prevlous arficle (Daiichi Keidai Ronshu vol.12, NO.4) did not seem to have any problem.

However, in the actual analysis of the learners errors, several problems involving the categorization of non-interference errors were found.

J. Richards (1980) himself confesses in one of his latest articles as follows:

.....But attempts to apply such categories to the classification of errors encountered problems in assigning errors to categories due to a lack of precise criteria for classification, overlapping of some of the categories, and possibility of multiple explanations.

CONCLUSION

Many of the errors which were made in the test seem to result from (1) interference of Japanese concept on English sentences and (2) non-interference.

I sometimes compare a language with music. A person who has been raised in an environment where he would listen to fine music, play a musical instrument and comprehend the tone of music will be able to detect the flaws in music if it is not performed well.

This analogy can be applied to the acquisition of a process of cognitive-creative construction, and habit forming.

In order to make substantial progress not only in our study of language learning and language pedagogy, but also in developing teaching materials or in discovering language acquisition strategies, ESL/EFL teachers should be aware of the studies in the field of Contrastive Analysis and Error Analysis so as to be able to view their students in a new light.

Corder (1967) quotes Von Humboldt's statement as follows:

"We can not really teach language, we can only create conditions in which it will develop spontaneously in the mind in its own way. We shall never improve our ability to create such favourable conditions until we learn more about the way a learner learns and what his built-in-syllabus is.

When we know this (and the learner's errors will tell us something about this), we may begin to be able to allow the learner's innate strategies to dictate our practice and determine our syllabus;

We may learn to adapt ourselves to his needs rather than improve upon him our preconceptions of how he ought to learn, what he ought to learn and when he ought to learn it."

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