CHAPTER-6

SUMMARY

The present study, entitled “COMMON ERRORS COMMITTED IN ENGLISH BY SENIOR SECONDARY STUDENTS IN RELATION TO DEMOGRAPHIC VARIABLES AND ACADEMIC STREAMS IN DIFFERENT TYPE OF SCHOOLS”. A study on the learning process of English by Senior Secondary students with reference to Ambala, Kaithal, Kurukshetra has proved its objectives on the basis of the experiments and observation evidences.

In this study of experiment observation the role of the demographic variables has been used in the process of identifying the errors in learning English as a second language. The results have been presented in the preceding discussion of the chapter. This concluding chapter presents the findings of the present study. We have also been presenting, remedies for the problems encountered by the senior secondary students in the process of learning English linguistic (four) skills and direction for the further studies.

In the present work (that is various strategies followed by the students and different types of problems encountered by them in the process of learning English language skills) are summarized in the next part of this chapter.

ERRORS COMMITTED IN LISTENING SKILL:

On the basis of data collected and analysis, it is brought into light that for the test of inferring or deriving information on the basis of text, 40% of the students gave correct answers 25% students were partially correct, 17% of students answered wrongly and only 9% students understudy, did not give the test, they skipped it. The reason of the good presentation of the students in this test item is that the dialogue which was given to them is organised or made with simple and familiar words so the learners were able to comprehend the dialogue given to them, easily. Therefore it was
concluded that easy and simple words make the listening comprehension easy for the students. Further, it was also observed that the difficult and unknown words or vocabularies create difficulty in understanding the concept, because they could not guess or deduce the meaning of unknown or difficult words to use the related hints or indications. The words 'test fired' missile and lethal created them trouble to understand the concept enclosed in discussion.

So it is obvious that the Socio-linguistic knowledge is also helpful to language user, in understanding a discussion. Hence, for the test of recognizing error in the given sentences, 40% answers of the students were incorrect or wrong, because they failed to recognize difference between plural and singular nouns, tenses markers and verb inflections and auxiliaries which were given wrong in the sentences. It is well known fact that finding out grammatical feature in a sentence was very important. Any difficulty found in picking out these language features would affect the understanding the meaning of sentences, In other words the understanding the meanings of the sentences would be affected by the difficulty in linguistic features.

Besides this, the students could not differentiate the slight phonetic difference of the words granted like – brake, ache, shake, streak, and break. In the phonetic recognizing test and phonemic contrasts within given words, the response of 29% students was wrong, in each item. It indicated that they were not alert enough to the sound variations within the words. Further they could not differentiate voiced and voiceless and aspirated and un-aspirated fricatives as well as affricatives.

**ERRORS COMMITTED IN SPEAKING SKILL**:

Speech is very important for mankind because an important role is played by the speech to maintain the relationship between and among the people. English has achieved predominant place in all the sphere of the world. Because of this speech, teaching/learning of English is necessary or unavoidable in almost all the non-English society. In India, there is a long history for teaching/learning English as a second language. Further, heighten the teaching/learning of English, there are so many proper guidance and remedies which are available, with their help one can learn, teaching/learning
English easily, as the researches in the field indicate. The researches which have been carried out in this field describe that teaching/learning of English cannot be avoided in the country like India at all. The findings of the research help in finding out remedies, for the problems of teaching/learning of English.

The present research findings for example, strategies, which the students of senior secondary classes adopted and the problems which they encountered, are summarized here. The remedies which were used to eradicate or to minimize the problems in the activity of learning oral communication are summarized.

It was observed that in the activity of learning speaking, certain strategies were followed by the students to hide their linguistic in-competency. The avoidance was the first and world beating strategy which the students of Senior Secondary Class followed. The researcher was refused to talk in English by 9% of students. They denied speaking on given theme because of anxiousness, language stock, cultural shock and linguistic inadequacy. There was another type of strategy in which the learner could not construct sentences. They gave one word answer instead of constructing sentences in English, to the questions asked. This was a strange type of strategy in which the learner kept away to adopt semantic-co-operation for the questions asked by the researcher.

It had been observed that the learner followed word-for-word translation from their mother tongue to target language. And they were using fillers in their conversation whenever they were coming across the gap and linguistic inadequacy. Self repairing, drawling and repetition were another type of strategies which the students were following in their conversation with the investigator. In the strategy of self repairing, they self corrected certain vocabularies or words and grammatical items. Sometimes, the items which they self corrected, was not correct and had gone, wrong. Drawling, lengthening the syllables were another technique, used by the informants. The
speaker was getting time by this strategy to search for the forthcoming elements. Repetition was the strategy used by the learners. In this strategy the students, were usually repeating certain items like words or partial sentence or full sentences. It was observed that they were given more time to repeat the full sentence rather than the word or partial sentence repetition.

Message abandonment was a scheme which was adopted by the learners. The communication on a specific topic was initiated by the Senior Secondary Students, but they cut short, in the middle of the sentence because of difficulty and anxiety about the linguistic element in the English language system. The students, when they felt that they were incorrect, they started speaking in low volume, or in reduced voice. The voice reduction strategies indicate that they had no confidence in second language. Resource expansion strategy is yet another type of strange scheme, where by the learners tried to increase their linguistic resources rather than giving required enough response.

Further, it was noticed that certain new words had been searched out by some of the students, in their oral communication, when they were not in a position to get apt or suitable words, which were absent from their mind's vocabulary. In certain context, the code switching strategy was used by informants, in which they were using some words of their mother tongue in the target language. Estimation is another trick in which the approximate items had been used by the learners, rather than correct words. But these estimated words shared near semantic feature.

Besides, these above said strategies, the inter-lingual and intra-lingual strategies were used by the learners. A strategy named as inter lingual transfer was adopted by them, when they felt difference between first and second language or mother tongue or target language. The inter-lingual Strategies worked as phonological interference decreasing diphthong, Vowel lengthening, avoidance of first consonant cluster, in addition of vowel at the end position of word and germination of consonant sounds.
The fricative sound (F) is not recognized in Hindi, so the Hindi, speakers have the tendency to substitute (P) in place of (F). There was an interference of phonetic difference e of a phoneme too, that was, Hindi was having a mid back rounded vowel (O) as it was noticed in the word (Po), 'Go', that was found in English, but English (o) was differ phonetically in certain references from Hindi, because of its, a predominant upward back glide. Consequently, this phonetic difference, English was spoken by Hindi speakers and they produce English words with up glide vowel nature of Hindi.

The Hindi speakers are habitual of lengthening the word final vowels. This happens especially in the places where the English vowels are an ascending back glide such as the words with the spelling 'u' 'oo' and 'ou'. Avoidance of first consonant cluster by participating a vowel in between members the consonant cluster and accession of vowel sound at the end position of the words which end with stop and fricative sounds. Reduplication of the consonant sounds were another strange technique used by the learners. These were some of the inter-lingual strategies accepted by the learners in their activity of communication.

Further, it was noticed that the learners used the intra lingual strategy where there was an irregularity in the rules of English language. The learners had often over generalized the English language rules. For example, the learners inclined to add simply 's' to all singular nouns whenever it required for the use of plural form. The suffix 'ed' was frequently employed while changing the verb into a past form. However, the students have added the 'ed' morpheme even to the irregular verbs. These were the some of the intra-lingual strategies used by the learners in their oral communication.

**ERRORS COMMITTED IN READING SKILL** :

It was found that the learners followed the intra lingual strategy where there was an irregularity in the rules of English language. The learners had over generalized the English language rules. For example, the learners inclined to add simply 's' to all singular nouns whenever there was a need, to use plural forms.
And also, the suffix 'ed' was mostly used while they changed the verb into past tense or past forms. However, the students had conjugated the 'ed' morpheme even in irregular verbs. These were the some intra-lingual strategies which the learners used in their oral conversation.

On the basis of the variables chosen like sex, region, medium of instruction and all three streams, humanities science and commerce, the performance of the students was compared and contrasted.

It was concluded that in the test of completing of incomplete sentences 54.51 % students had failed to use the given option. Their incorrect response were due to the ignorance of grammatical use and ignorance of meaning of the conjunctions like co-ordinating conjunctions and subordinating conjunctions etc which were used in sentences. And in (test) comprehension test of replying questions in the passage the answer of 30.5% students were wrong because they could not understand the meaning of words like ‘both’, ‘in spite of’ ‘except’ etc. And also in the test item matching test table 20% of students mis-matched the parts of speech. This happened because they went wrong to understand the phrasal verbs like gave up' climbed up 'called on' etc.

Further in the test item to find synonymous words, the response of 20% students were not correct. It happened just because of their poor vocabulary knowledge. And in the test item of homophonous recognition, 23.5% of student answered wrongly. These mistakes happened just because the students found problems in picking out phonemes and vowel cluster differences, within. The given words in the test to find out errors in sentences, 25% of students answer were wrong. This indicated that their grammatical cognition was poor. In testing telegram mode 40.5% of students answers were wrong. This was because of the fact that they were un-acquainted with the test passage.

In the test item of attaching a tag to the parts of sentences 42% of students marked wrong parts of the sentence. This occurred due to their poor base of English grammar. That was they could not differentiate the difference between past participle 'broken' in the noun phrase 'broken chair’ and verb broken in the verb phrase ‘have broken’ the students labelled these two phrasal words of like verb only. Further they could not differentiate the difference between objective pronoun (him) and possessive pronoun
(his) etc. In the test of comprehension question using passage 16% of students’ answers were wrong.

It was noticed that wrong responses occurred because they were complex and or unfamiliar words like bequeathed, endowed, contribution etc which were appeared the testing passage. In the test of answering questions to use pie graph, approximately 15% of the students have given wrong answers. This took place because the test item was not unique.

It was to conclude that the use of phrasal verbs, hard word, complex sentence, lengthy sentences, unknown texts etc in the reading material of the students was creating obstacle in understanding the concept of reading material.

ERRORS COMMITTED IN WRITING SKILL:

It had been observed that the articles 'an' and 'a' had been used by the students understudy before the words which begin with vowels and consonant. They had not considered the quality of letters or phoneme which had begun in a word. Further they had used definite and indefinite articles in a random manner before the words as nouns/ noun phrase had not used where they were needed.

Another type of error which was noticed in the writings of the students i.e., the use of preposition 'on' which was used by the students before yesterday tomorrow last month etc. This error took place because they over generalized the rules that 'on' is used before the day as on Monday 'on Sunday' etc. The preposition they did not use where they were required and used where they were not needed. The researcher found out the agreement problem thoroughly between demonstrative adjective and nouns, subject and verb and relative pronoun and verb.

It had been concluded that students committed sentence level errors more in numbers also because there was no similarity of syntax pattern between first language L1 and second language L2. Further the researcher observed that the students under study framed interrogative sentence in reverse order as where+ sub+ aux +verb where he was going instead of where was he going (where + Aux+ Sub+ Verb) This was because of influence of L2 or target language spoken from, on
writing. The researcher found out so many incomplete sentences in the learners’ writings. So, another area of problems was pertaining to spellings or writing spelling. So this was because of the fact that spelling errors were committed due to English spelling rules, besides mother tongue interference and incorrect speech habits of the learners.

AIMS AND SCOPE OF THE PRESENT STUDY:

In the present study, I have tried to identify the performance and areas of problems hindrance encountered in the process of learning of linguistic (four) skills of English language by the senior secondary students under study in the schools of district Ambala, Kaithal and Kurukshetra of the state Haryana.

OBJECTIVE OF THE PRESENT STUDY:

1. To study the common errors committed by senior secondary school students of HBSE.
2. To study the common errors committed by senior secondary school students of CBSE.
3. To study the common errors committed by senior secondary school students of rural area.
4. To study the common errors committed by senior secondary school students of urban area.
5. To study the common errors committed by senior secondary school female students.
6. To study the common errors committed by senior secondary school male students.
7. To study the common errors committed by senior secondary school students of all academic stream Humanities.
8. To study the common errors committed by senior secondary school students of all academic stream Commerce.
9. To study the common errors committed by senior secondary school students of all academic stream Science.
SOCIAL RELEVANCE OF THE STUDY:

- Since the present study concentrates on all the four skills of the English language, it will present a comprehensive picture about the English language of the senior secondary students.
- As it also talks about the process of English learning by the senior secondary students it will find causes for some of the learning difficulties of English. Based on the present findings of this study, certain apt remedial measures can be suggested.
- In the context of Indian educational system of the students, the stage of the senior secondary class plays a vital role for determining the students’ future education. This terminal exercise may be of help in providing the students’ a stronger foundation for their English language development. Therefore, English is needed to be properly developed for strengthening it. The present investigation, therefore, gains a high social vitality and validity to provide enough insights about the English learning skill to senior secondary school students.

As the present study talks about the process of learning English by the Senior Secondary students, it will high light reasons for some learning problems of English which are based on findings of the present study, Some suitable remedial measures can be introduced.

The stage of the senior secondary class plays a vital role in the educational span of students which decides the students further and future education. A strong foundation should be provided to the students by this terminal course. So there should be a proper development of English for strengthening it. The present study therefore gets a social vitality and validity because it provides enough insight about the English language learning of the Senior Secondary school students.
RESEARCH METHODOLOGY:

There are some methods and approaches available in the files of linguistics in general and applied linguistics in particular which are adopted in present study. They are:

NORMATIVE SURVEY METHOD:

According to Sen (1968), “that normative survey is the most commonly used approach to solve educational problems. It is followed in studying local as well as state, national and international aspects of education. It involves interpretation, comparison, measurement, classification and generalisation all directed towards a proper understanding and solution of significant educational problems. The type of information the normative survey method procures is in wide demand and is capable of rendering important service because:

- It determines the present trends and solves current practical problems
- It secures historical perspective through a series of cross-sectional pictures of similar conditions at different times
- It suggests the course of future developments
- It helps to fashion many of the tools with which we do research
- It contributes to the advancement of knowledge
- It provides the background and data from which many more refined laboratory or controlled studies of casual relations are made.

So, normative survey method was used in the present study

**Personal data sheet:** The researcher prepared a personal data sheet to collect the information from the student related to the variables which were to be investigated. The students were told to answer / fill it up questionnaire.
**Questionnaire method:** For the present work, the researcher prepared four questionnaires and students were put to test in the fields for pilot study and the researcher drew the result as per the performance of the students. The questions were modified and then finalized. The researcher used finalized questions, for data collection questionnaire are added in the appendix in the end of the thesis for each chapter -4

**Interview method:** The researcher used this method also to carry out the study. A structured questionnaire was used to provoke or to draw the data from the students through interview method. Then she recorded the answers of the students, after using tape recorded questionnaire.

**Observation method:** The researcher adopted observation method also along with interview and questionnaire method, so that the gap might be filled up in the demographic variables. When the research visited the senior secondary classes of different schools (HBSE and CBSE), she observed that students were querulous to know about the purpose of her visit. When the research introduce her self and issued instructions about the test to be administered. In this way she started conducting test: administration. Some student started solving the test paper with out any problem while other were puzzled and try to copying. Rest of the students were sitting silently and trying to solve the problem with the help of one another. On the other hand some were care free and did not solve even a single question. They submitted the blank sheet to the researcher.

**VARIABLES USED IN THE PRESENT STUDY**

In the present study, the tests of skills (listening, speaking, reading and writing) which were conducted on the Senior Secondary Class students are independent variables. The dependent variables are as follows:

- Sex (male female)
- Region (Rural, urban)
- All academic streams (Humanities, Science and commerce)
and different types of schools (HBSE, CBSE) of three district like Ambala, Kaithal and Kurukshetra.

SAMPLE

“A statistical sample is a miniature picture or cross-section of the entire group or aggregate from which the sample is taken.”

P. Y. Young

SELECTION OF THE SAMPLE FOR THE STUDY:

The research selected the three district purposely. The researcher got the list of Sr. Sec. School of the district from the concerned District Education Officer (DEO). She randomly selected four schools from the district, from the list given by the DEO through lottery method. The study was carried out on about 600 students of Senior Secondary Schools of Ambala division (Amala, Kaithal and Kurukshetra) of Haryana. She (researcher) took 50 students from each school and these students were selected randomly.

List of the Schools (see Appendix -0)

VARIABLES OF STUDY:

The researcher took the variables like sex, region, medium of instruction and three academic streams to conduct the study. These are independent variables. Then she sub divided the variables further as in Table 6.1

<table>
<thead>
<tr>
<th>Variables</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ambala</td>
</tr>
<tr>
<td>Types of School</td>
<td>1. HBSE</td>
</tr>
<tr>
<td></td>
<td>2. CBSE</td>
</tr>
<tr>
<td>Sex</td>
<td>1. Male</td>
</tr>
<tr>
<td></td>
<td>2. Female</td>
</tr>
<tr>
<td>Region</td>
<td>1. Rural</td>
</tr>
</tbody>
</table>
RESEARCH DESIGN

Table – 6.2: Research Design for Data Collection of present study

<table>
<thead>
<tr>
<th>Demographic variables</th>
<th>Ambala (200)</th>
<th>Kaithal (200)</th>
<th>Kurukshetra (200)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of School</td>
<td>HBSE 100</td>
<td>CBSE 100</td>
<td>HBSE 100</td>
</tr>
<tr>
<td></td>
<td>CBSE 100</td>
<td>CBSE 100</td>
<td>CBSE 100</td>
</tr>
<tr>
<td>Sex</td>
<td>Male (50)</td>
<td>Male (50)</td>
<td>Male (50)</td>
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<tr>
<td></td>
<td>Female (50)</td>
<td>Female (50)</td>
<td>Female (50)</td>
</tr>
<tr>
<td>Region</td>
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<td>Rural</td>
<td>Rural</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>Urban</td>
<td>Urban</td>
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<td>Humanities</td>
<td>Humanities</td>
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<tr>
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<td>Commerce</td>
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</tr>
<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
</tbody>
</table>

TOOL DESCRIPTION

Listening, speaking, reading and writing comprehensive tools were prepared by the researchers in the following way:

Construction of tools was planned with the purpose of measuring common errors of the students under study. These tools were prepared as per the variables of study like sex (Male, female), region (rural, urban), and all academic streams (Humanities, Commerce, Science). This construction of tools was undertaken with the experts and by studying the syllabus of senior secondary classes of CBSE and HBSE. 250 exercises were selected for the tools, based on listening, speaking, reading and writing skills. These test items were further sub divided into true / false, fill ups, comprehensive exercises, syntax, railway announcement, telegramme and essay writings etc on the basis of four skills with the team of 12 subject experts and supervisors. To give weightage to these exercises, research papers and literature on common errors were studied by the researcher. The mode of scoring was also formulated and it was decided unanimously that correct and wrong entries should be
separated and results should be drawn out. A team comprising of 12 subject experts and school principals was entrusted, the task of ascertaining content validity and reliability. These exercises were further discussed with 20 teachers of English, teaching senior secondary classes of rural and urban area of HBSE and CBSE schools. After discussion, and expert opinion exercises were modified and re-modified, accordingly. After unanimity of subject experts and principals of schools these exercises were standardised.

The list of experts is given in the Appendix (VI)

TOOLS

A researcher requires many data gathering tools or techniques. Tests are the tools of measurement and it guides the researcher in data collection and also in evaluation. Tools may vary in complexity, interpretation, design and administration. Each tool is suitable for the collection of certain type of information.

One has to select from the available tools those which will provide data he seeks for testing hypothesis. It may happen that existing research tools do not suit the purpose in some situation, so researcher should modify them or construct his own.

Different tools used for data collection may be;

1. Questionnaires
2. Interviews
3. Schedules
4. Observation Techniques

LISTENING SKILL

According to Lundsteen (1939) – “Listening is first and world class mode which children or learner learn. It provides the basis for the other language Humanities. The process of listening plays a vital role in learning/acquiring language whether it is mother tongue or target language any hindrance in the listening process, will effect linguistic development of other models. While learning mother tongue, the children naturally listen to the language which the people speak around them. In this way they involve in the process of listening passively or unknowingly for about one year right
from their birth, then, they actively join the linguistic society in which they exist or live. But while learning second of target language, the listening is voluntarily made an activity, therefore while learning second or target language deliberately the learners are to involve in listening target language where the linguistic refinement are taught to the learner step by step”.

TEACHING LISTENING COMPREHENSION

Generally a teacher is listened by the students in class room situation, who gives or issues instructions or directions to the students. Listening is not ignored, but they require teaching learning strategies or instructions. There are two methods of teaching learning : (1) Teaching linguistic subtlety like “phonemic variations, discriminations of similar sounds in words, recognizing word boundaries and distinguishing grammatical and lexical items in a sentence” etc.

(2) Teaching, “how to listen to a context, how to derive meaning for an unfamiliar words, how the theme is recognized over a discussion”.

These two methods are very important and they cannot be separated because they are inseparable for teaching of listening comprehension. If any mistake occurs in teaching either of this method, its effect will be seen in other skills of language.

TESTING LISTENING SKILL

According Buck (2001), “the test items; like dialogue, news, railway announcement, sentence, words, word pairs, numbers, telephone numbers, years, days were used to test listening comprehension of the students under study. According to Fang and Xue (2007) “these test items intend evaluating the ability of the listening skill, such as predicting text based information, deriving meaning of unfamiliar words, recognizing prominence within speaking includes, discriminating sounds in words especially phonemic contrast, phonetic changes deriving meaning of unknown words, to recognise grammatical mistakes in sentences, recognising word boundaries” etc.

The research prepared 20 items (questions) in starting. After taking opinion of different experts and consulting syllabus of senior secondary classes (HBSE and CBSE) she (researcher) finalized 16 items (Questions) in this tool of listening.
Details of the listening skill tools are given in Appendix-II

**SPEAKING SKILL**

According to Mitchel (1985) “Speech is the second stage of communication. It has achieved a prevailing place in enlightening peoples’ mind. Through speech, one can understand information and can process it easily rather than writing. Speech is biologically, a gifted behavior of mankind. Speech is an activity. Whilst language is the structural behavioral pattern of system, we use it to convey our message in speech. The form of a language has an existence of words and of structured relationship between words and phrases, which we know as grammar”.

According to Gammidge (2004) “the written language does not have as wide range of function to perform as spoken language. They usually begin with spontaneous conversation which ends with formal speeches and so on. Written language has a tendency to serve rather specialized functions at the formal level”.

**TESTING SPEAKING**

According to Brown (2000) “in the research of second language, much more attention has to be paid to the area, related to the area of communicative behaviour, In other words related area of communicative behaviour should be paid much-more attention in second language research. So, the second language strategies are focused on, in this chapter Further, the researcher has not dealt with communicative strategies in this chapter, as learner's ability to communicate effectively and efficiently. It is not only a tactic which the learner followed to hide a gap in their communication. So, it is the aims and objective of this chapter, that the learners should be tested and identified when and how they make use of such strategies in speech”.

The research prepared 30 items (questions) in starting. After taking opinion of different experts and consulting syllabus of senior secondary classes (HBSE and CBSE) she (researcher) finalized 16 items (Questions) in this tool of speaking

Details of the speaking skill tools are given in Appendix-III
READING SKILL

Reading is known as one of the skills and one of the gateways of acquiring knowledge of the world. Generally, people consider it as a passive skill, but today, it is known as an active skill. The academic success of a person is decided by his reading ability. The child's education cannot be thought complete if he is not equipped with reading ability and the ability to understand, the ability to interpret the content properly. Child's intellectual progress is strictly incomplete, if he is not able to read the content or subject matter properly. So reading is called a good source of self education. By reading a person can get information of all the world knowledge, literature and the science of the universe. The person who is unable to read cannot come to know what is happening in the world.

Reading is an activity which is very complex and conscious. In this activity of reading, written symbols, meaning and ideas are obtained or achieved. But to get complete understanding of the text, the background knowledge of the learner is important. The experts in the field of reading have defined this skill differently. So, according to them the definition of the skill is quite different.

TESTING READING COMPREHENSION-

To test the ability of the students in reading comprehension, eight items are introduced. There are items which are in incomplete sentences, narrative tabular passage and word. Generally there are two types of questions which the students are asked. One type of questions are text based questions and knowledge based or competence based questions. Students are expected to answer different type of text based questions. They are as follows:

1. Selection of appropriate answer from the given answers.
2. Deciding the answers given by the students are true or not.
3. To get the answers from the text
In the knowledge based questions, there is a requirement of subjects to recognize the parts of the sentences - for completing the incomplete sentences and remembering words and grammatical information from their memory.

The research prepared 20 items (questions) in starting. After taking opinion of different experts and consulting syllabus of senior secondary classes (HBSE and CBSE) she (researcher) finalized 10 items (Questions) in this tool of reading skill. Details of the reading skill tools are given in Appendix-IV

**WRITING SKILL**

Writing is an activity that is planned conscious and deliberate. A mono lingual is a person who knows only one language. He can read, write and speak only one language may be that is mother tongue only. A bi-literate person or multi literate person is that who can understand, read and write more than one language. A literate person can express ideas of his heart through writing. So, it can be said that a person can be literate in one language and can be illiterate in another language. If he wants to learn another language he must know the written mode of that language. For acquiring written form of second language i.e., (L2) besides his mother tongue or first language (L1), an extra ability is needed along with time, because to learn second language is a very time consuming job and it requires hard labour to learn that language. To learn writing in his first language or (L1) mother tongue there is no need to learn words and their meaning but linguistic semantic relationship is needed. Thus one can express his internal ideas into written mode without any problem. If one has literacy skill in (L1) or mother tongue he can co-relate the sounds with written material and to rearrange the written material into words and the written words into proper sentences and cohering the sentence into meaning and ability is needed to arrange the sentences in such a way that they can be read. But for learning writing of (L2) the target or second language each and every linguistic elements is required to learn deliberately and consciously through instructions or proper guidance. Further, experience in learning L1 or mother tongue is all together different from learning target or second language or L2. In the process of learning L2 writing the previous experience of learning writing L1 or mother tongue creates hindrance throughout the way. But in learning
of mother tongue or first language (L1) of writing there is no such experience which creates an obstacle in the way.

IDENTIFYING ERRORS IN WRITING SKILL

Testing the learner's writing means to find out the errors or mistakes which have been committed by the students in their writings. According to Kurg (1981), “the researcher follows error analysis to test and evaluate the answers of the students understudy to determine the process which is included in using the word, phrasal, syntactical, semantically categories of the language”. Through classifying the area where the mistakes are committed by the students, much more concentration should be given to focus on them by both the teacher and taught. Both the teacher and learners should realize them and revenant or suitable remedies should be suggested so that the difficulties and problems may be solved and or they may be eliminated.

The research prepared 20 items (questions) in starting. After taking opinion of different experts and consulting syllabus of senior secondary classes (HBSE and CBSE) she (researcher) finalized 10 items (Questions) in this tool of writing skill.
Details of the writing skill tools are given in Appendix-V

DATA COLLECTION:

The finalized questionnaire was administered with the informants and testing procedure was conducted into two phases. In the first phase speaking and writing tests were conducted. The researcher asked the questions which she constructed in the interview schedule, to the students. Then she instructed the students to speak on any one of the given topic of their interest. The answer of the students, she recorded by using tape recorder. Students were allotted 30 minutes for these 2 types of tests i.e. of speaking tests (20 and 10 respectively). After a gap of 15 minutes, she (researcher) started writing test questionnaire and for that 30 minutes were assigned.

After 2 days gap second phase was started by the researcher i.e. the reading and listening tests were conducted. The informants were given the questionnaire of reading compression to test the reading comprehension. For this 20 minutes were allotted. After the completing the reading test, listening comprehension
questionnaires were distributed among the students understand to test the listening comprehension. The researcher gave the separate answer sheets to the students and then listening comprehension questions were presented or posed. For this test she used tape recorder. She read out the questions in separate circumstances.

Further she (researcher) gave instructions to the students about each questionnaire. In this way she collected the data to carryout study in all the schools of CBSE and HBSE of the district of Haryana

Further instructions about the each questionnaire, she issued instructions to the students under study and started collecting data in all the schools under study. Besides this, the students – teachers, class room - instruction and peer group interaction were observed. She examined their (students under study) Quarterly monthly test papers, and she updated the data then and there in order to fill up the gap found in the corpus and to verify the authenticity of the data

**ERROR ANALYSIS**

Some tests will be prepared by the researcher. She separated the student’s errors after classifying them, and then she did do statistical analysis. First by counting number of correct and wrong entries, then their comprehensibility was tested through the statistical technique. Thus, the researcher came to the conclusion.

**STATISTICAL TECHNIQUE:**

The researcher used appropriate statistical data technique as per the nature of the data. Researcher calculated the mean score of the students under study. The researcher used the percentage technique to calculate the results.

The mean scores of HBSE and CBSE students were drawn considering each variable in all the skills of language. Table 6.3 shows it explicitly.
Table 6.3: Mean score of performance of the students (in Percent)

<table>
<thead>
<tr>
<th>English Language Skills</th>
<th>Sex</th>
<th>Region</th>
<th>Academic streams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Rural</td>
</tr>
<tr>
<td>Speaking</td>
<td>28%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Writing</td>
<td>27%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Reading</td>
<td>27%</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>Listening</td>
<td>29%</td>
<td>30%</td>
<td>27%</td>
</tr>
</tbody>
</table>

In speaking skill, the mean score difference between the students between Science and Humanities was 6%, between Urban and Rural was 2%, and between Male and Female was 0%.

In writing, the mean score difference between Science and Commerce was 2%, between Commerce and Humanities was 5%, between Urban and Rural was 5% and between Male and Female was 1%.

In Reading, the mean score difference between Science and Commerce was 2%, between Commerce and Humanities was 2%, between Rural and Urban was 2% and between male and female was 1%.

In Listening, the mean score difference between Science and Commerce was 1%, between Commerce and Humanities was 1%, between Commerce and Science was 2%, between Rural and Urban was 3%, between Male and Female was 1%.

The scores obtained by the students of each medium under different variables have been totaled and mean score has been calculated. This has been depicted in the Table 6.4.
Table: 6.4 Mean score of performance of the students of type of School along with Mean score difference (in percent)

<table>
<thead>
<tr>
<th>Skills of English Language</th>
<th>Mean score of performance of the students of type of School</th>
<th>Mean score difference between HBSE &amp; CBSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HBSE</td>
<td>CBSE</td>
</tr>
<tr>
<td>Speaking</td>
<td>27.33 %</td>
<td>34.33 %</td>
</tr>
<tr>
<td>Writing</td>
<td>28.6 %</td>
<td>32 %</td>
</tr>
<tr>
<td>Reading</td>
<td>28.66 %</td>
<td>30 %</td>
</tr>
<tr>
<td>Listening</td>
<td>25.22 %</td>
<td>32.33 %</td>
</tr>
</tbody>
</table>

The mean score of CBSE students was 34.33% in speaking, 32% in writing, 30% in reading, and 32.33% in listening. The mean score of HBSE students was 27.33% in speaking, 28.6% in writing, 27.66% in reading, and 25.22% in listening. The score difference between HBSE and CBSE students was 7% in speaking, 3.4% in writing, 2.34% in reading and 7.11% in listening. The empirical evidence showed that the CBSE students in all the skills of English language got comparatively higher score than the HBSE students.

The performance of rural students was not as good as that of the students of urban background. In writing, female were not as good as male. In reading, female were better than male. However in speaking, male and female got equal marks scores. The experimental data indicates that the cited variables play a significant role in the skill achievement of language. Thus the hypothesis none of the variables (sex, region) play any role in the development of second language skills is disapproved.

**SUGGESTIONS AND FUTURE SCOPE OF THE PRESENT STUDY**

On the basis of the findings the following suggestions were made and these suggestions would get rid of or derogate the problems encountered by the learners in the process of learning English language.
1. To germinate linguistic competence of the students, the language might be taught linguistically. That is, linguistic approach in teaching of English from the initial stage would be helpful for the development of competence in English.

2. Different types of communicative discussion might be taught, and the students should be given enough time for the growth of conversational discussion in the school hours. The conversational discussion training would wipe out language shock and cultural shock. Further, that would help to develop communicative competence of the students.

3. While teaching lexicon of English, the grammatical role and linguistic features of words should be taught. Further, the semantic value of words should be separated.

4. The resemblance and un-similarities between first language (L1) and English language (EL) should be taught especially while teaching syntax which will extinguish the habits of literal translation from L1 to EL.

5. While teaching pronunciation of words the phonetic similarities and differences of the phonemes should be established in the class room, and exercises should be given to the students in this area properly. Further, the knowledge about the interference of NL in the pronunciation of foreign sounds should be granted timely to the learners.

6. The students might be encouraged to discuss with teachers and peer groups in English in the home front in addition to the school atmosphere. Further, to see English programs on TV, listening to radio, loud reading, reading daily news papers, would help to develop the spoken language of English.

7. To avoid errors in writings, students might be given practice sessions to write stories. The errors in the written items might be marked and separated, then the causes for the errors should be pointed out to the students. Further, editing training should also be taught to the students.
8. To forbid Native Language (NL) interference on English Language (EL) sentence, various sentence types of both NL and EL should be separated and demarked and that should be demarked clearly as if boundaries to the students. The awareness about sentence types of both languages would automatically wipe out the errors in sentence structure. Thus, effort should be taken to create syntactical cognisance among the students.

9. To avoid the overgeneralization of verb forms and other grammatical items the regularity and irregularity of the language rules might be instructed and made stronger.

10. To forbid the agreemental problems, the relationship between words should be instructed, and if the problems were because of NL structure, the relationship and variation between the NL and EL sentences might be made separated to the students.

11. To keep away orthographical errors, suitable pronunciation exercise sessions should be given to the students. By prohibiting the NL sounds in their EL pronunciation, the spelling errors could be lessened in the writings of the learners.

12. Practice of differentiating the lexical and grammatical items, recognition of un-known words and understanding of their literal and contextual meanings with the help of teacher or dictionary would increase the reading understanding ability of the students.

13. Practice of pronouncing parts of speech and picking out the word endings and tense markers would develop the linguistic competence of the students. Further, that would be helpful for the enhancement of comprehending power of the texts.

14. Easy and simple vocabularies should be employed in reading materials. Further, the difficult and un-familiar words should be presented in familiar contexts of the students. If it was unfamiliar context, both the context and vocabularies would make them disturbed. So, use of un-familiar and difficult words in familiar context of the students would
enhance the understanding ability of the students.

15. Teaching of reading comprehension should be taught to the students. That is, how to read, how to comprehend a text and how to understand contextual as well as literal meaning of words, would enhance the reading ability of the students.

16. There should be introduction of reading games in classroom. That was, to find out phrasal verbs, differentiating the mono, di, tri syllable words, differentiating the nouns like common, abstract, animate, inanimate, etc. and the verbs like transitive and intransitive in sentence or discussion would be helpful for the development of linguistic competence which would increase the reading understanding ability of students.

17. Teaching listening comprehension should not be neglected. It might be taught in the following manner: How to understand a context, how to guess meaning of an unknown vocabulary in a context, and how to understand the contextual / situational meanings of words.

18. The tape recorded dialogues could be played before the students and they could listen to them, then the subject as well as questions might be put up on the basis of the dialogue. This type of exercise would help the students' understanding capacity as well as the communicative competence.

19. Introducing the listening games, sound differentiation (k, g, kh, gh), Recognition of minimal pair (put, but), Recognizing morphemes (free and bound morpheme) Recognizing syllables in words, Recognizing silent letters in words, classification of parts of speech etc. would help to develop listening ability to discriminate EL phonemes, morphemes and phonetic variation of sounds.

20. The students could be made to listen different modern and new current vocabularies and permit them write synonymous and antonymous for those vocabularies. Further, practice of finding equal NL words for EL as well as translation of sentences from EL to NL and voice versa
would help to build up the linguistic competence of the students.

21. Watching TV Programs, films and listening to radio programs would definitely help to understand how the native and non-native speakers speak the English language. It would help them also in understanding the dialectal fluctuation of the language.