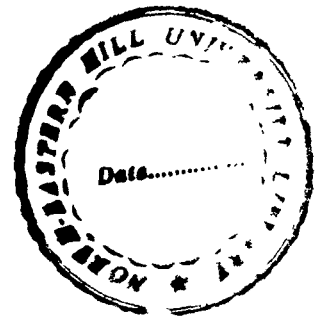


**TEACHING OF ENGLISH AS A SECOND LANGUAGE:**

*A Study of Error Patterns with reference to +2 Students*

*of Garo Hills*



A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR THE  
DEGREE OF  
**DOCTOR OF PHILOSOPHY**  
IN ENGLISH

TO  
NORTH-EASTERN HILL UNIVERSITY  
SHILLONG - 793 022  
2004

BY  
ANIRUDDHA BURMON  
DEPARTMENT OF ENGLISH

thesis

NEHU LIBRARY  
Acc No. 103783 ✓  
Acc No. ✓  
Date... 6-9-09 ✓  
Class by... ✓  
Sub.Heading by... ✓  
Enter by... ✓  
Trans. by... ✓

DC  
420.41154164  
RUR

*Dedicated to my son*

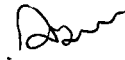
*Onok*

**NORTH EASTERN HILL UNIVERSITY  
SHILLONG 793 022**

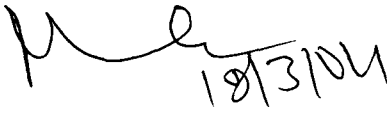
**DECLARATION**

I, Sri, **Aniruddha Burmon**, do hereby declare that the subject matter of the thesis entitled “**TEACHING OF ENGLISH, A SECOND LANGUAGE: A Study of Error Patterns with reference to +2 students of Garo Hills**” is the record of work done by me, that the contents of this thesis did not form the basis of award of any previous degree to me or to the best of my knowledge to any body else, and that the thesis has not been submitted by me for any research degree in any other university/institution.

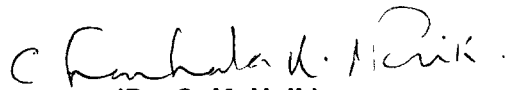
This is being submitted to the North-Eastern Hill University for the award of the degree of **Doctor of Philosophy in English**.



**(Aniruddha Burmon)**  
Candidate



**(Prof. R. P. Sharma)**  
Professor & Head  
Department of English  
North-Eastern Hill University  
Shillong



**(Dr. C. K. Naik)**  
Supervisor  
Reader in English  
CIEFL NE Campus  
Shillong

## Acknowledgement

I would like to extend my profoundest gratitude to the supervisor of this study, Dr (Mrs.) C. K. Naik, for taking all the pains to guide me through each and every stage of this work. Without her help and guidance this work would not have seen the light of the day.

I would like to place on record the help rendered by Dr. K. C. Baral, Director CIEFL, NE Campus, Shillong. I am extremely grateful to him for going through the first draft of the synopsis and suggesting modifications and allowing me to stay in the CIEFL hostel whenever I arrived in Shillong for my research work.

I am also thankful to Dr. R. P. Sharma, Professor, Dept. of English, NEHU, Shillong, for the encouragement he provided to me at different stages of the work.

I would also like to place on record my deep gratitude to Dr. Juanita War, Professor, Dept. of Linguistics, NEHU, Shillong who guided me at the initial stages of this work.

I am also thankful to Dr. K.T. Viswanath, the then Reader, NEHU, Kohima Campus who initiated me into research in ELT.

I am also thankful to my cousin Dr (Mrs.) Sutapa Sengupta, for the support and help rendered by her at every stage of this work. I am also grateful to her daughter Paroma for allowing me share her computer for my research work.

I am extremely thankful to my parents and my wife, Mousumi, for their consistent support in connection with this work and allowances made by them to allow me to concentrate in my work.

I am also thankful to the teaching and non-teaching staff of the CIEFL, NE campus and Dept. of English, NEHU, Shillong, for their help and co-operation.



(Aniruddha Burmon)

## *Contents*

	<i>Page no.</i>
1. Introduction	: 1 - 7
2. Attitude and Motivation	: 8 - 19
3. Error Theories	: 20 -55
4. Methodologies and Approaches	: 56 -61
5. Analysis of Questionnaires	: 62 - 177
6. Analysis of Errors	: 178 - 265
7. Conclusion	: 266 - 273
8. Bibliography	: 274 - 313
9. Appendix I (Questionnaire for Students)	: i
10. Appendix II (Questionnaire for Teachers)	: vii

**Chapter I**  
***Introduction***

## CHAPTER I

### INTRODUCTION

#### JUSTIFICATION OF THE STUDY

The purpose of the present study is to observe and analyze the problems of the learners of English at the +2 level in the colleges of Garo Hills of Meghalaya. The decision regarding the choice of the level was deliberate since at this stage all the learners have at least ten years of learning English behind them and therefore offer a good opportunity to evaluate their proficiency in English. Besides, they have been exposed to the syllabus prescribed by the Meghalaya Board of School Education (MBOSE) and it offers a chance to see the effectiveness or otherwise, of the teaching-learning programme in English. Thirdly, +2 level happens to be the terminal stage of learning English, for a good number of learners as they either go for higher and technical education or take up jobs after this level. Hence, their problems in English at this stage are considered to be of paramount importance.

Attitude, motivation and language use differ according to one's age and sex. As the average age of students at +2 level is normally between 16 and 18, it was expected that there would be minor differences in the attitude, motivation and language use ability of the students chosen for this study, in terms of their age. Therefore there was no need for any comparative study of students of different age groups. However, sex difference plays an important role in learning for which a comparative study of male and female students was undertaken.

In view of the above discussion it was felt that mere analysis of errors of the learners may not help understand the problems of learning English in totality. Hence, it was felt that there is a relationship between the attitude & motivation towards the learning of

English and language environment of the students as well as the attitude & motivation towards teaching of English and language environment of the teachers with the language proficiency of the students.

With this end in view the researcher conducted a survey amongst the +2 level students and the school and college teachers of Garo Hills. The intention was to analyze

- i. the attitude & motivation of the students towards the learning of English and their language environment.
- ii. the attitude & motivation of both the school and college teachers of Garo Hills towards the learning of English and their language environment.
- iii. the language proficiency of the students by identifying the errors of students in their use of English and
- iv. to find out if there is any relationship between the language proficiency of the students and the attitude, motivation and language environment of both students and teachers.

#### SCOPE OF THE STUDY:

For the purpose of intensive study, the investigation was limited to the students of Garo Hills alone.

Garos and Bengalis are the two major linguistic communities in Garo Hills. These two communities again constitute most of the student population in the schools and colleges. Hence, for the purpose of the present study, the students of these two communities were chosen.

#### NEED FOR THE STUDY:

The investigator with his long experience of teaching at the +2 stage and beyond, came in contact with hundreds of students year after year who had not achieved the

required proficiency level as expected of them. Even most of them were weak in the four basic language skills namely - Listening, Speaking, Reading and Writing. Though the language environment in the area is apparently good, the pass percentage in English in the Higher Secondary School Leaving Certificate (HSSLC) examination conducted by the Meghalaya Board of School Education (MBOSE) every year, is not very encouraging. It was noticed that there was large-scale failure in English, which could be attributed to the errors committed by students. In order to find out the pattern of errors and their causes, this study was envisaged.

#### OBJECTIVES OF THE STUDY:

By trying to analyze the errors of the learners of English as a second language at the +2 level, the purpose was to find out the following:

- a) in what areas students commit errors;
- b) what could be the possible causes of those errors;
- c) the strategies of communication employed by the learners in their learning process; and to
- d) compare the errors of +2 students of urban and rural backgrounds;
- e) compare the errors of both the sexes;
- f) compare the motivation and attitude of both teachers (on the basis of rural and urban backgrounds) and students (on the basis of sex, age, linguistic communities and urban/rural background);
- g) compare the language environment, learning situations and learning problems of students (on the basis of sex, age, linguistic communities and urban/rural background);
- h) arrive at conclusions regarding students' errors and suggest remedial measures.

### ERRORS TO BE STUDIED:

Students of the +2 stage of Garo Hills commit errors in English at different areas but for the purpose of the present study, errors at the following levels were undertaken:

- a) Tense
- b) Syntax
- c) Communication

### HYPOTHESIS:

It was envisaged that

- a). There is a difference in the attitude, motivation, language environment and performance between:
  - i) students of urban and rural background,
  - ii) Garo and Bengali students, and
  - iii) Girls and boys.

### THEORETICAL IMPLICATIONS OF ERRORS:

Errors are the indicators of the language learning process of a learner. They give teachers a better insight into the learning process as well as make them conscious of the problems of students while learning a language. The interlanguage used by a learner involves a lot of theoretical interest since it involves his/her learning strategies and transitional competence.

### PRACTICAL IMPLICATIONS:

According to S. Pit Corder learners' errors are significant in three different ways:

- a) To the Teacher: They tell him how far the learner has progressed towards the goal of mastering the second language, in that he comes to know the deficiency of the learner.
- b) To the Researcher: They provide him evidence of how a language is learnt or acquired and what strategies or procedures the learner is employing in his discovery of the language.
- c) To the Learner: They are indispensable because we can regard the making of errors as a device the learner uses in order to learn. The making of error, then, is a strategy employed by the children acquiring their mother tongue (MT) as well as by those learning a second language (SL).

#### CHAPTERIZATION:

The proceedings and findings of the study will be organized in the following manner:

Chapter I	:	Introduction
Chapter II	:	Attitude and Motivation
Chapter III	:	Error Theories
Chapter IV	:	Methodologies and Approaches
Chapter V	:	Analysis of Questionnaires
Chapter VI	:	Analysis of Errors
Chapter VII	:	Conclusion

**Bibliography**

**Appendix**

Chapters II & III have been theoretical in approach.

In Chapter II attitude and motivation have been defined and classified. Theories relating to attitude and motivation have also been discussed in this chapter.

In Chapter III, differences between Errors, Mistakes and Lapses have been outlined. Differences between Error analysis and Contrastive Analysis have also been pointed out. An attempt has also been made to discuss the theories relating to Error Analysis and Contrastive Analysis.

Chapter IV deals with the methods used to elicit data for Error analysis and to find out the motivation and attitude of both teachers and students of Garo Hills.

In Chapter V, the responses to questionnaires by teachers and students have been placed in tables and analyzed. A comparative study of the responses of students of +2 level of Garo Hills on the basis of sex, background (urban/rural), community (Garo, Bengali and Others) and college has been attempted. A comparative study of the responses of teachers also on the basis of their urban/rural background and the level of teaching (i.e., school/college) has been attempted.

Chapter VI deals with the analysis of errors. As a kind of a pilot study, the students of +2 level of Garo Hills were given an objective test. The number of errors in Punctuation, Spelling, Tense, Lexis, Article, Preposition, Syntax and Communication have been placed in tables and compared on the basis of sex, background (urban/rural), community (Garo, Bengali and Others) and college of the students and also have been analyzed. On the basis of the findings of the pilot study, the main study was undertaken. The students were asked to write an essay on the topic 'My Last Day in School'. The number of errors in Punctuation, Spelling, Tense, Lexis, Article, Preposition, Syntax and Communication have been placed in tables and compared on the basis of sex,

background (urban/rural), community (Garo, Bengali and Others) and college of the students of +2 level of Garo Hills and analyzed.

In Chapter VII, recommendations have been made on the basis of the findings of the study.

Chapter VII is followed by a detailed Bibliography and the Appendices.

**Chapter II**  
***Attitude and Motivation***

## CHAPTER II

### ATTITUDE AND MOIVATION

A language is learnt in order to communicate with others to fulfil the basic necessities of life. This seems to be the motivating factor behind learning a second language. A person learns a second language (L<sub>2</sub>) for different purposes. How fast or how well he/she learns it depends on his/her motivation and attitude towards the language. Motivation, in short, can be described as the driving force, or the interest taken by the learner in order to learn a language, whereas attitude would mean the reaction of the learner towards the target language (TL).

### MOTIVATION

Motivation is a dynamic and purposive process. Human activity, in absence of proper motivation often does not produce results. Motivation, therefore, is instrumental for proper conduct and control of human behaviour. Extensive studies have been conducted in different parts of the world, in the field of motivation by psychologists, from various angles. This has resulted in different definitions being attempted on it. Variations in approach and emphasis underline the importance of motivation as an essential component in human life. Young (1961) feels that the study of motivation is a search for determinants of human activity. Motivation, he believes, is specially a process of arousing action, sustaining the activity in progress, and regulating its pattern. Murphy (1947) maintains that the process of motivation is determined by the nature and internal structure of people.

Since motivation is essentially a topic of psychology, various schools of psychology have dealt with it from different angles. Drive theory of motivation, for

example, is an extension of the biological theories developed since the time of Darwin. Studies based on the drive theory emphasize on the importance of instincts in human life. Hedonistic theories of motivation attribute significance primarily to emotions and feelings as instruments in organizing and strengthening human behaviour. Psychoanalytic theory of motivation, among other things, has emphasized that behaviour is psychodynamic and purposive in nature. Atkinson, McClelland (1953) and others have looked at motivation in the context of achievement. Their study is based on several variables like man's basic need for achieving a degree of excellence, or being involved in a worthwhile goal, the probability of one being successful, and the degree of satisfaction one would experience in achieving a goal. While Hull puts emphasis on drive theory as a prerequisite to learning, achievement motivation theory puts the emphasis on the goal of achievement. In both the approaches incentives and feedbacks are considered to be important factors which help motivating a person.

To a large extent, motivation determines the efficiency of learning process of the learners of a L<sub>2</sub>. The behaviour of the teacher is instrumental in the process of increasing or decreasing the level of motivation. Our concern in this chapter is, precisely, to discuss the impact of motivation on second language learning.

Pit Corder observes: "... given motivation it is inevitable that a human being will learn a second language if he is exposed to the language data" (1967). Most language teachers agree that the level of motivation, to a large extent, determines the rate of success or failure of a second language learner. According to Atkinson, the strength of achievement motivation has two tendencies: motivation towards success, and, motivation towards avoidance of failure.

Motivation, according to Tirumalai (1977), plays a crucial role in all learning behaviour. Lambert (1963) and Lambert et al. (1968) identify two kinds of motivation, namely instrumental and integrative. A learner with integrative motivation learns a L<sub>2</sub> in

order to become a full-fledged, potential member of the language community, whose language he/she is learning. A learner with an instrumental motivation learns a L<sub>2</sub> in order to achieve certain functional goals. It has been hypothesized and proved to a certain extent that a learner with an integrative motivation learns his/her L<sub>2</sub> more successfully than one who has an instrumental motivation. Integrative motivation is linked with personality. The learner has to be prepared to evolve an identity for himself, in order to identify with the people who speak the target language. He/she also has to be prepared to accept the aspects of behaviour of the target community. When an individual has a prejudice against the language he/she is learning, against the people who speak it and has a tendency towards self-sufficiency, his/her acquisition of L<sub>2</sub> may be hampered.

Integrative language learning leads to the acquisition of a new set of verbal habits, which are linked with the culture of the target language community. As a result the learner becomes a member of two cultures. This, in its turn, may result in ANOMIE, the feeling of social uncertainty he experiences when his first group membership begins to loosen in the process of the formation of this second group membership.

Gardner (1985) has shown through statistical path-analysis techniques that motivation strongly influences the learning ability and capacity of the learner and encourages him/her to take advantage of opportunities in using the language. This in turn affects his/her ultimate proficiency level. Motivation, according to Gardner decides the extent of active, personal engagement in learning.

According to Crookes and Schmidt (1989), motivation is composed of internal attitudinal factors and external behavioural characteristics. The internal factors include interest, relevance, expectancy and outcomes. INTEREST in the subject or process is based on the learner's existing attitudes, experiences and background knowledge. RELEVANCE involves the perception of personal needs such as achievement and affiliation with other people. EXPENTACNY relates to the belief that the learner's

involvement will either result in success or failure. OUTCOMES are the intrinsic or extrinsic rewards (internal satisfaction and external achievements) gained by the learner.

According to Douglas Brown (1994), motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action; in more technical terms, motivation refers to 'the choice people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect'. (c.f. Keller 1983: 389). Some psychologists define motivation in terms of certain needs or drives. Ausubel (1968:368:379), for example, identifies six needs undergirding the construct of motivation:

- i. the need for EXPLORATION, for seeing 'the other side of the mountain'; for probing the unknown,
- ii. the need for MANIPULATION, for operating on the environment and causing change,
- iii. the need for ACTIVITY, for movement and exercise, both physical and mental,
- iv. the need for STIMULATION; the need to be stimulated by environment, ideas, thoughts and feelings of other people,
- v. the need for KNOWLEDGE; the need to process and internalize the results of exploration, manipulation, activity and stimulation to resolve contradictions, to quest for solutions to problems and for self-consistent knowledge,
- vi. finally, the need for EGO-ENHANCEMENT, for the self to be known and to be accepted and approved by others.

Gardner and Lambert conducted extensive studies on second language learning in Canada and Philippines to evaluate the impact of motivation on students' achievement. Their study offered an impetus to the study of language on the factors of attitude and

motivation, which had not been considered previously. According to them (1972), motivation is 'instrumental', if the purpose of language study reflects more utilitarian value. Instrumental motivation refers to a keenness to acquire a language as a means of attaining instrumental goals: furthering a career, reading technical material, translation & so forth. An Integrative motivation is employed when learners wish to integrate themselves to the culture of the second language group, to identify themselves with and become a part of that society. Thus, for learning English as a second language, 'instrumental' motivation implies a practical orientation towards it whereas 'integrative' motivation implies the eventual motivation for integration of the learner into the society of the target language. Cooper and Fishman (1977) and Shaw (1983) have also studied the 'instrumental' and 'integrative' aspects of motivation (former in Jerusalem and the latter in Singapore, Hyderabad and Bangkok) and arrived almost at similar conclusions.

In an expansion of the construct of integrative motivation, Graham (1984) claimed that integrative motivation had been too broadly defined by previous researchers. He made a distinction between integrative and assimilative motivation. Integrative motivation is the desire on the part of the language learner to learn a second language in order to communicate with, or find out about, members of the second language culture, and does not necessarily imply direct contact with the second language group. Assimilative motivation is the drive to become an indistinguishable member of a speech community, and it usually requires prolonged contact with the second language culture. Assimilative motivation is characteristic of persons who, perhaps at a very young age, learn a second language and acquire the cultural habits of that linguistic community in order to identify with the people and their culture.

Learners can either be INTRINSICALLY or EXTRINSICALLY motivated to succeed in a task. Edward Deci (1975:23) defined intrinsic motivation as follows:

'Intrinsically motivated activities are ones for which there is not

apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.... Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination'.

According to Douglas Brown (1994), extrinsically motivated behaviours, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typically, extrinsic rewards are money, prizes, grades and social recognition.

#### MOTIVATIONAL DICHOTOMIES

	INTRINSIC	EXTRINSIC
Integrative	L <sub>2</sub> learner wishes to integrate with the L <sub>2</sub> culture (e.g., for immigration or marriage)	Someone else wishes the learner to know the L <sub>2</sub> for integrative reasons.
Instrumental	L <sub>2</sub> learner wishes to achieve his/her goal utilizing L <sub>2</sub> (e.g., for a career)	External power wants L <sub>2</sub> learner to learn L <sub>2</sub> .

The above discussion clearly indicates that motivation has been an important component of language learning in general and second language learning in particular. Almost all the researchers discussed above, among other things, agree that individual achievement needs, characteristic attributional tendencies, perceived position in relation to other members of the group, and the ways the teacher normally treats these, are factors which influence the level of motivation in the context of second language learning.

## ATTITUDES

In this section, we shall discuss one of the most important attributes of behaviour, namely, attitude. Our discussion will be on the following lines: (a) brief note on Attitudes; (b) Definition and meaning of Attitudes; (c) Factors influencing the development of Attitudes; (d) Classification of Attitudes and (e) Measurement of Attitudes.

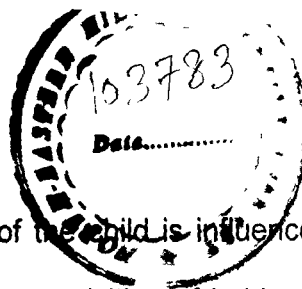
### A Brief Note on Attitude:

The main aim of education is to modify the behaviour of the child according to the expectations of the society. For Kingsley and Garry (1957), learning is a process of behaviour, which is originated or changed through practice or training. Learning brings progressive changes in the behaviour of an individual as a result of which the individual gets himself adjusted to the changing situation.

Attitudes can be defined as hypothetical constructs – predispositions to classify sets of objects or events and to react to them with some degree of evaluative consistency. They are manifested in conscious experiences, verbal reports, and gross behaviour and even in psychological symptoms such as changes in the heart beat rate (The Encyclopaedia of Psychology, 1984). The Encyclopaedia defines attitude as a 'perceptual orientation and response readiness in relation to a particular object or class of objects'. It further states that attitudes are 'reasonably enduring ... distinguishing them from sets and expectations which normally refer to more temporary states of readiness'.

According to Crow and Crow (1973), learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things, and it operates in an individual's attempts to adjust to new situations. It represents progressive change in behaviour.

One of the attributes of behaviour is attitude. One's behaviour to a great extent depends upon one's attitude towards the things, ideas, persons, objects etc., in his/her



environment. The entire personality and development of the child is influenced by the nature of his/her attitudes. Learning a subject/language, acquisition of habits and other psychological dispositions are also affected by the child's attitudes. Therefore it is important for the teachers as well as, people involved in the curriculum development and material preparation, to understand the nature of attitude the learner has towards the particular teaching materials, methodology and evaluation scheme. In other words, the present day curriculum development should take into account the nature of attitude of learners towards materials, methodology etc., in order to make the learning experiences more effective.

#### Definition and Meaning of Attitude:

According to Travers (1973), "an attitude is a readiness to respond in such a way that behaviour is given a certain direction." Attitude is responsible for behaving in a particular and definite way. If one keeps a positive and favourable attitude towards an object, he will be attracted towards it and he will admire and try to achieve it. On the other hand, if one has a negative attitude, one will try to avoid it and will even be hostile towards it.

According to Sorenson (1977), 'An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations that involve some person, object, idea etc. It is partially rational and partially emotional and is acquired, not inherent in an individual.' We may thus try to explain why an individual behaves in a certain way when he/she is needed to respond to a particular object for which he/she has developed a positive or negative attitude. An individual has somewhat definite feelings, likes or dislikes for a particular object. This kind of feeling or attitude is acquired or learnt through varying experiences. Thus attitudes are not inherent in an individual but are developed due to his/her own experiences right from childhood.

According to Whittaker (1970), 'an attitude is a predisposition or readiness to respond in a pre-determined manner to relevant stimuli.' Attitude is thus viewed as a pre-disposition or a tendency to behave in a particular manner to a particular situation. It is therefore the attitude of the individual that decides his response to the particular stimulus. However, one has to keep in mind the notion that all pre-dispositions such as habits, interests and psychological motives cannot be classified as attitudes. Habits and interests can be innate and inherent in an individual, whereas attitudes are learnt and acquired dispositions. Attitudes can also be differentiated from psychological motives. Let us take an illustration to clarify the statement: hunger is an unlearned psychological motive, while preference for a particular food is an acquired tendency and can be classified as an attitude.

Attitudes also have certain motivational characteristics; e.g., the habit of writing with the right hand does not have any motivational or affective quality but an attitude towards one's family, religion etc., has definite motivational-affective characteristics.

Allport (1935), states that 'an attitude is a mental and neural state of readiness, organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is associated'.

To Douglas Brown (1994), attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents'/peers' attitudes, and contact with people who are 'different' in a number of ways. These attitudes form a part of one's perception of self, of others, and of the culture in which one is living.

Attitudes are said to have affective and cognitive components (Garner and Lambert, 1972). The cognitive component refers to the individual's belief structure, for example, an attitude to a minority language may be thought about and be capable of

being transmitted by words and other symbols. Affective component refers to emotions, feelings and reactions. Cognitive component refers to the tendency to behave in a particular way toward an object. It relates to readiness for action, when a positive attitude may predispose certain behaviours.

Thus attitude is

- a) responsible for behaving in a particular and definite way,
- b) not innate and inherent but is developed, acquired and learnt due to one's own experiences right from childhood,
- c) a pre-disposition to behave in a particular manner to a particular situation,
- d) a mental and neural state of readiness organized through experience.

Attitudes, thus, being learned pre-dispositions and not innate and inherent in an individual, are subject to change. In other words, just as attitudes are developed through one's experience, they can also be modified by experience.

#### Factors Influencing the Development of Attitudes:

An attitude is essentially a product of the interaction of one's self with one's environment. The factors that influence a person in the development of attitudes could be of two types:

- a) factors within the individual himself and
- b) factors within the individual's environment.

#### Factors within the individual himself.

Some of the developmental factors that play a role in conditioning the growth and development pattern of a child are

- a) Intellectual development: The development of attitude is conditioned by the growth of intelligence such as understanding, thinking, reasoning, memory etc., which play a significant part in attitude formations.

- b) Emotional development: Emotional development also affects the formation of attitudes. Emotional experiences make an individual develop numerous attitudes through his/her direct and indirect experiences.
- c) Social development: Attitudes are rarely individual affairs. Social interaction and group processes are the key to attitude formation at all stages of human development.

Factors within the individual's environment:

Attitudes are largely borrowed from the groups within one's environment to which one owes stronger allegiance. The environmental forces, in the shape of the social groups, institutions and community cast a strong influence in shaping the beliefs and attitudes of an individual.

- a) Home and Family: Home and family environment play a leading role in attitude formation. Healthy family environment and positive attitudes of the family and its members bring desirable impact on the child in picking up desirable attitudes.
- b) Social environment: Contact with people in the neighbourhood, the school, community etc., not only cast strong influences in reshaping the attitudes acquired earlier from the parents, but also result in acquisition of many more attitudes. In school, factors like teachers and their behaviour, classmates and their behaviour, the teaching methods, the curriculum, the discipline enforced by the institution and so on are some of the major factors that contribute to attitude formation.

Thus favourable attitudes help the learner to prepare him/herself mentally in the performance of a particular task or in the process of learning something. It is therefore

very important for parents and teachers to develop proper attitudes in the child and enable him/her to succeed in the activity of learning.

### CLASSIFICATION OF ATTITUDES:

Attitudes can be classified as:

- a) Socially relevant attitudes towards the other language community, and
- b) Educationally relevant attitudes towards the learning of the language.

#### Social Attitudes:

Social attitudes involve attitudes which focus on the cultural implication of second language acquisition, such as attitude towards the target country, the people and the target language itself.

#### Educational Attitudes:

Educational attitudes mean attitudes towards the teacher, the course, the materials, the methodology, and process of learning the language. The aim in our present study is to find out the attitudes of the learners and teachers and also to find out if they have any effect on the performance of the learners or not.

In Chapters V & VI of this thesis, we shall find out the attitude of both the school & college teachers and the +2 students of Garo Hills towards English and the motivation they have for learning this language. We shall also find out what effect it has on the learning process of the students and their errors in L<sub>2</sub>.

**Chapter III**  
***Error Theories***

### CHAPTER III

#### ERROR THEORIES

#### CONTRASTIVE ANALYSIS AND SECOND LANGUAGE TEACHING

In the previous chapter we have looked at the definition of attitude and motivation and the different theories relating to attitude and motivation. We have also seen how attitude and motivation affect the learning of a language. In this chapter the difference between error and mistake has been attempted. Contrastive Analysis has been discussed at length followed by Error Analysis theories. A review of literature in the related field has also been attempted.

Error can be said to be a deviant form or structure that a native speaker deems unacceptable because of its inappropriate use. Errors are believed to be indicators of the learners' different stages in their target language development. Pit Corder (1973) divides errors into three major categories – lapses, mistakes and errors. According to him

- i) Lapses are unsystematic slips or false starts or confusion of structure made by the native speaker, e.g., 'It didn't bother me in the least – slightest'. L<sub>2</sub> learner, too, may make lapses under conditions of stress, pressure and under learning.
- ii) Mistakes are caused when the speaker uses inappropriate language in a particular situation, i.e., the language and situation do not suit each other (for example, collocation and stylistic errors). These mistakes are often the cause for humour. The frequency and nature of these mistakes are an indication of the speaker's linguistic maturity and communicative competence.
- iii) Errors are systematic breaches of the central 'code' or 'core' of the

language. In fact when mistakes become fossilized they are called errors. They indicate the L<sub>2</sub> learner's grammatical competence and occur because the learner has not yet internalized the grammar of the TL. The most serious of the three categories listed above are errors, followed by mistakes or lapses.

Then there is a class of mistakes, which we call 'slips of the tongue' or 'slips of the pen'. These are the subjects of investigation at the present time; these may be substitution, transposition or omission of some segment of an utterance, such as a speech sound, a morpheme, a word or even a phrase.

Pit Corder further divides errors into three categories, which reflect the position of the errors in relation to the learner's own 'system' or 'Idiosyncratic dialect' –

- i) pre-systematic
- ii) systematic
- iii) post-systematic

The pre-systematic stage is the stage of random guessing, when the learner is vaguely aware of TL rules. The systematic stage is the stage of hypothesis – making and testing. The third stage, post-systematic is the stage when he discovers the TL system but is inconsistent in his application of it. At this practice stage of learning, the learner can both correct his error and explain what is wrong, unlike the second stage when he can only explain his error.

Errors have played an important role in the study of language acquisition in general and in examining second and foreign language acquisition in particular. Researchers are interested in errors because these are believed to contain valuable information on the strategies that people use to acquire a language (Richards 1974;

Taylor 1975; Dulay and Burt 1974). Errors are also associated with the strategies that people employ to communicate in a language.

Errors are believed to be indicators of the learners' stages of learning in their target language development. From the errors that learners commit, one can determine their level of mastery of the language system. The investigation of errors has thus a double purpose: it is diagnostic and prognostic. It is diagnostic because it can tell us the learner's *etat de langue* (Corder 1967) at a given point during the learning process and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems.

Corder (1973: 259) refers to errors as breaches of the code. Errors deviate from what is regarded as the norm. Burt and Kiparsky (1974:73) distinguish between global error and local error. A global error is one, which involves 'the overall structure of a sentence', and a local error is one, which affects 'a particular constituent'.

According to Corder (1973:277); errors fall into four main categories: omission of some required element; addition of some unnecessary or incorrect element, selection of an incorrect element and misordering of element.

Errors can also be classified as productive and receptive. Productive errors are those which occur in the language learner's utterances and receptive or interpretive errors are those which result in the listener's misunderstanding of the speaker's intentions. Competence in a language can be regarded as composed of productive competence and receptive competence. These two competencies do not develop at the same rate. It is not uncommon to hear people say that they can understand a language better than they can speak it, or vice versa.

Students' errors may be distinguished as errors of performance or errors of competence. Errors of performance are unsystematic and not very serious because the students themselves can correct them when their attention is drawn to them. These

errors are attributed to carelessness, lapse of memory, ill health, emotional state, etc., and they should not worry us. Errors of competence, on the other hand, are persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors, Corder says, represent the learners' transitional competence (Corder 1971). There is general agreement (Duskova 1969; Richards 1971; Selinker 1972) that mistakes (errors of performance) are not as serious as errors of competence and that proper analysis of students' errors can be valuable for language teaching.

### CONTRASTIVE ANALYSIS

The Contrastive Analysis hypothesis rests on the following assumptions from verbal learning theory:

1. Learning is the process of making responses automatically
2. Acquiring a new response to a particular stimulus or context requires the extinction of the old response.

These are linked with the notion of transfer of learning. UPSHUR (1962: 124) explains that in general, transfer may be considered as a tendency to make a habitual response to a novel situation as a function of the similarity between the stimulus of the old habit and the stimulus of the new situation.

Sometimes an old response (or habit) will fit in a new situation. This is called positive transfer. Negative transfer occurs when the old response (habit) does not fit the new situation and has not been extinguished.

The structural approach in linguistics and the behaviourist theory of learning in psychology contributed to what has come to be established as a branch of modern linguistics – Contrastive Analysis. As early as 1899, Sweet noted 'cross associations' between L<sub>1</sub> and L<sub>2</sub> and commented: 'each idea that comes into our minds instantly

suggests native expression of it, whether words are uttered or not and however strongly we may stamp the foreign expression in our memories the native one will always be the stronger' (Sweet, 1899, p.198). The first expression of the desirability of attempting contrastive studies comes from Fries (1945, p.9): 'The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner'.

It was believed that the key to ease or difficulty in foreign language learning lay in a comparison between the native and the foreign language learning. The basic assumption underlying contrastive studies is 'that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture both productively when attempting to grasp and understand the language and the culture as practised by natives'. (Lado, 1957, p.2)

What follows from this is the hypothesis of contrastive study that where  $L_1$  and  $L_2$  structures are different, the learner will make errors. Dulay and Burt (1974 a) point out that this hypothesis is based on the following behaviouristic assumptions:

- i) language learning is habit formation; and
- ii) old habit affects the formation of a new habit.

The first studies in Contrastive Structure attempted to compare the systems of the native and the target language within the framework of the structural model of language description with a view to pointing out the areas of difficulty. More recent studies by Stockwell et al (1965) have been based on the Transformational Generative (TG) model developed by Chomsky and his followers since 1957. Whatever the model, the continuation of Contrastive Analysis relevant to the Second Language pedagogy is 'the description of a partial grammar (GC) which is made up of the sum of differences between the grammar of the source language ( $G_1$ ) and the target language ( $G@$ ). The

differential grammar is the focus of the didactic programming' (Nickel, 1971, p.9).

The most important hypothesis of Contrastive Analysis is the notion of difficulty based on the interference of the native language patterns with the target language patterns. The deviant realizations of the TL system in the language behaviour of the learner are ascribed to a conflict between the systems of the two languages. The contrastive linguist aims at predicting the areas of difficulty for the L<sub>2</sub> learner with reference to his native language. Though the primary aim of the contrastivists is the description of a contrastive grammar covering the differences between the two language systems, he will also show similarities. Thus, by highlighting the differences and similarities of the languages under comparison, the contrastive analyst proposes to offer an explanation of aspects of language to be taught and equip the teacher with adequate material and tools of comparison. He also proposes to provide the textbook writer with the information necessary for didactic programming, i.e., the criteria of ease and difficulty on which selection and grading of linguistic material can be based. An attempt to establish a hierarchy of difficulties is also made for the teacher's benefit. But as Nickel and Wagner (1968) suggested, one should not be over enthusiastic about the contribution of CA to language teaching as more work was yet to be done before its results could be effectively used in the preparation of adequate teaching materials or planning of teaching strategies.

In spite of its limitations, Contrastive Analysis formed the basis for preparing instructional materials and for testing, at least in the US for quite sometime. But later on, the assumption that Contrastive linguistic study can predict areas of difficulty faced by the L<sub>2</sub> learner was questioned, as a result of insights into the complete process of language learning from research in linguistics and psychology. Language learning is no longer considered to be simply a process of habit formation, but a creative process in which the learner develops his linguistic competence on the basis of language data to

which he is exposed. The language learner's development of competence involves the formulation and testing of a series of hypothesis, which are either confirmed or rejected. This view of language learning has brought about a change of emphasis in L<sub>2</sub> learning situations also. Cohen and Robins (1976, p.450) observed that in recent years the focus in second language acquisition had been directed more toward the learner than toward the teacher. With this change in focus came the realization that the learner's actual performance in L<sub>2</sub> should be studied in order to discover what the areas of difficulty are.

As a result of all this, Contrastive Analysts are now divided into two camps: those who support what Wardaugh (1970) call 'the strong hypothesis' and those who support 'the weak hypothesis' of Contrastive Linguistics. Supporters of strong hypothesis maintain that 'if CA is to retain its basic relevance to language learning and teaching, it must retain its traditional link with Applied Linguistics. And this implies that it must predict, not merely explain' (Sah, p.9). The weak hypothesis on the other hand claims no more than an explanatory role for contrastive linguistics. In its weaker claims CA merges with EA. The stronger claim seems to be untenable in the face of so much evidence against it. Corder (1975, p.202) assesses the present situation in the following words:

'... there has been a gradual abandonment by Contrastive Analysis since 1968 of stronger claims and increasingly, research projects in this area have broadened their scope in two directions: firstly towards more theoretical objections in language typology and the search for universals ... and secondly, towards psycho-linguistic orientation concerned with the explanation of second language acquisition.'

From this foundation Charles Fries (1945) and Robert Lado (1957) propose the following concepts:

1. Language learning is habit formation; in other words, the automization of the responses

2. Where the second language differs from the native language (i.e., old habit), it impedes the learning of the second language (new habit).
3. A systematic contrastive analysis can identify the second language habits, which will be difficult to learn because of the interference from native language transfer. The degree of interference can also be ascertained by these analyses. (UPSHUR, A. 62)

A systematic contrastive analysis can identify the second language habits, which will be difficult to learn because of the interference from native language transfer. The degree of interference can also be ascertained by these analyses (UPSHUR, A. 62)

In Linguistics Across Cultures Robert Lado says that: ...the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them. He gains an insight into the linguistic problems involved that cannot easily be achieved otherwise.

#### TRANSITION FROM CA to EA

The contrastive analysts presented the teacher with an inventory of areas of difficulty, which the learner should overcome. Corder (1967) suggests that teachers have not always been impressed by the Contrastive linguist's contribution. CA has been criticized for the following reasons:

- i. Contrastive Studies focus mainly on differences between L<sub>1</sub> and L<sub>2</sub> and ignore many other factor, which affect the L<sub>2</sub> learner's performance e.g., his learning strategies, learning procedures, overgeneralization of target

- language rules etc.
- ii. Not all difficulties and errors can be traced back to the influence of the mother tongue and consequently other explanations must be sought.
  - iii. Some of the difficulties predicted by the contrastivists did not in fact pose any problem to the learner.
  - iv. The basis of CA – the theory of interference – has been questioned.
  - v. The objectivity of CA methodology is questionable. The linguists' preference of a model of description leads to different outputs presenting different predictions.
  - vi. Most contrastive studies deal with theoretical problems like validation of the notion of linguistic universals and not with pedagogical problems. So much so that a distinction has begun to be made between theoretical and Applied Contrastive Linguistics in recent literature (Jackson, 1976).
  - vii. Recent Contrastive studies are too technical to be of any use to most teachers of English as a Second Language (ESL).
  - viii. 'Most available differential descriptions are superficial and incomplete as to be misleading'. (Mackay, 1966, p.201)

The origins of Error Analysis (EA) can be traced back to the development of CA as an independent branch of study. CA began with the pioneering work of linguists like C. C. Fries (1945), Weinreich (1953) and Lado (1957). Fries was the first to point out: 'the most effective materials are those based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language' (C. C. Fries, 1945, p.9). With the publication of Weinreich's Language in Contact, and Lado's Linguistics Across Cultures (1957) there was an impetus in studies of CA. The earliest models of CA were structural in approach and orientation. Later two major models were

developed, the systemic (Halliday, 1970) and the transformational, (Stockwell and Bowen, 1965; Politzer, 1967; Jackovits, 1970). All these models reiterate the importance of L<sub>1</sub> interference in L<sub>2</sub> learning. CA is based on the assumption that there are points of divergence and convergence between languages, and the points of contrasts will naturally prove to be difficult areas for the L<sub>2</sub> learner, as the learner's L<sub>1</sub> patterns will act as interference in his attempts to master the new language, as they will be transferred on to his L<sub>2</sub> structures. 'If the phonic or grammatical systems of two languages are compared and their differences delineated, no one ordinarily has a list of potential forms of interference in the given contact situation' (Weinreich, 1953, p.3). The theory of transfer says, 'individuals tend to transfer the form and meanings and the distribution of forms and meanings of their native language and culture – both productively when attempting to speak the language and to act in the culture, and respectively when attempting to grasp and understand the language and the culture as practised by the natives' (Lado, 1957, p.2). Thus the notions of interference and transfer play an important role in CA. The value of CA lay in its efficiency on a predictive mechanism – in predicting learners' errors in a given L<sub>2</sub> learning situation. On the basis of this, textbooks were prepared with a view to avoiding errors earlier predicted by CA, leading to a greater efficiency of teaching. The whole rationale of CA, for pedagogic purposes, lay in its use as a predictive tool. However, of late, the predictive power of CA has been seriously questioned. It has been found out that teachers of a L<sub>2</sub> are able to predict errors more reliably than linguists studying CA. The credibility of CA has suffered due to the following reasons:

1. The claim of CA as a predictive mechanism was weak.
2. Descriptive similarities between languages cause more difficulty than clear cases of diversity, and the purely theoretical problem of making adequate descriptions within a suitable framework.

S. Pit Corder (1967) suggests that teachers have not always been impressed by the Contrastive linguist's contribution.

Contrastive Analysis accounted for only those errors, which were the results of the gravitational pull of the Mother Tongue (MT), however, it failed to explain the cause of those errors whose roots lied elsewhere. This gave rise to another technique known as Error Analysis. CA developed on the background of structural linguistics and behaviouristic psychology whereas Error analysis tended to become more closely associated with transformational linguistic theory and the notion of language as a rule governed system. It is now thought relevant to study the learner's performance in order to infer from it the nature of his competence and the process by which it is acquired. From the insights gained from such investigation it is possible to adopt the teaching methods and materials, which facilitate the process of L<sub>2</sub> acquisition. Central to such investigations is the analysis of errors actually made by the learners since they form the most significant data on which a reconstruction of their knowledge of the target language can be made. Corder (1967) presents this point of view and speculates that the process of L<sub>1</sub> and L<sub>2</sub> acquisition are fundamentally the same. He goes on to suggest that the differences between L<sub>1</sub> and L<sub>2</sub> learners can be accounted for by the differences in maturational development, motivation towards learning and circumstances of learning. The learner is seen as constructing for himself a grammar of the target language on the basis of the linguistic data to which he is exposed and the help he receives from teaching.

In EA there has been a change from looking at the product (error) to the process (why students make errors). Although still in its infant stage, EA has been the focus of much research, which has led to changes in the attitudes towards errors, evident in a less obsessive avoidance of errors as is the case with Communicative Approach. This

cognitive approach sees errors as a clue to what is happening in the mind of the learner. In this approach, errors are seen as a natural phenomenon that must occur in the learning of a first or second language, before correct grammatical rules are completely internalized.

Consequent upon Chomsky's revolution in linguistics, it has been widely believed that the user of a language possesses a set of cognitive structures acquired by data processing and hypotheses formation. The making of errors is an evidence of the learning process itself. Researchers in various parts of the world have now become fully aware of the significance of the learners' errors. Errors, it is thought, are not only inevitable features of language learning but they are evidence of the learners' success and not failure. They manifest the learner's transitional competence by providing 'evidence of the system of the language that he is using at a particular point in the course. (Corder, 1967:167). A systematic analysis of learners' errors can also be of considerable value in course designing and preparation of teaching materials.

The questions for which EA seeks answers are:

1. What motivates the learner's linguistic behaviours during the transitional period?
2. What is the nature of the learner's 'transitional competence' at this stage of learning?
3. What factors influence the learning process?
4. What are the sources, causes and significance of these errors?
5. Why do learners commit errors in this process?
6. How does the learner come close to the TL norm and attain efficiency?
7. The purpose of EA is to make this process of transition a less problematic and a more guided one, with insights gained into the process of L<sub>2</sub> learning.

Selinker uses the term 'interlanguage' of a learner, which is a stage between the First Language (L<sub>1</sub>) and the Target language. This has its own grammar/rules. At a certain stage of development a learner uses a kind of language which can be called his 'interlanguage' which is similar to 'transitional competence' (Corder) or 'approximative system' (Nemser).

The investigation of errors has a double purpose: it is diagnostic and prognostic. It is diagnostic because it can tell us the learner's *etat de langue* (Corder 1967) at a given point during the learning process and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems.

Corder (1973: 259) refers to errors as breaches of the code. Errors deviate from what is regarded as the norm. Burt and Kiparsky (1974:73) distinguished between global error and local error. A global error is one, which involves 'the overall structure of a sentence' and a local error is one which affects 'a particular constituent'.

In sentences which have more than one clause, mistakes in overall organization which confuse the relations among constituent clauses, such as which precedes which, outweigh minor goofs in any one clause. Overall goofs are called 'global' and minor goofs within clauses are called 'local'.

According to Corder (1973:277), errors fall into four main categories: omission of some required element, addition of some unnecessary or incorrect element, selection of an incorrect element and misordering of element.

Errors have played an important role in the study of language acquisition in general and in examining second and foreign language acquisition in particular. Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Richards 1974; Taylor 1975; Dulay and Burt 1974). Errors are also associated with the strategies that

people employ to communicate in a language.

In 'Error analysis of an Indian Corpus' in Indian Journal of Applied Linguistics vol 14, no 2. July – Dec 1988 R.S. Pathak says:

A systematic analysis of errors made by foreign-language learners are of considerable significance. Errors have always remained a problem for language teachers. Earlier they were viewed as serious defects in learning and teaching processes. It was generally believed that 'all errors other than those made by native speakers are abnormalities and the result of faulty method' (Palmer, 1917: 21). It was also assumed that if learning was perfect and efficient errors would not occur. The learner's errors, it was held, "are not 'cute' but 'dangerous', because 'they represent decremental, not incremental learning" (Rivers, 1964:102). With newer methods of teaching, recent advances in educational psychology, and changing socio-political conditions, however, a more tolerant attitude to errors has emerged in recent decades.

Consequent upon Chomsky's revolution in linguistics, it has been widely believed that the user of a language possesses a set of cognitive structures acquired by data processing and hypotheses formation. The making of errors is an evidence of the learning process itself. Researchers in various parts of the world have now become fully aware of the significance of the learners' errors. Errors, it is thought, are not only inevitable features of language learning. Errors are evidence of the learners' success and not their failure. They are integral to language learning and manifest the learner's 'transitional competence' by providing 'evidence of the system of the language that he is using at a particular point in the course' (Corder, 1967:167). A systematic analysis of learners' errors can also be of considerable value in course designing and preparation of teaching materials.

If the analysis, description and Classification of errors prove to be difficult, a consideration of their sources is certainly more difficult. Most errors, which can be

accounted for in terms of L<sub>1</sub> interference or intralingual interference, do not pose any serious problem in interception. But there are some other errors, which are really very difficult to explain, and it would not be helpful to refer to such errors as 'ambiguous goofs'. Some errors may also be the result of what Carroll (1968) calls 'unguided imitative behaviour' and 'untutored responding in terms of prior learning'. Then certain errors take their origin when the learner tries to construct a 'subgrammar' of the target language for himself.

### ERROR ANALYSIS

Arising from the failure of CA to account for learners, errors references began to appear in the literature for a new technique called Error Analysis. CA developed in a climate in linguistics and psychology, which was structuralistic and behaviouristic. EA in recent manifestation has tended to become more closely associated with transformational linguistic theory and the notion of language as a rule governed system. It is now thought relevant to study the learner's performance in order to infer from it the nature of his competence and the process by which it is acquired. From the insights gained from such investigation it may be possible to adopt the teaching methods and materials, which facilitate the process of acquisition. Central to such investigations is the analysis of errors actually made by the learner since they form the most significant data on which a reconstruction of his knowledge of the target language can be made. Corder (1967) presents this point of view and speculates that the process of L<sub>1</sub> and L<sub>2</sub> acquisition are fundamentally the same. He goes on to suggest that the differences between L<sub>1</sub> and L<sub>2</sub> learners can be accounted for by the differences in maturational development, motivation towards learning and circumstances of learning. The learner is seen as constructing for himself a grammar of the target language on the basis of the linguistic data to which he is exposed and the help he receives from teaching.

There has been a decided shift in the approach to analyzing errors. In CA, the theoretical base of which was behaviourism, errors were seen as 'bad habits' that had been formed. The response was based on the stimulus. It was assumed that interference of the mother tongue ( $L_1$ ) was responsible for the errors made during the transitional period of learning the target language. However, much recent research has pointed to the contrary.

In EA there has been a change from looking at the product (error) to the process (why students make errors). Although still in its infantile stage, EA has been the focus of much research, which has led to changes in the attitudes towards errors, evident in a less obsessive avoidance of errors. This cognitive approach sees errors as a clue to what is happening in the mind. In this approach, errors are seen as a natural phenomenon that must occur as learning a first or second language takes place, before correct grammar rules are completely internalized.

Errors are no longer a reflection on teaching methods, but are rather, indicators that learning is taking place, evidence that the mysterious Language Acquisition Device (LAD) is working. So errors are no longer 'bad' but 'good' or natural – just as natural as errors that occur in learning a first language. (Shaughnessy, M.P. 1977. Errors Expectations. New York: OUP.)

Whilst the nature and quality of mistakes a learner makes provide no direct measure of his knowledge of the language, it is probably the most important source of information about the nature of his knowledge. From the study of his errors we are able to infer the nature of his knowledge at that point in his learning career and discover what he still has to learn. By describing and classifying his errors in linguistic terms, we build up a picture of the features of the language, which are causing him learning problems.

Generalization is, of course, a fundamental learning strategy in all domains, not only in language. In order to make sense of our world, we allocate items to categories;

on the basis of these categories, we construct 'rules' which predict how the different items will behave. Sometimes, however, our predictions are wrong. Probably for one of two main reasons:

- a. For some reason, the rule does not apply to this particular item, even though we have allocated the item to the appropriate category. We must therefore learn an exception to the general rule.
- b. The item belongs to a different category, which is covered by another rule. We must therefore either reallocate the item to a different category, which we know, or we must construct a new category and rule.

In either case, the initial error was due to overgeneralization. Indeed, they represent aspects of the same underlying learning strategy. Both result from the fact that the learner uses what he/she already knows about the language, in order to make sense of new experience. In the case of overgeneralization, it is his/her previous knowledge of the second language that he/she uses. In the case of transfer, the learner uses previous mother-tongue experience as a means of organizing the second language data. It is significant with the beginners than with intermediate students. The beginner has less previous second language knowledge to draw on in making hypotheses about rules, and might therefore be expected to make correspondingly more use of his first language knowledge.

It is, of course, economical and productive for second language learners to transfer their previous knowledge of language (including the first language) to the new task. It means that they do not have to discover everything from zero. As Pit Corder expresses it, the first language provides a rather rich and specific set of hypotheses which learners can use. For many aspects of the second language, these hypotheses will be confirmed, because of the similarities that languages share. The second

language learner is likely to feel that everything he learns is different from his mother tongue, whereas in fact there are many ways in which his mother-tongue knowledge can be directly transferred.

By looking at the kinds of error that learners make, we have seen evidence for three main processes:

1. transfer of rules from the mother tongue;
2. generalization (and overgeneralization) of second language rules; and
3. omitting elements.

The first of these is an 'interlingual' process. The second and third are 'intralingual'.

It seems likely that the main creative processes, which underlie second language learning are transfer and generalization. Simplification through omission would appear to have a less directly creative role. However, it may perform an important function in ensuring that the learner can devote more of his available learning capacity to other aspects of his developing language system.

Learners may also make errors, which do not result from any underlying system, but from more superficial influences. Two such influences may be

- a. immediate communication strategies and
- b. performance factors.

**COMMUNICATION STRATEGIES:** There will be occasions when learners are compelled to attempt to express a meaning for which their competence contains no appropriate items or rules at all. In order to get required meaning across, the learner may then resort to matching items to the situation in any ad hoc way that will solve his immediate problem.

**PERFORMANCE ERRORS:** Even when we speak our mother tongue, we

sometimes make errors of performance. We may produce 'slips of the tongue', lose track of a complex structure as we utter it, begin an utterance and abandon it, and so on. The second language learner too must inevitably make errors of this nature. Like communication strategies, they cannot be taken as reflection of the learner's developing system, since they are the result of more transitory features of the situation or the learner's performance.

In the terminology of error analysis, such performance errors are sometimes called 'lapses' or 'mistakes' to distinguish them from the more systematic 'errors'. From one single occurrence of a deviant form, it is not possible to distinguish whether it is a systematic error or a non-systematic mistake. As with communication strategies, the most reliable criterion is that of regulatory: the best evidence that an error reflects the learner's underlying system is when it appears regularly in his speech. In the case of a mistake, it is also more likely that the learner will be able to recognize the mistake himself and correct it afterwards.

If a learner is taking part in formal instruction, some errors will be a direct result of misunderstanding caused by faulty teaching materials.

**FOSSILIZATION:** Normally, we expect a learner to progress further along the learning curriculum, so that his 'interlanguage' moves closer and closer to the target language system and contains fewer and fewer errors are often described as fossilized, meaning that they have becoming permanent features of the learner's speech. Obvious examples are the pronunciation errors, which form part of the 'foreign accent' retained by most adolescent and adult learners.

#### LEARNER'S INTERNAL SYLLABUS:

From what we know about first language acquisition and other areas of human learning, however we must also admit a strong possibility that the application of similar strategies will predispose learners to follow similar learning sequences. According to this

hypothesis, it is often said that second language learners may be endowed with an 'internal syllabus' (or 'built-in syllabus') for learning the language. Provided that their natural processes have scope to operate, the internal syllabus will determine, to a large extent, the learning path that they will follow.

We can also view the learner as speaking an idiosyncratic dialect (Corder 1971 'Idiosyncratic dialect and error analysis', IRAL vol. 9, no. 2 pp 147-60. Reprinted in Richards 1974; Schumann and Stenson, 1975 and Corder 1981). This term emphasizes that at any given time, the learner operates a self-contained variety ('Dialect'). However, with the dialect of normal speech communities, many more aspects of this language will be unique ('idiosyncratic') to the individual learner-speaker.

#### LANGUAGE-LEARNER LANGUAGE or LEARNER ENGLISH:

Error Analysis is an analytical tool that is used to identify linguistic errors learners make. This tool has been used to significantly change the teaching and learning of second language by having learners react to new linguistic phenomenon and by providing useful insights about second language acquisition process.

Transfer Theory states that a language learner's first or native language ( $L_1$ ) influences the development of the learner's second, or target language ( $L_2$ ) and therefore determines, at least in part, the kinds of errors the learner will produce in  $L_2$ . Transfer theory accounts for errors as points where the  $L_1$  and  $L_2$  differ, and transfer thus leads to incorrect conclusions on the part of the learner about the structure of the  $L_2$ . It therefore predicts that learners who have different  $L_1$ s will make different errors in the same  $L_2$ . Lack of corroborating empirical evidence and the popularity of competing theories led many writers and researchers to discard the concept of transfer beginning in the 1970s.

Error Analysis can be defined as the scientific study of errors'. Errorology is concerned with studying and analyzing errors, particularly those made by learners of an

L<sub>2</sub>, in the course of their learning career. The learner is seen as being in the state of 'transition' from his native language, which he has mastered to the target language still being learnt. The L<sub>2</sub> learner can be visualized as being in a state of flux and can be represented somewhere along the cline between Native language (NL) and Target Language. It is with this intermediate stage where the learner is slowly evolving towards the TL from NL norm, that the Error analysts are concerned.

The chief drawback of CA was its failure as a predictive mechanism. Moreover, CA concentrated on errors produced due to only one cause – MT interference, ignoring errors caused due to other factors completely. EA does not claim to be a predictive tool but it records and analyses errors as they occur. EA tries to explain what, why and how errors are committed in L<sub>2</sub> learning. EA studies not only the interlingual (though it conceded that this is a major source of error) but also intra-lingual errors. 'These intra-lingual and developmental errors reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition. Their origins are found within the structure of English itself and through a reference to the strategy by which a second language is acquired and taught' (Jack Richards, 1971, p.73).

Richards outlines these errors under four major headings:

1. Overgeneralization
2. Ignorance of rule restrictions
3. Incomplete application of rules
4. False concepts hypothesized

The role of hypotheses in the language acquisition process has been discussed by Chomsky (1959), who comments on the capacity of the child to 'generalize, hypothesize and process information' Chomsky, 1957, p.43), on the basis of raw data in a very complicated way. While learning an L<sub>2</sub> the procedure may be something similar. Thus rather considering error as items to be avoided, we may look upon them as a necessary

ingredient in L<sub>2</sub> learning.

Though the pioneering works in learner's errors were still done in a framework, which stressed interference, with the 'Chomskyan revolution' in the 60s, attention was paid to the cognitive and creative aspects of human language. Language learning came to be viewed not as a mere 'habit formation' but as a 'creative process' involving all the creative and cognitive facilities of the L<sub>2</sub> learner. Therefore, there was a shift in emphasis from the preoccupation with teaching towards an emphasis on learning a L<sub>2</sub>. While earlier the emphasis was on the product, now the emphasis was on the process behind the errors committed. EA became psycho-linguistic in orientation and now regarded errors not as linguistic sins but as inevitable and natural part of the learning process. Therefore errors alone were of little interest, rather the entire linguistic system of the L<sub>2</sub> learner was to be investigated. 'Current research in Error Analysis tends to focus on the learner himself as a generator of the grammar of his sentences in the new language. The emphasis is reflected in a growing terminology for a field of research, which deals with the learner's attempts to internalize the grammar of the language he is learning. This terminology includes error analysis, idiosyncratic dialects, interlanguage, approximative systems, and transitional competence. 'etat de dialecte' (Corde, 1967, 1971 a, 1971 b, Selinker 1972, p.5). All these concepts refer to the same phenomena – the learner's linguistic competence at the intermediate stage of learning between his L<sub>1</sub> and L<sub>2</sub>. They provide us with useful theoretical frameworks against which we can choose to study errors.

Pit Corder (1971) characterizes a learner as operating on a dialect of his own, which is 'regular, systematic and meaningful i.e., it has a grammar!...' (Pit Corder, 1971. p.161). and the competence'. The dynamic nature of the learner's competence is aptly indicated by Corder's term 'transitional competence'.

Selinker (1972) focuses on the psychological aspects of L<sub>2</sub> learning. His

'interlanguage' (IL) is actuated by a 'latent psychological structure' (LPS) present in all human beings. There are five central processes, in the LPS which cause errors in a learner's IL:

- 1) Language Transfer
- 2) Transfer of training
- 3) Strategies of second language learning
- 4) Strategies of second language communication
- 5) Over-generalization of TL linguistic material

Further, any or more of the five processes alone could lead to 'fossilization' or in linguistic phenomenon in the learner's IL i.e., certain erroneous forms will continue to occur in a learner's IL relating to a particular TL, no matter what the age of the learner or the amount of the exposure he receives. To study IL, we have to study

- 1) IL utterances produced by the learner.
- 2) Utterances produced in the native language by the learner and
- 3) Utterances in the TL made by the speaker.

An approximate system (La) is the 'deviant linguistic system actually employed by the learner attempting to utilize the TL' (Nemser, 1971, p.55). Such systems vary in character, according to variation in proficiency level, learning experience, exposure etc. The La is distinct from TL and NL and internally structured; Las form an evolving series at successive stages of learning, till the learner reaches the TL.

Thus the main points implied by all these concepts can be summed up as follows:

- 1) the learner operates on a system of his own,
- 2) the learner is in a state of transition and development,
- 3) the learner is making hypothesis and listing them,
- 4) errors are inevitable in the learning process and even desirable

- 5) there are certain recognized sources of error
- i) L<sub>1</sub> interference
  - ii) Learner-induced errors
  - iii) Teaching/teaching material errors
  - iv) Idiosyncratic nature and social position of the individual learner leading to errors
- 6) the learner needs guidance in moving towards the TL norms.

Jack Richards (1971) classifies intra-lingual errors under four major categories:

- i) Overgeneralization of TL rules: on the basis of the learner's restricted knowledge, he/she over-generalizes new features of the TL. Thus overgeneralization is connected with under-learning and often redundancy reduction.
- ii) Ignorance of rule restrictions: these errors are caused by false analogy, rote learning of rules and under learning.
- iii) Incomplete application of rules: these errors occur either due to redundancy reduction or pure ignorance. Sometimes, these errors are induced by teaching strategies and materials.
- iv) False concepts hypothesized: These arise due to faulty teaching of TL, which lead to false hypothesis being made.

The foregoing discussions underlie that while studying learners' second language performance the following should be given emphasis:

- 1) Grammaticality
- 2) Acceptability
- 3) Appropriateness
- 4) Register
- 5) Stylistic features

## 6) Meaning and coherence

Categories (text typical) for the analysis of errors in (coherence) in discourse should be based on:

1. Logical progression of discourse
2. Text-structuring
3. Treatment of supporting details
4. Sustained focus
5. unrelated paragraphs
6. Repetition
7. Contradiction

### A HISTORICAL PERSPECTIVE OF LEARNERS' ERRORS

Errors have always remained a problem for the language teachers. They have been considered as serious defects in the teaching-learning process. Second language learning as a whole has been viewed as a process of learning of the structures of a language and errors as deplorable deviations from the rules of grammar of that language. Palmer believed that 'all errors other than those made by native speakers are abnormalities and result of faulty method'. In his book, Principles of Language Study (1964 rpt), he defined language as a 'habit forming process' and held that language could be learnt by repetitive drills. It was assumed that if learning was perfect and efficient, errors would not occur.

The supporters of structural linguistics and behaviouristic psychology viewed language as a set of structures which could be learnt in an additive and linear fashion. In the words of Halliday, the 'proclaimed characteristic feature of Bloomfieldian and neo-Bloomfieldian American structuralism was its careful concern to restrict itself to the study of form, and the classification of forms of language, without reference to the study of

meaning.' The emphasis was shifted from 'mastery of language use to mastery of language structure'. The structuralists raised a battle with learners' errors in learning a second/foreign language. They rewarded structural correctness and chastised 'structural inaccuracy'. Success or failure in language learning, as interpreted from the performance of the students in examination and from the judgement of the teachers generally came to be assessed in terms of ability to manipulate the structures of the language.

Many of the supporters of audio-lingualism considered second language errors from a puritanical perspective. Nelson Brooke viewed errors to have a relationship to learning resembling that of sin to virtue: 'Like sin, error is to be avoided and its influence overcome, but its presence is to be expected.' Brooke suggested an instructional procedure to help language students produce error free utterances. According to him: The principal method of avoiding error in language learning is to observe and practise the right model a sufficient number of times; the principal way of overcoming it is to shorten the time lapse between the incorrect response and the presentation once more of the correct model. If students continued to produce errors using this stimulus response method, inadequate teaching techniques or unsequenced instructional materials were to blame. Wilga Rivers held that the learners' errors 'are not cute but dangerous'. because 'they represent decremental, not incremental learning.' She felt that foreign language habits could be formed most effectively by giving the right response and not by making mistakes. Since the late sixties, studies in transformational generative grammar, first language acquisition and cognitive psychology contributed to a trend away from audio-lingualism and toward making language teaching more humanistic and less mechanistic. As a result, more tolerant attitude towards learners' errors emerged. It was found from various studies that the learning of L<sub>2</sub> had similarities with the acquisition of L<sub>1</sub>. The two processes, in spite of the differences in their

customary labels, were largely similar and the learner – child or adult – contributed to these processes substantially and actively. Thus, the importance of the learner in the process of learning a second language came to be considered as paramount. However, this would not have been possible without Chomsky's theoretical contributions in the field of linguistics.

### CHOMSKY'S IMPACT ON THE PROCESS OF L<sub>2</sub> LEARNING

Chomsky published his Syntactic Structures in the year 1957 which heralded the arrival of transformational generative grammar (TG). His transformational theory of grammar and the theory of 'competence' and 'performance' demonstrated that Bloomfieldian structural grammar was inadequate for explaining the whole extent of human languages. Chomsky defined 'competence' as the knowledge of the speaker-hearer or his language and 'performance' as the actual use of language in concrete situations. To him, the important characteristic of human language is its 'creativity' or 'open-endedness'. Human beings use language, and creatively produce a large number of sentences which are not copies of other sentences that were spoken before and are unlikely to be spoken again in precisely the same way. As John Lyons (1970) notes:

... all native speakers of a language have to produce and understand an indefinitely large number of sentences that they have never heard before, and which may indeed never have been uttered before by anyone. The native speaker's 'creative' command of his language, it should be noted, is in normal circumstances unconscious and unreflecting. He is generally unaware of applying any grammatical rules or systematic principles of formation when he constructs either new sentences or sentences he

has previously encountered. And yet the sentences that he utters will generally be accepted by other native speakers of the language as correct and will be understood by them.

Further, Chomsky believed that though human languages are also isolated in time and space, share universal properties. Human beings are born with an innate capacity to learn language and children seem to acquire it without special training from their parents. In this sense, language exists and what happens is only the external manifestation of the innate capacity. Chomsky further stated that the grammar of a language must explain the cognitive process and be a model of the natural processes that go on in the mind of the speaker or hearer.

To account for all these, the transformational generative grammar attempts to explain certain abstract processes by which human beings relate a bundle of concepts by means of sentences (spoken or written). The individual language user, who is in the act of speaking or hearing, instantly compares and manipulates complex hypotheses and forms. It, further, explains that if language is a formal way of relating abstract concepts through abstract rules to abstract sentences, then, language learning is conceptual learning. Thus, cognitive responses of the learners are very important.

Chomsky's psycholinguistic theory of language acquisition, in the context of first language helped researchers to reorient the conceptual frame of second language learning. There was a shift from learning environment to the learner himself, from the information the learner was exposed to – teacher, teaching method, textbook – to what he did with that information. This resulted in equipping the second language learner with an active language-learning device.

Thus, it has been possible to understand the second language learning process not only with reference to the grammars of  $L_1$  and  $L_2$  but also with reference to the

provisional grammar that each learner develops and refines in the very process of learning. It has become clear that the grammar of learner's language is only partially similar to the grammars of L<sub>1</sub> and L<sub>2</sub> and is accessible through the study of the learner's performance including an analysis of his errors.

#### LATER DEVELOPMENTS IN APPROACHES TO ERROR

An important consequence of the increasing focus on the learner has encouraged consideration of the learner's output at different stages of learning. Thus, a more tolerant attitude towards errors has emerged in recent years. The pedagogical focus has shifted from preventing errors to learning from errors – a fact that is reflected in the observation of George: 'It is noteworthy that at the beginning of the sixties the word 'error' was associated with correction, at the end with learning' Researchers in various parts of the world have now become fully aware of the significance of learner's errors that the making of errors is an evidence of the learning process itself. Recent studies in second language learning suggest that learners produce oral or written utterances based on the rules of a language system, which they have internalized. If a learner understands and uses the rules correctly, he will produce utterances that are meaningful, grammatical and appropriate. If his understanding of the rules is incorrect, he will produce errors of varying types. Such errors, according to Olson, are natural and 'constitute a way of learning'. In this context, Dulay and Burt observe that errors are not only inevitable but also necessary; they are an integral part of learning a second/foreign language. So they have maintained: 'you cannot learn without goofing'. Carrol is of the opinion that willingness to use a foreign language ... and to make errors ... is one characteristic of a successful language learner. Gunterman shares Carrol's views and feels that errors are normal to language learning. According to him, 'Errors, then, may be natural ... even necessary ... to language acquisition'. To Hendrickson, 'it is virtually impossible to avoid errors when learning any new skill, particularly, when learning a

foreign language.

Errors, as Pit Corder looks at them, are integral to language learning and manifest the learners' transitional competence' by providing 'evidence of the system of language that he is using at a particular point in the course. He holds the view that the learner of a language is progressively changing his language performance to bring it more into line with that of the native speaker. The learner's language could be regarded as a 'peculiar dialect of the target language, differing in many crucial aspects from it and often having some characteristics of his mother tongue. This intermediate stage in second language learning has been called 'transitional dialect', 'idiosyncratic dialect', 'approximative system', 'Interlanguage', 'language learner's system' and 'learner's language', by different experts. Selinker's understanding of 'interlanguage' is an intermediate stage in the learner's language in between L<sub>1</sub> and L<sub>2</sub>. The concept 'approximative system' stresses the changing, the dynamic characteristic of the learner's language. Nemser views the interim grammar constructed by the learner as 'the deviant linguistic system actually employed by the learner attempting to utilize the target language.' Thus, errors are an integral part of the process of language learning and they indicate that language learning is taking place.

#### COMMUNICATIVE COMPETENCE AND THE VALUE OF ERRORS IN SECOND LANGUAGE LEARNING

Traditionally, second language learning was teacher and teaching material oriented. The focus was generally on exposing the learners to classical texts: having them to translate these texts into native language and to memorize the rules of grammar paradigms. A change in the area of second language teaching took place with the advent of behaviourism in psychology and structuralism in linguistics. Behaviourists like Skinner suggested that language could be learnt in a linear and additive fashion through reward and punishment. Though the emphasis was on the learner's behaviour, he was,

however, not considered to be an active participant in the process of learning. The structuralists claimed that by rigorous practice of the structures of a language, the learners would be able to reveal the important relationship of form with function. All these have been severely criticized by Chomsky. His emphasis on the innate principles of language learning has put the learner in the foreground as an active participant in the process of language learning. Chomsky, while reacting against language as a structure, advanced the view of language as communication. It was thus realized that the most important aspect of second language learning was to develop communicative ability than anything else. Examining the extant situation in second language learning, Widdowson observed: 'the problem is that students who have received several years of formal teaching, frequently remain deficient in the ability to actually use the language and to understand its use in normal communication, whether in the spoken or the written mode'. Languages are learnt, primarily, for the purpose of communication. Some degree of communicative capacity over some domain of possible uses of second language is expected from the learner and 'language teaching that did not achieve this would be considered a failure'. Thus, for a second language teacher, more important than error-free performance is the creation of proper atmosphere in which the students are able to communicate effectively.

The so-called tolerant attitude towards error is based on the analogy that children while learning the first language produce numerous errors and these errors are accepted as a natural and necessary part of child development. As the parents of children expect errors from their children, similarly, the foreign/second language teacher should expect many errors from the learners and accept those errors as natural to the process of learning. Corder maintains that from the perspective of the language learner, the observed deviations are no more errors than the first approximations of the child learning his mother tongue are errors; like the child struggling to acquire his language, the

second language learner is also trying out successive hypotheses which are necessary part of the learning process. When teachers tolerate some errors of the students, the latter in turn feels more confident about using the target language. In fact, people make mistakes when learning any new skill but they learn from their mistakes if they are provided with periodic supportive feedback. However, it is often observed that 'motivation to achieve communication may exceed motivation to produce grammatically correct sentences'. Given that the learners have fewer rules, they tend to over use these rules with the intention to communicate and commit errors of overgeneralization. In fact, in such cases, the learners are primarily interested in communication and can achieve efficient communication without the need for mastering more than the elementary rules of grammar and usage.

A student's attitude towards learning, Carrol maintain, involves a kind of self-control and confidence where by the learner can attempt self-expression without feeling self –conscious or threatened by making errors and being corrected. This statement of Carrol, implies the need on the part of the language teachers to create a healthy learning environment in which the students recognize that making of errors is natural, indeed, a necessary phenomenon in language learning. Embarrassment caused by one's errors often hinder the process of learning. Thus, an open attitude towards learning from errors should be cultivated. Students, who manifest low confidence in their ability to express themselves in a foreign language, need greater amount of encouragement and supportive feedback on their errors than their more confident peers.

However, the emphasis on communicative ability and the realization that it may be achieved by less than flawless surface form has caused strong reaction in some quarters against the obsessive concern with error avoidance. Some others have maintained that errors cannot be tolerated in formal situations and in formal language testing. Voldman argues: 'granted that in a natural setting communicative competence

may be achieved despite of deviation from surface structure well-formedness, does it imply that it should also be tolerated in formal language acquisition?'. The answer is obviously 'no'. Even if an error does not affect intelligibility, as Sternglass would say, it has stigmatizing effect on the listener or reader. With utterances such as 'How you feel today?' , 'I want that you feel well soon' , or 'What means this in English?' – the meaning is perfectly clear. But their production signals imperfect English. It has been pointed out that such errors can make the listener or reader tired or irritated or draw away his/her attention.

Burt and Kiparsky have classified student's second language errors into two distinct categories: those errors that cause a listener or reader to misunderstand a message or to consider a sentence incomprehensible are called 'global' errors and those errors that do not significantly hinder communication of a sentence's message are called 'local' errors. 'Global' errors affect the overall sentence organization (for example: wrong order, missing items, misplaced connectors, misuse of prepositions and seriously misspelled lexical items etc.) whereas 'local' errors affect only single elements in a sentence (e.g., lack of subject-verb agreement, omission of preposition etc.). It is practically impossible to ignore 'global' errors as they block communication and the very purpose is not served for which language is used. So they merit a high priority for remediation than 'local errors' Burt claims that the correction of one 'global' error in a sentence clarifies the intended message more than the correction of several 'local' errors in the same sentence. Furthermore, Burt states that limiting errors to communicative errors allows students to increase their motivation and self-confidence toward learning the target language. Only when the learners' productions in foreign language begin to become relatively free of communicative errors, they begin to concentrate on remediating 'local' errors, if the learners are to approach near-native fluency.

### A BRIEF REVIEW OF THE WORK DONE

In 'What is an error' in English Teaching Forum, Vol 33 no. 3 July 95 Nsalkala Lengo says that many language teachers complain about their students' inability to use the linguistic forms that they are taught. This situation is due to the teachers' false impression that output should be an authentic representation of input. This ignores the functions of intake knowledge of language that the students internalize. Intake may be independent of the teacher's syllabus being subject to an internal system analogous to Chomsky's acquisition device (LAD).

Olsson in her thesis INTELLIGIBILITY (1972) also stresses on the communicative function of language. As there is a noticeable relationship between different kinds of deviances and degrees of intelligibility, a tentative ranking of the deviances from the least serious to the most serious, have been seen from a communicative point of view, as give below:

- i) One syntactic deviance (in a sentence)
  - 'he were bitten by the angry dog'
- ii) Two syntactic deviances (in a sentence)
  - 'He been catch by the policeman.
- iii) One word in the sentence lexically incorrect
  - 'he was bitten by the angry dog'.
- iv) A semantically deviant sentence –
  - 'The man is meeting his sweet heart'. When the expected answer is "The man was met by his sweet heart'.
- iv) A semantically and syntactically deviant sentence – 'The money hides under the bed' instead of 'The money was hidden under the bed'.

In his PhD dissertation titled A Contrastive Study of Gender in English and Arabic: Pedagogical and Sociolinguistic Implications, Ayatollah Labadi finds that

- a) The gender errors made by American students learning Arabic are related to differences between the gender systems of English and Arabic.
- b) Most observed gender errors are in the area of syntactical agreement between noun and adjective, subject and verb, noun and pronoun. Thus the speakers of English who learn Arabic face more difficulties in learning gender than the speakers of Arabic who learn English.
- c) The latter's most noticeable difficulty seems to be the use of the pronoun 'it'. The study recommends that the textbooks and bilingual dictionaries take into consideration the most significant differences and potential difficulties in grading the teaching material and presenting gender in the target language to the learner. In addition to the pedagogical dimension, sociolinguistic realities and cultural sensitivities should be made part of the syllabus and the instructor's concerns.

In his dissertation titled 'A Comparison of Three Learning Approaches for Japanese Students to Avoid Errors in Responding to English Negative', Fumiko Tamura's findings tend to substantiate the investigator's assertion that the errors caused by first language transfer could be reduced through

- 1) theoretical explanatory instruction emphasizing the native and target language differences, socio-cultural comparisons of the two nations, and psychological affect of the learner,
- 2) practical language laboratory training.

In her thesis titled 'A Multivariate Comparison of Error Features Between Normal

and Disabled Spellers Across Four Achievement Levels' Mary Jo Worthy compared the errors of spelling of disabled and normal children using a spelling error feature analysis based on developmental research. A cross-section of normal and disabled children on instructional levels were studied. The frequency and pattern of error types at all levels corresponded with previously documented stages of normal spelling development. These results provide support for the position that frequency and pattern of spelling errors are basically the same for normal and disabled spellers. However, what needs to be mentioned here is that the disabled spellers retained characteristics of lower stages of spelling longer than the normal spellers even when they had passed into more advanced stages of word knowledge. These results suggest that it is the timing of instruction, which should be modified when working with disabled spellers. It is suggested that the use of this type of error analysis procedure will enable professionals working with disabled and normal spellers to assess their students' word knowledge and to provide individualized instruction, which is appropriately timed.

The foregone discussions in the present chapter provide us some insight into the nature and categories of errors committed by the second language learners. In Chapter IV an attempt has been made to discuss the methodologies and approaches adopted for eliciting data on attitude & motivation of the +2 level students and teachers of Garo Hills and also samples of errors from the students.

**Chapter IV**  
***Methodologies and Approaches***

## CHAPTER IV

### METHODOLOGIES AND APPROACHES

Based on the assumptions as discussed in the foregone chapter it was decided to collect data on students' errors. As a part of this the students were asked to write a guided essay, for which a common topic was chosen. In order to discourage answers from memory, such points were supplied which are normally not found in the Essay Books sold in the markets. The students were asked to follow the points as far as practicable. They were asked to write the essay within one hundred and fifty to two hundred words and the time given was one hour.

The topic for the essay was MY LAST DAY IN SCHOOL and the points for this essay were 'How long have you studied there – teachers – reasons for leaving the school – the last day – date – cultural function – speeches by teachers and students – tea/light refreshment – parting'.

The respondents were asked to write the essay in a controlled situation. They were made to sit in the classrooms where the investigator was present. They were given ample time to write the essay. They were told that by being frank their academic activities would not be jeopardised. So they could be frank. They were also told that their reactions would be kept confidential. They were guided whenever the situation arose. The atmosphere was made as lively and cordial as possible. Though the situation apparently was controlled, it was not so actually in the strictest sense of the term, so there was an informal atmosphere prevailing through out the session.

These essays were later examined and the average of the errors placed statistically in tables with the help of T-tests and Chi-Square tests, according to sex, college, background (urban/rural) and mother tongue. The figures were rounded off to two decimal places.

### QUESTIONNAIRE FOR STUDENTS

Data was also collected on attitude, motivation and learning environment of the +2 students by means of questionnaires served to the students as well as to school and college teachers of Garo Hills.

In order to study the motivation, attitude and language environment of the students of the +2 level of Garo Hills, learning English as a second language, a structured Questionnaire was prepared on a five-point scale and given to the +2 students of Garo Hills. The Questionnaire concentrated on questions attempting to find out if – (1) the students were interested in studying English; (2) they read books written in English other than text-books; (3) they read newspapers/magazines in English; (4) they watched English movies; (5) they liked the way English was taught in their schools and colleges; (6) they would still be studying English if it were not compulsory; (7) they thought English should be retained or omitted from school or college curricula; (8) they suggested increasing or decreasing of the amount of teaching of English; (9) why they studied English; (10) they liked the prescribed text-books or items in language; (11) they got chances/opportunities to read story books/magazines/newspapers in English; (12) they understood English movies; (13) they understood English spoken by the teachers of English at the college; (14) they understood English spoken by their friends; (15) they thought there were far too many students in the English class; (16) they thought all the

teachers of English of their college knew English well; (17) the prescribed text-books were available; (18) they thought the examination system was a hindrance/obstacle towards the learning of English; (19) they spoke English with their friends and members of the family; (20) they took any interest in being able to engage in everyday conversation in English, listening to news broadcast, enjoying English films, reading English literature, reading magazines/newspapers, etc. in English, writing letters for various purposes, writing stories and articles in English. Some questions were repeated in order to cross-check keeping in mind that the respondents would tick at random without reading the questions sincerely.

#### DIFFERENT ASPECTS OF THE QUESTIONNAIRE

Questions 1, 5, 6, 8, 12, 13 & 18 were on motivation; question numbers 2, 3 and 4 were on attitude; question numbers 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 19, 20, 21, & 22 were on learning situations, learning problems, learning environment and motivation; question number 23 (a, b, c, d, e, f & g) was on the interest of the learners to use various skills.

#### ATMOSPHERE IN CLASSROOMS

The respondents were asked to answer the questions in a controlled situation. They were made to sit in the classrooms where the investigator was present. They were given ample time to respond to the questions. They were told that by answering these questions frankly, their academic activities would not be jeopardised, so that they could be frank. They were also told that their responses would be kept confidential and would not later victimise them. They were told to ask questions if they did not understand certain questions and were guided whenever the situation arose. The atmosphere was made as lively and cordial as possible. Though the situation apparently was controlled, it

was not so actually in the strictest sense of the term, so there was an informal atmosphere prevailing through out the session.

Percentage of these responses were found out and later placed statistically in tables according to sex, college, background (urban/rural) and mother tongue. The responses were rounded off to the next integer.

### QUESTIONNAIRES FOR TEACHERS

Another set of Questionnaires was prepared for the school and college teachers of Garo Hills. Questionnaires were sent to all the school and college teachers of Garo Hills. 50% of the teachers responded. The responses of the teachers have been later placed statistically and analyzed. A comparative study of the responses of the Rural School Teachers; Urban School Teachers and School Teachers; College Teachers was made.

These Questionnaires were prepared to find out the qualification of the teachers who had taught the students (under examination) in schools and the teachers who were teaching these students at + 2 stage; their experience; knowledge of the subject; knowledge of teaching methods; knowledge of objectives of teaching English; their attitude and motivation towards the teaching of English; what according to them were the attitude and motivation of the students towards the learning of English; the environment for learning English for both teachers and students; opinion regarding the text-books; syllabus; methods of teaching, number of students in the classrooms, interest taken by the teachers and students in using English in different fields/activities etc. Some questions were repeated in order to cross-check the sincerity of the respondents.

Question number 1 had two objectives: one was to find out how much the teachers knew about the objectives of teaching of English and the other was to tacitly find out from the written text of the teachers the standard of English of the English

teachers themselves. Q. no.2 aimed at finding out if the teachers thought that the teaching of grammar was necessary. Q. no. 3 was to find out whether the teacher liked teaching English. Q. no. 4 was to find out if the teacher would like to change the present syllabus if he had the opportunity. Q no. 5 was to find out if the teachers could achieve the objectives of teaching English through the prescribed text-books. Q. no. 6 wanted to find if the teachers felt that they needed to be trained or trained further for teaching English. Q. no. 7 wanted to find out how, according the teachers, proficient were their students in English. Q. no. 8 aimed at finding out what, according to the teacher himself, the standard of his/her own English. Q. no. 9 aimed at finding out how often the teachers spoke to their students in English. Q. no. 10 wanted to find out how often the teachers read English books/newspapers/journals. Q. no 11 wanted to find out how extensively, according to them, their colleagues read. Q. no. 12 wanted to find out how often English Teachers' meeting were held to discuss the problems of students. Q. no. 13 wanted to find out whether according the teachers English should be taught to all school and college students or only to those who wished to learn English or omitted from the school and college curricula. Q. no. 14 wanted to find out whether according to the teachers the time allotted to English should be increased or decreased. Q. no. 15 wanted to find out whether the teachers watched English movies. Q. no. 16 wanted to find out whether the English teachers understood English movies. Q. no. 17 wanted to find out the methods followed by the teachers. Q. no. 18 wanted to find out if the teachers liked the prescribed text-books of English. Q. no. 19 wanted to find out whether the teachers thought their classrooms far too crowded or not. Q. no. 20 wanted to find out whether the teachers thought that their students would still be learning English even if it was not compulsory. Q. no. 21 wanted to find out whether, according to the teachers, the students spoke in English with their friends. Q. no. 22 wanted to find out whether, according to the teachers, the students spoke in English with their parents/relatives.

#### DIFFERENT ASPECTS OF THE QUESTIONNAIRE

Questions nos. 2 & 17, were set on methods; question nos. 3 & 18, were on motivation of teachers; question no 20, 21 & 22, were on the motivation of the students; question no 4 was on Syllabus, question no. 5 were on tools, question nos. 9, 11, 16; 19, 21 & 22, were on Learning Situation/Environment of the students; question no. 7 were on rating of students; question no. 8 was on self evaluation of teachers; question no. 10 is on the self learning of the teacher respondent; question no. 12 was on ELT meetings; question nos. 6, 13 & 14, were on attitude of teachers; question no 15 was on interest taken by the teachers to get acquainted with English in different fields and question no. 16 was on the standard of teachers.

Once, the data was collected, the percentages of the responses were worked out and later placed statistically with the help of T-tests and Chi-Square tests, in tables, according to school/college and background (urban/rural). The responses were rounded off to the next integer to two decimal places.

The following chapter shows the analysis of the responses of the students and teachers.

**Chapter V**  
*Analysis of the Questionnaires*

CHAPTER VANALYSIS OF THE QUESTIONNAIRES

In this chapter responses given by both teachers have been presented and analysed in order to find out the motivation of the teachers towards teaching of English and their attitude towards English. A comparative study of the responses of the teachers of urban and rural areas has been made as well as a comparative study of the college and school teachers have been made.

The responses of the students have also been presented and analysed. The intention was also to find out the motivation of the +2 students of Garo Hills towards learning of English as a Second Language, their attitude towards English and their language environment under which they learn English as a Second Language. A comparative study of the responses of the students on the basis of geographical background, mother tongue, sex and college has been made. Comparative study on the basis of age could not be made as all the students were roughly of the same age group, that is between 16yrs and 18 yrs.

## NO. OF STUDENTS WHO ANSWERED THE QUESTIONS

COMMUNITY	SEX	URBAN	RURAL	TOTAL
GARO	BOYS	99	23	122
	GIRLS	46	9	55
	TOTAL	145	32	177
BENGALI	BOYS	11	8	19
	GIRLS	14	7	21
	TOTAL	25	15	40
OTHERS	BOYS	27	10	37
	GIRLS	5	2	7
	TOTAL	32	12	44
<b><u>GRAND TOTAL</u></b>		202	59	261

Two hundred sixty-one students answered the questionnaires. Out of 261

students, 202 students were from urban colleges and 59 students were from rural colleges. Out of 202 students from urban areas, 145 were from Garo community, 25 were from Bengali community and 32 were from other communities. Out of 145 Garo students, 99 were boys and 46 were girls. Out of 25 Bengali students, 11 were boys and 14 were girls. Out of 32 students from other communities, 27 were boys and 5 were girls. Out of 59 students from rural colleges, 32 were from Garo community, 15 were from Bengali community and 12 were from other communities. Out of 32 students from Garo community, 23 were boys and 9 were girls. Out of 15 students from Bengali community, 8 were boys and 7 were girls. Out of 12 students from other communities, 10 were boys and 2 were girls. Out of 261 students, 177 were from Garo community, 40 were from Bengali community and 44 were from other communities. Out of 177 Garo students, 122 were boys and 55 were girls. Out of 40 Bengali students, 19 were boys and 21 were girls. Out of 44 students from other communities, 37 were boys and 7 were girls.

## PRESENTATION OF RESPONSES OF STUDENTS OF URBAN COLLEGES

### QUESTION NO. 1

#### Tura Govt. College

91% of the Garo girls, 86% of the Garo Boys, 79% Bengali girls, 63% of the Bengali boys, 80% of the girls of other communities, 85% of the boys of other communities of Tura Govt. College find studying English very interesting, while 14% of the Bengali girls, 13% of the Bengali boys and 20% of the girls of other communities find studying English no more interesting than other subjects. 7% of the Garo girls and 6% of the Garo boys do not find studying English interesting at all.

#### Don Bosco College

86% of the Garo boys, 10% of the Bengali boys and 86% of students other communities of Don Bosco College find studying English very interesting. 14% of

boys of other communities find studying English less interesting than other subjects.

#### Urban Colleges

88% of the Garo girls 86% of the Garo boys, 79% of the Bengali girls, 73% of the Bengali boys, 80% of the girls and 85% of the boys of other communities believe that English should be taught to all high School and college students, whereas 14% of the Bengali girls and 20% of girls of other communities believe that English should be taught to those students who wish to study it. 7% of the Bengali girls and 7% of the boys of other communities believe that English should be omitted from the school and college curricula. 18% of the Bengali boys are however not sure.

#### QUESTION NO. 2

##### Tura Govt. College

80 % of the Garo girls, 71% of the Garo boys, 64% of the Bengali girls, 75% of the Bengali boys, 60% of the girls of other communities and 45% of the boys of other communities of Tura Govt. College believe that English should be taught to all high School & college students while 17% of the Garo girls, 21% of the Garo boys, 29% of the Bengali girls, 13% of the Bengali boys, 20% of the girls of other communities, 30% of the boys of other communities believe that English should be taught to those students who wish to study it. 7% of the Bengali girls feel that English should be omitted from the school and college curricula. 6% of the Garo boys, 13% of the Bengali boys and 15% of the boys of other communities were not sure.

##### Don Bosco College

77% of the Garo boys; 33% of the Bengali boys and 43% of the boys of other communities of Don Bosco College believe that English should be taught to all High School and College students, while 18% of the Garo boys' 67% of the Bengali boys and 57% of the boys of other communities feel that English should be taught those students who wish to study it.

#### Urban Colleges

76% of the Garo girls, 73% of the Garo boys, 43% of the Bengali girls, 73% of the Bengali boys, 40% of the girls and 41% of boys of other communities suggest that college authorities should increase the amount of teaching English for all students whereas 15% of the Garo girls, 19% of the Garo boys, 29% of the Bengali girls, 18% of the Bengali boys, 40% of the girls and 37% of boys of other communities suggest that college authorities should increase the amount of teaching English as required by each student. 14% of the Bengali girls and 20% of the girls of other communities suggest that college authorities should keep the amount of teaching English as it is. 7% of boys of other communities suggest that college authorities should decrease the amount of teaching for all students while 14% of the Bengali girls and 15% of the boys of other communities are not sure.

### QUESTION NO. 3

#### Tura Govt. College

76% of the Garo boys, 65% of the Garo girls, 43% of the Bengali girls, 63% of the Bengali boys, 40% of the girls of other communities and 45% of the boys of other communities of Tura Govt. College suggest that college authorities should increase the amount of teaching English for all students, whereas 15% of the Garo girls, 23% of the Garo boys, 29% of the Bengali girls, 25% of the Bengali boys, 40% of the girls of other communities and 30% of the boys of other communities college authorities should increase the amount of teaching English as required by each student. 14% of the Bengali girls and 20% of the girls of other communities suggest that college authorities should keep the amount of teaching for all students. 10% of the boys of other communities suggest that college authorities should decrease the amount of teaching for all students. 8% of the Garo boys, 14% of the Bengali girls, 13% of the Bengali boys and 15% of the boys of other communities are not sure.

#### Don Bosco College

82% of the Garo boys, 100% of the Bengali boys and 29% of the boys of other communities suggest that college authorities should increase the amount of

teaching English for all students, whereas 14% of the Garo boys and 57% of the boys of other communities suggest that college authorities should increase the amount of teaching English as required by each student. 14% of the boys of other communities are not sure.

#### Urban Colleges

76% of the Garo girls, 73% of the Garo boys, 43% of the Bengali girls, 73% of the Bengali boys, 40% of the girls and 41% of the boys of other communities suggest that college authorities should increase the amount of teaching English for all students whereas 15% of the Garo girls, 19% of the Garo boys, 29% of Bengali girls, 18% of the Bengali boys, 40% of the girls and 37% of the boys of other communities suggest that college authorities should increase the amount of teaching English as required by each student. 14% of Bengali girls and 20% of girls of other communities suggest that college authorities should keep the amount of teaching English as it is. 7% of the boys of other communities suggest that college authorities should decrease the amount of teaching English for all students while 14% of the Bengali girls and 15% of the boys of other communities are not sure.

#### QUESTION NO. 4

##### Tura Govt. College

50% of the Garo girls, 23% of the Garo boys, 57% of the Bengali girls, 63% of the Bengali boys, 60% of the girls and 50% of the boys of other communities study English because they like English and want to learn it. 43% of the Garo girls, 64% of Garo boys, 36% of Bengali girls, 13% of the Bengali boys, 40% of the girls and 45% of the boys of other communities study English because it is important whereas 7% of the Bengali girls and 25% of the Bengali boys are not sure.

##### Don Bosco College

14% of the Garo boys study English because it is there in the course, 33% of the Bengali boys study English because their parents want them to study English, 50% of the Garo boys, 33% of the Bengali boys and 57% of the boys of other

communities study English because they like English and want to learn it. 36% of the Garo boys and 29% of the boys of other communities study English because it is important while 33% of the Bengali boys and 14% of the boys of other communities are not sure.

#### Urban Colleges

7% of the Garo boys study English because it is there in the course, 9% of the Bengali boys study English because their parents want them to study English, 50% of the Garo girls, 29% of the Garo boys, 57% of the Bengali girls, 55% of the Bengali boys, 60% of the girls and 52% of the boys of other communities study English because they like English and want to learn it. 43% of the Garo girls, 58% of the Garo boys, 36% of the Bengali girls, 9% of the Bengali boys, 40% of the girls and 41% of the boys of other communities study English because it is important. 7% of the Bengali girls, 27% of the Bengali boys and 7% of the boys of other communities are not sure.

#### QUESTION NO. 5

##### Tura Govt. College

39% of the Garo girls, 52% of the Garo boys, 21% of the Bengali girls, 45% of the boys of other communities read books written in English always. 59% of the Garo girls, 38% of the Garo boys, 79% of the Bengali girls, 63% of the Bengali boys, 100% of the girls and 50% of the boys of other communities read books written in English regularly. 8% of the Garo boys and 13% of the Bengali boys read books written in English sometimes however, 25% of the Bengali boys are not sure.

##### Don Bosco College

36% of the Garo boys, 33% of the Bengali boys read books written in English always. 55% of the Garo boys, 67% of the Bengali boys and 86% of the boys of other communities read books written in English regularly. 14% of the boys of other communities read books written in English sometimes however, 9% of the Garo boys are not sure.

### Urban Colleges

39% of the Garo girls, 48% of the Garo boys, 21% of the Bengali girls, 9% of the Bengali boys and 33% of the boys of other communities read books written in English always. 59% of the Garo girls 41% of the Garo boys, 79% of the Bengali girls, 64% of the Bengali boys, 100% of the girls and 59% of the boys of other communities read books written in English regularly. 6% of the Garo boys, 9% of the Bengali boys and 7% of the boys of other communities read books written in English sometimes. 18% of the Bengali boys never read books written in English.

### QUESTION NO 6

#### Tura Govt. College

33% of the Garo girls, 40% of the Garo boys, 36% of the Bengali girls, 25% of the Bengali boys 60% of the girls and 40% of the boys of other communities read newspapers/magazines written in English always. 61% of the Garo girls, 55% of Garo boys, 57% of the Bengali girls, 50% of the Bengali boys, 40% of the girls and 50% of the boys of other communities read newspapers/magazines written in English regularly, whereas 25% of the Bengali boys never read newspapers/magazines written in English.

#### Don Bosco College

23% of the Garo boys, 45% of the Bengali boys and 43% of the boys of other communities read newspapers/magazines written in English always. 68% of the Garo boys, 55% of the Bengali boys and 57% of the boys of other communities read newspapers/magazines written in English regularly.

#### Urban Colleges

33% of the Garo girls, 36% of the Garo boys, 36% of the Bengali girls, 36% of the Bengali boys, 60% of the girls and 41% of the boys of other communities read newspapers/magazines written in English always. 61% of the Garo girls, 58% of the Garo boys, 57% of the Bengali girls, 45% of the Bengali boys, 40% of the girls and 52% of the boys of other communities read newspapers/magazines written in English

regularly. 18% of the Bengali boys never read newspapers/magazines written in English.

#### QUESTION NO. 7

##### Tura Govt. College

46% of the Garo girls, 13% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys, 60% of the girls and 25% of the boys get chances/opportunities to read story books/magazines written in English always. 48% of the Garo girls, 68% of the Garo boys, 29% of the Bengali girls, 25% of the Bengali boys, 20% of the girls and 55% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers written in English regularly. 14% of the of the Garo boys, 7% of the Bengali girls and 13% of the Bengali boys get chances/opportunities to read story books/magazines/newspapers in English sometimes. 7% of the Bengali girls and 10% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers written in English very rarely. 14% of the Bengali girls, 25% of the Bengali boys and 20% of the girls of other communities never get chances/opportunities to read story books/magazines/newspapers written in English.

##### Don Bosco College

41% of the Garo boys and 14% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers written in English always. 45% of the Garo boys, 100% of the Bengali boys, 86% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers written in English regularly. 9% of the Garo boys get chances/opportunities to read story books/magazines/newspapers written in English sometimes.

##### Urban Colleges

46% of the Garo girls, 19% of the Garo boys, 43% of the Bengali girls, 27% of the Bengali boys, 60% of the girls and 22% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers written in English always. 48% of the Garo girls, 63% of the Garo girls, 29% of the Bengali girls, 45% of

the Bengali boys 20% of the girls and 63% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers written in English regularly.

### QUESTION NO. 8

#### Tura Govt. College

26% of the Garo girls, 13% of the Garo boys, 29% of the Bengali girls, 13% of the Bengali boys, 20% of the girls and 10% of the boys of other communities watch English movies always. 70% of the Garo girls, 65% of the Garo boys, 57% of the Bengali girls, 50% of the Bengali boys, 60% of the girls and 65% of the boys of other communities watch English movies regularly. 17% of the Garo boys, 14% of the Bengali girls, 13% of the Bengali boys, 20% of the girls and 15% of the boys of other communities watch English movies sometimes. 10% of the boys of other communities watch English movies very rarely and 25% of the Bengali boys never watch English movies.

#### Don Bosco College

18% of the Garo boys, 33% of the Bengali boys and 14% of the boys of other communities watch English movies always. 68% of the Garo Boys, 67% of the Bengali boys and 86% of the boys of other communities watch English movies regularly. 9% of the Garo boys watch English movies very rarely.

#### Urban Colleges

26% of the Garo girls, 14% of the Garo boys, 29% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 11% of the boys of other communities watch English movies always. 70% of the Garo girls, 66% of the Garo boys, 57% of the Bengali girls, 55% of the Bengali boys, 60% of the girls and 79% of the boys of other communities watch English movies regularly. 14% of the Garo boys, 14% of the Bengali girls, 9% of the Bengali boys 20% of the girls and 11% of the boys of other communities watch English movies sometimes. 7% of the boys of other communities watch English movies very rarely. 18% of the Bengali boys never watch English

movies.

#### QUESTION NO. 9

##### Tura Govt. College

13% of the Garo girls, 16% of the Garo boys and 10% of the boys of other communities understand English movies to a great extent. 65% of the Garo girls, 47% of the Garo boys, 79% of the Bengali girls, 25% of the Bengali boys 80% of the girls and 70% of the boys of other communities understand English movies to some extent. 17% of the Garo girls, 32% of the Garo boys, 7% of the Bengali girls, 38% of the Bengali boys, 20% of the girls and 15% of the boys of other communities understand English movies very little. 13% of the Bengali boys do not understand English movies at all. 14% of the Bengali girls and 20% of Bengali girls are not sure

##### Don Bosco College

73% of the Garo boys, 100% of the Bengali boys and 74% of the boys of other communities understand English movies to some extent. 18% of the Garo boys and 16% of the boys of other communities understand English movies very little. 9% of the Garo boys do not understand English movies at all.

##### Urban Colleges

13% of the Garo girls, 12% of the Garo boys and 11% of the boys of other communities understand English movies to a great extent. 65% of the Garo girls, 53% of the Garo boys, 79% of the Bengali girls, 45% of the Bengali boys, 80% of the girls and 63% of the boys of other communities understand English movies to some extent. 17% of the Garo girls, 29% of the Garo boys, 7% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 15% of the boys of other communities understand English movies very little. 9% of the Bengali boys and 7% of the boys of other communities do not understand English movies at all. 14% of the Bengali girls and 18% of the Bengali boys are not sure.

QUESTION NO. 10Tura Govt. College

30% of Garo girls, 12% of the Garo boys, 57% of the Bengali girls, 25% of the Bengali boys, 80% of the girls and 65% of the boys of other communities understand English spoken by the teachers of English of their college to a great extent. 52% of the Garo girls, 52% of Garo boys, 21% of the Bengali girls, 50% of the Bengali boys and 35% of the boys of other communities understand English spoken by the teachers of English of their college to some extent. 11% of the Garo girls, 25% of the Garo boys, 14% of the Bengali girls and 20% of the girls of other communities understand English spoken by the teachers of English of their college very little. 7% of the Bengali girls and 25% of the Bengali boys are not sure.

Don Bosco College

32% of the Garo boys 100% of the Bengali boys and 71% of the boys of other communities understand English spoken by the teachers of English of their college to a great extent. 59% of the Garo boys and 14% of the boys of other communities understand English spoken by the teachers of English of their college to some extent. 9% of the Garo boys understand English spoken by the teachers of English of their college very little. 14% of the boys of other communities do not understand English spoken by the teachers of English of their college.

Urban Colleges

30% of the Garo girls, 16% of the Garo boys, 57% of the Bengali girls, 45% of Bengali boys, 80% of the girls and 67% of the boys of other communities understand English spoken by the teachers of English of their college to a great extent. 52% of the Garo girls, 54% of the Garo boys 21% of the Bengali girls 36% of the Bengali boys and 30% of the boys of other communities understand English spoken by the teachers of English of their college to some extent. 11% of the Garo girls, 21% of the Garo boys, 14% of the Bengali girls and 20% of the girls of other communities understand English spoken by the teachers of English of their college very little. 7% of the Bengali girls and 18% of the Bengali boys are not sure.

**QUESTION NO. 11****Tura Govt. College**

41% of the Garo girls, 44% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys, 60% of the girls and 55% of the boys of other communities understand English spoken by their friends to a great extent. 50% of the Garo girls, 38% of the Garo boys, 36% of the Bengali girls, 38% of the Bengali boys, 40% of the girls and 30% of the boys of other communities understand English spoken by their friends to some extent. 12% of the Garo girls, 14% of the Bengali girls and 10% of the boys of other communities understand English spoken by their friends very little. 7% of the Bengali girls do not understand English spoken by their friends at all. 25% of the Bengali boys are not sure.

**Don Bosco College**

68% of the Garo boys, 100% of the Bengali boys and 86% of the boys of other communities understand English spoken by their friends to a great extent. 23% of the Garo boys and 14% of the boys of other communities understand English spoken by their friends to some extent. 9% of the Garo boys understand English spoken by their friends very little.

**Urban Colleges**

41% of the Garo girls, 49% of the Garo boys, 43% of the Bengali girls, 55% of the Bengali boys, 60% of the girls and 63% of boys of other communities understand English spoken by their friends to a great extent. 50% of the Garo girls, 34% of the Garo boys, 36% of the Bengali girls, 27% of the Bengali boys, 40% of the girls and 26% of the boys of other communities understand English spoken by their friends to some extent. 11% of the Garo boys, 14% of the Bengali girls and 7% of the boys of other communities understand English spoken by their friends very little. 7% of the Bengali girls do not understand English spoken by their friends at all. 18% of the Bengali boys can't say whether they find studying English interesting or not.

QUESTION NO. 12Tura Govt. College

78% of the Garo girls, 77% of the Garo boys, 50% of the Bengali girls, 50% of the Bengali boys, 60% of the girls and 60% of the boys of other communities like the way English is taught in the college very much. 15% of the Garo girls, 19% of the Garo boys, 43% of the Bengali girls, 13% of the Bengali boys, 40% of the girls and 40% of the boys of other communities like the way English is taught in the college to some extent. 38% of the Bengali boys do not like the way English is taught in the college at all.

Don Bosco College

77% of the Garo boys, 100% of the Bengali boys and 86% of the boys of other communities like the way English is taught in the college very much. 23% of the Garo boys and 14% of boys of other communities like the way English is taught in the college.

Urban Colleges

78% of the Garo girls, 77% of Garo boys, 50% of the Bengali girls, 64% of the Bengali boys, 60% of the girls and 67% of the boys of other communities like the way English is taught in the college very much. 15% of the Garo girls, 20% of the Garo boys, 43% of the Bengali girls, 9% of the Bengali boys, 40% of the girls and 33% of the boys of other communities like the way English is taught in the college to some extent. 27% of the Bengali boys do not like the way English is taught in the college at all.

QUESTION NO. 13Tura Govt. College

67% of the Garo girls, 69% of the Garo boys, 79% of the Bengali girls, 50% of the Bengali boys, 60% of the girls and 40% of the boys of other communities liked the way English was taught in school very much. 26% of the Garo girls, 23% of the Garo boys, 13% of the Bengali boys, 20% of the girls and 25% of the boys of other

communities liked the way English was taught in school to some extent. 7% of the Bengali girls, 13% of the Bengali boys and 30% of the boys of other communities liked the way English was taught in school very little. 7% of the Bengali girls, 13% of the Bengali boys and 30% of the boys of other communities liked the way English was taught in school very little. 20% of the girls of other communities did not like the way English was taught in school at all. 25% of the Bengali boys are not sure.

#### Don Bosco College

59% of the Garo boys, 67% of the Bengali boys and 43% of the boys of other communities liked the way English was taught in school very much. 27% of the Garo boys, 33% of the Bengali boys and 43% of the boys of other communities liked the way English was taught in school very little. 14% of the boys of other communities liked.

#### Urban Colleges

67% of the Garo girls, 67% of the Garo boys, 79% of the Bengali girls, 55% of the Bengali boys, 60% of the girls and 41% of the boys of other communities liked the way English was taught in school very much. 26% of the Garo girls, 24% of the Garo boys, 18% of the Bengali boys, 20% of the girls and 30% of the boys of other communities liked the way English was taught in school to some extent. 7% of the Bengali girls, 9% of the Bengali boys and 26% of the boys of other communities liked the way English was taught in school very little. 20% of the girls of other communities did not like the way English was taught in school at all. 14% of the Bengali girls and 18% of the Bengali boys are not sure.

#### QUESTION NO. 14

##### Tura Govt. College

48% of the Garo girls, 57% of the Garo boys, 14% of the Bengali girls, 13% of the Bengali boys, 60% of the girls and 50% of the boys of other communities like all the prescribed English textbooks. 52% of the Garo girls 32% of the Garo boys 71% of the Bengali girls, 63% of the Bengali boys, 40% of the girls and 45% of the boys of

other communities like some of the prescribed English text-books. 6% of the Garo boys and 7% of the Bengali girls like very few of the prescribed English text-books. 7% of the Bengali girls and 25% of the Bengali boys are not sure.

Don Bosco College

45% of the Garo boys and 33% of the Bengali boys like all the prescribed English text-books. 45% of the Garo boys, 67% of the Bengali boys and 100% of the boys of other communities like some of the prescribed English text-books.

Urban Colleges

48% of the Garo girls, 55% of the Garo boys, 14% of the Bengali girls, 18% of the Bengali boys, 60% of the girls and 37% of the boys of other communities like all the prescribed English textbooks. 52% of the Garo girls, 35% of the Garo boys, 71% of the Bengali girls, 64% of the Bengali boys, 40% of the girls and 59% of the boys of other communities like some of the prescribed English text-books. 6% of the Garo boys and 7% of the Bengali girls like very few of the prescribed English text-books. 7% of the Bengali girls and 18% of the Bengali boys are not sure.

QUESTION NO. 15

Tura Govt. College

48% of the Garo girls, 52% of the Garo boys, 21% of the Bengali girls, 38% of the Bengali boys, 60% of the girls and 25% of the boys of other communities like all the prescribed portions in language. 43% of the Garo girls, 35% of the Garo boys, 43% of the Bengali girls, 25% of the Bengali boys, 40% of the girls and 50% of the boys of other communities like some of the prescribed portions in language. 6% of the Garo girls, 14% of the Bengali girls, 13% of the Bengali boys and 17% of the boys of other communities like very few of the prescribed portions in language. 14% of the Bengali girls and 17% of the boys of other communities like none of the prescribed portions in language. 7% of the Bengali girls, 25% of the Bengali boys and 8% of the boys of other communities are not sure.

Don Bosco College

50% of the Garo boys, 67% of the Bengali boys and 57% of the boys of other communities like all the prescribed portions in language. 36% of the Garo boys, 33% of the Bengali boys and 43% of the boys of other communities like some of the prescribed portions in language. 14% of the Garo boys like very few of the prescribed portions.

#### Urban Colleges

48% of the Garo girls, 52% of the Garo boys 21% of the Bengali girls 45% of the Bengali boys, 60% of the girls and 52% of the boys of other communities like all the prescribed portions in language. 43% Garo girls, 35% of the Garo boys 43% of Bengali girls 27% of the Bengali boys, 40% of the girls and 37% of the boys of other communities like some of the prescribed portions in language. 8% of the Garo boys 14% of the Bengali girls and 9% of the Bengali boys like very few of the prescribed portions in language. 14% of the Bengali girls like none of the prescribed portions in language. 7% of the Bengali girls, 18% of the Bengali boys and 7% of the boys of other communities are not sure.

#### QUESTION NO. 16

##### Tura Govt. College

15% of the Garo girls, 36% of the Garo boys, 14% of the Bengali girls, 40% of the girls and 20% of the boys of other communities think that they can definitely learn English better at home than in the classroom. 30% of the Garo girls, 34% of the Garo boys, 14% of the Bengali girls, 25% of the Bengali boys and 65% of the boys of other communities think that they can probably learn English better at home than in the classroom. 37% of the Garo girls, 18% of the Garo boys, 29% of the Bengali girls, 13% of the Bengali boys and 20% of the girls of other communities think that they can not probably learn English better at home than in the classroom. 11% of the Garo girls, 8% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys and 20% of the girls of other communities, think that they definitely can not learn English better at home than in the classroom. 7% of the Garo girls, 14% of the

Bengali girls, 25% of the Bengali boys and 20% of the girls of other communities, are not sure.

#### Don Bosco College

23% of the Garo girls and 57% of the boys of other communities think that they can definitely learn English better at home than in the classroom. 23% of the Garo boys and 14% of the boys of other communities think that they can probably learn English better at home than in the classroom. 23% of the Garo boys, 33% of the Bengali boys and 14% of the boys of other communities think that they can not probably learn English better at home than in the classroom. 32% of the Garo girls, 67% of the Bengali boys and 14% of the boys of other communities think that they definitely can not learn English better at home than in the classroom.

#### Urban Colleges

15% of the Garo girls, 33% of the Garo girls, 14% of the Garo girls, 40% of the girls and 30% of the boys of other communities think that they can definitely learn English better at home than in the classroom. 30% of the Garo girls, 31% of the Garo boys, 14% of the Bengali girls, 18% of the Bengali boys and 52% of the boys of other communities think that they can probably learn English better at home than in the classroom. 37% of the Garo girls, 19% of the Garo boys, 29% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 7% of the boys of other communities think that they can not probably learn English better at home than in the classroom. 11% of the Garo girls, 13% of the Bengali girls, 29% of the Bengali girls, 45% of the Bengali boys, 20% of the girls and 7% of the boys of other communities think that they definitely can not learn English better at home than in the classroom. 7% of the Garo girls, 14% of the Bengali girls, 18% of the Bengali boys and 20% of the girls of other communities, are not sure.

QUESTION NO. 17Tura Govt. College

33% of the Garo girls, 39% of the Garo boys, 57% of the Bengali girls, 40% of the girls and 50% of the boys of other communities think that there are definitely far too many students in the English class. 28% of the Garo girls, 36% of the Garo boys, 7% of the Bengali girls, 25% of the Bengali boys, 20% of the girls and 30% of the boys of other communities think that probably there are far too many students in the English class. 22% of the Garo girls, 10% of the Garo boys, 7% of the Bengali girls, 13% of the Bengali boys and 20% girls of other communities think that probably there are far too many students in the English class. 11% of the Garo girls, 9% of the Garo boys, 7% of the Bengali girls, 25% of the Bengali boys, 20% of the girls and 10% of the boys of other communities think that definitely there are not far too many students in the English class. 7% of the Garo girls, 21% of the Bengali girls and 38% of the Bengali boys are not sure.

Don Bosco College

18% of the Garo boys, 33% of the Bengali boys and 71% of the boys of other communities think that there are definitely far too many students in the English class. 27% of the Garo boys think that probably there are far too many students in the English class. 36% of the Garo boys, 67% of the Bengali boys and 14% of the boys of other communities think that probably there are not far too many students in the English class. 14% think that definitely there are not far too many students in the English class. 14% of the boys of other communities are not sure.

Urban Colleges

33% of the Garo girls, 34% of the Garo boys, 57% of the Bengali girls, 9% of the Bengali boys, 40% of the girls and 56% of the boys of other communities think that there are definitely far too many students in the English class. 28% of the Garo girls, 34% of the Garo boys, 7% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 22% of the boys of other communities think that probably there are far too many students in the English class. 22% of the Garo girls, 16% of the Garo boys,

7% of the Bengali girls, 36% of the Bengali boys, 20% of the girls and 7% of the boys of other communities think that probably there are not far too many students in the English class. 11% of the Garo girls, 10% of the Garo boys, 7% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 7% of the boys of other communities think that definitely there are not far too many students in the English class. 7% of the Garo girls, 21% of the Bengali girls, 18% of the Bengali boys and 7% on are not sure.

### QUESTION NO. 18

#### Tura Govt. College

78% of the Garo girls, 55% of the Garo boys, 50% of the Bengali girls, 38% of the Bengali boys, 40% of the girls and 65% of the boys of other communities feel that all the English teachers of the college know English very well. 13% of the Garo girls, 14% of the Garo boys, 14% of the Bengali girls, 20% of the girls and 10% of the boys of other communities feel that some of the English teachers of the college know English well and some of them do not know English well. 29% of the Garo boys, 7% of the Bengali girls, 50% of the Bengali boys, 20% of the girls and 10% of the boys of other communities feel that all the English teachers of the college know English tolerably well. 29% of the Bengali girls, 13% of the Bengali boys, 20% of the girls and 10% of the boys of other communities are not sure.

#### Don Bosco College

64% of the Garo boys, 100% of the Bengali boys and 100% of the boys of other communities feel that all the English teachers of the college know English very well. 23% of the Garo boys feel that some of the English teachers of the college know English well and some of them do not know English well. 9% of the Garo boys feel that all the English teachers of the college know English tolerably well.

#### Urban Colleges

78% of the Garo girls, 57% of the Garo boys, 50% of the Bengali girls, 55% of the Garo boys, 40% of the girls and 74% of the boys of other communities feel that

all the English teachers of the college know English very well 13% of the Garo girls, 16% of the Garo boys, 14% of the Bengali girls, 20% of the girls and 7% of the boys of other communities feel that some of the English teachers of the college know English well and some of them do not know English well 24% of the Garo boys, 7% of the Bengali girls, 36% of the Bengali boys, 20% of the girls and 7% of the boys of other communities feel that all the English teachers of the college know English tolerably well. 29% of the Bengali girls, 9% of the Bengali boys, 20% of the girls and 7% of the boys of other communities are not sure

#### QUESTION NO. 19

##### Tura Govt. College

59% of the Garo girls, 61% of the Garo boys, 29% of the Bengali girls, 63% of the Bengali boys, 60% of the girls and 55% of the boys of other communities think they can definitely learn English better if they have opportunities English 33% of the Garo girls, 29% of the Garo boys, 36% of the Bengali girls, 13% of the Bengali boys, 40% of the girls and 35% of the boys of other communities think they can probably learn English better if they have opportunities English 7% of the Garo girls 6% of the Garo boys and 10% of the boys of other communities think they can not probably learn English better if they have opportunities English 21% of the Bengali girls think they can definitely not learn English better if they have opportunities English 14% of the Bengali girls and 25% of the Bengali boys are not sure

##### Don Bosco College

82% of the Garo boys, 100% of the Bengali boys and 100% of the boys of other communities think they can definitely learn English better if they have opportunities English. 9% of the Bengali boys think they can probably learn English better if they have opportunities English

##### Urban Colleges

59% of the Garo girls, 66% of the Garo boys, 29% of the Bengali girls, 73% of the Bengali boys, 60% of the girls and 67% of the boys of other communities think

they can definitely learn English better if they have opportunities English. 33% of the Garo girls, 24% of the Garo boys, 36% of the Bengali girls, 9% 40% of girls and 26% of the boys of other communities think they can probably learn English better if they have opportunities English. 7% of the Garo girls and 7% of the boys of other communities think they can not probably learn English better if they have opportunities English. 21% of the Bengali girls think they can definitely not learn English better if they have opportunities English. 14% of the Bengali girls and 18% of the Bengali boys are not sure.

#### QUESTION NO. 20

##### Tura Govt. College

41% of the Garo girls, 42% of the Garo boys, 36% of the Bengali girls, 50% of the Bengali boys, 60% of the girls and 40% of the boys of other communities would definitely be studying English even if it were not compulsory. 33% of the Garo girls, 35% 14% of the Bengali girls, 25% of the Bengali boys, 20% of the girls and 35% of the boys of other communities would probably still be studying English even if it were not compulsory. 15% of the Garo girls and 20% of the girls of other communities would probably not be studying English if it were not compulsory 7% of the Garo girls, 6% of the Garo boys, 7% of the Bengali girls and 15% of the boys of other communities would definitely not be studying English if it were not compulsory 16% of the Garo boys, 43% of the Garo girls, 25% of the Bengali boys and 10% of the boys of other communities are not sure

##### Don Bosco College

73% of the Garo boys, 67% of the Bengali boys and 43% of the boys of other communities would definitely be studying English even if it were not compulsory 14% of the Garo boys 14% of the boys of other communities would probably still be studying English even if it were not compulsory. 9% of the Garo boys and 29% of the boys of other communities would definitely not be studying English if it were not compulsory. 33% of the Bengali boys and 14% of the boys of other communities are

not sure.

#### Urban Colleges

41% of the Garo girls, 48% of the Garo boys, 36% of the Bengali girls, 55% of the Garo boys, 60% of the girls 41% of the boys of other communities would definitely be studying English even if it were not compulsory. 3% of the Garo girls, 30% of the Garo boys, 14% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 30% of the boys of other communities would probably still be studying English even if it were not compulsory. 15% of the Garo girls and 20% of the girls of other communities would probably not be studying English if it were not compulsory. 7% of the Garo girls, 7% of the Garo boys, 7% of the Bengali girls and 19% of the boys of other communities would definitely not be studying English if it were not compulsory. 12% of the Garo boys, 43% of the Bengali girls, 27% of the Bengali boys and 11% of the boys of other communities are not sure.

#### QUESTION NO. 21

##### Tura Govt. College

20% of the Garo girls, 22% of the Garo boys, 7% of the Bengali girls, 20% of the girls and 10% of the boys of other communities say that prescribed English text-books are definitely available. 37% of the Garo girls, 26% of the Garo boys, 43% of the Bengali girls, 25% of the Bengali boys, 20% of the girls and 30% of the boys of other communities say that prescribed English text-books are probably available. 43% of the Garo girls, 39% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys, 60% of the girls and 55% of the boys of other communities say that prescribed English text-books are probably not available. 8% of the Garo boys say that prescribed English text-books are definitely not available. 21% of the Bengali girls and 38% of the Bengali boys are not sure.

##### Don Bosco College

14% of the Garo boys say that prescribed English text-books are definitely available. 45% of the Garo boys, 100% of the Bengali boys and 43% of the boys of

other communities say that prescribed English text-books are probably available.

32% of the Garo boys and 43% of the boys of other communities say that prescribed English text-books are probably not available. 14% of the boys of other communities are not sure.

#### Urban Colleges

20% of the Garo girls, 20% of the Garo boys, 7% of the Bengali girls, 20% of the girls and 7% of the boys of other communities say that prescribed English text-books are definitely available. 37% of the Garo girls, 30% of the Garo boys, 43% of the Bengali girls, 45% of the Bengali boys, 20% the girls and 33% of the boys of other communities say that prescribed English text-books are probably available. 43% of the Garo girls, 37% of the Garo boys, 29% of the Bengali girls, 27% of the Bengali boys, 60% of the girls and 52% of the boys of other communities say that prescribed English text-books are probably not available. 7% of the Garo boys say that prescribed English text-books are definitely not available. 21% of the Bengali girls and 27% of the Bengali boys are not sure.

#### QUESTION NO. 22

##### Tura Govt. College

22% of the Garo girls, 40% of the Garo boys, 7% of the Bengali girls, 40% of the girls and 25% of the boys of other communities think that the examination system is definitely a hindrance/obstacle for the learning of English. 37% of the Garo girls, 40% of the Garo boys, 50% of the Bengali girls, 38% of the Bengali boys and 40% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 15% of the Garo girls, 6% of the Garo boys, 14% of the Bengali girls, 20% of the girls and 20% of the boys of other communities believe that English should be omitted from the college curriculum. 17% of the Garo girls, 9% of the Garo boys, 7% of the Bengali girls, 13% of the Bengali boys, 40% of the girls and 10% of the boys of other communities think that the examination system is definitely a hindrance for learning of English. 9% of the Garo

girls, 21% of the Bengali girls and 50% of the Bengali boys are not sure if the examination system is a hindrance/obstacle for the learning of English or not.

#### Don Bosco College

23% of the Garo boys think that the examination system is definitely a hindrance/obstacle for the learning of English. 9% of the Garo boys, 100% of the Bengali boys and 14% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 9% of the Garo boys and 57% of the boys of other communities think that the examination system is probably not a hindrance/obstacle for the learning of English. 55% of the Garo boys and 14% of the boys of other communities think that the examination system is definitely a hindrance for learning of English. 14% of the boys of other communities are not sure if the examination system is a hindrance/obstacle for the learning of English or not.

#### Urban Colleges

22% of the Garo girls, 36% of the Garo boys, 7% of the Bengali girls, 40% of the girls and 19% of the boys of other communities think that the examination system is definitely a hindrance/obstacle for the learning of English. 37% of the Garo girls, 33% of the Garo boys, 50% of the Bengali girls, 55% of the Bengali boys and 33% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 15% of the Garo girls, 7% of the Garo boys, 14% of the Bengali girls, 20% of the girls and the girls and 30% of the boys of other communities think that the examination system is probably not a hindrance/obstacle for the learning of English. 17% of the Garo girls, 19% of the Garo boys, 7% of the Bengali girls, 9% of the Bengali boys, 40% of the girls and 11% of the boys of other communities think that the examination system is definitely a hindrance for learning of English. 9% of the Garo girls, 21% of the Bengali girls, 36% of the Bengali boys and 7% of the boys of other communities are not sure if the examination system is a hindrance/obstacle for the learning of English or not.

QUESTION NO. 23Tura Govt. College

13% of the Bengali boys, 20% of the girls and 10% of the boys of other communities always speak in English with the members of their family. 6% of the Garo boys mostly speak in English with the members of their family. 93% of the Garo girls, 65% of the Garo boys, 50% of the Bengali girls, 38% of the Bengali boys, 40% of the girls and 75% of the boys of other communities speak in English with the members of the family sometimes. 7% of the Garo girls, 18% of the Garo boys, 50% of the Bengali girls, 25% of the Bengali boys, 40% of the girls and 15% of the boys of other communities never speak in English with the members of their family. 25% of the Bengali boys are not sure.

Don Bosco College

29% of the boys of other communities mostly speak in English with the members of their family. 27% of the Garo boys, 67% of the Bengali boys and 71% of the boys of other communities speak in English with the members of the family sometimes. 68% of the Garo boys and 33% of the Bengali boys never speak in English with the members of their family.

Urban Colleges

6% of the Garo boys, 20% of the girls and 7% of the boys of other communities always speak in English with the members of their family. 6% of the Garo boys and 7% of the boys of other communities mostly speak in English with the members of their family. 93% of the Garo girls, 57% of the Garo boys, 50% of the Bengali girls, 45% of the Bengali boys, 40% of the girls and 74% of the boys of other communities speak in English with the members of the family sometimes. 7% of the Garo girls, 29% of the Garo boys, 50% of the Bengali girls, 27% of the Bengali boys, 40% of the girls and 11% of the boys of other communities never speak in English with the members of their family. 18% of the Bengali boys are not sure.

QUESTION NO. 24Tura Govt. College

9% of the Garo boys, 13% of the Bengali boys and 15% of the boys of other communities always speak in English their friends. 28% of the Garo girls, 13% of the Garo boys, 29% of the Bengali girls, 13% of the Bengali boys, 20% of the Garo girls and 15% of the boys of other communities mostly speak in English with their friends. 70% of the Garo girls, 73% of the Garo boys, 64% of the Bengali girls, 50% of the Bengali boys, 80% of the girls and 60% of the boys of other communities sometimes speak in English with their friends. 7% of the Bengali girls and 10% of the boys of other communities never speak in English with their friends. 25% of the Bengali boys are not sure.

Don Bosco College

23% of the Garo boys, 67% of the Bengali boys and 57% of the boys of other communities mostly speak in English with their friends. 68% of the Garo boys, 33% of the Bengali boys and 43% of the boys of other communities sometimes speak in English with their friends. 9% of the Garo boys never speak in English with their friends.

Urban Colleges

7% of the Garo boys, 9% of the Bengali boys and 11% of the boys of other communities always speak in English their friends. 28% of the Garo girls, 15% of the Garo boys, 29% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 26% of the boys of other communities mostly speak in English with their friends. 70% of the Garo girls, 72% of the Garo boys, 64% of the Bengali girls, 45% of the Bengali boys, 80% of the girls and 56% of the boys of other communities sometimes speak in English with their friends. 7% of the Bengali girls and 7% of the boys of other communities never speak in English with their friends. 18% of the Bengali boys are not sure.

QUESTION NO. 25 ATura Govt. College

43% of the Garo girls, 39% of the Garo boys, 29% of the Bengali girls, 40% of the girls and 35% of the boys of other communities take great interest in engaging in everyday conversation in English. 33% of the Garo girls, 31% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys, 20% of the girls and 25% of the boys of other communities take some interest in engaging in everyday conversation in English. 11% of the Garo girls, 9% of the Garo boys and 25% of the Bengali boys take very little interest in engaging in everyday conversation in English. 21% of the Bengali girls, 20% of the girls and 15% of the boys of other communities take no interest in engaging in everyday conversation in English. 9% of the Garo girls, 16% of the Garo boys, 21% of the Bengali girls, 38% of the Bengali boys, 20% of the girls and 20% of the boys of other communities are not sure.

Don Bosco College

55% of the Garo boys and 57% on take great interest in engaging in everyday conversation in English. 36% of the Garo boys, 100% of the Bengali boys and 29% of the boys of other communities take some interest in engaging in everyday conversation in English. 9% of the Garo boys take very little interest in engaging in everyday conversation in English. 14% of the boys of other communities are not sure.

Urban Colleges

43% of the Garo girls, 42% of the Garo boys, 29% of the Bengali girls, 40% of the girls and 41% of the boys of other communities take great interest in engaging in everyday conversation in English. 33% of the Garo girls, 32% of the Garo boys, 29% of the Bengali girls, 55% of the Bengali boys, 20% of the girls and 26% of the boys of other communities take some interest in engaging in everyday conversation in English. 11% of the Garo girls, 9% of the Garo boys and 18% of the Bengali boys, take very little interest in engaging in everyday conversation in English. 21% of the

Bengali girls, 20% of the girls and 11% of the boys of other communities take no interest in engaging in everyday conversation in English. 9% of the Garo girls, 12% of the Garo boys, 21% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 19% of the boys of other communities are not sure.

#### QUESTION NO. 25 B

##### Tura Govt. College

43% of the Garo girls, 32% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys, 20% of the girls and 20% of the boys of other communities take great interest in listening to /watching English news broadcast/telecast. 33% of the Garo girls, 32% of the Garo boys, 64% of the Bengali girls, 38% of the Bengali boys, 40% of the girls and 30% of the boys of other communities some interest in listening to /watching English news broadcast/telecast. 11% of the Garo girls, 26% of the Garo boys, 7% of the Bengali girls, 25% of the Bengali boys, 20% of the girls 15% of the boys of other communities take very little interest in listening to /watching English news broadcast/telecast. 7% of the Garo girls no interest in listening to /watching English news broadcast/telecast. 7% of the Garo girls, 8% of the Garo boys, 20% of the girls and 25% of the boys of other communities are not sure.

##### Don Bosco College

45% of the Garo boys, 33% of the Bengali boys and 71% of the boys of other communities take great interest in listening to /watching English news broadcast/telecast. 32% of the Garo boys, 67% of the Bengali boys and 14% of the boys of other communities some interest in listening to /watching English news broadcast/telecast. 18% of the Garo boys and 14% of the boys of other communities take very little interest in listening to /watching English news broadcast/telecast.

##### Urban Colleges

43% of the Garo girls, 35% of the Garo boys, 29% of the Bengali girls, 36% of the Bengali boys, 20% of the girls and 41% of the boys of other communities take great interest in listening to /watching English news broadcast/telecast. 33% of the

Garó girls, 32% of the Garó boys, 64% of the Bengali girls, 45% of the Bengali boys, 40% of the girls and 26% of the boys of other communities some interest in listening to /watching English news broadcast/telecast. 11% of the Garó girls, 24% of the Garó boys, 7% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 15% of the boys of other communities take very little interest in listening to /watching English news broadcast/telecast. 7% of the Garó girls no interest in listening to /watching English news broadcast/telecast. 7% of the Garó girls, 7% of the Garó boys, 20% of the girls and 19% of the boys of other communities are not sure.

### QUESTION NO. 25 C

#### Tura Govt. College

35% of the Garó girls, 23% of the Garó boys, 14% of the Bengali girls, 38% of the Bengali boys, 40% of the girls and 25% of the boys of other communities take great interest in watching English films. 39% of the Garó girls, 34% of the Garó boys, 57% of the Bengali girls, 50% of the Bengali boys, 20% of the girls and 15% of the boys of other communities take some interest in watching English films. 15% of the Garó girls, 23% of the Bengali girls, 29% of the Bengali boys, 13% of the Bengali boys, 20% of the girls and 25% of the boys of other communities take very little interest in watching English films. 7% of the Garó girls, 6% of the Garó boys and 15% of the boys of other communities take no interest in watching English films. 13% of the Garó boys, 20% of the girls and 20% of the boys of other communities are not sure.

#### Don Bosco College

23% of the Garó boys and 14% of the boys of other communities take great interest in watching English films. 55% of the Garó boys, 100% of the Bengali boys and 57% of the boys of other communities take some interest in watching English films. 9% of the Garó boys and 14% of the boys of other communities take very little interest in watching English films. 9% of the Garó boys take no interest in watching English films. 14% of the boys of other communities are not sure.

Urban Colleges

35% of the Garo girls, 23% of the Garo boys 14% of the Bengali girls 27% of the Bengali boys, 40% of the girls 22% of the boys of other communities take great interest in watching English films 39% of the Garo girls, 38% of the Garo boys 57% of the Bengali girls, 64% of the Bengali boys, 20% of the girls and 26% of the boys of other communities take some interest in watching English films 15% of the Garo girls 20% of the Garo boys, 29% of the Bengali girls, 9% of the Bengali boys 20% of the girls and 22% of the boys of other communities take very little interest in watching English films 7% of the Garo girls, 7% of the Garo boys and 11% of the boys of other communities take no interest in watching English films 11% of the Garo boys, 20% of the girls and 19% of the boys of other communities are not sure

QUESTION NO 25 DTura Govt College

41% of the Garo girls, 36% of the Garo boys, 36% of the Bengali girls, 13% of the Bengali boys, 40% of the girls of other communities, the girls and 25% of the boys of other communities take great interest in reading English literature 39% of the Garo girls, 36% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys, 20% of the girls and 40% of the boys of other communities take some interest in reading English literature 11% of the Garo girls, 8% of the Garo boys, 14% of the Bengali girls, 25% of the Bengali boys, 20% of the girls and 10% of the boys of other communities take very little interest in reading English literature 7% of the Bengali girls and 25% of the Bengali boys take no interest in reading English literature 7% of the Garo girls, 17% of the Garo boys, 20% of the girls and 25% of the boys of other communities are not sure

Don Bosco College

36% of the Garo boys, 33% of the Bengali boys and 29% of the boys of other communities take great interest in reading English literature 45% of the Garo boys, 67% of the Bengali boys and 71% of the boys of other communities take some

interest in reading English literature. 14% of the Garo boys take very little interest in re reading English literature.

#### Urban Colleges

41% of the Garo girls, 36% of the Garo boys, 36% of the Bengali girls, 18% of the Bengali boys, 40% of the girls and 26% of the boys of other communities take great interest in reading English literature. 39% of the Garo girls, 38% of the Garo boys, 43% of the Bengali girls, 45% of the Bengali boys, 20% of the girls and 48% of the boys of other communities take some interest in reading English literature. 11% of the Garo girls, 9% of the Garo boys, 14% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 7% of the boys of other communities take very little interest in reading English literature. 7% of the Bengali girls and 18% of the Bengali boys take no interest in reading English literature. 7% of the Bengali girls, 14% of the Bengali boys, 20% of the girls and 19% of the boys of other communities are not sure.

#### QUESTION NO. 25 E

##### Tura Govt. College

52% of the Garo girls, 39% of the Garo boys, 29% of the of the Bengali girls, 13% of the Bengali boys, 40% of the girls and 45% of the boys of other communities take great interest in reading English magazines/newspapers. 24% of the Garo girls, 30% of the Garo boys, 50% of the Bengali girls, 25% of the Garo boys, 20% of the girls and 25% of the boys of other communities take some interest in reading English magazines/newspapers. 13% of the Garo girls, 9% of the Garo boys, 21% of the Bengali girls, 50% of the Bengali boys and 10% of the boys of other communities take very little interest in reading English magazines/newspapers. 13% of the Bengali boys take no interest in reading English magazines/newspapers. 9% of the Garo girls, 19% of the Garo boys, 40% of the girls and 20% of the boys of other communities are not sure.

Don Bosco College

32% of the Garo boys, 67% of the Bengali boys and 71% of the boys of other communities take great interest in reading English magazines/newspapers. 41% of the Garo boys, 33% of the Bengali boys and 29% of the boys of other communities take some interest in reading English magazines/newspapers. 18% of the Garo boys take very little interest in reading English magazines/newspapers.

Urban Colleges

52% of the Garo girls, 37% of the Garo boys, 29% of the Bengali girls, 27% of the Garo boys, 40% of the girls and 52% of the boys of other communities take great interest in reading English magazines/newspapers. 24% of the Garo girls, 32% of the Garo boys, 50% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 26% of the boys of other communities take some interest in reading English magazines/newspapers. 13% of the Garo girls, 11% of the Garo boys, 21% of the Bengali girls, 36% of the Bengali boys and 7% of the boys of other communities take very little interest in reading English magazines/newspapers. 9% of the Bengali boys take no interest in reading English magazines/newspapers. 9% of the Garo girls, 16% of the Garo boys, 40% of the girls and 15% of the boys of other communities are not sure.

QUESTION NO. 25 FTura Govt. College

30% of the Garo girls, 13% of the Garo boys, 36% of the Bengali girls, 38% of the Bengali boys, 80% of the girls and 30% of the boys of other communities take great interest in writing letters in English for various purposes. 37% of the Garo girls, 38% of the Garo boys, 36% of the Bengali girls, 25% of the Bengali boys and 35% of the boys of other communities take some interest in writing letters in English for various purposes. 20% of the Garo girls, 38% of the Garo boys, 36% of the Bengali girls, 25% of the Bengali boys and 35% of the boys of other communities take some interest in writing letters in English for various purposes. 20% of the Garo girls, 17%

of the Garo boys, 14% of the Bengali girls, 38% of the Bengali boys and 10% of the boys of other communities take very little interest in writing letters in English for various purposes 18% of the Garo boys take no interest in writing letters in English for various purposes 9% of the Garo girls, 14% of the Garo boys, 14% of the Bengali girls, 20% of the girls and 20% of the boys of other communities are not sure

#### Don Bosco College

27% of the Garo boys, 33% of the Bengali boys and 43% of the boys of other communities take great interest in writing letters in English for various purposes 41% of the Garo boys, 33% of the Bengali boys and 57% of the boys of other communities take some interest in writing letters in English for various purposes 18% of the Garo boys and 33% of the Bengali boys, take very little interest in writing letters in English for various purposes 14% of the Garo boys take no interest in writing letters in English

#### Urban Colleges

30% of the Garo girls, 16% of the Garo boys, 36% of the Bengali girls, 36% of the Bengali boys, 80% of the girls and 33% of the boys of other communities take great interest in writing letters in English for various purposes 37% of the Garo girls, 38% of the Garo boys, 36% of the Bengali girls, 27% of the Bengali boys and 41% of the boys of other communities take some interest in writing letters in English for various purposes 20% of the Garo girls, 17% of the Garo boys, 14% of the Bengali girls, 36% of the Bengali boys, 7% of the boys of other communities take very little interest in writing letters in English for various purposes 17% of the Garo boys take no interest in writing letters in English for various purposes 9% of the Bengali girls 11% of the Bengali boys, 14% of the Bengali girls, 20% of the girls and 15% of the boys of other communities are not sure

#### QUESTION NO 25 G

#### Tura Govt. College

22% of the Garo girls, 22% of the Garo boys, 25% of the Bengali girls, 16% of

the Garo boys, 20% of the girls and 15% of the boys of other communities take great interest in writing stories, articles etc in English. 37% of the Garo girls, 38% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys, 40% of the girls and 30% of the boys of other communities take some interest in writing stories, articles etc in English. 20% of the Garo girls, 12% of the Garo boys, 29% of the Bengali girls, 25% of the Bengali boys and 15% of the boys of other communities take very little interest in writing stories, articles etc in English. 8% of the Garo boys, 14% of the Bengali girls, 13% of the Bengali boys, 20% of the girls and 10% of the boys of other communities take no little interest in writing stories, articles etc in English. 17% of the Garo girls, 21% of the Garo boys, 21% of the Bengali girls, 20% of the girls and 30% of the boys of other communities are not sure.

#### Don Bosco College

23% of the Garo boys 14% of the boys of other communities take great interest in writing stories, articles etc in English. 27% of the Garo boys, 100% of the Bengali boys and 43% of the boys of other communities take some interest in writing stories, articles etc in English. 27% of the Garo boys and 43% of the boys of other communities take very little interest in writing stories, articles etc in English. 18% of the Garo boys, take no little interest in writing stories, articles etc in English.

#### Urban Colleges

22% of the Garo girls, 22% of the Garo boys, 7% of the Bengali girls, 18% of the Garo boys, 20% of the girls 15% of the boys of other communities take great interest in writing stories, articles etc in English. 37% of the Garo girls, 35% of the Garo boys, 29% of the Bengali girls, 55% of the Bengali boys, 40% of the girls and 33% of the boys of other communities take some interest in writing stories, articles etc in English. 20% of the Garo girls, 15% of the Garo boys, 29% of the Bengali girls, 18% of the Bengali boys and 22% of the boys of other communities take very little interest in writing stories, articles etc in English. 10% of the Garo boys, 14% of the Bengali girls, 9% of the Bengali boys, 20% of the girls and 7% of the boys of other communities take no little interest in writing stories, articles etc in English. 17% of the

Garo girls, 17% of the Garo boys, 21% of the Bengali girls, 20% of the girls and 22% of the boys of other communities are not sure

#### PRESENTATION OF RESPONSES OF STUDENTS OF RURAL COLLEGES

##### QUESTION NO. 1

###### A R. College

67% of the Bengali girls, 57% of the Bengali boys and 100% of the boys of other communities find studying English very interesting. 43% of the Bengali boys find studying English not more interesting than other subjects. 100% of the Garo boys find studying English less interesting than other subjects. 33% of the Bengali girls can't say whether they find studying English interesting or not.

###### Mendipathar College

89% of the Garo girls, 90% of the Garo boys, 100% of the girls and 100% of the boys of other communities find studying English very interesting. 11% of the Garo girls can't say whether they find studying English interesting or not

###### Tikrikilla College

100% of the Garo boys, 100% of the Bengali boys, 100% of the girls and 100% of the boys of other communities find studying English very interesting. 100% of the Bengali girls can't say whether they find studying English interesting or not

##### QUESTION NO. 2

###### A R. College

67% of the Bengali girls, 29% of the Bengali boys 67% of the boys of other communities find studying English very interesting. 100% of the Garo boys, 71% of the Bengali boys 33% of the boys of other communities find studying English not more interesting than other subjects. 33% of the Bengali girls can't say whether they find studying English interesting or not

###### Mendipathar College

78% of the Garo girls, 57% of the Garo boys, 100% of the girls and 67% of

the boys of other communities find studying English very interesting. 43% of the Garo boys and 33% of the boys of other communities find studying English not more interesting than other subjects. 11% of the Garo girls do not find studying English interesting at all. 11% of the Garo girls can't say whether they find studying English interesting or not.

#### Tikrikilla College

100% of the Bengali boys and 100% of the girls of other communities find studying English very interesting. 100% of the Garo boys and 100% of the boys of other communities find studying English not more interesting than other subjects. 100% of the Bengali girls can't say whether they find studying English interesting or not.

#### QUESTION NO. 3

##### A.R. College

100% of the Garo boys, 33% of the Bengali girls and 43% of the Bengali boys suggest that college authorities should increase the amount of teaching English for all students. 33% of the Bengali girls, 14% of the Bengali boys and 67% of the boys of other communities suggest that college authorities should increase the amount of teaching English as required by each student. 14% of the Bengali boys and 33% of the boys of other communities suggest that college authorities should keep the amount of teaching English as it is. 33% of the Bengali girls and 29% of the Bengali boys are not sure.

##### Mendipathar College

78% of the Garo girls, 90% of the Garo boys, 100% of the girls and 100% of the boys of other communities suggest that college authorities should increase the amount of teaching English for all students. 11% of the Garo girls suggest that college authorities should decrease the amount of teaching of English for all students. 11% of the Garo girls are not sure.

Tikrikilla College

100% of the Bengali girls and 100% of the girls of other communities suggest that college authorities should increase the amount of teaching English for all students 100% of the Garo boys and 50% of the boys of other communities suggest that college authorities should increase the amount of teaching English as required by each student 25% of the boys of other communities suggest that college authorities should decrease the amount of teaching of English for all students 100% of the Bengali girls and 25% of the boys of other communities are not sure

QUESTION NO 4A R College

100% of the Garo boys, 29% of the Bengali boys and 33% of the boys of other communities study English because it is there in the course 17% of the Bengali girls study English because their parents want them to 33% of the Bengali girls and 29% of the Bengali boys study English because they like English and want to learn it 50% of the Bengali girls and 43% of the Bengali boys and 67% of the boys of other communities study English because it is important

Mendipathar College

22% of the Garo girls, 43% of the Garo boys and 67% of the boys of other communities study English because they like English and want to learn it 78% of the Garo girls, 48% of the Garo boys, 100% of the girls and 33% of the boys of other communities study English because it is important

Tikrikilla College

100% of the Bengali girls and 75% of the boys of other communities study English because they like English and want to learn it 100% of the Garo boys 100% of the girls and 25% of the boys of other communities study English because it is important 100% of the Bengali boys are not sure

QUESTION NO. 5A.R. College

33% of the Bengali girls, 43% of the Bengali boys and 45% of the boys of other communities read books written in English other than text-books always

100% of the Garo boys, 67% of the Bengali girls, 57% of the Bengali boys and 45% of the boys of other communities read books written in English other than text-books regularly. 9% of the boys of other communities read books written in English other than text-books very rarely.

Mendipathar College

56% of the Garo girls, 57% of the Garo boys, 100% of the girls and 67% of the boys of other communities read books written in English other than text-books always. 44% of the Garo girls, 29% of the Garo boys and 33% of the boys of other communities read books written in English other than text-books regularly. 14% of the Garo boys read books written in English other than text-books sometimes

Tikrikilla College

100% of the Garo boys, 100% of the Bengali girls and 75% of the boys of other communities read books written in English other than text-books always. 100% of the Bengali boys, 100% of the girls and 25% of the boys of other communities read books written in English other than text-books regularly.

QUESTION NO. 6A.R. College

100% of the Garo boys, 17% of the Bengali girls, 43% of the Bengali boys and 36% of the boys of other communities read newspapers/magazines written in English always. 83% of the Bengali girls, 43% of the Bengali boys and 55% of the boys of other communities read newspapers/magazines written in English regularly. 14% of the Bengali boys and 9% of the boys of other communities read newspapers/magazines written in English very rarely.

Mendipathar College

56% of the Garo girls, 57% of the Garo boys, 100% of the girls and 67% of the boys of other communities read newspapers/magazines written in English always 44% of the Garo girls, 29% of the Garo boys 33% of the boys of other communities read newspapers/magazines written in English regularly 14% of the Garo boys read newspapers/magazines written in English sometimes

Tikrilla College

100% of the Garo boys, 100% of the Bengali girls and 75% of the boys of other communities read newspapers/magazines written in English always 100% of the Bengali boys, 100% of the girls and 25% of the boys of other communities read newspapers/magazines written in English regularly

QUESTION NO 7A R College

17% of the Bengali girls, 43% of the Bengali boys and 27% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English always 67% of the Bengali girls, 29% of the Bengali boys and 27% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English regularly 100% of the Garo boys, 17% of the Bengali girls, 29% of the Bengali boys and 36% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English very rarely 9% of the boys of other communities never get chances/opportunities to read story books/magazines/newspapers in English

Mendipathar College

89% of the Garo girls, 38% of the Garo boys 67% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English always 11% of the Garo girls, 43% of the Garo boys, 100% of the girls and 33% of the boys of other communities get chances/opportunities to read story

books/magazines/newspapers in English regularly. 14% of the Garo boys get chances/opportunities to read story books/magazines/newspapers in English rarely.

Tikrikilla College

100% of the girls and 50% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English always. 100% of the Garo boys, 100% of the Bengali girls, 100% of the Bengali boys and 50% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English regularly.

QUESTION NO. 8

A.R. College

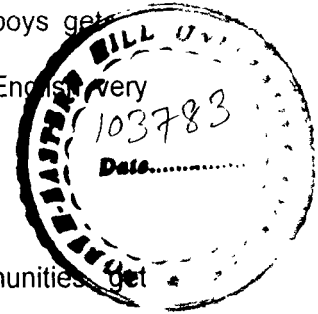
43% of the Bengali boys and 27% of the boys of other communities watch English movies always. 100% of the Garo boys, 17% of the Bengali girls, 43% of the Bengali boys 64% of the boys of other communities watch English movies regularly. 50% of the Bengali girls, 14% of the Bengali boys and 9% of the boys of other communities watch English movies sometimes. 33% of the Bengali girls watch English movies very rarely.

Mendipathar College

11% of the Garo girls watch English movies always. 89% of the Garo girls, 62% of the Garo boys, 100% of the girls and 100% of the boys of other communities watch English movies regularly. 10% of the Garo boys watch English movies sometimes. 19% of the Garo boys watch English movies very rarely.

Tikrikilla College

100% of the Bengali girls, 100% of the Bengali boys, 100% of the girls and 75% of the boys of other communities watch English movies regularly. 100% of the Garo boys and 25% of the boys of other communities watch English movies sometimes.



QUESTION NO. 9A.R. College

29% of the Bengali boys and 18% of the boys of other communities understand English movies to a great extent. 100% of the Garo boys, 33% of the Bengali girls, 43% of the Bengali boys and 45% of the boys of other communities understand English movies to some extent. 33% of the Bengali girls, 14% of the Bengali boys and 27% of the boys of other communities understand English movies very little. 17% of the Bengali girls do not understand English movies at all. 17% of the Bengali girls and 9% of the boys of other communities are not sure.

Mendipathar College

22% of the Garo girls and 33% of the boys of other communities understand English movies to a great extent. 44% of the Garo girls, 43% of the Garo boys, 100% of the girls and 33% of the boys of other communities understand English movies to some extent. 22% of the Garo girls and 48% of the Garo boys understand English movies very little. 10% of the Garo boys do not understand English movies at all. 11% of the Garo girls and 33% of the boys of other communities are not sure.

Tikrikilla College

100% of the Garo boys, 100% of the Bengali girls, 100% of the Bengali boys, 100% of the girls and 100% of the boys of other communities understand English movies to some extent.

QUESTION NO. 10A.R. College

29% of the Bengali boys and 18% of the boys of other communities understand English movies to a great extent. 100% of the Garo boys, 33% of the Bengali girls, 43% of the Bengali boys and 45% of the boys of other communities understand English movies to some extent. 33% of the Bengali girls, 14% of the

Bengali boys and 27% of the boys of other communities understand English movies very little. 17% of the Bengali girls do not understand English movies at all. 17% of the Bengali girls and 9% of the boys of other communities are not sure.

Mendipathar College

22% of the Garo girls and 33% of the boys of other communities understand English movies to a great extent. 44% of the Garo girls, 43% of the Garo boys, 100% of the girls and 33% of the boys of other communities understand English movies to some extent. 22% of the Garo girls and 48% of the Garo boys understand English movies very little. 10% of the Garo boys do not understand English movies at all. 11% of the Garo girls and 33% of the boys of other communities are not sure.

Tikrikilla College

100% of the Garo boys, 100% of the Bengali girls, 100% of the Bengali boys, 100% of the girls and 100% of the boys of other communities understand English movies to some extent.

QUESTION NO. 11

A.R. College

33% of the Bengali girls, 43% of the Bengali boys and 27% of the boys of other communities understand English spoken by their friends to a great extent. 100% of the Garo boys, 57% of the Bengali boys and 67% of the boys of other communities understand English spoken by their friends to some extent. 50% of the Bengali girls and 9% of the boys of other communities do not understand English spoken by their friends at all. 17% of the Bengali girls are not sure.

Mendipathar College

33% of the Garo girls, 33% of the Garo boys and 33% of the boys of other communities understand English spoken by their friends to a great extent. 33% of the Garo girls, 52% of the Garo boys, 100% of the girls and 67% of the boys of other communities understand English spoken by their friends to some extent. 22% of the

Garo girls and 14% of the Garo boys understand English spoken by their friends very little. 11% of the Garo girls are not sure.

#### Tikrikilla College

100% of the Bengali girls, 100% of the girls and 75% of the boys of other communities understand English spoken by their friends to a great extent 100% of the Garo boys, 100% of the Bengali boys and 25% of the boys of other communities understand English spoken by their friends to some extent.

### QUESTION NO. 12

#### A.R. College

33% of the Bengali girls, 57% of the Bengali boys and 55% of the boys of other communities like the way English is taught in the college very much 100% of the Garo boys, 43% of the Bengali boys and 45% of the boys of other communities like the way English is taught in the college to some extent. 50% of the Bengali girls like the way English is taught in the college very little. 17% of the Bengali girls do not like the way English is taught in the college at all

#### Mendipathar College

89% of the Garo girls, 86% of the Garo boys, 100% of the girls, 100% of the boys of other communities like the way English is taught in the college very much. 11% of the Garo girls and 14% of the Garo boys like the way English is taught in the college to some extent.

#### Tikrikilla College

100% of the Garo boys, 100% of the Bengali girls, 100% of the Bengali boys, 100% of the girls and 75% of the boys of other communities like the way English is taught in the college very much. 25% of the boys of other communities like the way English is taught in the college to some extent

### QUESTION NO. 13

A.R. College

100% of the Bengali girls, 29% of the Bengali boys and 36% of the boys of other communities liked the way English was taught in school very much. 100% of the Garo boys, 71% of the Bengali boys and 64% of the boys of other communities liked the way English was taught in school very little.

Mendipathar College

100% of the Garo girls, 67% of the Garo boys and 67% of the boys of other communities liked the way English was taught in school very much. 14% of the Garo boys and 100% of the Garo girls liked the way English was taught in school to some extent. 19% of the Garo boys, 33% of the boys of other communities liked the way English was taught in school very little.

Tikrikilla College

100% of the Bengali girls, 100% of the girls 25% of the boys of other communities liked the way English was taught in school very much. 100% of the Garo boys, 100% of the Bengali boys and 75% of the boys of other communities liked the way English was taught in school to some extent.

QUESTION NO. 14A.R. College

50% of the Bengali girls, 43% of the Bengali boys and 27% of the boys of other communities like all the prescribed English text-books. 100% of the Garo boys, 50% of the Bengali girls, 43% of the Bengali boys and 64% of the boys of other communities like some of the prescribed English text-books. 14% of the Bengali boys are not sure.

Mendipathar College

44% of the Garo girls, 48% of the Garo boys, 33% of the boys of other communities like all the prescribed English text-books. 44% of the Garo girls, 48% of the Garo boys, 100% of the girls and 67% of the boys of other communities like some of the prescribed English text-books. 11% of the Garo girls are not sure.

Tikrikilla College

25% of the boys of other communities like all the prescribed English text-books. 100% of the Garo boys, 100% of the Bengali girls, 10% of the girls and 75% of the boys of other communities like some of the prescribed English text-books. 100% of the Bengali girls like none of the prescribed English text-books.

QUESTION NO. 15A.R. College

50% of the Bengali girls, 57% of the Bengali boys and 64% of the boys of other communities like all the prescribed portions in language. 50% of the Bengali girls, 29% of the Bengali boys and 18% of the boys of other communities like some of the prescribed portions in language. 100% of the Garo boys, 14% of the Bengali boys and 18% of the boys of other communities like very few of the prescribed portions in language.

Mendipathar College

78% of the Garo girls, 62% of the Garo boys and 33% of the boys of other communities like all the prescribed portions in language. 38% of the Garo boys, 100% of the girls and 33% of the boys of other communities like some of the prescribed portions in language. 11% of the Garo girls like very few of the prescribed portions in language. 33% of the boys of other communities like none of the prescribed portions in language. 11% of the Garo girls are not sure.

Tikrikilla College

100% of the Bengali girls, 100% of the Bengali boys and 50% of the boys of other communities like all the prescribed portions in language. 100% of the Garo boys 100% of the girls of other communities and 25% of the boys of other communities like some of the prescribed portions in language. 25% of the boys of other communities like very few of the prescribed portions in language.

QUESTION NO 16

A.R. College

33% of the Bengali girls, 14% of the Bengali boys and 9% of the boys of other communities think that they can definitely learn English better at home than in the classroom 100% of the Garo boys, 50% of the Bengali girls, 71% of the Bengali boys and 64% of the boys of other communities think that they can probably learn English better at home than in the classroom 14% of the Bengali boys and 9% of the boys of other communities think that they can not probably learn English better at home than in the classroom 18% of the boys of other communities think that they definitely can not learn English better at home than in the classroom 17% of the Bengali girls are not sure

Mendipathar College

33% of the Garo girls, 48% of the Garo boys, 100% of the girls and 67% of the boys of other communities think that they can definitely learn English better at home than in the classroom 11% of the Garo girls and 29% of the Garo boys think that they can probably learn English better at home than in the classroom 33% of the Garo girls and 10% of the Garo boys think that they can not probably learn English better at home than in the classroom 10% of the Garo boys and 33% of the boys of other communities think that they definitely can not learn English better at home than in the classroom 22% of the Garo girls are not sure

Tikrikilla College

100% of the Bengali girls, 100% of the Bengali boys and 50% of the boys of other communities think that they can definitely learn English better at home than in the classroom 100% of the Garo boys and 100% of the boys of other communities think that they can probably learn English better at home than in the classroom

QUESTION NO 17

A R College

100% of the Garo boys, 83% of the Bengali girls, 71% of the Bengali boys and 64% of the boys of other communities think that there are definitely far too many students in the English class 14% of the Bengali boys and 9% of the boys of other communities think that probably there are far too many students in the English class 17% of the Bengali girls and 9% of the boys of other communities are not sure

Mendipathar College

33% of the Garo girls, 38% of the Garo boys and 33% of the boys of other communities think that there are definitely far too many students in the English class. 33% of the of the Garo girls, 52% of the Garo boys, 10% of the girls and 67% of the boys of other communities think that probably there are far too many students in the English class

Tikrikilla College

100% of the Bengali girls and 50% of the boys of other communities think that there are definitely far too many students in the English class 100% of the Garo boys, 100% of the Bengali boys, 100% of the girls and 50% of the boys of other communities think that probably there are far too many students in the English class.

QUESTION NO. 18A R College

33% of the Bengali girls, 57% of the Bengali boys and 45% of the boys of other communities feel that all the English teachers of the college know English very well 100% of the Garo boys, 33% of the Bengali girls, 29% of the Bengali boys and 27% of the boys of other communities feel that some of the English teachers of the college know English well and some of them do not know English well 17% of the Bengali girls, 14% of the Bengali boys and 27% of the boys of other communities feel that all the English teachers of the college know English tolerably well 17% of the Bengali girls, are not sure.

Mendipathar College

56% of the Garo girls, 57% of the Garo boys and 33% of the boys of other communities feel that all the English teachers of the college know English very well. 22% of the Garo girls, 10% of the Garo boys and 100% of the girls of other communities, feel that some of the English teachers of the college know English well and some of them do not know English well. 33% of the Garo boys and 67% of the boys of other communities feel that all the English teachers of the college know English tolerably well. 11% of the Garo girls are not sure.

#### Tikrikilla College

25% of the boys of other communities feel that all the English teachers of the college know English very well. 25% of the boys of other communities feel that some of the English teachers of the college know English well and some of them do not know English well. 100% of the Garo boys, 100% of the Bengali girls, 100% of the Bengali boys, 100% of the girls and 50% of the boys of other communities feel that all the English teachers of the college know English tolerably well.

#### QUESTION NO. 19

#### A.R. College

50% of the Bengali girls, 14% of the Bengali boys and 18% of the boys of other communities think they can definitely learn English better if they have opportunities English. 29% of the Bengali boys and 36% of the boys of other communities think they can probably learn English better if they have opportunities English. 17% of the Bengali girls, 57% of the Bengali boys and 36% of the boys of other communities think they can not probably learn English better if they have opportunities English. 100% of the Garo boys think they can definitely not learn English better if they have opportunities English. 33% of the Bengali girls are not sure

#### Mendipathar College

56% of the Garo girls, 67% of the Garo boys and 100% of the boys of other communities think they can definitely learn English better if they have opportunities

English. 22% of the Garo girls and 29% of the Garo boys think they can probably learn English better if they have opportunities English. 22% of the Garo girls are not sure.

#### Tikrikilla College

100% of the Bengali girls and 25% of the boys of other communities think they can definitely learn English better if they have opportunities English. 100% of the Garo boys, 100% of the Bengali boys, 100% of the girls and 50% of the boys of other communities think they can probably learn English better if they have opportunities English. 25% of the boys of other communities think they can not probably learn English better if they have opportunities English

#### QUESTION NO. 20

#### A.R. College

100% of the Garo boys, 33% of the Bengali girls, 43% of the Bengali boys and 33% of the boys of other communities would definitely be studying English even if it were not compulsory. 17% of the Bengali girls, 43% of the Bengali boys and 67% of the boys of other communities would probably still be studying English even if it were not compulsory. 33% of the Bengali girls would probably not be studying English if it were not compulsory. 14% of the Bengali boys would definitely not be studying English if it were not compulsory. 17% of the Bengali girls are not sure

#### Mendipathar College

44% of the Garo girls, 57% of the Garo boys and 100% of the boys of other communities would definitely be studying English even if it were not compulsory. 11% of the Garo girls, 24% of the Garo boys and 100% of the girls of other communities, would probably still be studying English even if it were not compulsory. 22% of the Garo girls and 10% of the Garo boys would definitely not be studying English if it were not compulsory 22% of the Garo girls are not sure.

#### Tikrikilla College

100% of the Garo boys and 25% of the boys of other communities would

definitely be studying English even if it were not compulsory 100% of the girls and 75% of the boys of other communities would probably still be studying English even if it were not compulsory 100% of the Bengali girls would definitely not be studying English if it were not compulsory 100% of the Bengali boys are not sure

#### QUESTION NO 21

##### A R College

17% of the Bengali girls, 43% of the Bengali boys and 33% of the boys of other communities say that prescribed English text-books are definitely available 17% of the Bengali girls say that prescribed English text-books are probably available 100% of the Garo boys, 59% of the Bengali girls, 57% of the Bengali boys and 67% of the boys of other communities say that prescribed English text-books are probably not available 17% of the Bengali girls are not sure

##### Mendipathar College

78% of the Garo girls, 38% of the Garo boys and 33% of the boys of other communities say that prescribed English text-books are definitely available 11% of the Garo girls and 33% of the boys of other communities say that prescribed English text-books are probably available 11% of the Garo girls, 57% of the Garo boys 100% of the girls 33% of the boys of other communities say that prescribed English text-books are probably not available

##### Tikrikilla College

100% of the Bengali girls and 25% of the boys of other communities say that prescribed English text-books are definitely available 10% of the Garo boys, 100% of the Bengali boys, 100% of the girls and 75% of the boys of other communities say that prescribed English text-books are probably not available

#### QUESTION NO 22

##### A R College

100% of the Garo boys, 17% of the Bengali girls and 14% of the Bengali boys

think that the examination system is definitely a hindrance/obstacle for the learning of English. 33% of the Bengali girls, 71% of the Bengali boys and 100% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 50% of the Bengali girls think that the examination system is probably not a hindrance/obstacle for the learning of English. 14% of the Bengali boys are not sure if the examination system is a hindrance/obstacle for the learning of English or not.

#### Mendipathar College

56% of the Garo girls, 33% of the Garo boys, 100% of the girls and 33% of the boys of other communities think that the examination system is definitely a hindrance/obstacle for the learning of English. 22% of the Garo girls, 38% of the Garo boys and 67% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 14% of the Garo boys think that the examination system is probably not a hindrance/obstacle for the learning of English. 10% of the Garo boys think that the examination system is definitely a hindrance for learning of English. 22% of the Garo girls are not sure if the examination system is a hindrance/obstacle for the learning of English or not.

#### Tikrikilla College

100% of the Bengali boys think that the examination system is definitely a hindrance/obstacle for the learning of English. 100% of the Garo boys, 100% of the girls and 50% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 25% of the boys of other communities think that the examination system is probably not a hindrance/obstacle for the learning of English. 23% of the boys of other communities think that the examination system is definitely a hindrance for learning of English. 100% of the Bengali girls are not sure if the examination system is a hindrance/obstacle for the learning of English or not.

#### QUESTION NO. 23

A.R. College

29% of the Bengali boys always speak in English with the members of their family. 100% of the Garo boys, 33% of the Bengali girls, 57% of the Bengali boys and 67% of the boys of other communities speak in English with the members of the family sometimes. 67% of the Bengali girls, 14% of the Bengali boys and 33% of the boys of other communities never speak in English with the members of their family.

Mendipathar College

11% of the Garo girls, 14% of the Garo boys and 33% of the boys of other communities always speak in English with the members of their family. 11% of the Garo girls and 10% of the Garo boys mostly speak in English with the members of their family. 56% of the Garo girls, 38% of the Garo boys and 67% of the boys of other communities speak in English with the members of the family sometimes. 22% of the Garo girls, 38% of the Garo boys and 100% of the girls of other communities never speak in English with the members of their family.

Tikrikilla College

100% of the Garo boys and 100% of the Bengali girls always speak in English with the members of their family. 100% of the Bengali boys, 100% of the girls and 100% of the boys of other communities never speak in English with the members of their family.

## QUESTION NO. 24

A.R. College

57% of the Bengali boys, 33% of the boys of other communities always speak in English their friends. 100% of the Garo boys, 67% of the Bengali girls, 43% of the Bengali boys and 67% of the boys of other communities sometimes speak in English with their friends. 33% of the Bengali girls never speak in English with their friends.

Mendipathar College

44% of the Garo girls and 29% of the Garo boys always speak in English their

friends. 11% of the Garo girls, 19% of the Garo boys and 100% of the girls and 67% of the boys of other communities mostly speak in English with their friends. 44% of the Garo girls and 52% of the Garo boys sometimes speak in English with their friends. 33% of the boys of other communities never speak in English with their friends.

#### Tikrikilla College

100% of the Garo boys, 100% of the Bengali girls, 100% of the Bengali boys and 25% of the boys of other communities always speak in English their friends. 100% girls and 75% of the boys of other communities sometimes speak in English with their friends.

#### Urban Colleges

7% of the Garo boys, 9% of the Bengali boys and 11% of the boys of other communities always speak in English their friends. 28% of the Garo girls, 15% of the Garo boys, 29% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 26% of the boys of other communities mostly speak in English with their friends. 70% of the Garo girls, 72% of the Garo boys, 64% of the Bengali girls, 45% of the Bengali boys, 80% of the girls and 56% of the boys of other communities sometimes speak in English with their friends. 7% of the Bengali girls and 7% of the boys of other communities never speak in English with their friends. 18% of the Bengali boys are not sure.

#### QUESTION NO. 25 A

##### A.R. College

17% of the Bengali girls, 43% of the Bengali boys and 33% of the boys of other communities take great interest in engaging in everyday conversation in English. 100% of the Garo boys, 33% of the Bengali girls, 14% of the Bengali boys and 33% of the boys of other communities take some interest in engaging in everyday conversation in English. 50% of the Bengali girls and 43% of the Bengali boys take very little interest in engaging in everyday conversation in English. 33% of

the boys of other communities are not sure.

Mendipathar College

56% of the Garo girls, 52% of the Garo boys, 100% of the girls and 67% of the boys of other communities take great interest in engaging in everyday conversation in English. 11% of the Garo girls, 24% of the Garo boys and 33% of the boys of other communities take some interest in engaging in everyday conversation in English. 19% of the Garo boys take very little interest in engaging in everyday conversation in English. 22% of the Garo girls take no interest in engaging in everyday conversation in English. 11% of the Garo girls are not sure.

Tikrikilla College

100% of the Garo boys and 25% of the boys of other communities take great interest in engaging in everyday conversation in English. 100% of the Bengali girls and 25% of the boys of other communities take some interest in engaging in everyday conversation in English. 100% of the girls and 25% of the boys of other communities take very little interest in engaging in everyday conversation in English. 25% of the boys of other communities take no interest in engaging in everyday conversation in English. 100% of the Bengali boys are not sure.

QUESTION NO. 25 B

A.R. College

100% of the Garo boys, 50% of the Bengali girls, 57% of the Bengali boys and 33% of the boys of other communities take great interest in listening to /watching English news broadcast/telecast. 50% of the Bengali girls, 43% of the Bengali boys and 33% of the boys of other communities some interest in listening to /watching English news broadcast/telecast. 33% of the boys of other communities take very little interest in listening to /watching English news broadcast/telecast.

Mendipathar College

56% of the Garo girls, 38% of the Garo boys, 100% of the girls and 33% of the boys of other communities take great interest in listening to /watching English

news broadcast/telecast. 33% of the Garo girls, 33% of the Garo boys and 67% of the boys of other communities some interest in listening to /watching English news broadcast/telecast. 19% of the Garo boys take very little interest in listening to /watching English news broadcast/telecast. 11% of the Garo girls are not sure.

Tikrikilla College

100% of the girls and 25% of the boys of other communities take great interest in listening to /watching English news broadcast/telecast. 100% of the Garo boys some interest in listening to /watching English news broadcast/telecast. 75% of the boys of other communities take very little interest in listening to /watching English news broadcast/telecast. 100% of the Bengali girls no interest in listening to /watching English news broadcast/telecast. 100% of the Bengali boys are not sure.

QUESTION NO. 25 C

A.R. College

17% of the Bengali girls, 43% of the Bengali boys and 67% of the boys of other communities take great interest in watching English films. 43% of the Bengali boys 33% of the boys of other communities take some interest in watching English films. 100% of the Garo boys 33% of the Bengali girls and 14% of the Bengali boys take very little interest in watching English films. 50% of the Bengali girls take no interest in watching English films.

Mendipathar College

33% of the Garo girls, 29% of the Garo boys and 67% of the boys of other communities take great interest in watching English films. 11% of the Garo girls, 33% of the Garo boys and 100% of the girls and 33% of the boys of other communities take some interest in watching English films. 33% of the Garo girls and 14% of the Garo boys take very little interest in watching English films. 11% of the Garo girls and 14% of the Garo boys take no interest in watching English films. 11% of the Garo girls and 10% of the Garo boys are not sure.

Tikrikilla College

100% of the Garo boys, 100% of the Bengali girls and 25% of the boys of other communities take great interest in watching English films. 50% of the boys of other communities take some interest in watching English films. 100% of the girls of other communities take very little interest in watching English films. 25% of the boys of other communities take no interest in watching English films. 100% of the Bengali boys are not sure.

#### QUESTION NO. 25 D

##### A.R. College

17% of the Bengali girls, 29% of the Bengali boys and 67% of the boys of other communities take great interest in reading English literature. 100% of the Garo boys, 33% of the Bengali girls, 29% of the Bengali boys and 33% of the boys of other communities take some interest in reading English literature. 50% of the Bengali girls and 29% of the Bengali boys take very little interest in reading English literature. 14% of the Bengali boys are not sure.

##### Mendipathar College

44% of the Garo girls, 38% of the Garo boys, 33% of the boys of other communities take great interest in reading English literature. 22% of the Garo girls, 29% of the Garo boys, 100% of the girls and 33% of the boys of other communities take some interest in reading English literature. 11% of the Garo girls and 19% of the Garo boys take very little interest in reading English literature. 11% of the Garo girls and 33% of the boys of other communities take no interest in reading English literature. 11% of the Garo girls, 10% of the Garo boys are not sure.

##### Tikrikilla College

50% of the boys of other communities take great interest in reading English literature. 100% of the Garo boys and 25% of the boys of other communities take some interest in reading English literature. 100% of the Bengali girls take very little interest in reading English literature. 100% of the girls and 25% of the boys of other

communities take no interest in reading English literature. 100% of the Bengali boys are not sure.

QUESTION NO. 25 E

A.R. College

17% of the Bengali girls, 43% of the Bengali boys and 33% of the boys of other communities take great interest in reading English magazines/newspapers. 67% of the Bengali boys, 43% of the Bengali boys and 67% of the boys of other communities take some interest in reading English magazines/newspapers. 100% of the Garo boys take very little interest reading English magazines/newspapers written in English. 17% of the Garo girls take no interest in reading English magazines/newspapers. 14% of the Bengali boys are not sure.

Mendipathar College

44% of the Garo girls, 43% of the Garo boys and 67% of the boys of other communities take some interest in reading English magazines/newspapers. 22% of the Garo girls, 29% of the Garo boys and 100% of the girls and 33% of the boys of other communities take some interest in reading English magazines/newspapers. 22% of the Garo girls, 19% of the Garo boys take very little interest reading English magazines/newspapers written in English. 11% of the Garo girls and 10% of the Garo boys are not sure.

Tikrikilla College

100% of the Garo boys, 100% of the Bengali girls and 25% of the boys of other communities take great interest in reading English magazines/newspapers. 100% of the girls and 25% of the boys of other communities take some interest in reading English magazines/newspapers. 50% of the boys of other communities take very little interest reading English magazines/newspapers written in English. 100% of the Bengali boys are not sure.

QUESTION NO. 25 FA.R. College

17% of the Bengali girls, 57% of the Bengali boys and 33% of the boys of other communities take great interest in writing letters in English for various purposes. 10% of the Garo boys, 33% of the Bengali girls, 14% of the Bengali boys and 33% of the boys of other communities take some interest in writing letters in English for various purposes. 50% of the Bengali girls, 29% of the Bengali boys and 33% of the boys of other communities take very little interest in writing letters in English for various purposes.

Mendipathar College

56% of the Garo girls, 43% of the Garo boys and 67% of the boys of other communities take great interest in writing letters in English for various purposes. 11% of the Garo girls, 10% of the Garo boys and 33% of the boys of other communities take some interest in writing letters in English for various purposes. 22% of the Garo girls and 29% of the Garo boys take very little interest in writing letters in English for various purposes. 11% of the Garo girls and 14% of the Garo boys are not sure.

Tikrikilla College

100% of the Garo boys and 100% of the Bengali girls take great interest in writing letters in English for various purposes. 100% of the Bengali girls and 25% of the boys of other communities take some interest in writing letters in English for various purposes. 25% of the boys of other communities take very little interest in writing letters in English for various purposes. 50% of the boys of other communities take no interest in writing letters in English for various purposes. 100% of the Bengali boys are not sure.

QUESTION NO. 25 GA.R. College

50% of the Bengali girls, 43% of the Bengali boys and 33% of the boys of

other communities take great interest in writing stories, articles etc in English.

67% of the boys of other communities take some interest in writing stories, articles etc in English. 100% of the Garo boys, 33% of the Bengali girls and 29% of the Bengali boys take very little interest in writing stories, articles etc in English. 17% of the Bengali girls and 14% of the Bengali boys take some interest in writing stories, articles etc in English. 14% of the Bengali boys are not sure.

#### Mendipathar College

56% of the Garo girls, 24% of the Garo boys and 33% of the boys of other communities take great interest in writing stories, articles etc in English. 33% of the Garo girls, 33% of the Garo boys, 10% of the girls and 67% of the boys of other communities take some interest in writing stories, articles etc in English. 29% of the Garo boys take very little interest in writing stories, articles etc in English. 11% of the Garo girls and 10% of the Garo boys are not sure.

#### Tikrikilla College

100% of the Bengali girls and 25% of the boys of other communities take great interest in writing stories, articles etc in English. 100% of the Garo boys and 25% of the boys of other communities take some interest in writing stories, articles etc in English. 100% of the girls and 25% of the boys of other communities take very little interest in writing stories, articles etc in English. 25% of the boys of other communities take no little interest in writing stories, articles etc in English. 100% of the Bengali girls are not sure.

### PRESENTATION OF RESPONSES OF STUDENTS OF ALL COLLEGES

#### QUESTION NO. 1

##### Urban Colleges

88% of the Garo girls, 86% of the Garo boys, 79% of the Bengali girls, 73% of the Bengali boys, 80% of the girls and 85% of the boys of other communities believe that English should be taught to all high School and college students, whereas 14% of the Bengali girls and 20% of girls of other communities believe that English should be taught to those students who wish to study it. 7% of the Bengali girls and 7% of the boys of other communities believe that English should be omitted from the school and college curricula. 18% of the Bengali boys are however not sure.

#### Rural Colleges

87% of the Garo girls, 88% of the Garo boys, 57% of the Bengali girls, 63% of the Bengali boys, 100% of the girls and 100% of the boys of other communities find studying English very interesting. 38% of the Bengali boys find studying English not more interesting than other subjects. 11% of the Garo girls and 43% of the Bengali girls can't say whether they find studying English interesting or not

#### All Colleges

91% of the Garo girls, 86% of the Garo boys, 71% of the Bengali girls, 68% of the Bengali boys, 86% of the girls and 89% of the boys of other communities find studying English very interesting. 10% of the Bengali girls, 21% of the Bengali boys and 14% of the girls of other communities find studying English not more interesting than other subjects. 14% of the Bengali girls and 11% of the Bengali boys can't say whether they find studying English interesting or not.

### QUESTION NO. 2

#### Urban Colleges

76% of the Garo girls, 73% of the Garo boys, 43% of the Bengali girls, 73% of the Bengali boys, 40% of the girls and 41% of boys of other communities suggest that college authorities should increase the amount of teaching English for all students whereas 15% of the Garo girls, 19% of the Garo boys, 29% of the Bengali girls, 18% of the Bengali boys, 40% of the girls and 37% of boys of other communities suggest that college authorities should increase the amount of teaching

English as required by each student. 14% of the Bengali girls and 20% of the girls of other communities suggest that college authorities should keep the amount of teaching English as it is. 7% of boys of other communities suggest that college authorities should decrease the amount of teaching for all students while 14% of the Bengali girls and 15% of the boys of other communities are not sure

#### Rural Colleges

78% of the Garo girls, 52% of the Garo boys, 57% of the Bengali girls, 38% of the Bengali boys, 100% of the girls and 40% of the boys of other communities believe that English should be taught to all High School & College students. 48% of the Garo boys, 63% of the Bengali boys and 60% of the boys of other communities believe that English should be taught to those students who wish to study it. 11% of the Garo girls believe that English should be omitted from both the school and the college curriculum. 11% of the Garo girls and 43% of the Bengali girls are not sure.

#### All Colleges

80% of the Garo girls, 73 of the Garo boys, 62% of the Bengali girls, 53% of the Bengali boys, 71% of the girls and 43% of the boys of other communities believe that English should be taught to all High School & College students. 15% of the Garo girls, 25% of the Garo boys, 19% of the Bengali girls, 42% of the Bengali boys, 14% of the girls and 43% of the boys of other communities believe that English should be taught to those students who wish to study it. 14% of the girls of other communities believe that English should be omitted from the college curriculum. 14% of the Bengali girls and 8% of the boys of other communities are not sure.

### QUESTION NO. 3

#### Urban Colleges

76% of the Garo girls, 73% of the Garo boys, 43% of the Bengali girls, 73% of the Bengali boys, 40% of the girls and 41% of the boys of other communities suggest that college authorities should increase the amount of teaching English for all students whereas 15% of the Garo girls, 19% of the Garo boys, 29% of Bengali girls,

18% of the Bengali boys, 40% of the girls and 37% of the boys of other communities suggest that college authorities should increase the amount of teaching English as required by each student. 14% of Bengali girls and 20% of girls of other communities suggest that college authorities should keep the amount of teaching English as it is. 7% of the boys of other communities suggest that college authorities should decrease the amount of teaching English for all students while 14% of the Bengali girls and 15% of the boys of other communities are not sure.

#### Rural colleges

78% of the Garo girls, 87% of the Garo boys, 29% of the Bengali girls, 50% of the Garo boys, 100% of the girls and 30% of the boys of other communities suggest that college authorities should increase the amount of teaching English for all students. 9% of the Garo boys, 29% of the Bengali girls, 13% of the Bengali boys and 40% of the boys of other communities suggest that college authorities should increase the amount of teaching English as required by each student. 13% of the Bengali boys and 10% of the boys of other communities suggest that college authorities should keep the amount of teaching English as it is. 11% of the Garo girls and 10% of the boys of other communities suggest that college authorities should decrease the amount of teaching of English for all students. 11% of the Garo girls, 43% of the Bengali girls and 10% of the boys of other communities are not sure.

#### All colleges

76% of the Garo girls, 75% of the Garo boys, 38% of the Bengali girls, 63% of the Bengali boys, 57% of the girls and 38% of the boys of other communities suggest that college authorities should increase the amount of teaching English for all students. 13% of the Garo girls, 17% of the Garo boys, 29% of the Bengali girls, 16% of the Bengali boys, 29% of the girls and 38% of the boys of other communities suggest that college authorities should increase the amount of teaching English as required by each student. 10% of the Bengali girls and 14% of the girls of other communities suggest that college authorities should keep the amount of teaching English as it is. 8% of the boys of other communities suggest that college authorities

should decrease the amount of teaching of English for all students. 24% of the Bengali girls, 16% of the Bengali boys and 14% of the boys of other communities are not sure.

#### QUESTION NO. 4

##### Urban Colleges

7% of the Garo boys study English because it is there in the course, 9% of the Bengali boys study English because their parents want them to study English, 50% of the Garo girls, 29% of the Garo boys, 57% of the Bengali girls, 55% of the Bengali boys, 60% of the girls and 52% of the boys of other communities study English because they like English and want to learn it. 43% of the Garo girls, 58% of the Garo boys, 36% of the Bengali girls, 9% of the Bengali boys, 40% of the girls and 41% of the boys of other communities study English because it is important. 7% of the Bengali girls, 27% of the Bengali boys and 7% of the boys of other communities are not sure.

##### Rural Colleges

9% of the Garo boys, 25% of the Bengali boys and 10% of the boys of other communities study English because it is there in the course. 14% of the Bengali girls study English because their parents want them to. 22% of the Garo girls, 39% of the Garo boys, 43% of the Bengali girls, 25% of the Bengali boys and 50% of the boys of other communities study English because they like English and want to learn it. 78% of the Garo girls, 48% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys, 100% of the girls and 40% of the boys of other communities study English because it is important. 13% of the Bengali boys are not sure.

##### All Colleges

7% of the Garo boys and 11% of the Bengali boys study English because it is there in the course. 45% of the Garo girls, 31% of the Garo boys, 52% of the Bengali girls, 42% of the Bengali boys, 43% of the girls and 51% of the boys of other communities study English because they like English and want to learn it. 49% of the

Garo girls 56% of the Garo boys 38% of the Bengali girls, 21% of the Bengali boys, 57% of the girls and 41% of the boys of other communities study English because it is important 21% of the Bengali boys are not sure

#### QUESTION NO 5

##### Urban Colleges

39% of the Garo girls, 48% of the Garo boys, 21% of the Bengali girls, 9% of the Bengali boys and 33% of the boys of other communities read books written in English always 59% of the Garo girls 41% of the Garo boys, 79% of the Bengali girls, 64% of the Bengali boys, 100% of the girls and 59% of the boys of other communities read books written in English regularly 6% of the Garo boys, 9% of the Bengali boys and 7% of the boys of other communities read books written in English sometimes 18% of the Bengali boys never read books written in English

##### Rural Colleges

56% of the Garo girls, 57% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys, 50% of the girls and 70% of the boys of other communities read books written in English other than text-books always 44% of the Garo girls, 30% of the Garo boys 57% of the Bengali girls, 63% of the Bengali boys 50% of the girls and 20% of the boys of other communities read books written in English other than text-books regularly 13% of the Garo boys read books written in English other than text-books sometimes 10% of the boys of other communities read books written in English other than text-books very rarely

##### All Colleges

42% of the Garo girls, 50% of the Garo boys, 29% of the Bengali girls, 21% of the Bengali boys, 14% of the girls and 43% of the boys of other communities read books written in English other than text-books always 56% of the Garo girls 39% of the Garo boys, 71% of the Bengali girls, 63% of the Bengali boys, 86% of the girls and 49% of the boys of other communities read books written in English other than text-books regularly 7% of the Garo boys read books written in English other than

text-books sometimes. 11% of the Bengali boys never read books written in English other than text-books.

#### QUESTION NO. 6

##### Urban Colleges

33% of the Garo girls, 36% of the Garo boys, 36% of the Bengali girls, 36% of the Bengali boys, 60% of the girls and 41% of the boys of other communities read newspapers/magazines written in English always. 61% of the Garo girls, 58% of the Garo boys, 57% of the Bengali girls, 45% of the Bengali boys, 40% of the girls and 52% of the boys of other communities read newspapers/magazines written in English regularly. 18% of the Bengali boys never read newspapers/magazines written in English.

##### Rural Colleges

56% of the Garo girls, 35% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys, 50% of the girls and 205 of the boys of other communities read newspapers/magazines written in English always. 44% of the Garo girls, 61% of the Garo boys, 71% of the Bengali girls, 50% of the Bengali boys, 50% of the girls and 70% of the boys of other communities read newspapers/magazines written in English regularly. 10% of the boys of other communities read newspapers/magazines written in English sometimes. 13% of the Bengali boys read newspapers/magazines written in English very rarely.

##### All Colleges

36% of the Garo girls, 36% of the Garo boys, 33% of the Bengali girls, 37% of the Bengali boys, 57% of the girls and 35% of the boys of other communities read newspapers/magazines written in English always. 58% of the Garo girls, 58% of the Garo boys, 62% of the Bengali girls, 47% of the Bengali boys, 43% of the girls and 57% of the boys of other communities read newspapers/magazines written in English regularly. 11% of the Bengali boys never read newspapers/magazines written in English

## QUESTION NO. 7

### Urban Colleges

46% of the Garo girls, 19% of the Garo boys, 43% of the Bengali girls, 27% of the Bengali boys, 60% of the girls and 22% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers written in English always. 48% of the Garo girls, 63% of the Garo girls, 29% of the Bengali girls, 45% of the Bengali boys 20% of the girls and 63% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers written in English regularly.

### Rural Colleges

89% of the Garo girls, 35% of the Garo boys, 14% of the Bengali girls, 38% of the Bengali boys, 50% of the girls and 40% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English always. 11% of the Garo girls, 43% of the Garo boys, 715 of the Bengali girls, 38% of the Bengali boys, 50% of the girls and 40% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English regularly. 17% of the Garo boys, 14% of the Bengali girls, 25% of the Bengali boys and 10% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English very rarely. 10% of the boys of other communities never get chances/opportunities to read story books/magazines/newspapers in English.

### All Colleges

53% of the Garo girls, 22% of the Garo boys, 33% of the Bengali girls, 32% of the Bengali boys, 57% of the girls and 27% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English always. 42% of the Garo girls, 59% of the Garo boys, 43% of the Bengali girls, 42% of the Bengali boys, 29% of the girls and 57% of the boys of other communities get

chances/opportunities to read story books/magazines/newspapers in English regularly 11% of the Garo boys get chances/opportunities to read story books/magazines/newspapers in English regularly 10% of the Bengali girls, 11% of the Bengali boys and 8% of the boys of other communities get chances/opportunities to read story books/magazines/newspapers in English very rarely 10% of the Bengali girls, 11% of the Bengali boys and 14% of the girls of other communities never get chances/opportunities to read story books/magazines/newspapers in English

### QUESTION NO. 8

#### Urban Colleges

26% of the Garo girls, 14% of the Garo boys, 29% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 11% of the boys of other communities watch English movies always 70% of the Garo girls, 66% of the Garo boys, 57% of the Bengali girls, 55% of the Bengali boys, 60% of the girls and 79% of the boys of other communities watch English movies regularly 14% of the Garo boys, 14% of the Bengali girls, 9% of the Bengali boys 20% of the girls and 11% of the boys of other communities watch English movies sometimes 7% of the boys of other communities watch English movies very rarely 18% of the Bengali boys never watch English movies

#### Rural Colleges

11% of the Garo girls and 38% of the Bengali boys watch English movies always 89% of the Garo girls, 61% of the Garo boys, 29% of the Bengali girls, 50% of the Bengali boys, 100% of the girls and 90% of the boys of other communities watch English movies regularly 13% of the Garo boys, 43% of the Bengali girls, 13% of the Bengali boys and 10% of the boys of other communities watch English movies sometimes 17% of the Garo boys, 29% of the Bengali girls watch English movies very rarely

#### All Colleges

24% of the Garo girls, 12% of the Garo boys, 19% of the Bengali girls, 26% of the Bengali boys, 14% of the girls and 8% of the boys of other communities watch English movies always. 73% of the Garo girls, 65% of the Garo boys, 48% of the Bengali girls, 53% of the Bengali boys, 71% of the girls and 76% of the boys of other communities watch English movies regularly. 14% of the Garo boys, 24% of the Bengali girls, 11% of the Bengali boys, 14% of the girls and 11% of the boys of other communities watch English movies sometimes. 7% of the Garo boys and 10% of the Bengali girls, watch English movies very rarely. 11% of the Bengali boys never watch English movies.

#### QUESTION NO. 9

##### Urban Colleges

13% of the Garo girls, 12% of the Garo boys and 11% of the boys of other communities understand English movies to a great extent. 65% of the Garo girls, 53% of the Garo boys, 79% of the Bengali girls, 45% of the Bengali boys, 80% of the girls and 63% of the boys of other communities understand English movies to some extent. 17% of the Garo girls, 29% of the Garo boys, 7% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 15% of the boys of other communities understand English movies very little. 9% of the Bengali boys and 7% of the boys of other communities do not understand English movies at all. 14% of the Bengali girls and 18% of the Bengali boys are not sure.

##### Rural Colleges

22% of the Garo girls, 25% of the Bengali boys and 10% of the boys of other communities understand English movies to a great extent. 44% of the Garo girls, 48% of the Garo boys, 43% of the Bengali girls, 50% of the Bengali boys, 100% of the girls 60% of the boys of other communities understand English movies to some extent. 22% of the Garo girls, 43% of the Garo boys, 29% of the Bengali girls, 13% of the Bengali boys and 20% of the boys of other communities understand English movies very little. 14% of the Bengali girls understand English movies very little. 14%

of the Bengali girls do not understand English movies at all 11% of the Garo girls, 14% of the Bengali girls, 13% of the Bengali boys and 10% of the boys of other communities are not sure.

#### All Colleges

15% of the Garo girls, 10% of the Garo boys, 11% of the Bengali boys and 11% of the boys of other communities understand English movies to a great extent 62% of the Garo girls, 52% of the Garo boys, 67% of the Bengali girls, 47% of the Bengali boys, 86% of the girls and 62% of the boys of other communities understand English movies to some extent 18% of the Garo girls, 32% of the Garo boys, 14% of the Bengali girls, 21% of the Bengali boys, 14% of the girls and 16% of the boys of other communities understand English movies very little 14% of the Bengali girls and 16% of the Bengali boys are not sure

#### QUESTION NO. 10

##### Urban Colleges

30% of the Garo girls, 16% of the Garo boys, 57% of the Bengali girls, 45% of Bengali boys, 80% of the girls and 67% of the boys of other communities understand English spoken by the teachers of English of their college to a great extent 52% of the Garo girls, 54% of the Garo boys 21% of the Bengali girls 36% of the Bengali boys and 30% of the boys of other communities understand English spoken by the teachers of English of their college to some extent. 11% of the Garo girls, 21% of the Garo boys 14% of the Bengali girls and 20% of the girls of other communities understand English spoken by the teachers of English of their college very little 7% of the Bengali girls and 18% of the Bengali boys are not sure

##### Rural Colleges

33% of the Garo girls, 17% of the Garo boys, 43% of the Bengali girls, 25% of the Bengali boys and 20% of the boys of other communities understand English spoken by the teachers of English of their college to a great extent. 56% of the Garo girls, 65% of the Garo boys, 43% of the Bengali girls, 50% of the Bengali boys, 100%

of the girls and 60% of the boys of other communities understand English spoken by the teachers of English of their college to some extent. 13% of the Garo boys and 10% of the boys of other communities understand English spoken by the teachers of English of their college to some extent. 13% of the Garo boys and 10% of the boys of other communities understand English spoken by the teachers of English of their college very little. 10% of the boys of other communities do not understand English spoken by the teachers of English of their college at all. 11% of the Garo girls, 14% of the Bengali girls and 25% of the Bengali boys are not sure.

#### All Colleges

31% of the Garo girls, 16% of the Garo boys, 52% of the Bengali girls, 37% of the Bengali boys, 57% of the girls and 54% of the boys of other communities understand English spoken by the teachers of English of their college to a great extent. 53% of the Garo girls, 56% of the Garo boys, 29% of the Bengali girls, 42% of the Bengali boys, 29% of the girls and 38% of the boys of other communities understand English spoken by the teachers of English of their college to some extent. 9% of the Garo girls, 20% of the Garo boys, 10% of the Bengali girls and 14% of the girls of other communities, understand English spoken by the teachers of English of their college to some extent. 9% of the Garo girls, 20% of the Garo boys, 10% of the Bengali girls and 14% of the girls of other communities understand English spoken by the teachers of English of their college very little. 10% of the Bengali girls and 21% of the Bengali boys are not sure.

### QUESTION NO. 11

#### Urban Colleges

41% of the Garo girls, 49% of the Garo boys, 43% of the Bengali girls, 55% of the Bengali boys, 60% of the girls and 63% of boys of other communities understand

English spoken by their friends to a great extent. 50% of the Garo girls, 34% of the Garo boys, 36% of the Bengali girls, 27% of the Bengali boys, 40% of the girls and 26% of the boys of other communities understand English spoken by their friends to some extent. 11% of the Garo boys, 14% of the Bengali girls and 7% of the boys of other communities understand English spoken by their friends very little. 7% of the Bengali girls do not understand English spoken by their friends at all. 18% of the Bengali boys can't say whether they find studying English interesting or not.

#### Rural Colleges

33% of the Garo girls, 30% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys, 50% of the girls and 40% of the boys of other communities understand English spoken by their friends to a great extent. 33% of the Garo girls, 57% of the Garo boys, 63% of the Bengali boys, 50% of the girls and 50% of the boys of other communities understand English spoken by their friends to some extent. 2% of the Garo girls and 13% of the Garo boys understand English spoken by their friends very little. 43% of the Bengali girls and 10% of the boys of other communities do not understand English spoken by their friends at all. 11% of the Garo girls and 14% of the Bengali girls are not sure.

#### All Colleges

40% of the Garo girls, 46% of the Garo boys, 43% of the Bengali girls, 47% of the Bengali boys, 57% of the girls and 57% of the boys of other communities understand English spoken by their friends to a great extent. 47% of the Garo girls, 39% of the Garo boys, 24% of the Bengali girls, 42% of the Bengali boys, 43% of the girls and 32% of the boys of other communities understand English spoken by their friends to some extent. 7% of the Garo girls, 11% of the Garo boys and 10% of the Bengali boys understand English spoken by their friends very little. 19% of the Bengali girls do not understand English spoken by their friends at all. 11% of the Bengali boys are not sure.

#### QUESTION NO. 12

Urban Colleges

78% of the Garo girls, 77% of Garo boys, 50% of the Bengali girls, 64% of the Bengali boys 60% of the girls and 67% of the boys of other communities like the way English is taught in the college very much 15% of the Garo girls, 20% of the Garo boys, 43% of the Bengali girls, 9% of the Bengali boys, 40% of the girls and 33% of the boys of other communities like the way English is taught in the college to some extent 27% of the Bengali boys do not like the way English is taught in the college at all

Rural Colleges

89% of the Garo girls, 83% of the Garo boys, 43% of the Bengali girls, 63% of the Bengali boys, 100% of the girls and 80% of the boys of other communities like the way English is taught in the college very much 11% of the Garo girls, 17% of the Garo boys 38% of the Bengali boys and 20% of the boys of other communities like the way English is taught in the college to some extent 43% of the Bengali girls like the way English is taught in the college very little 14% of the Bengali girls do not like the way English is taught in the college at all

All Colleges

80% of the Garo girls, 78% of the Garo boys, 48% of the Bengali girls, 63% of the Bengali boys, 71% of the girls and 70% of the boys of other communities like the way English is taught in the college very much 15% of the Garo girls, 20% of the Garo boys, 29% of the Bengali girls, 21% of the Bengali boys, 29% of the girls and 30% of the boys of other communities like the way English is taught in the college to some extent 14% of the Bengali girls like the way English is taught in the college very little 10% of the Bengali girls and 16% of the Bengali boys, do not like the way English is taught in the college at all

QUESTION NO. 13Urban Colleges

67% of the Garo girls, 67% of the Garo boys, 79% of the Bengali girls, 55% of the Bengali boys, 60% of the girls and 41% of the boys of other communities liked

the way English was taught in school, very much. 26% of the Garo girls, 24% of the Garo boys, 18% of the Bengali boys, 20% of the girls and 30% of the boys of other communities liked the way English was taught in school, to some extent. 7% of the Bengali girls, 9% of the Bengali boys and 26% of the boys of other communities liked the way English was taught in school very little. 20% of the girls of other communities did not like the way English was taught in school at all. 14% of the Bengali girls and 18% of the Bengali boys are not sure.

#### Rural Colleges

100% of the Garo girls, 61% of the Garo boys, 100% of the Bengali girls, 25% of the Bengali boys, 50% of the girls and 50% of the boys of other communities liked the way English was taught in school very much. 17% of the Garo boys, 13% of the Bengali boys, 50% of the girls and 50% of the boys of other communities liked the way English was taught in school to some extent. 22% of the Garo boys, 63% of the Bengali boys and 20% of the boys of other communities liked the way English was taught in school very little.

#### All Colleges

73% of the Garo girls, 66% of the Garo boys, 86% of the Bengali girls, 42% of the Bengali boys, 57% of the Bengali girls and 43% of the boys of other communities liked the way English was taught in school very much. 22% of the Garo girls, 23% of the Garo boys, 16% of the Bengali boys, 29% of the girls and 30% of the boys of other communities liked the way English was taught in school, to some extent. 8% of the Garo boys, 32% of the Bengali boys and 24% of the boys of other communities liked the way English was taught in school very little. 14% of the Bengali girls did not like the way English was taught in school at all. 10% of the Bengali girls and 11% of the Bengali boys are not sure.

#### QUESTION NO. 14

##### Urban Colleges

48% of the Garo girls, 55% of the Garo boys, 14% of the Bengali girls, 18% of

the Bengali boys, 60% of the girls and 37% of the boys of other communities like all the prescribed English textbooks. 52% of the Garo girls, 35% of the Garo boys, 71% of the Bengali girls, 64% of the Bengali boys, 40% of the girls and 59% of the boys of other communities like some of the prescribed English text-books. 6% of the Garo boys and 7% of the Bengali girls like very few of the prescribed English textbooks. 7% of the Bengali girls and 18% of the Bengali boys are not sure.

#### Rural Colleges

44% of the Garo girls, 43% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys and 20% of the boys of other communities like all the prescribed English textbooks. 44% of the Garo girls, 52% of the Garo boys, 43% of the Bengali girls, 50% of the Bengali boys, 100% of the girls and 80% of the boys of other communities like some of the prescribed English text-books. 14% of the Bengali girls like very few of the prescribed English text-books. 11% of the Garo girls and 13% of the Bengali boys are not sure.

#### All Colleges

47% of the Garo girls, 52% of the Garo boys, 24% of the Bengali girls, 26% of the Bengali boys, 43% of the girls and 32% of the boys of other communities like all the prescribed English textbooks. 51% of the Garo girls, 39% of the Garo boys, 62% of the Bengali girls, 58% of the Bengali boys, 57% of the girls and 65% of the boys of other communities like some of the prescribed English text-books. 16% of the Bengali boys are not sure.

### QUESTION NO. 15

#### Urban Colleges

48% of the Garo girls, 52% of the Garo boys, 21% of the Bengali girls, 45% of the Bengali boys, 60% of the girls and 52% of the boys of other communities like all the prescribed portions in language. 43% of the Garo girls, 35% of the Garo boys, 43% of the Bengali girls, 27% of the Bengali boys, 40% of the girls and 37% of the boys of other communities like some of the prescribed portions in language. 8% of the Garo boys

14% of the Bengali girls and 9% of the Bengali boys like very few of the prescribed portions in language. 14% of the Bengali girls like none of the prescribed portions in language. 7% of the Bengali girls, 18% of the Bengali boys and 7% of the boys of other communities are not sure.

#### Rural Colleges

78% of the Garo girls, 57% of the Garo boys, 57% of the Bengali girls, 63% of the Bengali boys and 60% of the boys of other communities like all the prescribed portions in language. 39% of the Garo boys, 43% of the Bengali girls, 25% of the Bengali boys, 100% of the girls and 20% of the boys of other communities like some of the prescribed portions in language. 11% of the Garo girls, 13% of the Bengali boys and 10% of the boys of other communities like very few of the prescribed portions in language. 10% of the boys of other communities like none of the prescribed portions in language. 11% of the Garo girls are not sure.

#### All Colleges

53% of the Garo girls, 52% of the Garo boys, 33% of the Bengali girls, 53% of the Bengali boys, 43% of the girls and 54% of the boys of other communities like all the prescribed portions in language. 36% of the Garo girls, 36% of the Garo boys, 43% of the Bengali girls, 26% of the Bengali boys, 57% of the girls and 32% of the boys of other communities like some of the prescribed portions in language. 7% of the Garo boys, 10% of the Bengali girls and 11% of the Bengali boys like very few of the prescribed portions in language. 10% of the Bengali girls like none of the prescribed portions in language. 11% of the Bengali boys are not sure.

### QUESTION NO. 16

#### Urban Colleges

15% of the Garo girls, 33% of the Garo girls, 14% of the Garo girls, 40% of the girls and 30% of the boys of other communities think that they can definitely learn English better at home than in the classroom. 30% of the Garo girls, 31% of the Garo boys, 14% of the Bengali girls, 18% of the Bengali boys and 52% of the boys of other

communities think that they can probably learn English better at home than in the classroom 37% of the Garo girls, 19% of the Garo boys, 29% of the Bengali girls 18% of the Bengali boys, 20% of the girls and 7% of the boys of other communities think that they can not probably learn English better at home than in the classroom 11% of the Garo girls, 13% of the Bengali girls, 29% of the Bengali girls, 45% of the Bengali boys, 20% of the girls and 7% of the boys of other communities think that they definitely can not learn English better at home than in the classroom 7% of the Garo girls, 14% of the Bengali girls, 18% of the Bengali boys and 20% of the girls of other communities, are not sure

### Rural Colleges

33% of the Garo girls, 43% of the Garo boys 43% of the Bengali girls 25% of the Bengali boys, 50% of the girls and 40% of the boys of other communities think that they can definitely learn English better at home than in the classroom 11% of the Garo girls 35% of the Garo boys 43% of the Bengali girls 63% of the Bengali boys, 50% of the girls and 30% of the boys of other communities think that they can probably learn English better at home than in the classroom 33% of the Garo girls, 9% of the Garo boys and 13% of the Bengali boys think that they can not probably learn English better at home than in the classroom 9% of the Garo boys and 30% of the boys of other communities think that they definitely can not learn English better at home than in the classroom 22% of the Garo girls and 14% of the Bengali girls are not sure

### All Colleges

18% of the Garo girls, 35% of the Garo boys, 24% of the Bengali girls, 11% of the Bengali boys 43% of the girls and 32% of the boys of other communities think that they can definitely learn English better at home than in the classroom 27% of the Garo girls 32% of the Garo boys, 24% of the Bengali girls, 37% of the Bengali boys, 14% of the girls and 46% of the boys of other communities think that they can probably learn English better at home than in the classroom 36% of the Garo girls, 17% of the Garo boys, 19% of the Bengali girls, 16% of the Bengali boys and 14% of

the girls of other communities think that they can not probably learn English better at home than in the classroom. 9% of the Garo girls, 12% of the Garo boys, 19% of the Bengali girls, 26% of the Bengali boys, 14% of the girls and 14% of the boys of other communities think that they definitely can not learn English better at home than in the classroom. 9% of the Garo girls, 14% of the Bengali girls, 11% of the Bengali boys and 14% of the girls of other communities, are not sure

### QUESTION NO. 17

#### Urban Colleges

33% of the Garo girls, 34% of the Garo boys, 57% of the Bengali girls, 9% of the Bengali boys, 40% of the girls and 56% of the boys of other communities think that there are definitely far too many students in the English class. 28% of the Garo girls, 34% of the Garo boys, 7% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 22% of the boys of other communities think that probably there are far too many students in the English class. 22% of the Garo girls, 16% of the Garo boys, 7% of the Bengali girls, 36% of the Bengali boys, 20% of the girls and 7% of the boys of other communities think that probably there are not far too many students in the English class. 11% of the Garo girls, 10% of the Garo boys, 7% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 7% of the boys of other communities think that definitely there are not far too many students in the English class. 7% of the Garo girls, 21% of the Bengali girls, 18% of the Bengali boys and 7% are not sure

#### Rural Colleges

33% of the Garo girls, 35% of the Garo boys, 14% of the Bengali girls and 40% of the boys of other communities think that there are definitely far too many students in the English class. 33% of the Garo girls, 57% of the Garo boys, 71% of the Bengali girls, 75% of the Bengali boys, 100% of the girls and 50% of the boys of other communities think that probably there are far too many students in the English class. 13% of the Bengali boys think that probably there are not far too many students in the English class. 33% of the Garo girls, 14% of the Bengali girls and

13% of the Bengali boys are not sure

#### All Colleges

33% of the Garo girls, 34% of the Garo boys, 43% of the Bengali girls, 29% of the girls and 51% of the boys of other communities think that there are definitely far too many students in the English class. 29% of the Garo girls, 39% of the Garo boys, 29% of the Bengali girls, 42% of the Bengali boys, 43% of the girls and 30% of the boys of other communities think that probably there are far too many students in the English class. 18% of the Garo girls, 14% of the Garo boys, 26% of the Bengali boys and 14% of the girls of other communities, think that probably there are not far too many students in the English class. 9% of the Garo girls, 9% of the Garo boys, 11% of the Bengali boys, 14% of the girls 8% of the boys of other communities think that definitely there are not far too many students in the English class. 11% of the Garo girls, 19% of the Bengali girls and 16% of the Bengali boys are not sure

#### QUESTION NO. 18

##### Urban Colleges

78% of the Garo girls, 57% of the Garo boys, 50% of the Bengali girls, 55% of the Garo boys, 40% of the girls and 74% of the boys of other communities feel that all the English teachers of the college know English very well. 13% of the Garo girls, 16% of the Garo boys, 14% of the Bengali girls, 20% of the girls and 7% of the boys of other communities feel that some of the English teachers of the college know English well and some of them do not know English well. 24% of the Garo boys, 7% of the Bengali girls, 36% of the Bengali boys, 20% of the girls and 7% of the boys of other communities feel that all the English teachers of the college know English tolerably well. 29% of the Bengali girls, 9% of the Bengali boys, 20% of the girls and 7% of the boys of other communities are not sure.

##### Rural Colleges

56% of the Garo girls, 52% of the Garo boys, 29% of the Bengali girls, 50% of the Bengali boys and 30% of the boys of other communities feel that all the English

teachers of the college know English very well. 22% of the Garo girls, 13% of the Garo boys, 29% of the Bengali girls, 25% of the Bengali boys, 50% of the girls and 10% of the boys of other communities feel that some of the English teachers of the college know English well and some of them do not know English well. 11% of the Garo girls, 35% of the Garo boys, 29% of the Bengali girls, 25% of the Bengali boys, 50% of the girls and 60% of the boys of other communities feel that all the English teachers of the college know English tolerably well. 11% of the Garo girls and 14% of the Bengali girls, are not sure.

#### All Colleges

75% of the Garo girls, 56% of the Garo boys, 43% of the Bengali girls, 53% of the Bengali boys, 29% of the girls and 62% of the boys of other communities feel that all the English teachers of the college know English very well. 15% of the Garo girls, 16% of the Garo boys, 19% of the Bengali girls, 11% of the Bengali boys, 29% of the girls and 8% of the boys of other communities feel that some of the English teachers of the college know English well and some of them do not know English well. 26% of the Garo boys, 14% of the Bengali girls, 32% of the Bengali boys, 29% of the girls and 22% of the boys of other communities feel that all the English teachers of the college know English tolerably well. 24% of the Bengali girls and 14% of the girls of other communities are not sure.

#### QUESTION NO. 19

##### Urban Colleges

59% of the Garo girls, 66% of the Garo boys, 29% of the Bengali girls, 73% of the Bengali boys, 60% of the girls and 67% of the boys of other communities think they can definitely learn English better if they have opportunities English. 33% of the Garo girls, 24% of the Garo boys, 36% of the Bengali girls, 9% 40% of girls and 26% of the boys of other communities think they can probably learn English better if they have opportunities English. 7% of the Garo girls and 7% of the boys of other communities think they can not probably learn English better if they have

opportunities English. 21% of the Bengali girls think they can definitely not learn English better if they have opportunities English. 14% of the Bengali girls and 18% of the Bengali boys are not sure.

#### Rural Colleges

56% of the Garo girls, 61% of the Garo boys, 57% of the Bengali girls, 13% of the Bengali boys, 50% of the girls and 50% of the boys of other communities think they can definitely learn English better if they have opportunities English. 22% of the Garo girls, 30% of the Garo boys, 38% of the Bengali boys, 50% of the girls and 40% of the boys of other communities think they can probably learn English better if they have opportunities English. 14% of the Bengali girls, 50% of the Bengali boys and 10% of the boys of other communities feel think they can not probably learn English better if they have opportunities English. 22% of the Garo girls and 29% of the Bengali girls are not sure.

#### All Colleges

58% of the Garo girls, 65% of the Garo boys, 38% of the Bengali girls, 47% of the Bengali boys, 57% of the girls and 62% of the boys of other communities think they can definitely learn English better if they have opportunities English. 31% of the Garo girls, 25% of the Garo boys, 24% of the Bengali girls, 21% of the Bengali boys, 43% of the girls and 30% of the boys of other communities think they can probably learn English better if they have opportunities English. 21% of the Bengali boys think they can not probably learn English better if they have opportunities English. 14% of the Bengali girls think they can definitely not learn English better if they have opportunities English. 19% of the Bengali girls and 11% of the Bengali boys are not sure.

#### QUESTION NO. 20

#### Urban Colleges

41% of the Garo girls, 48% of the Garo boys, 36% of the Bengali girls, 55% of the Garo boys, 60% of the girls 41% of the boys of other communities would

definitely be studying English even if it were not compulsory. 3% of the Garo girls, 30% of the Garo boys, 14% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 30% of the boys of other communities would probably still be studying English even if it were not compulsory. 15% of the Garo girls and 20% of the girls of other communities would probably not be studying English if it were not compulsory. 7% of the Garo girls, 7% of the Garo boys, 7% of the Bengali girls and 19% of the boys of other communities would definitely not be studying English if it were not compulsory. 12% of the Garo boys, 43% of the Bengali girls, 27% of the Bengali boys and 11% of the boys of other communities are not sure.

#### Rural Colleges

44% of the Garo girls, 61% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys and 50% of the boys of other communities would definitely be studying English even if it were not compulsory. 11% of the Garo girls, 22% of the Garo boys, 14% of the Bengali girls, 38% of the Bengali boys, 100% of the girls and 50% of the boys of other communities would probably still be studying English even if it were not compulsory. 29% of the Bengali girls would probably not be studying English if it were not compulsory. 22% of the Garo girls, 9% of the Garo boys, 14% of the Bengali girls and 13% of the Bengali boys would definitely not be studying English if it were not compulsory. 22% of the Garo girls, 14% of the Bengali girls and 13% of the Bengali boys are not sure.

#### All Colleges

42% of the Garo girls, 51% of the Garo boys, 33% of the Bengali girls, 47% of the Bengali boys, 43% of the girls and 43% of the boys of other communities would definitely be studying English even if it were not compulsory. 29% of the Garo girls, 29% of the Garo boys, 14% of the Bengali girls, 26% of the Bengali boys, 43% of the girls and 35% of the boys of other communities would probably still be studying English even if it were not compulsory. 13% of the Garo girls, 10% of the Bengali girls and 14% of the girls of other communities, would probably not be studying English if it were not compulsory. 9% of the Garo girls, 7% of the Garo boys, 10% of

the Bengali girls and 14% of the boys of other communities would definitely not be studying English if it were not compulsory. 7% of the Garo girls, 11% of the Garo boys, 33% of the Bengali girls, 21% of the Bengali boys and 8% of the boys of other communities are not sure.

#### QUESTION NO. 21

##### Urban Colleges

20% of the Garo girls, 20% of the Garo boys, 7% of the Bengali girls, 20% of the girls and 7% of the boys of other communities say that prescribed English text-books are definitely available. 37% of the Garo girls, 30% of the Garo boys, 43% of the Bengali girls, 45% of the Bengali boys, 20% the girls and 33% of the boys of other communities say that prescribed English text-books are probably available. 43% of the Garo girls, 37% of the Garo boys, 29% of the Bengali girls, 27% of the Bengali boys, 60% of the girls and 52% of the boys of other communities say that prescribed English text-books are probably not available. 7% of the Garo boys say that prescribed English text-books are definitely not available. 21% of the Bengali girls and 27% of the Bengali boys are not sure.

##### Rural Colleges

78% of the Garo girls, 35% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys and 30% of the boys of other communities say that prescribed English text-books are definitely available. 11% of the Garo girls, 14% of the Bengali girls and 10% of the boys of other communities say that prescribed English text-books are probably available. 11% of the Garo girls, 61% of the Garo boys, 43% of the Bengali girls, 63% of the Bengali boys, 100% of the Bengali girls 100% of the girls and 60% of the boys of other communities say that prescribed English text-books are probably not available. 14% of the Bengali girls are not sure.

##### All Colleges

29% of the Garo girls, 23% of the Garo boys, 14% of the Bengali girls, 16% of

the Bengali boys, 14% of the girls and 14% of the boys of other communities say that prescribed English text-books are definitely available. 33% of the Garo girls, 25% of the Garo boys, 33% of the Bengali girls, 26% of the Bengali boys, 14% of the girls and 27% of the boys of other communities say that prescribed English text-books are probably available. 38% of the Garo girls, 42% of the Garo boys, 33% of the Bengali girls, 42% of the Bengali boys, 71% of the girls and 54% of the boys of other communities say that prescribed English text-books are probably not available. 19% of the Bengali girls and 16% of the Bengali boys are not sure.

## QUESTION NO. 22

### Urban Colleges

22% of the Garo girls, 36% of the Garo boys, 7% of the Bengali girls, 40% of the girls and 19% of the boys of other communities think that the examination system is definitely a hindrance/obstacle for the learning of English. 37% of the Garo girls, 33% of the Garo boys, 50% of the Bengali girls, 55% of the Bengali boys and 33% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 15% of the Garo girls, 7% of the Garo boys, 14% of the Bengali girls, 20% of the girls and the girls and 30% of the boys of other communities think that the examination system is probably not a hindrance/obstacle for the learning of English. 17% of the Garo girls, 19% of the Garo boys, 7% of the Bengali girls, 9% of the Bengali boys, 40% of the girls and 11% of the boys of other communities think that the examination system is definitely a hindrance for learning of English. 9% of the Garo girls, 21% of the Bengali girls, 36% of the Bengali boys and 7% of the boys of other communities are not sure if the examination system is a hindrance/obstacle for the learning of English or not.

### Rural Colleges

56% of the Garo girls, 35% of the Garo boys, 14% of the Bengali girls, 25% of the Bengali boys, 50% of the girls and 10% of the boys of other communities think that the examination system is definitely a hindrance/obstacle for the learning of

English. 22% of the Garo girls, 39% of the Garo boys, 29% of the Bengali girls, 63% of the Bengali boys, 50% of the girls and 70% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 13% of the Garo boys, 43% of the Bengali girls and 10% of the boys of other communities think that the examination system is probably not a hindrance/obstacle for the learning of English. 9% of the Garo boys 10% of the boys of other communities think that the examination system is definitely a hindrance for learning of English. 22% of the Garo girls, 14% of the Bengali girls and 13% of the Bengali boys are not sure if the examination system is s hindrance/obstacle for the learning of English or not.

#### All colleges

27% of the Garo girls, 11% of the Bengali girls, 43% of the girls of other communities, 36% of the Garo boys, 11% of the Bengali boys and 16% of the boys of other communities think that the examination system is definitely a hindrance/obstacle for the learning of English. 35% of the Garo girls, 43% of the Bengali girls, 14% of girls of other communities, 34% of the Garo boys, 58% of the Bengali boys and 43% of the boys of other communities think that the examination system is probably a hindrance/obstacle for the learning of English. 13% of the Garo girls, 24% of the Bengali girls, 14% of the girls of other communities, 8% of the Garo boys and 24% of the boys of other communities think that the examination system is probably not a hindrance/obstacle for the learning of English. 15% of the Garo girls, 5% of the Bengali girls, 29% of the girls of other communities, 17% of the Garo boys, 5% of the Bengali boys and 11% of the boys of other communities think that the examination system is definitely a hindrance for learning of English. 11% of the Garo girls, 19% of the Bengali girls, 4% of the Garo boys, 26% of the Bengali boys and 5% of the boys of other communities Q22E are not sure.

#### QUESTION NO. 23

### Urban Colleges

6% of the Garo boys, 20% of the girls and 7% of the boys of other communities always speak in English with the members of their family. 6% of the Garo boys and 7% of the boys of other communities mostly speak in English with the members of their family. 93% of the Garo girls, 57% of the Garo boys, 50% of the Bengali girls, 45% of the Bengali boys, 40% of the girls and 74% of the boys of other communities speak in English with the members of the family sometimes. 7% of the Garo girls, 29% of the Garo boys, 50% of the Bengali girls, 27% of the Bengali boys, 40% of the girls and 11% of the boys of other communities never speak in English with the members of their family. 18% of the Bengali boys are not sure.

### Rural Colleges

11% of the Garo girls, 17% of the Garo boys, 14% of the Bengali girls, 25% of the Bengali boys and 10% of the boys of other communities always speak in English with the members of their family. 11% of the Garo girls and 9% of the Garo boys mostly speak in English with the members of their family. 56% of the Garo girls, 39% of the Garo boys, 29% of the Bengali girls, 50% of the Bengali boys and 40% of the boys of other communities speak in English with the members of the family sometimes. 22% of the Garo girls, 35% of the Garo boys, 57% of the Bengali girls, 25% of the Bengali boys, 100% of the girls and 50% of the boys of other communities never speak in English with the members of their family.

### All Colleges

8% of the Garo boys, 16% of the Bengali boys, 14% of the girls and 8% of the boys of other communities always speak in English with the members of their family. 7% of the Garo boys mostly speak in English with the members of their family. 87% of the Garo girls, 53% of the Garo boys, 43% of the Bengali girls, 47% of the Bengali boys, 29% of the girls and 65% of the boys of other communities speak in English with the members of the family sometimes. 9% of the Garo girls, 30% of the Garo boys, 52% of the Bengali girls, 26% of the Bengali boys, 57% of the girls and 22% of the boys of other communities never speak in English with the members of their

family. 11% of the Bengali boys are not sure.

#### QUESTION NO. 24

##### Urban Colleges

7% of the Garo boys, 9% of the Bengali boys and 11% of the boys of other communities always speak in English their friends. 28% of the Garo girls, 15% of the Garo boys, 29% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 26% of the boys of other communities mostly speak in English with their friends. 70% of the Garo girls, 72% of the Garo boys, 64% of the Bengali girls, 45% of the Bengali boys, 80% of the girls and 56% of the boys of other communities sometimes speak in English with their friends. 7% of the Bengali girls and 7% of the boys of other communities never speak in English with their friends. 18% of the Bengali boys are not sure.

##### Rural Colleges

44% of the Garo girls, 30% of the Garo boys, 14% of the Bengali girls, 63% of the Bengali boys and 20% of the boys of other communities always speak in English their friends. 11% of the Garo girls, 17% of the Garo boys, 50% of the girls and 20% of the boys of other communities mostly speak in English with their friends. 44% of the Garo girls, 52% of the Garo boys, 57% of the Bengali girls, 38% of the Bengali boys, 50% of the girls and 50% of the boys of other communities sometimes speak in English with their friends. 29% of the Bengali girls and 10% of the boys of other communities never speak in English with their friends.

##### All Colleges

9% of the Garo girls, 11% of the Garo boys, 32% of the Bengali boys and 14% of the boys of other communities always speak in English their friends. 25% of the Garo girls, 16% of the Garo boys, 19% of the Bengali girls, 16% of the Bengali boys, 29% of the girls and 24% of the boys of other communities mostly speak in English with their friends. 65% of the Garo girls, 68% of the Garo boys, 62% of the Bengali girls, 42% of the Bengali boys, 71% of the girls and 54% of the boys of other

communities sometimes speak in English with their friends. 14% of the Bengali girls and 8% of the boys of other communities never speak in English with their friends. 11% of the Bengali boys are not sure.

### QUESTION NO. 25 A

#### Urban Colleges

43% of the Garo girls, 42% of the Garo boys, 29% of the Bengali girls, 40% of the girls and 41% of the boys of other communities take great interest in engaging in everyday conversation in English. 33% of the Garo girls, 32% of the Garo boys, 29% of the Bengali girls, 55% of the Bengali boys, 20% of the girls and 26% of the boys of other communities take some interest in engaging in everyday conversation in English. 11% of the Garo girls, 9% of the Garo boys and 18% of the Bengali boys, take very little interest in engaging in everyday conversation in English. 21% of the Bengali girls, 20% of the girls and 11% of the boys of other communities take no interest in engaging in everyday conversation in English. 9% of the Garo girls, 12% of the Garo boys, 21% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 19% of the boys of other communities are not sure.

#### Rural Colleges

56% of the Garo girls, 52% of the Garo boys, 14% of the Bengali girls, 38% of the Bengali boys, 50% of the girls and 40% of the boys of other communities take great interest in engaging in everyday conversation in English. 11% of the Garo girls, 26% of the Garo boys, 43% of the Bengali girls, 13% of the Bengali boys and 30% of the boys of other communities take some interest in engaging in everyday conversation in English. 17% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys, 50% of the girls and 10% of the boys of other communities take very little interest in engaging in everyday conversation in English. 22% of the Garo girls and 10% of the boys of other communities take no interest in engaging in everyday conversation in English. 11% of the Garo girls, 13% of the Bengali boys and 10% of the boys of other communities are not sure.

All Colleges

45% of the Garo girls, 44% of the Garo boys, 24% of the Bengali girls, 16% of the Bengali boys, 43% of the girls and 41% of the boys of other communities take great interest in engaging in everyday conversation in English. 29% of the Garo girls, 31% of the Garo boys, 33% of the Bengali girls, 37% of the Bengali boys, 14% of the girls and 27% of the boys of other communities take some interest in engaging in everyday conversation in English. 9% of the Garo girls, 11% of the Garo boys, 14% of the Bengali girls, 26% of the Bengali boys and 14% of the girls of other communities take very little interest in engaging in everyday conversation in English. 7% of the Garo girls, 14% of the Bengali girls, 14% of the girls and 11% of the boys of other communities take no interest in engaging in everyday conversation in English. 9% of the Garo girls, 11% of the Garo boys, 14% of the Bengali girls, 21% of the Bengali boys, 14% of the girls and 16% of the boys of other communities are not sure.

QUESTION NO 25 BUrban Colleges

43% of the Garo girls, 35% of the Garo boys, 29% of the Bengali girls, 36% of the Bengali boys, 20% of the girls and 41% of the boys of other communities take great interest in listening to /watching English news broadcast/telecast. 33% of the Garo girls, 32% of the Garo boys, 64% of the Bengali girls, 45% of the Bengali boys, 40% of the girls and 26% of the boys of other communities some interest in listening to /watching English news broadcast/telecast. 11% of the Garo girls, 24% of the Garo boys, 7% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 15% of the boys of other communities take very little interest in listening to /watching English news broadcast/telecast. 7% of the Garo girls no interest in listening to /watching English news broadcast/telecast. 7% of the Garo girls, 7% of the Garo boys, 20% of the girls and 19% of the boys of other communities are not sure.

Rural Colleges

56% of the Garo girls, 39% of the Garo boys, 43% of the Bengali girls, 50% of the Bengali boys, 100% of the girls and 30% of the boys of other communities take great interest in listening to /watching English news broadcast/telecast. 33% of the Garo girls, 35% of the Garo boys, 43% of the Bengali girls, 38% of the Bengali boys and 30% of the boys of other communities some interest in listening to /watching English news broadcast/telecast. 17% of the Garo boys and 40% of the boys of other communities take very little interest in listening to /watching English news broadcast/telecast. 14% of the Bengali girls no interest in listening to /watching English news broadcast/telecast. 11% of the Garo girls and 13% of the Bengali boys, are not sure.

#### All Colleges

45% of the Garo girls, 36% of the Garo boys, 33% of the Bengali girls, 42% of the Bengali boys, 43% of the girls and 38% of the boys of other communities take great interest in listening to /watching English news broadcast/telecast. 33% of the Garo girls, 33% of the Garo boys, 57% of the Bengali girls, 42% of the Bengali boys, 29% of the girls and 27% of the boys of other communities some interest in listening to /watching English news broadcast/telecast. 9% of the Garo girls, 23% of the Garo boys, 11% of the Bengali boys, 14% of the girls 22% of the boys of other communities take very little interest in listening to /watching English news broadcast/telecast. 7% of the Garo girls, 7% of the Garo boys, 14% of the girls and 14% of the boys of other communities are not sure.

#### QUESTION NO. 25 C

##### Urban Colleges

35% of the Garo girls, 23% of the Garo boys, 14% of the Bengali girls, 27% of the Bengali boys, 40% of the girls 22% of the boys of other communities take great interest in watching English films. 39% of the Garo girls, 38% of the Garo boys, 57% of the Bengali girls, 64% of the Bengali boys, 20% of the girls and 26% of the boys of other communities take some interest in watching English films. 15% of the Garo

girls, 20% of the Garo boys, 29% of the Bengali girls, 9% of the Bengali boys, 20% of the girls and 22% of the boys of other communities take very little interest in watching English films. 7% of the Garo girls, 7% of the Garo boys and 11% of the boys of other communities take no interest in watching English films. 11% of the Garo boys, 20% of the girls and 19% of the boys of other communities are not sure.

#### Rural Colleges

33% of the Garo girls, 30% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys and 50% of the boys of other communities take great interest in watching English films. 11% of the Garo girls, 30% of the Garo boys, 38% of the Bengali boys, 50% of the girls and 40% of the boys of other communities take some interest in watching English films. 33% of the Garo girls, 17% of the Garo boys, 29% of the Bengali girls, 13% of the Bengali boys and 50% of the girls of other communities, take very little interest in watching English films. 11% of the Garo girls, 13% of the Garo boys, 43% of the Bengali girls and 10% of the boys of other communities take no interest in watching English films. 1% of the Garo girls, 9% of the Garo boys and 13% of the Bengali boys are not sure.

#### All Colleges

35% of the Garo girls, 25% of the Garo boys, 19% of the Bengali girls, 32% of the Bengali boys, 29% of the girls and 30% of the boys of other communities take great interest in watching English films. 35% of the Garo girls, 37% of the Garo boys, 38% of the Bengali girls, 53% of the Bengali boys, 29% of the girls and 30% of the boys of other communities take some interest in watching English films. 18% of the Garo girls, 20% of the Garo boys, 29% of the Bengali girls, 11% of the Bengali boys, 29% of the girls and 16% of the boys of other communities take very little interest in watching English films. 7% of the Garo girls, 8% of the Garo boys, 14% of the Bengali girls and 11% of the boys of other communities take no interest in watching English films. 11% of the Garo boys, 14% of the girls and 14% of the boys of other communities are not sure.

QUESTION NO. 25 DUrban Colleges

41% of the Garo girls, 36% of the Garo boys, 36% of the Bengali girls, 18% of the Bengali boys, 40% of the girls and 26% of the boys of other communities take great interest in reading English literature. 39% of the Garo girls, 38% of the Garo boys, 43% of the Bengali girls, 45% of the Bengali boys, 20% of the girls and 48% of the boys of other communities take some interest in reading English literature. 11% of the Garo girls, 9% of the Garo boys, 14% of the Bengali girls, 18% of the Bengali boys, 20% of the girls and 7% of the boys of other communities take very little interest in reading English literature. 7% of the Bengali girls and 18% of the Bengali boys take no interest in reading English literature. 7% of the Bengali girls, 14% of the Bengali boys, 20% of the girls and 19% of the boys of other communities are not sure.

Rural Colleges

44% of the Garo girls, 35% of the Garo boys, 14% of the Bengali girls, 25% of the Bengali boys and 50% of the boys of other communities take great interest in reading English literature. 22% of the Garo girls, 35% of the Garo boys, 29% of the Bengali girls, 25% of the Bengali boys, 50% of the girls and 30% of the boys of other communities take some interest in reading English literature. 11% of the Garo girls, 17% of the Garo boys, 57% of the Bengali girls and 25% of the Bengali boys take very little interest in reading English literature. 11% of the Garo girls, 50% of the girls and 20% of the boys of other communities take no interest in reading English literature. 11% of the Garo girls, 9% of the Garo boys and 25% of the Bengali boys are not sure.

All Colleges

42% of the Garo girls, 36% of the Garo boys, 29% of the Bengali girls, 21% of the Bengali boys, 29% of the girls and 32% of the boys of other communities take great interest in reading English literature. 36% of the Garo girls, 38% of the Garo boys, 38% of the Bengali girls, 37% of the Bengali boys, 29% of the girls and 43% of

the boys of other communities take some interest in reading English literature.

11% of the Garo girls, 11% of the Garo boys, 29% of the Bengali girls, 21% of the Bengali boys and 14% of the girls of other communities take very little interest in reading English literature. 11% of the Bengali boys and 14% of the girls of other communities take no interest in reading English literature. 7% of the Garo girls, 13% of the Garo boys, 11% of the Bengali boys, 14% of the girls and 14% of the boys of other communities are not sure.

#### QUESTION NO. 25 E

##### Urban Colleges

52% of the Garo girls, 37% of the Garo boys, 29% of the Bengali girls, 27% of the Garo boys, 40% of the girls and 52% of the boys of other communities take great interest in reading English magazines/newspapers. 24% of the Garo girls, 32% of the Garo boys, 50% of the Bengali girls, 27% of the Bengali boys, 20% of the girls and 26% of the boys of other communities take some interest in reading English magazines/newspapers. 13% of the Garo girls, 11% of the Garo boys, 21% of the Bengali girls, 36% of the Bengali boys and 7% of the boys of other communities take very little interest in reading English magazines/newspapers. 9% of the Bengali boys take no interest in reading English magazines/newspapers. 9% of the Garo girls, 16% of the Garo boys, 40% of the girls and 15% of the boys of other communities are not sure.

##### Rural Colleges

44% of the Garo girls, 43% of the Garo boys, 29% of the Bengali girls, 38% of the Bengali boys and 40% of the boys of other communities take great interest in reading English magazines/newspapers. 22% of the Garo girls, 26% of the Garo boys, 57% of the Bengali girls, 38% of the Bengali boys, 100% of the girls and 40% of the boys of other communities take some interest in reading English magazines/newspapers. 22% of the Garo girls, 22% of the Garo boys and 20% of the boys of other communities take very little interest reading English

magazines/newspapers written in English. 14% of the Bengali girls take no interest in reading English magazines/newspapers. 11% of the Garo girls, 9% of the Garo boys and 25% of the Bengali boys are not sure.

#### All Colleges

51% of the Garo girls, 39% of the Garo boys, 29% of the Bengali girls, 32% of the Bengali boys, 29% of the girls and 49% of the boys of other communities take great interest in reading English magazines/newspapers. 24% of the Garo girls, 31% of the Garo boys, 52% of the Bengali girls, 32% of the Bengali boys, 43% of the girls and 30% of the boys of other communities take some interest in reading English magazines/newspapers. 15% of the Garo girls, 13% of the Garo boys, 14% of the Bengali girls, 21% of the Bengali boys, 1% of the girls and 9% of the boys of other communities take very little interest reading English magazines/newspapers written in English. 9% of the Garo girls, 15% of the Garo boys, 11% of the Bengali boys, 29% of the girls and 11% of the boys of other communities are not sure.

#### QUESTION NO. 25 F

##### Urban Colleges

30% of the Garo girls, 16% of the Garo boys, 36% of the Bengali girls, 36% of the Bengali boys, 80% of the girls and 33% of the boys of other communities take great interest in writing letters in English for various purposes. 37% of the Garo girls, 38% of the Garo boys, 36% of the Bengali girls, 27% of the Bengali boys and 41% of the boys of other communities take some interest in writing letters in English for various purposes. 20% of the Garo girls, 17% of the Garo boys, 14% of the Bengali girls, 36% of the Bengali boys, 7% of the boys of other communities take very little interest in writing letters in English for various purposes. 17% of the Garo boys take no interest in writing letters in English for various purposes. 9% of the Bengali girls,

11% of the Bengali boys, 14% of the Bengali girls, 20% of the girls and 15% of the boys of other communities are not sure.

#### Rural Colleges

56% of the Garo girls, 43% of the Garo boys, 29% of the Bengali girls, 50% of the Bengali boys and 30% of the boys of other communities take great interest in reading English magazines/newspapers. 11% of the Garo girls, 13% of the Garo boys, 29% of the Bengali girls, 13% of the Bengali boys, 100% of the girls and 30% of the boys of other communities take some interest in reading English magazines/newspapers. 22% of the Garo girls, 26% of the Garo boys, 43% of the Bengali girls, 25% of the Bengali boys and 20% of the boys of other communities take very little interest reading English magazines/newspapers written in English. 20% of the boys of other communities take no interest in reading English magazines/newspapers. 11% of the Garo girls, 13% of the Garo boys 13% of the Bengali boys are not sure.

#### All Colleges

35% of the Garo girls, 21% of the Garo boys, 33% of the Bengali girls, 42% of the Bengali boys, 57% of the girls and 32% of the boys of other communities take great interest in reading English magazines/newspapers. 33% of the Garo girls, 34% of the Garo boys, 33% of the Bengali girls, 21% of the Bengali boys, 29% of the girls and 38% of the boys of other communities take some interest in reading English magazines/newspapers. 20% of the Garo girls, 19% of the Garo boys, 24% of the Bengali girls, 32% of the Bengali boys and 11% of the boys of other communities take very little interest reading English magazines/newspapers written in English. 15% of the Garo boys take no interest in reading English magazines/newspapers. 9% of the Garo girls, 11% of the Garo boys, 10% of the Bengali girls, 14% of the girls and 11% of the boys of other communities are not sure.

#### QUESTION NO. 25 G

#### Urban Colleges

22% of the Garo girls, 22% of the Garo boys, 7% of the Bengali girls, 18% of the Garo boys, 20% of the girls 15% of the boys of other communities take great interest in writing stories, articles etc in English. 37% of the Garo girls, 35% of the Garo boys, 29% of the Bengali girls, 55% of the Bengali boys, 40% of the girls and 33% of the boys of other communities take some interest in writing stories, articles etc in English. 20% of the Garo girls, 15% of the Garo boys, 29% of the Bengali girls, 18% of the Bengali boys and 22% of the boys of other communities take very little interest in writing stories, articles etc in English. 10% of the Garo boys, 14% of the Bengali girls, 9% of the Bengali boys, 20% of the girls and 7% of the boys of other communities take no little interest in writing stories, articles etc in English. 17% of the Garo girls, 17% of the Garo boys, 21% of the Bengali girls, 20% of the girls and 22% of the boys of other communities are not sure.

#### Rural Colleges

56% of the Garo girls, 22% of the Garo boys, 57% of the Bengali girls, 38% of the Bengali boys and 30% of the boys of other communities take great interest in writing stories, articles etc in English. 33% of the Garo girls, 35% of the Garo boys, 50% of the girls and 50% of the boys of other communities take some interest in writing stories, articles etc in English. 30% of the Garo boys, 29% of the Bengali girls, 25% of the Bengali boys, 50% of the girls and 10% of the boys of other communities take very little interest in writing stories, articles etc in English. 14% of the Bengali girls, 13% of the Bengali boys and 10% of the boys of other communities take no little interest in writing stories, articles etc in English. 11% of the Garo girls, 9% of the Garo boys and 25% of the Bengali boys, are not sure.

#### All Colleges

27% of the Garo girls, 22% of the Garo boys, 24% of the Bengali girls, 26% of the Bengali boys, 14% of the girls and 19% of the boys of other communities take great interest in writing stories, articles etc in English. 36% of the Garo girls, 35% of the Garo boys, 19% of the Bengali girls, 32% of the Bengali boys, 43% of the girls and 38% of the boys of other communities Great interest in Writing stories, articles

etc in English 16% of the Garo girls, 18% of the Garo boys, 29% of the Bengali girls, 21% of the Bengali boys, 14% of the girls and 19% of the boys of other communities take very little interest in writing stories, articles etc in English. 9% of the Garo boys, 14% of the Bengali girls, 11% of the Bengali boys, 14% of the girls and 8% of the boys of other communities take no little interest in writing stories, articles etc in English. 16% of the Garo girls, 16% of the Garo boys, 14% of the Bengali girls, 11% of the Bengali boys, 14% of the girls and 16% of the boys of other communities are not sure.

#### ANALYSIS OF THE RESPONSES OF THE STUDENTS

As stated by the students themselves their motivation towards learning English was quite high though their teachers do not really agree. Attitude towards English was also quite positive. But the learning environment was not very conducive. There has hardly any significant difference in motivation, attitude and language environment of the + 2 students of Garo Hills on the basis of sex, geographical background or college. Though the condition was a little better in the urban colleges, it was actually better in Don Bosco College where discipline played a major role, which is non-linguistic in character.

#### RESPONSES OF TEACHERS

Another set of Questionnaires was prepared for English teachers of all the colleges of Garo Hills and all the English teachers of all the secondary schools of Garo Hills. There was no Higher Secondary at the time of research hence questionnaires could not be given to Higher Secondary teachers. The Questionnaires were posted to the teachers. They were requested to answer the questions frankly and return the filled-in Questionnaires by through post. They were told that this research was purely academic in character and by answering these questions frankly their careers would not be jeopardised. The questions will be kept in safe custody. A

stamped envelope was enclosed with each Questionnaire to enable the teachers to send back the Questionnaires without going through any financial obligation. A total of 93 (ninety-three) teachers of schools and colleges returned the filled-in Questionnaires. Out of these 93 teachers 89 (eighty-nine) were school teachers and 4 (four) were college teachers. Out of these 89 school teachers, 19 (nineteen) were from urban areas and 70 (seventy) were from rural areas. None of the colleges of rural areas had any English teacher. English classes in these colleges were either mostly unattended or taken by teachers of other subjects. There were two colleges in Tura (urban). In Tura Govt. College there were three teachers. Out of which one was the researcher himself, the other two teachers filled-in the Questionnaires. The other two teachers were from Don Bosco College (urban).

## PRESENTATION OF THE RESPONSES OF THE QUESTIONNAIRES FOR TEACHERS

### QUESTION NO. 2

89% of the rural school teachers, 95% of the urban school teachers and 100% of the college teachers think that teaching of grammar is obviously necessary. 10% of the rural school teachers think that teaching of grammar is probably necessary.

### QUESTION NO. 3

94% of the rural school teachers, 95% of the urban school teachers and 75% of the college teachers like teaching English very much. 6% of the rural school teachers probably like teaching English. 25% of the college teachers definitely do not like teaching English.

### QUESTION NO. 4

54% of the rural school teachers, 21% of the urban school teachers and 75%

of the college teachers would definitely like to change the present syllabus if they had a chance. 31% of the rural school teachers, 53% of the urban school teachers and 25% of the college teachers would probably like to change the present syllabus if they had a chance. 21% of the urban school teachers would probably not like to change the present syllabus even if they had a chance. 6% of the rural school teachers would definitely not like to change the present syllabus even if they had a chance. 6% of the rural school teachers are not sure.

#### QUESTION NO. 5

10% of the rural school teachers and 11% of the urban school teachers think that they can definitely achieve the objectives of teaching English through the prescribed text-books. 79% of the rural school teachers, 84% of the urban school teachers and 50% of the college teachers think that they can probably achieve the objectives of teaching English through the prescribed text-books. 25% of the college teachers think that they cannot probably achieve the objectives of teaching English through the prescribed text-books. 25% of the college teachers think that they can not definitely achieve the objectives of teaching English through the prescribed text-books.

#### QUESTION NO. 6

77% of the rural school teachers, 63% of the urban school teachers and 50% of the college teachers think that definitely they need to be trained/trained further for teaching English. 14% of the rural school teachers, 26% of the urban school teachers and 50% of the college teachers think that they probably need to be trained/trained further for teaching English. 6% of the rural school teachers and 11% of the urban school teachers think that probably they do not need to be trained/trained further for teaching English.

QUESTION NO. 7

6% of the rural school teachers think that their students are very good in English. . 67% of the rural school teachers, 79% of the urban school teachers and 25% of the college teachers think that their students are good in English. 24% of the rural school teachers, 16% of the urban school teachers and 75% of the college teachers think that their students are bad in English.

QUESTION NO. 8

7% of the rural school teachers think that they are very good in English. 84% of the rural school teachers, 100% of the urban school teachers and 75% of the college teachers think that they are good in English. 6% of the rural school teachers and 25% of the college teachers think that they are bad in English.

QUESTION NO. 9

46% of the rural school teachers, 42% of the urban school teachers and 75% of the college teachers use English while speaking to their students always. 34% of the rural school teachers and 42% of the urban school teachers use English while speaking to their students pretty regularly. 20% of the rural school teachers, 16% of the urban school teachers and 25% of the college teachers use English while speaking to their students sometimes.

QUESTION NO. 10

31% of the rural school teachers, 42% of the urban school teachers and 75% of the college teachers read English books/newspapers/journals apart from the text-books always. 41% of the rural school teachers and 42% of the urban school teachers read English books/newspapers/journals apart from the text-books pretty regularly. 26% of the rural school teachers, 16% of the urban school teachers and 25% of the college teachers read English books/newspapers/journals apart from the

text-books sometimes.

#### QUESTION NO. 11

34% of the rural school teachers, 47% of the urban school teachers and 50% of the college teachers think that their colleagues in the English Department read extensively. 49% of the rural school teachers and 32% of the urban school teachers think that their colleagues in the English Department read less extensively. 13% of the rural school teachers think that their colleagues in the English Department read very little. 16% of the urban school teachers and 50% of the college teachers are not sure.

#### QUESTION NO. 12

9% of the rural school teachers say they have English teachers' meetings in order to discuss the problems of the students always. 51% of the rural school teachers, 37% of the urban school teachers say they have English teachers' meetings in order to discuss the problems of the students sometimes. 34% of the rural school teachers, 58% of the urban school teachers and 75% of the college teachers say they have English teachers' meetings in order to discuss the problems of the students very rarely. 25% of the college teachers say they never have English teachers' meetings in order to discuss the problems of the students.

#### QUESTION NO. 14

94% of the rural school teachers, 100% of the urban school teachers and 100% of the college teachers believe that English should be taught to all High School and college students. 6% of the rural school teachers believe that English should be taught to only those students who wish to study it.

#### QUESTION NO. 14

71% of the rural school teachers, 63% of the urban school teachers and 25% of the college teachers suggest that college authorities should increase the amount of teaching of English for all students. 19% of the rural school teachers, 21% of the urban school teachers and 25% of the college teachers suggest that college authorities should increase the amount of teaching of English as required by each student. 10% of the rural school teachers and 50% of the college teachers suggest that college authorities should keep the amount of teaching of English as it is. 11% of the urban school teachers are not sure.

#### QUESTION NO. 15

- 32% of the urban school teachers and 50% of the college teachers watch English movies always. 61% of the rural school teachers, 63% of the urban school teachers and 50% of the college teachers watch English movies regularly. 31% of the rural school teachers watch English movies sometimes.

#### QUESTION NO. 16

24% of the rural school teachers, 42% of the urban school teachers and 50% of the college teachers understand English movies to some extent. 66% of the rural school teachers, 58% of the urban school teachers and 50% understand English movies to some extent. 7% of the rural school teachers understand English movies to very little.

#### QUESTION NO. 17

40% of the rural school teachers, 37% of the urban school teachers and 50% of the college teachers use the lecture method while teaching English. 37% of the rural school teachers and 42% of the urban school teachers use the translation method while teaching English. 46% of the rural school teachers, 47% of the urban

school teachers and 25% of the college teachers teach grammar. 81% of the rural school teachers, 84% of the urban school teachers and 74% of the college teachers use explanations from the text while teaching English. 60% of the rural school teachers, 74% of the urban school teachers and 50% of the college teachers give written work to students while teaching English.

#### QUESTION NO. 18

13% of the rural school teachers and 11% of the urban school teachers like all the prescribed English text-books. 70% of the rural school teachers, 79% of the urban school teachers and 50% of the college teachers like some of the prescribed English text-books. 16% of the rural school teachers, 11% of the urban school teachers and 25% of the college teachers like very few of the prescribed English text-books. 25% of the college teachers like none of the prescribed English text-books.

#### QUESTION NO. 19

40% of the rural school teachers, 32% of the urban school teachers and 50% of the college teachers think that there are definitely far too many students in the English class. 30% of the rural school teachers and 26% of the urban school teachers think that there are probably far too many students in the English class. 21% of the rural school teachers, 16% of the urban school teachers and 50% of the college teachers think that there are probably not far too many students in the English class. 6% of the rural school teachers and 21% of the urban school teachers think that there are definitely not far too many students in the English class.

#### QUESTION NO. 20

21% of the rural school teachers and 53% of the urban school teachers think that their students would definitely still be studying English even if it were not compulsory. 47% of the rural school teachers, 37% of the urban school teachers and

50% of the college teachers think that their students would probably still be studying English even if it were not compulsory. 21% of the rural school teachers, 11% of the urban school teachers and 50% of the college teachers think that their students would probably not be studying English even if it were not compulsory. 9% of the rural school teachers think that their students would definitely not be studying English even if it were not compulsory.

#### QUESTION NO. 21

11% of the urban school teachers think that their students speak in English with their friends always. 32% of the urban school teachers think that their students speak in English with their friends mostly. 84% of the rural school teachers, 47% of the urban school teachers and 75% of the college teachers think that their students speak in English with their friends sometimes. 11% of the rural school teachers, 11% of the urban school teachers and 25% of the college teachers think that their students never speak in English with their friends.

#### QUESTION NO. 22

40% of the rural school teachers and 63% of the urban school teachers 23c 59% of the rural school teachers and 21% of the urban school teachers think that their students never speak in English with their parents/relatives. 11% of the urban school teachers and 100% of the college teachers are not sure.

### ANALYSIS OF THE QUESTIONNAIRE FOR TEACHERS

#### METHODS

Majority of the respondents think that teaching of grammar is necessary.

#### MOTIVATION OF TEACHERS

All the teachers seem to be highly motivated

#### MOTIVATION OF STUDENTS

According to the teachers motivation of the students is extremely low. Only 53

% of the Urban School teachers feel that their students would still be studying English even if it were not compulsory.

### SYLLABUS

Majority of the teachers are unhappy with the present syllabus and would like to change it if they had a chance. This might indirectly lead to lack of motivation or act as a demotivating factor for the teachers and this may also create problems in the learning of the students.

### TOOLS

Majority of the teachers are not sure whether they can achieve the objectives of teaching English through the prescribed text-books. They also may not be sure because majority of them do not know the objectives of teaching English.

### LEARNING SITUATION/ENVIRONMENT

Majority of the teachers speak English with their students mostly. Urban school teachers and college teachers feel that their colleagues in the English Department read quite extensively, but the rural school teachers feel that their colleagues in the English Department read less extensively.

Majority of the teachers do not understand English when spoken by the native speakers. This could have a detrimental effect on the learning of the students. Majority of the English teachers feel that their classrooms are overcrowded. They also feel that their students hardly or never speak in English with their friends or relatives. Hence there is hardly any environment for the students to learn English.

### RATING OF STUDENTS

School teachers feel that the standard of English of their students is good but the college teachers feel that the standard of English of their students is bad. The evaluation of the college teachers seems to be closer to reality. Either the school teachers did not want to lower the image of their students in front of others or they are unable to judge the standard actually. The latter seem to be correct when we look at the written English of the teachers themselves.

### SELF EVALUATION OF TEACHERS

Teachers of both schools and colleges feel that their English is good. They of course do not have too high an opinion about their own English.

### SELF LEARNING OF TEACHERS

Most of the teachers read books/newspaper/journal written in English pretty regularly. The learning situation of the teachers is quite good.

### ELT MEETINGS

ELT meeting are held only on occasionally. Most of college teachers and urban school teachers said they never have ELT meeting. Quite a sizeable section of the rural school teachers also said they never have ELT meetings. Hence, we may surmise that in most cases there are hardly any ELT meetings.

### ATTITUDE OF TEACHERS

The attitude of the teachers towards English seems to be extremely positive. Majority of them feel that they should be trained or trained further for teaching English, that English should be taught to all High School and college students and that the amount of English for all students should be increased.

### INTEREST TAKEN BY TEACHERS

Majority of the school teachers watch English movies very rarely or only at times. 50% of the college teachers watch English movies pretty regularly and another 50% watch English movies only at times. Hence, it may be concluded that most of the teachers do not take much interest in spoken English.

### STANDARD OF TEACHERS

Whereas majority of the school teachers understand English spoken by the native speakers to some extent only, 50% the college teachers understand English spoken by the native speakers to a great extent and other 50% understand only to some extent.

QUALIFICATION OF TEACHERS:

	Qualification	Method in B.Ed	Urban		Rural		Total
			Trd	Untrd	Trd	Untrd	
School	Postgraduate	Eng method		1			1
	Graduate	Eng method	2	12	21	28	63
		Diff method	4		10		14
	Undergraduate			1		10	11
College	Postgraduate		1	3			4
Total			7	17	31	38	93

Out of the four college teachers all the three from urban colleges were untrained and one from a rural college was trained, but the lecturer from the rural college was actually a lecturer of Economics. Four of the trained teachers from urban schools got their training degrees with a method subject other than English. Thirty-three rural school teachers were trained, out of which twenty-three got their training degrees in English method and others in method subjects other than English. Twenty-eight rural school teachers were not trained. Ten rural school teachers were not even graduates.

## OBJECTIVES WRITTEN BY TEACHERS

	Urban	Rural	Total
College	100	100	100
School	95	81	84

Whereas all the college teachers had some objectives of teaching English in their minds 5% of the urban school teachers and 19% of the rural schools totalling 16% of school teachers did not have any idea of the objectives of teaching English. In any case most teachers did not know what the objectives of teaching of English were.

## ERRORS COMMITTED BY TEACHERS

In the course of writing the objectives of teaching English the teacher respondents have committed the following errors:

### RURAL SCHOOL TEACHERS

1. Students must learn the English Language because English is *the* International Language moreover it is *going on* M Medium of Meghalaya schools and colleges. That is why I *myself thinking* to learn to *English language*.
2. Some objective type questions shall *also to be teach to the students*. (He has confused the objectives of teaching English with Objective Type Questions). However, in certain cases *such as some students rock under standing whatever teacher's teach them*. In certain specified matters relating to needs, regional languages *even then English language shall* continue to be used for official purposes of the union. In fact each and every educational institution should teach English as *compulsory they need to learn English for both, speaking and writing with accurate grammatically*.
3. Teaching of English subject is very essential in the school because it is *the international language*. *The students are young stars*. They should *learned* English as *main subject*. So, without the *English subject* in the school *the qualification is nothing at all value as officials or other business*. My opinion in this, *without teaching of English in the school is that, the students are young stars*. They should *try to fulfill their needs to completing the study*. So, *English is not easy subject it is very difficult subject only for that the student should write a letter to his friend about the business who is settled abroad*. So, *primarily the students required study English*

*subject for preparation of the future's life.*

4. To *develop* the four skills.... The students need to learn English as *because* ....
5. Most of the people of the world are interested to *speak the English language*.
6. To develop *the* better understanding of the students.... To prepare the students for their *brightful* future and *good citizens* as well.
7. ... speak English with correct *pronunciation*.... To *develop*....
8. According to me – students need to learn *English language first of all, our state language is English*. It is also a *International language*. So that students should *know the English language*.
9. Though English is a foreign language it is necessary for us to communicate with other *country which is a common language*. English is world famous language which helps us *for talking* during travelling.... We cannot gain knowledge of other countries or states *out of own*. Most of the news from other countries spread *over in English whether news paper or radio*. So, *I am objectives* of teaching English. Students are not attentive *for* English. ... for which, they will *confined in only* their own villages or *state*. Because they know only their own language which is useless *in outside*. Then they will be able to travel *in outside* of own state. To gain *English knowledge* students need to learn English as *compulsory*. ...reading by students in *class necessary lessons*. ...students *rote* the answers .... Some questions are asked *students* and they answer them .... Again, the rules of English *Grammer*.... Are discussed (according to the chapter) in a separate period and asked *students some questions on Grammer*.
10. ... *studing* at school.... We *can not confined* only in our own country. So I think the students need *to be lesson English* as a

*common language.*

11. Therefore, they need to learn English to *make their education.*
12. English is *Internation Language.* English is the language of *the Competitive Examination of India.* English is *lingua Franca* of the *world understanding and discussion.* Hence, English studying is *most Essential rather inevitable* for students.
13. The English Language is *well developed language through out the world.* *The story, novel, poetry in al aspects English is rich in the world. ... we must go through the English. ...by which we can made contact...* there will be *no any difficulties* to travel *the different countries* of the world. ... to know the world and *their people.* Because through English literature *the students may learn different subjects* as science, geography etc. So English is very *necessary to learn our students.*
14. *Let us magnify the argument in a nutshell.* Science and medicine has developed *English literature.*
15. English is *about to international language.* So it is *being the media of communication.... to qualify a student for higher education...In this carrierist centered ... our society ... but here is something defer in learning English.* (In his forwarding letter he writes) I am very sorry for *sent the answer of Resourcing paper.* That Sir, I am suffering form Malaria with stomach pain. I *had been* under medical treatment for a long time. Please *asquse* me. Your faithfully....
16. Why *it is needed to the students?* The *student* can find out *the answers by undertaking certain objectives.* The teachers guide to *the students* and *suggested* to them.
17. ... to improve *themselves it is very needed.*
18. ... *are needed* to learn.... As English is a *lingua franca, one*

*country with another can exchange....*

19. As I am a graduate fellow, I have a *poor knowledge to find out the most appropriate answers .... It is difficult to me to give the good objectives... And to ponder out my students ... so it has a gigantic useness.*
20. English is so *richest and oldest* that it has spreaded all over ....
21. Its is to learn *world wide worthy language*
22. To be able to converse *one another*
23. ...with a view to *have opportunity...our negligence to our own languages*
24. It is *International language .... It is being the rich language.... To study the various books of various countries and makes one able to know ....*
25. In order to appreciate to communicate with *others language while English language* is foreign language. English is the only language through which the children can *understand knowledge* and to learn and increase the *words of power.*
26. *The methods of teaching learning process during the twentieth century is so necessary. Because most of the students are neglected to read the whole text book. If objective types of questions are included, probably students will improve in their knowledge in reading and writing in English. (He has confused objectives with Objective Type Questions.)*
27. ... writing....
28. The objective of teaching English is necessary to teach *thoroughly of the subject matter. The student need to learn English to improve their Knowledge.*
29. *To enable the students reading, writing and understanding English language.... To enable the students speaking English....To create*

students' interest on literature.... To develop their *creativity*. It is *the* international language.

30. *The methods of teaching learning process during the twentieth century is so necessary. Because most of the students are neglected to read the whole text book. If objective types question included probably students improve their knowledge....(He has confused objectives with Objective Type Questions.)*
31. To enable students *reading, writing, and speaking* English.

#### URBAN SCHOOL TEACHERS

32. *To promote better education*
33. *To appear in all Competitive Examinations (Indian English).*
34. *The objectives of teaching english to the students is to encourage to learn english in order to have the incentive and affinity of friendship in other parts of the country ... majority of people. So if my students learn english then they understand them better and appreciate them better ... because it is a medium of direct contact with an important aspect of their culture language. So it is necessary to learn english of my students.*
35. *...how to adapt to various needs and to straighten out for themselves.*
36. *...the objectives of teaching English is very necessary. It helps the student to study the text book thoroughly. (probably has confused objectives of teaching English with Objective Type Questions.) Our student must be learn English. English language is use all over the world. And it is a International language. So our student also must to know how to speak English.*
37. *The objectives of teaching English help the students to learn thoroughly and the meaning of the words and sentences etc. The*

*objectives questions cannot be answered if the student do not read the lessons thoroughly and carefully....*

38. people seem to be interested in speaking or knowing *English language* .... For all these reasons *English language is to taught to the students compulsorily* ....

### CONCLUSION

The analysis of the responses of teachers and students yielded some useful results. It threw up some genuine problems faced by both the teachers and the students which need to be taken care of while planning the curriculum of English.

It was observed that most of the teachers were ignorant about the aims of objectives of teaching English in India. The sole concern seemed to be to complete the syllabus. They hardly felt the need to ensure that actual language learning was taking place. In the circumstances, the teachers were mainly preoccupied with giving lectures, paraphrasing lessons, dictating notes or model answers and rarely felt the need for developing learners' communicative skills.

The problems of overcrowding in the classrooms seemed to be a major problem as far as colleges in Tura were concerned. The average strength of classes in Tura Govt. College often exceeded 300. So it was practically impossible for the teachers to take note of the performance of each and every student in such large classes or to give individual attention to needy students. It was also not possible for the teachers to know the difficulties of the learners and to take care of them. Further, due to administrative problems there were no provisions for tutorial classes in any of the colleges. Generally, tutorial classes help the teachers to know about the specific problems of the learners and undertake remedial measures to improve upon them. Such provisions also facilitate teacher-student interaction which is not possible in large classes. Thus, lack of tutorial classes in the college appeared to be a major

handicap in the process of teaching-learning of English in Garo Hills.

Contact with teachers and students of Garo Hills highlighted the fact that teaching-learning of English in Meghalaya as in other parts of the country was more or less examination oriented. Improving language skills of the students were ignored. Students considered it as god teaching if they were given enough notes and dictated model answers. The fact that the lessons were meant, primarily, to develop language proficiency was either ignored or was not given much importance.

The survey among teachers showed that the teachers did not have proper ELT background. Thus, in many cases most of the teachers were unaware of the various approaches to language teaching. All the local teachers resorted to bilingual teaching method which greatly affected communicative competence. The teachers therefore needed to have necessary ELT training and exposure to various teaching methods so that they could choose from them according to the need of the students and classroom situations.

Another extremely crucial aspect which has been revealed from the responses of the school teachers is that great many of them are not qualified to teach English and a considerable number of teachers cannot communicate in English well. This results in the teacher induced errors. In fact, an Error Analysis of the English of the teachers will be an extremely potential area of research. The system of appointment of teachers needs to be changed drastically.

Though the attitude of the teachers towards English was positive but not in all cases the motivation was high enough. All these resulted in the poor performance of the students.

The analysis of the students' responses showed that they had high motivation

to wards learning of English and a positive attitude towards it, but the language environment was extremely poor. But in reality how much effort they put towards learning English was questionable. This was revealed from the direct contact with the students.

Moreover in Garo Hills in order to perform well in the examinations, the students mostly depended on readymade answers and bazaar notes without understanding the rules of the language operation. They mechanically memorized the possible answers for reproduction in the examinations. The learners need to be encouraged to prepare their own notes by reading the textbooks thoroughly. The system of examination thus, requires suitable modifications.

The study revealed the fact that there was not much interaction between the teachers and students inside the class. Students were generally passive listeners and rarely took active part in classroom teaching. They seldom brought their difficulties to the notice of the teachers. It is felt that the students should be given sufficient encouragement. If they are given the necessary encouragement to use the language in the classroom, they will develop self-confidence to develop language skills and behave as we would want them to behave in the language situation.

On the one hand, there is a need for making the teachers realize the need for utilizing the English period and the textbooks for helping the students to gain competence in English, for having the awareness about the current developments in ELT. Further, they should have a clear cut idea about the aims and objectives of teaching English in India in general and Garo Hills in particular. On the other hand the curriculum planners also need to frame the syllabus looking into the specific needs of the students. The text-books should be so selected as to make the teachers and students interested. Topics which are difficult, uninteresting and not appealing to the sensibilities of the learners should not be incorporated in the text-books. Thus, there is a strong need to take up some pilot studies on the requirements of the

students before preparing a suitable syllabus and prescribing the texts.

What is of more importance is that the teaching methods have to be changed. Teachers should be well conversant with approaches like Language through Literature Approach, Communicative Approach etc. Audio-visual aids if available and if can be used efficiently may also be used. What is more importance is that teachers should first be more conversant in the basic methods and techniques of teaching. They should be aware of the fact that learning is no longer teacher-centred but learn-centred. Hence, the students should be made to work for their own betterment. The teacher-pupil ratio also needs looked into. The ideal teacher-pupil ratio would one teacher : thirty students but in cases the number of students may be a little more. Of course this is possible in extremely idealistic situation. In India in general and Garo Hills in particular this may be extremely difficult as appointment of large number of teachers will be required which is a matter of the concern of the government.

If again more teachers are appointed more classrooms and furniture will be required. Again the government interference is required here. But this may be solved with the help of team-teaching. In team-teaching a number of teachers enter the classroom who according to their own specializations help the students to learner the subject.

Our study revealed that the learners were generally weak in verb patterns, tense syntax, preposition and communication. They committed errors mostly in these areas. In the absence of any concrete idea of the learner's errors it was difficult to identify the sources of errors or plan remedial measures for them. It was observed that no attempt had been made at any level to conduct studies in classrooms to diagnose the actual difficulties of the students. A systematic analysis of the learners' errors could be of great help for them, the teachers and the curriculum planners. Therefore an attempt has been in the previous chapter to present a theoretical

perspective of learners' errors in the context of learning of English as a second language. An actual analysis of the errors of the +2 students of Garo Hills has been attempted in the following chapter.

**Chapter VI**  
*Analysis of Errors*

CHAPTER VI  
ANALYSIS OF ERRORS

In the previous chapter, an attempt has been made to find out the attitude & motivation of the +2 students of Garo Hills towards English language and their learning environment. Attempt was also made to find out the aptitude in English and also the attitude & motivation of the teachers of Garo Hills towards English. In Chapter III an attempt was made to look at the theoretical aspects of Error Analysis and the developments that have taken place in the process of recognition, classification and analysis of errors. It has already been mentioned earlier that an analysis of learners' errors holds the key to the problems faced by the learners in the process of learning a second language. The insights received from these two chapters have been applied here to analyze the problems of the +2 students of Garo Hills in proper perspective.

The main objective behind the present study was to investigate the various factors responsible for the low proficiency level of the +2 students of Garo Hills. In Chapter II, an attempt was made to understand the factors that affect the attitude and motivation of the learners of a second language. In chapter V it was concluded that the students had high motivation to learn English and the attitude was also positive. But the language environment was not very conducive.

The motivation of the teachers was not always high and the methods followed by them did not result in the learning of English as a second language. Most of the teachers followed the lecture method and the Communicative Approach was unheard of. "Language through Literature Approach" was also unheard of. There were no tutorial classes and hardly any practice was given to the students. Teachers insisted upon the memorization of questions and their answers. No attempt was made to make the students write. There was no interaction in class. The size of the classes was also unmanageable at times. In some cases, the number of students in the

English class was more than three hundred. Materials used for teaching-learning of English were also not graded. They were not annotated either. The texts were also not interesting. Some interesting observations have also been made – most of the teachers did not know what the objectives of teaching English were at the High School or Higher Secondary stages and the errors committed by many of the teachers called for an analysis of their errors.

It was also observed that besides the problems of motivation, methods and materials of teaching, linguistic and non-linguistic items in a target language also affect the learning process of the learners. A teacher may follow suitable teaching methods and use good teaching materials yet the ability to perform, on the part of the learner, may be low if he/she has difficulty in some specific areas of language operation. It is in this context that an analysis of the linguistic difficulties of the learners becomes useful. This analysis works almost as a kind of pointer to the problems the learner faces while trying to use the target language. Thus, error analysis comes very handy for classroom teachers. It helps him to know about the linguistic problems of the learners.

It was felt that the reasons for low proficiency level in English lay elsewhere. The problem thus needed to be studied empirically. A systematic analysis of the learners' errors could provide some patterns that would give sufficient insight into their specific areas of difficulty.

TABLES SHOWING THE NUMBER OF STUDENTS AS PER CATEGORY (SEX,  
BACKGROUND, COMMUNITY, COLLEGE, ETC.)

All Colleges

	URBAN COLLEGES			RURAL COLLEGES			ALL COLLEGES		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
GARO	312	122	434	39	12	51	351	134	485
BENGALI	55	56	111	36	24	60	91	80	171
OTHERS	65	36	101	25	5	30	90	41	131
ALL	432	214	646	96	34	141	528	248	787

Seven hundred and eighty-seven (787) students took the tests. Out of these 787 students, six hundred and forty-six (646) were students from urban colleges and one hundred and forty-one (141) were from rural colleges. Out of 646 students from urban colleges four hundred and thirty four (434) were Garos, one hundred and eleven (111) were Bengalis and one hundred and one (101) were from other communities. Out of 434 Garo students three hundred and twelve (312) were boys and one hundred and twenty-two (122) were girls. Out of 111 Bengali students, fifty-five (55) were boys and fifty-six (56) were girls. Out of 101 students from other communities, sixty-five (65) were boys and thirty-six (36) were girls. Out of one hundred and thirty students from rural colleges fifty-one (51) were Garos, forty-nine (49) were Bengalis and thirty (30) were students from other communities. Out of 51 Garo students, thirty-nine (39) were boys and twelve (12) were girls. Out of 30 students from other communities twenty-five (25) were boys and five (5) were girls.

## Urban Colleges

	Tura Govt. College			Don Bosco College			Urban Colleges		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
GARO	278	122	400	34	0	34	312	122	434
BENGALI	50	56	106	5	0	5	55	56	111
OTHERS	52	36	88	13	0	13	65	36	101
ALL	380	214	594	52	0	52	432	214	646

Out of six hundred and forty-six (646) students from urban colleges five hundred and ninety-four (594) were from Tura Govt. College and fifty-two (52) were from Don Bosco College. Out of 594 students of Tura Govt. College four hundred (400) were Garos, one hundred and six (106) were Bengalis and eighty-eight (88) were students from other communities. Out of 400 Garo students, two hundred and seventy-eight (278) were boys and one hundred and twenty-two (122) were girls. Out of 106 Bengali students fifty (50) were boys and fifty-six (56) were girls. Out of 88 students from other communities fifty-two (52) were boys and thirty-six (36) were girls. Out of 52 boys of Don Bosco College thirty-four (34) were Garos, five (5) were Bengalis and thirteen (13) were boys from other communities. There were however no girls from Don Bosco College.

## Rural Colleges

	ACHIK RENGMANPA COLLEGE			TIKRILLA COLLEGE			MENDIPATHAR COLLEGE			RURAL COLLEGES		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
GARO	1	0	1	1		1	37	12	49	39	12	51
BENGALI	33	23	56	2	1	3	1	0	1	36	24	60
OTHERS	13	0	13	6	1	7	6	4	10	25	5	30
ALL	47	23	70	9	2	11	44	16	60	100	41	141

Out of One hundred and forty-one (141) students from rural colleges seventy (70) were from Achik Rengmanpa College, eleven (11) were from Tikrikilla College and sixty (60) were from Mendipathar College. Out of seventy (70) students from Achik Rengmanpa College one (1) was Garo, sixty (60) were Bengalis and thirteen (13) were students from other communities. The only Garo student was a boy. Out of sixty (60) Bengali students, thirty-six (36) were boys and twenty-four (24) were girls. Out of 13 students from other communities all were boys. Out of eleven (11)

students from Tikrikilla College one (1) was Garo, three (3) were Bengalis and seven (7) were from other communities. The only Garo student was a boy. Out of three (3) Bengali students two (2) were boys and one was a girls. Out of seven (7) students from other communities six (6) were boys and one was a girl. Out of sixty (60) students from Mendipathar College forty-nine (49) were Garos, one (1) was a Bengali and ten (10) were students from other communities. Out of 49 Garos thirty-seven (37) were boys and twelve (12) were girls. The only Bengali student was a boy. Out of ten (10) students from other communities six (6) were boys and four (4) were girls.

#### ERRORS COMMITTED BY GARO STUDENTS OF TURA GOVT. COLLEGE

Sl.	ERRORS	BOYS (278)	AVE	GIRLS (122)	AVE	TOTAL (400)	AVE
1	PUNCTUATION	117	0.42	102	0.84	219	0.55
2	SPELLING	170	0.61	71	0.58	241	0.60
3	TENSE	1100	3.96	913	7.48	2013	5.03
4	ARTICLE	96	0.35	55	0.45	151	0.38
5	NUMBER	206	0.74	131	1.07	337	0.84
6	SYNTAX	438	1.58	281	2.30	719	1.80
7	LEXIS	339	1.22	240	1.97	579	1.45
8	PREPOSITION	155	0.56	94	0.77	249	0.62
9	PRONOUNS	19	0.07	9	0.07	28	0.07
10	SUPERFLUITY	90	0.32	461	3.78	551	1.38
11	COMMUNICATION	194	0.70	287	2.35	481	1.20
12	OMISSION	127	0.46	63	0.52	190	0.48

Garo boys of Tura Govt. College committed one hundred seventeen (117) errors in Punctuation, which amounts to 3.96 on an average. Garo girls committed one hundred two (102) errors in Punctuation, which amounts to 0.84 on an average. Garo students all together committed two hundred nineteen (219) errors in Punctuation, which amounts to 0.55 on an average. Boys committed one hundred seventy (170) errors in Spelling, which amounts to 0.61 on an average. Girls

committed seventy-one (71) errors in Spelling which 0.58 on an average. Garo students all together committed two hundred forty-one (241) errors in Spelling which amounts to 0.60 on an average. Boys in general committed one thousand one hundred (1100) errors in Tense which 3.96 on an average. Girls in general committed nine hundred thirteen (913) errors in Tense, which amounts to 7.48 on an average. Garo students all together committed two thousand thirteen (2013) errors in Tense which amounts to 5.03 on an average. Boys in general committed ninety-six (96) errors in Article which 0.35 on an average. Girls in general committed fifty-five (55) errors in Article which amounts to 0.45 on an average. Garo students all together committed one hundred fifty-one (151) errors in Article, which amounts to 0.38 on an average. Boys in general committed two hundred six (206) errors in Number which 0.74 on an average. Girls committed one hundred thirty-one (131) errors in Number which 1.07 on an average. Garo students all together committed three hundred thirty-seven (337) errors in Number which amounts to 0.84 on an average. Boys in general committed four hundred thirty-eight (438) errors in Syntax which amounts to 1.58 on an average. Girls in general in general committed two hundred eighty-one (281) errors in Syntax which amounts to 2.30 on an average. Garo students all together committed seven hundred nineteen (719) in Syntax which amounts to 1.80 on an average. Boys committed three hundred thirty-nine (339) errors in Lexis which amounts to 1.22 on an average. Girls committed two hundred forty (240) errors in Lexis which 1.97 on an average. Garo students all together committed five hundred seventy-nine (579) errors in Lexis which amounts to 1.45 on an average. Boys committed one hundred fifty-five (155) errors in Preposition which 0.56 on an average. Girls committed ninety-four (94) errors in Preposition which amounts to 0.77 on an average. Garo students all together committed 249 errors in Preposition which 0.62 on an average. Boys committed nineteen (19) errors in Pronouns which 0.07 on an average. Girls in general committed nine (9) errors in Pronouns which amounts to 0.07 on an average. Garo students all together committed twenty-eight (28) errors in

Pronouns, which amounts to 0.07 on an average. Ninety (90) cases of Superfluity, which amounts to 0.32 on an average, were observed in case of boys. Four hundred sixty-one (461) cases of Superfluity, which amounts to 3.78 on an average, were observed in case of girls. Five hundred fifty-one (551) cases of Superfluity, which amounts to 1.38 on an average, were observed in case of all the Garo students of Tura Govt. College. One hundred ninety-four (194) cases of errors in Communication, which amounts to 0.70 on an average, were observed in case of boys. Two hundred eighty-seven (287) cases of errors in Communication, which amounts to 2.35 on an average, were observed in case of girls. Four hundred eighty-one (481) cases of errors in Communication, which amounts to 1.20 on an average, were observed in case of Garo students all together of Tura Govt. College. One hundred twenty-seven (127) cases of Omission, which amounts to 0.46 on an average, were observed in case of boys. Sixty-three (63) cases of Omission, which amounts to 0.52 on an average, were observed in case of girls. 190 cases of Omission, which amounts to 0.48, were observed in case of all the Garo students of Tura Govt. College.

#### ERRORS COMMITTED BY BENGALI STUDENTS OF TURA GOVT. COLLEGE

SI.	ERRORS	BOYS (50)	AVE	GIRLS (56)	AVE	TOTAL (106)	AVE
1	PUNCTUATION	25	0.50	35	0.63	60	0.57
2	SPELLING	97	1.94	73	1.30	170	1.60
3	TENSE	221	4.42	342	6.11	563	5.31
4	ARTICLE	19	0.38	15	0.27	34	0.32
5	NUMBER	61	1.22	41	0.73	102	0.96
6	SYNTAX	148	2.96	85	1.52	233	2.20
7	LEXIS	80	1.60	83	1.48	163	1.54
8	PREPOSITION	37	0.74	55	0.98	92	0.87
9	PRONOUNS	1	0.02	8	0.14	9	0.08
10	SUPERFLUITY	20	0.40	24	0.43	44	0.42
11	COMMUNICATION	102	2.04	84	1.50	186	1.75
12	OMISSION	24	0.48	25	0.45	49	0.46

Bengali boys of Tura Govt. College committed twenty-five (25) errors in Punctuation which amounts to 0.50 on an average, ninety-seven (97) errors in Spelling which amounts to 1.94 on an average, two hundred twenty-one (221) errors in Tense which amounts to 4.42 on an average, nineteen (19) errors in Article which amounts to 0.38 on an average, sixty-one (61) errors in Number which amounts to 1.22 on an average, one hundred forty-eight (148) errors in Syntax which amounts to 2.96 on an average, eighty (80) errors in Lexis which amounts to 1.60 on an average, thirty-seven (37) errors in Preposition which amounts to 0.74 on an average, one error (1) error in Pronoun which amounts to 0.02 on an average, twenty (20) cases of Superfluity which amounts to 0.40 on an average, one hundred two (102) cases of Communication which amounts to 2.04 on an average and twenty-four (24) cases of Omission which amounts to 0.48 on an average. Bengali girls committed thirty-five (35) errors in Punctuation which amounts to 0.63 on an average, seventy-three (73) errors in Spelling which amounts to 1.30 on an average, three hundred forty-two (342) errors in Tense which amounts to 6.11 on an average, fifteen (15) errors in Article which amounts to 0.27 on an average, forty-one (41) errors in Number which amounts to 0.73 on an average, eighty-five (85) errors in Syntax which amounts to 1.52 on an average, eighty-three (83) errors in Lexis which amounts to 1.48 on an average, fifty-five (55) errors in Preposition which amounts to 0.98 on an average, eight (8) errors in Pronouns which 0.14 on an average, twenty-four (24) cases of Superfluity which amounts to 0.43 on an average, eighty-four (84) cases of Communication which amounts to 1.50 on an average and twenty-five (25) cases of Omission which amounts to 0.45 on an average. All Bengali students of Tura Govt. College committed sixty (60) errors in Punctuation which 0.57 on an average, one hundred seventy (170) errors in Spelling which amounts to 1.60 on an average, five hundred sixty-three (563) errors in Tense which amounts to 5.31 on an average,

thirty-four (34) errors in Article which amounts to 0.32 on an average, one hundred two (102) errors in Number which 0.96 on an average, two hundred thirty-three (233) errors in Syntax which amounts to 2.20 on an average, one hundred sixty-three (163) errors in Lexis which 1.54 on an average, ninety-two (92) errors in Preposition which amounts to 0.87 on an average, nine (9) errors in Pronouns which amounts to 0.08 on an average, forty-four (44) cases Superfluity which amounts to 0.42 on an average, one hundred eighty-six (186) errors in Communication which amounts to 1.75 on an average and forty-nine (49) cases of Omission which amounts to 0.46 on an average.

ERRORS COMMITTED BY STUDENTS OF OTHER COMMUNITIES OF TURA  
GOVT. COLLEGE

SI.	ERRORS	BOYS (52)	AVE	GIRLS (36)	AVE	TOTAL (88)	AVE
1	PUNCTUATION	31	0.60	17	0.47	48	0.55
2	SPELLING	55	1.06	35	0.97	90	1.02
3	TENSE	334	6.42	90	2.50	424	4.82
4	ARTICLE	8	0.15	6	0.17	14	0.16
5	NUMBER	71	1.37	33	0.92	104	1.18
6	SYNTAX	143	2.75	40	1.11	183	2.08
7	LEXIS	78	1.50	36	1.00	114	1.30
8	PREPOSITION	31	0.60	10	0.28	41	0.47
9	PRONOUNS	2	0.04	1	0.03	3	0.03
10	SUPERFLUITY	35	0.67	10	0.28	45	0.51
11	COMMUNICATION	117	2.25	73	2.03	190	2.16
12	OMISSION	16	0.31	18	0.50	34	0.39

Boys of other communities of Tura Govt. College committed thirty-one (31) errors in Punctuation which amounts to 0.60 on an average, fifty-five (55) errors in Spelling which amounts to 1.06 on an average, three hundred thirty-four (334) errors in Tense which amounts to 6.42 on an average, eight (8) errors in Article which amounts to 0.15 on an average, seventy-one (71) errors in Number which amounts to 1.37 on an average, one hundred forty-three (143) errors in Syntax which amounts to 2.75 on an average, seventy-eight (78) errors in Lexis which amounts to 1.50 on an average, thirty-one (31) errors in Preposition which amounts to 0.60 on an average, two (2) errors in Pronoun which amounts to 0.04 on an average, thirty-five (35) cases of Superfluity which amounts to 0.67 on an average, one hundred seventeen (117) cases of Communication which amounts to 2.25 on an average and 16 cases of Omission which amounts to 0.31 on an average. Girls of other communities committed seventeen (17) errors in Punctuation which amounts to 0.47 on an average, thirty-five (35) errors in Spelling which amounts to 0.97 on an average, ninety (90) errors in Tense which amounts to 2.50 on an average, six (6) errors in Article which amounts to 0.17 on an average, thirty-three (33) errors in Number which amounts to 0.92 on an average, forty (40) errors in Syntax which amounts to 1.1 on an average, thirty-six (36) errors in Lexis which amounts to 1.00 on an average, ten (10) errors in Preposition which amounts to 0.28 on an average, one (1) error in Pronoun which 0.03 on an average, ten (10) cases of Superfluity which amounts to 0.28 on an average, seventy-three (73) cases of Communication which amounts to 2.03 on an average and eighteen (18) cases of Omission which amounts to 0.50 on an average. Students of other communities of Tura Govt. College committed forty-eight (48) errors in Punctuation which 0.55 on an average, ninety (90) errors in Spelling which amounts to 1.02 on an average, four hundred twenty-four (424) errors in Tense which amounts to 4.82 on an average, fourteen (14) errors in Article which

0.16 on an average, one hundred four (104) errors in Number which 1.18 on an average, one hundred eighty-three (183) errors in Syntax which amounts to 2.08 on an average, one hundred fourteen (114) errors in Lexis which 1.30 on an average, forty-one (41) errors in Preposition which amounts to 0.47 on an average, three (3) errors in Pronoun which amounts to 0.03 on an average, forty-five (45) cases of errors in Superfluity which amounts to 0.51 on an average, one hundred ninety (190) errors in Communication which amounts to 2.16 on an average and thirty-four (34) cases of Omission which 0.39 on an average.

#### ERRORS COMMITTED BY BOYS OF TURA GOVT. COLLEGE

SL.	ERRORS	GARO (278)	AVE	BENGALI (50)	AVE	OTHERS (52)	AVE	TOTAL (380)	AVE
1	PUNCTUATION	117	0.42	25	0.5	31	0.6	173	0.46
2	SPELLING	170	0.61	97	1.94	55	1.06	322	0.85
3	TENSE	1100	3.96	221	4.42	334	6.42	1655	4.36
4	ARTICLE	96	0.35	19	0.38	8	0.15	123	0.32
5	NUMBER	206	0.74	61	1.22	71	1.37	338	0.89
6	SYNTAX	438	1.58	148	2.96	143	2.75	729	1.92
7	LEXIS	339	1.22	80	1.6	78	1.5	497	1.31
8	PREPOSITION	155	0.56	37	0.74	31	0.6	223	0.59
9	PRONOUNS	19	0.07	1	0.02	2	0.04	22	0.06
10	SUPERFLUITY	90	0.32	20	0.4	35	0.67	145	0.38
11	COMMUNICATION	194	0.7	102	2.04	117	2.25	413	1.09
12	OMISSION	127	0.46	24	0.48	16	0.31	167	0.44

Garo boys of Tura Govt. College committed one hundred seventeen (117) errors in Punctuation which amounts to 0.42 on an average, one hundred seventy (170) errors in Spelling which amounts to 0.61 on an average, one thousand one hundred (1100) errors in Tense which amounts to 3.96 on an average, ninety-six (96) errors in Article which amounts to 0.35 on an average, two hundred six (206) errors in Number which amounts to 0.74 on an average, four hundred thirty-eight (438)

errors in Syntax which amounts to 1.58 on an average, three hundred thirty-nine (339) errors in Lexis which amounts to 1.22 on an average, one hundred fifty-five (155) errors in Preposition which amounts to 0.56 on an average, nineteen (19) errors in Pronoun which amounts to 0.07 on an average, ninety (90) cases of Superfluity which amounts to 0.32 on an average, one hundred ninety-four (194) cases of errors in Communication which amounts to 0.70 on an average and one hundred twenty-seven (127) cases of Omission which amounts to 0.46 on an average. Bengali boys of Tura Govt. College committed twenty-five (25) errors in Punctuation which amounts to 0.50 on an average, ninety-seven (97) errors in Spelling which amounts to 1.94 on an average, two hundred twenty-one (221) errors in Tense which amounts to 4.42 on an average, nineteen (19) errors in Article which amounts to 0.38 on an average, sixty-one (61) errors in Number which amounts to 1.22 on an average, one hundred forty-eight (148) errors in Syntax which amounts to 2.96 on an average, eighty (80) errors in Lexis which amounts to 1.60 on an average, thirty-seven (37) errors in Preposition which amounts to 0.74 on an average, one (1) error in Pronoun which amounts to 0.02 on an average, twenty (20) cases of Superfluity which amounts to 0.40 on an average, one hundred two (102) cases of errors in Communication which amounts to 2.04 on an average and twenty-four (24) cases of Omission which amounts to 0.48 on an average. Boys of other communities of Tura govt. College committed thirty-one (31) errors in Punctuation which amounts to 0.60 on an average, fifty-five (55) errors in Spelling which amounts to 1.06 on an average, three hundred thirty-four (334) errors in Tense which amounts to 6.42 on an average, eight (8) errors in Article which 0.15 on an average, seventy-one (71) errors in Number which amounts to 1.37 on an average, one hundred forty-three (143) errors in Syntax which amounts to 2.75 on an average, seventy-eight (78) errors in Lexis which amounts to 1.50 on an average, thirty-one (31) errors in Preposition which amounts to 0.60 on an average, two (2) errors in Pronoun which amounts to 0.04 on an average, thirty-five (35) cases of Superfluity which 0.67 on an average,

one hundred seventeen (117) cases of errors in Communication which amounts to 2.25 on an average and sixteen (16) cases of Omission which amounts to 0.31 on an average. Boys of Tura Govt. College committed one hundred seventy-three (173) errors in Punctuation which amounts to 0.46 on an average, three hundred twenty-two (322) errors in Spelling which amounts to 0.85 on an average, one thousand six hundred fifty-five (1655) errors in Tense which amounts to 4.36 on an average, one hundred twenty-three (123) errors in Article which amounts to 0.32 on an average, three hundred thirty-eight (338) errors in Number which amounts to 0.89 on an average, seven hundred twenty-nine (729) errors in Syntax which amounts to 1.92 on an average, four hundred ninety-seven (497) errors in Lexis which amounts to 1.31 on an average, two hundred twenty-three (223) errors in Preposition which amounts to 0.59 on an average, twenty-two (22) errors in Pronoun which amounts to 0.06 on an average, one hundred forty-five (145) cases of Superfluity which amounts to 0.38 on an average, four hundred thirteen (413) cases of errors in Communication which amounts to 1.09 on an average and one hundred sixty-seven (167) cases of Omission which 0.44 on an average.

#### ERRORS COMMITTED BY GIRLS OF TURA GOVT. COLLEGE

Sl.	ERRORS	GARO (122)	AVE	BENGALI (56)	AVE	OTHERS (36)	AVE	TOTAL (214)	AVE
1	PUNCTUATION	102	0.84	35	0.63	17	0.47	154	0.72
2	SPELLING	71	0.58	73	1.3	35	0.97	179	0.84
3	TENSE	913	7.48	342	6.11	90	2.5	1345	6.29
4	ARTICLE	55	0.45	15	0.27	6	0.17	76	0.36
5	NUMBER	131	1.07	41	0.73	33	0.92	205	0.96
6	SYNTAX	281	2.3	85	1.52	40	1.11	406	1.90
7	LEXIS	240	1.97	83	1.48	36	1	359	1.68
8	PREPOSITION	94	0.77	55	0.98	10	0.28	159	0.74
9	PRONOUNS	9	0.07	8	0.14	1	0.03	18	0.08
10	SUPERFLUITY	461	3.78	24	0.43	10	0.28	495	2.31
11	COMMUNICATION	287	2.35	84	1.5	73	2.03	444	2.07
12	OMISSION	63	0.52	25	0.45	18	0.5	106	0.50

Garo girls of Tura Govt. College committed one hundred two (102) errors in Punctuation which amounts to 0.84 on an average, seventy-one (71) errors in Spelling which amounts to 0.58 on an average, nine hundred thirteen (913) errors in Tense which amounts to 7.48 on an average, fifty-five (55) errors in Article which amounts to 0.45 on an average, one hundred thirty-one (131) errors in Number which amounts to 1.07 on an average, two hundred eighty-one (281) errors in Syntax which amounts to 2.30 on an average, two hundred forty (240) errors in Lexis which amounts to 1.97 on an average, ninety-four (94) errors in Preposition which amounts to 0.77 on an average, nine (9) errors in Pronoun which amounts to 0.07 on an average, four hundred sixty-one (461) cases of Superfluity which 3.78 on an average, two hundred eighty-seven (287) cases of errors in Communication which amounts to 2.35 on an average and sixty-three (63) cases of Omission which amounts to 0.52 on an average. Bengali girls of Tura Govt. College committed thirty-five (35) errors in Punctuation which amounts to 0.63 on an average, seventy-three (73) errors in Spelling which 1.30 on an average, three hundred forty-two (342) errors in Tense which amounts to 6.11 on an average, fifteen (15) errors in Article which amounts to 0.27 on an average, forty-one (41) errors in Number which amounts to 0.73 on an average, eighty-five (85) errors in Syntax which amounts to 1.52 on an average, eighty-three (83) errors in Lexis which amounts to 1.48 on an average, fifty-five (55) errors in Preposition which amounts to 0.98 on an average, eight (8) errors in Pronoun which amounts to 0.14 on an average, twenty-four (24) cases of Superfluity which amounts to 0.43 on an average, eighty-four (84) cases of errors in Communication which amounts to 1.50 on an average and twenty-five (25) cases of Omission which amounts to 0.45 on an average. Girls of other communities of Tura Govt. College committed seventeen (17) errors in Punctuation which amounts to 0.47 on an average, thirty-five (35) errors in Spelling which amounts to 0.97 on an average, ninety (90) errors in Tense which amounts to 2.5 on an average, six (6) errors in Article which amounts to 0.17 on an average, thirty-three (33) errors in

Number which amounts to 0.92 on an average, forty (40) errors in Syntax which amounts to 1.11 on an average, thirty-six (36) errors in Lexis which amounts to 1.00 on an average, ten (10) errors in Preposition which 0.28 on an average, one (1) errors in Pronoun which amounts to 0.03 on an average, ten (10) cases of Superfluity which amounts to 0.28 on an average, seventy-three (73) cases of errors in Communication which amounts to 2.03 on an average and eighteen (18) cases of Omission which amounts to 0.5 on an average. Girls of Tura Govt. College committed one hundred fifty-four (154) errors in Punctuation which amounts to 0.72 on an average, one hundred seventy-nine (179) errors in Spelling which amounts to 0.84 on an average, one thousand three hundred forty-five (1345) errors in Tense which amounts to 6.29 on an average, seventy-six (76) errors in Article which amounts to 0.36 on an average, two hundred five (205) errors in Number which amounts to 0.96 on an average, four hundred six (406) errors in Syntax which amounts to 1.90 on an average, three hundred fifty-nine (359) errors in Lexis which amounts to 1.68 on an average, one hundred fifty-nine (159) errors in Preposition which amounts to 0.74 on an average, eighteen (18) errors in Pronoun which amounts to 0.08 on an average, four hundred ninety-five (495) cases of Superfluity which amounts to 2.31 on an average, four hundred forty-four (444) cases of errors in Communication which amounts to 2.07 on an average and one hundred six (106) cases of Omission which amounts to 0.50 on an average.

ERRORS COMMITTED BY ALL STUDENTS OF TURA GOVT. COLLEGE

BOYS: GIRLS

SI	ERRORS	BOYS (380)	AVE	GIRLS (214)	AVE	TOTAL (594)	AVE
1	PUNCTUATION	173	0.46	154	0.72	327	0.55
2	SPELLING	322	0.85	179	0.84	501	0.84
3	TENSE	1655	4.36	1345	6.29	3000	5.05
4	ARTICLE	123	0.32	76	0.36	199	0.34
5	NUMBER	338	0.89	205	0.96	543	0.91
6	SYNTAX	729	1.92	406	1.90	1135	1.91
7	LEXIS	497	1.31	359	1.68	856	1.44
8	PREPOSITION	223	0.59	159	0.74	382	0.64
9	PRONOUNS	22	0.06	18	0.08	40	0.07
10	SUPERFLUITY	145	0.38	495	2.31	640	1.08
11	COMMUNICATION	413	1.09	444	2.07	857	1.44
12	OMISSION	167	0.44	106	0.50	273	0.46

Boys of Tura Govt. College committed one hundred seventy-three (173) errors in Punctuation which amounts to 0.46 on an average, three hundred twenty-two (322) errors in Spelling which amounts to 0.85 on an average, one thousand six hundred fifty-five (1655) errors in Tense which amounts to 4.36 on an average, one hundred twenty-three (123) errors in Article which amounts to 0.32 on an average, three hundred thirty-eight (338) errors in Number which amounts to 0.89 on an average, seven hundred twenty-nine (729) errors in Syntax which amounts to 1.92 on an average, four hundred ninety-seven (497) errors in Lexis which amounts to 1.31 on an average, two hundred twenty-three (223) errors in Preposition which amounts to 0.59 on an average, twenty-two (22) errors in Pronoun which amounts to 0.06 on an average, one hundred forty-five (145) cases of Superfluity which amounts to 0.38 on an average, four hundred thirteen (413) cases of errors in Communication which amounts to 1.09 on an average and one hundred sixty-seven (167) cases of Omission which amounts to 0.44 on an average. Girls of Tura Govt. College

committed one hundred fifty-four (154) errors in Punctuation which amounts to 0.72 on an average, one hundred seventy-nine (179) errors in Spelling which amounts to 0.84 on an average, one thousand three hundred forty-five (1345) errors in Tense which amounts to 6.29 on an average, seventy-six (760) errors in Article which amounts to 0.36 on an average, two hundred five (205) errors in Number which amounts to 0.96 on an average, four hundred six (406) errors in Syntax which amounts to 1.90 on an average, three hundred fifty-nine (359) errors in Lexis which amounts to 1.68 on an average, one hundred fifty-nine (159) errors in Preposition which amounts to 0.74 on an average, eighteen (18) errors in Pronoun which 0.08 on an average, four hundred ninety-five (495) cases of Superfluity which amounts to 2.31 on an average, four hundred forty-four 444 cases of errors in Communication which amounts to 2.07 on an average and one hundred six (106) cases of Omission which amounts to 0.50 on an average. Students Tura Govt. College committed three hundred twenty-seven (327) errors in Punctuation which 0.55 on an average, five hundred one (501) errors in Spelling which amounts to 0.84 on an average, three thousand errors (3000) errors in Tense which amounts to 5.05 on an average, one hundred ninety-nine (199) errors in Article which 0.34 on an average, five hundred forty-three (543) errors in Number which 0.91 on an average, one thousand one hundred thirty-five (1135) errors in Syntax which amounts to 1.91 on an average, eight hundred fifty-six (856) errors in Lexis which 1.44 on an average, three hundred eighty-two (382) errors in Preposition which amounts to 0.64 on an average, forty (40) errors in Pronoun which amounts to 0.07 on an average, six hundred forty (640) cases of errors in Superfluity which amounts to 1.08 on an average, eight hundred fifty-seven (857) cases errors in Communication which amounts to 1.44 on an average and two hundred seventy-three (273) cases of Omission which 0.46 on an average.

ERRORS COMMITTED BY ALL STUDENTS OF TURA GOVT. COLLEGE

GARO: BENGALI: OTHERS

SL.	ERRORS	GARO (400)	AVE	BENGALI (106)	AVE	OTHERS (88)	AVE	TOTAL (594)	AVE
1	PUNCTUATION	219	0.55	60	0.57	48	0.55	327	0.55
2	SPELLING	241	0.60	170	1.60	90	1.02	501	0.84
3	TENSE	2013	5.03	563	5.31	424	4.82	3000	5.05
4	ARTICLE	151	0.38	34	0.32	14	0.16	199	0.34
5	NUMBER	337	0.84	102	0.96	104	1.18	543	0.91
6	SYNTAX	719	1.80	233	2.20	183	2.08	1135	1.91
7	LEXIS	579	1.45	163	1.54	114	1.30	856	1.44
8	PREPOSITION	249	0.62	92	0.87	41	0.47	382	0.64
9	PRONOUNS	28	0.07	9	0.08	3	0.03	40	0.07
10	SUPERFLUITY	551	1.38	44	0.42	45	0.51	640	1.08
11	COMMUNICATION	481	1.20	186	1.75	190	2.16	857	1.44
12	OMISSION	190	0.48	49	0.46	34	0.39	273	0.46

Garo students of Tura Govt. College committed two hundred nineteen (219) errors in Punctuation which amounts to 0.55 on an average, two hundred forty-one (241) errors in Spelling which amounts to 0.60 on an average, two thousand thirteen (2013) errors in Tense which amounts to 5.03 on an average, one hundred fifty-one (151) errors in Article which amounts to 0.38 on an average, three hundred thirty-seven (337) errors in Number which amounts to 0.84 on an average, seven hundred nineteen (719) errors in Syntax which amounts to 1.80 on an average, five hundred seventy-nine (579) errors in Lexis which amounts to 1.45 on an average, two hundred forty-nine (249) errors in preposition which amounts to 0.62, twenty-eight (28) errors in pronouns which amounts to 0.07 on an average, five hundred fifty-one (551) cases of Superfluity which amounts to 1.38 on an average, four hundred eighty-one (481) cases of errors in Communication which amounts to 1.20 on an average and one hundred ninety (190) cases of Omission which amounts to 0.48 on an average. Bengali students of Tura Govt. college committed sixty (60) errors in Punctuation which amounts to 0.57 on an average, one hundred seventy (170) errors

in Spelling which amounts to 1.60 on an average, five hundred sixty-three (563) errors in Tense which amounts to 5.31 on an average, thirty-four (34) errors in Article which amounts to 0.32 on an average, one hundred two (102) errors in Number which amounts to 0.96 on an average, two hundred thirty-three (233) errors in Syntax which amounts to 2.20 on an average, one hundred sixty-three (163) errors in Lexis which amounts to 1.54 on an average, ninety-two (92) errors in preposition which amounts to 0.87 on an average, nine (9) errors in Pronouns which amounts to 0.08 on an average, forty-four (44) cases of Superfluity which amounts to 0.42 on an average, one hundred eighty-six (186) cases of errors in Communication which amounts to 1.75 on an average and forty-nine (49) cases of Omission which amounts to 0.46 on an average. Students of other communities of Tura Govt. College committed forty-eight (48) errors in Punctuation which amounts to 0.55 on an average, ninety (90) errors in Spelling which amounts to 1.02 on an average, four hundred twenty-four (424) errors in Tense which amounts to 4.82 on an average, fourteen (14) errors in Article which amounts to 0.16 on an average, one hundred four (104) errors in Number which amounts to 1.18 on an average, one hundred eighty-three (183) errors in Syntax which amounts to 2.08 on an average, one hundred fourteen (114) errors in lexis which amounts to 1.30 on an average, forty-one (41) errors in Preposition which amounts to 0.47 on an average, three (3) errors in Pronoun which amounts to 0.03 on an average, forty-five (45) cases of Superfluity which amounts to 0.51 on an average, one hundred ninety (190) cases of errors in Communication which amounts to 2.16 on an average and thirty-four (34) cases of Omission which amounts to 0.39 on an average. All students of Tura Govt. College committed three hundred twenty-seven (327) errors in Punctuation which amounts to 0.55 on an average, five hundred one (501) errors in spelling which 0.84 on an average, three thousand (3000) errors in Tense which 5.05 on an average, one hundred ninety-nine (199) errors in Article which amounts to 0.34 on an average, five hundred forty-three (543) errors in Number which amounts to 0.91 on an average,

one thousand one hundred thirty-five (1135) errors in syntax which amounts to 1.91 on an average, eight hundred fifty-six (856) errors in Lexis which amounts to 1.44 on an average, three hundred eighty-two (382) errors in Preposition which amounts to 0.64 on an average, forty (40) errors in Pronoun which amounts to 0.07 on an average, six hundred forty (640) cases of Superfluity which amounts to 1.08 on an average, eight hundred fifty-seven (857) cases of errors in communication which amounts to 1.44 on an average and two hundred seventy-three (273) cases of Omission which amounts to 0.46 on an average.

#### ERRORS COMMITTED BY ALL STUDENTS OF DON BOSCO COLLEGE

Sl	ERRORS	GAR O BOYS (34)	AVE	BENGAL I BOYS (5)	AVE	MISC BOY S (13)	AVE	TOTA L (52)	AV E
1	PUNCTUATION	35	1.03	9	1.80	21	1.62	65	1.25
2	SPELLING	53	1.56	2	0.40	13	1.00	68	1.31
3	TENSE	304	8.94	57	11.40	115	8.85	476	9.15
4	ARTICLE	22	0.65	2	0.40	10	0.77	34	0.65
5	NUMBER	29	0.85	5	1.00	19	1.46	53	1.02
6	SYNTAX	127	3.74	14	2.80	46	3.54	187	3.60
7	LEXIS	102	3.00	15	3.00	29	2.23	146	2.81
8	PREPOSITION	42	1.24	8	1.60	5	0.38	55	1.06
9	COMMUNICATIO N	52	1.53	6	1.20	32	2.46	90	1.73
10	SUPERFLUITY	42	1.24	3	0.60	10	0.77	55	1.06
11	PRONOUN	7	0.21		0.00		0.00	7	0.13
12	OMISSION	22	0.65	9	1.80	1	0.08	32	0.62

There were no girls in that class of Don Bosco College. There were thirty-four (34) Garo boys, five (5) Bengali boys and thirteen (13) boys from other communities. Garo boys of Don Bosco College committed thirty-five (35) errors in Punctuation

which 1.03 on an average, fifty-three (53) errors in Spelling which amounts to 1,56 on an average, three hundred four (304) errors in Tense which amounts to 8.94 on an average, twenty-two (22) errors in Articles which 0.65 on an average, twenty-nine (29) errors in Number which 0.85 on an average, one hundred twenty-seven (127) errors in Syntax which amounts to 3.74 on an average, one hundred two (102) errors in Lexis which 3.00 on an average, forty-two (42) errors in Preposition which 1.24 on an average, fifty-two (52) cases of errors in Communication which 1.53 on an average, forty-two (42) cases of Superfluity which amounts to 1.24 on an average and twenty-two (22) cases of Omission which amounts to 0.65 on an average. Bengali boys committed nine (9) errors in Punctuation which 1.80 on an average, two (2) errors in Spelling which 0.40 on an average, fifty-seven (57) errors in Tense, which 11.40 on an average, two (2) errors in Article which 0.40 on an average, five (5) errors in Number which amounts to 1.00 on an average, fourteen (14) errors in Syntax which 2.80 on an average, fifteen (15) errors in Lexis which amounts to 3.00 on an average, eight (8) errors in Preposition which amounts to 1.60, six (6) cases of errors in Communication which amounts to 1.20 on an average, three (3) cases of Superfluity which 0.60 and nine (9) cases of Omission which amounts to 1.80 on an average.

ERRORS COMMITTED BY BENGALI STUDENTS OF ACHIK RENGMANPA  
COLLEGE

Sl.	ERRORS	BOYS (33)	AVE	GIRLS (23)	AVE	TOTAL (56)	AVE
1	PUNCTUATION	17	0.52	3	0.13	20	0.36
2	SPELLING	38	1.15	35	1.52	73	1.30
3	TENSE	204	6.18	129	5.61	333	5.95
4	ARTICLE	6	0.18	2	0.09	8	0.14
5	NUMBER	28	0.85	30	1.30	58	1.04
6	SYNTAX	191	5.79	123	5.35	314	5.61
7	LEXIS	75	2.27	61	2.65	136	2.43
8	PREPOSITION	20	0.61	24	1.04	44	0.79
9	PRONOUN	0	0.00	0	0.00	0	0.00
10	SUPERFLUITY	39	1.18	23	1.00	62	1.11
11	COMMUNICATION	82	2.48	85	3.70	167	2.98
12	OMISSION	23	0.70	6	0.26	29	0.52

Bengali boys of Achik Rengmanpa College committed seventeen (17) errors in Punctuation which amounts to 0.52 on an average, thirty-eight (38) errors in Spelling which amounts to 1.15 on an average, two hundred four (204) errors in Tense which amounts to 6.18 on an average, six (6) errors in Article which amounts to 0.18 on an average, twenty-eight (28) errors in Number which amounts to 0.85 on an average, one hundred ninety-one (191) errors in Syntax which amounts to 5.79 on an average, seventy-five (75) errors in Lexis which amounts to 2.27 on an average, twenty (20) errors in Preposition which amounts to 0.61 on an average, thirty-nine (39) cases of Superfluity which amounts to 1.18 on an average, eighty-two (82) cases of errors in Communication which amounts to 2.48 on an average and twenty-three (23) cases of Omission which amounts to 0.70 on an average. Bengali girls committed three (3) errors in Punctuation which amounts to 0.13 on an average, thirty-five (35) errors in Spelling which amounts to 1.52 on an average, one hundred twenty-nine (129) errors in Tense which amounts to 5.61 on an average, two (2) errors in Article which amounts to 0.09 on an average, thirty (30) errors in Number which amounts to 1.30 on an average, one hundred twenty-three (123) errors in Syntax which amounts to 5.35 on an average, sixty-one (61) errors in Lexis which amounts to 2.65 on an average, twenty-four (24) errors in Preposition which amounts to 1.04 on an average, twenty-three (23) cases of Superfluity which amounts to 1.00 on an average, eighty-five (85) cases of errors in Communication which amounts to 3.70 on an average and 6 cases of Omission which amounts to 0.26 on an average. Bengali students of Achik Rengmanpa College committed twenty (20) errors in Punctuation which 0.36 on an average, seventy-three (73) errors in Spelling which amounts to 1.30 on an average, three hundred thirty-three (333) errors in Tense which amounts to 5.95 on an average, eight (8) errors in Article which amounts to 0.14 on an average, fifty-eight (58) errors in Number which 1.04 on an average, three hundred fourteen (314) errors in Syntax which amounts to 5.61 on an average, one hundred thirty-six (136) errors in Lexis which 2.43 on an average, forty-four (44)

errors in Preposition which amounts to 0.79 on an average, sixty-two (62) cases of Superfluity which amounts to 1.11 on an average, one hundred sixty-seven (167) cases of errors in Communication which amounts to 2.98 on an average and twenty-nine (29) cases of Omission which 0.52 on an average.

**ERRORS COMMITTED BY GARO STUDENTS & STUDENTS OF OTHER  
COMMUNITIES OF ACHIK RENGMANPA COLLEGE**

Sl.	ERRORS	OTHER BOYS (13)	AVE	GARO BOYS (1)	AVE
1	PUNCTUATION	0	0.00	2	2
2	SPELLING	14	1.08	1	1
3	TENSE	101	7.77	14	14
4	ARTICLE	2	0.15	0	0
5	NUMBER	4	0.31	0	0
6	SYNTAX	143	11.00	7	7
7	LEXIS	15	1.15	3	3
8	PREPOSITION	7	0.54	0	0
9	PRONOUN	0	0.00	0	0
10	SUPERFLUITY	15	1.15	2	2
11	COMMUNICATION	40	3.08	4	4
12	OMISSION	8	0.62	0	0

Boys of other communities of Achik Rengmanpa College committed fourteen (14) errors in Spelling which amounts to 1.08 on an average, one hundred one (101) errors in Tense which amounts to 7.77 on an average, two (2) errors in Article which amounts to 0.15 on an average, four (4) errors in Number which amounts to 0.31 on an average, one hundred forty-three (143) errors in Syntax which amounts to 11.00 on an average, fifteen (15) errors in Lexis which amounts to 1.15 on an average, seven (7) errors in Preposition which amounts to 0.54 on an average, fifteen (15) cases of Superfluity which amounts to 1.15 on an average, forty (40) cases of errors in Communication which amounts to 3.08 on an average and eight (8) cases of

Omission which amounts to 0.62 on an average. Garo boys of Achik Rengmanpa College committed two (2) errors in Punctuation which amounts to 2.00 on an average, one (1) error in Spelling which amounts to 1.00 on an average, fourteen (14) errors in Tense which amounts to 14.00 on an average, seven (7) errors in Syntax which amounts to 7.00 on an average, three (3) errors in Lexis which amounts to 3.00 on an average, two (2) cases of Superfluity which amounts to 2.00 on an average and four (4) cases of errors in Communication which amounts to 4.00 on an average.

#### ERRORS COMMITTED BY ALL STUDENTS OF ACHIK RENGMANPA COLLEGE

Sl.	ERRORS	BOYS (47)	AVE	GIRLS (23)	AVE	TOTAL (70)	AVE
1	PUNCTUATION	19	0.40	3	0.13	22	0.31
2	SPELLING	53	1.13	35	1.52	88	1.26
3	TENSE	319	6.79	129	5.61	448	6.4
4	ARTICLE	8	0.17	2	0.09	10	0.14
5	NUMBER	32	0.68	30	1.30	62	0.89
6	SYNTAX	341	7.26	123	5.35	464	6.63
7	LEXIS	93	1.98	61	2.65	154	2.2
8	PREPOSITION	27	0.57	24	1.04	51	0.73
9	PRONOUN	0	0.00	0	0.00	0	0
10	SUPERFLUITY	56	1.19	23	1.00	79	1.13
11	COMMUNICATION	126	2.68	85	3.70	211	3.01
12	OMISSION	31	0.66	6	0.26	37	0.53

Boys of Achik Rengmanpa College committed nineteen (19) errors in Punctuation which amounts to 0.40 on an average, fifty-three (53) errors in Spelling which amounts to 1.13 on an average, three hundred nineteen (319) errors in Tense which amounts to 6.79 on an average, eight (8) errors in Article which amounts to 0.17 on an average, thirty-two (32) errors in Number which amounts to 0.68 on an average, three hundred forty-one (341) errors in Syntax which amounts to 7.26 on an average, ninety-three (93) errors in Lexis which amounts to 1.98 on an average, twenty-seven (27) errors in Preposition which amounts to 0.57 on an average, fifty-six (56) cases of Superfluity which amounts to 1.19 on an average, one hundred twenty-six (126) cases of errors in Communication which amounts to 2.68 on an

average and thirty-one (31) cases of Omission which amounts to 0.66 on an average. Girls committed three (3) errors in Punctuation which amounts to 0.13 on an average, thirty-five (35) errors in Spelling which amounts to 1.52 on an average, one hundred twenty-nine (129) errors in Tense which amounts to 5.61 on an average, two (2) errors in Article which amounts to 0.09 on an average, thirty (30) errors in Number which amounts to 1.30 on an average, one hundred twenty-three (123) errors in Syntax which amounts to 5.35 on an average, sixty-one (61) errors in Lexis which amounts to 2.65 on an average, twenty-four (24) errors in Preposition which amounts to 1.04 on an average, twenty-three (23) cases of Superfluity which amounts to 1.00 on an average, eighty-five (85) cases of errors in Communication which amounts to 3.70 on an average and six (6) cases of Omission which amounts to 0.26 on an average. All students of Achik Rengmanpa College committed twenty-two (22) errors in Punctuation which 0.31 on an average, eighty-eight (88) errors in Spelling which amounts to 1.26 on an average, four hundred forty-eight (448) errors in Tense which amounts to 6.4 on an average, ten (10) errors in Article which amounts to 0.14 on an average, sixty-two (62) errors in Number which 0.89 on an average, four hundred sixty-four (464) errors in Syntax which amounts to 6.63 on an average, one hundred fifty-four (154) errors in Lexis which 2.2 on an average, fifty-one (51) errors in Preposition which amounts to 0.73 on an average, seventy-nine (79) cases of Superfluity which amounts to 1.13 on an average, two hundred eleven (211) cases of errors in Communication which amounts to 3.01 on an average and thirty-seven (37) cases of Omission which 0.53 on an average.

ERRORS COMMITTED BY GARO STUDENTS OF MENDIPATHAR COLLEGE

Sl.	ERRORS	BOYS (37)	AVE	GIRLS (12)	AVE	TOTAL (49)	AVE
1	PUNCTUATION	45	1.22	24	2.00	69	1.41
2	SPELLING	165	4.46	69	5.75	234	4.78
3	TENSE	71	1.92	27	2.25	98	2.00
4	ARTICLE	20	0.54	12	1.00	32	0.65
5	NUMBER	175	4.73	67	5.58	242	4.94
6	SYNTAX	208	5.62	51	4.25	259	5.29
7	LEXIS	60	1.62	15	1.25	75	1.53
8	PREPOSITION	27	0.73	22	1.83	49	1.00
9	PRONOUN	48	1.30	12	1.00	60	1.22
10	SUPERFLUITY	63	1.70	15	1.25	78	1.59
11	COMMUNICATION	53	1.43	11	0.92	64	1.31
12	OMISSION	18	0.49	17	1.42	35	0.71

Garó Boys of Mendipathar College committed two hundred eight (208) errors in Syntax which amounts to 5.62 on an average, forty-five (45) errors in Punctuation which amounts to 1.22 on an average, one hundred sixty-five (165) errors in Spelling which amounts to 4.46 on an average, seventy-one (71) errors in Tense which 1.92 on an average, twenty (20) errors in Article which amounts to 0.54 on an average, one hundred seventy-five (175) errors in Number which amounts to 4.73 on an average, sixty (60) errors in Lexis which 1.62 on an average, twenty-seven (27) errors in Preposition which amounts to 0.73 on an average, forty-eight (48) errors in Pronoun which amounts to 1.30 on an average, sixty-three (63) cases of Superfluity which amounts to 1.70 on an average, fifty-three (53) cases of errors in Communication and eighteen (18) cases of Omission which amounts to 0.49 on an average. Girls committed fifty-one (51) errors in Syntax which amounts to 4.25 on an average, fifty-one (51) errors in Punctuation which amounts to 4.25 on an average, twenty-four (24) errors in Spelling which amounts to 2.00 on an average, twenty-seven (27) errors in Tense which amounts to 2.25 on an average, twelve (12) errors in Article which amounts to 1.00 on an average, sixty-seven (67) errors in Number which amounts to 5.58 on an average, fifteen (15) errors in Lexis which amounts to 1.25 on an average, twenty-two (22) errors in Preposition which amounts to 1.83 on an average, twelve (12) errors in Pronoun which amounts to 1.00 average, fifteen

(15) cases of Superfluity which amounts to 1.25 on an average, eleven (11) cases of errors in Communication which amounts to 0.92 on an average and eleven (11) cases of Omission which amounts to 0.92 on an average. All students of Mendipathar College committed two hundred fifty-nine (259) errors in Syntax which 5.29 on an average, sixty-nine (69) errors in Punctuation which amounts to 1.41 on an average, two hundred thirty-four (234) errors in Spelling which amounts to 4.78 on an average, ninety-eight (98) errors in Tense which amounts to 2.00 on an average, thirty-two (32) errors in Article which amounts to 0.65 on an average, two hundred forty-two (242) errors in Number which 4.94 on an average, seventy-five (75) errors in Lexis which amounts to 1.53 on an average, forty-nine (49) errors in Preposition which amounts to 1.00 on an average, sixty (60) errors in Pronoun which is 1.22 on an average, seventy-eight (78) cases of Superfluity which amounts to 1.59 on an average, sixty-four (64) cases of errors in Communication which amounts to 1.31 on an average and thirty-five (35) cases of Omission which amounts to 0.71 on an average.

#### ERRORS COMMITTED BY BENGALI STUDENTS OF MENDIPATHAR COLLEGE

Sl.	ERRORS	BOYS (1)	AVE
1	PUNCTUATION	1	1
2	SPELLING	2	2
3	TENSE	3	3
4	ARTICLE	3	3
5	NUMBER	0	0
6	SYNTAX	1	1
7	LEXIS	2	2
8	PREPOSITION	3	3
9	PRONOUN	0	0
10	SUPERFLUITY	3	3
11	COMMUNICATION	1	1
12	OMISSION	2	2

There were no Bengali girls in Mendipathar College. There was only one Bengali boy who committed one (1) error in Syntax, one (1) in Punctuation, two (2) in Spelling, three (3) in Tense, three (3) in Article, two (2) in Lexis, three (3) in Preposition, three (3) cases of Superfluity, one (1) case of error in Communication and two (2) cases of Omission.

**ERRORS COMMITTED BY STUDENTS OF OTHER COMMUNITIES OF  
MENDIPATHAR COLLEGE**

Sl.	ERRORS	BOYS (6)	AVE	GIRLS (4)	AVE	TOTAL (10)	AVE
1	PUNCTUATION	9	1.50	4	1	13	1.3
2	SPELLING	17	2.83	5	1.25	22	2.2
3	TENSE	10	1.67	11	2.75	21	2.1
4	ARTICLE	3	0.50	1	0.25	4	0.4
5	NUMBER	26	4.33	0	0	26	2.6
6	SYNTAX	39	6.50	15	3.75	54	5.4
7	LEXIS	13	2.17	8	2	21	2.1
8	PREPOSITION	5	0.83	4	1	9	0.9
9	PRONOUN	8	1.33	8	2	16	1.6
10	SUPERFLUITY	5	0.83	5	1.25	10	1
11	COMMUNICATION	7	1.17	4	1	11	1.1
12	OMISSION	4	0.67	1	0.25	5	0.5

Boys of other communities of Mendipathar College committed thirty-nine (39) errors in Syntax which amounts to 6.50 on an average, nine (9) errors in Punctuation which amounts to 1.50 on an average, seventeen (17) errors in Spelling which amounts to 2.83 on an average, ten (10) errors in Tense which 1.67 on an average, three (3) errors in Article which amounts to 0.50 on an average, twenty-six (26) errors in Number which amounts to 4.33 on an average, thirteen (13) errors in Lexis which 2.17 on an average, five (5) errors in Preposition which amounts to 0.83 on an average, eight (8) errors in Pronoun which amounts to 1.33 on an average, five (5) cases of Superfluity which 0.83 on an average, seven (7) cases of errors in Communication which amounts to 1.17 on an average and four (4) cases of Omission which amounts to 0.67 on an average. Girls committed fifteen (15) errors in Syntax which amounts to 3.75 on an average, 4 errors in Punctuation which amounts to 1.00 on an average, 5 errors in Spelling which amounts to 1.25 on an average,

eleven (11) errors in Tense which amounts to 0.25 on an average, one (1) errors in Article which amounts to 0.25 on an average, eight (8) errors in Lexis which amounts to 2.00 on an average, four (4) errors in Preposition which amounts to 1.00 on an average, eight (8) errors in Pronoun which amounts to two (2) average, five (5) cases of Superfluity which amounts to 1.25 on an average, 4 cases of errors in Communication which amounts to 1.00 on an average and 1 case of Omission which amounts to 0.25 on an average. All students of other communities of Mendipathar College committed fifty-four (54) errors in Syntax which 5.40 on an average, thirteen (13) errors in Punctuation which amounts to 1.30 on an average, twenty-two (22) errors in Spelling which amounts to 2.2 on an average, twenty-one (21) errors in Tense which amounts to 2.10 on an average, four (4) errors in Article which amounts to 0.40 on an average, twenty-six (26) errors in Number which 2.6 on an average, 21 errors in Lexis which amounts to 2.1 on an average, 9 errors in Preposition which amounts to 0.9 on an average, sixteen (16) errors in Pronoun which is 1.60 on an average, ten (10) cases of Superfluity which amounts to 1.00 on an average, eleven (11) cases of errors in Communication which amounts to 1.10 on an average and five (5) cases of Omission which amounts to 0.50 on an average.

#### ERRORS COMMITTED BY ALL STUDENTS OF MENDIPATHAR COLLEGE

SI.	ERRORS	BOYS (44)	AVE	GIRLS (16)	AVE	TOTAL (60)	AVE
1	PUNCTUATION	55	1.25	28	1.75	83	1.38
2	SPELLING	184	4.18	74	4.63	258	4.30
3	TENSE	84	1.91	38	2.38	122	2.03
4	ARTICLE	26	0.59	13	0.81	39	0.65
5	NUMBER	201	4.57	67	4.19	268	4.47
6	SYNTAX	248	5.64	66	4.13	314	5.23
7	LEXIS	75	1.70	23	1.44	98	1.63
8	PREPOSITION	35	0.80	26	1.63	61	1.02
9	PRONOUN	56	1.27	20	1.25	76	1.27
10	SUPERFLUITY	71	1.61	20	1.25	91	1.52
11	COMMUNICATION	61	1.39	15	0.94	76	1.27
12	OMISSION	24	0.55	18	1.13	42	0.70

Boys of Mendipathar College committed two hundred forty-eight (248) errors

in Syntax which amounts to 5.64 on an average, fifty-five (55) errors in Punctuation which amounts to 1.25 on an average, one hundred eighty-four (184) errors in Spelling which amounts to 4.18 on an average, eighty-four (84) errors in Tense which 1.91 on an average, twenty-six (26) errors in Article which amounts to 0.59 on an average, two hundred one (201) errors in Number which amounts to 4.57 on an average, seventy-five (75) errors in Lexis which 1.70 on an average, thirty-five (35) errors in Preposition which amounts to 0.80 on an average, fifty-six (56) errors in Pronoun which amounts to 1.27 on an average, seventy-one (71) cases of Superfluity which 1.61 on an average, sixty-one (61) cases of errors in Communication which amounts to 1.39 on an average and twenty-four (24) cases of Omission which amounts to 0.55 on an average. Girls committed sixty-six (66) errors in Syntax which amounts to 4.13 on an average, twenty-eight (28) errors in Punctuation which amounts to 1.75 on an average, seventy-four (74) errors in Spelling which amounts to 4.63 on an average, thirty-eight (38) errors in Tense which amounts to 2.38 on an average, thirteen (13) errors in Article which amounts to 0.81 on an average, sixty-seven (67) errors in Number which amounts to 4.19 on an average, twenty-three (23) errors in Lexis which amounts to 1.44 on an average, twenty-six (26) errors in Preposition which amounts to 1.63 on an average, twenty (20) errors in Pronoun which amounts to 1.25 average, twenty (20) cases of Superfluity which amounts to 1.25 on an average, fifteen (15) cases of errors in Communication which amounts to 0.94 on an average and eighteen (18) cases of Omission which amounts to 1.13 on an average. All students of Mendipathar College committed three hundred fourteen (314) errors in Syntax which 5.23 on an average, eighty-three (83) errors in Punctuation which amounts to 1.38 on an average, two hundred fifty-eight (258) errors in Spelling which amounts to 4.30 on an average, one hundred twenty-two (122) errors in Tense which amounts to 2.03 on an average, thirty-nine (39) errors in Article which amounts to 0.65 on an average, two hundred sixty-eight (268) errors in Number which 4.47 on an average, ninety-eight (98) errors

in Lexis which amounts to 1.63 on an average, sixty-one (61) errors in Preposition which amounts to 1.02 on an average, seventy-six (76) errors in Pronoun which is 1.27 on an average, ninety-one (91) cases of Superfluity which amounts to 1.52 on an average, (76) cases of errors in Communication which amounts to 1.27 on an average and forty-two (42) cases of Omission which amounts to 0.70 on an average.

#### ERRORS COMMITTED BY GARO STUDENTS OF TIKRIKILLA COLLEGE

Sl.	ERRORS	BOYS (1)	AVE
1	PUNCTUATION	0	0
2	SPELLING	1	1
3	TENSE	11	11
4	ARTICLE	0	0
5	NUMBER	0	0
6	SYNTAX	3	3
7	LEXIS	4	4
8	PREPOSITION	1	1
9	PRONOUN	0	0
10	SUPERFLUITY	2	2
11	COMMUNICATION	1	1
12	OMISSION	0	0

There were no Garo girls in Tikrikilla College. There was only one boy. He committed one (1) error in Spelling which 1.00 on an average, eleven (11) errors in Tense which amounts to 11.00 on an average, three (3) errors in Syntax which amounts to 3.00 on an average, four (4) errors in Lexis which 4.00 on an average, one (1) error in Preposition which amounts to 1.00 on an average and two (2) errors in Superfluity which amounts to 2.00 on an average.

ERRORS COMMITTED BY BENGALI STUDENTS OF TIKRIKILLA  
COLLEGE

Sl.	ERRORS	BOYS (2)	AVE	GIRLS (1)	AVE	TOTAL (3)	AVE
1	PUNCTUATION	0	0	1	1	1	0.33
2	SPELLING	2	1	0	0	2	0.67
3	TENSE	11	5.5	13	13	24	8.00
4	ARTICLE	1	0.5	0	0	1	0.33
5	NUMBER	3	1.5	1	1	4	1.33
6	SYNTAX	3	1.5	5	5	8	2.67
7	LEXIS	1	0.5	1	1	2	0.67
8	PREPOSITION	0	0	0	0	0	0.00
9	PRONOUN	0	0	0	0	0	0.00
10	SUPERFLUITY	4	2	0	0	4	1.33
11	COMMUNICATION	4	2	5	5	9	3.00
12	OMISSION	0	0	1	1	1	0.33

Bengali boys of Tikrikilla College committed two (2) errors in Spelling which amounts to 1.00 on an average, eleven (11) errors in Tense which 5.5 on an average, one (1) error in Article which amounts to 0.50 on an average, three (3) errors in Number which amounts to 1.5 on an average, three (3) errors in Syntax which 1.15 on an average, one (1) error in Lexis which 0.50 on an average, four (4) cases of Superfluity which 2.00 on an average and four (4) cases of errors in Communication which amounts to 2.00 on an average. Girls committed one (1) error in Punctuation which amounts to 1.00 on an average, thirteen (13) errors in Tense which amounts to 13.00 on an average, one (1) errors in Number which amounts to 1.00 on an average, five (5) errors in Syntax which amounts to 5.00 on an average, one (1) error in Lexis which amounts to 1.00 on an average and five (5) cases of errors in Communication which amounts to 5.00 on an average. All Bengali students of Tikrikilla College committed one (1) error in Punctuation which amounts to 0.33 on an average, two (2) errors in Spelling which amounts to 0.67 on an average, twenty-four (24) errors in Tense which amounts to 8.00 on an average, one (1) error in Article which amounts to 0.33 on an average, four (4) errors in Number which 1.33 on an average, eight (8) errors in Syntax which 2.67 in Syntax, two (2) errors in Lexis

which amounts to 0.67 on an average, four (4) cases of Superfluity which amounts to 1.33 on an average, nine (9) cases of errors in Communication which amounts to 3.00 on an average and one (1) case of Omission which amounts to 0.33 on an average.

**ERRORS COMMITTED BY STUDENTS OF OTHER COMMUNITIES OF  
TIKRIKILLA COLLEGE**

Sl.	ERRORS	BOYS (6)	AVE	GIRLS (1)	AVE	TOTAL (7)	AVE
1	PUNCTUATION	2	0.33	0	0	2	0.29
2	SPELLING	18	3	3	3	21	3.00
3	TENSE	53	8.83	10	10	63	9.00
4	ARTICLE	2	0.33	1	1	3	0.43
5	NUMBER	9	1.5	2	2	11	1.57
6	SYNTAX	18	3	1	1	19	2.71
7	LEXIS	20	3.33	5	5	25	3.57
8	PREPOSITION	8	1.33	1	1	9	1.29
9	PRONOUN	0	0	1	1	1	0.14
10	SUPERFLUITY	7	1.17	0	0	7	1.00
11	COMMUNICATION	14	2.33	5	5	19	2.71
12	OMISSION	1	0.17	0	0	1	0.14

Boys of other communities of Tikrikilla College committed two (2) errors in Punctuation which amounts to 0.33 on an average, eighteen (18) errors in Spelling which amounts to 3.00 on an average, fifty-three (53) errors in Tense which 8.83 on an average, two (2) errors in Article which amounts to 0.33 on an average, nine (9) errors in Number which amounts to 1.50 on an average, eighteen (18) errors in Syntax which 3.00 on an average, twenty (20) errors in Lexis which amounts to 3.33 on an average, eight (8) errors in Preposition which amounts to 1.33 on an average, seven (7) cases of Superfluity which 1.17 on an average, fourteen (14) cases of errors in Communication which amounts to 2.33 on an average and one (1) case of Omission which amounts to 0.17 on an average. Girls of Tikrikilla College committed three (3) errors in Spelling which amounts to 3.00 on an average, ten (10) errors in

Tense which amounts to 10.00 on an average, one (1) error in Article which amounts to 1.00 on an average, two (2) errors in Number which amounts to 2.00 on an average, one (1) error in Syntax which amounts to 1.00 on an average, five (5) errors in Lexis which amounts to 5.00 on an average, one (1) error in Preposition which amounts to 1.00 on an average, one (1) error in Pronoun which amounts to 1.00 average and one (1) case of error in Communication which amounts to 1.00 on an average. Students of Tikrikilla college committed two (2) errors in Punctuation which amounts to 0.29 on an average, twenty-one (21) errors in Spelling which 3.00 on an average, sixty-three (63) errors in Tense which amounts to 9.00 on an average, three (3) errors in Article which amounts to 0.43 on an average, eleven (11) errors in Number which amounts to 1.57 on an average nineteen (19) errors in Syntax which amounts to 2.71 on an average, twenty-five (25) errors in Lexis which amounts to 3.57 on an average, nine (9) errors in Preposition which amounts to 1.29 on an average, one (1) error in Pronoun which amounts to 0.14 on an average, seven (7) cases of Superfluity which amounts to 1.00 on an average, nineteen (19) cases of errors in Communication which amounts to 2.71 on an average and one (1) case of Omission which amounts to 0.14 on an average.

#### ERRORS COMMITTED BY ALL STUDENTS OF TIKRIKILLA COLLEGE

Sl.	ERRORS	BOYS (9)	AVE	GIRLS (2)	AVE	TOTAL (11)	AVE
1	PUNCTUATION	2	0.22	1	0.5	3	0.27
2	SPELLING	21	2.33	3	1.5	24	2.18
3	TENSE	75	8.33	23	11.5	98	8.91
4	ARTICLE	3	0.33	1	0.5	4	0.36
5	NUMBER	12	1.33	3	1.5	15	1.36
6	SYNTAX	24	2.67	6	3	30	2.73
7	LEXIS	25	2.78	6	3	31	2.82
8	PREPOSITION	9	1.00	1	0.5	10	0.91
9	PRONOUN	0	0.00	1	0.5	1	0.09
10	SUPERFLUITY	13	1.44	0	0	13	1.18
11	COMMUNICATION	19	2.11	10	5	29	2.64
12	OMISSION	1	0.11	1	0.5	2	0.18

Boys of Tikrikilla College committed two (2) errors in Punctuation which amounts to 0.22 on an average, twenty-one (21) errors in Spelling which amounts to 2.33 on an average, seventy-five (75) errors in Tense which amounts to 8.33 on an average, three (3) errors in Article which amounts to 0.33 on an average, twelve (12) errors in Number which 1.33 on an average, twenty-four (24) errors in Syntax which 2.67 on an average, twenty-five (25) errors in Lexis which amounts to 2.78 on an average, nine (9) errors in Preposition which amounts to 1.00 on an average, thirteen (13) cases of Superfluity which 1.44 on an average, nineteen (19) cases of errors in Communication which 2.11 on an average and one (1) case of Omission which 0.11 on an average. Girls committed one (1) error in Punctuation which amounts to 0.15 on an average, three (3) errors in Spelling which amounts to 1.15 on an average, twenty-three (23) errors in Tense which amounts to 11.5 on an average, one (1) error in Article which amounts to 0.5 on an average, three (3) errors in Number which amounts to 1.5 on an average, six (6) errors in Syntax which amounts to 3.00 on an average, six (6) errors in Lexis which amounts to 3.00 on an average, one (1) error in Preposition which amounts to 0.50 on an average, one (1) error in Pronoun which amounts to 0.50 average, ten (10) cases of errors in Communication which amounts to 5.00 on an average and one (1) case of Omission which amounts to 0.5 on an average. All students of Tikrikilla College committed three (3) errors in Punctuation which 0.27 on an average, twenty-four (24) errors in Spelling which amounts to 2.18 on an average, ninety-eight (98) errors in Tense which amounts to 8.91 on an average, four (4) errors in Article which amounts to 0.36 on an average, fifteen (15) errors in Number which amounts to 1.36 on an average, thirty (30) errors in Syntax which amounts to 2.73 on an average, thirty-one (31) errors in Lexis which amounts to 2.82 on an average, ten (10) errors in Preposition which amounts to 0.91 on an average, one (1) error in Pronoun which is 0.09 on an average, thirteen (13) cases

of Superfluity which amounts to 1.18 on an average, twenty-nine (29) cases of errors in Communication which amounts to 2.64 on an average and two (2) cases of Omission which amounts to 0.18 on an average.

#### ERRORS COMMITTED BY GARO STUDENTS OF RURAL COLLEGES

Sl.	ERRORS	ACHIK RENGMANPA (1)	AVE	MENDI PATHAR (49)	AVE	TIKRI KILLA (1)	AVE	TOTAL (51)	AVE
1	PUNCTUATION	2	2	69	1.41	0	0	71	1.39
2	SPELLING	1	1	234	4.78	1	1	236	4.63
3	TENSE	14	14	98	2	11	11	123	2.41
4	ARTICLE	0	0	32	0.65	0	0	32	0.63
5	NUMBER	0	0	242	4.94	0	0	242	4.75
6	SYNTAX	7	7	259	5.29	3	3	269	5.27
7	LEXIS	3	3	75	1.53	4	4	82	1.61
8	PREPOSITION	0	0	49	1	1	1	50	0.98
9	PRONOUN	0	0	60	1.22	0	0	60	1.18
10	SUPERFLUITY	2	2	78	1.59	2	2	82	1.61
11	COMMUNICATION	4	4	64	1.31	1	1	69	1.35
12	OMISSION	0	0	35	0.71	0	0	35	0.69

Garo students of Achik Rengmanpa College committed two (2) errors in Punctuation which amounts to 2.00 on an average, one (1) error in Spelling which amounts to 1.00 on an average, fourteen (14) errors in Tense which amounts to 14.00 on an average, seven (7) errors in Syntax which amounts to 7.00 on an average, three (3) errors in Lexis which amounts to 3.00 on an average, two (2) cases of Superfluity which amounts to 2.00 on an average and four (4) cases of errors in Communication which amounts to 4.00 on an average. Garo students of Mendipathar College committed sixty-nine (69) errors in Punctuation which amounts to 1.41 on an average, two hundred thirty-four (234) errors in Spelling which amounts to 4.78 on an average, ninety-eight (98) errors in Tense which amounts to 2.00 on an average, thirty-two (32) errors in Article which amounts to 0.65 on an average, two

hundred forty-two (242) errors in Number which amounts to 4.94 on an average, two hundred fifty-nine (259) errors in Syntax which amounts to 5.29 on an average, seventy-five (75) errors in Lexis which amounts to 1.53 on an average, forty-nine (49) errors in Preposition which amounts to 1.00 on an average, sixty (60) errors in 1.22 on an average, seventy-eight (78) cases of Superfluity which 1.59 on an average, sixty-four (64) cases of errors in Communication which amounts to 1.31 on an average and thirty-five (35) cases of Omission which amounts to 0.71 on an average. Garo students of Tikrikilla college committed one (1) error in Spelling which amounts to 1.00 on an average, eleven (11) errors in Tense which amounts to 11.00 on an average, three (3) errors in Syntax which amounts to 3.00 on an average, four (4) errors in Lexis which amounts to 4.00 on an average, 1 error in Preposition which amounts to 1.00 on an average, two (2) cases of Superfluity which amounts to 2.00 on an average and one (1) case of error in Communication which amounts to 1.00 on an average. Garo students of rural colleges committed seventy-one (71) errors in Punctuation which amounts to 1.39 on an average, two hundred thirty-six (236) errors in Spelling which amounts to 4.63 on an average, one hundred twenty-three (123) errors in Tense which amounts to 2.41 on an average, thirty-two (32) errors in Article which amounts to 0.63 on an average, two hundred forty-two (242) errors in Number which amounts to 4.75 on an average, two hundred sixty-nine (269) errors in Syntax which amounts to 5.27 on an average, eighty-two (82) errors in Lexis which amounts to 1.61 on an average, fifty (50) errors in Preposition which amounts to 0.98 on an average, sixty (60) errors in Pronoun which amounts to 1.18 on an average, eighty-two (82) cases of Superfluity which amounts to 1.61 on an average, sixty-nine (69) cases of errors in Communication which amounts to 1.35 on an average and thirty-five (35) cases of Omission which amounts to 0.69 on an average.

**ERRORS COMMITTED BY BENGALI STUDENTS OF RURAL COLLEGES**

Sl.	ERRORS	ACHIK RENGMANPA (56)	AVE	MENDI PATHAR (1)	AVE	TIKRI KILLA (3)	AVE	TOTAL (60)	AVE
1	PUNCTUATION	20	0.36	1	1	1	0.33	22	0.37
2	SPELLING	73	1.3	2	2	2	0.67	77	1.28
3	TENSE	333	5.95	3	3	24	8	360	6.00
4	ARTICLE	8	0.14	3	3	1	0.33	12	0.20
5	NUMBER	58	1.04	0	0	4	1.33	62	1.03
6	SYNTAX	314	5.61	1	1	8	2.67	323	5.38
7	LEXIS	136	2.43	2	2	2	0.67	140	2.33
8	PREPOSITION	44	0.79	3	3	0	0	47	0.78
9	PRONOUN	0	0	0	0	0	0	0	0.00
10	SUPERFLUITY	62	1.11	3	3	4	1.33	69	1.15
11	COMMUNICATION	167	2.98	1	1	9	3	177	2.95
12	OMISSION	29	0.52	2	2	1	0.33	32	0.53

Bengali students of Achik Rengmanpa College committed seventy-three (73) errors Punctuation which amounts to 0.36 on an average, 73 errors in Spelling which amounts to 1.3 on an average, three hundred thirty-three (333) errors in Tense which amounts to 5.95 on an average, eight (8) errors in Article which amounts to 0.14 on an average, fifty-eight (58) errors in Number which amounts to 1.04 on an average, three hundred fourteen (314) errors in Syntax which 5.61 on an average, one hundred thirty-six (136) errors in Lexis which amounts to 2.43 on an average, forty-four (44) errors in Preposition which amounts to 0.79 on an average, sixty-two (62) cases in Superfluity which amounts to 1.11 in Number, one hundred sixty-seven (167) cases of errors in Communication which amounts to 2.98 on an average and twenty-nine (29) cases of Omission which amounts to 0.52 on an average. Bengali students of Mendipathar College committed one (1) error in Punctuation which amounts to 1.00 on an average, two (2) errors in Spelling which 2.00 on an average, three (3) errors in Tense which amounts to 3.00 on an average, three (3) errors in Article which amounts to 3.00 on an average, one (1) error in Syntax which amounts to 1.00 on an average, two (2) errors in Lexis which amounts to 2.00 on an average,

three (3) errors in Preposition which amounts to 3.00 on an average, three (3) cases of Superfluity which amounts to 3.00 on an average, one (1) case of error in Communication which amounts to 1.00 on an average and two (2) cases of Omission which amounts to 2.00 on an average. Bengali students of Tikrikilla College committed one (1) error in Punctuation which amounts to 0.33 on an average, two (2) errors in Spelling which amounts to 0.67 on an average, twenty-four (24) errors in Tense which amounts to 8.00 on an average, one (1) error in Article which amounts to 0.33 on an average, four (4) errors in Number which amounts to 1.33 on an average, eight (8) errors in Syntax which amounts to 2.67 on an average, two (2) errors in Lexis which amounts to 0.67 on an average, four (4) cases of Superfluity which amounts to 1.33 on an average, nine (9) cases of errors in Communication which amounts to 3.00 on an average and one (1) case of Omission which amounts to 0.33 on an average. Bengali students of rural colleges committed twenty-two (22) errors in Punctuation which amounts to 0.37 on an average, seventy-seven (77) errors in Spelling which amounts to 1.28 on an average, three hundred sixty (360) errors in Tense which amounts to 6.00 on an average, twelve (12) errors in Article which amounts to 0.20 on an average, sixty-two (62) errors in Number which amounts to 1.03 on an average, three hundred twenty-three (323) errors in Syntax which amounts to 5.38 on an average, one hundred forty (140) errors in Lexis which amounts to 2.33 on an average, forty-seven (47) errors in Preposition which amounts to 0.78 on an average, sixty-nine (69) cases of Superfluity which amounts to 1.15 on an average, one hundred seventy-seven (177) cases of errors in Communication which amounts to 2.95 on an average and thirty-two (32) cases of Omission which amounts to 0.53 on an average.

ERRORS COMMITTED BY STUDENTS OF OTHER COMMUNITIES OF RURAL  
COLLEGES

SI	ERRORS	ACHIK RENG MANPA (13)	AVE	MENDI PATHAR (10)	AVE	TIKRI KILLA (7)	AVE	TOTAL (30)	AVE
1	PUNCTUATION	0	0	13	1.3	2	0.29	15	0.50
2	SPELLING	14	1.08	22	2.2	21	3	57	1.90
3	TENSE	101	7.77	21	2.1	63	9	185	6.17
4	ARTICLE	2	0.15	4	0.4	3	0.43	9	0.30
5	NUMBER	4	0.31	26	2.6	11	1.57	41	1.37
6	SYNTAX	143	11	54	5.4	19	2.71	216	7.20
7	LEXIS	15	1.15	21	2.1	25	3.57	61	2.03
8	PREPOSITION	7	0.54	9	0.9	9	1.29	25	0.83
9	PRONOUN	0	0	16	1.6	1	0.14	17	0.57
10	SUPERFLUITY	15	1.15	10	1	7	1	32	1.07
11	COMMUNICATION	40	3.08	11	1.1	19	2.71	70	2.33
12	OMISSION	8	0.62	5	0.5	1	0.14	14	0.47

Students of other communities of Achik Rengmanpa College committed fourteen (14) errors in Spelling which amounts to 1.08 on an average, one hundred one (101) errors in Tense which amounts to 7.77 on an average, two (2) errors in Article which amounts to 0.15 on an average, four (4) errors in Number which amounts to 0.31 on an average, one hundred forty-three (143) errors in Syntax which amounts to 11.00 on an average, fifteen (15) errors in Lexis which amounts to 1.15 on an average, seven (7) errors in Preposition which 0.54 on an average, fifteen (15) cases of Superfluity which amounts to 1.15 on an average, forty (40) cases of errors in Communication which amounts to 3.08 on an average and eight (8) cases of Omission which amounts to 0.62 on an average. Students of other communities of Mendipathar College committed thirteen (13) errors in Punctuation which amounts to 1.3 on an average, twenty-two (22) errors in Spelling which amounts to 2.2 on an average, twenty-one (21) errors in Tense which amounts to 2.1 on an average, four (4) errors in Article which amounts to 0.4 on an average, twenty-six (26) errors in Number which amounts to 2.6 on an average, fifty-four (54) errors in Syntax which amounts to 5.4 on an average, twenty-one (21) errors in Lexis which amounts to 2.1

on an average, nine (9) errors in Preposition which amounts to 0.90 on an average, sixteen (16) errors in Pronoun which amounts to 1.6 on an average, ten (10) cases of Superfluity which amounts to 1.00 on an average, eleven (11) cases of errors in Communication which amounts to 1.10 on an average and five (5) cases of Omission which amounts to 0.50 on an average. Boys of other communities of Tikrikilla College committed two (2) errors in Punctuation which amounts to 0.29 on an average, twenty-one (21) errors in Spelling which amounts to 3.00 on an average, sixty-three (63) errors in Tense which amounts to 9.00 on an average, three (3) errors in Article which amounts to 0.43 on an average, eleven (11) errors in Number which amounts to 1.57 on an average, nineteen (19) errors in Syntax which amounts to 2.71 on an average, twenty-five (25) errors in Lexis which 3.57 on an average, nine (9) errors in Preposition which amounts to 1.29 on an average, one (1) error in Pronoun which amounts to 0.14 on an average, seven (7) cases of Superfluity which amounts to 1.00 on an average, nineteen (19) cases of errors in Communication which amounts to 2.71 on an average and one (1) case of Omission which amounts to 0.14 on an average. Students of other communities of rural colleges committed fifteen (15) errors in Punctuation which amounts to 0.50 on an average, fifty-seven (57) errors in Spelling which amounts to 1.90 on an average, one hundred eighty-five (185) errors in Tense which amounts to 6.17 on an average, nine (9) errors in Article which amounts to 0.30 on an average, forty-one (41) errors in Number which amounts to 1.37 on an average, two hundred sixteen (216) errors in Syntax which amounts to 7.20 on an average, sixty-one (61) errors in Lexis which amounts to 2.03 on an average, twenty-five (25) errors in Preposition which amounts to 0.83 on an average, seventeen (17) errors in Pronoun which amounts to 0.57 on an average, thirty-two (32) cases of Superfluity which amounts to 1.07 on an average, seventy (70) cases of errors in Communication which amounts to 2.33 on an average and fourteen (14) cases of Omission which amounts to 0.47 on an average.

ERRORS COMMITTED BY BOYS OF RURAL COLLEGES

Sl.	ERRORS	ACHIK RENG MANPA (47)	AVE	MENDI PATHAR (44)	AVE	TIKRI KILLA (9)	AVE	TOTAL (100)	AVE
1	PUNCTUATION	19	0.4	55	1.25	2	0.22	76	0.76
2	SPELLING	53	1.13	184	4.18	21	2.33	258	2.58
3	TENSE	319	6.79	84	1.91	75	8.33	478	4.78
4	ARTICLE	8	0.17	26	0.59	3	0.33	37	0.37
5	NUMBER	32	0.68	201	4.57	12	1.33	245	2.45
6	SYNTAX	341	7.26	248	5.64	24	2.67	613	6.13
7	LEXIS	93	1.98	75	1.7	25	2.78	193	1.93
8	PREPOSITION	27	0.57	35	0.8	9	1	71	0.71
9	PRONOUN	0	0	56	1.27	0	0	56	0.56
10	SUPERFLUITY	56	1.19	71	1.61	13	1.44	140	1.4
11	COMMUNICATION	126	2.68	61	1.39	19	2.11	206	2.06
12	OMISSION	31	0.66	24	0.55	1	0.11	56	0.56

Boys of Achik Rengmanpa college committed nineteen (19) errors in Punctuation which 0.40 on an average, fifty-three (53) errors in Spelling which amounts to 1.13 on an average, three hundred nineteen (319) errors in Tense which amounts to 6.79 on an average, eight (8) errors in Article which amounts to 0.17 on an average, thirty-two (32) errors in Number which amounts to 0.68 on an average, three hundred forty-one (341) errors in Syntax 7.26 on an average, ninety-three (93) errors in Lexis which amounts to 1.98 on an average, 27 errors in Preposition which amounts to 0.57 on an average, fifty-six (56) cases of Superfluity which amounts to 1.19 on an average, one hundred twenty-six (126) cases of errors in Punctuation which amounts to 2.68 on an average and thirty-one (31) cases of Omission which amounts to 0.66 on an average. Boys of Mendipathar college committed fifty-five (55) errors in Punctuation which amounts to 1.25 on an average, one hundred eighty-four (184) errors in Spelling which amounts to 4.18 on an average, eighty-four (84) errors in Tense which amounts to 1.91 on an average, twenty-six (26) errors in Article which amounts to 0.59 on an average, two hundred one (201) errors in Number which amounts to 4.57 on an average, two hundred forty-eight (248) errors in Syntax which amounts to 5.64 on an average, seventy-five (75) errors in Lexis which amounts to 1.7 on an average, thirty-five (35) errors in Preposition which amounts to 0.80 on an

average, fifty-six (56) errors in Pronoun which amounts to 1.27 on an average, seventy-one (71) cases of Superfluity which amounts to 1.61 on an average, sixty-one (61) cases of errors in Communication which amounts to 1.39 average and twenty-four (24) cases of Omission which amounts to 0.55 on an average. Boys of Tikrikilla college committed two (2) errors in Punctuation which amounts to 0.22 on an average, twenty-one (21) errors in Spelling which amounts to 2.33 on an average, seventy-five (75) errors in Tense which amounts to 8.33 on an average, three (3) errors in Article which amounts to 0.33 on an average, twelve (12) errors in Number which amounts to 1.33 on an average, twenty-four (24) errors in Syntax which amounts to 2.67 on an average, twenty-five (25) errors in Lexis which amounts to 2.78 on an average, nine (9) errors in Preposition which amounts to 1.00 on an average, thirteen (13) cases of Superfluity which amounts to 1.44 on an average, nineteen (19) cases of errors in Communication which amounts to 2.11 on an average and one (1) case of Omission which amounts to 0.11 on an average. Boys of rural colleges committed seventy-six (76) errors in Punctuation which amounts to 0.76 on an average, two hundred fifty-eight (258) errors in Spelling which 2.58 on an average, four hundred seventy-eight (478) errors in Tense which amounts to 4.78 on an average, thirty-seven (37) errors in Article which amounts to 0.37 on an average, two hundred forty-five (245) errors in Number which amounts to 2.45 on an average, six hundred thirteen (613) errors in Syntax which amounts to 6.13 on an average, one hundred ninety-three (193) errors in Lexis which amounts to 1.93 on an average, seventy-one (71) errors in Preposition which amounts to 0.71 on an average, fifty-six (56) errors in Pronoun which 0.56 on an average, one hundred forty (140) cases of Superfluity which amounts to 1.4 on an average, two hundred six (206) cases of errors in Communication which amounts to 2.06 on an average and fifty-six (56) cases of Omission which amounts to 0.56 on an average.

ERRORS COMMITTED BY GIRLS OF RURAL COLLEGES

Sl.	ERRORS	ACHIK RENG MANPA (23)	AVE	MENDI PATHAR (16)	AVE	TIKRI KILLA (2)	AVE	TOTAL (41)	AVE
1	PUNCTUATION	3	0.13	28	1.75	1	0.5	32	0.78
2	SPELLING	35	1.52	74	4.63	3	1.5	112	2.73
3	TENSE	129	5.61	38	2.38	23	11.5	190	4.63
4	ARTICLE	2	0.09	13	0.81	1	0.5	16	0.39
5	NUMBER	30	1.3	67	4.19	3	1.5	100	2.44
6	SYNTAX	123	5.35	66	4.13	6	3	195	4.76
7	LEXIS	61	2.65	23	1.44	6	3	90	2.20
8	PREPOSITION	24	1.04	26	1.63	1	0.5	51	1.24
9	PRONOUN	0	0	20	1.25	1	0.5	21	0.51
10	SUPERFLUITY	23	1	20	1.25	0	0	43	1.05
11	COMMUNICATION	85	3.7	15	0.94	10	5	110	2.68
12	OMISSION	6	0.26	18	1.13	1	0.5	25	0.61

Girls of Achik Rengmanpa college committed three (3) errors in Punctuation which amounts to 0.13 on an average, thirty-five (35) errors in Spelling which amounts to 1.52 on an average, one hundred twenty-nine (129) errors in Tense which amounts to 5.61 on an average, two (2) errors in Article which amounts to 0.09 on an average, thirty (30) errors in Number which amounts to 1.30 on an average, one hundred twenty-three (123) errors in Syntax which amounts to 5.35 on an average, sixty-one (61) errors in Lexis which amounts to 2.65 on an average, twenty-four (24) errors in Preposition which amounts to 1.04 on an average, twenty-three (23) cases of Superfluity which amounts to 1.00 on an average, eighty-five (85) cases of errors in Communication which amounts to 3.7 on an average and six (6) cases of Omission which amounts to 0.26 on an average. Girls of Mendipathar college committed twenty-eight (28) errors in Punctuation which amounts to 1.75 on an average, seventy-four (74) errors in Spelling which amounts to 4.63 on an average, thirty-eight (38) errors in Tense which amounts to 2.38 on an average, thirteen (13) errors in Article which 0.81 on an average, sixty-seven (67) errors in Number which amounts to 4.19 on an average, sixty-six (66) errors in Syntax which amounts to 4.13 on an average, twenty-three (23) errors in Lexis which amounts to

1.44 on an average, twenty-six (26) errors in Preposition which amounts to 1.63 on an average, twenty (20) errors in Pronoun which amounts to 1.25 on an average, twenty (20) cases of Superfluity which amounts to 1.25 on an average, fifteen (15) cases of errors in Communication which amounts to 0.94 on an average and eighteen (18) cases of Omission which 1.13 on an average. Girls of Tikrikilla college committed one (1) error in Punctuation which 0.5 on an average, three (3) errors in Spelling which amounts to 1.5 on an average, twenty-three (23) errors in Tense which amounts to 11.5 on an average, one (1) error in Article which amounts to 0.5 on an average, three (3) errors in Number which amounts to 1.5 on an average, six (6) errors in Syntax which amounts to three (3) on an average, six (6) errors in Lexis which amounts to 3.00 on an average, one (1) error in Pronoun which amounts to 0.50 on an average ten (10) cases of errors in Communication which amounts to 5.00 on an average and one (1) case of Omission which 0.50 on an average. All girls of rural colleges committed thirty-two (32) errors in Punctuation which amounts to 0.78 on an average, one hundred twelve (112) errors in Spelling which amounts to 2.73 on an average, one hundred ninety (190) errors in Tense which amounts to 4.63 on an average, sixteen (16) errors in Article which amounts to 0.39 on an average, one hundred (100) errors in Number which amounts to 2.44 on an average, one hundred ninety-five (195) errors in Syntax which amounts to 4.76 on an average, ninety (90) errors in Lexis which amounts to 2.20 on an average, fifty-one (51) errors in Preposition which amounts to 1.24 on an average, twenty-one (21) errors in Pronoun which amounts to 0.51 on an average, forty-three (43) cases of Superfluity which amounts to 1.05 on an average, one hundred ten (110) cases of errors in Communication which amounts to 2.68 on an average and twenty-five (25) cases of Omission which amounts to 0.61 on an average.

ERRORS COMMITTED BY ALL STUDENTS OF RURAL COLLEGES

(COLLEGE WISE)

SI	ERRORS	ACHIK RENG MANPA (70)	AVE	MENDI PATHAR (60)	AVE	TIKRI KILLA (11)	AVE	TOTAL (141)	AVE
1	PUNCTUATION	22	0.31	83	1.38	3	0.27	108	0.77
2	SPELLING	88	1.26	258	4.3	24	2.18	370	2.62
3	TENSE	448	6.4	122	2.03	98	8.91	668	4.74
4	ARTICLE	10	0.14	39	0.65	4	0.36	53	0.38
5	NUMBER	62	0.89	268	4.47	15	1.36	345	2.45
6	SYNTAX	464	6.63	314	5.23	30	2.73	808	5.73
7	LEXIS	154	2.2	98	1.63	31	2.82	283	2.01
8	PREPOSITION	51	0.73	61	1.02	10	0.91	122	0.87
9	PRONOUN	0	0	76	1.27	1	0.09	77	0.55
10	SUPERFLUITY	79	1.13	91	1.52	13	1.18	183	1.30
11	COMMUNICATION	211	3.01	76	1.27	29	2.64	316	2.24
12	OMISSION	37	0.53	42	0.7	2	0.18	81	0.57

Students of Achik Rengmanpa College committed twenty-two (22) errors in Punctuation which amounts to 0.31 on an average, eighty-eight (88) errors in Spelling which 1.26 on an average, four hundred forty-eight (448) errors in Tense which 6.4 on an average, ten (10) errors in Article which amounts to 0.14 on an average, sixty-two 62 errors in Number which amounts to 0.89 on an average, four hundred sixty-four (464) errors in Syntax which amounts to 6.63 on an average, one fifty-four (154) errors in Lexis which 2.2 on an average, fifty-one (51) errors in Preposition which 0.73 on an average, seventy-nine (79) cases of Superfluity which 1.13 on an average, two hundred eleven (211) cases of errors in Communication which 3.01 on an average and thirty-seven (37) cases of Omission which amounts to 0.53 on an average. Students of Mendipathar College committed eighty-three (83) errors in Punctuation which 1.38 on an average, two hundred fifty-eight (258) errors in Spelling which amounts to 4.3 on an average, one hundred twenty-two (122) errors in Tense which amounts to 4.30 on an average, one hundred twenty-two (122) errors in Tense which amounts to 2.03 on an average, thirty-nine (39) errors in Article which 0.65 on an average, two hundred sixty-eight (268) errors in Number which amounts to 4.47 on an average, three hundred fourteen (314) errors in Syntax which amounts

to 5.23 on an average, ninety-eight (98) errors in Lexis which amounts to 1.63 on an average, sixty-one 61 errors in Preposition which amounts to 1.02 on an average, seventy-six (76) errors in Pronoun which amounts to 1.27 on an average, ninety-one (91) cases of Superfluity which amounts to 1.52 on an average, seventy-six (76) cases of errors in Communication which amounts to 1.27 on an average and forty-two (42) cases of Omission which amounts to 0.70 in average. Students of Tikrikilla college committed three (3) errors in Punctuation which amounts to 0.27 on an average, twenty-four (24) errors in Spelling which amounts to 2.18 on an average, ninety-eight (98) errors in Tense which amounts to 8.91 on an average, four (4) errors in Article which amounts to 0.36 on an average, fifteen (15) errors in Number which amounts to 1.36 on an average, thirty (30) errors in Syntax which amounts to 2.73 on an average, thirty-one (31) errors in Lexis which amounts to 2.82 on an average, ten (10) errors in Preposition which amounts to 0.91 on an average, one (1) errors in Pronoun which amounts to 0.09. on an average, thirteen (13) cases of Superfluity which amounts to 1.18 on an average, twenty-nine (29) cases of errors in Communication which amounts to 2.64 on an average and two (2) cases of Omission which 0.18 on an average. All rural students committed one hundred eight (108) errors in Punctuation which amounts to 0.77 on an average, three hundred seventy (370) errors in Spelling which 2.62 on an average, six hundred sixty-eight (668) errors in Tense which 4.74 on an average, fifty-three (53) errors in Article which amounts to which amounts to 0.38 on an average, three hundred forty-five (345) errors in Number which amounts to 2.45 on an average, eight hundred eight (808) errors in Syntax which amounts to 5.73 on an average, two hundred eighty-three (283) errors in Lexis which amounts to 2.01 on an average, one hundred twenty-two (122) errors in Preposition which amounts to 0.87 on an average, seventy-seven (77) errors in Pronoun which amounts to 0.55 on an average, one hundred eighty-three (183) cases of Superfluity which 1.30 on an average, three hundred sixteen (316) cases of errors in Communication which amounts to 2.24 on an average and eighty-

one (81) cases of Omission which amounts to 0.57 on an average.

### ERRORS COMMITTED BY ALL STUDENTS OF RURAL COLLEGES

BOYS: GIRLS

SI	ERRORS	BOYS (100)	AVE	GIRLS (41)	AVE	TOTAL (141)	AVE
1	PUNCTUATION	76	0.76	32	0.78	108	0.77
2	SPELLING	258	2.58	112	2.73	370	2.62
3	TENSE	478	4.78	190	4.63	668	4.74
4	ARTICLE	37	0.37	16	0.39	53	0.38
5	NUMBER	245	2.45	100	2.44	345	2.45
6	SYNTAX	613	6.13	195	4.76	808	5.73
7	LEXIS	193	1.93	90	2.2	283	2.01
8	PREPOSITION	71	0.71	51	1.24	122	0.87
9	PRONOUN	56	0.56	21	0.51	77	0.55
10	SUPERFLUITY	140	1.4	43	1.05	183	1.30
11	COMMUNICATION	206	2.06	110	2.68	316	2.24
12	OMISSION	56	0.56	25	0.61	81	0.57

Boys of rural colleges committed seventy-six (76) errors in Punctuation which 0.76 on an average, two hundred fifty-eight (258) errors in Spelling which amounts to 2.58 on an average, four hundred seventy-eight (478) errors in Tense which amounts to 4.78 on an average, thirty-seven (37) errors in Article which amounts to 0.37 on an average, two hundred forty-five (245) errors in Number which amounts to 2.45 in Number, six hundred thirteen (613) errors in Syntax which amounts to 6.13 on an average, one hundred ninety-three (193) errors in Lexis which amounts to 1.93 on an average, seventy-one (71) errors is Preposition which amounts to 0.71 on an average, fifty-six (56) errors in Pronoun which 0.56 on an average, one hundred forty (140) cases of Superfluity which amounts to 1.40 on an average, two hundred six (206) cases of errors in Communication which amounts to 2.06 on an average and fifty-six (56) cases of Omission which amounts to 0.56 on an average. Rural girls committed thirty-two (32) errors in Punctuation which amounts to 0.78 on an average, one hundred twelve (112) errors in Spelling which amounts to 2.73 on an average, one hundred ninety (190) errors in Tense which amounts to 4.63 on an average,

sixteen (16) errors in Article which amounts to 0.39 on an average, one hundred (100) errors in Number which amounts to 2.44 on an average, one hundred ninety-five (195) errors in Syntax which amounts to 4.76 on an average, ninety (90) errors in Lexis which amounts to 2.2 on an average, fifty-one (51) errors in Preposition which amounts to 1.24 on an average, twenty-one (21) errors in Pronoun which amounts to 0.51 on an average, forty-three (43) cases of Superfluity which 1.05 on an average, one hundred ten (110) cases of errors in Communication which amounts to 2.68 on an average and twenty-five (25) cases of Omission which amounts to 0.61 on an average. All students of rural colleges committed one hundred eight (108) errors in Punctuation which 0.77 on an average, three hundred seventy (370) errors in Spelling which amounts to 2.62 on an average, six hundred sixty-eight (668) errors in Tense which amounts to 4.74 on an average, fifty-three (53) errors in Article which amounts to 0.38 on an average, three hundred forty-five (345) errors in Number which amounts to 2.45 on an average, eight hundred eight (808) errors in Syntax which amounts to 5.73 on an average, two hundred eighty-three (283) errors in Lexis which amounts to 2.01 on an average, one hundred twenty-two (122) errors in Preposition which amounts to 0.87 on an average, seventy-seven (77) errors in Pronoun which amounts to 0.55 on an average, one hundred eighty-three (183) cases of Superfluity which amounts to 1.30 on an average, three hundred sixteen (316) cases of errors in Communication which amounts to 2.24 on an average and eighty-one (81) cases of Omission which amounts to 0.57 on an average.

ERRORS COMMITTED BY GARO STUDENTS OF ALL COLLEGES

SI.	ERRORS	URBAN (434)	AVE	RURAL (51)	AVE	TOTAL (485)	AVE
1	PUNCTUATION	254	0.59	71	1.39	325	0.67
2	SPELLING	294	0.68	236	4.63	530	1.09
3	TENSE	2317	5.34	123	2.41	2440	5.03
4	ARTICLE	173	0.4	32	0.63	205	0.42
5	NUMBER	366	0.84	242	4.75	608	1.25
6	SYNTAX	846	1.95	269	5.27	1115	2.30
7	LEXIS	681	1.57	82	1.61	763	1.57
8	PREPOSITION	291	0.67	50	0.98	341	0.70
9	PRONOUN	80	0.18	60	1.18	140	0.29
10	SUPERFLUITY	593	1.37	82	1.61	675	1.39
11	COMMUNICATION	488	1.12	69	1.35	557	1.15
12	OMISSION	212	0.49	35	0.69	247	0.51

Urban Garo students committed two hundred fifty-four (254) errors in Punctuation which amounts to 0.59 on an average, two hundred ninety-four 294 errors in Spelling which amounts to 0.68 on an average, two thousand three hundred seventeen (2317) errors in Tense which amounts to 5.34 on an average, one hundred seventy three (173) errors in Article which amounts to 0.40 on an average, three hundred sixty-six (366) errors in Number which amounts to 0.84 on an average, eight hundred forty-six (846) errors in Syntax which amounts to 1.95 on an average, six hundred eighty-one (681) errors in Lexis which 1.57 on an average, two hundred ninety-one (291) errors in Preposition which amounts to 0.67 on an average, eighty (80) errors in Pronoun which amounts to 0.18 on an average, five hundred ninety-three (593) cases of Superfluity which amounts to 1.37 on an average, four hundred eighty-eight (488) cases of errors in Communication which amounts to 1.12 on an average and two hundred twelve (212) cases of Omission which amounts to 0.49 on an average. Rural Garo students committed seventy-one (71) errors in Punctuation which amounts to 1.39 on an average, two hundred thirty-six (236) errors in Spelling which amounts to 4.63 on an average, one hundred twenty-three (123) errors in Tense which 2.41 on an average, thirty-two (32) errors in Article which amounts to 0.63 on an average, two hundred forty-two (242) errors in Number which amounts to 4.75 on an average, two hundred sixty-nine (269) errors in Syntax which amounts to

5.27 on an average, eighty-two (82) errors in Lexis which amounts to 1.61 on an average, fifty (50) errors in Preposition which 0.98 on an average, sixty (60) errors in Pronoun which amounts to 1.18 on an average, eighty-two (82) cases of Superfluity which amounts to 1.61 on an average, sixty-nine (69) cases of errors in Communication which amounts to 1.35 on an average and thirty-five (35) cases of Omission which 0.69 on an average. Garo students all together committed three hundred twenty-five (325) errors in Punctuation which 0.67 on an average, five hundred thirty (530) errors in Spelling which amounts to 1.09 on an average, two thousand four hundred forty (2440) errors in Tense which amounts to 5.03 on an average, two hundred five (205) errors in Article which amounts to 0.42 on an average, six hundred eight (608) errors in Number which amounts to 1.25 on an average, one thousand one hundred fifteen (1115) errors in Syntax which amounts to 2.30 on an average, seven hundred sixty-three (763) errors in Lexis which amounts to 1.57 on an average, three hundred forty-one (341) errors in Preposition which amounts to 0.70 on an average, one hundred forty (140) errors in Pronoun which amounts to 0.29 on an average, six hundred seventy-five (675) cases of Superfluity which amounts to 1.39 on an average, five hundred fifty-seven (557) cases of errors in Communication which amounts to 1.15 on an average and two hundred forty-seven (247) cases of Omission which amounts to 0.51 on an average.

ERRORS COMMITTED BY BENGALI STUDENTS OF ALL COLLEGES

Sl.	ERRORS	URBAN (111)	AVE	RURAL (60)	AVE	TOTAL (171)	AVE
1	PUNCTUATION	69	0.62	22	0.37	91	0.53
2	SPELLING	172	1.55	77	1.28	249	1.46
3	TENSE	620	5.59	360	6	980	5.73
4	ARTICLE	36	0.32	12	0.2	48	0.28
5	NUMBER	107	0.96	62	1.03	169	0.99
6	SYNTAX	247	2.23	323	5.38	570	3.33
7	LEXIS	178	1.6	140	2.33	318	1.86
8	PREPOSITION	100	0.9	47	0.78	147	0.86
9	PRONOUN	15	0.14	0	0	15	0.09
10	SUPERFLUITY	47	0.42	69	1.15	116	0.68
11	COMMUNICATION	186	1.68	177	2.95	363	2.12
12	OMISSION	58	0.52	32	0.53	90	0.53

Urban Bengali students of Garo Hills committed sixty-nine (69) errors in Punctuation which amounts to 0.62 on an average, one seventy-two (172) errors in Spelling which 1.55 on an average, six hundred twenty (620) errors in Tense which 5.59 on an average, thirty-six (36) errors in Article which 0.32 on an average, one hundred seven (107) errors in Number which amounts to 0.96 on an average, two hundred forty-seven (247) errors in Syntax which amounts to 2.23 on an average, one hundred seventy-eight (178) errors in Lexis which amounts to 1.6 on an average, one hundred (100) errors in Preposition which 0.90 on an average, fifteen (15) errors in Pronoun which amounts to 0.14 on an average, forty-seven (47) cases of Superfluity which amounts to 0.42 on an average, one hundred eighty-six (186) cases of errors in Communication which 1.68 on an average, fifty-eight (58) cases of Omission which amounts to 0.52 on an average. Rural Bengali students committed twenty-two (22) errors in Punctuation which amounts to 0.37 on an average, seventy-seven (77) errors in Spelling which amounts to 1.28 on an average, three hundred sixty (360) errors in Tense which amounts to 6.00 on an average, twelve (12) errors in Article which 0.20 on an average, sixty-two (62) errors in Number which amounts to 1.03 on an average, three hundred twenty-three (323) errors in Syntax which amounts to 5.38 on an average, one hundred forty (140) errors in Lexis which amounts to 2.33 on an

average, forty-seven (47) errors in Preposition which amounts to 0.78 on an average, sixty-nine (69) cases of Superfluity which amounts to 1.15 on an average, one hundred seventy-seven (177) cases of errors in Communication which amounts to 2.95 on an average, thirty-two (32) cases of Omission which amounts to 0.53 on an average. Bengali students of Garo Hills committed ninety-one (91) errors in Punctuation which amounts to 0.53 on an average, two hundred forty-nine (249) errors in Spelling which 1.46 on an average, nine hundred eighty (980) errors in Tense which 5.73 on an average, forty-eight (48) errors in Article which amounts to 0.28 on an average, one hundred sixty-nine (169) errors in Number which amounts to 0.99 on an average, five hundred seventy (570) errors in Syntax which amounts to 3.33 on an average, three hundred eighteen (318) errors in Lexis which amounts to 1.86 on an average, one hundred forty-seven (147) errors in Preposition which 0.86 on an average, fifteen (15) errors in Pronoun which amounts to 0.09 on an average, one hundred sixteen (116) cases o Superfluity which amounts to 0.68 on an average, three hundred sixty-three (363) cases of errors in Communication which amounts to 2.12 on an average and ninety (90) cases of Omission which 0.53 on an average.

ERRORS COMMITTED BY STUDENTS OF OTHER COMMUNITIES OF ALL  
COLLEGES

Sl.	ERRORS	URBAN (101)	AVE	RURAL (30)	AVE	TOTAL (131)	AVE
1	PUNCTUATION	69	0.68	15	0.50	84	0.64
2	SPELLING	103	1.02	57	1.90	160	1.22
3	TENSE	539	5.34	185	6.17	724	5.53
4	ARTICLE	24	0.24	9	0.30	33	0.25
5	NUMBER	123	1.22	41	1.37	164	1.25
6	SYNTAX	229	2.27	216	7.20	445	3.40
7	LEXIS	143	1.42	61	2.03	204	1.56
8	PREPOSITION	46	0.46	25	0.83	71	0.54
9	PRONOUN	35	0.35	17	0.57	52	0.40
10	SUPERFLUITY	55	0.54	32	1.07	87	0.66
11	COMMUNICATION	190	1.88	70	2.33	260	1.98
12	OMISSION	35	0.35	14	0.47	49	0.37

Students of other communities of Garo Hills committed sixty-nine (69) errors

in Punctuation which amounts to 0.68 on an average, one hundred three (103) errors in Spelling which amounts to 1.02 on an average, five hundred thirty-nine (539) errors in Tense which amounts to 5.34 on an average, twenty-four (24) errors in Article which 0.24 on an average, one hundred twenty-three (123) errors in Number which 1.22 on an average, two hundred twenty-nine (229) errors in Syntax which amounts to 2.27 on an average, one hundred forty-three (143) errors in Lexis which 1.42 on an average, forty-six (46) errors in Preposition which amounts to 0.46 on an average, thirty-five (35) errors in Pronoun which amounts to 0.35 on an average, fifty-five (55) cases of Superfluity which 0.54 on an average, one hundred ninety (190) cases of errors in Communication which amounts to 1.88 on an average and thirty-five (35) cases of Omission which amounts to 0.35 on an average. Rural students of other communities committed fifteen (15) errors in Punctuation which amounts to 0.50 on an average, fifty-seven (57) errors in Spelling which amounts to 1.90 on an average, one hundred eighty-five (185) errors in Tense which amounts to 6.17 on an average, nine (9) errors in Article which amounts to 0.30 on an average, forty-one (41) errors in Number which amounts to 1.37 on an average, two hundred sixteen (216) errors in Syntax which amounts to 7.20 on an average, sixty-one (61) errors in Lexis which amounts to 2.03 on an average, twenty-five (25) errors in Preposition which amounts to 0.83 on an average, seventeen (17) errors in Pronoun which amounts to 0.57 on an average, thirty-two (32) cases of Superfluity which amounts to 1.07 on an average, seventy (70) cases of errors in Communication which amounts to 2.33 on an average and fourteen (14) cases of Omission which amounts to 0.47 on an average.

ERRORS COMMITTED BY BOYS OF ALL COLLEGES

SI	ERRORS	URBAN (432)	AVE	RURAL (100)	AVE	TOTAL (532)	AVE
1	PUNCTUATION	238	0.55	76	0.76	314	0.59
2	SPELLING	390	0.9	258	2.58	648	1.22
3	TENSE	2131	4.93	478	4.78	2609	4.90
4	ARTICLE	157	0.36	37	0.37	194	0.36
5	NUMBER	391	0.91	245	2.45	636	1.20
6	SYNTAX	916	2.12	613	6.13	1529	2.87
7	LEXIS	643	1.49	193	1.93	836	1.57
8	PREPOSITION	278	0.64	71	0.71	349	0.66
9	PRONOUN	112	0.26	56	0.56	168	0.32
10	SUPERFLUITY	200	0.46	140	1.4	340	0.64
11	COMMUNICATION	420	0.97	206	2.06	626	1.18
12	OMISSION	199	0.46	56	0.56	255	0.48

Boys of urban colleges of Garo hills committed two hundred thirty-eight (238) errors in Punctuation which 0.55 on an average, three hundred ninety (390) errors in Spelling which 0.9 on an average, two thousand one hundred thirty-one (2131) errors in Tense which 4.93 on an average one hundred fifty-seven (157) errors in Article which amounts to 0.36 on an average, three hundred ninety-one (391) errors in Number which amounts to 0.91 on an average, nine hundred sixteen (916) errors in Syntax which amounts to 2.12 on an average, six hundred forty-three (643) errors in Lexis which amounts to 1.49 on an average, two hundred seventy-eight (278) errors in Preposition which amounts to 0.64 on an average, one hundred twelve (112) errors in Pronoun which amounts to 0.26 on an average, two hundred (200) cases of Superfluity which amounts to 0.46 on an average, four hundred twenty (420) cases of errors in Communication which amounts to 0.97 on an average and one hundred ninety-nine (199) cases of Omission which amounts to 0.46 on an average. Boys of rural colleges committed seventy-six (76) errors in Punctuation which amounts to 0.76 on an average, two hundred fifty-eight (258) errors in Spelling which 2.58 on an average, four hundred seventy-eight (478) errors in Tense which amounts to 4.78 on an average, thirty-seven (37) errors in Article which 0.37 on an average, two hundred forty-five (245) errors in Number which amounts to 2.45 on an average, six hundred thirteen (613) errors in Syntax which 6.13 on an average, one hundred ninety-three

(193) errors in Lexis which 1.93 on an average, seventy-one (71) errors in Preposition which amounts to 0.71 on an average, fifty-six (56) errors in Pronoun which amounts to 0.56 on an average, one hundred forty (140) cases of Superfluity which 1.4 on an average, two hundred six (206) cases of errors in Communication which 2.06 on an average and fifty-six (56) cases of Omission which amounts to 0.56 on an average. All boys of Garo Hills committed three hundred fourteen (314) errors in Punctuation which amounts to 0.59 on an average, six hundred forty-eight (648) errors in Spelling which amounts to 1.22 on an average, two thousand six hundred nine (2609) errors in Tense which amounts to 4.90 on an average one hundred ninety-four (194) errors in Article which 0.36 on an average, six hundred thirty six (636) errors in Number which amounts to 1.20 on an average, one thousand five hundred twenty-nine (1529) errors is Syntax which amounts to 2.87 on an average, eight hundred thirty-six (836) errors in Lexis which 1.57 on an average, three hundred forty-nine (349) errors in Preposition which amounts to 0.66 on an average, one hundred sixty-eight (168) errors in Pronoun which 0.32 on an average, three hundred forty (340) cases of Superfluity which 0.64 on an average, six hundred twenty-six (626) cases of errors in Communication which 1.18 on an average and two hundred fifty-five (255) cases of Omission which 0.48 on an average.

#### ERRORS COMMITTED BY GIRLS OF ALL COLLEGES

SI	ERRORS	URBAN (214)	AVE	RURAL (41)	AVE	TOTAL (255)	AVE
1	PUNCTUATION	154	0.72	32	0.78	186	0.73
2	SPELLING	179	0.84	112	2.73	291	1.14
3	TENSE	1345	6.29	190	4.63	1535	6.02
4	ARTICLE	76	0.36	16	0.39	92	0.36
5	NUMBER	205	0.96	100	2.44	305	1.20
6	SYNTAX	406	1.9	195	4.76	601	2.36
7	LEXIS	359	1.68	90	2.2	449	1.76
8	PREPOSITION	159	0.74	51	1.24	210	0.82
9	PRONOUN	18	0.08	21	0.51	39	0.15
10	SUPERFLUITY	495	2.31	43	1.05	538	2.11
11	COMMUNICATION	444	2.07	110	2.68	554	2.17
12	OMISSION	106	0.5	25	0.61	131	0.51

Girls of urban colleges of Garo Hills committed one hundred fifty-four (154) errors in Punctuation which 0.72 on an average, one hundred seventy-nine (179) errors in Spelling which 0.84 on an average one thousand three hundred forty-five (1345) errors in Tense which 6.29 on an average, seventy-six (76) errors in Article which 0.36 on an average, two hundred five (205) errors in Number which amounts to 0.96 on an average, four hundred six (406) errors in Syntax which 1.9 on an average, three hundred fifty-nine (359) errors in Preposition which 1.68 on an average, one hundred fifty-nine (159) errors in Preposition which 0.74 on an average, eighteen (18) errors in Pronoun which 0.08 on an average, four hundred ninety-five (495) cases of Superfluity which 2.31 on an average, four hundred forty-four (444) cases of errors in Communication which 2.07 on an average and one hundred six (106) cases of Omission which amounts to 0.5 on an average. Girls of rural colleges of Garo Hills committed thirty-two (32) errors in Punctuation which 0.78 on an average, one hundred twelve (112) errors in Spelling which amounts to 2.73 on an average, one hundred ninety (190) errors in Tense which 4.63 on an average, sixteen (16) errors in Article which amounts to 0.39 on an average, one hundred (100) errors in Number which amounts to 2.44 on an average, one hundred ninety-five (195) errors in Syntax which 4.76 on an average, ninety (90) errors in Lexis which 2.20 on an average, fifty-one (51) errors in Preposition which amounts to 1.24 on an average, twenty-one (21) errors in Pronoun which amounts to 0.51 on an average, forty-three (43) cases of Superfluity which amounts to 1.05 on an average, one hundred ten (110) cases of errors in Communication which 2.68 on an average and twenty-five (25) cases of Omission which amounts to 0.61 on an average. Girls of all colleges committed one hundred eighty-six (186) errors in Punctuation which amounts to 0.73 on an average, two hundred ninety-one (291) errors in Spelling which 1.14 in Spelling, one thousand five hundred thirty-five (1535) errors in Tense which amounts to 6.02 on an average, ninety-two (92) errors in Article which 0.36 on an average, three hundred five (305) errors in Number which 1.20 on an average, six

hundred one (601) errors in Syntax which 2.36 on an average, four hundred forty-nine (449) errors in Lexis which amounts to 1.76 on an average, two hundred ten (210) errors in Preposition which amounts to 0.82 on an average, thirty-nine (39) errors in Pronoun which 0.15 on an average, five hundred thirty-eight (538) cases of Superfluity which amounts to 2.11 on an average, five hundred fifty-four (554) cases of errors in Communication which amounts to 2.17 on an average and one hundred thirty-one (131) cases of Omission which amounts to 0.51 on an average.

#### ERRORS COMMITTED BY ALL STUDENTS OF ALL COLLEGES

##### BOYS: GIRLS

SI	ERRORS	BOYS (532)	AVE	GIRLS (255)	AVE	TOTAL (787)	AVE
1	PUNCTUATION	314	0.59	186	0.73	500	0.64
2	SPELLING	648	1.22	291	1.14	939	1.19
3	TENSE	2609	4.9	1535	6.02	4144	5.27
4	ARTICLE	194	0.36	92	0.36	286	0.36
5	NUMBER	636	1.2	305	1.2	941	1.20
6	SYNTAX	1529	2.87	601	2.36	2130	2.71
7	LEXIS	836	1.57	449	1.76	1285	1.63
8	PREPOSITION	349	0.66	210	0.82	559	0.71
9	PRONOUN	168	0.32	39	0.15	207	0.26
10	SUPERFLUITY	340	0.64	538	2.11	878	1.12
11	COMMUNICATION	626	1.18	554	2.17	1180	1.50
12	OMISSION	255	0.48	131	0.51	386	0.49

Urban boys committed three hundred fourteen (314) errors in Punctuation which amounts to 0.59 on an average, six hundred forty-eight (648) errors in Spelling which 1.22 on an average, two thousand six hundred nine (2609) errors in Tense which 4.9 on an average, one hundred ninety-four (194) errors in Article which 0.36 on an average, six hundred thirty-six (636) errors in Number which 1.2 on an average, one thousand five hundred twenty-nine (1529) errors in Syntax which amounts to 2.87 on an average, eight hundred thirty-six (836) errors in Lexis which 1.57 on an average, three hundred forty-nine (349) errors in Preposition which amounts to 0.66 on an average, one hundred sixty-eight (168) errors in Pronoun

which amounts to 0.32 on an average, three hundred forty (340) cases of Superfluity which amounts to 0.64 on an average, six hundred twenty-six (626) cases of errors in Communication which 1.18 on an average and two hundred fifty-five (255) errors in Omission which amounts to 0.48 on an average. Urban girls committed one hundred eighty-six (186) errors in Punctuation which 0.73 on an average, two hundred ninety-one (291) errors in Spelling which amounts to 1.14 on an average, one thousand five hundred thirty-five (1535) errors in Tense which amounts to 6.02 on an average, ninety-two (92) errors in Article which 0.36 on an average, three hundred five (305) errors in Number which amounts to 1.2 on an average, six hundred one (601) errors in Syntax which amounts to 2.36 on an average, four hundred forty-nine (449) errors in Lexis which 1.76 on an average, two hundred ten (210) errors in Preposition which amounts to 0.82 on an average, thirty-nine (39) errors in Pronoun which amounts to 0.15 on an average, five hundred thirty-eight (538) cases of Superfluity which 2.11 on an average, five hundred fifty-four (554) cases of errors in Communication which amounts to 2.17 on an average and one hundred thirty-one (131) cases of Omission which 0.51 on an average.

### ERRORS COMMITTED BY ALL STUDENTS OF ALL COLLEGES

#### URBAN COLLEGES: RURAL COLLEGES

Sl.	ERRORS	URBAN (646)	AVE	RURAL (141)	AVE	TOTAL (787)	AVE
1	PUNCTUATION	392	0.61	108	0.77	500	0.64
2	SPELLING	569	0.88	370	2.62	939	1.19
3	TENSE	3476	5.38	668	4.74	4144	5.27
4	ARTICLE	233	0.36	53	0.38	286	0.36
5	NUMBER	596	0.92	345	2.45	941	1.20
6	SYNTAX	1322	2.05	808	5.73	2130	2.71
7	LEXIS	1002	1.55	283	2.01	1285	1.63
8	PREPOSITION	437	0.68	122	0.87	559	0.71
9	PRONOUN	130	0.2	77	0.55	207	0.26
10	SUPERFLUITY	695	1.08	183	1.3	878	1.12
11	COMMUNICATION	864	1.34	316	2.24	1180	1.50
12	OMISSION	305	0.47	81	0.57	386	0.49

Students of urban colleges committed three hundred ninety-two (392) errors in Punctuation which amounts to 0.61 on an average, five hundred sixty-nine (569) errors in Spelling which amounts to 0.88 on an average, three thousand four hundred seventy-six (3476) errors in Tense which amounts to 5.38 on an average, two hundred thirty-three (233) errors in Article which 0.36 on an average, five hundred ninety-six (596) errors in Number which amounts to 0.92 on an average, one thousand three hundred twenty-two (1322) errors in Syntax which amounts to 2.05 on an average, one thousand two (1002) in Lexis which amounts to 1.55 on an average, four hundred thirty-seven (437) errors in Preposition which amounts to 0.68 on an average, one hundred thirty (130) errors in Pronoun which amounts to 0.20 on an average, six hundred ninety-five (695) errors cases of Superfluity which amounts to 1.08 on an average, eight hundred sixty-four (864) cases of errors in Communication which amounts to 1.34 on an average and three hundred five (305) cases of Omission which amounts to 0.47 on an average. Rural students committed one hundred eight (108) errors in Punctuation which 0.77 on an average, three hundred seventy (370) errors in Spelling which 2.62 on an average, six hundred sixty-eight (668) errors in Tense which amounts to 4.74 on an average, fifty-three (53) errors in Article which amounts to 0.38 on an average, three hundred forty-five (345) errors in Number which amounts to 2.45 on an average, eight hundred eight (808) errors in Syntax which amounts to 5.73 on an average, two hundred eighty-three (283) errors in Lexis which amounts to 2.01 on an average, one hundred twenty-two (122) errors in Preposition which amounts to 0.87 on an average, seventy-seven (77) errors in Pronoun which amounts to 0.55 on an average, one hundred eighty-three (183) cases of Superfluity which 1.3 on an average, three hundred sixteen (316) cases of errors in Communication which amounts to 2.24 on an average and eighty-one (81) cases of Omission which amounts to 0.57 on an average.

ERRORS COMMITTED BY ALL STUDENTS OF ALL COLLEGES

(GARO: BENGALI: OTHER COMMUNITIES)

Sl.	ERRORS	GARO (485)	AVE	BENGALI (171)	AVE	OTHERS (131)	AVE	TOTAL (787)	AVE
1	PUNCTUATION	325	0.67	91	0.53	84	0.64	500	0.64
2	SPELLING	530	1.09	249	1.46	160	1.22	939	1.19
3	TENSE	2440	5.03	980	5.73	724	5.53	4144	5.27
4	ARTICLE	205	0.42	48	0.28	33	0.25	286	0.36
5	NUMBER	608	1.25	169	0.99	164	1.25	941	1.20
6	SYNTAX	1115	2.3	570	3.33	445	3.4	2130	2.71
7	LEXIS	763	1.57	318	1.86	204	1.56	1285	1.63
8	PREPOSITION	341	0.7	147	0.86	71	0.54	559	0.71
9	PRONOUN	140	0.29	15	0.09	52	0.4	207	0.26
10	SUPERFLUITY	675	1.39	116	0.68	87	0.66	878	1.12
11	COMMUNICATION	557	1.15	363	2.12	260	1.98	1180	1.50
12	OMISSION	247	0.51	90	0.53	49	0.37	386	0.49

Garo students of Garo Hills committed three hundred twenty-five (325) errors in Punctuation which amounts to 0.67 on an average, five hundred thirty (530) errors in Spelling which amounts to 1.09 on an average, two thousand four hundred forty (2440) errors in Tense which amounts to 5.03 on an average, two hundred five (205) errors in Article which 0.42 on an average, six hundred eight (608) errors in Number which amounts to 1.25 on an average, one thousand one fifteen (1115) errors in Syntax which amounts to 2.30 on an average, seven hundred sixty-three (763) errors in Lexis which 1.57 on an average, three hundred forty-one (341) errors in Preposition which amounts to 0.7 on an average, one hundred forty (140) errors in Pronoun which 0.29 on an average, six hundred five (675) cases of Superfluity which amounts to 1.39 on an average, five hundred fifty-seven (557) cases of errors in Communication which amounts to 1.15 on an average and two hundred forty-seven (247) cases of Omission which amounts to 0.51 on an average. Bengali students of Garo Hills committed ninety-one (91) errors in Punctuation which 0.53 on an average, two hundred forty-nine (249) errors in Spelling which 1.46 on an average, nine hundred eighty (980) errors in Tense which amounts to 5.73 on an average,

forty-eight (48) errors in Article which 0.28 on an average, one hundred sixty-nine (169) errors in Number which amounts to 0.99 on an average, five hundred seventy (570) errors in Syntax which amounts to 3.33 on an average, three hundred eighteen (318) errors in Lexis which amounts to 1.86 on an average, one hundred forty-seven (147) errors in Preposition which amounts to 0.86 on an average, fifteen (15) errors in Pronoun which amounts to 0.09 on an average, one hundred sixteen (116) cases of Superfluity which 0.68 on an average, three hundred sixty-three (363) cases of errors in Communication which amounts to 2.12 on an average and ninety (90) cases of Omission which amounts to 0.53 on an average. Students of other communities committed eighty-four (84) errors in Punctuation which amounts to 0.64 on an average, one hundred sixty (160) errors in Spelling which amounts to 1.22 on an average, seven hundred twenty-four (724) errors in Tense which amounts to 5.53 on an average, thirty-three (33) errors in Article which amounts to 0.25 on an average, one hundred sixty-four (164) errors in Number which 1.25 on an average, four hundred forty-five (445) errors in Syntax which amounts to 3.4 on an average, two hundred four (204) errors in Lexis which 1.56 on an average, seventy-one (71) errors in Preposition which amounts to 0.54 on an average, fifty-two (52) errors in Pronoun which 0.4 on an average, eighty-seven (87) cases of Superfluity 0.66 on an average, two hundred-sixty (260) cases of errors in Communication which amounts to 1.98 on an average and forty-nine (49) cases of Omission which 0.37 on an average.

PERCENTAGE OF ERRORS PER ITEM COMMITTED BY +2 STUDENTS OF  
GARO HILLS

1	PUNCTUATION	3.74
2	SPELLING	5.72
3	TENSE	34.27
4	ARTICLE	2.27
5	NUMBER	6.20
6	SYNTAX	12.97
7	LEXIS	9.78
8	PREPOSITION	4.36
9	PRONOUNS	0.46
10	SUPERFLUITY	7.31
11	COMMUNICATION	9.79
12	OMISSION	3.12

+2 students of Garo Hills committed errors in Punctuation which amounts to 3.74% of the total number of errors, in Spelling, it was 5.72% of the total number of errors, in Tense, it was 34.27% of the total number of errors, in Article, it was 2.27 of the total number of errors, in Number, it was 6.20% of the total number of errors, in Syntax, it was 12.97% of the total number of errors, in Lexis, it was 9.78% of the total number of errors, in Preposition, it was 4.36% of the total number of errors, in Pronouns, it was 0.46% of the total number of errors, in case of Superfluity it was 7.31% of the total number of errors, in case of communication it was 9.79% of the total number of errors and in case of omission it was 3.12% of the total number of errors. It was found that the students committed maximum number of errors in Tense, syntax and Communication.

## DISCUSSION

Though students of Garo Hills committed errors in different areas, for standardization purpose errors in Punctuation, Spelling, Tense, Article, Number, Syntax, Lexis, Preposition, Pronouns, Superfluity, Communication and Omission were taken into consideration. Errors in these items were placed systematically in tables and the average of each category was found out. The scope of this study did not allow the investigator to analyze all the errors. For the purpose of this study, errors in tense, syntax and communication were studied as these affected communication.

Garo girls of Tura Govt. College committed more number of errors than Garo boys of Tura Govt. College in Tense, Syntax and Lexical items; hence communication was also more affected than that of the former. Bengali girls of the same college committed more errors in tense and lexical items but fewer errors in syntax and their communication was also less affected than that of the Bengali boys. Contrary to the performance of Garo and Bengali students of Tura Govt. College boys of other communities of Tura Govt. College committed more number of errors in Tense, syntax and Lexical items and hence their communication was also more affected. Bengali boys of Tura Govt. College committed more number of errors than Garo boys of Tura Govt. College in Tense, Syntax and Lexical items; hence their communication was also more affected than that of the Garo boys. Boys of other communities of Tura Govt. College committed more number of errors in Tense and Syntax than both Garo and Bengali boys but committed less number of errors in Lexical items than Bengali boys though more than Garo boys. Their communication was also more affected than Garo and Bengali boys of Tura Govt. College. Garo girls of Tura Govt. College committed more number of errors in Tense, Syntax and Lexical items than both Bengali girls and girls of other communities. Girls of other communities committed the least number of errors in Tense, Syntax and Lexical items. Communication was most affected in case of Garo girls and least in case of

Bengali girls. Girls of Tura Govt. College committed more number of errors in Tense, Syntax and Lexical items than boys of the same institution and hence their communication was also more affected. Bengali students of Tura Govt. College committed more number of errors in Tense, Syntax and Lexical items and their communication was also more affected than Garo students of the same institution; whereas students of other communities committed least number of errors in Tense, Syntax and Lexical items but their communication was most affected which can be considered as cases of global goof.

Bengali boys of Don Bosco College committed more number of errors in Tense than both Garo boys and boys of other communities but less number of errors in Syntax. In case of Lexical items they committed the same number of errors as the Garo boys but more than the boys of other communities. Their communication was also less affected than the other two communities of the same institution. Boys of other communities committed less number of errors in Tense than boys of other two communities and committed less number of errors in Syntax and Lexical items than Garo boys but their communication was most affected which can be considered as cases of global goof.

Boys of Tura Govt. College committed less number of errors than boys of Don Bosco College in Tense, Syntax and lexical items but their communication was more affected than that of the latter which can be considered as cases of global goof.

Garo students of Don Bosco College committed more number of errors than their counterparts in Tura Govt. College in Tense, Tense, Syntax and Lexical items but their communication was less affected than the latter which can be considered as cases of global goof.

Bengali students of Tura Govt. College committed in Tense, Syntax and Lexical items than their counterparts in Don Bosco College but their communication was more affected than that of the latter which can be considered as cases of global goof.

Students of other communities of Tura Govt. College committed less number of errors in Tense, Syntax and lexical items than their counterparts in Don Bosco College but their communication was less affected than the latter which can be considered as cases of global goof.

Students of Tura Govt. College committed less number of errors in Tense, Syntax and Lexical items than their counterparts in Don Bosco College but their communication was more affected than the latter, which can be considered as cases of global goof.

Boys of Achik Rengmanpa College committed less number of errors than girls in Tense and Syntax but committed more number of errors in lexical items than the latter. Their communication was also less affected than that of the girls of the same institution.

Garo boys of Achik Rengmanpa College committed more number of errors than boys of other communities in Tense and Lexical items but less number of errors in syntax. Their communication was also more affected than that of the latter.

Boys of Achik Rengmanpa College committed more number of errors than girls in Tense and Syntax but less number of errors in Lexical items than them. Their communication was less affected which was due to less number of errors in Lexical items.

Garo boys of Mendipathar College committed less number of errors than Garo girls in Tense but more numbers of errors in Syntax and lexical items and their communication was also more affected than that of the girls of the same institution.

Boys of other communities of Mendipathar College committed less number of errors than girls in Tense but more number of errors in syntax and lexical items. Their communication was also more affected than that of the girls.

Boys of Mendipathar College committed less number of errors than girls in Tense but more number of errors in Syntax and Lexical items. Their communication was also more affected than that of the girls of the same institution.

Bengali students of Tikrikilla College committed less number of errors than girls in Tense and Lexical items but more number of errors in syntax. Their communication was also less affected than that of the girls.

Boys of other communities of Tikrikilla College committed less number of errors than girls in Tense and Lexical items but more number of errors in Syntax. Their communication was also less affected than the latter.

Boys of Tikrikilla College committed less number of errors than girls in Tense, Syntax and Lexical items. Their communication was also less affected than that of the girls of the same institution.

Students of Achik Rengmanpa College committed more number of errors than students of other rural colleges in Tense, Syntax and lexical items. Their communication was also least affected. Students of Tikrikilla College committed more number of errors than students of Mendipathar College in Tense and Lexical items but less number of errors in Syntax. Their communication was less affected than that of the students of Mendipathar College.

Bengali students of Mendipathar College committed least number of errors than Bengali students of other rural colleges in Tense, Syntax and Lexical items. Their communication was also least affected. Bengali students of Achik Rengmanpa College committed less number of errors than their counterparts in Tikrikilla College in Tense but more number of errors in Syntax and Lexical items. Their communication was also less affected than that of the latter.

Students of other communities of Achik Rengmanpa College committed least number of errors in Lexical items but maximum number of errors in Syntax. Their communication was most affected. Students of other communities of Mendipathar College committed least number of errors in Tense. Their communication was least affected. This could be treated as cases of global goof. Students of other communities committed maximum number of errors in Tense and Lexical items.

Boys of Tikrikilla College committed least number of errors than boys of other

rural colleges in Tense and Lexical items but maximum number of errors in Syntax. Boys of Achik Rengmanpa College committed maximum number of errors Syntax. Their communication was most affected. Boys of Mendipathar College committed least number of errors in Tense and Lexical items. Their communication was also least affected.

Girls of Mendipathar College committed least number of errors in Tense and Lexical items. Their communication was also least affected. Girls of Tikrikilla College committed most number of errors in Tense but least number of errors in Syntax. Their communication was most affected. Girls of Achik Rengmanpa College committed most number of errors in Syntax and Lexical items. Their communication was also most affected.

Students of Tikrikilla College committed most number of errors in Tense and Lexical items. Students of Mendipathar College committed most number of errors in syntax. Their communication was also most affected. Students of Mendipathar College committed most number of errors in Tense and Lexical items. Their communication was also least affected.

Boys of rural colleges committed more number of errors than girls in Tense and syntax but less number of errors in Lexical items. Their communication was least affected.

Garo students of urban colleges committed more number of errors in Tense but less number of errors in Syntax and Lexical items. Their communication was also less affected than that of the latter.

Bengali students of urban colleges committed less number of errors than their counterparts in rural colleges in Tense, Syntax and Lexical items. Their communication was also less affected than that of the latter.

Students of other communities committed less number of errors than their counterparts in rural colleges in Tense, Syntax and Lexical items. Their communication was also less affected than that of the latter.

Boys of urban colleges committed more number of errors than their counterparts in rural colleges in Tense but less number of errors in Syntax and Lexical items. Their communication was also less affected than that of the latter.

Girls of urban colleges committed more number of errors than their counterparts in rural colleges in Tense but less number of errors in Syntax and Lexical items. Their communication was also less affected than that of the latter.

Boys of Garo Hills committed less number of errors in girls in Tense and Lexical items and their communication was also less affected than that of the latter. Girls of Garo Hills committed less number of errors in syntax than that of the boys.

Students of urban colleges committed more number of errors than their counterparts in rural colleges in Tense but less number of errors in Syntax and Lexical items. Their communication was also less affected than that of the latter.

Garo students of Garo Hills committed least number of errors in Tense and Syntax. Their communication was also least affected. Bengali students of Garo Hills committed most number of errors in Tense and Lexical items. Their communication was also most affected. Students of other communities committed least number of errors in Lexical items.

There was not enough evidence to shown any remarkable characteristic difference in the errors comitted by boys or girls, Garos, Bengalis & students of other communities and students of urban or rural areas. Hence, it may be summed up that no significant evidences were found as regards to the interference of the mother tongue. Students of urban areas, Garo students and boys of Garo Hills used English which was closer to the TL than students of rural areas, Bengali students and girls respectively.

It was not possible to suggest an Interlanguage for these groups as errors varied greatly. With data collected from their spoken language and informal wrtings, it may be possible to arrive at some other conclusion, but there was no such scope in this work.



9. FOR for ABOUT  
(*confusion in use of preposition*)
10. FROM for AT (*confusion in use of preposition*)
11. FINISHED for OVER (*confusion in use of preposition & mother tongue interference*)
12. OF for IN (*confusion in use of preposition*)
13. ADVICE for ADVISE (*lack of knowledge of spelling, parts of speech & usage*)
14. HARDLY for HARD (*confusion in the use of vocabulary*)
15. THIS for THAT (*lack of knowledge of target language vocabulary and usage*)
16. MOST BIGGEST for BIGGEST (*lack of knowledge of superlatives of strong forms*)
17. TOLD for GAVE (*mother tongue interference*)
18. FOR THE for TO (*lack of knowledge of usage*)
19. BURNT for LOST (*lack of knowledge of target language vocabulary and usage*)
20. FELL for FELT (*lack of knowledge of tense*)
21. TO EAT PICNIC for TO GO FOR A PICNIC (*mother tongue interference*)
22. Omission of "on"
23. Omission of "to"

24. Omission of		"bade"
25. Omission of		"last"
26. Omission of		definite Article
27. Omission of		"in"
28. Omission of		"called"
29. Omission of		"with"
30. Omission of		"I"
31. Yours	—————>	<i>Superfluous</i>
32. And	—————>	<i>Superfluous</i>
33. School name	—————>	<i>Superfluous</i>
34. Cry out	—————>	<i>Superfluous</i>
35. Life	—————>	<i>Superfluous</i>
36. Time	—————>	<i>Superfluous</i>
37. Much for	—————>	<i>Superfluous</i>
38. My	—————>	<i>Superfluous</i>
39. At	—————>	<i>Superfluous</i>
40. In	—————>	<i>Superfluous</i>
41. 1986	—————>	<i>Superfluous</i>
42. Reach	—————>	<i>Superfluous</i>
43. So	—————>	<i>Superfluous</i>
44. Day	—————>	<i>Superfluous</i>
45. The	—————>	<i>Superfluous</i>
46. Hundred	—————>	<i>Superfluous</i>
47. To	—————>	<i>Redundant</i>

#### EXAMPLES OF LEXICAL ERRORS SHOWN IN SENTENCES:

1. The teachers also gave *bless* to success.... (mother tongue interence)
2. The *student* of Class IX .... (lack of knowledge of plural forms)

3. It was really a busy day for us and all the *student* of Class IX. (lack of knowledge of plural forms)
4. *I've never forget that* last day in the school. (lack of knowledge of tense)
5. We *are sad in* parting with our friends and *living* the school. (lack of knowledge of tense, preposition and spelling; the vowel sound /i:/ is missing in Bengali, Assamese and Garo; hence the word *leaving* is normally pronounced as /lɪvɪ ŋ/)
6. My school *friend were told* that they will come *in* college. (lack of knowledge of plural forms)
7. I also *get* some new *friend*. (lack of knowledge of plural forms & mother tongue interference of Bengali & Assamese)
8. Every soul *have to learn their* body just like every person *have to learn their* school life and to *joint in* college. (mother tongue interference & lack of knowledge of tense of target language)
9. I was filled *sad* and *uneasiness*. (lack of knowledge of preposition)
10. We will *live* the school .... (the vowel sound /i:/ is missing in Bengali, Assamese and Garo; hence the word *leave* is normally pronounced as /lɪv/)
11. We also *thing no one is* before us. (dropping of the last sound /k/ in the word /θɪ ŋk/ by indigenous locals while speaking)
12. Then they *gives us* some lectures and *hearing him advices* ... (mother tongue interference of Bengali & Assamese)
13. ... *doing some types of drama*. (mother tongue interference of Bengali & Assamese)

#### ERRORS IN PUNCTUATION

Students of Garo Hills committed many errors in Punctuation. The errors in Punctuation amounted to 3.74% of the total number of errors. As errors in

Punctuation did not hamper communication in a big way, these were not studied.

#### ERRORS IN SPELLING

In the learners writings, spelling errors were frequent. Errors in spelling were about 5.72% of the total number of errors. Errors in spelling could be because of two main reasons: 1) influence of pronunciation and 2) convention of English spelling. As one's pronunciation is greatly influenced by the mother tongue, the students of Garo Hills were no exception. As spelling did not hamper communication these were not studied.

#### ERRORS IN TENSE:

Tense identifies the time of action. It tells the receiver when a particular action takes place or has taken place. Since the topic of the written compositions for the purpose of the test given to the students were in past Tense it was expected that most of the sentences would be in different aspects of the past Tense itself. Quite interestingly the students wrote sentences varying from past to present Tense and their different aspects. Some of the examples of learners of +2 level of Garo Hills are given below:

#### Present Perfect Tense for Past Simple:

I have studied.

I have admitted.

I come to college in the morning and attending class.

#### GLOBAL GOOFS:

1. Present Perfect Tense for Past Simple
  - a. I have studied
  - b. I have admitted

- c. I have got
  - d. I have leave
  - e. I have been a student
  - f. We have taken
2. Present Simple for Past Simple
  3. Present Perfect for Past Perfect
    - a. We have done
  4. be + Present Simple for Past simple
  5. Present Perfect Continuous for Past Continuous
  6. be + Past simple for Past Simple
  7. Past Perfect Continuous for Past Simple
  8. Present Perfect continuous for Past Simple
  9. Omission of auxiliary
  10. Past Simple for Present Simple
  11. Present Continuous for Past simple
  12. Future simple for Past simple
  13. Past perfect for Simple Past
  14. be + Past Participle for Past Simple
  15. Past Continuous for Past simple
  16. will + be + Present for will + be + Past Participle
  17. aux + be + ing for Verb of Incomplete Prediction

Note: The following anomalies were observed in the use of tense by the +2 students of Garo Hills:

1. Absence of Past Simple
2. Past Simple substituted by
  - A. Present Perfect
  - B. Present Simple

- C. Be + Past Simple
- D. Be + Present simple
- E. Past Perfect Continuous
- F. Present Perfect Continuous
- G. Present Continuous
- H. Future simple
- I. Past Perfect
- J. Be + Past Participle
- K. Past Continuous

Examples:

(Errors in other items have been mentioned in the parentheses)

1. I *am studying* in Central School, Tura.
2. ... before joining the college I *'m studied last for 10 years*.
3. The *student* of Class IX *arrange* a meeting and a small function for us.
4. We attended the function *enjoy* various types of *programme*.
5. They all *pray* to god for us.
6. I've enjoyed in the school life and the last day in the school *is* a day of memories and recollections for me.
7. I've enjoyed in the school life, I find myself sad.
8. *Some body think* that that day *is* a very happy day but it is totally wrong.
9. ... *but all the teachers who teaches us for last ten years*.
10. I've never forget that last day in the school.
11. There *are* also *competition....* (lack of knowledge of number)
12. In our school *life* we *are* busy in many things.
13. First, we *are* busy *in study* books every day and night.
14. Second we *are* busy in examination.
15. We *have* to prepare nicely *in* the examination.
16. We *have* to read the books and we *have* to write in the exams.

17. Third we *are busy in school functions*.
18. We *have* to prepare....
19. We *have* to prepare to *give presence for the teachers*. (*presence* used instead of *presents*; omission of consonant sound after nasal /n/ - a practice common among the indigenous locals)
20. It was always *busy day* when we *are* in school *life*.
21. We *are sail* in parting with our friends. (confusion in lexis)
22. My last day in school *is* very remarkable...
23. When I *have* promoted from Class IX to Class X I *feel* very glad.
24. I *had have* to prepare.
25. I *have got to be pass*.
26. We *have* to read in our school.
27. School days I *have* lots of work to do with my friends.
28. As I *have* the leader of the school I *have* do many things
29. I *have* to see about the scouts, sports etc.
30. *My school days life* I *have* a tremendous power to *make memories*. (lack of knowledge of target language usage)
31. But now my memory *has been fate* away from my *sight*.
32. Occasionally I *use* to remember my friends who *are* good and charitable.
33. That was the last day that we *are* going to attend classes.
34. The next day we *have* to leave our school which amounts to like our own home for many years.
35. As I looked round my friends I *find* happiness in them.
36. I myself *feel* very *happy* that I *have* to leave the school very soon.
37. They knew that they *have* to do.
38. *Student own self* *has* to make their opinion what they should do. (lack of knowledge of possessives)
39. It *will* come on to mind what *you've feel*.

40. They *use to* go in a group where *where* they go.
41. So we *are* much delighted when we *greet* our fellow friends. (lack of knowledge of target language usage)
42. So I'm *feel* happy when *in a well society*. (lack of knowledge of target language usage)
43. Not only that but some *are have* the feeling to play *the* games in the school.
44. How they helped me when I *was not understand* the sums.
45. I recollect those days and *comes* in mind, shall I get once more such chances *to have*.
46. I *was studied* in Don Bosco High School.
47. I *manage* to succeed in my exams.
48. My childhood days *are* cheerful indeed.
49. I *prepare* for my examinations ....
50. I *love for* my friends. (*for* – superfluous)
51. After all we go home to our own houses.
52. When we *have been* studying in school ....
53. *In last day in school or when we need to leave school* .... (wrong hypothesis of the target language usage)
54. I *have to* get up early (in) the morning to do all *these* my works. (superfluous use of *these*)
55. When we *have been* studying in school with our friends we *have such as* happy (wrong hypothesis of the target language usage)
56. *In my last day in school or when we have (to) leave our school...* (wrong hypothesis of the target language usage)
57. When we passed our H.S.L.C. we *have leave* our school ... and who *are* teaching of the urban school teachers and in school. (wrong hypothesis of the target language usage)
58. ... before this big function or general sports we *have to* prepare ....

59. It has to be *remember* because which we *have done* are *needs to our remember*. (wrong hypothesis of the target language usage)
60. Because with our friends we *have done prepare our duties....* (wrong hypothesis of the target language usage)
61. So that *is* best general happiness with our friends. (wrong hypothesis of the target language usage)
62. The *teacher* of our school *is* good. (lack of knowledge of number and confusion in tense)
63. The students of our school *is busy....*
64. This day is *an happy day we are not forgetting* in future. (lack of knowledge of article)
65. Because we *have not stay* in same class.
66. The party *is* nice.
67. Some *are given* lecture. (lack of knowledge of conjugation)
68. I *am joining the college the teaching of our mind is so larger*. (confusion in lexis)
69. They *are taking* class regularly. (*instead of* They were attending classes regularly. (lack of stock of vocabulary)
70. I also *reach in* that stage. (lack of knowledge of target language rules)
71. *In* that day I *feel* very happy. (lack of knowledge of target language rules)
72. *We all friend are gathered in one side and say different type of things*. (lack of knowledge of plural forms)
73. We also *fools* very much senior.
74. We *are* very busy doing *this and that*
75. We *welcome to* Principal. (lack of knowledge of target language rules)
76. Then they *gives us* some lectures *and hearing him advices* we *feel* very happy and *doing some types of drama* that we *enjoy fully*. (*give lecture & doing drama* = mother tongue interference; *feel* = confusion in tense)

77. During the *time of taking tea* we *feel* some thing like lose any thing but *not so*.  
(mother tongue interference)

#### MORPHOLOGICAL ITEMS:

Morphological errors account for those errors where grammatical rules for formation of plurals or past have not been followed appropriately. Some of the examples of learners' errors are given below:

- |                  |     |  |
|------------------|-----|--|
| 1. mate          | for | mates (lack of knowledge of plural formation)              |
| 2. kindly to     | for | to kindly (lack of knowledge of infinitives)               |
| 3. day           | for | days (lack of knowledge of plural formation)               |
| 4. elder         | for | elders (lack of knowledge of plural formation)             |
| 5. teacher       | for | teachers (lack of knowledge of plural formation)           |
| 6. I sorried     | for | I was feeling sorry. (lack of knowledge of tense of forms) |
| 7. for leaving   | for | to leave (lack of knowledge of infinitives)                |
| 8. lesson        | for | lessons (lack of knowledge of plural formation)            |
| 9. mother        | for | mother's   |
| 10. could joined | for | could join (lack of knowledge of past formation)           |
| 11. to read      | for | reading (lack of knowledge of infinitives)                 |
| 12. headmaster   | for | headmaster's   |
| 13. flower       | for | flowers (lack of knowledge of plural formation)            |
| 14. teacher      | for | teachers (lack of knowledge of plural formation)           |
| 15. graduated    | for | graduate (lack of knowledge of past formation)             |

#### ERRORS IN SYNTAX:

Most of the errors in this category were related to inappropriate placement of words in sentences and wrong construction of sentences. Inability to generate proper forms of word like the use in singular and plurals, conjunctions, verb forms and errors

of concord between subject and object along with wrong use of Articles, Preposition Pronouns, collocations and direct and indirect forms of sentences constituted majority of the syntactical errors. Some of the learners' errors, for example are given below:

1. \* *Celebrated tea-party* [*instead of* organized a tea-party; confusion in usage]
2. \* *do farewell speech and prayed to God to success*  
[*instead of* bade us farewell and prayed to God for our success; mother tongue interference]
3. \* *Our Headmaster advised to us don't mix with ugly people*  
[*instead of* Our Headmaster advised us not to mix with bad students – Narration not properly learnt]
4. \* *... don't forgate your school name* [*instead of* not to forget our school  
Narration, In Indian English – specially in the North-East there is a tendency to pronounce the diphthong /eI/ as /e:/ and even the vowel /e/ as /e:/ at times & vice versa, hence, the word 'forget' is spelled as 'forgate')
5. \* *Last we are spice* [*instead of* Finally, it was our turn to speak/ finally, we spoke/ We were the last to speak. In Assamese there is no sound produced by the combination of letters 'ch', hence /t/ is pronounced as /s/]
6. \* *Last time our younger is calling to to eat something.*  
for [*instead of* Finally, our younger friends/brothers and sisters invited us to tea/for a cup of tea/for some light refreshment./Finally, the junior students invited us to tea/for a cup of tea/for some light refreshment].
7. \* *On my day in school life was very memorable for me* [*instead of* My last day in school was very memorable.]
8. \* *I was on my way to school...*[*instead of* On my way to school

...confusion in the word order]

9. \* *Where I would study in college ...*[*instead of* Which college I would study in ... Confusion due to mother tongue interference]
10. \* *I did right for them in my school life.* [*instead of* I listened to them.]
11. \**After the few days past of four H.S.L.C. selection test exam my school mates are farewell us.* [*instead of* A few days after the Selection Test a function to bid us farewell was organized. Confusion in usage]
12. \**But never forget my school lif and last day in school. Because I love very much my my school teachers and my friends.* [*instead of* I shall never forget my school life and the last day in school and my teachers and my friends. [No mention has been made of why he will not foreget the last day in school. The word 'life', if spelt in Garo would be 'laif'; hence, the letter 'e' has not possibly been used by the student.]
13. \**My last day in school is very sorry. Because after my H.S.L.C. examination....*[ *instead of* I was very sad on the last day. Confusion of lexis]
14. \**Because I think I come out in my school life and also I think and happy now I can go in college life and meed new friends.* [*instead of* ... because I was leaving my old school and at the same time I was happy because I was entering college and was going to get new friends. Absence of /t/ in Garo may have led to the spelling error in the word 'meet'.]
15. \**I never absent attend in class.* [*instead of* I never absented myself from class. Confusion in tesne and mother tongue interference]
16. \**I always try to prograce in my school thats why I always go to school timely and hear what the teacher say in class.* [*instead of* I always tried to do well in school and that is why ...] (In Indian English – specially in the North-East there is a tendency to pronounce the diphthong /eI/ as

/e:/ and even the vowel /e/ as /e:/ at times & vice versa, hence, the word 'progress' is spelled as 'prograce')

17. \*First I am studying in St. Xavier's school. [*instead of* I studied at St. Xavier's School/I was a student of St. Xavier's School. – Confusion in the use of tense.]
18. \*The school *build* also build a two storied and there are many student are *studing* and [playing games. [*instead of* The school has a two storied building. Many students study and play games here. The word building confused as 'build'; the word studying may have been misspelled possibly because it is pronounced by the students as /st ʌ dɪŋ/, and confusion in plural form]
19. \*In our class there are many *student* they all are good friends playing together, talking, joking etc so school life is happiest and *joyiest* day in my life. [*instead of* They play, talk and cut jokes with each other and confusion in plural form]
20. \*The other day entered college. [*instead of* I entered college the other day]
21. \* I *fell* homesick for the *for the* little school which I *had been attending* for some years. [*instead of* I felt homesick. Omission of the last sound in the word 'felt' contributed to the spelling error. This is common among the indigenous ]
22. \*... before joining the college *I'm studied last for 10 years.* (*instead of* I studied in this school for ten years. Confusion in Tense)
23. \*... *all the thing we have done it recollected in our mind and at that time we feel very sad and this how we lost our Last Day in School by all sorrow joy.* (*instead of* We recollected our days in the school and felt very sad/We were reminiscent of the past. Lack of knowledge of target language rules and mother tongue interference)

24. \*Their speaking voice was very meek and just me. (*instead of* Their speeches were very impressive/liked their speeches. Lack of knowledge of target language rules)
25. \*After the few days past our H.S.L.C. selection test exam my school mates are farewell us. (*instead of* A few days after the selection test a function to bid us farewell was organized. Lack of knowledge of target language rules)

#### ERRORS IN COMMUNICATION:

Many of the students had committed global errors which either impaired the meaning of the sentences or made them ambiguous. In some cases even it was difficult to make out what exactly the student wanted to express. The following are the examples of Communicational errors:

1. We also *thing* no one is before us. (*possibly* – we are ahead of others/wewere senior to others) ('think' has been confused as 'thing' – the last sound has been dropped. This practice is common among the local tribes in this region.)
2. Last we are spice. (*possibly* – We were the last to speak.) (In Assamese there is no sound produced by the combination of letters 'ch', hence /tʃ/ is pronounced as /s/)
3. We are past play. (*possibly* – there may be a connection with past pupils but the meaning is not clear at all.)
4. \* *Their speaking voice was very meek and just me.*

[probably – Their speeches were very impressive/I liked their speeches.]

MISCELLANEOUS

1. Absence of Plurals
2. Wrong collocation
  - A. do farewell
  - B. told to
  - C. bless to
  - D. advise to
3. Lack of drilling in narration
4. Wrong synonyms
  - a. CALL used as synonym of  
INVITE (In Bengali or Garo no distinction is made between these two words.)
  - b. CELEBRATE used as synonym of  
ORGANIZE
  - c. VERY GOOD used as synonym of  
VERY WELL (In Bengali or Garo no distinction is made between these two words.)
  - d. HEAR used as synonym of  
LISTEN (In Bengali or Garo no distinction is made between these two words.)
  - e. ADVICE used as synonym of  
ADVISE (Speling confusion)

**COLLOCATION:**

Errors in collocation are those errors where two words or phrases do go with each other. Some of the examples are as follows:

1. We were *made* farewell. (*Instead of* They bade us farewell.)
2. Then they *gives us some lectures*. (Literal translation of 'They delivered lectures' from Bengali/Assamese might be 'to give lecture'.)

3. ... *doing some types of drama*. (Literal translation of '... performed/ put up plays' from Bengali/Assamese might be 'to do drama'.)
4. The teachers also *gave bless to success...* (Literal translation of 'blessed us/wished us success' from Bengali/Assamese 'to give belss')
5. *I got happiness* (Literal translation of 'I was/became happy' from Bengali/Assamese might be 'I got/received happiness')

### CONCLUSION

After analyzing the syntactical errors committed by the learners, it was concluded that some of those errors were the result of pedagogical practices followed by the teachers both at the school and the college level.

Though the motivation of the students was quite high and attitude towards learning English was quite positive, most students did not master the basic communicating skills in written English. This could be due to a number of factors.

By analyzing the Teachers' Questionnaires the conclusion arrived at was that most of the teachers did not know the objectives of teaching. Hence, instead of teaching the four basic skills, i.e., listening, speaking, reading and writing, they concentrated on teaching the prescribed texts only.

The method followed by them was predominantly the lecture method where the learners did not have the scope to get involved in the teaching-learning situation and were unable to practise the language skills. Hence, there was a great gap between the objectives to be realized and the acquired skills of the learners.

Grammar was mostly taught in isolation. The Language through Literature method was not followed. In fact, there was hardly any scope for teaching the language components. The meanings of the lessons were usually explained and exercise questions were addressed by dictating answers. On the whole teaching was predominantly examination oriented and the rate of learning taking place was never assessed by the teachers other than by examinations once or twice a year.

Communicative Language Teaching practices were hardly followed in classroom. Hence, the teachers were unable to generate actual interest in the students.

Particularly at the school level most of the teachers were not trained and a vast majority of the trained teachers did not offer English as a method subject during their training. A lot of teachers were undergraduates, which implies that they were not even qualified to teach English at the High School level.

A significant number of students felt that their teachers (even at the college level) were not competent enough to teach them. Hence, the motivation of the students towards learning English from these teachers was quite low. On the other hand the teachers felt that the motivation of their students to learn English was extremely low though the students said that their motivation was quite high.

Majority of the school teachers understood English spoken by the native speakers to some extent only; 50% of the college teachers understood English spoken by the native speakers to a great extent and the other 50% understood to some extent only.

Majority of the school teachers felt that the standard of their students was good but the college teachers felt that the standard of their students was bad. The errors committed by the students prove the point made by the college teachers, which raises the question of the ability of the majority of the school teachers to actually evaluate the standard of their students. Hence, it may be right to assume that because of this reason too the +2 students of Garo Hills who had earlier been taught by these teachers had not been able to acquire the required proficiency in the language.

Most of the teachers were not happy about the syllabus and proposed to change it. It was observed that the objectives of teaching English had not been laid down in the syllabus nor was any mention made regarding how to go about teaching it. This was true both of the +2 syllabus and below.

The study of the text-books also revealed that most of the pieces were not interesting and a lot of printing errors were also there in text-books. Hence, all these had a detrimental effect on the English teaching-learning situation in Garo Hills. The pieces included in the text-books had not been graded properly.

Most of the errors were due to underlearning. The hypothesis of the target language formed in the minds of the learners led to errors in English. The errors in tense were mostly because of lack of practice. Some of the errors were due to mother tongue interference. As many of the learners were at a very low stage of learning of English as a second language, it was natural that they sought parallels in their mother tongues. However, the interference of the mother tongue was more common among the Bengali students as it has already been discussed that their exposure to English was less than that of the Garo students. Most of the cases of MT interference in case of Garo students was related to their speech practices.

On the basis of these findings, some suggestions have been made in the following chapter for improving teaching-learning of English in Garo Hills and developing the proficiency level of the +2 students in English.

## **Chapter VII**

### ***Conclusion***

## CHAPTER VII

### CONCLUSION

In the previous chapters, we have seen how errors are caused, what role motivation and attitude play in the learning of English as a second language; what role the methods of teaching, teaching materials and environment play in the learning of English as a second language. Findings of the previous chapters can be summed up as follows:

The teaching of English in India is mostly a teacher-text-book-classroom affair. English is taught in the class as any other subject. The teachers, generally, give lecture, explain the contents and dictate notes. The learners are mostly passive listeners and rarely take part in the classroom teaching. Further, opportunities are limited for the learners to have an exposure to English outside the classroom. In spite of all the innovations and modifications in the field of ELT, the teaching-learning situation of English in most of the schools and colleges has not changed significantly. As a result, the learners' communicative abilities in English are not still quite good. Learners coming out of schools and colleges of Garo Hills after 8 to 10 years of learning are not in a position to use English effectively for communication or even for performing simple tasks like writing an application for leave.

The problems of teaching-learning of English in Garo Hills are more or less the same as elsewhere in the country. It was observed that in spite of the best intentions of the curriculum planners, teachers and educational administrators, there was a gap between the expectations and actual achievements of the learners. It was found that a number of reasons were responsible for this state of affair. The survey conducted amongst the teachers and students of Garo Hills showed that mother tongue was extensively used in the classroom. Problems related to this study have been discussed in the sections that follow.

The present study revealed that pedagogical, linguistic and administrative factors were responsible for the poor proficiency level in English of the students of Garo Hills at the +2 level. The analysis of the learners' errors made it clear that they had problems in different areas of language operation. The sources of these errors, other than the mother tongue inference were related mostly to teaching inadequacies on the part of the teachers and unsuitable teaching materials. In view of this the following modifications have been suggested:

- i. It has been observed that a great number of teachers are not qualified to teach English. In the absence of qualified teachers learners cannot be expected to learn English efficiently. One section of teachers do not have any grounding in matters relating to English Language Teaching. Another section of teachers, though have the required qualification, do not have the command of the language they are teaching. Hence, in order to improve the teaching-learning condition of English in Garo Hills the Govt. should appoint qualified, ELT trained and competent teachers.
- ii. The Govt., it is understood, goes through a process of selection of employees as well as teachers. Hence, it takes time for the Govt. to appoint teachers from time to time with the desired qualifications, training and competencies. In the absence of trained and qualified teachers the existing teachers may be given short term training with reference to the content and methodologies of teaching of English.
- iii. A very important section in any educational institution is the library.

Unless teachers and students receive the facilities of a good library, teaching–learning situation may not produce the desired results. Hence, educational institutions strive to enrich their libraries or raise a library where there are no libraries. In these libraries apart from books on various subjects written in English there also should be latest books and journals on English Language Teaching.

- iv. It has been observed that the syllabi are not revised from time to time. In fact, they are at times revised after decades. A lot of changes take place in course of time; the needs of the students change, teaching methods and techniques also change. To keep pace with these changes the syllabi also needs to be revised.
- v. In recent times, the ability for communication is considered to be the most important aspect in the learning of a language. Merely learning the rules of grammar is not the only desirable activity in language learning. More important is to learn the functions and not the forms. Hence, the cry of the day is to frame a notional-functional syllabus.
- vi. Nowhere in the syllabi or the text-books of English, objectives have been laid down. Hence, neither the teachers nor the students are clear of the objectives of teaching-learning English. In the absence of objectives in black & white, there seems to be confusion among the teachers as well as the students. Hence, the focus is normally on teaching the contents and asking the students to memorize the answers to given questions. Since emphasis is given on explaining the contents of text-books, language elements are not taught or learnt.

Hence, communication is affected. Keeping these in view, objectives of the syllabi should be made clear to both teachers and learners. It is imperative to print the objectives both in the syllabi and the text-books. It is also equally important to lay down the methodologies of teaching the given texts. In the absence of the knowledge of the desired methodologies, teachers go back to the age old process of teaching the contents and making the students memorize answers to given questions.

- vii. English teaching methods have gone through a process of evolution. One of the recent approaches of teaching a second language is the Communicative Approach, which is an eclectic method. It does not exclude other methods and approaches, which have gone before. It is also a learner-centred approach, where the teachers play the role of a guide or manager of learning. This approach puts emphasis on developing the communicational ability of the learners. Another important approach developed by the Central Institute of English & Foreign Languages is the 'Language through Literature Approach'. Here, the emphasis is not teaching the texts but teaching the language through the given texts. These two approaches have had quite a success in the teaching-learning of English. Hence, teachers should be encouraged to teach through the Communicative Approach and the Language through Literature Approach.
- viii. It has been observed that in Garo Hills, mainly in the colleges the teacher-pupil ratio at times is more than 1:300 where as the optimum

number should be around 1:30. As the number of students in the English classes are very large, student interaction in the classes are not possible. In most cases students are not even required to answer any question even. Hence, the students do not get any practice at all inside the classrooms. In order to improve the teaching-learning of English number of students in classroom should be reduced to the ration of 1: 30 (one teacher: thirty students).

- ix. There is no provision for tutorial classes in the routines. In the absence of tutorial classes students cannot be helped to develop their Listening, Speaking, Reading or Writing skills. Tutorial classes are normally small in size, hence, it is possible to give individual attention, which is not possible in large classes. Hence, tutorial classes for the development of spoken and written skills should be arranged as per the requirement.
  
- x. It has been observed that there are hardly any ELT meetings in schools and colleges. In the absence of ELT meetings, methodologies to teach English cannot be discussed. Problems of teaching-learning also cannot be analyzed. Problems of weak as well as good students cannot be handled either. The focus remains on the average students only. It is also not possible to gain from the experience of other teachers in the same department. Keeping these in mind steps should be taken to organize regular ELT meetings in the schools and colleges.

- xi. A lot of teachers and students have negative attitude towards English. In case of teachers, some of them are not interested in teaching English. If possible the same teacher may be replaced with one who has the right attitude. In the absence of such a substitute, steps should be taken to develop the right attitude. Steps also should be taken to see to it that students also develop the right attitude towards the teaching and learning of English. A lot of audio-visual aids may be required to do so. To improve the standard of teachers in ELT and to keep them abreast of the latest developments in the field of ELT, orientation programmes and refresher courses in ELT should be organized for the teachers from time to time.
- xii. Motivation of the students is apparently high as stated by them. The teachers do not think that the motivation of their students is very high. Though it may appear that in many cases the students attend English classes in larger number but in reality, they do not use English much in real life communication. It is easy to attend classes as there is no interaction in the class and the students have to be passive listeners. Motivation of the teachers, it is clear from the responses, is not very high. Apart from other reasons this could be also due to administrative reasons. Steps should be taken to increase the motivation of both teachers and students in order to improve the teaching–learning of English in Garo Hills.
- xiii. It has been observed that the English texts that the students and teachers use are not graded. No steps have been taken to select the required vocabulary, structures etc. and present them in an organized

manner. This creates hindrances in the learning of a language. Hence, steps should be taken to select the language items such as vocabulary, language structures etc; and present them in the texts in graded order and logical sequence.

- xiv. Teachers and students of Garo Hills do not know the range of vocabulary and structures to be acquired by the students at the +2 level. In the absence of such knowledge, emphasis is given on words or structures, which are not so important while the important words and structures are left out. Hence, this creates a hindrance in the teaching–learning of English. A list of words and structures, which the students would be required to master, be prepared and be made available to both the teachers and students. This also should be done on the basis of needs analysis survey.
  
- xv. The examination system is also faulty as it is predominantly based on rote learning. It is enough for the students to get by heart the answers to selected questions and reproduce them in the examination. The communicative ability of the students is not tested in the present system of examination. The objectives of evaluation are not clear in the minds of either the question setters or examiners. Instructions to both the examinees and examiners have to be clear, and detailed. In the absence of such instructions, the communicational ability of the students are not tested. Hence, the examination system should be changed which includes the changing of question patterns. The objective of the examination system should be to test the communicative ability of the learners primarily among other things.

It is clear from the above discussion that the students of +2 level of Garo Hills are unable to communicate in English efficiently due to both linguistic and non-linguistic reasons. If these hurdles are eradicated, these students will be able communicators in the English language.

## *Bibliography*

APPENDIX III  
BIBLIOGRAPHY

1. Afolayan, A. (1971). 'Contrastive Linguistics and the Teaching of English as a Second Language'. English Language Teaching, XXV, 220-9.
2. Aggarwal, J. C. (1984): Landmarks in the History of Modern Indian Education, New Delhi, Vikas Publishing House.
1. Agnihotri, R. K. (1988): "Errors as learning Strategies". Indian Journal of Applied Linguistics, 14/1, pp. 1-14.
2. Agnihotri, R. K. and Khanna, A.L. (1995): English Language Teaching in India. Issues and Innovations. Sage Publications India Pvt. Ltd. New Delhi.
3. Ajzen, Icek (1988): Attitudes, Personality and Behaviour, Milton Keynes: Open University Press.
4. Alam, Q.Z. (1983). Issues Linguistic and Pedagogic. New Delhi: Sterling.
5. Alan, Baretta and Alan Davies (1986): "Evaluation of the Bangalore Project". Journal of English Language Teaching, 21:4 pp 115-126.
6. Alatis, James (ed) (1970). Bilingualism and Language Contact: Anthropological, Linguistic, Psychological and Sociological Aspects. Monograph Series on Language and Linguistics, 23, Washington, 1970.

7. Ali, Sally Youssef Mohamed (1994): A Case Grammar And Style Complexity Approach: A Stepping-Stone From Error Analysis Towards Writing Pedagogy, PhD dissertation, Georgetown University.
8. Allen, B.H. and Campbell, R (eds) (1978). Teaching English as a Second language. Delhi: Tata-McGraw.
9. Allen, I. A. (1960): 'Attitudes of children and Adolescent in Schools' in Journal of Educational Research. London.
10. Allen Jones, J. (1968). 'English Language Teaching in a Social/Cultural Dialect Situation'. English Language Teaching, XXII, 3, 199-204.
11. ----- (1969). 'English Language Teaching in a Social/Cultural Dialect Situation'. English Language Teaching, XXIV, 1, 18-23.
12. Allen, J.P.B. (1992): "Instructional Process and the Development of Communicative competence". IRAL, 3:1. Pp 1-20
13. Allen, J.P.B. and Corder, S.P. (eds) (1974). The Edinburgh Course in Applied Linguistics, Vol3. Oxford: OUP, 1974.
14. Allen, J.P.B. and Widdowson, H. G. (1974): "Teaching the communicative use of

- English". IRAL 12/1, pp. 1-21.
15. Allport, G.W. (1935). "Attitudes", in C. Murchinson (ed), Handbook of Social Psychology, Worcester, Mass: Clark University Press.
  16. Allwright, R. (1975). "Problems in the Study of the language Teacher's Treatment of the Learner Errors", in Burt, M.K. and Dulay, H.C. (eds). New Directions in Second Language Learning, Teaching and Bilingual Education. Washington D.C. : TESOL, pp 69-109.
  17. Allwright, R. (1981): "What do We Want Teaching Materials For?", ELT Journal, Oct., pp. 57-62.
  18. Altman, H. B. (1981). The Second language Classroom: Directions for 1980's, New York. Oxford. Oxford University Press.
  19. Anatasi, Anne. (1982): Psychological Testing. London. Collier Macmillan Publisher.
  20. Anderson, L. w. (1981): 'Attitudes and their Measurement' in (Ed.) Educational Research Methodology & Measurement, Oxford. Pergamon Press.
  21. Arzan, Angel M (1992): Lodes of Grammar: Syntactic Error Analysis for Intelligent Computer-Assisted Language Instruction (CAI), PhD Dissertation, New York University.

22. Aslam, Mohammad (1989): *Communicative Language Teaching: Theory & Practice* In: IJOAL, vol XV.No.1.
23. Aslem, M. (1989): Trends in English Language Teaching in India, Bareilly: Prakash Book Depot Pvt.
24. Atkins, J.W. (1965). "The Mainsprings of Achievement-Oriented Activity". In Krumboltz, J.D. (ed). Learning and the Educational Process. Chicago: Rand McNally.
25. Atkinson, J. W. (1957): "Motivational Determinants of risk-taking Behaviour". Psychological Review. 64, pp.59-72.
26. \_\_\_\_\_ (1965): An Introduction to Motivation. New Delhi. Affiliated East-West Pvt. Ltd
27. Arabski, J. (1968). 'A Linguistic Analysis of English composition Errors Made by Polish Students'. Studia Anglica Posnaniensia, I, 1 & 2, 71-89
28. Bailey, C.J. & Shuy, H.N., ed., (ed), 1973. New Ways of analysing Variation in English. Washington: George Town University Press.
29. Baker, Diana Vervelyn ((1995): Hypercorrection in the Writings of African-American Freshman Composition Students, MA Dissertation, Eastern Michigan University.

30. Bailey, James. N. "A Programme for Teaching English as a Foreign Language". Indian Journal of Applied Linguistics.
31. Banathy, B., Trager, E.C. and Waddle, C.D. (1966) 'The Use of Contrastive Data in Foreign Language Course Development'. In A. Valdman (ed)., Trends in Language Teaching. New York.
32. Bandopadhyaya, P.K. (1985). Leadership Among the Mizos. New Delhi: B.R.Publishing Cpn.
33. Beason, Larry Wayne (1989): Tracing the Causes of Writing Errors: A Revision of Error Analysis Procedures and Assumptions. PhD Dissertation, Texas A&M University.
34. Beebe, L. (ed). (1988): Issues in Second Language Acquisition: Multiple Perspectives, New York; New bury House.
35. Bhaskar, A.W.S. (1962). "An analysis of common errors in PUC English" in CIEFL Bulletin, Vol.2, pp.47-57
36. Billows, F.L. (1972). The Techniques of Language Teaching. London: Longman, 1972.

37. Bligh, Donald. (1972). What is the use of Lectures? Harmondsworth: Penguin.
38. Bloomfield, L. (1933). Language. New York: Henry Holt.
39. Boon, China King (1985). 'Error analysis and Composition making' in Guidelines, pp.13-21.
40. Breen, M.P., Candling, C.N. and Waters, A. (1979). Communicative material Design: some Basic Principles. Institute of English language Education: University of Lancaster.
41. Bright, J.A. and McGeorge, G.P. (1978). Teaching English as Second Language. London: Longman.
42. Brooks, N (1960). Language and Language Learning. NY: Hartcourt, Brace and World.
43. Brown, H. Douglas (1981): "Affective Factors in Second language learning:.". In Alatis, J.E., Altman, H.B. and Alatis, P.M. (eds). The second Language Classroom: Directions for 1980sb. Oxford: Oxford University Press. Pp 113-129.
44. Brown, R. W. and Fraser, C. (1964). 'The Acquisition of Syntax'. In ursula Bellugi and Roger Brown (eds.), The Acquisition of Language. Monograph of the society for Research in Child Development, 29, No. 1.

45. Brudhiprabha, P. (1972). Error Analysis: A Psycholinguistic Study of Thai English Compositions. M.A. thesis. Montreal: McGill University.
46. Brumfit, C.J. (1980). Problems and Principles in English Teaching. Oxford: Pergamon Institute of Education Press.
47. Brumfit, C.J. and Johnson K (eds) (1979). The Communicative Approach to Language Teaching. Oxford: OUP.
48. Burt, M.K. and Kiparsky, C. (1972). The Gooficon: A Repair Manual for English. Newbury House, Rowley, Massachusetts.
49. Buren, P.V. (1974). "Contrastive Analysis", in Allen and Corder (eds), Techniques in Applied Linguistics. Vol3 Oxford: Oxford University Press, pp.279-312.
50. Burt, M.K. and H. C. Dulay (eds). (1975). New Directions in Second Language Learning, Teaching and Bilingual Education. On TESOL 1975, Washington D.C. : TESOL.
51. Camps, Joaquim (1997): Attention to Form and Meaning in Second Language Acquisition: Object Clitic Pronouns in Spanish, PhD Dissertation, George Town University.
52. Carrol, J.B. (1977). "Characteristics of Successful Second Language Learners", in Burt, Dulay and Vinochiaro (eds), Viewpoints on English as a Second Language. New York: Regents.

53. Carrol, J.B. and Sapon, S. (1959). Modern Language Aptitude Test. New York: Psychooogical Corporation.
54. Chastain, Keneth. (1976). Developing Second Language Skills. Chicago; Rand McNally.
55. Chomsky, Carol. (1969). The Acquisition of syntax in children from 5 to 10. Massachusetts.
56. Chomsky, N. (1957). Syntactic Structures. The Hague: Mouton.
57. Chomsky, N. (1959). "A Review of B.F.Skinner's Verbal Behaviour". Language. 35/1. Pp.26-58
58. \_\_\_\_\_ (1964). "Current Issues in Linguistic theory", in fodor and Katz 9eds), The Structure of Language. Englewood Clifs, N.J.: Prentice hall.
59. \_\_\_\_\_ (1965). Aspects of the theory of Syntax. Cambridge, Mass.: M.I.T. Press.
60. \_\_\_\_\_ (1964). 'A Review of B.F.Skinner's *Verbal Behaviour*.' In J. Katz and J. Fodor. The Structure of Language. Englewood Cliffs, N.J., 547-78.
61. Ciske, Mary Desjarlais (1988): An Error Analysis of Standard English Verb Use by Speakers of a Nonstandard Black Dialect, EDD Dissertation, George Mason University.

62. Clark, Emma Jackson (1989): The Effectiveness of using Error analysis on the Composite Scores of the Cooperative English Test, Reading Section, and the Applegate Reading Comprehension Test in the Assessment of the Reading Comprehension of College Freshmen, EDD Dissertation, Temple University.
63. Clements, Nancy E (1987): An Error Analysis of Second-Grade Students' Seatwork Assignments (Reading), University of Miami.
64. \_\_\_\_\_(1978). "Fundamental Considerations in testing for English Language Proficiency of Foreign Students", in allen and Campbell (eds)., Teaching English as a Second Language. New Delhi: Tata-McGraw Hill, pp. 313-320.
65. \_\_\_\_\_(1983). "The English Teaching Testing Service"", in Jordan, R.R. (ed). ELT Case Studies. London: Collins
66. Close, R. A. (1972) English as a Foreign Language. London: George Allen and Unwin.
67. Cofer, C.N. and Appley, M.H. (1980). Motivation:theory and Research. New Delhi: Wiley Eastern.
68. Collinge, N.E. (ed) (1990). An Encyclopaedia of Language. London and New York:

Routledge.

69. Cooper, R.L. and Fishman, J.A. (1977). "A Study of Language Attitudes" in Fishman, Cooper and Conrad (eds), The Spread of English. Rowley, Mass: Newbury House, pp. 239-76.
70. Corder, S.P. (1967). 'The Significance of Learner' Errors' IRAL, 5/461.
71. \_\_\_\_\_ (1971). 'Idiosyncratic Dialects and Error Analysis' IRAL, 9/2, 147-159.
72. \_\_\_\_\_ (1971). 'Describing the Language learner's Language' in CILT Reports and Papers. No. 6: 19-27.
73. \_\_\_\_\_ (1973). Introducing Applied Linguistics. Harmondsworth: Penguin.
74. \_\_\_\_\_ (1974). 'Error Analysis' in J.P.B.Allen and S.P.Corder edited, The Edinburgh Course in applied Linguistics, Vol.3. London: Oxford University Press.
75. \_\_\_\_\_ (1975). 'Error Analysis, Interlanguage and Second Language Acquisition'; in Language Teaching and Linguistics. No. 8: 201-7
76. \_\_\_\_\_ (1978). 'Language-Learner Language' in Richards, J.C. edited, Understanding Second and foreign Language Learning. Rowley, MA: Newbury House, pp. 71-93

77. \_\_\_\_\_ (1978). 'Language-Learner Language' in Richards, J.C. edited, Understanding Second and foreign Language Learning. Rowley, MA: Newbury House, pp. 71-9
78. \_\_\_\_\_ (1981). Error Analysis and Interlanguage. London: OUP.
79. Coulter, Kenneth. (1968). Linguistic Error-Analysis of the Spoken English of Two Native Russians. Unpublished M.A. thesis, University of Washington.
80. Coulthard, R.M. (1977). An Introduction to Discourse Analysis. London: Longman.
81. Cromble, W. (1985). Discourse and Language Learning: A Relational Approach to Syllabus Design. London: OUP.
82. Daniels, Mary. (1965). English From Zero. London: University Tutorial Press.
83. Davies, Alan (ed). (1975). Problems of Language and learning. London: Heinememon.
84. Davis, Allen and Widdowson, H.G. (1974). "Reading and Writing", in Allen and Corder (eds), Techniques in applied Linguistics, pp.155-201.
85. Dhongde, R.V. (1982). 'Error analysis and the child's Acquisition of the First Language' in INDIAN LINGUSITICS 43/3-4, pp.1-6

86. Dulay, H.C. & Burt, M.K. (1974). 'Errors and Strategies in child's Second language Acquisition' in TESOL QUARTERLY, 1974/8,129-136.
87. \_\_\_\_\_ (1974). 'You Can't Learn Without Goofing' in Error analysis: Perspectives in Second Language Acquisition. Richards, J.C. edited. London: Longman, 1974, pp. 95-123.
88. \_\_\_\_\_ "Remarks on Creativity in Language Acquisition", in Burt, Dulay and Finocchiaro (eds), Viewpoints on English as a Second Language, pp. 54-77.
89. Dulay, J.A., Burt, M. and Krashen, S.D. (1982). Language Two. New York: OUP.
90. Dušková, L. (1969). 'On Sources of Errors in Foreign Language Learning.' IRAL, 7, 11-36.
91. Ellis. R. (1986). Understanding Second Language Acquisition. Oxford: Oxford University Press.
92. Fishman, J.A. (1972). Language in Socio-Cultural Change. California: Stanford Univ. Press.
93. Freeman, D. (1980). 'Linguistics and Error Analysis: On Agency' Language and Style Xiii/439: pp.1443-50.
94. Freeman, Sarah. (1979) Study Strategies in English: Teacher's Book. Bombay: Orient

Longman.

95. French, F.G. (1949). Common Errors in English. London: OUP.
96. French, F. G. (1963). Common Errors in English: their Cause, Prevention and Cure. London: Oxford Univ. Press.
97. Fries, C.C. (1945). Teaching and learning English as a Foreign Language. Ann Arbor: University of Michigan Press.
98. \_\_\_\_\_ (1952). The Structure of English. New York: Harcourt, Brace and World.
99. Fronkin, Victoria. A (1973). Speech Errors as Linguistic Evidence. The Hague: Mouton & Co. N.V. Publishers.
100. Gardner, R.C. and Lambert, W.E. (1972). Attitudes and Motivation in Second Language learning. Rowley, Mass.: Newbury House.
101. Gardner, R.C. (1982). "Language Attitudes and Language Learning". In Ryan, E.B. and Giles, H (eds). Attitude towards Language Motivatiob. London: Edwin Arnold.
102. \_\_\_\_\_ (1985). Social Psychology and Second Language Learning. London: Edwin Arnold.

103. Gas, S (1984). 'A Review of Interlanguage Syntax: Language Transfer and language Universals' in Language learning, 34: pp.115-332
104. \_\_\_\_\_ (1979). 'Language Transfer and Universal Grammatical Selections' in Language Learning, 29: pp.327-44.
105. Genesee, F. and E. Hamayan (1980): "Individual Differences in Second Language Learning". Applied Psycholinguistics. 1. Pp 95-110.
106. George, H.V. (1972). Common Errors in Language Learning. Rowley, Massachusetts.
107. Ghadessy, M. (1985). 'the role of Developmental Errors in Assessing Language Competence' in ELT JOURNAL, 39/4: PP.262-267.
108. Gibbs, Dorothy Anne (1989): Second language Acquisition of English Modal Auxiliaries CAN, COULD, MAY and MIGHT by Punjabi –Speaking Pupils, PhD Dissertation, Council for National Academic Awards (United Kingdom).
109. Gleason, H.A. (1965). Linguistics and English Grammar. New York: Holt and Rinchart.
110. Govardhan, Anam K (1995): A Discourse Analysis of ESL Student Writing, PhD Dissertation, Northern Illinois University

111. Golak, V.K. (1963). English in India: Its Present and Future. Bombay: Asia Publishing House.
112. Good, T.L. and Brophy, J.E. (1978). Looking in Classrooms. New York: Harper and Row.
113. Gower, R. and Walters, S. (1983). Teaching Practice Handbook. London: Heinmann.
114. Haber, R. N. (1966). Current Research in Motivation. New York: Henry Holt.
115. Habermas, J. (1970). "Towards a Theory of communicative Competence". Inquiry. 13:4. Pp 360-375.
116. Halliday, M.A.K. (1968). 'The Users and Uses of Language'. In Fishman.
117. \_\_\_\_\_ (1973). Explorations in the Functions of English. London: Edward Arnold.
118. \_\_\_\_\_ (1985). An Introduction to Functional Grammar. London: Edward Arnold.
119. Hamdallah, Rami W (1990): Syntactic Errors in Written English: Study of Errors Made by Arab Students of English, PhD Dissertation, University of Lancaster (United

Kingdom).

120. Hargett, Gary Ray (1991): An Application of Transfer Theory to the Study of English International Students (Error Analysis), PhD Dissertation, University of Washington
121. Harding, A., Page, B. and Rowell, S. (1980). Graded Objectives in Modern Languages. London; Centre for Information on Language Teaching and Research.
122. Hatch, E (1978). 'Acquisition of Syntax in a Second Language' in Richards, J. (ed), Understanding Second and Foreign language Learning. Rowley, MA: Newbury House, pp. 34-70
123. ----- (1978). Second Language Acquisition: A Book of Readings. Rowley: Newbury House Publishers Inc. Massachusetts.
124. Hawkins, E.W. (1983). "Language Study for the Slower Learner" in richarson, G. (ed), Teaching Modern Language. London: Croom Helm.
125. Holden, A.S. (ed). (1975). ESP and English Teacher. London: special Publication.
126. Howatt, A.P.R. (1984). A History of English Language Teaching. Oxford:

Oxford Univ. Press.

127. \_\_\_\_\_ (1988). "From Structural to Communicative". Annual Review of Applied Linguistics. 8. Pp. 14-29
128. Hornby, A.S. (1975). Guide to patterns and Usage in English. Oxford: Oxford Univ. Press.
129. Hsieh, sue-Huey (1995): A Contrastive and Error Analysis of Word orders of English and Chinese, MA Dissertation, California State University.
130. Hughes, Arthur. (1989). Testing for Language Teachers. Cambridge: Cambridge Univ. Press.
131. Hymes, D. (1971). On Communication Competence. Philadelphia: Univ. of Pennsylvania Press.
132. \_\_\_\_\_ (1972). "On communicative Competence". In J.P.B. Pride and J. Holmes (eds): Sociolinguistics. Harmondsworth: Penguin. Pp. 269-293
133. Inness, Donna Kay (1987): An Error Analysis of the Use of Limiting, Specifying, Distinguishing, Quantifying, and Zero Determiners in the Writing of University Students of English as a Second Language, PhD Dissertation, The Ohio State University

- 134 Jain Mahavir (1969) 'Error analysis of an Indian Corpus' Unpublished paper  
University of Edinburgh
- 135 Jain M P (1984) Errors source Cause and Significance in Richards J C (ed)  
Error Analysis Perspectives on Second language Acquisition London, Longman
- 136 Jakobovits, Leon (1969) A Psycholinguistic Analysis of Second-language Learning and Bilingualism Illinois
- 137 Jakobovits L A (1970) Foreign language Learning A Psycholinguistic Analysis of the Issues Rowley Mass Newbury House
- 138 Jen, Theresa Chang-Whei (1997) Error Analysis and its Application to Chinese Language Teaching (Second Language Acquisition) EDD Dissertation, Rutgers The State University of New Jersey - New Brunswick
- 139 Jespersen, G (1969) Essentials of English Grammar London OUP
- 140 Johnson, K (1979) "Communicative Approaches and Communicative Processes", in Brumfit and Johnson (eds), The Communicative Approach to Language Teaching Oxford Oxford Univ press, 1979, pp 192-205
- 141 \_\_\_\_\_ (1981) Communicative syllabus Design and Methodology  
Oxford Pergamon Press

- 142 Johnson, K and Marrow, Keith (1981) Communication in the Classroom  
Essex Longman
- 143 Johnson, R.K. (ed). (1982). Communicative Syllabus Design and Methodology  
Oxford: Pergamon
- 144 \_\_\_\_\_ (1989). The Second language Curriculum. Cambridge: Cambridge  
University press
- 145 Jones, L (1977) Functions of English Cambridge Cambridge Univ Press
- 146 Jordan, R R (ed) (1983). Case Studies in ELT London Collins
- 147 Jordan, R R and Mackey, B. (1977). A Survey of spoken English Problem of  
Overseas Students. Manchester: Univ. of Manchester.
- 148 Kachru, Braj. (1965). 'The Indianness in Indian English'. Word, 21 391-410.
- 149 \_\_\_\_\_ (1966) 'Indian English: a Study in Contextualization' In Bazell
- 150 \_\_\_\_\_ (1966). 'English in South Asia.' In Sebeok, 1969.
- 151 \_\_\_\_\_ (1983). The Indianization of English, New Delhi: OUP

- 152 Kapoor, C.L (1958). Radio in School Education. New Delhi: Govt of India Publication
153. Kennedy, Graeme. (1973). "Conditions for language Learning", in Oller, J W and Richards, C.J. (eds), Focus on the learner: Pragmatic Perspectives for the Language Teacher Rowley Mass Newbury house, pp66-82
- 154 Katz, JJ and Postal, P M (1964) An Integrated Theory of Linguistic Description. Massachusetts.
- 155 Krashen, S. (1973). 'Lateralisation, Language Learning and the Critical period. some New Evidence' in Language learning, 23: pp. 63-74
156. \_\_\_\_\_ (1981). Second Language Acquisition and Language Learning. Oxford: Pergamon.
- 157 \_\_\_\_\_ (1982). Principles and Practices in Second Language Acquisition Oxford Pergamon
- 158 \_\_\_\_\_ "The Monitor Model for Adult Second language Performance", Burt, Dulay and Finnochairo (eds). Viewpoints of English as a Second Language, pp151-156
- 159 Labadi, Ayatollah (1990): A Contrastive Study of Gender in English and Arabic Pedagogical and Sociolinguistic Implications (Pedagogical Implications), PhD

dissertation, the University of Texas

- 160 Lado R (1957) Linguistics Across Cultures Michigan University of Michigan Press
- 161 \_\_\_\_\_ (1983) Language Teaching A Scientific Approach Bombay Tata McGraw
- 162 \_\_\_\_\_ "Patterns of Difficulty in Vocabulary", in Allen and Campbell (eds), Teaching English as a Second Language. Pp 275-287
- 163 \_\_\_\_\_ (1961) Language Testing The Construction and Use of Foreign Language Tests a Teacher's Handbook London Longman
- 164 Lado, R and Fries, C C (1954) An Intensive Course in English An Arbor University of Michigan Press
- 165 Lambert, W A (1966). Some Observations on First language Acquisition and Second Language learning (Mimeograph).
- 166 Lane, H (1962). 'Some Differences Between First and Second Language Learning' In Language learning, XII, 1
- 167 Laroche, Jacques M (1983) 'Acquisition of Second languages Perceived as "close" or "remote" the perspective of error analysis' in SYSTEM, 11/2 pp 143-148

- 168 Larson-Freeman, D (1986) Techniques and Principles in Language Teaching  
Oxford: Oxford Univ. Press.
- 169 Lawler, J. and Selinker, I. (1971). 'On the Nature of Paradoxes, Rules and  
Research in Second Language Learning'. Language Learning, XXI, 1, 27-43.
- 170 Lee, W. R. (1968). 'Thoughts on Contrastive Linguistics in the Context of  
language Teaching' In J E Alatis (ed.), Monographs Series on Languages and  
Linguistics, 21 Contrastive Linguistics and Its pedagogical Implications.
- 171 \_\_\_\_\_ . "The Linguistic context of Language Teaching" in Allen and  
Cambell (eds). Teaching English as a Second Language. Pp251-258.
- 172 Leech, G. and Svartvik (1975). A Communicative Grammar of English. London:  
Longman
173. Lemon, N. (1973). Attitudes, Personality and Behaviour. Milton Keynes: Open  
University Press
- 174 Lewin, I A (1977) A Fly on the Wheel. Calcutta: Firma KLM
175. Lindell, E. (1973). "The Four Pillars: On the Coals of Foreign Language  
Teaching" in Svartvik, J (ed), Errata: Papers in Error Analysis. Lund: Cleerup.
- 176 Littlewood, William. (1981). Communicative Language Teaching Cambridge

Cambridge Univ Press

- 177 Lott, Bernard (1974). "Some Notes on the History of English in India" In CIEFL Bulletin, no. 10, Hyderabad: Central Institute of English and Foreign Languages. P.4.
- 178 Llyod, J.M (1991). History of the Church in Mizoram. Aizawl: Synod Publication
179. Lyons, John (1970). Chomsky. London: Fontana.
- 180 Mackey. W.F. (1965): Language Teaching Analysis. London: Longman.
181. Macnamara, J. (1975). Comparison Between First and Second language Learning. Ontario Ontario Institute of Education
- 182 Madrid-Rey, Hector Luis (1987): Learning The English Preposition System. A Pedagogical Study of an English/Spanish Contrastive Analysis, DA Dissertation, State University of New York at Stony Brook.
- 183 Marcis, James. (1955). An Analysis of English Loan Words in New York City Greek. PhD dissertation, Columbia University.
184. Marcus, Marie. (1977). Diagnostic Teaching of the Language Arts. New York. Wiley

- 185 Mattar, Hameed Ebrahim (1989) A Crosssectional Error Analysis Study of the Comon Writing Errors Made by Adult Arabic-Speaking EFL Learners in Bahrain, PhD Dissertation University of East Anglia
- 186 McClland, D C , Atkinson, J W , Clark, R A and Lowell, E L (1953) The Achievement Motive. New York: Appleton, Century and Croft.
- 187 Mohammed, Abdel-Moneim Mahmoud (1993) Error-Based Interlinguistic Comparisons as a Learner-Centered Technique of Teaching English Grammar to Arab Students (Grammar Teaching), PhD Dissertation, University of Salford (United Kingdom)
- 188 McClland, D C , Atkinson, J W , Clark, R A and Lowell, E L (1953) The Achievement Motive New York: Appleton, Century and Croft
- 189 McDonough, S H , (1981): Psychology in foreign Language Teaching London: George Allen and Unwin
- 190 Morgan D Y (1967) A Discussion of Remedial Taching , in W R Lee (ed) ELT Sections London Oxford University Press
- 191 Milon, J (1972) A Japanese Child Learns English Paper presented at TESOL

## Convention

- 192 Morrissey, Michael D (1983) 'Toward a Grammar of Learners' Errors' in IRAL, 21/3 pp192-208
- 193 Morrow, Keith "Communicative language Testing Revaluation or Evaluation", in Brumfit and Johnson (eds), The communicative Approach to Language Teaching pp 143-157
- 194 \_\_\_\_\_ (1981) "Principles of Communicative Methodology" in Johnson and Morrow (eds) Communication in the Classroom London Longman
- 195 \_\_\_\_\_ (1983) Examinations in the Communicative Use of English as a Foreign Language", in Jordan, R R (ed) Case Studies in ELT London Collins
- 196 Munby, John (1978) Communicative Syllabus Design Cambridge Cambridge Univ Press
- 197 Murray Ian (1984) Making Sense of Learners Errors a psycholinguistic Re-appraisal in British Journal of Language Teaching, 22/2 pp 105-113
- 198 Murphy, Gardner (1947) Personality A Biosocial Approach to Origins and Structures New York Harper

- 199 Nakagawa, Akira (1995): Contrastive Analysis: English and Japanese Syntactic, Semantic, and Grammatical Differences, MA Dissertation, Eastern Washington University
- 200 Nemser, William J and Juhasz, Francis S (1964) 'A Contrastive Analysis of Hungarian and English Phonology'. American Council of Learned Societies, Research and Studies in Uralic and Altaic languages, Project No., 70.
201. ----- (1971). An Experimental Study of Phonological Interference in the English of Hungarians. Bloomington.
- 202 ----- (1971) Problems and Prospects in Contrastive Linguistics Paper presented at International Conference on Modern Linguistics and language Teaching Hungary
- 203 Newmark, L.E. "How not to Interfere with Language Learning", in Brumfit and Johnson (eds), The Communicative Approach to Language Teaching. pp. 160-166.
204. Obedeidat, Hussein Ali (1987): An Investigation of Syntactic and Semantic Errors in the Written Composition of Arab EFL Learners, PhD dissertation, University of Illinois
- 205 Olsson, M (1973). "The Effect of Different Types of Errors in the Communicative Situation", in Svartvik, J (ed), Errata Papers in Error Analysis

Lund Glerup

- 206 Owen, Thomas (1970). Transformational Grammar and the Teacher of English  
New York: Holt, 1970.
- 207 Palmer, Frank (1971): Grammar. London: Pelican.
208. Palmer, H. E (1917): The Scientific Study and Teaching of Languages. London.  
Harrap
- 209 \_\_\_\_\_ (1921): The Principles of language Study London Harrap
- 210 Palmer, H E and Palmer, Dorothy (1976) English Through Ations London  
London
- 211 Paulston, C B "Structural Pattern Drills A Classification", in Allen and  
Campbell (eds.), Teaching English aas a Second Language, pp 129-138.
212. Pimsleur, P. and Quin, T. (eds). (1971). The Psychology of Second Language  
learning Cambridge.
- 213 Pitman, G A (1967): Teaching Structural English. London: Ginn & Co
- 214 Politzer, R L. and Waiss, L. (1969): Characteristics and Behaviour of the  
Successful Foreign Language Teacher Technical Report California California Centre  
for Research And Development in Teaching
- 215 Prabhu, N S. (1980). "theoretical Background to the Bangalore Project" in

Regional Institute of English Bulletin. 4:1. Pp 17-26.

216. \_\_\_\_\_ (1984): "Procedural Syllabuses", in Read, J. (ed), Trends in Language Syllabus Design. Singapore: Singapore University Press.
217. \_\_\_\_\_ (1987): Second Language Pedagogy. Oxford: Oxford University Press.
218. Quirk, R. (1976): The Use of English. London: Longman.
219. Quirk, R. and Greenbaum, S. (1978): University Grammar of English. London: ELBS.
220. Radwan, Mohammad Ali (1988): A Linguistic Analysis of the Grammatical and Lexical Errors in the Nominal Group Found in the Written English of Syrian University Students. (Volumes I-III), PhD Dissertation, University of Nottingham.
221. Ramos, Olga Diaz-Oliver (1990): Frequency and distribution of Written Errors in Spanish Exams of Beginning College Students, EDD Dissertation, University of Georgia
222. Ravem, R. (1968). 'Language Acquisition in a Second language Environment'. IRAL, 6, 2, 175-85.
223. Rittershofer, John S. (1987): The Nominal Reference System in the Interlanguage

of Japanese Students Writing in English: A Discourse Analysis, EDD Dissertation,  
Columbia University Teachers College

224. Rebecca, L., Oxford and Ehrman (1992). : Second language Research on Individual Differences". Annual Review of Applied Linguistics. 13. pp.118-205.
225. Reid, William (1986). "curriculum Theory and curriculum Change. What Can We Learn from History". Journal of Curriculum Studies. 118:2. Pp. 159-166.
226. Richards, J.C. (1971). 'A Non-Contrastive Approach to Error analysis; in English language Teaching, 25/3: pp204-219.
227. \_\_\_\_\_ (1971). 'Error analysis and Second language Strategies' in Language Sciences, 17; pp12-22.
228. \_\_\_\_\_ (1972). Special Factors, Interlanguage and Language learning in 22/2: pp.159-88.
229. \_\_\_\_\_ (1972). 'Some Social Aspects of Language learning.' TESOL Quarterly, 6.3, 243-254
230. \_\_\_\_\_ (ed.). (1974): Error analysis: Perspectives in Second Language Acquisition. London: Longman.
231. Richards, J.C. and Sampson, G. P. (1974): "The Study of Learners English", in Richards 9ed.), Error Analysis: Perspectives in Second Language Acquisition.

232. Richardson, G. (ed.) (1983): Teaching Modern Languages. London: Groom Helm.
233. Rivers, Wilga. (1964): The Psychologist and the Foreign language Teacher. Chicago: Chicago Univ. Press.
234. Rivers, W. M. (1976): Speaking in Many tongues. Essays in foreign Language Teaching. Expanded Second Edition. Rowley Mass., newbury House.
235. \_\_\_\_\_ (1968): Teaching Foreign Language Skills. Chicago: Chicago Univ. Press.
236. \_\_\_\_\_ (1977): "The Natural and the Normal in Language Teaching", in Schultz, A. R. (ed.), Personalizing Foreign Language Instruction. Skokie, Illinois: National Textbook Company.
237. Robins, R. H. (1964): General Linguistics; An introductory Survey. London: Longman.
238. Robinson, P. (1980): ESP. Oxford: Pergamon Press, 1980.
239. Rosamond, M. (1987). "Materials for Communicative Language Teaching and Learning". Annual Review of Applied Linguistics. 8. Pp.109-125.

240. Rossner, Ricahrd (1987). "Materials for Communicative language Teaching and Learning". Annual Review of Applied Linguistics. 8. Pp. 140-163.
241. Rudolf, C. (1954). The Logical Syntax of Language. London: Kegan Paul.
242. Savaille, T. M. (1976). Teaching English as a Second Language. New York: Prentice Hall, 1976.
243. Savingnon, S. (1972). Communicative Competence : An Experiment in Foreign Language Teaching. Philadelphia, PA: Centre for Curriculum Development.
244. Scott, D.H. (1946) Language Teaching in the New Education. London: London University Press.
245. Scott, F.S. *et al.* (1968): English Grammar: A Linguistic Study of its Class and Structure London Heinmann
246. Selinker, Larry (1969). 'Language Transfer'. General Linguistics, 9, 67-92.
247. \_\_\_\_\_ (1971). 'The Psychologically Relevant Data of Second Language learning'. In Pimsleur and Quinn (eds.). The Psychology of Second Language Learning. Cambridge.
248. \_\_\_\_\_ (1972). 'Interlanguage'. IRAL, X.3, 219-231.

- 249        Sequeira, T N (1967) Modern Indian Education Oxford University Press
- 250        Schmitt, Carol Sue (1994): Children's Errors in Spelling and Reading Decoding. Their Simultaneous Processing (Cognitive Processing), PhD Dissertation, The University of Alabama
- 251        Shaw, W D (1983): "Asian Student Attitudes Towards English", in Smith, L E (ed ), Readings in English as an International Language Hamondsworth Penguin
252.        Sinha, S P. (1978): English in India, Patna: Janaki Prakasan
- 253        Sinclair, J and Coulthard, R.M (1975) Towards and Analysis of Discourse the English Used by Teachers and Pupils. London: Oxford University Press
- 254        Siriphan Salakjit (1989): An Investigation of Syntax, Semantics, and Rhetoric in the English Writing of Fifteen Thai Graduate Students, PhD Dissertation, Texas Woman's University
- 255        Skinner, B F. (1957): Verbal Behaviour. New York Appleton-Century Croft
- 256        Sonaiya, Oluremi Comfort (1988) The Lexicon in Second Language Acquisition

A Lexical Approach to Error analysis, PhD Dissertation, Cornell University

257. Stern, H. H. (1969). 'Foreign Language Learning and the New View of First language Acquisition'. Child Study, 30.4, 25-36.
258. \_\_\_\_\_ (1981): "Comminicative Language Teaching and Learning. Towards a synthesis". The Second Language Classroom Directions for the 1980s. Oxford: Oxford University Press.
259. \_\_\_\_\_ (1983): Fundamental Concepts of Language Teaching Oxford Oxford Univ Press
260. Stockwell, R. P., Bowen, J.D. and Martin, J.W. (1965). The Grammatical Structures of English and Spanish, Chicago.
261. Strevens, P. (1968). 'Two Ways of Looking at Error Analysis'. ERIC: 037 714, 1969. Styles of Learning Among American Indians: An Outline for Research. Washington.
262. \_\_\_\_\_ (1977): New Orientations in the Teaching of English. Oxford: Oxford Univ Press
263. \_\_\_\_\_ (1980): Teaching English as an International Language. Pergamon Pergamon Institute of Education Press.
264. Sridhar, S. N. (1981): "Contrastive Analysis, Error Analysis and Interlanguage:

- Three Phases of One Goal', in Fisiak, J (ed ) Contrastive Linguistics and the Language Teacher Oxford Pergamon Press
- 265 Stevick, Earl W (1982): Teaching and Learning Languages Cambridge  
Cambridge Univ Press
- 266 \_\_\_\_\_ : "Evaluating Adopting Language Materials", in Allen and  
Campbell (eds), Teaching English as a Second Language, pp 101-119
- 267 Svartvik, J (ed ) (1973) Errata Papers in Error Analysis Lund Gleerup
- 268 Sweet, H (1964) The Practical Study of Languages A Guide for Teachers and  
Learners Oxford OUP
- 269 Tatsuki, Donna Lee Hurst (1996). The Relationship of Dictation Errors to  
Learner Proficiency (Error Analysis, Psycholinguistics), PhD Dissertation, Temple  
University
- 270 Thomas, Owen (1970): Transformational Grammar and the Teacher of English  
New York Holt
- 271 Thomson, A J and Martinet, A V (1960) Practical English Grammar Bombay  
Oxford Univ Press
- 272 Trenaman, J (1967): Communication and Comprehension London: Orient and

Green

- 273 Trim, J. L. M. (1973): "Draft Outline of a European Learning by Adults",  
Systems Development in Adult Language Learning. Strasbourg: Council of Europe.
- 274 Upshur, J A (1962) 'Language Proficiency Testing and the Contrastive Analysis  
Dilemma' Language Learning, 12, 123-7.
- 275 \_\_\_\_\_ (1973). "A Programme for Language Testing Research", in Brown,  
D.H. (ed.), Second Language Acquisition. Michigan: Ann Arbor Research Club.
- 276 Ure, Jean (1968). 'The Mother-Tongue and the Other Tongue.' Ghana Teachers'  
Journal, 60, 38-55.
- 277 Valdman, A. (1975). "Error Analysis and Grading in the Preparation of Teaching  
Materials". The Modern language Journal, 39, pp. 421-425.
278. \_\_\_\_\_ (1975): "Learner System and Error Analysis", in Jarvis, A G  
(ed ), Perspective A new Freedom Skokie, Illinois National Textbook Company  
Pp219-258
- 279 Vallins, C H. (1954). Spelling. London: Andre Deutch.
- 280 Verghese, C P (1989) Teaching English as a Second Language. New Delhi

Sterling

- 281 Verma, S K (1975) Linguistics Introduction to English Language Teaching  
Vol, I Hyderabad CIEFL
- 282 Verma, S K (1990) "The Three Language formula its Socio-Political &  
Pedagogical Implications" in Journal of English and foreign Languages, Vol No 5, June  
1990 (1-10)
- 283 Vermon, M D (1969) Human Motivation Cambridge Cambridge Univ Press
- 284 Watkin, K L. (1970). 'Fossilization and its Implications Regarding the  
Interlanguage Hypothesis' Unpublished paper, University of Washington
- 285 Wardaugh, R (1970) 'The Contrastive Analysis hypothesis', TESOL Quarterly,  
4 2, 123-30
- 286 Walker, John. L. (1973): Opinions of University Students About Language  
Teaching" Foreign Language Annals, pp. 102-105.
- 287 Weiner, B (1972): Attribution Theory, Achievement Motivation and the  
Educational Process " Review of Educational Research, 42/2 pp203-215
- 288 Weinreich, Uriel (1953) Languages in Contact New York

289. West, M. (1956): Learning to Read a Foreign Language. London: George Allen and Unwin.
290. Weinreich, U. (1953): Languages in Contact. The Hague: Mouton.
291. Widdowson, H. G. (1975): "EST in theory and Practice", in English for Academic Study. London: British Council English Information Centre.
292. \_\_\_\_\_ (1978): Teaching Language as Communication. London: Oxford Univ. Press.
293. \_\_\_\_\_ "The Teaching of English as Communication", in Brumfit and Johnson (eds.). The Communicative Approach to Language Teaching, pp.117-121.
294. \_\_\_\_\_ (1984): Explorations in Applied Linguistics – 2. Oxford: Oxford Univ. Press.
295. Wilkins D.A. (1968). "Review of Trends in Language Teaching". IRAL, 6, 99-107.
296. \_\_\_\_\_. (1972): Linguistics in Language Teaching. London: Edward Arnold.
297. \_\_\_\_\_. (1974): Second Language Learning and Teaching. London:

Edward Arnold.

298. \_\_\_\_\_ (1976): Notional Syllabus. Oxford: Oxford Univ. Press.
299. \_\_\_\_\_. "Grammatical, Situational and Notional Syllabuses", in Brumfit and Johnson (eds.), The Communicative Approach to Language Teaching. Pp. 82-90.
300. \_\_\_\_\_ (1990): "Second Languages: How They are Learned and Taught" in Collinge, N.E. (ed.), An Encyclopaedia of Language. London: Routledge, pp. 518-550.
301. Wingfield, R. J. (1975): "Five Ways of Dealing with Errors Composition". English Language Teaching Journal. 29, pp.311-313.
302. Wingard, P. (1983): "Training lectures in an Overseas University", in Jordan, R. R. (ed.), ELT Case Studies.
303. Witbeck, M. C. (1976): "Peer Correction Procedure for Intermediate and Advanced ESL composition Lessons". TESOL Quarterly, 10, pp. 321-326.
304. Wolfe, D.L. (1967). 'Some Theoretical Aspects of Language Learning and Language Teaching'. Language Learning, XVII,3 and 4, 173-88.
305. Worhty, Mary Jo (1989): A Multivariate Comparison of Error Features Between Normal and Disabled Spellers Across Four Achievement Levels, PhD Dissertation,

University of Virginia

- 306 Wren, P. C. (1913): The Direct Teaching of English in Indian Schools. Bombay: Longman, 1913.
307. Wyatt, H. G. (1964): The Teaching of English in India. London: OUP.
308. Yalden, J. (1983): The Communicative Syllabus: Evolution, Design and Implementation. Oxford: Pergamon Institute of English.
309. Yang, Wen-Feng (1995): Error Analysis in ESL Writing, MA Dissertation, California University
310. Young, P.T. (1961): Motivation and Education: a Survey of the Determinants of Human and Animal Activity. New York: Wiley, 1961.
311. Zydatises, W. (1974): "A 'Kiss of Life' for the Notion of Error", IRAL, 12, 1974, pp.231-237.

1. Agnihotri, R.K., Khanna, A.L. and Mukherji, A., (1983): Variations in the Use of Tenses in English: A Socio-Linguistic Perspective. New Delhi: ICSSR Project No. 1-120, 178 CRP.
2. Report of the Nagpur Seminar. New Delhi: All India Council of Secondary Education, 1958.
3. Report of Education Commission: Education and National Development. New Delhi: NCERT, 1966.

**APPENDIX I**  
*Questionnaire for Students*

APPENDIX IQUESTIONNAIRE FOR THE STUDENTSPERSONAL DATA

1. Name :
  2. Class :
  3. Sex 

M	F
---	---
  4. Age :
  5. a) College :  
b) Urban/Rural:
  6. a) School you have passed from :  
b) Urban/Rural:
  7. Studied English since:
  8. Studied in English medium/non-English Medium since:
  9. What is your mother tongue?
- 

INSTRUCTIONS

Please read the questions carefully and answer them by putting a tick (✓) mark against the answer, which suits you most.

QUESTIONNAIRE

1. I find studying English
  - a) Very interesting
  - b) Not interesting than other subjects
  - c) Less interesting than other subjects,
  - d) Not interesting at all
  - e) Can't say
2. I believe that English should be
  - a) Taught to all High School & College students

- b) Taught to those students who wish to study it
  - c) Omitted from the school curriculum
  - d) Omitted from the school and college curriculum
  - e) Not sure
3. I suggest that college authorities should
- a) Increase the time period of teaching English for all students
  - b) Increase the time period of teaching English as required by each student
  - c) Keep the time period of teaching English as it is
  - d) Decrease the time period of teaching for all students
  - e) Not sure
4. Why do you study English?
- a) Because it is there in the course
  - b) Because my parents want me to
  - c) Because I like English and want to learn it
  - d) Because it is important for education
  - e) Not sure
5. Do you read books written in English other than text-books?
- a) Always
  - b) Regularly
  - c) Sometimes
  - d) Very Rarely
  - e) Never
6. Do you read newspapers/magazines in English?
- a) Always
  - b) Regularly
  - c) Sometimes
  - d) Very rarely
  - e) Never
7. Do you get chances/opportunities to read story books/magazines/newspapers in English?
- a) Always
  - b) Regularly
  - c) Sometimes
  - d) Very Rarely
  - e) Never

8. Do you watch English movies?  
a) Always    b) Regularly    c) Sometimes    d) Very Rarely  
e) Never
9. Do you understand English movies?  
a) To a great extent    b) to some extent    c) Very little    d) Not at all  
e) Not sure
10. Do you understand English spoken by the teachers of English at your college?  
a) To a great extent    b) To some extent    c) Very little    d) Not at all  
e) Not sure
11. Do you understand the English spoken by your friends?  
a) To a great extent    b) To some extent    c) Very little    d) Not at all  
e) Not sure
12. Do you like the way English is taught in your college?  
a) Very much    b) To some extent    c) Very little    d) Not at all    e) Not sure
13. Did you like the way English was taught in your school?  
a) Very much    b) To some extent    c) Very little    d) Not at all    e) Not sure
14. Do you like the prescribed English text-books?  
a) All of them    b) Some of them    c) Very few of them    d) None of the  
e) Not sure

15. Do you like the prescribed portions in language (grammar, composition etc)?
- a) All of them   b) Some of them   c) Very few of them   d) None of them  
e) Not sure
16. Do you think you can learn English better at home than in the classroom?
- a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
17. Do you think that there are far too many students in the English class?
- a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
18. What is your opinion about the English teachers at your college?
- a) All of them know English very well.  
b) Some of them know English well and some of them do not.  
c) All of them know English tolerably well.  
d) None of them know English well.  
e) Not sure.
19. Do you think you can learn English better if you have opportunities to speak in English?
- a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure

20. Would you still be studying English if it were not compulsory?  
a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
21. Are the prescribed English text-books available?  
a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
22. Do you think that the examination system is a hindrance/obstacle for the learning of English?  
a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
23. Do you speak in English with the members of your family?  
a) Always   b) Mostly   c) Sometimes   d) Never   e) Not sure
24. Do you speak in English with your friends?  
a) Always   b) Mostly   c) Sometimes   d) Never   e) Not sure

25. The following are the various skills that an English course can emphasize. Rate the extent to which you are interested in each of them by circling (o) one of the five options given below:

5:Great interest,	4:Some interest,	3:Very little interest,	
2:No interest,	1:Not sure		
a) Engaging in everyday conversation in English			5 4 3 2 1
b) Listening to/Watching English news broadcast/telecast			5 4 3 2 1
c) Watching English films			5 4 3 2 1
d) Reading English literature			5 4 3 2 1
e) Reading English magazines/newspapers			5 4 3 2 1
f) Writing letters in English for various purposes			5 4 3 2 1
g) Writing stories, articles etc in English			5 4 3 2 1
h) Any other			5 4 3 2 1

**APPENDIX II**  
***Questionnaire for Teachers***

APPENDIX IIQUESTIONNAIRE FOR TEACHERSPERSONAL DATA

1. Name:
2. Name of the institution where you work:
3. Qualification:
4. Do you have B.Ed/B.T./ELT training?
5. Did you offer English as one of the methods at B.Ed/B.T.?
6. Which courses do you teach? [please tick (√)]
  - a) Prose    b) Poetry    c) Drama    d) Novel    e) Grammar
  - f) Composition
7. Do you have any special training for teaching English apart from B.Ed/B.T.?
8. If the answer to Q. 8.is YES please tick (√) the course (s) which you took.
  - a) Certificate courses,    b) Diploma    c) Degree    d) Any other

QUESTIONNAIREINSTRUCTIONS:

The following questions are to find out more about the teaching-learning of English in schools and colleges. Please read the questions carefully and answer them by putting a tick (√) or encircling a number you feel is your answer. Please feel free to answer the questions. Responses will be kept secret.

1. What according to you are the objectives of teaching English? Why do you think your students need to learn English?

(Please use a separate sheet if the space below is not sufficient)

2. Do you think that teaching of grammar is necessary?
- a) Of course   b) Probably   c) Probably not   d) Not at all   e) Not sure
3. Do you like teaching English?
- a) Very much   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
4. If you have the chance, would you like to change the present syllabus?
- a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
5. Do you think you can achieve the objectives of teaching English through the prescribed text-books?
- a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
6. Do you think you need to be trained/trained further for teaching English?
- a) Definitely   b) Probably   c) Probably not   d) Definitely not  
e) Not sure
7. How proficient are your students in English?
- a) Very good   b) Good   c) Bad   d) Very bad   e) Not sure
8. How do you rate your own English?
- a) Very good   b) Good   c) Bad   d) Very bad   e) Not sure

9. Do you use English while speaking to your students?

- a) Always    b) Pretty regularly    c) Sometimes    d) Very rarely  
e) Never

10. Do you read English books/newspapers/journals apart from the text-books?

- a) Always    b) Pretty regularly    c) Sometimes    d) Very rarely  
e) Never

11. Do you think your colleagues in the English Department read books written in English

- a) Extensively    b) Less extensively    c) Very little    d) Hardly at all  
e) Not sure

12. Do you have English teachers' meetings in order to discuss the problems of the students?

- a) Always    b) Pretty regularly    c) Sometimes    d) Very rarely    e) Never

13. I believe that English should be

- a) Taught to all High school and college students  
b) Taught only to those students who wish to study it  
c) Omitted from the school and college curriculum  
d) Omitted from the college curriculum  
e) Can't say

14. I suggest that college authorities should

- a) Increase the time period of teaching of English for all students

- b) Increase the time period of teaching of English as required by each student
- c) Keep the time period of teaching of English as it is
- d) Decrease the time period of teaching of English for all students
- e) Not sure

15. Do you watch English movies?

- a) Always
- b) Regularly
- c) Sometimes
- d) Very rarely
- e) Never

16. Do you understand English movies?

- a) To a great extent
- b) To some extent
- c) Very little
- d) Not at all
- e) Not sure

17. What are the teaching techniques used by you?

- a) Lecturing
- b) Translation
- c) Teaching grammar
- d) Explanations from the text
- e) Written work
- f) any other (Please specify)

18. Do you like the prescribed English text-books?

- a) All of them
- b) some of them
- c) Very few of them
- d) None of them
- e) Not sure

19. Do you think there are far too many students in the English class?

- a) Definitely
- b) Probably
- c) Probably not
- d) Definitely not
- e) Not sure

20. Do you think that your students would still be studying English even if it were not compulsory?

- a) Definitely
- b) Probably
- c) Probably not
- d) Definitely not
- e) Not sure

21. Do you think that your students speak in English with their friends?

- a) Always
- b) Mostly
- c) Sometimes
- d) Never
- e) Not sure

22. Do you think that your students speak in English with their parents/relatives?

- a) Always
- b) Mostly
- c) Sometimes
- d) Never
- e) Not sure

-0-

NEHU LIBRARY 103783  
Acc No.....  
Acc By... ..  
Date.....6-9-07  
Class by.....  
Sub.Heading by.....  
Enter by .....