

4. C O N C L U S I O N

4.1 Written Test

The analysis of the vocabulary test shows that the highest number of students find the Item No.8 the easiest one as it is answered correctly by 73% students, and the item No.9 has proved to be the most difficult one as it is answered correctly by 18% students. Similarly, item Nos. 2, 7, 10, 11, 13, 18, 19, were answered correctly by 57%, 52%, 59%, 55%, 55%, 55%, 55% respectively. These items were rather easy for them. Item Nos. 3, 4, 12, 14, 16, 17, 20 were answered correctly by 23%, 29%, 24%, 22%, 21%, 30%, 31% respectively. These were quite difficult for the students. The Item Nos. 1, 5, 6, 15, were answered correctly by 42%, 40%, 43%, 45% respectively. These figures show that they were neither difficult nor easy for the students. In the vocabulary test analysis 40% students belong to the ~~upper~~ <sup>upper</sup> group, 20% to the middle group and 40% to the lower group

The majority of the students belong to the middle and lower group.

The analysis of the structure items shows that the highest number of students find the item no.23 the easiest one as it is answered correctly by 74% students, and item no.27 the most difficult one as it is answered correctly by only 18% students. Item Nos. 32, 34, 36, 38, were answered correctly by 70%, 61%, 70%, 66% respectively. These were rather easy for the students. Item Nos.21, 22, 24, 26, 28, 33, 39, were answered correctly by 58%, 52%, 48%, 45%, 50%, 53% respectively. These were neither difficult nor easy for the students. Item Nos.25, 29, 30, 31, 35, 37 and 40 were answered correctly by 42%, 34%, 29%, 37%, 23%, 36%, 31% respectively. These were difficult for the students. In the structure test analysis it is observed that 25% students belong to the other g upper group, 35% to the middle group and 40% to the lower group. The majority of the students i.e.75% belong to the middle and lower groups. From these figures we may conclude

that the students encounter problems in the use of certain structures as pointed out in the analysis.

The analysis of the reading comprehension test shows that the highest number of students find the item No.43 the easiest one as it is answered correctly by 95% students and the item no.48 is the most difficult one as it is answered correctly by 19% students. Item Nos.41, 42, 44, 46, were answered correctly by 72%, 64%, 60%, 67% students respectively. These were rather easy for them. Item No. 45 is answered correctly by 52% students. It is neither difficult nor easy for the students. Item Nos. 47, 49, 50 were answered correctly by 37%, 36%, 35% respectively. These were difficult for the students. In the reading comprehension test 40% students belong to the upper group, 20% to the middle group and 40% to the lower group. In general the students found the test neither easy nor difficult. However, considering the level of learning, the students were ~~unexpected~~ expected to do much better. ~~It~~

The analysis of the cloze test shows that the highest number of students find the item no.20 the easiest one as it is answered correctly by 73% students, and the item no.15 the most difficult one as it is answered correctly by only 2% students. The item no.12 is answered correctly by 57% students it is easy for the students. Item Nos. 1, 5, 9, 13, 19, were answered correctly by 42%, 48%, 36%, 44%, 39% respectively. These were neither difficult nor easy for the students. Item Nos.2, 3, 4, 6, 7, 8, 10, 11, 14, 16, 17, 18 were answered correctly by 10%, 28%, 5%, 28%, 14%, 31%, 11%, 18%, 27%, 5%, 22%, 32% respectively. These were difficult one's for the students. In the cloze test 10% students belong to the upper group, 25% students to the middle group and 65% students to the lower group. The cloze test proved to be quite difficult for the students as it is rather new to them.

#### 4.2

#### Spoken test

The analysis of the sound discrimination test show that the majority of the students failed in

making distinction between /i:/ and /I/, /u:/ and /u/, /ɔ:/ and /ɒ/, /e/ and /ei/, / / and / / . The majority of the students also failed in using /w/ sound, instead they have used /v/ sound in 'wheat'. At the same time, they failed in using /t/ as in 'leaked' and /z/ in 'drags'.

The word stress test shows that one syllable word is easy for the students to put the stress. When there are disyllabic or trisyllabic words it is found that they have put stress marks on the wrong syllables. The four syllabic word 'ability' is wrongly pronounced by all the students. They have put the stress on the first syllable. The disyllabic word 'admit' is wrongly uttered. The first syllable is stress by the majority of the students. Just two students have read it with correct stress. It will be seen from the above analysis that the students are totally unaware of the use and function of stress in spoken English.

The analysis of the test in weak forms shows that the students have succeeded in using the correct weak forms of the contracted forms. The majority of the students failed in using the weak forms. It is observed that reading of the students is very slow, resulting in the failure to make use of the weak forms.

The analysis of the intonation test shows that the students have used falling tone correctly but they have failed to use the rising tone where it was necessary. The majority of the students have a tendency to use the falling tone. We may say that most of them are unaware of the use of these suprasegmental features of English. They are unaware of the tones in general.

#### 4.3 Suggestions for Improvement.

The following suggestions are offered for improving spoken English of the students in order to make it intelligible.

- 1) A lot of practice in word stress be given weak forms, intonation be given with the help of the teacher, audio aids.

- 2) Practice in the production of the following problem sounds be given.

/G /, /g /, /V / and /W /

/^ / /o:/, /e/ /eɪ/ syllabic /r / /l /

/ɜ / /ɔ:/

- 3) Practice in producing the right quality/quantity of monothong and diphthong be given.
- 4) In order to produce correct sounds, a lot of exposure to good spoken English is necessary. Therefore the students be advised to listen to the news on Radio and watch the T.V. news regularly besides listening to the recorded material in the class room.
- 5) Adequate practice in observing the features of connected speech be given.
- 6) The voiceless plosives / p /, / t /, / k / should be aspirated at the beginning of accented syllables.
- 7) The correct division of / s /, and / z / in inflectional suffixes should be maintained.

- 8) The students be advised to make use of English pronunciation dictionary regularly in order to improve their pronunciation.
- 9) For improving their vocabulary and grammar, it is suggested that the exercises given at the end of the each passage in the text book be discussed and the students be asked to attempt all of them one by one over the year.

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