

ERRORS OF VOCABULARY IN ENGLISH LANGUAGE
AMONG THE STUDENTS OF ENGLISH
AT UPPER PRIMARY LEVEL

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Abstract

India is one of those countries where English Language is a medium of communication especially at national and international level. In many countries of the world today, English language is the language of Commerce, Science and Technology, Education, Globalization, International Politics etc. In different countries English Language is taught for different purposes. In India English Language was started to be taught by the British Government to fulfill their purpose, as a result English Language has become a part of Indian Language. In India it is used as official language.

Today, English Language is taught in institutions to facilitate the student's proficiency as well as to prepare the students to study abroad. Today millions of people want to improve their command of English or wish that their children also have a good command over English. So, English language has been playing a dominating part in our educational as well as social set up. It has become a symbol of people's aspirations for quality in education and a fuller participation in national and international level. But the learners of English language face difficulty in learning English. In India, many problems are being faced in teaching/learning English. The primary aim of teaching learning English should concentrate on the fundamental skills of language learning i.e. listening, reading, speaking and writing, but learners tend to commit grammatical errors in their conversation as well as in writing without being aware of them.

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This study is an attempt to trace some common errors related to vocabulary committed by the students of Govt. and Private (Hindi medium) schools at upper primary level, so that students can be made aware of these errors and they become cautious in future and try to lessen these errors. Objective of the study is to compare the students of Govt. and private schools with respect to the errors related to vocabulary committed by them in English Language. They were compared for reading, writing, understanding and speaking by testing through use of preposition, articles, adjectives, verb, opposite etc.

For sampling, the researcher selected total 200 students out of 300 from four schools. From each school 50 students were selected by simple random sampling technique. For data collection the researcher constructed a diagnostic test on different dimensions i.e. reading, writing, understanding and speaking etc. Then this diagnostic test 1st (Pre-test) was administered on 200 students. After finding out the errors done by the students in Pre-test, the researcher made four remedial groups of the students. The researcher taught them through remedial teaching. For this 5 remedial plans were constructed and each plan was taught seven times to each remedial group. The students were made aware of the mistakes they had committed during Pre-test. After the remedial teaching the researcher administered diagnostic test 2nd (Post-test) to find out the result of remedial class. It was concluded after analyzing the obtained data that the students in both i.e. govt. and private schools do errors in the use of Vocabulary and after remedial teaching both have improved but the level of achievement in the students of Private school was found higher than that of the students of Govt. schools. This difference may be caused due to so many causes i.e. family background of student, parents, teachers and surrounding environment etc.

Key words: language, teacher, student, proficiency, vocabulary

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Introduction

Every creature on the Earth has its own language. English holds a place of status in our country, even after seventy years since independence. No indigenous Language has replaced English in India either as a medium of language or as an official language. English language in India is taught from preprimary level but it has been observed that the teachers do not notice their students' errors in reading even in spellings mistakes in writing also. So continuously by doing this kind of error they become habitual and do not able to recognize their mistakes. The learners of English language face difficulty in learning. There are many problems in learning English. The primary aim of learning English should concentrate on the fundamental skills of the language ability of the students i.e. listening, speaking, reading & writing.

So it is required that the language teaching should be given priority in such a way that the students may lessen their mistakes related to spelling and pronunciation. But before doing this, there is a need to identify these errors which the students do in reading or writing English. In this study the researcher has made an effort to identify those errors in English language which students do at upper primary level and provide suggestions to overcome the same.

The University Grant Commission (1948) headed by Dr. S Radha-Krishnan recommended. "English is studied in high school and universities in order that we may keep in touch with the stream of ever growing knowledge. This would prevent our isolation from the world and help us to take advantage of the wider reach of the English Language".

The Kothari Commission (1964-66) endorsed the language formula, while recommending Hindi and English as link language and English as a library language and a medium of international communication. Two important recommendations in this respect were that English should be the medium of instruction in all universities and special unit should be set up for teaching English as a skill subject not so much as literature.

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Objectives of the Study:-

The main objectives of the current study are-

1. To compare the students of Govt. and private schools with respect to the errors related to vocabulary committed by them in English language.
2. To obtain information from learners regarding their writing and reading process and methods.
- 3.

Conceptual Hypothesis:-

1. Remedial teaching decreases various errors related to Vocabulary in English language in Govt. and Private school.
 - a. Remedial teaching decreases various errors related to Prepositions in English language in Govt. and Private school.
 - b. Remedial teaching decreases various errors related to Articles in English language in Govt. and Private school.
 - c. Remedial teaching decreases various errors related to Adjectives in English language in Govt. and Private school.
 - d. Remedial teaching decreases various errors related to Verb in English language in Govt. and Private school.
 - e. Remedial teaching decreases various errors related to Opposites in English language in Govt. and Private school.

Research Methodology

Following studies are chosen for the justification of methodology used in the study:-

Singaravelu, G. (2001) : “A study of the problems of the students of higher secondary Classes in learning English as a second language in Triruvarun District.”

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Objectives :

1. To identify and analyze the general problem of the students of higher secondary classes in learning English as a second language in Thiruvarun District.
2. To study the availability of general facilities and curriculum experiences provide by the teachers for learning English language.
3. To study whether there is any difference in the problems faced by the students in pronunciation, learning grammar, habit of hearing news etc.
4. To study whether there is any significant relationship between the opinions of the teachers on the problems faced by the students.

Findings :

1. Students of higher secondary in Thiruvarun district had some specific problems in learning English as a second language.
2. There was a significant relationship between the problems faced by the students in pronunciation, learning grammar, habit of hearing news etc.
3. There was a significant relationship between the opinions of the teachers on the problems faced by the students.

Ghosh , S.and Mukhopadhyaya, D. (2004) : “Effectiveness of information process model over traditional teaching methods for teaching English as a second language in secondary schools.” All India Association for Educational Journals of Research, Vol. 16 (1-2) p. 34 – 34 .

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Objective :

To compare and determine experimentally the relative effectiveness of information processing model (IPM) over traditional teaching method (TTM) for teaching English as a second language in secondary schools in West Bengal.

Finding :

1. Significant difference was found between the achievement scores of the two groups by the researcher.
2. English is taught through IPM as much better than the control group.

Joseph, P.P. Fr. (2005) : “ A comparative study of difficulties in English learning faced by different categories of school students in Bhopal, Barkatullah University, Bhopal.

Objectives :

1. To ascertain the difficulties in English language learning being experienced by students of class V and VI studying in English and Hindi medium schools of Bhopal.
2. To identify the levels of difficulties between different groups of students studying in English and Hindi medium schools and to assess variation of difficulty level among the groups.
3. To analyze, interpret and diagnose the factors influencing the level of difficulty between the school students.
4. To make an evaluation of the findings and to draw conclusions about the difficulties in English learning as perceived by the students themselves, teachers, parents and administration.
5. To suggest variables to measure for improvement of English learning among the students of the targeted groups.

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Findings :

Perceptions of students, teachers, parents and administrators in difficulties in English language learning and remedial measures have been studied analytically and systematically.

Kumar , Vinodh (2007) : “ Errors in oral expression of English language by Secondary students, Journal of All India Association for Educational Research, Vol. 19, Nos. 3 & 4, Sept. & Dec. 2007, pg. 59-60.

Objectives :

1. To collect errors in terms of deviance in randomly selected secondary school students of classes VIII, X and XII.
2. To study the efforts of the teachers to improve the oral expression of the learners.
3. To analyze and find out the sources of these errors.
4. To suggest remedial measures to improve the oral expression of the learners.

Findings :

Deviance in different fourteen areas found. The learners of the school under study committed 535 (40 %), 456 (35%) and 396 (25%) deviance in the class VIII, X and XII respectively. The highest rate of deviance found in pronunciation of vowel sounds 395 (28.4 %). The second highest rate of deviance found in pronunciation of consonant sound 316 (22.7 %). Learner's rate of deviance in terms of not clear pronunciation was 145 (10.4 %) The least rate of deviance in terms of replacement and unclassified deviance was 11 (0.79 %) . the deviance were in terms of deletion, repetition, hesitation and missing i.e. 14 (1.00%) , 15 (1.08 %) and 15 (1.08 %) respectively.

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Bhatnagar , Ashok (2010) : “Improving teacher’s competence with regard to English language teaching at primary school level ; Educational Journal : The primary teacher, Vol. XXXV , No. 1 & 2 Jan and April 2010, ISSN 0970-9282 .

Objectives :

1. Study the status of English language teaching practices in primary schools, their impacts and strategies for their improvement.
2. The study was previously done by author for Ph.D. degree in Education M.S. University, Udaipur, 2008. Again the study based on the project work sponsored by Government of Rajasthan entitled “Effective Teaching of English in Govt. Shiksha Karmi Primary School ,2003-04 .

Findings :

There is some generalization conclusions of the study such as :

1. Issue involved in English language development programme for primary school teachers.
2. Inadequate academic qualification of the teacher.
3. Inadequate professional qualification of the teacher.
4. Poor command over the target language and communicative skills.
5. Excessive use of the mother tongue in the classroom.
6. Wrong attitude towards English and English language teaching.
7. Poor efficacy of the teacher education programmes.
8. Lack of school- based academic support.
9. Developing teaching portfolios as a means of teacher empowerment programme.
10. Competency based teaching strategy is needed for teaching English.

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Kaswa , Subhash Chandra (2012) : “To correct the pronunciation mistakes in English by available means, Teacher today, A Bilingual National & International Quarterly Journal of Education, secondary Education, Rajasthan . Bikaner, July- Sept. 2012, pg. 89-91.

1. To know about the available means which can correct the English word pronunciation among students.
2. To know the means of effective teaching.
3. To suggest of other available means to correct the pronunciation mistakes.

Conclusion or Generalization :

1. New technology and innovation have their own attraction in teaching-learning process. In this study, radio was more effective to correct the students’ pronunciation problems.
2. Display of cards was very interesting to the students. It was helpful to increase memory and pronunciation.

The researcher after going through all types of research methods found Quasi Experimental method of research as the most appropriate method to achieve the objectives of the study. This is also known as Natural Experiment because the researcher does not have true control over the independent variable. Here the treatment level is determined by the natural conditions of the situation.

To collect the data the researcher selected the students from four schools of Jaipur District, in which two schools were Govt. and two were Private. Total 200 students were taken for sampling. Then the researcher constructed a diagnostic test on different dimensions i.e. Reading, Writing, Speaking and Listening. After the approval of subject experts this test was administered on the students as a diagnostic test-1 and called it Pre-test. After finding the errors, the students were taught through remedial teaching so that they might lessen the errors.

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After administering Pre-test on the students, the researcher taught them through remedial teaching. For the remedial teaching five remedial plans were prepared and each plan was taught to each (four) remedial group seven times. Thus, total 35 remedial classes were taken in all four schools. After the completion of remedial teaching the researcher administered Diagnostic test -2 on the students of four remedial groups and called it Post-test, which is used to calculate the improvements in students' achievements after the remedial teaching.

Technical Terms defined for the study:

1. Error of vocabulary in English Language –

In English Language many aspects are included in vocabulary such as sounds, Opposites, sentence construction, homophones punctuation, synonyms etc. In this study the researcher has taken only five aspects i.e. Prepositions, Articles, Adjectives, Verb and Opposites.

2. Students –

In this study students mean both boys and girls, who study in class VIII.

3. Upper Primary Level –

In Upper Primary Level three classes are included I.e. Class VI, VII, and VIII.

But in this study the researcher means the students of class VIII as upper primary level.

Population and Sampling:-

For the selection of samples, 300 students of 8th Class from Govt. and Private Schools were chosen, after implementing the tools 100 forms were rejected due to various errors. Then 200 students of Std. VIII (50 students of each school) were chosen for Pre Test and Remedial Teaching. And then Post test was administered on these 200 students .The researcher used simple random sampling technique to draw the sample. (*Shown in table*)

Table-1 (Sample)

School	District	No. Of Schools	No. of Students	Total Sampling
Govt. School	Jaipur	2	50 X 2	100
Private School	Jaipur	2	50 X 2	100
Total Sampling		4	200	200

Thus the total sample comprised of 200 students of Std. VIII as upper primary level.

::11::**Tools utilized in the study:-**

In every research, a measuring device is used in order to collect the data. The selection of tools for a particular study depends upon various considerations such as- objective of the study, availability of suitable test, technique of scoring and interpretation. In the present study the researcher constructed a tool to diagnose the errors in English language by the students of upper primary level. To prepare the diagnostic test, different dimensions i.e. vocabulary, pronunciation and sentence framing were included in the tool for Pre-test & Post-test.

The test covers 10 questions from each dimension.

S.No.	No. of Questions	Vocabulary	Marks
1	10	Preposition	10
2	10	Subject, verb, agreement	10
3	10	Articles	10
4	10	Degree of Adjectives	10
5	10	Opposites	10

One mark is given to each right answer on the test paper.

Two tests were administered on selected students from chosen Govt. and Private schools. The first test (Pre Test) was administered in the beginning of session and after diagnosing their errors, they were given remedial teaching by the researcher. For remedial teaching five remedial plans were made by the researcher and after proper planning the researcher taught the students of each school through remedial planning. Each remedial plan was taught seven times in each school. By this the researcher gave them total (7x5) 35 remedial classes each of one hour. Through remedial teaching the researcher tried to make them understand every aspect of selected dimensions which is included in the study. After remedial teaching second achievement test was administered on the students to find their achievement which was given the name of Post-test. They were made aware of the mistakes they had done during earlier test.

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Scoring on the test administered:-

There were fifty test items on the tool related to selected dimensions of vocabulary i.e. Preposition, Articles, Opposites, Adjectives etc. Each item has '1' mark for the correct answer and '0' mark for the wrong answer. Then the total marks obtained were calculated as per the attempted test paper received by the selected students in the study.

Statistical Technique used:-

For comparing the two groups of Govt. and Private schools, mean percentage has been applied for calculating the results. If after comparison the difference obtained in the results of pre- test and post-test of same school as well as the same group is more than 5% then result is calculated as significant difference between the same groups otherwise it is considered non-significant.

Results and Discussion:-

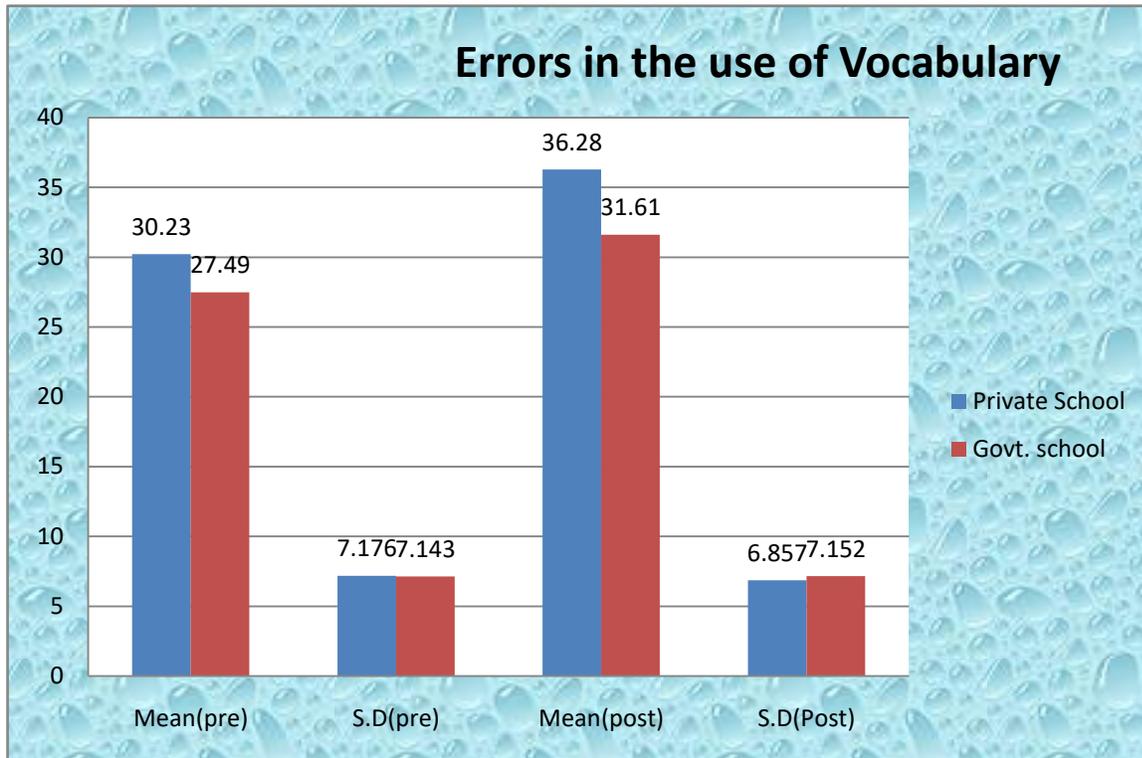
Results were given by the use of mean percentage among the Govt. and private schools in the errors of vocabulary related to English Grammar. The results of Pre Test and Post Test for vocabulary are tabulated below in table -2.

Conceptual hypothesis (i) Remedial teaching decreases various errors related to Vocabulary in English language in Govt. and Private school.

Table -2 Mean% of Pre & Post-test on Vocabulary

Pre-test				Post-test			
N =100 in each type of school	Mean	S.D.	Mean %	Mean	S.D.	Mean%	Difference in Mean % of Pre-test and Post-test
Private School	30.23	7.176	60.46	36.28	6.857	75.57	15.11
Govt. School	27.49	7.143	54.98	31.61	7.152	63.33	8.35

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Analysis and Interpretation of Data

The above table-2 gives the numerical value of average percentage of marks of 200 students. Mean Percentage of Pre-test of the students of Private Schools was 60.46% while 75.56% in the Post-test for the same group. The difference in mean percentage was found 15.11% which is more than 5% which shows a significant difference between the two groups. So it can be concluded or interpreted that the remedial teaching increases the achievements of the students by showing positive improvement in obtained marks. In govt. school the mean percentage of marks of Pre test was 54.98 % and in Post test it was 66.33%. Here the difference of mean percentage was found 8.35% which is more than 5% which shows the recognized improvement. In comparison of both the types of schools the level of achievement of the students of Private school is higher than that of the students of Govt. school. It might be concluded that there can be some reasons in Govt. schools for the backwardness of the students in their study. Perhaps students do not study at home; they do not revise the content that they had to be taught in the class. Parents do not emphasize to score better or even students are in casual attitude.

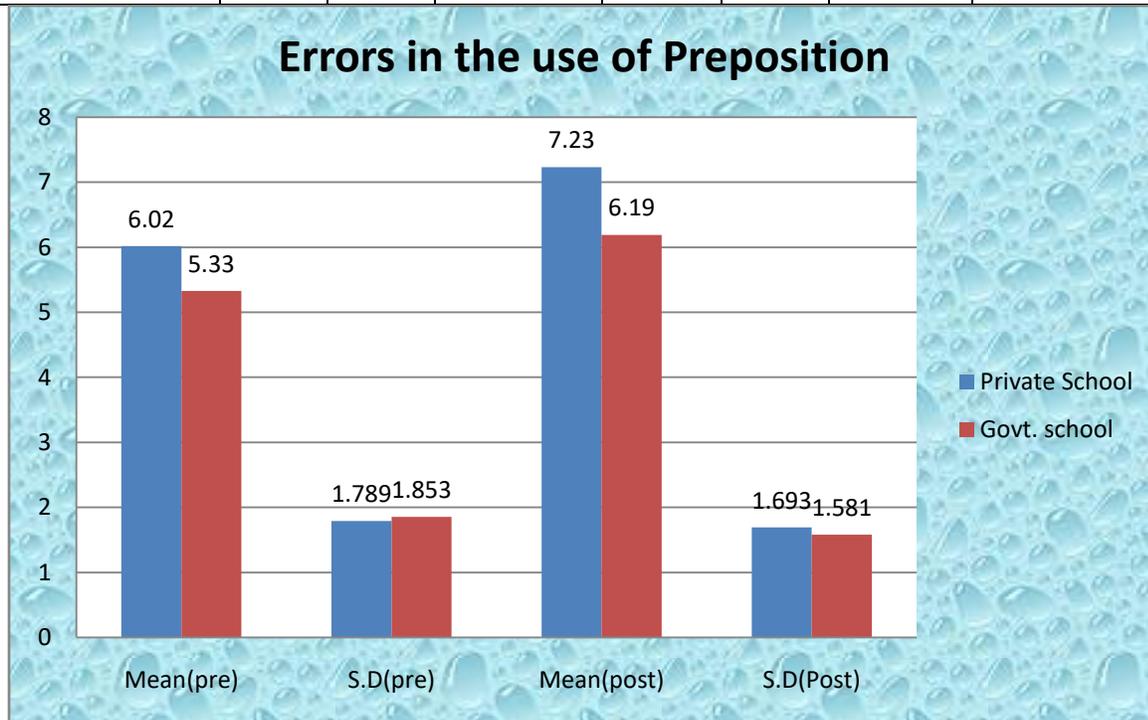
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Operational Hypothesis (a) Remedial teaching decreases various errors related to Prepositions in English language in Govt. and Private school.

Table-3

Mean% of Pre & Post-test on the use of Preposition

Pre-test				Post-test			
N = 100 in each type of school	Mean	S.D.	Mean %	Mean	S.D.	Mean%	Difference in Mean % of Pre-test and Post-test
Private School	6.02	1.789	60.20	7.23	1.693	72.30	12.1
Govt. School	5.33	1.853	53.3	6.19	1.581	61.90	8.6



Analysis and Interpretation of Data

Table-3 shows the marks obtained in the use of Preposition. In Preposition the mean Percentage of Pre-test of Private School was 60.20% and after remedial teaching it was 72.30% in Post-test. The difference in the mean% was found 12.1% which is more than 5%. It shows that significant improvement was found in the knowledge of the students of Private School after remedial teaching. The mean percentage of Pre-test of Govt. School was 53.30% and in Post-test it was

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61.90%. Here the difference between the mean% was 8.6%. It also shows positive improvement. When both the schools are compared then the mean % of the students of Private school was 3.5% more than that of the Govt. School. It can be seen by this that the students of Private Schools achieved more than the students of Govt. schools. Most of the students of Govt. School are from poor families and their parents are only worried about their livelihood, they don't have time to teach their wards at home. After school many small children can be seen doing different kinds of work to help their parents. Except this, it may also be possible that due to speaking in mother tongue they do not know the correct meaning of each preposition while in Private schools mostly students come from those families where English language is their day to day language, so the students listen to their parents talking in English. It affects the children's learning ability and they learn to use the correct preposition in its correct place.

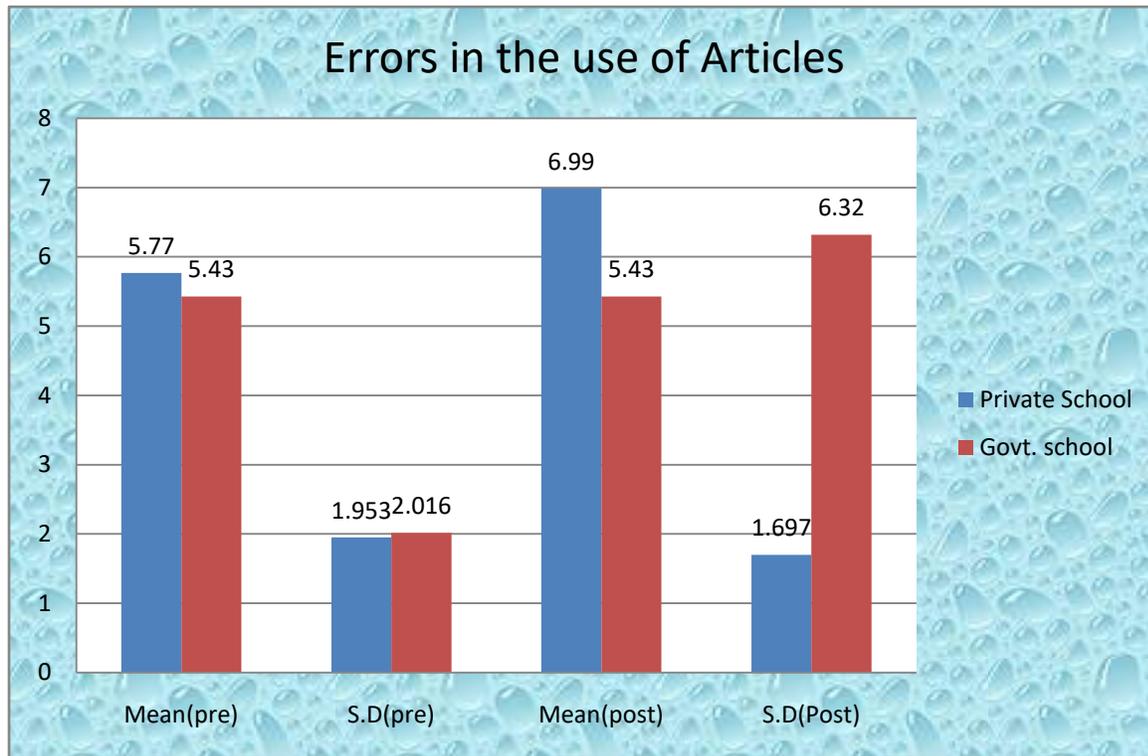
[b] Remedial teaching decreases various errors related articles in English language in Govt. and Private school..

Table 4

Mean% of Pre & Post-test on the use of Articles

Pre-test				Post-test			
N = 100	Mean	S.D.	Mean %	Mean	S.D.	Mean%	Difference in Mean % of Pre-test and Post-test
Private School	5.77	1.953	57.7	6.99	1.697	69.90	12.2
Govt. School	5.43	2.016	54.30	6.32	1.638	63.20	8.9

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Analysis and Interpretation of Data

Table 4 shows the marks obtained in the use of Articles. Here the mean % of Private school in Pre-test was 57.7% and in Post-test it was 69.90% The difference in the mean% of Pre and Post-test was found 12.2% in the same group and in Govt. school the mean% of marks of Pre-test was 54.30% and in Post-test it was 63.20%. The difference was found 8.9% which shows significant improvement clearly in both the types of schools. But the level of achievement of the students of Private school was found better than that of Govt. School. It may be assumed by this that the students may get confused in the use of articles because their difficulty level may be of different type. Even after teaching in class they cannot distinguish in the vowel and consonant because of the same letter having different sound i/e. European, Earth, University, Umpire etc.

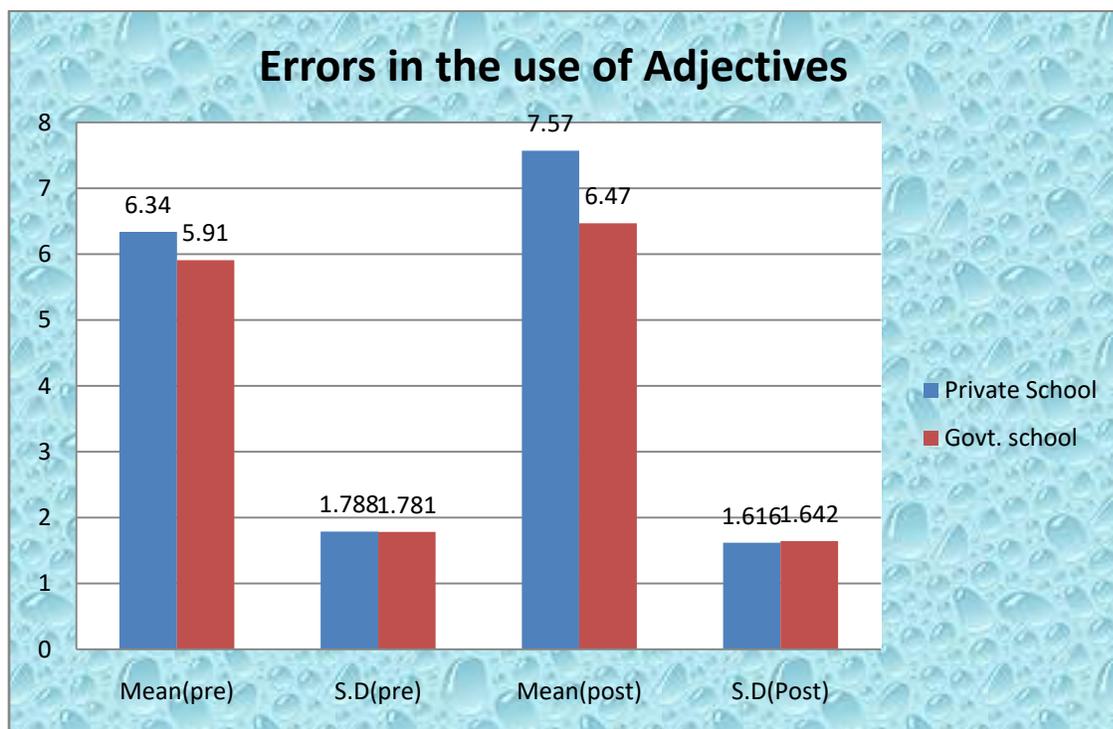
[c] Remedial teaching decreases various errors related to adjectives in English language in Govt. and Private school.

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Table 5

Mean% of Pre & Post-test in the use of Adjective

Pre-test				Post-test			
N = 100 in each type of school	Mean	S.D.	Mean %	Mean	S.D.	Mean%	Difference in Mean % of Pre-test and Post-test
Private School	6.34	1.788	63.40	7.57	1.616	75.70	12.3
Govt. School	5.91	1.781	59.10	6.47	1.642	64.70	5.6

**Analysis and Interpretation of Data**

From the above table 5 it was found that the students of Private school scored 63.40% average marks in pre-test while after remedial teaching they scored 75.7% marks in Post-test the difference in the mean% was 12.3% which shows improvement in the achievements of the students of Private school. In Govt. school the students scored 59.1% marks in Pre-test and after remedial teaching they scored 64.7% marks in Post-test. The difference in the mean% was 5.6% which is showing positive improvement in both the groups. But the difference in the mean% of Private school was more than Govt. School so it is found by the study that the students of Private school achieved more than that of Govt. school in both Pre and Post test For this their interest

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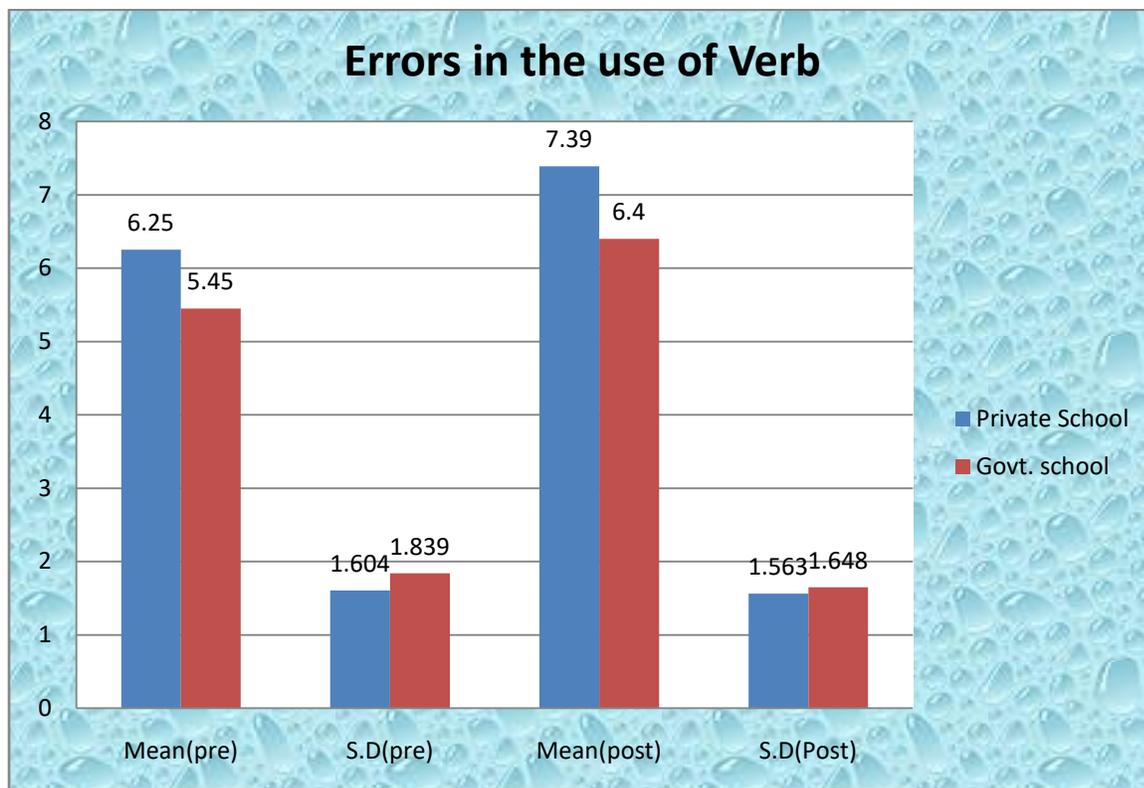
and society may also be responsible because it can be seen that in Govt. school mostly the students of the poor family go to study. There is not any atmosphere of education in their families. So they go to school as a part of their life, but they don't take interest in study,.

[d] Remedial teaching decreases various errors related to Verb in English language in Govt. and Private school.

Table 6

Mean% of Pre & Post-test on the use of Verb

Pre-test				Post-test			
N = 100 in each type of school	Mean	S.D.	Mean %	Mean	S.D.	Mean%	Difference in Mean % of Pre-test and Post-test
Private School	6.25	1.604	62.25	7.39	1.563	73.90	11.65
Govt. School	5.45	1.839	54.50	6.48	1.648	64.80	10.3



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Analysis and Interpretation of Data

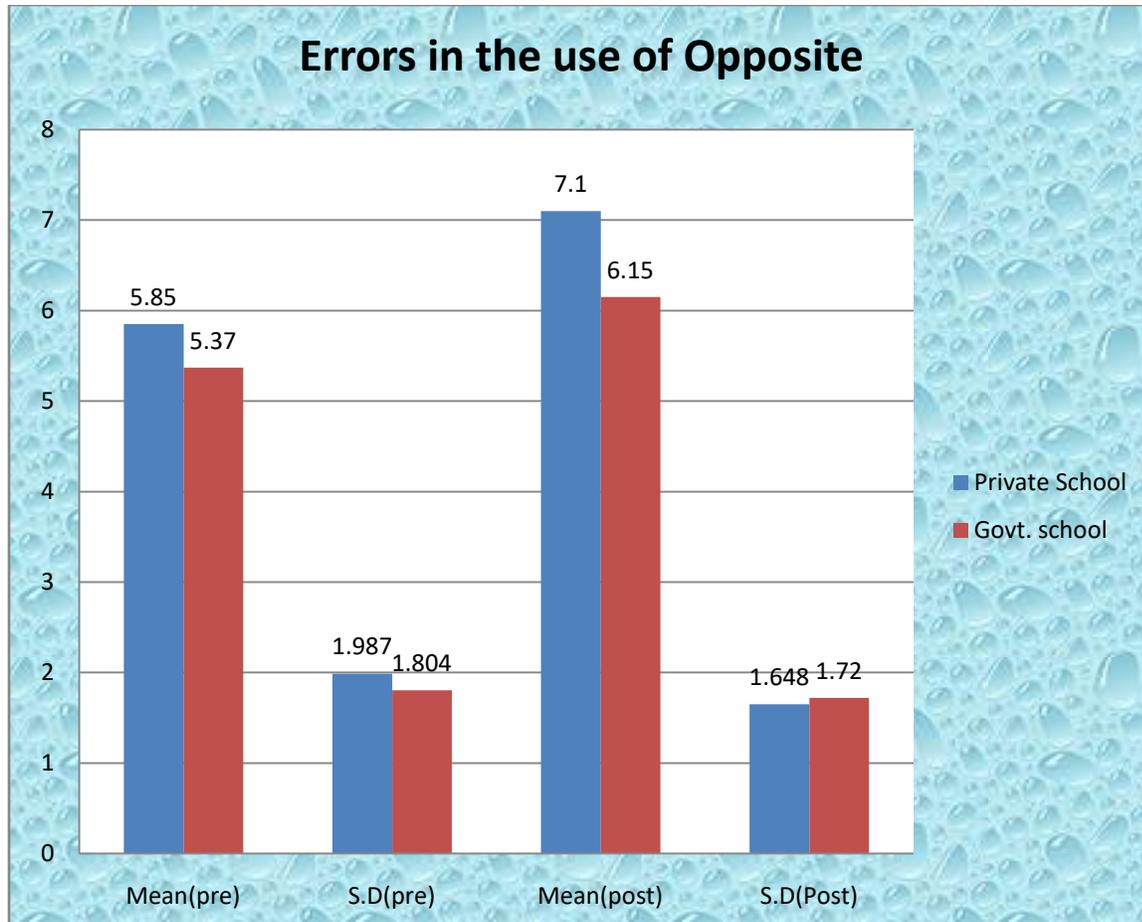
From the table 6 it was found that the mean % of Private school in Pre-test was 62.25% and in Post test it was 73.90% The difference in the mean% of Pre and Post test was found 11.65% and In Govt. school the mean% of marks was 54.50% and in post test it was 64.80%. The difference in the mean % was found 10.3%. Positive improvement was shown in both the types of school but the level of achievement of the students of Private school was better than that of Govt. school. It can be concluded that the parents' illiteracy may be responsible for the low achievement of the students. In Govt. schools mostly the children of poor families come and their parents are not educated and most of the parents are not aware about the importance of the study, their motive is only to get basic knowledge and then do some kind of work to support the family. There are different types of Verb, i/e. weak and strong. So students have to understand the difference in both the types of verb.

[e] Remedial teaching decreases various errors related to opposites in English language in Govt. and Private school.

Table 7

Mean% of Pre & Post-test in the use of Opposites

Pre-test				Post-test			
N = 100 in each type of school	Mean	S.D.	Mean %	Mean	S.D.	Mean%	Difference in Mean % of Pre-test and Post-test
Private School	5.85	1.987	58.50	7.10	1.648	71	12.5
Govt. School	5.37	1.807	53.7	6.15	1.720	61.50	7.8



Analysis and Interpretation of Data

From the above table 7 it was found that the students of Private school scored 58.5% marks in Pre-test and 71% marks in Post-test and difference in the mean% was 12.5% and the students of Govt. school scored 53.7%.and 61.5% marks in post- test and the difference in their mean% was 7.8% . So both schools show the improvement .In conclusion it can be said that in every aspect of Vocabulary the students of Private school had level of achievement higher than that of the students of Govt. school. There may be some reasons behind this, perhaps students do not study at home; they do not revise the content that they have to be taught in the class.

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Conclusion :

On the basis of above study it was concluded that in every aspect though the students of Private School have higher level of improvement but the students of Govt. School also show positive improvement. There may be so many reasons behind the backwardness of the students in Govt. Schools. Perhaps students do not study at home; they do not revise the content that they had to be taught in the class. Parents do not emphasize to score better or even students are in casual attitude. It has also been noticed that in Govt. Schools the students come from illiterate parents, they talk to each other in their mother tongue, so the effect of their mother tongue can be seen clearly on their language and pronunciation. When they pronounce wrong then they do mistake in their written work also. Most of the students of Govt. School are from poor families and their parents are only worried about their livelihood and they pass their whole life to manage it. They don't have time to teach their wards at home. After school many small children can be seen doing different kinds of work to help their parents. Family background is also responsible for the student's performance. Mostly the children of lower class family study in Govt. school while middle class families send their ward in private school, so from starting they are cautious about their wards' performance in school. Except this, it may also be possible that due to speaking in mother tongue they do not know the correct meaning of each word while in Private schools mostly students come from those families where English language is their day to day language, so the students listen to their parents talking in English. It affects the children's learning ability and they learn to use the correct word in its proper place.

It was found that though the students of Govt. School also show positive improvement after the remedial teaching but in comparison of Private School their level of achievement is lower. For this their interest and society may also be responsible because it can be seen that in Govt. school mostly the students of the poor family go to study. There is not any atmosphere of education in their families. So as a routine they go to school as a part of their life, but they don't

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take interest in study, although the present Govt. has launched so many schemes to educate these children but these schemes have got a little success, because most of the parents of poor families are not aware about the importance of the study, their motive is only to get basic knowledge and then do some kind of work to support the family. Beside this it may be possible that the difficulty level of each student may be different. Some students understand the use of verb, preposition, article and adjective at proper place very easily while some cannot because some spellings get changed partially while some changes fully. The students do not pay attention in the class, what is being taught them. They only learn in place of understanding, so after sometime they forget it and do mistakes as usual.

Major Findings of the Study

The findings of the present research are as follows:-

- (a) The students of Class VIII of Govt. schools do not differ from the students of Private schools with respect to the errors related to vocabulary committed by them in English Language.
- (b) The students of Class VIII of Govt. schools do not differ from the students of private schools with respect to the errors related to the use of prepositions.
- (c) The students of Class VIII of Govt. schools do not differ from the students of private school with respect to the errors related to the use of articles.
- (d) The students of Class VIII of Govt. schools do not differ from the students of private school with respect to the errors related to the use of adjectives.
- (e) The students of Class VIII of Govt. schools do not differ from the students of private school with respect to the errors related to the use of verb.
- (f) The students of Class VIII of Govt. schools do not differ from the students of private school with respect to the errors related to the use of opposite.

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Delimitation of the study:-

The study was confined to certain spheres. These delimitations are as follow:-

- (a) The study is delimited to Govt. schools and private schools of Jaipur district.
- (b) The study is delimited to the students of Upper Primary Level. (Class- VIII).
- (c) The study is limited to the testing to Vocabulary in English language with reference to Prepositions, Articles, Adjectives, Verbs and Opposite.

Educational Implications

The finding of the present research work may be of immense use in the field of English. The present research work's findings indicate that though there is no significant difference between the errors of the students of Govt. and Private school. The level of understanding of the students of both the schools is same.

The average percentage of Pre Test and Post Test after the remedial teaching has no significant difference. Some implications of the research study are stated here –

1. The self made English Diagnostic Test is useful for teachers, students, Research scholars, Educational Planners to identify the errors and diagnose the problems in teaching English language.
2. To reduce the errors in English, Five Remedial Programmes were made by the researcher. This remedial programme is very useful for teachers, researcher and Administrators to improve the methodology in English for effective learning.
3. This research will be helpful for principals and administrators of the schools to diagnose the actual status of errors or mistakes and its remedial measures in English language teaching.
4. This research work will be helpful for the Government or curriculum experts for revising the text books, content in the curriculum etc.
5. This work will be helpful for the students for all levels to know their learning progress and errors through diagnostic test and remedial programmes from time to time and improve in English.

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Suggestions for further Research

The following suggestions may be given for further research work in the area.

- (a) Similar study can be done at secondary and graduate level.
- (b) A study can be conducted on the impact of Hindi on English Language errors.
- (c) A study can be conducted in developing linguistic skills.
- (d) A study can be conducted on Hindi and English medium students on English Language.
- (e) A study can be conducted on the effect of home environment on student's performance in English.
- (f) The study focuses on the role of teachers to become the inspirable teacher among the student community.
- (g) This research work suggests all teachers to teach language in a joyful way with the help of some teaching methods i.e. story, games, puzzles etc. in English language teaching.
- (h) The study suggests to the administrators or principal to diagnose the learning errors in language teaching and provide remediation accordingly.
- (i) The study suggests the administrator to create a supportive environment within their institutions or schools for English communication.

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