CHAPTER – 5

FINDINGS AND SUGGESTIONS FOR FUTURE STUDIES

This chapter deals with the findings of the present study, besides presenting the remedies for the problems encountered by the senior secondary students in the course of action of learning English language skills in the district of Ambala, Kaithal and Kurukshetra in reference to demographic variable such as types schools (HBSE and CBSE), sex (male, female), region (rural and urban), and all academic streams (Humanities, science and commerce for the further studies.

5.1 FINDINGS OF THE ERRORS IN LISTENING SKILL

On the basis of data collected and analysis, it was brought into light that for the test of inferring or deriving information on the basis of test, 40% of the students gave correct answers 25% students were partially correct, 17% of students answered wrongly and only 9% students under study, did not give the test, they skipped it. The reason of the good presentation of the students in this test item was that the dialogue which was given to them was 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 made the listening comprehension easy for the students. Further, it was also observed that the difficult and unknown words or vocabularies created 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 was obvious that the Socio-linguistic knowledge was also helpful to language user, in understanding the 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 was well known fact that finding out grammatical feature in a sentence was very important. Any difficulty found in picking out these language features will 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 unaspirated fricatives as well as affricatives.

**Performance of the students**- Keeping parameters in view, there was a comparison between the students of both medium in listening comprehension. They were contrasted and different in each other. The over all performance of the student is shown in the table 5.1.

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On the data collected, it was concluded that the performance of CBSE students was better than that of HBSE. It was apparent that a vital role was played by the stream in the performance of listening comprehension. There was (one Percent) 1 %
performance score difference between male and female students. So, score difference of CBSE male and female students was one percent (1%). However, the CBSE female students got more score than the HBSE female students. The CBSE male students scored more than the HBSE male students.

Conclusively, the score difference between Humanities and science was more, and commerce and Humanities was less. Demographically the researcher observed that the students of Kurukshetra committed less mistakes in comparison to that of Ambala. Similar trend the researcher observed that the students of Ambala committed less mistakes in comparison to Kaithal.

The performance of CBSE students was good because they were highly motivated encouraged and academically attended etc by their parents, besides their teachers. Further, their exposure to English language was good because English was the medium of instruction. So, it was obvious that the background knowledge of the students’ teacher’s motivation, parent’s motivation and encouragement aided the students to do better in listening comprehension, therefore their performance was better than HBSE school students.

**SUGGESTIONS**

Listening is the origin or beginning for the development of other skills of language. Any mistake of listening will affect the development of other skills automatically.

1. Teaching, listening comprehension should not be neglected. It should be taught in the classroom by the teacher in the following manner. For example—how to understand a context, how to derive meaning of an unfamiliar words in a context, and how to understand a contextual situational meaning of the words.

2. The teacher should play a tape recorded dialogue before the students, and they should listen to them. In this way, the understanding of the students will increase. This type of practice will be helpful in increasing understanding capacity as well as communicative competence.
3. Introducing the listening games like sound differentiation like, K, G, KH, Gh and recognising silent letters in words and recognition of Humanities of speech etc should be taught by the teacher.

4. Watching T.V. programmes, films and listening to radio programmes will certainly be helpful to understand, how the native and non native speakers speak English Language.

5. Discovering public announcements (Railway announcements, corporation transport announcement etc will make stronger the sociolinguistic knowledge and the presence of mind of the students.

5.2 FINDINGS OF THE ERRORS 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 were 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 Sr. Sec. 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, drawing 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. Drawing, 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 Sen. Sec. 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 indicated that they had no
confidence in second language. Resource expansion strategy was 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 was 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 work 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) was not recognized in Hindi, so the Hindi, speakers had 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) is differ phonetically in certain references from Hindi, because of its, a predominant upward back glide. Consequently, this phonetic difference, English is 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 was 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 have 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 instance, the learners had an inclination 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 some of the intra-lingual strategies used by the learners in their oral communication.

**Performance of the students** : The performance of the students was equated and contrasted on the basis of the variables chosen such as types of school (HBSE, CBSE), sex (male, female), region (rural, urban), and academic streams (Humanities, commerce and science). The table 5.2 elaborates the gross performance of the students in the speaking skill of English language.

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It was concluded that the performance of CBSE students was better than HBSE students. The reason for the low performance of HBSE students was that they were mostly first generation learners and they had less knowledge of English. Further, the
performance of students from urban, background was better than the rural background; because, the students from urban background had choice of getting good knowledge of English from their living atmosphere. The sources of knowledge are English dailies, weekly and monthly magazines. Moreover, they have opportunities of watching and listening to English programs on TV and radio respectively and also in theatres. The students of illiterate setting from the same locality got less knowledge of English.

Among the students of HBSE and CBSE, the presentation of girls students was better than the presentation of boys students. The reason for achieving comparatively high score by the female students was that they have less deviation and mental disturbance than the male students. The overall performance of the students under study was very low in the generative skill of speaking English.

**SUGGESTIONS**

To increase the communicative ability of the students in the English language, the under mentioned suggestion will help a lot, and these would discriminate or at least minimize the problems encountered by the learners in the activity of learning oral communication.

1. To evolve or germinate linguistic competence of the students, the language may be instructed linguistically. That is, linguistic approach in teaching of English from the initially may be helpful for the development of competence in English.

2. Different types of conversational discourse of English may be taught, and the students may be given sufficient time for the development of communicative discussion in the school hours. The conversational discourse training will get ride off language shock and cultural shock.

3. While teaching vocabulary of English, the grammatical use of words should be taught. Further, the words should be distinguished and differentiated to improve the semantic value of those words.

4. The similarities and differences between first language and English may be taught especially while teaching phrase structure which will
get ride off the habits of literal translation from first language to English.

5. While teaching pronunciation of words, the phonetic resemblance and dissimilarities of the phonemes may be demonstrated in the classroom, and practice sessions or drill may be given in this area properly.

6. The students may be encouraged to interact with teachers and peer groups in English language in the home front in besides the school atmosphere. To keep an eye on English programs, on TV listening to radio, local reading and reading newspapers would help a lot to evolve the spoken language of English.

5.3 FINDINGS OF THE ERRORS 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 have 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, art science and commerce, the performance of the students was compared and contrasted. Table 5.3 indicates the general performance of the students in speaking skill of English Language.

It is 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 coordinating 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 indicates that their grammatical cognition was poor. In testing telegram mode 40.5% of students answers were wrong. This is because of the fact that they were un acquainted with the test passage.

In the test item of attaching a tag to the pHumanities of sentences 42% of students marked wrong pHumanities of the sentence. This occurred due to their poor base of English grammar. That is 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 is to conclude that the use of phrasal verbs, hard word, complex sentence, lengthy sentences, unknown texts etc in the reading material of the students creating obstacle in understanding the concept of reading material.
Performance of the students - The researcher compared the performance of both HBSE and CBSE board students on the basis of the demographic variable which were taken for study are shown in Table 5.3.

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<th>District</th>
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It was found out that CBSE students’ performance was better than that of HBSE students in reading comprehension over all. The factual difference between HBSE and CBSE boy students was 2%, and between girl students was 3%. Further, the score difference between the students of rural HBSE and CBSE was 3%. The score difference between the students of urban HSBE and rural – CBSE students was 1%; between the students of urban CBSE and rural HBSE was 4%. The score difference between Commerce and Science of CBSE students was 2%, difference between Humanities and Commerce was 2% and difference between Humanities and Science was 4%.

Hence, HBSE students score difference between Humanities and Commerce was 2%, between Commerce and Science was 2% and between Humanities and Science was 4%. Further, the score difference between CBSE Science and HBSE Science was 1%.

So, it provided adequate grounds to strengthen the point that medium of instruction significantly added to the learning accomplishment of the students especially in second language learning. However, the gender and geographical condition, location had less impact over the process of learning reading comprehension of students.
SUGGESTION

The point which were given below will be helpful for the improvement in reading comprehension of the senior Secondary Students:-

1. The students should do exercise of the lexical and grammatical items of acknowledging the words which the learner was not familiar with and they should understand the literal and contextual explanation with the help of the teacher and dictionary or other sources.

2. The students should practice of labelling parts of speech and they should recognize the word boundaries and marker of the tense, which would develop the linguistic competence of the learners.

3. Easy and simple words should be used in reading materials further the difficult and un-familiar words should not be used. The researcher should use difficult or un-familiar words in a familiar context so that the understanding ability of the students may enhance.

4. The reading game should be introduced in classroom teaching. Once or twice or daily in vacant period to find out phrasal verbs, distinguishing mono, di, tri syllable words.

5. The students should be taught to differentiate noun like common noun, abstract noun, animate and inanimate things. It would enhance their reading comprehensibility.

5.4 FINDINGS OF THE ERRORS IN WRITING SKILL

It had been observed that the articles 'an' and ‘a’ had been used by the students understudy before the words which began with vowels and consonant. They did not consider the quality of letters or phoneme which begins in a word. Further they used definite and indefinite articles in a random manner before the words as nouns/ noun phrase were 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' was used before the day as on Monday 'on Sunday' etc. And also 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 he was going (where + Aux+ Sub+ Verb) This was because of influence of L2 or target language spoken from, on writing. The researcher found out so may incomplete sentences in the learners’ writings. So, another area of problems was pertaining to spellings or right 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.

**Performance of the students**: Writing performance of the students of both medium Hindi and English was evaluated on the basis of social variables keeping in view the data which has been shown in Table 5.4.

**Table 5.4 : Data of students’ performance of Writing skill (in %)**

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The data analysed shows that the CBSE students received the highest score 40%. The HBSE female students received the lowest score 24%. The HBSE rural students and the CBSE students of Humanities received the same score 28%. The CBSE rural and HBSE urban students received the same score 29%. Further, the students of CBSE from Science background were better than that of the Humanities background. The difference between Humanities and Science group was 10%. The difference between HBSE and CBSE students from Commerce background was 8%.

Totally, the male students writing performance was better than the female students in both HBSE and CBSE boards. The difference between male and female was 1%. It is very less difference, so it was obvious that the sex played very less role in the writing performance of the students. But the stream played a very major role than all other demographic variables.

SUGGESTIONS

1. To keep away the errors in writings, students should be given exercises to write stories and the written items should be patterned by the teachers and then the reasons for the errors should be pointed out to the students.

2. To prevent L1 interference on L2 sentence, various sentence types of both L1 and L2 should be differentiated and distinguished and that should be separated clearly to the students. The knowledge about sentence types of both languages will automatically get rid of the errors in syntax.

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

4. To prevent the understanding problems, the relationship between words should be taught and if the problems were because of L1 structure, the relationship and fluctuation between words of L1 and L2 in sentences should be pointed out to the students.

5. To avoid orthographical errors, an appropriate pronunciation drill should be taught to the students. By the prevention of L1 sounds in
their L2 pronunciation, the spelling errors might be deceased.

5.5 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 classroom, 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 newspapers, 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 unknown 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.