

Analytical study of syntactic errors of undergraduates in writing Hindi as a second language

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Since language learning is a conscious learning process which usually obtained in a fixed setting, it is not easy as natural language acquisition. Due to difference of learner's social and individual factors which are affecting the learning process of a second language, learner will be encountered difficulties, problems, and challenges in mastering four of language skills - listening, speaking, reading and writing. As a key productive skill writing is significant for language production and it allows user to incorporate new grammar and vocabulary into speech by accompanying with other two skills. Therefore, it is essential to develop knowledge in language structure, idiomatic usages, vocabulary, orthography in exceptional to grammar in developing better skill of writing in communicating through a second language. Sentence as the largest linguistic unit which is used to convey a meaningful idea by assembling words incorporate with the grammar rules of the target language in written communication, significant syntactic errors can be identified within the learners of Hindi as a second language. Henceforth, this study aims at distinguishing those common errors in writing syntax of Hindi by undergraduates of University of Kelaniya whose first language is Sinhala with the purpose of mitigating syntactic errors of undergraduates to create efficient and enthusiastic environment in learning Hindi as a second language. This research is designed to conduct as qualitative inductive study by collecting data through the analysis of sample essays of undergraduates of BA (Hons) in Hindi of University of Kelaniya and literature review of scholarly articles, books, dissertations related to Hindi language, grammar and principles of language teaching and learning.

Key Words: BA (Hons) undergraduates, Hindi Language, Second Language, Syntactic Errors, Writing Skill