CHAPTER 8: CONCLUSION

8.0 Introduction:

The present study, titled "Investigations into the problems faced by Kannada medium high school students in learning English," has proved its objectives on the basis of the empirical evidence. From this study, the role of the variables has been identified in the process of learning English as a second language. The results have been presented in the preceding chapters.

This concluding chapter presents the findings of the present study, and includes hypothesis testing and remedies for the problem encountered by the high school students in the process of acquiring English linguistic skills.

8.1 Findings of the Study:

Findings of the present research (that is various strategies used and different types of problems encountered in the process of acquiring English linguistic skills) are summarized as follows.

8.1.1 Findings on aspects of speech and Speaking Skill:

It was found that in the process of learning to speak, the students followed certain strategies in their communication to conceal their linguistic inadequacies. The topic avoidance was the first and foremost strategy followed. 10% of the students avoided communicating in English with the researcher and to speak on given topic due to the anxiety, language shock, cultural shock and the linguistic inadequacy. Syntactic avoidance was yet another type of strategy, in which students avoided sentence construction. Instead of constructing sentences, they gave elliptical responses to the questions asked. The strategy of semantic avoidance was of peculiar type, in which students avoided to following semantic co-operation for the questions asked.

The learners followed the word-for-word translation from the native language to L₂, and used the fillers in their communication whenever they encountered gap and linguistic inadequacy. Self-repairing, drawling and repetition were other strategies
followed by them. In the strategy of self-repairing, certain vocabularies, grammatical items were self-corrected. At times, the self-corrected items were incorrect. Drawling or lengthening the syllables. This strategy provided time for the speaker to search for the forthcoming elements. Repetition was another strategies followed by them. In this strategy the students have repeated certain components such as words, partial sentences and full sentences. It was found that the repetition of full sentences provided more time for the learners than did word or partial sentence repetition.

Message abandonment was a strategy followed by the students. The students initiated the communication on a specific topic, but in the mid, they cut short due to the difficulty, and the anxiety about the linguistic elements in the target language system. The students reduced their voices when they felt impending inaccuracy. The strategy of voice reduction showed that there was little confidence in L2. Resource expansion strategy was yet another peculiar strategy whereby the learners attempted to display linguistic resources instead of giving appropriate and adequate response.

Further, it was been observed that some students had coined certain new words in their oral communication, when they fail to find appropriate word or for the word which was absent in their mental lexicon. In certain contexts, the students follow the code switching strategy. They used certain L1 words in L2. Approximation was yet another strategy in which the learners used the approximate items instead of correct one. However, this approximate word share near semantic feature.

In addition to the above strategies, learners followed the inter and intra lingual strategies. The learners adopted the strategy of inter lingual transfer when there was a difference between first and second language. The inter lingual strategies are phonological interference, diminishing diphthong, vowel lengthening, avoidance of initial consonant cluster, addition of vowel at the end of a word and gemination of consonant sounds.

The fricative sound [f] is absent in Kannada, consequently the Kannada speakers tend to substitute [p] for [f]. The phonetic differences of a phoneme lead to interference. That is, Kannada has a mid-back rounded vowel [o] as observed in the word [ho:gu] 'go' as found in English, but English [o] ( /əu/ a closing diphthong) is phonetically different in certain environments from Kannada,
because, it has a predominant upward backglide. As a result of this phonetic differentiation when the Kannada speakers speak English they produce English words with the upglide vowel natural in Kannada. Kannada speakers have the tendency to lengthen the final vowels. This occurs especially in places where English vowels are an upward back glide such as the words with the spelling 'o' 'u' 'oo' and 'ou'. Avoidance of initial consonant or dilution of consonant cluster was yet another strategy found among the learners who tend to include a vowel in between the consonant clusters like gr, kr, bl, cr, kl, lm, br, tr, pl, etc. The dilution of the consonant clusters by inserting a vowel is due to the influence of native language. Duplication of the consonant sounds was another peculiar strategy adopted by the learners. These are some interlingual strategies adopted by the learners in their communication.

Further, it was found that the learners had adopted the intra lingual strategy wherever there was an irregularity in the rules of target language. The learners had often over generalized the target language rules. For instance, the learners had the tendency to add 's' to all singular nouns whenever the need arose for the use of plural forms. The suffix 'ed' was often used when changing the verb to a past form. The students conjugated the 'ed' morpheme to the irregular verbs. These are some of intralingual strategies followed by the learners in their oral communication.

8.1.1.1 Findings on the aspects of script and Writing Skill:
Kannada medium students are, according to this study, facing two kinds of problems in writing: Translation from Kannada, their mother tongue & incomplete learning of writing rules and conventions. Absence of capitalization in the Kannada alphabet is the reason students find it difficult to write capital letters when ever necessary. The problem of spelling was examined. It has no link with L1 transfer as Kannada is extremely different from English. Kannada script is syllabic whereas English is phonemic.

“All aspects of writing in English cause major problems for Kannada medium students. Kannada spelling follows a simple system and is virtually phonetic. One sound equals one letter. Kannada has [writing sounds] consonants and vowels (including diphthongs), so a lot fewer vowel sounds than English and the short ones are almost allophonic. The most common confusions are between /i/ and /e/
(bit and bet), /ɔ/ and /ɔː/ (cot and caught), /ei/ and /e/ (laid and led) and /ou/ and /ʌ/ (hope and hop). If students cannot distinguish between these sounds orally and aurally they are unlikely to be able to write them. As far as consonants are concerned /p/ and /b/ are allophonic as are /v/ and /f/. /g/ and /k/ are often confused and /θ/ and /ð/ (thin and that) may cause problems. In Kannada there are no /tʃ/ /dʒ/ /ts/ and /z/ sounds. In Kannada there exists both the retroflex and alveolar /r/ but English uses only the alveolar ‘r’ so it is pronounced more strongly and often in error. In Kannada the consonant clusters eg; ‘spr’, ‘str’ are written one below the other which cannot be done in English, therefore the linear fashion of writing is unusual to the students.

Students often experienced problems keeping writing on the line, which created difficulty in recognizing if the word was the correct shape. Another area of problem is orthographical, that is spelling. English spelling rules are responsible for spelling errors in addition to the L1 interference and learners incorrect speech habits. In the aspects of spelling that the Kannada students whom I interviewed said that they found particular difficulty with were as follows:

- all vowel sounds,
- /p/ and /b/,
- double/single letters,
- /ʃ/, /z/ /ʒ/ /ts/ /dʒ/ sounds
- silent letters,
- the letters g, c and k. [velar sounds]

**Prepositions**: pose a great difficulty for learners of English since there are various prepositions in English that have the same function. As a result, when students were not sure which preposition to use in a certain sentence, they often compared that sentence with its Kannada equivalence, giving a literal translation of that Kannada preposition in English. However, "prepositions seldom have a one to one correspondence between English and Kannada. A Kannada preposition may be translated by several English prepositions while an English usage may have several Kannada translations”

It was identified that the students under study had used the articles ‘an’ before words beginning with vowels, and ‘a’ before words beginning with consonants
without considering the quality of letter or phoneme which begins the word. Further, both definite and indefinite articles were indiscriminately used before noun/noun phrase and were unnecessarily omitted where they were required.

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

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

Errors have been identified in grammatical items such as adverbs and auxiliaries. The auxiliary verb ‘am’ is unnecessarily added in between the subject ‘I’ and verb (past form). This was due to the fact the copula verb ‘am’ functions as a main verb in certain contexts (I am a student). Due to the impact of this structure, learners unconsciously use ‘am’ whenever they need to use ‘I’ as a subject. The auxiliary verbs were incorrectly substituted as ‘am’ instead of ‘was’; ‘are’ instead of ‘were’ and vice versa. Another problem area to the learners was concord; the grammatical agreement between words.

The agreemental problems were found between demonstrative adjectives and noun, subject and verb, and relative pronoun and verb. It was observed that number of errors were committed by the learners in sentence level also due to the dissimilarity of syntax pattern between L1 and L2. It was found that the interrogative sentences are used in the reversed order as where + sub + aux + verb (where he was going) instead of where + aux + sub + verb + (where was he going). This is due to the influence of L2 spoken form on writing. There were a number of incomplete sentences found in the learner’s writings.
8.1.1.2 Findings on Reading Skill:

It was found that in the test of reading the lesson, 72.5% of the students had failed to read accurately. The reason for the incorrect responses were ignorance of the grammatical functions and ignorance of meaning of the conjunctions, such as coordination conjunctions, subordinating conjunctions, etc. used in the sentences. It was concluded that the use of phrasal verbs, hard words, complex sentences, lengthy sentences, unknown contexts, etc. in the reading materials of the students hinders the students in understanding the concepts of reading materials. The incorrect responses were found to occur because of complex and / or unknown words, like 'ultimatum', 'flourished', 'adapted', literature', ingenious, civilization etc., that were found in the testing passage.

Among the 80 students in the test item of reading passage, 31 students were able to read. 36 students had difficulty in reading. 23 students were not able to read. It was noted that students needed a lot of practice. Oral reading is not given adequate importance. Students in the lower classes were in the initial stage of learning English, most of them could not recognize the alphabet accurately and were struggling to join the letters to read. They were not able to make sense while reading. The teachers themselves lacked good pronunciation of English. Out of the 5 higher primary teachers who were interviewed, three were not trained for the subject. It appears that this is one of the reasons for poor quality of learning English at lower as well as higher-level classes. The oral reading appeared to be a string of words and lacked a sense of continuity. This would explain the difficulties encountered by Std 8th students attempting to recognize the English alphabet.

In the test of finding synonymous words, 31% of the students have responded incorrectly. This was attributed to poor vocabulary. In the test to recognize homophonous forms, 32% of the students responded incorrectly. This occurred because students found problems in recognizing phonemes and vowel clusters differences within the given words. In the test to find errors in sentences, 37% of the students responded incorrectly. This indicated their poor grammatical knowledge.

Labeling the parts of the sentences: 71% of students had labeled incorrectly. This was due to the poor grammatical knowledge of the students. The difference between ‘verb’ and “verb phrase”; the students had labeled “will come” two
phrasal words as only one verb. They failed to distinguish the difference between objective pronoun (him) and possessive pronoun (his) etc.

In the test item spot the errors 31% of the students have responded correctly, 32% of the students answered partially and the remaining 37% of the students responded incorrectly. This occurred because the students had poor grammatical knowledge. The learners could not identify the erroneous parts given in the test items. Failure in recognizing the grammatical features of the noun forms, verb forms and tenses indicated poor reading comprehension skill and linguistic competence.

8.1.1.3 Findings on Listening Skill:

It was found that for the test 'inferring the text based information', 30% of the students answered correctly. 40% of the students responded partially 20% of them answered incorrectly and only 10% of them under study have skipped this test item. The reason for the good performance of the students in this test item is that the given dialogue is constructed with simple and familiar words which enabled the learners to comprehend the given dialogues easily. So it is inferred that the simple and familiar words facilitates the listening comprehension of the students. Further, it is observed that difficult and unfamiliar vocabularies hindered the students in understanding the concept. They were not able to deduce the meaning of unfamiliar and difficult words using the contextual clues. The words 'predate' 'abolished' and 'conquered' gave them difficulty in understanding the concept embedded in the discourse.

For the test of identifying errors in the given sentences, 49% of the students responded incorrectly. They failed to recognize the distinction found between plural and singular nouns, tense markers, verb inflections, and auxiliaries which were given wrongly in the sentences. It is known fact that the recognition of grammatical features in the sentences is important. Any difficulty found in recognizing these linguistic features will affect the process of understanding the meaning of sentences. The students failed to distinguish the slight phonetic variations of the group of words given viz. doubt/taught, head/heard etc.

In the test of recognizing phonetic variations and phonemic contrasts with in given words 52% of the students responded incorrectly to each item. It indicated
that they were not conscious to the sound variations found within the words. They were not able to distinguish voiced and voiceless, and aspirated and unaspirated fricatives and affricatives.

In the test of “recognizing and recalling numbers,” (Telephone numbers, years, days), majority of the students performed well. Some of the students failed to recognize words endings of numbers (eighteen-eighty, thirty-thirteen, fifty-fifteen etc.). They missed the numbers when they were given more than five digits, and the grammatical items 'the' and 'of' from the given test items.

8.1.1.4 Findings on supra-segmental features:

In the process of second language learning the readers had difficulties with the word identification or correct pronunciation in the process of silent or oral reading. The readers orientated their readings more towards language than towards the listener. Even more complicated situation appeared in case of internal pausing.

The data analyzed shows that out of the 45 students of high school, 37.3 % of the male 31.6% of female students had supra-segmental errors in reading. In the same way 33.6% male and 30% female had supra-segmental errors in speech. It was found that the mean score between LIG, is 0.7%. The mean score between MIG, and HIG is 27%. The mean score between UED and ED is 42.97%. The performance of students coming from economically well placed and educated background is better than the students coming from low Income group and middle Income group. The performance of female students was better than the performance of male students.

In a very substantial number of learners the problems arose when the reader tried to work out the pronunciation of a word or even to recognize the word. The question was whether these pauses should be regarded as indicators of intonation-group boundaries or not. Pausing for word identification causes the impression of non-coherent reading and influences further intonation. The students in the experiment encountered many problems with pronunciation and word identification. The lack of confidence in the second language probably played a key role in 'less confident' reading. Uncertainty in reading is one of the factors which probably influence the development of melody contours of the readers.
A frequent mistake of Kannada learners of English is to produce very long utterances without any turn of intonation; long monotonous sequences of syllables. The intonation contour is said to be ‘neutral’ and consists of equal peaks of prominence. The readers who feel more confident in word recognition produce the wider range of variation in intonation and the most prominent syllables are identified clearly. Kannada readers often use the falling tones or rising tones at the end of intonation-groups in the sentences, where a mid-level or low rise tone would be expected. It is found that many students used high pitch in oral reading. There was a tendency to cut the sentences unnecessarily. Many students mentioned problems with ‘tone’ and ‘stress’ and others expressed considerable concern with how complicated it was to 'know how to shape the mouth, position the tongue, touching the teeth or not, and so on.' Overall there was an overbearing air that English pronunciation was something they could never get right or at least something that they all had problems with and would like to improve upon.

Students typically have problems with approximating the natural rhythm of connected speech productively as well as receptively. This, as well as intonation, are the areas that they would most benefit from working on and makes a case for concentrating first on the supra-segmental areas of pronunciation and later dealing with individual sounds.

**8.1.1.5 Findings on interference of mother tongue:**

The data analyzed in the case of interference of mother tongue showed that out of the 45 students of high school 78% of students had phonological interference 67% had morphological interference 89% had syntactic interference in their speech and writing. Rest 22%, 33%, and 11% of the students had performed fairly well respectively.

The students had pronounced [r] in all positions whenever the [r] is found in the spelling of words. They had adopted this strategy because in kannada there is one-to-one correspondence between spelling and pronunciation, so resulting in a negative transfer and used the strategy of overgeneralization. ‘r’s are trilled, and rolled when following hard ts and ds. eg: Heavy rhoticity with trilled [r]. 57% of the primary and 78% of the high school students have
adopted this strategy. The students had pronounced [p] instead of [f], [th] instead of [ð], because this sound of English does not occur in their mother tongue. They have pronounced the sound similar to that which exists in their mother tongue. [An interlingual transfer]. The 'h'sound is not pronounced by many of the students, though there is 'h' sound present in their mother tongue. 30% of the students have done this. The [z] sound is pronounced as /s/ or /ʃ/. [ʃ] sound is pronounced as [s]

Avoidence of consonant cluster is the strategy found among the students who tend to include a vowel in the consonant clusters. 30% of the students had followed this strategy. [l, t, k] sounds though silent in some of the words, were pronounced. This is due to Kannada language influence. All the letters are pronounced in their mother tongue. [U ]sound is employed in place of [w]sound. 25% of the students had followed this strategy [a:] sound is pronounced [a:] Nonexistence of 'ɔ: in Kannada; instead, 'a:' type sound is employed. This kind of errors occurred among 50% of students.

Gemination of consonant sounds was a strategy followed by most of the students. This is due to the interference of Kannada the consonants in Kannada words which mostly double at the end end position. It is found that 80% of the students had adopted interlingual strategy. 25% of the students had adopted the addition of vowel at the end position of words and gemination of consonant sounds.

Past tense forms are not pronounced by many of the students 'ed' 'id' and 't'. 60% of the employed this strategy. The past tense forms were stressed by some students. 40% of the students followed this strategy. 60% of the students adopted the strategy of vowel lengthening and the addition of vowels. Nonexistence of 'v'; in Kannada language, instead, a double-[ww]or[w] type sound is employed – "lovely" is therefore "lawwly" 70% of the students employed this strategy.
There were other phonotactic difficulties [consonant clusters] found among students were as follows; At the beginning of a word, a Kannada consonant must be followed either immediately by a vowel or else by a palatal semivowel [j] and then a vowel. An English initial consonant, on the other hand, may well form part of a consonant cluster comprising two or three consonants. Typical examples of two-consonant initial clusters that may be difficult for Kannada learners are those in play [plei], tree [tri:], clear [kla], brain [brein], draw [drɔ:], glue [glu:], free [fri:], through [θru:], shrink [ʃrɪŋk]. These tend to be resolved by inserting a vowel between the two consonants, thus [pilei] etc. To achieve an English-style pronunciation the learner must eliminate this inserted vowel, while also taking care to make the appropriate English distinction between [r] and [l]. The aim should be a close transition from the first consonant to the second. It should be remembered that native English speakers think of these words as consisting of just one syllable.

The final consonant as actually belonging to the next word. Such as step up [step ʌp] can be imagined as [stɛ pap], leave out [li: v aut] as [li: vaʊt], end it all [end ɪt ə:l] as [en ɪt ə:l]. Useful as it may be for elementary students, this technique can however only be a half-way stage, for two reasons:

- first, because native speakers do not actually pronounce final consonants in exactly the same way as initial ones: a great ape [ɡreɪt ɛp] is phonetically distinct from a grey tape [ɡreɪ ˈteɪp], and an aim [ən ˈeɪm] from a name [ə ˈneɪm]
- and secondly, more importantly, because in real life most word–final consonants are not followed by a vowel–sound at the beginning of the next word.

So word–final consonants also need to be practised both in absolute–final position (before a pause or the end of the utterance) and also in phrases where the next word begins with a consonant.
Particular care needs to be taken when the two abutting consonants are ones which tend to be confused. They may, for example, be dental and alveolar fricatives, as in *both sides* ['bɒθ 'saɪdz], *with salt* [wɪt 'sɔːlt]; or bilabial plosive and labiodental fricative, as in *love bite* ['laʊ bæt], *they've beaten* [ðeɪv 'bɪtən], *(l) like the) club very (much)* ['klʌb ,verɪ], and within the word *obviously* ['ɒbviəsli].

Where the same plosive is repeated at the end of one word or syllable and at the beginning of the next one, we get gemination. That is to say, there is no audible release of the first, and no audible approach to the second: the two phonemes are realized by a single articulatory gesture, a plosive with a long hold phase. Fortunately, kannada learners have a model for this in the kannada syllabic obstruent, as in *pappaya* (pʌppa:ya) 'a kind of fruit called pappaya', in which the articulation is very comparable to that between the first and second syllables of English *stop pointing* ['stɒp 'pɔɪntɪŋ]. Examples for the other plosives might be *(put the) web back* ['web bæk], *night-time* ['nait tæm], *stood down* ['stɔd 'daʊn], *milk crate* ['mɪlk krɛt], *big gun* ['bɪɡ ɡʌn]. However, unlike other obstruents, English affricates are not geminated, so that *each chair* ['ɛtʃ 'tʃeə] and *orange juice* ['ɔrɪndʒ dʒuːs] should be pronounced with two complete affricates each. It may also be necessary to emphasize that voiceless plosives are *not* geminated in English words such as *copy* ['kəpi], *happy* ['hæpi], *atom* ['ætəm], *better* ['bɛtə], *jacket* ['dʒækɪt].

Repeated fricatives in English are articulated like single ones, except that they last longer. And repeated nasals and liquids, too, are like single ones but longer. Structural errors occurred most often because the students tried to impose the mother tongue patterns on to the target language: this might be attributed to word order, use of tenses, difficulty with articles and many more. Once again one needs first to identify the most common problems and then one can highlight the ways in which English differs. 11% of the students performed quite well in most of the given tests. It was found that these students came from an educated as well as economically well-placed background. Compared with female students the male students had more errors. This might be attributed to the fact that female students
experienced less demands on their time. The students coming from low income, middle income and uneducated group committed more errors than the others.

8.1.2.0 Hypotheses Testing:

The role of social variables in the achievement of English language skills was identified keeping in view the score secured by the students. With the help of the results hypothesis have been either proved or disproved. The errors committed by the students of Kannada medium high school students under different variables have been totaled and mean score has been calculated. This has been depicted in the following table.

**Graph1: Categories of error in percentage**

<table>
<thead>
<tr>
<th>Error types</th>
<th>Average [Gender -wise]</th>
<th>Economic position</th>
<th>Parental education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Aspects of speech</td>
<td>25.2</td>
<td>24.6</td>
<td>49.8</td>
</tr>
<tr>
<td>Aspects of script</td>
<td>43.5</td>
<td>32.0</td>
<td>75.5</td>
</tr>
<tr>
<td>Language skills</td>
<td>37.9</td>
<td>31.4</td>
<td>69.3</td>
</tr>
<tr>
<td>Suprasegmental features</td>
<td>35.5</td>
<td>30.8</td>
<td>66.3</td>
</tr>
<tr>
<td>Interference of mother tongue</td>
<td>43.6</td>
<td>34.4</td>
<td>78.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37.1</td>
<td>30.6</td>
<td>67.7</td>
</tr>
</tbody>
</table>

Table: 69

M - Male, F - Female, LIG - Low Income Group, MIG - Middle Income Group, HIG - High Income Group, UED - Uneducated, ED - Educated.

The mean score of students in the aspects of speech, 49.86% in the aspects of script, 75.5% in the language skills, 69.3%, Suprasegmental features 66.3%, interference of mother tongue 78%. Total errors in percentage are 67.79%
8.1.2.1 Hypothesis 1: None of the variables (Sex, Parental Education and Income) play any role in the development of second language skills.

The mean score difference between the students of ED and UED background is 23.26%, between HIG and LIG is 22.48%, between HIG and MIG is 20.92%, between MIG and LIG is 1.56%, and between M and F is 6.5%. In the aspects of speech, the mean score difference between ED and UED is 25%, between HIG and LIG is 23.0%, between HIG and MIG is 27.0%, between MIG and LIG is 4% and between M and F is 0.62%. In the aspects of script, the mean score difference between UED and ED is 15.1%, between HIG and MIG is 24.4%, between MIG and LIG is 5.1%, and between male and female is 11.5 %. In the language skills, the mean score difference between ED and UED is 6.9%, between HIG and MIG is 15.1%, between MIG and LIG is 1.6%, between LIG and HIG is 16.7%, between M and F is 6.5%. In the suprasegmental features the mean score difference between ED and UED is 43.3%, between HIG and MIG is 26.1%, between MIG and LIG is 2.1%, between LIG and HIG is 15%, between M and F is 4.7%. In the interference of mother tongue the mean score difference between ED and UED is 26%, between HIG and MIG is 20.92%, between MIG and LIG is 1.56%, between LIG and HIG is 15%, between M and F is 9.2%. 
higher skills of English language. Over all performance of girls is better than boys. The empirical evidence shows that the cited variables play significant role in the achievement of skills of language. Thus, the hypothesis, 'none of the variables (Sex, Parental Education and Income) plays any role in the development of second language skills' is disproved.

8.1.2.2 Hypothesis 2: If a student is superior in the aspects of speech and reading, he will be better skilled in the aspects of script and writing only. If a student is well skilled in listening and speaking, he will be better in the supra-segmental features of the language only.

On the basis of the mean score of students performance received from each aspect and skill of language, it was found that the students who were superior in the aspects of speech and reading were not only better in the aspects of script but also in writing. The students who were superior in reading were not only better in writing but also in listening and in speaking. Thus, as far as second language learning is concerned, both the listening and reading pave the way to acquire good command over the spoken English, supra-segmental features and also have good performance over written English. It cannot be said that if a student is superior in the aspects of speech and reading he will be superior in the aspects of script and writing only, and if a student is better in listening and speaking he will be better in the supra-segmental features of the language only. In the process of learning a second language, all the skills are interrelated. This hypothesis is disproved.

India is a multilingual and multicultural country. Different people in different parts of the country speak different languages. One has to stand the test of time to retain its long tradition. The English language has been dominating in many walks of life for more than two hundred years. It interacts within and outside the states in India. Only with the help of English language, the culture and philosophy of this land have been propagated to the rest of the world. The English language has benefited every branch of science, literature. English is a link language. It has connected the people of Eastern and western countries.
English language, in India, enjoys greater status than any other language. Students should be aware that a sound knowledge of the English language will enhance their opportunities in education and industry in the modern world.

Language is a human resource and hence learning of English as a second/foreign language has become necessary. This present project has aimed at identifying problems faced by Kannada medium students, while learning English as their second language, in the rural environment.

The students' problems were identified and ideas were given for improvement of future learning.

8.1.2.3 Grammar Comprehension

Grammar is a tool to build up one's own language without any misrepresentation. There are the two methods for applying grammar.

1. Learning a language is listening, speaking, reading and writing and then acquiring the knowledge of applying grammar in their usages.
2. Learning Grammatical Rules properly will enable students to practice and to apply the usage at the language skills.

English grammar is an essential tool for the second language learner. Rules of grammar must be taught in order to establish the sentence pattern. For this, students need to learn to construct sentences with the accurate grammatical features. This will elevate the speakers use of the English language.

The error analysis, which was done in the previous chapters, has showed that all the class from VIII, to X Std. educated background students have good
competence of grammar in English and VIII, to X Std. uneducated economically backward background students have less competence.

In this respect, all the students have taken an interest in learning English according to their mother tongues’ influence. They are facing numerous problems in acquiring English as a second language. From the observations of the common errors of the students, suggestive measures have been given to improve the students' grammatical comprehensibility.

8.1.2.4 The problems observed

1. Students who are from educated environment, know the importance of English language.
2. Parents who are socially and economically disadvantaged tend to view attendance at school as a “time filler”. As the majority of these people are illiterate, they appear unwilling or unable to be involved with the learning experiences of their children.
3. It is observed that most of the students have an unwillingness to speak in English because they are more comfortable with their mother tongue and there is an animosity towards English as it is perceived to be difficult to learn.
4. Students do not realise that it is necessary to speak in English in the class because all students understand Kannada well and find it easy to communicate in Kannada. Only a few are able to communicate in English with their classmates.
5. The system of education is examination oriented. Students are provided with answers to the questions given in the text by the teachers themselves, which prevents them from acquiring the language skills.
6. Teachers of English in the rural area are mostly under graduates in their respective subject and some of them are not trained.
7. The lower class students do not have a proper foundation of the second language skills mostly because of untrained teachers. English is being taught as a perceived necessity. This has resulted in a tokenistic attitude, and disinterest to teach English. This further results in the faulty way of learning English in the lower classes and poor performance in the high school level. The results of this can be found in poor achievement at all levels.
The researcher has based the study analysis on; phonological, morphological, syntactic, lexical and supra-segmental aspects and observation of students in Std VII, IX and X who are from disadvantaged backgrounds while observing and acknowledging the problems in learning English as a second language at this stage of their education.

8.1.2.5. General Suggestions;

1. Teachers should be well trained in delivering English classes.
2. Teachers who have a English medium background will be well equipped to teach,
3. Teachers should avoid taking narrow steps for teaching English by giving clues.
4. Teachers should encourage students to read Newspapers, listen to broad casting in English. This would help them to acquire improved pronunciation and extended vocabulary.
5. There should be relevant and appropriate classroom interaction between teachers and students in a good manner.
6. In the classroom environment students should feel that it is acceptable to make mistakes and should be encouraged to speak without fear of destructive criticism or derision.
7. Students must develop their writing skills by writing summaries and reports writing.
8. Parents should express interest and encouragement in their children’s attempt to learning an alien language.
9. Teachers should try to explain the incorrect grammatical structure used by the students by evaluating the answer on basis of main points.
10. Teacher should record the students reading skills before the students. The tape recorder can be played before them. It will help the students to identify their errors.
11. Teachers should give relevant exercises to the students as their homework and corrections should be provided conscientiously.

12. The Teacher should encourage dictionary use to enrich their vocabulary.

13. The students should be taught language with appropriate illustrations. This will help the students to produce correct sentences.

14. Most of the students have followed the Kannada word order namely, S.V.O pattern. The difference between English and Kannada words order has to be imbibed in the minds and thoughts of students.

15. Teachers should use teaching aids not only to simplify methods but also to explain concepts.

16. Teaching aids also increase the pace of learning because in any learning situation, education is closely related to language learning, without it language learning is not possible.

17. Teachers have to plan what to teach, How to teach and how much to teach. Planning is essential!!!

18. Skill oriented / learner oriented Teaching should be encouraged so that goals can be reached.

19. Problems tend to discourage – a positive approach is essential.

20. Freedom and creativity focuses-the creativity of the teacher to choose and plan new and interesting classroom activities and the creative ability of students to meet new ways of doing things.
8.1.2.6 CONCLUSION

Suggestions for Further Research

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

1. Present research has advocated some apt remedial measures to eliminate the problems encountered by students in the process of learning English. Those remedies may be tested in the field so as to understand viability of the remedies suggested in this study.
2. L₁ influences on listening L₂ and its impact on other skills of language i.e., speaking, Reading and writing. This phenomenon can be studied further.
3. Negative and positive transfer of L₁ between L₂ writing can be studied separately.
4. Error analysis can also be made in the process of learning.
5. Comparative studies can be made between urban and rural areas within districts and between districts of Karnataka with reference to communicative competence of high school students in English language. Socio-economic status must be included in such studies.

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