CHAPTER 6

DIFFICULTIES FACED BY MANIPURI MEDIUM STUDENTS IN LEARNING

ENGLISH AS A SECOND LANGUAGE

CHAPTER 6

DIFFICULTIES FACED BY MANIPURI MEDIUM STUDENTS IN LEARNING ENGLISH AS A SECOND LANGUAGE

Knowing a language depends on four skills: listening, speaking, reading and writing (LSRW). The former two skills are known as oracy and the later two are known as literacy. Among these four skills, listening and reading are used as the channels of receiving information while the remaining two skills, speaking and writing, are used as channels of sending information. Thus, the first two skills are known as receptive skills while the next two skills are labeled as productive skills.

The mastery over four skills is very important to bring perfection in learning. The ultimate goal of second language learning is to enable the learner, communicate his or her thoughts, ideas, and feelings via oral and written language. But one disadvantage of second language learners of English is that they have to face insurmountable problems in this area. Acquiring proficiency in a second language like English is not an easy task and therefore, most of the time; L_2 learners of English face many difficulties in acquiring the four skills. A systematic study of those areas of difficulty and their analysis is very necessary to overcome those problems and to bring perfection in learning.

Like any other second language learners the Manipuri students too often face difficulty in acquiring the four skills. They consider that learning English is a difficult process and therefore they are quite afraid of dealing with the language.

In this study the researcher's main concern is to find out those areas of difficulty and study them in a systematic way so that a permanent solution of those problems can be brought to light.

6.1. Listening Skill

Listening is a complex process and an integral part of the total communication process. Listening is one of the most challenging skills for ESL learners to develop as it is probably the least explicit of all the four language skills[28]. It is a demanding process, not only because of the complexity of the process itself but also due to factors that characterize the listener, the speaker, the content of the message and any visual support that accompanies the message[29]. Vandergrift[30] states that listening plays a very important role in the learning of a second language. It is listening which gives the learner adequate information from which to build the sufficient knowledge for using a language. It also provides the necessary input for the learners needed for practicing a language later. So it is the first step or skill required while learning a language. Rost[31] (1990) points out that understanding spoken language is a necessary condition for language acquisition.

But it has been noticed that listening is the most neglected skill among the four. In the English language classroom too listening has been given little attention. This could be due to the fact that there has been lack of research in this area of listening which make people consider it as a passive skill which is believed that learners just "pick up". Teachers believe that exposing students to spoken language is sufficient instruction in listening comprehension (Miller, 2003).

But the activity of listening is not just as easy as an act of recording the speaker's utterances and repeating them as they are. It is a process of making meaning out of spoken language. Listening involves:

- receiving the systematic sounds of the language,
- processing and constructing sounds into words,

---

[28] Vandergrift 2004, p 3-25
[29] Brown and Yule, 1983
[30] Vandergrift 2004
[31] Rost1990

- giving meaning to the words and getting meaning from the words received,

- ability to interpret and comprehend the speaker's utterances, etc.

Listening is the first and foremost language mode that children acquire which provides the basis for the other language arts. Listening plays an important role in the process of learning language whether it is first or second language. In the process of first language acquisition, a natural environment prevails where children get the opportunity of listening to the language around them. That is, they involve in the activity of listening passively for about one year right from the birth, and then they actively participate in the linguistic society in which they dwell. But in the process of learning L_2, the listening is voluntarily made activity. Thus, in the deliberate learning, learners are made to involve in listening to L_2 where the linguistic nuances are taught step by step.

The linguistic items like phonemes, morphemes, lexical items, grammatical items, syntax and semantics are taught to listen in order to develop other modes of language - viz., speaking, reading and writing.

6.1.1 Listening Process

According to Anderson and Lynch[32] (1988), arguing what is successful listening, —understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. Coakley & Wolvin[33] (1986) suggest that listening comprehension in a L2 (second language) is the process of receiving, focusing attention on, and assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge of the topic, linguistic knowledge and cognitive processes to the listening task, the aural text, and the interaction

---

[32] Anderson and Lynch (1988), (pp.6)
[33] Coakley & Wolvin (1986) (pp. 179-212)

between the two. In the first step, listeners receive the aural stimuli or the combined aural and visual stimuli presented by the speaker. In the second step, listeners focus on or attend to select stimuli while ignoring other distracting stimuli. Because, so many stimuli surround students in the classroom, they must be attractive to the speaker's message, focusing on the most important information in that message. In the third step, listeners assign meaning to or understand the speaker's message.

From the cognitive perspective, Anderson and Pamela[34] (1986) have identified three phases or stages of listening process-perception, parsing and utilization. Perceptual processing is the encoding of the acoustic or written message. In listening, this covers chunking phonemes from the continuous speech stream[35] (Anderson, 1995). During this stage, an individual pays close attention to input and the sounds are stored in echoic memory. In the parsing phase, listeners use words and phrases to construct meaningful representations, words are converted into a mental representation of the combined meaning of these words. They recognize the formation of words as meaningful units that can be stored in short term memory. The size of the unit or segment of information processed will rely on the learner's knowledge of the language, general knowledge of the topic, and how the information is presented. The main clue for segmentation in Language Communication is meaning, which may be represented syntactically, semantically, phonologically, or by any combination of these. The third process, utilization, is composed of associating a mental representation of the auditory meaning with existing knowledge. Existing knowledge is retained in long-term memory as propositions or schemata. Connections between the new input meaning and existing knowledge take place through spreading activation in which knowledge in LTM (long-term memory) is activated so that it is associated with the new meanings in STM. Comprehension occurs when input and knowledge are matched with each other. Perception, parsing and utilization stand for different

---

[34] Anderson and Pamela (1986) p 391 - 398
[35] Anderson, (1995), p. 37.

levels of processing. Of the three levels of processing, perception is the lowest. All three phases are recursive and connected closely, and can occur simultaneously during a single listening event.

An act of communication requires encoder-the speaker and decoder-the listener. The speaker encodes the concept or message through a set of code. The listener decodes the concept or message from the set of code used by the speaker. That is, on the one hand, the act of encoding involves cohering the sounds into words, words into sentences, sentences into discourses. On the other hand, the act of decoding involves identifying the sounds, understanding the utterances and their meanings, and recognizing the prosodic features like tone, intonation, pitch, stress, etc. used by the speaker.

It is a common notion that the speaker provides meaning and the listener receives it. That is, the speaker conveys meaning and the listener receives the meaning as it is conveyed by the speaker. But in certain contexts, the listener cannot understand the speaker's utterances; because he takes direct literal meaning of word instead of contextual meaning. Here the speaker's meaning differs from the listener meaning. In a conversational discourse, both the speaker's and the hearer's co-operation in sending and receiving meaning is important. If the speaker is deviant from the context, the listener's responsibility is less than speaker's.

The event of communication very much depends on two polarities - the speaker and the listener. These two polarities are essential requirements of communication. Communication is in fact a confrontation between two individuals with a view of exchanging some information or getting some intention fulfilled.

For the effective exchange of information, both the speaker and the listener are expected to be equipped with the competence of the language which is used. That is, the same level of competence is expected from the listener and the

speaker as well. Any shortcoming in the linguistic competence of the listener or the speaker, would affect the communication. So, both the polarities should be more or less equally equipped with the linguistic competence of that language for effective and efficient communication.

In the classroom atmosphere, the students generally listen to the teacher who gives directions and instruction, to the classmates during discussion and to someone reading stories and poetry aloud. Listening should not be neglected; rather, the students are in need of teaching listening strategies or instruction. Teaching listening can be categorized into two modes. The first one is teaching linguistic nuances like phonemic variations, discrimination of similar sounds in words, recognizing word boundaries, recognizing morphemes, distinguishing grammatical and lexical items in a sentence, etc. The second one is teaching how to listen a context, how to deduce meaning for an unfamiliar word, how to recognize theme over a discourse. These two modes are important and inseparable for teaching of listening comprehension. If any shortcoming is found in teaching of either of this mode, its consequences will be seen in other skills of language.

According to Rost[36] the listening comprehension includes the following skills:

I) Enabling Skills

    a) Perception

        i. Recognizing prominence within utterances, including

            ▪ Discriminating the meaning of unfamiliar words

            ▪ Discriminating strong and weak forms, phonetic change at word boundaries

            ▪ Identifying use of stress and pitch (information units, emphasis, etc.)

    b) Interpretation

---

[36] Rost1990, p. 152-3

ii. Formulating content sense of an utterance, including

- Deducing the meaning of unfamiliar words

- Inferring implicit information

- Inferring links between propositions

iii. Formulating a conceptual framework linking utterances, including

- Recognizing discourse markers (clarifying, contrasting)
- Constructing a theme over a stretch of discourse
- Predicting content
- Identifying elements that help you to form an overall schema
- Maintaining and updating the context

iv. Interpreting (possible) speaker intentions, including

- Identifying an 'interpersonal frame' speaker-to-hearer

- Monitoring changes in prosody and establishing (in) consistencies

- Noting contradictions, inadequate information, ambiguities

- Differentiating between fact and opinion

II) Enacting Skills

i. Making an appropriate response (based on 1 – 4 above), including

- Selecting key points for the current task

- Transcoding information into written form (for example, notes)

- Integrating information with that from other sources

- Providing appropriate feedback to the speaker

6.1.2 Difficulties Faced in Listening

Effective listening in classrooms is about more than hearing and a working knowledge of language. If students struggle with listening comprehension they will struggle to learn material presented orally. The lack of emphasis on listening

skills has lead to problems faced by students in comprehending listening texts. The researcher in this study has identified certain areas of difficulty that hinder comprehension to take place. Having an awareness of those areas of difficulty in listening comprehension will help the teachers to give proper feedback and better address the needs of their students.

The research upon the students of the Manipuri medium school showed that these students generally faced the following problems which hampered their listening skill:

a) Difficulty in understanding phonemic contrasts:

Phonemic contrast is the property that allows the discrimination of distinctive speech elements of a language and the capability to distinguish meaning. 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. Under this condition, it's a little difficult for them to understand the right key words from the speech for correct comprehension. Again some other learners were able to identify or differentiate the flow of sounds, but matching the pronunciation with the word meaning was difficult for them.

b) Difficulty in understanding the stress pattern in words and sentences:

Stress is an important feature of English. Stress on wrong syllable may distort the meaning and lead to misunderstanding. In English the stress pattern is both free and fixed. The Manipuri students find difficulty while dealing with stress. They 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.

c) Difficulty in deducing the meaning of unfamiliar words:

Insufficient vocabulary knowledge is a frequent cause of listening comprehension problems. Due to limited vocabulary size and problems with the perception of acoustic forms, learners often experience difficulties in processing audio input. 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. The students whenever encounter an unknown word, they stop to think about the meaning of that word and thus miss the next part of the speech.

d) Difficulty in understanding texts with difficult grammatical structures:

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

e) Difficulty in inferring implicit information:

Inferring implicit information includes implicit understanding and drawing inferences from input texts. Sometimes the information required is not clearly stated, and the listener must go beyond the surface information to see other meanings which are not explicitly stated in the text. The Manipuri medium students have difficulty in this area because while listening, they are unable to infer a 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.

f) Difficulty in noting contradictions, inadequate information, ambiguities:

An expression may be construed as having a different meaning in different contexts. There is a problem for the listener in constructing an interpretation of an utterance which is taken out of context. The listener can only work with a "thin" semantic meaning of the sentence which is taken from the vocabulary items set in a syntactic order. When the listener has access to the pragmatic context of the utterance, a "thick" meaning can be inferred.

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.

g) Difficulty in providing appropriate feedback to the speaker

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 giving proper feedback.

6.1.3 Data Analysis

6.1.3.1 Test Item 1: Testing the students understanding of phonemic contrasts

Instruction: You will hear some sentences readout once; in each sentence the speaker will give emphasis on a particular word. Listen carefully and encircle the word you hear.

Readout sentence :	The girl is completely without shame.
emphasized word :	shame
Options given to encircle :	*shame / same*
Words students encircled :	same (65 students)

	shame (32 students)
	both (9 students)
	no reply (24 students)
Readout sentence :	The mangoes are sweet and cheap.
emphasized word :	cheap
Options given to encircle :	*cheap / sip*
Words students encircled :	cheap (43 students)
	sip (69 students)
	both (5 students)
	no reply (13 students)
Readout sentence :	Though he came, he did not meet me
emphasized word :	though
Options given to encircle :	*Though/Do*
Words students encircled :	though (49 students)
	do (38 students)
	both (7 students)
	no reply (36 students)
Readout sentence :	Put all these things in the bag
emphasized word :	bag
Options given to encircle :	*bag / back*
Words students encircled :	bag (51 students)
	back (56 students)
	both (3 students)
	no reply (20 students)
Readout sentence :	All the locks of the doors are broken
emphasized word :	locks
Options given to encircle :	*locks / logs*

Words students encircled :	locks (45 students)
	logs (61 students)
	both (8 students)
	no reply (16 students)
Readout sentence :	They need a longer rope to tie it
emphasized word :	rope
Options given to encircle :	*robe / rope*
Words students encircled :	rope (59 students)
	robe (62 students)
	both (2 students)
	no reply (7 students)
Readout sentence :	Anurag and I studied in the same batch
emphasized word :	batch
Options given to encircle :	*batch / badge*
Words students encircled :	batch (35 students)
	badge (62 students)
	both (4 students)
	no reply (2 students)

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	incorrect response	no response
1.	Encircling the readout word	Recognition of Phonemic contrast	28	40	32

Table 6.1. Students' Recognition of Phonemic contrast

Only 28% of the students have answered correctly, 40% of the students have responded partially and remaining 32% of the students have responded

incorrectly. Reason for the incorrect response is the failure in recognizing and differentiating the voiced and voiceless sounds clearly.
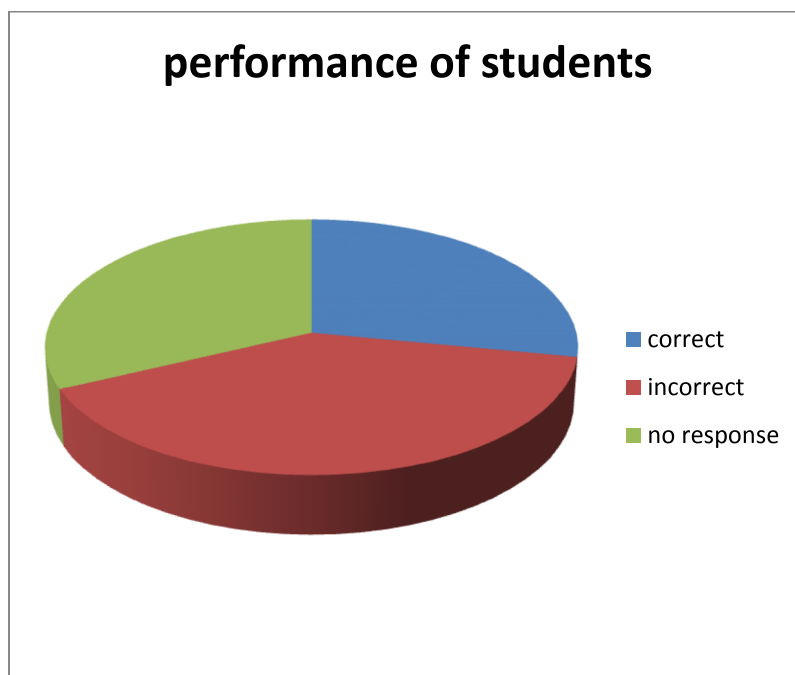
Fig.6.1. Students' Recognition of Phonemic contrast

6.1.3.2 Test Item2: Testing the students' understanding of stress pattern

Instruction: You will hear the following words readout once; in each word the speaker will give stress or emphasis on one of the syllable. Listen carefully and encircle the word that is correctly stressed.

Readout word:	captain
Options given to encircle :	ˈcaptain / capˈtain
Correct option:	ˈcaptain
option students encircled :	ˈcaptain (35 students) capˈtain (62 students) both (4 students) no reply (2 students)

Readout word:	delight
Options given to encircle :	ˈdelight / deˈlight
Correct option:	deˈlight
option students encircled :	ˈdelight (51 students) deˈlight (49 students) both (17 students) no reply (13 students)
Readout word:	effect
Options given to encircle :	efˈfect/ˈeffect
Correct option:	efˈfect
option students encircled :	efˈfect (55 students) ˈeffect (42 students) both (4 students) no reply (29 students)
Readout word:	understand
Options given to encircle :	ˈunderstand /unˈderstand / underˈstand
Correct option:	underˈstand
option students encircled :	ˈunderstand (35 students) unˈderstand (22 students) underˈstand (54 students) no reply (19 students)
Readout word:	master
Options given to encircle :	ˈmaster/ masˈter
Correct option:	ˈmaster
option students encircled :	ˈmaster (54 students) masˈter (39 students) both (14 students) no reply (23 students)

Readout word:	bicycle
Options given to encircle :	ˈbicycle
Correct option:	ˈbicycle / biˈcycle / bicyˈcle
option students encircled :	ˈbicycle (42 students) biˈcycle (38 students) bicyˈcle (34 students) no reply (16 students)
Readout word:	deliver
Options given to encircle :	ˈdeliver / deˈliver/ deliˈver
Correct option:	deˈliver
option students encircled :	ˈdeliver (47 students) deˈliver (34 students) deliˈver (36 students) no reply (13 students)

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	incorrect response	no response
2.	Encircling the readout word	understanding of stress pattern	26	51	23

Table 6.2. Students' understanding of stress pattern

Only 26% of the students have answered correctly, 51% of the students have responded incorrectly and remaining 23% of the students have not responded at all. Reason for the incorrect response is the inability to understand the stress pattern and failure in differentiating the stressed and unstressed syllable clearly.

performance of students

- correct
- incorrect
- no response
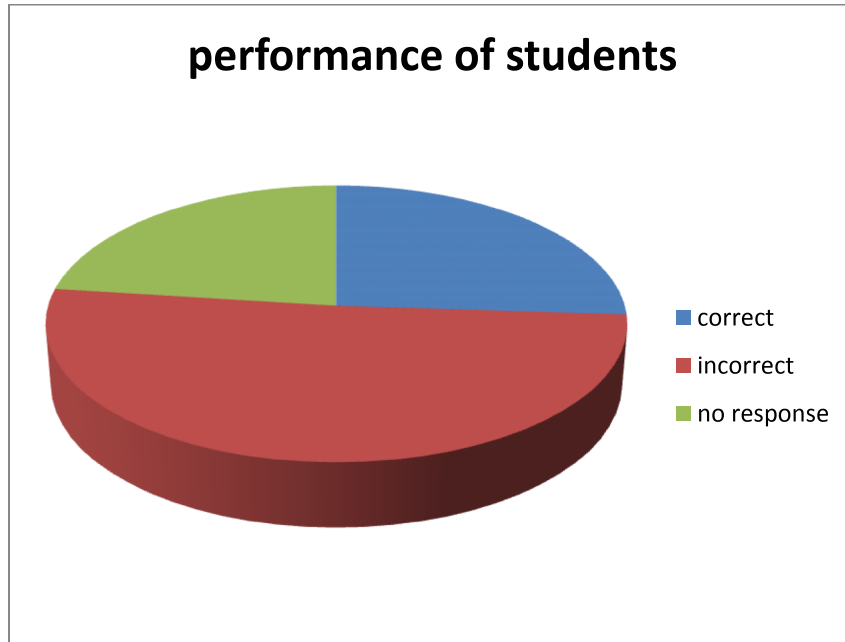
Fig.6.2. Students' understanding of stress pattern

6.1.3.3 Test Item 3 (finding out the meaning of unfamiliar words)

Instruction: Five sentences are given to you from the story Father's Help. Listen carefully to the sentences and find out the meanings of the italicized word.

Given sentence :	Father told Swami "*Loaf* around less on Sundays and you will be without a headache on Monday".
Options given :	*Roam about / work /study*
Correct option:	*Roam about*
option students encircled :	*Roam about* (43 students) *Work* (29 students) *study* (34 students) no reply (24 students)
Given sentence:	Swami gave a *lurid* account of Samuel's violence.
Options given :	*Bright / shocking*

Correct option:	*Shocking*
option students encircled :	*Bright* (67 students) *shocking* (44 students) no reply (19 students)
Given sentence :	Swami's father was an *obstinate* man.
Options given :	*stubborn /simple /strict*
Correct option:	*stubborn*
option students encircled :	*stubborn* (47 students) *simple* (34 students) *strict* (34 students) no reply (15 students)
Given sentence:	According to Swami's *impression* the teacher's inspecting the home lessons was a scene of great violence.
Options given :	*idea /mark / false appearance*
Correct option:	*idea*
option students encircled :	*idea* (49 students) *mark* (38 students) *false appearance* (27 students) no reply (16 students)
Given sentence:	Swami was more *puzzled* about Samuel's character.
Options given :	*confused /hesitated*
Correct option:	*confused*
option students encircled :	*confused* (73 students) *hesitated* (41 students) no reply (16 students)

Test item	Mode of questioning	Task involved	Performance in %			
			Correct response	Partially correct response	Incorrect response	No response
3.	Objective	deducing the meaning of unfamiliar words	37	39	15	9

Table 6.3. Students' deducing the meaning of unfamiliar words

Only 37% of the students have selected the correct responses, 39% of the students have answered partially, 15% of the students have responded incorrectly, and remaining 9% of the students have left without answering to the questions. The reasons for the correct responses are that the given conversational discourse is very simple one, and the words which are used in the conversation are not hard ones. It is evident that the easy and simple words make the learners to observe the information easily from the conversational discourse.
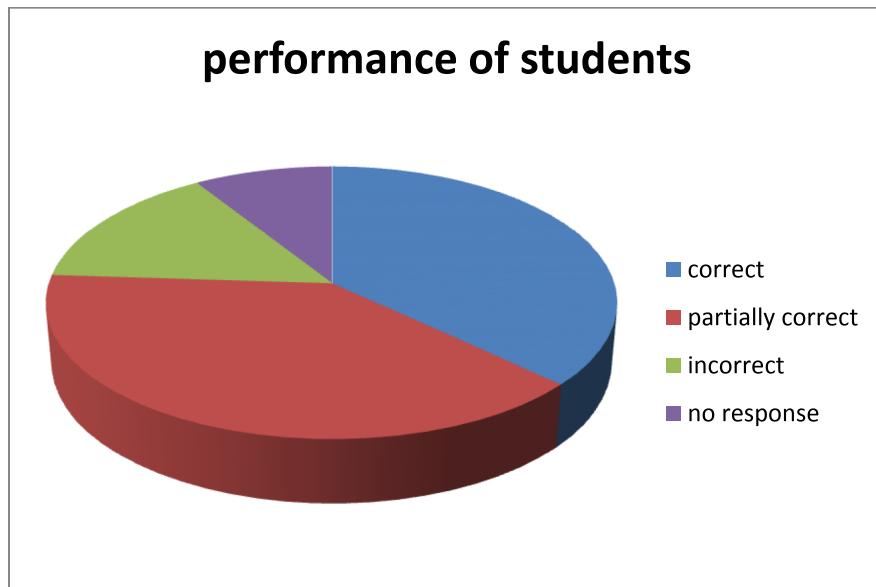
Fig.6.3. Students' deducing the meaning of unfamiliar words

6.1.3.4 Test Item 4. Difficulty in understanding texts with difficult grammatical structures

Instruction: You will hear five sentences read out once one after one; write down right or wrong depending on the grammar of the sentences.

Given sentence 1:	The bowl of nuts are on the table.
Expected response:	Wrong
student's response :	Wrong (57 students) right (54 students) no reply (19 students)
Given sentence 2 :	One of my colleagues have given me this birthday gift.
Expected response :	Wrong
student's response :	Wrong (64 students) right (55 students) no reply (11 students)
Given sentence 3:	She had had her lunch before he came.
Expected response:	Right
student's response :	Wrong (94 students) right (24 students) no reply (12 students)
Given sentence 4:	He is blind of his son's fault.
Expected response:	Wrong
student's response :	Wrong (39 students) right (78 students) no reply (13 students)

			Performance in %		
Given sentence 5:	The Everest is the highest mountain peak in the world.				
Expected response:	Wrong				
student's response :	Wrong (78 students) right (34 students) no reply (18 students)				

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	Partially correct response	Incorrect response
4.	Find out the given sentences right or wrong depending or grammar	Recognition of Grammar error	30	21	49

Table 6.4. Students' recognition of grammar error

Only 30% of the students have responded correctly. 21% of the students have answered partially and remaining 49% of the students have responded incorrectly. The student are not able recognize the grammatical errors which are found in the given items due to the poor grammatical knowledge of the students.
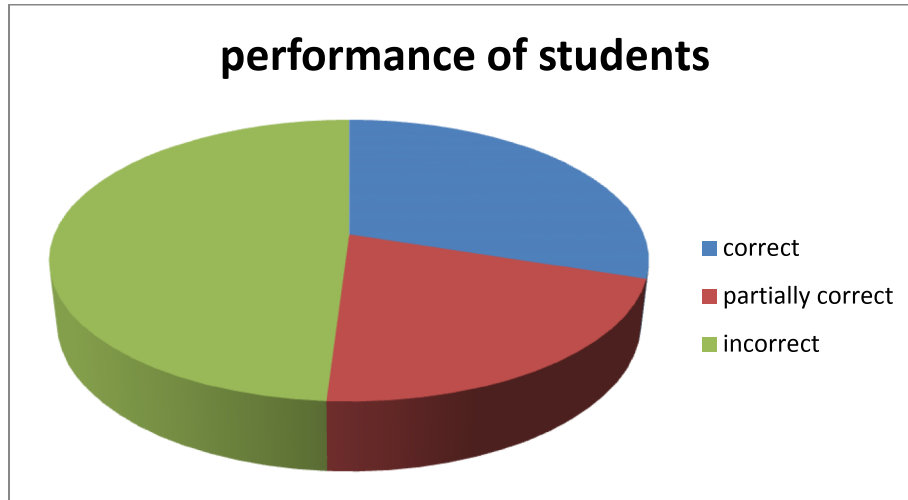
Fig.6.4. Students' recognition of grammar error

6.1.3.5 Test Item 5 Difficulty in inferring implicit information

Instruction: Listen carefully to the sentences and finding out what the speaker wants to say, tick any one of the options given.

Given sentence :	I wish I were present there.
Options given :	The speaker were present in the place / He was not present
Correct option:	He was not present
Students' ticked sentence:	The speaker were present in the place(85 students) He was not present (45 students)
Given sentence:	I wonder if you could help me.
Options given :	The speaker is requesting politely for help / the speaker is surprised to get help
Correct option:	The speaker is requesting politely for help
Students' ticked sentence:	The speaker is requesting politely for help (54 students) the speaker is surprised to get help (76 students)

Given sentence :	I am afraid that the last bus has left
Options given :	The speaker is in fear because the last bus left /the speaker apologizes for saying something unpleasant
Correct option:	The speaker apologizes for saying something unpleasant
Students' ticked sentence:	The speaker is in fear because the last bus left (82 students) the speaker apologizes for saying something unpleasant (48 students)

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	Incorrect response	Unanswered
5.	Objective	Difficulty in inferring implicit information	42	41	17

Table 6.5. Students' Difficulty in inferring implicit information

Only 42% of the students have selected the correct responses, 41% of the students have responded incorrectly, and remaining 17% of the students have left without answering to the questions. The reasons for the incorrect and no responses are the inability to deduce appropriate information from the conversational discourse.
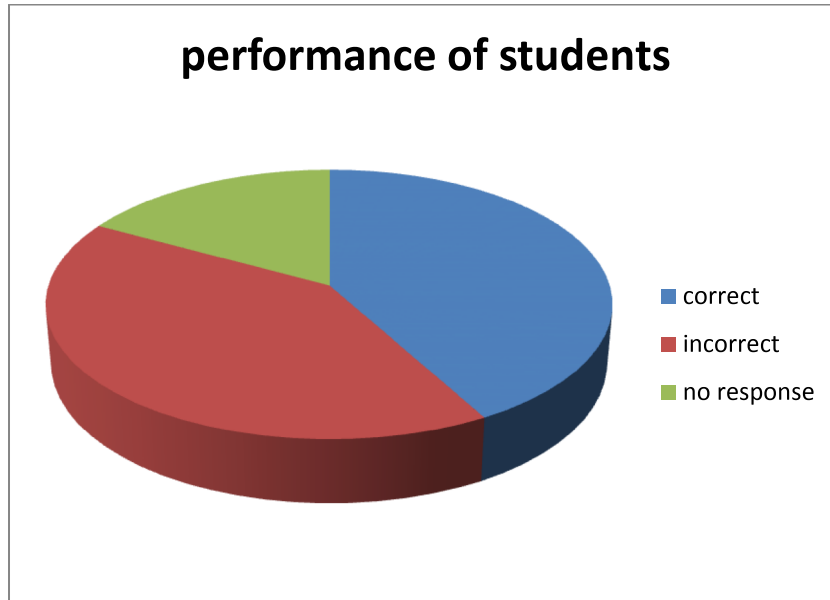
Fig.6.5. Difficulty in inferring implicit information

6.1.3.6 Test Item 6 (Difficulty in noting contradiction, ambiguities:)

Instruction: You are given four sentences from the poem "The light of other days by Thomas Moore". Listen carefully to the sentences and find out the meaning of the words in italics from the context.

Given sentence :	"Sad memory brings the *light* of other days around me".
Options given :	*Glowing light / vivid and bright memories*
Correct option:	*vivid and bright memories*
Students' encircled words:	*Glowing light* (95 students) *vivid and bright memories*(23 students) *no reply* (12 students)
Given sentence:	"Oft in the stilly night Ere *slumber's chain* has bound me".
Options given :	*Chain of sleep / uninterrupted sleep*
Correct option:	*uninterrupted sleep*

155

Students' encircled words:	*Chain of sleep* (59 students) *uninterrupted sleep*(45 students) *no reply* (26 students)
Given sentence:	"The *cheerful hearts* now *broken*".
Options given :	*The happy heart is broken /sorrow and loss evoked in the heart*
Correct option:	*sorrow and loss evoked in the heart*
Students' encircled words:	*The happy heart is broken* (76 students) *sorrow and loss evoked in the heart* (45 students) *no reply* (9 students)
Given sentence :	"Sad memory brings the light of *other days* around me".
Options given :	*Another day /past days*
Correct option:	*Past days*
Students' encircled words:	*Another day* (55 students) *past days*(67 students) *no reply*(8 students)

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	Incorrect response	Unanswered
6.	Objective	note contradiction, ambiguities	33	58	9

Table 6.6. Students' noting contradiction, ambiguities

Only 33% of the students have selected the correct responses, 58% of the students have responded incorrectly, and remaining 9% of the students have left without answering to the questions. The reasons for the incorrect responses are that the given discourse is ambiguous and it is beyond the reach of the students.
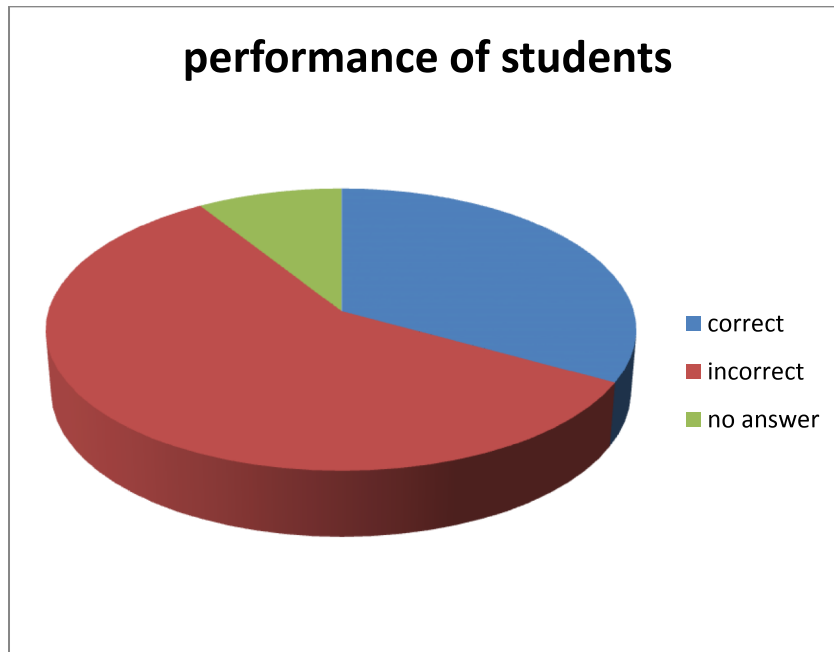
Fig.6.6. Students' noting contradiction, ambiguities

6.1.3.7 Test Item 7 (Difficulty in giving appropriate feedback :)

Instruction: Listen to the announcement carefully and answer the questions that follow.

Question : 1.	Where can one hear this kind of announcement?
Expected response :	Railway station
Students responses ::	i)Railway station(95 students) ii)Bus stand(35 students)
Question : 2.	What is the train number announced?
Expected response :	12346

Students' responses ::	13246 (24 students) 12646(65 students) 14236(41 students)
Question : 3.	Mention the platform number where the train starts?
Expected response :	*6*
Students' responses ::	6 (125 students) No reply (5 students)
Question : 4.	When will the train start?
Expected response :	13 hours 15 minutes
Students' responses ::	15 hours 13 min(46 students) 15 hour 30 minutes(9 students) 13 hour 50 minutes(75 students)
Question : 5.	What is the name of the train?
Expected response :	Saraighat Express
Students' responses ::	The Saraighat (45 students) the Express(49 students) the Saraighat bridge(32 students) no reply(4 students)

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	incorrect response	No response
7.	Objective	giving appropriate feedback	37	47	16

Table 6.7. Students' giving feedback

158

Only 37% of the students have selected the correct responses, 47% of the students have responded incorrectly, and remaining 16% of the students have left without answering to the questions. The reasons for the correct responses are that the given conversational discourse is very simple one, and the words which are used in the conversation are not hard ones. It is evident that the easy and simple words make the learners to observe the information easily from the conversational discourse.

performance of students

- correct
- incorrect
- no answer
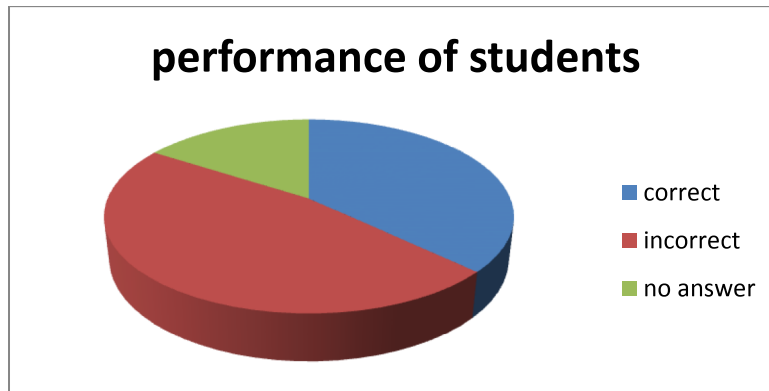
Table 6.7. Students' giving feedback

6.1.4 Result Discussion

The current study reports the perceived difficulty of Manipuri students in listening English. The following table displays such perspective.

Table 6.8 Manipuri students' apparent difficulties in listening English

Area of difficulty as reported by students	Total no of students	No of responses	percentage
I can't differentiate sounds that seemed to sound alike	130	90	69.2 %
I don't understand the strong and weak	130	72	55.38 %

forms of the same word			
Stress and intonation patterns of English interfere with my listening comprehension	130	65	50 %
While listening, I find it difficult to guess the meaning of unknown words by linking them to known words	130	121	93. 07%
I find difficult to understand the texts with difficult grammatical structures.	130	107	82.3%
I face difficulty in finding out the other meanings which are not clearly stated	130	119	91.53 %
I find difficult to understand the contradictory and ambiguous sentences	130	85	65.38 %
I find difficult to provide appropriate feedback to the speaker	130	118	90.76%

The above data shows that majority of the students (93. 07%) find listening difficult due to the limited vocabulary as they find it difficult to guess the meaning of unknown words by linking them to known words. 91.53 % students stated that they are unable to understand the underlying meaning of a statement which is not clearly stated.

Explaining the reason for facing difficulties in listening skill Manipuri students participating in the study said that they get the opportunity of listening English only in the classroom. Some students, however, reported that they have been asked to listen to English at home by watching films and listening to TV news. But their listening competence seemed to be lacking due to their accountability towards listening.

6.1.5 Bar-chart

Below Bar-chart shows overall responses of the Manipuri medium students regarding their area of difficulty in listening English.

Manipuri student's area of difficulty in listening English
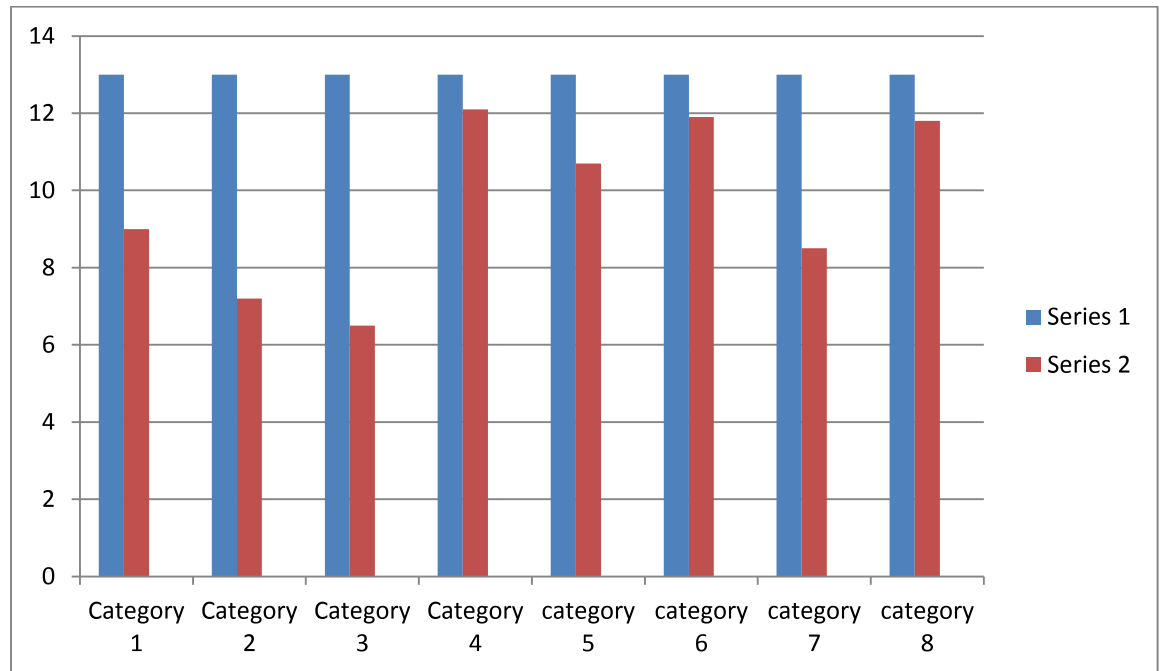
Fig 6.8 Bar-chart on Manipuri student's area of difficulty in listening English

6.2. Speaking Skill

The biological behaviour which is bestowed only upon human beings among all living being is speech. It is the first and foremost form of communication through which one can express his inner thought to others. Speaking is the productive skill in the oral mode. It is an active skill, and more complicated than it seems at first and involves more than just pronouncing words.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only

know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). The speaker must think of an idea he wishes to express before making an utterance. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. The activity of speaking involves:

- ability to speak in a correct pronunciation and present the content in understandable way
- the knowledge of the grammatical, lexical and cultural features of the language,
- ability to speak without grammatical errors,
- where, when, why, how, what to speak awareness

The scope of spoken language is much wider than the written language. It includes both the casual spontaneous conversations as well as formal speeches and so on. Written language tends to serve rather specialized functions at the formal level.

6.2.1 Speaking Process or Process of Communication

Communication is the process through which inner thought of the communicator is conveyed to others. This process is known as human communication or oral communication. Human co-operation in this world is brought about through this method. It is the means by which the diverse activities of man are co-ordinated and correlated with each other for the attainment of common and reciprocal ends (De Lauguna, 1927: 19).

The complete communicative process is the hierarchical arrangement of the various components of communication. They are as follows:

a. Intended message

b. Encoder

c. Signals

d. Decoder

e. The received message

Communication is a very complex process where several tasks are completed within a few moments. The intended message is the abstract idea or the feelings lying in the mind of the speaker which he wishes to communicate. The encoder expresses the message in his mind in the form of words and gestures. Signal is the encoded message transmitted in the form of the mechanical impulse. Channel is the medium through which a signal travels. Decoder is the person who receives communication signals and transforms them into meaning and ideas. Received message is the result of decoding communication signals. Psychologically speaking, after receiving the message, the nervous system of the receiver is activated and subsequently interpreted, and appropriate meanings are assigned to the received codes to make the communication process complete.

The term 'communicative competence' is viewed by the scholar (Hymes, 1961) as the competence in communication which covers all modes of competence in linguistic behaviour by the speech community. This includes both social and grammatical behaviour. The term 'all modes of communication' (Hymes, 1962) can further be explained as the language competence that has total comprehension and total verbal exposition in all modes of society, which includes group interaction - interpersonal interaction involving different dialectal areas. Also, the verbal exposition will encompass the non-verbal behaviour which has cultural compatibility. It is evident from the above that there are two different kinds of competence, namely, grammatical competence and communicative competence.

The term grammatical competence is one which can be achieved by way of exposing one to the structure of language; whereas, the communicative

competence can be achieved by exposing oneself both to the structure of the language as well as the social behaviour which pivots around certain conventional rules as put forth by the society.

Communication strategy is a systematic attempt by the learner to express or decode meaning in the target language in the situations where the appropriate systematic target language rules have not been formed (Tarone et al., 1983: 5). Earlier it was called by Tarone and her colleagues (1976) as production strategy. Ellis (1985: 182) defines 'communication strategies are psycholinguistic plans which exist as part of the language user's communicative competence. They are potentially conscious and they serve as substitutes for production plans which the learner is unable to implement'. In the process of learning speaking, the learners adopt some kind of strategies like drawling, self repairing semantic avoidance, etc., to conceal their linguistic inadequacy as well as to achieve the task of communication. Various scholars (Tarone, 1980, Blaly Stock, 1984, Fzerch and Kasper, 1980) have formulated different typologies for the types of communication strategies adopted by the learners.

Cook (2001) says that the learners adopt certain strategies when they try to express things just beyond their current level of functioning L2. Further, he says communication strategy of L2 learners will enhance the learning', and the learners' strategy indicates that the learners are encountering the linguistic problems in the process of learning. The learners knowingly and unknowingly use the inter and intra lingual strategies to convey their message to others. But, they fail to convey the message as they are intended due to their linguistic inadequacy. By using the strategy they get satisfaction, assuming that they have conveyed the meaning completely to the questions asked by the researcher. The learners adopt the strategies whenever they encounter problems at all the levels of language like phonological, morphological, syntactical and discourse.

Further, Cook says that the conceptual strategies are not same as those used in native speech when speaker cannot remember the word he wants to use. That is,

while describing the parts of his car need to be repaired to a mechanic, he says there is oil dropping from the sort of junction in the pipe behind the engine. This is an analytic strategy; this strategy allows him to communicate without knowing the correct words. This does not mean that the speaker adopts the strategy not because of his linguistic inefficiency. But the strategies followed by the L2 learners are different from the native speaker's strategy cited above.

In second language research, a great deal of attention has been paid to related area of communicative behaviour. So, this chapter concentrates on communication strategies of the L_2 learners. Further, communication strategy is not dealt with in this chapter as a learner's ability to communicate effectively and efficiently. It is only a tactic followed by the learners to conceal a gap in their communication. So, the objective of the chapter is to test and identify when and how the learners make use of such strategies in speech.

6.2.2 Difficulties Faced in speaking

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

i. Inhibition.
Students are worried about making mistakes, fearful of criticism, or simply shy.

ii. Nothing to say.
Students have no motive to express themselves.

iii. Low or uneven participation.
Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

iv. Mother-tongue use.

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers (Littlewood, 1984, p.53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah,2005). Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. ―Children need both to participate in discourse and to build up knowledge and skills for participation‖ in order to learn discourse skills (Cameron, 2001, p.36). Furthermore, ―language is best learned

when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu,2003,p.27). It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani, 2010). Littlewood(1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

The data collected on this issue revealed the following major speaking difficulties encountered by the Manipuri students at this level.

6.2.2.1. Defective pronunciation

Manipuri students speaking English do not have appropriate English pronunciation. It is identified that a lack of adequate knowledge of English sounds, L_1 interference and other related negative transfers while speaking contribute to this situation. Manipuri has only twelve vowels (6 pure vowels and 6 diphthongs) whereas Standard British English (RP) has 20 vowels (12 pure vowels and 8 diphthongs). It has been found that English long and short vowel pairs [iː] and [ɪ], [ɔː] and [ɔ], [uː] and [u] are substituted by Manipuri students with their nearest available vowel sounds [i] , [o] , [u] respectively. Manipuri has no phonemic contrast between long and short vowels, so Manipuri students tends to under differentiate the distinction between the English long and short vowel pairs. English diphthongs [ai, au, ɔi] are almost identical to Manipuri

diphthongs [ai, au, oi] respectively, and they are substituted with the available pure vowels in order to pronounce English diphthongs [ei, əu, uə, eə, iə]. It is observed that there are many vowels and diphthongs available in English but these are not found in Manipuri. Similarly, there are triphthongs in English but not in Manipuri. These contrastive features seem to be a great challenge to Manipuri speakers in their effort to acquire English vowels, diphthongs and triphthongs.

Similarly there are many variations between SBE and Manipuri regarding consonant sounds; while SBE has only six plosives like [p, b, t, d, k, g] the latter carries fifteen [p, ph, b, bh, t, th, d, dh, c, ɟ, ɟh, k, kh, g, gh]. In both English and Manipuri the sounds [p, b, t, d, k, g] are common regarding both manner and place of articulation. But the aspirated plosives [p^h, b^h, t^h,d^h, k^h, g^h] and unaspirated [c] are found only in Manipuri. Again coming to the fricatives, SBE has nine: [f, v, θ, ð, s, z, ʃ, ʒ] and [h] whereas Manipuri speakers use only two: [s, h]. So we see that fricatives [s] and [h] are common in both while the rest of the fricatives are absent in Manipuri. Therefore the Manipuri students often found to replace the sounds [f, v, θ, ð, z, ʃ, ʒ] with nearest equivalent sounds [p^h, b^h, t^h, d, ɟ, s] respectively.

As far as affricates are concerned we find that SBE has two sounds [tʃ] and [dʒ] which are palato-alveolar where Manipuri does not have any affricate sound. Therefore these two sounds seem to be replaced by [c] and [ɟ] respectively by the Manipuri students. However one thing should be noted here that while nasal, lateral and semi vowels are concerned, English and Manipuri have similar number of consonants while both have three nasal sounds [m, n, ŋ], one lateral [l] and three approximants e.g., [w, r, j].

Due to these dissimilarities at the phonological level, the following types of errors are observed in the performance of the learners.

    i. Phonological Interference: The Manipuri medium students face problems in pronouncing some particular vowels and consonants. Certain English

vowels and consonants are not found in Manipuri and the Manipuri medium students replace them with other similar sounds present in their mother tongue.

Monophthongal correlation between RP and Manipuri

a. RP [i:] is a close front long vowel. As far as articulation of [i:] is concerned the tongue is held tightly. Again [ɪ] is a centralized front just above half close unrounded vowel. The Manipuri students find difficult to articulate both of these two vowels and therefore substitute [i] for both [i:]and [ɪ].

Monophthongal correlation between RP and Manipuri

RP   **Manipuri**

[i:] ——————————————————— [i]

[ɪ] ———————————————
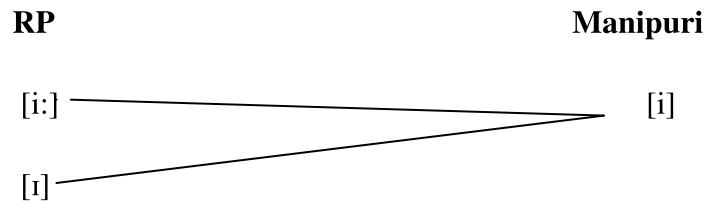
English words	RP	Manipuri
it	[ɪt]	[it]
eat	[i:t]	[it]

b. RP [ɪ] is a front vowel between close and half close position which seems to be substituted by [i] and [e] along with [ai].

Monophthongal correlation between RP and Manipuri

RP   **Manipuri**

[ɪ] —————————————— [i]

[e]

[ai]

169
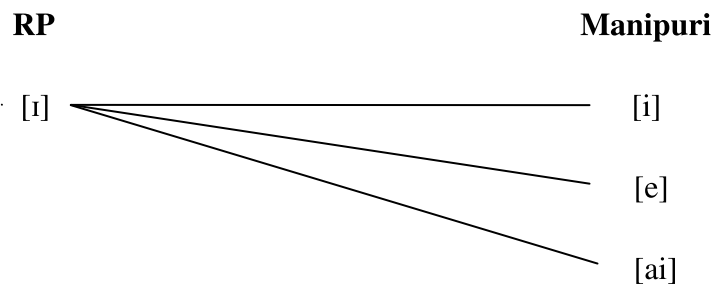
English words	RP	Manipuri
'pin'	[pɪn]	[pin]
'basket'	[bɑ:skɪt]	[basket]
'direct'	[dɪrekt]	[dairek]

c. RP [æ] is a front unrounded half open vowel which is absent in Manipuri. Therefore the Manipuri speakers substitute the sound with a nearly related sound [e] or [a].

Monophthongal correlation between RP and Manipuri

RP   **Manipuri**

[æ] ———————————————————— [e]

[a]
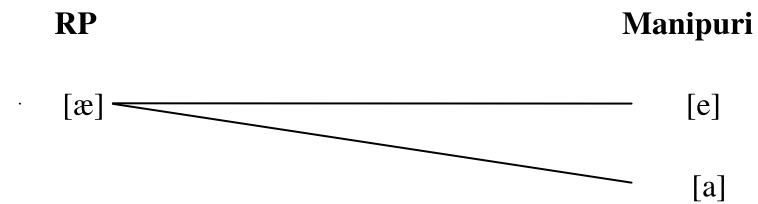
English words	RP	Manipuri
bad	[bæd]	[bed]
attack	[ətæk]	[etak]

d. RP [ɜ:] is a central vowel between half close and half open position which seems to be substituted by [ar] and [ər] as there is no equivalent sound in Manipuri.

Monophthongal correlation between RP and Manipuri

RP   **Manipuri**

[ɜ:] ———————————————————— [ar]

[ər]
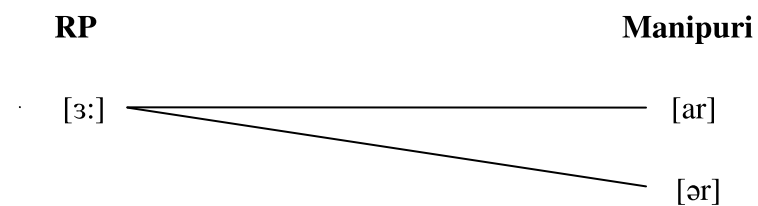
English words	RP	Manipuri
'hurt'	[hɜːt]	[hart]
'word'	[wɜːd]	[wərd]
'girl'	[gɜːl]	[gərl]

e. RP [ə] is a central short vowel with a neutral lip position just between half close and half open in the initial and medial position and nearly half open in the final position. It is a frequent vowel in English vocabulary which is an also found in Manipuri phonemes. But due to the lack of phonemic contrast between [ə] and [æ] vowels, Manipuri students tend to have difficulties distinguishing in some word pairs substituting with their nearest possible sound [e]. When [ə] occurs in initial position Manipuri students tend to pronounce it either with their nearest possible sound mid-central [ə] or mid-front [e]. But when [ə] occurred in medial position they tend to substitute and pronounce with the close front vowel [i] or mid-front vowel [e], instead of English [ə]. When [ə] occurs in final position, then Manipuri students tends to pronounce it as mid-central [ə].

Monophthongal correlation between RP and Manipuri

RP   **Manipuri**

[ə]   [e]

                                                 [ə]

                                                 [i]

English words	RP	Manipuri
'advise'	[ədvaɪz]	[edvais]
'politics'	[pɒlətɪks]	[politiks]

171

'company '	[kʌmpəni]	[kəmpeni]
'familiar'	[fəmɪliə(r)]	[pʰemiliar]

f. RP [ʌ] is a central vowel between open and half open position which seems to be substituted by [ə] as there is no equivalent sound in Manipuri.

Monophthongal correlation between RP and Manipuri

RP	Manipuri
[ʌ] ————————————	[ə]

English words	RP	Manipuri
'club'	[klʌb]	[kləb]
'government '	[gʌvənmənt]	[gəbʰ ərnment]

g. RP [ɑ:] is a long back open vowel between half close and half open position which seems to be substituted by [ar[as there is no equivalent sound in Manipuri.

Monophthongal correlation between RP and Manipuri
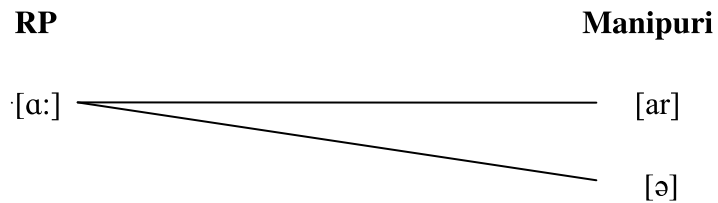
RP	Manipuri
[ɑ:] ————————————	[ar]
	[ə]

English words	RP	Manipuri
'card'	[kɑ:d]	[kard]
'after'	[ɑ:ftə(r)]	[əpʰtər]

172

h. RP [ɒ] is a back open vowel which is substituted by [o] as it is a similar and equivalent sound found in Manipuri.

Monophthongal correlation between RP and Manipuri

RP   Manipuri

[ɒ] ——————————————— [o]

English words	RP	Manipuri
hot	[hɒt]	[hot]

i. RP [ɔ:] is a long back half open positioned vowel which seems to be substituted by [o] and [a] as there is no equivalent sound in Manipuri.

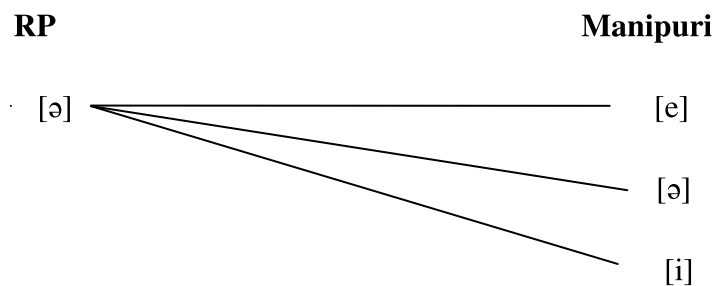**Monophthongal correlation between RP and Manipuri**

RP   Manipuri

[ɔ:]   [o]

                                                 [a]

English words	RP	Manipuri
all	[ɔ:l]	[ol]
wall	[wɔ:l]	[wal]

j. RP [u:] is a long back close rounded vowel. It is nonexistent in Manipuri and therefore Manipuri earners articulate [u] for the production of both [u:] and [ʊ].

Monophthongal correlation between RP and Manipuri

RP   **Manipuri**

[u:] ——————————————————— [u]

[ʊ] ————————————————
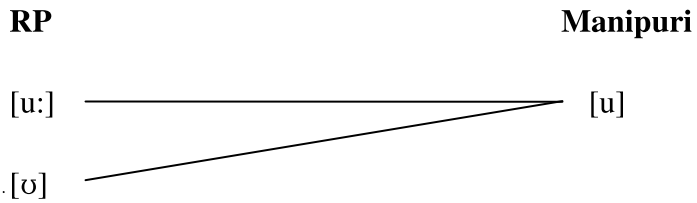
English words   **RP**   **Manipuri**

pool   [pu:l]   [pul]

pull   [pʊl]   [pul]

Consonantal correlation between RP and Manipuri

i. RP [ʧ] is a voiceless palato alveolar affricate which is replaced by palatal plosive [c] by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP   **Manipuri**

[ʧ] ——————————————————— [c]
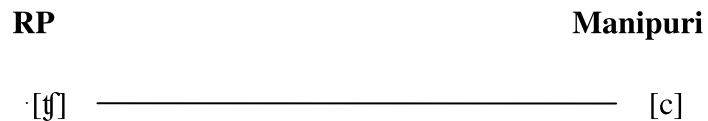
English words   **RP**   **Manipuri**

chain   [ʧeɪn]   [cen]

china   [ʧainə]   [cəinə]

ii. RP [ʤ] is a voiced palato alveolar affricate which is replaced by palatal plosive [ɟ] by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP   **Manipuri**

[dʒ] ——————————————————————— [ɟ]
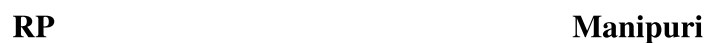
English words	RP	Manipuri
just	[dʒʌst]	[ɟast]

iii. RP [f] is a voiceless labio-dental fricative which is replaced by aspirated bilabial plosive [pʰ[by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP   Manipuri

[f] ——————————————————————— [pʰ]

English words	RP	Manipuri
fan	[fæn]	[pʰen]

iv. RP [v] is a voiced labio-dental fricative which is replaced by [bʰ] by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP   Manipuri

[v] ——————————————————————— [bʰ]

English words	RP	Manipuri
van	[væn]	[bʰen]

v. RP [θ] is a voiceless dental fricative which is replaced by aspirated alveolar plosive [tʰ] by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP   **Manipuri**

·[ɵ] ——————————————— [tʰ]

English words	**RP**	**Manipuri**
three	[ɵri:]	[tʰri]

vi. RP [ð] is a voiced dental fricative affricate which is replaced by voiced alveolar plosive [d] by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP   **Manipuri**

·[ð] ——————————————— [d]

English words	**RP**	**Manipuri**
then	[ðen]	[den]

vii. RP [z] is a voiced velar fricative which is replaced by [ɟ] by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP   **Manipuri**

·[z] ——————————————— [ɟ]

English words	RP	Manipuri
zebra	[zebra]	[ɟebra]

viii. RP[ʃ] is a voiceless palato alveolar fricative which is replaced by [s] by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP	Manipuri
· [ʃ] ———————————	[s]

English words	RP	Manipuri
sheep	[ʃi:p]	[sip]

vii. RP [ʒ] is a voiced palato alveolar fricative which is replaced by [ɟ] by the Manipuri students.

Consonantal correlation between RP and Manipuri

RP	Manipuri
· [ʒ] ———————————	[ɟ]

English words	RP	Manipuri
vision	[vɪʒn]	[bʰiɟon]

Diphthongal correlation between RP and Manipuri

i. RP [eɪ] begins slightly below the half close position moving towards RP [ɪ] with the lips being spread which is substituted by [ei] [e]and [o] along with [a].

Diphthongal correlation between RP and Manipuri

RP	Manipuri

```
  [eɪ]                                    [ei]

                                          [e]

                                          [a]

                                          [o]
```
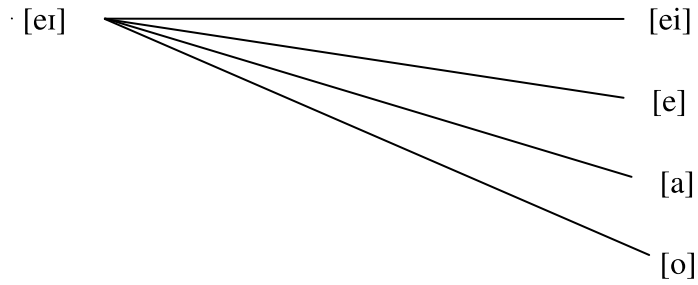
English words	RP	Manipuri
rain	[reɪn]	[rein]
gate	[geɪt]	[get]
data	[deɪta]	[data]
broad gauge	[brɔːd geɪdʒ]	[brodgoɟ]

ii. RP [ɑɪ] is a glide from the front open position towards [ɪ] with the lips being neutral to a loosely spread position. This glide is substituted by [ai] and [i] by the Manipuri students.

Diphthongal correlation between RP and Manipuri

RP   **Manipuri**

```
  [ɑɪ]                                    [ai]

                                          [i]
```
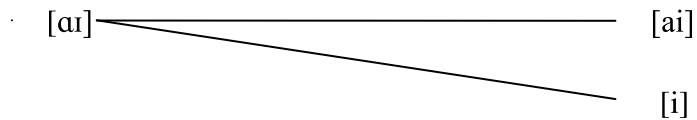
English words	RP	Manipuri
fry	[frɑɪ]	[pʰrai]
christ	[krɑɪst]	[kʰrist]

iii. RP [ɑʊ[begins between the front and the back open position and proceeds towards the direction of [ʊ] with the lips being neutral in the beginning and

weakly rounded at the end. This glide is substituted by [au] and [o] by Manipuri students.

Diphthongal correlation between RP and Manipuri

RP	Manipuri
[ɑʊ]	[au]
	[o]

English words	RP	Manipuri
cow	[kɑʊ]	[kau]
eyebrow	[ɑɪbrɑʊ]	[aibro]

iv. RP [əʊ] is a glide which begins at a central position just below half close moving towards [ʊ] with the lips being neutral in the beginning and to a loosely spread position. This glide is substituted by[o] by the Manipuri students.

Diphthongal correlation between RP and Manipuri

RP	Manipuri
[əʊ]	[o]

English words	RP	Manipuri
go	[gəʊ]	[go]

v. RP [ɪə] is a glide which begins above the half close position and proceeds towards [ə] with the lips being neutral. This glide is substituted by [i] [e] and [iar] by the Manipuri students.

Diphthongal correlation between RP and Manipuri

RP	Manipuri
[ɪə]	[i]
	[e]
	[iar]
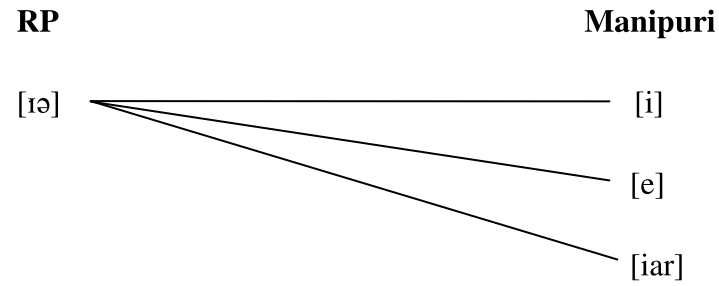
English words	RP	Manipuri
zero	[zɪərəʊ]	[ɟiro]
xerox	[zɪərɔks]	[ɟeroks]
near	[nɪə]	[niar]

vi. RP [eə] is a glide from the front open position towards [ɪ] with the lips being neutral to a loosely spread position. This glide is substituted by [e] and [iar] by the Manipuri students.

Diphthongal correlation between RP and Manipuri
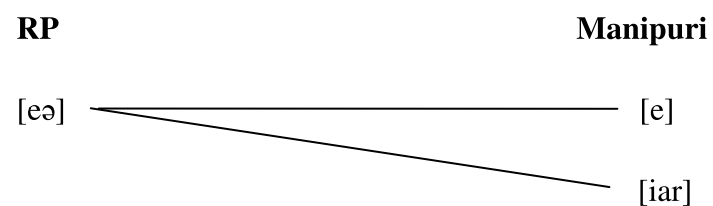
RP	Manipuri
[eə]	[e]
	[iar]

English words	RP	Manipuri
aeroplane	[eəroplein]	[eroplen]
bear	[beə]	[biar]

180

vii. RP [ʊə] is a glide begins nearly from the back half close position moving towards [ə] with the lips being weakly rounded in the beginning and neutral at the end. This glide is substituted by [u] [iu] [ue] and [ou] by the Manipuri students.

Diphthongal correlation between RP and Manipuri

RP   **Manipuri**

[ʊə]   [u]

                                                          [iu]

                                                          [ue]

                                                          [ou]
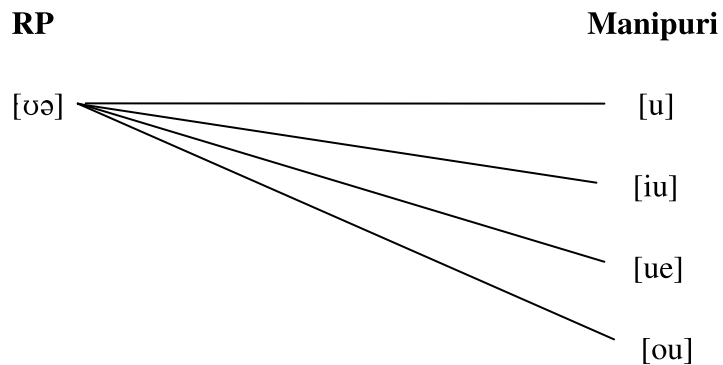
English words	RP	Manipuri
tour	[tʊə]	[tur]
sure	[ʃʊə]	[siur]
influence	[ɪnflʊəns]	[inp^{h}luens]
poor	[pʊə]	[pour]

ii. Diminishing diphthong:

In Manipuri some diphthongs are not available and therefore they are substituted with the available pure vowels in order to pronounce them. For example English diphthongs [ei, əu, uə, eə, iə] not found in Manipuri and therefore the students tend to replace them with certain monophthongs.

This conversion of Diphthongs into Monophthongs is often found among the Manipuri students causing them mispronunciation.

English words	RP	Manipuri
'face'	[feɪs]	[pʰes]
'go'	[gəʊ]	[go]
'late'	[leɪt]	[let]

iii. Addition of Vowel Sound at the Initial Position

The Manipuri Students sometimes insert an additional sound [i] at the beginning of a word initial position. For example:

English words	RP	Manipuri
'School'	[skuːl]	[iskul]
'Strike '	[straɪk]	[istraik]
'smart'	[smɑːt]	[ismart]

iv. Addition of sound to the interior of a word

 The tendency of adding a sound or sounds to the interior of a word is often found among the Manipuri learners.

English words	RP	Manipuri
'modern'	[mɒdn]	[modarn]
'soften '	[sɒfn]	[sopʰten]
'pencil'	[pensl]	[pensil]
'evening'	[iːvnɪŋ]	[ibʰiniŋ]
'rival'	[rɑɪvl]	[raibʰel]

v. Devoicing of the voiced consonants:

In phonology devoicing or desonorization is a sound change where a voiced consonant becomes voiceless due to the influence of its phonological

environment. The following devoicing errors are found among the Manipuri students.

English words	RP	Manipuri
'lense'	[lenz]	[lens]
'visa'	[vi:zə]	[bʰisa]
'cosmetic'	[kɒzmetɪk]	[kosmetik]

vi. Re-arranging of sounds in a word

Most commonly it refers to the switching of two or more contiguous sounds that often occur with the Manipuri speakers.

English words	RP	Manipuri
'desk'	[desk]	[deks]
'risk'	[rɪsk]	[riks]
'flask'	[flɑ:sk]	[pʰlaks]

6.2.2.2   Wrong stress and intonation pattern

Stress and intonation are important features of English. Stress indicates the speakers' emphasis on certain word while intonation implies speakers' wish intention eagerness query etc. wrong use of stress and intonation therefore may lead to misunderstanding. The Manipuri students under study were noticed to use stress and intonation in an improper way. Most of the time they didn't use stress on the right syllable while dealing with disyllabic or polysyllabic words. They couldn't use stress on the right word while uttering a sentence.

6.2.2.3 Inadequate Vocabulary

Data collected through observation showed that students struggle to find the appropriate vocabulary item when trying to speak in English, which reflects their

insufficient vocabulary repertoire. Data collected from the student interview supported this because one of the students reported they want to speak, but as they don't know the word they are unable to speak. Lack of adequate vocabulary is a main obstacle for spoken communication by Manipuri students. It has been observed that among the Manipuri students there is a gap between the vocabulary range when they write and speak i.e. when they write, they have enough time to figure out the most appropriate words and phrases. But when it comes to speaking, some words and phrases may never come to their mind, so their expression does not deliver their intended meaning precisely. It is noticed that sometimes they face a shortage of vocabulary and can't express accurately what they want to say. Almost all the student under study agreed with the researcher that they have vocabulary problem which is the major reason why they cannot express themselves clearly and appropriately. They also believed that this contributed directly to a lack of fluency in their speech. During the interviews, they all emphasized a need to further expand their vocabulary.

6.2.2.4   Grammar as a Stumbling Block

Like vocabulary, almost all the Manipuri students face problem with grammar which stand as a stumbling block to their spoken English. It has been noticed by the researcher that sometimes they face some simple grammar problems. When they have to use points like a verb's third-person singular form, they already have the concept of subject-verb agreement. But when they speak fast, they fail to observe this rule and end up using 'do' when the subject is 'he'. Some of them are bothered by the past tense that leads to a variety of inflectional forms of verbs. When they speak, they tend to switch unconsciously from past tense to present tense.

The learners adopt the strategy of intra lingual transfer wherever they find irregularities in the rules of target language. For instance, the speakers have the

tendency to add simply 's' to all singular nouns whenever the need for the use of plural arises.

For example

Childs for **children**

Mans for **men**

Another strategy, in the area of morphology, adopted by the learner is analogical creation. For instance, as for as English is concerned, the suffix 'ed' is mostly used while changing the verb into a past tense form. But, certain verbs are exceptional to this rule.

For example

buy - bought

see - saw

go - went

The learners have acquired the knowledge of uniform change, namely, adding -ed' to the verb while making a present form of verb as past form. But the exceptions are not properly learned or even after learning, they have difficulty in using them appropriately. As a result, the above mentioned words in English are conjugated by following the general rule of adding the past tense marker - 'ed' with the basic present tense form. Thus, the terms produced by the students are as follows.

buyed	for	**bought**
seed	for	**saw**
runned	for	**ran**
gived	for	**gave**
goed	for	**went**

185

6.2.2.5 Inability to form sentences

The interviewed students also pointed out that they find it difficult to build sentences when they try to express their ideas. Although teachers spend a long time teaching grammar rules, students still cannot form short sentences when they try to speak in English.

6.2.2.6   Lack of fluency

Lack of speaking fluency is a dominating problem found not only among the Manipuri students but also teachers. Most of the students as well as teachers while trying to speak English get stuck in middle of words and sentences. Inability to recall the proper word suitable to the context and inability in forming correct grammatical structure instantly are the most common causes of lack of speaking fluency. Lack of sufficient vocabulary also disrupts fluency. When the Manipuri students face difficulty in the process of communication, they use sounds like mmm… to fill the gap and then again they continue their speech. So, the use of fillers indicates the learners' mental search. After getting linguistic elements and information from their mental dictionary, they continue their linguistic behaviour. This is a peculiar strategy adopted by the learners to fulfill the linguistic developmental gap they face in the process of communication. Drawling or prolongation or lengthening of the syllables is another strategy used by them when they are unable to find the correct structure to form a sentence. This gives time to the user to organize it and to decide what will be said next to it. Sometimes the learners tend to repeat a sound, word or several words and take time to think of the next word.

For example

My parents always mmmm. . . encourage me mmm. . . . to do good result. (fillers)

Music issss. . . a part of my life. (drawling)

On Sundays I spend time. . . I spend time. . . with my parents. (repetition)

6.2.2.7   Problems in making a message intelligible

As complete understanding requires complete agreement on the meaning of symbols between different users, it is not an unusual if communicators experience misunderstanding in communication. For L_2 communication in which people using L_2 symbols with different perceptions, the problem of misunderstanding is more serious. In addition to display high linguistic accuracy in L_2 speaking, participants have also problem with meaning transfer in L_2 communication. The most serious problem in speaking is about meaning transfer. How to say is a major problem to them rather than what to say, because most of the time it is seen that while speaking they either forget the word or cannot express properly. So it can be seen their major problem is mainly to find a way to transfer the meaning in L_2 communication by choosing the correct words.

6.2.2.8   Mother Tongue Use

Use of mother tongue is another problem found among the Manipuri students. During class observation, the researcher noticed that students tend to speak in Manipuri when they discuss different topics of the syllabus with their friends and ask questions to the teacher when they don't understand a topic. Being asked the reason behind this behaviour in the interview; the students explained that they do not know how to discuss their ideas in English, so they shifted to Manipuri. Therefore, the inadequate vocabulary repertoire and weak sentence building skills are the reasons for using the mother tongue.

6.2.2.9   Inhibition

It was noticed during the class observations that students' participation was very low. This is because of inhibition. Students explained that their fear of making mistakes in front of their classmates was the reason for not speaking in

the class. They expressed that, they are ashamed of using English as people will laugh at them if they make mistakes. Even they do not feel the need speaking English.

6.2.3 Data Analysis

6.2.3.1 Testing the students' pronunciation

Test Item 1. Instruction: Pronounce the following words.

i)	words	:	it, eat
	Expected pronunciation	:	[ɪt] it , [i:t] eat
	Students' responses	:	[it] it [it] eat
b)	words	:	seat /sit
	Expected pronunciation	:	[si:t] seat [sɪt] sit
	Students' responses	:	[sit] seat [sit] sit

Table6.9. students' performance in pronouncing [i:] and[ɪ]

Very few percentages of the students have responded correctly while pronouncing [i:] and [ɪ]. The poor performance indicates that they are not able to make a distinction between [ɪ] and [i:] and most of the time they replace [ɪ] and [i:] with [i]. The students are not familiar with the difference between [ɪ] and [i:] and their use in the words.

188

ii)	words	:	bad, bed
	Expected pronunciation	:	[bæd] bad [bed] bed
	Students' responses	:	[bed] bad [bed] bed
	words	:	attack
	Expected pronunciation	:	[ətæk] attack
	*Students' response*s	:	[etak] attack

Table6.10. students' performance in pronouncing [æ] and[e]

Very few percentages of the students have responded correctly. The poor performance indicates that they are not able to make a distinction between [æ] and [e]and most of the time they replace [æ] with [e].

iii)	words	:	heart, hurt
	Expected pronunciation	:	[hɑ:t] heart [hɜ:t] hurt
	Students' responses	:	[hart] heart [hart] hurt
	words	:	word
	Expected pronunciation	:	[wɜ:d] word

Table6.11. students' performance in pronouncing [ɜ:] and [ɑ:]

Only a few students have responded correctly. [ɜ:] and [ɑ:] are the sounds absent in Manipuri and therefore the students replace it with [a] and [o].

iv)	words	:	advise, opinion, politics
	Expected pronunciation	:	[ədvaɪz] advise [əpɪniən] opinion [pɒlətɪks] politics

	Students' responses	:	[edvais] advise
			[opinion] opinion
			[politiks] politics
	words	:	famous, river, actor
	Expected pronunciation	:	[feɪməs] famous
			[rɪvə(r)] river
			[æktə(r)] actor
	Students' responses	:	[pʰemas] famous
			[ribʰar] river
			[æktə(r)] actor

Table6.12. students' performance in pronouncing [ə]

Though [ə] is a common vowel in Manipuri phonemes, but due to the lack of phonemic contrast between [ə]and [æ] vowels, Manipuri students tend to have difficulties distinguishing in some word pairs substituting with their nearest possible sound [e].The poor performance indicates that they are not able to make a distinction between [ə]and [æ] and most of the time they replace it with [e].

v)	words	:	club, government
	Expected pronunciation	:	[klʌb] club
			[gʌvənmənt] government
	Students' responses	:	[klab] club
			[gobʰornment] government

Table6.13. students' performance in pronouncing [ʌ]

A small percentage of the students have responded correctly. The poor performance indicates that they are not able to pronounce [ʌ] and therefore they replace it with [a] and [o].

vi)	words	:	card
	Expected pronunciation	:	[kɑ:d] card
	Students' responses	:	[kard] card

Table6.14. students' performance in pronouncing [ɑ:]

 Only a few students have responded correctly. The poor performance indicates that they are not able to make a distinction between [ɑ:] and [a] and most of the time they replace [ɑ:] with [a].

vii)	words	:	hurt, word
	Expected pronunciation	:	[hɜ:t] hurt [wɜ:d] word
	Students' responses	:	[hart] hurt [word] word

Table6.15. students' performance in pronouncing [ɜ:]

The maximum percentage of the students has responded incorrectly. The poor performance indicates that they are not able to pronounce [ɜ:] and therefore they replace [ɜ:], either with [a] or [o].

viii)	words	:	pool, pull
	Expected pronunciation	:	[pu:l] pool [pʊl] pull
	Students' responses	:	[pul] pool [pul] pull

Table6.16. students' performance in pronouncing [u:] and[ʊ]

    The maximum of the students have responded incorrectly. The poor performance indicates that they are not able to make a distinction between [ʊ] and [u:] and therefore they replace it with [u].

ix)	words	:	hot
	Expected pronunciation	:	[hɒt] hot
	Students' responses	:	[hot] hot

Table6.17. students' performance in pronouncing [ɒ]

A good percentage of the students have responded incorrectly. The vowel [ɒ] is not present in Manipuri and therefore finding the two sounds [ɒ] and [o] quite similar, the Manipuri students replace [ɒ] with [o].

x)	words	:	pin, basket, direct
	Expected pronunciation	:	[pɪn] pin [bɑːskɪt] basket [dɪrekt] direct
	Students' responses	:	[pin] pin [basket] basket [dairek] direct

Table6.18. students' performance in pronouncing [ɪ]

Only few students have responded correctly, the rest either has not reply or have responded incorrectly. The vowel [ɪ] is absent in Manipuri and therefore the students replace the sound with [i], [e] and [ai].

xi)	words	:	rain, gate, data, broad gauge
	Expected pronunciation	:	[reɪn] rain [geɪt] gate [deɪta] data [brɔːd geɪdʒ] broad gauge

Table6.19. students' performance in pronouncing [eɪ]

The maximum students have responded incorrectly while pronouncing [eɪ]. The students replace the [eɪ] vowel with [ei], [e], [a] and [o] due to the unavailability of the diphthong in their mother tongue.

xii)	words	:	fry, christ
	Expected pronunciation	:	[frɑɪ] fry [krɑɪst] christ
	Students' responses	:	[pʰrai] fry [kʰrist] christ

Table6.20. students' performance in pronouncing [ɑɪ]

Only a few students have responded correctly while others failed to do it.

xiii)	words	:	cow, eyebrow
	Expected pronunciation	:	[kɑʊ] cow [ɑɪbrɑʊ] eyebrow
	Students' responses	:	[kau] cow [aibro] eyebrow

Table6.21. students' performance in pronouncing [ɑʊ]

The maximum students have responded incorrectly while pronouncing [ɑʊ]. The reason for this performance is that the Manipuri students are not familiar with the sound [ɑʊ] and so they replace it with [au] and [o].

xiv)	words	:	go
	Expected pronunciation	:	[gəʊ] go
	Students' responses	:	[go] go

Table6.22. students' performance in pronouncing [əʊ]

A large no of the students have responded incorrectly. The reason for this performance is that the Manipuri students are not familiar with the sound [ɑʊ] and so they replace it with [au] and [o].

xv)	words	:	zero, xerox, near		
	Expected pronunciation	:	[zɪərəʊ]	zero,	
			[zɪərɔks]	xerox	
			[nɪə]	near	
	Students' responses	:	[ɟiro]	zero	
			[ɟeroks]	xerox	
			[niar]	near	

Table6.23. students' performance in pronouncing [ɪə]

The Maximum students have responded incorrectly while pronouncing [ɪə]. The diphthong [ɪə] is not found in Manipuri language and therefore the Manipuri students replace [ɪə] with [i], [e] and [ia].

xvi)	words	:	aeroplane , bear	
	Expected pronunciation	:	[eəropleɪn]	aeroplane
			[beə]	bear
	Students' responses	:	[eroplen]	aeroplane
			[biar]	bear

Table6.24. students' performance in pronouncing [eə]

The students are not able to pronounce the sound at all. It is because the Manipuri students are not familiar with the sound [eə] and so they replace it with [e] and [iar].

xvii)	words	:	tour, sure, influence, poor
	Expected pronunciation	:	[tʊə] tour [ʃʊə] sure [ɪnflʊəns] influence [pʊə] poor
	Students' responses	:	[tur] tour [siur] sure [inpʰluens] influence [pour] poor

Table6.25. students' performance in pronouncing [ʊə]

The maximum no of the students have responded incorrectly in pronouncing [ʊə]. The reason for this performance is that the Manipuri students are not familiar with the sound [ʊə] and so they replace it with [u] , [iu] , [ue] and [ou].

xviii)	words	:	chain
	Expected pronunciation	:	[ʧeɪn] chain
	Students' responses	:	[cen] chain

Table6.26. students' performance in pronouncing [ʧ]

Though some of the students have responded correctly, but the maximum no of students have responded incorrectly. The reason for this performance is that the Manipuri students are not familiar with the sound [ʧ] and so they replace it with [c].

xix)	words	:	just
	Expected pronunciation	:	[ʤʌst] just
	Students' responses	:	[ɟast] just

Table6.27. students' performance in pronouncing [ʤ]

Most of the students have responded incorrectly. The reason for this performance is that the Manipuri students are not familiar with the sound [ʤ] and so they replace it with [ɟ].

xx)	words	:	fan
	Expected pronunciation	:	[fæn] fan
	Students' responses	:	[pʰen] fan

Table6.28. students' performance in pronouncing [f]

Though a few students could respond correctly, but some of the students have responded failed in pronouncing [f]. The reason for this performance is that they are not able to make a distinction between RP [f] and the sound present in their mother tongue [pʰ] and therefore most of the time they replace [f] with [pʰ].

xxi)	words	:	van
	Expected pronunciation	:	[væn] van
	Students' responses	:	[bʰen] van

Table6.29. students' performance in pronouncing [v]

The number of correct response is very low. The reason for this performance is that they are not able to make a distinction between RP [v]and the sound present in their mother tongue [bʰ] and therefore most of the time they replace [v] with [bʰ].

xxii)	words	:	three
	Expected pronunciation	:	[θri:] three
	Students' responses	:	[tʰri] three

Table6.30. students' performance in pronouncing [θ]

A large number of the students have responded incorrectly. The reason for this performance is that they are not able to make a distinction between RP [ɵ] and the sound present in their mother tongue [tʰ] and therefore most of the time they replace [ɵ] with [tʰ].

xxiii)	words	:	then
	Expected pronunciation	:	[ðen] then

Table6.31. students' performance in pronouncing [ð]

Most of the students have responded incorrectly. The reason for this performance is that they are not able to make a distinction between RP [ð] and the sound present in their mother tongue [d] and therefore most of the time they replace [ð] with [d].

xiv)	words	:	zebra
	Expected pronunciation	:	[zebra] zebra
	Students' responses	:	[ɟebra] zebra

Table6.32. students' performance in pronouncing [z]

A maximum number of the students have responded incorrectly. The reason for this performance is that RP [z] sound is not present in their mother tongue and therefore most of the time they replace [z] with [ɟ].

xv)	words	:	sheep
	Expected pronunciation	:	[ʃiːp] sheep
	Students' responses	:	[sip] sheep

Table6.33. students' performance in pronouncing [ʃ]

Though a few students have responded correctly, but maximum students failed in pronouncing [ʃ]. The reason for this performance is that RP [ʃ] sound is not

present in their mother tongue and therefore most of the time they replace [ʃ] with [s].

xvi)	words	:	vision
	Expected pronunciation	:	[vɪʒn] vision
	Students' responses	:	[bʰiɟon] vision

Table6.34. students' performance in pronouncing [ʒ]

A large no of the students have responded incorrectly. The performance indicates that they are not able to make a distinction between [ʒ] and [ɟ] and most of the time they replace [ʒ] with [ɟ].

Table6.35. Students' overall performance in pronunciation

Test No.	Mode of Questioning	Mode of answering	Performance in %			
			Expected	Partially correct	Incorrect	No response
1.	Pronounce the following words.	objective	31	22	28	19

performance of students

- expected
- partially correct
- incorrect
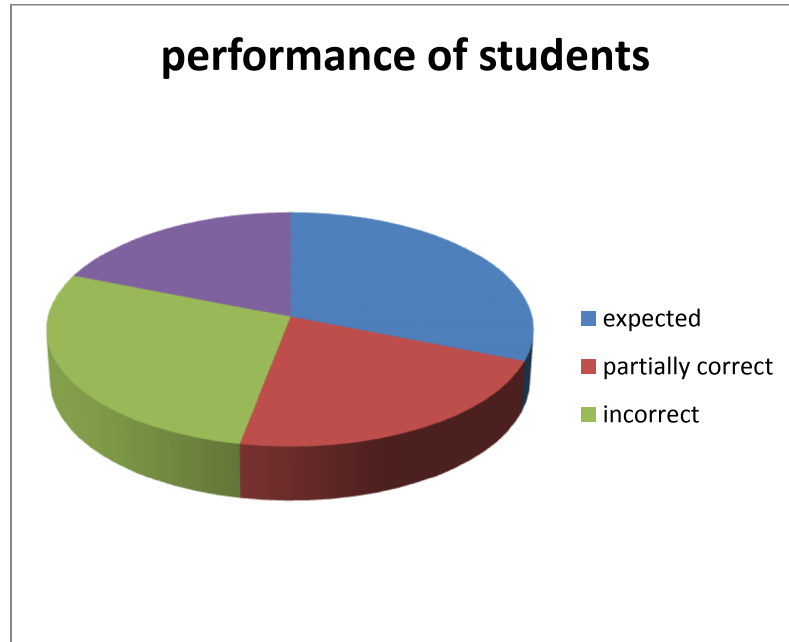
Fig.6.9. Students' overall performance in pronunciation

6.2.1.2 Test Item2: Testing the students' understanding of stress pattern

Instruction: Pronounce the following words with proper stress or emphasis.

Given word :	problem
Correct pronunciation:	ˈ problem
Students' way of pronunciation:	ˈ problem (92 students) probˈlem(38 students)
Given word :	handsome
Correct pronunciation:	ˈhandsome
Students' way of pronunciation:	ˈ handsome (77 students) handˈsome(53 students)

Given word :	hospital
Correct pronunciation:	ˈhospital
Students' way of pronunciation:	ˈhospital (63 students) hosˈpital (41 students) hospiˈtal (26 students)
Given word :	computer
Correct pronunciation:	comˈputer
Students' way of pronunciation:	ˈcomputer (92 students) comˈputer (25 students) compuˈter (13 students)
Given word :	automatic
Correct pronunciation:	autoˈmatic
Students' pronunciation:	ˈautomatic (67 students) auˈtomatic(42 students) autoˈmatic(21 students)
Given word :	photograph
Correct pronunciation:	ˈphotograph
Students' pronunciation:	ˈphotograph (42 students) phoˈtograph (65 students) photoˈgraph (23 students)
Given word :	museum
Correct pronunciation:	muˈseum
Students' pronunciation:	ˈmuseum(49 students) muˈseum(74 students) museˈum (7 students)

Test item	Given text	Mode of questioning	Task involved	Performance in %		
				Correct response	incorrect response	no response
2.	Word	pronouncing the given word	understanding of stress pattern	26	51	23

Table6.36. Students' performance regarding pronunciation with correct stress

Only 26% of the students have answered correctly, 51% of the students have responded incorrectly and remaining 23% of the students have not responded at all. Reason for the incorrect response is the inability to understand the stress pattern and failure in differentiating the stressed and unstressed syllable clearly.
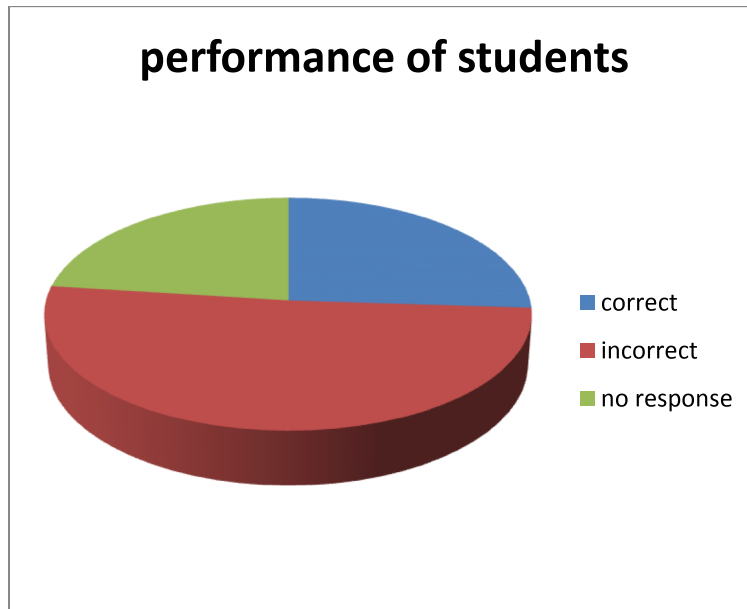

Fig.6.10. students' performance regarding pronunciation with correct stress

6.2.1.3 Test Item 3: Testing the students' vocabulary

Given text - Word Instruction: You will be asked a few questions about yourself i.e. your likes, dislikes, ambition, hobby etc. Listen to the questions carefully and answer in your own words.

Question 1:	What do you want to be in future?
Expected response :	In future, I want to be a doctor/ teacher etc.
Students' response :	1. future? I will doctor 2. my become in future teacher 3. I want future in a police officer
Question 2:	What will you do if get the first position in your H.S.L.C. exam?
Expected response :	I will celebrate with my family and friends
Students' response :	1. I am party of all my friends and family 2. First of all thank god and my father and mother 3. I am very sincerely reading in my next life
Question 3:	How do you welcome a guest at your home?
Expected response :	First of all I as his/her well being and then offer refreshments
Students' response :	First of all I talk to in your family member and sit down please and tea coffee present
Question 4:	What do you do in a rainy day?
Expected response :	In a rainy day I watch TV and play indoor games like carom chess etc. Sometimes I read storybooks and listen to music.

Students' response :	In rainy day see in a TV and any other play game carom and some book reading and writing.
Question 5:	What did you do during the last summer vacation?
Expected response :	During the last summer vacation I went to Shimla with my parents.
Students' response :	last summer vacation I trip to mom dad Shimla

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	Partially correct response	Incorrect response
3.	Reply in sentence	Testing the students' vocabulary	7	60	33

Table6.37. Students' performance while testing their vocabulary

The data shows that the students of Manipuri students have a very limited vocabulary. Only 7% of the students have answered correctly, 60% of the students have responded partially and remaining 33% of the students have responded incorrectly. Reason for the incorrect and partially correct response is the students' inadequate vocabulary.
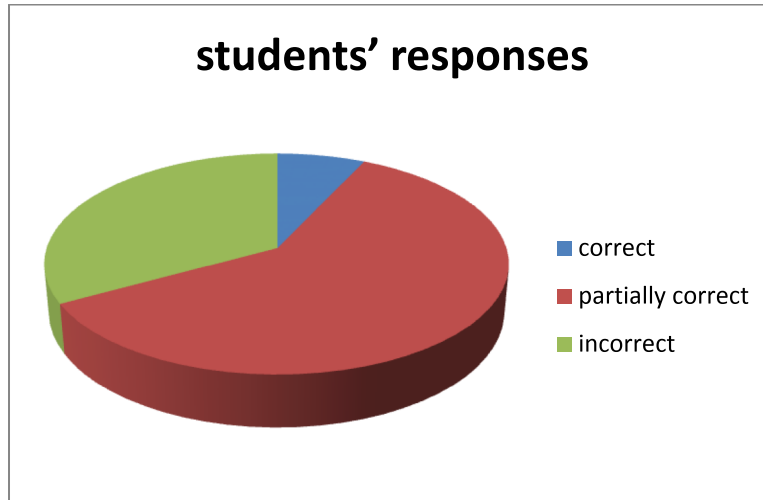
Fig.6.11. students' performance in testing their vocabulary

6.2.1.4 Test Item 4: Testing the students' knowledge of grammar

Given text - Word Instruction: The speaker will utter a few sentences which are grammatically wrong. Listen the sentences carefully and correct them.

Given sentence :	Nobody knows where does he live.
Expected response:	Nobody knows where he lives.
Students' responses :	1. Nobody know where he live. 2. Where he live*?* 3. Do you know where he live*?*
Given sentence :	The gold is a precious metal.
Expected response:	Gold is a precious metal.
Students' response:	1. A gold is a precious metal. 2. The gold is a precious metal. 3. Gold are precious metal.
Given sentence :	When he came, my mother is cooking
Expected response:	When he came, my mother was cooking

Students' response:	When he came, my mother cooking
	He came, when my mother cooking
Given sentence :	My friend play cricket always
Expected response:	My friend plays cricket always
Students' response:	My friend playing cricket always
Given sentence :	He is my older son
Expected response:	He is my eldest son
Students' response:	He was my elder son

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	Partially correct response	Incorrect response
4.	Correcting the sentence	Testing the students' knowledge of grammar	11	20	69

Table6.38. Students' performance in testing their knowledge of grammar

Only 11% of the students have answered correctly, 20% of the students have responded partially and remaining 69% of the students have responded incorrectly. Reason for the incorrect response is the failure in understanding the grammatical pattern of English.

performance of students

- correct
- partially correct
- incorrect
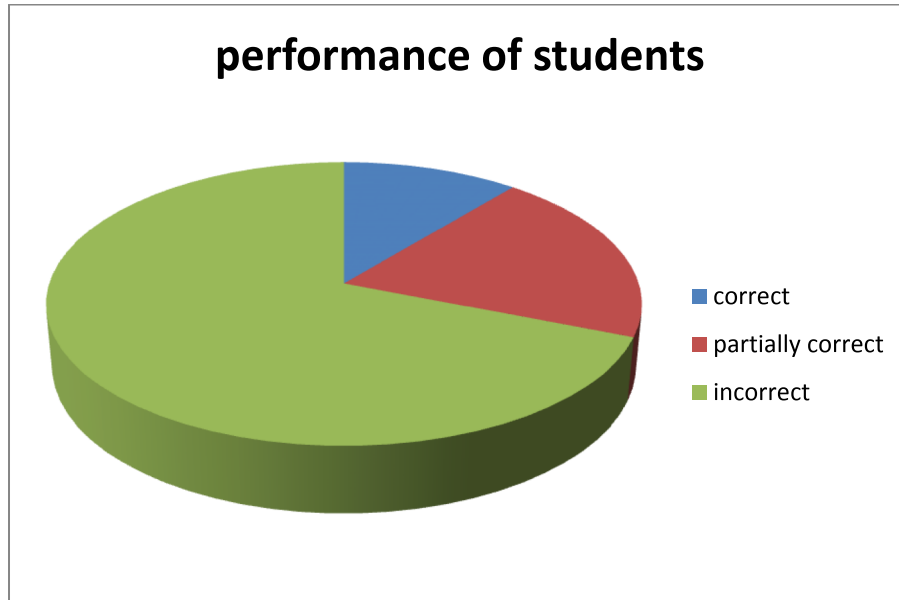
Fig.6.12. students' performance in testing their knowledge of grammar

6.2.1.5 Test Item 5: Testing the students' ability to form sentence

Instruction: The speaker will ask you a few questions about yourself. Listen to the questions carefully and reply in complete sentences.

Question 1:	How old are you?
Expected reply:	I am 16 years old.
Student's reply :	16 year my old. I am old 16 year.
Question 2:	What is your favourite pastime?
Expected reply:	My favourite pastime is playing/watching TV/ listening to music.
Student's reply :	My favourite pastime in a watching TV
Question 3:	How do you help your parents in household works?
Expected reply:	I clean the house, wash my own clothes and help mother in cooking.

Student's reply :	I cleaning house and help cooking
Question 4:	When will the summer vacation start in your school?
Expected reply:	The summer vacation will start from 1st July in my school.
Student's reply :	1st July summer vacation
Question 5:	How do you go to school?
Expected reply:	I go to school by bus on foot etc.
Student's reply :	I go walking.

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	Partially correct response	Incorrect response
5.	Answer in complete sentences	ability to form sentence	10	41	49

Table6.39. Students' performance while testing their ability to form sentence

Only 10% of the students have answered correctly, 41% of the students have responded partially and remaining 49% of the students have responded incorrectly. Reason for the incorrect response is the inability of the students to form sentence.
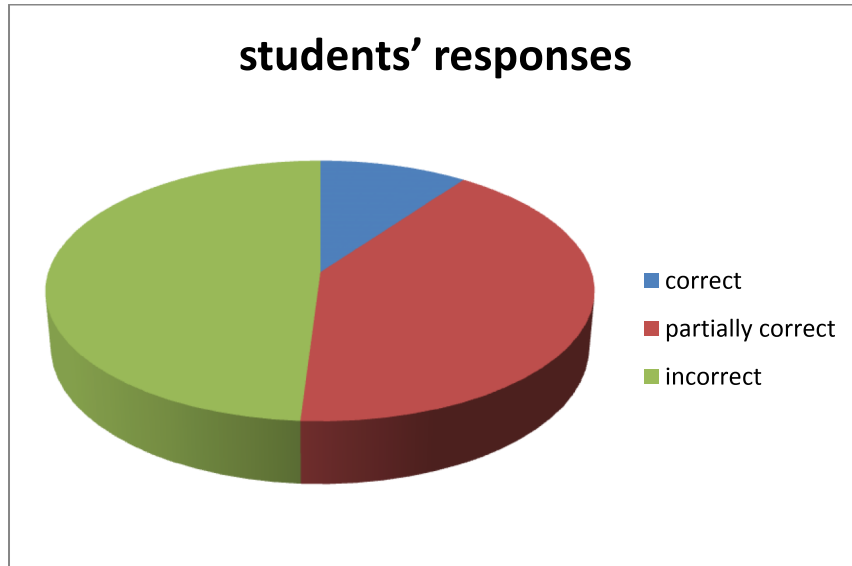
Fig.6.13. Percentage of students' ability to form sentence

6.2.1.6 Test Item 6: Testing the students' fluency

Given text - Word Instruction: The speaker will ask you a few questions about yourself. Listen carefully and answer the questions in complete sentences.

Question 1:	What will you do if you become a doctor in future?
Expected reply:	I will serve the society and the poor
Student's reply :	I mmmm I . . . . .serve the poor. (fillers)
Question 2:	Do you like music? Why?
Expected reply:	Yes because music is a part of my life.
Student's reply :	Yes. Music music issss. . . a part of my life. (drawling)
Question 3:	What do you do on Sundays?
Expected reply:	On Sundays I spend time with my parents.
Student's reply :	On Sundays I spend time. . . I spend time. . . with my parents. (repetition)

Question 4:	What will you do if it rains while going to school?
Expected reply:	I will stay home if it rains while going to school
Student's reply :	I. . . I. . . I. . . stay home(repetition)
Question 5:	What do you do in the evening?
Expected reply:	I play cricket
Student's reply :	I mmmm I mmm I . . . . . play cricket. (fillers)

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	Partially correct response	Incorrect response
6.	Answer in complete sentence	Testing the students' fluency	19	22	59

Table6.40. Students' performance while testing their fluency

Only 19% of the students have answered correctly, 59% of the students have responded partially and remaining 22% of the students have responded incorrectly. Reason for the incorrect and partially correct response is the students' lack of fluency.
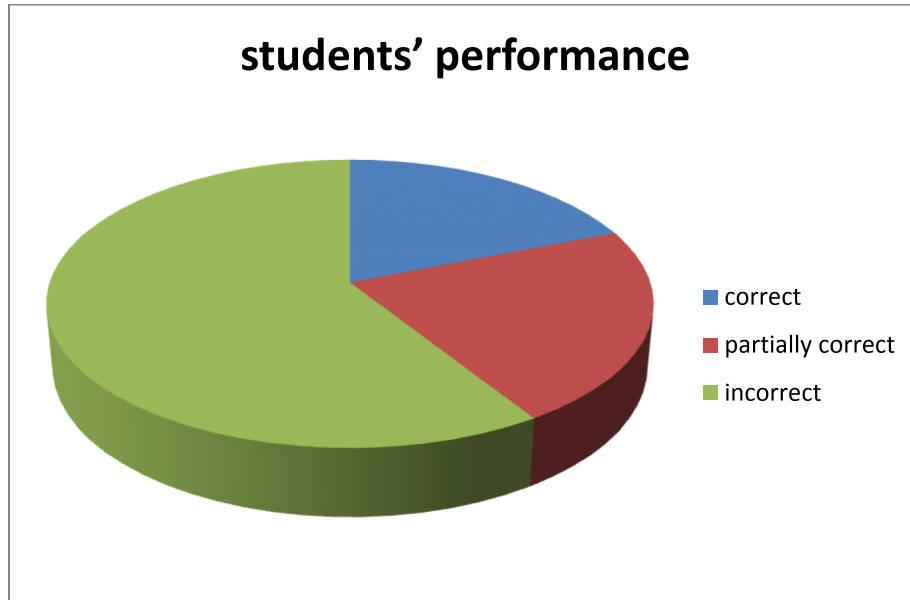
Fig.6.14. students' performance while testing their fluency

6.2.1.7 Test Item 7: Testing the students' ability to make message intelligible

Given text - Word Instruction: The speaker will ask you a few questions about yourself. Listen to the questions carefully and reply in complete sentences.

Question 1:	How old are you?
Expected reply:	I am 15 years old
Student's reply :	I old 15 years
Question 2:	What do you do on a holiday?
Expected reply:	On a holiday I watch TV and play games like carom and read story books
Student's reply :	In holiday see in a TV and any other play game carom and some book reading and writing
Question 3:	What do you do when any of your family members is sick?

Expected reply:	I call on a doctor and take care of the patient
Student's reply :	I call doctor and illness time I take care very much
Question 4:	Why do you want to become a doctor?
Expected reply:	I want to become a doctor to serve the society
Student's reply :	I want future in a doctor because my family is so poor So I very sincerely reading and writing now
Question 5:	What is the secret behind your good results?
Expected reply:	My parents inspired me a lot to do good results and I too studied sincerely
Student's reply :	First of all I thank my father and mother and I am very sincerely reading

Test item	Mode of questioning	Task involved	Performance in %		
			Correct response	Partially correct response	Incorrect response
7.	Answer in complete sentences	Testing the students' ability to make message intelligible	8	22	70

Table6.41. Students' performance in testing their ability to make message intelligible

Only 8% of the students have answered correctly, 22% of the students have responded partially and remaining 70% of the students have responded incorrectly. Reason for the incorrect response is the students' inability to make message intelligible.

students' performance

■ correct
■ partially correct
■ incorrect
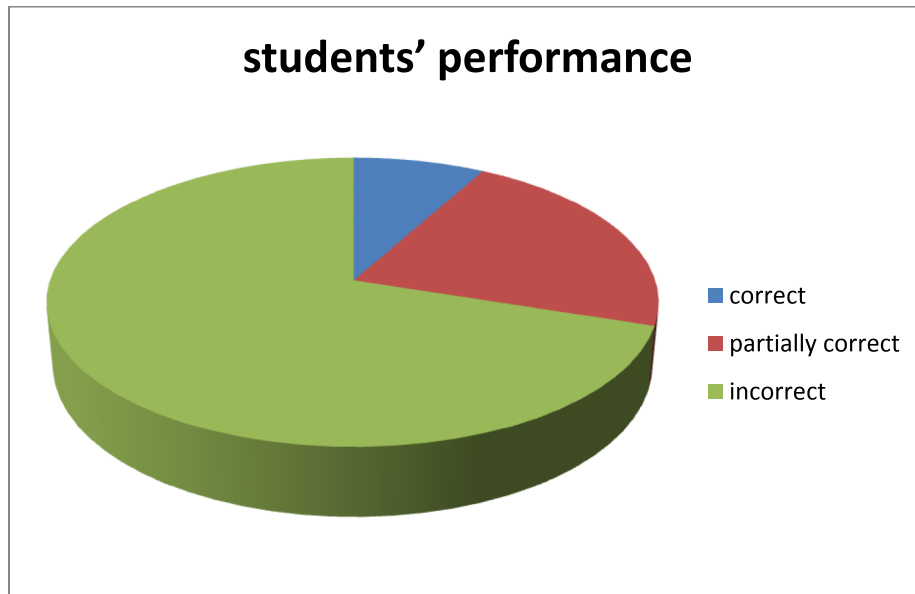
Fig.6.15. students' performance in testing their ability to make message intelligible

6.2.4 Result Discussion

The current study reports the perceived difficulty of Manipuri students to speak English. The following table displays such perspective.

Table 6.42 students' apparent difficulties in speaking English

Area of difficulty as reported by students	Total no of students	No of responses	percentage
I cannot pronounce the word properly	130	110	84.6 %
I don't know which sound or word has to give stress	130	70	53.8 %
I want to speak, but I don't know the word.	130	98	75.4 %
We find the rules of grammar difficult	130	112	86.15 %
I don't know how to form sentences	130	100	76.9%
I do not know how to say it in English	130	89	68.46 %

212

They will laugh at us if we make mistakes	130	76	58.46 %
I can't speak English fluently	130	125	96.15 %
I either forget the word or cannot express properly	130	75	57.69%

Majority of the students participated in the study strongly agreed that their English conversation skill tends to be poor. The analysis of the data showed that the Manipuri students possess low confidence level in their ability to speak in English. Students are encouraged to speak in the class, but their lack of the knowledge in grammar and inability to form sentences and speak fluently disrupts their speaking.

The findings indicated that most of Manipuri students participating in the study were quiet unhappy with their language performance which emphasizes linguistic competence only rather than communicative competence. They felt that their syllabus do not offer enough materials courses to learn speaking. Some students showed more reasons as explaining difficulties such as: no focus on speaking; absence of motivation, and using Manipuri in the classroom. Around 100 participants seemed to be aware of the need for speaking skill courses. But their courses seem to be lacking students' accountability as for fulfilling communicative goals.

6.2.2.4 Bar-chart

Below Bar-chart shows overall responses of the Manipuri medium students regarding their area of difficulty in speaking English. This graph displays that for the students English speaking is quite a difficult area to master and therefore they are more inclined to the use of mother tongue.

Manipuri students' area of difficulty in speaking English
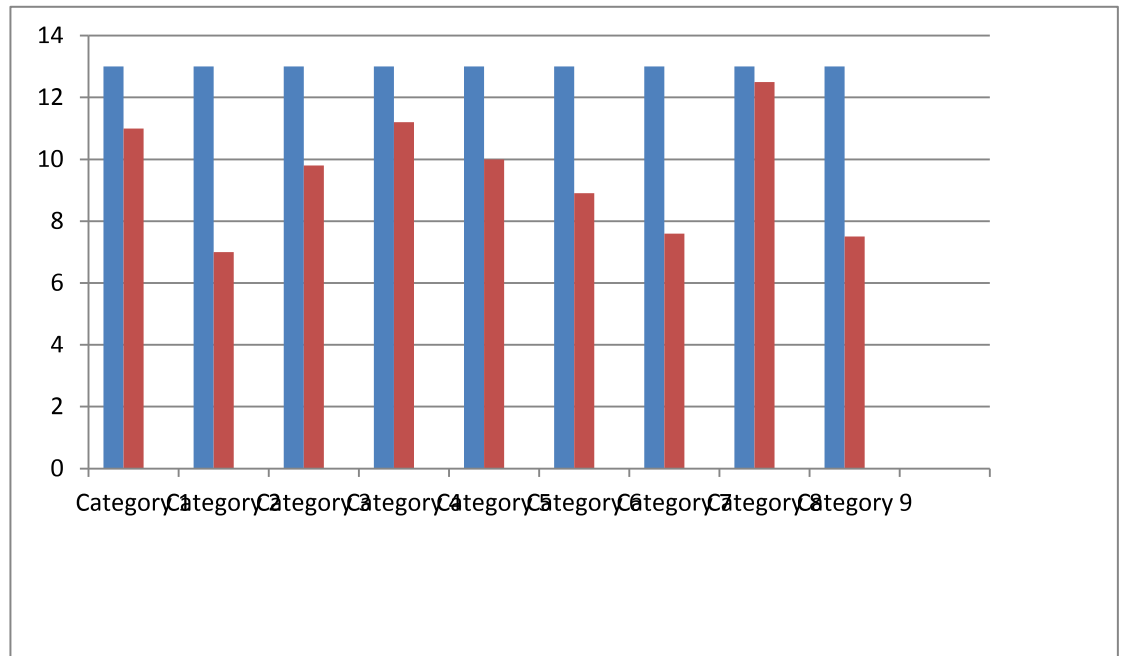
Fig. 6.16 Bar-chart on Manipuri students' area of difficulty in speaking English

6.3. Reading Skill

It is widely understood that reading is one of the most important skills in learning a language. Reading has played a crucial role in overall development in language skills and even in academic success for decades (Cochran, 1993). Reading is nothing but an understanding of written symbols which consist of recognition and comprehension skills. Reading can simply be defined as a complex ability to extract, or build, meaning from a text. It is a good source of self education as by reading, a person can keep himself informed of all the news and knowledge around him. Learners can enlarge their knowledge through reading different materials. Strengthening the reading skill one can make greater progress and have greater development in all fields. In today's context everyone understand the value of it

as it is that active process through which one can develop self knowledge and one's reading ability decides his academic success.

Learning is often incomplete unless one is not equipped with the ability to read, to decipher, to interpret and to understand properly the content of a reading material. The intellectual advancement of a child is strictly limited, if he is unable to read (Yadov, 2002:5). But the process of reading becomes successful only and if one have the knowledge of the language, the knowledge of the writing system, ability to recognize the phonemes, the ability to interpret and comprehended the texts, etc.

While reading, a reader interacts with a text, decodes it, and constructs meaning in the process. Therefore it is considered as a complex and conscious activity where using the written symbols, meaning and ideas are obtained. However, the readers' background knowledge is necessary for complete understanding of a text. In the process of reading, the reader employs his reading skill. The degree of reading skill varies from person to person according to the linguistic competence and background knowledge he possesses. The important components of reading skill are

1. Recognition of the graphemes.
2. Recognition of the correlation of graphemes within words.
3. Recognizing word boundaries and sentence boundary.
4. Recognizing the meaning of words and its relationship in sentence.
5. Recognizing relationship between and among sentences in a discourse.
6. Deducing meaning of unfamiliar words
7. Inferring implicit and explicit information and ideas of text, etc.

Reading process is successful only and if reading is done with comprehension. When reading is done with complete understanding, the printed words become meaningful. In this process words are not just decoded as it is, but it is decoded by a reader using his linguistic competence, socio linguistic and existing knowledge

about the topic. Reading is not only the activity of merely decoding the word meaning, but also it is the activity of more than that. Sometimes the reader goes beyond the written words or sometimes understands nothing from that.

The comprehending ability of the reader is decided by the internal and external factors. The internal factors include the linguistic competence i.e. what the reader knows about the language, motivation behind reading, and accumulated reading ability i.e. how well the reader can read etc. On the other hand the external factors are the elements on the printed page; the qualities on the reading environment, factors related to textual characteristics like text readability and text organization etc. Further, the qualities of the reading environment include factors like teacher activity that incorporates what a teacher does before, during or after reading in order to help the students understand the information found in the text. Moreover, the way peer groups react to the reading task and the general atmosphere in which the reading task is completed are also included.

6.3.1 The Reading Process

In the process of reading various processes are implicated. It is a visual process where the ability to see symbols clearly with the eyes is involved. It is a perceptual process where our thought process is utilized to accept these symbols and invest them with meaning. It is an experimental process too; meaning to the written symbols is invested through previous experience and experiment. Reading comes about when we take meaning to the printed page, not just the act of taking meaning from the printed page[37] (Berg).

In the case of reading, as with other cognitive process, psychologists have distinguished two kinds of processing. They are bottom up and top down processes. Bottom up processes are those that take in stimuli from the outside world-letters and words, for reading and deal with that information with little recourse to higher level knowledge. With top down processes, on the other hand,

---

[37] Berg, 1971:10

the uptake of information is guided by an individual's prior knowledge and expectations. Teriman (2001) says that in most situations, bottom up and top down processes work together to ensure the accurate and rapid processing of information.

6.3.2 Difficulties Faced by Manipuri students in Reading skill

One's reading capacity normally fails due to his inability of recognizing words and deducing its meanings. Though a lot of emphasis is given by the teachers of Manipuri medium schools in developing the reading skill but an enormous number of problems still prevail among the students. The difficulties that students face in the reading skill are

6.3.2.1 Lack of proper pronunciation

English has around 42 sounds for only 26 letters and therefore there is no correspondence between the English alphabets and their sounds. As a result the spelling of words is not similar to their pronunciation. Hence good knowledge of the spelling system of English is required for proper reading. It is found by the researcher that like other EFL/ESL learners, Manipuri students too find themselves victims to spelling/sound inconsistency because learning to read the word becomes easier if the language is written as it sounds when English doesn't follow this system. Therefore the Manipuri students are found face difficulty in reading the following words:

a) **Different letters representing single sound:** The words like 'too', 'clue', 'shoe', 'do' etc creates problem to the Manipuri students as in these words different letters like 'oo' 'ue' 'oe' and 'o' represent one sound i.e. [u:]. The students get confused by the spelling of the words and they try to pronounce different words in different ways.

b) **Single letter representing different sounds:** Again those words where single letter represents different sounds create problem to the Manipuri students. In the

words 'again', 'fame', 'mad', 'fall' the letter 'a' represents different sounds. In the word 'again' vowel 'a' is pronounced as [ə], in 'fame' as [eɪ], in 'mad' as[æ], and in 'fall' as [ɔ].

c) Combination of letters represents one sound: In the words like shy, seal, then, rough, station etc where a combination of letters represents one sound creates difficulty to the Manipuri students.

d) Letters having no sound: Know, psychology, lamb, often, whole, paradigm, name, through, isle etc are some words where certain letters are silent and have no sound at all. The Manipuri students are confused while pronouncing this words and it causes mispronunciation.

e) Similarity of pronunciation: Beat, bet, bait, bet, bat etc are words having similarity of pronunciation and these create problem to Manipuri students.

The above mentioned words are area of difficulty for Manipuri medium students. The students always try to pronounce words based on the spelling. But the spelling of a word does not match with the sound always in English. So the students are unable to pronounce them properly. Pronunciation of words is related to their meaning which means that when a student reader mispronounces such words, this might affect his/her comprehension as a reader, and confuse others as listeners. Manipuri readers due to their wrong pronunciation, suffer from miscomprehension.

Phonological differences between L_1 and L_2 constitute is also one of the reasons that make reading difficult. The spelling sound system of English is different from that of Manipuri, especially in the vowel system. For instance, while English uses six vowels in writing, and English (RP) has 20 vowels (12 pure vowels and 8 diphthongs) in speaking, Manipuri has only six. Manipuri readers found to be confused when reading words such as, beat, bet, bait, bet, bat bought, etc.

Differences at the consonant level also exist. There are many variations between SBE and Manipuri regarding consonant sounds; while SBE has only six plosives like /p, b, t, d, k, g/ the latter has fifteen /p pʰ b bʰ t tʰ d dʰ c ɟ ɟʰ k kʰ g gʰ /. In both English and Manipuri the sounds /p, b, t, d, k, g/ are common regarding both manner and place of articulation. But the aspirated plosives /pʰ, bʰ, tʰ, dʰ, kʰ, gʰ/ and unaspirated /c/ are found only in Manipuri. Again coming to the fricatives, SBE has nine: /f, v, θ, ð, s, z, ʃ, ʒ/ and /h/ whereas Manipuri speakers use only two: /s, h/. So we see that fricatives /s/ and /h/ are common in both while the rest of the fricatives are absent in Manipuri. Therefore the Manipuri students often found to replace the sounds /f, v, θ, ð, z, ʃ, ʒ/ with nearest equivalent sounds /pʰ ,bʰ ,tʰ ,d, ɟ, s, ɟ/ respectively.

6.3.2.2 Inability to put stress on right sound or word

The students of Manipuri medium school are often found struggling while dealing with the stress pattern of English. Due to their inability to understand the stress pattern of English they are often seen to put stress on the wrong syllable leading to mispronunciation. Understanding the difference between primary and secondary stress is also an area of difficulty for them which often make them confused while reading.

6.3.2.3 Lack of fluency

Lack of fluency in reading is one of the common problems found among the Manipuri students. The students while reading get stuck in middle of words and sentences. The most common causes of lack of reading fluency are word recognition difficulties, the Manipuri students stumble on particular words or they lack word recognition automaticity. Comprehension difficulties also disrupt fluency. When the Manipuri students encounter unfamiliar vocabulary, they misinterpret the usage or meaning of a word, lose the thread of a sentence, or fail to identify the contextual significance of other words in the passage.

Manipuri students are poor readers because they find reading materials something new and hard to deal with. While they think that all of the meaning lies in the

print, they do not have the linguistic competence to utilize that. Moreover, they focus on many things at one time: phonological, morphological, syntactic and semantic clues, so as to read fluently with comprehension.

6.3.2.4 Lack of reading competence

Manipuri readers do not have the "reading competence" that enables them to become proficient readers. This lack of competence seems to be the result of insufficient practice and lack of exposure to English whether through reading, writing, speaking, or listening. Insufficient exposure to English is clear at schools, and in the wider community. At schools, for instance, there is always the text book of reading, and sometimes, a small story without any supplementary materials for the whole academic year. Even out of schools the sociolinguistic situation is too poor. No library at school or home exist which can help them to become good readers with good reading style, an adequate vocabulary, advanced grammar, and with good spelling.

6.3.2.5 Lack of reading comprehension

Lack of reading comprehension is another challenging issue for the Manipuri students. The students are struggling with their insufficient English vocabulary knowledge which is the reason for their inability to comprehend the reading material. Having rich vocabulary knowledge is another key element to better reading comprehension (Hudson, 2007). L2 readers need to develop their English vocabulary capacity in depth and width. Certain words in the English language have more than one meaning and confuse Manipuri learners because they do not consider the meaning of the word in the contexts.

Again culturally different schemata or background knowledge is another reason for their lack of reading comprehension. Previous research shows that having rich schemata on a subject matter is related to better reading comprehension (Hudson, 2007). Rich schemata can help students understand the reading material better than students without background information on the

topic. But one of the characteristics of Manipuri students like any other second language learners of English is that they are not likely to have the same schemata that English-speaking students possess. Due to cultural differences, English language learners may have a hard time in understanding the content of a message that is not culturally familiar to them.

To sum up, Manipuri students often suffer from many reading problems as a result of their misunderstanding of the reading process, students' lack of the linguistic competence, differences between English and Manipuri, and English spelling-pronunciation irregularities.

6.3.3 Data Analysis

6.3.3.1 Test Item 1: Testing the students' pronunciation

a) Given text - Word Instruction: Read the following words from your text with correct pronunciation.

i)	words	:	Knuckles
	Expected pronunciation	:	[nʌkls]
	Students' responses	:	[nakles]
ii)	words	:	bulge
	Expected pronunciation	:	[bʌldʒ]
	Students' responses	:	[balg]
iii)	words	:	palm
	Expected pronunciation	:	[pɑːm]
	Students' responses	:	[palm]
iv)	words	:	stubborn
	Expected pronunciation	:	[stʌbən]
	Students' responses	:	[stab born]

v)	words	:	resume
	Expected pronunciation	:	[rɪzuːm]
	Students' responses	:	[risam]
vi)	words	:	whack
	Expected pronunciation	:	[wæk]
	Students' responses	:	[whek]
vii)	words	:	loaf
	Expected pronunciation	:	[ləʊf]
	Students' responses	:	[lopʰ]
viii)	words	:	thatch
	Expected pronunciation	:	[θætʃ]
	Students' responses	:	[dats]
ix)	words	:	ache
	Expected pronunciation	:	[eɪk]
	Students' responses	:	[es]
x)	words	:	salute
	Expected pronunciation	:	[səluːt]
	Students' responses	:	[seliut]
xi)	words	:	castle
	Expected pronunciation	:	[kɑːsl]
	Students' responses	:	[kɑstəl]
xii)	words	:	obeisance
	Expected pronunciation	:	[əʊbeɪsns]
	Students' responses	:	[obeisens]
xiii)	words	:	liquor

	Expected pronunciation	:	[lɪkə]
	Students' responses	:	[likiur]
xiv)	words	:	fungus
	Expected pronunciation	:	[fʌngəs]
	Students' responses	:	[pʰangas]
xv)	words	:	column
	Expected pronunciation	:	[kɒləm]
	Students' responses	:	[kolamn]

Test No.	Mode of Questioning	Mode of answering	Performance in %		
			Expected	Partially correct	Incorrect
1.	Pronounce the following words.	objective	7	28	65

Table 6.43 Students' performance regarding pronunciation while reading

7% of the students have responded correctly, 28% of the students answered partially, and 65% of the students have responded incorrectly. The poor performance indicates that students are not familiar about the pronunciation pattern of English. They often try to pronounce a word based on the spelling. Therefore the words where different letters represent one sound or a single letter represents different sounds create problem to them. Again they face difficulty when a combination of letters represents single sound or those letters which have no sound at all.
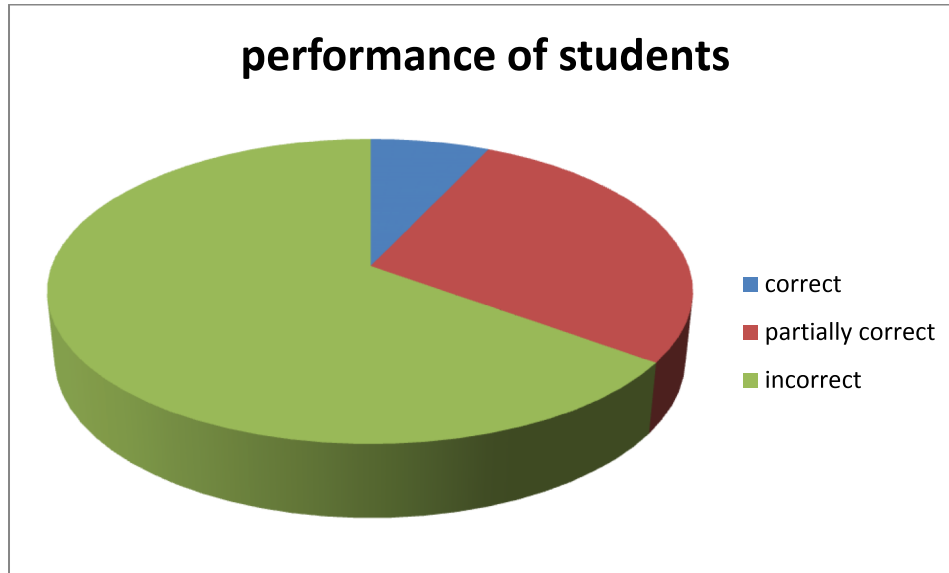
Fig. 6.17 students' performance regarding pronunciation while reading

6.3.3.2 Test Item2: Testing the students' reading with stress in correct syllable

Given text - Word Instruction: Read the following words given from your text, with proper stress or emphasis.

Given word :	difficult
Correct pronunciation:	ˈdifficult
Students' pronunciation:	ˈdifficult (83 students) diˈfficult (35 students) diffiˈcult (12 students)
Given word :	Reasoning
Correct pronunciation:	ˈ Reasoning
Students' way of pronunciation:	ˈ Reasoning(12 students) Reaˈsoning(12 students) Reasoˈning(12 students)

224

Given word :	Remember
Correct pronunciation:	Reˈmember
Students' way of pronunciation:	ˈRemember (52 students) Reˈmember (59 students) Rememˈber(19 students)
Given word :	proposal
Correct pronunciation:	proˈposal
Students' way of pronunciation:	ˈproposal (42 students) proˈposal (74 students) propoˈsal(14students)
Given word :	earthquake
Correct pronunciation:	ˈearthquake
Students' way of pronunciation:	ˈearthquake earthˈquake
Given word :	Challenge
Correct pronunciation:	ˈChallenge
Students' pronunciation:	ˈ Challenge (91 students) Chaˈllenge(39 students)
Given word :	believable
Correct pronunciation:	beˈlievable
Students' pronunciation:	ˈbelievable (33 students) beˈlievable (52 students) belieˈvable(45 students)

Test item	Given text	Mode of questioning	Task involved	Performance in %		
				Correct response	incorrect response	no response
2.	Word	pronounce the given words	understanding of stress pattern	26	51	23

Table 6.44 Students' performance regarding reading with correct stress

Only 27% of the students have answered correctly, 49% of the students have responded incorrectly and remaining 24% of the students have not responded at all. Reason for the incorrect response is the inability to understand the stress pattern and failure in differentiating the stressed and unstressed syllable clearly.
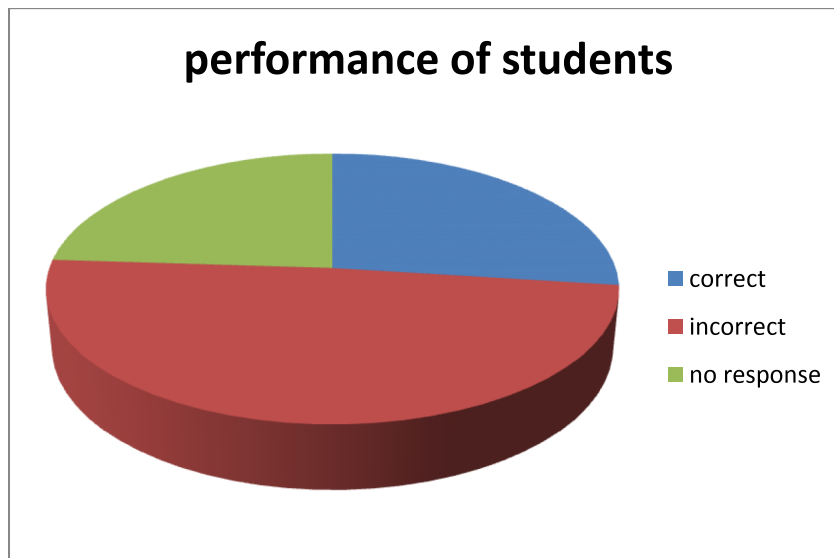
Fig. 6.18 students' performance regarding reading with correct stress

6.3.3.3 Test Item 3: Testing the students' fluency

Given text - Word Instruction: Read fluently the following sentences given from your text.

Given sentence:	Samuel whacked three wholesome cuts on each palm.
Students' way of reading:	Samuel whacked. . . .mmm. . . whacked three wholesome cuts . . . . three wholesome cuts on each palm.
Given sentence :	Swami received them without blenching.
Students' way of reading :	Swami receive them. . . received them without blenching.
Given sentence :	Samuel had scowled at him and snubbed him, but it was hardly adequate
Students' way of reading:	Samuel had sc. . . .sc. . .scowled at him and snub. . .snubbed him, but it was hardly adequate
Given sentence :	The shop was rickety wooden structure
Students' way of reading:	The shop was rick. . . .rickety wooden stru. . .structure
Given sentence :	The men of a Gurkha regiment did splendid rescue work
Students' way of reading:	The men of a Gur. . . mmm. . .Gurkha regiment did splendid rescue work

Test item	Given text	Mode of questioning	Task involved	Performance in %		
				Correct response	Partially correct response	Incorrect response

		Reading the given sentence	Testing the students' fluency			
3.	sentences	Reading the given sentence	Testing the students' fluency	25	59	16

Table 6.45 Students' performance in reading fluency

Only 25% of the students have answered correctly, 59% of the students have responded partially and remaining 16% of the students have responded incorrectly. Reason for the incorrect response is lack of reading fluency of the students.
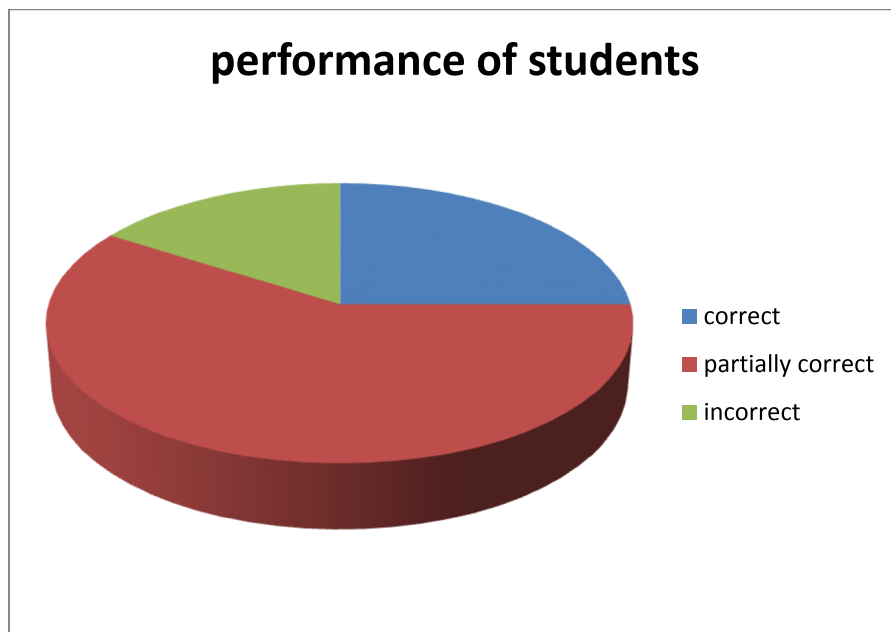
Fig. 6.19 Percentage of students' performance in reading fluency

6.3.3.4 Test Item 4: Testing the students' reading competence

Given text - Word Instruction: You are given the following paragraphs to readout once. Read carefully with proper stress, intonation, pronunciation and pause.

Given paragraph:	While most houses collapsed where they stood, Government house, it seems, "fell backwards". The church was a mass of red stones in ugly disorder. The organ was a tortured wreck.
Readout paragraph:	While most houses collapsed, where they stood Government house it seems fell backwards. The church was a mass of red stones in ugly disorder. The organ was a tortured wreck.
Mistakes committed by Students::	i. Most of the students could not pronounce the words like collapsed, tortured, wreck etc. ii. Most of them put stress on wrong syllable while pronouncing words like government, backward, organ, disorder etc. iii. They did not pause at the right place rather they paused where they should not. iv. They could not read the sentences fluently. They used the strategies like repetition, drawling, voice reduction etc.
Given sentence:	Swaminathan sat down, feeling slightly happy at his success. The teacher threw a puzzled, suspicious glance at him and resumed his lessons.
Readout paragraph:	Swaminathan sat down, feeling slightly happy at his success. The teacher threw a puzzled, suspicious glance at him and resumed his lessons.
Mistakes committed by Students:	i. Students could not read the paragraph correctly with proper pronunciation. They faced problem to pronounce certain words like puzzled, suspicious, resumed etc. ii. They put stress on wrong syllable while pronouncing words like suspicious, success, slightly etc. iii. Using pause at the right place was a problem for them. They did not know where to pause where they should not.

Test item	Given text	Mode of questioning	Task involved	Performance in %		
				Correct response	Partially correct response	Incorrect response
4.	sentence	Reading the given paragraph	Testing the students' reading competence	24	62	14

Table 6.46 Students' performance in reading competence

Only 24% of the students have answered correctly, 62% of the students have responded partially and remaining 14% of the students have responded incorrectly. Reason for the incorrect and partially correct response is lack of reading competence of the students.
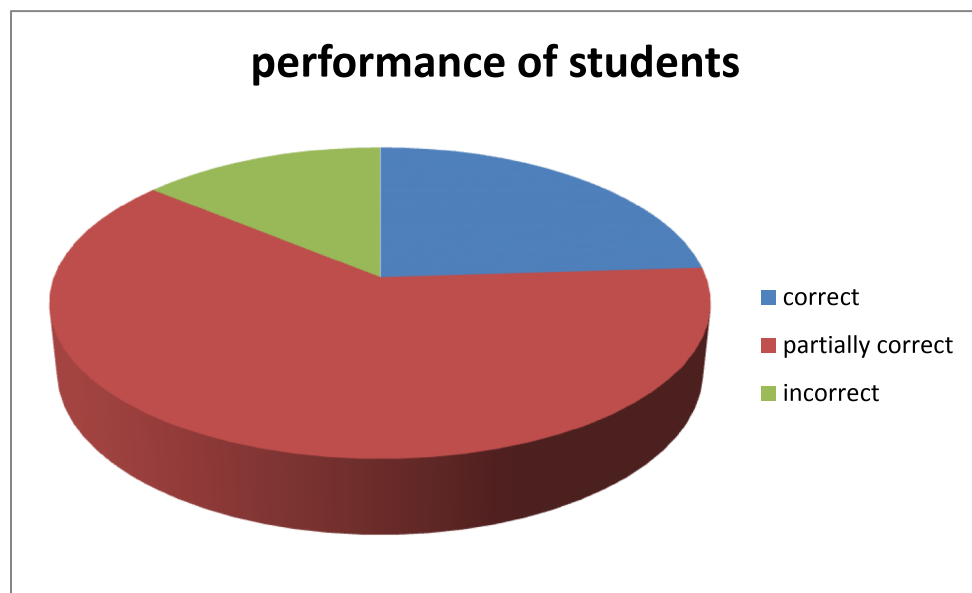
Fig. 6.20 students' performance in reading competence

6.3.3.5 Test Item 5: Testing the students' reading comprehension

Instruction: You are given five questions based on a paragraph given below. Read carefully and answer the questions.

Paragraph

The last period for the day was again taken by Samuel. He came this time to teach them Indian history. The period began at 3:45 and ended 4:30.

Q 1.	Who took the last period of the day?
Expected response:	Samuel took the last period of the day.
Students' reply:	*Samuel*
Q 2.	Which topic did he teach in the last period of the day?
Expected response:	He taught Indian history in the last period of the day.
Students' reply:	*He teach India history.*
Q 3.	Did he take any other class on the same day with those students except the last period?
Expected response:	Yes, he took another class on the same day.
Students reply :	*No reply*
Q 4.	When did the last period begin?
Expected response:	The last period began at 3:45 pm.
Students reply :	3:45 / 4:30
Q 5.	What was the duration of the last period?
Expected response:	The duration of the last period was 45 minutes
Students reply :	*No reply*

Test item	Given text	Mode of questioning	Task involved	Performance in %		
				Correct response	Partially correct response	Incorrect response
5.	sentences	Finding the answers from the paragraph	Testing the students reading comprehension	49	23	28

Table 6.47 Students' performance in reading comprehension

Only 49% of the students have answered correctly, 23% of the students have responded partially and remaining 28% of the students have responded incorrectly. Reason for the incorrect response is lack of reading comprehension of the students.
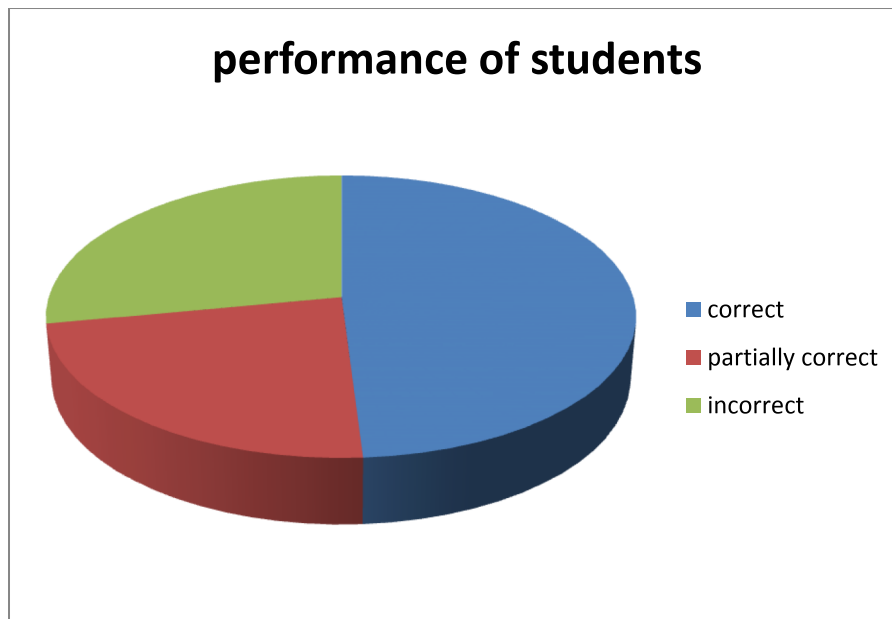

Fig. 6.21 Percentage of students' performance in reading comprehension

6.3.4. Result Discussion

The current study reports the perceived difficulty of Manipuri students to read English. The following table displays such perspective.

Table 6.48 Students' apparent difficulties in reading English

Area of difficulty as reported by students	Total no of students	No of responses	percentage
I cannot pronounce the word properly	130	10.8	83.07 %
I don't know which sound or word has to give stress	130	97	74.61 %
I get stuck in middle of words and sentences when I encounter unfamiliar vocabulary	130	125	96.15 %
I find reading materials something new and hard to deal with.	130	102	78.46 %
I am not a good reader	130	65	50 %
I cannot understand what I read	130	87	66.92 %
I find reading difficult, laborious, and time consuming	130	72	55.38 %

The analysis of the data showed that the reading skill of Manipuri students tends to be very poor. The majority of the respondents (96.15 %) agreed or strongly agreed that they get stuck in middle of words and sentences when they encounter unfamiliar vocabulary. Pronunciation difficulty, finding reading hard and inability to understand the reading material are other major areas of difficulty.

6.3.5 Bar-chart

Below Bar-chart shows overall responses of the Manipuri medium students regarding their area of difficulty in reading English. This graph displays what are the areas that the Manipuri students face difficulty while reading.
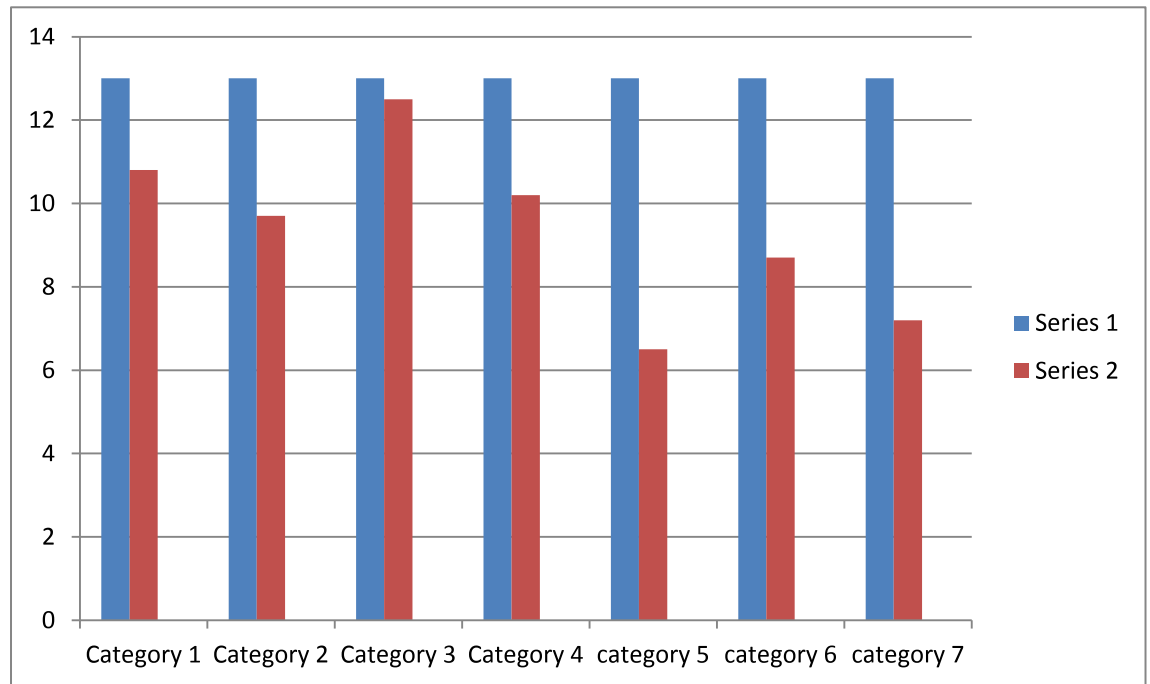
Fig6.22 Bar-chart on difficulty in reading

6.4 Writing Skill

Writing is the productive skill in the written mode. It is an outcome of a writing skill which refers to the writer's linguistic ability in making use of the mechanics of writing. Good writing conveys a meaningful message. It involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. It, too, is more complicated, seems to be the hardest of the skills. The use of writing skill differs according to mental ability and language proficiency of the writer. A writer cannot produce the same kind of work which he already produced a few years back. The external experience realized by the five senses of writer and the intellectual delight attained by the

five senses of the writer develops or undergoes some changes. As this is the backbone of the writing skill, the outcome also changed accordingly. As a writer learns new themes by every moment that new knowledge makes him to change his views and approaches while practicing the writing skill. This in turn, enables him to steer the language in the written medium in an innovative fashion. Due to this, his writing style assumes various shapes.

Writing is the process of conveying one's thought through written symbols. It is a difficult process. The writing skill includes:

- ability to shape the letters,
- ability to convert the ideas using the written symbols,
- ability to write without grammatical errors,
- ability to present and organize in a readable fashion, etc.

All these four skills of language are the bases for communication. Hence, they form the base for the language proficiency-the ability to use the knowledge in different tasks. The writing skill includes a number of sub-skills. The sub-skills are (Sobana, 2003 : 26):

1. Mechanics - handwriting, spelling, punctuation

2. Word selection - vocabulary, idioms, tone

3. Organization - paragraphs, topic and support, cohension and unit

4. Syntax - sentence structure, sentence boundaries, stylistics, etc.

5. Grammar - rules of verbs, agreement, articles, pronouns, etc.

6. Content - relevance, clarity, originality, logic, etc.

7. The writing process - getting ideas, getting started, writing drafts, revising etc.

8. Purpose - the reason for writing, justification

6.4.1 Writing Process

The task of writing is not a single stage process. After writing down one's inner speech on paper, it should be polished properly. Topkins and Hoskisson (1995:

211-22) provide five stages of writing process. They are: prewriting, drafting, revising, editing and publishing.

Prewriting is the stage of getting-ready-to-write. In this stage, the student or young writer chooses a topic, considers function, form and audience and generates and organizes ideas for writing. The second stage, drafting stage is the time to pour out ideas with little concern about spelling, punctuation and other mechanical error. The third one is revision stage; in this stage, the writer refines ideas in his compositions. The word revision means 'seeding again' and in this stage writer sees his composition again with the help of classmates and teachers. Activities in this stage are reading the rough draft, sharing the rough draft in a writing group and revising on the basis of feed-back. Next, the editing stage is the state of putting the piece of writing into its final form. Until this stage the focus has been primarily on the content of writing. The writer moves through three activities in this editing stage: getting distance from the composition, proof reading to locate the errors and correcting errors. The final stage is publishing; in this stage, an young writer brings his compositions to life by publishing them or sharing them orally with an appropriate audience. When he shares his writings with the real audience of classmates, other students, parents and the community, the student comes to think of himself as an author in this stage.

6.4.2 Difficulties Faced in Writing by the Manipuri Students

Errors are the real indicators of the problem encountered by the learners. By identifying the errors committed by the learners, the researcher can easily point out such areas which need to be focused more. It is generally regarded that the students commit errors in all the levels of language, namely,

i. Morphological level

ii. Syntactic level and

iii. Semantic level

The Manipuri medium students of Silchar subdivision are found to commit the similar kinds of errors while practising writing skill. These errors specify the areas of difficulty of the Manipuri students.

6.4.2.1. Morphological level

In the field of language, Morphology can be understood as the study of structure and the formation of words, and how the different parts of a word fit together. Morphology along with syntax is of great significance in L_2 acquisition of learning, because through it students' performance is monitored and evaluated based on their morphological and syntactic productions.

The L_2 learners face difficulty in morphological level as they are unable to distinguish the regular and irregular words following separate morphological rules and commit mistake in word formation. The Manipuri medium students of Silchar subdivision face difficulty in morphological level due to their lack of knowledge of morphological markers and word formation process of English.

6.4.2.1.1 Difficulty faced in using plural form marker:

English has a good number of nouns which do not accept the regular plural markers. The nouns which accept a zero suffix create difficulty for the learners as most of the learners are accustomed to using the regular plural markers, committing mistake with the irregular plural form markers specially the zero markers in some of English nouns.

The following are some of the errors committed in the pluralisation process by the learners. The plural form of the nouns written by the students is marked below.

Root	plural form used by the students	additional suffixes used
Sheep	sheeps / sheepes	'-s' /'-es'
Furniture	furnitures	'-s'
Deer	deers	'-s'
Wheat	wheats / wheates	'-s'/ '-es'

Some of the nouns in English either take an unusual suffix or have a vowel change in the root to make it plural. These unusual nouns create difficulty for the students for their deviation from the usual rules.

Root	plural form used by the students	correct form	suffixes misformed
loaf	loafs	loaves	'-ves'>'-s'
Ox	oxes	oxen	'-en'>'-es'
Foot	foots	feet	'-ee'>'-s'
Mouse	mouses	mice	'-ice'>'-s'
Goose	gooses	geese	'-ee'>'-s'
Man	mans	men	'-e'>'-s'
Child	childs	children	'-ren'>'-s'
Lady	ladys	ladies	'-ies'>'-s'

6.4.2.1.2 Difficulty faced in using past/ past particle form of the verb:

The past and participle form of the irregular verbs create a lot of difficulty among the students as they are prone to generalize the rules for all the verbs by adding '-ed' to the root in their past and participle form. The learners are unknown of the fact that there are some verbs in English which do not follow the regular morphological process. Instead of taking-'ed' as past tense marker some of them take zero morpheme of the formation of past form. The following irregular verbs are found to create problem for the learners.

Root	past/ past particle form used by the students	additional suffixes used
Cut	cutted	'-ed'
hurt	hurted	'-ed'
knit	knitted	'-ed'
spread	spreaded	'-ed'
quit	quitted	'-ed'

The past and participle form of the irregular verbs create a lot of difficulty among the students who are prone to generalize the rules for all the verbs by adding '-ed' to the root in their past and participle form. The learners tend to over generalize the verb forms due to the irregularity found in the formation of the past tense and past participle form of the verb. Some English verbs do not follow the regular Morphological process. Instead of taking-'ed' some verbs change internally and sometimes completely in their past and past participle form. Because of this deviant Morphological process, the learners tend to over

generalize already learned rule of affixing -ed with the present verb form to make past form. It is found that 65% of the students have committed errors in verbs. Out of 65%, 30% of them have used the past form where the past participle is required and remaining 20% of the students have wrongly selected the verbs and over generalized the irregular verb forms in addition to the use of double past.

The following irregular verbs are found to create problem for the learners.

Past tense

Root	past form used by the students	correct form	suffixes misformed
Shake	shaked	shook	'-oo'>'-ed'
Hear	heared	heard	'-d'>'-ed'
Make	maked	made	'-de'>'-ed'
Become	becomed	became	'-a'>'-ed'
Bind	binded	bound	'-ou'>'-ed'
Think	thinked	thought	'-ought'>'-ed'
Seek	seeked	sought	'-ought'>'-ed'
Feel	feeled	felt	'-elt'>'-ed'

Past form used in place of Past participle

Again there are some verbs which have different forms in past and past participle respectively. The words used in past tense and past participle are completely different but the Manipuri students are not able to identify them and they use the past form of the verb to make them past participle.

Root	Past participle form used	correct form	suffixes misformed
Wear	wore	worn	'-orn'>'-ore'
Write	wrote	written	'-ten'>'-ote'

240

Fly	flew	flown	'-own'>'-ew'
Tear	tore	torn	'-orn'>'-ore'

6.4.2.1.3 Problem with the possessive form:

The possessive marker -'s creates problems among the students when they have to use it with the words ending with '-s' like girls, boys, Jesus, workers etc. They are unable to use the possessive form of the words in an appropriate way.

Root	**possessive form used by the students**	**additional suffixes used**
Girls	girls's	'-s'
Boys	boys's	'-s'
Jesus	Jesus's	'-s'
Workers	workers's	'-s'

6.4.2.1.4 Problem in the use of agentive form:

As most of the verbs take the agentive form '-er' and '-ist', the Manipuri medium students are found them use with the irregular verbs too which generally take a zero Morpheme. With the irregular word 'cook', 'gossip', 'sponsor' etc they were found to use the agentive form '-er'.

Root	**agentive form used by the students**	**additional suffixes used**
Cook	cooker	'-er'
Gossip	gossiper	'-er'
Sponsor	sponsorer	'-er'

As most of the verbs take the agentive form '-er' and '-ist', the Manipuri medium students got confused in their proper use. They were confused between the uses of

241

the two and switched places in their application of appropriate marker with the verb. The used the marker '-er' where '-ist' should be used and vice versa. Moreover they are found committing mistake with the irregular verbs like sail, post etc.

Root	agentive form used by the students	correct form	suffixes misformed
Type	typer	typist	'-ist'>'-er'
Sail	sailer	sailor	'-or'>'-er'

6.4.2.1.5 Difficulty in forming adverb from verb:

It is the major problem of the students to make the noun/adjective/adverb form of the root by using the derivational suffixes. While using the adverb form they are often seen to add '-ly' even with the irregular adjectives like hard, fast, good etc.

Root	adverb form used by the students	additional suffixes used
Fast	fastly	'-ly'
Good	goodly	'-ly'

6.4.2.1.6 Problem with the degree of the adjective form:

Lack of sufficient knowledge about the rules of forming comparative and superlative degree of adjectives make the student face many difficulties. The tendency to align towards the regular '-er' and '-est' markers for comparative and superlative form, often make the students commit mistakes with the following irregular adjectives.

Root	degree of adjective used	correct form	suffixes misformed
Little	littler /littlest	less/ least	'-ess'/'-east'>'-er'/'-est'
Bad	better/ best	worse / worst	'-orse'/'-orst'>'-er'/'-est'

242

Far	farer/ farest	farther/farthest	'-arther'/'-arthest'>'-er'/'-est'
Forth	forther/ forthest	further/furthest	'-urther'/'-urthest'>'-er'/'-est'
Fore	forer/forest	former/foremost,first	'-er'/'-most'>'-er'/'-est'
Out	outer/outest	outer/ outmost	'-er'/'-most'>'-er'/'-est'

6.4.2.1.7 Error in the use of privatives

A privative is a participle that negates or inverts the value of the stem of the word. In English there are certain privative prefixes i.e. 'un-' as in unbelievable, 'in-' as in incapable, and 'a-' as in apathetic, 'dis-' in disrespect and one privative suffix i.e. less. The opposites of adjectives nouns and verbs are often formed by adding these privatives. Unfortunately English is very inconsistent in its usage of privatives and it is not possible to predict whether 'un-', 'in-' or 'dis-' has to be used with a particular word which leads to problems for the L_2 learners.

Root word	privatives used by the students	correct form	suffixes misformed
Sincere	unsincere	insincere	'in-'>'un-'
Relevant	unrelevant	irrelevant	'ir-'>'un-'
Satisfy	unsatisfy	dissatisfy	'dis-'>'un-'
Interested	uninterested	disinterested	'dis-'>'un-'

Here, the learners committing the errors in (1) through (4) fail to select the appropriate prefix to form the correct word to express themselves in such contexts. For instance, in (1), the learner uses the prefix *un*- and adds it to the adjective *sincere* instead of *in*-. In (2), the wrongly used prefix, namely, *un*- which is added to the adjective *responsible* instead of *ir*- renders the sentence semantically deviant. In (3) through (4), the wrongly used prefix is *un*- added to the words, *satisfied* and *interested* instead of *dis*-. In fact, the addition of such wrong prefixes to such words renders such sentences semantically deviant.

6.4.2.1.8 Error in forming noun from verb/adjective/noun:

Most of the students have been found to face difficulty in forming noun from other parts of speech. They struggle to make nouns of the verb/adjective/noun by adding the suffixes like '-ness', '-ity', '-ty', '-ment','-able' etc but without knowing how to use them correctly.

Root	noun form used by the students	correct form	suffixes misformed
Amuse	amusing	amusement	'-ment'>'-ing'
Describe	describing	description	'-ption'>'-ing'
Destroy	destroying	destruction	'-uction'>'-ing'
Deep	deepness	depth	'-th'>'-ness'
Free	freeness	freedom	'-dom'>'-ness'
High	highness	height	'-ght'>'-ness'
Remember	remembering	remembrance	'-rance'>'-ing'
Interest	interested	interesting	'-ing'>'-ed'

6.4.2.1.9 Error in forming adjective from noun/ verb:

Forming adjective from noun / verb is another area of complexity for the Manipuri Students who have very little idea about the different parts of speech. Most of them even cannot identify the difference among a verb an adverb or an adjective. In that case the formation of adjectives is a hurdle for the L_2 learners of Manipuri medium schools.

Root	adjective form used by the students	correct form	suffixes misformed
Advice	adviced	advisable	'-able'>'-ed'
Heat	heated	hot	'-ot'>'-ed'
Die	dying /died	death	'-ath'>'-ing /-ed'

6.4.2.1.10 Error in forming verb from noun:

Forming verb from noun is also an area of major difficulty for Manipuri students.

Root	verb form used by the students	correct form	suffixes misformed
Beauty	beautiful	beautify	'-fy'>'-ful'
Circle	circler/circled	encircle	'en-'>'-er/-ed'
Fool	foolish	befool	'be-'>'-ish'
Danger	dangerous	endanger	'en-'>'-ous'

The above examples show how the suffixes have been wrongly chosen. For instance the suffix–*ful*, –*er*, –*ish*, –*ous* have been added to the noun **beauty, circle, fool, danger** etc to make them verb. The interesting aspect in such an error lies in the fact that students are even unknown of the fact that the newly formed words (by them) are not the verb but adjectives.

6.4.2.2. Syntactic level

Syntax is a subfield of grammar which studies the principles and rules for constructing phrases and sentences in a language and focuses on the word order of a language and the relationships between words. It is primarily concerned with the ways in which words are put together in sentences. In linguistics, the study of the rules that govern the ways in which words combine to form phrases, clauses, and sentences is called syntax. Syntax deals with their functions in sentences subjects,

objects, attributes etc. It is the arrangement of words and phrases to create well-formed sentences in a language.

Manipuri students face difficulties in syntactic level while developing their English writing skills due to mother tongue interference and inconsistency of the rules in the target language. Like any common L_2 learners, the Manipuri medium students too face immense difficulties in syntactic level due to their inability to grasp the syntactic process of English. It is often found that for the students of the Manipuri medium schools, most persistent grammar mistakes occur in the domains of agreement, articles, prepositions and relative clauses. The Manipuri speaking ESL learner, particularly one at class X level finds the use of prepositions, use of articles, use of correct form of verbs and use of determiner and relative pronouns problematic, and this hampers his/her learning to a considerable extent.

6.4.2.2.1. Difficulties faced in using Noun Phrase

Difficulties faced in Noun Phrase involve the use of determiners, number – singular and plural noun forms, pronouns and prepositions. The Manipuri medium learners are tend to use the wrong form of each by making some surface changes of omitting, adding and substituting some of the items:

i. Determiner

A) Omission

a) Omission of indefinite article:

Errors in noun determiners are mostly the omission of indefinite article before a singular countable noun:

Errors committed by the students	Correct form
He is watching English film	He is watching _an_ English film
My father has bought new house	My father has bought _a_ new house

246

b) Omission of definite article:

In some cases the omission of the definite article is marked in the context where definiteness is required as seen in the following:

Errors committed by the students	Correct form
I know about people who came here.	I know about *the* people who came here.
Most of audience didn't like the film.	Most of *the* audience didn't like the film.

B) Addition

a) Addition of definite article:

While cases of addition occur, definite article '*the*' is used in the context where it should not appear:

Errors committed by the students	Correct form
The Hindi is our national language.	Hindi is our national language.
The gold is a precious metal.	Gold is a precious metal.
He is taking *the* breakfast.	He is taking breakfast.

C) Substitution

There is another type of errors in determiners, i.e. substitution, which relates to the use of *many, much, less* and *few* as seen in the following:

Errors committed by the students	Correct form
There are *less* students in the class today.	There are *fewer* students in the class today.
Only *few* people were present in the meeting.	Only *a few* people were present in the meeting.
Many time was wasted on this matter.	*Much* time was wasted on this matter.

In the data "… less students …", *less* is used for uncountable noun, so it should be replaced by *fewer*, which is used before a plural countable noun. Likewise, *only* is followed by *a few* not *few*, thus, the construction "… only few people" is

improved into "…only *a few* people …" Similarly the word time is an uncountable noun which should be preceded by 'much' not 'many'.

Substitution of indefinite articles

'an' instead of 'a'

Errors committed by the students	Correct form
He is _an_ university student.	He is _a_ university student.
He gave _an_ one rupee note to the beggar.	He gave _a_ one rupee note to the beggar.
He will give you _an_ useful hint.	He will give you _a_ useful hint.

'a' instead of 'an'

He is waiting for _a_ hour	He is waiting for _an_ hour
He is _a_ M.A.	He is _an_ M.A.

Vowels which have sound quality of consonant, 'a' has to be used instead of 'an'. Again if the consonant sound is silent or mute in the beginning of word, 'an' has to be used before the consonant. Moreover if the sound of a consonant is like a vowel, 'an' has to be used before that consonant. The collected data show that the students are confused with use of articles.

The reason for the wrong substitution is that the 'strong pressures of the continuously drilled rules that 'an' is used before nouns begin with vowel (Agnihotari, 1992) and vice versa.

60% of the students have committed errors in determiners. Of the 60%, 25% of them have wrongly substituted the determiners and remaining 35% of the students unnecessarily have added the determiners where it is not required and have omitted where it is necessarily required.

ii. Number

A) Omission

Errors in number mostly occur in the use of plural noun, the omission of the plural inflectional suffix '–s' and '–es'

Errors committed by the students	Correct form
One of the *student* of our school participated in the competition.	One of the students of our school participated in the competition.
More *child* led to more disturbance.	More *children* led to more disturbance.

B) Addition

Another type of errors is related to the use of singular noun, i.e. the addition of the plural inflectional suffix in the context where a singular noun is required:

Errors committed by the students	Correct form
He brought some new *furnitures*.	He brought some new *furniture*.
I did not find any students there.	I did not find any student there.
Each boys were given prizes.	Each boy *was* given prizes.

This type of errors occurs as a plural noun is used after the determiners such as, *a*, *another*, *every* and *each*, which have to be followed by a singular noun.

iii. Prepositions

Errors in prepositions consist of three subtypes: Omission of prepositions, Addition of prepositions and Substitution.

A) Omission of prepositions

In the first subtype the preposition required in the context is not present:

Errors committed by the students	Correct form
I went Manipur then.	I went *to* Manipur then.
My father decided to send me Dibrugarh.	My father decided to send me *to* Dibrugarh.
I can rely you.	I can rely *on* you.

249

B) Addition of prepositions

In the second subtype, the unnecessary preposition is added to the context which does not require a preposition:

Errors committed by the students	**Correct form**
I called *to* him to meet me.	I called him to meet me.
All *of* the students are invited.	All the students are invited.

C) Substitution of prepositions

The third subtype involves the use of incorrect prepositions, where an incorrect preposition is used to substitute for the intended one as shown in the following examples:

Errors committed by the students	**Correct form**
He left the town *in* January 23.	He left the town *on* January 23.
Always beware *from* false friends.	Always beware *of* false friends.
He has been reading poems *since* 3 hours.	He has been reading poems *for* 3 hours.
We are leaving *to* Delhi next week.	We are leaving *for* Delhi next week.
He is blind *of* his sons fault.	He is blind *to* his sons fault.
At what time do you go *in* bed?	At what time do you go *to* bed?
He wrote the letter *with* red ink.	He wrote the letter *in* red ink.
Do you like traveling *in* train?	Do you like traveling *by* train?

6.4.2.2. 2. Difficulties faced in using Verb Phrase

There are two subcategories of errors in Verb Phrase. The first subcategory is Verbs and the second one is Verb and Verb Construction

I. Verbs

Errors related to Verbs are classified into four types based on different tenses: Progressive Tense, Simple Present Tense, Present Perfect and Simple Past Tense.

i. Progressive Tense

There are only two types of errors related to the use of progressive tense.

A) Omission

a) Omission of '*be*' verb

The first one is the omission of '*be*' verb in the formation of progressive tense, which should consist of be + V-ing, in

Errors committed by the students	Correct form
When I came, he watching a film.	When I came, he _was_ watching a film.
My brother reading a story book.	My brother _is_ reading a story book.

B) Misformation

a) Misformation of '*be*' verb

There is the misformation of '*be*' verb, which is actually a matter of subject verb agreement.

Errors committed by the students	Correct form
No medicine _are_ curing him	No medicine _is_ curing him
Every girl _are_ taking part in the competition.	Every girl _is_ taking part in the competition.

ii. Simple Present Tense

Simple present tense constitutes the major type of errors in verbs, which can be classified into the following subtypes:

A) Omission

a) Omission of '*be*' verb

The first subtype occurs as the main verb '*be*' is omitted as seen in the following examples:

Errors committed by the students	Correct form
India also a poor country like Pakistan.	India _is_ also a poor country like Pakistan.
As there only a few students in the class the class is postponed.	As there _is_ only a few students in the class the class is postponed.

b) Omission of third person singular inflection

The second subtype is related to problems of agreement between subject and verb. In that case, the third singular inflection is omitted as presented in the following example:

Errors committed by the students	Correct form
The teacher _discuss_ the topics thoroughly.	The teacher _discusses_ the topics thoroughly.
Carelessness _cause_ accident.	Carelessness _causes_ accidents.

B) Addition

a) Addition of auxiliary verb in affirmative sentences

Errors committed by the students	Correct form
He _is study_ in class x.	He _studies_ in class x.
He _is get_ a letter from his friend always.	He _gets_ a letter from his friend always.

b) Addition of auxiliary verb to make a sentence negative

Errors committed by the students	Correct form
She _is_ not love his family.	She _does_ not love his family.
The boy _is_ not know English.	The boy _does_ not know English.

To denote a present action, the students have unnecessarily added the auxiliary verb 'is' in between the subject and verb. This unnecessary use is due to the fact

that the copula verb 'is' functions as a main verb in certain contexts (He is absent in the class). Because of the impact of this structure, learners unconsciously use 'is' whenever they have to use the present form of the verb. Again while forming a negative sentence they have a tendency to add 'not' just after the 'be' verb which make them follow them same even in a sentence without a 'be' verb.

c) Addition of third person singular inflection

In another case the errors in agreement involves the use of basic verb which is replaced by the third singular verb, resulting in the addition of third singular inflection of the verb:

Errors committed by Students	Correct form
Good friends _helps_ us in our need.	Good friends _help_ us in our need.
Our parents _influences_ in our life.	Our parents _influence_ in our life.

C) Misformation

a) Misformation of root verb

The third subtype of errors in simple present tense occurs due to the misformation of the verb, in which present participle and past participle verb forms are used as the main verb in the predicate:

Errors committed by the students	Correct form
He never cares how someone _feeling_ about him.	He never cares how someone _feels_ about him.
Many people _known_ him.	Many people _know_ him.

iii. Present Perfect Tense

There are only three errors related to the use of present perfect tense.

A) Omission

a) Omission of 'be' verb

Errors committed by the students	Correct form
He *has* involved in the matter.	He *has been* involved in the matter.
Great mistake *have* done by him	Great mistake *have been* done by him

Problem involves the omission of '*be*' verb in the sentences "The water has polluted by the factory disposal" and "He has involved in the matter" which are in passive voice, where '*been*' should be omitted:

B) Addition

a) Addition of *be*

Errors committed by the Students	Correct form
The teacher *has been* punished the children.	The teacher *has* punished the children.
He *has been* eaten the mango.	He *has* eaten the mango.

Problem involves the addition of '*be*' in the above mentioned sentences which are in the active voice, where '*been*' should be omitted.

C) Misformation

a) Misformation of auxiliary verb

The misformation of '*have*', which is replaced by '*had*' resulting in past perfect used in the context showing relation to the present time as seen in :

Errors committed by Students	Correct form
The girl *had* reached just now.	The girl *has* reached just now.
The students *had* not complete the work yet.	The students *have* not completed the work yet.

254

To denote a perfective action, the students have replaced *'have'* with *'had'*. This unnecessary use is due to the students' inability to understand the differences between the uses of *'have'* and *'had'*. Because of the similarity of the structure of both types of sentences, learners unconsciously use *'had'* whenever they have to use the present perfective form of the verb.

iv. Simple Past Tense

There are five errors in simple past tense, which are due to the omission, addition, misformation of past tense verb form, or subject verb agreement as shown in the following examples.

A) Omission

a) Omission of '*do*' verb

The first one is the omission of do in the formation of past tense; the sample shows that the students have deleted the auxiliary verbs in the interrogative sentences (wh + sub+ verb+ noun).

Errors committed by Students	Correct form
When you *went* home?	When *did* you *go* home?
Why he *came* here?	Why *did* he *come* here?
Where the man *stayed*?	Where *did* the man *stay*?

b) Omission of past tense inflection {*-ed1*}

Errors committed by Students	Correct form
The maid came and wash the clothes.	The maid came and *washed* the clothes.
He appear the exam last year.	He *appeared* the exam last year.

B) Addition

a) Addition of auxiliary verb in affirmative sentences

Errors committed by the Students	Correct form

He *was got* a letter from his friend.   He *got* a letter from his friend.

A man *was come* to the village yesterday.   A man *came* to the village yesterday.

To denote a past action, the students have unnecessarily added the auxiliary verb 'was' in between the subject and verb. This unnecessary use is due to the fact that the copula verb 'was' etc functions as a main verb in certain contexts (He was absent in the class). Because of the impact of this structure, learners unconsciously use 'was' whenever they have to use the present or past form of the verb.

b) Addition of auxiliary verb to make a sentence negative

Errors committed by Students	Correct form

I *was not* go to school.   I *did not* go to school.

The boy *was not* know English.   The boy *did not* know English.

The students are found making the unnecessary use of the auxiliary verb 'was' in between the subject and verb (past form) to make the sentence negative. It is due to their prevailed concept of taking the help of auxiliary verb to make a sentence negative. But they are unaware of the fact that to convey negative meaning in sentences written in present and past indefinite tense the help of auxiliary 'do' has to be taken.

II. Verb and Verb Construction

Some verbs follow certain verb pattern, which is followed by to+V, or V. The errors that occur in the students' proposals involve the use of the verb *'want'*, which should be followed by to+V, and *'make'*, which should be followed by V:

Errors committed by Students	Correct form

I want you <u>decide</u> your schedule.   I want you <u>to decide</u> your schedule.

He always makes his student <u>to enjoy</u>   He always makes his student <u>enjoy</u>

his class.   his class.

6.4.2.2. 3. Difficulties faced in Transformations

Two types of errors in Transformations that occur are Negative Transformation and Passive Transformation.

I. Negative Transformation

The formation of negative transformation involves the use of auxiliaries '*do/does*' and auxiliary '*be*', which give rise to the errors found in the following:

Errors committed by Students	Correct form
Many people still *not* know English.	Many people still *do not* know English.
He *is not* know me.	He *does not* know me.

The errors in the first example is the error of omission of the auxiliary '*do*', while the second example is the substitution of the auxiliary '*does*' by the auxiliary '*is*'.

II. Passive Transformation

Passive verb form requires the use of auxiliary be and past participle verb form. The errors found in the students' proposals can thus be divided into four subtypes: past participle incorrect, either the omission of past participle inflection {–*ed2*} or the misformation of the past participle verb form; omission of the auxiliary '*be*' verb; both past participle incorrect and omission of the auxiliary '*be*' verb, and misformation of '*be*' verb, as seen in the following examples

Errors committed by Students	Correct form
They *are call* for the meeting.	They *are called* for the meeting.
Their conversation *has been recording*.	Their conversation *has been recorded*.
Latest information about the examination usually *put* in the notice board.	Latest information about the examination *are* usually *put* in the notice board.

257

| The villagers usually considered simple. | The villagers usually <u>are</u> considered simple. |

6.4.2.2. 4. Miscellaneous Difficulties

There are fourteen errors included in miscellaneous category and they can be classified into two types: word order and fragment:

I. Word Order

Errors committed by Students	Correct form
When you have gone there?	When have you gone there?
How he will approach a stranger?	How will he approach a stranger?
Why he called you a liar?	Why did he call you a liar?

In the errors above, there is the misuse of subject verb inversion in the clause, the auxiliary which has to precede the noun is used after the noun.

II. Fragment

The second type of errors is problems of incomplete sentence/fragment, presented in the following examples:

Errors committed by Students	Correct form
<u>My bought to</u> the bicycle.	<u>I bought</u> the bicycle.
I <u>am decide</u> to buy the bag.	I <u>have decided</u> to buy the bag.
Selva <u>is told</u> it to the Malati.	Selva <u>has told</u> it to Malati.
She <u>decide attend</u> the meeting.	She <u>decided to attend</u> the meeting.
<u>My ran</u> to the people.	<u>I ran</u> to the people.

258

6.4.2.3. Semantic level

Semantics is a sub discipline of linguistics which focuses on the study of meaning. Semantics tries to understand what meaning is as an element of language and how it is constructed by language as it is interpreted, obscured and negotiated by speakers and listeners of language. Based on the distinction between the meaning of words and meaning of sentences we can recognize two main divisions of the study of semantics: lexical semantics and phrasal semantics. Lexical semantics is the study of the meaning of word while phrasal semantics is the study of the principles which govern the construction of meaning of phrases and sentences, meaning out of compositional combination of individual lexemes.

In this study, the researcher has tried to find out the difficulties faced in semantic level by analyzing the errors in 70 paragraphs on different topics written by Manipuri-speaking learners of English at the class X Level, classifying them and examining their L_1 and L_2 sources. 246 frequent semantic errors were identified. Regarding their sources, it was found that L_1, i.e. Manipuri sources include transfer from L_1 into L_2, translating concepts, words and phrases literally from L_1 into L_2, i.e. English, and applying Manipuri linguistic rules to English. However, L_2 sources include having false concepts about English, insufficient knowledge of English semantic system and confusion about English vocabulary.

The following are the difficulties faced in Semantic level by the Manipuri students

6.4.2.3.1. Assumed Synonymy

English is full of synonyms due to the influence of other languages and the borrowing tendency from other language. An SL learner thinks that he/she can use the words in the set of synonyms in an interchangeable way and thus rendering such utterances semantically deviant. The Manipuri learners too

assume some words as synonymous and use them in interchangeable way committing the errors mentioned in the following sentences.

Errors committed by the students	Correct form
The whole mountain was covered with <u>ice</u>.	The whole mountain was covered with <u>snow</u>.
An accident <u>happened</u> between a car and a bike.	An accident <u>occurred</u> between a car and a bike.
Air pollution <u>attacks</u> our body.	Air pollution <u>affects</u> our body.
His <u>sound</u> is sweet over telephone.	His <u>voice</u> is sweet over telephone.

This category includes a large number of errors where 280 frequent errors were committed by the Manipuri learners.

6.4.2.3.2. Confusion of Binary Terms

This category includes those errors which are made when the learners get confused about lexical items that are usually categorized as "relational opposites". Due to this confusion of binary terms the Manipuri learners too use them in an interchangeable way committing the errors mentioned in the following sentences.

Errors committed by the students	Correct form
Ask the mother to **eat** the boy healthy food.	Ask the mother to **feed** the boy healthy food.
The ship **drowned** in the sea.	The ship **sank** in the sea.
Graham Bell **discovered** Telephone.	Graham Bell **invented** Telephone.
I have **lent** some books from the library.	I have **borrowed** some books from the library.
Can you **borrow** me 50 Rupees?	Can you **lend** me 50 Rupees?

The learners committing such errors hypothesizes that these errors are purely intralingual. Had it been a transfer from L₁, i.e. Manipuri, there would not have been errors committed and these sentences would have been semantically correct as Manipuri has its equivalent terms of such English ones. Thus, such errors are a result of inadequate acquisition of such terms and their uses in the learners' developmental semantic competence in the learning process.

6.4.2.3.3. Paraphrase

This is one of the most problematic areas for Manipuri students in learning English. This is very clear from the number of errors committed in this category where 213 frequent errors are found of this category. The following sentences exemplify the issue in question.

Errors committed by the students	**Correct form**
My _father and mother_ were present there.	My _parents_ were present there.
My brother has a shop _where book, paper, pen are sold_.	My brother has a _stationary_ shop.
His uncle is _a person who makes furniture_.	His uncle is a _carpenter_.
Gangtok city is _free from dust and garbage_.	Gangtok city is _clean_.

What makes Manipuri learners commit such errors is the lack of knowledge of the exact word in their lexicon and thus they try to "exploit" the "paraphrase strategy" to express themselves in such contexts. These errors may be ascribed to the learners' lack of sufficient lexical competence that enables them to form semantically well-formed sentences.

6.4.2.3.4. Idiomacity

Idiomatic expressions are generally difficult to learn by all SL learners and Manipuri learners in particular 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

261

from the meanings of each isolated word but from the whole as one constituent. Thus, this subcategory involves 142 errors. The following are some of the examples which indicate the difficulty faced by Manipuri learners in this area.

Errors committed by the students	Correct form
I like *to hear* western music.	I like to *listen to* western music.
When I went there, he was not *in the house*.	When I went there, he was not *at home*.
Before the exam, he always *repeats* his lessons.	Before the exam, he always *revises* his lessons.
After getting up I *change my clothes*.	After getting up I *get dressed*.

6.4.2.3.5. Similar Forms and Homophones

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. This category includes 233 frequent errors. The following are some of the errors committed by the Manipuri students which exemplify the issue in question.

Errors committed by the students	Correct form
Teachers always give us good *advise*.	Teachers always give us good *advice*.
He is the *principle* of this college.	He is the *principal* of this college.
He *sighted* the problem in the board meeting.	He *cited* the problem in the board meeting.
She has her *won* internet site.	She has her *own* internet site.
Children *through* the stone on the window.	Children *throw* the stone on the window.
The stadium is *field* with spectators.	The stadium is *filled* with spectators.

Errors shown above exhibit the tendency of the students, of choosing a wrong word which is similar to the intended one and thus they commit a semantically deviant utterance. The learners get confused due to approximate similarity which is either graphic or phonetic. These errors can be identified as developmental which is caused by the lack of the sufficient knowledge that enables the learners to differentiate between forms and their uses. Thus, the source of such errors is L_2, i.e. English itself.

6.4.2.3.6. Collocation

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 (e.g. and, or) as in *push and shove*, *sick and tired*, *here and there*, *in and out*, *life and death*, *dead or alive*. However, the way such grammatical categories collocate fall into four categories: (i) *adjective–noun* as in *strong tea*, *heavy rain*, (ii) *verb–noun* as in *make an impression*, *make a decision*, *inflict a wound*, (iii) *verb–adverb* as in *affect deeply*, *amuse thoroughly*, (iv) *noun–verb* as in *alarms go off* (ring, sound), *blood circulates* (clots, runs). As such, it has been found that the *collocation* errors committed in our study fall into three categories: a) *Collocate choice*, b) *contextualization* and c) *Errors committed by the students*.

a) Collocate Choice

The following Collocate Choice errors are found among the Manipuri students:

Errors committed by the students	Correct form
He has some ***economic*** problems.	He has some ***financial*** problems
One should not ***avoid*** his own mistake.	One should not ***ignore*** his own mistake.
My brother met with a ***killing*** accident yesterday.	My brother met with a ***fatal*** accident yesterday.

We should always *follow* our parents.   We should always *obey* our parents.

Teachers give us many *expensive* advice.   Teachers give us many *valuable* advice.

Mangoes are *made* in this farm.   Mangoes are *produced* in this farm.

This category involves 146 frequent errors which is the highest score among the other subcategories in **collocations**. As for the source of such errors, in fact, the error is purely of an intralingual nature because Manipuri has exact equivalents of the terms mentioned and hence, the error would not have been committed by the Manipuri learners. Thus, such errors are a result of inadequate acquisition of such terms and their uses in the learners' developmental semantic competence in the learning process.

b) Contextualization

Errors in this category have nothing wrong grammatically and semantically. It is only the context in which such collocations are used which results in such errors. This category includes 94 errors. The following contextualization errors have been done by Manipuri speakers.

Errors committed by the students   **Correct form**

Women carrying babies should be careful.   *Pregnant women* should be careful.

He is a very *educated person*.   He is a very *knowledgeable person*.
Many people died in *terrorist movement*.   Many people died in *terrorist activities*.
He is going through bad *economical*   He is going through bad *financial*
circumstances.   *conditions*.

Examples shown above exemplify **contextualization** errors. When examining the source of such errors, there are those which are caused by L₁, i.e. Manipuri interference as in the case of (1), (2) and (4) where **women carrying their babies**,

264

educated person and *economical circumstances* can be used to mean, *pregnant women*, *knowledgeable person*, and *financial conditions* in English respectively. However, there are those errors whose source is L_2, i.e. English as in the case of (3) where learners committing such errors were not able to distinguish between *terrorist movement* and *terrorist activities* for instance.

c) Wrong form

Wrong form collocation errors consist in using one or more collocates whose grammatical form/category is not correct and hence, such collocating results in an incorrect collocation. 113 were found in this category. The following examples exemplify such a phenomenon.

Errors committed by the students	**Correct form**
His *intelligent* is known to all in the village.	His *intelligence* is known to all in the village.
He went to Delhi for some *office* purpose.	He went to Delhi for some *official* purpose.
Fooding and lodging is available here.	*Food* and lodging is available here.
He sold the mobile in a very *lower* price.	He sold the mobile in a very *low* price.
Their pleasant words gave us *comfortable*.	Their pleasant words gave us *comfort*.

Above examples exemplify the errors in Wrong form category where learners fail to use the correct grammatical form of one collocate to come up with a well-formed collocation. These errors are, in fact, a result of L_2 influence *per se*. In fact, Manipuri has nothing to do with such collocation errors because such forms do not exist in Manipuri and thus such errors can be said to be of an L_2 source.

6.4.2.3.7. Lexicogrammatical Choice

Lexicogrammatical choice error can be defined as the error where a word of a particular grammatical category is used instead of another grammatical category.

It has been found that Lexicogrammatical choice errors identified in our study fall into four categories of substitution, namely, **_nouns in place of adjectives_**, **_adjectives in place of nouns_**, **_adjectives in place of adverbs_** and **_adverbs in place of adjectives_**.

i. Adjectives in Place of Nouns

Errors in this category involve placing adjectives instead of nouns. 94 errors in 130 proposals were found committed in this category. The following examples illustrate the issue in question.

Errors committed by the students	**Correct form**
He is a **_proud_** for our country.	He is a **_pride_** for our country.
Women doesn't get same **_important_** in the society till today.	Women doesn't get same **_importance_** in the society till today.
There is a large **_distant_** between the market and our house.	There is a large **_distance_** between market and our house.
They were **_drunken_**.	They were **_drunk_**.

ii. Nouns in Place of Adjectives

Errors in this category are the opposite of those in the category just discussed. 116 errors were committed in this category. Now, considering the following examples this point will be clearer which demonstrate the issue in question.

Errors committed by the students	**Correct form**
Everybody found him **_guilt_**.	Everybody found him **_guilty_**.

People should never be so **_fool_**.

She put up a **_bravery_** fight against her illness.

People should never be so **_foolish_**.

She put up a **_brave_** fight against her illness.

iii. Adjectives in Place of Adverbs

This category includes 137 errors. For example

Errors committed by the students	**Correct form**
He replied to the question very **quick**.	He replied to the question very **_quickly_**.
She speak English **_fluent_**.	She speak English **_fluently_**.
He stood **_firm_** against the decision.	He stood **_firmly_** against the decision.
He treats people **_equal_**.	He treats people **_equally_**.
We should drive very **_careful_**.	We should drive very **_carefully_**.

iv. Adverbs in Place of Adjectives

Unlike the category just discussed, errors in this category present the difficulty Manipuri learners encounter when using adjectives where they use adverbs instead. There were 221 errors committed in this category. The following examples show such difficulty.

Errors committed by the students	**Correct form**
She looked very **_happily_** today.	She looked very **_happy_** today.
The person has a very **_politely_** behaviour.	The person has a very **_polite_** behaviour.
They have a **_deeply_** love for each other.	They have a **_deep_** love for each other.
The condition of the man is very **_seriously_** now.	The condition of the man is very **_serious_** now.

267

All the lexico grammatical choice errors discussed above, these errors are L_2 based. 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 L_2 nature, these errors also represent the insufficient lexico grammatical competence which is not what is needed to overcome such difficulties.

6.4.3 Data Analysis

6.4.3.1 Data Analysis on Morphological level

Test Item 1: Instruction: Write the plural form of the words: 'child, leaf, furniture, tooth, lady, ox, monkey, foot, man, hair.

i)	Given word	:	Child
	Expected response		children
	Students' responses		*childs* (62 students) *childes* (45 students) *children*(23 students)
ii)	Given word	:	leaf
	Expected response	:	leaves
	Students' responses		*leafs* (52 students) *lives* (41 students) *leaves* (37 students)
iii)	Given word	:	furniture
	Expected response		furniture
	Students' responses		*furnitures* (82 students) *furniturs* (37 students) *furniture* (11 students)

268

iv)	Given word	:	tooth
	Expected response	:	teeth
	Students' responses		*tooths* (52 students)
			toothes(41 students)
			teeth(37 students)
v)	Given word	:	lady
	Expected response	:	ladies
	Students' responses	:	Ladys(72 students)
			ladies (58 students)
vi)	Given word		ox
	Expected response	:	oxen
	Students' responses	:	Oxes(122 students)
			No reply (8 students)
vii)	Given word		monkey
	Expected response		monkeys
	Students' responses		Monkies(87 students)
			monkeys(43 students)
viii)	Given word		foot
	Expected response		feet
	Students' responses		*Foots*(52 students)
			feet(78students)

ix)	Given word		man
	Expected response		men
	Students' responses		*mans* (31 students) *men*(99 students)
x)	Given word		hair
	Expected response		hair
	Students' responses		*hairs*(112 students) no reply (18 students)

Table 6.49 Students' performance in using plural form of noun

Most of the students have responded incorrectly in this area. The poor performance may be because of the habit of over generalization of the plural form of the noun. The students assume that the plural form of the noun is merely adding '-s' or '-es' to the root. The students are not familiar with the other plural form of the root and they use the wrong form.

Test Item 2: Instruction: Write the past and past participle form of the words: 'cut, hurt, knit, shake, hear, make, become, bind, think, seek.

i)	Given word	:	Cut
	Expected response		cut-cut-cut
	Students' responses		*cut-cut-cut* (42 students) *cut-cutted-cutted*(57 students) no reply (31 students)
ii)	Given word	:	hurt
	Expected response	:	hurt-hurt-hurt
	Students' responses		*hurt-hurt-hurt* (22 students)

270

			hurt-hurted-hurted(89 students)
			no reply (19 students)
iii)	Given word	:	knit
	Expected response		knit-knit-knit
	Students' responses		*knit-knitted-knitted* (64 students)
			knit-knitted-knitted(32 students)
			no reply (34 students)
iv)	Given word	:	shake
	Expected response	:	shake-shook-shaken
	Students' responses		shake-shook-shaken (67 students)
			shake-shook-shook (52 students)
			shake-shaked-shaked(11 students)
v)	Given word	:	hear
	Expected response	:	hear-heard-heard
	Students' responses	:	*hear-heard-heard* (53 students)
			hear-heared-heared (52 students)
			no reply (25 students)
vi)	Given word		make
	Expected response	:	make-made-made
	Students' responses	:	*make-made-made*(26 students)
			make-maked-maked(72 students)
			no reply (32 students)
vii)	Given word		become
	Expected response		become-became-become
	Students' responses		*become-became-become* (63 students)
			become-becomed-becomed(55 students)

			no reply (12 students)
viii)	Given word		bind
	Expected response		bind-bound-bound
	Students' responses		*bind-bound-bound* (42 students)
			bind-binded-binded(75 students)
			(13 students)
ix)	Given word		think
	Expected response		think-thought-thought
	Students' responses		*think-thought-thought* (54 students)
			think-thinked-thinked(72 students)
			no reply (4 students)
x)	Given word		seek
	Expected response		seek-sought-sought
	Students' responses		*seek-sought-sought* (32 students)
			seek-seeked-seeked(57 students)
			no reply (41 students)

Table 6.50 Students' performance in using past and past participle form of verb

Most of the students have responded incorrectly and most of them could not respond at all. The reason of this poor performance is over generalizing process of the past and past participle form of the verb. The students have a set assumption in the mind that the past and past participle form of the verb is merely adding '-ed' to the root. The students are not familiar with the exceptional forms of past and past participle form of the verb which makes them use the wrong form.

Test Item 3: Instruction: Write the possessive form of the adjectives 'boys, girls, students, workers, scholars'.

i)	Given word	:	boys
	Expected response		boys'
	Students' responses		*boy's* (35 students) *boys's* (59 students) *boys'* (36 students)
ii)	Given word	:	girls
	Expected response	:	girls'
	Students' responses		*girl's*(69 students) *girls'*(32 students) *girls's* (29 students)
iii)	Given word	:	students
	Expected response		students'
	Students' responses		*student's*(36 students) *students'*(69 students) *students's*(25 students)
iv)	Given word	:	workers
	Expected response	:	workers'
	Students' responses		*worker's*(62 students) *workers'*(46 students) *workers's*(22 students)
v)	Given word	:	scholars
	Expected response	:	scholars'
	Students' responses	:	*scholar's* (58 students) *scholars'*(36 students) *scholars's*(36 students)

Table 6.51 Students' performance in using possessive form of the nouns

Using possessive form of the nouns seemed to be an area of major difficulty and therefore most of the students have responded incorrectly in this area. The performance of the students indicate that due to the over generalization of the possessive form of the nouns, they face problem in understanding the exceptional form of possessives. Adding '-'s' is the only rule that the students know to write the possessive form of the noun. The students are not familiar with the exceptional rules of possessive form of the root which makes them use the wrong form.

Test Item 4: Instruction: Write the comparative and superlative form of 'good, bad, happy, great, religious, beautiful'

i)	Given word	:	good
	Expected response		good-better-best
	Students' responses		good-better-best (34 students) *No reply* (96 students)
ii)	Given word	:	bad
	Expected response	:	bad-worse- worst
	Students' responses		bad-worse- worst (76 students) *No reply*(54 students)
iii)	Given word	:	happy
	Expected response		happy-Happier-happiest
	Students' responses		*happy -happier- happiest*(88 students) *No reply*(42 students)
iv)	Given word	:	great
	Expected response	:	great-greater- greatest
	Students' responses		*great-greater-greatest*(116 students) *No reply*(14 students)

v)	Given word	:	religious
	Expected response	:	religious- more religious – most religious
	Students' responses	:	*religious more religious – most religious* (119 students) *no reply*(11 students)
vi)	Given word		beautiful
	Expected response	:	beautiful – more beautiful – most beautiful
	Students' responses	:	*beautiful – more beautiful – more beautiful* (113 students) no reply (17 students)

Table 6.52 Students' performance in using degree of adjectives

Students' performance in using degree of adjectives is very poor. The reason behind this poor performance is students are familiar with writing the comparative and superlative form by adding '-er' '-est' and '-more' '-most' to the root. Because of the over generalizing tendency of adding -er' '-est' and '-more' '-most' make them commit such error.

Test Item 5: Instruction: Write the negative form of 'reasonable, obey, order, natural, fortunate, possible, known, religious'

i)	Given word	:	reasonable
	Expected response		unreasonable
	Students' responses		*Unreasonable* (17 students) *Inreasonable* (88 students) *No reply* (25 students)
ii)	Given word	:	obey
	Expected response	:	disobey

	Students' responses		*Disobey*(15 students) *No reply*(115 students)
iii)	Given word	:	order
	Expected response		disorder
	Students' responses		*Disorder*(29 students) *No order*(111 students)
iv)	Given word	:	natural
	Expected response	:	unnatural
	Students' responses		*Unnatural*(61 students) *No reply* (69 students)
v)	Given word	:	fortunate
	Expected response	:	unfortunate
	Students' responses	:	*Unfortunate*(98 students) *No response*(32 students)
vi)	Given word		possible
	Expected response	:	impossible
	Students' responses	:	*Impossible*(99 students) *No reply* (31 students)
vii)	Given word		known
	Expected response		Unknown
	Students' responses		Unknown (117 students) No reply (13 students)
viii)	Given word		religious
	Expected response		irreligious
	Students' responses		Unreligious (81 students) No reply (49 students)

Table 6.53 Students' performance regarding negative form of words

Students' performance regarding negative form of words is very poor. The poor performance may be because of the failure of understanding the rules of adding various suffixes to make a word negative. Due to the over generalization process they only add 'un-' with all the roots to make it negative.

Test Item 6: Instruction: Write the agentive form of 'cultivate, manage, art, type, travel, rob cook, gossip

i)	Given word	:	Cultivate
	Expected response		cultivator
	Students' responses		*cultivater*(73 students)
			cultivator (57 students)
ii)	Given word	:	manage
	Expected response	:	manager
	Students' responses		*manager*(127 students)
			no reply (3 students)
iii)	Given word	:	art
	Expected response		artist
	Students' responses		*artist*(120 students)
			no reply (10students)
iv)	Given word	:	type
	Expected response	:	typist
	Students' responses		*Typing* (17 students)
			Typist (103 students)
			No reply (10 students)

v)	Given word	:	Travel
	Expected response	:	traveler
	Students' responses	:	*traveler* (128 students)
			no reply (2 students)
vi)	Given word		rob
	Expected response	:	robber
	Students' responses	:	*Rober* (107 students)
			no reply (23 students)
vi)	Given word		cook
	Expected response	:	cook
	Students' responses	:	*cooker*(89 students)
			no reply (41 students)
vi)	Given word		gossip
	Expected response	:	gossip
	Students' responses	:	*Gossiper* (96students)
			no reply(34 students)

Table 6.54 Students' performance in using agentive form of words

The Manipuri Students face lot of problems in using the agentive form of words. The over generalization process is again responsible for the poor performance of the students. The students assume that the agentive form is formed merely adding '-er' to the root. The students are not familiar with the different agentive form of the root and they use the wrong form.

Test Item 7: Instruction: Write the noun form of 'build, describe, confuse, impress, lose, behave, arrive, believe, happy, marry, permit, bless

i)	Given word	:	build
	Expected response		Building
	Students' responses		*built*
ii)	Given word	:	describe
	Expected response	:	description
	Students' responses		*described*
iii)	Given word	:	confuse
	Expected response		confusion
	Students' responses		*confused*
iv)	Given word	:	impress
	Expected response	:	impression
	Students' responses		*impressed*
v)	Given word	:	lose
	Expected response	:	loss
	Students' responses	:	lost
vi)	Given word		behave
	Expected response	:	behaviour
	Students' responses	:	behaved
vii)	Given word		arrive
	Expected response		arrival
	Students' responses		arrived
viii)	Given word		believe
	Expected response		belief
	Students' responses		*believed*
ix)	Given word		happy

	Expected response		happiness
	Students' responses		*happily*
x)	Given word		merry
	Expected response		merriment
	Students' responses		*marrily*
xi)	Given word		permit
	Expected response		permission
	Students' responses		*permison / permiting*
xii)	Given word		bless
	Expected response		blessing
	Students' responses		*blessed*

Table 6.55 Students' performance in using noun form of words

Writing noun form is an area of complicacy for Manipuri students. They are completely unaware how to form the noun form of a word. Therefore they add suffixes like '-ed' to the root to make it noun.

Test Item 8: Instruction: Write the adjective form of 'nature, wood'

i)	Given word	:	nature
	Expected response		natural
	Students' responses		*natural*
ii)	Given word	:	*wood*
	Expected response	:	wooden
	Students' responses		*No reply*

Table 6.56 Students' performance in using adjective form of words

Forming adjective is an area of major difficulty for Manipuri students because some students even don't know what an adjective is. They are completely unaware how to form the adjective form of a word. Therefore they just made guesswork to form adjective from the root.

Test Item 9: Instruction: Write the verb form of 'beauty, circle, fool, danger

i)	Given word	:	Beauty
	Expected response		beautify
	Students' responses		*beautiful*
ii)	Given word	:	Circle
	Expected response	:	encircle
	Students' responses		*circler*
iii)	Given word	:	fool
	Expected response		befool
	Students' responses		*foolish*
iv)	Given word	:	danger
	Expected response	:	endanger
	Students' responses		*dangerous*

Table 6.57 Students' performance in using verb form of words

The Manipuri students have very less knowledge about the verb form of the words and therefore forming verb from the root is an area of difficulty for them. They have very little idea which prefix or suffix has to be added to make a word a verb. The poor performance of the students is due to the failure of understanding the formation of verb from the root.

Test Item 10: Instruction: Write the adverb form of 'complete, slow, fast, hard'

i)	Given word	:	complete
	Expected response		completely
	Students' responses		*completely*
ii)	Given word	:	slow
	Expected response	:	slowly
	Students' responses		*slowly*
iii)	Given word	:	Fast
	Expected response		fast
	Students' responses		*fastly*
iv)	Given word	:	hard
	Expected response	:	hard
	Students' responses		*hardly*

Table 6.58 Students' performance in using adverb form of words

The poor performance is due to the over generalization tendency of forming an adverb. The students assume that the adverb form of the word is formed merely adding '-ly' to the root. The students are not familiar with the fact that some words tae zero suffixes in the adverb form and it makes them unnecessarily adding '-ly' to the root.

Table 6.59 Students' overall performance in the area of morphology

Test No.	Mode of Questioning	Mode of answering	Performance in %		
			Expected	Partially correct	Incorrect
11.	write the correct form of the given word.	subjective	25	52	23
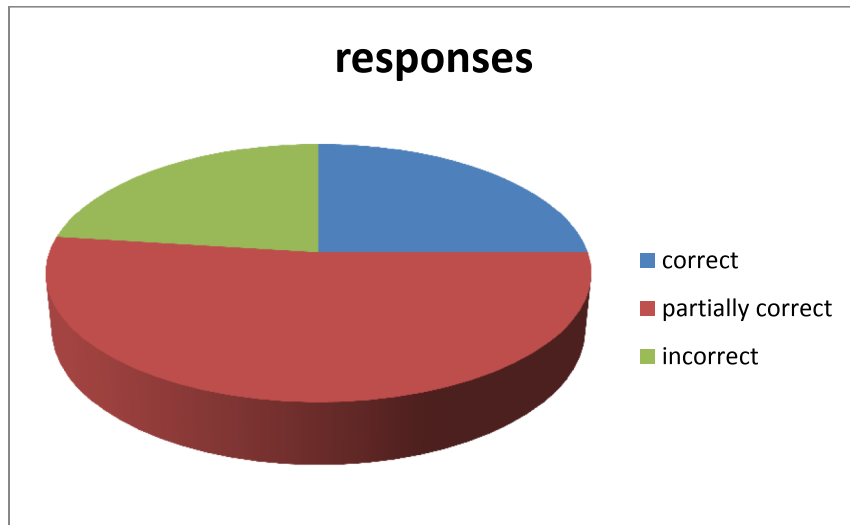
Fig. 6.23 students' overall performance in the area of morphology

25% of the students have responded correctly, 52% of the students answered partially, and 23% of the students have responded incorrectly. The performance of the students indicates that morphology is a area of major difficulty for Manipuri students.

6.4.3.2 Data Analysis on Syntactic level

Test Item 1: Instruction: Complete the following incomplete sentences by using the correct article given in bracket. Leave the space blank if an article is not necessary.

i)	Given sentence	:	1. He has no idea about. . . .people connected with this issue. (a/an/ the)
	Expected response	:	He has no idea about <u>the</u> people connected with this issue.
	Students' responses	:	He has no idea about people connected with this issue.

ii)	*Incomplete sentence*	:	2. He is taking. . . . . .breakfast. (a /an /the)
	Expected response	:	He is taking breakfast.
	Students' responses	:	He is taking <u>the</u> breakfast.
iii)	*Incomplete Sentence*	:	3. He is. . . .university student. (a /an /the)
	Expected response	:	He is a university student.
	Students' responses	:	He is <u>an</u>/<u>the</u> university student.
iv)	*Incomplete sentence*	:	4. He is waiting for. . . .hour. (a /an /the)
	Expected response	:	He is waiting for <u>an</u> hour.
	Students' responses	:	He is waiting for <u>a</u>/<u>an</u> hour.

Table 6.60 Students' performance in proper use of article

Vowels which have sound quality of consonant, 'a' has to be used instead of 'an'. Again if the consonant sound is silent or mute in the beginning of word, 'an' has to be used before the consonant. Moreover if the sound of a consonant is like a vowel, 'an' has to be used before that consonant. The collected data show that the students are confused with use of articles.

The reason for the wrong substitution is that the 'strong pressures of the continuously drilled rules that an is used before nouns begin with vowel (Agnihotari, 1992) and vice versa due to such habit formation, the students extent these rules.

Test Item 2: Instruction: Complete the given incomplete sentences by using the correct form of the word in bracket.

i)	Incomplete sentence	:	He brought some new. . . . . . (furniture/furnitures)
	Expected response	:	He brought some new <u>furniture</u>.
	Students' responses	:	*He brought some new <u>furnitures</u>.*
ii)	*Incomplete sentence*	:	I did not find any . . . .there. (students/student)
	Expected response	:	I did not find any <u>student</u> there.
	Students' responses	:	*I did not find any <u>students</u> there.*
iii)	*Incomplete Sentence*	:	Each . . . . was given prizes. (boy/boys)
	Expected response	:	Each <u>boy</u> was given prizes.
	Students' responses	:	*Each <u>boys</u> were given prizes.*

Table 6.61 Students' performance in proper use of plural form

Most of the students have responded incorrectly in the use of plural form. The poor performance may be because of the failure of understanding where the plural form of the noun has to be used. This type of errors occur because students use a plural noun wrongly after the determiners like *a*, *another*, *every* and *each*, which actually have to be followed by a singular noun.

Test Item: 3 Instruction: Fill in the blank with correct preposition where necessary.

i)	Incomplete sentence	:	I can rely. . . . . you.
	Expected response	:	I can rely <u>on</u> you.
	Students responses	:	I can rely you.
ii)	*Incomplete sentence*	:	All . . . the students are invited.

	Expected response	:	All the students are invited.
	Students responses	:	All <u>of</u> the students are invited.
iii)	*Incomplete Sentence*	:	He left the town . . . . January 23.
	Expected response	:	He left the town <u>on</u> January 23.
	Students responses	:	He left the town <u>in</u> January 23.
iv)	*Incomplete sentence*	:	We are leaving. . . . Delhi next week.
	Expected response	:	We are leaving *<u>for</u>* Delhi next week.
	Students responses	:	We are leaving <u>to</u> Delhi next week.

Table 6.62 Students' performance in proper use of preposition

The poor performance may be because of the failure of understanding of the students that which preposition follow which verb.

Test Item 4: Instruction: Complete the given incomplete sentences by using the correct tense form of the verb

i)	Incomplete sentence	:	When I came, he . . . . (watch) film.
	Expected response	:	When I came, he *<u>was</u> <u>watching</u>* a film.
	Students' responses	:	When I came, he <u>watching</u> a film.
ii)	*Incomplete sentence*	:	Every girl . . . . (be)taking part in the competition
	Expected response	:	Every girl <u>is</u> taking part in the competition
	Students' responses	:	Every girl <u>are</u> taking part in the competition
iii)	*Incomplete Sentence*	:	Carelessness. . . . (cause) accidents.
	Expected response	:	Carelessness <u>causes</u> accidents.
	Students' responses	:	Carelessness <u>cause</u> accidents.
iv)	*Incomplete sentence*	:	He. . . . (study)in class x.

	Expected response	:	He _studies_ in class x.
	Students' responses	:	He _is study_ in class x.
v)	_Incomplete sentence_		She . . . . (not love) her family.
	Expected response		She _does not love_ her family.
	Students' responses		She _is not love_ his family.
vi)	_Incomplete sentence_		Good friends always. . . . (help) us in our need.
	Expected response		Good friends always _help_ us in our need.
	Students' responses		Good friends always _helps_ us in our need.
vii)	_Incomplete sentence_		The water. . . . (has pollute) by the factory disposal.
	Expected response		The water _has been polluted_ by the factory disposal.
	Students' responses		The water _has polluted_ by the factory disposal.
viii)	_Incomplete sentence_		Why he. . . . (come) here yesterday?
	Expected response		Why _did_ he _come_ here yesterday?
	Students' responses		Why he _came_ here yesterday?

Table 6.63 Students' performance in proper use of tense of verbs

The poor performance may be because of the failure of understanding the correct use of verbs according to time and tense. The Manipuri students have very little knowledge of tense and therefore they get confused with the correct use of verbs in different tenses.

Test Item 5: **Instruction**: Make the following sentences negative.

i)	Given sentence	:	I found him there.
	Expected response	:	I did not find him there
	Students responses	:	*I did not found him there*
ii)	*Given sentence*	:	He believed what I said.
	Expected response	:	*He did not believe what I said*
	Students responses	:	*He was not believed what I said*
iii)	*Given Sentence*	:	He attended the meeting.
	Expected response	:	He did not attend the meeting.
	Students responses	:	He did not attended the meeting.
iv)	*Incomplete sentence*	:	The boy completes his homework.
	Expected response	:	The boy does not complete his work.
	Students responses	:	The boy is not complete his homework.

Table 6.64 Students' performance in making sentence negative

The error occurs due to omission of the auxiliary *'do'* and substituting it with the auxiliary *'be'*. Again in some other cases the students use past tense with the *'do'* verb but forget to omit past form of the main verb while making the sentence negative.

Test Item 6: Instruction: Ask questions with the words given in bracket.

i)	Given sentence	:	You passed your H.S.C. exam. (when)
	Expected response	:	When did you pass your H.S.C. exam?
	Students responses	:	When are you pass your H.S.C. exam?
ii)	Given sentence	:	Your opinion says it. (what)
	Expected response	:	What does your opinion say?

	Students responses	:	What does your opinion says?
iii)	Given Sentence	:	You completed your work yesterday. (when)
	Expected response	:	When did you complete your work?
	Students responses	:	When did you completed your work?
iv)	Incomplete sentence	:	He goes to school on foot. (how)
	Expected response	:	How did he go to school?
	Students responses	:	How is he go to school?

Table 6.65 Students' performance in asking questions with *'wh -'* type word

The error in this area occurs due to omission of the auxiliary *'do'* and substituting it with the auxiliary *'be'*. Again in some other cases the students use past tense with the *'do'* verb but forget to omit past and third person inflection of the main verb while making the sentence interrogative.

Table 6.66 Students overall performance in syntactic level

Test No.	Mode of Questioning	Mode of answering	Performance in %		
			Expected	Partially correct	Incorrect
7	Use correct word in the bracket.	subjective	35	25	40

responses of the students

- 35 — correct
- 25 — partially correct
- 40 — incorrect
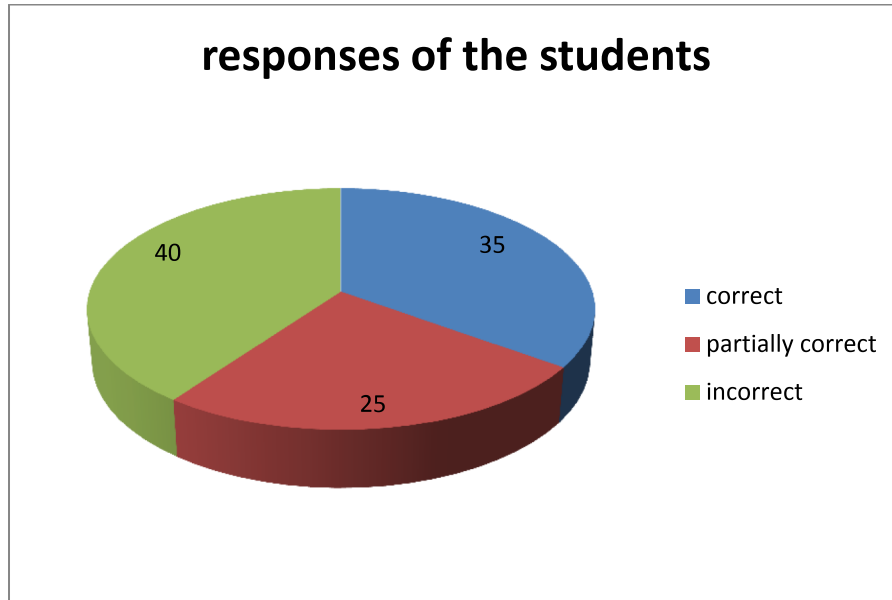
Fig. 6.24 Pie diagram on students' overall performance in the area of syntax

35% of the students have responded correctly, 25% of the students answered partially, and 40% of the students have responded incorrectly. The performance of the students indicates that the Manipuri students are quite weak in this area.

6.4.3.3 Data Analysis on Semantic level

Test Item 1: Instruction: Complete the given incomplete sentences by choosing the correct synonym from the bracket.

i)	Incomplete sentence	:	The whole mountain was covered with. . . . . . (ice/snow)
	Expected response	:	The whole mountain was covered with <u>snow</u>.
	Students' responses	:	The whole mountain was covered with <u>ice</u>.
ii)	*Incomplete sentence*	:	An accident . . . . . .between a car and a bike. (occurred/happened)
	Expected response	:	An accident <u>occurred</u> between a car and a bike.
	Students' responses	:	An accident <u>happened</u> between a car and a bike.

290

iii)	*Incomplete Sentence*	:	Air pollution . . . . . . our body. (affects/attacks)
	Expected response	:	Air pollution <u>affects</u> our body.
	Students' responses	:	Air pollution <u>attacks</u> our body.
iv)	*Incomplete Sentence*	:	His . . . . . is sweet over telephone. (sound/voice)
	Expected response	:	His <u>voice</u> is sweet over telephone.
	Students' responses	:	His <u>sound</u> is sweet over telephone.

Table 6.67 Students' performance in using correct synonym

The performance of the students is very poor in this particular area. It is due to the fact that Manipuri learners assume some of the words as synonymous and use them in interchangeable way committing the errors.

Test Item 2: Instruction: Choose the correct option given in bracket and complete the following sentences.

i)	Incomplete sentence	:	Ask the mother to. . . .the boy healthy food. (eat/feed)
	Expected response	:	Ask the mother to <u>feed</u> the boy healthy food.
	Students' responses	:	Ask the mother to <u>eat</u> the boy healthy food.
ii)	*Incomplete sentence*	:	The ship . . . . . in the sea. (drowned/sank)
	Expected response	:	The ship <u>sank</u> in the sea.
	Students' responses	:	The ship <u>drowned</u> in the sea.
iii)	*Incomplete*	:	Graham Bell . . . . Telephone.

291

	Sentence		(discovered/invented)
	Expected response	:	Graham Bell <u>invented</u> Telephone.
	Students' responses	:	Graham Bell <u>discovered</u> Telephone.
iv)	*Incomplete Sentence*	:	I have . . . . . . some books from the library. (borrowed/lent)
	Expected response	:	I have <u>borrowed</u> some books from the library.
	Students' responses		I have <u>lent</u> some books from the library.
v)	*Incomplete Sentence*	:	Can you . . . . . . me 50 Rupees? (borrow/lend)
	Expected response	:	Can you <u>lend </u>me 50 Rupees?
	Students' responses	:	Can you <u>borrow </u>me 50 Rupees?

Table 6.68 Students' performance in using binary terms

Most of the students have responded correctly while using binary terms. These errors occur as the learners get confused about lexical items that are usually categorized as "relational opposites". Due to this confusion of binary terms the Manipuri learners use them in an interchangeable way committing the errors.

Test Item 3: Instruction: Complete the following incomplete sentences by using an appropriate word.

i)	Given sentence	:	1. Today there was a parents meeting in our school. So my. . . . . .were present in the meeting.
	Expected response	:	Today there was a parents meeting in our school. So my <u>parents</u> were present in the

		:	meeting.
	Students responses	:	Today there was a parents meeting in our school. So m*y* <u>father and mother</u> were present in the meeting.
ii)	*Incomplete sentence*	:	2. My brother has a . . . . . . shop and I buy book, pen etc from that shop.
	Expected response	:	My brother has a <u>*stationary*</u> shop and I buy book, pen etc from that shop.
	Students responses	:	My brother has a shop <u>*where book, paper, pen etc are sold*</u> and I buy book, pen etc from that shop.
iii)	*Incomplete Sentence*	:	3. His uncle is a . . . . . and he makes very beautiful furniture.
	Expected response	:	His uncle is a <u>*carpenter*</u> and he makes very beautiful furniture.
	Students' responses	:	His uncle is <u>*a person who makes furniture*</u> and he makes very beautiful furniture.
iv)	*Incomplete sentence*	:	4. Gangtok city is . . . . . and there is no garbage found here and there.
	Expected response	:	Gangtok city is <u>*clean*</u> and there is no garbage found here and there.
	Students' responses	:	Gangtok city is <u>*free from dust and garbage*</u> and there is no garbage found here and there.
v)	*Incomplete sentence*	:	5. He has never gone to school and so he is . .
	Expected response	:	He has never gone to school and so he is <u>*illiterate*</u>.
	Students' responses	:	He has never gone to school and so he <u>*doesn't know how to read and write*</u>.

Table 6.69 Testing of students' paraphrase strategy

Manipuri learners commit paraphrase errors because of their lack of sufficient vocabulary while using the word in a sentence and thus they try to "exploit" the "paraphrase strategy" to express themselves in such contexts. These errors may be ascribed to the learners' lack of sufficient lexical competence that enables them to form semantically well-formed sentences.

Test Item 4: Instruction: Fill in the blanks with an appropriate word from the words given in bracket.

i)	Incomplete sentence	:	I like to . . . . .western music. (hear/listen to)
	Expected response	:	I like to _listen to_ western music.
	Students' responses	:	I like to _hear_ western music.
ii)	_Incomplete sentence_	:	When I went there, he was not . . . . (in the house/ at home)
	Expected response	:	When I went there, he was not _at home_.
	Students'responses	:	When I went there, he was not _in the house_.
iii)	_Incomplete Sentence_	:	Before the exam, he always . . . . . . his lessons. (repeats/revises)
	Expected response	:	Before the exam, he always _revises_ his lessons.
	Students' responses	:	Before the exam, he always _repeats_ his lessons.
iv)	_Incomplete sentence_	:	After getting up I . . . . (_change my clothes_ /get dressed)
	Expected response	:	After getting up I _get dressed_.
	Students' responses	:	After getting up I _change my clothes_.

Table 6.70 Testing of students' use of idiomatic expressions

The poor performance of the students in this area is due to the failure of understanding the difference between the two terms and using them in interchangeable way.

Test Item 5: Instruction: Fill in the blanks with the correct word choosing from the options given with in brackets.

i)	Incomplete sentence	:	The . . . . that he gave me was really useful. (advice/ advise)
	Expected response	:	The _advice_ that he gave me was really useful.
	Students' responses	:	The _advise_ that he gave me was really useful.
ii)	_Incomplete sentence_	:	He is the . . . . . of this college. (principle / principal)
	Expected response	:	He is the _principal_ of this college.
	_Students' response_s	:	He is the _principle_ of this college.
iii)	_Incomplete Sentence_	:	He . . . . . . the problem in the board meeting. (cited / sighted)
	Expected response	:	He _cited_ the problem in the board meeting.
	Students' responses	:	He _sighted_ the problem in the board meeting.
iv)	_Incomplete sentence_	:	She has her . . . . internet site. (own/ won)
	Expected response	:	She has her _own_ internet site.
	Students' responses	:	She has her _won_ internet site.
v)	_Incomplete sentence_		Children . . . . . the stone on the window. (throw/ through)
	Expected response		Children _throw_ the stone on the window.

	Students' responses		Children *through* the stone on the window.
vi)	*Incomplete sentence*		The whole stadium is . . . . with spectators. (filled/ field)
	Expected response		The whole stadium is *filled* with spectators.
	Students' responses		The whole stadium is *field* with spectators.

Table 6.71 Testing of students' use of homophones

The poor performance may be because of the tendency of the students, of choosing a wrong word which is similar to the intended one and thus they commit a semantically deviant utterance. The learners get confused due to approximate similarity which is either graphic or phonetic. These errors can be identified as developmental which is caused by the lack of the sufficient knowledge that enables the learners to differentiate between forms and their uses. Thus, the source of such errors is L_2, i.e. English itself.

Test Item 6: Instruction: Fill in the blanks with the correct form of the word given in brackets.

i)	Incomplete sentence	:	His . . . . . . is known to all in the village. (*intelligent*)
	Expected response	:	His *intelligence* is known to all in the village.
	Students' responses	:	His *intelligence* is known to all in the village. (42 students) His *intelligent* is known to all in the village. (79 students) No reply (9 students)
ii)	Incomplete sentence	:	He went to Delhi for some . . . . . purpose. (office)
	Expected response	:	He went to Delhi for some *official* purpose.

	Students' responses	:	He went to Delhi for some _official_ purpose. (39 students) He went to Delhi for some _office_ purpose. (77 students) No reply (14 students)
iii)	Incomplete sentence	:	. . . . . and lodging is available here. (Food)
	Expected response	:	_Food_ and lodging is available here.
	Students' responses	:	_Food_ and lodging is available here. (9 students) _Fooding_ and lodging is available here. (96 students) No reply (25 students)
iv)	Incomplete sentence	:	Everybody found him. . . . . . . (_guilt_)
	Expected response	:	Everybody found him _guilty_.
	Students' responses	:	Everybody found him _guilt_. (68 students) Everybody found him _guilty_. (29 students) No reply (33 students)
v)	_Incomplete sentence_	:	People should never be so. . . . . . (_fool_).
	Expected response	:	People should never be so _foolish_.
	Students' responses	:	People should never be so _fool_. (56 students) People should never be so _foolish_. (49 students) No reply (25 students)
vi)	_Incomplete Sentence_	:	He replied to the question very . . . . . (quick)
	Expected response	:	He replied to the question very _quickly_..
	Students' responses	:	He replied to the question very _quickly_. (29 students) He replied to the question very _quick_. (76 students) No reply (25 students)
vii)	_Incomplete sentence_	:	We should drive very . . . . . (care)
	Expected response	:	We should drive very _carefully_.
	Students' responses	:	We should drive very _carefully_(19 students)

297

			We should drive very _careful_(93 students)
			No reply (18 students)
viii)	_Incomplete sentence_		The person has a very . . . . . . behaviour (_polite_)
	Expected response		The person has a very _polite_ behaviour.
	Students' responses		The person has a very _polite_ behaviour(67 students)
			The person has a very _politely_ behaviour(39 students)
			No reply (24 students)
ix)	_Incomplete sentence_		They have a . . . . love for each other. (_deep_)
	Expected response		They have a _deep_ love for each other.
	Students' responses		They have a _deep_ love for each other.(59 students)
			They have a _deeply_ love for each other.(45 students)
			No reply (26 students)

Table 6.72 Testing of students' use of collocate choice

The poor performance may be because of learners fail to use the correct grammatical form of one collocate to come up with a well-formed collocation. These errors are, in fact, a result of L2 influence _per se_. In fact, Manipuri has nothing to do with such collocation errors because such forms do not exist in Manipuri and thus such errors can be said to be of an L2 source.

Table 6.73 Students overall performance in the area of semantics

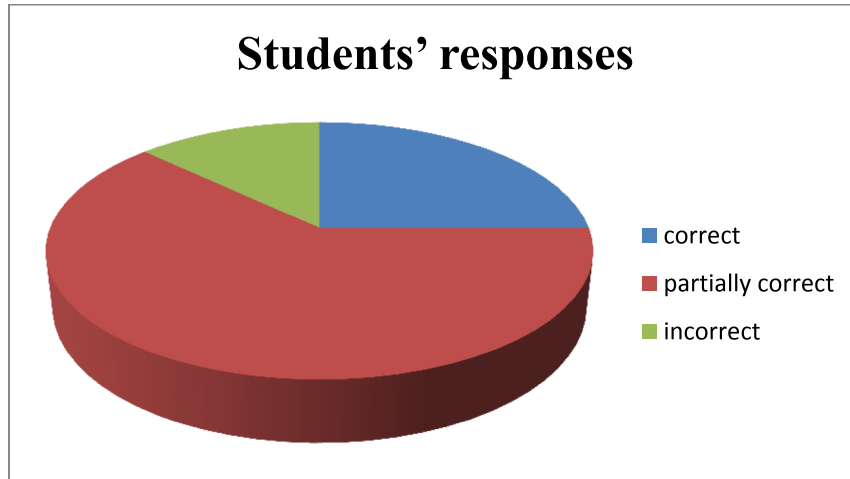| Test No. | Mode of Questioning | Mode of answering | Performance in % | | |
| | | | Expected | Partially correct | Incorrect |
| 7. | Complete the sentence with the correct word from the bracket. | subjective | 25 | 62 | 13 |

Fig. 6.25 students' overall performance in semantics

25% of the students have responded correctly. 62% of the students answered partially, and 13% of the students have responded incorrectly. The overall performance of the students in the area of semantics shows that they are quite inefficient in this area.

6.4.4 Result Discussion

The current study reports the perceived difficulty of Manipuri students in writing English. The following table displays such perspective.

Table 6.74 Manipuri students' apparent difficulties in writing English

Area of difficulty as reported by students	Total no of students	No of responses	percentage
I face difficulty in using plural form of nouns	130	43	33. 07 %
I can't use the degree of the adjective form properly	130	51	39.23 %
forming noun from verb/adjective/noun and vice versa is the area I find difficult	130	117	90 %
I don't know the proper use of articles	130	62	47.69 %

299

I don't know the proper use of prepositions	130	128	98.46%
Transformation of sentences is the area I find most difficult	130	112	86.15 %
I can't form sentences as I don't know the word order	130	85	65.38 %
When a word has lot of synonyms I feel confused which one to be used	130	121	93.07 %
I get confused while using relational opposite words	130	98	75.38%
Sometimes I don't find the exact word to use and so explain the term in paraphrase	130	120	92.3%
I can't use the idioms correctly	130	119	91.53%
While using in a sentence I get confused with the words of similar sounds	130	105	80.76%
I can't use the correct grammatical category while using in a sentence	130	102	78.46%

From the above chart of students responses we can see, that most of the Manipuri students face difficulty in almost all the areas. The analysis of the data showed that the majority of the respondents (98.46%) find the use of preposition difficult. Again 93.07 % students agreed that they don't know the proper use of synonyms. 92.3% students said that they don't find the exact word to use in a sentence and so explain the term in paraphrase. Analyzing the errors committed by them it was found them they had maximum errors in those certain areas.

The interview with the teachers implied that they are completely dissatisfied with the written performance of most of Manipuri students. They said that enough importance is given on writing skill in the classroom. The teachers always make

them practice those difficult areas but due to lack of interest among the students they are unable to develop the skill.

6.4.5 Bar-chart

Below Bar-chart shows overall responses of the Manipuri medium students regarding their area of difficulty in writing English. This graph displays the distribution of problem areas for the Manipuri students in writing English.
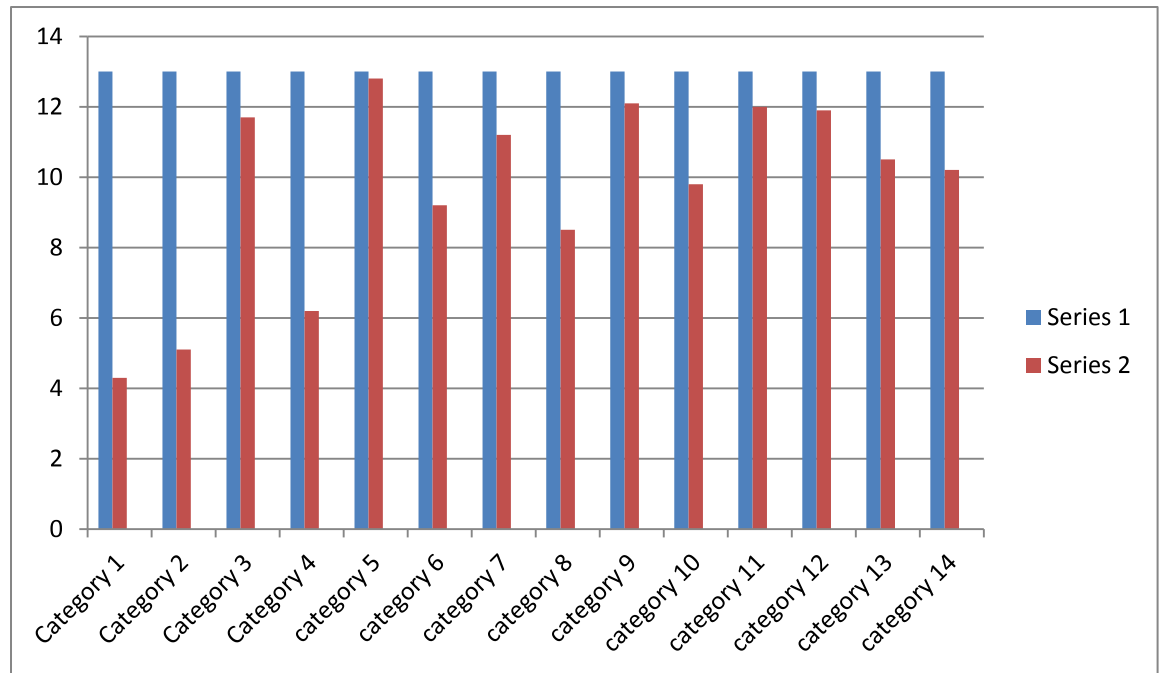

Fig6.26 Bar-chart on students' difficulty in writing