

**A STUDY OF ERRORS IN THE LEARNING OF  
ENGLISH IN BARPETA**

*Dissertation submitted to the Jawaharlal Nehru University*

*in partial fulfilment of the requirement*

*for the award of degree of*

**MASTER OF PHILOSOPHY**

**JYOTI RUPA DEKA**



**CENTRE FOR LINGUISTICS**

**SCHOOL OF LANGUAGE, LITERATURE AND CULTURAL STUDIES**

**JAWAHARLAL NEHRU UNIVERSITY**

**NEW DELHI-110067**

**2012**

Dated: 27/7/2012

DECLARATION BY THE CANDIDATE

This dissertation titled "A Study of Errors in the Learning of English in Barpeta" submitted by me for the award of the degree of Master of philosophy, is an original work and has not been submitted so far in part or in full, for any other degree or diploma of any University or Institute.



(Jyoti Rupa Deka)

M.Phil student

Centre for Linguistics

SLL&CS

JNU



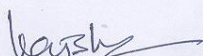
Centre for Linguistics  
School of Language, Literature & Culture Studies  
Jawaharlal Nehru University  
New Delhi-110067, India

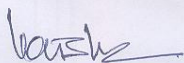
Dated: 27/7/2012

**CERTIFICATE**

This dissertation titled "A Study of Errors in the Learning of English in Barpeta" submitted by Jyoti Rupa Deka, Centre for Linguistics, School of Language, Literature and Cultural Studies, Jawaharlal Nehru University, New Delhi, for the award of the degree of Master of Philosophy, is an original work and has not been submitted so far in part or full, for any other degree or diploma of any University or Institution.

This may be placed before the examiners for evaluation for the award of the degree of Master of Philosophy.

  
(PROF. VAISHNA NARANG)  
SUPERVISOR

  
(PROF. VAISHNA NARANG)  
CHAIRPERSON

Tel: +91-11-26704199 Fax: +91-11-26741586

*Dedicated to my*

*MA & DEUTA*

*with eternal heartfelt gratitude*

## **Acknowledgement**

I would like to express my sincere gratitude to my supervisor, Professor Vaishna Narang. Without her helpful guidance, suggestions and encouragement this dissertation could have never been accomplished.

I am also thankful to the teachers and also to the class IX and X students of Sarthebari Adarsh Uccha Vidyapeeth and Krishnaguru Vidyapeeth (English medium). I am deeply grateful to the Headmaster of Sarthebari Adarsh Uccha Vidyapeeth Mr. Kumud Chandra Barman and to the principal of Krishnaguru Vidyajyoti (English Medium) Mr. Abhijit Dutta, for their help in conducting the test.

My thanks are due to all my professors at Centre for Linguistics, JNU. I would also like to express my gratitude to Naveen ji, CLIN Computer Operator for his help and cooperation.

I am deeply grateful to all my friends specially to Deepa Thomas, Rachita Sinha, Ashfaque Hussain and Abujam Subash. I am also grateful to my roommate Tanushree Chatterjee and also to my senior Deepa Chandran.

I would like to express my eternal gratitude to my caring and supportive parents, my two loving brothers Karuna and Gopal, and last but not least my Mahi (maternal aunt) for her support during my entire field work.

Finally, I express my heartfelt gratitude to almighty God.

Jyoti Rupa Deka

## **Abbreviation**

AM: Assamese Medium

EM: English Medium

N: Number of students/teachers

STD: Standard Deviation

V: Verb

%age: Percentage

## Table of Content

### Chapter 1: Introduction and Literature Review

#### 1.1 Introduction

1.1.1: A Brief History of English Language in India 1

1.1.2: English Language Teaching/Learning Scenario in Assam 9

1.2: Literature Review 16

1.2.1: Second language Vs Foreign language 16

1.2.2: Learner Language Studies 25

1.2.3: Types of Errors 29

1.2.4: Steps in Analysing Errors 30

1.3: Present Study 30

### Chapter 2: Methodology

2.1: Introduction 35

2.2: Procedures for the present study 39

2.2.1: Data elicitation procedure 41

2.2.2: Data Analytical Procedure 43

### Chapter 3: Data Analysis and Discussion

3.1: Introduction 52

3.2: Students' questionnaire analysis 52

3.3: Teachers' questionnaire analysis 90

3.4: Language Ability Test (LAT) Analysis	104
Chapter 4: Summary and Conclusion	
4.1: Summary	126
4.2: Main findings	128
4.3: Conclusion	136
4.3: Recommendations	137
4.4: Future Projections	137
Bibliography	139
Appendix	146



# Chapter 1

## Introduction and Literature Review

*'The aspiration of us colonials had been to speak English like Englishmen'*

Ved Mehta, *The Stolen Light*

### **1.1: Introduction**

#### *1.1.1: A Brief History of English Language in India*

Language has always played a major role in establishing and sustaining empires. This can be seen also during the British colonial rule. During this period English was imposed on colonies. When the British started ruling India, they searched for Indian mediators who could help them to administer India. The British turned to high caste Indians. Many high caste Indians, especially the Brahmins worked for them. The British policy was to create an Indian class who should think like the British who would be Indians in blood and colour but English in opinions and morals. Subsequently, English came to be taught officially to Indians to help create an administrative cadre needed to run the administration.

In India the earliest English education was given to Indians through the Christian missionaries, and therefore it was equated with Christianity. It was in 1813, when the English Christian missionaries came to India and they also built schools in which the language of instruction was local language. The 'modern' leaders of that era in India also supported English language and claimed it to be the main key towards success. Many new schools were established in which the language of instruction was English. According to the British laws the language of the instruction at university level was English and therefore schools that emphasized English were preferred by ambitious Indians. In 1835, the British Government in India designated English as the medium of education for schools and universities. During over a century of British rule, English grew in popularity as a language of power and prestige. Even after India gained its independence, English continued to be widely used, and even the Indian Constitution was written in English language. While Article 343 of the Indian Constitution designated Hindi as the official language of the Union, it also provided for the

continued use of English language for all official Union purpose for a period of 15 years only. But it still remains an important language of India and now the recognition of the need to train English teachers has led to the establishment of several institutions, such as the English Language Teaching Institute and the Central Institute of English, and several other Regional Institutes of English. (Sareen S.K.1992: 27).

The status of English in India is different from its status in a Western country. In contrast to a country like Germany, where it is a foreign language, English is both a second language and foreign language in India. Just like the Americans or Australians who have their unique English words and phrases, the Indians also have their own unique English. The Indians and the Indian English language media use many word derived from Indian languages, especially from Hindi. Moreover, the Indian accent is sometimes difficult for non-Indians to understand. In the book 'The World of Words (Dustoor.1968:99-127) there is a chapter titled 'Indian English'. There Dustoor says that Indian English is different from the native variety because Indians learn it in educational institution through books. According to him bad teaching leads to wrong usage, and the lack of exposure to the living language makes Indian English unidiomatic, too formal and too polite. He thinks that the gravitational pull of the social and cultural factors in India necessitates the use of new words and phrases, and he calls them 'Indianisms'. Even for those who use English as their first language at home, there will be constant exposure to one or more regional languages and also to the local variety of English. If we consider a metropolitan city like Delhi, we can find a few families where English is used as first language. But it cannot be said that they won't come to the contacts of people who speak Hindi, 'Hinglish' or any other languages and this will influence their language competence. While school textbooks are written in Standard English, students will also be continuously exposed to many varieties of Indian English outside of the classroom. Due to this exposure to Standard English may be limited just to the grammar.

### *English as Foreign Language (FL) Vs. English as Second Language (SL)*

English as a foreign language refers to the role of English in countries, where it is taught as a subject in the school curriculum but not used as a medium of instruction in education, nor as a language of day-to-day communication within the country (Marckwardt, 1965; Richards, 1974). (As cited in Modhish.2005:3). Linguistically and culturally the language remains foreign to the learners in these EFL situations. Most often FL as opposed to a second

language has no status or socio-economic role in the region. The learners in such situations are expected to rely on what is offered in their courses, programmes for a FL. As a result, FLT find no support from the environment, the socio-cultural context in which it is taking place outside the domain of education.

By English as a foreign language they mean English taught as a school subject solely for the purpose of giving the student a foreign-language competence which he may use in one of several ways-to read literature, to read technical words, to listen to the radio, to understand dialogue in the movies, to use the language for communication...(Marckwardt,1965,p.4). For a second language situation in contrast, the use of language outside the language classroom helps and supports the language learning process. English in urban Indian settings, like Delhi, is an example of ESL while English language teaching in rural areas like Barpeta district of Assam is an example of EFL.

The distinctions between English as a second language (ESL) and English as a Foreign Language (EFL) are however not as clear-cut as the above definitions may suggest. The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago. Michael West was able to state in 1953:

*'The foreigner is learning English to express ideas rather than emotions: for the emotional expression he has the mother tongue. It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.'* (West, 1953, as cited in Kapoor, Kapil. 1992:70-72)

In those second language situations where most educated speakers are bilingual, having command of both English and the mother tongue; the functions of English become less clearly defined. For example, in India many educated Indians who are fluent in both English and Hindi often tend to switch from one language to the other in mid-conversation. However, they will select Hindi for the most intimate use of language: saying their prayers, quarrelling or exchanging confidences with a close friend. Such a situation throws up the useful distinction between public and private language.

Where a common mother tongue is available, as in Assam, English tends not to be used for the most private purposes, and the speaker's emotional life is expressed mainly through the mother tongue. Where, however no widely used mother tongue is available between speakers,

as in Delhi or any other metropolitan society, full of people coming from various parts of India, the second language English, is likely to be needed for both public and private language functions.

### *Reasons behind giving English Second Language status*

The significance of English as second language can be well understood in the historical perspective. After the withdrawal of the British from India, the language question came to the fore, in which the main issue was status of English in relation to the Indian languages. This issue gave birth to 'language-planning'. At this crucial time the 'English knowing' ruling class demanded the continuation of English which kept the vast majority of people outside the privileged power-structure.

Under language planning major Indian languages became 'Regional Languages' instead of 'national language'. Even Hindi became a regional language, which had been accorded the status of an official language of the Union and some states. English, the other official language, did not suffer from this disability. Its major strength is argued to be the fact that it cannot be identified with any particular region and therefore it would promote National Integration. So, ironically it was believed that while the Indian languages, as regional languages, promote divisiveness, English, a 'foreign' language promotes unity and integration.

Kapil Kapoor is of the view that after independence a whole mythology was built up about the role of English in which the central metaphor was the metaphor of the 'window', in which Indian languages were the 'walls', that enclose us in 'darkness' and English was the 'window' that, lets in the 'light' of reason and modernization. Due to such kind of status and advantages attributed to English, even the Education Commission sought to promote English more than any other Indian languages, in its language policies. (Kapoor, Kapil.1992:70-72).

### *Acts and Policies for English Language Teaching*

The Central Advisory Board on Education (CABE), the oldest statutory body on education in India, initiated the discussion on languages in school education in the 1940s and this continued to be a major concern in their discussions until 1960. CABE identified five major issues which required attention:

1. The number of languages to be taught at various levels of school education
2. The introduction of second and third languages
3. The place and role of English
4. The place and role of Hindi
5. The teaching of Sanskrit and minor language(s) in school.

The Board devised the 'three-language formula' in its 23rd meeting held in 1956 with a view of removing inequalities among the languages of India. It recommended that three-languages should be taught in the Hindi as well as non-Hindi-speaking areas of the country at the middle and high school stages and suggested the following two possible formulae:

1. (a) i. Mother tongue or  
ii. Regional language or  
iii. A composite course of mother tongue and a regional language or  
iv. A composite course of mother tongue and a classical language or  
v. A composite course of regional language or a classical language,  
(b) Hindi or English  
(c) A modern Indian language or a modern European language provided it has not already been taken under (a) and (b) above.

2. (a) As above

(b) English or a modern European language

(c) Hindi (for non-Hindi-speaking areas) or another modern Indian language (for Hindi-speaking areas)

*(MOE 1957, quoted in Agarwal 1993:79)*

The three-language formula was simplified and approved by the Conference of Chief Ministers held in 1961 as follows:

1. The regional language or the mother tongue when the latter is different from the regional language

2. Hindi or any other Indian language in Hindi speaking areas; and
3. English or any other modern European language.

(GOI 1962:67)

CABE also deliberated in detail on the study of English as a compulsory subject as recommended by the education ministers' conference held in 1957:

1. English should be taught as a compulsory language both at the secondary and the university stages, students acquire adequate knowledge of English so as to be able to receive education through this language at the university level.
2. English should not be introduced earlier than class V. The precise point at which English should be started at the middle stage was left to each individual state to decide.

(MOE 1957, quoted in Agarwal 1993:98)

The Commission's observation on the status and role of English is of importance from the point of view of language planning and the way the language was perceived by policy planners. The Commission said:

*'English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the Central Government and in many of the states. Even after the regional languages become medium of higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university'.* (MOE 1966:192)

A comprehensive view of the study of languages at school was undertaken and concrete recommendations were made by the Education Commission between 1964 and 1966 (MOE 1966). The Commission, having taken account of the diversity of the Indian context, recommended a modified or graduated three-language formula:

1. The mother tongue or the regional language
2. The official language of the Union or the associate official language of the Union so long as it exists; and

3. A modern Indian or foreign language not covered under (1) and (2) and other than that used as the medium of instruction. (MOE 1966:192)

It seems that the three language formula's chief contribution was to make English an integral part of school education in India. We owe the concept of English as a 'second language' to the three-language formula.

This brief historical scan of the evolution of the language policy in India tells us how it has come to attain the privileged position that now it is enjoying. Today, every child and parent wants the language. But the standard of English, the success in teaching English, has always fallen short of the ideal. The failure in teaching English as a second language stems not only from the theory and training of language teaching, but actually from the conceptual inappropriateness in accepting English as a second language, L2, Pedagogically and linguistically. When it comes to defining the functions, goals and instructional objectives of English, it is quite clear that English is really only L3-a foreign language put to some specific, restricted uses in the Indian multilingual context, for the functions, goals and objectives of L2.

The provision in effect has made English the second language, pedagogically and chronologically all over the country. But as we have said above, The Second Language is not just a pedagogic or chronological construct. It is a linguistic construct which imposes certain requirement of fitness on which language or languages can function as second languages. One NCERT report on Teaching of Hindi as a Second Language says that "the purposes of the second language in relation to the first (language) may be as follows:

1. To help the individual in maintaining his personal relations with the people beyond his linguistic group.
2. To help the individual to carry on his business purposes beyond his linguistic group.
3. To help the individual to carry on his social and cultural activities beyond his linguistic group
4. To help the individual to feel his identification with a larger group, may be the nation."(p.3) (*As cited in Kapoor, Kapil. 1992.75-76*).

In December 2000, the National Council of Educational Research and Training (NCERT) had released a National Curriculum Framework for School Education. Its recommendations about languages to be used at the school level are:

*Primary-class 1-5*

1 and 2- One language: the mother tongue/the regional language.

3-5- the mother tongue/the regional language.

*Upper primary-Classes 6-8*

6-8- three languages: the mother tongue/the regional language, modern Indian language and English.

*Secondary Education*

9-10-Three languages: the mother tongue/the regional language, modern Indian language and English. (Cited in Aslam, 2008: 12).

In the report of the study group on teaching English , published by the Ministry of Education and youth service, government of India ,New Delhi, 1971, it is clearly stated that by the end of the secondary school course, a student should be able to,

1. Read with fluency and understand passages of prose written within the limits of the teaching points and reading a vocabulary suggested in the syllabus.
2. Understand a simple talk on a subject within his experience.

Use the language correctly in speech and writing within the limits of the teaching points and active vocabulary detailed in the syllabus. (Cited in Aslam, 2008: 13).

The Ministry laid great emphasis on secondary level education because, they believed, by the time a student will have acquired an adequate command in the structure of English and, in class XI, it could be extended further through suitable text. The Ministry also recommended the development of vocabulary of 1000 words (500 for active and 500 for passive use). The courses recommended for teaching English in schools, centred round a 'course book' for intensive study-ranging from 80 to 100 pages- a workbook, supplementary readers and/or books for extensive reading. It seems that the Ministry aimed to see students developing all



the four skills-listening, speaking, reading and writing. But now-a-days teaching and learning in our schools has concentrated more on grammatical knowledge than on the functional aspect of the language. Though, teaching skills at the schools level was designed to teach all the four language skills but, in actual practice only two skills are taught-reading and writing. Due to this millions of Indian students cannot achieve the required competence. (Kapoor, Kapil.1992. 77).

The present condition of English language teaching in the varied contexts of India is summed up in the following manner:

1. ↑↑ TP ↑↑ EE (e.g. English medium private/government aided elite schools): Proficient teachers; varying degrees of English in the environment, including as a home or first language.
2. ↑ TP ↑ EE (e.g. New English medium; private schools, many of which use both English and other Indian languages): Teachers with limited proficiency; children with little or no background in English; parents aspire to upward mobility through English.
3. ↓ TP ↓ EE (e.g. Government-aided regional medium schools): Schools with a tradition of English education along with regional languages, established by educational societies, with children from a variety of backgrounds.
4. ↓↓ TP ↓↓ EE (e.g. Government regional medium schools run by district and municipal education authorities): They enrol the largest number of elementary school children in rural India. They are also the only choice for the urban poor (who, however, have some options of access to English in the environment). Their teacher may be the least proficient in English in these four types of school.

TP = Teachers' English language proficiency; EE = English language environment (Kurrien 2005. Cited in NCERT 2006:9)

### *1.1.2: English Language Teaching/Learning Scenario in Assam*

The official language of the state is Assamese. Like all other states in India, Assam is a multilingual state. Apart from the Assamese language, Bengali, Hindi, Bhojpuri, Nepali, and Rajasthani languages are also used by different communities. There are also schools teaching several languages spoken by the members of the Scheduled Tribes.

According to Ramanujam Meganathan, all together 15 languages are taught in various schools of Assam. They are Assamese, Bengali, Bodo, Garo, Hindi, Manipuri, Mizo, Nepali, urdu, Hmar, Sanskrit, Persian, Arabic, English. (*Meganathan Ramanujam.2011:62*).

English was introduced in Assam under the East India Company's rule in 1826 according to the treaty of Yandabo. The American Baptist Mission Foreign Society sent a mission under Reverend Nathan Brown and Oliver Cutter to Assam to spread education, especially Christianity through English. The Christian Missionaries were the pioneer in the field of modern English education in Assam. However, formal English language teaching was started in Assam since 1858 in a slow pace (Devi, 1978 as cited in Parbin Sultana. Language in India.2012:378).

For long, Assam had indigenous system of imparting elementary education through formal institutions like Pathshalas for Hindus, Tols for Brahmins and upper class Hindu, Madrassas for Muslims and Satras for the Vaisnavites. These indigenous systems were replaced by modern education pattern under the British company's patronage. With the expansion of British rule in India as a whole, knowledge of English became a historic necessity both for administration and increasing commercial intercourse.

In Assam, Assamese is the normal medium of communication and instruction. An average citizen does not need English or any other foreign language to live his daily life. In Assam English is taught as a foreign language. To promote the use and spread of English, the government encourages the private sectors to be involved in the enterprise of teaching English. As a result, many language institutes and English medium schools are growing with great speed throughout the state. Many Assamese students are also eager to study English to get better jobs in the future, especially in the multinational companies or to study abroad.

In Assam's Assamese medium schools English language was used to be taught from class V; recently it has been introduced in standard III. English is studied as a compulsory subject up to the Matriculation (HSLC) level. Thereafter, English is studied for two years in the +2 stage and three years at the under-graduate level. The time allotted for English class is same as to other subjects, i.e., five/six periods of forty/forty five minute's duration per week.

In some schools Assamese or Bengali or English are taught as first language in their primary, upper primary and secondary level, whereas English is taught as a second language in all the three levels. Arabic, Assamese, Hindi and Sanskrit are taught in some schools as third language. (Meganathan Ramanujam.2011:62). Although it is very difficult to define English as a first language in Assam, some schools and school systems claim it as a first language.

The Board of Secondary Education, Assam (SEBA) is the academic authority of the secondary schools of Assam. It also conducts the final examination (HSLC) of class X. The curriculum and textbooks of English followed in the secondary level are prepared by SCERT (State Council of Education Research and Training). It also conducts English teaching trainings to teachers of secondary level. The Sarva Shiksha Aabhijan (SSA) Assam, too, prepares textbooks and these are prescribed for use up to class VIII since the introduction of the Bill of Compulsory Education for all children up to 14 years of age.

There is a general belief among the people that most of the Provincialised Assamese medium schools fail to provide quality education; especially the English language attainment level is very low. The students from Assamese medium schools are 'scared' of English. Because of their inability to speak fluent English, many students from the Assamese medium show poor performance in interviews for in job recruitment drive. They are not able to communicate well in day-to-day transactions where English is required.

Due to this reasons, now-a-days, parents give preference to the English medium schools for their children. If they cannot afford to pay the high tuition fees charged by the English medium schools, they seem to send their children to the privately managed Assamese medium schools. Only the poor students and students from the rural areas would go to the Provincialised Assamese medium schools.

Teaching in English in Assam is faced by many obstacles and problems that make those who want to teach it and those who want to learn it lose interest from the very beginning. The problem of teaching English in Assam is different from other parts of India. Here English has not been able to establish its strong foothold. It may be because of the fact that in Assam even though there are varieties of language but everybody is a fluent speaker of Assamese language. Assamese is used in all walks of life by all of its population. Knowledge of English hardly makes any good in learning anything other than English itself. Therefore, teaching English here is a rigorous and effortful activity as the society is mostly unexposed to the

outside world in terms of the familiarity with any other language including English. Finally, despite all these, a perceptible change is taking place here as we feel the young generation is attracted towards English learning, and English is becoming popular not only among males but equally among females, which is clearly seen in the increasing number of learners getting enrolled in English medium schools in Assam.

Though Assam has constructed a proper channel of education system from primary level to university level in its own territory, yet a number of difficulties and problems are hampering present education system in the state. The administrative inefficiency and the lack of resources are the immediate problems in all stages of education. Among the causes for failure to implement the only Directive Principle of state policy in education may be included, the large birth-rate and consequent population explosion, the inability of the government to raise the required financial resources, the apathy of the illiterate masses, the traditional resistance to the education of girls, the poverty of the parents which compel them to use the labour of children, small and scattered habitations etc. (*Shekhawat, 2007:15*).

Below, some of the many problems which have negative impacts on the teaching of English in Assam, are discussed:

### *1. Exposure to English language*

English is a foreign language in Assam. Unlike ESL students who are in better environments where they may communicate in; students in an EFL situation like Assam, students are deprived of such an opportunity. Their exposure to English is confined to the four walls of the classroom. Thus in ESL situations like urban India students have better opportunities to learn English in a smaller span of time than their Assamese medium counterparts.

Even the library in the schools has only a few books which were not suitable to the cognitive level of the students. There is no practice of issuing books to students. There are no Reference books to help the teacher to prepare any additional materials for their classes based on recent developments in language teaching methodology. For example, dictionaries are not made available. The only material that is available in the schools is the Anglo Assamese Dictionary but these are also kept on the Headmaster's/Principal's table.

## *2. Scarcity of Good English Teachers*

The two vital factors in a second-language learning situation are the students and the teacher. In Assam even at college level a large number of students have to be given elementary lessons in language. The teacher does not bother to classify the aims and objectives of teaching English. He teaches this subject since it is included in the syllabus. Pupils learn it just to pass time. The aim of teaching English remains purposeless. Clear-cut objectives are not conveyed. Many teachers in schools who are teaching English neither have enough knowledge of English nor are familiar with the latest and far reaching development in English. As such they lack the technique of foreign language teaching. Aatur Rahman in his, 'English Language Teaching Conditions in Assam - A Case of Secondary Schools' found that out of 11 schools under his observation, 9 schools were run with only one English teacher, for the classes at the secondary level. When the English teacher was absent for various reasons, English classes were not held. In some schools, the Headmaster/Principal took the classes at this time, if he or she was free from administrative work. Very often the Heads of the Institutions did not have any English teaching training. (Rahman, Aatur. 2011:134)

## *3. Lack of Audio-Visual Aids*

Today, a great deal of effort is being devoted to curriculum development and to devising new ways and means of improving the presentation of information. The role of audio-visual aids and computers as supplements to chalkboard, text book and teacher's talk is growing in importance.

In Assam's Government schools there is scarcity of even simple visual aids like flash card, charts, black-board, and pictures etc. which are the bare minimum. The availability of right type of teaching materials and audio-visual aids can certainly make the teaching of English in quite effective. Audiovisual aids can be powerful tools to enrich teaching. They can also enliven and add interest to communication. But, in most of the schools, the modern technologies like language lab etc. are not taken advantage of. Teachers simply use the conventional ways of teaching. Even though some schools have Computers and also teacher for teaching computer lesson, the use of these computers was restricted to students taking computer courses at the Higher Secondary level only. Other students and teachers were not allowed to use these.

#### *4. Methods of Teaching English*

In Assam's schools, teachers are still using grammar translation method of language teaching. The new approaches –structural and situational- are not popular with the teachers. Still now grammar and composition has occupied an important place in the school curriculum. The teachers seem to be unaware of the real principles of language teaching. They give too much importance on grammar teaching. But simply the knowledge of grammar does not develop the four basic skills, listening, speaking, reading and writing, of the language learning. So such type of teaching should be abolished and teachers must try to enable child to speak, read and write English perfectly.

#### *5. Poor classroom conditions*

There are certain classroom conditions that might help a lot in the teaching and learning of English. For example, sufficient space, the number of students in a class, adequate lighting. There are also some other conditions that are considered more important for successful language teaching and learning. For example, plenty of opportunities for learners to participate in class and an atmosphere in which they feel motivated to learn.

Assam's government run schools' have more than 50 students in each class, seating at least six to seven students against each desk-bench. This overcrowding of classroom made teaching-learning totally unproductive since the teachers could not pay individual attention to all the students. In some schools, school buildings are not well furnished and partition walls are made of bamboo, and so the voice of the teacher and students of one room easily reach the next room.

#### *English Language Teaching/Learning Scenario in Barpeta District of Assam*

In Barpeta District children learn English only as a foreign language. They start learning this language from school level itself and learn it as a compulsory subject till class 12. But even after being exposed to English for such a long period of time, Assamese students are not achieving the desired level of proficiency in learning English. Teachers in universities and colleges express their dissatisfaction over the kind of writings their students produce in English. The situation of students coming from Assamese medium background is worse than the students from English medium background. Now –a –days educated people of Assam

prefer to send their ward to English medium school only, as the condition of English learning in the vernacular medium schools is virtually pathetic.

In Government running schools students start learning English only when they reach class III and that also not as a language but as a subject like maths or any other social science subject. They are first taught the alphabets, then the grammar and then made to read or learn the prescribed text books. So, they learn English only to pass the examination due to which it becomes very difficult for them to pick up the language like those students who have their schooling in English medium schools or the public schools. Another hindrance to the students of government schools in learning English is their age. By the time they get exposure to whatever minimum linguistic structure and rules of English they can, they cross the critical period. But unlike them the students enrolled to public schools are taught English from the very first standard. Moreover, since the medium of instruction is English therefore they learnt English not as a subject but as a language.

The teaching methods used in the government and private sponsored schools are also different. Usually in government schools grammar translation method is used whereas in private schools direct method is used.

The socio-economic backgrounds of the students in these two schools are also different. The government school students belong to lower class whereas public school students belong to higher or upper middle class of society. Both the parents of the students in 'public school' are highly educated whereas this is not the case with the parents of govt school students. Since their parents are well educated, public school students can interact with their parents in English at home also. This group of students can always have highly nutritious food and this boost their mental capacity which helps them developing their learning abilities. They also have access to technologies like TV, computer, video-game etc. At a very young age itself they come to know a lot about technology and its uses. Though now, the chief Minister of Assam Tarun Gogoi has been offering computers, laptops to those who perform well in their board examination, but in reality it is of being hardly any use. Because many of those students who receive such gazettes cannot operate them due to poor electricity supply to their villages.

## 1.2: Literature Review

### *1.2.1: Second language Vs Foreign language*

It is very important to examine the status of a language in a particular society and find out whether it is that of a second language or a foreign language, because the language teaching material of a second language is different from that of a foreign language. For example, the second language learner needs the language for use within his own community and the context of his learning should be his own culture, but the foreign language learner needs the language mainly for the interpretation of an alien culture and therefore, the context of learning should not be his own culture but that of the group whose culture has provided justification for his learning the language.

A foreign language becomes a second language by invading the spaces which normally belong to the native language. Once a language becomes a Second Language in a society, it will always remain the same. For a Second Language to become a foreign language in the same socio-cultural context is very difficult. For that a society needs a strong political will to throw out a language which is so well adapted to its new environments that it serves as a medium of expression for the culture of the local community.

It is the socio-political conditions and contexts of situations which define a language as a SL or as a FL of the region. A Foreign Language is different from a Second Language in various ways. In her book, 'Contemporary Themes and Issues in Language Pedagogy' Prof. Narang has given the following distinction in between second language and foreign language,

1. A foreign language is a means of understanding/interpreting the culture of a speech community other than the learner's own culture whereas; a second language is only an alternate way of expressing one's own culture.
2. There may be no social pressure for learning a foreign language while for learning the Second Language there will be social pressure in terms of better job opportunities for those fluent in the language, greater involvement in the social and cultural life of the region. Therefore, the second language, in contrast with the foreign language, is more likely to influence the psychological development of the learner. In terms of E. Glyn Lewis, the second language is 'acquired under the stress of close social or



environmental requirements' and ...'is more deeply embedded than a foreign language in the fundamental psychological developmental of the child' (Lewis, 1974:33)

Wilkins discusses these two points in terms of social functions saying that while the second language 'does have some internal, social function' and the learner learn the language for using within his own community, the foreign language 'has no internal communication function', and the 'learner needs it so that he can form contacts with a community other than his own' (Wilkins, 1972:150-155).

3. Being a part of the verbal repertoire, the second language is parallel to the user's native language, while the foreign language is not a part of the user's total verbal repertoire and therefore cannot be placed parallel to his 'own' language.
4. The user of second language is active and creative in this language while the user of a foreign language does not have this language available to him for creative use the way that a second language is available.
5. A language accepted as a second language in society has a tendency to evolve a new 'standard' which is invariably different from the 'standard' of the language as accepted in its native society. For instance, 'Indian English' and its regional varieties spoken in different parts of India are different from the native standard in, say, England. (As cited in Narang, Vaishna.2006:181-185)

### *Second language acquisition and foreign language learning*

'Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language'. The additional language is called a second language (L2), even though it may actually be the third or any other number to be acquired. It is commonly called a target language (TL), which refers to any language that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances.

Foreign language learning, on the other hand, refers to the process of learning a language which is not a language associated with the learner's community. In contrast to a second

language which can be acquired like a first language with the input available in the environment, foreign language is learnt in a proper class room kind of situation. Input for foreign language is not available in the environment of the learner; the way second language's inputs are available. Due to this 'foreigner talk' has the following qualities,

Simple vocabulary, using high frequency words and phrases

Long pauses

Slow rate of speech

Careful articulation

Loud volume

Stress on key words

Simplified grammatical structure

Topicalization (Topic at the beginning, then a comment about it)

More syntactic regularity

Retention of full forms (e.g. less contradiction, fewer pronouns)

(Based on Long 1996)

(Cited in Troike, Muriel Saville-Troike.2006:106)

### *Methods and Materials for Teaching SL and FL*

The success in teaching and learning a FL or SL depends mainly on methods and also materials used for teaching that particular language. Not only method but also methodics and methodology are integral parts of any language teaching programme. Terms like language teaching 'methods' and 'methodology' have been in use for a number of years now but it is perhaps impossible to outline 'a single undifferentiated methodological prescription' (Stern, 1983:494) that could be applied constantly and comprehensively to any and every situation in which languages are taught. Before, we begin with the discussion on these parameters for

developing a specific language teaching method/methodology for specific situation, a brief note on variety of methods that have been in use have been given.

W.F. Mackey (Mackey.1965:149-62) gave a list of methods which is fairly representative of the structural phrase of language teaching. Some of these are listed below along with their characteristic features.

The first major classification of methods may be based on two aspects of the language teaching trends:

1. use of learner’s first language as the medium of instruction or use of target language as the medium;
2. Secondly whether or not any audio visual aids are used

Based on these trends, methods can be broadly divided into two categories. They are listed below,

1. Grammar-Translation Methods where L1 is used as medium of instruction but there is no use of AV aids.
2. Direct methods where there is no use of L1 and language teaching is done with or without the use of AV aids.

Oral-Aural Methods, Audio-Visual Method, Audio-Lingual Method, Natural Method, Linguistic Method, Communicative Function Oriented Method are some of the direct method. Below a table containing these method and the other methods that come under them and their characteristic features are given,

Methods	Features
Oral-Aural Methods Mimicry-Memorization Method Phonetic Method	Except audio cassettes for practice, no AV aids were used

Army Method	
Audio-Visual Method Total Immersion method	Extensive use of AV aids
Audio-Lingual Method Linguaphone Method	+audio, -visual, self taught
Natural Method Situational Method Conversational Method	Graded situations, extensive use of AV aids; Integrated approaches
Linguistic Method Structural Method	Discreet point approaches and Structured Oriented Syllabi
Communicative Function Oriented Methods	Integrated approaches

Methods for teaching L2/LF (Cited in Narang, Vaishna.1996:17)

Features like +/- discrete, +/- deductive, +/- explicit, +/- divergent, +/- cyclic etc are used to describe a number of methods. Direct method is [-deductive, -explicit] but it may or may not be a discreet point approach; may or may not be a cyclic approach. Similarly, the traditional 'grammar translation method' is described in terms of features is: [+deductive, +explicit, -discreet and -divergent].

Such features show that it is more of a description of what is prepared in the name of language teaching materials or texts rather than a method of presenting the same to the learners in a classroom. A three way distinction has been considered important by various linguists. Allen (1973) recognises three stages for any language teaching programme. The 1<sup>st</sup> stage is 'evaluating the linguistic grammars according to their own terms of reference and extract features which are relevant to language teaching'. This kind of a re-writing of the

linguistic grammars to suit the specific needs and requirements of the specific language teaching programme has been referred to as Methodics by Halliday, McIntosh, Stevens(1964). (as Cited in Narang. Vaishna.1996:18). The second stage is ‘preparation of a structured syllabus’ and based on the syllabus ‘writing a full array of texts, exercises explanations’ respectively. Halliday et al calles this stage Methodology. Methodics and Methodology are, therefore, both prerequisite preparations, prior to actual language teaching. It is the third stage, Method which is in fact confined to the techniques of presentation of the materials thus prepared to the learners. The term ‘method’ has been in use at times referring to the techniques of presentation, and sometimes highlighting one or the other aspect of material preparation.

An effective language teaching programme is the one that treats the Methodics of rewriting a linguistic grammar, the Methodology of syllabus and the text preparation and the Method of presentation, all as equally important. These thee M’s that are integral components of any language teaching programme are inseparable, interdependent and equally important and therefore they must receive equal attention of the language pedagogues. The success or failure of a language teaching programme depends not only on the choice of a method but more on the right matching of the three M’s. As for example, materials chosen for a structure oriented, discreet point approach may fail if they were to be taught by grammar translation method and vice-versa.

### *Factors that influence language pedagogy and method*

There are various factors that influence the developments in the area of language pedagogy and thereby the developments of a method. In her book ‘Communicative Language Teaching’, Prof.Narang (Narang. Vaishna.1996) talks about these factors in great details. She has categorised these factors in the following five groups,

1. Linguistic Theory
2. Needs and Expectations of the society
3. Learner factors
4. Teachers’ experience with the materials and methods in use at a given time

5. Physical factors like-time and facilities available; Availability of media and other facilities for the presentation of texts etc.

It is one of these or a combination of these factors which have been influencing the changes in pedagogy scene at a particular time while another set of factors became more effective in bringing about a change in another time. Therefore, all the factors are equally important. Below an attempt has been made to discuss these factors in detail,

### *1. Linguistic Theory*

Linguistic theory and linguistic grammar have both direct and indirect influence on pedagogical theory and practice. The relationship that exists between linguistics and language pedagogy, linguistic theory and linguistic description, pedagogical theory and practical aspects of language teaching etc. have been looked at differently at different point of time. Now, this relationship is no more considered as direct or unidirectional in which the theory gives a certain set of rules which could be applied in language teaching. Spolsky (1966,1969. As cited in Narang, Vaishna.1996:22) insists that this relationship is indirect because one only draws 'insights' from linguistic theory. What pedagogical theory gains from linguistics is certain insights into how language works, and what language is. Pedagogical theory in turn helps a teacher rewrite linguistic descriptions and mould them into specific pedagogical grammars for specific language teaching situations. While linguistic theory gives certain insights into the nature of language, the linguistic grammar is a description of the phenomenon called language within the broad framework provided by the theory. A linguistic grammar in its own way helps confirm or refute the theory it is based on.

A linguistic grammar which offers explanation of linguistic structures could serve as a source and basis for writing pedagogical grammars. A pedagogical grammar is a complete plan for teaching the target language presented in the form of a graded set of teaching units and instructions on how to present it in the classroom. While using such a pedagogical grammar the teacher is able to review and re-evaluate the linguistics grammar it is based on and if not satisfied, may shift to another grammar based on another theory.

## *2. Needs and Expectations of the society*

Language may change its form and function to suit the socio-cultural changes which may have taken place in the social network, or it may change due to changes in the attitudes, perceptions of the people. There is generally a balance between stability and change. In developing societies it is often more towards change rather than stability due to the social aspirations of the society.

Socio-economic factors, for instance, better job opportunities due to the knowledge of a particular language can always motivate a learner for learning that particular language. Such factors can bring about changes in the methods of language teaching as well. In recent years in India, English language programmes for school children and undergraduates have seen a clearly marked shift from literature oriented teaching to language oriented programmes.

Socio-political pressures of various kinds can also bring about changes in language pedagogy, both in materials as well as in methods. The examples can be drawn from the time of the Second World War. With the fast changing political scenario people wanted to learn the language of the other ethnic groups. People working for the various political groups or for army for instance, needed to communicate with the target language groups in their vernacular. Grammar methods and translation methods could hardly be of any use. A native pronunciation and a perfect knowledge of the vernacular were absolutely essential for the soldiers who may have to face the enemy in various circumstances. His language could conceal or reveal his identity and a linguistics mix-up or accented articulation of any other tongue which reveals his identity may make him loss his life. The compulsions of this kind forced language teachers to devise methods which aim at teaching and training the learner in native pronunciation of L1. Therefore, the stress was on oral, communicative skills, on spoken, colloquial, vernacular forms of language.

So, it is the changing needs and expectations of the society from language education that has been effective in bringing about major changes, innovations in materials and methods of teaching a second or foreign language.

### *3. Learner factors*

Learning ability specially the language learning ability is a complex of several factors. In case of an adult learner his learning ability depends a great deal on the environment and the social, economic, cultural setup, socio-psychological constraints. Since there is no way of measuring the learning ability of an individual, one must keep a number of learner factors in mind while devising a language programme for a person or a group of persons with similar background. Some of these learner factors are – age, education, linguistic background, linguistic ability in general and specifically in L1, socio-economic background, home environment, aptitude for learning languages in general and motivation to learn the L1, in particular, attitude of the individual as well as his groups/community towards the L1, and the speech community where L1 is spoken. It may be difficult to quantify any of these factors but if they can be described at least in relative terms, then certainly the learning abilities of individuals and groups can also be evaluated in relative terms. A particular kind of FLT programme may be very successful with a group of learners coming after graduation but the same programme may be administered to the same age group with a lower educational background and may not be succeed. Similarly, an individual coming from a ‘high’ socio-economic background may be placed in a group with a lower socio-economic background. His frustrations and problems of adjustment with the group may ultimately become his frustration and failure in FLT programme itself. While, the age, linguistics background and the educational background are definitely considered important while choosing the right kind of materials and methods for a specific learner groups, it is actually the other factors like the learners’ socio-economic background, aptitude for learning languages, motivation to learn the target language and the L1 speech community, which contribute a lot to person’s learning ability.

### *4. Teachers’ experience with the materials and methods in use at a given time*

The language teachers’ success and failures during the process of language learning, all lead to changes and innovations in methods they employ for language teaching. There are as many successful methods as successful teachers. A theoretician with his most innovative and convincing theories cannot bring about any change until and unless the practising teacher is aware of the theory and is willing to apply the theory to practice in one way or another. A language teacher may or may not do so, but if the teacher wants to stay in the profession and



succeed, he/she has to keep trying newer methods and modes of presentation of the materials prescribed, and may also need to change the teaching materials/practice materials to suit the needs and requirements of their specific group of learners.

5. *Physical factors like-time and facilities available; Availability of media and other facilities for the presentation of texts etc.*

Last but not the least is the physical context, factors pertaining to the environment in which the language is being taught and learnt. A pedagogical theory may recommend the use of hi-tech equipments, language labs etc. but if there are no means to buy them or if there are too few labs to cater to a large number of learners then it certainly does not mean that one could use another mode of presentation using the same material to teach the language.

Justification for the use of language labs and other equipments came from pedagogues suggesting ever newer methods of giving maximum practice in minimum time, enabling the learner to make full use of the class hour by listening to the tapes and repeating the sounds and structures in a sound proof booth undisturbed by the presence of the other students in the class. (Narang, Vaishna.1996:15-43)

### *1.2.2: Learner Language Studies*

*What is learner language?*

In the process of learning L2 the learner produce sentences which can be termed as ill formed from the point of view of the grammar of that particular language the learner is learning. Lerner language is characterised by errors. Errors are inevitable parts of learner language. A learner's errors provide evidence of the system of the language that he is using (i.e. has learnt) at a particular point in the course. They are significant in three different ways, first to the teacher, then to the researcher and to the students themselves. (This point will be elaborated after few pages.) But before 1960s, when the behaviouristic viewpoint of language learning was prevailing, learner errors were considered something undesirable and to be avoided. It is because in behaviouristic perspectives, people learn by responding to external stimuli and receiving proper reinforcement. A proper habit is being formed by reinforcement, hence learning takes place. Therefore, errors were considered to be a wrong response to the stimulus, which should be corrected immediately after they were made. Unless corrected properly, the error became a habit and a wrong behavioural pattern would stick in your mind.

## *Approaches to Study Learner Language*

Approaches to the study of learner language can be broadly divided into two types,

- Contrastive Analysis
- Non-contrastive Analysis

Under Non-contrastive Analysis there are various other approaches of studying learner language, such as Error Analysis Hypothesis, Interlanguage Hypothesis etc. Among them Error Analysis Hypothesis is the most prominent one. Below we shall discuss Contrastive Analysis Hypothesis and also Error Analysis Hypothesis in details.

### *Contrastive Analysis*

Contrastive Analysis was used in the field of Second Language Acquisition as a method of explaining why some features of a Target Language were more difficult to acquire than others. This approach gained much prevalence from the 1940s to 1960s. Researchers at that time were motivated by the prospect of being able to identify points of similarities and differences between a learner's first language and target languages. According to the behaviourist theories prevailing at that time, language learning was a question of habit formation. Therefore, it was believed that the difficulty in mastering certain structures in a second language (L2) was depended on the difference between the learners' native language (L1) and the second language.

The theoretical foundations for Contrastive Analysis Hypothesis were formulated in Lado's 'Linguistics Across Cultures' (1957). He stressed the importance of contrastive analysis in language teaching material design. He is of the view that "Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and culture as practised by natives." (Lado, 1957:2)

Lado went on to claim that "those elements which are similar to [the learner's] native language will be simple for him, and those elements that are different will be difficult". Even though this was not an absolutely new suggestion, Lado was the first to provide a comprehensive theoretical treatment and to suggest a systematic set of technical procedures

for the contrastive study of languages. This conviction that linguistic differences could be used to predict learning difficulty produced the notion of the contrastive analysis hypothesis (CAH): “where two languages were similar, positive transfer would occur; where they were different, negative transfer, or interference would result”(Larsen- Freeman & Long 1991:53). Charles Fries, Lado’s colleague at the University of Michigan also expressed the importance of contrastive analysis in language teaching material design. He pointed out, ‘The most efficient materials are those that are based upon a scientific description of the language to be learnt carefully compared with a parallel description of the native language of the learners’ (Fries, 1945:9).

Under Contrastive Analysis Hypothesis grammatical structures were carefully sequences from to basic to complex; mimicry of forms and memorisation of sentence patterns were used to present rules inductively. Drills were practised with the aim of preventing completely, or at least minimising the learners’ errors, which were undesirable. (Celce-Murcia, 1991:460)

In an attempt to apply his work to teaching materials and language teaching, Lado compared the phonological systems of different languages. Contrastive studies were also carried out involving English and German, English and Spanish, and English and Italian by the Centre for Applied Linguistics in the United States. Nevertheless, CAH started losing its popularity in the 1960s. It seems that this hypothesis failed to provide a scientific backing for this teaching methodology. Language instructors were more interested in known difficulties rather than theoretically predicated ones. (Larsen-Freeman and Long, 1991:53)

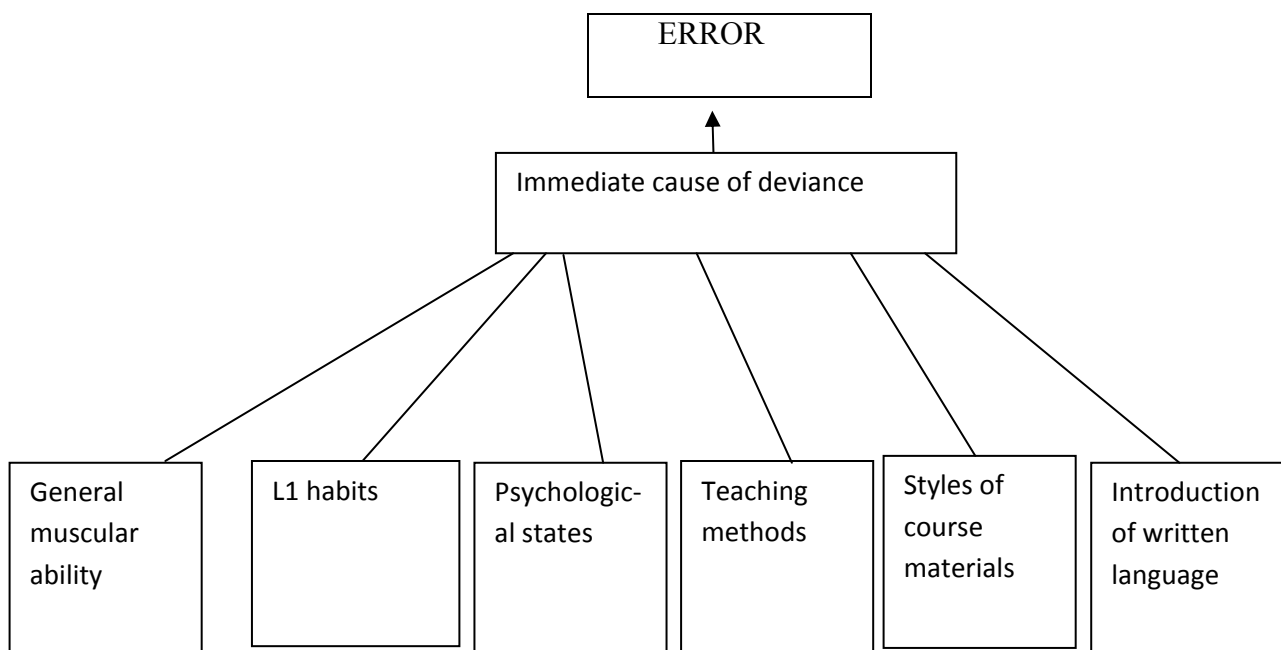
Contrastive Analysis Hypothesis claimed that all the errors made in learning the L2 could be attributed to 'interference' by the L1. However, this claim could not be sustained by empirical evidence that was accumulated in the late 1960s. It was soon pointed out that many errors predicted by Contrastive Analysis were inexplicably not observed in learners' language. Moreover, some uniform errors were made by learners irrespective of their L1. It thus became clear that Contrastive Analysis could not predict all learning difficulties.

### *Error analysis*

In the late 1960s, a number of scholars (Selinker, 1972; Dulay and Burt, 1974) started questioning the behaviourists’ argument. According to them, many errors of second language learners come from the learners’ strategies in acquiring the target language (TL) system in developmental stages as well as native language (NL) interference. They are of the view that

errors in the language learning process are inevitable-they are an outcome of the language learning strategy employed by the learners, and show the level of progress learners make in their language learning process.

The effort to explain errors along contrastive lines lays us open to the danger of assuming that the learner's entire thinking is conditioned by his L1 experience. There are in fact many other factors in that act as catalysts in the production of deviant forms. We might set up a diagram something like this,



It is for these reasons that it is necessary to look more closely at errors and attempt to formulate a categorization which identifies the varied nature of error sources. In the coming paragraphs various types of errors will be discussed. *(as cited in Taylor C.V., 'Sources of Error in Foreign Language Teaching' Department of Education, University of Sydney.1976:190)*

It is to S.P. Corder that Error Analysis owes its place as a scientific method in linguistics. As Rod Ellis cites (p. 48), "it was not until the 1970s that EA became a recognized part of applied linguistics, a development that owed much to the work of Corder". Before Corder, linguists observed learners' errors, divided them into categories, tried to see which ones were common and which were not, but not much attention was drawn to their role in second language acquisition.

Corder's, *'The Significance of learner's Errors'* (1967) gives a good flavour of the time when Contrastive Analysis had fallen out of favour and the newly accepted claim was that L2 acquisition is very similar to L1 acquisition. Corder put forward a completely different point of view where he stated that errors are significant as, "they provide the researcher evidence of how language is learned or acquired, what strategies or procedures that the learner is employing in the discovery of the language." (Corder, 1967:167). They are also significant for the teachers as they show a student's progress. Students can also learn from these errors.

### *1.2.3: Types of Errors*

#### *Interlingual or Transfer Errors*

Interlingual or transfer errors occur when there is L1 transfer. L1 transfer means transferring knowledge of the previously acquired language, usually the learners' first language in learning a second language. Most of the learner errors in the second language result primarily from the learner's assumption that the second language forms are similar to the native language. (Brown, 1994)

Transfer can be either positive or negative. It is positive in cases in which the first and second languages are similar and learners can apply the knowledge of their first language in learning a second language. In negative transfer, there are differences between the first and second languages and learners' first language knowledge negatively affects the task of second language learning. This is also referred to as interference. Negative transfer or interference is considered the most frequent cause of second language learners' errors.

#### *Intralingual or Developmental Errors*

A larger number of errors committed by second language learners are similar, regardless of their first language. Those errors are caused by intralingual transfer. These types of errors are not the result of mother tongue influence. Richards (1974) defines intralingual errors as "items produced by learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to derive the rules behind the data to which he/she has been exposed, and may develop

hypotheses that correspond neither to mother tongue nor to target language” (Richards,1974:6).

#### *1.2.4: Steps in Analysing Errors*

There are various stages in error analysis. Three main stages are: recognition, description and explanation. Gas and Selinker (1994:67-68) are of the view that there are a number of steps to be taken in conducting an error analysis.

1. Data need to be collected
2. Identify errors
3. Classify errors
4. Quantify errors
5. Analysis of source
6. Remediation

Ellis (1994) put forward the following steps in the procedure of analysing learners’ errors,

1. Collection of a sample of learner language,
2. Identification of errors,
3. Description of errors,
4. Explanation of errors,
5. Evaluation of errors. (as cited in Troike-Saville Muriel.2006.pg 39-40)

Among the four steps of error analysis described above, the step of identification and description are fundamental steps in error analysis. Explaining the cause of errors and evaluating them are also important steps in that it can help learners become more aware of their problems, when writing.

### **1.3: Present Study**

The focus of this research is written errors made by Assamese students learning English. In this study I am looking at errors and also trying to classify them on the basis of spelling,

grammar, lexicon, function and use of the language. After classifying these errors I will try to explain these errors in terms of,

- A. Structure (forms and functions)
- B. Causes of errors,
  1. Whether these errors are due to the influence of L1?
  2. Whether these errors are due to the Target Language?
- C. Any other reasons?

### *Area of study*

My research will be conducted on two groups of students learning English whose mother tongue is Assamese. One group is from a government school and one from a public school. Public school where I have decided to work follow SEBA's (State Education Board of Assam) syllabus. I have chosen this school so that English subject's syllabus remain the same in both the public and the govt school. The name of the Public school is Krishnaguru Vidajyoti (English medium) and the name of the Govt School is Sarthebari Adarsha Uchcha Vidyapeeth (Assamese medium).

Though, this study could have been conducted taking data from some more educational institutions as well, but due to the limitation of time, that we get for MPhil dissertation writing, I had to constrict my studies to these two schools only.

### *Significance of the study*

This study will discuss the errors made by Assamese students learning English in Barpeta district of Assam, where exist two different types of schools with same kind of syllabus for English but with different ways of teaching the language. The types and nature of errors made by the students will also indicate how the process of English language teaching is very different in these two educational institutions. It is hoped that this study will help teachers and syllabus designers to gain some insights into the nature and causes of errors which in turn might help in developing more effective teaching materials for the betterment of writing and also spoken skills of the learners.

### *Aims and Objectives*

The present study, which is a comparative study of English language learning in English and Assamese medium schools, attempts,

1. To analyse the number and nature of the errors made by the students from both the schools in written and grammar test.
2. To identify the number and nature of errors attributed to L1 interference.
3. To identify the number and nature of errors attributed to target language structure.
4. To identify the errors attributed to the teaching materials and methods.
5. To study and compare the frequency of occurrence of different Morphosyntactic errors.

### *Research Questions*

Keeping in mind the above objectives, we can formulate the research questions as the following,

1. What are the nature and types of error produced by the Assamese students learning English?
2. How many of these errors can be explained by transfer difficulties?
3. How many of these errors can only be contributed to,
  - (i) Syllabus
  - (ii) Teaching Materials
  - (iii) Methods and approaches
  - (iv) Teacher factors viz. Qualification, training in innovative approaches and methods, aptitude and attitude etc.

### *Hypotheses*

Four hypotheses have been formulated to be tested in this study, which are,



Hypothesis1. Target Language structure accounts for most of the written errors that the Assamese – speaking learners make when composing in English

Hypothesis2. First language structure also leads to analogical/written errors.

Hypothesis3. The choice of teaching methods and materials also lead to some of the errors learners make.

Hypothesis4. English medium students perform better than their peers in Assamese medium schools.

### *Chapterisation*

This dissertation is divided into four chapters.

Chapter one has four sections in it. First section gives an introduction and background of the English teaching scenario in India with special reference to its present status in Assam's Barpeta district. Along with providing the history and development of English language in India, it also deals with the varied status of English that exist in India. Second section is the literature review. It talks about differences between second language and foreign language status of a language and also between second language acquisition and foreign language learning. It also deals with methods and materials that are used for teaching second and foreign language. Factors that influence language pedagogy and method are also discussed here. Third section is about Learner Language Studies. Here contrastive analysis and error analysis, the two main approaches of studying learners' errors are discussed in great details. There is also discussion on types of errors and steps in analysing errors. Fourth section is about the Present Study. Being so, it deals with area of study, significance of the study, aims and objectives of the study. It also includes research questions and hypotheses of the present study. Also, it has chapterisation and bibliography of this dissertation.

Second chapter deals with methodology used to conduct the present study. This section is divided into three sub-sections. The first section which is the introduction to the chapter includes a brief discussion on research and types of research. It also talks about procedures for the present study. In addition to this it gives the criteria of selecting the subjects. It also includes a discussion on controlled parameters. Second section is the 'data elicitation procedure'. In this section there is a discussion on the ways in which data are collected in

language ability test (LAT), learners' questionnaire and teachers' questionnaire. In third section which is the 'data analytical procedures', there is a detailed discussion on the methods used for analysing the data collected in languages ability test, learners' questionnaire and teachers' questionnaire.

Chapter three includes detailed analysis of the data obtained from the language ability test, composition test and the questionnaires for both students and teachers.

Chapter four which is the conclusion has a brief summary of the study and some pedagogical suggestions that would help in improving the English language learning scenario in Assam.

# Chapter 2

## Research Methodology

### 2.1: Introduction

Before we proceed with research methodology adopted in this study, a brief discussion on 'research methodology' and also other related areas are given in this section. Research is a process of raising questions and finding answers to them, in a systematic and organised way, by carefully gathering, analysing and interpreting data. There are various types of research, which we will discuss in the following sections, along with a review of what scholars have said so far, about research and research design.

#### *What is 'Research'?*

According to Kerlinger (cited in Cohen and Manion, 1980) research is 'the systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena' (p.4).

Colloquially, a research design is an action plan for getting from here to there, where 'here' may be defined as the initial set of questions to be answered, and 'there' is some set of conclusions (answers) about these questions. Between 'here' and 'there' may be found a number of major steps, including the collection and analysis of relevant data. (Yin, 1989:28). (as mentioned in Blaikie:2000:39)

In Oxford Advanced Learner's Dictionary (2000.1085) research is defined as 'a careful study of a subject, especially in order to discover new facts or information about it'. R. Panneerselvam (2006) defines research as 'an organised set of activities to study and develop a model or procedure/technique to find the results of a realistic problem supported by literature and data such that its objective(s) is (are) optimized and further make recommendations/interferences for implementations' (R. Panneerselvam 2006:2).

R. Panneerselvam(2006) is of the view that, a research process involves the following sequence of steps:

1. Problem definition
2. Objectives of the research
3. Research design
4. Data collection
5. Data analysis
6. Interpretation of results
7. Validation of results (in Prentice- Hall of India private Limited,p.10)

After identifying and defining the research problem without any ambiguity a researcher needs to set the objectives of the research. The objectives of the research must be identified by taking the system requirements into account. In this process he must finalize the following,

1. Research questions
2. Hypotheses
3. Boundary of the study

According to Kothari (1990), most research objectives fall into the following categories:

1. To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formulative research studies);
2. To portray accurately the characteristics of a particular individual, situation or a group (studies with this object in view are known as descriptive research studies);
3. To determine the frequency with which something occurs or with which it is associated with something else ( studies with this object in view are known as diagnostic research studies);
4. To test a hypothesis of a casual relationship between variables (such studies are known as hypothesis-testing research studies). (Kothari 1990:3)

Once the research project is identified and defined clearly, the next stage is to design the research. The research design provides a complete guideline for data collection.

Kothari (1990:39) puts forward that a research design is adopted taking into account the following:

1. What is the study about?
2. Why is the study being made?
3. Where will the study be carried out?
4. What type of data is required?
5. Where can the required data be found?
6. What periods of time will the study include?
7. What will be the sample design?
8. What techniques of data collection will be used?
9. How will the data be analysed?
10. In what style will the report be prepared?

Kelinger (cited in Singh and Bajpai.2008:130) asserts that research design has two basic purposes

1. To provide answers to research questions and
2. To control the variance

There are various research designs. Research design varies by field and by the question being investigated but textbooks on research methods have reduced research design to a few common types. Most books refer to experiments, social surveys and field research or ethnography.

Some classifications make a division between experimental, quasi-experimental and non-experimental designs. The latter include social surveys, sometimes referred to as correlational designs because they, unlike experiments, cannot establish causation. It has also become a common practice to group these different designs into two broad categories, quantitative and qualitative. (Blaikie,2000:39)

Halfpenny(1979) provides the following differences in between these two methods,

**Qualitative**

Relativistic  
holistic  
inductive

**Quantitative**

universalistic  
atomistic  
deductive

ideographic	homothetic
descriptive/exploratory	explanatory
speculative/illustrative	hypothesis-testing
grounded	abstract
subjective	objective
exposes actors' meanings	imposes theory
flexible/fluid	fixed
case-study	survey
political	value-free
non-rigorous	rigorous
soft	hard
dry	wet
good	bad
bad	good
story-telling	number-crunching
feminine	masculine

The last two pairs of labels were not part of Halfpenny's (1979) list. (As cited in Blaikie,2000:244)

Chadwick et al. (1984) have classified research designs according to six criteria:

- Method of data collection;
- Primary objectives (e.g. description, hypothesis testing, evaluation, social impact assessment);
- Time orientation (cross-sectional, longitudinal, retrospective);
- Whether the data are to be collected to answer a specific research question (primary and secondary); and
- The degree to which the methods impinge on the respondents (obtrusive and unobtrusive)

(As cited in Blaikie, 2000:41)

The most common research by far is the cross-sectional study. This involves investigating the characteristics of some phenomenon at a given point in time or, in other words, on only one measurement occasion. Cross-sectional design may comprise one or more groups. (Gustavsson, Bengt.2007:37)

Cross-sectional design with only one group entails drawing one sample from a single population, which is studied on one occasion. In cross-sectional design with two or more groups the researcher is interested in two or more groups from the start. This could involve a research question that aims to study the differences between two predefined multiple populations, while drawing a stratified sample from each population. (Gustavsson, Bengt.2007:38)

This design is best suited to studies aimed at finding out the prevalence of a phenomenon, problem, attitude or issue, by taking a cross-section of the population. They are useful in obtaining an overall ‘picture’ as it stands at the time of the study. They are ‘designed to study some phenomenon by taking a cross-section of it at one time’ (Babbie 1989:89).

A design is called longitudinal if it follows the same group over a period of time, that is, for at least two measurement points. For this type of design, we can also distinguish between those that utilize only one group and those that utilize more than one. (Gustavsson, Bengt.2007:38)

In longitudinal studies the study population is visited a number of times at regular intervals, usually over a long period, to collect the required information. These intervals might be as short as a week or longer than a year. A longitudinal study can be seen as a series of repetitive cross-sectional studies. (Kumar Ranjit, 2007, in Pearson Education Australia, p.98)

The present study is based on a cross-sectional study design. The aims and objectives of this study are discussed below, along with data elicitation and data analysis procedure.

## **2.2: Procedures for the present study**

The data of the present study was collected through a cross sectional research design. The use of this research design does not mean necessarily imply that the longitudinal method is not a useful method, but it is just that the cross-sectional method serves the immediate method serves the immediate purposes of the study.

About 107 samples were collected from students of class IX and X, studying in two different schools. As mentioned above one is an English medium, which is a private school and another one is an Assamese medium Government school from Barpeta District. Out of these 192, 80 samples were selected for the analysis. All together there were four groups,

1. Krishnaguru Vidyajyoti (English Medium) class IX. (code: IXEM)
2. Krishnaguru Vidyajyoti (English Medium) class X. (code: XEM)
3. Sarthebari Adarsh Uccha Vidyapeeth (Assamese Medium) class IX. (code: IXAM)
4. Sarthebari Adarsh Uccha Vidyapeeth (Assamese Medium) class X. (code: XAM)

### *Criteria of selecting the Subjects*

1. Those students whose essay have been neatly written and consisted of 300 to 400 words are selected for corpus.
2. They all have started learning L2 i.e. English between the age of 4 and 5.
3. They all are fluent Assamese speakers.
4. They use either English or Assamese during their study.
5. They don't belong to English speaking community
6. They have undergone English learning since their class-I
7. They belong to the age group of 14-16 years.

All the 80 subjects have been arranged as follows:

Class	IX		X	
Medium of Instruction	EM	AM	EM	AM
Number of students	20	20	20	20

- EM= English Medium
- AM= Assamese Medium
- IX=Subject's class



- X= Subject's class
- Number of subjects selected from each class is 20
- They have been codified in the following manners according to their class and medium of instruction,
  - *IX EM1.1 to IX EM 1.20*
  - *IX AM 1.1 to IX AM 1.20*
  - *X EM1.1 to X EM 1.20*
  - *X AM 1.1 to X AM 1.20*

### *2.2.1: Data elicitation procedure*

The data for this study was elicited through three ways:

1. Learners' questionnaire
2. Teachers' questionnaire
3. Language Ability Test (LAT)

#### *Learners' questionnaire*

Learners' questionnaire consists of 8 sections. Sections 1 to 5 are used to collect some personal information about the student's age, sex and number of years spent on learning English. Section 6 and 7 deal with students' language repertoire. Section 8 is devoted for eliciting data related to learners' attitude towards reading and writing in English, usefulness of the English programme and also toward errors. In this section there is a five point scale questionnaire including 12 items.

Items 1-4 are related to learners' attitude towards writing and reading and speaking in English.

Items 5-8 are related to learners' attitude towards the syllabus and English language teaching programme.

Item 9 is related to learners' attitude towards availability of basic facilities.

Item 10 is for grading learners' attitude towards dictionary use.

Item 11 is meant to obtain data regarding Learners' writing strategies.

Item 12 is for grading learners' attitude towards errors.

### *Teachers' questionnaire*

Data were collected from 6 teachers. Out of them 3 are from Assamese medium and 3 are from English medium. They were arranged in the following way,

School	Medium of Instruction	Number of teachers
KGEM	English	3
SAUV	Assamese	3

They have been codified in the following manners according to the medium of school they work in,

- *EMI.1 to EM 1.3*
- *AM 1.1 to AM 1.3*

Like the students' questionnaire, this questionnaire is also consisted of various sections. This questionnaire was designed in such a way so that it can elicit the following information.

1. Information regarding the teachers' linguistics background.
2. Information about the time devoted for teaching English.
3. Information about teaching methods, materials and syllabus.
4. Information regarding the teachers' opinion about their students' errors.

This questionnaire is also included in the index.

### *Language Ability Test (LAT)*

Language Ability Test (LAT) is meant to examine the subjects' linguistic competence in the target language. It had two parts.

In part 1(LAT1) there were 7 types of multiple choice questions on English article system, preposition, tense, degree etc. These multiple choice questions were included in LAT in order to test the subjects' competence objectively. Question no 1 of these questions is meant to test the subjects' familiarity with English article system. They were given 8 sentences with blanks to be filled with the appropriate article from the articles given within bracket. This question is awarded eight points. Question no 2 is for testing the students' ability to use proper tense form. Under this question there were 7 sentences with the verb to be corrected within bracket. This question is graded out of 7 points. Question 3 had multiplicative like degree etc under it. This question is marked out of 10 points. Question no 4 is meant to test the learners' ability to use appropriate preposition. This question had 10 sentences with blanks to be filled with the appropriate preposition from the preposition given within bracket. This question is awarded ten points. Question no 5, 6 and 7 were meant to test whether the students know the derivations in English grammar. Question no 5 is to write noun forms for the given verb. Question no 6 is to write noun forms for the given adjectives and 7 is to write verb forms for the nouns. Each of these questions is graded out of 5

In part 2(LAT2) which is the free composition test, students were asked to write an essay on any one of the given topics in the question paper. Students were asked not to exceed 500 words. (Both these parts are included in appendix 2)

### *2.2.2: Data Analytical Procedures*

As I mentioned earlier, we collected data that falls under three categories:

1. Learners' questionnaire
2. Teachers' questionnaire
3. Language Ability Test (LAT)

Below, a detailed discussion is given on the analytical procedures of data collected in learners' questionnaire and teachers' questionnaire and Language Ability Test.

#### *Learners' Questionnaire*

The questionnaire is mainly for the purpose of collecting data regarding the writing-related needs of the learners in question. There are 8 sections in the questionnaire. All these sections

are discussed in the forgoing paragraphs. Here, we will show how these sections will be analysed.

In section 6, data were collected to know the language repertoire of the students. The responses will be presented in the following way,

Class	Language	reading	writing	speaking	understanding
<i>IX EM</i>	Count within class				
	% within class				
IX AM	Count within class				
	% within class				
<i>X EM</i>	Count within class				
	% within class				
X AM	Count within class				
	% within class				
Total	Count within class				
	% within class				

Table 1

In section 7 subjects were asked about the languages they use in various domains. The data will be presented in the following way,

Class		Home	School	Market	friends	teachers
<i>IX EM</i>	Count within class					
	% within class					
IX AM	Count within class					
	% within class					
<i>X EM</i>	Count within class					
	% within class					
X AM	Count within class					
	% within class					
Total	Count within class					
	% within class					

Table 2

Even though some of the students claim Bengali and Bodo as their mother tongue, but outside home they don't use these languages.

Under section 8 there were 12 items. These subjects were asked to express their viewpoint on syllabus, materials and methods employed in their school for teaching English. Details of the question asked are mentioned in the data elicitation section. Each of the items under this section will be analysed separately. Lets' take the first item, i.e. writing in English is an easy task. In case of this item, the data will be presented in the following way,

	Strongly Agree		Agree		Uncertain		Disagree		Strongly disagree		Total	
	AM	EM	AM	EM	AM	EM	AM	EM	AM	EM	AM	EM
Number												
%age												

Table 3

This table will be made for each one of the 12 items under section 8.

### *Teachers' questionnaire*

This questionnaire consists of 10 sections. Out of these 10 sections, section 9 is very important as it deals with materials and methods of English teaching. All the items that come under this section will be presented in the following way,

	Strongly Agree		Agree		Uncertain		Disagree		Strongly disagree		Total	
	AM	EM	AM	EM	AM	EM	AM	EM	AM	EM	AM	EM
Number												
%age												

Table 4

In section 10 teachers were asked to rate the performance of their students. There were 3 items under it. They are quality of spoken skills, written skills, grammar and comprehension. All these items are graded on 5 point scale. The data will be presented in the following way,

	Strongly Agree		Agree		Uncertain		Disagree		Strongly disagree		Total	
	AM	EM	AM	EM	AM	EM	AM	EM	AM	EM	AM	EM
Number												
%age												

Table 5

### *Language Ability Test (LAT)*

As already indicated LAT is basically aimed at examining the subjects' knowledge of the English grammar and also their ability to come up with grammatically comprehensible utterances. The test is made up of questions like those in free composition which is subjectively evaluated and also questions given in language test which are objectively evaluated. Since we have these two types of questions, we decided to grade them separately so as to increase the validity of the test. We nevertheless looked at the combined results of the two parts of the test to have a more comprehensive image of the overall linguistic competence of the learners.

#### *LAT 1(Grammar knowledge test)*

As mentioned above the Language test was conducted to determine the subjects English language proficiency. This test included objective questions on article, preposition, tense, adjectives etc. Maximum marks for this test was 50. In Excel sheet the marks scored by all the 80 students are entered first. After that the result that we got from this test will be tabulated in the format of table 6 and 7,

Class	Number of students	Minimum Marks	Maximum Marks	Mean	Std. deviation
<i>IX EM</i>					
X EM					
IX AM					
X AM					

Table 6

	English medium		Assamese medium	
	IXEM	XEM	IXAM	XAM
Total scoring				
% of scoring				
Total errors				
% of errors				
Total question attempted				
% of question attempted				

Table 7

After tabulating the overall result of LAT 1 in the above mentioned way, I will present the performance of the subjects in each individual section of the test. As mentioned above, there are 7 sections all together. Following table will be drawn for each of these sections,

Class	Number of students	Minimum Marks	Maximum Marks	Total score	% of score	Mean
<i>IXEM</i>						
XEM						
IXAM						
XAM						

Table 8

### *LAT 2 (Composition test)*

After getting the composition test papers back from the students of the aforementioned schools, I have started sorting out those data. The analysis of the data passes through three major stages:

1. Error identification
2. Error classification
3. Error explanation

### *Identifying errors*

For the identification of errors, the researcher used three markers of different colours-yellow, red and green. The yellow marker was used for highlighting the Morphosyntactic errors, the red marker for Lexicosemantic error and the green marker for spelling error. Nearly, all the 80 composition tests were typed in the computer so as to identify the errors more easily.

### *Classifying errors*

After identifying the errors, they were tabulated and presented in tables and bar charts so that it would be easy to count the errors across different groups, along different varieties.

In addition to that, for the data collected in the free composition test, the total number of words, the total number of sentences, the average length of the compositions, the number of errors and the number of error-free sentences were also provided so as to give a clear image about the characteristics of learners' writing and composition problems. It may be indicated here that the data was presented both in numbers as well as in percentages. The following format is used for presenting the data,

	English Medium		Assamese Medium	
	IXEM	XEM	IXAM	XAM
Total number of words				
% of words				
Average words per student				
Total number of sentences				
Average sentences per composition				
Mean of words per sentences				
Total number of errors				
% age of total number of errors (to words)				
Total number of error free sentences				
Average error free sentences				

Table 9



The errors made by the subjects in the free composition test have been classified into 3 main linguistic categories:

1. Morph-syntactic
2. Lexico-semantic
3. Spelling

These errors are statistically presented in their frequencies of occurrences in the subject groups. The errors of spelling that generally have nothing to do with the grammar of the target languages have been treated separately from the other two linguistic categories.

The errors identified were classified and tabulated to form a statistical presentation of their frequencies of occurrence according to the 3 major linguistic categories, in the following way,

	Morphosyntactic errors				Lexicosemantic errors				Spelling errors			
	IXEM	XEM	IXAM	XAM	IXEM	XEM	IXAM	XAM	IXEM	XEM	IXAM	XAM
Count												

Table 10

Morphosyntactic errors are further divided into the following subcategories,

Errors of VP

Errors of Concord

Errors of Article

Errors of Preposition

Errors of Word Order

Errors of Tense

Errors of NP

Errors of Adjective

## Errors of Adverb

Each of the four groups under observation is showing different percentage for all these categories of errors. The hierarchy of these errors are presented in the format of table 16,

Error Types	IXEM	
	Total	%age
VP		
Concord		
Article		
Preposition		
Word Order		
Tense		
NP		
Adjective		
Adverb		

Table 11

Since all these groups are making errors with different percentage. Therefore, an attempt has been made to show the hierarchy in the same table to compare the performance of the respondents easily,

Rank	IXEM	XEM	IXAM	XAM
1				
2				
3				
4				
5				
6				
7				
8				
9				

Table 12

After tabulating the errors in this way, the errors will be classified under two categories,

1. Interlingual errors. These errors are the result of mother tongue interference.
2. Intralingual errors. These errors are caused by the target language itself.

This classification of errors is presented in numbers and percentage in the following format,

Errors	Number and %age of errors	IXEM	XEM	IXAM	XAM
Interlingual Errors/transfer	Count				
	%age				
Intralingual Errors/developmental	Count				
	%age				
Other Errors	Count				
	%age				

Table 13

## Chapter 3

### Data Analysis and Discussion

#### **3.1: Introduction**

This chapter deals with the analysis and results obtained from the three main components of the study,

1. Students' questionnaire
2. Teachers' questionnaire
3. The Language Ability Test (LAT1 and LAT2)

The methodology and procedure used in this study have been discussed in chapter two. In this chapter we will mainly deal with the actual analyses of the data obtained from the subjects of the study.

#### **3.2: Students' questionnaire analysis**

The questionnaire consists of 8 sections. Sections 1 to 5 are used to collect some personal information about the student's age, sex and number of years spent on learning English.

Here, we have found that all the students are of 15-16 age group. 40 students are male and 40 are female. Students from English medium are learning English from Nursery level, when they are of 3-4 age. But most of the Assamese medium students are learning the language from class 5<sup>th</sup> at the age of 9-10. Only a few wrote their English education learning as since class 3<sup>rd</sup> i.e. since the age of 7-8 years.

##### *Section 6*

Under section 6 students were asked to name the languages they know. Specifically, they were asked to say whether they can read, write, speak and understand the languages they think they know. Almost all the students are fluent speakers of Assamese, followed by Hindi, English, Bengali and Bodo. Below, a detailed analysis of their language repertoire is given,

## Assamese

Class	Assamese	reading	writing	speaking	understanding
<i>IX EM</i>	Count within class	18	18	20	20
	% within class	90	90	100	100
<i>X EM</i>	Count within class	18	17	20	20
	% within class	90	85	100	100
IX AM	Count within class	20	20	20	20
	% within class	100	100	100	100
X AM	Count within class	20	20	20	20
	% within class	100	100	100	100
Total	Count within class	76	75	80	80
	% within class	95	93.75	100	100

Table 1

The figures in the above table shows that all the 80 students selected for the test can speak and understand Assamese. In the Assamese medium school scent percent students can read, write, speak and understand Assamese. But this is not the case in the English medium school. In this school there are at least 2 students in both the classes under observation who can't read and write Assamese. But they can speak and understand the language very well. Overall, 95% students can read, 93.75% can write and 100% can speak and understand Assamese.

## Hindi

Class	Assamese	Reading	Writing	Speaking	Understanding
<i>IX EM</i>	Count within class	20	18	19	20
	% within class	100	90	100	100
<i>X EM</i>	Count within class	19	16	19	20
	% within class	90	85	100	100
IX AM	Count within class	20	19	20	20
	% within class	100	95	100	100
X AM	Count within class	20	18	19	20
	% within class	100	100	100	100
Total	Count within class	79	71	77	80
	% within class	98.75	88.75	96.25	100

Table 2

The above table indicates that cent percent of the students under observation can understand Hindi. 98.75% can read, 88.75% can write and 96.25% can speak the language. In these schools Hindi is as a compulsory subject till class VII. Thereafter, it is offered as Elective subject to the students of class VIII, IX and X. This contributes to the high percentage of students proficient in the language. Moreover, today Bollywood movies, Hindi songs have entered every household through the medium of Television and radio. Another most important reason for this high rate of students' proficiency in the language is that being an Indo-Aryan language Assamese shares various morphosyntactic commonalities with Hindi. Due to this students find it easier to learn Hindi as compared to English or any other language.

## English

Class	English	reading	writing	speaking	understanding
<i>IX EM</i>	Count within class	20	20	10	20
	% within class	100	100	100	100
<i>X EM</i>	Count within class	20	20	11	20
	% within class	100	100	100	100
IX AM	Count within class	20	20	6	20
	% within class	100	100	100	100
X AM	Count within class	20	20	6	20
	% within class	100	100	100	100
Total	Count within class	80	80	33	80
	% within class	100	100	41.25	100

Table 3

This table exposes the reality of English language's place in the schools of Assam. Only, 41.25% students said that they can speak in English. Though, cent percent of students claim that they can read, write and understand the language, considering the figures representing the number of students who can speak in English, this is doubtful.

## Bengali

Class	Assamese	reading	writing	speaking	understanding
<i>IX EM</i>	Count within class	8 MT-2	5	2	12
	% within class	90	90	100	100
<i>X EM</i>	Count within class	5 MT-1	4	2	10
	% within class	90	85	100	100
IX AM	Count within class	20 MT-3	14	8	20
	% within class	100	100	100	100
X AM	Count within class	20 MT-4	16	8	18
	% within class	100	100	100	100
Total	Count within class	53	39	20	60
	% within class	66.25	48.75	25	75

Table 4

This table shows that there are 10 students whose mother tongue is Bengali. Even though others mother tongue is not Bengali they also know the language. Percentage of students who can understand this language is 75%, followed by 66.25% of students who can read and 48.75% of students who can speak the language. Assamese script and Bengali script are same except a few minor differences, which makes an Assamese speaker able to read and also write in Bengali. There are morphosyntactic similarities also in between these two neighbour languages which makes it easier for the speakers of these two languages understand each other's languages.



## Bodo

Class	Assamese	reading	writing	speaking	understanding
<i>IX EM</i>	Count within class	2 MT-1	2	2	4
	% within class	10	10	10	20
<i>X EM</i>	Count within class	4 MT-3	3	3	4
	% within class	20	15	15	20
IX AM	Count within class	1 MT-1	1	1	2
	% within class	5	5	5	10
X AM	Count within class	1 MT-1	1	1	1
	% within class	5	5	5	5
Total	Count within class	11	7	7	11
	% within class	13.75	8.75	8.75	13.75

Table 5

There are 6 students whose mother tongue is Bodo. Including these 6 students there are few others who can read, write, speak and understand the language. Overall, 13.75% can read, 8.75% can write, 8.75% can speak and 13.75% can understand this Tibeto-Burman language.

### *Section 7*

Under section 7, an attempt was made to see the domain of the languages that the students under observation know. And we found the following figures after analysing the data collected from the 80 students. They are tabulated in the following way,

## Assamese

Class		Home	School	Market	friends	teachers
<i>IXEM</i>	Count within class	17	20	20	20	20
	% within class	85	100	100	100	100
<i>XEM</i>	Count within class	16	20	20	20	20
	% within class	80	100	100	100	100
IX AM	Count within class	16	20	20	20	20
	% within class	80	100	100	100	100
<i>XEM</i>	Count within class	16	20	20	20	20
	% within class	80	100	100	100	100
X AM	Count within class	15	20	20	20	20
	% within class	75	100	100	100	100
Total	Count within class	64	80	80	80	80
	% within class	80	100	100	100	100

Table 6

The percentage of students, using Assamese language in the domain of school, market, with friends and with teachers, is same in all the four groups. Moreover, total number of students who use the language in school, market, with friends and with teachers is scent percent. But the percentage varies in the home domain. 85% of IXEM, 80% of IXAM, 80% of XEM and

75% of XAM respondents said that they use Assamese language at their home. This makes the percentage of students who use Assamese at their home is 80%.

## Hindi

Class		Home	School	Market	friends	teachers
<i>IXEM</i>	Count within class	4		6	15	
	% within class	20		30	75	
<i>XEM</i>	Count within class	3		5	16	
	% within class	15		25	80	
IX AM	Count within class	1		7	13	
	% within class	5		35	65	
X AM	Count within class	4		6	14	
	% within class	20		30	70	
Total	Count within class	12		24	58	
	% within class	15		30	72.5	

Table 7

This table indicates that there is no student who uses Hindi in school and with friends in all the four groups. Overall only 15% said that they use Hindi at home whereas 30% said they use it at market. 72.5% of students said that they use Hindi while chatting with their friends.

## English

Class		Home	School	Market	friends	teachers
<i>IX EM</i>	Count within class		11		5	9
	% within class		55		25	45
<i>X EM</i>	Count within class		13		3	11
	% within class		65		15	55
IX AM	Count within class				2	
	% within class				10	
X AM	Count within class				3	
	% within class				15	
Total	Count within class		24		13	20
	% within class		30		16.25	25

Table 8

This table indicates that in all the four groups, none of the students uses English at home and at market place. Overall only 30% said that they use English at school whereas 25% said they use it in communicating with teachers. 16.25% of students said that they use English while chatting with their friends. These figures are quite disheartening. Even in the English medium school, not all the students communicate with the teachers in English and in Assamese medium school there was not a single student who communicate with the teachers in English.

## Bengali

Class		Home	School	Market	friends	teachers
<i>IX EM</i>	Count within class	2		2	2	
	% within class	10		10	10	
<i>X EM</i>	Count within class	1		2	2	
	% within class	5		10	10	
IX AM	Count within class	3		3	8	
	% within class	15		15	40	
X AM	Count within class	4		4	6	
	% within class	20		20	30	
Total	Count within class	10		11	18	
	% within class	12.5		13.75	22.5	

Table 9

This table indicates that in all the four groups, none of the students uses English at school and with teachers. Overall only 12.5% said that they use Bengali at home whereas 13.75% said they use it at market place. 22.5% of students said that they use Bengali while chatting with their friends.

## Bodo

Class		Home	School	Market	friends	teachers
<i>IX EM</i>	Count within class	1			2	
	% within class	5			10	
<i>X EM</i>	Count within class	3			3	
	% within class	15			15	
IX AM	Count within class	1				
	% within class	5				
X AM	Count within class	1				
	% within class	5				
Total	Count within group	6			5	
	% within group	7.5			6.25	

Table 10

This table indicates that in all the four groups, none of the students uses Bodo at school, market and with teachers. Overall only 7.5% said that they use Bodo at home whereas 6.25% said that they use Bengali while chatting with their friends.

### *Section 8*

Section 8 is devoted for eliciting data related to learners' attitude towards reading and writing in English, usefulness of the English programme and also toward errors. In this section there is a five point scale questionnaire including 12 items.

Items 1-4 are related to learners' attitude towards writing and reading and speaking in English.

Items 5-8 are related to learners' attitude towards the syllabus and English language teaching programme.

Item 9 is related to learners' attitude towards availability of basic facilities.

Item 10 is for grading learners' attitude towards dictionary use.

Item 11 is meant to obtain data regarding Learners' writing strategies.

Item 12 is for grading learners' attitude towards errors.

**•Learners' attitude towards writing, reading and speaking in English**

*1. Writing in English is an easy task*

Class	N	Minimum	Maximum	Mean
<i>IXEM</i>	20	1.00	5.00	2.5
<i>XEM</i>	20	1.00	5.00	2.5
<i>IXAM</i>	20	1.00	5.00	3.9
<i>XAM</i>	20	1.00	5.00	3.25

Table 11a

Class	Writing in English is an easy task	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IXEM</i>	Count within class	3	9	3	5		20
	%age within class	15	45	15	25		100
<i>XEM</i>	Count within	4	9		7		20

	class						
	%age within class	20	45		35		100
IX AM	Count within class		3	2	9	6	20
	%age within class		15	10	45	30	100
X AM	Count within class	1	5	4	8	2	20
	%age within class	5	25	20	40	10	100
Total	Count within group	8	26	9	29	8	80
	%age within group	10	32.5	11.25	36.25	10	100

Table 11b

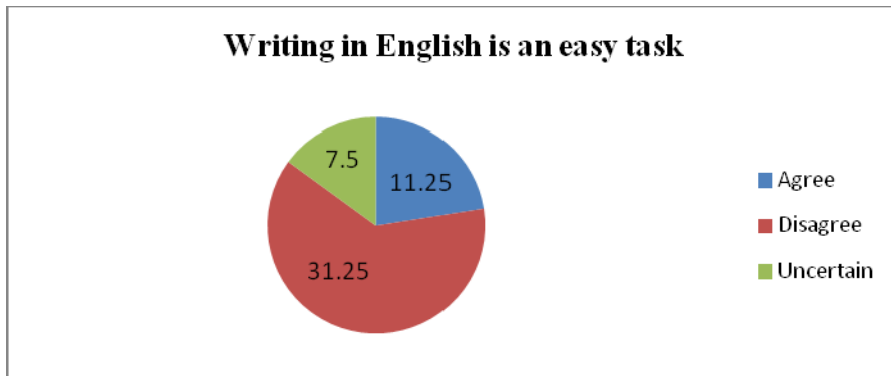
Tables 11a and 11b show both in numbers and percentage the responses of the 80 students on the five-point scale.

Taking into account the four groups of learners' responses we can say that 42.5% of students said that writing in English is an easy task whereas 46.25% students said that it is not an easy task. 11.25% are unsure about that.

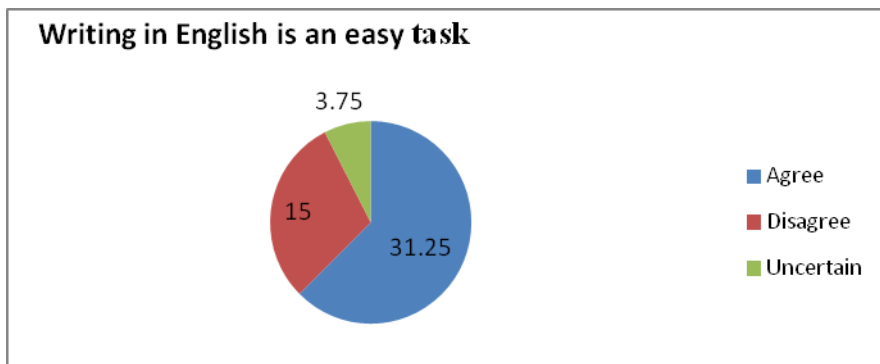
An interesting point to be noticed here is that there is a huge difference in the figures coming from the Assamese medium and English medium schools. Only 11.25% of 42.5% of students, who said that writing in English is an easy task, are in Assamese medium and out of the 46.25% students who said that writing in English is not an easy task, 31.25% are in Assamese



medium. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

## 2. Reading in English is an easy task

Class	N	Minimum	Maximum	Mean
<i>IX EM</i>	20	1.00	5.00	1.65
X EM	20	1.00	5.00	1.7
IX AM	20	1.00	5.00	2.85
X AM	20	1.00	5.00	2.75

Table 12a

Class	Reading in English is an easy task	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IX EM</i>	Count within	10	8	1	1		20

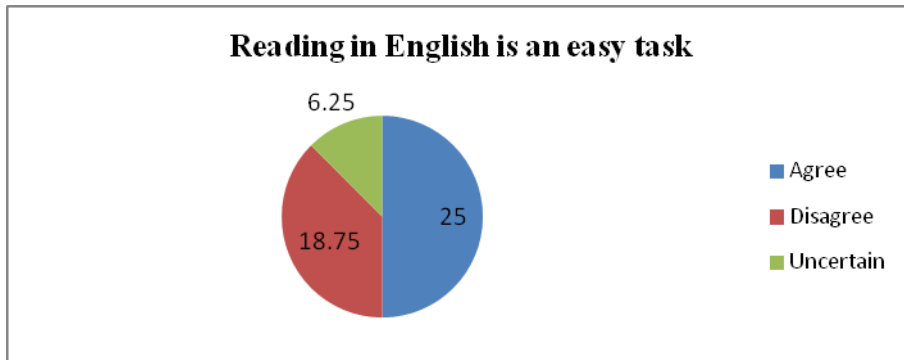
	class						
	%age within class	50	40	5	5		100
<i>XEM</i>	Count within class	11	6	1	2		20
	%age within class	55	30	5	10		100
IX AM	Count within class	1	9	2	8		20
	%age within class	5	45	10	40		100
X AM	Count within class	2	8	3	7		20
	%age within class	10	40	15	35		100
Total	Count within group	24	31	7	18		80
	%age within group	30	38.75	8.75	22.5		100

Table 12b

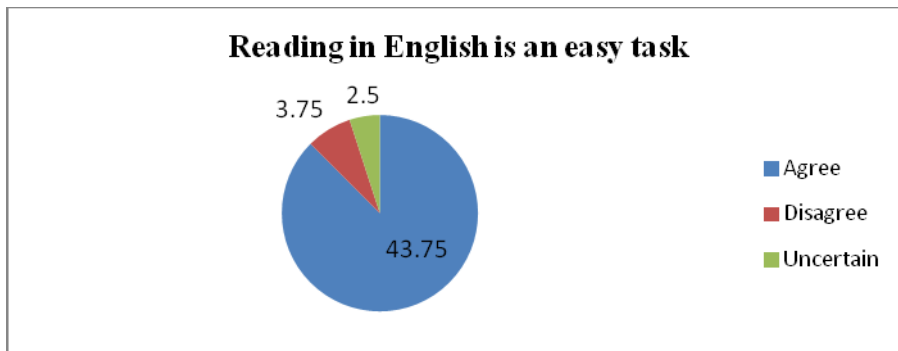
Tables 12a and 12b show both in numbers and percentage the responses of the 80 students on the five-point scale.

Considering all the responses from the four groups together, we can see that 68.75% of the students said that reading in English is an easy task. 8.75 are uncertain and 22.5% are of the view that reading in English is not an easy task. As compared to the earlier item here we can see positive responses from the students. It shows that the development of reading skills is paid attention to in the schools.

But just like the earlier item, here also we can see differences in the figures coming from Assamese medium and English medium schools. Out of the 68.75% students who said that reading in English is an easy task, only 25% are from Assamese medium school. Out of the 22.5% students who think that reading in English is not an easy task, 18.75% are from Assamese medium schools. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

3. *Reading fictions, stories etc helps in developing our knowledge and competence in the language.*

Class	N	Minimum	Maximum	Mean
IX EM	20	1.00	5.00	2.45
X EM	20	1.00	5.00	2.35
IX AM	20	1.00	5.00	2.8
X AM	20	1.00	5.00	2.7

Table 13a

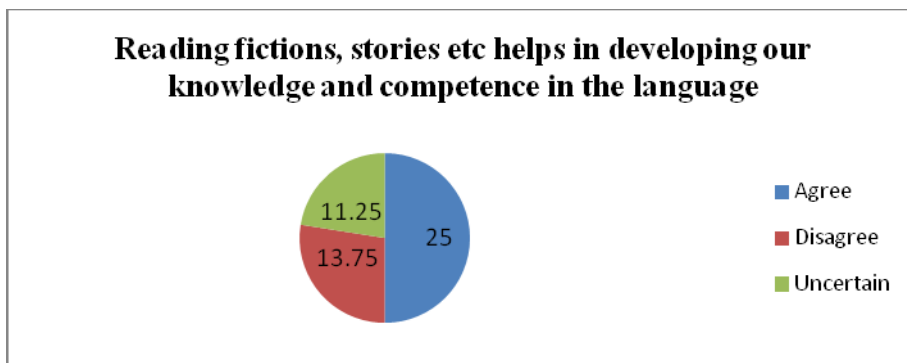
Class	Reading literature develops language competence	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IXEM</i>	Count within class	4	8	3	5		20
	%age within class	20	40	15	25		100
<i>XEM</i>	Count within class	5	10	1	1	3	20
	%age within class	25	50	5	5	15	100
IX AM	Count within class	3	7	5	1	4	20
	%age within class	15	35	25	5	20	100
X AM	Count within class	4	6	4	4	2	20
	%age within class	20	30	20	20	10	100
Total	Count within group	16	31	13	11	9	80
	%age within group	20	38.75	16.25	13.75	11.25	100

Table 13b

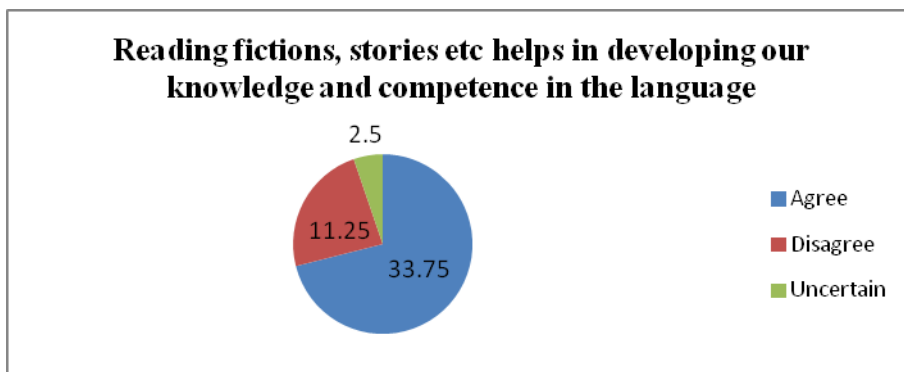
Tables 13a and 13b show both in numbers and percentage the responses of the 80 students on the five-point scale.

Taking into account the responses from all the four groups, now we can say that majority of the students agreed to the fact that reading fictions, stories etc helps in developing the knowledge and competence in the language. This majority consists of 58.75% of the respondents, 16.25% said that they are uncertain. Another 25% of students think that reading works of literature does not help in developing the knowledge and competence in the language.

Out of the 58.75% of those students who think that reading literature is helpful for the development of knowledge and competence in the language, 25% are from Assamese medium school, and 33.75% are from English medium. 11.25% of those who are uncertain are from Assamese medium school and 5% are from English medium school. 13.75% of those who has negative opinion regarding the role of literature in the development of competence of a language are from Assamese medium whereas 11.25% of them are from English medium school. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

4. *I find it easy to express my feeling by speaking in English*

Class	Number of students	Minimum	Maximum	Mean
<i>IX EM</i>	20	1.00	5.00	2.85
X EM	20	1.00	5.00	2.75
IX AM	20	1.00	5.00	3.95
X AM	20	1.00	5.00	3.7

Table 14a

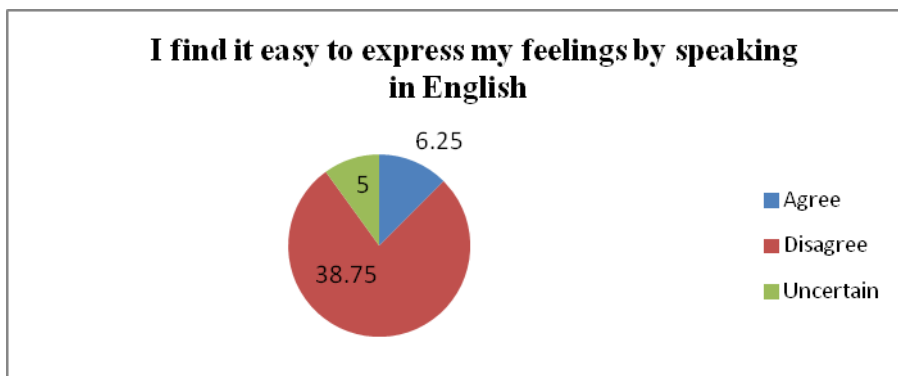
Class	Easy to express feelings in English	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IXEM</i>	Count within class	3	7	1	8	1	20
	%age within class	15	35	5	40	5	100
<i>XEM</i>	Count within class	2	9	1	8		20
	%age within class	10	45	5	40		100
IX AM	Count within class	2		1	11	6	20
	%age within class	10		5	55	30	100
X AM	Count within class	1	2	3	10	4	20
	%age within class	5	10	15	50	20	100
Total	Count within group	8	18	6	37	11	80
	%age within group	10	22.5	7.5	46.25	13.75	100

Table 14b

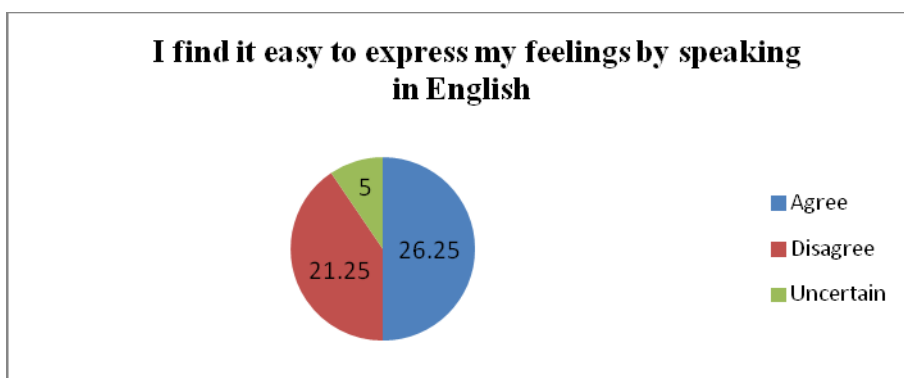
Tables 14a and 14b show both in numbers and percentage the responses of the 80 students on the five-point scale.

Taking into account the responses from all the four groups, we can say that in both the schools irrespective of their medium of instruction students said that they don't find it easy to express their feeling by speaking in English. In contrast to 32.5% of students who said that they find it easy to express their feeling by speaking in English, 60% of respondents said that they don't find it easy. Only 7.5% of the respondents are uncertain. This indicates that schools don't pay attention to developing the students' spoken English.

Out of the 32.5% of students who find it easy to express their feeling by speaking in English, only 6.25% are from Assamese medium and out of the 60% of the students who find it difficult to express their feeling by speaking in English, 38.75% are from Assamese medium schools. Here again, Assamese medium government run schools are lagging behind. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

●Learners' attitude towards the syllabus and English language teaching programme

5. The English syllabus that we follow in our school is very useful

Class	Number of students	Minimum	Maximum	Mean
<i>IX EM</i>	20	1.00	5.00	3.65
<i>X EM</i>	20	1.00	5.00	3.75
<i>IX AM</i>	20	1.00	5.00	3.6
<i>X AM</i>	20	1.00	5.00	3.3

Table 15a

Class	Syllabus is useful	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IX EM</i>	Count within class	1	2	5	7	5	20
	Count within class	5	10	25	35	25	100
<i>X EM</i>	%age within class	1	3	2	8	6	20
	Count within class	5	15	10	40	30	100
<i>IX AM</i>	%age within class	1	4	1	10	4	20
	Count within class	5	20	5	50	20	100
<i>X AM</i>	%age within class	3	4	2	6	5	20
	Count within class	15	20	10	30	25	100
Total	%age within class	6	13	10	31	20	80
	Count within group	7.5	16.25	12.5	38.75	25	100

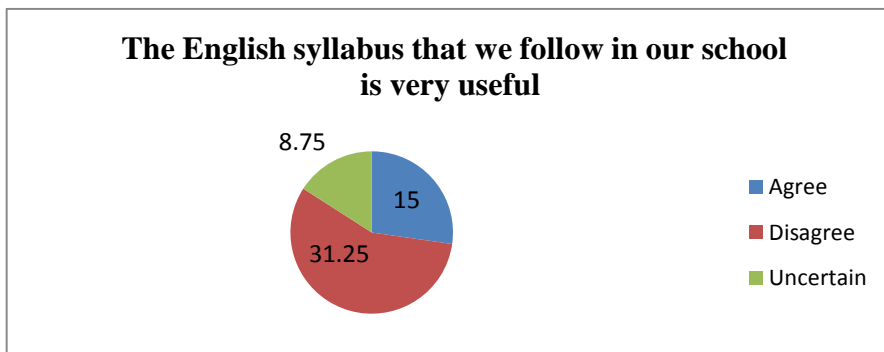
Table 15b



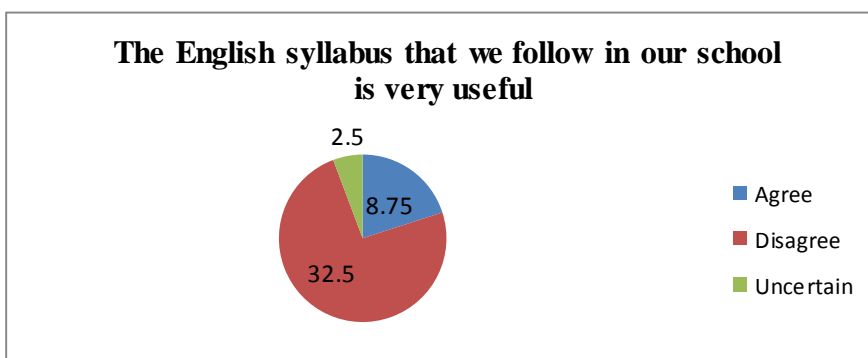
Tables 15a and 15b show both in numbers and percentage the responses of the 80 students on the five-point scale.

Taking into account the responses from all the four groups, now we can say that in both the schools irrespective of their medium of instruction majority of the students said that the syllabus followed in their school is not a very useful one. 63.75% of the respondents said that they don't agree with the statement which says that the syllabus followed in their school is very useful whereas only 23.75% of students said that they think that the syllabus is useful. 12.5% of the respondents are uncertain.

Out of the 63.75% of students who think that the syllabus is not very useful 31.25% are from Assamese medium 32.5 are from English medium. The figures indicate that both English and Assamese medium students almost equally think that the syllabus is not a useful one. As mentioned above it is because of the fact that both schools follow the same syllabus recommended by State Education Board of Assam. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

6. *This syllabus mainly focuses on writing skills*

Class	Number of students	Minimum	Maximum	Mean
<i>IX EM</i>	20	1.00	5.00	1.7
X EM	20	1.00	5.00	2.05
IX AM	20	1.00	5.00	2.15
X AM	20	1.00	5.00	1.65

Table 16a

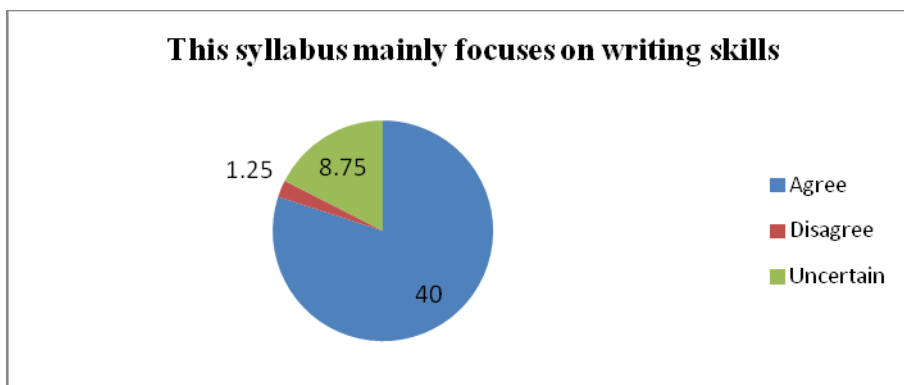
Class	Syllabus focuses on writing skills	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IX EM</i>	Count within class	8	10	2			20
	%age within class	40	50	10			100
<i>X EM</i>	Count within class	6	9	4	1		20
	%age within class	30	45	20	5		100
IX AM	Count within class	5	9	5	1		20
	%age within class	25	45	25	5		100
X AM	Count within class	9	9	2			20
	%age within class	45	45	10			100
Total	Count within group	28	37	13	2		80
	%age within group	35	46.25	16.25	2.5		100

Table 16b

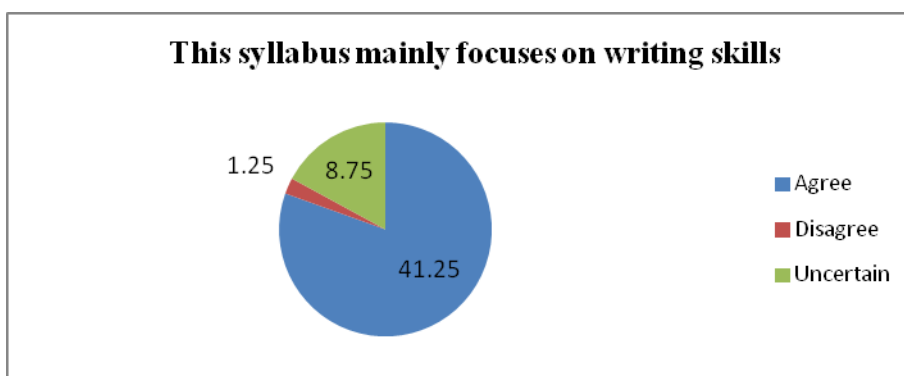
Tables 16a and 16b show both in numbers and percentage the responses of the 80 students on the five-point scale.

Taking into account the responses from all the four groups, we can say that in both the schools irrespective of their medium of instruction majority of the students said that the syllabus followed in their school mainly focuses on writing skills. 81.25% of the respondents said that they think that the syllabus followed in their school mainly focuses on writing skills only 2.5% of students said that they don't think so whereas 16.25% of the respondents said that they are uncertain.

Out of the 81.25% of students who think that the syllabus mainly focuses on writing skills 40% are from Assamese medium 41.25 are from English medium. The figures indicate that both English and Assamese medium students almost equally think that the syllabus mainly focuses on writing skills. As mentioned above it is because of the fact that both schools follow the same syllabus recommended by State Education Board of Assam. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

7. *This syllabus encourages me to communicate in English*

Class	Number of students	Minimum	Maximum	Mean
<i>IX EM</i>	20	1.00	5.00	3.15
<i>X EM</i>	20	1.00	5.00	3.5
<i>IX AM</i>	20	1.00	5.00	3.8
<i>X AM</i>	20	1.00	5.00	3.7

Table 17a

Class	Syllabus encourages English communication	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IX EM</i>	Count within class	3	4	1	11	1	20
	%age within class	15	20	5	55	5	100
<i>X EM</i>	Count within class	1	4	2	10	3	20
	%age within class	5	20	10	50	15	100
<i>IX AM</i>	Count within class		6		6	8	20
	%age within class		30	30		40	100
<i>X AM</i>	Count within class		4	3	8	5	20
	%age within class		20	15	40	25	100
Total	Count within group	4	18	6	35	17	80
	%age within group	5	22.5	7.5	43.75	21.25	100

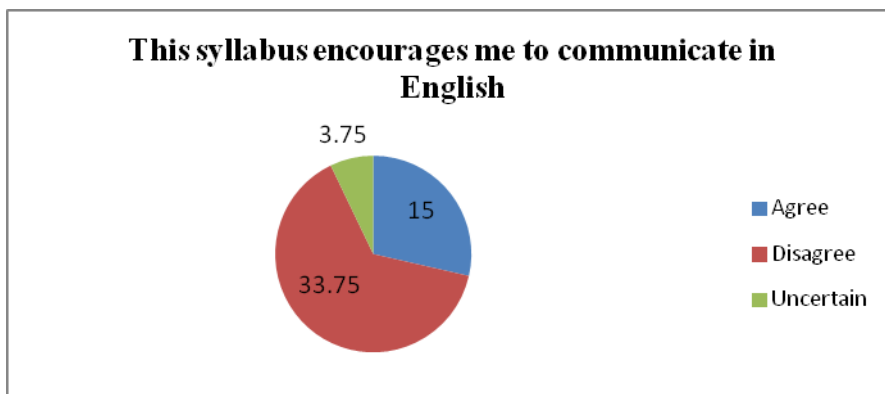
Table 17b

Tables 17a and 17b show both in numbers and percentage the responses of the 80 students on the five-point scale.

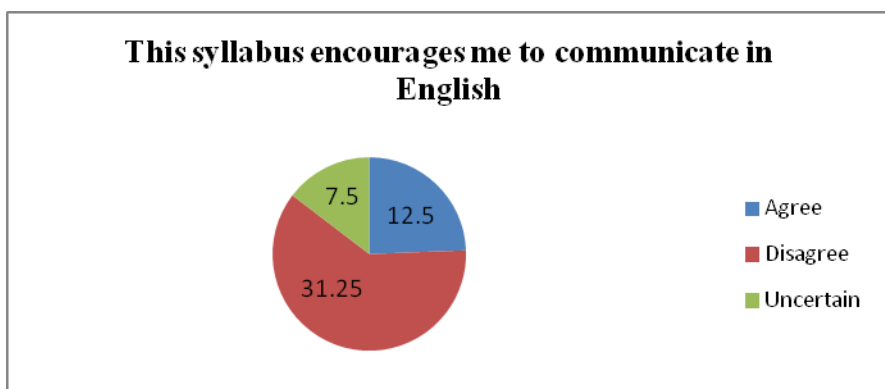
Taking into account the responses from all the four groups, we can say that in both the schools irrespective of their medium of instruction majority of the students said that the syllabus followed in their school does not encourages them to communicate in English. 65% of the respondents said that they don't think that the syllabus encourages them to

communicate in English, 27.5% of students think otherwise and only 7.5% of the respondents said that they are uncertain.

Out of the 65% of students who think that the syllabus does not encourages them to communicate them in English 33.75% are from Assamese medium 31.25 are from English medium. 12.5% of those who said that the syllabus encourages them to communicate in English are from Assamese medium and 15% are from English medium schools. 3.75% of 7.5% who are uncertain are from Assamese medium and rest are from English medium. The figures indicate that both English and Assamese medium students almost equally think that the syllabus does not encourage them to communicate in English. As mentioned above it is because of the fact that both schools follow the same syllabus recommended by State Education Board of Assam. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

8. *The English language teaching programme in our school does not provide necessary environment for the development of creative writing*

Class	Number of students	Minimum	Maximum	Mean
<i>IX EM</i>	20	1.00	5.00	1.85
X EM	20	1.00	5.00	1.8
IX AM	20	1.00	5.00	2.2
X AM	20	1.00	5.00	2.1

Table 18a

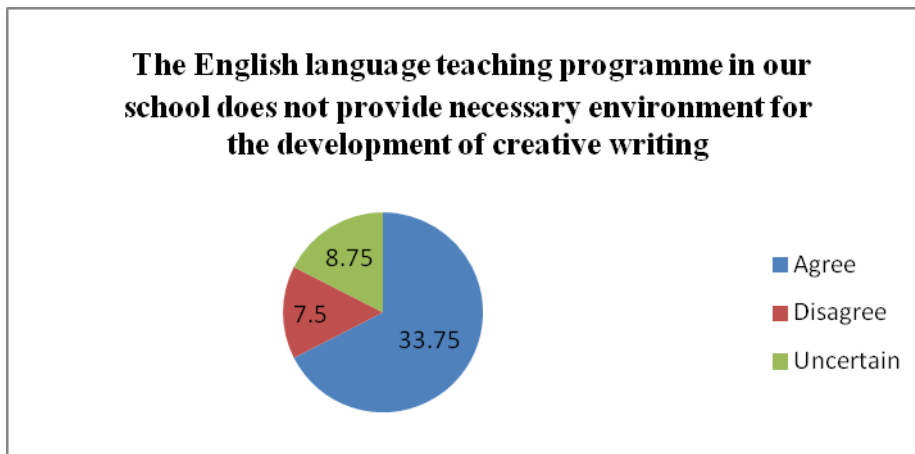
Class	Programme does not provide environment for creative writing	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IX EM</i>	Count within class	10	6	1	3		20
	%age within class	50	30	5	15		100
<i>X EM</i>	Count within class	8	9	2	1		20
	%age within class	40	45	10	5		100
IX AM	Count within class	7	5	5	3		20
	%age within class	35	25	25	15		100
X AM	Count within class	6	9	2	3		20
	%age within class	30	45	10	15		100
Total	Count within group	31	29	10	10		80
	%age within group	38.75	36.25	12.5	12.5		100

Table 18b

Tables 18a and 18b show both in numbers and percentage the responses of the 80 students on the five-point scale.

Taking into account the responses from all the four groups, we can say that in both the schools majority of the students said that the English language teaching programme in their school does not provide necessary environment for the development of creative writing. This majority consists of 75% of the respondents, 12.5% said that they are uncertain. Another 12.5% of students think that the programme does provide environment for the development of creative writing.

Out of the 75% of students who think that there is lack of efficient use of audio-visual aid, 33.75% are from Assamese medium and 41.25% are from English medium. 8.75% of those who are uncertain are from Assamese medium school and rest are from English medium school and 7.5% of those who has positive opinion regarding the programme belong to Assamese medium school. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)

**The English language teaching programme in our school does not provide necessary environment for the development of creative writing**



B (Responses of EM students)

**•Learners' attitude towards availability of basic facilities**

*9. Efficient use of audio-visual aid is lacking*

Class	N	Minimum	Maximum	Mean
<i>IX EM</i>	20	1.00	5.00	1.8
<i>X EM</i>	20	1.00	5.00	1.35
<i>IX AM</i>	20	1.00	5.00	1.85
<i>X AM</i>	20	1.00	5.00	1.7

Table 19a

Class	Use of audio-visual aid is lacking	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IX EM</i>	Count within class	7	10	3			20
	%age within class	35	50	15			100
<i>X EM</i>	Count within class	14	5	1			20
	%age	70	25	5			100



	within class						
IX AM	Count within class	8	7	5			20
	%age within class	40	35	25			100
X AM	Count within class	9	9	1	1		20
	%age within class	45	45	5	5		100
Total	Count within group	38	31	10	1		80
	%age within group	47.5	38.75	12.5	1.25		100

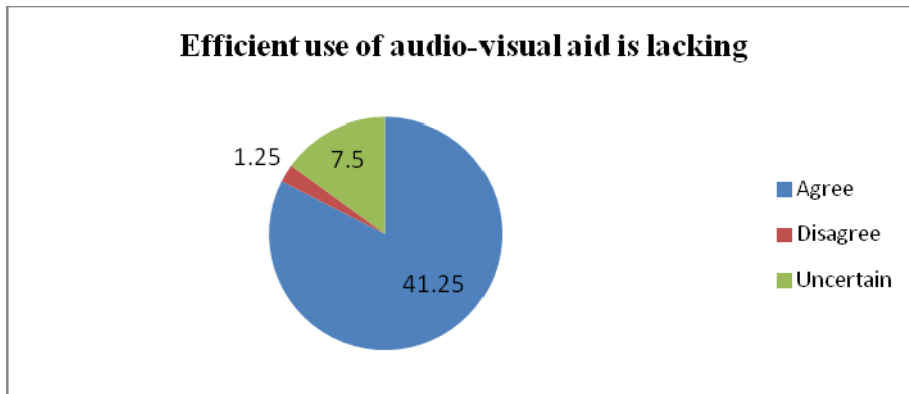
Table 19b

Tables 19a and 19b show both in numbers and percentages the responses of the 80 students on the five-point scale.

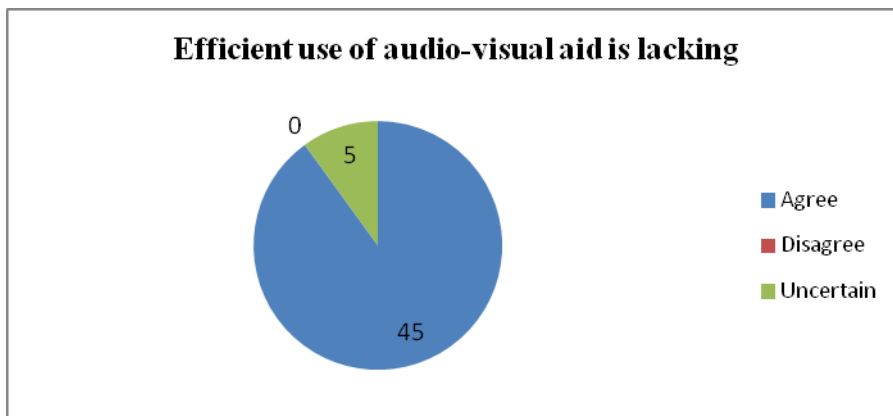
Taking into account the responses from all the four groups, we can say that in both the schools irrespective of their medium of instruction majority of the students said that there is lack of efficient use of audio-visual aid in their schools. This majority consists of 86.25% of the respondents, 12.5% said that they are uncertain. Only 1.25% of students think that there is efficient use of audio-visual aid in their schools.

Out of the 86.25% of students who think that there is lack of efficient use of audio-visual aid, 41.25% are from Assamese medium and 45% are from English medium. 7.5% of those who are uncertain are from Assamese medium school and rest are from English medium school. Only 1 Assamese medium student said that he does not agree with the majority. The figures indicate that both English and Assamese medium students almost equally agree to the fact that efficient use of audio-visual aid is lacking in their schools. Below, these differences

between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

● **Learners' attitude towards dictionary use**

10. *Using monolingual dictionary is more helpful than bilingual dictionary*

Class	Number of students	Minimum	Maximum	Mean
IX EM	20	1.00	5.00	3
X EM	20	1.00	5.00	3.25
IX AM	20	1.00	5.00	2.55
X AM	20	1.00	5.00	3.75

Table 20a

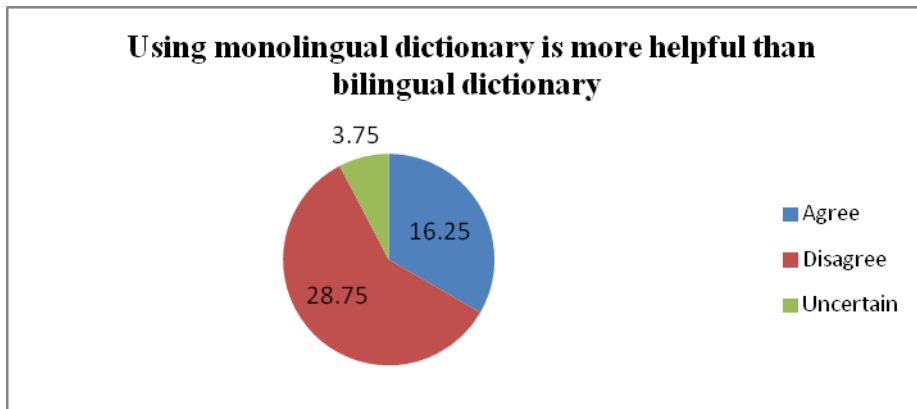
Class	Using monolingual dictionary is more helpful than bilingual one	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IXEM</i>	Count within class	3	6	1	8	2	20
	%age within class	15	30	5	40	10	100
<i>XEM</i>	Count within class	6	5	2	6	1	20
	%age within class	30	25	10	30	5	100
IX AM	Count within class	2	5	3	6	4	20
	%age within class	10	25	15	30	20	100
X AM	Count within class	4	2	1	5	8	20
	%age within class	20	10	5	25	40	100
Total	Count within group	15	18	7	25	15	80
	%age within group	18.75	22.5	8.75	31.25	18.75	100

Table 20b

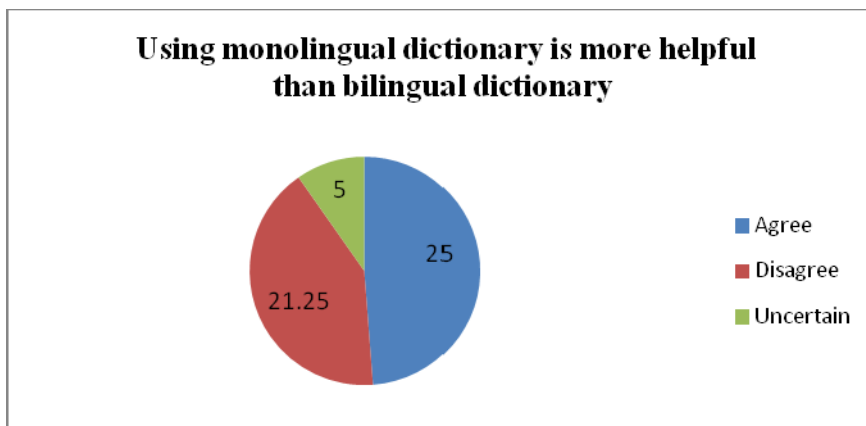
Tables 20a and 20b show both in numbers and percentages the responses of the 80 students on the five-point scale.

Taking into account the responses from all the four groups, now we can say that majority of the students said that using monolingual dictionary is not more helpful than using bilingual dictionary. This majority consists of 50% of the respondents, 8.75% said that they are uncertain. Another 41.25% of students think that using monolingual dictionary is more helpful.

Out of the 50% of those students who think that using monolingual dictionary is not more helpful than bilingual dictionary 28.75% are from Assamese medium school, and 21.25% are from English medium. 5% of those who are uncertain are from Assamese medium school and 3.75% are from English medium school and only 16.25% of those who has positive opinion regarding the use of monolingual dictionary are from Assamese medium whereas 25% of them are from English medium school. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

● *Learners' writing strategies*

11. *I always make a plan before I start writing*

Class	Number of students	Minimum	Maximum	Mean
<i>IX EM</i>	20	1.00	5.00	2.6
X EM	20	1.00	5.00	3.05
IX AM	20	1.00	5.00	2.35
X AM	20	1.00	5.00	2..65

Table 21a

Class	Making plan before I start writing	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IX EM</i>	Count within class	3	9	2	5	1	20
	%age within class	15	45	10	25	5	100
<i>X EM</i>	Count within class	2	7	1	8	2	20
	%age within class	10	35	5	40	10	100
IX AM	Count within class	5	8	2	5		20
	%age within class	25	40	10	25		100
<i>X EM</i>	Count within class	2	7	1	8	2	20
	%age within	10	35	5	40	10	100

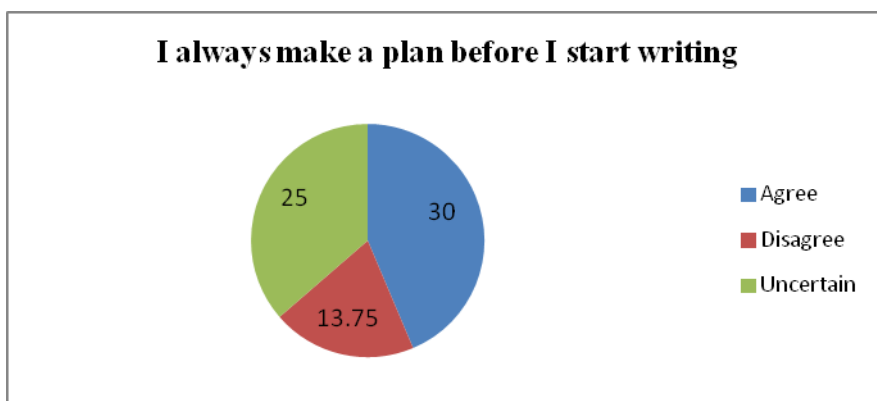
	class						
X AM	Count within class	3	8	3	5	1	20
	%age within class	15	40	15	25	5	100
Total	Count within group	13	32	8	23	4	80
	%age within group	16.25	40	10	28.75	5	100

Table 21b

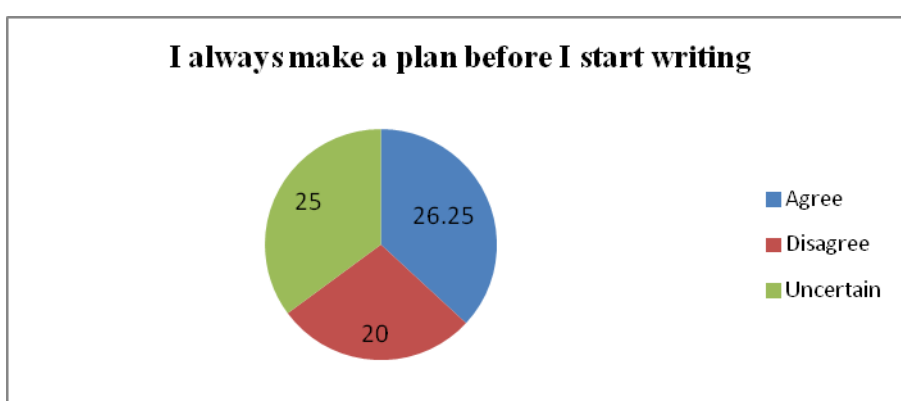
Tables 21a and 21b show both in numbers and percentages the responses of the 80 students on the five-point scale.

Taking into account the responses from all the four groups, now we can say that majority of the students said that they make a plan before writing. This majority consists of 56.25% of the respondents, 10% said that they are uncertain. Another 33.75% of students said that they don't make any plan before writing.

Out of the 56.25% of those students who said that they make a plan before writing, 30% are from Assamese medium school, and 26.25% are from English medium. 6.25% of those who are uncertain are from Assamese medium school and 3.75% are from English medium school. 13.75% of those who does not make any plan before they start writing are from Assamese medium whereas 20% of them are from English medium school. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

● **Learners' attitude towards errors**

12. *When speaking or writing I am not worried about the errors I make.*

Class	Number of students	Minimum	Maximum	Mean
IX EM	20	1.00	5.00	3.5
X EM	20	1.00	5.00	3.1
IX AM	20	1.00	5.00	3.8
X AM	20	1.00	5.00	3.85

Table 22a

Class	Not worried about the errors I make	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>IXEM</i>	Count within class		6	2	8	4	20
	%age within class		30	10	40	20	100
<i>XEM</i>	Count within class	2	4	3	9	2	20
	%age within class	10	20	15	45	10	100
IX AM	Count within class		3	4	7	6	20
	%age within class		15	20	35	30	100
X AM	Count within class		2	3	11	4	20
	%age within class		10	15	55	20	100
Total	Count within group	2	15	12	35	16	80
	%age within group	2.5	18.75	15	43.75	20	100

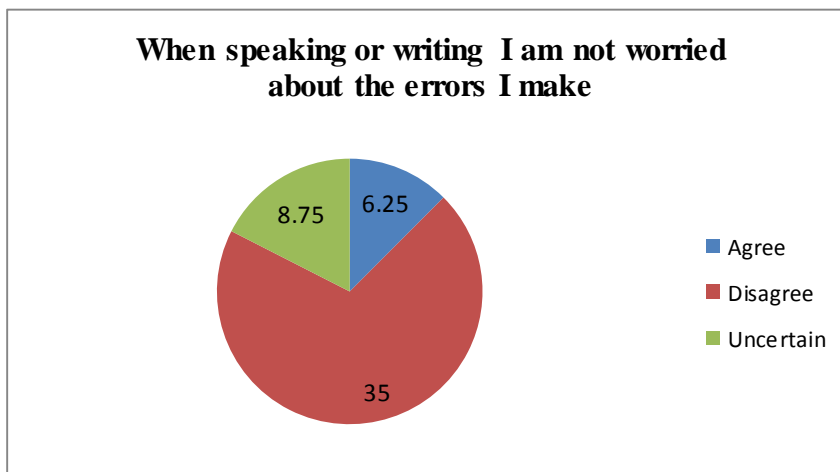
Table 22b

Tables 22a and 22b show both in numbers and percentages the responses of the 80 students on the five-point scale.

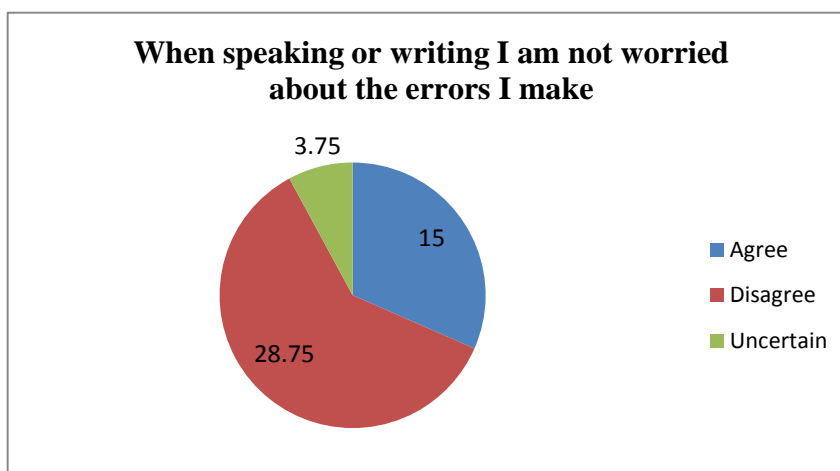


Taking into account the responses from all the four groups, now we can say that majority of the students are worried about the mistakes or errors they make when speaking or writing. This majority consists of 63.75% of the respondents, 15% said that they are uncertain. Another 21.25% of students said that when speaking or writing they are not worried about the errors or mistakes they make.

Out of the 63.75% of those students who are worried about their errors, 35% are from Assamese medium school, and 28.75% are from English medium. 8.75% of those who are uncertain are from Assamese medium school and 6.25% are from English medium school. 6.25% of those who are not worried about their errors are from Assamese medium whereas 15% of them are from English medium school. Below, these differences between AM and EM students' responses are presented with the help of the following figures,



A (Responses of AM students)



B (Responses of EM students)

### 3.3: Teachers' Questionnaire Analysis

In this questionnaire in the first three sections some general type of questions like the respondent teachers name, age, sex etc were asked. It was found that out of the 6 teachers 4 were gents and only two ladies. Three of them are in their fifties and three are in forties.

#### *Section 4*

In the fourth section there was a table to be filled up. This table was a five point scale table, made specifically to see the teachers' language repertoire. Below the findings of this section are presented,

Languages		Read	Write	Speak	Understand
Assamese	Count	6	6	6	6
	%age	100	100	100	100
Hindi	Count	6	6	6	6
	%age	100	100	100	100
English	Count	6	6	4	6
	%age	100	100	66.66	100
Bengali	Count	6	6	5	6
	%age	100	100	83.33	100
Bodo	Count	1 (MT)	1	1	3
	%age	16.67	16.67	16.67	50

Table 23

This table shows that all the teachers are fluent in Assamese, Hindi and English. In case of Hindi and Bengali all the teachers know to read, write and understand the language. 66.66% of the teachers know to speak Hindi and 83.33% know to speak Bengali. Only 16.67% of teachers know to read, write and speak in Bodo and 50% understand the language.

#### *Section 5 & 6*

In section 5 teachers were asked about the number of hours fixed for teaching English and in section 6 an attempt was made to find out for how long they use Assamese and for how long they use English and any other language in the class. In AM school 12hours (for IX) and 13

hours (for X) of English teaching is done per week. In EM 15 hours of English teaching for IX and 16 for class X students, are done per week.

In AM school two teachers said that they use Assamese in 60% of the class time and for English only 40% of class time. One teacher said he use 50% of class time for Assamese and 50% for English.

In EM school all the teachers said that they use English in 65% of class time, Assamese in 25% and other languages like Hindi in 10% the class time.

### Section 7

In section 7 they were asked about the method used for teaching English. Responses gathered from this section are shown below,

Schools		Direct Method	Grammar Translation Method	Audio-visual Method	Literature	other
EM	Count	1	2			
	%age	33.33	66.67			
AM	Count		3			
	%age		100			

Table 24

This table shows that only 1 English medium teacher said that he use direct method for teaching English. All the others said that they use Grammar Translation Method. It is disheartening to know that even in the EM school; English is taught through Grammar Translation Method.

*Section 8*

In section 8, they were asked the way they employ to divide the syllabus. Here we found the following responses,

School		Chapter wise	Grammar followed by literature	Comprehension followed by grammar	other
EM	Count	1	2		
	%age	33.33	66.67		
AM	Count	2	1		
	%age	66.67	33.33		

Table 25

This table shows how the teachers divide the syllabus. 33.33% of teachers of English medium said that they divide the syllabus chapter wise, 66.67% said that their division is grammar followed by literature. In case of Assamese medium teachers, 66.67% said they divide the syllabus chapter wise and 33.33% of them said their division is grammar followed by literature.

*Section 9*

In section 9 there is a five point scale table which includes 11 items. These items are on the current syllabus, its usefulness and its focus; methods and materials used for teaching the language etc. Below, a detailed discussion of these items are given,

*1. The current syllabus is up to date*

School	N	Minimum	Maximum	Mean
EM	3	1.00	5.00	3.3
AM	3	1.00	5.00	3

Table 26a

Class	Current syllabus is up to date	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school		1		2		3
	%age within school		33.33		66.67		100
AM	Count within school		1	1	1		3
	%age within school		33.33	33.33	33.33		100
Total	Count within group		2	1	3		6
	%age within group		33.33	16.67	50		100

Table 26b

In table 26a, we can see that mean of EM teachers is 3.3 and of AM teachers is 3. In means all the teachers' responses clustered around 'uncertain'. In fact, in table 26b, we can see that 33.33% said that that the syllabus is up to date and 50% said that it is not up to date. Only 1 teacher said he/she is uncertain. Even though the teachers don't think that the current syllabus is not up-to-date. But no attempt has been made till now for the development of the syllabus.

*2. The current syllabus is extremely useful for the students*

School	Number of teachers	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	2.6
AM	3	1.00	5.00	3

Table 27a

School	Syllabus is useful for students	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school		2		1		3
	%age within school		66.67		33.33		100
AM	Count within school		1	1	1		3
	%age within school						100
Total	Count within group		3	1	2		6
	%age within group		50	16.67	33.33		100

Table 27b

Table 27a and 27b show the responses of the teachers to the question whether they think that the current syllabus is extremely useful for the students. Here their responses are clustered around ‘uncertain’ and it can be seen in table 27b that 50% teachers said that the syllabus is useful for the students and 33.33% said that they don’t think so. 1 teacher said he/she is uncertain. It shows that all the teachers know that the current syllabus, which they think as out dated, is also not useful for their students.

### 3. This syllabus focuses on the student’s writing skills

School	Number of teachers	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	1.6
AM	3	1.00	5.00	1.3

Table 28a

School	Syllabus focuses on the students' writing skills	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school	1	2				3
	%age within school	33.33	66.67				100
AM	Count within school	2	1				3
	%age within school	66.67	33.33				100
Total	Count within group	3	3				6
	%age within group	50	50				100

Table 28b

In table 28a, we can see that 1.6 is the mean of EM teachers and 1.3 is of AM teachers. Their responses are clustered around 'strongly agree'. To be precise, all the teachers from both the school said that they are agreed to the fact that the syllabus focuses on the students' writing skills.

4. *The present syllabus' main focus is not development of spoken skills*

School	Number of teachers	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	1.3
AM	3	1.00	5.00	1

Table 29a

School	Syllabus's focus is not development of spoken skills	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school	2	1				3
	%age within school	66.67	33.33				100
AM	Count within school	3					3
	%age within school	100					100
Total	Count within group	5	1				6
	%age within group	83.33	16.67				100

Table 29b

In table 29a, we can see that the mean of both the schools' teachers' responses clustered around 'strongly agreed'. Overall 83.33% of the teachers said that they 'strongly agree' to the fact that the syllabus' main focus is not the development of spoken skills and 16.67% said they also 'agree' to it.

5. Material used for teaching is best suited for the students' needs.

School	Number of teachers	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	2
AM	3	1.00	5.00	2.33

Table 30a

School	Materials used for teaching is best suited for the students' needs	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count		3				3



	within school						
	%age within school		100				100
AM	Count within school		2	1			3
	%age within school		66.67	33.33			100
Total	Count within group		5	1			6
	%age within group		83.33	16.67			100

Table 30b

In this item responses are cluster around ‘agree’. The 2<sup>nd</sup> table shows it more precisely, as we can see that overall 83.33% of the respondents said that the materials used for teaching the language is best suited for the students’ needs. From the %age of teachers who think that the materials used for teaching English are best suited for the students’ needs, it can be perceived that perhaps most of the teachers are not aware of the new development in the methods and materials used for teaching English.

6. *I encourage my students to use monolingual dictionaries*

School	N	Minimum	Maximum	Mean
EM	3	1.00	5.00	1.6
AM	3	1.00	5.00	2.3

Table 31a

School	encouraging students to use monolingual dictionaries	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school	1	2				3
	%age within school	33.33	66.67				100
AM	Count within school		2	1			3
	%age within school		66.67	33.33			100
Total	Count within group	1	4	1			6
	%age within group	16.67	66.67	16.67			100

Table 31b

In this item, mean of EM teachers is 1.6 and of AM teachers is 2.3. We can say that their responses clustered around ‘agree’. In table 31b, overall 83.34% said that they encourage their students to use monolingual dictionaries and 16.67% said that they are uncertain.

*7. The teaching methods used for writing skills encourage the communicative use of the language*

School	N	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	4.3
AM	3	1.00	5.00	4.3

Table 32a

School	Teaching methods for writing skills encourages communicative use of English	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school				2	1	3
	%age within school				66.67	33.33	100
AM	Count within school				2	1	3
	%age within school				66.67	33.33	100
Total	Count within group				4	2	6
	%age within group				66.67	33.33	100

Table 32b

In table 32a, we can see that the mean of both the schools' teachers' responses' clustered around 'disagree'. Table 32b shows that, all the teachers said that they don't think that the teaching methods used for teaching writing skills encourages communicative use of the language.

#### 8. *My students take keen interest in writing assignments*

School	N	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	1.6
AM	3	1.00	5.00	2

Table 33a

School	Students are interested in writing assignments	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school	1	2				3
	%age within school	33.33	66.67				100

AM	Count within school	1	1	1			3
	%age within school	33.33	33.33	33.33			100
Total	Count within group	2	3	1			6
	%age within group	33.33	50	16.67			100

Table 33b

In this item, the means of both the schools clustered around ‘agree’. In table 33b, we can see that 83.33% teachers said that their students take keen interest in writing assignments and only 1 teacher said he/she is uncertain.

9. *They are highly motivated to develop their ability to use English for communication*

School	N	Minimum	Maximum	Mean
EM	3	1.00	5.00	1.3
AM	3	1.00	5.00	3.3

Table 34a

School	Students are motivated to develop ability to use English for communication	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
EM	Count within school	2	1				3
	%age within school	66.67	33.33				100
AM	Count within school		1		2		3
	%age within school		33.33		66.67		100
Total	Count within group	2	2		2		6
	%age within group	33.33	33.33		33.33		100

Table 34b

Mean of EM teachers clustered around ‘agree’ and of AM teachers ‘uncertain’. In table 34b, we can see that 66.66% teachers said they think that the students are motivated to develop their ability to use English for communication, while only 33.33% said that they don’t think so.

10. *The number of hours used for teaching English is not adequate*

School	N	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	1.3
AM	3	1.00	5.00	2

Table 35a

School	Number of hours used for teaching English is not adequate	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school	2	1				3
	%age within school	66.67	33.33				100
AM	Count within school		3				3
	%age within school		100				100
Total	Count within group	2	4				6
	%age within group	33.33	66.67				100

Table 35b

In table 35a, we can see that the means of all the teachers clustered around ‘agree’. Table 35b shows that 100% of teachers agreed to the fact that the number of hours used for teaching English is not adequate.

11. *It is difficult to pay individual attention in a class with a large number of students*

School	N	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	1.3
AM	3	1.00	5.00	1

Table 36a

School	Difficult to pay individual attention in a crowded class	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
<i>EM</i>	Count within school	2	1				3
	% within school	66.67	33.33				100
AM	Count within school	3					3
	% within school	100					100
Total	Count within level	5	1				6
	% within level	83.33	16.67				100

Table 36b

In this item also both the mean clustered around ‘agree’ as we can see in table 36b, that all the teachers think that it is difficult to pay individual attention in a class with a large number of students.

## Section 10

In section 10, teachers were requested to rate the performance of their students by encircling the number they think appropriate in a five point scale table. The responses received are presented in the following tables,

### 1. Spoken skills

School	N	Minimum	Maximum	Mean
EM	3	1.00	5.00	1.6
AM	3	1.00	5.00	1

Table 37a

School	Spoken skills	Poor	Good	Average	Above average	Excellent	Total
EM	Count within school	1	2				3
	%age within school	33.33	66.67				100
AM	Count within school	3					3
	%age within school	100					100

Table 37b

Table 37a shows that the EM teachers' responses are clustered around 'good' and AM teachers' responses are clustered around 'poor'. Only 33.33% of EM teachers think that students' spoken skills are poor whereas all the AM teachers think that their students' spoken skills are poor.

### 2. Written skills

School	N	Minimum	Maximum	Mean
EM	3	1.00	5.00	2.3
AM	3	1.00	5.00	2.3

Table 38a

School	Written skills	Poor	Good	Average	Above average	Excellent	Total
<i>EM</i>	Count within school		2	1			3
	%age within school		66.67	33.33			100
AM	Count within school		2	1			3
	%age within school		66.67	33.33			100

Table 38b

In table 18a we can see that both the mean are same and the responses clustered around ‘good’. This becomes clearer when we see table 38b. All the teachers think that their students’ written skill is good.

### 3. Grammar and comprehension

School	N	Minimum	Maximum	Mean
<i>EM</i>	3	1.00	5.00	3
AM	3	1.00	5.00	2.6

Table 39a

School	Grammar and comprehension	Poor	Good	Average	Above average	Excellent	Total
<i>EM</i>	Count within school			3			3
	%age within school			100			100
AM	Count within school		1	2			3
	%age within school		33.33	66.67			100

Table 39b



Mean of EM teachers clustered around ‘average’ whereas AM teachers’ is 2.6. All the EM teachers think that their students’ grammar and comprehension skill is ‘average’ whereas 66.67% of AM teachers think that their students this skill is ‘average’.

### 3.4: Language Ability Test (LAT) Analysis

#### *LAT 1(Grammar knowledge test analysis)*

In this test students were given a set of objective questions on grammar. Maximum marks for this test was 50. The result that we got from this test is presented below with the help of tables and figures. The overall result is represented by table 1a and 1b,

Class	N	Minimum Marks	Maximum Marks	Mean	Std. deviation
<i>IXEM</i>	20	19	30	24.8	2.9
X EM	20	23	34	27.6	3.3
IX AM	20	13	22	18.1	2.4
X AM	20	17	29	22.5	2.5

Table 1a

	English medium		Assamese medium	
	IXEM	XEM	IXAM	XAM
Total scoring	496	545	363	450
%age of scoring	49.6	54.5	36.3	45
Total errors	344	324	419	373
%age of errors	34.4	32.4	41.9	37.3
Total question attempted	840	869	782	823
%age of question attempted	84	86.9	74	79.2

Table 1b

In table 1b, we can see that XEM students are better than the other groups, whereas IXAM students are showing poor grades. To explain a bit more, we can consider the %age of scoring of all the four groups. IXEM students scored 49.6, XEM scored 54.5, IXAM and XAM scored 36.3 and 45 respectively. The hierarchy of scoring is XEM, IXEM, XAM, IXAM. But

this hierarchy reverses in case of %age of errors. Here, IXAM makes 41.9% of error, XAM makes 37.3% of error, IXEM and XEM make 34.4 and 32.4% of error respectively. In spite of the fact that IXAM students are attempting lesser number of questions than the other groups, they are making more error in comparison to others. %age of question attempted by IXEM is 84, XEM is 86.9, XAM is 79.2 and IXAM is 74. These two tables indicate two most important facts,

1. The EM students are performing better than the AM students
2. There is a hierarchy in scoring in both the schools. Class X students in both the school score more than the class IX students.

The following figure represents the %age of questions attempted, % of scoring and %age of errors,

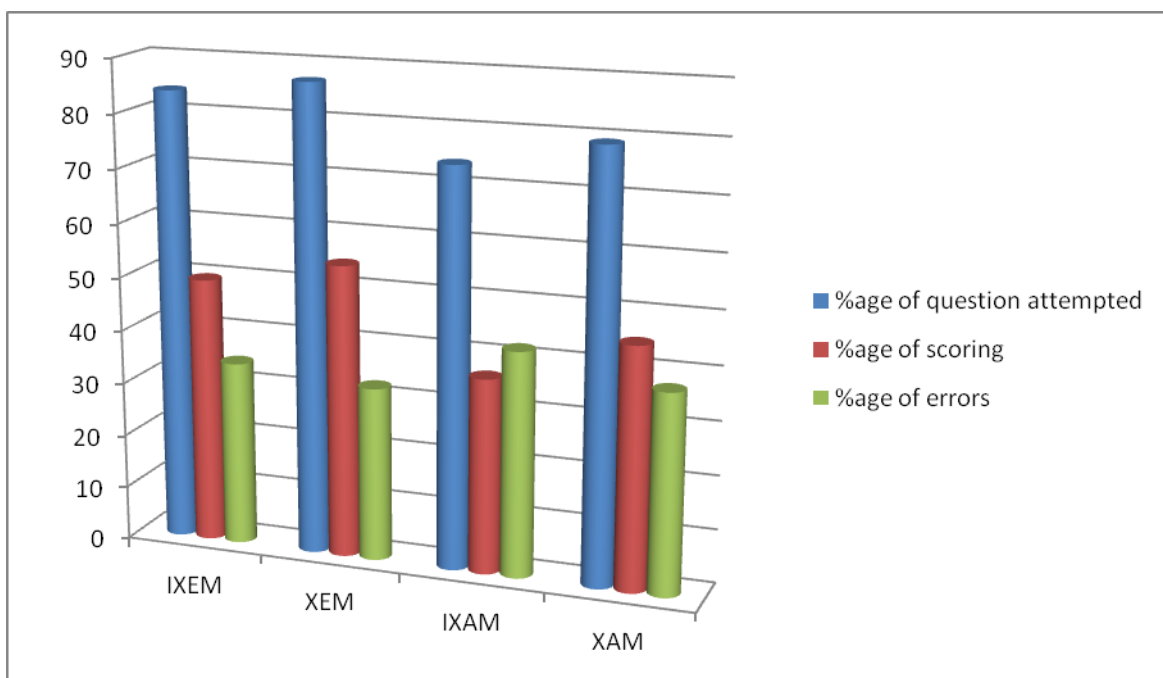


Figure A

Now, we will discuss the performance of the students in each and every individual unit in the following figures and table,

### *Article*

There were 8 questions on Article. Each question carried 1 mark. The result of the test is given in the following table,

Class	N	Minimum Marks	Maximum Marks	Total score	% of score	Mean	Std. Deviation
<i>IXEM</i>	20	5	8	129	80.62	6.45	1.14
XEM	20	6	8	132	82.5	6.6	0.68
IXAM	20	2	5	67	41.87	3.35	1.18
XAM	20	3	8	109	68.12	5.45	1.39

Table 2

In the above table, we can see that XEM has the highest %age of score, with 82.5% whereas IXAM has the lowest, with 41.87%. IXEM and XAM score 80.62% and 68.12% respectively. The mean of IXEM, XEM, IXAM and XAM are 6.45, 6.6, 3.35 and 5.45 respectively. In other words, we can say that AM students scoring lower marks than EM students. Here, we can also see a progression from IX to X. EMX has a progression, with 6.6 mean and 0.68 STD, from EMIX whose mean is 6.45 and STD is 1.14. this progression can be seen with respect to Am students also.

### *Choose the correct form of verb*

In this section, there were 7 questions with one mark for each question. There were the following seven questions,

1. When I saw him, he (read) a newspaper.
2. We (know) each other since October last year.
3. This work (do) by Karuna yesterday.
4. The train (leave) the station before we reached the platform.
5. He (sleep) for 6 hours.
6. I (see) him a week ago.

Class	Number of students	Minimum Marks	Maximum Marks	Total score	% of score	Mean	Std. Deviation
IXEM	20	1	5	45	32.14	2.25	1.3
XEM	20	2	5	56	40	2.8	1
IXAM	20	0	4	36	25.71	1.8	1
XAM	20	0	5	45	32.14	2.25	1.25

Table 3

In this item also we can see that with 40% of score XEM students are the best performers. IXEM and XAM score the same %age i.e. 32.14 and with 25.71% IXAM students again prove themselves as the weakest group. The mean of IXEM, XEM, IXAM and XAM are 2.25, 2.8, 1.8 and 2.25 respectively. In this table, we can see that there is no difference in the mean of IXEM and XEM. The STD deviation has only a little difference as the STD for IXEM is 1.3 and for XAM is 1.25.

#### *Multiple choice questions*

There were 10 questions under this category. These questions also carried equal mark, making the total marks 10. These questions are given below,

1. Tanushree's dress is blue, \_\_\_\_\_ is pink. (my/I/mine/their)
2. Give me \_\_\_\_\_ water. ( a few/ many/ a little)
3. \_\_\_\_\_ friends I have are honest. ( a few/the few/some)
4. There \_\_\_\_\_ a certain lady in the office. (is/are/were)
5. They \_\_\_\_\_ do their work. ( himself/ yourself/ themselves/ herself)
6. Rachita is \_\_\_\_\_ most beautiful girl in the college. ( a/the/one)
7. I have \_\_\_\_\_ time to spare. (some/any/not/no)
8. He is stronger than \_\_\_\_\_ in the village. (any other boy/other boys/ another boys)
9. Deepa prevented me \_\_\_\_\_ this work. (do/does/did/doing)
10. \_\_\_\_\_ boy out of the ten has got a prize. (Each/ every/all)

The result of the test is given below,

Class	Number of students	Minimum Marks	Maximum Marks	Total score	% of score	Mean	Std. Deviation
IX EM	20	2	8	116	58	5.8	1.85
X EM	20	4	9	129	64.5	6.45	1.39
IX AM	20	4	6	99	49.5	4.95	0.75
X AM	20	3	7	107	53.5	5.35	1.08

Table 4

In the table we can see that here also XEM scores the highest with 64.5%, followed by IXEM with 58%, XAM with 53.5% and IXAM with 49.5%. The mean of IXEM, XEM, IXAM and XAM are 5.8, 6.45, 4.95 and 5.35 respectively. Here also, like the scores in Article, EM students are scoring more than the AM students and in both the school class X is performing better than class IX. Another interesting point is that there is not much difference in the mean of IXEM and XAM.

### *Preposition*

Under Preposition section students were asked to choose the correct preposition from the groups of preposition given near to each and every sentence. There were 10 sentences in this test with total of 10 marks. The result found from this test is listed below,

Class	Number of students	Minimum Marks	Maximum Marks	Total score	% of score	Mean	Std. Deviation
IX EM	20	5	9	123	61.5	6.15	1.22
X EM	20	4	9	133	66.2	6.62	1.49
IX AM	20	4	6	106	53	5.3	0.8
X AM	20	4	9	115	57.5	5.75	1.48

Table 5

In case of preposition also XEM scores the highest with 66.2%, followed by IXEM with 61.5%, XAM with 57.5% and IXAM with 53%. The mean of IXEM, XEM, IXAM and XAM are 6.15, 6.62, 5.3 and 5.75 respectively. Here also EM students are performing better than the AM students and the hierarchy of progression from class IX to class X can also be seen.

### *Verb-noun*

In this section, students were asked to derive the noun forms from the given verb forms. The result is presented with the following table,

Class	Number of students	Minimum Marks	Maximum Marks	Total score	% of score	Mean	Std. Deviation
<i>IXEM</i>	20	0	3	30	30	1.5	0.88
X EM	20	0	4	35	35	1.75	1.40
IX AM	20	0	3	21	21	1.05	0.88
X AM	20	0	3	25	25	1.25	1.16

Table 6

In the above table also XEM gets the highest score, with 35%, followed by IXEM with 30%, XAM with 25% and IXAM with 21%. The mean of IXEM, XEM, IXAM and XAM are 1.5, 1.75, 1.05 and 1.25 respectively. The %age of scoring is very low here, for all the groups of student. But, still EM students are performing better than AM students and the progression from IX to X is there.

### *Adjective-noun*

Like the foregoing section, here also students were asked to derive the noun forms from the given five adjective forms. The result is given below,

Class	Number of students	Minimum Marks	Maximum Marks	Total score	% of score	Mean	Std. Deviation
<i>IXEM</i>	20	0	3	29	29	1.45	1.05
X EM	20	0	4	35	35	1.75	1.37
IX AM	20	0	2	20	20	1	0.72
X AM	20	0	3	29	29	1.45	0.94

Table 7

Here also XEM scores the highest, with 35%, followed by IXEM and XAM with 29% and IXAM with 20%. The mean of IXEM, XEM, IXAM and XAM are 1.45, 1.75, 1 and 1.45 respectively. Here, also the percentage of scoring is low. But the hierarchy of progression is there. Both IXEM and XAM score the same with only a slight variation in STD as it is 1.05 for IXEM and 0.94 for XAM.

*Noun-verb*

Here, students were asked to derive the verb forms from the noun forms given in the question paper. The result of this test is listed below,

Class	Number of students	Minimum Marks	Maximum Marks	Total score	% of score	Mean	Std. deviation
IXEM	20	0	2	24	24	1.2	0.76
XEM	20	0	2	25	25	1.25	0.71
IXAM	20	0	1	14	14	0.7	0.47
XAM	20	0	2	20	20	1	0.85

Table 8

Like the previous table, here also XEM gets the highest score, with 25%, followed by IXEM with 24%, XAM with 20% and IXAM with 14%. The mean of IXEM, XEM, IXAM and XAM are 1.2, 1.25, 0.7 and 1 respectively. Here, EM students perform better than the AM students and also class X students are scoring more than the class IX students.

Following chart represents the %age of score of all the groups under observation,

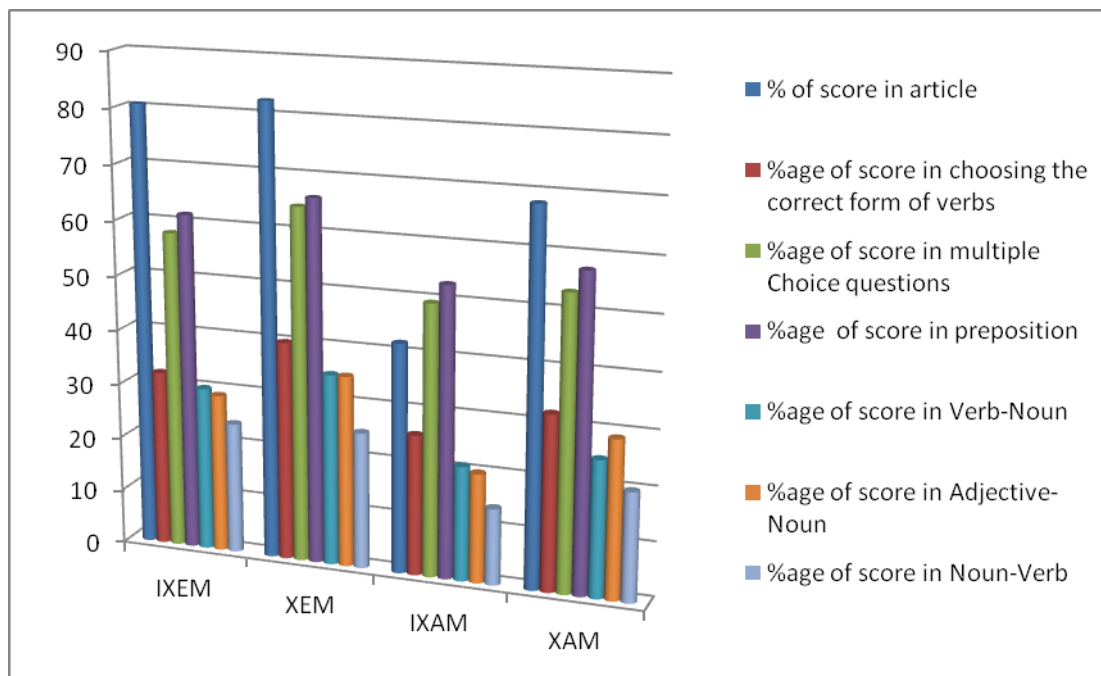


Figure B: %age of score in all the seven sections

## *LAT 2(Composition test Analysis)*

In this test students were asked to write an essay within 500 words on any one of the three given topics. In the composition test analysis composition work received from these students are analysed. In the following paragraphs, there is detailed discussion on this. First let's have a look at the overall findings received from all the learners' composition,

	English Medium		Assamese Medium	
	IXEM	XEM	IXAM	XAM
Total number of words	3968	4520	2465	3381
% of words	39.68	45.20	24.65	33.81
Average of words per student	198	226	123	169
Total number of sentences	263	297	168	231
Average of sentences per composition	13.15	14.85	8.4	11.55
Mean of words per sentences	15	15.21	14.67	14.63
Total number of errors	267	262	412	327
% of errors total number of errors (to words)	6.72	5.79	16.71	9.67
Total number of error free sentences	95	119	45	75
Average of error free sentences	4.75	5.95	2.25	3.75

Table 9

In the above table, we can see that in the composition writing English Medium school's students perform better than their peers in Assamese medium school. IXEM students have 198 words, XEM has 226 words, IXAM has 123 words and XAM has 169 words per



composition. Average sentences per composition are 13.15, 14.85, 8.4 and 11.55 for IXEM, XEM, IXAM and XAM students respectively.

When we consider the percentage of total number of errors (to words), we will see that 6.72%, 5.79%, 16.71% and 9.67% errors are made by IXEM, XEM, IXAM and XAM students respectively. It shows that Assamese Medium students are having high percentage in making errors. IXEM has average 4.75 and XEM has 5.95 error free sentences out of the 13.15 and 14.85 sentences that they have written respectively. IXAM has 2.25 error free sentences out of 8.4 sentences and XAM has 3.75 error free sentences out of 11.55 sentences. Below total number of words and total number of errors are shown with the help of figure C,

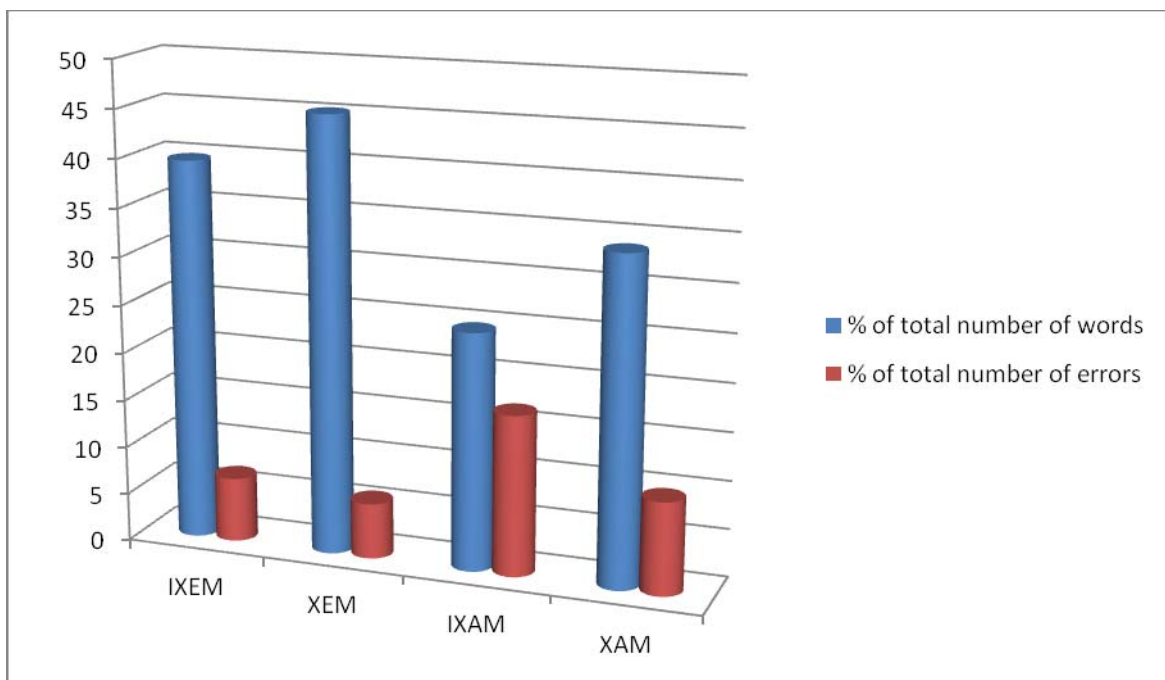


Figure C: total number of words and total number of errors

### *Types of Errors*

The errors made by the subjects in the free composition test have been classified into 3 main linguistic categories:

1. Morphosyntactic Errors
2. Lexicosemantic Errors

### 3. Spelling Errors

The distribution of errors over the three main linguistics categories, are presented with the help of the following table and figure 3,

	Morphosyntactic errors				Lexicosemantic errors				Spelling errors			
	IXEM	XEM	IXAM	XAM	IXEM	XEM	IXAM	XAM	IXEM	XEM	IXAM	XAM
Count	162	163	252	207	33	30	27	24	72	69	133	96

Table 10

The distribution of errors in average student over the three main linguistics categories, are presented in the table 11 and figure D,

	Morphosyntactic errors				Lexicosemantic errors				Spelling errors			
	IXEM	XEM	IXAM	XAM	IXEM	XEM	IXAM	XAM	IXEM	XEM	IXAM	XAM
Count	162	163	252	207	33	30	27	24	72	69	133	96
mean	8.1	8.1	12.6	10.3	1.6	1.5	1.3	1.2	3.6	3.4	6.6	4.8

Table 11

In this table, we can see that numbers of Morphosyntactic errors are more than the other error groups. Next highest in number is spelling errors. Lexico-semantic errors are the lowest in numbers. In case of Morphosyntactic and spelling errors, EM students are having lesser number of errors. We can also see the hierarchy of progression from IX to X, in case of spelling errors. But in the category of lexico-semantic errors, AM students are having the lowest number of lexicosemantic errors. Nevertheless, we can see class X students performing better than the class IX students. The following figure will represent these error types,

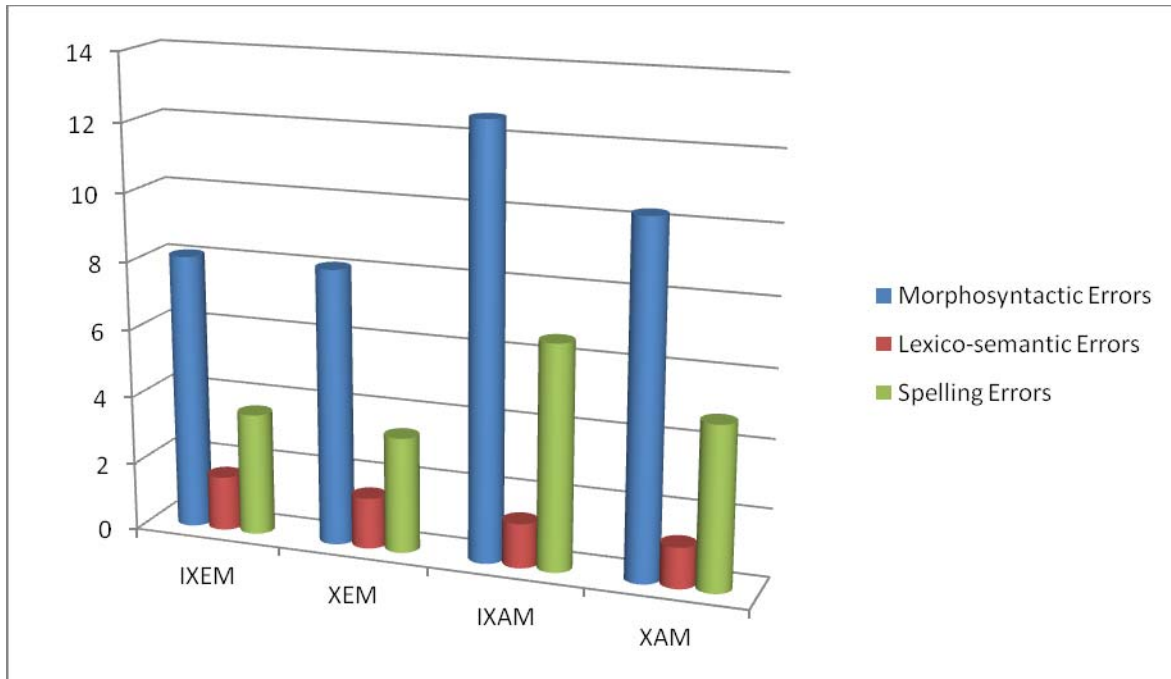


Figure D: distribution of errors in average students

A detailed discussion on Morphosyntactic errors will be presented in the next few pages. After Morphosyntactic errors come spelling errors and Lexico-semantic errors.

### *Lexico-semantic errors*

As the above table shows, under this category IXEM, XEM, IXAM and XAM are making respectively 33, 30, 27, 24 errors in count. They are the lowest in number.

Examples of such errors are,

I want to study Science for many cause

When I entered this school

I made a big wrong

I will make my dream true.

### *Spelling errors*

These errors have the second highest position in the hierarchy of errors. Under this category IXEM, XEM, IXAM and XAM are making respectively 72, 69, 133, 96 errors in count.

Few examples of such errors are given below,

Knowen, esential, encouerage, atain, knowledg, becose, creat, bulid, tritment, quarell, caer,  
smoll, meaningles, societi, different

### *Morphosyntactic errors*

Morphosyntactic errors are further divided into the following subcategories,

Errors of VP

Errors of Concord

Errors of Article

Errors of Preposition

Errors of Word Order

Errors of Tense

Errors of NP

Errors of Adjective

Errors of Adverb

All the groups of students are showing different percentage for all these categories of errors. The hierarchy of these errors are discussed below, taking each group separately,

### ***IXEM***

In table 10 and table 11, we have seen that the total number of Morphosyntactic errors made by this group of students is 162. In table 12; an attempt has been made to calculate the various error types and their percentages. The percentages of each error type is derived from the following formula,

$$\frac{\text{Total number of errors of an individual category}}{\text{Total number of morphosyntactic errors}} \times 100$$

Error Types	<i>IXEM</i>	
	Total	%age
VP	29	17.90
Concord	25	15.43
NP	20	12.34
Word Order	18	11.11
Tense	17	10.49
Preposition	17	10.49
Adjective	16	9.8
Article	13	8.02
Adverb	7	4.32

Table 12

In this table, we can see that IXEM students are making errors of VP more in number than other errors. After VP come errors of concord, with 15.43%. Errors of Adverb are the lowest in number. This result can be presented in the following way,

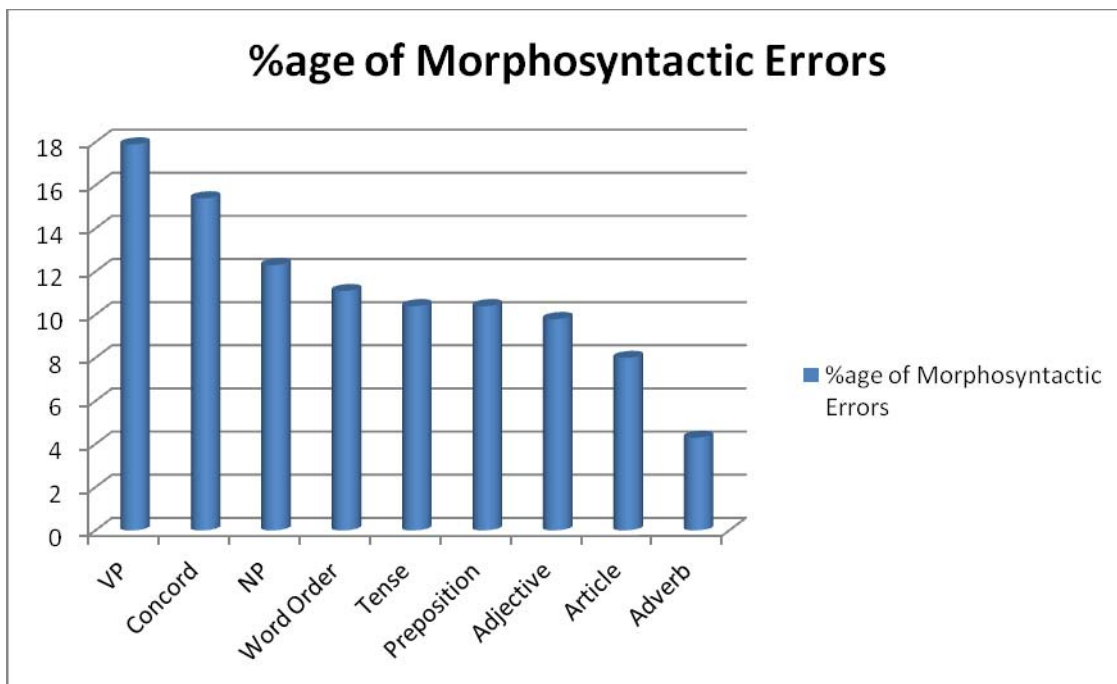


Figure E: Distribution of Morphosyntactic Errors

### *XEM*

In table 10 and table 11, we have seen that the total number of Morphosyntactic errors made by this group of students is 163. In table 13; an attempt has been made to calculate the various

error types and their percentages. The percentages of each error type is derived from the following formula,

$$\frac{\text{Total number of errors of an individual category}}{\text{Total number of morphosyntactic errors}} \times 100$$

Error Types	XEM	
	Total	%age
VP	27	16.56
Concord	24	14.72
Word Order	22	13.49
NP	20	12.26
Tense	19	11.65
Adjective	17	10.42
Article	13	7.97
Adverb	12	7.36
Preposition	9	5.52

Table 13

In this table, we can see that XEM students are also making errors of VP more in number than other errors. After VP come errors of concord. Errors of Preposition are the lowest in number, with 5.52%. One interesting thing to be noticed here is that the number of morphosyntactic error made by IXEM is less than the number of errors made by the XEM only by 1 mark. Moreover, both the group of students are having VP and Concord errors more than other errors. This type of similarity may be attributed to the teaching methods used in their schools. As these two groups are from the same school, so it is not surprising to see these students making errors with almost similar type of hierarchy.

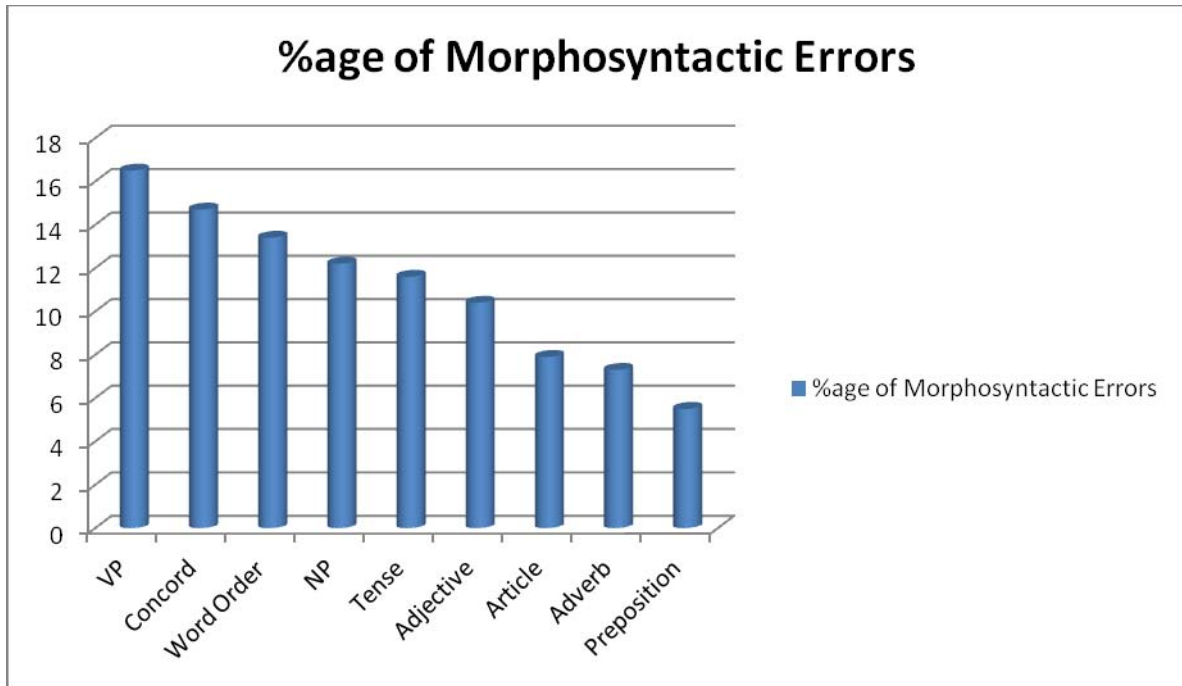


Figure F: Distribution of Morphosyntactic Errors

### *IXAM*

In table 10 and table 11, we have seen that the total number of Morphosyntactic errors made by this group of students is 252. The mean of this group is, 12.6. In table 14; an attempt has been made to calculate the various error types and their percentages. The percentages of each error type is derived from the following formula,

$$\frac{\text{Total number of errors of an individual category}}{\text{Total number of morphosyntactic errors}} \times 100$$

Error Types	<i>IXAM</i>	
	Total	%age
Concord	51	20.23
VP	45	17.85
NP	41	16.26
Tense	34	13.49
Word Order	27	10.71
Preposition	23	9.12
Adjective	16	6.34
Article	11	4.36
Adverb	4	1.58

Table 14

Here, Unlike the EM students this group of students are having highest number of errors in the category of Concord, with 20.23% followed by VP errors. Errors of Adverb are the lowest in number with 1.58%.

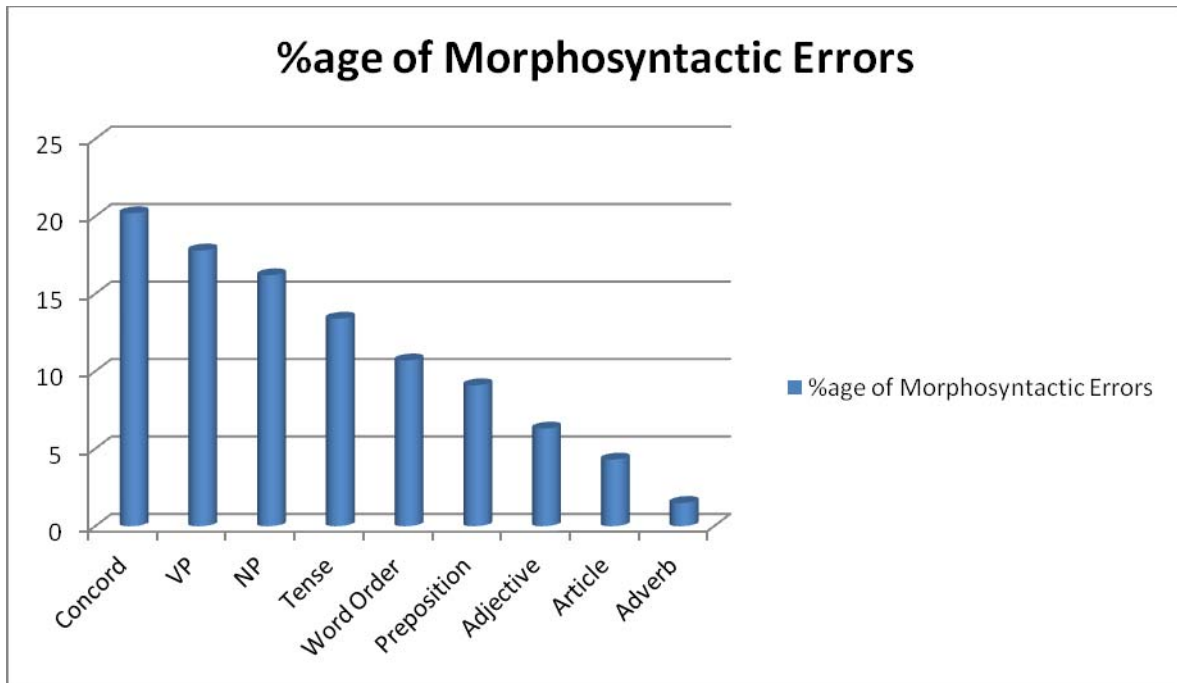


Figure G: Distribution of Morphosyntactic Errors

***XAM***

In table 10 and table 11, we have seen that the total number of Morphosyntactic errors made by this group of students is 207. The mean of this group is, 10.3. In table 15; an attempt has been made to calculate the various error types and their percentages. The percentage of each error type is derived from the following formula,

$$\frac{\text{Total number of errors of an individual category}}{\text{Total number of morphosyntactic errors}} \times 100$$

Error Types	<i>XAM</i>	
	Total	%age
VP	43	20.77
Concord	37	17.87
Tense	31	14.97
NP	25	12.07
Word Order	22	10.62



Adjective	19	9.17
Adverb	12	5.79
Preposition	11	5.31
Article	7	3.38

Table 15

In this table, we can see that XAM students are making errors of VP more in number than other errors. After VP come errors of concord. Errors of Article are the lowest in number, with 3.38%.

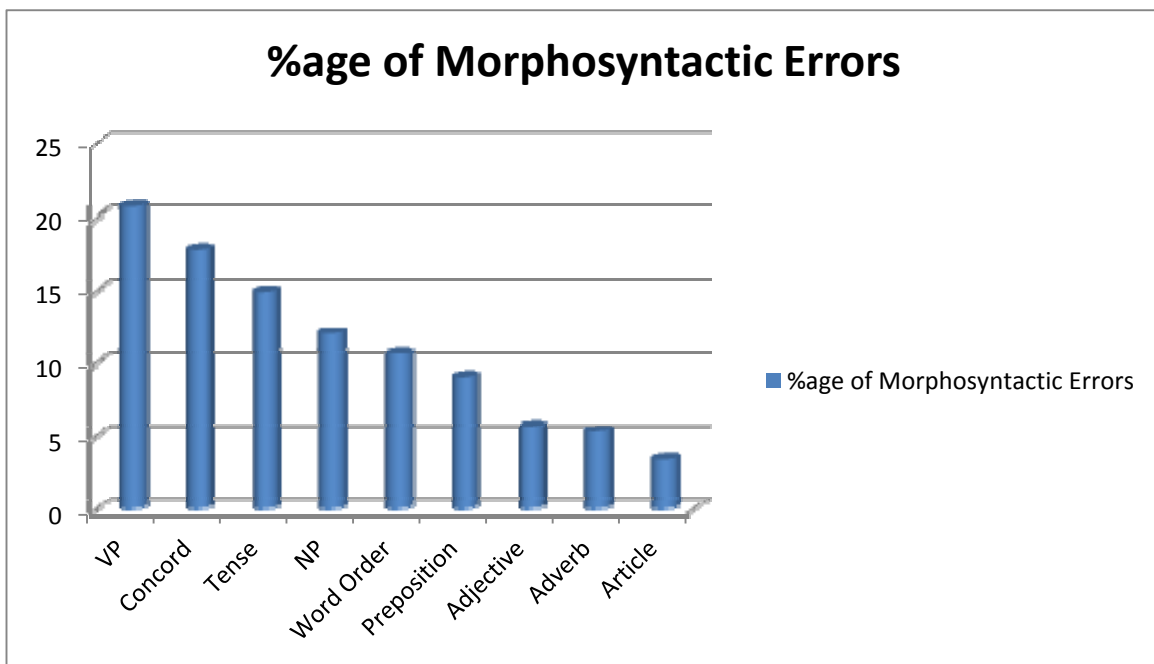


Figure H: Distribution of Morphosyntactic Errors

In the foregoing tables and graphs we have represented the hierarchy of errors in case of each and every group separately. The following table and figure will show the hierarchy in the same table and figure to compare the performance of the respondents easily,

Rank	IXEM	XEM	IXAM	XAM
1	VP (17.90%)	VP (16.56%)	Concord (20.23%)	VP (20.77%)
2	Concord (15.43%)	Concord (14.72%)	VP (17.85%)	Concord (17.87%)
3	NP (12.34%)	Word Order (13.49%)	NP (16.26%)	Tense (14.97%)

4	Word Order (11.11%)	NP (12.26%)	Tense (13.49%)	NP (12.07%)
5	Tense (10.49%)	Tense (11.65%)	Word Order (10.71%)	Word Order (10.62%)
6	Preposition (10.49%)	Adjective (10.42%)	Preposition (9.12%)	Adjective (9.17%)
7	Adjective (9.8%)	Article (7.97%)	Adjective (6.34%)	Adverb (5.79%)
8	Article (8.02%)	Adverb (7.36%)	Article (4.36%)	Preposition (5.31%)
9	Adverb (4.32%)	Preposition (5.52%)	Adverb (1.58%)	Article (3.38%)

Table 16

In table 16, we can see that Errors of VP, Errors of Concord and Errors of Tense, Errors of Word Order and Errors of NP are highest in number. On the other hand Errors of Article, Preposition, Adverb occupy the lower position in the hierarchy of errors. It can be noticed here, that the student groups from both the school are making errors with similar percentage. In other words, IXEM students are having same kind of error hierarchy with XEM students. This is true for AM students also. Just like LAT1 test result, here we can see that EM students are performing better their peer groups in AM schools.

### *Intralingual and Interlingual Errors*

Morphosyntactic errors, Lexicosematic errors can be again grouped into Intralingual or Target language errors, Interlingual or Transfer Error and other errors.

The following table and chart show the distribution of these errors,

Errors	Number and %age of errors	IXEM	XEM	IXAM	XAM
Intralingual/Target Language errors	Count	133	127	214	163
	%age	49.81	48.47	51.94	49.84
Interlingual/transfer errors	Count	113	110	181	139
	%age	42.32	41.98	43.93	42.50

Other Errors	Count	21	25	17	25
	%age	7.86	9.54	4.12	7.64

Table 17

Two things are obvious in this table.

1. We can see that %age of Intralingual errors is more than the Interlingual errors.
2. In case of Intralingual and Interlingual errors, IXAM students are making the highest errors and XAM are making the lowest number of errors. XAM comes second in making errors, followed by IXEM.
3. The difference in between the errors made by IXEM and XAM is very marginal.

Like LAT1, here also in case of both, Interlingual and Intralingual errors. The %age of Intralingual errors made by IXAM, XAM, IXEM and XEM are 51.94, 49.84, 49.81 and 48.47 respectively and the %age of Interlingual errors made by IXAM, XAM, IXEM and XEM are 43.93, 42.50, 42.32 and 41.98 respectively.

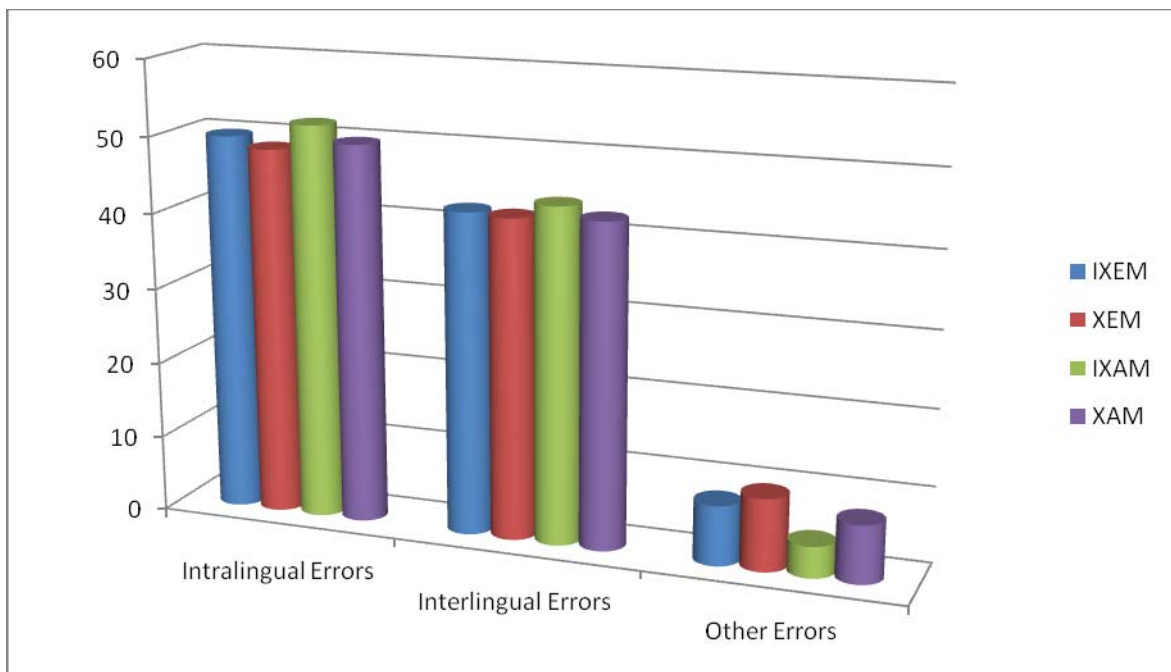


Figure I

### *Intralingual Errors*

Table 10 and figure 10 show that maximum numbers of errors are attributable to the target language structure. 49.81% of IXEM, 48.47% of XEM, 51.94% of IXAM and 49.84% of XAM students' errors are intralingual error. Few examples of such errors found in the composition test are discussed below,

We celebrated bihu every year. (Wrong application of tense rule)

The remaining two bihus is especially celebrated by the farmers. (Wrong application of agreement rules)

I take admission at this school (wrong application of tense and preposition).

We end our school on 3 pm. (Preposition errors)

Sometimes we quarrel to each other. (Preposition errors)

My father helps us to running our family. (Lack of co-ordination)

This school was created in 1991 (wrong selection of words)

She also goed there. (Overgeneralization)

I am pride of my school. (Wrong application of adjective form)

### *Interlingual Errors*

42.32% of IXEM, 41.98% of XEM, 43.93% of IXAM and 42.50% of XAM students' errors are interlingual errors. In the hierarchy of error types it follows intralingual errors. Few such errors are listed below,

My father wants to make me a doctor [In Assamese it is said as 'Mur deutai muk doctor bonabo(make) bisarise', (My father me doctor make wants). Literal meaning of 'bonabo' is 'make' in English]

*My sister is reading in class 5.* [In Assamese, this sentence will be said as 'mur bhontie class 5 ot pohi ase' and the literal meaning of 'pohi ase' is 'is reading'.]

*She never gets angry on me.* [This sentence will be 'tai mur uporot ketiau khong no-kore (she

me on ever angry not do).

*I want to be \_\_\_ engineer.* [‘Moi engineer hobo xuju’ (I engineer be want)]

*My brother is beautiful.* [In Assamese it will be ‘mur dada dhuniya’ (my brother beautiful’. ‘dhuniya’ is used to mean the beauty of both female and male]

*My family \_\_\_ \_\_\_ happy family.* [Omission of the copula ‘is’ and the indefinite article ‘a’ is due to the fact that, in Assamese this sentence will be ‘mur poriyaltu khuxi porial’(my family happy family)

*My aunty is a doctoroni.* [This sentence will be said as ‘mur xuri ejoni doctoroni’ (my aunty a lady-doctor)]

*When there becomes lack of rainfall .*[In Assamese it is said as ‘jetia boroxun kom hoi’.(When rainfall less becomes) Literal meaning of ‘hoi’ is ‘become’]

The farmers can’t do their cultivation. [In Assamese the sentence will be said as ‘khetioke nuare koribo kheti’(farmer cannot do cultivation)]

*When I was small.* [‘jetia moi xoru asilu’ (when I small was). The word ‘xoru’ is used to mean ‘child’ in Assamese]

### *Other Errors*

Other errors include errors caused by teaching methods and syllabus, lack of audio-visual instrument etc. These type of errors can’t be attributed to neither Interlingual errors nor Intralingual errors.

7.86% of IXEM, 9.54% of XEM, 4.12% of IXAM and 7.64% of XAM students’ errors come under this category of errors. Some such errors are listed below,

Me myself is the elder one

Me reading in class IX

She service the society

I am proud to be a member of this school

I am more interested in English more than my friends

## Chapter 4

### Summary and Conclusion

#### **4.1: Summary**

In the present work an empirical study was conducted on the students of class nine and ten of two schools, whose medium of instructions are different. The school which is run by government uses Assamese as medium of instruction in their school, whereas the school which is run by a private group uses English as medium of instruction. The name of the Assamese medium school is Sarthebari Adarsh Uccha Vidyapeeth and the English medium school is Krishnaguru Vidyajyoti(English Medium). Both these schools are situated in Barpeta district of Assam.

This is a cross-sectional study that involves 80 students. 20 students have been selected from each of the four classes. It aims at examining the nature of learners' errors to find out whether the mother tongue has influence in the learning of English. To find out such influence, schools with two different medium of instruction have been chosen. The goals and objectives of the present study have been discussed in the first chapter. Here a brief summary of the same has been given,

1. To analyse the number and nature of the errors made by the students from both the schools in written and grammar test.
2. To find out the frequency of occurrence of different types of errors.
3. To identify the errors attributed to the teaching materials and methods.

In the present study we tried to find answers to the following questions,

1. What are the nature and types of error produced by the Assamese students learning English?
2. How many of these errors can be explained by transfer difficulties?

3. How many of these errors can only be contributed to,

(i) Syllabus

(ii) Teaching Materials

(iii) Methods and approaches

(iv) Teacher factors viz. Qualification, training in innovative approaches and methods, aptitude and attitude etc.

### *Methodology followed*

1<sup>st</sup> step: Subject selection: 80 students were selected, 40 from each of the two schools. Then they were codified in the following manners according to their class and medium of instruction,

● *IX EM1.1 to IX EM 1.20*

● *IX AM 1.1 to IX AM 1.20*

● *X EM1.1 to X EM 1.20*

● *X AM 1.1 to X AM 1.20*

2<sup>nd</sup> step: Data collection: Data for this study were elicited by means of the following three ways:

4. Learners' questionnaire

5. Teachers' questionnaire

6. Language Ability Test (LAT)

### *Analysis of the data*

Learners' questionnaire consists of 8 sections. Sections 1 to 5 are used to collect some personal information about the student's age, sex and number of years spent on learning English. Section 6 and 7 deal with students' language repertoire. Section 8 is devoted for eliciting data related to learners' attitude towards reading and writing in English, usefulness of the English programme and also toward errors. In this section there is a five point scale

questionnaire including 12 items which are related to learners' attitude towards writing, reading and speaking in English, towards the syllabus and English language teaching programme etc. (For more details please refer to pp. 62-89). Like the students' questionnaire, this questionnaire is also consisted of various sections. This questionnaire was designed in such a way so that it can elicit information regarding the teachers' linguistics background, time devoted for teaching English, teaching methods, materials and syllabus etc. (For more details please refer to pp. 90-104)

Language Ability Test (LAT) is meant to examine the subjects' linguistic competence in the target language. It had two parts. In (LAT1) there were 7 types of multiple choice questions on English article system, preposition, tense, degree etc. In LAT2 which is the free composition test, students were asked to write an essay on any one of the given topics in the question paper. Students were asked not to exceed 500 words. Data collected under the Language Ability Test's part 1 i.e. the composition test, were processed in three steps, i.e. identification of errors, classification of errors and explanation of errors. The result of the LAT2 was also presented with the help of tables and charts. (Please refer to pp 104-125 for details)

## **4.2: Main findings**

### *Findings from the Students' questionnaire*

In section 6 of students' questionnaire, we have seen that, all the students can understand Assamese, Hindi and English. 75% can understand Bengali and 13.75% can understand Bodo. In section 7, we can see that even though all the students understand Assamese, only 80% said that they use Assamese at their home. All the students use Assamese in school, at market and also with their teachers and friends. In case of English overall only 25% said they use it in communicating with teachers. This figure is quite disheartening. Even in the English medium school, not all the students communicate with the teachers in English and in Assamese medium school there was not a single student who communicate with the teachers in English. The data says that nobody uses English at home.

In section 8 there are 12 items. In item 1, 42.5% of students said that writing in English is an easy task whereas 46.25% students said that it is not an easy task. In item 2, 68.75% of the students said that reading in English is an easy task and 22.5% are of the view that reading in



English is not an easy task. As compared to the earlier item here we can see positive responses from the students. It shows that the development of reading skills is paid attention to in the schools. But just like the earlier item, here also we can see differences in the figures coming from Assamese medium and English medium schools. Out of the 68.75% students who said that reading in English is an easy task, only 25% are from Assamese medium school. Out of the 22.5% students who think that reading in English is not an easy task, 18.75% are from Assamese medium schools. In item 3, majority of the students agreed to the fact that reading fictions, stories etc helps in developing the knowledge and competence in the language and in 4<sup>th</sup> item, irrespective of their medium of instruction students said that they don't find it easy to express their feelings by speaking in English. In contrast to 32.5% of students who said that they find it easy to express their feeling by speaking in English, 60% of respondents said that they don't find it easy. This indicates that schools don't pay attention to developing the students' spoken English.

In 5<sup>th</sup> item, majority of the students said that the syllabus followed in their school is not a very useful one. Both English and Assamese medium students almost equally think that the syllabus is not a useful one. As mentioned above it is because of the fact that both schools follow the same syllabus recommended by State Education Board of Assam. In item 6, 81.25% of the respondents said that they think that the syllabus followed in their school mainly focuses on writing skills only 2.5% of students said that they don't think so. Here also, both English and Assamese medium students almost equally think that the syllabus mainly focuses on writing skills. As mentioned above it is because of the fact that both schools follow the same syllabus recommended by State Education Board of Assam. In 7<sup>th</sup> item, 65% of the respondents said that they don't think that the syllabus encourages them to communicate in English, 27.5% of students think otherwise. In item 8, majority of the students said that the English language teaching programme in their school does not provide necessary environment for the development of creative writing. This majority consists of 75% of the respondents. 12.5% of students think that the programme does provide environment for the development of creative writing. In 9<sup>th</sup> item, majority of the students said that there is lack of efficient use of audio-visual aid in their schools. In 10<sup>th</sup> item, majority of the students said that using monolingual dictionary is not more helpful than using bilingual dictionary. This majority consists of 50% of the respondents, 8.75% said that they are uncertain. Another 41.25% of students think that using monolingual dictionary is more

helpful. In 11<sup>th</sup> item, majority of the students said that they make a plan before writing. This majority consists of 56.25% of the respondents, 33.75% of students said that they don't make any plan before writing. In item 12 also majority of the students said that they are worried about the mistakes or errors they make when speaking or writing. This majority consists of 63.75% of the respondents, 15% said that they are uncertain. Another 21.25% of students said that when speaking or writing they are not worried about the errors or mistakes they make.

### *Findings from the Teachers' questionnaire*

In the fourth section of teachers' questionnaire, we can see that all the teachers are fluent in Assamese, Hindi and English. In section 7 they were asked about the method used for teaching English. Here, we have seen that only 1 English medium teacher said that he use direct method for teaching English. All the others said that they use Grammar Translation Method.

In section 9 there is a five point scale table which includes 11 items. In the 1<sup>st</sup> item, we can see that 33.33% said that that the syllabus is up to date. In the 2<sup>nd</sup> item, 50% teachers said that the syllabus is useful for the students. In item 3, all the teachers from both the school said that they are agreed to the fact that the syllabus focuses on the students' writing skills. In 4<sup>th</sup> item, Overall 83.33% of the teachers think that they 'strongly agree' to the fact that the syllabus' main focus is not the development of spoken skills. In item 5, overall 83.33% of the respondents said that the materials used for teaching the language are best suited for the students' needs. In item 6, overall 83.34% said that they encourage their students to use monolingual dictionaries. In 7<sup>th</sup> item, all the teachers said that they don't think that the teaching methods used for teaching writing skills encourages communicative use of the language. In item 8, we can see that 83.33% teachers said that their students take keen interest in writing assignments. In item 9, 66.66% teachers said they think that the students are motivated to develop their ability to use English for communication. In item 10, 100% of teachers agreed to the fact that the number of hours used for teaching English is not adequate. In item 11 also, all the teachers think that it is difficult to pay individual attention in a class with a large number of students.

In section 10, teachers were requested to rate the performance of their students by encircling the number they think appropriate in a five point scale table. Here, 33.33% of EM teachers think that students' spoken skills are poor whereas all the AM teachers think that their

students' spoken skills are poor. All the teachers think that their students' written skill is good. All the EM teachers think that their students' grammar and comprehension skill is 'average' whereas only, 66.67% of AM teachers think that their students this skill is 'average'.

### *Findings from the Language Ability Test (LAT)*

In LAT 1, we have seen that percentage of scoring for IXEM is 64.5, XEM is 68.7, IXAM is 56.9 and of XAM is 62.2. The percentage of question attempted is 84, 86.9, 74 and 79.2 respectively. We can see this in the following figure,

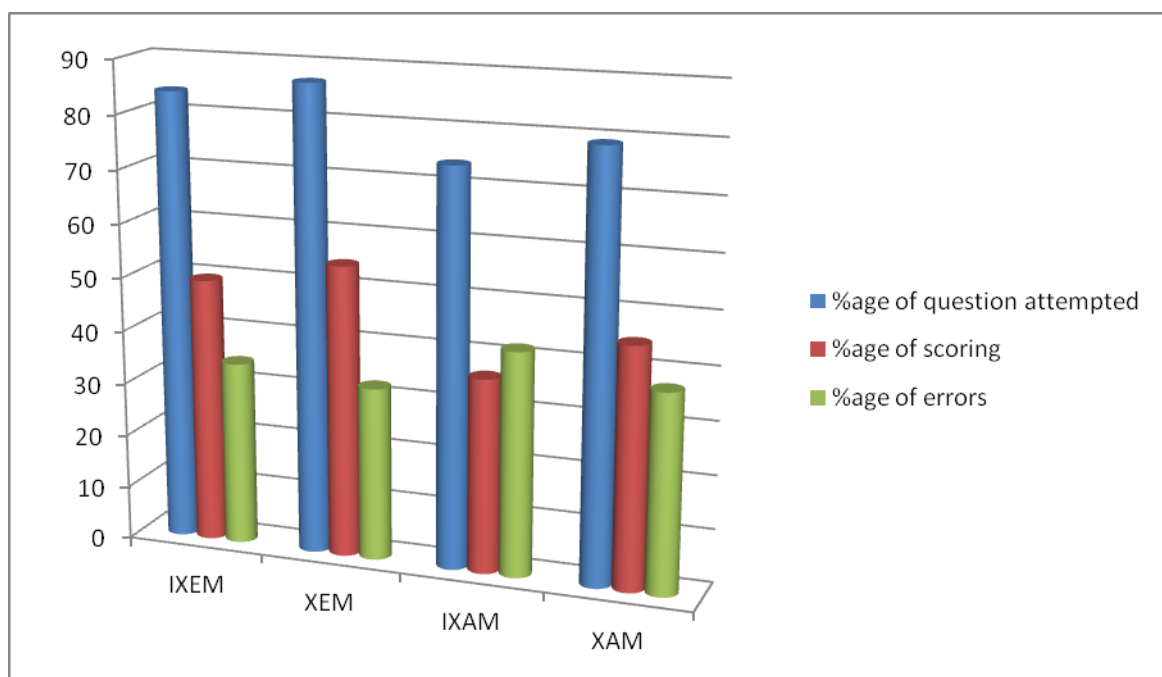


Figure: 1

### *Overall Findings of LAT:*

1. The EM students are performing better than the AM students.
2. There is a hierarchy in scoring in both the schools. Class X students in both the school score more than the class IX students.
3. In case of Tense, Multiple choice questions, derivation of noun form from adjective, XAM seems to score equally with IXEM.

In LAT 2, the students' performance followed the same order that we got in LAT1. XEM students performed better than the other groups and IXAM students were the weakest. The following table present the overall performance of the students,

	English Medium		Assamese Medium	
	IXEM	XEM	IXAM	XAM
Total number of words	3968	4520	2465	3381
% of words	39.68	45.20	24.65	33.81
Average of words per student	198	226	123	169
Total number of sentences	263	297	168	231
Average of sentences per composition	13.15	14.85	8.4	11.55
Mean of words per sentences	15	15.21	14.67	14.63
Total number of errors	267	262	412	327
% of errors total number of errors (to words)	6.72	5.79	16.71	9.67
Total number of error free sentences	95	119	45	75
Average of error free sentences	4.75	5.95	2.25	3.75

Table 1

In the above table, we can see that in the composition writing English Medium school's students perform better than their peers in Assamese medium school. IXEM students have 198 words, XEM has 226 words, IXAM has 123 words and XAM has 169 words per composition. Average sentences per composition are 13.15, 14.85, 8.4 and 11.55 for IXEM, XEM, IXAM and XAM students respectively.

When we consider the percentage of total number of errors (to words), we will see that 6.72%, 5.79%, 16.71% and 9.67% errors are made by IXEM, XEM, IXAM and XAM students respectively. It shows that Assamese Medium students are having high percentage in making errors. IXEM has average 4.75 and XEM has 5.95 error free sentences out of the 13.15 and 14.85 sentences that they have written respectively. IXAM has 2.25 error free sentences out of 8.4 sentences and XAM has 3.75 error free sentences out of 11.55 sentences.

The errors made by the subjects in the free composition test have been classified into 3 main linguistic categories:

4. Morphosyntactic errors
5. Lexicosemantic errors
6. Spelling errors
7. The distribution of errors in average student over the three main linguistics categories, are presented in the following table,

	Morphosyntactic errors				Lexicosemantic errors				Spelling errors			
	IXEM	XEM	IXAM	XAM	IXEM	XEM	IXAM	XAM	IXEM	XEM	IXAM	XAM
Count	162	163	252	207	33	30	27	24	72	69	133	96
mean	8.1	8.1	12.6	10.3	1.6	1.5	1.3	1.2	3.6	3.4	6.6	4.8

Table 2

In this table, we can see that numbers of Morphosyntactic errors are more than the other error groups.

Morphosyntactic errors are further divided into the following subcategories,

Errors of VP

Errors of Concord

Errors of Article

Errors of Preposition

Errors of Word Order

Errors of Tense

Errors of NP

Errors of Adjective

Errors of Adverb

The hierarchy of errors can be presented in the following way,

Rank	IXEM	XEM	IXAM	XAM
1	VP (17.90%)	VP (16.56%)	Concord (20.23%)	VP (20.77%)
2	Concord (15.43%)	Concord (14.72%)	VP (17.85%)	Concord (17.87%)
3	NP (12.34%)	Word Order (13.49%)	NP (16.26%)	Tense (14.97%)
4	Word Order (11.11%)	NP (12.26%)	Tense (13.49%)	NP (12.07%)
5	Tense (10.49%)	Tense (11.65%)	Word Order (10.71%)	Word Order (10.62%)
6	Preposition (10.49%)	Adjective (10.42%)	Preposition (9.12%)	Adjective (9.17%)
7	Adjective (9.8%)	Article (7.97%)	Adjective (6.34%)	Adverb (5.79%)
8	Article (8.02%)	Adverb (7.36%)	Article (4.36%)	Preposition (5.31%)
9	Adverb (4.32%)	Preposition (5.52%)	Adverb (1.58%)	Article (3.38%)

Table 3

In table 3, we can see that Errors of VP, Errors of Concord and Errors of Tense, Errors of Word Order and Errors of NP are highest in number. On the other hand Errors of Article, Preposition, Adverb occupy the lower position in the hierarchy of errors. It can be noticed here, that the student groups from both the school are making errors with similar percentage. In other words, IXEM students are having same kind of error hierarchy with XEM students.

This is true for AM students also. Just like LAT1 test result, here we can see that EM students are performing better their peer groups in AM schools.

Morphosyntactic errors, Lexicosematic errors can be again grouped into Intralingual or Target Language errors, Inerlingual or Transfer Error and other errors.

The following table and chart show the distribution of these errors,

Errors	Number and %age of errors	IXEM	XEM	IXAM	XAM
Intralingual/Target Language errors	Count	133	127	214	163
	%age	49.81	48.47	51.94	49.84
Interlingual/transfer errors	Count	113	110	181	139
	%age	42.32	41.98	43.93	42.50
Other Errors	Count	21	25	17	25
	%age	7.86	9.54	4.12	7.64

Table 4

In this table, we can see that we can see that %age of Intralingual errors is more than the Interlingual errors and in case of both these errors, IXAM students are making the highest errors and XAM are making the lowest number of errors. XAM comes second in making errors, followed by IXEM. (Please refer to page no 121 for details)

*Overall Findings of LAT2:*

The findings of this study indicate the following,

- EM students are performing better than the AM students.
- There is a hierarchy of performance in between class IX and class X in both the schools.

- There is a progression in performance from IX to X.
- Students are making Morphosyntactic errors than the Lexico-semantic and Spelling errors.
- Errors of VP, Concord and NP are more in number.
- Lexicosematic errors are the second highest in number.
- Intralingual errors are more in number than interlingual errors.

### **4.3: Conclusion**

After the analysis of the data, received from both the schools' students and teachers, here we have come to the conclusion that, students showed negative attitude towards English language syllabus followed in their schools. Maximum number of students agreed upon the fact that the syllabus focuses only on the development of writing skills not of communicative English. 60% of the students said that they don't find it easy to express feelings in English. All the teachers also said that the syllabus's does not focus on the development of spoken English. 66.66% of teachers said that even though their students are motivated to develop their communicative skills the time for teaching English is not enough for that. All of them agreed upon the fact that it is difficult to pay individual attention in a large class and the classes where they have to teach have 40-60 students. But almost all the teachers said that the materials used for teaching English are best suited for the students' need. The teachers' satisfaction with the materials shows that the teachers are perhaps not aware of new methods and techniques of teaching English.

Situation of AM schools is more pathetic than EM school. Maximum number of AM students said that they don't find it easy to read and write in English. Only 6.25% of these students said that they found it easy to express their feelings in English. 35% of 63.75% students, who are worried about the errors they make while speaking or writing in English, are from AM schools. Here, most of the students have started learning English from class 5 only i.e. at the age of 9 or 10, whereas Assamese medium students start learning English from Nursery level, at the age of 3 or 4. This might indicate the role of critical period in learning a language.

In the overall performance of both the LAT tests AM students are lagging behind. But this does not mean that EM students are performing excellent. There are few items where there is



not much difference in the figures received from EM school and AM school. This can be attributed to the teaching method employed in the school. Just like the AM teachers, here also most of the teachers said that they use grammar translation method for teaching English.

During the analysis it is noticed that that Morphosyntactic errors are more in number. After that come errors of Spelling and Lexicosemantic errors. It is also found that most of the errors made by all the subjects are due to the influence of Assamese language. Intralingual errors top the hierarchy, followed by Interlingual and other errors.

### **4.3: Recommendations**

1. The syllabus needs to be resigned so that it caters the needs of the students.
2. It should follow the frame work of a need based and communicative functional oriented syllabus based on communicative model or situational model.
3. A careful selection of methods and materials should be done.
4. Appropriate use of audio-visual aid should be increased to reduce the possibility of L1 interference.
5. Involvement and active participation of learners in language use and other activities should be maximised. In the classroom interaction should not be one way. There should be healthy environment for interaction between students and teachers.
6. It is also necessary to improve teachers training.
7. The number of students per class should decrease. Instead of having a crowded class, provision should be made to divide the class into different sections.

### **4.4: Future Projections**

1. I would like to examine the role of critical period in learning English by Assamese learners.
2. I would like to pursue an in-depth study of errors to find out the nature of cognitive processes underlying learning as a FL by Assamese learners.

3. I would also like to examine the curriculum and syllabi, selection and gradation of materials for an EFL programme. Such a study could help in defining parameters which may be used for constructing an EFL programme.

## **Bibliography**

- Agarwal, S.P. (ed.). (1993). *Commissions and Committees in India, Volume 5*. New Delhi: Concept Publishing Company.
- Agnihotri, RK and A Khanna. (1995). *English Language Teaching in India*. New Delhi: Sage Publications.
- Allen, J.P.B. and S.P. Corder. (eds.). (1974) *Techniques in Applied linguistics*. (The Edinburgh Course in Applied Linguistics: 3). Oxford University Press.
- Aslam, Mohammad. (2008). *Teaching of English - A Practical Course for B.Ed. Students*. New Delhi: Cambridge University Press.
- Babbie, E. (1989). *The Practice of Social Research*. Belmont: Wordsworth Publishing Company.
- Bhela, B. (1999) Native Language Interference in Learning a Second language. *International Education Journal*, 1, pp.23-31.
- Blaikie, Norman. (2000). *Designing Social Research: The Logic of Anticipation*. Polity Press
- Bose, M.L. (1989). *Social History of Assam*. New Delhi: Concept publishing Company.
- Bot. K. D., Wander Lowie, Marjolyn Verspoor. (2005). *Second language acquisition: an advanced resource book*. Routledge.
- Brown, D.B. (1994) *Principles of Language Learning and Teaching*. 3<sup>rd</sup> Ed., New Jersey: Prentice Hall Regents.
- Carnie, Andrew. (2002). *Syntax: A Generative Introduction*. Blackwell Publishers.
- Celce-Murcia, M. (1991) Grammar Pedagogy in Second and Foreign Language Teaching. *TESOL Quarterly* 25 (3), 459-480.
- Cook, V. (1993). *Linguistics and Language Learning*. Modern Linguistics. New York: St. Martin's Press.
- Corder, S. P. (1967). *The Significance of Learner's Errors*. *International Review of Applied Linguistics*, Vol. 5, pp.161-170

- Corder, S.P. (1971). Idiosyncratic errors and error analysis. *IRAL*, 9,2, pp.1447-159.
- Corder, S.P. (1981). *Error Analysis and Interlanguage*. O.U.P.
- Crystal, D. (1987). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Crystal, D. (1997). *A Dictionary of Linguistics and Phonetics*. London: Blackwell Publishers.
- Das, S. (2004). *Modern Approaches to Applied Linguistics*. Jaipur: Mangal Deep Publications.
- Debi, Renu. (1987). *Progress of Education in Assam*. Guwahati: Omsons Publications.
- Dulay, H. Burt, M. (1974). *You can't learn without goofing*. In *Error Analysis*. in J. C. Richards. (Eds.). *error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
- Duskova, L. (1969). On Sources of Errors in Foreign Language Learning. *IRAL*, 7(1), pg:11-31.
- Dustoor, P. E. (1968), *The World of Words*. Bombay: Asia Publishing House.
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Error Analysis: Review in <http://www.scribd.com/doc/37305173/Error-Analysis-in-Linguistics>.
- Finegan, E. (1990). English, in B. Comrie (Ed.). *The World's Major Languages*. Oxford:Oxford University Press.
- Fischer R. A. (1981). Measuring Linguistic Competence in a Foreign Language. *IRAL*, XIX (3), 207-217.
- Fred L. Perry,Jr. (2011). *Research in Applied Linguistics: Becoming a Discerning Consumer*. New York: Routledge
- Fries, C. C. (1945). *Teaching and Learning English as a Foreign Language*. Ann Arbor, MI, University of Michigan Press.

- Gass, S. And Selinker L.n(Eds.) (1992). *Language Transfer in Language Learning*. Amsterdam/ Philadelphia: John Benjamins Publishing Company.
- Gass, S. and Selinker, L. (1994). *Second Language Acquisition*. New Jersey: Lawrence Erlbaum Associates.
- Ghosh, Shantanu. (2000). *English in the Class-room: an Empirical Study of the Middle School Level*. M. Phil dissertation. New Delhi. JNU.
- GOI (Government of India). (1962). *Annual Report 1961-1962*. New Delhi: Ministry of Education.
- GOI (Government of India). (1971). *Census of India 1971*. New Delhi: Office of the Registrar General and Census Commissioner, India.
- GOI (Government of India). (1986). *National Policy on Education (NPE)*. New Delhi: GOI.
- GOI (Government of India). (1992). *Programme of Action (POA) NPE*. New Delhi: GOI.
- GOI (Government of India). 2007. *Report of the National Knowledge Commission*. New Delhi: GOI. Available online at [www.knowledgecommission.gov.in](http://www.knowledgecommission.gov.in)
- Gustavsson, Bengt. (ed). (2007). *The Principles of Knowledge Creation: Research Methods in the Social Sciences*. UK: Edward Elgar Publishing Limited.
- Halliday, M.A.K., Mc Intosh, A. and Stevens, P. (1964). *The Linguistics Sciences and Language Teaching*. Longman.
- Hassan, A. Q. A.(2007). *Arabic Speakers Learning English as a Foreign Language: A Study in EA*. M. Phil dissertation. New Delhi: JNU.
- Howatt, A. (1984). *A history of English Language Teaching*. Oxford: Oxford University Press.
- Jain, M.P. (1974). *Error Analysis: Source, Cause and Significance in Richards, J.C.* (1984) 189-215.
- James, C. (1980). *Contrastive Analysis*. London: Longman.
- James, C. (1998). *Errors in Language Learning and Use*. Harlow, Essex: Longman.

Johnston, S.A. (1985). *An Approach to the Teaching of Academic Writing*. ELT Journal. Vol:39.pg 248-252.

Kachru, B.B. (1983). *The Indianization of English. The English Language in India*, Delhi: OUP,

Kapoor, Kapil. (1992). *Teaching English as 'Second Language' in English in India: Theoretical and Applied Issues* in Koul, Omkar N.

Katamba, F. (1993). *Morphology*. The Macmillan Press LTD..

Karra, M. (2006). *Second Language Acquisition: Learners' Errors and Error Correction in Language Teaching*. Retrieved from <http://www.proz.com/translation-articles/articles/633/>

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.

Krishnaswamy, N. and Archana S. Burde. (2010). *The Politics of Indians' English*. Oxford University Press.

Kothari, C.R. (1990). *Research Methodology, Methods and Techniques*. New Age International Publishers.

Lado. Robert. (1957). *Linguistics across cultures: applied linguistics for language teachers*. University of Michigan Press.

Larsen-Freeman, D & Long, M. (1991). *An Introduction to Second Language Acquisition Research*. New York: Longman.

Leech, G. & Svartvik, J. (1975). *A Communicative Grammar of English*. London: Longman.

Lewis, E.G. (1974). *Linguistics and Second Language Pedagogy: a theoretical study*. Mouton: The Hague.

Mackey, W.F. (1965). *Language Teaching Analysis*. London Longman.

Mackey, W.F. (1965). 'Method Analysis: a survey of its development, principles and techniques' in Kreidler.

Mahto, R. N. (2006). A Study of Learners' Errors in Case of Hindi Speakers Learning English in Schools of Delhi. MPhil Dissertation. New Delhi:JNU.

Marckwardt, A.H. (1965). English as a Second Language and English as Foreign Language in H.B. Allen (Eds), Teaching English as Second Language: A Book of Readings. New Delhi:TATA McGRAW HILL.

Meganathan Ramanujam. (2011). *Dreams and Realities: Developing countries and the English Language in* Coleman Hywel. Retrieved from <http://www.teachingenglish.org.uk/sites/teacheng/files/Z413%20English%20Development%20Book.pdf>

Modhish, Abdulhafeed Saif. (2005). *Teaching English Writing Skills to the Speakers of Arabic Pursuing a Bachelor's Degree in Education: A Study in EFL*. PhD dissertation. New Delhi. JNU.

MOE (Ministry of Education). (1957). *Annual Report*. New Delhi: GOI.

MOE (Ministry of Education). (1966). *Report of the Education Commission 1964-1966*. New Delhi: GOI.

Morrissey, M.D. (1983). *Toward a Grammar of Learners' Errors*. IRAL, XXI:3.193-207

Mohd. Mahib ur Rahman. *Educational Policies in Assam* in International Journal of Social Sciences and Education. Vol 2 Issue: 1 January 2012

Munby, J. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.

Narang, Vaishna. (1996). *Communicative Language Teaching*. New Delhi. Creative Books.

Narang, Vaishna. (2006). *Contemporary Themes and Issues in language Pedagogy*. Book Plus.

NCERT (National Council of Educational Research and Training). 2006. *National Focus Group Position Paper on Teaching of English*. New Delhi: NCERT.

NCERT (National Council of Educational Research and Training). (2005). *National Curriculum Framework 2005*. New Delhi: NCERT.

- NCERT (National Council of Educational Research and Training). 2007. *Seventh All India School Education Survey: Media of Instruction and Languages Taught*. New Delhi: NCERT.
- Nickel G. (1971). *Problems of Learners' Difficulties in Foreign Language Acquisition*. IRAL, IX.3:219-227
- Odlin, T. (1989). *Language Transfer*. Cambridge: Cambridge University Press.
- Rahman, Ataur. (2011). 'English Language Teaching Conditions in Assam - A Case of Secondary Schools'. Retrieved from <http://www.languageinindia.com/>
- Richards, J. C. & Sampson, G.P.(1974). *The Study of Learner English in Richards, J. C. (ed.) Error Analysis: Perspective on Second Language Acquisition*, pp.3-18, London:Longman.
- Rivers, W.M.(1968). *Teaching Foreign Language Skills*. Chicago: The University of Chicago Press.
- Sah, P. (1981). *Contrastive Analysis, Error Analysis, and Transformational Generative Theory: Some Methodological Issues in the Theory of Second Language Learning*. IRAL, XIX (2).pg:95-111.
- Sareen, SK. (1992). *English Reading Texts: A Socio-cultural Study*. New Delhi. Intellectual Publishing House.
- Shekhawat, V.S. (2007). *Assam – From Accord to Ulfa*. New Dehi: Anamika Publishers.
- Singh, Y. K., & Bajpai, R. B. (2008). *Research Methodology Techniques and Trends*. New Delhi: A P H Publishing Corporation.
- Spolsky, B. (1969). *Linguistics and Language Pedagogy: implications or applications?* in *Monograph series on languages and linguistics*, 22, 143-155.
- Selinker,L.(1972). *Interlanguage*.IRAL, 10, 209-231.
- Selinker, L. (1992). *Rediscovering Interlanguage*. Harlaw: Longman.
- [Stern](#), Hans Heinrich. (1983). *Fundamental Concepts of Language Teaching*. Oxford University Press.
- Stevens, P. (1980). *Teaching English as an International Language*. Oxford: Pergamon Press.



- Song, S. (2008). *The Role of Culture in Expressing Politeness through Speech Act in a Second Language*. The University of Wisconsin – Milwaukee.
- Sood, S.C. (1995). *English Language and Literature Teaching in English*, Delhi.
- Stern, H.S. (1983). *Proceeding of the 5<sup>th</sup> Congress of AILA*.
- Stern, H.H. (1993). *Fundamental Concept of Language Teaching*. OUP.
- Suresh, P. 2005. *Learning English in Salem: a study in EA*. Ph. D thesis. New Delhi. JNU.
- Thakur, D. (1998). *Linguistics Simplified: Syntax*. Patna: Bharti Bhawan.
- Taylor C.V. 'Sources of Error in Foreign Language Teaching' Department of Education, University of Sydney
- Troike-Saville Muriel. (2006). *Introducing Second Language Acquisition*. Cambridge University Press.
- Verma, S.K. (1974). *Introductions to English Language Teaching*. New Delhi: Indraparstha Press (CBT)
- Wei, Li., Vivian Cook. (2009). *Contemporary Applied Linguistics: Language teaching and learning*. Continuum International Publishing Group. Vol.1
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London Arnold.
- Zamel, V. (1985). *Responding to Student Writing*. TESOL Quarterly, Vol.19, pg.79-101.
- Zoble, Hemut. (1980). *Development and Transfer Errors: Their Common Bases and (Possibly) Differential Effects on Subsequent Learning*, TESOL, Vol.14, pg.469-479

## Appendix 1

### Questionnaires

*Students Questionnaire:*

1. Name:
2. Date of birth:
3. Gender:
4. Medium of instruction:
5. English education since class:
6. Language repertoire:

Languages	Reading	Writing	Speaking	Understanding
(Mother tongue)				

7. Languages spoken:

	Assamese	Hindi	English	Any other
Home				
School				

Market				
With friends				
With teachers				

8. Read the following statements and encircle the number you think appropriate:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Writing in English is an easy task.	1	2	3	4	5
2. Reading in English is an easy task.	1	2	3	4	5
3. Reading fictions, stories etc helps in developing our knowledge and competence in the language.	1	2	3	4	5
4. I find it easy to express my feelings by speaking in English.	1	2	3	4	5
5. The English syllabus that we follow in our school is	1	2	3	4	5

very useful.					
6. This syllabus mainly focuses on writing skills.	1	2	3	4	5
7. This syllabus encourages me to communicate in English.	1	2	3	4	5
8. This English language teaching programme in our school does not provide necessary environment for the development of creative writing.	1	2	3	4	5
9. Efficient use of audio-visual aids is lacking.	1	2	3	4	5
10. Using monolingual dictionary is more helpful than bilingual dictionary.	1	2	3	4	5
11. I always make a plan before I start writing.	1	2	3	4	5
12. When speaking or writing I am not worried about the mistakes and errors I make.	1	2	3	4	5

*Teacher's Questionnaire:*

1. Name:
2. Age:
3. Gender:
4. Language repertoire:

Languages	Read	Write	Speak	Understand
(Mother tongue)				

5. How many hours of English teaching is done per week?

\_\_\_\_\_

6. During your teaching period, for how long do you use the following languages?

Assamese: \_\_\_\_\_% of class time

English: \_\_\_\_\_% of class time

Other: \_\_\_\_\_% of class time

7. What is the method used for teaching English?

Direct Method	Grammar translation	Audio-visual Method	Literature	other
---------------	---------------------	---------------------	------------	-------

	Method			

8. How do you divide the syllabus?

Chapter wise	Grammar followed by literature	Comprehension followed by grammar	other

9. Please read the following statements and encircle the number you think appropriate.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.The current Syllabus is up-to date.	1	2	3	4	5
2.The current syllabus is extremely useful for students.	1	2	3	4	5
3. This syllabus focuses on the student's writing skills.	1	2	3	4	5
4. The present syllabus' main focus is not development of spoken	1	2	3	4	5

skills.					
5. Material used for teaching is best suited for the students' needs.	1	2	3	4	5
6. I encourage my students to use monolingual dictionaries.	1	2	3	4	5
7. The teaching methods used for teaching writing skills encourage the communicative use of the language.	1	2	3	4	5
8. My students take keen interest in writing assignments.	1	2	3	4	5
9. They are highly motivated to develop their ability to use English for communication.	1	2	3	4	5
10.The number of hours used for teaching English is not adequate.	1	2	3	4	5
11.It is difficult to pay individual attention in a class with a large number of students.	1	2	3	4	5

10. Rate the performance of the students by encircling the number you think appropriate:

	Poor	Good	Average	Above Average	Excellent
Spoken Skills	1	2	3	4	5
Written Skills	1	2	3	4	5
Grammar and comprehension	1	2	3	4	5



## Appendix 2

### Language Ability Test

#### *Language Ability Test 1 (LAT1)*

#### Grammar knowledge test

Student's name:

Time: 50 minutes

Father's name:

Maximum mark: 40

School:

Class:

A. Use appropriate article wherever necessary: 8

1. \_\_\_\_ Qutab Miner is \_\_\_\_\_ tallest structure in India. (a/an/the)
2. Give me \_\_\_\_\_ one rupee coin. (a/an/the)
3. French is not \_\_\_\_\_ easy subject for me. (a/an/the)
4. This is \_\_\_\_\_ honour for me. (a/an/the)
5. Everest is \_\_\_\_\_ highest mountain peak in \_\_\_\_\_ world. (a/an/the)
6. He is \_\_\_\_ BA in economics and \_\_\_\_\_ MA in statistics of \_\_\_\_\_ University of Bombay.(a/an/the)
7. Guwahati is situated\_\_\_\_\_ the bank of Brahmaputra.(at/on/in)
8. He \_\_\_\_\_ go to the function.(needs not/needed not/need not/need not)

B. Rewrite the sentences using correct verb forms: 5

1. When I saw him, he (read) a newspaper.

---

2. We (know) each other since October last year.

---

3. This work (do) by Karuna yesterday

---

4. The train (leave) the station before we reached the platform

---

5. He (sleep) for 6 hours

---

6. I wish I (be) a bird.

---

7. I (see) him a week ago

---

C. Choose any one of the given forms:

10

1. Tanushree's dress is blue, \_\_\_\_\_ is pink. (my/I/mine/their)
2. Give me \_\_\_\_\_ water. ( a few/ many/ a little)
3. \_\_\_\_\_ friends I have are honest. ( a few/the few/some)
4. There \_\_\_\_\_ a certain lady in the office. (is/are/were)
5. They \_\_\_\_\_ do their work. ( himself/ yourself/ themselves/ themself)
6. Rachita is \_\_\_\_\_ most beautiful girl in the college. ( a/the/one)
7. I have \_\_\_\_\_ time to spare. (some/any/not/no)
8. He is stronger than \_\_\_\_\_ in the village. (any other boy/other boys/ another boys)
9. Deepa prevented me \_\_\_\_\_ this work. (do/does/did/doing)
10. \_\_\_\_\_ boy out of the ten has got a prize. (Each/ every/all)

D. Choose any one of the given prepositions:

10

1. They appeal \_\_\_\_\_ the Supreme Court. (to/ for/against)
2. He is not eligible \_\_\_\_\_ the post. (of/ to/for)
3. He lives \_\_\_\_\_ honest means and \_\_\_\_\_ a high ideal. (by/for/on/at)
4. Get rid \_\_\_\_\_ your bad habit. (from/of/for)
5. Nitu is suffering \_\_\_\_\_ malaria. (of/from/for)

6. I hope you will co-operate \_\_\_\_ me.(with/in/at)
7. There is no demand \_\_\_\_\_ this book.( for/of/from)
8. Mr. Bora is satisfied \_\_\_\_\_ his son. (of/for/with)
9. She is senior\_\_\_\_\_ me in service. (of/to/from)
10. He warned me \_\_\_\_\_ my danger. (for/to/of)

E. Write noun forms for the following verbs:

5

1. Embody: \_\_\_\_\_
2. Choose: \_\_\_\_\_
3. Lose: \_\_\_\_\_
4. Sell: \_\_\_\_\_
5. Sit: \_\_\_\_\_

F. Write noun forms for the following adjectives:

5

1. Successful: \_\_\_\_\_
2. True: \_\_\_\_\_
3. Proud: \_\_\_\_\_
4. Free: \_\_\_\_\_
5. Young: \_\_\_\_\_

G. Write verb forms for the following nouns:

5

1. Habit: \_\_\_\_\_
2. Error: \_\_\_\_\_
3. Danger: \_\_\_\_\_
4. Origin: \_\_\_\_\_
5. Horror: \_\_\_\_\_

*Language Ability Test 2 (LAT 2):*

Composition test

Student's name:

Time: 30 minutes

Father's name:

Maximum marks: 20

School:

Class:

Q. Write a short essay, up to 500 words in any one of the following topics:

My aim in life

Or

My favourite festival

Or

My family

## Appendix 3

### Samples of the Learners' Compositions

#### *IXEM1: My aim in life*

Every people have their aim I life. So, I have also choose my aim because I am still in ten. My aim in life to become an advocate. I have choose it because now a days the world is developing and with it people were also progressing and many new things also producing. But the people were going through a bad path. Everyday one or two murder must be done and people do many other bad things. So for this some people give case to police or to any advocate but nobody listen this. They only want money. They leave the prisoner if they give money. So I have choose this aim if they will give me case I will give hand with the people who were going through right path. And I will try to win them.

#### *IXEM6: My aim in life*

Every people should have one aim in their life. Without aim the live is like a boat without any handle. Aim in life is most important for our life which encourage us to made our future bright one. In the present generation if the students will not study properly then there will be no post for that very student in any job. But, in my part, I will study very hard and I will try my level best to get a job in any educated institution. My aim in life is to become a good teacher. For a good teacher, many good character is required. To become a good teacher with good charcter it is not so easy. And for this presence of mind is most esential. So, I will try my level best to became a good teacher by hook and cook. There is a saying that the people wants to become a teacher because he or she din't get any job in other activities. It is a very bad opinion about the teacher. They helps the students to build their future generation.

*IXEM16: My aim in life*

My aim in life is to become a nice doctor. Because somehow I have to fulfil my parents dream. And according to me I think its a nice aim because I like to serve the poor people most. So, to make my dream truth, I'm just trying all my level best. I'm trying to learn the Biology mostly because till now what I have heard I think in Doctor line it is very important. I would like to study in Guwahati University in my coming next future.

*IXEM 18: My family*

In my family, there are five member. My family is a small family. The head of my family is father. He is a good and gentle person. He is a god teacher. We all respect him very much. I have an elder sister and also a younger sister. My other is a simple woman and also a perfect teacher. We three study outside my place. Only my parents live in our house. My elder sister Sagarika. She is studying in guwahati university. She is a good student and also a good girl. she and I meet only a few days of year because we study in diffarent place, Guwahati and Barpeta. When I went to home, I met my parents and enjoy all days. My mother's hobby is to read book. So, we also practice to read book. In our societi everybody respect our family because our parents is a good person and always think for the betterment of society.

*XEM 2: My aim in life*

To bulid up a man aim in life is very very essential. To success I your life one should must have aim. A person without any aim is ia like a boat without a handle sailing in the midst of a sea. Such type of both sail in the direction to which the wind blows and it may fall in danger at a time. Similarly, in case of human also if there is anyone without any aim he may falls in danger to build himself as a man. So it is necessary for all to creat a aim in his/her life and according he/she should continue theirs work. So, like many people, I have also creat a aim in my life, in my mind and accordingly I will continuing my works. Anyone may laugh at my aim but I do not bother about that because I my aim in life is very simple but important. I decided to make me a teacher so that I would bring the students to light from dark. I like my aim becose my father is also a teacher and he encourage me to do so. To build myself a good

teacher, I do lot of hardworks. To attain my goals I give more importance in my class. I do all according to the teacher. I also try my level best to follow the guide lines of my parents, teachers and also the senior. I also also always awake from my bed early in the morning and pray to god so that he would give me the opportunity to become a teacher. To attain my goal I avoid many schools and I take admission at a school. The school where I take admission is a school with a difference where I earn the knowledg of spiritualism along with school education. To get success in my life I always try to keep contact with all my teachers. Besides that I also buy many novels of the great man so that I could also follow the guidelines of the greatest one. At last I want to say that I am ready to do anything to attain my goal to become a teacher.

*XEM15: My favourite festival*

My favourite festival is Bohag Bihu. It is the biggest festival of Assam. The Assamese are very fond of celebrating this 'Rongali Utsab' Bohag Bihu is celebrated from the last day of the previous Assamese year. First day is knowen as 'Garu Bihu' or festival of the cow. In this day, cows are washed and worshipped as they are gods. In rural areas, this culture is seen greatly than in urban areas. The second day of Bohag Bihu is knowen 'Manuhar Bihu'. On this day, the Assamese people enjoy themselves by dancing and singing 'Bihu songs'. Some people engaged themselves in dancing and singing Bihu songs from houses to houses. In each house, he give good wishes for their incoming year. This culture is seen especially in the rural areas. In urban areas, different competitions were held on reciting and dancing Bihu songs which is knowen as 'Husori'. The Assamese people also honoured their loving ones by 'gamusha'. The Assamese celebrate this Bohag Bihu for seven days. They celebrate this festival with whole heartedly. They thought that this festival is given by their ancestors and so they try to celebrate this festival as gorgeously as much as they can.

*XEM 17: My favourite festival*

In our state Assam, the Assamese celebrate many festival. But among all of them my favourite one is Bihu. We the Assamese celebrate this Bihu very greatly. Assam is a state of different races, caste, sub-caste etc. So, the Bihu is named by other sub names by different

people of different communities such as the Bodos calls the Bihu as Baiskagu and more. But name may be different but their idea, their thinking, their ideals , their happiness are same. There are three types of Bihu i.e. the ancestors had divided the Bihu into three types-the Bohag or Rongali Bihu, the Kati or Kongali Bihu & the Magh or BHogali Bihu. These three different types of Bihu are celebrated by us in a bit different manner. The first Bihu, the Bohag Bihu is celebratd by the Assamese by singing, dancing, enjoying and doing lots more. The name 'Bohag' is given after the first month of the Assamese calendar i.e. 'Bohag' since 'Bohag' is the first month so it means the arrival of a new year. And thats why we celebrated it gorgeously so as to welcome a new year. The second is the Kati or Kongali Bihu. The 'Kati' name is also kept after the name of a month of the Assamese calendar. The remaining two Bihus is especially celebrated by the farmers. The Kongali is celebrated by them when there becomes lack of rainfall. And accordingly the farmers could not do their cultivation. So at this time there is a lack of supply of rice and so this Bihu is named as 'kongali'. Next and the last one is 'Bhogali' or magh Bihu.

#### *XEM 20: My family*

In my family there are five member. A small family is so happy family. Every member in this world have family. Without family we cannot live. But some person have no family. In my family I have my mother, father, brother, sister and I. our family is always happy. My father helps us to running our family. Some persons also have big family member like grandmoter, grand fater, uncle, aunty etc.In thi world every body has a family member. Some has join family and happy family. All of these family are special to each other. My family is a happy family. We are only 4 members. They are mother, father, elder sister and me. My mother is a house wife and my father works in rail way (PWD) department. My elder sister is studying and me reading in class IX. I am the younger of my family. My family member they love both my sister and me. They scoled us when we don't listen to them. My sister and me sometimes we quarrel to each other. I love my sister too much. She love me or not that I don't know.



*IXAM1: My aim in life*

Everyone has a aim in life in future. So, my aim in life is to be a good doctor. And I am trying hard from now onwards to get my profession. I have choosen this profession because I like to serve the people those who are suffering from many diseases. I want to serve the poor people because they did not get the money to near the doctor for their treatment as a result they have to suffer more problems.

*IXAM9: My family*

Everyone has a family members in their house, all of them are special to each other. My family is a large family. We are only 5 members. Me, father, mother, younger sister and brother. My father works in Numalgarh Refinary Limited, he is an engineer, and mother is a housewife, she looks after us and the household matters. My sister studies at class VII and my brother is only a small baby. Me myself is the elder one among my sister and brother and study in class IX. All of the family members in my family are special to me. We look after each other and caer for each other. My father helps me in my study in his off time. They scold me when I use to quarell with my sister, they play with me in their off time and take care when I am sick

*IXAM 18: My favourite festival*

The festival is our nation festival. Our nation festival Bihu festival. We are Assamese people. We serve three Bihu in a year. The Bahag Bihu, the Magh Bihu and Kati Bihu are the three Bihus. Bahag Bihu; the Bhag Bihu comes on the last day of the moth of Chaitra and is observed for the following seven days. Magh Bihu; the Magh Bihu is a two days. Kati Bihu; the kati bihu is a two day. The Kati Bihu day is a day in Aksh Banti.

*XAM5: My aim in life*

My aim in life is to be doctor. I had chosen doctor as my aim because I wanted to help all the people who are suffering from various diseases. I wanted to construct big hospitals for those

who need some special treatment because in the society there are two types of living condition. One type is that, there are very rich persons on the other the persons who are living below poverty line. Those persons who are rich can be examined by the doctors easily in big hospitals, but for the poor, it's very difficult to get admitted in big hospitals, as there is lack of money. I wanted help those poor by admitting them freely in the hospitals for their special treatment and make the society a healthy society.

*XAM 11: My family*

My family is a happy family. My family has three children and has mother and father. My family is very simple. My father is a farmer and mother is teacher. My family also has a grandmother. My elder brother and I have affection and my sister is married. My family is a big family. My brother is a Jailor Police. My sister is a beautiful girl. My family has two uncles and one is a sales manager and the other one is a Bank manager and two maternal uncles and one is an engineer and the other one is a big officer. My grandmother has been suffering for fever a week. My father is very simple and mother is also very simple.

*XAM19: My aim in life*

Every body to have a aim is necessary. Without a aim no man can succeed in his life. Man having aim can be able to succeed in his life. My aim in life is to be an engineer. Maximum student choose their aim as an engineer. I think to become an Engineer is not work of a joke. To become an engineer a student must study hard from his childhood age. He must be punctual, good nature, hard working and other good qualities etc. then only a student can become a good engineer and work for others. I have chosen my aim as an engineer because to work for others. In India there are 3 various diamond, gold mines. but, still these mines are not totally excavated. Because lack of engineer. So, to help others I wanted to become an engineer.