

CHAPTER 7

DATA ANALYSIS

7.1 Analyzing of data

The researcher describes the descriptive field survey method used in this study below.

7.1.1. Data Sample

- (1) A sample of one fifty students, both boys and girls studying in provincialised secondary (high) level Bengali medium schools of Silchar subdivision in class X have been taken as the sample for the study.
- (2) Fifteen English teachers were randomly selected from secondary (high) level Bengali medium schools to examine the role played by the teachers in the teaching-learning of English.
- (3) Ten Heads of the Institution were interviewed to know the facilities available for teaching learning of English.
- (4) Ten secondary schools were selected on purposive sampling basis situated in Silchar area.

7.1.2. Parameters used

- (a) A self prepared questionnaire for students
- (b) A self prepared questionnaire for the teachers
- (c) An interview schedule for interviewing the Heads of the Institution

7.1.3. Analysis of responses

7.1.3.1. Role of Teacher

7.1.3.1.1. Use of Bengali language in class

The researcher has asked to the teachers that how often they used Bengali language in class, 20% teachers said they often used Bengali language in

class, 56% said they used Bengali language sometimes and for the rest 24% said always used Bengali language in English classes. None of the teachers said that they never used Bengali language, which was also one of the options in the questionnaire.

The 8 (56%) of Bengali teachers of English said they used Bengali language to facilitate learning in the class when they were asked for what purpose the teachers use Bengali language in class. 7 teachers (44%) said that they used it to explain certain concepts. Outside the classroom, all the 15 teachers (100%) said they used the regional / local language to talk with their students.

7.1.3.1.2. Use of Media

Regarding use of media like print media and audio-visual media as teaching aids in the classroom, 7 teachers (44%) said they never used any media in the classroom, while the rest answered in the affirmative. However, almost all the students responded that no audio-visual aids were used in their English classes.

It is a general fact that, the audio-visual aids could help generate many language activities in the class. The teachers could have made use of audio-visual aids for better teaching learning. Absence of the use of audio-visual aids in English classes might have been due to the teachers' lack of training in the use of audio-visual aids or their lack of interest in using the aids. In any case, lack of audio-visual aids could be a reason for the lack of motivation in getting involved in learning English.

7.1.3.2. Exposure to English in Classroom

The another question the students were asked to answer was: do the teacher speaks English in class? This was intended to see the amount of exposure to English the students get in the classroom. The responses received are given below.

SEX	Yes	No	Sometimes
Boys	15	77	58
Girls	20	65	65
Total	35	142	123

Table 11: Response of students on exposure of English in the classroom

The above table shows a total of 142 (47.3%) students responded that the teachers did not speak English in class and 123 (41%) students said the teachers sometimes used English in class. Only 35 (11.7%) students responded that the teachers used English in class. Thus, it is revealed that the teachers, who could work as one of agents to improve the listening skill among the students, have failed to do so, probably because they did not have well developed skills.

7.1.3.3. Motivation

Teachers were asked if they considered that the English teachers had a great role to play in motivating the students to learn English. All the 25 teachers (100%) agreed to this view but none of them could comment how and what the teachers should do to motivate their learners. This clearly showed the lack of clear objectives on the part of the teachers in teaching English. Unless and until our teachers know how to motivate the learners to learn English the student performance may not change for the better.

7.1.3.4. Use of Audio Visual Aids

The newspapers, magazines, and audio-visual aids are very necessary for making learning effective. The teachers were asked whether the use of newspapers, magazines, and audio-visual aids were necessary for the students, all the 25 (100%) said they fully agreed with this view. This response of the teachers was quite paradoxical because none of the students in their response talked about the teachers using audio-visual aids in English classes. While informally talking, most of the teachers said they were given only the textbook, a blackboard (which in most cases was not in good condition) and chalk to teach English. They did not know how to operate Over Head Projectors, Tape Recorders and other teaching aids.

7.1.3.5. Peer Consultations to Develop Activities

12 (80%) teachers answered in the affirmative, 2 (13.33%) teacher in the negative and 1 (6.66%) teacher did not make any comment on it, when the researcher asked the teachers whether they consulted with their colleagues in preparing and planning activities to fulfill different objectives in English classes. The teacher who answered in the negative commented that there is no other language teacher to offer suggestion to his planning for English classes. But it appears that none of the teachers actually does so. English teaching has remained the job of the English teacher alone; no other teacher is consulted.

7.1.3.6. Methods Adopted by the Teachers

They very important thing that suit the cognitive level of the students is teaching the appropriate methods in order to to make teaching effective. The students were asked to respond to questions whether the teachers organized group discussion, pair work, and group activities, and used audio-visual aids

in order to supplement learning, whether they encouraged loud reading, and whether they gave practice, home assignments, class tasks, etc. The responses obtained are given in Tables:

Sex	Organize Group/Pair work			Use of audio-visual aids		
	Yes	No	Sometimes	Yes	No	Sometimes
Boys	0	55	15	0	80	9
Girls	0	50	25	0	60	6
Total	0	110	35	0	140	15

Table 12: The responses obtained from students on use of pair work and use of audio-visual aids by teacher

Sex	Loud Reading			Home Assignment/Class work		
	Yes	No	Sometimes	Yes	No	Sometimes
Boys	35	15	20	20	23	32
Girls	40	15	25	23	15	27
Total	75	30	45	43	38	69

Table 13: The responses obtained from students on loud reading work and assigning of home assignment by teacher

These tables reveal that the students were never given any pair/group activity in English classes. The teachers probably did not want to take any extra pain or may not be aware of such techniques of teaching. The only method the teachers were aware of was the Grammar Translation Method. Every word, every sentence is translated into Bengali. The practice of giving Home Work and class task is also not a regular phenomenon in these schools. 69 (46%) said teachers ‘sometimes’ gave Home assignments and class work. But one commendable point that could be seen from the table was that 55 (50%)

students answered in affirmative that loud reading in class was a regular practice.

7.1.3.7. Lesson Planning

Regarding the preparation of Lesson Plans, 9 (60%) teachers said they prepared Lesson Plans for every class and 6 (40%) said they prepared Plans sometimes. Somehow, these responses were not absolutely convincing, because even the teachers who have not received any training responded that they prepared Lesson Plans for every English class. Moreover, while interviewing the Principals/Headmasters said that the teachers did not prepare LP in spite of repeated instructions given to them.

7.1.3.8. Data analysis of four language skills

7.1.3.8. 1. Listening skill

Test Item 1

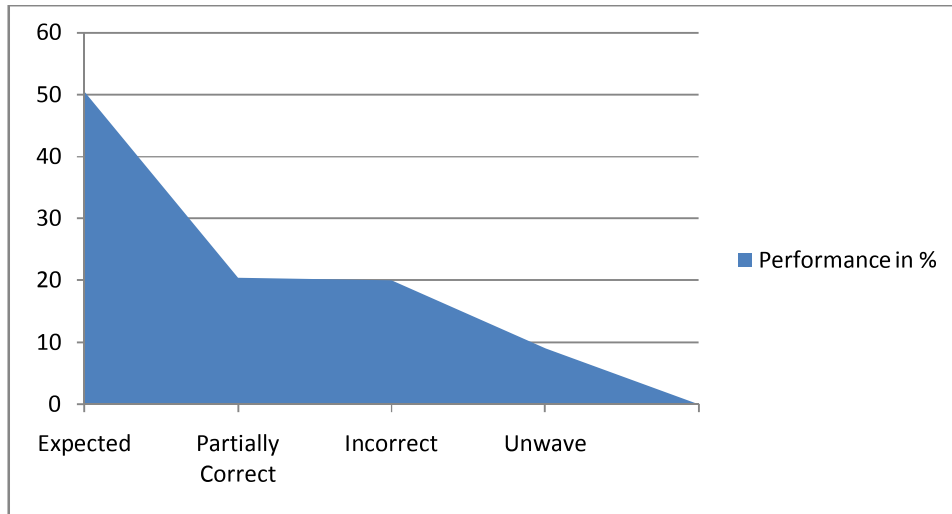
- 4.14.2. Test Item 1 :
- Given text : *Dialogue*
- Instruction* : Listen carefully to the dialogue and answer the question that follow each.
- Statement 1* : *What did doctor ask to Raghu?*
(i) that how he was feeling (ii) how he was feeling . (iii) how you are feeling now. (iv) how was he feeling.
- Expected response : (iii) how you are feeling now
- Students responses* : (iii) how you are feeling now/(i) that how he was feeling/ (iv) how was he feeling.
- Statement 2* : *What did Raghu reply?*

Expected response : (i) I am feeling (ii) I was feeling (iii) he is feeling much better (iv) he was feeling well
Students response : (iii) he is feeling much better

Statement 3 : *What did doctor further ask to Raghu?*
 (i) if you are taking alcohol (ii) if he is taking wine (iii) that he was taking medicine (iv) if he was taking
 Expected response : (iii) that he was taking medicine
Students responses : (iii) that he was taking medicine / (i) if you are taking alcohol

Statement 4 : *Which type of disease that Raghu had?*
 (i) typhoid (ii) cold (iii) jaundice (iv) malaria
 Expected response : cold
Students response : Cold

Test No.	Text Type	Pattern of Questioning	Performance in %			
			Expected	Partially correct	Incorrect	Unaware
2	Dialogue	Objective	50.5	20.5	20	9



Area Chart 1: Showing the students' test on Dialogue listening skill

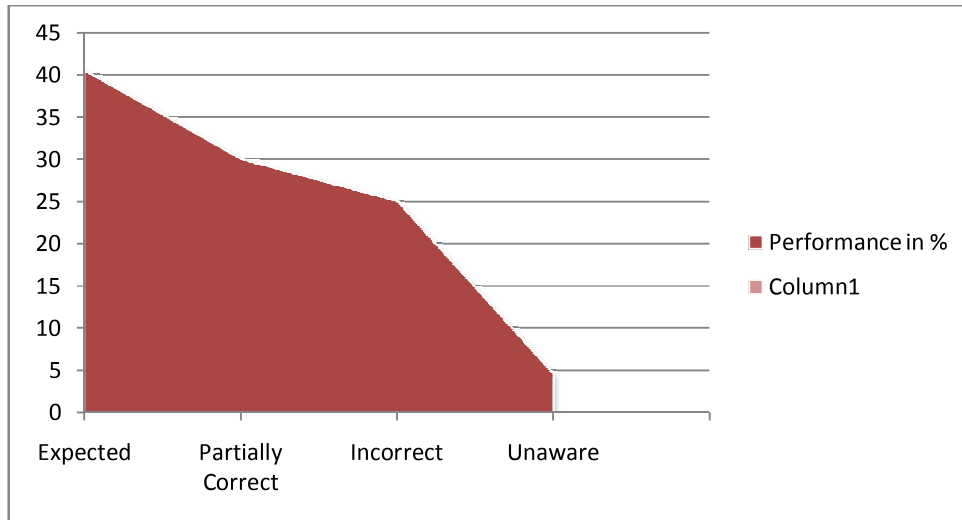
From the above test and area chart it is clear that 20% of them have answered incorrectly, the partially respond given by the 20.5% of the students, and 50.5% of the students have responded correctly the remaining 9% of students have left the response sheet blank. All most 50% above students have respond correctly due to the given conversational discourse is very simple one, and the words which are used in the conversation are not hard ones. So it became easy for the learner to respond the questionnaire correctly.

Test Item 2

- Given text : *News Item*
- Instruction* : Listen carefully to the news item and answer the question that follow each.
- Statement 1* : How many seats BJP won in 2016 state election?
(i) 86(ii) 58 (iii) 40 (iv) 92
- Expected response : (i) 86

- Students responses* : i) 86/(ii) 92/ (iii) 58
- Statement 2* : Who was nominated as a first BJP Chief Minister of Assam?
(i) Hemanta Bishwa Sharma (ii) Sarbananda Sonowal (iii) Tarun Gogoi (iv) Narendra Modi
- Expected response : (ii) Sarbananda Sonowal
- Students response* : (ii) Sarbananda Sonowal /(iii) Tarun Gogoi /(iv) Narendra Modi
- Statement 3* : BJP wrested power from whom?
(i) Congress (ii) BJP (iii) AJP (iv) BDF
- Expected response : (i) Congress
- Students responses : (i) Congress/ (ii) BJP
- Statement 4* : How many constituencies of Assam Legislative Assembly have been mentioned in the news?
(i)122 (ii) 124 (iii) 126 (iv) 128
- Expected response : (iii) 126
- Students response* : (i) 124 (iii) 126 (iv) 12

Test No.	Text Type	Pattern of Questioning	Performance in %			
			Expected	Partially correct	Incorrect	Unaware
2	News item	Objective	40.5	30	25	4.5



Area Chart 2: showing the students' test on News listening skill

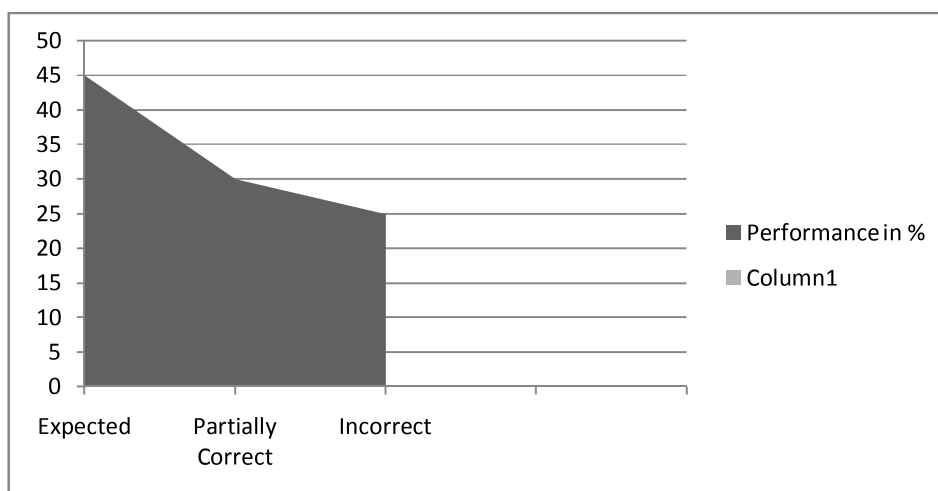
So it is clear from the above test and area chart it is clear that 25% of them have answered incorrectly due to the failure in understanding the meaning of the words 'wrested' 'nominated' in the given news item. The partially respond given by the 30% of the students, and 40.5% of the students have responded correctly and the remaining 4.5% of students have left the response sheet blank because of the poor comprehending ability of the learners.

Test Item: 3

- Given text : *Announcement*
- Instruction* : Listen to the announcement of high school principal talking to the school's students.
- Statement 1* : What is the subject of the announcement?
- (a) The school will be adding new classes.
 - (b) Three new teachers will be working at the school.
 - (c) Some students have received an award.

		(d) Principal's speech
Expected response	:	(c) Some students have received an award
<i>Students responses</i>	:	(c) Some students have received an award/ d) Principal's speech
<i>Statement 2</i>	:	What was the second announcement made by the principal? (a) Take everything out of their desks (b) Put the painting supplies in plastic bags (c) Bring paints with them to school on Monday (d) Put covers on their desks to keep the paint off
Expected response	:	(d) Put covers on their desks to keep the paint off
<i>Students response</i>	:	(d) Put covers on their desks to keep the paint off / (a) Take everything out of their desks
<i>Statement 3</i>	:	What does the principal want the students to do? (i) to take part in national games (ii) to paint the wall (iii) to read more and receive national awards for academic achievements. (iv) The school is getting its own newspaper
Expected response	:	(iii) to read more and receive national awards for academic achievements
Students responses	:	to read more and receive national awards for academic achievements / (ii) to paint the wall

Test No.	Text Type	Pattern of Questioning	Performance in %		
			Expected	Partially correct	Incorrect
3	announcement	Objective	45	30	25



Area Chart 3: showing the students' test on announcement listening skill

It is evident from the test and area chart that 45% of the students have responded correctly the partially respond given by the 30% of the students, and and the remaining 25% of students have have answered incorrectly due to the failure in understanding the meaning of the the given announcement. This entails the poor comprehending ability of the learners.

Test Item 4

- Given text : *Sentence Instruction*
- Instruction* : You will hear five sentences read out once one after one; write down right or wrong depending on the grammar of the sentences.
- Statement 1* : One of my brothers are engineer

Expected response : wrong
Students responses : wrong/right

Statement 2 : Soma have been working in school since 1999.

Expected response : wrong
Students response : wrong/ right

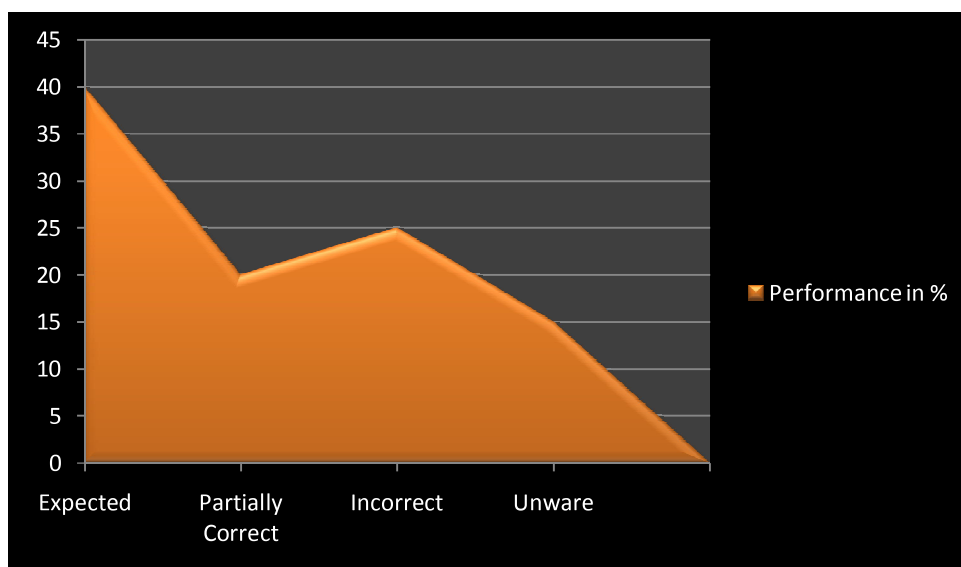
Statement 3 : He gained the prize by virtue of hard labour.

Expected response : right
Students responses : right/wrong

Statement 4 : The dacoit broke into my house

Expected response : right
Students response : Right/wrong

Test No.	Text Type	Pattern of Questioning	Performance in %			
			Expected	Partially correct	Incorrect	Unaware
2	Instruction	right or wrong	40	20	25	15



Area Chart 4: showing the students' test on grammatical typos listening skill

It is seen from the above test and area chart that 40 % of the students have responded correctly, the partially respond given by the 30% of the students and 25% of them have answered incorrectly. This is by virtue of the unfamiliarity with the tense (has/have), phrase (by virtue of) and group verb (break into) even though the answers are found explicitly in it and the remaining 15% of students have left the response sheet untouched because of the poor listening ability of the learners.

Test Item: 5

Given text - Word Instruction: You will hear the following sentences read out once in each sentence, the speaker will use one of the underlined words. Listen carefully and encircle the word you hear.

Given sentence : they wonder why he *bit / beat* the man

Readout word : beat

Students encircled words : *bit / beat*

Given sentence : Did you meet/meat anyone in town
 Readout word : meet
Students encircled words : *meet / meat*

Given sentence : She likes to walk around in bare/ bear feet
 Readout word : bare
Students encircled words : *bare / bear*

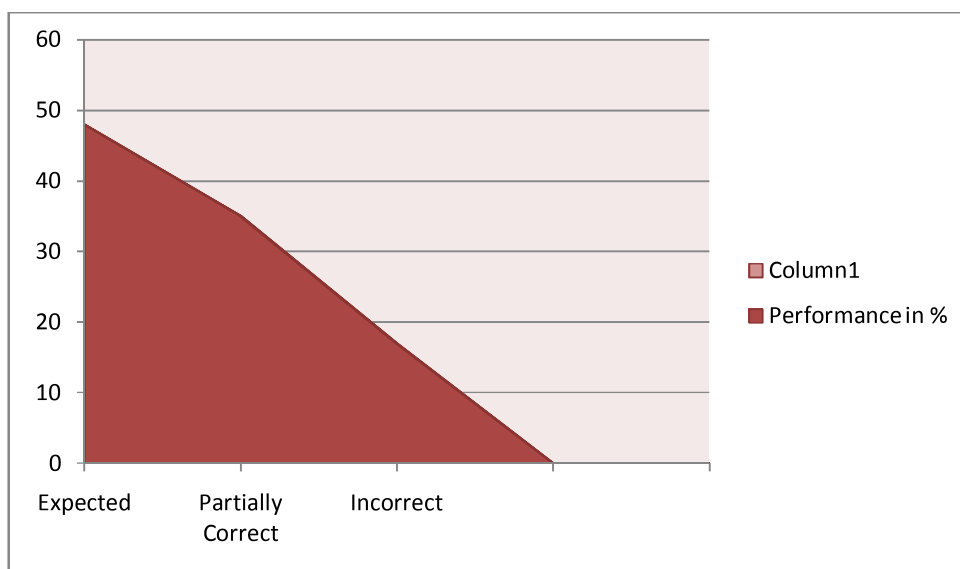
Given sentence : They set a course/coarse for the islands
 Readout word : course
Students encircled words : *course / coarse*

Given sentence : There are many types of deer/dear.
 Readout word : deer
Students encircled words : *deer / dear*

Given sentence : The house is on a very busy road /rode
 Readout word : road
Students encircled words : *road / rode*

Given sentence : Which is the best route /root to take
 Readout word : route
Students encircled words : *route / root*

Test No.	Text Type	Pattern of Questioning	Performance in %		
			Expected	Partially correct	Incorrect
3	Word Instruction	Recognition of words	48	35	17



Area Chart 5: showing the students' ability test on hyponym (pair words) listening skill

The study reveals that only 48% of the students have responded correctly 35% of the students have answered partially and remaining 17% of the students have responded incorrectly. This is because of the fact that the students are not able to discriminate the slight variations in the pronunciation of the words or phonetic changes of the words.

7.1.3.8. 2. Data Analysis of Speaking Skill

7.1.3.8. 2. 1. Testing of Speaking

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 L₂ 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 objectives of the chapter are to

test and identify when and how the learners make use of such strategies in speech.

7.1.3.8. 2. 2. Avoidance

It has been observed that 7% of the selected informants avoided speak with the researcher in English. Reasons for the avoidance are that the learners do not want to show their inadequacy in the second language to others. So, to conceal their linguistic inadequacy, the learners follow the strategy of avoidance. Further, the anxiety, language shock and culture shock are yet other factors which lead them to the use the strategy of avoidance.

7.1.3.8. 2. 3. Syntactic Avoidance

Sentence avoidance is a strategy adopted by the learners to conceal their linguistic inadequacy. Upon questioning, the student has given one word answer instead of constructing sentence or giving complete answers as mentioned below.

happy

In response to

· What will you do if you become a Chief Minister of your state?

Serve poor

In response to

· What will you do if you become a professor?

Stay home

In response to

· What will you do if it rains while going to market?

Join medical

In response to

· What will you do if you don't get admission in the engineering college?

The above samples are a part of conversation taken place between the researcher and the learners. Before starting the conversation, the students were instructed to respond elaborately to the questions. But, the students' responses are in elliptical form instead of giving elaborate response. For example, some students' response is 'happy' for the question what will you do if you become Chief Minister of your state? The question itself expects answer in complex form; such as, if I become a chief minister, I will be happy, etc. The expected answer will be a complex sentence consisting of a main clause and a subordinate clause. Of course, the subordinate clause is not imperative as it exists in the question itself; however, the main clause which only carries the expected answer is obligatory. The student without taking risk of producing or repeating the sentence, the crux of meaning was conveyed by using only one words 'happy'. This, in a way, serves the purpose, but the task placed before the students were to produce sentence.

In the similar way, they responded to all questions in an elliptical form. So, it is evident that they have followed the strategy of sentence avoidance to conceal their linguistic inadequacy. And also, it is found that they have not experienced in the conversational English. Further, it is identified that about 38% of the students understudy have avoided to form complex as well as even simple sentence in the conversational discourse and that were compensated by using one word answer.

7.1.3.8. 2. 4. Semantic Avoidance

The learners evade from communicating a given content for which appropriate target language rules and forms are not available to them by talking related concepts which may presuppose the desired content.

Samples

I ... in the blind man help

for

→ What will you do if see a blind man in the road?

I think that is feel

for

→ How do you feel if you go to picnic?

Happy

for

→ what will you do if you become a teacher ?

The above samples show the semantically non co-operative relationship between the question of researcher and the response of the learners. The learner responded as 'I ... in the blind man help' for the question What will you do if see a blind man in the road?, and the response 'I think that is feel' is also semantically deviant one for the question How do you feel if you go to picnic? So, these examples show the fact that the learners for certain questions could not co-operate semantically in the conversational discourse with the researcher. Reasons for this kind of semantic avoidance are the learners' linguistic inadequacy as well as ignorance of the pragmatic and semantic norms of L₂ utterances they received. There are 29% of the learners who have followed the semantic avoidance strategy in their communication.

7.1.3.8. 2. 5. Literal Translation

The learners follow word for word translation from the native language to L₂. The samples from the corpus are as follows.

1. My evening is cricket play.

ami sond^hə belay kiriket k^heli

my - *ami*

evening – *sondhə belay*

cricket - *kiriket*

play - *k^heli*

'I play cricket in the evening times.'

2. I am ... very like the teacher's work

ami onek b^halobasi shikhokher kaj

I - *ami*

very - *onek*

like - *bhalobasi*

teacher - *shikhokher*

work - *kaj*

'I like teaching very much.'

The appearance of word - for-word translation, while producing second language structure is due to the L₁ interference. The learners relate the L₁ words with the L₂ words which are stored in their mental dictionary without considering or realizing the sentence structure of L₂. Thus, the learners tend to express what they intended to say by translating the word for word applying the L₁ structure as shown in the above sample. It is found that 33% of the students have adopted this strategy in their communication.

7.1.3.8. 2. 6. Fillers

It is also seen that in certain cases the students use the fillers to conceal the internal process taking place in the inner minds of them. The fillers may be of the user's pet words or expression which literally do not carry any meaning. The Bengali speakers also avail such fillers like *ahaahah*, *na*, etc., and a sound like *mmm.*, by which users take time to get the word they search for.

1. It also estimate the cost of the buildings *mmm... na...* the main aspect is the computer is graphics.. *na*.
2. I will try to... get... then I will try to get *mmm...* the more ... *mmmm ...* then I will try my best for India to develop India first rank good country in the world.

The samples indicate that the students initiated to speak on a topic, but while they face difficulty in the process of communication, they use sounds like *mmm...* and then L1 words like *na* etc., 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 another type of peculiar strategy adopted by the learners to fulfill the ontogenic linguistic developmental gap they face in the process of communication. In certain contexts, the learners use the sound *mmmm...* alone without L1 words as a gap filler as indicated below.

1. He will encourage me to get... *mmm...* *mmm* it every time.
2. I select the science group in ... *mmm...* in medical group *mmmmm...*
help to the *mmmm...* human being
3. *mmm...* I spend my leisure time in my welfare of my pet animals ...
mmmm... pet animals.

Further, in some other contexts the learners do not use fillers to fulfill the gap, instead of that, the learners take long pause. It can be seen explicitly in their linguistic manifestation.

1. I don't like to ... I don't like to ... speak more.
2. I fly ... away
3. I control of ... myself.

The dots in the samples suggest the long pause and then the learners continue the sentence or passage after getting the clues. So, both the fillers as well as long pause signify the learners' mental searching processes for apt words or linguistic elements.

46% of the students under study have followed this strategy in their communication. Of the 46%, 37% of the students have used both Bengali words as well as sound *mmmm* as fillers, and 6% of the students have used only *mmmm* sound without any Bengali words and remaining 3% of the

students have taken long pause for searching apt word, etc., instead of using fillers in their communication.

7.1.3.8. 2. 7. Repetition

Sometimes the learners tend to repeat a sound, word or several words and take time to think of the next word, for example:

1. Computer can read out ... read out to the blind people.
2. I ...I feel very happy.
3. Eighteen ... eighteen year old.
4. *mmm...* I spend my leasure time in my nature of my pet animals ...
mmm... pet animals.

In the above samples, the words repeated by the learners are 'read out', 'I', 'eighteen', 'pet animals', etc. It is found that the words repeated by the students belong to various grammatical classes. They are verb, adjective, noun and pronoun. After repeating either one of these words, the learners continue the speech as shown in the above samples. Repetition is not only found in the word or phrasal level but also at the sentence level. That is to say that in certain contexts a part of sentence too is repeated. For example,

1. Then I will try to get ... then I will try to get engineering college.
2. I don't like to ... I don't like to speak more.
3. Computer is a device which is ... which is used from man in the faster world.
4. I will try ... I will try again to the medical college.
5. He is ... he is very happy.

The repeated items indicate the learners' searching process of the next words. This enables the learner to have time to think of the forth coming words. The repetition of partial or full sentence gives them more time than the word repetition.

In contrast, in certain contexts, the learners fail to find out the forthcoming words to complete the sentence. In such contexts, the learners stop their expressions with the words repeated without caring the completion of the sentence. For example,

*mmm... I spend my leisure time in my nature of my pet animals ... mmm...
pet animals...*

49% of the students have followed the strategy of repetition. Of 49%, 31% of the students have followed both the word as well as partial sentence repetition and remaining 18% of the students have repeated the full sentence.

7.1.3.8. 2. 8. Strategy of Inter Lingual Transfer

The learners adopt the strategy of inter-lingual transfer whenever they find differences between first and second languages. Due to the dissimilarities at the phonological level, the following types of strategies are observed in the performance of the learners.

1. Phonological interference
2. Diminishing diphthong
3. Vowel lengthening
4. Addition of vowel at the end position of word
5. Germination of constant sound

7.1.3.8. 2. 9. Phonological Interference

In Bengali, the fricative sound [f] is absent. So, Bengali speakers tend to substitute [p] in the place of [f] as in

[pe:s] **for** [fe:s] 'face'

[peel] **for** [fe:l] 'feel'

[pight] **for** [fait] 'fight'

[pa:st] **for** [fa:st] 'fast'

[inpermə:ʃən] **for** [infe:mə:ʃən] information

This type of phonemic transfer strategy has occurred due to the phonemic, allophonic or distributional dissimilarities between first and second languages.

7.1.3.8. 2. 10. Diminishing Diphthong

Phonetic differences of a phoneme too lead interferences. For example, Bengali has a mid, back rounded vowel [o] as observed in the word [po:] 'go' as found in English, but English [o] is phonetically different in certain environments from Bengali, because it has a prominent upward back glide. As a result of this phonetic differentiation, when the Bengali speakers speak English, they produce English words with the up glide vowel nature of Bengali. That is, the diphthong - two vowels which become contiguous are reduced to a single vowel which is called contraction.

As a result of this, the speakers tend to pronounce the following words as follows.

[no:] **for** [nu] 'no'

[so:] **for** [su] 'sow'

[ro:] for [ru] 'row'

[ro:s] **for** [ruz] 'rose'

The result is occurrence of diminishing diphthong.

7.1.3.8. 2. 11. Vowel Lengthening

Another strategy is noted that the Bengali speakers have the tendency of lengthening the vowels. In the data, it has been found that English words with the spelling /i/, /o/, /ə/, and /u/ in some cases are pronounced by lengthening the vowels as there are no gliding sounds in Bengali.

Examples:

Words with spelling /i/ lengthening

[dʒi:p] **for** [dʒɪp] 'jeep'

[pəli:s] **for** [pəlɪs] 'police'

Words with spelling /ə/ and /a/ lengthening

[paʊə:r] **for** [paʊər] 'power'

[pa:kit] **for** [pakɪt] 'pocket'

Words with spelling /u/ and /o/

[ʃɔ:t] **for** [ʃɒt] 'short'

[bu:l] **for** [bʊl] 'bull'

7.1.3.8. 2. 12. Avoidance of Initial Consonant Cluster

Avoidance or dilution of consonant cluster is yet another strategy found among the learners who tend to include a vowel in between the consonant clusters like gr, kr, bl, cr, kl, lm, br, tr, pl, etc. as in the following examples.

[kɪrɪkɪt] **for** [kɹɪkɪt] 'cricket'

[plɪəʃə] **for** [plɪz(r)] 'pleasure'

[pɪrɪvɪt] **for** [praɪvɪt] 'private'

[gɪlænsɪŋ] **for** [glɑ:nsɪŋ] 'glancing'

[pɪlɪm] **for** [fɪlm] 'film'

The dilution of the consonant clusters by inserting a vowel is due to the influence of native language. In Bengali, the above clusters are absent and as a result of which the students tend to put a vowel in between the two members of clusters.

7.1.3.8. 2. 13. Addition of Vowel Sound at the initial and final Position

Addition (or Commissions) error is characterized by introducing extra sound i.e. extra sound is added to the intended word. The addition of closed mid unrounded vowels like /e/, /i/ and /a/ occur at the words final positions.

Examples:

[ate] for [at] 'at'

[andi] for [and] 'and'

[musta] for [must] 'must'

Here the addition of a sound or syllable at the beginning of a word without changing the word's meaning or the rest of its structure. The Bengali Students sometimes insert an additional sound /i/at the beginning of a word initial position. Examples:

[isku:l] for [skul] 'school'

[istraik] for [straik] 'strike '

[isma:t] for [smart] 'smart'

7.1.3.8. 2.14. Germination of Consonant Sounds

Another peculiar strategy adopted by the learner is germination or reduplication of identical consonant sounds as in:

[tinni] **for** [tʌini] 'tiny'

[ʃəinni] **for** [ʃʌini] 'shiny'

[pittifən] **for** [pɪ'tɪf(ə)n] 'petition'

This is due to the interference of Bengali. So, this feature enables the speaker to double the consonant sounds in English words too.

It is found that there are 78% of the students who have adopted intralingual strategy. Of the 78%, 48% of the students have adopted strategies of phonological interferences, diminishing diphthong and vowel lengthening.

Remaining 22% of the students have adopted the addition of vowel at the end position of words and germination of consonant sounds.

7.1.3.8. 2. 15. Strategy of Intra Lingual Transfer

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.

Sample

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 examples:

buy - bought

see - saw

go - went

The learners have acquired the uniform change, namely, adding - 'ed' to the verb while making a present form 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

68% of the students have adopted intra lingual strategy such as overgeneralizing plural suffix 'es' as well past tense marker 'ed' where they are not required as indicated in the above examples.

It is found that in the process of learning to speak, the students followed certain strategies in their communication to conceal their linguistic inadequacy. The avoidance is the first and foremost strategy followed by the students. 7% of the students avoided to talk with the researcher in English and to speak on given topic due to the anxiety, language shock, cultural shock and the linguistic inadequacy. Syntactic avoidance is yet another type of strategy, in which they have avoided to construct sentences. Instead of constructing sentences, they have given elliptical responses for the questions asked. The strategy of semantic avoidance is of peculiar type, in which the students have avoided to follow semantic co-operation for the questions asked.

The learners follow the word-for-word translation from the native language to L₂, and use the fillers in their communication whenever they encounter gap and linguistic inadequacy. Repetition is also one of the strategies followed by them. In this strategy the students have repeated certain items such as words, partial sentence and full sentence. It is found that the repetition of full sentence gives more time to the learners than the word or partial sentence repetition.

Message abandonment is a strategy followed by the students. The students initiate the communication on a specific topic, but in the middle they cut short due to difficulty and due to the anxiety about the linguistic elements in the target language system.

The students reduce their voice when they feel that they are incorrect.

The strategy of voice reduction shows that they have no confidence in L₂. Resource expansion strategy is yet another peculiar strategy whereby the learners attempt to increase their linguistic resources instead of giving required enough response.

Further, it is observed that some of the students have invented certain new words in their oral communication, when they fail to find appropriate word or for the word which is absent in their mental lexicon. In certain contexts, the students follow the code switching strategy. That is, they use certain L₁ words in L₂. In addition to the above strategies, the learners follow the inter and intra lingual strategies. The learners adopt the strategy of inter lingual transfer when there is a difference between first and second language. The inter lingual strategies are phonological interference, diminishing diphthong, vowel lengthening, avoidance of initial consonant cluster, addition of vowel at the end position of word and gemination of consonant sounds.

And also, the Bengali speakers have the tendency of lengthening the word final vowels. Avoidance of initial consonant cluster by including a vowel in between members the consonant cluster and addition of vowel sound at the end position of the words which end with stop and fricative sounds. Reduplication of the consonant sounds is an peculiar strategy adopted by the learners. These are some of the interlingual strategies adopted by the learners in their communication.

Further, it is identified that the learners have adopted the intra lingual strategy where there is an irregularity in the rules of target language. The learners have often over generalized the target language rules. For instance, the learners have the tendency to add simply 's' to all singular nouns whenever the need arises for the use of plural form. And also, the suffix 'ed' is mostly used while changing the verb into a past form. However, the students have conjugated the 'ed' morpheme even to the irregular verbs.

These are the some of the intralingual strategies followed by the learners in their oral communication.

7.1.3.8. 3. Data analysis of Reading Skill

Test Item 6

Given text - sentences

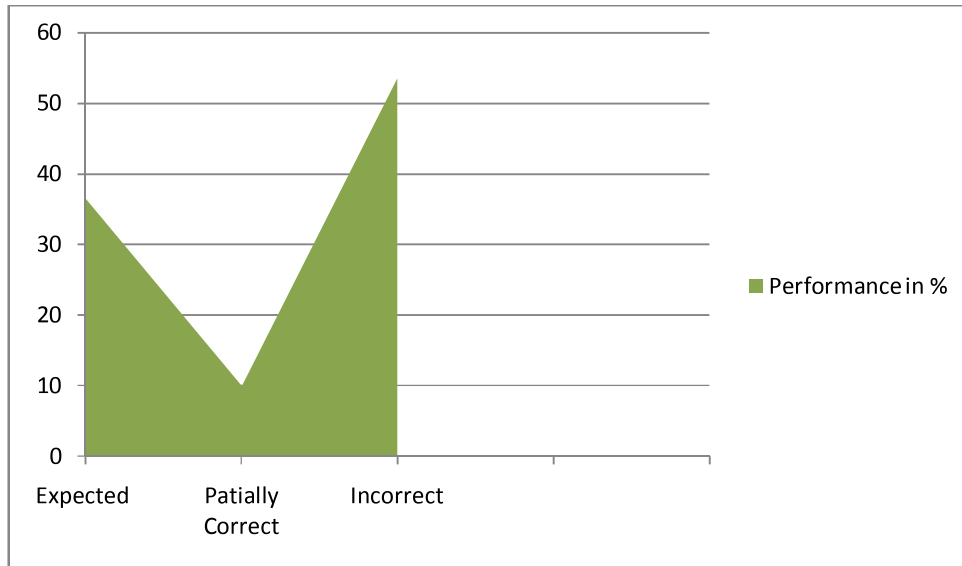
Instruction:

Complete the given incomplete sentences by using the options given below.

- i) Incomplete sentence : They did not like his answer; However,
Given options : 1) they accepted it
2) they appreciated it
3) they denied it
Expected response : they accepted it
Students responses : they accepted it / they appreciated it / *they denied it*
- ii) *Incomplete sentence* : He came across with an accident, so
Given options : a) he did not call the ambulance
b) he will call the ambulance
c) he rang up the ambulance
Expected response : *he rang up the ambulance*
Students responses : a, / b, / c
- iii) *Incomplete Sentence* : They must either surrender or
Given options : a) escape
b) nor escape
c) to run away
Expected response : escape
Students responses : escape / *nor escape*

- iv) *Incomplete sentence* : He can both read and
 Given options : a) but not read
 b) write
 c) not read
 d) but write
 Expected response : write
 Students responses : but write / not read / write

Test No.	Test Type	Pattern of Questioning	Mode of answering	Text given	Performance in %		
					Expected	Partially correct	Incorrect
1	Comprehension	sentence Completion from the selected items	optional	Incomplete Sentence	36.5	10	53.5



Area Chart 6: The chart shows the students' ability on optional test.

It is clear from the above test and area chart that 53.5% of the students have responded incorrectly, 10% of the students answered partially and 36.5% of the students have responded correctly. The students assume that the conjunctions merely link the sentences and words. The poor performance may be because of the failure of the understanding of the meaning of the conjunctions. So, it is evident that the failure of understanding meaning of the 'conjunction' whether it contrasts or compares or adds the idea or information in a compound sentence will lead to the failure of understanding not only the sentence but also discourse. Thus the students are not familiar with the grammatical functions of the conjunctions which compare or contrast or add the ideas between sentences and between words.

Test Item 7 :
 Given text : *Passage*
 Instruction : *Read the given passage against given sentences or statements and tick true or*

false.

Statement 1 : *Roma is a Bengali teacher*

Expected response : False

Students responses : *True / False*

Statement 2 : *Promila is not a teacher of Cachar School*

Expected response : False

Students response : *True / False*

Statement 3 : *Partha does not like Bengali teacher*

Expected response : True

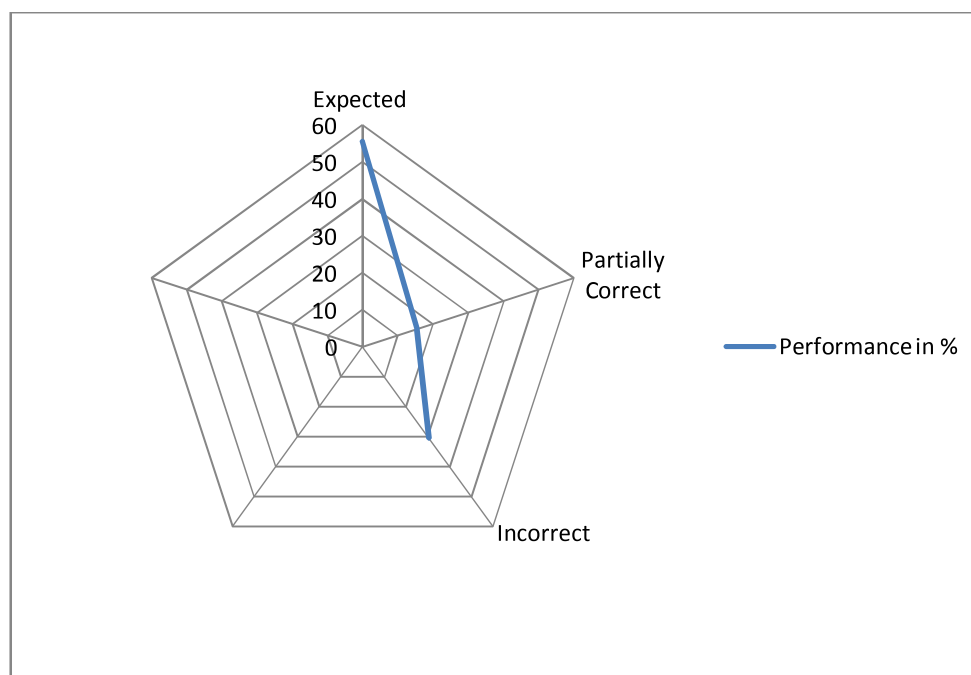
Students responses : *True / False*

Statement 4 : *Both the teachers have no good command in English*

Expected response : True

Students response : *True / False*

Test No.	Text Type	Pattern of Questioning	Performance in %		
			Expected	Partially correct	Incorrect
2	Passage	True / false	55.5	15	30.5



Radar Chart 7: The chart shows the students' ability on reading comprehension

From the above test and radar chart make it clear that 15% of them have answered incorrectly, the partial response given by the remaining 30.5% of the students and 55.5% of the students have responded correctly. Due to the inability of understanding these words, they could not perceive the intersentential relationship existing within the given discourse. Lack of it leads to the misunderstanding of the discourse. This sorry state of affairs may be because of the failure on the part of students in understanding the words like 'both.... and' 'so' 'inspite of being' and excepted.

Test Item 8

Given passage: Matching table

Instruction: Match these parts of sentences to make a complete sentence.

1. *I gave up* a) *The hill*

- | | |
|--------------------------------|------------------------------|
| 2. <i>He climbed up</i> | b) <i>The river</i> |
| 3. <i>They called on</i> | c) <i>The bird</i> |
| 4. <i>He killed</i> | d) <i>Drinking</i> |
| 5. <i>His wife jumped into</i> | e) <i>The Chief Minister</i> |

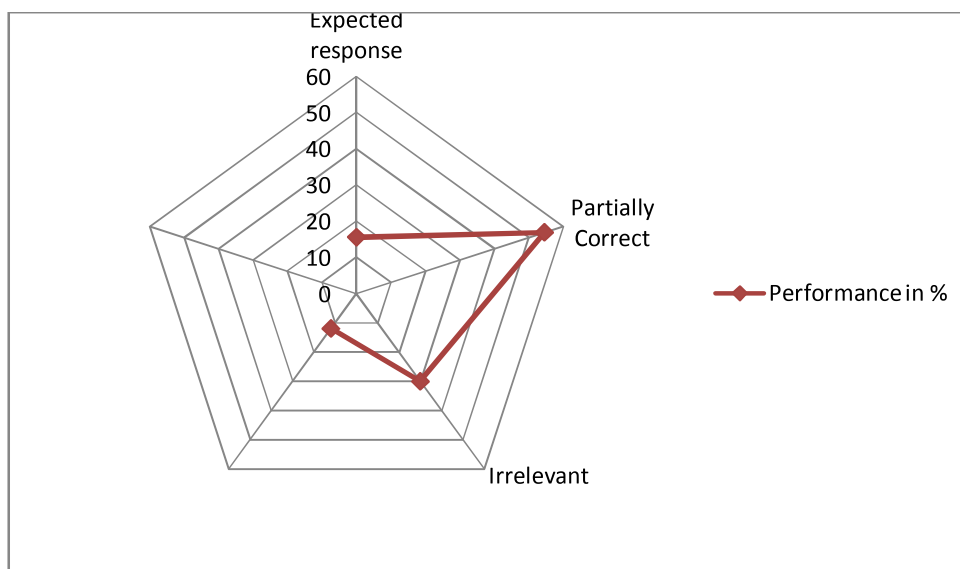
Expected responses:

1. I gave up drinking
2. He climbed up the hill
3. They called on Chief Minister
4. He killed the bird
5. His wife jumped into the river

Some wrong response samples:

1. I gave up the bird
2. He climbed up the river
3. They called on the bird
4. He killed Chief Minister
5. His wife jumped into the hill
6. I gave up the chief Minister
7. He climbed up the bird
8. He killed drinking
9. They called on the hill
10. My uncle jumped into bridge

Test No.	Text Type	Type of Questioning	Performance in %		
			Expected response	Partially correct	Incorrect
3	Matching table	Match the following	15.5	54.5	30



Radar Chart 8: The chart shows the students' ability in matching sentences

It is evident from the test and the radar chart entail that 54.5% of the students have answered partially remaining 30% of the students have given irrelevant responses. Only 15.5% of the students have matched all the sentences correctly. The reason of their poor performance may be their poor vocabulary load and their inability to infer the delicate shades of meaning of words occurring in different contexts. It is also noticed that the students experience problems in understanding the collocational complexity of the phrasal verbs like 'gave up' climbed up' 'called on' etc..

Test Item 9

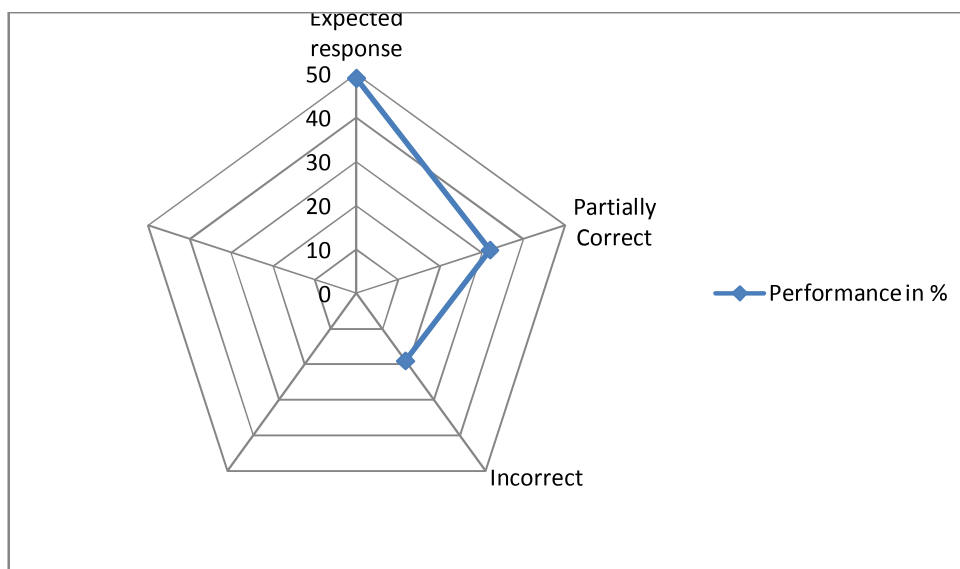
Instruction : *Answer the correct synonym from the options given below*

Given item 1. : *Renubala is a dashing girl.*

Given options : a) an angel
b) wise

- c) elegant
- Expected response : *elegant*
- Students responses : *elegant / wise*
-
- Given item 2. : The street lights gone on *at dusk*
- Given options : a) in the night
b) in the day
c) in the evening just before the dark
- Expected response : *In the evening just before the dark*
- Students responses : *In the day / in the night / in the evening just before the dark*
-
- Given item 3. : The test has proved extremely fruitful
- Given options : a) productive
b) beautiful
c) nice
- Expected response : *productive*
- Students responses : *Productive / beautiful*
-
- Given item 4. : One day, I will be rich and *famous*
- Given options : a) well-known
b) unproductive
c) active
- Expected response : *well-known*
- Students responses : *popular / active*

Test No.	Text type	Type of Questioning	Performance in %		
			Expected response	Partially correct	Incorrect
4	Word	Synonymous	49	32	19



Radar Chart 9: The chart shows the students' knowledge of synonym

The test and the above radar chart indicate that 19% of the students have given incorrect responses where as 49% of the students have responded correctly and remaining 32% of the students have responded partially. There is a possibility of understanding and not understanding the contextual meanings of the words (dashing, dusk, fruitful and famous) in each sentence, and also synonymous words given in the options. So, failure of understanding either the contextual meaning of the words or meaning of the optional words should have driven them to choose incorrect synonymous words. The poor vocabulary knowledge of the students understudy may be the reason for this condition.

Test Item 10

Instruction : Choose the correct word from the bracket and fill the blanks.

Given item 1. : There is still (sum, some) wine in the bottle

Expected response : some
Students responses : *some / sum*

Given item 2. : I cannot (bear, bare) having cat in the house

Expected response : bear
Students responses : *bear / bare*

Given item 3. : He (beat, beet) me at chess

Expected response : beat
Students responses : *beat / beet*

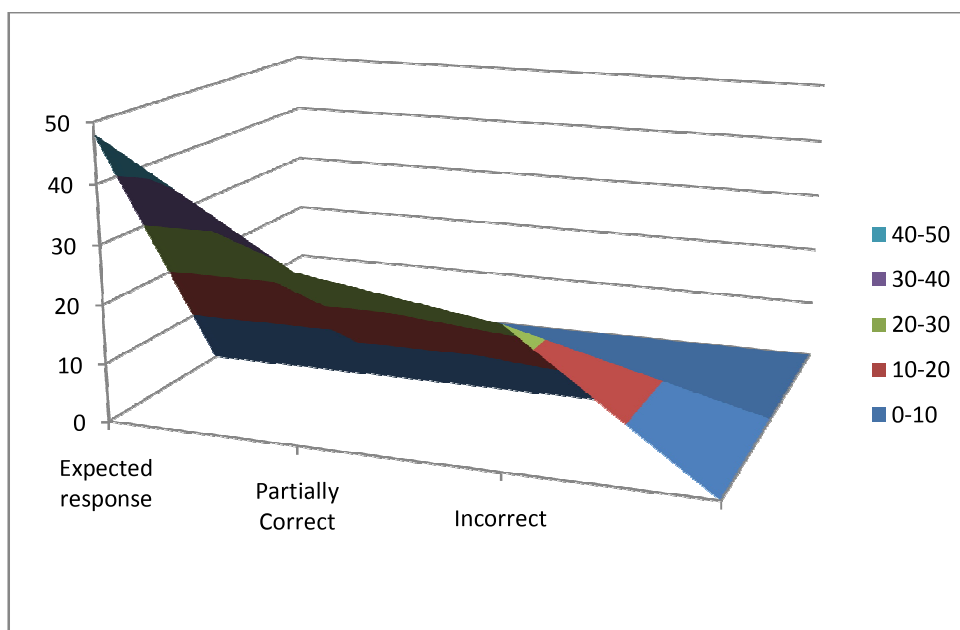
Given item 4. : These flowers have no (scent, cent)

Expected response : scent
Students responses : *scent / cent*

Given item 5. : The (principal, principle) reason for this omission is lack of time.

Expected response : principal
Students responses : *principal, principle*

Test No.	Text Type	Type of Questioning	Performance in %		
			Expected response	Partially correct	Incorrect
5	choose the correct word	homonym	48	28.5	23.5



Surface Chart 10: The chart shows the students' knowledge of homonym.

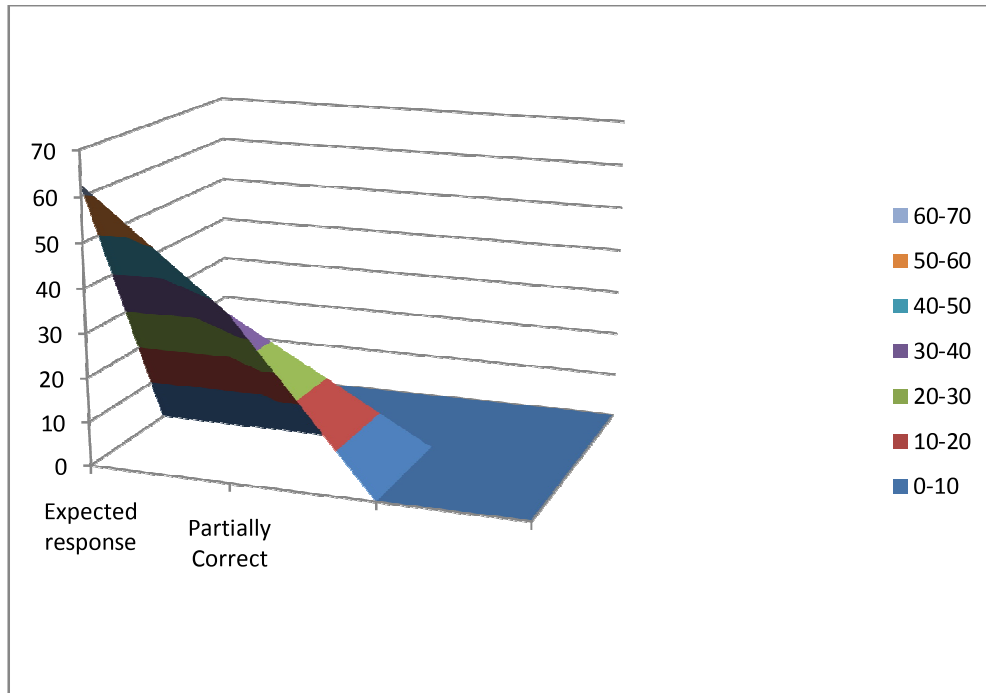
The test and the surface chart reveal that 23.5% of the students have responded incorrectly 48% of the students have responded correctly and the remaining 28.5% in the students have responded partially. The incorrect responses occur due to the failure in recognizing the homonymous words in English which has driven them to choose incorrect responses.

Test Item 11

Given text	Telegram
<i>Instruction</i>	<i>Read the following and choose from the questions given within brackets.</i>
Given item 1.	: The present item is (<i>an advertisement, a letter, a telegram</i>)
Expected response	: a telegram
<i>Students responses</i>	: <i>a telegram / a letter</i>

- Given item 2. : The information was given to Roma who is at (*Imphal, Dishpur, Manikpur*)
- Expected response : Imphal
- Students responses* : *Imphal / Manikpur*
-
- Given item 3. : Mother hospitalized in..... (*Valley Hospital, Medical hospital, Dental Clinic*)
- Expected response : Valley Hospital
- Students response : Valley Hospital
- sample
-
- Given item 4. : Roma mother needs (*Exercise, relax treatment*)
- Expected response : treatment
- Students responses* : *treatment / relax*

Test No.	Text type	Type of Questioning	Performance in %	
			Expected response	Partially correct
6	Telegram	Fill up the blanks from the provided word	62.5	37.5



Surface Chart 11: The chart shows the students' reading comprehension.

The test and the surface chart show that 62.5% of the students have responded correctly and rest 37.5% of the students have responded imperially.. The partially responses occur due to the failure in recognizing or comprehend the telegraphic text.

Test Item 12

Given text

Word order

Instruction

Read the given sentences and label the parts of the following sentences

Given item 1.

: The man run

Expected response

: the man run
S V

Students responses : the man run
S V

Given item 2. : Kamal is a player

Expected response : Kamal is a player
S V C

Students responses : Kamal is a player
S V C
Kamal is a player
S V O

Given item 3. : I got the first position

Expected response : I got the first position
S V O

Students response : I got the first position
S V O
I got the first position
S V ADV

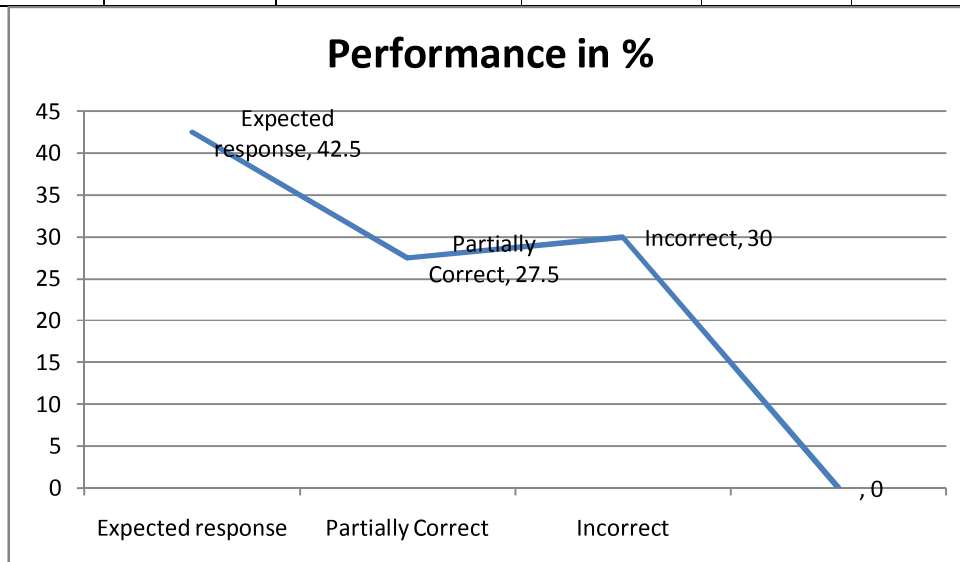
Given item 4. : The government gave money to the poor

Expected response : The government gave money to the poor
S V DO IO

Students responses : The government gave money to the poor
S V DO C
The government gave money to the poor
S V DO IO
The government gave money to the poor

S V IO DO
The government gave money to the poor
S V O ADV

Test No.	Text type	Type of Questioning	Performance in %		
			Expected response	Partially correct	Incorrect
7	Telegram	Fill up the blanks from the provided word	42.5	27.5	30



Line Chart 12: The chart shows the students' grammatical ability.

The test and line chart show that 42.5% of the students have labelled all the given sentences correctly, 27.5% of the students have labelled partially and remaining 30% of the students have labelled incorrectly. Reason for incorrect labelling is due to the students' poor grammatical knowledge. That

is, the students could not distinguish the difference between direct object and indirect object in a given sentence.

Test Item 13

Given text : Pie-graph

Instruction : *Study the pie-graph answers the following questions.*

Question 1 : The subject in which the student scored highest marks is

Given Options : a) Science b) Hindi
c) English d) Social Science

Expected response : d

Students responses : *b / c/ d/ a*

Question 2 : The subject in which student scored 70 % is

Given Options : a) Science b) Hindi
c) English d) Social Science

Expected response : b

Students response(s) : *b/c/a*

Question 3 : The mark scored in Hindi and Mathematics different from the marks scored in English, Science and Social Science

Given Options : a) 90 b) 72
c) 85 d) 61

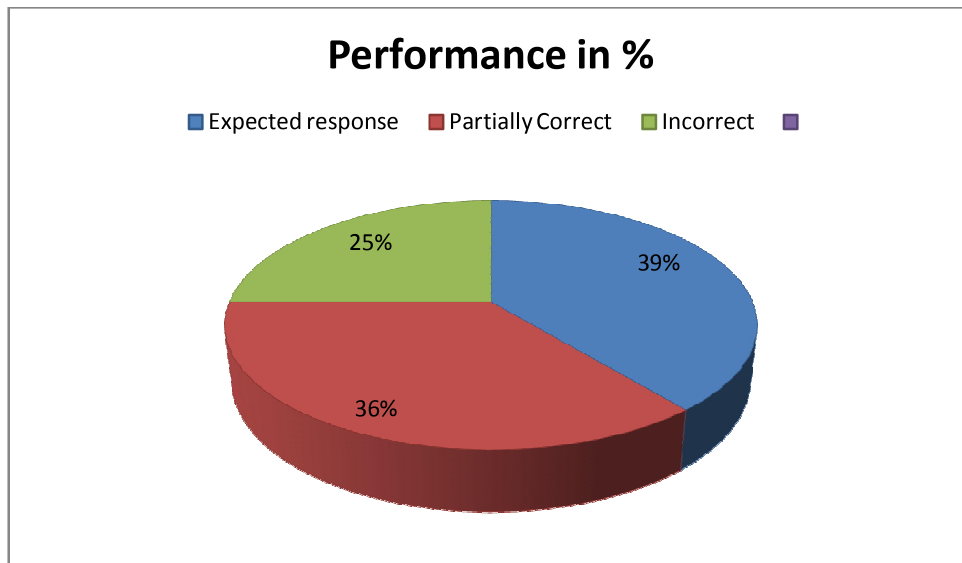
Expected response : a
Students responses : b / c /a

Question 4 : The subject in which the student scored lowest marks is

Given Options : a) Science b) Hindi
 c) English d) Social Science

Expected response : c
Students responses : b / c/a

Test No.	Text Type	Type of Questioning	Performance in %		
			Expected response	Partially correct	Incorrect
8	Pie graph	Study the pie graph and answer the questions given	39	36	25



Pie Chart 13: Pie chart on students' test performance.

The result of this test and pie chart show that 25% of the students have answered incorrectly and 39% of the students have responded correctly where as rest 36% of the students have responded partially. The uniqueness of the test item may be the cause of this state of affairs.

7.1.3.8.4. Data analysis of writing skill

Let us examine the different morphosyntactically categories of learning by the secondary students:

7.1.3.8.4.1. Articles

Chidamberam (2012) has mentioned that the forms like 'a', 'an' and 'the' are usually called as articles. In English, articles belong to a subclass of determiners. 'a' and 'an' are indefinite articles, and 'the' is definite article. Usage of both the indefinite and definite articles depends upon the nature of the words that follow. The indefinite article 'a' is used before a word beginning with consonant or a vowel with a consonant sound, and 'an' is used before words beginning with a vowel (a,e,i,o,u) and words beginning with mute 'h'. The definite article 'the' occurs in the position where a person or thing or one already referred to. He further pointed out the occurrence definite article 'the' in the following points:

1. When a singular noun is meant to represent a whole class,
2. With the names of gulfs, rivers, seas, oceans, group of islands and mountain ranges,
3. Before the names of certain books,
4. Before the common nouns which are names of things unique of their kind,
5. With superlatives,

6. With ordinals,
7. Before musical instruments, etc.

I. Wrong substitution

i) 'an' instead of 'a'

an unique personality

an university

an European country

ii) 'a' instead of 'an'

a honest

a hour

The data show that the article 'an' is used before words begin with vowels and 'a' before words beginning with consonant without considering the quality of letter or phoneme which begins in a word. It is evident that 'an' is used before the consonant 'h' which is silent or mute in the beginning of word, and 'an' is used before the vowels which have sound quality of consonant. 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 as

a sun

a world

an Atlantic ocean

II. Addition of 'the'

1. The cigarette smoking is injury in our body.
2. The air was polluted by the public in every part of the world.
3. The some people smoking the cigarettes
4. The petrol bunks should be regularly raided to avoid the adulteration of petrol

III. Omission of 'the'

1. I will play sometime in - morning
2. I will sleep in my house sometime in - afternoon.
3. We are polluting - nature
4. The biggest problem in - twenty first century is the air pollution

IV. Addition of 'a' and 'an'

1. There only I breath a pure air
2. I told an advice to my sister
3. I saw a Dakhineshwar temple

V. Omission of 'a' and 'an' ----- Omission

1. I am - student ----- a
2. My father is - bus driver ----- a
3. I will become - doctor ----- a
4. It is - intelligent game ----- an
5. I saw - very poor boy ----- a

Above samples indicate that the definite and indefinite articles are indiscriminately used before noun phrases / nouns and are unnecessarily omitted where they are required. The article 'the' has not been used where it is necessarily required in the place of cataphorical reference. These types of errors have appeared due to the ignorance of the grammatical features of articles, influence of L₁ and simplification strategy.

Further it is found that 'a' is predominantly used by the students rather than 'an' and 'the'. This may be because of the fact that 'a' is simple as well as first learned element. The students however find certain situations at which article of some kind is required; whenever they encounter such context or such gap, it is generally filled with 'a'.

60% of the students have committed errors in articles. Of the 60%, 25% of them have wrongly substituted the articles and remaining 35% of the

students unnecessarily have added the articles where it is not required and have omitted where it is necessarily required.

7.1.3.8.4.2. Preposition

Preposition as 'a word' or group of words' (e.g. in, from, to, on behalf of) is often placed before a noun or pronoun to indicate place, direction, source, method etc., Further, it connects a noun or pronoun with some other words in a sentence and makes clear the relationship between the two.

Errors pertaining to the use of prepositions found in the students' performance are classified into four categories as stated below.

i) Wrong selection of preposition

Sample

In correct selection ----- Correct selection

1. He is going on leave on June ----- in
2. Raghu can't eat in night ----- at
3. Good bye! See you in Monday ----- on
4. She always feels sick on the morning ----- in
5. Debajit stayed with us in three days ----- for
6. They are going for Delhi next day ----- to
7. Rimi usually goes to college with bike ----- by
8. Do you like roaming in plane----- by

ii) Dropping of preposition ----- Dropping

1. She went - Delhi ----- to
2. Her family decided to go- Manipur ----- to
3. They will help- the poor people by in working ----- to

iii) Addition of preposition

1. There was lot of poor without money or in food
2. I will help the poor people by in charity

In English certain verbs co-occur with prepositions while certain other verbs do not. The verbs, which do not occur with preposition, can occur with article in the same slot (I bought a dog, I went to Delhi). The students under study could not distinguish and differentiate these two types of verbs and have used them identically. Consequently in many a context, they have deleted preposition.

It is identified from the data that the students tend to learn certain co-occurring elements as an unit, this has resulted in using two prepositions in their writing. However, one can attribute improper learning, and semantic multiplicity are as the reasons for not performing well in the aspect of preposition.

63% of the students under study have used the preposition wrongly. With in 63%, 35% of the students have wrongly selected the prepositions, and 11% of the students have overgeneralized the preposition as given in the sample 1, and remaining 17% of the students have unnecessarily added and dropped the prepositions.

7.1.3.8.4.3. Pronoun

Pronoun is a word that could be used in sentence in the place of a noun. Pronouns can be classified as subject, object, genitive and reflective pronouns. Pronouns agree with the subject and object in number, since pronouns are used as substitutes of nouns. They must bear the same number, gender and person as the nouns for which they stand.

Category	First person		Second person		Third person	
	Singular	Plural	Singular	Plural	Singular	Plural
Subject	I	we	you	you	she/he/it	they
Object	me	us	you	you	her/him/it	them
Genitive	me/mine	our(s)	your(s)	your(s)	her(s)/his/its	their(s)
Relative	myself	ourselves	your self	yourself	herself/himself/itself	themselves

i) Wrong usage of pronouns

Sample

1. My happy everyday at playing time.
2. My bought to by car
3. Book will be very useful myself
4. My going is to read

The students have wrongly substituted 'my' instead of I and 'myself' instead of 'me'. The reason is the lack of practice and ignorance of their linguistic features and meanings. Further, it is to be mentioned that the third person pronouns (he/she/it) are used almost properly by the students, and they find no problem in using them. The reason is that the students follow the strategy of positive transfer from Bengali. The Bengali pronouns also carry gender as that of L2. For example

He ----- *hei* She ----- *tai* It ----- *eta*

Pronouns have been wrongly used and substituted by 12% of the students understudy; However, majority of the learners have used the pronouns correctly.

7.1.3.8.4.4. 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.

7.1.3.8.4.4. 1. 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.

ill form

- (i) The man like him is a **proud** for our country.
- (ii) It a matter of the greatest **important** to me
- (iii) She wants **happy** in life
- (iv) They were **drunken**

Correct form

- The man like him is a **pride** for our country.
- It a a matter of the greatest **importance** to me.
- *She* wants **happiness** in life.
- They were **drunk**.

7.1.3.8.4.4. 2. 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.

Ill form

- (i) He was found **guilt**.
- (ii) It was a very **fool** thing to do.
- (iii) Many **divorce** women remarry and have second families. .
- (iv) She died after a **bravery** fight against cancer.

Correct form

- He was found **guilty**.
- It was a very **foolish** thing to do.
- Many **divorced** women remarry and have second families.
- She died after a **brave** fight against cancer.

7.1.3.8.4.4. 3. Adjectives in Place of Adverbs

Ill form

- (i) She replied to his letter very **quick**.
- (ii) Many Teachers in University can speak English **fluent**.
- (iii) Akash stood **firm** against the verdict
- (iv) Raman treats people **equal**.
- (v) She drive very **careful**.

Correct form

- She replied to his letter very **quickly**.
- Many teachers in University can speak English **fluently**.
- Akash stood **firmly** against the verdict.
- Raman treats people **equally**.
- She drives very **carefully**.

7.1.3.8.4.4. 4. Adverbs in Place of Adjectives

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

Ill form

- (i) She looked very **nicely** today.
- (ii) The man has a very **politely** nature
- (iii) They have a **deeply** love for their country

(iv) The condition of the road is very **badly** now

Correct form

- She looked very **nice** today..
- The man has a very **polite** nature.
- They have a **deep** love for their country.
- The condition of the road is very **bad** now.

All the lexico grammatical choice errors discussed above, these errors are L₂ 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 L₂ nature, these errors also represent the insufficient lexico grammatical competence which is not what is needed to overcome such difficulties.

The findings in this study show that the Bengali students have the problem of defining the semantic boundaries that separate lexical items. As a result of this, they failed to observe the rule of restrictions on the co-occurrence of lexical items.

Another kind of errors that secondary schools students do is omission errors which are characterized by the absence of an item that must appear in a well-formed utterance. Bengali Students commit morphological errors by omitting one or more morphemes from a word and such omission results in semantically deviant utterances. The following examples demonstrate the issue in question.

Ill form

- (i) Her sister **study** in class X.
- (ii) She asked all her **friend** to attend the school
- (iii) Raghu **play** well in the last tournament
- (iv) Lalsim is **teaching** us mathematics
- (v) The man has **see** the bird.

(vi) I receive the mail just now.

Corrected form

→ Her sisters studies in class x.

→ She asked all her friends to attend the school.

→ Raghu played well in the last tournament.

→ Lalsim teaches us mathematics.

→ The man has seen the bird.

→ I have received the mail just now.

It is noticed that the omission of morpheme errors are found as omission of third person and plural marker as in (i) and (vi) where the third person and plural marker ‘-s’ is omitted from the word *my sister* and *friend* respectively. In addition, these omission errors can be seen in examples (ii) to (v) which are the omission of a past tense marker, progressive or perfective marker. A study has made the point clear that, these errors are L₁ based. That is, the source of such errors is not L₂ rather L₁ itself. Accordingly, it had been a transfer from Bengali where there is no distinctive difference between present progressive and indefinite, past and perfective, which are adopted wrongly by the L₂ learner. Again, their error using plural marker is their inability to grasp the L₂ rules that such errors are caused by L₂, itself.

7.1.3.8.4.5. Error in the use of privatives

A privative is a kind of suffix that negate the whole stem. Some privative prefixes English are 'un-' as in undescribed, 'in-' as in inactive, and 'a-' as in apathetic, 'dis-' in dishonest 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 L₂ learners.

Root word	*privative form	correct form	ill formed suffixes
complete	uncomplete	incomplete	‘in-’>‘un-’
regular	unregular	irregular	‘ir-’>‘un-’
true	intrue	untrue	‘in-’>‘un-’
interested	uninterested	disinterested	‘dis-’>‘un-’

The next types of errors found among the Bengali students are Addition:

Most of the nouns in English have 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 word	*plural form	additional suffixes
deer	deers	‘-s’
sheep	sheeps / sheepes	‘-s’ / ‘-es’
furniture	furnitures	‘-s’
wheat	wheats / wheates	‘-s’ / ‘-es’

Most of the time students often get confused with **the** possessive marker -’s and it 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 word *possessive form additional suffixes

birds	birds's	'-s'
boys	boys's	'-s'
Jesus	Jesus's	'-s'
players	players's	'-s'

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

Root word *agentive form additional suffixes

cook	cooker	'-er'
gossip	gossiper	'-er'
sponsor	sponsorer	'-er'

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 word *plural form correct form ill formed suffixes

Goose	gooses	geese	'-ee'>'-s'
man	mans	men	'-e'>'-s'
loaf	loafs	loaves	'-ves'>'-s'
lady	ladys	ladies	'-ies'>'-s'
foot	foots	feet	'-ee'>'-s'
mouse	mouses	mice	'-ice'>'-s'
ox	oxes	oxen	'-en'>'-es'
child	childs	children	'-ren'>'-s'

7.1.3.8.4.6. Error in using past/participle form of the verb

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 word	*past form	correct form	ill formed suffixes
shake	shaked	shook	‘-oo’>‘-ed’
hear	heard	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’

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 students are not able to identify them and they use the past form of the verb to make them past participle.

Root word	*Past participle	correct form	ill formed suffixes
write	wrote	written	‘-ten’>‘-ote’
wear	wore	worn	‘-orn’>‘-ore’
fly	flew	flown	‘-own’>‘-ew’
tear	tore	torn	‘-orn’>‘-ore’

As most of the verbs take the agentive form ‘-er’ and ‘-ist’, the Bengali medium students got confused in their proper use. They were confused between the uses of the two and switched places in their application of appropriate marker with the verb. They 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 word	*agentive form	correct form	ill formed suffixes
type	typer	typist	‘-ist’>‘-er’
sail	sailer	sailor	‘-or’>‘-er’

7.1.3.8.4.7. Error in forming adjective from noun/ verb

Forming adjective from noun / verb is another area of complexity for the Bengali 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 l₂ learners of Bengali medium schools.

Root word	*adjective form	correct form	ill formed suffixes
advice	advised	advisable	-able’>‘-ed’
heat	heated	hot	‘-ot’>‘-ed’
die	dying /died	death	‘-ath’>‘-ing /-ed’

Error in forming verb from noun

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

Root word	*verb form	correct form	ill formed suffixes
circle	circle/circled	encircle	'en-'>'-er/-ed'
beauty	beautiful	beautify	'-fy'>'-ful'
danger	dangerous	endanger	'en-'>'-ous'
fool	foolish	befool	'be-'>'-ish'

It is clear from the above discussion that the errors that Bengali students commit while learning English as a second language are because of development of overgeneralization. In overgeneralization errors the learners overgeneralize the use of a suffix to more than one stem and this actually happens when learners are in the process of internalizing the lexicon of L₂, i.e. English. The above discussion makes us clear the areas of difficulty for the Bengali medium L₂ learners of English. They are firstly, the use of prefixes such as 'un-', 'in-', 'ir-', 'dis-' etc which create problem to them, Secondly, the inflectional suffixes, such as '-s', '-es', '-er', '-est', and others which are terminal and do not allow further affixation are also difficult to the learners. For example, to pluralize nouns, the learner often gets confused about whether to add '-s' or '-es' to the end of nouns. Though the Bengali speaking students are naturally used to using morphemes in his/her mother tongue, he/she has to consciously learn the uses of English morphemes in the classroom situation. The hindrance in learning basically caused from the inappropriate treatment of and inadequate emphasis on the functions and uses of the morphemes. Let us test the writing skills of the secondary school students of Silchar subdivision of Assam in more elaborate way in the following test items:

Test Item 14

Given test - sentences

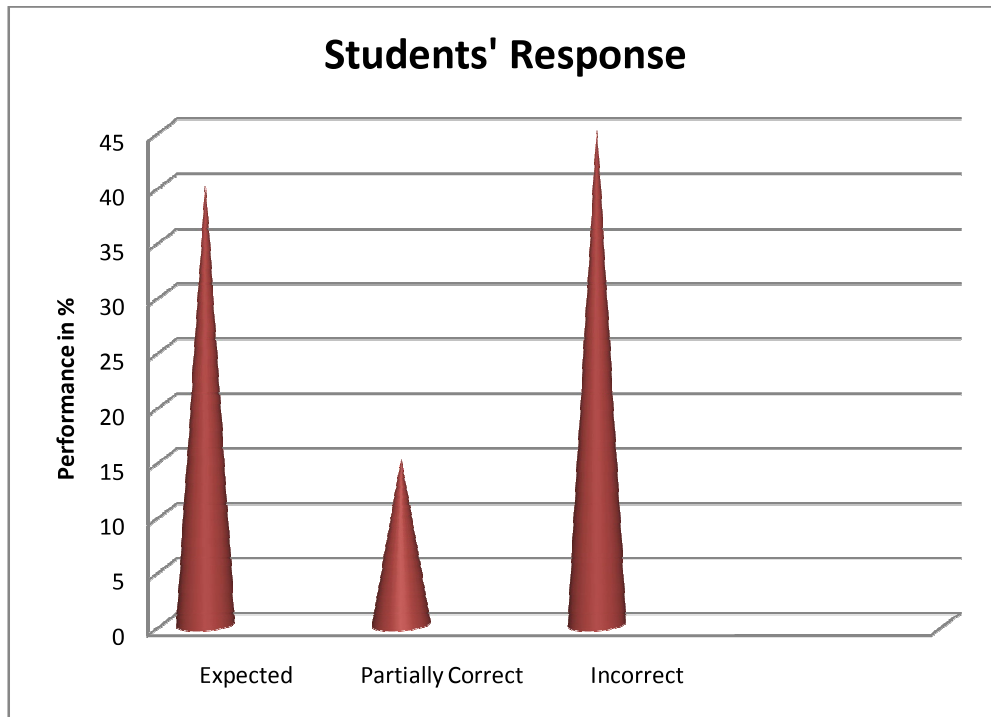
Instruction:

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. The house at the end of. . . street. (a/an/the)
 Expected response : The house at the end of the street.
 Students responses : The house at the end of street./ The house at the end of the street.
- ii) *Incomplete sentence* : 2. He issinging. (a /an /the)
 Expected response : He is singing.
 Students responses : He is singing/ He is the singing.
- iii) *Incomplete Sentence* : 3. He is. . . university professor. (a /an /the)
 Expected response : He is a university professor.
 Students responses : He is university professor/ He is the university professor
- iv) *Incomplete sentence* : 4. He is waiting for. . . opportunity. (a /an /the)
 Expected response : He is waiting for an opportunity.
 Students responses : He is waiting for a opportunity/ He is waiting for the opportunity

Test No	Given Text	Mode of Questioning	Mode of answering	Comprehension level	Performance in %		
					Expected	Partially correct	Incorrect
1.	Sentence	use the plural	subjective	Sentence	40	15	45

		form of the word in bracket.					
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Column Chart 14: Students' proper ability to use article

The above column chart shows that 15% of the students answered partially, 40% of the students have responded correctly and 45% of the students have responded incorrectly. The 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.

Test Item 15

Given text - sentences

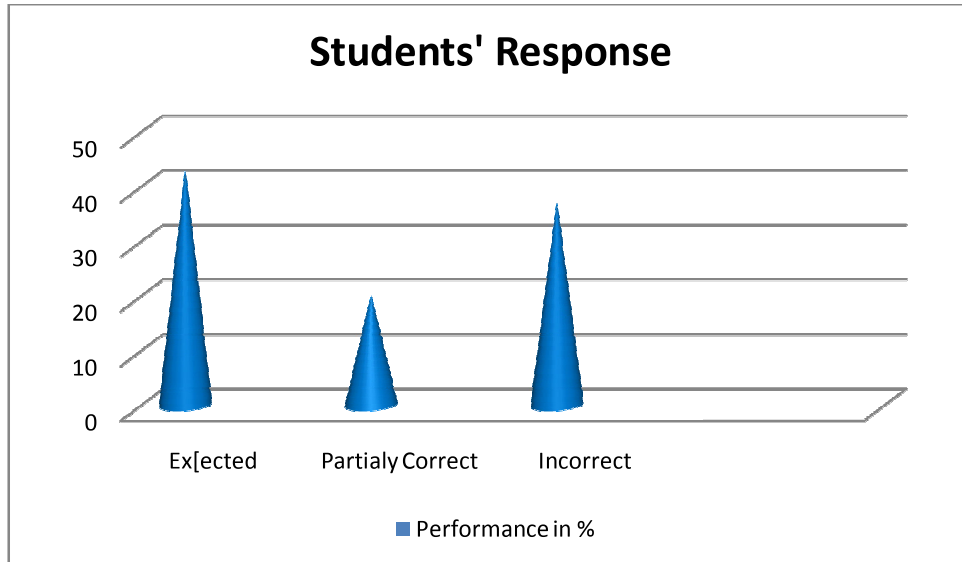
Instruction:

Complete the given incomplete sentences by using the correct form of the word in bracket.

- i) Incomplete sentence : The new equipment for the sports club.
(equipment/equipments)
Expected response : The new equipment for the sports club.
Students responses : The new equipment for the sports club / The new equipments for the sports club.
- ii) *Incomplete sentence* : The bowl of nutson the table. (is/are)
Expected response : The bowl of nuts is on the table.
Students responses : The bowl of nuts *are* on the table / The bowl of nuts is on the table.
- iii) *Incomplete Sentence* : Each of the girls given books. (was/were)
Expected response : Each of the girls was given books.
Students responses : Each of the girls were given books / Each of the girls was given books

Test No .	Given Text	Mode of Questioning	Mode of answering	Comprehension level	Performance in %		
					Expected	Partially correct	Incorrect
2.	Sentence	Complete the sentence with the plural form of	subjective	Sentence	43	20	37

		the word given.					
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Column Chart 15: shows Students' grammatical ability

The above test and column chart 2 show that 43% of the students have responded correctly. 20% of the students answered partially, and 37% of the students have responded incorrectly. The poor performance may be because of the failure of the 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 which makes them use the wrong form.

Test Item 16

Given text - sentences

Instruction:

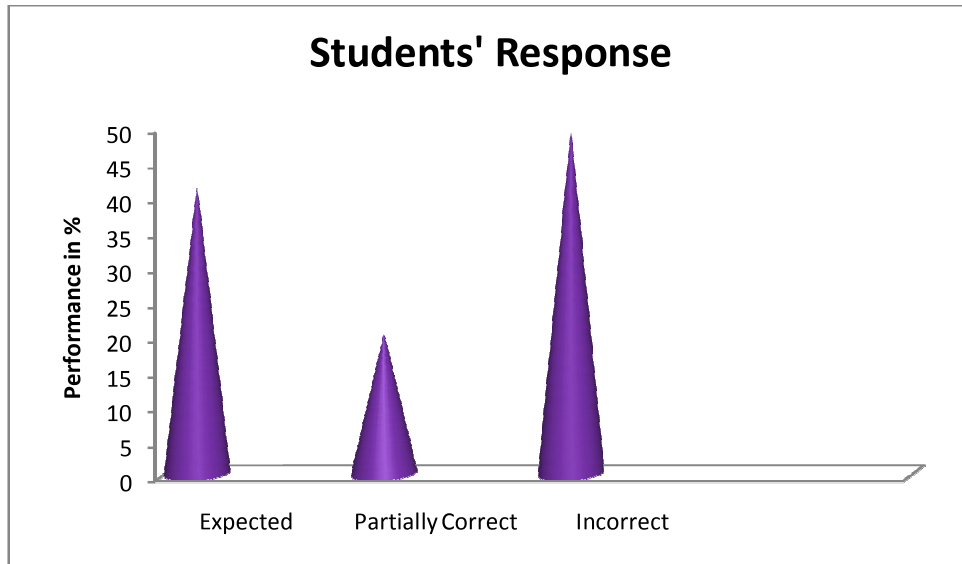
Complete the given incomplete sentences by using the tense form of the verb in bracket.

- i) *Incomplete sentence* : When they arrived, she . . . (sing) on the stage.
 Expected response : When they arrived she was singing on the stage.
Students' responses : When they arrived she was singing on the stage./ When they arrived she singing on the stage.
- ii) *Incomplete sentence* : Everybody . . . (be)taking part in the game.
 Expected response : Every body is taking part in the game.
Students' responses : Every body is taking part in the game./ Every body are taking part in the game./ Every body should taking part in the game.
- iii) *Incomplete Sentence* : Smoking . . . (cause) cancer.
 Expected response : Smoking causes cancer.
Students' responses : Smoking causes cancer. / Smoking is causes cancer. / Smoking are causes cancer.
- iv) *Incomplete sentence* : She . . . (read)in class x.
 Expected response : She reads in class x.
Students' responses : She reads in class x. / She read in class x/ She reading in class x.
- v) *Incomplete sentence* : He . . . (not love) love.
 Expected response : He *does* not love her.
Students' responses : He *do* not love her. He not loves her.
- vi) *Incomplete sentence* : Rama always. . . (teach) us in our need.

Expected response Rama always teaches us.
Students' responses Rama always teaches us. / Rama always teaching us. / Rama always taught us.

vii) *Incomplete sentence*
 Expected response The air *has been* polluted by the factory smoke.
Students' responses The air *has been* polluted by the factory smoke / The air *are* polluted by the factory smoke. / The air *has* polluted by the factory smoke.

Test No.	Given Text	Mode of Questioning	Mode of answering	Comprehension level	Performance in %		
					Expected	Partially correct	Incorrect
3.	Sentence	Complete the sentence with the possessive form of the word.	subjective	Sentence	41	20	49



Column Chart 16: Students' performance on grammatical test

The above test and column chart show that 20% of the students answered partially, 41% of the students have responded correctly and 49% of the students have responded incorrectly. The poor performance may be because of the failure of the over generalization of the plural form of the noun. The students have less grammatical knowledge. Most of the students have guessed the answer.