

CHAPTER 7

**CONCLUSION AND
RECOMMENDATION**

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7.1. Major findings

The present research focused its attention on identifying the problems of learning English as a second language by the 10th standard students of Manipuri Medium schools in Silchar subdivision of Assam. Various factors like teaching situation, syllabus pattern, teaching methods and other factors that contribute to the problem of learning the four skills are taken into consideration and discussed thoroughly in the preceding chapters in this study. This concluding chapter illustrates the findings of the present study. It also advocates remedies of the problems faced in different skills in the process of learning English by the 10th standard students of Manipuri medium schools. The areas to be explored further in this field are also illustrated for the help of future researchers.

Findings of the present research that is the different types of problems encountered by the teachers and students of Manipuri medium school in the process of teaching and learning English and difficulties faced by them in different skills are summarized as follows.

7.1.1. Findings on English language teaching situation in Manipuri medium schools

Due to the growing importance of English, the teachers and students of Manipuri medium schools realize the significance of learning English to cope up with the present day world. Though they are not conscious of learning English for communicating in real life, but for higher studies, to score good marks in exam and to get job in future, they cannot deny the worth of English. But the tangible situation of teaching and learning of English in Manipuri medium schools of Silchar sub division presents a dismal scenario which completely contrasts to the idea. The teachers and students are little focussed in teaching and learning English for the real life purpose, rather their teaching and learning is completely

examination oriented guided by the evaluation system. The existing examination system demands the teachers to transmit the content knowledge by means of giving word meaning and paraphrasing the lessons and encouraging the students cramming them. Hence the students are more interested in mastering those items which will help them in getting good marks in the exam. It is quite frequent in Manipuri medium schools that, the teachers even knowing the importance of using English in the classroom, often use word to word translation from English to Manipuri. They perhaps think that if translation is not used, it might affect in comprehension of the text for the students and it will have an adverse effect on students' scorings in the examination. Teaching English without translation is not accepted by the students too as they feel uncomfortable in a classroom without the mother tongue. They expect from the teachers to use translation since they are familiar and accustomed to this method so far. Teachers are also comfortable with this method because a good percentage of teachers are not very fluent in English to use direct method and so translation makes their purpose of teaching easy. This use of grammar translation method to teach English can't help practically to use the language productively as far as active communication is concerned. Thus the basic objective of teaching and learning is partially fulfilled in Manipuri medium schools.

Manipuri medium learners lack communicative competence due to insufficient exposure. They get little opportunity to listen English and that is only in the classroom, but outside, they are exposed to their mother tongue. Therefore they are less accustomed to English sounds, vocabulary and grammar which even affect their whole process of learning.

Most of the teachers of Manipuri medium schools of Silchar sub division have not participated in any teachers training programme conducted for them. Even the teachers, who have participated, hardly implement that new information regarding teaching English, in their mother tongue dominated English classroom.

The teaching-learning situation is also quite responsible for the teachers' inability to teach skills. The teachers have the pressure to complete the syllabus within a stipulated period of time and therefore they emphasize on teaching the contents rather than the skills. There is a need to change this situation and the focus should be shifted from teaching about English to teaching English. After all teaching English efficiently constitutes an awesome challenge to the teachers. While English is a skill subject they teach it as knowledge of content subjects like History or Social studies. The skills like listening and speaking are neglected in English classroom as they are not tested in the examination. There is hardly any action research undertaken by the teachers.

Learning English is basically dependant on the learners desire to learn. However the conditions for learning English in Manipuri medium schools are totally different. English as a subject is taken to be difficult by the students. In most cases there is no real urge to learn English since the learners can get on easily with their own mother tongue i.e. Manipuri. Motivation is a stimulus to speaking which yet needs to be created among the students by the teachers of English. Therefore, to overcome the pitiable scenario of language learning situation in Manipuri medium schools, there is a need to deal with the problems carefully.

7.1.2. Findings on Curriculum and Syllabus design of class X in Manipuri medium schools

The 10th Standard English syllabus of Manipuri medium school is prepared keeping in view the objectives of developing the four language skills. The lessons included in the syllabus of 10th standard give a detail about the local atmosphere and provide practical knowledge about the surroundings. Most of the lessons included in the syllabus are written by Indian writers which are easy to understand by the learners and very informative. The oral practice lessons are very beneficial for the students as it develop their communicative skills. The materials are presented in a very interesting manner with necessary illustrations and the variety of exercises after every lesson makes their learning more effective. It tries to

develop the four language skills and also the harmonious development of communicative capacity within the student.

Though the syllabus is meant to fulfill all the necessary needs of the students, but it is not completely free from loopholes. The syllabus cannot fulfill all the objectives that it is meant for. It does not develop all the skills of language learning in real sense. The syllabus does not encourage the first two skills of language learning i.e. listening and speaking. The listening skill is practiced only for a limited period in the classroom. The oral practices prescribed in the syllabus are not sufficient for them. The teachers are often seen to be confused as they can't decide which should be given prime importance- the completion of the syllabus within the time limit or development of skills among the students.

There is a huge gap noticed between the syllabus of class IX - X and the syllabus of class I to VIII. There is no coordination found between the syllabuses of these two sections. It is because the syllabus from class I to VIII is prepared by NCERT while syllabus of class IX and X is prepared by SEBA. The materials provided in the course are not sufficient. The textbook does not offer enough guideline to the teacher. There is no specific guideline for the students which grammar book should be followed.

7.1.3. Findings on teaching methods applied in Manipuri medium schools

Most of the teachers of Manipuri medium schools prefer to teach with a rather conservative approach i.e. the Grammar Translation Method. They are reluctant to use modern methods like communicative language teaching. Teachers, who understand the importance of using English in the classroom, try to communicate in English but students fail to respond in a proper way and therefore show little interest in learning. As a result, teaching learning becomes a one sided activity where students play the part of a passive learner. To make the teaching-learning process communicative, the teachers seem to adopt the Grammar translation method which ultimately fails to develop the students' language proficiency i.e. the basic objective of teaching English. At the end of years of their study, it is

observed that the students are able to read and write English well, but communicating in English becomes a major problem for them. Classroom observation by the researcher witnessed the scenario that the teachers accomplish the task of teaching English language by simply explaining the text in Manipuri and by preparing readymade textual answers for the examinations. Again it has been observed that though oral English form an integral part of the syllabus of class X, the teachers hardly teach pronunciation, stress and intonation patterns of English and thus the students get little or no scope to develop their oral skills. While teaching grammar, long elaborate explanations of the intricacies of grammar are given. Grammar is taught by giving out the rules for putting words together, and instruction often focuses on the form and inflection of words. Memorization is given prime importance. Memorizing vocabulary lists, grammatical rules and grammatical paradigms are emphasized.

The students, who are taught according to this method, are unable to compose a sentence of their own when they go for higher studies. They also lack communication skills in the target language. They are endlessly frustrated with their strange accent and lack of colloquial vocabulary, the constant stumbling through menial utterances. They often know about correct application of grammar/sentence structure but they are unfamiliar about their application in communication skills. In hindsight, they find the language learning process highly stressful and frustrating. Thus, the goals envisaged by the curriculum designers i.e. developing the learners' communicative competency are never practised by the teachers in the classroom.

7.1.4. Findings in factors effecting in teaching-learning situation in Manipuri medium schools

There are many factors which are responsible for the inadequate teaching-learning situation in Manipuri medium schools. The students studying in Manipuri medium schools do not have ample opportunity to study English Language except

in the particular class of the language. Though, the students are encouraged to learn the use of English, the content of these English courses are grossly inadequate for the students to acquire requisite skills, in effective use of language for communication and for the give and take of social experience. In order to be a successful learner of English, the students must be helped by the teacher in acquiring the four skills; namely: speaking, reading, listening and writing. But the research on students shows that all these skills are not properly developed among the students of Manipuri medium schools.

Lack of clear cut policy is greatly responsible for the poor standard of English in India which affect in Manipuri teaching learning situation too. In Assam there have been frequent changes of educational policy of the government. Though English is taught as a compulsory subject in the schools, importance is not given on learning proper English but getting pass mark in the subject. Moreover the Sarva Siksha Abhiyan (SSA) has implemented the policy of 'Education for all' which emphasizes on promoting the students to the next class without considering their actual performance in the exam. In this regard the teachers are asked to offer remedial classes to the poor learners up to class VIII to promote them to the next class. No doubt it affects the proper learning of the students. Some learners are so dull that providing remedial classes remains as a fruitless effort as they are not able to qualify. Therefore some teachers instead of imparting remedial classes promote all the students without considering their quality, which develops an evil tendency among the students and they are not even bothered of getting qualified. This affects the quality of the students as they give least importance on learning English in true sense. As the percentage of low achievers has been ever increasing, the Government has decided not to consider good marks in English as essential for admission into a course of higher studies in government schools. If we are to aim at good standards in English, it is high time that the Government takes a strong decision to formulate and implement appropriate policies that promote students' learning of English.

The students of Manipuri Medium schools are most of the time exposed to their mother tongue Manipuri and therefore they do not get adequate opportunity to listen or speak English except the English class. Because of the poor social and economic backgrounds, they do not get enough exposure to English other than English classroom and therefore lack opportunities to improve their communicative competence.

Many teaching/ learning materials like — good textbooks, workbooks, handbook for teachers, TV, radio, charts or other useful visual material which are essential for effective teaching are not available in Manipuri medium schools. Unfortunately many teachers and students have not even heard of modern techniques of teaching English like using audio cassettes, projector etc. Hence, sometimes the teaching-learning process becomes more imaginative than practical.

Scarcity of good English teacher is a common problem in India. English teachers of Manipuri medium school are either not trained or they do not have specialization in the subject. Those who are trained, they too are equipped with very limited experience because materials and methodology used in the training programmes are outdated. Due to this reason, same limited experience is shared again not again leaving no scope to improve intuitive and spontaneous knowledge in English. Though there are institutes like CIEFL, RIEs and, ELTCs to train teachers of English, they are hardly enough for the large demands of the Indian teacher population.

The methodology which is practiced to teach English in schools is not appropriate. The oral work which is considered to be the soul of any method is totally neglected. An advanced skill like writing is taught right from the beginning. Students are not given exposure to the use of language. Language is taught by the rules and learnt by rote memory. As a result, students fail to achieve any compel to use the language.

As students do not find any immediate need for English, their interest naturally reduces. Similarly, there is no immediate reward for their achievement, which decreases their interest. The poverty and the insecure sociological conditions also

force them to neglect the language. Therefore, learning a foreign language like English becomes a difficult task for them having no exposure and practice of the language.

Generally, the methodology of teaching is fashioned on the type of evaluation, though it should be happening the other way. Since our evaluation system is based on essay type questions it can't measure the development of a pupil in English. Our examinations of English encourage the students for rote memory because many times the questions are based on summarizing either a poem or a narration. The language skills are not tested to any appreciable degree. Speech skills are totally neglected. Teachers also find it very difficult to motivate the students in the class because the students always aim at memorizing the notes from low-standard guides and reproducing them in the examination.

The syllabus of mother tongue medium schools is completely different from the English medium schools. The syllabus of English medium school is up to date according to the demand of the time compared to the mother tongue medium schools. The syllabus and text book provided for the mother tongue medium schools are not interesting and suitable for the students. The syllabus lacks the communicative approach which is the prime need to make the language useful for day to day life.

All the problems discussed above, makes the standard of English in Manipuri medium schools deplorably low. Hence, a lot of responsibility is thrown on the shoulders of the teachers to make the learning of English interesting and fruitful. They have to gear up to meet the demands of the situation and successfully perform their duties.

7.1.5. Findings on difficulties faced in different skills by Manipuri medium students

Knowing a language depends on the mastery over four skills. But acquiring proficiency in all the skills of a second language is not an easy task. While learning English, like other second language learners, the Manipuri medium

students too face many difficulties in different areas. The findings on the difficulties in acquiring the four skills are summarized below.

7.1.5.1 Difficulties faced in listening skill

Listening is the first and foremost among all the four language skills and an integral part of the total communication process. But it is the most neglected skill among the four and it is given very little attention in the English language classroom too. The second language learners therefore face many difficulties in listening and Manipuri students too fall in the same category. The areas of difficulty for the Manipuri students in listening skill are summarized below.

The difficulty of identifying or differentiating individual sounds in a stream of sounds i.e. perceiving or differentiating sounds that seemed to sound alike was one of problem found among the Manipuri students. Some English words have both strong and weak forms depending on their function in a sentence. Manipuri learners face difficulty in understanding the difference of strong and weak forms.

Manipuri students face difficulty in understanding the stress pattern while dealing with disyllabic and polysyllabic word. Understanding a word is a verb or noun or adjective based on the difference of word stress is also an area of difficulty for them. They also find problem in understanding the difference of meaning of a sentence based on stress shift.

Pitch or intonation is also an area of difficulty as they are unable to understand the speakers' intention, wish or eagerness based on the pitch in a sentence.

Manipuri students often do not know the meaning of the words that appear in the spoken discourse, or they are not able to recognize them in the strings of connected speech. Failure to understand the input correctly also makes the learners face difficulties anticipating the upcoming discourse.

Difficult grammatical structure is an area of intricacy for Manipuri students. Due to their lack of understanding, they are not able to grasp the content of a complex grammatical structure, and the whole listening task turns to be a failure.

They also face difficulty to infer the speaker's intention or attitude towards a topic, relate utterances to their social and situational contexts, or recognize the communicative function of those utterances, and so on.

Dealing with the Manipuri students the researcher observed that finding out the sentence meaning from the context is an area of complicacy for them. They face difficulty in understanding contradictory sentences, inadequate information and ambiguities. Sentences are therefore misinterpreted by them often.

Some learners reported their failure to process spoken input efficiently, as they could not react to the spoken words. They could not understand the spoken word properly and therefore could react to the speech and unable to give proper feedback.

7.1.5.2 Difficulties faced in speaking skill

It is found that Manipuri speakers face certain difficulties in speaking English with proper pronunciation which is mostly due to the interference of L₁ on L₂. English enjoys a more variety of vowel and consonant phonemes than Manipuri which leads to replacement of phonemes by the Manipuri learners causing phonological error.

Phonological errors or speech sound disorders committed by the Manipuri learners are omission, addition, substitution and distortion. In the process of pronunciation, it is found that the learners follow certain strategies. The learners adopt the strategy of inter lingual transfer when there is a difference between first and second language. The learners are found to follow certain strategies like phonological interference, diminishing diphthong, vowel lengthening, avoidance of initial consonant cluster, addition of vowel at the end position of word and germination of consonant sounds.

Certain sound which are absent in Manipuri, Manipuri speakers tend to substitute them with some other similar sounds. For example the fricative sound [ʃ] is not found in Manipuri, so the Manipuri speakers substitute [s] in the place of [ʃ]. The phonetic differences of a phoneme too lead interference. The other sounds like [f], [θ], [ð] etc are also substituted by [p^h], [t^h] and [d].

So from the above data and discussions it is clear that the Manipuri speakers' difficulties of speaking English correctly emerged mostly due to the interference of L₁ on L₂. It is noticed that Manipuri speakers are unaware of the segmental phonology of their language and at the same time they are also unaware about the influence of L₁ on learning process of a second language. Therefore, an assessment of the Manipuri sounds as well as its differences with English will be of immense help to Manipuri speakers to overcome this difficulty and at the same time to communicate with the native speakers of English in a better way.

7.1.5.3 Difficulties faced in reading skill

The students of Manipuri medium schools face enormous difficulties in reading skill. It is known that good knowledge of the spelling system of English is required for proper reading. The researcher found that Manipuri students too find themselves victims to spelling/sound inconsistency, like other EFL/ESL learners. Reading a word becomes easier if the language is written as it sounds but English doesn't follow this system. Pronunciation of words is related to their meaning which means that when a student mispronounces such words, these affect his/her comprehension as a reader, and confuse others as listeners. Manipuri readers due to their wrong pronunciation, suffer from miscomprehension. Phonological difference between L₁ and L₂ is also one of the reasons that make reading difficult. Again due to their inability to understand the stress pattern of English, the Manipuri students often struggle while dealing with the stress pattern of English.

Lack of fluency in reading is one of the common problems found among the Manipuri students. The students, while reading, get stuck in the middle of words

and sentences. Word recognition difficulties, comprehension difficulties etc disrupt fluency.

Manipuri students find reading materials something new and hard to deal with, which also weakens their reading quality. Due to insufficient practice and lack of exposure to English Manipuri readers cannot become proficient readers.

Lack of reading comprehension is another challenging issue for the Manipuri students. Most of the time they are unable to comprehend what they are reading, and it makes their reading a futile effort. Manipuri students find reading difficult, laborious, and time consuming. Therefore, their reading practices are little, and consequently, their competence remains insufficient.

7.1.5.4

Difficulties faced in writing skill

Writing is the process of conveying one's thought through written symbols. Among all skills, it seems to be the most complicated and hardest because the writer has to take care of various things while writing: handwriting, spelling, punctuation, vocabulary, idioms, sentence structure, sentence boundaries, stylistics, Grammar, relevance, clarity, originality, logic, the reason for writing, justification etc. are the things a writer has to deal with.

A second language learner always commits many errors while practising writing skill due to the complexity of the skill. The Manipuri medium students of Silchar subdivision also not vary from that. The errors committed by the Manipuri students specify the areas of difficulty for them.

Difficulty faced in Morphology:

It has been found that the Manipuri learners have faced immense difficulties in morphological level due to their inability to grasp the morphological process of English. They have faced difficulty with different types of morpheme, especially grammatical morphemes, inflectional morphemes and derivational morphemes and their use in forming words. While using the morphemes they committed

many errors. Those errors made by the Manipuri learners can be categorized as: Omission, Addition, Misformation and Misordering.

Manipuri learners face difficulty while using inflectional morpheme: they commit errors by omitting one or more morphemes from a word and such omission results in semantically deviant utterances. For instance, the learners have the tendency to omit third person marker and plural marker ‘-s’, past tense marker ‘-ed’, perfective marker ‘-ed’ or ‘-en’ which leads to morphological error.

Similarly the learners have often over generalized the target language rules by adding the unnecessary morphemes while the root generally takes a zero morpheme. For instance, the learners have the tendency to add simply ‘-s’ to all singular nouns whenever the need arises for the use of plural forms. And also, the suffix ‘-ed’ was mostly used while changing the verb into a past form. However, the students have conjugated the ‘-ed’ morpheme even to the irregular verbs. The learners while using the agentive form add ‘-er’ ‘-ist’ with the irregular verbs too which generally take a zero morpheme. Thus generalizing the rule of target language the learners commit morphological errors. These are some intra lingual strategies followed by the learners in their morphological system.

Misformation errors are another type of error committed by Manipuri learners and it is characterized by the use of the wrong form of a morpheme or structure. Some irregular verbs are there which change internally and sometimes completely in their past and past participle form instead of taking ‘-ed’ to their root. Similarly some of the nouns in English either take an unusual suffix or have a vowel change in the root in its plural form. But the learners generalizing the rule of target language have used ‘-s’ or ‘-es’ to the root committing morphological errors. Again the tendency to align towards the regular ‘-er’ and ‘-est’ markers for comparative and superlative form, often make the students commit mistakes with the irregular adjectives.

While using derivational morphemes too, Manipuri students face difficulty. They commit errors in misselection while adding a prefix or suffix with the root. To express negation in a verb or adjective and in forming noun, verb or adjective from the other categories, they commit these kinds of errors.

Difficulty in Syntactic level:

Manipuri students face difficulty in syntactic level too, as the researcher has observed that the students have committed many errors while dealing with English syntax. They used the articles 'an' before words beginning with vowels, and 'a' before words beginning with consonant, without considering the quality of letter or phoneme which begins in a word. Further, both definite and indefinite articles are indiscriminately used before noun/noun phrase and are unnecessarily omitted where they are required.

Another type of error found out in the students' writings is in the use of prepositions. That is, the preposition 'on' is used before 'yesterday' 'tomorrow' 'last month', etc. This error is occurred because of the overgeneralization of the rule that 'on' is used before days as 'on Monday', 'on Sunday', etc. and also, the prepositions are unnecessarily deleted and added.

The errors in the use of pronouns and adjectives are also identified. That is, the pronouns are wrongly substituted as 'my' instead of 'I' and 'myself; instead of 'me'. And also, the nouns are used where the adjectives require. The errors are also identified in the usage of nouns. The students tend to over generalize the rules where there is an irregularity in forming the plural noun forms. Another peculiar type of error was in use of the verbs. That is, in the negative sentences and in the interrogative sentences the double past was used; this is due to the L₁ interference. Past forms are used where the past participles are required. Further, the learners tend to overgeneralize the verb forms due to the irregularity found in the formation of the past tense form.

Moreover, errors have also been identified in the grammatical items like adverbs and auxiliaries. The auxiliary verb 'am' is unnecessarily added in between the subject 'I' and verb (I am read in class X). This is due to the fact the copula verb 'am' functions as a main verb in certain contexts (I am a student). Because of the impact of this structure, learners unconsciously use 'am' whenever they have to use 'I' in a subject position. Further, the auxiliary verbs are wrongly substituted as 'am' instead of 'was', are instead of were and vice versa. Another problem area to the learners is concord; the grammatical agreement between words. The agreement problems are enormously found between demonstrative adjectives and noun, subject and verb, and relative pronoun and verb.

It is observed that numbers of errors are committed by the learners in sentence level also due to the dissimilarity of syntax pattern between L₁ and L₂. Further, it is found that the interrogative sentences are used in the reversed order as where + sub + aux + verb (where he was going) instead of where + aux + sub + verb + (where was he going). This is due to the influence of L₂ spoken form on writing. And also there are a number of incomplete sentences found in the learner's writings. Hence, another problem area is orthographical, that is spelling. It is the fact that the English spelling rules itself is one of the reasons for the spelling errors in addition to the L₁ interference and learners incorrect speech habits.

Difficulties in Semantic level:

The findings in this study show that the Manipuri students have the problem of defining the semantic boundaries that separate lexical items. As a result of this, they failed to observe the rule of restrictions on the co-occurrence of lexical items. The implication of this is that, Manipuri students find it difficult to produce coherent and meaningful texts as long as their learning of these lexical relations is imperfect.

The Manipuri students face difficulty with synonyms as they assume some words as synonymous and they can be used in interchangeable way which makes them commit errors in this area. Similarly they face difficulty in using binary terms as

they get confused about lexical items that are usually categorized as “relational opposites” and use them in an interchangeable way committing different errors. The vocabulary of Manipuri students is very weak and they lack the knowledge of the exact word in their lexicon and thus they try to “exploit” the “paraphrase strategy” to express themselves in different contexts committing different errors. These errors may be ascribed to the learners’ lack of sufficient lexical competence that enables them to form semantically well-formed sentences.

Idiomatic expressions are another area of difficulty for Manipuri students due to their complexity. The meaning they want to convey has to be understood from the context itself i.e. it cannot be found out from the meanings of each isolated word but from the whole as one constituent.

Again similar forms and homophones create difficulty for the Manipuri students as they have confusion between the incorrect and correct form of words to be used in a binary relation. Confused, the learner, thus, chooses the incorrect form and substitutes it for the correct one.

A collocation can be defined as two words belonging to different grammatical categories to exclude binomials where the two words are from the same category and are connected implicitly or explicitly by a conjunction. Manipuri students find this area a difficult one and commit different errors

Lexico grammatical choice error can be defined as the error where a word of a particular grammatical category is used instead of another grammatical category. The lexico grammatical choice errors represent the learners’ confusion of how, when and why they have to use a certain grammatical category instead of another and being of an L₂ nature, these errors also represent the insufficient lexico grammatical competence of the students.

From the above discussion it is clear that semantics is an area of great difficulty for Manipuri students. A clearer understanding of sense relations can provide greater precision in guiding students toward meaning and in helping them to define boundaries that separate lexical items.

7.2 Suggestions and Recommendations

The study focuses on the implication of pedagogy in a systematic and organized manner in order to improve the pathetic condition of students regarding the knowledge of English language as teaching and learning English. The researcher feels that to eradicate or at least to minimize the problems encountered by the learners in the process of learning English as a second language will be possible if certain measures are taken at hand.

Language learning is the corporate responsibility of the students, parents and teachers and therefore each of them have to play a vital role in developing the skills and capacity of the children in language learning.

7.2.1 Parents' role:

The parents' role is most important in children's learning as the children spend most of their time under the care and guidance of their parents. So the parents need to be educated on the ways in which they can help in developing the skills and capacity of the children in language learning. They also could be educated on the ways in which repeated exposure to the target language help the students. The more accompaniments the parents can provide the more language the children will learn. The following role the parents can play for the development of their children's language learning.

- 1. Listening to the children when they speak in English and correct them:** Often the schools, the children go to have a large number of students. As result, the students lack personal attention at school. Whereas at home if the parents give attention to their own few children's language, they will have ample chance to improve their language.
- 2. Rewarding the children when they do well in English:** Let the parents not only expect the children to be rewarded when they do well in English, but they need to reward and reinforce them in order to get the best out of them.

3. **Speaking always in English if possible:** Most of the time the family members meet one another and during the conversations of one another if they could talk in English the children will be inspired by them and also would learn new vocabularies and names of the things available in household surroundings. During games, similar words and phrases are used repeatedly. During manual work, children enjoy chatting among themselves. If these conversations could be held in English children will be benefitted a lot.
4. **Being available to the children, when they need language related help:** In modern times, the parents are occupied so much with their own works and affairs that they are not able to give time for their children. But the children look for attention and guidance and encouragement from their parents. They would like to speak to their children. So, the parents need to spend quality time with the children so that they have someone who cares for their linguistic development.
5. **Encouraging the children to watch selected English films:** The children like watching television. They naturally enjoy watching the television in the mother tongue. But if they take a bit of trouble in the beginning to watch television in English, soon they will get accustomed to watching in English and enjoy thereafter, resulting in greater possibility of picking up the foreign language
6. **Giving personal attention:** Every child is unique, precious and capable. Often it is due to lack of personal attention that the children are lost and they do not progress much.
7. **Having good knowledge of English:** The children easily imitate their parents. Surely, the fluency of the parents in English will affect the children. The better knowledge the parents have, the more the children will learn.
8. **Participating in English Essay and speech competitions, cultural programs, debates, skits and dramas:** These activities are arranged

in places other than schools. The parents can encourage their children to participate in such activities.

9. **Motivating the children towards English speaking:** The parents need to motivate the children to learn English. The parents could discuss with the children about many persons who have succeeded in their lives by giving importance to English.
10. **Being interested and creating interest in the children:** The interests of the parents and guardians are easily passed on to the children. If the parents show interest in the language learning, automatically the children also will be inspired.
11. **Having good knowledge of English:** The better knowledge the parents have, the greater the possibility of language learning for the children. The children will have regular opportunity to converse with their parents in English.
12. **Making English newspapers available:** It is said that the news and information received in one day's news paper is more than the knowledge people got during their whole life time in olden days. So the newspapers should be made available to the children. Even, these papers could be stored and utilized reading and comprehension practice.
13. **Reciting prayers/verses in English:** There are certain prayers which are recited every day by the children. It also can be made possible to recite in English.
14. **Making sure that the children do loud reading practice every day:** The more the children read the more language they will learn. When they read loudly, they are able to listen to the language. 15 minutes loud reading practice could be ensured by the parents at home.
15. **Read books everyday:** If the parents read books every day, the children also see that and will start imitating them. It is only when one reads regularly various types of writings; the language becomes part of the self.

16. **Saying at least simple things in English or using simple words if there is lack of knowledge of English:** All the parents are not equally educated and they do not have equal opportunities to speak English. Those who lack knowledge of English at least could use some words of English and they may also inspire the children to learn from other family members or relatives who know it.
17. **Making English TV channels available:** Giving complete freedom to the children to watch television will not be appropriate. Allowing them to watch selected programs of selected channels will be of help in their language learning.
18. **Singing English songs and listening to English songs:** Singing songs is one of the powerful ways of learning the language. When a song is sung repeatedly, it goes on echoing in mind and the words of the songs are easily remembered.
19. **Computers should be made available:** When one types in a computer, if a mistake is made, then the computer even corrects the mistakes by itself, gives various options and if the user wants he/she can check the spelling with the computer dictionary. Computers should be made available by the parents so that children can learn the language.
20. **Make dictionaries available:** Dictionaries are not easily available to the students. As a result, when any doubt comes, rather than referring to the dictionary, they seem to write the words with wrong spellings.
21. **Advising the children to approach the teachers for guidance:** Sometimes the students are not openly coming out of themselves to get guidance from the teachers. They are hesitant to approach them for help. The parents could play a mediator role between the teachers and the children.

7.2.2 Teachers' Role:

Teachers are the role model for their children. Students always try to imitate the teachers and their activities and they give lot of importance what the teachers say and teach. Therefore it becomes a duty for the teachers to be perfect what and how they teach from the very initial stage. The following measures a teacher can take for the students' language learning development.

1. **Making English books available for reading:** Often children do not have easy access to books. A good library could be developed in the school to make English books available to them.
2. **Creating an English atmosphere:** An English atmosphere can be created at school by organizing various activities including small scale language lab, group discussion in English etc.
3. **Inspiring the children by talking to them in English:** The children look for inspiration to learn new things. If the teachers inspire them try to speak to them in English, surely they will be able to learn English soon.
4. **Repeated exposure to the target language:** The more number of times the students repeat the words and sentences, the more easily they remember. Often it has been noticed, when their mistakes are corrected, they tend to repeat the same mistake again and again. On repeated correction, they seem to improve their pronunciation. The students also become familiar with words, phrases and sentences by repeated exposure. The repeated process helps in bringing the language in their subconscious and unconscious level. When the students hear the words for the first time, they feel strange about it and tend to avoid it. They do not feel like using those words. But when they often hear them often, they become familiar and their inhibitions are overcome. Repeated exposure increase in the confidence level among the students. Students even after twelve years of learning in the schools, they make mistakes even with ordinary and simple words. One can see that neither the teachers nor the guardians pointed out these mistakes. They think what they pronounce and write is correct. They do not even suspect their knowledge of language.

5. Proper method should be used by teachers:

- To develop linguistic competence of the students, the language may be taught linguistically. That is, linguistic approach in teaching of English from the beginning would be helpful for the development of competence in English.
- Different types of conversational discourse may be taught, and the students should be given enough time for the development of conversational discourse in the school hours. The conversational discourse training will eliminate language shock and cultural shock. Further, that will help to develop communicative competence of the students.
- While teaching vocabulary of English, the grammatical functions and linguistic features of words should be taught. Further, the semantic value of words should be distinguished.
- The similarities and differences between L1 and L2 should be taught especially while teaching syntax which will eliminate the habits of literal translation from L1 to L2.
- While teaching pronunciation of words the phonetic similarities and differences of the phonemes should be demonstrated in the class room, and practices should be given in this area properly. Further, the awareness about the interference of L1 in the pronunciation of foreign sounds should be given timely to the learners.
- The students may be motivated to interact with teachers and peer groups in English in the home front in addition to the school atmosphere. Further, watching English programs on TV, listening to radio, loud reading, reading dailies, would help to develop the spoken language of English.
- To avoid errors in writings, students may be practiced to write stories, and the errors in the written items may be spotted then the reasons for

the occurrence of errors should be indicated to the students. Further, editing training should also be given to the students.

- To prevent L1 interference on L2 sentence, various sentence types of both L1 and L2 should be differentiated and distinguished and that should be demarked to the students. The awareness about sentence types of both languages will automatically eliminate the errors in syntax. Thus, effort has to be taken to create syntactical awareness among the students.
- To avoid the overgeneralization of verb forms and other grammatical items the regularity and irregularity of the language rules may be taught and reinforced.
- To prevent the agreement problems, the relationship between words should be taught, and if the problems are due to L1 structure, the relationship and variation between the L1 and L2 sentences may be indicated to the students.
- To avoid orthographical errors, appropriate pronunciation drills should be given to the students. By the preventing the L1 sounds in their L2 pronunciation, the spelling errors can be minimized in the learners' writings.
- Practice of differentiating the lexical and grammatical items, recognition of unfamiliar words and understanding of their literal and contextual meanings with the help of teacher or dictionary will enhance the reading comprehensibility.
- Practice of labeling parts of speech and recognizing the word endings and tense markers will develop the linguistic competence of the students. Further, that will be helpful for the enhancement of understanding ability of texts.
- Easy and simple vocabularies should be used in reading materials. Further, the hard and unknown vocabularies should be introduced in familiar contexts of the students. If it is unfamiliar context, both the context and vocabularies will make them trouble. So, use of unknown

and hard words in familiar context of the students will increase the understanding ability of the students.

- Teaching of reading comprehension has to be introduced. That is, how to read, how to understand a text and how to understand contextual as well as literal meaning of words, will increase the reading ability of the students.
- The reading games should be introduced in classroom. That is, finding phrasal verbs, differentiating the mono, di, tri syllable words, differentiating the nouns like common, abstract, animate, inanimate, etc. and the verbs like transitive and intransitive in sentence or discourse will be helpful for the development of linguistic competence which will enhance the reading comprehensibility of students.
- Teaching listening comprehension should not be ignored. It may be taught in the following manner: How to understand a context, how to deduce meaning of a unknown vocabulary in a context, and how to understand the contextual / situational meanings of words.
- The tape recorded dialogues could be played before the students and they could listen them, then the theme as well as questions may be asked on the basis of the dialogue. This type of practice will help the students' understanding capacity as well as the communicative competence.
- Introducing the listening games, sound discrimination (k, g, kh, gh), Recognition of minimal pair (put, but), Recognizing morphemes (free and bound morpheme) Recognizing syllables in words, Recognizing silent letters in words, Identification of parts of speech etc. will help to build up listening ability to discriminate L2 phonemes, morphemes and phonetic variation of sounds.
- The students can be made to listen to different current vocabularies and allow them write synonymous and antonymous for those vocabularies. Further, practice of finding equal L1 words for L2 as

well as translation of sentences from L2 to L1 and vice versa will help to develop the linguistic competence of the students.

- Watching TV Programs, films and listening to radio programs will certainly help to understand how the native and non-native speakers use the English language. It will help them also in understanding the dialectal variation of the language.
- Observing public announcements (Railway announcement, corporation transport announcement) will help to strengthen the socio linguistic knowledge and the presence of mind.

7.3. Suggestions for Further Research

On the basis of the present study, some of the areas are identified in the same field for further study.

1. The present research has advocated some apt remedial measures to eliminate the problems encountered by the students in the process of learning English. Those remedies may be tried out in the field so as to understand viability of the remedies suggested in this study.
2. L1 influences on listening L2 and its impact on other skills of language i.e, speaking, Reading and writing. This phenomenon can be studied further.
3. Negative and positive transfer of L1 between L2 writing can be studied separately.
4. Error analysis can also be made in the process of learning speaking of English as a second language and
5. Comparative studies can be made between the districts of Assam with reference to communicative competence of higher secondary students in English language.