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**Analysis of Errors in Spoken English: A Comparative Study  
of Bodo Medium and English Medium Learners of English**

*Dissertation submitted to Jawaharlal Nehru University in partial  
fulfilment of the requirements for the award of the degree of*

**MASTER OF PHILOSOPHY**

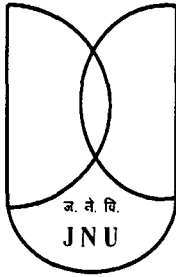
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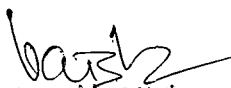
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*.....to the two who toiled a lot brought me up*

**Hiranyamayee and Manik Chandra Basumatary**

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## LIST OF ABBREVIATIONS

<b>ALHS :</b>	ALONGBAR HIGH SCHOOL
<b>BM:</b>	BODO MEDIUM
<b>CA:</b>	CONTRASTIVE ANALYSIS
<b>EA:</b>	ERROR ANALYSIS
<b>EM:</b>	ENGLISH MEDIUM
<b>L1:</b>	FIRST LANGUAGE
<b>L2:</b>	SECOND LANGUAGE
<b>RP:</b>	RECEIVED PRONUNCIATION
<b>SHS:</b>	SWRANG HIGH SCHOOL
<b>SMNS:</b>	SISTER MARGARET NOBLE SCHOOL
<b>TL:</b>	TARGET LANGUAGE
<b>VHS:</b>	VIDYAPITH HIGH SCHOOL



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# Chapter I

## Introduction and Review of Literature

### 1.1 English Language Teaching and Learning in Bodo Speaking Area

All the languages of the world have their structure; their own system. It has its own way of arranging its units systematically into an internal structure. Quite unique in its characteristics the language having the properties of productivity, recursivity, and displacement, relies entirely on social convention and learning. Language is no less than mystery and is perhaps promised to remain so.

In the present day, English is the language that has become most popular and is used round the globe as an international language for communication purposes. It is used as a medium of instruction in schools and taught mostly as a separate subject in vernacular medium schools starting from the primary level. India is a multicultural and multifaceted country and in this kind of scene where there exists many language barriers, English language has been given special position and role as a medium of instruction and as an official language.

A language reaches a global status when it develops a special role that is recognized in every country of the world. English is widely spoken a global language. Today, in most of the countries of the world, English is taught as a second language. With the advent of new information technology and inventions, most of the software is being developed in English language thereby increasing its importance and popularity tremendously. Its popularity could also be the reason that the world's knowledge is enshrined in English.

English is very important language in India and it has occupied a great place in day to day Indian life. In India, English language has been given the status of associate official language and it acts as an indispensable 'linking' language. Learning English has become more and more important nowadays since we know that English is one of the international languages used to communicate around the world and in other words one can say that it has become the window to the world. It has developed from being

foreign language into a means of communication between native and non-native speakers, eventually transcending across a global medium.

Learning a new language many a times seem difficult since the (TL) has different elements as compared to the mother tongue and these differences mostly prove the cause for a learner to make errors while using it. Therefore it is absolutely necessary for the learners, who are learning it as a (L2), learn it as intelligibly and comprehensively as possible. that may not be necessarily like native speakers but at least most importantly well enough to be understood. It is also extremely important that the learners have to learn understand it when spoken in different domains.

In Kokrajhar District of Assam mostly the children learn English as a second language. Children start learning English from primary school level and learn it as a compulsory subject till class X. Even after being exposed to English language for such a long period of time BM students are not able to achieve the desired level of competence in the spoken English. Most of the times the students are not able to express their feelings and emotions in writing due to poor writing skills in English and they miss out what they wished to convey exactly. There is the expression of dissatisfaction by the college and university teachers over the writing skills of BM students pertaining to English and that shows the condition of students coming from EM background is far better than BM students.

In BM schools, students start learning English only when they reach class V and it is also like some other subject. They are being taught English only to pass the examination without being exposed to grammar and core knowledge of the subject and it becomes very difficult for them to learn the language completely but students who are being taught in private schools or EM schools do not have this problem.

The scenario of English language learning and teaching environment of Bodo Medium (BM) and English Medium (EM) schools differs in many ways in Kokrajhar and it is briefly discussed below.

#### 1. Socio economic background

With regard to socio economic situation, it could be well said that students from vernacular medium come from poor financial conditions and the standard of living is thus not sophisticated as compared to other medium of students. Socio economic

condition of the parents plays a vital role in moulding children personality and career. Kids from affluent families are in a much better position to access better quality institutions, thus becoming more competent.

## 2. Exposure

The learning atmosphere and exposure that one should receive at the early stage of school life is lacking in BM schools as compared to EM schools. BM school children lack completely the communication in English so the exposure BM students get to English language is only at school and there too do not get it adequate and satisfactory. It is a fact that in BM schools, the use of mother tongue in 'English class' is highly prevalent since the medium of teaching cannot become completely English so it necessarily switches over to the use of mother tongue to make learners understand and learn the respective subject or topic.

## 3. Starting age of learning English

No one can deny the fact that in EM schools, children learn everything in English from the very beginning and for them acquiring proficiency over the language becomes very easy. But the scene is a nice contrast to it in BM schools where the children start schooling often very late and thus learn English at later stages as compared to EM students. Moreover in BM schools, English is taught as a subject till class X. So, in this kind of environment learning differs in a significant way and students of EM have always edge over the BM students in acquiring proficiency in the English language.

## 4. Parents' education

Parental educational qualification plays a vital role in proper upbringing of children. It is parent's choice which matters most and can bring significant change in career of his/her children. The knowledge and the quality thereof that parents impart to their children at early stage of life leaves a significant mark on their career. It is seen that mostly the parents of children studying in BM schools are overwhelmingly not qualified or educated as compared to the parents of the students enrolled at EM schools. Logically it follows that if parents are illiterate they are unable to take work out proper decisions for their children.

#### 5. Education qualification of teacher

The teachers who teach English as a subject or as a language in BM schools are found being not well dedicated towards their students whereas in EM schools the case is totally reverse. There is always a need of a teacher who can qualitatively prove good at teaching in BM schools. It leaves a direct hampering effect on student growth and learning thereby renders lack of an overall development of the student.

#### 6. Infrastructure

The overall infrastructure of both the type of schools – BM and EM, is not only highly different but also has no relevance with each other, become a great cause in lack of quality education. It also leaves serious psychological ill-effects on the children of BM schools. The existing infrastructures in BM schools are not up-to-date, modern and sophisticated as compared to EM schools. Poor classroom conditions are highly prevalent in BM schools with no proper sanitation and hygiene.

#### 7. Quality education

In most of the BM schools, it is observed that quality education is lacking completely. The education where learners are in a healthy and safe environment supported by parents and community in learning and given adequate resources and facilities for learning leads to quality education. There is complete lack of approaches in BM schools where teachers do not use skilful assessment to facilitate learning and reduce disparities. This may be one of the reasons why high percentages of students remain enrolled in EM schools.

From the above points, it is evident that BM schools are not at par with EM schools and there exists a huge gap. The quality of teaching, learning and exposure one should receive in BM schools is not up to date and modern hence lagging far behind in many aspects in comparison to EM schools. Under such circumstances, one could well articulate that in comparison to EM students, the BM students are lagging behind in learning English be it in communication or grammar. It is also seen that children in rural areas start schooling very late for various reasons and one most possible reason for this could be that they have to look after their household or domestic works.

Moreover the Bodo language has some great problems which needs to be taken care of urgently otherwise it would become a great problem for the Bodo people or else future generations have to pay heavily. In spite of being one of the major languages of India. it has several problems including the survival as a medium of instruction and development of language and literature. The following are the issues which needs to be addressed immediately and they are as follows.

1. Lack of consensus regarding spelling system

Though Bodo language is an indigenous language, its script is not so much old. It is only by 1970s that Devanagari script has been adopted as the script of the Bodo language and as such, there are a lot of confusions regarding the spelling system of the language. Different scholars have used different spelling system of their own. Thus, there is lack of consensus among scholars regarding the spelling system of the Bodo language and it causes numerous problems and confusions among the students.

2. Lack of consensus regarding tone system

Another problem is of the tonal system. There is lack of consensus regarding the use of tone for words. Some scholars consider there are only two and whereas some considers there exists three tone systems in Bodo. There is no clear cut unanimity over it.

3. Shortage of Bodo language teachers in the educational institutions

Shortage of Bodo language teachers in the educational institutions of Assam is another major problem. It has become a hurdle in the growth and development of this language. Lack of sufficient and required number of teachers in schools are the one of the major bottlenecks for not proper growth and development of the language.

4. Huge number of Bodo medium venture schools

The problem of the language of BM schools is the non-provincialisation of the institutions due to which the teachers constantly face many problems largely in terms of finance and control due to which they lack the enthusiasm of teaching with dedication and exert less. This directly affects the students in learning and thus proves a threat to their good academic life.

#### 5. Inadequate and lack of text book supply

Inadequate supply of text books is a major trouble that frequently occurs in the BM schools. Sometimes, text books are totally not supplied to these schools which have marred the growth and development of the Bodo language. Non-availability of text books well in time is still a problem and the students lose their basic learning process of the language subject just because they can't get a text book to learn from.

#### 6. Lack of Dictionaries

As per as the dictionaries are concerned, Bodo is yet in its infancy. There is absence of proper, concise, accurate dictionaries in the market and as per as technical dictionaries are concerned those don't exist. Even the available dictionaries in the market are not much dependable and reliable.

#### 7. Decreasing number of BM students and lack of the consciousness among guardians

The contemporary Assam is witnessing a new trend which is developing very forcefully. Children from the economically well-off families are being enrolled/ admitted in the EM schools. As a result, only the children from the poor and less informed families are opting for BM schools. It has a tumbling effect on the BM schools and the survival of these schools is at great a stake.

Keeping in view the above mentioned cases, the Bodo are in dire need of solutions. Positive role of Bodo intellectuals, scholars and awareness among the guardians of students can reverse this trend and can bring about a great change in near future.

### **1.2 The Theoretical Background**

As a branch of applied linguistics Error Analysis (EA) was developed in 1960s. It was introduced to show that the learners' errors were not just because of mother tongue influence and it also mulls the worldwide learning strategies. "Error analysis are carried out in order to 1) Identify strategies which learners use in language learning 2) Try to identify the causes of learners' errors and 3) Obtain information on common



difficulties in language learning as an aid to teaching or in the preparation of teaching materials”.<sup>1</sup>

An L2 learner commits mistakes in speaking and writing because of various reasons. viz. lack of attention, fatigue, carelessness, interest, lack of motivation and some other aspects of performance. The mistakes could be rectified or corrected in time if timely importance to change or correction is called. The learners` native language influences the pronunciation of the TL to a great degree due an effect called MTI.

It is inevitable that everybody makes mistakes and commits error. EA is the study of the errors that persons/learners commit in their speech and writing. It states that the systematic analysis of student`s errors can be of great value to all those concerned. i.e., teachers, students and researchers. It consists of a set of procedures for identifying, describing and explaining learner errors. It enables to find out the sources of errors and take pedagogical precautions. It studies the types and causes of linguistic errors. “Errors may be classified according to : (i) Modality (i.e. level of proficiency in speaking, listening comprehension, writing, and reading);(ii) Levels of linguistic description (e.g. phonetics/phonology, orthography, graphemics, morphology, syntax, lexicon, phraseology, or stylistics); (iii) Form (omission, insertion, substitution, contamination, etc.); (iv) Type (systematic errors vs. occasional errors or errors in competence vs. errors in performance); and (v) Cause (e.g. interference, development-related errors, interlanguage).”<sup>2</sup>

“Ellis (1997) suggested two ways to distinguish an error and mistake. The first one is to check the consistency of learners` performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes”.<sup>3</sup>

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<sup>1</sup>Hasyim, S. (2002). “Error Analysis in the Teaching of English”, Volume 4. November 1, pp. 42-50.

<sup>2</sup> Trauth, G. and Kazzazi, K. (eds), (2006). “Routledge Dictionary of Language and Linguistics”, p. 378.

<sup>3</sup> Erdogan, V. (1981). “Contribution of Error Analysis to Foreign Language Teaching”, Mersin University Journal of the Faculty of Education, Volume 1, Issue 2, p. 263.

Corder (1981:1)<sup>4</sup> views the EA that there are two justifications for studying learners' errors, i.e., its relevance to language teaching and the study of the language acquisition process. He articulated that the pedagogical justification, as a nice understanding of the nature of error is necessary before a systematic means of eradicating them could be found, and the justification on theoretical level. that maintains for a study of learners' errors is part of the systematic study of the learners' language which is itself necessary to an understanding of the process of L2 acquisition. EA has been conducted to identify strategies which learners use in language learning, to get a notion of the causes of errors of learners, obtain information on common difficulties in language learning or on how to prepare teaching materials.

There exists a difference between the term 'mistake' and 'error'. Norrish (1983) in his book "*Language Learning and their Errors*" made a clear distinction between errors and mistakes. He asserted that errors are a systematic deviation when a learner has not learnt something and consistently gets it wrong. He also added that when a learner of English as a second or foreign language makes an error systematically, it is because he she has not learnt the correct form. As defined by Norrish mistakes are inconsistent deviation. When a learner is taught a certain correct form, and using a form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake. EA is a type of linguistic analysis that focuses on the error learners make.

Researchers view the error analysis as a very important tool which contains valuable information on the strategies that the people are used to acquire a language. EA is very much important and useful in L2 acquisition since it discloses the areas of problems to the teachers, syllabus designers and textbook writers. It is very much practically helpful in understanding students' errors of usage in L2 learning and it gives feedback about the problems. Mistakes or errors are part and parcel of learning and it must be considered as part of cognition.

It is a type of linguistic analysis that focuses on the errors the learners make and consists of a comparison between the errors made in the Target Language (TL). Errors are an indispensable aspect since the making of errors can be regarded as a

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<sup>4</sup> Corder, S.P. (1981). "Error Analysis and Interlanguage", p. 1.

mechanism to attain mastery in order to learn perfectly and accurately. Linguists are interested in errors since it is mostly believed to be contained valuable information on the strategies that learners use to acquire a language. For this reason, an EA is the best tool for describing and explaining errors made by speakers of other languages in order to know the sources of these errors and the reasons behind their continued occurrence year after year with different groups of learners.

*“Error Analysis, a branch of applied linguistics, emerged in the sixties to demonstrate that learners errors are not only because of the learner’s native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behaviouristic theory suggested. Error Analysis, on the other hand, deals with the learner’s performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners’ errors provide with an understanding of the underlying process of second language acquisition” Keshavars (1997) suggests that the field of error analysis can be divided into two branches: (i) theoretical, and (ii) applied. Theoretical analysis of errors primarily concerns the process and strategies of language learning and its similarities with first language acquisition. In other words, it tries to investigate what is going on in the minds of language learners. Secondly, it tries to decode the strategies of learners such as overgeneralization and simplification, and thirdly, to go to a conclusion that regards the universals of language learning process whether there is an internal syllabus for learning a second language. Applied error analysis, on the other hand, concerns organizing remedial courses, and devising appropriate materials and teaching strategies based on the findings of theoretical error analysis”.*<sup>5</sup>

For teachers and researchers errors serve as an important means in order to observe the learning strategies and the learning processes of the learners. With an eye on the errors, the important changes in teaching objectives and remedial instruction could be made. It is also necessary to be under consideration that much emphasis on errors can

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<sup>5</sup> Erdogan, V. (2005). “Contribution of Error Analysis to Foreign Language Teaching”, Mersin University Journal of the Faculty of Education, Volume 1, Issue 2, pp. 262-63.

also cause learners lose in them the motivation for learning.

David Crystal (2002) in his dictionary "*Dictionary of Language Teaching and Applied Linguistics*" defines EA in the following way: a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. When attention is called the mistakes can be self-corrected whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning, does not know what is correct and thus it cannot be self-corrected

### 1.2.1 Review of Literature

Learning an L2 is a process of trial and error and lifelong process and it is a challenging experience for L2 learners. Errors are inevitable in the process of L2 learning. The history of error analysis dates back to the publication of Corer's famous article "*Significance of Learner's Errors*" in 1967. The chief findings of this article does not ally with the behaviorist claims, such as (i) Errors are not random (ii) Mother tongue is not only the barrier to L2 acquisition and (iii) L2 acquisition pass through certain stages of acquisition and so, many errors are attributed to levels of development rather than negative transfer. Corder (1967) in his article "*Significance of Learner's Errors*" distinguishes errors and mistakes in the following way:

1. Errors: Systematic deviations made by learners who can't correct themselves because they have not acquired the rules pertinent to such structures. Such deviations reflect a gap in competence.
2. Mistakes: Unsystematic performance slips caused by excitement, unconsciousness and fatigue.

Richard (1971) in his journal "*A Non- Contrastive Approach to Error Analysis*" says that the field of EA may be defined as dealing with the differences between the way people learning language speak and the way adult native speakers of the language use the language. He provides fours sources of intralingual errors:

1. Overgeneralization: It is covering instances where the learners create a deviant structure on the basis of his experience of other structure of the TL.

2. Ignorance of rule restriction which is occurring as a result of failure to observe the restrictions or existing structures.
3. Incomplete application of rules arising out when the learners fail to fully develop a certain structure required to produce acceptable sentences.
4. False concepts hypothesized deriving out from faulty comprehension of distinctions in the TL.

Selinker (1972) talks about the five types of sources of errors:

1. Language Transfer: In language transfer there are two kinds of transfer, i.e., positive and negative. Positive transfer helps in L2 learning and negative transfer prevents the learning of L2. Language transfer involves pronunciation, word order, grammar, pragmatic transfer and culture transfer.
2. Transfer of training: Transfer of training takes place whenever the effects of prior learning influence the performance of a later activity. It is the influence of prior learning on performance in a new situation.
3. Strategies of L2 learning: It aims to develop linguistic and sociolinguistic competence in the target language.
4. Strategies of L2 communication: Strategies of L2 communication deals with the problems of communication which have been arisen in the interaction.
5. Overgeneralization of the TL linguistic material: It occurs when the L2 learner applies a grammatical rule across all members of a grammatical class without making the appropriate exception.

Jain, M.P. (1974) in his article "*Error Analysis: Source, Cause and Significance*" talks about what may be called L1 independent errors deliberately excluding from discussion of errors uniquely traceable to L1 interference. The emphasis on learning and teaching strategies, they represent some problems for which we do not have systematic knowledge.

Learners' error can be of particular importance for the error proves an instrument that the learner uses to learn. Also, a concrete feedback with designing teaching method(s) can get created from the learners' errors.

Error Analysis can serve many purposes like it can help understand whether the level of language proficiency has been reached by the learner. Secondly, to get knowledge about the common difficulties/problems in language learning and finally to find out how language is learned by the learners.

David Crystal (2003) in his dictionary "*A Dictionary of Linguistics and Phonetics*" explained error analysis as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by learners.

### **1.2.2 Identification of Errors**

Identifying an error goes beyond explaining what an error is. As linguists pay heed to the distinction between an error and a mistake a number of different categories for describing errors have been identified. Corder (1967) classifies the errors in terms of the difference between the learners' utterance and the reconstructed version. Errors can fall into four categories viz. omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of the elements. Ellis (1997) considers that classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time. It can be categorized as follows:

1. Omission
2. Addition
3. Misinformation
4. Misordering
5. Blends

### **1.2.3 Steps in Analysing Errors**

There are various stages in EA. There are three main stages for EA and they 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 EA and they are as follows.

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 and they are as follows.

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors.

The step of identification and description are fundamental steps in EA. Explaining the cause of errors and evaluating them are also important steps in that it can help learners become more aware of their problems in L2 learning.

#### **1.2.4 Contrastive Analysis (CA) and Error Analysis (EA)**

Contrastive Analysis (CA) was developed by Charles C. Fries in the year 1945 and expanded and clarified by Robert Lado in the year 1957. This is the method where in the similarities and differences between L1 and L2 systems are compared with each other that helps predict the obstacles that the learners face when learning a new language. It is the part of L2 pedagogy that has nourished a belief that the differences lead to increase in the learners' language learning. L2 learning will not always be encouraged if the similarities between native and target languages persist for learners will face difficulties in producing the sounds that would be similar to the L1. There is a great help rendered by the Contrastive Analysis in exploring the why of systematic phonetically errors made by the L2 learners as per the linguistic errors.

Stephen Pit Corder and his colleagues' establishment of EA, an alternative to CA, in the field of linguistics in 1960s was a great discovery in learning L2. It was influenced by behaviourism via which applied linguists attempted to use the differences between the learners' L1 and L2 to have a notion of errors. In language learning and teaching EA is directly related to the study of error treatment and this study is very much important in designing teaching methodologies. Studies on error analysis have provided us with a perceptivity of crucial findings concerning language, learning and teaching. Between two languages L1 and L2, CA helps in making a systematic comparability and suggests the language teacher the items in the second language – sounds, grammar, and lexical items etc that are likely to interpose in the process of L2 learning. This systematic comparability thus helps also in identifying the problem area.

It is being thought by linguists and the language teachers that the problem areas in L2 learning can be predicted by CA thence it follows that such predictions should be taken into consideration while preparing the teaching materials and for training purposes also. However, it needs a realization that CA can't predict appropriately all the errors made by the L2 learner for all the errors are not made as a result of inter language interference from L1. The systematic errors can be attributed to the learners' attempt at constructing hypothesis about equivalence between L1 and L2.

A large number of pronunciation problems and errors to the students while learning L2 can be attributed to the mother tongue inferences. The two types of CA hypothesis as proposed by Wardaugh (1970) are the strong and weak versions of hypothesis. The strong version considers that the difficulties or errors which the native speaker commits in learning L2 can be predicted through CA. Hence, it anticipates and forecasts. The weak version maintains that the CA analyses the similarities and differences to explain the errors the second L2 learners commit in learning L2. Thus, it explains and diagnoses.



### 1.2.5 Factors Influencing Pronunciation

The pronunciation of L2 learners is influenced by several factors like the interference of the mother tongue, learner's age, learner's attitude and psyche, prior pronunciation instruction, and the insufficient language knowledge of English phonology and phonetics.

1. Mother tongue interference Wilkins (1972:199) observes that:

*When learning a foreign language an individual already knows his mother tongue, and it is this which he attempts to transfer. The transfer may prove to be justified because the structure of the two languages is similar- in that case we get 'positive transfer' or 'facilitation'-or it may prove unjustified because the structure of the two languages are different in that case we get 'negative transfer' –or interference.*

Mother tongue influences the learning of a second language variously. The prime influence can be seen in pronunciations in target language that often coincide with the articulations of words and utterances of the mother tongue. Thus accent is marred heavily. Meaning is also affected in the way that many a times it coincides with the supposed meaning. The grammatical constructions of the target language also get affected.

2. Interference of Bodo to English

That the learner's first language has influence on the pronunciation of the target language and proves an important factor determining the foreign accents is a belief hosted by most of the researchers. The interference from the first language potentially has chances to cause errors in aspiration, intonation and stress in the target language. Many Bodo students face problems in articulation of English sounds for there lay a great influence of similar Bodo sounds. As a matter of fact, a particular sound that does not exist in the native language can therefore pose a difficulty for the L2 learners to produce or some times to try substituting those sounds with similar ones in their mother tongue (L1).

3. Stress Factor in the Target Language

Usually L2 learners make mistakes in word-stress and rhythm of sentences. Since, English needs stressing of one syllable of each word be stressed more than others. We

can't underestimate the putting of stress on the right syllable in words of English; if the stress is put on wrong syllable it will be mispronounced. For example, the word 'subject' has the stress on the first syllable when it is a noun, on the second when it is a verb, and this makes a noticeable difference to the sound of the vowels as well as the meanings of the word.

#### 4. Intonation Factor in the Target Language

Intonation is an important aspect of pronunciation in English. The rises and falls in tone make the 'tune' of an utterance and often contributes to the meaning of the utterance. Primarily intonation patterns ascertain the nature of the statement whether a question, request or suggestion etc. learning of intonation patterns for students becomes important not just to communicate the right meaning but also to avoid unwittingly sounding rude or impolite.

#### 5. Age of the learner

The ability of the children to pick up accents seems quick that diminishes with the age and the knowledge of their native language to a large extent acts as annoying interference while to their L2 learning. To master pronunciation of the language at some adult ages becomes problematic for the learners. They cannot pick up correct pronunciation at those ages as it would have been a speed at the younger age. The reason for this can be the effective learning of the sound system of the language by young learners.

#### 6. Learner's attitude and psyche

The achievement in pronunciation can have influence of attitude of the learner towards the target language. Usually it cannot be found that quite a few students resist coordination with teachers in phonetics classes. Many researchers claim that work on pronunciation should need to be tied in with on the individual's attitudes. Attitude for learning can either support or hinder the development of the pronunciation skills.

### 1.2.6 Influence of Bodo sounds on English Pronunciation /Articulation

There are twenty four(24) consonants (p, b, t, d, k, g, m, n, ŋ, f, v, θ, ð, s, z, ʃ, ʒ, h, ʧ, dʒ, w, r, j, l) and twelve (12) vowels ( i:, ɪ, e, æ, ʌ, ɑ:, ɒ, ɔ:, ʊ, u:, ɜ:, ə) in English which are classified according to tongue height, tongue position, and lip rounding. English also have eight (8) diphthongs (eɪ, aɪ, aʊ, əʊ, ɔɪ, eə, ɪə, ʊə,) which are sequences of two vowel sounds together in the same syllable. On the other hand Bodo has sixteen (16) consonants including two semi vowels (p<sup>h</sup>, b, t<sup>h</sup>, d, k<sup>h</sup>, g, m, n, s, z, h, r, l, w, j, ŋ) and six (6) vowels (i,e, a, ɔ, u, u.) and nine (9) vowel glides or diphthongs (aɪ, ɔɪ, uɪ, ʊɪ, ɪu, au, eu, ʊu, ua).

Bodo students substitute certain English sounds as they are unable to pronounce it and in this way commits error in pronouncing the word. The students substitute certain sounds which are absent in Bodo language or unable to pronounce it. In order to simplify the pronunciation those sounds which are absent in the Bodo students substitute one by the nearest available sound. The first is, the BM students tend to reduce the distinction between long and short vowels. Example such as /i:/ in /si:t/ is replaced by /i/ in /sit/ by the Bodo students in the English words since it is not available in the mother tongue Bodo. Moreover, BM students find the diphthongs are like long vowels and thus diphthongs which are influenced by BM students will be short. When the Bodo students have trouble in perceiving the sounds which don't exist in the native language, they tend to find the nearest equivalents to substitute those new sounds. A distinctive example will be the substitution of /s/ or /z/ for the English phoneme (ð) as in the word 'clothe' and /p/ or /p<sup>h</sup>/ for the English word /spin/ and pronounced as /sp<sup>h</sup>in/.

### 1.2.7 Phonemes in Bodo

There are six-teen (16) consonant sounds including two semi-vowels and six (6) vowels in Bodo and nine vowel glides or diphthong.

I. Consonant chart of Bodo

		Bilabial		Alveolar		Alveolo-Palatal		Velar		Glottal	
		VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd
STOP	Unaspirated		b		d				g		
	Aspirated	p <sup>h</sup>		t <sup>h</sup>				k <sup>h</sup>			
Nasal			m		n				ŋ		
Fricative						s	z				h
Trill					r						
Literal					l						
Semi-vowel			w				j				

Table 1.1 Consonant chart of Bodo

Occurrences of consonant sounds in initial, medial and final position in Bodo

Phone mes	Initial	Gloss	Medial	Gloss	Final	Gloss
p <sup>h</sup>	/p <sup>h</sup> u/	Uproot	/sɪp <sup>h</sup> uŋ/	Flute	/bərəp <sup>h</sup> /	Ice
b	/bar/	Air	/bɪbar/	Flower	/ɔdab/	Oven
t <sup>h</sup>	/t <sup>h</sup> alɪr/	Banana	/nat <sup>h</sup> ur/	Lobster	/ut <sup>h</sup> /	Camel
d	/dan/	Cut	/ada/	Brother	_____	
k <sup>h</sup>	/k <sup>h</sup> un/	Cotton	/bɪk <sup>h</sup> a/	Heart	/sək <sup>h</sup> a/	Sparrow
g	/gu	Nine	/lugu/	Friend	/t <sup>h</sup> ɪg/	Perfect
m	/ma/	What	/bɪma/	Mother	/gusum/	Black
n	/na/	Fish	/mini/	Laugh	/dan/	Cut
s	/sɛ/	One	/gusu/	Cold	/zahas/	Ship
z	/za/	Eat	/guza/	Red	/arɔz/	Prey
h	/ha/	Soil	/mɔhɔr/	Shape	_____	
r	/ru/	Boil	/burat/	Old	/sɪrɪ/	Silent
l	/lama/	Road	/alu/	Potato	/ul/	Woolle n
w	/uŋk <sup>h</sup> a m/	Rice	/gut <sup>h</sup> ar/	Pure	_____	
j	_____		/puɪa/	Not come	_____	
ŋ			/uŋk <sup>h</sup> am/	Rice	/gɔŋ/	Bent

Table 1.2 Occurrences of consonant sounds in Bodo.

## II. Vowel Chart of Bodo

	FRONT	CENTRAL	BACK
CLOSE	i		u u
MID	e		ɔ
OPEN		a	

**Table 1.3** Vowel chart of Bodo

Occurrences of vowel sounds in initial, medial and final position in Bodo

Monophthong	Initial	Gloss	Medial	Gloss	Final	Gloss
i	/inzur/	Wall	/bir/	Fly	/zi/	Ten
e	/embu/	Frog	/gele/	Play	/ze/	Net
a	/ada/	Brother	/lama/	Road	/ta/	Take
ɔ	/ɔnt <sup>h</sup> ai/	Stone	/gɔn/	Stick	/zɔ/	Sit
u	/un/	Back	/k <sup>h</sup> ur/	Itch	/lu/	Pour
u	/uŋt <sup>h</sup> i/	Meaning	/guusa/	Hot	/huu/	Give

**Table 1.4** Occurrences of pure vowels in Bodo.

## III. Diphthongs or Vowel Glides

They are nine (9) diphthongs in Bodo. There are occurrences in initial, medial and final position is shown below.

Diphthong	Initial	Gloss	Medial	Gloss	Final	Gloss
/ai/	/aina/	Mirror	/maina /	Parakeet	/dai/	Fault
/ɔi/	_____	_____	/zɔirai/	Joint	/goi/	Betel nut
/ui/	_____	_____	/duisin/	Small	/binik <sup>h</sup> ruɪ /	Than her
/uui/	_____	_____	/suima/	Dog	/puui/	Come
/iu/	_____	_____	/ziuma/	Soul	/ziu /	Life
/au/	/auma/	A kind of insect	/zau/	Wine	/gulau/	Long
/eu/	/eunai/	Fry	/meuai/	Bambao o shoot	/k <sup>h</sup> eu/	Open
/uu/	/uuu /	Bamboo	/huuu/	Male person	/zuunai/	Elongate
/ua/	/ual /	rice grinder	/gual/	Cowboy	/k <sup>h</sup> ua/	Fog

**Table 1.5** Occurrences of diphthongs in Bodo.

### 1.2.8 Phonemes in English

There are twenty four (24) consonants (p, b, t, d, k, g, m, n, ŋ, f, v, θ, ð, s, z, ʃ, ʒ, h, tʃ, dʒ, w, r, j, l) in and twelve (12) vowels in English (ɪ, ɪ, ε, æ, ʌ, ɑ:, ɒ, ɔ:, ʊ, u:, ɜ:, ə) which are classified according to tongue height, tongue position, and lip rounding. English also have eight (8) diphthongs (eɪ, aɪ, aʊ, əʊ, ɔɪ, eə, ɪə, uə,) which are sequences of two vowel sounds together in the same syllable.

#### 1. Consonant Chart of English

Place	Bilabial	Labio dental	Dental	Alveolar	Post alveolar	Alveo-palatal	Palatal	Velar	Glottal
Plosive	p b			t d				k ɡ	
Fricative		f v	θ ð	s z		ʃ ʒ			h
Affricate						tʃ dʒ			
Nasal	m			n				ŋ	
Lateral				l					
Approximant	w				r		j		

**Table 1.6** Consonant chart of English.

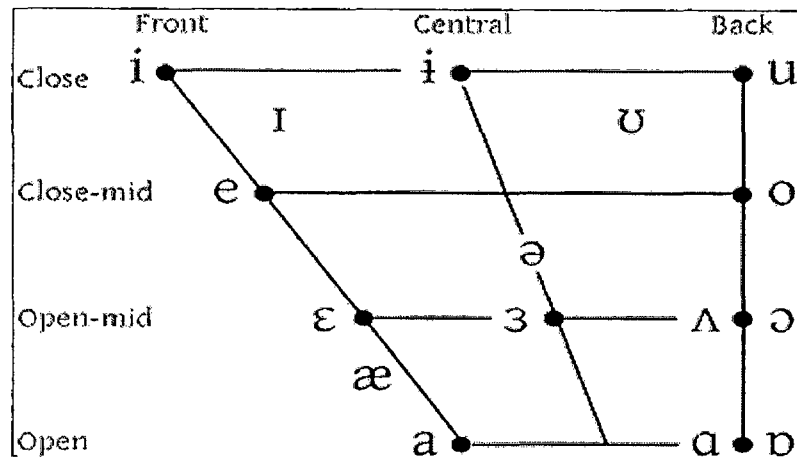
Occurrences of consonant sounds in initial, medial and final position in English

Phonemes	Initial	Gloss	Medial	Gloss	Final	Gloss
p	/pɪn/	Pin	/spɪn/	Spin	/tæp/	Tap
b	/bi:/	Bee	/sʌbdʒɪkt/	Subject	/kræb/	Crab
t	/tɛst/	Test	/steɪk/	Stake	/lɒst/	Lost
d	/dɑ:t/	Dart	/meɪd/	Made	/lɔ:d/	Lord
k	/kaɪt/	Kite	/teɪk/	Take	/træk/	Track
g	/gəʊld/	Gold	/mæɡnɪt/	Magnet	/bɪɡ/	Big
m	/mɑ:sk/	Mask	/klæmɪ/	Clammy	/ti:m/	Team
n	/ni:dəl/	Needle	/preznt/	Present	/ækʃən/	Action
ŋ	.....	.....	/'sɪŋə/	Singer	/sɪŋ/	Sing
f	/flɑ:sk/	Flask	/naɪf/	Knife	/ɡri:f/	Grief
v	/vest/	Vest	/dʌv/	Dove	/mu:v/	Move
θ	/θɪŋk/	/i:ðə/	Either	Path	/pɑ:θ/	Path
ð	/ðeɪ/	They	/weðə/	Weather	/breθ/	Breath
s	/sku:l/	School	/brɪsk/	Brisk	/wʊlvz/	Wolves
z	/zɛst/	Zest	/leɪzɪ/	Lazy	/rəʊz/	Rose
ʃ	/ʃæl/	Shall	/bɪʃəp/	Bishop	/kæʃ/	Cash
ʒ	/ʒɑ:nrə/	Genre	/'pleɪzə/	Pleasure	/gæərɑ:ʒ/	Garage
h	/hɪt/	Hit	/bɪ'həʊld/	Behold	/brʌʃ/	Brush
tʃ	/tʃɪl/	Chill	/bʊtʃə/	Butcher	/kætʃ/	Catch
dʒ	/dʒʌŋɡəl/	Jungle	/'ledʒə/	Ledger	/ɛdʒ/	Edge
w	/wi:k/	Week	/swi:t/	Sweet	/tʃəʊ/	Chow
r	/rest/	Rest	/kærət/	/kærət/	/tʌmblə/	/tʌmblə/

j	/jes/	Yes	.....	.....	.....	.....
l	/lʌv/	Love	/bælət/	Ballot	/kɔ:l/	Call

**Table: 1.7** Occurrences of consonant sounds in English.

## II. Vowel Chart of English



**Fig.1.1** Vowel chart of English.<sup>6</sup>

### Occurrences of vowel sounds in initial, medial and final position in English

Vowel	Initial	Gloss	Medial	Gloss	Final	Gloss
i:	/ i:st /	east	/ mi:t/	Meet	/kɪ:/	Key
i	/ɪglu:/	Igloo	/dɪp/	Dip	/kɒfi/	Coffe e
e	/ɛdʒ/	Edge	/hed/	Head	_____	_____
æ	/ækʃən/	Action	/næt/	Gnat	_____	_____
ɑ:	/ɑ:rm/	Arm	/pɑ:t/	Part	/spɑ:/	Spa
ɒ	on	ɒn	/mɒk/	Mock		
ɔ:	/ɔ:kʃən/	Auction	/spɔ:rt/	Sport	/lə:/	Law
ʊ	/ʊmlaʊt/	Umlaut	/gʊd/	Good	/blʊ/	blue
u:	/u:z/	Ooze	/su:n/	Soon	/ʃu:/	shoe
ə	/ə'kɔ:d/	Accord	/blʌndə/	Blunder	/səʊfə/	Sofa
ʌ	/ʌm'brɛl ə/	Umbrella	/sʌn/	Sun	_____	_____
ɜ:	/ɜ:n/	Earn	/mɜ:mə/	Murmur	/teɪlə/	Tailor

**Table 1.8** Occurrences of vowel sounds in English.

<sup>6</sup> Source: [http://commons.wikimedia.org/wiki/File:English\\_vowel\\_chart.png](http://commons.wikimedia.org/wiki/File:English_vowel_chart.png)



### III. Diphthongs in English

Diphthong	Initial	Gloss	Medial	Gloss	Final	Gloss
eɪ	/eɪm/	Aim	/leɪt/	Late	/weɪ/	Way
aɪ	/aɪs/	ice	/waɪt/	White	/baɪ/	Buy
ɔɪ	/ɔɪl/	Oil	/dʒɔɪnt/	Joint	/tɔɪ/	Toy
aʊ	/aʊl/	Owl	/faʊnd/	Found	/naʊ/	Now
oʊ	/oʊvər	Over	/foʊn/	Phone	/naʊ/	Know
ɪə	/ɪər/	Ear	/hɪər/	Here	/fɪər/	Fear
/ʊə/	.....	.....	/tʊər/	Tour	/taʊə/	Tower
/ɛə/	/ɛər/	Air	/dɛər/	Dare	/kɛə/	care

**Table1.9** Occurrences of diphthongs in English.

#### 1.3 The Present Study

The problem selected for the present study is “Analysis of Errors in Spoken English: A Comparative Study of Bodo Medium and English Medium Learners of English”. This research work will typically examine and analyze the errors committed by the BM students in spoken English in comparison to EM student learners of English. The students while learning English faces various problems. Keeping in view the common problem faced by the students, the present project has been taken up and analysed.

Achieving effective communication requires communicative competence from the part of learners which is the mastery of the language and the ability to use the knowledge in actual communication (Canale, 1983; Canale & Swain, 1980). The proper knowledge of language encompasses mastery of lexis, grammar and the sound system. The ultimate goal of L2 learners is to attain the native like fluency and mastery in the target language. But unfortunately for many learners, this dream has remained an unrealistic since native speakers of the target language easily identify individuals as non-native speakers because of their way of accent and this is not an exception to Bodo learners also. As a further matter, a large number of L2 learners believe that the main difficulty the learners encounter while speaking the L2 is pronunciation and grammar and consider this difficulty as the main source of their communication problems. Many a times, it is also observed that because of lack of good writing skills the large numbers of students are not able give vent to their ideas

and thoughts properly. The errors made in the spoken English are very high among the Bodo learners and various factors are responsible for it. The use of correct pronunciation is the most important in communicative competence and when the pronunciation of a certain word or lexical item is mispronounced the entire meaning changes like when one say 'pen' for 'fan', or 'chip' for 'ship' etc.

### **1.3.1 Objectives of the Study**

The primary aim of this proposed research work will look at the following areas:

1. Identifying and analyzing pronunciation errors in spoken English of BM students in comparison to EM students in learning English language.
2. What are the factors that are responsible for errors in pronunciation in both the medium of schools?
3. To compare the teaching strategies in the two kinds of schools.
4. To suggest methods/approaches better equipped to handle the problems studied

### **1.3.2 Significance of the Study**

The study will discuss the errors made by BM students and EM students in learning spoken English in Kokrajhar district of Assam. There exists EM and BM schools in Kokrajhar district which is under the Board of Secondary Education Assam (SEBA) with the same kind of syllabus but teaching methodology, infrastructure and teaching faculty greatly differs in both the medium of schools. The nature of errors committed by both the media of students will show the teaching differences of the two educational institutions. It is expected that this study will give the clear framework and teaching strategies of the EM and BM schools and it will come up with methods and approaches better equipped to handle the problem studies. The study will help extensively to both the media of learners, where they are able to detect and understand students' mistakes, and later have the initiative to produce the teaching materials that is remedial to the spotted weaknesses. EA is useful in L2 learning because this will reveal the problematic areas that students face in learning and the errors could be focused on. This study will benefit them in the sense that they will gain insight into

their own errors that they usually make while learning. EA is closely related to the study of error treatment in language teaching.

### **1.3.3 Hypotheses**

1. EM students outperform BM students in spoken English.
2. The teaching method, syllabus is partly responsible and not adequate for overall development of the students.
3. More errors are committed by BM students than EM students.

### **1.3.4 Statement of the Problem**

The research work will study and analyse the errors committed by the BM students as compared to EM students in spoken English. The students while learning English face various problems. Keeping in view the common problem faced by the students the present project have been taken up and analysed. The study will compare the teaching mechanisms in the two kinds of schools and come up with methods and strategies better equipped to handle the problems.

In most of the cases, the students commit errors as they are unable to pronounce the English sounds succinctly. It is also observed that Bodo students make errors in pronunciation because of the fact that most of the English sounds are not available in the Bodo sound system. English has twenty four (24) consonants, twelve (12) vowels and eight (8) diphthongs, while Bodo has sixteen (16) consonants, six (6) vowels and nine (9) diphthongs.

Some of the commonly observed errors made by BM students in spoken English are listed below. The word list used for the elicitation of the data will be based on these examples.

Vowels:

1. /i:/ is replaced by /i/ by the BM students in comparison to EM students. /i:/ becomes /i/ in the following examples.

RP	Gloss	Articulations (BM students)
/i:st /	'east'	/ist/
/si:t/	'seat'	/sit/
/ti:/	'tea'	/t <sup>h</sup> i/
/bi:/	'bee'	/bi/
/gri:f/	'grief'	/grip/
/gri:n/	'green'	/grin/

2. /æ/ is replaced by /e/ by the BM students in all the English sounds. /æ/ becomes /e/.

RP	Gloss	Articulations (BM students)
/træk/	'track'	/t <sup>h</sup> rek/
/bænd/	'band'	/bend/

3. /ɑ:/ is replaced by /ɑ/ by the BM students in comparison to EM students. /ɑ:/ becomes /ɑ/.

R P	Gloss	Articulations (BM students)
/da:t/	'dart'	/dart/
/pa:k/	'park'	/park/

4. /ɔ:/ is replaced by /ɒ/ by the BM students in as compared to EM students. /ɔ:/ becomes /ɒ/.

RP	Gloss	Articulations (BM students)
/lɔ:d/	'lord'	/lɒrd/
/ə'kɔ:d/	'accord'	/ek <sup>h</sup> ɒrd/

5. /u:/ is replaced by /ʊ/ by the BM students in comparison to EM students. /u:/ becomes /ʊ/.

RP	Gloss	Articulations (BM students)
/tu:l/	'tool'	/tʊl/
/fu:d/	'food'	/p <sup>h</sup> ʊd/

6. /ʌ/ is replaced by /a/ by the BM students in comparison to EM students. /ʌ/ is replaced by /a/.

RP	Gloss	Articulations (BM students)
/bʌs/	'bus'	/bas/
/fʌnd/	'fund'	/p <sup>h</sup> an/

#### Consonants

7. The BM students replace /p/ by /p<sup>h</sup>/ in the English words and it happens only when the /p/ in the English words occur in the initial and medial positions.

RP	Gloss	Articulations (BM students)
/kʌp/	'cup'	/k <sup>h</sup> ap/
/spɪn/	'spin'	/sp <sup>h</sup> ɪn/

8. The Bodo students replace /tʃ/ by /s/ in the English words in all the positions. /tʃ/ becomes /s/.

RP	Gloss	Articulations (BM students)
/tʃin/	‘chin’	/sin/
/tʃɒp/	‘chop’	/sɒp/

#### Prosthesis or word initial

9. Prosthesis can be seen among the BM in comparison to EM students in learning English language where the vowel /i/ is inserted in front of the consonants. It can be seen in the following example.

#### Insertion of /i/ in the Onset Two consonant cluster

R.P	Gloss	Insertion (BM students)
/sku:l/	‘school’	/ɪsk <sup>h</sup> u:l/
/ma:bl/	‘marble’	/mɑ:ɪbəl/
/stʌdɪ/	‘study’	/ɪstʌdɪ/
/stænd/	‘stand’	/ɪstænd/
/sɪkr:n/	‘screen’	/ɪskr:n/
/spræt/	‘sprite’	/ɪspræt/
/spreɪ/	‘spray’	/ɪspreɪ/
/spli:n/	‘spleen’	/ɪsp <sup>h</sup> li:n/

#### Elision

10. Elision is the omission of one or more sounds (such as a vowel, consonant, or a whole syllable) in a word or phrase, producing a result that is easier for the speaker to pronounce. In other words, it is the process where one or more phonemes are dropped usually in order to simplify the pronunciation. The case is seen dropping both vowels and consonants.

RP	Gloss	Elision (BM students)
/rest/	'rest'	/res/
/kɒstli /	'costly'	/k <sup>h</sup> ɔsli/
/best /	/best/	'bes'

## Metathesis

11. Metathesis is the rearranging of sounds or syllables in a word or of words in a sentences. To put in other words, it refers to the switching of two or more contiguous sounds, known as adjacent metathesis or local metathesis. The following are the some of the commonly found examples of it among BM students.

RP	Gloss	Metathesis (BM students)
/ desk/	desk	/deks/
/ta:sk/	'task'	/ta:ks/
/fla:sk/	'flaks'	/fla:ks/

## Cluster Reduction

12. Cluster means combination of one or more consonants sound occurring together in one syllable. Cluster reduction means the simplification of consonant clusters. The following are the some of the examples:

RP	Gloss	Reduction (BM Students)
/læmp/	'lamp'	/læm/
/kɒmpa:tɪmənt/	'compartment'	/kɒmparmən/

#### 1.4 The Bodo Language

Bodo or Boro is a language of North East India spoken by the Bodo people, a prominent ethnic group inhabiting Assam. According to Robert Shafer the Bodo (Boro) language belongs to the branch of Barish section under Baric division of the Sino-Tibetan family. The linguistic survey of India describes the Bodo (Boro) languages under the Bodo (Boro) sub section under the Assam Burma group of the Tibeto-Burman branch of Sino-Tibetan Chinese speech family.

Bodo is known as Bodo or Boro or Kachari or Kirata or by other name in different times. Rev.S. Endle (1884) in his book "*The Kacharis*" said that Bodos are the earliest Indo-Mongoloid migrants to eastern India who subsequently spread over different regions of Assam, Bengal and Tripura.

Grierson (1903) in his "*The Linguistic Survey of India*" had also designated Bodo as Bara or Bodo. The Bodo groups comprise (as stated in the Linguistic Survey of India, Vol-III, Part-II) of the following tribes: Kachari or Bodo, Lalung, Dimasa, Garo, Rabha, Tripuri (Kok-borok), Koch, Chutiya (Deuri) and Moran.

Linguistically Bodo language is closely related to the Dimasa language of Assam, the Garo language of Meghalaya and the Kok Borok language of Tripura. It shares common linguistic features in respect of vocabulary, phonology, morphology and syntax with the Dimasa, Garo and Kok Borok language.

The Bodo or Boro is the only Tibeto-Burman language included under the Eight Scheduled of the Indian constitution after Manipuri. It is also the official language of Bodoland Territorial Council (B.T.C.). Bodo is spoken in the state of Assam. The major settlements of the Bodo in Assam are Kokrajhar, Udalguri, Baksa, Chirang, Goalpara Darrang, Barpeta, Dhemaji, Lakhimpur, Nagaon, Nalbari, Dubri, Sonitpur, Bongaigaon districts, and Lamhing town of Karbi-Anglong district.

The language is also spoken in Darjeeling, Jalpaiguri and Cooch-Bihar Districts of West Bengal, seven villages in Tikrikilla block of West Garo Hills Districts in Meghalaya. The language is also spoken in Jhapa District in Nepal. The language is spoken by more than 20, 00,000 (twenty lakhs) people. Bodo has adopted Devanagari script as their writing system. The early history of Bodos is largely unknown. By



definition, Bodos (pronounced BO-ROs) do not display tribalistic culture or rituals in that they do not live in caves or jungles or go hunting wild animals. The majority of the Bodos have remained as cultivators, farmers, and peace loving society for centuries.

Madhuram Boro (1990) in his book "*Historical Development of Boro Language*" says that the Bodo-speech community is now well-spread throughout the North-Eastern states of India including Assam, Arunachal Pradesh, Meghalaya, Nagaland, Mizoram, Manipur, Tripura and Northern parts of West Bengal, Bihar and adjoining areas of Bangladesh, Nepal and Bhutan. Bodo group of speech community includes Bodo, Dimasa, Rabha, Sonowal, Tiwa, Twipwra, Deori (Chutiya), Koch, Hajong, Garo etc. It is a developing language in the field of education and literature. The Bodo language was recognised as the Associate State Language of Assam in the year 1985 and it was also recognised as the medium of instruction in the school level from 1963 and as one of the Modern Indian Languages from 1977 under Gauhati University in Assam. Dr. Pramod Chandra Bhattacharya (1977) in his doctoral thesis, "*A Descriptive Analysis of the Bodo Language*" says that there are at least four dialect areas of the Bodo language:

1. North-West dialect area having sub-dialects of North Kamrup and North Goalpara District.
2. South-West dialect area comprising South Goalpara and Garo Hills District.
3. North-Central Assam dialect area comprising Darrang, Lakimpur Districts and a few places of Arunachal.
4. Southern Assam dialect area comprising Nowgong, North-Cachar, Mikir Hills, Cachar and adjacent districts.

## Map of Bodo

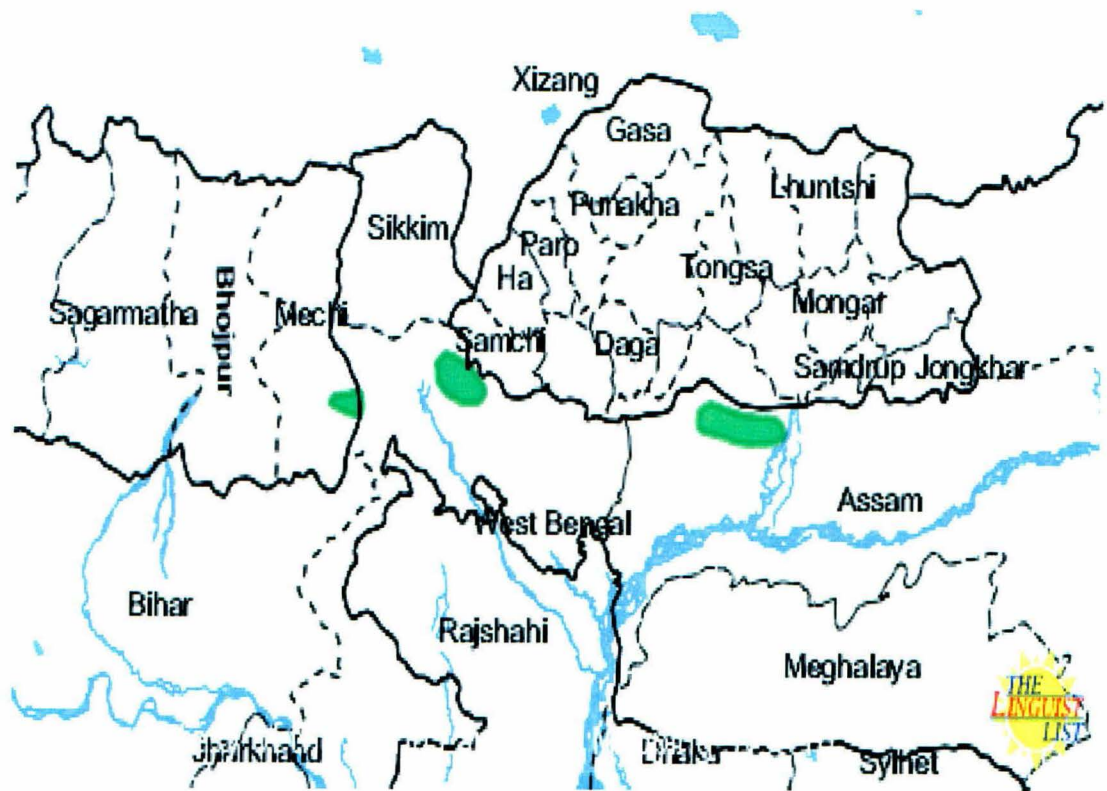


Fig. 1.2 Map of Bodo Speakers Area.<sup>7</sup>

 Bodo Speaking Area

### 1.4.1 Habitat and Identity

The Bodos are numerically and sociologically one of the most important tribes of the North-Eastern India, particularly Assam. While they are spread all over the plains of lower Assam and contiguous areas of North Bengal, they have intimate family ties with many other tribes living in other parts of Assam and also in Tripura. Bodos are living in a scattered manner throughout the North-Eastern region of India. There are some small Bodo pocket areas also outside India i.e., in Bangladesh, Bhutan, Burma and Nepal. The state of Assam is the main abode of the Bodos. Their main concentration is now on the Northern bank of the river Brahmaputra, starting from

<sup>7</sup> Source: Multi Tree: A Digital Library of Language Relationships <http://multitree.org/codes/brx>

Dhubri and Kokrajhar district, Goalpara district in the west, to Dhemaji sub-division of Lakhimpur district to the east.

#### **1.4.2 Script and Literature**

Bodo makes use of the Devanagiri script. The Bodo literature consists of the vast amount of oral literature including folktales, ballads, and idioms proverbs and of the considerable amount of written and published literature in Assamese and Roman script and now mostly in Devanagiri script. The published literature comprises mainly of books relating to poems, stories, prayers and songs on the one hand, and journals and magazines with different types compositions on the other hand. There is a good number of unpublished novels, dramas etc. so far my knowledge goes. The themes and beauties of Bodo literature will reveals mode of life and attitude towards nature. The rhyming metres of Bodo verses and songs always appeal to the readers' ear and heart.

#### **1.4.3 Geographical Features**

The Bodo population area is situated in a humid sub-tropical climate that is characteristics of the lower Brahmaputra Valley of Assam and these areas receive high rainfall and humidity. The area has the largest concentration of forest in the state. The soil in the region is fertile and suitable for paddy cultivation. The main source of irrigation is the water that flowing along natural dongs and canals for the agricultural fields. The rain waters flow down from the hill tracts of Bhutan and along the foothills and reserve forests of the district. A number of rivers also flow out and via the Bhutan hills that flow through the district and act as tributaries of the mighty Brahmaputra that flows from east to west far from the southern boundary of Kokrajhar district. The chief rivers of the district that flow from north to south are the Champabati, the Gaurang, the Tipkai, the Aie, and the Sonkosh. There are other rivulets like the Bhur and the colourfully named Laopani. Flowing through the district, all the rivers and rivulets have their origin in the Bhutan hills. The soil of the district is composed of sand and clay in varying proportion ranging from pure sand in the river bed to soft clay indifferent parts and the area is also covered by many tea gardens because the climate of this particular region is suitable for tea cultivation.

#### **1.4.4 The People**

It is always found that the Bodos never compromised their identity and never allowed others to denigrate their dignity. Bodos always tried to protect and preserve their rich culture, language, literature and colourful tradition keeping pace with the development of human civilizations. Assam gave shelter to streams of human waves carrying with them distinct cultures and trends of civilization. Austro-Asiatic, Negritos, Dravidians, Indo-mongoloids, Tibeto-Burmese and Aryans penetrated into Assam through different routes and contributed in their own way towards the unique fusion of a new community which came to be known in later history as the Assamese. However, Assam remained preponderantly a land of Tibeto-Burmese.

#### **1.4.5 Religion**

Like other tribal groups of Assam, Bodos have a rich cultural heritage, indigenous living style including food habits, weaving, handicrafts, etc., but at the same time, own distinctiveness among themselves in terms of religion. Some section of Bodo people adopted Hinduism whereas some section adopted Christianity. Hindu Bodos worship **bathəo** or **sibbərāi**, identified with the lord Shiva whereas the Christian Bodos worship Lord Jesus.

#### **1.4.6 Genetic Classification and Geographical Area**

The oldest scientific way of classifying language is into “language families”. This method is called “genetic classification”. Language is believed to be related if they can be shown to be descended from the same parent language or proto language. To establish that a pair of languages is genetically related one need to demonstrate that there are recurring sound correspondences between the words of the two languages which have roughly the same meaning and belong to the basic vocabulary. The more such sound correspondences occur, the stronger the proof of genetic relationship, i.e. the sound correspondence have to be regular and to ensure that they are not due to change. Linguists do not look only for a couple of recurring correspondences to establish genetic relationship; they look for as many as they can find in order to strengthen their case in support of the genetic relationship claim. As per classification given by Robert Shafer the Bodo (Boro) language belongs to the branch of Barish section under Baric division of the Sino-Tibetan family. The linguistic survey of India

describes the Bodo (Boro) languages under the Bodo (Boro) sub section under the Assam Burma group of the Tibeto-Burman branch of Sino-Tibetan Chinese speech family.

Grierson (1903) in his *“The Linguistic Survey of India”* had also designated Bodo as Bara or Bodo. The Bodo groups comprise (as stated in the Linguistic Survey of India, Vol-III, Part-II) of the following tribes: Kachari or Bodo, Lalung, Dimasa, Garo, Rabha, Tripuri (Kok-borok), Koch, Chutiya (Deuri) and Moran.

Following is the brief tabular representation of the Sino-Tibetan family of the language.

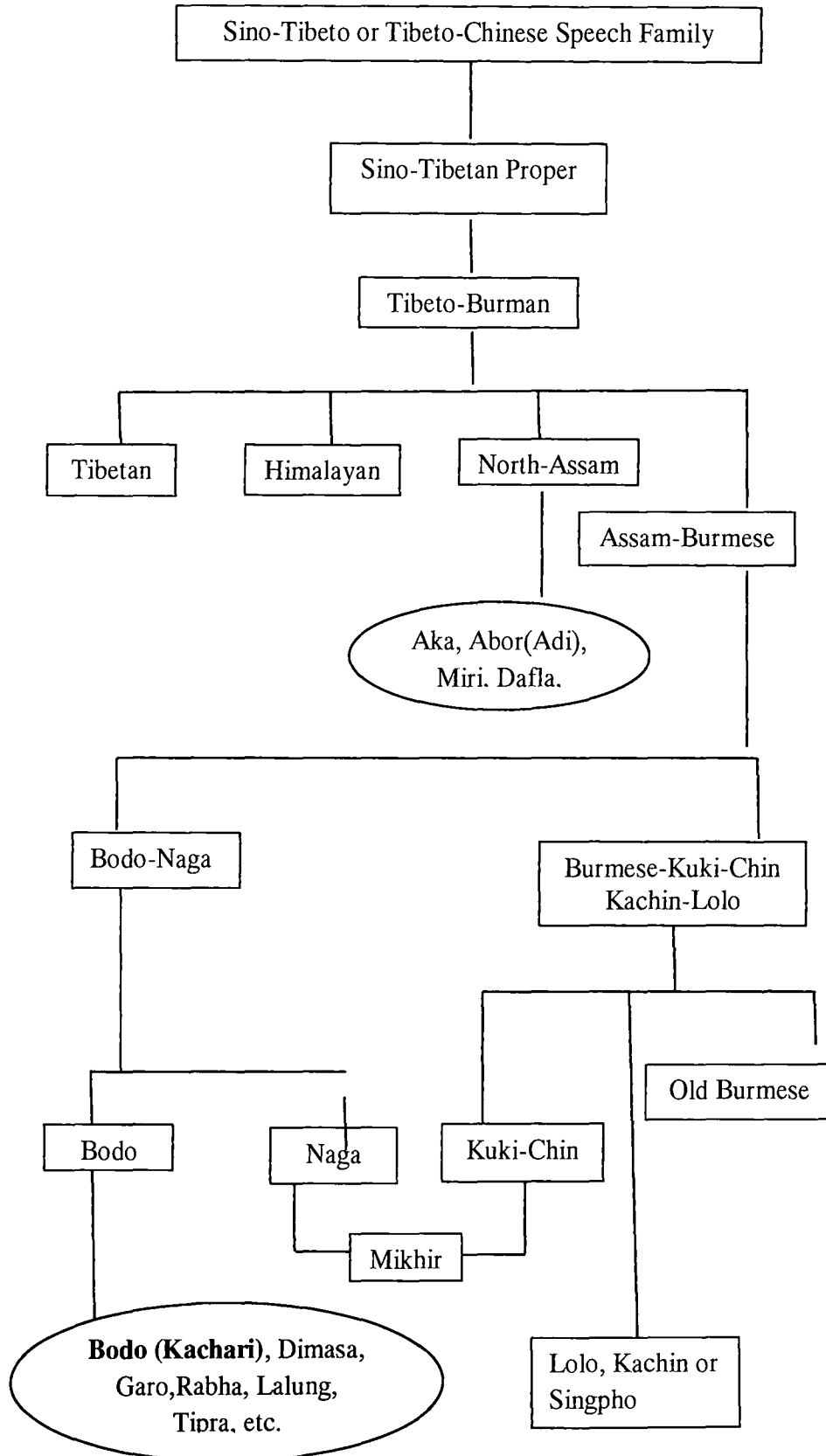


Fig. 1.3 Tree diagram of Sino-Tibetan Language Family.<sup>8</sup>

<sup>8</sup> Chatterji, S.K. (1951). *Kirata-jana-kriti* The Indo-Mongoloids: Their contribution to the history and culture of India, Calcutta.

## **1.5 Organization of the dissertation**

### **Chapter I**

The dissertation consists of four chapters. The Chapter I has five sections in it. First section talks about the English Language Teaching and Learning in Bodo Speaking Areas. Second section talks about the theoretical background, review of literature, contrastive analysis and error analysis. Third section talks about the scope of the present study, objectives, significance, hypothesis and statement of the problem. The fourth section talks about the Bodo language, habitat and identity, geographical features, people, religion and the last section talks about genetic classification and geographical area.

### **Chapter II**

The Chapter II provides the details of research design and methodology of the study. It also involves selection of participants, data collection method and data analytical procedure.

### **Chapter III**

This Chapter III is the core of the dissertation and deals with data and analysis of the findings of data. It discusses the results of the investigation and gives a detailed analysis and interpretation of the data.

### **Chapter IV**

The concluding Chapter IV will summarise the findings of the study, provides conclusion, suggestions and some recommendations based on the findings. The summary of the research will also explain how the study of this research will benefit students and suggestions would be made available to make the spoken English easy and learners friendly to Bodo learners. In addition to these four chapters bibliography and appendices will be given at the end.

## Chapter II

### Research Methodology

In this chapter on research methodology, the various types of research types in linguistics will be discussed briefly and the blueprint of the current research type in detail.

#### 2.1 What is Research?

All humans naturally dwell the vital instinct of curiousness for, when the unknown confronts, a wonderment grips us and our curiousness makes us poke into and get full understanding of the unknown. This curiousness is the mother of invention and knowledge and the method that a man applies and deploys for obtaining the knowledge of whatever obscure and unknown can be termed as research. Generally research refers to a methodologically well planned search for knowledge. Research could be defined as a scientific and systematic search for apt information on a specific topic.

To describe, explain, control and predict any phenomenon in the universe through a well organised methodology involves research. Research uses inductive and deductive methods. The identification of the general principles, structures, or processes underlying a phenomenon are observed and analysed by the inductive methods while by deductive methods we verify the hypothesised principles upon observations. Hence, the purpose of the two methods can be summed as the development of explanations and testifying the validity of the explanations for the inductive and deductive methods respectively. The heart of the research is the thinking behind it, is what needs a keen attention to be paid can be analysed via how we really want to find out; how we build arguments about ideas and concepts. and what evidence that we can support to persuade people to accept our arguments.

Redman and Mory define research as a “systematized effort to gain new knowledge”.<sup>9</sup>

The research carried out should be based on facts and should be verifiable. It should be objective, logical, scientific and systematic. The present research work is a detail

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<sup>9</sup> Redman, L.V. and Mory, A. V. H. (1923). “The Romance of Research”, p.10.



inquiry into the nature of the study. As a researcher the meaning is to find out the nature and consequences of the work. It is also the duty of the researcher to report the findings with complete frankness. Moreover, the analysis of data should significantly prove its appropriateness, validity and reliability. To make the research work absolutely solid, it should be free from biased and devoid of any kind of prejudices.

### **2.1.2 Motivation in Research**

“What makes people to undertake research? This is a question of fundamental importance. The following are the possible motives for doing research may be either one or more of the following:

1. Desire to get a research degree along with its consequential benefits.
2. Desire to face the challenge in solving the unsolved problems, i.e., concern over practical problems initiates research.
3. Desire to get intellectual joy of doing some creative work.
4. Desire to be of service to society.
5. Desire to get respectability.

However, this might not be an exhaustive list of factors motivating people to undertake research studies. There might be many more factors exists such as directives of government, employment conditions, curiosity about new things, desire to understand casual relationships, social thinking and awakening, and the like may as well motivate (or at times compel) people to perform research operations”.<sup>10</sup>

### **2.1.3 Types of Research**

The following are the basic types of research and they are briefly discussed below.

#### **1. Descriptive Vs. Analytical**

“Descriptive research includes surveys and fact finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristics of this method are that the researchers had no control over the variables; he can only report what has happened or what is

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<sup>10</sup> Kothari, C.R. (2010). “Research Methodology Methods and Techniques”, p. 2.

happening. In analytical research, the researcher has to use facts or information already available and analyse these to make a critical evaluation of the material.”<sup>11</sup>

## 2. Applied Vs. Fundamental

“A research work can be either applied (action) or fundamental (pure or basic) research. Applied research aims at finding a solution for an immediate problem facing a society or an industrial/ business organisation. On the other hand fundamental research is mainly concerned with generalizations and with the formulation of a theory. The central aim of applied research is to discover a solution for some pressing practical problem, whereas as fundamental research is directed towards finding information that has a broad base of application. Examples of applied research such as research concerning human behaviour carried out with a view to make generalisations about human behaviour. On the other hand research concerning some natural phenomenon or relating to pure mathematics are examples of fundamental research.”<sup>12</sup>

## 3. Quantitative Vs. Qualitative

“Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For ex. when we investigate the reasons of human behaviour, (i.e., why people think or do certain things), an important type so qualitative research.”<sup>13</sup>

## 4. Conceptual Vs. Empirical

“Conceptual research is concerned with some abstract ideas or theory. This kind of research is used by philosophers and thinkers to develop new ideas or new concepts or to reinterpret in existing ones. Empirical research relies on experience or observation sometimes without due regard for system and theory. It is a kind of data- based

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<sup>11</sup> Ibid, p. 2-3.

<sup>12</sup> Ibid, p. 3

<sup>13</sup> Ibid.

research coming up with conclusions which are capable of being verified by observation or experiment”:<sup>14</sup>

### **2.2.1 The Present Study**

The problem selected for the present study is “Analysis of Errors in Spoken English: A Comparative Study of BM and EM Learners of English”. The research work will study and analyse the errors committed by the BM students in spoken English in comparison to EM student learners of English. The BM students while learning English encounters innumerable problems. The findings of the study will help the English language teachers, trainers, and instructors to better understand the problems of pronunciation errors and improve the students’ awareness and understanding of the nature of the problem. Keeping in view the common problem faced by the students. the present project have been taken up and analysed.

### **2.2.2 Delimitation of the Study**

The study has been delimited in the following schools.

1. The study will be confined to the Kokrajhar district of Assam.
2. Students of the three Bodo Medium schools viz- Alongbar High School, Swrang High School and Vidyapith High School and one English medium school viz., Sister Margaret Noble School has been taken up for this study and students from VII to IX standard has been interviewed and observed. Five students were randomly selected from each class and school.

The subject matter concerned will unearth the discovery procedure, decision procedure and evaluation procedure. The specific problems of the concerned subject will help in forming new assumptions or hypotheses which are already existing or newly constructed for the purpose of verification. Then the relevant data is collected through various types of techniques of elicitation of data. The research methodology is adopted for the analysis and presentation of the data specifically collected for the study of L2 problem learners in spoken English among the BM students in comparison to EM students.

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<sup>14</sup> Ibid, p. 4.

### 2.2.3 Data Collection Methods

In this section the methods adopted for the collection of data are presented. Three important methods were adopted for the collection of data. They are:

1. Students' Questionnaire
2. Teachers' Questionnaire
3. Word List for Pronunciation Error Analysis

#### 1. Students' Questionnaire

Students' questionnaire consists of 17 sections. Sections 1 to 7 are used to collect some information like the student's name, age, gender, name of the school, medium of instruction in school, class and the places whether they belonged to rural or urban areas.

In section 8, students were being asked regarding the linguistic background of the language. The linguistic background of the students was checked by asking whether they can read, write, speak and understand the language. Almost all the students are fluent speakers of Bodo, followed by Assamese, Hindi and English.

Under section 9, students were asked about the frequency of reading English newspapers a week.

Under section 10, students were asked about the frequency of listening/watching English programmes a week.

Under section 11, the students were asked in the domain of the use of English in day to day life.

Under section 12, the students were asked in the domain of the use of Bodo in day to day life.

The Section 13 to 17 was used to collect contact info for future use, day of recorded data and place and address of the participants.

## 2. Teachers' Questionnaire

Data were collected from 6 teachers. Out of them 3 are from BM and 3 are from EM schools. They were arranged in the following way.

School	Medium of Instruction	Number of teachers
SMNS	English	3
ALHS	Bodo	1
VHS	Bodo	1
SHS	Bodo	1

Teachers' questionnaire consists of 17 sections. Section 1 to 6 are used to collect some information like teacher's name, gender, medium of instruction in school, educational qualifications, experience in English teaching and mother tongue of the teachers.

Under section 7, teachers were being asked regarding the linguistic background of the language. The linguistic background of the teachers was checked by asking whether they can read, write, speak and understand the language. Almost all the students are fluent speakers of Bodo, followed by Assamese, Hindi and English.

Under section 8, teachers' viewpoint is being sought regarding their opinion about their students' English knowledge.

Under section 9, teachers' viewpoint is being sought in order to understand relation between grammar and language.

Under section 10, teachers' viewpoint is being sought if there was any mother tongue impact on errors committed by the learners while learning Spoken English.

Under section 11, teachers' viewpoint is being sought whether errors committed by the students can be corrected by the use of mother tongue.

Under section 12, teachers' viewpoint is being sought regarding the percentage of language use in class.

Under section 13, teachers' viewpoint is being sought regarding the use of method in teaching English.

Under section 14 and 15, teachers' viewpoint is being sought whether the school possesses library or not and whether the absence of a library contributes to English errors committed by the learners'.

Under section 16, teachers' viewpoint is being sought regarding the communicative competence of the student's English knowledge.

The section 17 deliberates on the curriculum in use for the teaching- learning of English.

### 3. Word list for Pronunciation Error Analysis

Under this questionnaire a list of words was given. The list comprise of 116 words. The words prepared in the word list were mostly common words in order to make the students' feel more relaxed and comfortable. Before the recording process, the students' were asked to familiarise themselves with the words. Nokia E7 mobile phone was used for recording purposes. The recording was conducted individually in a quiet room and it took around five to seven minutes for each subject. Each subject was required to read at a normal speed.

After the recording process was over, the recording was replayed many times for analysis and the pronunciations errors were noted down. Those words were designed to diagnose pronunciations difficulties on the BM students' in spoken English. The pronunciation errors were diagnosed into five categories: substitution, insertion, elision, and metathesis and consonant cluster. The questionnaire for list of words is given in the appendix.

#### **2.2.4 Data Analytical Procedure**

The data for this study has been elicited through three ways.

1. Students' Questionnaire
2. Teachers' Questionnaire
3. Word List for Pronunciation Error Analysis

A detailed discussion is given on the analytical procedures of data collected in students' questionnaire, teachers' questionnaire and word list for pronunciation error analysis is given in below.

## 1. Students' Questionnaire

There are 17 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 8, data was collected to know the linguistic background of the students. The responses will be presented in the following way.

### Bodo

Class	Total no. of Students Interviewed	Speaking	Reading	Writing	Understanding
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.1** It will show the students' linguistic background of the Bodo language.

### Assamese

Class	Total no. of Students Interviewed	Speaking	Reading	Writing	Understanding
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.2** It will show the students' linguistic background of the Assamese language.

Hindi

Class	Total no. of Students Interviewed	Speaking	Reading	Writing	Understanding
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.3** It will show the students' linguistic background of the Hindi language.

English

Class	Total no. of Students Interviewed	Speaking	Reading	Writing	Understanding
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.4** It will show the students' linguistic background of the English language.

Under section 9, students were asked about the frequency of reading the English newspapers a week. The responses will be presented in the following way.

Class	Total no. of Students Interviewed	Never	Sometimes	Often	Daily
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.5** It will show the frequency of reading newspapers by students in a week.



Under section 10, students were asked about the frequency of listening/watching English programmes a week. The responses will be presented in the following way.

Class	Total no. of Students Interviewed	Never	Sometimes	Often	Daily
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.6** It will show the frequency that students watch/ listen English programmes on televisions in a week.

In section 11, the students were asked in the domain of the use of English in day to day life. The responses will be presented in the following way.

Class	Total no. of Students Interviewed	Domain of Use	Never	Sometimes	Often	Always
			Number of teachers response			
IX EM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
VIII EM		On playground				
		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
VII EM		On playground				
		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				

		With friends				
		With teachers				
		In classes				
		On Playground				
IXBM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
		On playground				
VIII BM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
		On playground				
VII BM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
		On playground				

**Table 2.7** It will show the domain of use of English in day to day life.

In section 12, the students were asked in the domain of the use of Bodo in day to day life. The responses will be presented in the following way.

Class	Total no. of Students Interviewed	Domain of Use	Never	Sometimes	Often	Always
			Number of teachers response			
IX EM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
VIII EM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
VII EM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
IX BM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
VIII BM		At home				
		Market Place				
		Entertainment/T.V./Video/Film				
		At school				
		With friends				
		With teachers				
		In classes				
		On playground				
		At home				

VII BM	Market Place				
	Entertainment/T.V./Video/Film				
	At school				
	With friends				
	With teachers				
	In classes				
	On playground				

**Table 2.8** It will show the domain of use of Bodo in day to day life.

## 2. Teachers' Questionnaire

There are 17 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 7, data were collected to know the linguistic background of the teachers. The responses will be presented in the following way.

Bodo

Class	Total no. of Teachers Interviewed	Speaking	Reading	Writing	Understanding
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.9** It will show the teachers' linguistic background of the Bodo language.

Assamese

Class	Total no. of Teachers Interviewed	Speaking	Reading	Writing	Understanding
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.10** It will show the teachers' linguistic background of the Assamese language.

Hindi

Class	Total no. of Teachers Interviewed	Speaking	Reading	Writing	Understanding
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.11** It will show the teachers' linguistic background of the Hindi language.

English

Class	Total no. of Teachers Interviewed	Speaking	Reading	Writing	Understanding
IX EM					
VIII EM					
VII EM					
IX BM					
VIII BM					
VII BM					

**Table 2.12** It will show the teachers' linguistic background of the English language.

In section 8, teachers' viewpoint is being sought regarding their opinion about their students' English knowledge. The responses will be presented in the following way.

Medium of school		Number of Teachers Interviewed	Poor	Average	Adequate	Satisfactory	Excellent
EM	Speaking						
	Reading						
	Writing						
	Understanding						
BM	Speaking						
	Reading						
	Writing						
	Understanding						

**Table 2.13** It will indicate teachers' viewpoint is being sought regarding their opinion about their students' English knowledge.

In section 16, teachers were asked to rate their viewpoint on the students' communicative competence of the students English knowledge. There were five items under it. They are no problem, a slight problem, an obvious problem, a serious problem and a very serious problem. All these items are graded on 5 point scale. The response will be presented in the following way.

No Problem	A slight Problem	An Obvious Problem	A Serious Problem	A Very Serious Problem
1	2	3	4	5

Sr. No		EM				BM			
1	Comprehending Oral Skills								
2	Understanding school and content vocabulary								
3	Reading and comprehending written material								
4	Understanding and participating in class discussion								
5	Providing organized oral explanations and adequate descriptions								
6	Comprehending/doing assignments								
7	Expressing ideas in written form								
8	Learning new material								
9	Recalling and applying previously learned material								
10	Applying problem solving skills in class discussion								

**Table 2.14** It will show the teachers' viewpoint is being sought regarding the communicative competence of the student's English knowledge.

The section 17 deliberates on the curriculum in use for the teaching- learning of English. All the items which come under this section will be presented in the following way:

Strongly Agree 1	Agree 2	Uncertainty 3	Disagree 4	Strongly Disagree 5
---------------------	------------	------------------	---------------	------------------------

Sr. No		EM				BM			
1	The current syllabus is incorporating latest developments and trends								
2	The current syllabus is useful for students								
3	The syllabus gives supports in overall development and growth of the students								
4	Materials used for teaching is student friendly and fun learning								
5	Students take keen interest in building strong communication skills								
6	Paying attention to each student is not easy								
7	The syllabus encourages the students to learn and study more in English								
8	I always encourage students to read daily English newspapers, journals, magazines etc.								
9	Students are very much receptive in learning English language								

**Table 2.15** It indicates the curriculum in use for the teaching- learning of English.

### 3. Word list for Pronunciation Error Analysis

Under this questionnaire a list of words was given. The list comprised 116 words. Nokia E7 mobile phone was used for recording purposes. The recording was conducted individually in a quiet room and it took around five to seven minutes for each subject. Each subject was required to read at a normal speed. After the recording process was over, the recording was replayed many times for analysis and the pronunciations errors were noted down. Those words were designed to diagnose pronunciations difficulties on the BM students' in spoken English. The pronunciation errors were diagnosed into five categories: substitution, insertion, elision, and

metathesis and consonant cluster. The questionnaire for list of words is given in the appendix.

### 2.2.5 Selection of Participants

Students of the three Bodo Medium schools viz- Alongbar High School, Swrang High School and Vidyapith High School and one English medium school viz., Sister Margaret Noble School has been taken up for this study and students from VII to IX standard has been interrogated. Five students were randomly selected from each class and school. Students belong to the age group of 14-16 years and they don't belong to English speaking community and almost all the students are fluent in Bodo language.

All the 60 subjects have been arranged as follows:

Class	IX		VII		VII	
Medium of Instruction	EM	BM	EM	BM	EM	BM
Number of students	5	15	5	15	5	15

### 2.2.6 Ethical Considerations

Prior permission was obtained from the school principals as well as from the subjects. Subjects were informed of the aims and objectives of the study so that they would have a choice whether they wanted to be part of the research project or not. Maintaining confidentiality and the research participants is guaranteed. Before collecting the data it was clearly explained to the subjects that the data collected will be used only for academic purpose and at no point of time the data will be used for any kind of profit making activity.



## Chapter III

### Data Presentation Analysis and Interpretation

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

1. Students' Questionnaire
2. Teachers' Questionnaire
3. Word List for Pronunciation Error Analysis

#### 3.1 Students' Questionnaire Analysis

The questionnaire consists of 17 sections. Sections 1 to 7 are used to collect some personal information like the student's name, age, gender, name of the school, medium of instruction in school, class and the places whether they belonged to rural or urban areas.

Under section 8, students were asked regarding the linguistic background of the language. The linguistic background of the students was checked against their ability to read, write, speak and understand the language. Almost all the students are fluent speakers of Bodo, followed by Assamese, Hindi and English. Below given is a detailed analysis of their language repertoire.

Bodo

Class	Total no. of Students Interviewed	Speaking	Reading	Writing	Understanding
IX EM	5	2	2	2	2
VIII EM	5	1	1	1	1
VII EM	5	3	3	3	3
IX BM	15	15	15	15	15
VIII BM	15	15	15	15	15
VII BM	15	15	15	15	15

**Table 3.1** The students' linguistic background of the Bodo language.

The above table shows students' linguistic background of the Bodo language. It shows that total fifteen students (class VII to IX) from EM school had been interviewed and out of it only six students have possessed full four skills over the Bodo language, i.e., they can speak, read, write and understand the language and from three BM schools total number of forty five students (class VII to IX) have been interviewed and it was found that whole of the percentage of students have complete knowledge over the language. Some of the EM students speak Bengali and Marwari also but they do speak only in home domain.

#### Assamese

Class	Total no. of Students Interviewed	Speaking	Reading	Writing	Understanding
IX EM	5	2			4
VIII EM	5	1			2
VII EM	5	2			2
IX BM	15	5			11
VIII BM	15	7			9
VII BM	15	8			7

**Table 3.2** The students' linguistic background of the Assamese language.

The above table shows students' linguistic background over the Assamese language. It shows that total fifteen students (class VII to IX) from EM school have been interviewed and out of it only five students were able to speak and eight students can understand the language and from three BM schools total number of forty five students (class VII to IX) have been interviewed and it was found out that only twenty students can speak and twenty seven students understands the language. Going by the data students from both the media do not have complete knowledge over the Assamese language.

## Hindi

Class	Total no. of Students Interviewed	Speaking	Reading	Writing	Understanding
IX EM	5	5	5	5	5
VIII EM	5	5	5	5	5
VII EM	5	5	5	5	5
IX BM	15	15	15	15	15
VIII BM	15	15	15	15	15
VII BM	15	15	15	15	15

**Table 3.3** The students' linguistic background of the Hindi language.

The above table shows students' linguistic background of the Hindi language. It shows that total fifteen students (class VII to IX) from EM school had been interviewed and it was found out that all the students were having good skills in speaking, reading, writing and understanding over the Hindi language and from three BM schools total number of forty five students (class VII to VIII) have been interviewed and it was also found out all the students were having all the four skills, i.e., reading, writing, speaking and understanding. In the BM schools. Hindi is compulsory subject till class VII and it is offered as an Elective subject to the students of class VIII, IX and X. Moreover, today Bollywood movies, Hindi songs are available in every nook and corner and have made their entry to every household through television, radio and other means of mass media. It has helped in obtaining greater proficiency of the language.

## English

Class	Total no. of Students Interviewed	Speaking	Reading	Writing	Understanding
IX EM	5	5	5	5	5
VIII EM	5	5	5	5	5
VII EM	5	5	5	5	5
IX BM	15	15	15	15	15
VIII BM	15	15	15	15	15
VII BM	15	15	15	15	15

**Table 3.4** The students' linguistic background of the English language.

The above table shows the students' linguistic background of the English language. The above table shows that the students from both the media of schools have possessed all the four skills of the English language. Without a doubt, it is very clear that the students from EM schools have better competence over the BM students in learning English language since they have been learning it from the very beginning.

Under section 9, students were questioned for the frequency of reading English newspapers a week. The following table will illustrate very clearly.

Class	Total no. of Students Interviewed	Never	Sometimes	Often	Daily
IX EM	5		4	1	
VIII EM	5	2	3		
VII EM	5	2	2	1	
IX BM	15	1	12	2	
VIII BM	15	2	12	1	
VII BM	15	3	9	2	

**Table 3.5** The frequency of reading newspapers by students in a week.

In the above table, it is seen that total fifteen students had been interviewed from (standard VII to IX ) EM schools and out of fifteen students, four students never read, nine students sometimes read and two students often read newspapers in a week. Forty five students had been interviewed from standard VII to IX BM schools and out of forty five, six students never read, thirty-three students read sometimes and five students often read newspapers in a week.

Under section 10, students were asked about the frequency of listening/watching English programmes a week. The following table will illustrate very clearly.

Class	Total no. of Students Interviewed	Never	Sometimes	Often	Daily
IX EM	5		3	1	1
VIII EM	5	2	2	1	
VII EM	5		2	2	1
IX BM	15	1	6	4	4
VIII BM	15	4	9	2	
VII BM	15	4	6	2	3

**Table 3.6** The frequency that students watch/listen English programmes on televisions in a week.

In the above table, it is seen that total fifteen students had been interviewed from standard VII to IX EM schools and out of fifteen students responded that two students never watches, seven students sometimes, four students often and only two students responded daily who watches/listens, English programmes on Televisions in a week. Forty five students had been interviewed from standard VII to IX BM schools and out of forty five, five students' responded that they never watch, twenty one student responded sometimes, an eight students responded often and seven students responded daily who watches/listens, English programmes on television in a week.

Under section 11, the students were asked about the domain of the use of English in day to day life. The following table will illustrate very clearly.

Classes	Total no. of Students Interviewed	Domain of Use	Never	Sometimes	Often	Always
			Number of students responses			
IX EM	5	At home		3		2
		Market Place	2	2	1	
		Entertainment/T.V./Video/Film		4		1
		At school				5
		With friends			3	2
		With teachers			1	4
		In classes			1	4
VIII EM	5	At home	1	3		1
		Market Place	4			
		Entertainment/T.V./Video/Film		4		
		At school		1		4
		With friends		1		4
		With teachers		1		4
		In classes		1		4
VII EM	5	At home	2	2	1	
		Market Place	1	2	2	
		Entertainment/T.V./Video/Film		2		1
		At school		2		3
		With friends	2			3
		With teachers		2		3
		In classes		1	2	2

		On playground		1	2	1
IX BM	15	At home	10	4	1	
		Market Place	11	4		
		Entertainment/T.V./Video/ Film	7	4	4	
		At school	4	6	5	
		With friends	1	9	5	
		With teachers	6	5	4	
		In classes	7	3	5	
		On playground	9	1	5	
VIII BM	15	At home	8	6	1	
		Market Place	10	2	5	
		Entertainment/T.V./Video/ Film	5	5	5	
		At school	7	9		
		With friends	6	2	7	
		With teachers	7	5	3	
		In classes	6	5	4	
		On playground	12	1	2	
VII BM	15	At home	14	1		
		Market Place	15			
		Entertainment/T.V./Video/ Film	9		6	
		At school	1	12	2	
		With friends	1	8	4	2
		With teachers	3	4	6	2
		In classes		4	7	4
		On playground	4		7	4

**Table 3.7** The domain of use of English in day to day life.

In section 11, students from both the media were asked regarding the domain of use of English in day to day life. Total fifteen students (VII to IX standard) and forty five students (VII to IX standard) were interrogated from the EM and BM schools respectively. The responses are presented below with description.

#### **EM students' response**

##### ➤ At home

Out of 15 students, three students never used English at home, an eight students used sometimes and one student often used and only three students used always at home.

##### ➤ Market place

In this item, it is found that seven students never used English at market places, four students used sometimes and three students often used English at market places.

➤ Entertainment/ TV / Video and Film

In this item, sometimes ten students watched/listened film, video on TV which are broadcasted in English language and only two students always listen/watch. Three students did not respond.

➤ At school

In this item, it is observed that just three students happen communicate sometimes in English while the remaining twelve always converse only in English at school.

➤ With friends

In this item, it was observed that two students never communicate in English. One student sometimes, three students often and nine students always converse only in English with friends.

➤ With teachers

In this item, three students sometimes communicate in English, one often and eleven students always converse only in English with teachers.

➤ In classes

In this item, two students sometimes communicate in English, three students often and ten students always converse in English in classes be it with teachers or among inmates.

➤ On playground

In this item, two students sometimes communicate in English, six students often and three students always converse in English while on playground with friends or teachers.

### **BM students' response**

From three different BM schools forty five students (VII to IX standard) were interrogated regarding the domain of use in English in their day to day living. The responses are presented below with description.

➤ At home

In this item, it is found that thirty two students never use English language at home. Only eleven students sometimes and two often make use of it at home.

➤ Market place

In this item, it is found thirty six students never use English at market places. Only six students sometimes and five often use at market places.

➤ Entertainment/TV / Video and Film

In this item, it is found twenty one students never watch/listen English programmes on Televisions. Only nine students sometimes and fifteen students often watch/listen such programme on TV.

➤ At school

In this item, it is found that twelve students never communicate in English. Twenty seven students sometimes, seven students often use or communicate in English.

➤ With friends

In this item, it is found that eight students never communicate in English with friends. Nineteen students sometimes use with friends, sixteen students often with friends and only two students always use or communicate in English with friends.

➤ With teachers

In this item, it is found that sixteen students never communicate in English with teachers. Fourteen students sometimes communicate in English with teachers and thirteen students often used with teachers and only two students always use or conversed in English with teachers.

➤ In classes

In this item, it is found that thirteen students never use or communicate in English. Twelve students often used or converse in English and sixteen students often use and only four students always use or conversed in English in classes.

➤ On playground

In this item, it is found that twenty five students never communicate in English while on playground. Two students sometimes use fourteen students often use and only four students always use or communicate in English with friends or teachers.

Under section 12, the students were asked about the domain of the use of Bodo in day to day life. The following table will illustrate very clearly.



Classes	Total no. of Students Interviewed	Domain of Use	Never	Sometimes	Often	Always
			Number of students responses			
IX EM	5	At home	3		1	1
		Market Place	3		2	
		Entertainment/T.V./Video/Film	3	2		
		At school	3	2		
		With friends	1	3	1	
		With teachers	3	2		
		In classes		4	1	
		On playground	3	1		1
VIII EM	5	At home		2		3
		Market Place			1	3
		Entertainment/T.V./Video/Film		1	2	2
		At school	2	2		1
		With friends	1	1		3
		With teachers	1	2	2	
		In classes	1	2	2	
		On playground	1		1	3
VII EM	5	At home	3			2
		Market Place	3			2
		Entertainment/T.V./Video/Film	4			1
		At school	4			1
		With friends	3			2
		With teachers	3			2
		In classes	4			1
		On Playground	4			1
IX BM	15	At home				15
		Market Place				15
		Entertainment/T.V./Video/Film		7		8
		At school				15
		With friends				15
		With teachers				15
		In classes				15
		On playground				15
VIII BM	15	At home				15
		Market Place				15
		Entertainment/T.V./Video/Film		6		8
		At school				15

		With friends				15
		With teachers				15
		In classes				15
		On playground				15
VII BM	15	At home				15
		Market Place				15
		Entertainment/T.V./Video/ Film		8		7
		At school				15
		With friends				15
		With teachers				15
		In classes				15
		On playground				15

**Table 3.8** The domain of use of Bodo in day to day life.

### EM students' response

#### ➤ At home

Out of 15 students, six students never use Bodo at home, two students use sometimes and one student often use and only six students use always at home

#### ➤ Market Place

In this item, it is found that six students never use Bodo at market places, three students often used and five students used always at home.

#### ➤ Entertainment/TV/Video/Film

In this item, it is found seven students never watch/listen English programmes on Televisions. Only three students sometimes and two students often and three students watch/listen English programme on television

#### ➤ At school

In this item, it is found that nine students never communicate in Bodo at school. Four students sometimes and only two students always use Bodo at school.

#### ➤ With friends

In this item, five students sometimes communicate in Bodo with friends. Four students sometimes, one student often, and only five students always use Bodo language while talking with friends.

#### ➤ With teachers

In this item, seven students sometimes communicate in Bodo with teachers. Four students sometimes, two students often and only two students always use Bodo language while talking with teachers.

➤ In classes

In this item, five students sometimes communicate in Bodo in classes. Six students sometimes, three often and only one always use Bodo language in classes.

➤ On playground

In this item, eight students sometimes communicate in Bodo on playgrounds. One student sometimes, one student often and only five students always use Bodo language on playground.

### **BM students' response**

The BM schools response shows that all the students use Bodo language in all the domains always except in Entertainment TV/Video/Film section. In Entertainment/TV/Video/Film section, twenty one students show that they sometimes watch films; videos on Bodo language and only twenty three students watch films, videos always in Bodo language.

Section 13 to 17 were used to collect contact no, day of recorded data and place and address of the participants.

### **3.2 Teachers' Questionnaire Analysis**

Teachers' questionnaire consists of 17 sections. Section 1 to 6 are used to collect some information like teacher's name, gender, medium of instruction in school, educational qualifications, experience in English teaching and mother tongue of the teachers.

In section 7, data were collected to know the linguistic background of the teachers. The responses will be presented in the following way.

## Bodo

Class	Total no. of Teachers Interviewed	Speaking	Reading	Writing	Understanding
IX EM	1	1	1	1	1
VIII EM	1	1	1	1	1
VII EM	1				1
IX BM	1	1	1	1	1
VIII BM	1	1	1	1	1
VII BM	1	1	1	1	1

Table 3.9 The teachers' linguistic background about the Bodo language.

The table 3.9 shows that all the teachers possess all the skills and modalities of Bodo language. From both the media of schools subject teacher was selected to fill in the questionnaire and in response it is found that all the teachers possess complete language skills over the Bodo except the one EM teacher who could only speak and understand the language.

## Assamese

Class	Total no. of Teachers Interviewed	Speaking	Reading	Writing	Understanding
IX EM	1	1			1
VIII EM	1	1			1
VII EM	1	1	1	1	1
IX BM	1	1	1	1	1
VIII BM	1	1	1	1	1
VII BM	1	1	1	1	1

Table 3.10 The teachers' linguistic background of the Assamese language.

The table 3.10 shows that all the teachers have possessed all the skills and modalities of the Assamese language except two teachers from EM school who could not read and write. From both the media of schools subject teacher was selected to fill in the questionnaire and in response it is found that all the teachers possess complete language repertoire over the Assamese language except two teacher who could only speak and understand the language.

## Hindi

Class	Total no. of Teachers Interviewed	Speaking	Reading	Writing	Understanding
IX EM	1	1	1	1	1
VIII EM	1	1	1	1	1
VII EM	1	1	1	1	1
IX BM	1	1	1	1	1
VIII BM	1	1	1	1	1
VII BM	1	1	1	1	1

**Table 3.11** The teachers' linguistic background of the Hindi language.

The table 3.11 shows that all the teachers possess all skills and modalities of the Hindi language. Teachers from both the media of schools possess complete command over all the four modalities of language. All the teachers can speak, read, write and understand the language.

## English

Class	Total no. of Teachers Interviewed	Speaking	Reading	Writing	Understanding
IX EM	1	1	1	1	1
VIII EM	1	1	1	1	1
VII EM	1	1	1	1	1
IX BM	1	1	1	1	1
VIII BM	1	1	1	1	1
VII BM	1	1	1	1	1

**Table 3.12** It shows the teachers' linguistic background of the English language.

The table 3.12 shows that all the teachers possess all skills and modalities of the English language. Teachers from both the media of schools possess complete command over all the four modalities of English language. All the teachers can speak, read, write and understands the language at ease.

In section 8, teachers' viewpoint was sought regarding their opinion about their students' English knowledge. The responses are presented in the following way.

Medium of school		Number of Teachers Interviewed	Poor	Average	Adequate	Satisfactory	Excellent
EM	Speaking	3				3	
	Reading					3	
	Writing					3	
	Understanding					3	
BM	Speaking	3	1	1	1		
	Reading			1		2	
	Writing			3			
	Understanding		1	1	1		

**Table 3.13** The teachers' viewpoint regarding their students' English knowledge.

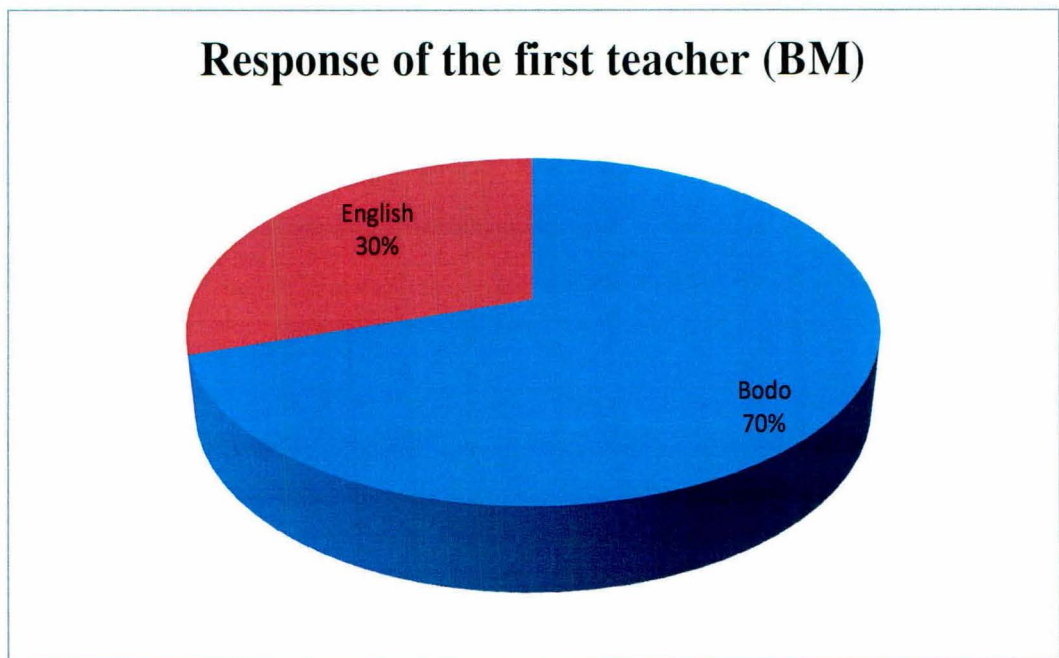
The table 3.13 gives a complete teachers' viewpoint on students' speaking, reading, writing and understanding skills of the English. Teachers from EM schools view that the students' reading, writing and understanding skills at satisfactory level. Views of BM teachers differ from each other. Out of three teachers, each teacher has viewed students speaking skills at poor, average and almost adequate level. Two teachers have viewed student reading skills satisfactory and one viewed at average level and all other teachers are unanimously of the view that writing skills are of average level.

In section 9, information regarding whether the English language learners should possess good knowledge on English grammar is being asked and all the teachers from both the media of schools unanimously agree that for effective learning of any L2, knowing grammar of that particular language is very important and necessary. It is a vital element for all the English language learners to have good knowledge of grammar. Without good knowledge in grammar, learners can't learn any language perfectly.

In section 10, teachers' viewpoint is being sought if there was any mother tongue impact on the learners committing errors while learning spoken English. It is always believed that first language influence tremendously the L2 learning and it contributes to error. All the teachers expressed same viewpoint that the mother tongue contributes in making errors while learning an L2.

In section 11, teachers' viewpoint is being sought whether errors committed by the students can be corrected by the use of mother tongue or not and teachers from both the media of schools unanimously viewed that that by using the mother tongue errors committed by the students can be corrected to a great extent.

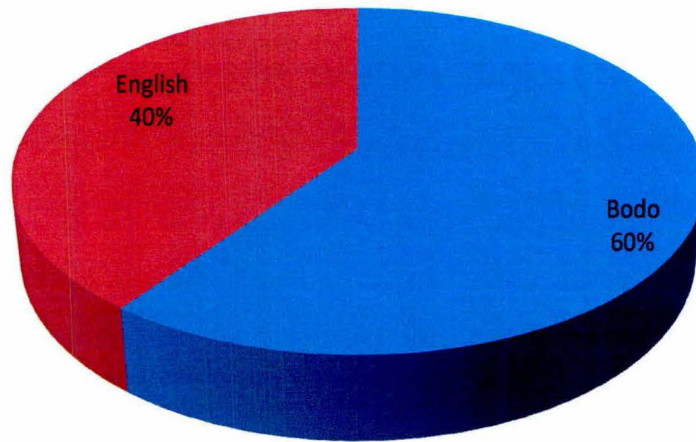
Teachers' viewpoint is sought in section 12 regarding the percentage of language use in class. On the questionnaire sheet the statement of one of the BM school teachers that reads the usage of Bodo as 70% of the class time and English for only 30% of the class time. Following is the Pie chart of the BM teacher's response for the language use.



**Fig. 3.1** Pie chart representing response of the first BM teacher.

Second BM teacher maintains that they use Bodo in 60% of the class time and English only 40% of the class time. Following is the Pie Chart of the response:

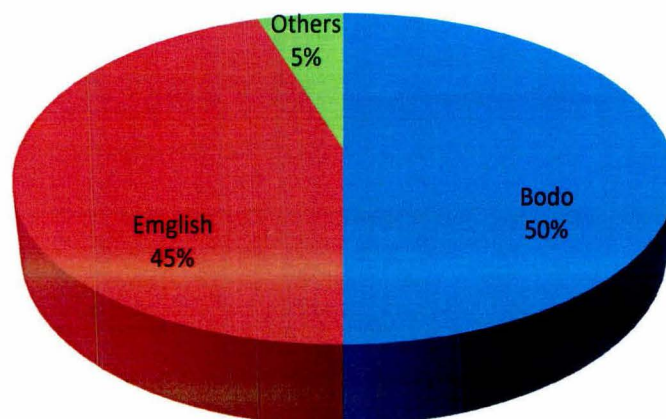
### Response of the Second teacher (BM)



**Fig. 3.2** Pie chart representing response of the second BM teacher.

Another BM teacher said that they use Bodo in 50% of the class time and English for about 45% of the class time and for 5% some other languages. Following is the Pie Chart:

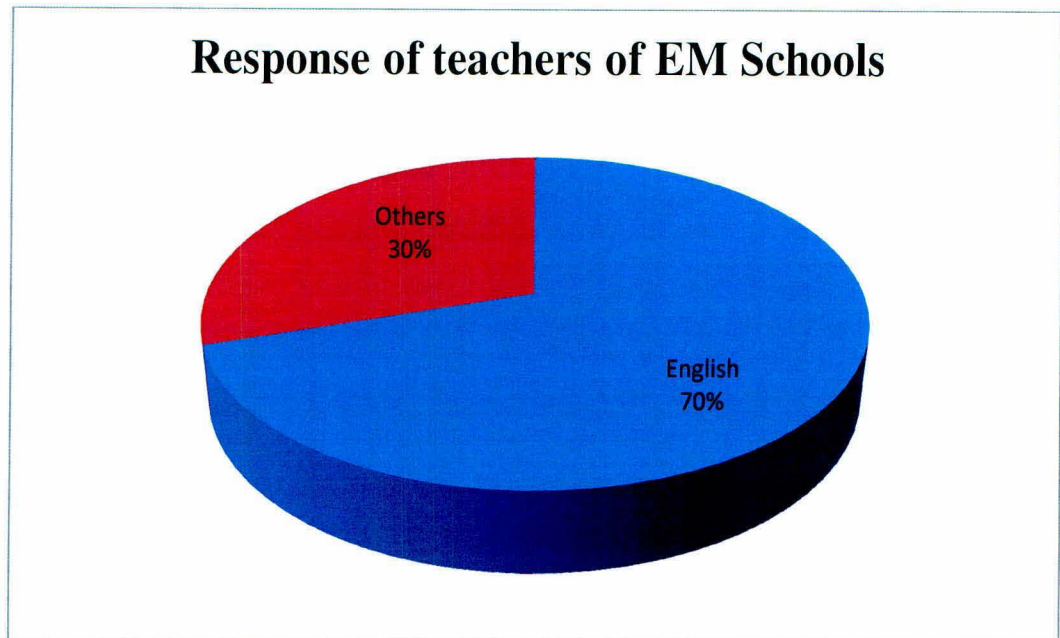
### Response of the third teacher (BM)



**Fig. 3.3** Pie chart representing response of the third BM teacher.



On the other hand in EM school all the teachers said that they use English for 70% of the class time and other languages like Hindi for 30% of the class time. The following is the Pie chart of the data percentage:



**Fig. 3.4** Pie chart representing response of the EM teachers

In section 13, teachers' viewpoint is being sought regarding the use of method in teaching English. The responses will be presented in the following way.

Schools	Number of teachers interviewed	Direct Method	Grammar Translation Method	Audio-visual Method	Literature	Other Method
EM	3	3				
BM	3	2	1			

**Table 3.14** The method of use in teaching English.

The table 3.14 shows that two teachers from BM school said that they use direct method for teaching English and other teaches said they use grammar translation method for teaching English. On the other hand, in EM schools all the teachers said that that they use direct method for teaching English in class.

Under section 14 and 15 teachers' viewpoint is being sought regarding whether the school possesses library or not and whether the absence of a library contributes to English errors committed by the learners. Teachers from both the media of schools have given unanimous view that the absence of a library in school contributes to

errors in learning a L2. Library plays a great role in individuals overall growth and development.

In section 16, teachers' viewpoint is being sought regarding the communicative competence of the student's English knowledge. Total six teachers are interviewed from the medium of schools, three from EM and three from BM schools. There were five items under it. They are no problem, a slight problem, an obvious problem, a serious problem and a very serious problem. All these items are graded on 5 point scale. All the items which come under this section will be presented in the following way.

No Problem	A slight Problem	An Obvious Problem	A Serious Problem	A Very Serious problem
1	2	3	4	5

Sr. No		EM					BM				
		1	2	3	4	5	1	2	3	4	5
		Number of teachers' response					Number of teachers' response				
1	Comprehending Oral Skills	1	2				2	1			
2	Understanding school and content vocabulary	2	1				1	2			
3	Reading and comprehending written material	3					3				
4	Understanding and participating in class discussion	3					1	2			
5	Providing organized oral explanations and adequate descriptions	1	2				1	2			
6	Comprehending/doing assignments	3					1	1	1		
7	Expressing ideas in written form	2	1					1	2		
8	Learning new material	3					2			1	
9	Recalling and applying previously learned material	3					2			1	
10	Applying problem solving skills in class discussion	1	2				1		2		

Table 3.15 The teachers' viewpoint on the students' communicative competence of the students' English knowledge.

In section 16 there is a five point scale table which includes 10 items and the above table shows the teachers' viewpoint on the students' communicative competence of the students' English knowledge. There is a five point scale table which includes 10 items. All the items are discussed below.

#### 1. Comprehending oral skills

Teachers from both the media of schools were asked to rate the comprehending oral skills of the students. Out of three teachers from EM school, one teacher felt that students do not find problem in comprehending oral skills and two teachers felt that students have a slight problem in comprehending oral skills. On the other hand, two teachers from BM schools felt that students have a slight problem in comprehending oral skills and one teacher felt students do have an obvious problem in comprehending oral skills.

#### 2. Understanding school and content vocabulary

Teachers from both the media of schools were asked to rate the understanding of school and content vocabulary skills of the students. Out of three teachers from EM school, two teachers felt that students do not find problem in understanding school and content vocabulary and one teacher felt that students have a slight problem in understanding it. On the other hand, one teacher from BM schools felt that students have a slight problem in understanding of school and content vocabulary and two teachers felt students do have an obvious problem in understanding school and content vocabulary.

#### 3. Reading and comprehending written material

Teachers from both the media of schools were asked to rate the reading and comprehending written materials of the students. All the teachers from EM school unanimously viewed that students do not find any problem in reading and comprehending written material. On the other hand, all the teachers from BM schools felt that students do have a slight problem in reading and comprehending written material.

#### 4. Understanding and participating in class discussion

Teachers from both the media of schools were asked to rate the reading and comprehending written materials of the students. All the teachers from EM school unanimously viewed that students do not find any problem in understanding and participating in class discussion. In BM schools, one teacher felt that students have no problem in understanding and participating in class discussion. But two teachers felt that there is a slight problem in understanding and participating in class discussion.

#### 5. Providing organized oral explanations and adequate descriptions

Teachers from both the media of schools were asked to rate the organized oral explanations and adequate descriptions skills of the students. One teacher from EM school felt that students do not find any problem in giving organized oral explanations and adequate descriptions in class and two teachers felt that students do have a slight problem in it. On the other hand, one teacher from BM school felt that students do have a slight problem in it and two teachers viewed that students do have an obvious problem in providing organized oral explanations and adequate descriptions.

#### 6. Comprehending and doing assignments

All the teachers from EM schools felt that students do not have any problem in comprehending and doing assignments. On the other hand, all the teachers' from BM schools have different view. One teacher felt that students do not have any problem in comprehending and doing assignments. Other teacher felt students do have a slight problem in it and last one felt that students do have an obvious problem in comprehending and doing assignments.

#### 7. Expressing ideas in written form

Teachers from both the media of schools were asked to rate the students expressing capacity and skills in written form. Out of three teachers from EM school, two teachers felt that students do not find problem in expressing ideas in written form and one teacher felt that students do have a slight problem in it. On the other hand, one teacher from BM schools felt that students do have an obvious problem in expressing ideas in written form and two teachers felt that students do have a serious problem in it.

#### 8. Learning new material

All the teachers from EM schools felt that students do not find any problem in learning new materials. But it is not so in BM schools. Two teachers from BM schools believed that students do have a slight problem in learning new materials and one teacher felt completely that there is a serious problem in learning new materials in BM schools

#### 9. Recalling and applying previously learned material

All the teachers from EM schools unanimously viewed that students do not find any problem in learning new materials. But it is not so in BM schools. Two teachers from BM schools believed that students do have a slight problem in learning new materials and one teacher felt completely that there is a serious problem in learning new materials amongst the BM students.

#### 10. Applying problem solving skills in class discussion

Teachers from both the media of schools were asked to rate the problem solving skills of the students. One teacher from both the medium of schools felt that students do not find any problem in applying problem solving skills in class discussion. However, two teachers from EM schools felt that students do have a slight problem in applying problem skills in class discussion. On the other hand, two teachers from BM schools felt that students do have a very serious problem in applying problem skills in class discussion.

In section 17 deliberates on the curriculum in use for the teaching- learning of English. Six teachers have been interviewed, three from EM and three BM schools. There were five items under it. They are strongly agree, agree, uncertainty, disagree and strongly disagree. All these items are graded on 5 point scale. All the items which come under this section will be presented in the following way.

All the items which come under this section will be presented in the following way.

Strongly Agree	Agree	Uncertainty	Disagree	Strongly Disagree
1	2	3	4	5

Sr. No		EM					BM				
		1	2	3	4	5	1	2	3	4	5
		Number of teachers response					Number of teachers response				
1	The current syllabus is incorporating latest developments and trends	1	2					2	1		
2	The current syllabus is useful for students		3					3			
3	The syllabus gives supports in overall development and growth of the students		3					3			
4	Materials used for teaching is student friendly and fun learning		3					3			
5	Students take keen interest in building strong communication skills	3							3		
6	Paying attention to each student is not easy				3			3			
7	The syllabus encourages the students to learn and study more in English		3					1	2		
8	I always encourage students to read daily English newspapers, journals, magazines etc.		3					1	2		
9	Students are very much receptive in learning English language		3							3	

**Table 3.16** The curriculum in use for the teaching- learning of English.

There is a five point scale table which includes 9 items and the above table shows teachers' viewpoints regarding the syllabus, materials and students' interest in building strong communication skills. All the items are discussed below.

1. The current syllabus is incorporating latest developments and trends

Teachers from both the media of schools were asked to rate out of 5 points regarding the current syllabi incorporation of latest development and trends. Out of three teachers from EM schools, one teacher strongly believed that current syllabus is

modern, up to date and incorporates latest developments and trends and two teachers also agreed with that. On the other hand, two teachers from BM schools agree about the current syllabi inclusion of latest developments and trends. However, one BM teacher was not certain about it.

2. The current syllabus is useful for students

Teachers from both the media of schools were asked to rate out of 5 points regarding the usefulness of syllabus. All the teachers from both the media of schools believes that the current syllabus is useful for the students.

3. The syllabus gives supports in overall development and growth of the students

Teachers from both the media of schools were asked to rate out of 5 points regarding whether the syllabus gives supports to students in overall growth and development of the students. Here also teachers from both the media believes that the current syllabus is suitable and fit and it completely supports in students overall growth and development.

4. Materials used for teaching is student friendly and fun learning

In this item, teachers from both the mediums agrees that the materials used for teaching is student friendly and fun learning.

5. Students take keen interest in building strong communication skills

In this item, all the teachers from EM school strongly agree. They strongly agreed that students take keen interest in building strong communication skills. On the other hand, teachers from BM schools also agree about it but not strongly as in EM.

6. Paying attention to each student is not easy

In this item, all the teachers from EM schools disagree. As we know in private schools or any EM schools, top most priority is given to the students. So, this question might be bit uncomfortable to EM schools. But scene is not same with the BM. All the teachers from BM schools agree that it is difficult to pay individual attention in a class with a large number of students.

7. The syllabus encourages the students to learn and study more in English

In this item, all the teachers from EM schools agree that the current syllabus encourages the students to learn and study more in English. However, one teacher from BM school agrees with it but two teachers are uncertain about it.

8. I always encourage students to read daily English newspapers, journals, magazines etc.

In this item, all the teachers from EM school agree with it. They always encourage students to read English stuffs to improve English and to broaden mental horizon. In BM schools, one teacher strongly agrees and feels that he/she always encourages students to read daily English newspapers, journals, magazines so that students can bring improvement over the language and increase the knowledge also. Two teachers from BM agree that they always encourage students to read English newspapers, journals, magazines etc.

9. Students are very much receptive in learning English language

In this item, all the teachers from EM agree that students are very much receptive in learning English language. But it is not so in BM. It is completely opposite in BM schools. All the teachers responded that they find students are not receptive in learning English language.

After analysing students' questionnaire and teachers' questionnaire, received from both the school's students and teachers, it is found that there is a complete lack of communication in English in BM schools. The only exposure BM students get to English language is at school and even they get it is not adequate and satisfactory. It is a fact that in BM schools, the use of mother tongue in English class is highly prevalent since the medium of teaching cannot be made completely in English so it is important and necessary to use mother tongue to make learners to understand. It is observed in the study that BM school teachers use Bodo in 70% of the class time and English only 30% of the class time. It is also a fact that BM students always converse only in Bodo whether it is in school or outside school domain. It is one of the main reasons why BM students are less competence over the English language in comparison to EM students.



It is also observed in the study that BM students' language repertoire over the English language is at average level only whereas it is at satisfactory level in EM schools. From the study, it is also found out that BM students do not take keen interest in learning English language and shows any keen interest in building strong communication skills unlike EM students. EM students showed great interest in learning and building strong communications skills. Maximum number of BM students agreed upon the fact that the students don't find it easy to express his/her feelings in English. It is also observed that all the teachers agreed upon the fact that it is difficult to pay individual attention in a class and the classes where they have to teach have 30-50 students. But almost all the teachers agreed upon the fact that syllabi being used in the classes are incorporating latest developments and trends and supports in student's overall growth and development and the materials used for teaching English are best suited for the students' need.

Maximum number of BM students said that they find difficulty in comprehending oral skills, content vocabulary and written material in English unlike EM students. In BM schools, students start learning English from class V and by that time they are at the age of 9 or 10 whereas in EM schools, students start learning English from Nursery level, i.e., at the age of 3 or 4 and this brings a great difference between BM and EM learners' of English.

### **3.3 Word list for Pronunciation Errors Analysis**

Under this questionnaire a list of words was given. The list comprised 116 words. Nokia E7 mobile phone was used for recording purposes. The recording was conducted individually in a quiet room and it took around five to seven minutes for each subject. Each subject was required to read at a normal speed. After the recording process was over, the recording was replayed many times for analysis and the pronunciations errors were noted down. Those words were designed to diagnose pronunciations difficulties on the BM students' in spoken English. The pronunciation errors were diagnosed into five categories: substitution, insertion, elision, and metathesis and consonant cluster. The questionnaire for list of words is given in the appendix.

The description has been made to identify different types of error committed by the BM students in comparison to EM students in spoken English. Most of the BM students commit errors as they are not able to pronounce the English sounds clearly and articulate properly. A large number of BM students commit the errors because some sounds are not available in Bodo sound system and they try to substitute for the some other sound which is absent for which the problem arises for the BM students in learning English. The analysis is made keeping in view the phonological processes. The analysis will aim to help the learners to have a better understanding of how the errors originate and try to avoid these errors frequently.

The following are the pronunciation errors made by the BM students in comparison to EM students. They are discussed below.

### 1. Substitution

BM students substitute certain English sounds which are absent in Bodo language as they are not able to pronounce it and they commit error in pronouncing the word. So, in order to simplify the pronunciation they replace the sounds for the nearest available sound.

#### a. Vowel

1. /i:/ is replaced by /i/ by the BM students in as compared to EM students. /i:/ becomes /i/ in the following examples

/i:/ > /i/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/si:t/	‘seat’	/sit/	/si:t/
/ti:/	‘tea’	/t <sup>h</sup> i/	/ti:/
/ i:st /	‘east’	/ ist /	/ i:st/
/bi:/	‘bee’	/bi/	/bi:/
/gri:f/	‘grief’	/grip/	/gri:f/
/gri:n/	‘green’	/grin/	/gri:n/

In the above words, shortening of vowels could be seen and this phenomenon is very much common among the BM students. These words are shortened. The long vowels

/i:/ for /i/ as in ‘seat’ /sit/, ‘tea’ /t<sup>h</sup>i/. ‘east’ /ist/, ‘bee’/bi/, ‘grief’/grip/, and ‘green’/grin/.

2. /æ/ is replaced by /e/ by the BM students in all the English sounds. /æ/ becomes /e/.

/æ/ > /e/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/træk/	‘track’	/t <sup>h</sup> rek/	/trek/
/bænd/	‘band’	/bend/	/bænd/
/mæt/	‘mat’	/met/	/met/
/ækʃn/	‘action’	/ek <sup>h</sup> sn/	/ækʃn/
/bæt/	‘bat’	/bet/	/bet/
/tæp/	‘tap’	/teb/	/tæp/
/mæp/	‘map’	/meb/	/mæp/
/kræb/	‘crab’	/creb/	/kræb/

In the above words, substitution of /æ/with /e/is seen among the BM students. The /æ/ becomes /e/ in all the above words as in ‘track’ /t<sup>h</sup>rek/, ‘band’ / bend/, ‘mat’/ met/, ‘action’/ ek<sup>h</sup>sn/, ‘bat’ /bet/, ‘tap’ /teb/, ‘map’ /meb/ and in ‘crab’ /creb/. The EM students have also made some wrong articulations as in ‘track’ / Trek/, ‘mat’ /Met/, ‘bet’ /bet/.

3. /a:/ is replaced by /a/ by the BM students. /a:/ becomes /a/.

/a:/ > /a/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/da:t/	‘dart’	/dart/	/dart/
/pa:k/	‘park’	/park/	/park/
/ma:k/	‘mark’	/mark/	/mark/
/sta:/	‘star’	/st <sup>h</sup> ar/	/star/

In the above words, substitution of /a:/ with /a/ is seen among the BM students .The /a:/ becomes /a/ in all the words as in ‘dart’ /dart/, ‘park’ /park/, ‘mark’ /mark/, and in ‘star’ /st<sup>h</sup>ar/ and the insertion of glottal fricative /<sup>h</sup>/is also seen in ‘star’. The EM

students have also made similar wrong articulations as BM students except in 'star' where BM students aspirated the /t/ sound in the middle position.

4. /ɔ:/ is replaced by /ɒ/ by the BM students. /ɔ:/ becomes /ɒ/.

/ɔ:/ > /ɒ/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/lɔ:d/	'lord'	/lɒrd/	/lord/
/ə'kɔ:d/	'accord'	/ek <sup>h</sup> ɒrd/	/akord/
/ɔr əl/	'oral'	/ɒrel/	/oral/
/bɔ:l/	'ball'	'ball'	/bol/

In the above words, substitution of /ɔ:/ with /ɒ/ is seen among the BM students. The /ɔ:/ becomes /ɒ/ in all the words as in 'lord' /lɒrd/, 'accord' /ek<sup>h</sup>ɒrd/, 'oral' /ɒrel/ and in 'ball' /ball/. The EM students have also made wrong articulations as shown in the above.

5. /u:/ is replaced by /u/ by the BM students. /u:/ becomes /u/.

/u:/ > /u/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/tu:l/	'tool'	/tul/	/tul/
/fu:d/	'food'	/p <sup>h</sup> ud/	/pud/
/ʃu:t/	'shoot'	/sut/	/sut/
/bu:t/	'boot'	/but/	/but/

In the above words, substitution of /u:/ with /u/ is seen among the both the media of students. The /u:/ becomes /u/ in all the above mentioned examples as in 'tool' /tul/, 'food' /p<sup>h</sup>ud/, 'shoot' /sut/ and in 'boot' /but/.

6. /ʌ/ is replaced by /a/ by the BM students in comparison to EM students.

/ʌ/ > /a/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/bʌs/	'bus'	/bas/	/bʌs/
/fʌnd/	'fund'	/p <sup>h</sup> an/	/fʌnd/
/ʌt ər/	'utter'	/at <sup>h</sup> r/	/ʌt ər/

In the above words, substitution of /ʌ/ with /a/ is seen among the BM students. The /ʌ/ becomes /a/ in all the words as in 'bus' /bas/, 'fund' /p<sup>h</sup>an/ and in 'utter' /at<sup>h</sup>r/.

7. /ə/ is replaced by /e/ by the BM students in the English words since this sound is not available in the mother tongue Bodo

/ə/ > /e/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/əd'mɪt/	'admit'	/edmit/	/admit/
/əd'vaɪs/	'advice'	/edbaɪz/	/advice/
/əpɑ:t/	'apart'	/ep <sup>h</sup> art/	/apart/
/ə'grɪ:/	'agree'	/egri/	/agri:/
/ə'geɪn/	'again'	/egen/	/agen/

In the above words, substitution of /ə/ with /e/ is seen among the BM students. The /ə/ becomes /e/ in all the words as in 'admit' /edmit/, 'advice' /edbaɪz/, 'apart' /ep<sup>h</sup>art/, 'agree' /egri/ and in 'again' /egen/. The EM students substituted /ə/ with /a/ in all the words.

8. /ə:/ is replaced by /a/ by the Bodo students in the English words since this sound is not available in the mother tongue Bodo.

/ə:/ > /a/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/ə:n/	'earn'	/arn/	/arn/
/lə:n/	'learn'	/larn/	/larn/
/tə:n/	'turn'	/t <sup>h</sup> arn/	/tarn/

In the above words, substitution of /ə:/ with /a/ is seen among the BM students. The /ə:/ becomes /a /in all the words as in ‘earn’/arn/, ‘learn’/larn/ and in ‘turn’/t<sup>h</sup>arn/. The EM students have also made similar wrong articulations except in ‘turn’ where /t/ is not aspirated

The BM students speaking English generally replace the following diphthongs by monophthongs.

9. /eɪ/ is replaced by the monophthong /e/ by the BM students in the English words since this sound is not available in the mother tongue Bodo.

/eɪ/ > /e/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/eɪm/	‘aim’	/em/	/em/
/reɪl/	‘rail’	/rel/	/rel/
/kleɪm/	‘claim’	/k <sup>h</sup> lem/	/klem/
/leɪt/	‘late’	/let/	/let/

In the above words, substitution of /eɪ/ with /e/ is seen among the BM students. The /eɪ/ becomes /e/ in all the words as in ‘aim’/em/, ‘rail’/rel/, ‘claim’ /k<sup>h</sup>lem/ and in ‘late’/let/. The EM students have also made similar wrong articulations as BM students except in ‘claim’ where BM students aspirated the /k/ sound in the initial position.

10. /əʊ / is replaced by the monophthong /ɔ/ by the BM students in the English words since this sound is not available in the mother tongue Bodo.

/əʊ > /ɔ/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/əʊn/	‘own’	/ɔn/	/ɔn/
/gəʊ/	‘go’	/gɔ/	/gɔ/
/pəʊst /	‘post’	/pos/	/pos/
/təʊn /	‘tone’	/ton/	/ton/

In the above words, substitution of /əʊ / with /ɔ / is seen. The /əʊ/ becomes /ɔ/ in all the words as in ‘own’/ɔn/, ‘go’ /gɔ/, ‘post’ /pos/ and in ‘tone’ /ton/. The EM students

have also made similar wrong articulations as BM students. The EM students have also made similar wrong articulations.

11. /ʊə/ is replaced by the monophthong /u/ by the BM students in all the English words since this sound is not available in the mother tongue Bodo.

/ʊə/ > /u/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/tʊə/	'tour'	/t <sup>h</sup> ur/	/tur/
/plʊərəl/	'plural'	/p <sup>h</sup> lural/	/plural/
/rʊərəl/	'rural'	/rural/	/rural/

In the above words, substitution of /ʊə/ with /u/ is seen among the BM students. The /ʊə/ becomes /u/ in all the words as in 'tour' /t<sup>h</sup>ur/, 'plural' /p<sup>h</sup>lural/ and in 'rural' /rural/. The EM students have also made wrong articulations as in 'tour' /tur/, 'plural' /plural/ and 'rural' /rural/.

There are instances among the BM students the some diphthongs are not substituted by monophthongs but by other diphthongs as in the following cases.

12. /ʊə/ is replaced by the diphthong /iu/ by the Bodo students in the English words since this sound is not available in the mother tongue Bodo.

/ʊə/ > /iu/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/pjʊə/	'pure'	/piur/	/puər/
/dʒʊəriŋ/	'during'	/diurin/	/duərin/

In the above examples, substitution of /ʊə/ with /iu/ is seen among the BM students. The /ʊə/ becomes /iu/ in the words as in 'pure' /piur/ and in 'during' /diurin/. The EM students have also made wrong articulations as in 'pure' /puər/, 'during' /duərin/.

## Consonant

13. The BM students replace /p/ by /p<sup>h</sup>/ in the English words and it happens when the /p/ in the English words occur in the initial and medial positions.

/p/ > /p<sup>h</sup>/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/kʌp/	'cup'	/k <sup>h</sup> ap/	/kʌp/
/spɪn/	'spin'	/sp <sup>h</sup> ɪn/	/spɪn/
/pli:z/	'please'	/p <sup>h</sup> liz/	/pli:z/

In the above words, substitution of /p/ with /p<sup>h</sup>/ is seen among the BM students. The /p/ becomes /p<sup>h</sup>/ in all the words as in 'cup' /k<sup>h</sup>ap/, 'spin' /sp<sup>h</sup>ɪn/ and in 'please' /p<sup>h</sup>liz/.

14. The BM students replace /tʃ/ by /s/ in the English words in all the positions. /tʃ/ becomes /s/.

/tʃ/ > /s/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/tʃɪn/	'chin'	/sɪn/	/sɪn/
/tʃɒp/	'chop'	/sɒp/	/sɒp/
/snætʃ/	'snatch'	/snes/	/snætʃ/
/kætʃ/	'catch'	/kes/	/kætʃ/
/dɪtʃ/	'ditch'	/dɪs/	/dɪtʃ/
/bætʃ/	'batch'	/bes/	/bætʃ/
/tʃɜ:rtʃ/	'church'	/sars/	/sars/

In the above words, substitution of /tʃ/ with /s/ is seen among the BM students. The /tʃ/ becomes /s/ in all the words as in 'chin' /sɪn/, 'chop' /sɒp/, 'snatch' /snes/, 'ditch' /dɪs/, 'batch' /bes/ and in 'church' /sars/. The EM students have also made some wrong articulations as in 'chin' /sɪn/, 'chop' /sɒp/, 'church' /sars/.



15. The BM students replace /k/ by /k<sup>h</sup>/ in the English words and it happens when the /k/ in the English words occur in the initial and medial positions.

/k/ > /k<sup>h</sup>/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/skɪl/	'skill'	/sk <sup>h</sup> ɪl/	/skɪl/
/brɒkən/	'broken'	/brɒk <sup>h</sup> ən/	/brɒkən/
/pæk/	'pack'	/p <sup>h</sup> æk/	/pæk/

In the above words, substitution of /k/ with /k<sup>h</sup>/ is seen among the BM students. The /k/ becomes /k<sup>h</sup>/ in all the words as in 'skill'/sk<sup>h</sup>ɪl/, 'broken'/brɒk<sup>h</sup>ən/ and in 'pack'/p<sup>h</sup>æk/.

16. The BM students replace /dʒ/ by /z/ in the English.

/dʒ/ > /z/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/dʒeɪl/	'jail'	/zeɪl/	zeɪl
/dʒɒɡ/	'jog'	/jɒɡ/	jɒɡ

In the above words, substitution of /dʒ/ with /z/ is seen among. The /dʒ/ becomes /z/ in the words as in 'jail'/zeɪl/ and in 'jog'/jɒɡ/. The EM students have also made the similar wrong articulations as BM students.

17. The BM students replace /f/ by /p<sup>h</sup>/ in the English words and it happens when the /f/ in the English words occur in the initial and medial positions.

/f/ > /p<sup>h</sup>/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/fast/	'fast'	/p <sup>h</sup> ast/	/fast/
/ɔfər/	'offer'	/ɔp <sup>h</sup> r/	/ɔfər/
/fit/	'fit'	/p <sup>h</sup> it/	/fit/

In the above words, substitution of /f/ with /p<sup>h</sup>/ is seen among the BM students. The /f/ becomes /p<sup>h</sup>/ in all words as in 'fast'/p<sup>h</sup>ast/, 'offer'/ɔp<sup>h</sup>r/, and in 'fit'/p<sup>h</sup>it/.

18. The Bodo students replace /θ/ by /t<sup>h</sup>/ in the English words and it happens when the /θ/ in the English words occur in the initial and medial positions.

/θ/ > /t<sup>h</sup>/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/θrɪl/	'thrill'	/t <sup>h</sup> ril/	/tril/
/θi:f/	'thief'	/t <sup>h</sup> ip/	/tip/
/θɜ:sti/	'thirsty'	/t <sup>h</sup> arsti/	/tarsti/

In the above words, substitution of /θ/ with /t<sup>h</sup>/ is seen. The /θ/ becomes /t<sup>h</sup>/ in the words as in 'thrill' /t<sup>h</sup>ril/, 'thief' /t<sup>h</sup>ip/ and in 'thirsty' /t<sup>h</sup>arsti/. The EM students have also made wrong articulations as in 'thrill' /tril/, 'thief' /tip/, 'thirsty' /tarsti/.

19. The BM students replace /v/ by /b/ in the English words in all the positions.

/v/ > /b/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/seɪv/	'save'	/seb/	/sev/
/sleɪv/	'slave'	/sleb/	/slev/
/veri/	'very'	/beri/	/veri/

In the above words, substitution of /v/ with /b/ is seen. The /v/ becomes /b/ in the words as in 'save' /seb/, 'slave' /sleb/ and in 'very' /beri/. The EM students have also made wrong articulations as in 'save' /sev/, 'slave' /slev/.

20. The BM students replace /ð/ by /d/ in the English words in all the positions.

/ð/ > /d/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/fɑ:ðə/	'father'	/padar/	/fɑ:ðər/
/ðem/	'them'	/dem/	/ðem/
/ðen/	'then'	/den/	/ðen/
/ʌðə/	'other'	/adar/	/ʌðə/
/ðæt/	'that'	/det/	/ðæt/

In the above words, substitution of /ð/ with /d/ is seen among the BM students. The /ð/ becomes /d/ in all the words as in ‘father’/padar/, ‘them’ /dem/, ‘then’ /den/, ‘other’ /adar/ and in ‘that’ /det/.

21. The BM students replace /ʃ/ by /s/ in the English words in all the positions.

/ʃ/ > /s/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/ʃæl/	‘shall’	/sel/	/sel/
/kæʃ/	‘cash’	/k <sup>h</sup> es/	/kes/
/slæʃ/	‘slash’	/sles/	/sles/
/rʌʃ/	‘rush’	/ras/	/ras/

In the above words, substitution of /ʃ/ with /s/ is seen among the BM students. The /ʃ/ becomes /s/ in all the words as in ‘shall’/sel/, ‘cash’ /k<sup>h</sup>es/, ‘slash’ /sles/ and in ‘rush’/ras/. The EM students have also made wrong articulations as in ‘shall’ /sel/, ‘cash’ /kes/, ‘slash’ /sles/ and in ‘rush’/ras/.

22. The BM students replace /ʒ/ by /z/ in the English words in all the positions.

/ʒ/ > /z/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/meʒə/	‘measure’	/mezr/	/meʒə/

In the above word, substitution of /ʒ/ with /z/ is seen. The /ʒ/ becomes /z/ in the word as in ‘measure’/mezr/.

## II. Insertion

Insertion takes place by inserting vowel to break up a consonant cluster or consonant is inserted between two vowels to break the hiatus. Insertion is of two types:-

### 23. Prosthesis

It is the addition of a sound or syllable at the beginning of a word without changing the word's meaning or the rest of its structure. Prosthesis is found among the BM

students learning English as second language where the vowel /i/ is inserted in front of consonant /s/. It can be seen in the following cluster-

a. Two consonant cluster

Examples:

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/spɪn/	'spin'	/isp <sup>h</sup> ɪn/	/spɪn/
/skɪn/	'skin'	/isk <sup>h</sup> ɪn/	/skɪn/
/sku:l/	'school'	/isk <sup>h</sup> ul/	/skul/
/smu:ð/	'smooth'	/ismud/	/smuð/

In the above words, insertion of /i/ took place before the two consonant clusters among the BM students. Like in 'spin'/isp<sup>h</sup>ɪn/, 'skin'/isk<sup>h</sup>ɪn/, 'school'/isk<sup>h</sup>ul/, and in 'smooth'/ismud/. It is also seen that the glottal stop /<sup>h</sup>/ is inserted in the middle of /spɪn/, /skɪn/ and in /sku:l/. The EM students have articulated accurately except in 'school' and 'smooth' where long /u:/ is shortened.

b. Three consonant cluster

Examples:

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/splɪt/	'split'	/isp <sup>h</sup> lɪt/	/splɪt/
/spli:n/	'spleen'	/isp <sup>h</sup> lɪn/	/splɪn/
/splæʃ/	'splash'	/isples/	/splæʃ/
/sprɪŋ/	'spring'	/isp <sup>h</sup> rɪŋ/	/sprɪn/
/spreɪ/	'spray'	/isp <sup>h</sup> reɪ/	/spreɪ/
/sprɪt/	'sprite'	/isprait/	/sprɪt/
/skri:n/	'screen'	/isk <sup>h</sup> ɪn/	/skrɪn/
/skri:m/	'scream'	/iskrɪm/	/skrɪm/

In the above words, insertion of /i/ took place before the three consonant clusters among the BM students. Like in 'split'/isp<sup>h</sup>lɪt/, 'spleen'/isp<sup>h</sup>lɪn/, 'splash'/isples/, 'spring'/isp<sup>h</sup>rɪŋ/, 'spray'/isp<sup>h</sup>reɪ/, 'sprite'/isprait/, 'screen'/isk<sup>h</sup>ɪn/ and in 'scream'/iskrɪm/. It is also seen that the insertion of glottal stop /<sup>h</sup>/ is spotted in 'split', 'spleen', 'spring', 'spray' and in 'screen'. The EM students have shortened all

the long vowels as in ‘split’/split/, ‘spleen’ /splin/, ‘spring’ /sprin/, ‘screen’ /skrin/, and ‘scream’/skrim/.

#### 24. Anaptyxis

Anaptyxis is the insertion of a vowel between two consonants in pronunciation, as in film for filim. In other words anaptyxis is the insertion of vowel between two consonants. When an English words ends with a consonant cluster /-bl/ or /-gl/, the cluster is broken by Bodo students by inserting the vowel /ɔ/ between the consonant. But if the word ends with /-dl/ cluster, the vowel /e/ is inserted to break the cluster.

#### Example

- a. /-gl/ cluster is broken by insertion of /ɔ/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/li:gl/	‘legal’	/li:gɔl/	/li:gl/
/siŋgl/	‘single’	/siŋgɔl/	/siŋgl/

In the above words, insertion of /ɔ/ took place among the BM students. The /-gl/ becomes /ɔ/ in the word ‘legal’ /li:gɔl/and in ‘single’ /siŋgɔl/.

- b. /-bl/ cluster is broken by insertion of /ɔ/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/keibl/	‘cable’	/k <sup>h</sup> ebɔl/	/keibl/
/teibl/	‘table’	/tebɔl/	/teibl/

In the above words, insertion of /ɔ/ took place among the BM students. The /-bl/ becomes /ɔ/ in the word ‘cable’ and ‘table’ /tebɔl/.

- c. /-dl/ cluster /e/ is inserted.

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/kændl/	‘candle’	/k <sup>h</sup> endel/	/kændl/
/hændl/	‘handle’	/hendel/	/hændl/

In the above words, insertion of /e/ took place among the BM students. The /-d/ becomes /e/ in the word ‘candle’ /k<sup>h</sup>endel/ and in ‘handle’/hendel/.

### III. Elision

Elision is the omission of one or more sounds (such as a vowel, consonant, or a whole syllable) in a word or phrase, producing a result that is easier for the speaker to pronounce. The case is seen dropping both vowels and consonants. In other words, it is the process where one or more phonemes are dropped usually in order to simplify the pronunciation. The case is seen dropping both vowels and consonants.

#### a. Consonant

Examples:

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/rest/	‘rest’	/res/	/rest/
/kɒstli/	/costly/	/kɒsli/	/kɒstli/
/best/	/best/	/bes/	/best/

In the above words, the omission of final stop /t/ is taking place. Like in ‘rest’ /res/, ‘costly’ /kɒsli/ and in ‘best’ /bes/.

### IV. Metathesis

Metathesis is the rearranging of sounds or syllables in a word or of words in a sentences. To put in other words, it refers to the switching of two or more contiguous sounds, known as adjacent metathesis or local metathesis. The process is seen in two consonant clusters. They are as follows

a. /-sp/

b. /-sk/

Original State

Metathesis by BM students

(a) /-sp/

/ps/

(b) /-sk/

/ks/

Example:

a. /-sp/ becomes /ps/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/wɒsp/	'wasp'	/wap <sup>h</sup> s/ /p/ > /p <sup>h</sup> /	/waps/
/gra:sp/	'grasp'	/grap <sup>h</sup> s/ /p/ > /p <sup>h</sup> /	/grasp/

In the above words, switching of sounds took place, i.e., /-sp/ is becomes /ps/ among the BM students. Like in 'wasp' /wap<sup>h</sup>s/ , 'grasp'/grap<sup>h</sup>s/ and the /p/ sound is also aspirated. The EM students have articulated 'wasp' as /waps/.

b. /-sk/ becomes /ks/

RP	Gloss	Articulations (BM students)	Articulations (EM students)
/dɛsk/	'desk'	/dek <sup>h</sup> s/ /k/ > /k <sup>h</sup> /	/desk/
/tɑ:sk/	'task'	tak <sup>h</sup> s/ /k/ > /k <sup>h</sup> /	/task/

In the above words, switching of sounds took place, i.e., /-sk/ becomes /ks/ among the BM students. Like in 'desk'/dek<sup>h</sup>s/ and in /task/ /tak<sup>h</sup>s/.

#### V. Cluster Reduction

Cluster means combination of one or more consonant occurring together in one syllable. Cluster reduction is the simplification of consonant clusters in certain environments. Cluster reduction takes place when two or more consonants often of similar nature come together and there is a tendency to simplify such a cluster as there is difficulty in pronunciation.

Example-

RP	Gloss	Reduction (BM students)	Articulations (EM students)
/læmp/	'lamp'	/lem/ /æ/ > /e/	/læmp/
/stænd/	'stand'	/st <sup>h</sup> en/ /t/ > /t <sup>h</sup> /	/stænd/
/kɒstli/	'costly'	/k <sup>h</sup> ɒsli/ /k/ > /k <sup>h</sup> /	/kɒstli/
/kɒmpɑ:t mɛnt/	'compartment'	/kɒmpɑ:mɛn/	/kɒmpɑ:tɪmɛnt/

In the above words, cluster reduction is taking place among the BM students. In the first word ‘lamp’ the final consonant sound /p/ is dropped and middle /æ/ is substituted with the /e/. In the second word ‘stand’ /h/ is inserted in middle and final /d/ is dropped. In the word ‘costly’ the glottal stop /h/ is inserted in the initial and final /t/ is dropped. In the last word ‘compartment’ /t/ is being dropped.

The above pronunciation error analysis is done based on the five phonological processes. Their summary are as follows:

### 1. Substitution

Substitution of English sounds occurred among the BM students due to the fact that some of the English sounds are not available in the Bodo language. For example the voiced fricative /ʒ/ does not exist in the Bodo language. From the above discussion, it is found that substitution of sounds did take place among the BM students. The substitution of /æ/ with /e/ is seen. The /æ/ becomes /e/ in the words as in ‘track’ /t<sup>h</sup>rek/, ‘band’ /bend/, ‘mat’ /met/, ‘action’ /ek<sup>h</sup>sn/, ‘bat’ /bet/, ‘tap’ /teb/, ‘map’ /meb/ and in ‘crab’ /creb/.

The /ɑ:/ becomes /ɑ/ in the words as in ‘dart’ /dart/, ‘park’ /park/, ‘mark’ /mark/, and in ‘star’ /st<sup>h</sup>ar/ and the insertion of glottal fricative /<sup>h</sup>/ is also seen in ‘star’. The /ɔ:/ becomes /ɔ/ in the words as in ‘lord’ /lɔrd/, ‘accord’ /ek<sup>h</sup>ɔrd/, ‘oral’ /ɔrel/ and in ‘ball’ /ball/. The /u:/ becomes /u/ in the words as in ‘tool’ /tul/, ‘food’ /p<sup>h</sup>ud/, ‘shoot’ /sut/ and in ‘boot’ /but/. The /ʌ/ becomes /ɑ/ in the words as in ‘bus’ /bas/, ‘fund’ /p<sup>h</sup>an/ and in ‘utter’ /at<sup>h</sup>r/. The /ə/ becomes /e/ in the words as in ‘admit’ /edmit/, ‘advice’ /edbaiz/, ‘apart’ /ep<sup>h</sup>art/, ‘agree’ /egri/ and in ‘again’ /egen/. The /ə:/ becomes /ɑ/ in the words as in ‘earn’ /arn/, ‘learn’ /larn/ and in ‘turn’ /t<sup>h</sup>arn/.

The /eɪ/ becomes /e/ in the words as in ‘aim’ /em/, ‘rail’ /rel/, ‘claim’ /k<sup>h</sup>leim/ and in ‘late’ /let/. The /əʊ/ becomes /ɔ/ in the words as in ‘own’ /ɔn/, ‘go’ /gɔ/, ‘post’ /pos/ and in ‘tone’ /tone/. The /ʊə/ becomes /u/ in the words as in ‘tour’ /t<sup>h</sup>ur/, ‘plural’ /plural/ and in ‘rural’ /rural/. The /uə/ becomes /iu/ in the words as in ‘pure’ /piur/ and in ‘during’ /diurin/. The /p/ becomes /p<sup>h</sup>/ in the words as in ‘cup’ /k<sup>h</sup>ap/, ‘spin’ /sp<sup>h</sup>ɪn/ and in ‘please’ /p<sup>h</sup>liz/. The /dʒ/ becomes /z/ in the words as in ‘jail’ /ze/ and in ‘jog’ /jog/. The /f/ becomes /p<sup>h</sup>/ in the words as in ‘fast’ /p<sup>h</sup>ast/, ‘offer’ /ɔp<sup>h</sup>r/, and in ‘fit’ /p<sup>h</sup>it/. The /θ/ becomes /t<sup>h</sup>/ in the words as in ‘thrill’ /t<sup>h</sup>rɪl/, ‘thief’ /t<sup>h</sup>ɪp/ and in



‘thirsty’/t<sup>h</sup>arsti/. The /v/ becomes /b/ in the words as in ‘save’ /seb/, ‘slave’ /sleb/ and in ‘very’ /beri/. The /ð/ becomes /d/ in the words as in ‘father’ /padar/, ‘them’ /dem/, ‘then’ /den/, ‘other’ /adar/ and in ‘that’ /det/. The /ʃ/ becomes /s/ in the words as in ‘shall’ /sel/, ‘cash’ /k<sup>h</sup>es/, ‘slash’ /sles/ and in ‘rush’ /ras/. The /ʒ/ becomes /z/ in the word as in ‘measure’ /mezr/ and the /tʃ/ becomes /s/ in the words such as in ‘chin’ /sin/, ‘chop’ /sɔp/, ‘snatch’ /snes/, ‘catch’ /kes/, ‘ditch’ /dis/, ‘batch’ /bes/ and in ‘church’ /sars/. The /k/ becomes /k<sup>h</sup>/ in the words as in ‘skill’ /skill/, ‘broken’ /brɔk<sup>h</sup>en/ and in ‘pack’ /p<sup>h</sup>ek/.

## II. Insertion

Insertion of English sounds took place by the BM students due to the ignorance of the students. BM students inserted /i/ before the two consonant clusters. Like in ‘spin’ /isp<sup>h</sup>in/, ‘skin’ /isk<sup>h</sup>in/, ‘school’ /isk<sup>h</sup>ul/, and in ‘smooth’ /ismud/. It is also seen that the glottal stop /<sup>h</sup>/ is inserted in the middle of /spin/, /skin/ and in /sku:l/. Insertion of /i/ took place before the three consonant clusters also like in ‘split’ /isp<sup>h</sup>lit/, ‘spleen’ /isp<sup>h</sup>lin/, ‘splash’ /isples/, ‘spring’ /isp<sup>h</sup>rin/, ‘spray’ /isp<sup>h</sup>re/, ‘sprite’ /isprait/, ‘screen’ /isk<sup>h</sup>in/ and in ‘scream’ /iskrim/ and there the insertion of glottal stop /<sup>h</sup>/ is spotted in ‘split’, ‘spleen’, ‘spring’, ‘spray’ and in ‘screen’. The /-gl/ becomes /ɔ/ in the word ‘legal’ /ligɔ/ and in ‘single’ /singɔ/. The /-bl/ becomes /ɔ/ in the word ‘cable’ and ‘table’ /tebɔ/. The /-dl/ becomes /e/ in the word ‘candle’ /k<sup>h</sup>endel/ and in ‘handle’ /hendel/.

## III. Elision

Elision is the omission of one or more sounds (such as a vowel, consonant, or a whole syllable) in a word or phrase, producing a result that is easier for the speaker to pronounce. The case is seen dropping both vowels and consonants. The omission of final stop /t/ is taking place like in ‘rest’ /res/, ‘costly’ /kɔsli/ and in ‘best’ /bes/.

## IV. Metathesis

The metathesis is the rearranging of sounds or syllables in a word or of words in a sentences. To put in other words, it refers to the switching of two or more contiguous sounds, known as adjacent metathesis or local metathesis. The metathesis took place among the BM students as in the words like ‘wasp’ /wap<sup>h</sup>s/ and in ‘grasp’ /grap<sup>h</sup>s/

where /-sp/ is became /ps/. Similarly, /-sk/ became /ks/ in the words like 'desk' /dek<sup>h</sup>s/ and /task/ /tak<sup>h</sup>s/.

#### V. Cluster Reduction

Cluster reduction also seen among the BM students like in the word /læmp/. /stænd/, /kɔstli/ and /kɔmpɑ:tɪmənt/. In the first word 'lamp' the final consonant sound /p/ is dropped and middle /æ/ is substituted with the /e/. In the second word 'stand' /<sup>h</sup>/ is inserted in middle and final /d/ is dropped. In the word 'costly' the glottal stop /<sup>h</sup>/is inserted in the initial and final /t/ is dropped. In the last word 'compartment' /t/ is being dropped.

Moreover, shortening of vowels could also be seen and this phenomenon is very much common among the BM students. Words are shortened. The long vowels /i:/ for /i/ as in 'sit' /sit/, 'tea' /t<sup>h</sup>i/, 'east' /ist/, 'bee' /bi/, 'grief' /grip/ and 'green' /grin/.

## Chapter IV

### Conclusion, Suggestions and Recommendations

#### 4.1 Conclusion

The present research work highlighted errors committed by the BM students in spoken English in comparison to EM students' learners in English. The research work is confined in Kokrajhar district of Assam based on three BM schools, viz., Swrang High School, Vidyapith High School, Alongbar High School and one EM school, viz., Sister Margaret Noble School.

This work is a cross sectional analysis that involves 60 students from four different schools. The description has been made to identify different types of error committed by the BM students in comparison to EM students in learning spoken English. This study will help the learners' to have a better understanding of how the errors originate and try to avoid these errors frequently. The aims and objectives of the present study have been discussed in the first chapter. A brief glimpse of the same has been given below.

1. Identifying and analyzing pronunciation errors in spoken English of BM students in comparison to EM students in learning English language.
2. What are the factors that are responsible for errors in pronunciation in both the medium of schools?
3. To compare the teaching strategies in the two kinds of schools.
4. To suggest methods/approaches better equipped to handle the problems studied.

Methodology followed:

1<sup>st</sup> step: students of the three Bodo Medium schools viz- Alongbar High School, Swrang High School and Vidyapith High School and one English medium school viz., Sister Margaret Noble School had been taken up for this study and students from (VII to IX standard) both the media had been interrogated. Five students were randomly

selected from each class and school and students' belongs to the age group of 13-16 years and they don't belong to English speaking community and almost all the students' are fluent in Bodo language.

All the 60 subjects have been arranged as follows:

Class	IX		VII		VII	
Medium of Instruction	EM	BM	EM	BM	EM	BM
Number of students	5	15	5	15	5	15

2<sup>nd</sup> step: Data Collection: Data for this study were collected in the following way. They are:

1. Students' Questionnaire
2. Teachers' Questionnaire
3. Word List for Pronunciation Error Analysis

#### Main findings from the Students' Questionnaire

The students' questionnaire consisted of 17 sections. Sections 1 to 7 are used to collect some personal information like the student's name, age, gender, name of the school, medium of instruction in school, class and the places whether they belonged to rural or urban areas. In section 8, it is found that all the EM students do not have full command over all the four modalities of Bodo language. On the other hand all the BM students have complete communicative competence of Bodo. It is also observed that students from both the media are competent enough for all the modalities of English and Hindi languages.

Under section 9, students were asked about the frequency of reading English newspapers a week. In this section it is found that students from both the media do not read newspapers on regular basis. Some of them read often and many for sometimes. The point to note in this section is that there are also students from both the media who never read newspapers.

Under section 10, students were asked about their frequency of listening/watching English programmes a week. In this section it is seen that students from both the media are not regular in listening/watching of these programmes; some watch often and some sometimes. This section also shows that there are students from both the media who never watched English programmes on televisions.

Under section 11, the students were asked in the domain of the use of English in day to day life. Students from both the media were asked regarding the domain of use of English in day to day life. A total of fifteen students (VII to IX standard) and forty five students (VII to IX standard) were interrogated from the EM and BM schools respectively.

#### EM students' response

In section 11, there are eight domains. Analysing all the domains, it is found that even the EM students did not use English regularly with teachers, friends, at home, at schools, market places, in classes, and on playground. Some students use English language sometimes in the said domains and some often.

#### BM students' response

From three different BM schools forty five students (VII to IX standard) were interrogated regarding the domain of use of English in their day to day life. Analytically it is found that majority of the students never used English in all the domains. Only a few students regularly use English in the mentioned domains. The lack of communication, exposure to English language is very highly prevalent in BM schools. To bring the much needed change the collective role of the curriculum, teachers and parents are very much important in this direction.

Under section 12, the students were asked in the domain of use of Bodo in their day to day life. The responses are given below.

#### EM students' response

In EM students' response, it is found that majority of the students did not use Bodo language. Only a few students used sometimes and hardly there are any regular user of Bodo language in all the said domains.

## BM students' response

The BM student responses show that all the students used Bodo language in all the domains always except in the domain of Entertainment/T.V./ Video/ Film of the questionnaire.

Sections 13 to 17 were used to collect contact no, day of recorded data and place and address of the participants.

## Main findings from the Teachers' Questionnaire

Teachers' questionnaire consists of 17 sections. Section 1 to 6 are used to collect some information like teacher's name, gender, medium of instruction in school, educational qualifications, experience in English teaching and mother tongue of the teachers.

In section 7, data were collected to know the linguistic background of the teachers. Under this section it is seen that all the teachers from both the type of schools have possessed complete language repertoire of the Bodo, Assamese, Hindi and English language.

In section 8 teachers' viewpoint is being sought regarding their opinion about their students' English knowledge. Teachers from EM schools viewed that the students' reading, writing and understanding skills at satisfactory level. Views of BM teachers differ from each other. Out of three teachers, each teacher has viewed students speaking skills at poor, average and adequate level. Two teachers has viewed students reading skills satisfactory and one teacher viewed at average level and all the teachers have unanimously viewed writing skills at average level. The overall performance of EM students is better off than BM students.

In section 9, teachers' viewpoint is being sought in order to understand relation between grammar and language among the students. It is an important point to mention here that all the English language learners have good knowledge in grammar. Without good knowledge in grammar, learners can't learn any language perfectly.

In section 10, teachers' viewpoint is being sought if there was any mother tongue impact on errors committed by the learners while learning Spoken English. It is always believed that first language influence overwhelmingly in L2 learning and it contributes to commit error. All the teachers expressed same viewpoint that the mother tongue contributes in making errors while learning an L2.

In section 11, teachers' viewpoint is being sought whether errors committed by the students can be corrected by the use of mother tongue and teachers from both the media of schools unanimously viewed that that by using the mother tongue errors committed by the students can be corrected to a great extend.

In section 12, teachers' viewpoint is being sought regarding the percentage of language use in class. On the questionnaire sheet, it is found that one BM school teacher said that they use Bodo in 70% of the class time and for English only 30% of the class time. Other BM teacher said that they use Bodo in 60% of the class time and for English only 40% of the class time. Another BM teacher said that they use Bodo in 50% of the class time and English only for 45% of the class time and 5% for the some other languages. On the other hand, in EM school all the teachers said that they use English in 70% of the class time and other languages like Hindi for 30% of the class time.

In section 13, teachers' viewpoint is being sought regarding the use of method in teaching English. Two teachers' from BM school said that they use direct method for teaching English and other teachers said they use grammar translation method for teaching English. On the other hand, in EM schools all the teachers said that that they use direct method for teaching English in class.

Under section 14 and 15, teachers' viewpoint is being sought whether the school possesses library or not and whether the absence of a library contribute to English errors committed by the learners? Teachers from both the media of schools have given unanimous view that the absence of a library in school contributes to errors in learning an L2. Library plays a great role in an individual's and linguistic growth and development.

Under section 16, teachers' viewpoint is being sought regarding the communicative competence of the student's English knowledge. Total six teachers are interviewed from both the media of schools, three from EM and three from BM schools. There were five items under it. They are no problem, a slight problem, an obvious problem, a serious problem and a very serious problem. All these items are graded on 5 point scale. There is a five point scale table which includes 10 items which shows the teachers' viewpoint on the students' communicative competence of the students' English knowledge. All the items are discussed below.

#### 1. Understanding school and content vocabulary

Teachers from both the media of schools were asked to rate the understanding of school and content vocabulary skills of the students. Out of three teachers from EM school, two teachers felt that students do not find problem in understanding school and content vocabulary and one teacher felt that students have a slight problem in understanding it. On the other hand, one teacher from BM schools felt that students have a slight problem in understanding of school and content vocabulary and two teachers felt students do have an obvious problem in understanding school and content vocabulary.

#### 2. Reading and comprehending written material

Teachers from both the media of schools were asked to rate the reading and comprehending written materials of the students. All the teachers from EM school unanimously viewed that students do not find any problem in reading and comprehending written material. On the other hand, all the teachers from BM schools felt that students do have a slight problem in reading and comprehending written material.

#### 3. Understanding and participating in class discussion

Teachers from both the media of schools were asked to rate the reading and comprehending written materials of the students. All the teachers from EM school unanimously viewed that students do not find any problem in understanding and participating in class discussion. In BM schools, one teacher felt that students have no problem in understanding and participating in class discussion. But two teachers felt that there is a slight problem in understanding and participating in class discussion.



#### 4. Providing organized oral explanations and adequate descriptions

Teachers from both the media of schools were asked to rate the organized oral explanations and adequate descriptions skills of the students. One teacher from EM school felt that students do not find any problem in giving organized oral explanations and adequate descriptions in class and two teachers felt that students do have a slight problem in it. On the other hand, one teacher from BM school felt that students do have a slight problem in it and two teachers viewed that students do have an obvious problem in providing organized oral explanations and adequate descriptions.

#### 5. Comprehending and doing assignments

All the teachers from EM schools felt that students do not have any problem in comprehending and doing assignments. On the other hand, all the teachers' from BM schools have different view. One teacher felt that students do not have any problem in comprehending and doing assignments. Other teacher felt students do have a slight problem in it and last one felt that students do have an obvious problem in comprehending and doing assignments.

#### 6. Expressing ideas in written form

Teachers from both the media of schools were asked to rate the students expressing capacity and skills in written form. Out of three teachers from EM school, two teachers felt that students do not find problem in expressing ideas in written form and one teacher felt that students do have a slight problem in it. On the other hand, one teacher from BM schools felt that students do have an obvious problem in expressing ideas in written form and two teachers felt that students do have a serious problem in it.

#### 7. Learning new material

All the teachers from EM schools felt that students do not find any problem in learning new materials. But it is no so in BM schools. Two teachers from BM schools believed that students do have a slight problem in learning new materials and one teacher felt completely that there is a serious problem in learning new materials in BM schools.

#### 8. Recalling and applying previously learned material

All the teachers from EM schools unanimously viewed that students do not find any problem in learning new materials. But it is not so in BM schools. Two teachers from BM schools believed that students do have a slight problem in learning new materials and one teacher felt completely that there is a serious problem in learning new materials amongst the BM students.

#### 9. Applying problem solving skills in class discussion

Teachers from both the media of schools were asked to rate the problem solving skills of the students. One teacher from both the medium of schools felt that students do not find any problem in applying problem solving skills in class discussion. However, two teachers from EM schools felt that students do have a slight problem in applying problem skills in class discussion. On the other hand, two teachers from BM schools felt that students do have a very serious problem in applying problem skills in class discussion.

In section 17, the teachers were asked to rate the statements regarding the syllabus, materials and student interests in building strong communication skills. Six teachers have been interviewed, three from EM and three BM schools. There were five items under it. They are strongly agree, agree, uncertainty, disagree and strongly disagree. All these items are graded on 5 point scale which includes 9 items.

#### 1. The current syllabus is incorporating latest developments and trends

Teachers from both the media of schools were asked to rate out of 5 points regarding the current syllabi incorporation of latest development and trends. Out of three teachers from EM schools, one teacher strongly believed that the current syllabus is modern, up to date and incorporates latest developments and trends and two teachers also agreed with that. On the other hand, two teachers from BM schools agree about the current syllabi inclusion of latest developments and trends. However, one BM teacher was not certain about it.

2. The current syllabus is useful for students

Teachers from both the media of schools were asked to rate out of 5 points regarding the usefulness of syllabus. All the Teachers from both the media of schools believes that the current syllabus is useful for the students.

3. The syllabus gives supports in overall development and growth of the students

Teachers from both the media of schools were asked to rate out of 5 points regarding whether syllabus gives support to students in overall growth and development of the students. Here also teachers from both the media believes that the current syllabus is suitable and fit and it completely supports in students overall growth and development.

4. Materials used for teaching is student friendly and fun learning.

In this item, teachers from both the media agree that the materials used for teaching is student friendly and fun learning.

5. Students take keen interest in building strong communication skills.

In this item, all the teachers from EM school strongly agree for the students taking keen interest in building strong communication skills. On the other hand, teachers from BM schools also agree about it but not strongly as in EM.

6. Paying attention to each student is not easy

In this item, all the teachers from EM schools disagree. As we know in private schools or any EM schools, top most priority is given to the students. So, this question might be a bit uncomfortable to EM schools. But the scene is not same with the BM. All the teachers from BM schools agree that it is difficult to pay individual attention in a class with a large number of students.

7. The syllabus encourages the students to learn and study more in English

In this item, all the teachers from EM schools agree that the current syllabus encourages the students to learn and study more in English. However, one teacher from BM school agrees with it but two teachers are uncertain about it.

8. I always encourage students to read daily English newspapers, journals, magazines etc.

In this item, all the teachers from EM school agree with it. They always encourage students to read English stuffs to improve English and to broaden mental horizon. In BM schools, one teacher strongly agrees and feels that he/she always encourages students to read daily English newspapers, journals, magazines so that students can bring improvement over the language and increase the knowledge also. Two teachers from BM agree that they always encourage students to read English newspapers, journals, magazines etc.

9. Students are very much receptive in learning English language

In this item, all the teachers of EM agree that students are very much receptive in learning English language. But it is not so in BM. It is completely opposite in BM schools. All the teachers respond that they find students are not receptive in learning English language.

After analysing students' questionnaire and teachers' questionnaire, received from both the school's students and teachers, it is found that there is a complete lack of communication in English in BM schools. The only exposure BM students get to English language is at school and even they get it is not adequate and satisfactory. It is a fact that in BM schools, the use of mother tongue in English class is highly prevalent since the medium of teaching cannot be made completely in English so it is important and necessary to use mother tongue to make learners to understand. It is observed in the study that BM school teachers use Bodo in 70% of the class time and English only 30% of the class time. It is also a fact that BM students always converse only in Bodo whether it is in school or outside school domain. It is one of the main reasons why BM students are less competence over the English language in comparison to EM students.

It is also observed in the study that BM students' language repertoire over the English language is at average level only whereas it is at satisfactory level in EM schools. From the study, it is also found out that BM students do not take keen interest in learning English language and shows any keen interest in building strong communication skills unlike EM students. EM students showed great interest in

learning and building strong communications skills. Maximum number of BM students agreed upon the fact that the students don't find it easy to express his/her feelings in English. It is also observed that all the teachers agreed upon the fact that it is difficult to pay individual attention in a class and the classes where they have to teach have 30-50 students. But almost all the teachers agreed upon the fact that syllabi being used in the classes are incorporating latest developments and trends and supports in student's overall growth and development and the materials used for teaching English are best suited for the students' need.

Maximum number of BM students said that they find difficulty in comprehending oral skills, content vocabulary and written material in English unlike EM students. In BM schools, students start learning English from class V and by that time they are at the age of 9 or 10 whereas in EM schools, students start learning English from Nursery level, i.e., at the age of 3 or 4 and this brings a great difference between BM and EM learners' of English.

#### Main findings from the Word List for Pronunciation Error Analysis

The present research work undertaken as per the data collection shows that the BM students' competence in spoken English is very poor in comparison to EM students'. The BM students are not able to pronounce the English words properly and they pronounce it by making certain simplification. The reason behind is that certain English sounds are absent in Bodo language and they find difficult to pronounce it. The important reason why the students made pronunciation errors in spoken English is also due to the incorrect knowledge of the English phonemes. An acoustic analysis is very much important to accurately describe the distinction between long vowels and short vowels and some consonant realizations. An analysis without practice is useless and it is impossible to lead to the mastery over the language. So the BM students tends to substitute it with the nearest available sound and in so doing the commit error. The analysis is done based on the five phonological processes. They are given below.

- I. Substitution.
- II. Insertion.
- III. Elision.
- IV. Metathesis.

## V. Cluster Reduction.

The pronunciation of L2 learners is influenced by several factors like the interference of the mother tongue, learner's age, learner's attitude and psyche, prior pronunciation instruction, and the insufficient language knowledge of English phonology and phonetics. That the learner's first language has influence on the pronunciation of the target language and proves an important factor determining the foreign accents is a belief hosted by most of the researchers. The interference from the first language potentially has chances to cause errors in aspiration, intonation and stress in the target language. Many Bodo students face problems in articulation of English sounds for there lay a great influence of similar Bodo sounds. As a matter of fact, a particular sound that does not exist in the native language can therefore pose a difficulty for the L2 learners to produce or some times to try substituting those sounds with similar ones in their mother tongue (L1). To learn English well, the L2 learners need to understand the importance of English pronunciation learning.

### 4.2 Suggestions

The study of students' errors hints teachers at invaluable information on the errors that need to be worked out and require remedial approach. This kind of information would be prime a point for the teacher to focus his/her attention on those areas that actually require further reinforcement. The research work undertaken has proved that the BM students commits high rate of pronunciation errors in comparison to EM students while learning spoken English. Going by the data the BM students has very less competence in acquiring good pronunciation skills. The following are the suggestions to suggest methods/approaches better equipped to handle the problems studied.

- i. There should be daily and consistent drill in the class like asking students to read text books and other materials written in English and teacher should constantly monitor the errors made by students and timely interventions is given by the teachers.
- ii. Elocution class should be made compulsory in all the BM schools in order to achieve distinct pronunciations and articulations.

- iii. The English teacher should be very well equipped in English phonology and should possess willingness to teach students with high and right motivation.
- iv. In all the BM schools, students should be given exercises on spelling and teacher should guide them whenever any attention is needed.
- v. The BM students should be highly encouraged and motivated to speak in English as much as they can in English. The free flow of communication in English should take place in BM schools and there should not be any kind of language barrier.
- vi. The teacher should always succour students if they have any problems in their communication and learning.
- vii. The learning teaching environment in BM schools should be very much lively and teacher-students rapport should be very strong.
- viii. The teaching environment in BM schools should be focused to students' linguistic growth and development.
- ix. The teaching strategies in BM schools should be modern and up to date.

### **4.3 Recommendations**

The study of error or problem is a fundamental part of applied linguistics. The following are some of the important recommendations and it is given below.....

- i. All the English language teachers need to be trained in the structure of English.
- ii. Subject advisors should conduct knowledge empowerment workshops for teachers who have not been exposed to the English language.
- iii. The only qualified teachers need to be given appointment in the BM schools.
- iv. The syllabus and teaching approaches ought to be student friendly and teachers are required to be accessible to the students whenever they are in any kind of assistance.

- v. The teacher should identify the errors of the learner and these errors should be discussed with the learner to rectify and those do not repeat.
- vi. Teachers require pay special consideration towards the writing skill in order to help learners develop skills in producing the target language well.
- vii. A healthy interaction between the students and teachers is a must.
- viii. For most of the time teachers must use English as a medium of instruction instead of code switching in classes.
- ix. Teachers should encourage learners to read English newspapers, magazines, journals, and to watch T.V. or listen to radio programmes which are broadcasted in English.
- x. Teachers should introduce competitions among students in both writing and reading to improve writing and reading skills.
- xi. It is highly important to have libraries in all the BM schools and it should be equipped with all the modern amenities and facilities.
- xii. Learners must be exposed to debates, symposium and in any other school functions.
- xiii. The teaching methodology in BM schools deserves to be modern and up to date keeping in view the latest development and trends.
- xiv. In order to create awareness among students the teacher must provide an explanation with regards to the possible source or cause of error.
- xv. The teachers should lay emphasis for their students on grammatically well formed speech and writing of the target language with no interference of the mother tongue of any sort.
- xvi. In order to shove out any spelling error due to loan constructions, the teachers need dictate the words to be well spelled by the learners.



- xvii. Owing to its properties English is very diverse in spellings, pronunciation, vocabulary and grammar, so to master this language the learner should understand that there is no short cut to learn it. Sufficient exposure to the language via various language skills with an intention of minimizing the errors should be focussed on by the teachers.
- xviii. An all round development of the language should be the prime focus of the teachers.
- xix. An encouragement to the speaking of good English as a conversational medium among the students should be a goal.
- xx. “Reading makes a full man”, as put by Francis Bacon presses for the need of inculcating a habit of reading among students that will help in correcting spellings and broaden the vocabulary besides internalising acceptable and appropriate sentence constructions.
- xxi. Teachers must inform students of exceptions to the rule as regards grammar, vocabulary and pronunciation.

Future researchers are encouraged to explore communicative competence strategies in pronunciation teaching with a focus on some of the problematic sounds and features associated with the Bodo language background.

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Appendix A:

RESEARCH PARTICIPANT CONSENT FORM

“Analysis of Errors in Spoken English: A Comparative Study of Bodo Medium and English Medium Learners of English”

(ARAI, MPHIL)

JAWAHARLAL NEHRU UNIVERSITY, NEW DELHI

(CENTRE FOR LINGUISTICS, SLL&CS)

Purpose of Research

The present research work is aimed at finding out the different types of errors and problems faced by the Bodo medium students in comparison to English medium learners of English while acquiring proficiency in spoken English as a second language.

Risk to the Individual

There involves no kind of risk to the participants.

Confidentiality

The data collected will be used only for academic purpose and at no point of time the data will be used for any kind of profit making activity.

Voluntary Nature of Participation

The participation will be voluntary under no coercion or pressure from the researcher. The nature and purpose of the research has been explained to me and I willingly, under no pressure from the researcher.....

- I. Agree to take part in this research, and agree to participate in all investigations, including audio lingual of my speech which will help acquire knowledge for the benefit of the mankind.



- II. I understand that I can withdraw my participation from the research project at any time without any penalty.

**CONSENT**

My consent is explicitly not for disclosing any personal information. For disclosing any such personal information, further consent should be obtained.

Participant's Name

.....

Researcher's Name & Contact Details

.....

Participant's Signature and Date

.....

Researcher's Signature and Date

.....

Appendix B:

Student's Questionnaire

1. Name:
2. Gender: M/F
3. Date of Birth:
4. Name of the School:
5. Medium of Instruction in School:
6. Standard:
7. Place where do you stay: Urban / Rural
8. Linguistic Profile ( Please fill the names of the languages you know)

Sr.No.	Languages	Speak	Read	Write	Understand
1	Bodo				
2					
3					
4					
5					

9. How often do you read English newspapers a week?

Never	Sometimes	Often	Daily
1	2	3	4

10. How often do you listen to/ watch English programmes a week?

Never	Sometimes	Often	Daily
1	2	3	4

11. Domain of use of English in day to day life.

Sr. No.		Never	Sometimes	Often	Always
1	At home				
2	Market place				
3	Entertainment/T.V./ Videos/Film				
4	At school				
	With friends				
	With teachers				

	In classes				
5	On Playground				

12. Domain of use of Bodo in day to day life.

Sr. No.		Never	Sometimes	Often	Always
1	At home				
2	Market place				
3	Entertainment/T.V./ Videos/Film				
4	At school				
	With friends				
	With teachers				
	in classes				
5	On Playground				

13. Telephone No. : ..... Mob: .....

14. Address: (will be kept confidential)

Permanent Address	Corresponding Address

15. Data Recorded on: Day:..... Date: .....Time: .....

16. Data Recorded at: Place:.....

17. Data Received by: .....

Appendix C:

Teachers' Questionnaire

1. Name:
2. Gender: M/F
3. Medium of Instruction in School:
4. Educational Qualification:
5. Experience in English Teaching:
6. Mother Tongue:
7. Linguistic Profile ( Please fill the names of the languages you know)

Sr.No.	Languages	Speak	Read	Write	Understand
1	Bodo				
2					
3					
4					
5					

8. How would you describe your student's knowledge of English?

Sr.No.	Poor	Average	Adequate	Satisfactory	Excellent
Speaking					
Reading					
Writing					
Understanding					

9. Do you think English language learners must know English Grammar?  
YES/NO
10. Do you think mother tongue has impact on English errors made by the students? Yes/No
11. Do you think those errors can be corrected by explanation in mother tongue?  
Yes/No

12. While teaching in class how much percentage do you use the following language.

Bodo:.....% of class time

English:.....% of class time

Other: .....% of the class

13. What method do you use in teaching English?

Direct Method	Grammar Translation Method	Audio-Visual Method	Literature	Other Method

14. Does the school have a library? YES/NO

15. Do you think the absence of a library contributes to English errors committed by learners? YES/NO

16. Read the categories and tick the appropriate boxes

Rating Key For Activities Listed Below				
Rate the communicative competence of the student's English Knowledge				
1	2	3	4	5
No problem	A slight problem	An obvious problem	A serious problem	A very serious problem

Rating

1	Comprehending oral skills					
2	Understanding school and content vocabulary					
3	Reading and comprehending written material					
4	Understanding and participating in class discussion					
5	Providing organized oral explanations and adequate descriptions					
6	Comprehending /doing assignments					
7	Expressing ideas in written form					
8	Learning new material					
9	Recalling and applying previously learned					

	material					
10	Applying problem solving skills in class discussions					

17. Please read the following statements and tick the number you think appropriate

Sr. No	Sentences	Strongly Agree	Agree	Uncertainty	Disagree	Strongly Disagree
1	The current syllabus is incorporating latest developments and trends					
2	The current syllabus is useful for students					
3	Thy syllabus gives supports in overall development and growth of the students					
4	Materials used for teaching is student friendly and fun learning					
5	Students take keen interest in building strong communication skills					
6	Paying attention to each students is not easy					
7	Thy syllabus encourages the students to learn and study more in English					
8	I always encourage students to read daily English newspaper, journals, magazines etc.					
9	Students are very much receptive in learning English language					

## Appendix: D

### Word List for Pronunciation Error Analysis

- i. Action
- ii. Accord
- iii. Admit
- iv. Advice
- v. Aim
- vi. Air
- vii. Again
- viii. Agree
- ix. Alarm
- x. Apart
- xi. Bat
- xii. Band
- xiii. Batch
- xiv. Bee
- xv. Best
- xvi. Boot
- xvii. Broken
- xviii. Bus
- xix. Cable
- xx. Candle
- xxi. Cash
- xxii. Catch
- xxiii. Chin
- xxiv. Chop
- xxv. Church
- xxvi. Claim
- xxvii. Compartment
- xxviii. Copier
- xxix. Costly
- xxx. Crab
- xxx. Cup

xxxii. Dart  
xxxiii. Desk  
xxxiv. Ditch  
xxxv. During  
xxxvi. Eagle  
xxxvii. Ear  
xxxviii. Earn  
xxxix. Fast  
    xl. Father  
    xli. Fit  
    xlii. Flask  
    xliii. Formal  
    xliv. Fund  
    xlv. Go  
    xlvi. Grasp  
    xlvii. Green  
    xlviii. Grief  
    xlix. Hair  
        l. Handle  
        li. Jail  
        lii. Jog  
        liii. Late  
        liv. Learn  
        lv. Legal  
        lvi. Lamp  
        lvii. Map  
        lviii. Marble  
        lix. Mark  
        lx. Mat  
        lxi. Measure  
        lxii. Offer  
        lxiii. Oral  
        lxiv. Other  
        lxv. Own



lxvi. Pack  
lxvii. Park  
lxviii. Please  
lix. Plural  
lxx. Post  
lxxi. Pure  
lxxii. Rail  
lxxiii. Rest  
lxxiv. Rural  
lxxv. Rush  
lxxvi. Save  
lxxvii. School  
lxxviii. Scream  
lxxix. Screen  
lxxx. Seat  
lxxxii. Shall  
lxxxiii. Shoot  
lxxxiv. Skin  
lxxxv. Skill  
lxxxvi. Slash  
lxxxvii. Slave  
lxxxviii. Smooth  
lxxxix. Snatch  
xc. So  
xci. Space  
xcii. Spin  
xciii. Splash  
xciv. Spleen  
xcv. Split  
xcvi. Spray  
xcvii. Spring  
xcviii. Sprite  
xcix. Stand

c. Star  
ci. Table  
cii. Tap  
ciii. Task  
civ. Tea  
cv. That  
cvi. Them  
cvii. Thrill  
cviii. Thirsty  
cix. Tool  
cx. Tone  
cxii. Tour  
cxiii. Track  
cxiv. Utter  
cxv. Very  
cxvi. Wasp