Dissertation Paper on
Teachers' attitudes towards student mistakes in their spoken English

Prepared for*:*

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Masnadul Ferdus

Declaration

I certify that this thesis is based on my original work except the quotations and citations. I also declare that it has not been submitted to any other place.

Masnadul Ferdus
Date :

List of Content

Declaration

CHAPTER ONE

INTRODUCTION

There is no way students can become fluent faster unless they are exposed to the language they are to learn. This paper aims to provide useful information that students and teachers will be looking for to improve the spoken English. Teachers with a range of techniques can encourage students to speak English in the classroom.

1.1 PROBLEM STATEMENT

English learning has been heavily teacher-centered for ages, wherever the teacher gives out information and students take it at face value and learn it. There is a shift moving towards a more student-centered approach, but change is slow. Uncomfortable learning environment initiates students to make mistakes. Maintaining a fast paced lesson without student involvements does not yield positive learning outcome. Also, correcting students in class on every mistake, by doing this is to risk reducing that student's confidence in their ability to speak English. Without giving positive reinforcement and verbal encouragement, both to the class and an individual will not keep healthy atmosphere among teachers and students.

1.2 PURPOSE of STATEMENT

The present study examines the grammatical errors in spoken English of university students who seem to be fairly proficient in English. The specific objectives of the study are to determine the types of grammatical errors and the changes in grammatical accuracy during the duration of the Spoken English course focusing on oral communication. This paper maintains the use of the term "error" as we did not set out to differentiate whether the errors are systematic or merely mistakes.

This article aims at gaining more insights into the nature of error making and finding out what types of errors are often made by the students, what types of attention they are given by the teacher and how the teacher corrects their mistakes.

This paper will offer some suggestions on correcting students' errors. It will help me to pass the message to some teachers and students around me. This research paper can be of some importance for the

teachers to change their teaching approaches on student mistakes and they can thus perform well as a teacher. Similarly, for students it could be good hand out.

Main objective of this study is to find out the right way of teaching approach considering all the mistakes students commit to give them a boost to better out the errors and shyness.

1.3 CENTRAL RESEARCH QUESTION

The central research questions are as follows:

i. What kinds of speech errors are often made by students at tertiary level?

ii. What kinds of errors often receive attention from the teachers?

iii. How teachers treat their students' speech errors?

1.4 DELIMITATIONS and LIMITATIONS

Teachers who are taking courses in undergrad have been selected to get their responses in this study. They fit themselves with the pattern of the research work for answering questionnaire. They have their own perceptions on the mistakes they are facing through teaching process and even they can analyze teachers' attitudes.

The study is limited to four sample questionnaires as the researcher was not able to proceed for more questionnaires for the physical reasons. The pilot study has been done on these four questionnaires.

Mistakes in spoken English are difficult to find out as the purpose of communication is only to carry out the message orally. Sometimes through intonation and body language the message can be carried out but the form is not very frequent. In this case, researcher tried to show general view of the mistakes in the fluency and thus the study was limited only to find out general mistakes.

1.5 Operational Definitions

Attitudes refer to physical and mental state of response towards a behavioral situation. Attitudes have been defined as ideas with emotional content, important beliefs, prejudices, biases, predispositions appreciate and state of readiness or set. Attitude is defined as a' mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all subjects with which it is related.

An error, according to Hendrickson (1980), is defined as "an utterance, form, or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse" (p.169). In this light, an error could be a deviation from a phonological or grammatical rule, an incorrect form or expression in a particular situation.

The term correction, on the other hand, is used to indicate that the teacher, "in response to what is perceived to be an error ... supplied an appropriate item" (Chun et al,. 1982: 538). In supplying an appropriate item, the teacher has to do more than just give modelling/remodelling. He/she indeed needs to make it explicit to the student how the right form of language should be produced.

The word "Mistake" is used as a synonym of error.

Far too many ESL students, especially in countries that worship standardized exams, have created psychological barriers to experimenting in English. These students often want to avoid making any mistakes, and prefer to remain silent in conversation class to expanding their verbal skills. The ESL teacher, therefore, has to directly confront this trend or learned behavior. You can't learn to speak a language without making a mistake. So it seems better to encourage students, in both conversation and writing classes, to make good mistakes. Let them take chances and try something new. Stretch your learning muscles and make good mistakes. A good mistake is also a mistake that we acknowledge and

learn from and avoid repeating. A good mistake is not a good mistake if you've made it ten times before in a class or on previous papers. Students usually understand, relax a bit, and proceed to experiment a bit more in our crazy, confusing, and misspelled English language., according to Nga, 2000

CHAPTER TWO

Literature Review

2.1 INTRODUCTION

Teacher's attitude towards students is very important. This paper will focus more on student's affective factors rather than their grades and scores only. It will help students to solve their individual problems which they cannot solve by themselves.

Kamal (2007: 18) describes the aims and methodology of traditional error analysis and points to new interpretation of error steaming from inter language studies. Learner's divergence from target language norms should not be regarded as undesirable errors or mistakes rather these are very common and important for their leaning process.

Siddique (2007: 19) noted errors function as important links for teachers and students. She says that currently language learning process is considered as a creative construction process. Errors are a vital source of information in the language teaching process since they provide information about the language learning by indicating the learner's innate strategies of learning, she added.

2.2 Different Attitudes towards Errors

Wang (1997) says researchers and teachers dispute over how to treat errors repeatedly and continuously for quite a long period. The traditional viewpoint is that we, teachers, should deal with any error that appears. It is uncomfortable simply observing student error without taking any action. So most teachers hold the view that they will correct students' errors whenever they discover. According to the behaviorism theory, many teachers regard errors a kind of "negative stimulus"; errors must be corrected at any cost. Otherwise, students would form a wrong habit, which will be hardly removed in the future. But from the 80s last century, second language acquisition theory supports different views over language forms and error corrections. Based on second language acquisition theories, "language study" is conscious, the study goal is to understand the external form of the language, that is, to know about the language rules but not the language itself. Learners should be allowed enough time to think and apply such rules to actual speeches, but in the majority of communicative situations, they don't have time to consider and use these rules. If their statements are interrupted during the speech,

especially treated as errors to correct, they will be scatterbrained to some degree, anxious, even passive. Therefore, it is inimical to second language acquisition. Moreover, many researchers argue that errors could be tolerable, especially those in favor of communicative teaching methods, advocating that there is no need to correct errors. They say it is natural for learners to produce errors.

2.3 Types of Errors and its Corresponding Corrections

Second language acquisition is a process which advances gradually. During this period, learners can make various errors. Based on the different standard, there may be many kinds of divisions, for example, according to the language intelligibility; errors could be divided into two types, global errors and local errors. The former can be defined as those that affect comprehension, while the latter usually doesn't break down communication. For the global errors, most teachers share similar opinions that such errors must be corrected, through a variety of ways, such as, prompt, guiding, negotiation and so on; for the latter, there exists two views: one school holds that local errors will not hinder the statements from being understood, therefore, it is unnecessary to spend time on it; while the other argues this type of errors also violate the language rules, if it is not corrected in time, as time passes, it will deposit in the deep memory, which is hard to eliminate, so error-fossils appear. And we can also categorize errors by the reason for their production. Firstly, pre-systematic errors, when learners have no idea about a certain grammar rule, he commits such errors; secondly, learners misuse some grammar rules. As a result, the errors produced are called systematic errors; thirdly, post-systematic errors, learners do know about some grammar rules, but they cannot use them correctly and suitably. Due to the high subjectivity and some disagreements over the error correction process in question; this category is seldom put into use in teaching activities. At present, widely-used division is based on psycholinguistics theory. According to linguistic type, errors could be attributed to four sources:

(1) Inter-lingual interference

There always exist some similarities between the mother tongue and the target language. For the similar part, the learner may transfer concepts from the mother tongue into the target language. But there also exists some diversity between them, so when the learners feel he could express in the equivalent way, he falls into pitfalls.

For example: Our class has twenty boys and ten girls.

Such sentences appear frequently owing to the influence of Chinese word order, which in English should be: There are twenty boys and ten girls in our class.

(2) Intra-lingual interference

Intra-lingual interference comes from the target language itself. When a learner has already known some grammar rules about that language, some knowledge learned earlier will have certain effects on his further study.

For example: He buyed a picture.

Here, the speaker has already understood the past tense and verbal inflection in English, but he follows the general way to add "ed" to the verb "buy". It is an example of misusing suffixes.

(3) Non-linguistic interference

Psychological factors and the objective environment can also lend itself to make errors.

For example: Mary told his mother a lie. It is possible that the storyteller was so shy, anxious, nervous, etc. that she commits such an error.

(4) Cultural interference

The cultural background of one's mother tongue will exert a certain effect on his second language acquisition. (WANG Dan-yu Aug. 2007, Volume 5, No.8 (Serial No.47).

2.4 The scenario in Bangladesh

(TE, 2008) students can differ greatly in their attitude to producing spoken English. Some are only interested in developing their fluency at the expense of accuracy while others are so focused on accuracy that they have no fluency. While these are clearly extremes, it is not unusual to find students like this in a typical class. In Error Correction usually we look at the following

A basic approach to improving fluency and accuracy

Dictogloss - A way of raising students' awareness of their inter-language

Criteria for dealing with spoken errors

Practical techniques for correcting spoken English

A basic approach to improving fluency and accuracy in contrast to writing, students have very little processing time when it comes to speaking, so it is hardly surprising that the following may occur.

Students don't experiment with new language presented by the teacher.

At lower levels students' output is mostly lexical.

The more accuracy-focused students test the patience of the listener in the time they take

to say something.

The speech of some very fluent students is littered with errors and therefore may have

a negative effect on the listener.

Just as with writing we can help students to improve their accuracy and fluency. Teachers can help students improve their fluency by giving guided preparation time for a task. Students receive specific guidance in choosing appropriate language as well as rehearsal time. Task-based learning research shows that this leads to a greater range of language being used. When it comes to accuracy, research on second language acquisition says that the first stage of improving accuracy is awareness-raising. Namely, raising students' awareness of gaps in their inter-language. You can do this by using a recording of teachers / higher level students performing the same task that your students have done. Use awareness-raising exercises to focus on specific linguistic areas in the recording. (TE 2008)

The objectives of CLT -

According to Piepho, (Andalib,2005: 17) communicative approach has the following levels of objectives :

An integrative and content level (language as a means of aspersion).

A linguistic and instrumental level (language as a semiotic system and an object of learning).

An affective level of inter personal relationships and conducts (language as a means of expressing values and judgments about oneself and others).

A level of individual learning needs (remedial learning based on error analysis).

A general educational level of extra linguistic goal (language within the school curriculum)

Teacher's roles :

According to Andalib, (2005: 20), There are some roles assumed for teachers in CLT. The importance of particular roles being determined by the view of CLT adopted. Roles are-

The first role is to facilitate the communication process between all participants in the classroom. The second role is to act as an indented participant within the learning teaching group.

 The third role for the teacher is that of researcher and learner with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (ibid).

He again identified three roles of a teacher found by Lersen and Freeman (2004), such as

Facilitator

Classroom manager

Co-communicator

Writer emphasizes on other roles assumed for teacher like –

Needs analyst

Counter

Group process manager (ibid)

2.5 Attitude, Motivation and Learning

CLT or any other method always needs attitude and motivation. Gradually, a county which is least, developed like ours, will always take a long time in order to improve the condition of CLT. In our country teachers' attitude are not so much proportioned with the ideals of CLT. It is expected that more training for the teacher along with necessary materials, books and equipment may yield positive effect.

He said "despite these obstacles of implementing CLT in EFL contexts, there remains a strong rational for using CLT approach, especially when students lack daily exposure to the language outside the classroom. It is largely based on activities that move in the direction of meaningful exchange between learners."

2.6 Attitude and appreciation

Appreciation is a special type of attitude sets a part because it is in the realm of aesthetic experience. Like other attitudes, it is goal oriented and a functional part of one's self concept. In essence, appreciation is the understanding and love of beauty in any of its various forms. The mode by which beauty is experienced is perception that is determined by a variety of biological psychological and cultural influences that vary in number, strength and quality among individuals. Whatever the viewpoint, it is certain that some qualities are inherent in reality and other who feel that it exists only in the previewer. Jannat, (2007:28) outlines;

Order

Balance

Sequence

Transition

Contrast

Unity

2.7 The changing paradigm: a shift from strictness on errors to tolerance of errors

During the first half of the twentieth century, foreign language teaching was influenced by the Audio-Lingual Method (ALM). According to these schools, correct input is introduced to students and errors are not tolerated for an expected outcome.

During the late 1970's and early 1980's, with the emergence of transformational-generative linguistics and cognitive psychology, attention was shifted towards tolerance of errors.(Jannat 2007:29)

The 1980's also witnessed the introduction of the communicative approach to language teaching. For the sake of communication, foreign language teaching methodology regards tolerance of errors as one of its underpinnings. (Tran Thi Nga study – 2000 p. 4)

He also shows the following key areas:

- The nature of error making

- The role of error correction

- The "which errors to correct" question

- The "how to correct errors" question

When it comes to error correction we are dealing with one individual's reaction to a student's piece of writing or utterance. This inevitably means that there will be some disagreement among teachers about what, when, and how to correct. Therefore, the aim of this article is not to be prescriptive, but to highlight some key areas. It is in two parts. In the first part we look at ...

Attitudes to error correction

Categorizing errors

A model for correcting writing

The role of planning

Practical techniques / ideas for correcting writing

2.8 Attitudes to error correction

Attitudes to error correction vary not only among teachers but also among students. A teacher may be influenced by:

The fact that English is their second language and great emphasis was placed on correctness at their teacher training college.

The fact that as native speakers they have never had to worry about their English.

A particular methodology / approach: In the 1960s a teacher using Audiolingualism would have adopted a behaviourist approach to error. More recently a teacher following the Natural Approach (influenced by second language acquisition theory) would have adopted a wholly different approach. Other methodologies / approaches, such as Suggestopaedia and Total Physical Response, highlight the psychological effects of error correction on students.

As for students, we not only have to consider their age but also their approach to learning. Some students are risk-takers, while others will only say something if they are sure it is correct. While being a risk-taker is generally positive as it leads to greater fluency, some students only seem to be concerned with fluency at the expense of accuracy. The same can be true when it comes to writing. Some students take an eternity to produce a piece of writing as they are constantly rubbing out what they have written while at the opposite extreme the writing is done as fast as possible without any planning or editing

Categorizing errors : We can categorize an error by the reason for its production or by its linguistic type.

What's the reason for the error?

It is the result of a random guess (pre-systematic).

It was produced while testing out hypotheses (systematic).

It is a slip of the tongue, a lapse, a mistake (caused by carelessness, fatigue etc.) (post-systematic).

To be sure about the type of error produced by a student we need to know where the student's inter language is (the language used by a student in the process of learning a second language).

What type is it?

We can classify errors simply as productive (spoken or written) or receptive (faulty understanding). Alternatively we can use the following:

A lexical error - vocabulary

A phonological error - pronunciation

A syntactic error- grammar

An interpretive error - misunderstanding of a speaker's intention or meaning

A pragmatic error - failure to apply the rules of conversation. The role of the planning giving students time to plan not only results in a wider range of language being used, it also helps students to avoid some of the following:

Inappropriate layout

No paragraphs

Lack of cohesion

Inappropriate style

Whichever style of plan (linear notes or a mind map) these questions will help students to plan their writing:

What am I going to write? (for example, informal letter etc.)

What layout do I need?

What information am I going to include?

How many paragraphs do I need?

What grammar / vocabulary am I going to use?

What linking words (because, and etc.) am I going to use?

CHAPTER THREE

Methodology

This chapter provides an account of the methodology of the study and discusses issues pertaining to the nature of the study design, sampling and setting, data gathering instruments, method of data collection and data analysis procedure

3.1 Design of the Study

This study is descriptive and qualitative in nature. Its purpose is to find out the common errors in spoken English done by the students. The study used a questionnaire as a means of collecting information. This questionnaire is dealing with the grammatical items in the sentence level and also on paragraph level. It is an open ended and descriptive questionnaire for the errors occurs in spoken English.

The methodology or error analysis, is so far as traditional error analysis is concerned also related to the steps of EA offered by Corder (1996), consists of the following steps:

Collection of data (from an open ended questionnaire that has been designed with 10 different questions)

Identification of errors (e.g. mixture of active and passive forms, use of tenses, articles etc)

The research tool is oral discussion with faculties. The researcher has taken fifteen interviews and continued discussion. She has also collected sample questions and answers from the teachers those who are taking spoken English courses in undergraduate level at EWU. The respondents are fifteen in number. After collecting sample questions, they are taken for observation to find out errors in spoken English.

3.2 The Setting

The setting has been selected both in formal and an informal manner. Teachers data are collected from three departments. The sample questions are focused on the spoken ability of undergrad students.

3.3 Sampling

Researcher has collected fifteen samples. The respondents are the faculties of English department who are teaching spoken English courses in other departments. The objective of the survey is to find out-

i) Learners' motivational level

ii) Anxiety level

iii) Their involvement in an English language learning class

iv) Their confidence level.

v) Their perception about the English language classes and language teacher

vi) Their perception about the curriculum

The learners of undergrad level have been intentionally selected for the

study as they have reached to a certain level of psychological maturity as compared to the school

going students and also that their learning objective at this stage is directly related to their future

career. It has been observed that they are the highly motivated group of learners as their career

needs are specified and their objective of learning is clear to them.

3.4 Research Instrument

The study is conducted through questionnaire and discussion with faculties. These questionnaires are distributed among teachers to find out the real picture. Question no. 1 and 2 support central question no. 1, question no. 3 to 6 addressed central and question no. 2 and the last question are like an open ended question which supports central question no. 3. For details please see the appendix.

CHAPTER FOUR

Results and discussions

4.1 Findings

All the questionnaires are observed carefully and the findings are arranged below which has described about the problems.

Sample	Respondent's comments	Remarks
1	Do you usually interrupt your students while speaking? Answer: C)Seldom(3) D) Never(1)	
2	Do you explain stress and intonation while teaching speaking? Answer :A) Often(1) B) very often(1)C) seldom (2)	50% shares same view
3	As a teacher what do you do upon facing incorrect and irrelevant answer Answer: B)Show the way of correction(1) C)both(2) E) specify, if different(1)	Each answers differently
4	As a teacher how do you deal with student mistakes in spoken English? Answer : B) softly(3) C) Neither soft nor strong	
5	How often do students understand questions? Answer : A) Always C) Often and another answer was - Most of the times	

6	What types of error students make in their pronunciation? Answers: common mistakes,accent,stress,L1interruption	Different views for this open ended question
7	What types of grammatical mistakes students often do? Answer: SVA, tense, verb, preposition, diction, number, gender	Different views for this open ended question
8	In spoken English, would you like to give priority, fluency or grammatical correctness? Why? Answer : Mainly Fluency	Everybody wants a balance
9.	What are the major factors you think for the mistakes students make? Maximum Answer : Education system	L1 interruption was an answer although it fall upon education system
10	Do you think your students feel uncomfortable in spoken English? Why? Most respondents answer : not really (inside class room)	But back in their mind, students always think they are making mistakes

4.2 Discussions

All the findings of the errors in spoken English are described below.

From the overall checking the researcher has found that teachers treat student's mistake with great care. Secondly, most of the teachers claim that the education system is partially responsible for the mistakes students make.

Generally teachers do not interrupt students while speaking

As stress and intonation are essential in English language thus teachers always guide student for these two points.

Most of the time teachers point out errors and show the way of correction when they face an incorrect and irrelevant answer.

Teachers always deal softly with students mistakes in spoken English.

Most of the times students understand question but sometimes they do not ask question.

In the pronunciation; in teachers view, most of the mistakes correspond to typical/local accent and stress.

Common grammatical mistakes are tense, subject-verb agreement, wrong forms of verbs, missing verbs, pronoun, preposition, diction, number, gender etc.

Generally teachers try to make a balance between fluency and grammar but there are few who prefer fluency.

The major factor for mistakes is education system itself is the common thought by the teachers; some vary in the opinion highlighting L1 interruption.

Teachers often feel that students are comfortable in spoken English classes but it is always in their mind that they are making mistakes.

According to them, they are making errors in speaking because of lack of drilling since childhood.

For grammatical mistakes, common misunderstanding is that students are always confused where to use some vocabulary or grammar items, while speaking

Although they studied English as their compulsory subject for twelve years, use of verb and tense are also in wrong direction.

So far the researcher has found out different attitudes towards students mistakes in spoken English but most of them say that they usually mix up tense to narrate something. They do so as they don't have the clear idea or knowledge of its usage. Another reason behind it is that their ignorance and also they do not get enough time to practice.

From the discussion the researcher tries to find out main reason behind committing errors that lies in the education system and the use of spoken English in the daily lives.

4.3 Findings in terms of Research Questions

The main focuses of the research questions are to find out teacher's treatment of students mistakes in spoken English. According to the central research questions and the survey the researcher has found out the following answers-

i. Common grammatical mistakes, accent, stress, L1 interruption.

ii. Use of preposition, gender, verb, tense, very striking accent.

iii. Teachers treat the speech errors with great care with all positive intention to correct the errors

CHAPTER FIVE

Recommendation

5.1 Possible solutions

The researcher has discussed the issue of student mistakes and teachers' treatment with them and possible solutions that seem to be important to complete this research report. To overcome the mistakes both the learners and teachers can follow some important steps such as –

First of all, CLT method and its purpose should be followed properly. Necessary steps should be taken not only for the students but also for the teachers at secondary and higher secondary levels.

Learners should try and come out from the interference of L1.

Learners should know about the grammatical rules and the use properly. At the same time one should practice a lot of those rules in the spoken English.

Learners should keep their it in their mind that greater intention should be for keeping grammatical things correct while speaking English.

Teachers should teach the rules and should make those clear by using a lot of examples and make it a practice in the classes.

Teachers should find out students mistakes and should deal with those with the individual students.

Teachers should encourage learners to find out their own errors and will also insist them to correct the sentences by speaking

Teachers should be friendly with the students and should provide an appropriate environment for the learners and on the other hand students should feel the intensity that they can get more from their teachers.

5.2 Future studies

In this paper the researcher has only dealt with the common errors made by the students in speaking with sources of the errors. But there are some other areas to analyze the spoken English of the students which are not discussed in this paper and those are equally important for the students. If anyone gets

interest to have any research, they can deal with the other factors to analyze errors in spoken English and in other sections. Another thing is that, the researcher has only collected samples of the spoken English and analyzed those but other researcher can have other tools for doing their research paper. In this way others can find out something new which might be more useful.

5.3 Conclusion

To improve speaking, students have to find out their errors and similarly they should frequently attempt to make correction of the errors. In this field the learners need the support and the guidelines from the instructors/teachers. Moreover, English language should be learned as a language exploring its immense potentiality. While learning, the students should not consider it as a foreign or tough language to learn and should not fear or hesitate to speak in classes, at home and outside. If the errors and the sources of errors can be forced out, learners can improve their performance.

CHAPTER SIX

Conclusion

This chapter provides a brief summary of the findings of the research and then proceeds with the conclusion. The conclusion is prepared in terms of the general findings. Finally, the chapter ends with suggestions for further study.

6.1 Summary of the Findings

This study has tried to find out teachers' treatment of students mistakes in spoken English of under graduate level of private university students in Bangladesh and the reasons or sources behind committing those errors. The mistakes are cited in this paper are from the analysis of the questionnaire collected from teachers of East West university. Finally in the findings the researcher is going to give a very short overview with reasons of mistakes.

Types of mistakes made by the students in spoken English are as follows –

Subject - verb agreement, sentence structure, use of verb and missing verb, use of tense, stress, intonation, gender, number

The sources of mistakes for which the students commit speech errors are –

L1 interruption, grammar versus fluency confusion, carelessness, lack of practice, ineffective teaching methodology, lack of reading habit.

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Appendix

Questionnaire for Teachers

Put a tick mark for the best answer-

1. Do you usually interrupt your students while speaking?

 a) Often b) Very often c) Seldom d) Never

2. Do you explain stress and intonation while teaching speaking?

 a) Often b) Very often c) Seldom d) Never

3. As a teacher what do you do upon facing incorrect and irrelevant answer?

 a) Point out errors b) Show the way of correction c) Both d) Ignore

4. As a teacher how do you deal with student mistakes in spoken English?

 a) Strongly b) Softly c) Neither strong nor soft d) Ignorer

5. Can students understand what to answer any question?

 a) Always b) Sometimes c) Often d) Never

6. What types of error students make in their pronunciation?

7. What types of grammatical mistakes students often do?

8. In spoken English, would you like to give priority, fluency or grammatical correctness?

 Why?

9. What are the major factors you think for the mistakes students make?

10. Do you think your students feel uncomfortable in spoken English? why?

Any comment-

Teacher's name (optional)

Institution -