A COMPARATIVE STUDY OF LEARNER'S ERRORS IN CASE OF MAGAHI SPEAKERS LEARNING ENGLISH IN PUBLIC & GOVERNMENT SCHOOLS IN MUNGER"

Dissertation submitted to the Jawaharlal Nehru University
in partial fulfillment of the requirements
for the award of the degree of

MASTER OF PHILOSOPHY

MAMTA

CENTRE OF LINGUISTICS & ENGLISH
SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI – 110 067
INDIA
2004

A COMPARATIVE STUDY OF LEARNER'S ERRORS IN CASE OF MAGAHI SPEAKERS LEARNING ENGLISH IN PUBLIC & GOVERNMENT SCHOOLS IN MUNGER"

*Dissertation submitted to the Jawaharlal Nehru University
in partial fulfillment of the requirements
for the award of the degree of*

MASTER OF PHILOSOPHY

MAMTA

CENTRE OF LINGUISTICS & ENGLISH
SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI – 110 067
INDIA
2004

CERTIFICATE

July 21 2004

Certified that this dissertation titled **A COMPARATIVE STUDY OF LEARNER'S ERRORS IN CASE OF MAGAHI SPEAKERS LEARNING ENGLISH IN PUBLIC & GOVERNMENT SCHOOLS IN MUNGER"** submitted by **MAMTA** Centre of Linguistics and English, School of Language, Literature & Culture Studies, Jawaharlal Nehru University, New Delhi, for the award of the degree of **MASTER OF PHILOSOPHY** is her original work and has not been submitted, in part or full, for any other degree or diploma of this or any other university/institution. This may, therefore, be placed before the Examiners for evaluation for the award of the degree of Master of Philosophy

Prof. Dr. Vaishna Narang

(Supervisor)

Professor Vaishna Narang
Centre of Linguistics & English
School of Language, Literature
& Culture Studies,
Jawaharlal Nehru University
New Delhi—110067

Dr. G.J.V. Prasad

(Chairperson)

Acting Chairperson
CL&E/SLL&CS

Declaration by the Candidate

This dissertation entitled **A COMPARATIVE STUDY OF LEARNER'S ERRORS IN CASE OF MAGAHI SPEAKERS LEARNING ENGLISH IN PUBLIC & GOVERNMENT SCHOOLS IN MUNGER"** submitted by me to the Centre of Linguistics and English, School of Language, Literature & Culture Studies, Jawaharlal Nehru University, New Delhi, for the award of the degree of **MASTER OF PHILOSOPHY,** is her original work and has not been submitted so far in part or full, for any other degree or diploma of any university/institution.

Mamta

MAMTA
Centre of Linguistics and English
School of Language, Literature & Culture Studies
Jawaharlal Nehru University
New Delhi – 110 067

Dedicated
to
Maa & Papa

CONTENT

ACKNOWLEDGEMENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER – 1

1. INTRODUCTION

1.1 Historical Background of the present day English

English has established itself as a language of global communication, and has the largest number of non-native users. Over the last few decades there has been a phenomenal increase in the number of users of English all around the world. It is estimated that there are 1500 million non-native users of English against 350 million native speakers.

According to Strevens (1996) English first came into existence around 1350, when the influence of 300 years of Norman French occupation had been assimilated onto a basis of Germanic dialects with some additions from the Norse of the Scandinavian invaders. For 250 years, until 1600,English was spoken only in England, probably not even by the 7 million inhabitants. But then between 1600 and 1750 spread of global English took place, as people from Britain went out to begin settlements and colonies overseas. This brought English to occupy a place in the outer world.

Talking about English as an international language Kachru (1996), says that John Adams (1735-1860), the second President of the United States, was not a linguist romanticist, but he made a prediction about the universal role of English that eventually came true.

Adams, perhaps to the amazement of his contemporaries foresaw the destiny of English when he said, "English will be the most respectable language in the world and the most universally read and spoken in the next century, if not before the close of this one" (life and works ix: see Mathews 1931). This prophecy was made on September 23, 1780" (Kachru, 1996, p. 2).

1

It eventually came true, English has gained an international status and is the most universally used language. Initially English was only limited to England. After the spread of English it had native speakers as well as non-native speakers. That is, English was used as second language by its non-native speakers. It was this English which gained the status of an international language. English which was used as a second language by its non-native speakers differed from the English used by its native speakers as a first language. It was difficult to know the forms and functions of the varieties developed as a second language and a discussion on such varieties was still restricted to the realms of pedagogy or to methods of teaching English as a second language. These varieties had their own sociological, linguistic patterns and literature.

In many countries, English is taught and learned as a second or foreign language by non-native speakers in a non-native environment in order to communicate with the other non-natives. The roles and functions of English in a country vary according to the context of the learning situations, i.e. whether it is a regular means of communication or merely a subject taught in the school curriculum. This relates to the linguistic environment and to the goals and functions of the teaching and learning of English in the country.

1.2 English in India

India being a multilingual and multicultural country, English acts as a thread in joining its people, its culture and also allows them to grow with the vast developments taking place in the world. English has become India's link language especially amongst the academics, and the educated people across regions.

The teaching of English in India dates back to the early decades of the nineteenth century. English education was introduced by the British to impart knowledge of English literature and science through the medium of English. The beginning of English in India is generally

2

associated with Macaulay's Minutes of 1835. However, as far back as 1759, foreign missionaries established schools for teaching English. English was gradually taking shape in the socio-historical context and the first book written to teach English was produced in India in 1797. (Macaulay's Minutes 1835 in Agnihotri & Khanna 1995: 16) English was the language of the selected elite, used in the domains of power and prestige while vernacular languages were for the masses to be used in peripheral domains. During the colonial period, the aim of ELT at the tertiary level was two fold, viz. introducing the culture embodied in English literature and enabling the Indians to use the language effectively through a sustained exposure to the great works of English literature. Even at the school level, the same dual approach to the study of English was used. English in India consolidated its position both as the medium of instruction and as a subject of study. The teaching of English witnessed various changes after the independence of India in 1947. There has been a tremendous expansion of education at all levels. During 1983-1989, there were 6912 colleges and more than 200 universities in India (Employment News 14-20, 1993 in Sood 1995: 168).

English plays a very important role in Education system especially in Higher Education. Since independence, English has been the medium for Higher Education especially in the fields of Science, Technology, Engineering and Medicine. It is also used in management and computer sciences, etc. Therefore, for Higher Education the student needs a good command of English. Recently during the past 15 years or so the Corporate sector, Business and Management domains have flourished and along with these the use of English for Business, Commerce, Industry, Management etc. has also flourished.

The present education system at the school level follows 10-2-3 patterns: 10 years of lower secondary, 2 years of senior secondary and 3 years of first degree level university education. There exist two different

3

traditions in school education parallel to the social division. Expensive private, English –medium schools (generally known as Public/Private Schools) where English language teaching begins from the primary levels, class 1 or earlier, focusing on the spoken skills, exist along with regional language medium schools (government schools) run by local bodies/ government where students would pay only a nominal fee, and where English is taught as a subject generally from class VI or later. There is considerable difference in the standard of English teaching within these two systems of public and Government schooling.

1.3 Teaching methods and Materials used at present

Teaching methods used in Private school are mostly direct methods and audio-lingual methods. The medium of instruction is in English. Much attention is paid on spoken English. Students are expected to converse in English during school hours. Materials used are based on new syllabus revised by C.B.S.E. board. It includes text books containing dialogue based passages as well as long and short stories. Dialogue based passages are related to their day to day circumstances, which creates interest in students to read and learn them.

Teaching methods used in Government schools are grammar-translation methods as well as memorization methods. The medium of instruction is Hindi even during English lesson. They are not exposed to spoken English as they do not converse in English and no spoken English lessons are taught. Materials used are literature based, which includes short and long stories as well as poems. More emphasis are given on grammar and translation.

1.3.1. Teaching methods and materials used at early stage

As explained by Agnihotri and Khanna (1997) the studies by Gokak (1864) and Ram (1983) provide interesting insights into the

nature of methods and materials used in the early stages of teaching English in India.

Since it was difficult to avoid the multilingual society where the use of English was spreading, it was decided to translate the well-known English texts in Indian languages so as to make it easier for the people living in multilingual society to understand the European knowledge and use English as needed. Funds were also provided to encourage the translation works. English literature at one hand was focused and knowledge of science was encouraged. This not only helped Indians to gain knowledge about the Europeans but also to contribute to their knowledge through English. English education was offered by missionary institutions, which had been operating from the beginning of the nineteenth century. The missionary curriculum included the Bible, *Palay's Natural Theology, Bunyan's Pilgrims progress, Bacon's Novum Organum, Plato'Dialogue, Milton Paradise Lost*, etc. It was therefore observed that the curriculum was classical. It is very interesting to note that the classical turn in English studies in India coincided with the beginning of the declining status of classical literary studies in England.

Methodology used both in India and England was the same i.e. based on literature. Methods of teaching a second or foreign language were not very different from those used for teaching the first language. Traditional language studies in India had been based on the Kavya (literature) vyakaran (grammar) tradition, and the grammar-translation method had been the means of studying classical-languages like Sanskrit or Persian. Individual learners who wished to acquire a reading knowledge of another language did so by interpreting texts with the help of a dictionary (for the meaning of roots) and grammar for the rules of inflection and syntax, and by memorizing paradigms and large chunks of canonical texts.

As Krishnaswamy and Sriram point out, the grammar translation method were regarded as practical and easy. It was practiced without the spoken component, with stress on accuracy and use of full sentences. (Krishnaswamy and Sriraman 1995: 35). Grammar was taught and Grammar-translation method was used. Translation method was the important method used extensively. Rules of grammar were also learnt during that period and mimicry and memorization activities were a part of both the kinds of teaching. Use of dictionary for interpreting texts in different languages was also included.

1.4. ELT and ESP.

According to Dua (1995), ELT program was first established in the school of Applied Linguistics at Edinbürgh University in 1957 as a profession. Both Britain and United States had made efforts in the expansion of English language teaching at home as well as abroad. The British Council has been the primary agency in the promotion of English. Before the establishment of the school of Applied Linguistics at Edinburgh in 1957 there was only 'The Institute of Education' at the University of London that offered teaching and training for ELT.

By the mid of 1980's, according to Dua (1985) as Phillipson (1990: 124) points out, there were 45 universities that offered ELT courses. Furthermore, there were 41 educational institutions who were members of the British Association of state colleges in ELT and more then 60 other colleges offered some ELT. By 1889, it had established its offices in 82 countries.

In India, English is accepted as an associate official language and plays a very important role in the filed of Administration, Finance, Commerce, Education as well as in common, day-to-day communication. It is used extensively in media and entertainment. In India it is an important component in higher education where it is taught as ESL, and in specialized institutions professional studies where it is taught as ESP.

The number of students pursuing higher education and the number of students going for specialized, professional education in India is so vast that there is a constant need for ELT/ESP educationists and academics to keep pace with the developments in the fields of social sciences as well as science and technology.

The present study focuses on teaching of English in the district of Munger, were there is a dual pattern of education depending on the role and level of English language teaching coexisting as the "public school system" and "the government school system" in the district.

The following section outlines the linguistic profile of the region, and the subsequent sections deals with the specific issue of ELT in the district of Munger which is followed by the aims and objectives of the present study in section 1.6 and its significance in section 1.7.

1.5. Linguistic Profile of the Region

Magahi belongs to the eastern group of Indo-Aryan family. It is spoken in some part of Bihar, as well as Jharkhand. It is also spoken all over Gaya and in the District of Hazaribagh, on the East in portion of the District of Munger of Bhagalpur. Over the whole of this area, it is practically one and the same dialect.

Magahi has also found its way down South of the District of Ranchi and appears in the North of the District of Singhbhum, and the Natives States of Sarai Kala and Kharsawan, where it is spoken side by side with Oriya. Magahi is bounded on the North by the various forms of Maithilli spoken in Tuhut across the Ganges. On the west it is bounded by the Chika-Chiki Maithilli of Munger, Bhagalpur and the Santhal Parganas and on the South by the Sadam form of Bhojpuri spoken in Ranchi. Magahi is the mother tongue of 6,504,817 Indian citizens.

1.6. Teaching of English In the district of Munger

People speak Magahi as well as Hindi in Munger. In the district of Munger, they have two different kinds of Schools, usually referred to as "the public schools" and "the government schools". They have different syllabi as well as different board exams. Public schools follow the syllabi prescribed by the CBSE board and the other follows Bihar board. Government schools are free of cost, and are maintained by the state government. But Government schools are Hindi medium schools and Private schools are English medium schools. Therefore education and language education in Government schools and private schools of two kinds differs vastly in both content as well as methodology.

In Government schools English is introduced in the VI standard. They start learning English not as a language but as a subject. This is one major difference in their learning process. They are not exposed to the English spoken environment were language is picked up easily. They only begin with the alphabet and proceed in traditional methods by learning grammar and reading prescribed textbooks. The main focus is on translation. The main aim is to pass the examination anyhow, since other subjects are taught in Hindi, it becomes very difficult for them to use English freely as a language. Time factor is also very important point in the growth of learning language. Since teaching of English starts very late it becomes difficult for them to learn the language. They start learning English from class VI. Syllabus becomes very vast when they have to sit for their Board exams. Age factor also accounts for proper or poor language acquisition. They start learning English at the age when they have already mastered one language. So when they are exposed to English, they learn it only through comparison with their native language. This is the situation in vernacular schools where 'transfer' of a system is common, as reflected in the learners errors.

8

In private schools, English is taught from the very first class i.e. from nursery and KG. Since most of the private schools are English medium, all the subjects are taught in English. Thus English is not learnt as a subject but as a language, so it makes a great difference in their acquisition process as compared to the government schools. The child is exposed with to languages at an early age. So it is obvious that they grow with the knowledge of their native as well as English language. This is a major factor which creates difference between the two learning patterns. In private schools i.e. in English medium schools, English is taught almost as a second language (ESL) while in government schools it is taught as EFL, English as a foreign language.

In private schools, emphasis on spoken English is much more. The new syllabus is designed in such a way that the students enjoy reading. They are dialogue-based tests, which includes different situations related to their immediate environment. This not only makes it easier to learn but also interesting for the students to learn and memorize. Anything which is learnt willingly without any kind of pressure is learnt honestly and correctly. This not only builds competence in English language but also adds to the confidence to stand in this competitive era.

Not only teaching material but also teaching methods are different in both the situations, i.e. in Public and Government schools. In public/private school, direct method is used while in government schools grammar translation method is used. The number of hours devoted to English syllabus is in addition to the number of hours devoted to other subjects which are taught with English as the medium of instruction. Teachers are also very different in their qualifications as well as in their training.

Backgrounds of students are also very different, Government schools students come from lower income group and private school

students belong to higher income group. Therefore the status value differs a lot. All these reasons together play an important role in their education, their learning abilities in general and their language learning ability in particular.

Students of Government schools lack the proficiency of communication in English and have a set back in higher education. They suffer in getting jobs when fluency in English is needed.

1.7. Aims and Objectives of the Present Study

A comparative study of English language learning in two different kinds of schools in the district of Munger i.e. Public/Private School and Government School is made. Since the learners in these two situations and two types of schools face lots of problems in learning English they need a pedagogical focus and attention. Therefore, this study will focus on the errors of the learners in two different kinds of schools, in Munger.

The errors will be compared to find out:

1. The number and nature of errors, at the different levels of linguistic structure.

2. The influence of mother-tongue Magahi and the types of "transfer errors".

3. The number and nature of errors, which may be attributed to the target language, i.e. the structure of English language. Most of the analogical errors will be discussed here.

4. The number and nature of errors, which may be attributed to the choice of teaching methods and materials in the two situations, i.e. Public and government schools.

10

Based on the result of this comparison it will be possible to explain the process of learning of English in two different kinds of systems of education particularly with reference to

1. The syllabi, course content, material and methods employed.

2. The learner's linguistic background and

3. The interference of the Magahi and other local languages in the systems of education.

1.8. Significance of the Study

The present study will help us understand the problems of English language teaching and Education through English in the district of Munger, where there is a parallel set of systems followed in two different kinds of schools. The nature and number of errors in two learning situations will perhaps also help us explain how the processes of learning English can be very different in the two kinds of schooling systems.

Through this study we will also highlight the problems with the syllabi, materials and methods followed in two different kinds of schools in order to be able to suggest changes or remedial measures for the betterment of English language program for Magahi speakers in Munger.

1.9. Chapterization in this Study

After introduction the second chapter has a brief review of the subsequent studies. Third chapter deals with the methodology adopted for the empirical part of the study. Fourth chapter is based on data analysis and fifth chapter contains a summary and a brief discussion of the data.

CHAPTER - II

2. REVIEW OF RELATED LITERATURE

2.1. First Language Acquisition

Several studies have been done on language learning process and have differentiated between language acquisition and language learning.

In the process of language acquisition several scholars including psychologists and linguists investigated child language in their pre-linguistic stage i.e., from birth to early years of the age. William Stern was one of the epoch-making among psychologists and the pioneer of modern child language research (1967: 1). Clara and William Stern (1928: 6) were surprised that linguistics had until then almost ignored child language. From then, the trend of child language research was connected with the development of linguistics and philosophy. The Czech phonetician Karel Ohnesorg (1955: 95) has proposed the term 'Paedolinguistics' for language acquisition and child language research; however, in many places, it is known as 'developmental psycholinguistics', following the example of the USA, which considers language acquisition and child language research to be part of psycholinguistics (see Leuninger, Miller and Müller 1972; Grimm 1973). Language acquisition, production and understanding are connected with other human sciences too, because language exists and develops within a biological and social context. (Oksaar 1983).

Watson (1924) regards learning as a connection of a stimulus to a response by a process of conditioning. Learning theory differentiates between classic or reactive, and operant or instrumental conditioning. Pavlov (1927) became famous for distinguishing two signal systems. The stimuli of the outside world affect the organism through the primary signal system. The famous Pavlov dog was trained to react to certain bells by salivating. The bell was the signal that food was coming, and

the flow of Saliva – the typical case of 'conditioned reflex' – was the response. This process-at a particular stimulus, here the sound of a bell, there is a conditioned response, here the flow of Saliva – is known as classical conditioning. The construction of the response is dependent on the reinforcement. If the bell is rung repeatedly without being accompanied or followed by food the flow of Saliva will eventually cease to occur. Pavlov then applied the principle of conditioning to people: words act like stimuli and yet the verbal stimuli are not qualitatively the same as those of the animals, because language, the secondary signal system, exercises its influence as a 'signal of the primary signal'.

In contrast to classical conditioning, operant conditioning assumes that a human does not need to be activated first by a stimulus. He 'constantly' releases bits of behaviour into the world, and then experiences the reaction of the world in the form of either reinforcement or of withheld reinforcement (Correll 1974: 19). From his experiments stimulus is not necessarily followed by a single response, but rather, based on the principle of trial and error one response which is rewarded is chosen from a number of possible responses. This behaviour is then learned. Skinner (1957), too regarded the process of learning from a similar standpoint. He talked about verbal behaviour which, for him, is always controlled by a stimulus. A pattern of behaviour is learned when its execution is reinforced. A child, who first forms non-reactive sounds, imitates sounds for which it is rewarded by the attention of its reference person. Due to this selective reinforcement from the reference person, the child's sound system gradually approaches that of the reference person. This explains the learning process, through which child argues the knowledge of language (Oksaar 1983: 135).

Then came the Nativist approach, which works on the assumption that language acquisition is not the acquisition of habits but rather the development of innate linguistic abilities. Chomsky (1969) explains the

process of learning through innate ability which he names LAD (language acquisition device). This approach received special attention through the spread of transformational grammar. According to Chomsky a child has at his disposal a set of rules similar to those of transformational grammar. This childish ability manifests itself in language universals.

Lenneberg, who sees language as an aspect of the biological nature of man, expresses himself somewhat more carefully, and also with more differentiation. At present, very little is known about the inner organization of language processing in children. Only indirect keys available are language universals, normal age of starting to talk, and a universal strategy for language acquisition from which one could infer 'a great specificity for the underlying matrix. Lenneberg did not regard features which are only characteristic of certain natural languages, whether they are particular to syntax, semantics, or phonology, as inborn. However, he states that there are many reasons to believe that the processes, by which the realized, outer structure of a natural language comes about, are deeply rooted, species – specific, innate properties of man's biological nature' (1967: 394) unfortunately, he also speaks of language universals, although language acquisition has only been studied in a very limited number of languages. While the modern empiricist-nativist controversy continues among linguists Chomsky (1975) for example, sticks by his main concept without considering the criticisms.

In psychology, imitation is generally understood as a process in which behaviour is acquired by copying the behaviour of a model (McNeil 1970) we can differentiate between spontaneous imitation in which the child himself imitates someone, usually the parents, and non-spontaneous (elicited) imitation, which takes place through the imitation of Adults (see Dale 1972:91f).

14

Stern sees imitation as 'that factor which makes language learning possible in the first place' (1967:123). The Nativist approach negates the role of imitation in language acquisition, although the fact that a child imitates the speech of adults is not questioned. Apart from the fact that imitation plays a different role for various children (Bloom 1973:144) there are two opposing views about sentence imitation. Fraser et. al (1963) and Turner & Rommetveit (1967) are of the opinion that imitation is a sensori-motor ability and is not dependent on understanding. On the other hand, Slobin & Welsh (1971) emphasize that imitation must function-through understanding the sentence i.e., the meaning system. When a sentence overextends the direct memory span of the child, he must understand it, i.e., know the grammar of the sentence, in order to imitate it correctly. In this way only sentences which are within the limits of the direct memory span can be imitated in the way presented by Fraser et al (1963). Guillaume (1925:24) points out that no imitation is completely passive. A selection takes place, the child does not repeat everything which he heard. In addition, Jakobson stated that every imitation requires a selection, and so, a creative deviation from the model (1972:8).

2.2 Second/Foreign Language Learning

In the process of learning a second/foreign language (L2), learners produce utterances that are noticeably deviant from the language they are learning. Selinker coined the term "Interlangauge". "Interlanguage was defined as a system intermediate between the mother-tongue and the target language" (Selinker, 1992:23).

In learner language there are three codes to describe: the learner's native language (NL), the target language (TL) and the learner's version of the target language (L$_L$). These three pairs can be compared: comparing NL and TL is known as 'contrastive analysis'; and comparing L$_L$ with TL is 'error analysis'; comparing NL with L$_L$ with the extension

of identifying any traces of NL in L_L is called 'transfer analysis' (James 1990: 205-213). The interlanguage phenomenon is often seen as a completly new development developing out of contrastive analysis, though it is also connected with more recent socio and psycholinguistics insights (Nickel 1989:293-305).

It has been suggested that research on learner language can yield insights into the process whereby the rules of a second/foreign language are interpreted and internalized by learners. Error analysis can be a useful tool for this purpose. A number of studies have shown how error analysis can contribute by pinpointing those areas in which target language rules have been internalized, as well as those in which they have not. A study of the nature of learner language may provide insights into a better understanding of second/foreign language learning.

2.3 Learner Language Studies: Approaches

2.3.1 Contrastive Analysis Hypothesis

The language of second/foreign language (L_2) learner contains errors. One of the major approaches used in studying errors L_2 learners make was 'Contrastive Analysis (CA)'. It gained much prevalence during the '40s and '50s. Contrastive analysis prospered as a scientific tool in the investigation of various tongues in the language teaching field under the influence of taxonomic structuralism and behaviourism. A number of well-known linguists such as Fries (1945) and Lado (1957) were associated with CA.

CA assumes that difficulties and errors in L_2 learning are caused by differences between the native and target language. It views errors as evidence of the first language (L_1) interference in the learning of L_2. Prediction about 'negative transfer' (or interference) and 'positive transfer' for 'difficulty' and 'facilitation', respectively in L_2 learning are proposed on the basis of the structural relationships between the

16

languages involved. CA rests on behaviouristic learning principles, according to which language learning is habit formation, and where L_2 and L_1 differ, the old habit (using L_1) hinders the formation of the new habit (learning L_2) (Dulay and Burt (1972: 237).

Contrastive Analysis was developed for pedagogical needs. The CA hypothesis is based on the assumption that differences create difficulties in learning, which leads to L_1 interference, which in turn results in error. A systematic comparison of the structure of L_1 and L_2 could identify differences, and this can be used to predict potential areas of difficulties in learning L_2, which would help the teacher grade the teaching units suitably.

In CA, learner's errors are treated as pathologies to be eradicated or diseases to be healed (Valdman 1975), and a great deal of emphasis is laid on avoidance and eradication of errors. Errors are regarded as signs of incomplete mastery of the rules taught, and they have to be drilled until they disappear. This behaviouristic approach aimed at preventing errors was in vogue in the second/foreign language teaching scene for quite some years.

2.3.2 Language Transfer

It is noteworthy that although CA has largely lost its popularity, the notion of L_1 interference was not entirely rejected, but was reconstituted as one factor among many of the cognitive processes responsible for second/foreign language learning. Recently there has been a resurgence of interest in the phenomenon of language transfer, not as a mechanical transference of L_1 structure but as a cognitive mechanism that underlies L_2 acquisition (Gass, 1988). Much work is devoted in exploring the re-orientation of L_1 transfer (Kellesman and Sharwood Smith 1986; James 1988; Faerch and Kasper 1987; Gass and Selinker 1983).

17

In general, language transfer may be identified as any ungrammatical structure which bears some resemblance to structural properties of the learner's native language (Felix 1980). Faerch and Kasper (1987: 112) provide a reinterpreted definition: "a psycholinguistic procedure by means of which L_2 learners activate their L_1 knowledge in developing or using their inter language." Whatever the definition of transfer, learners are found to creatively use their L_1 knowledge as "perhaps the basic learning strategy" (Selinker 1992: 74) in building up L_2 competence. Learners borrow L_1 data when they do not have adequate data to produce a hypothesis within L_2 itself. Tomasello and Hevion (1988) note that even though it is ungrammatical in L_1, L_2 transfer would be incorporated into the learner's interlanguage if they receive appropriate feedback from the communicative environment. Within this premise, L_1 is now viewed as an important resource activated when there are not sufficient L_2 resources that learners use to perform in the L_1 learning. As Corder (1983) argues, learners may well activate their L_1 knowledge in order to produce an interlanguage utterance or in understanding incoming messages without retaining these rules or items in their interlanguage systems. Wode (1982: 174, proposes several assumptions about transfer in learner language:

1) Transfer does occur in learner language;

2) Transfer is developmental, i.e., it is an integral part of how people learn languages;

3) The occurrence of transfer is systematic and not random;

4) Transfer is constrained by the formal properties of the linguistic devices of the languages involved; and

5) There is variation in the use of transfer along several dimensions; Individual variations among the transfer based learner utterances; situational or task specific variation in the sense that certain

18

situations are more prone to trigger transfer based utterances than others, and developmental variation as a function of the state of the development of the learner's L_1 and/or L_2

This reassessment of L_1 transfer leads to the use of a new term, 'language transfer' (Gass & Selinker 1983) or 'Crosslinguistic influence' (Kellerman & Sharwood Smith 1986). The reappraisal of L_1 influence points to the significant nature of L_1 and its role) in second/foreign language learning and use indeed, the role of L_1 in L_2 learning has for long been debated. Yet it is undeniable that the learner's L_1 is an important theoretical concept in L_2 learning. Particularly in terms of recent claims with regard to language transfer in L_2 learning, the learner's L_1 can play a facilitative role in creating learner language. Language transfer or cross-linguistic influence in a broader sense affects the learner language at different linguistic levels and to different degrees.

2.3.3 Error Analysis Hypothesis

According to the basic tenets of EA, language learning is not merely the result of repetition, but the result of a cognitive interaction between the learner, the L_1 and the L_2 as well as the environment of learning. That is, the development of the L_2 reflects the complex interaction between language learning and mental processes.

The proponents of EA claim that many errors that the L_2 learners make do not result from the interference of the mother tongue but rather from the strategies the learner uses to acquire the target language and also from the difficulties inherent in the target language itself. Corder (1967) argues that one should examine the learner's errors not as a sign of native language interference but rather as a reflection of device used by the learner for testing his hypothesis about the nature of the language he is learning. It is a strategy employed to learn the target language.

19

The EA hypothesis rests on the notion of a language as a system governed by rules and of the creative nature of language learning process. In this viewpoint, the learner is seen not as a producer of deviant, imperfect language full of errors but as an active participant in the creation of his language through a process of hypothesis formation and testing. EA focuses on the difficulties of the target language as well as psycholinguistic process of language learning. In the EA hypothesis, errors are not inevitable but also necessary in the process of learning a language. Corder (1974) considers errors to be products of a system of the learner language, as he argues that "a learner's errors provide evidence of the system of the language that he is using (i.e., has learned) at a particular point in the course (1981: 10)". Thus errors L_2 learner makes in the process of constructing a new system of language need to be analysed carefully in order to understand the process of language learning. Errors can be regarded as indicators of the stages of the progression between the L_1 and L_2 systems. Corder (1981: 10-11) emphasizes the importance of a learner's errors.

They [learner's errors] are significant in three different ways. First, to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and consequently, what remains for him to learn. Second they provide to the researcher evidence of how language is learned a acquired, what strategies or procedures the learner is employing his discovery of the language. Thirdly (and in a sense this is their most important aspect), they are indispensable to the learner himself, because we can regard the making of errors as a device the leaner uses in order to learn. It is a way the learner has of testing his hypothesis about the nature of the language he is learning.

In short, the main purpose of EA is to analyse the learner's errors in order to discover his knowledge of the language to date and to know how he learns the language.

EA has brought about major changes in language teaching practices. Learner's errors provide the teachers with important feedback on his teaching and information about the types of errors produced by a particular group of students. It can also help the teacher judge the progress made in learning the target language over a period of time (Corder 1967; Brown 1987).

Moreover, EA can provide valuable data for the development of suitable curricula, the preparation of teaching materials, textbooks and examinations. Corder (1981) notes that it is on the basis of the information the teacher gets from errors made by his students that he can vary his teaching procedures and materials, the pace of the progress and the amount of practice which he plans at any moment. Corder lays stress on practical uses of EA and applications for language teaching.

Errors enables the teacher to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been working on. This is the day-to-day value of errors. But in terms of broader planning and with a new group of learners they provide the information for designing a remedial syllabus or a programme of re-teaching Corder (1973: 265).

As has been noted, both CA and EA have some drawbacks. It is thus proposed that EA can be used more effectively in language teaching if it is incorporated with CA for the explanation of interference phenomena CA can be used as an alternative or supplement to EA (Richards 1974; Duskova 1969; Buteau 1970) as Duskova (1969: 92) has addressed to this point that contrastive analysis might be profitably supplemented by the results of error-based analyses, particularly in the preparation of teaching materials.

The advent of EA has completely changed the attitude towards errors L_2 learners make and their treatment, and this has led to a shift from teaching to learning (Jakobovits 1970; Oller & Richards 1973).

21
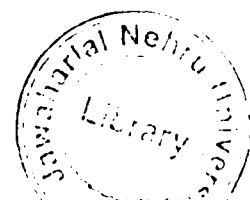
The focus in language teaching has also shifted from structure and form to function and content. This positive perspective towards the learner's errors, the learner's language and the communicative use of language has elevated the learner to a much more crucial position in language teaching. Despite its short comings, EA can provide the teachers with a systematic evaluation of language learners' difficulties, useful insights into the second/foreign language learning process and guidelines for the enhancement of language teaching.

CHAPTER – III

3. METHODOLOGY AND PROCEDURE

There are broadly two types of approaches followed in the area of research. First is theoretical approaches, which are mostly rational and are based on abstract ideas and theories, through which philosophers and researchers reinterpret the existing theories or sometimes develop new concepts, hypotheses and models to explain phenomena in nature. This is normally the kind of research for which empirical evidence is not needed.

Second is empirical research, which involves collection of data, its analysis and synthesis. It is based on experiments and observations to test, confirm, or refute, or modify the hypothesis. The research carried out in empirical method relies mainly on original data for its analysis. This experiment further leads to prove or disprove the hypothesis proposed in the beginning of the study also generally known as experimental approach. " Empirical research is appropriate when proof is sought that certain variables affect other variables in some or the other way. Evidence gathered through experiments or empirical studies is today considered to be the most powerful support for a given hypothesis". (Kothari 1985:5).

Research conducted on language learning process especially studies in second or foreign language mostly follow the empirical methods. Methodology is important in any research because the validity of the results depends on the means adopted. Generally, second/foreign language learning research methodology includes experiments, case studies, field studies and so on. This study is also based on data collection and participant observations. Another component of the study in based on rational procedures and subjective assessment rather than pure-empirical steps & procedures.

3.1. Data Elicitation Procedures

Over the past few decades, a large number of studies on second/foreign language learning in general and learner language in particular have been carried out with the view to discovering the universal processes of second/foreign language learning process. Information about second/foreign language learning can be obtained through a variety of procedures and methods. Data can be collected by using various methods such as participant observation, interview, questionnaire methods testing, etc. Methodologies to be employed for the present study are data collection and participant observation. Questionnaire method was carried out with both the teachers and students. Composition writing was given to elicit errors at different levels of the structure of English language (lexicon, semantics, morpho-syntactic and syntactic components).

3.2. Subjects & Sampling Procedures

The sampling procedure included the following things:

1. Choice of Schools

2. Level

3. Number of Students

4. Number of Teachers

This study involves two groups of Magahi speaking students learning English in the district of Munger, one group belongs to private school and the other belongs to Government school.

3.3. Data Collected from Private School

Awadoot School

Twenty students from class IX were chosen for this purpose. They were asked to write letters and two essays on some topic mentioned above. They were asked to write in their normal class situation under their respective teachers' observation. Time allotted was 1½ hrs but was not strictly followed, they were given some more time required, so that they do not work under pressure. Students were informed of the aims of this study. They were asked to be honest in their writing so that the real situation of English can be traced which could help not-only the researchers but also the English language teacher. English teachers were also given questionnaire to fill that included their, background, qualification and soon. There were 2 English teachers who taught English to Class IX and Class. X

3.4. Data Collected from the Government Schools

(1) Zila School (Boy's School)

The total number of students collected for this purposes was twenty. Ten boys from class IX and ten boys from class X. They were informed of the aims of this research and were asked to cooperate and be honest in their writing. They were also expected to write under their normal class situation where the test was conducted under the observation of their respective teachers. I was also personally present for observation. They wrote only one essay. Some of them wrote only letters. Length of all the essays was ½ - 1½ page. English teachers were also asked to fill in the questionnaire. There were two English teachers who taught English to class IX and X in this school.

(2) Baijnath Girls School

Test was conducted in their normal classroom situation. They were informed about the aims of this test and were asked to be honest in their writing. Students of class IX and X were chosen for this purpose. Data of ten girls from class IX and ten girls from class X were selected for the further analysis. Although more than twenty girls had given the test. They were observed under their respective teachers and I was also observing them. Time allotted was 1½ hr. But they were told to take their own time and do not get pressurized. Most of them wrote only one essay and a letter. They wrote very short essay.

There was only one English teacher present at that time to teach English to both IX and X class. She was the only one to fill in the questionnaire.

3.5. Background of the schools

Data was collected in the district of Munger in Bihar situated in the Eastern part of India. Three schools were chosen for this purpose. First, the private school: Awadoot Academy, which is co-ed school from nursery to IX. It is an English medium school. It is not very old school. Teachers are capable enough to converse in English, although, most of the teachers in this school did not have B.Ed. degree which is essential for this job. But they had the capability to teach and express themselves in English.

Second schools was (1) Baijnath girls' school and third (2) Zila school (boys). These were government schools. These two schools are very old and recognized as best schools in that area. Education of English starts from class V or VIth. They are Hindi medium schools. They learn English not as a language but as a subject. They study other subjects in Hindi. Teachers were well qualified, with all essential

degrees. i.e., B.Ed, M.Ed etc. that is essential for this job. Since the medium of instruction in both the schools is Hindi, therefore English is not used in the classrooms even during English classes. English is therefore taught through Hindi medium although teachers are capable of conversing in English. Teaching of grammar and translations are mainly focused.

Comparative study on error analysis was made between the students of public school and the Government school. Students of Class IX and X were chosen for this purpose. Comparison between male and female was also made. Data was collected from twenty students of class IX from private school and forty students from government school of class IX and class X. Comparison was made first between class IX of both the schools and then between class X of govt. school and class IX of private school.

Students of private school were quite good. Most of the students belong to middle or upper-middle class. Since they were taught English from early age i.e., nursery, they had the capability to express themselves in English. But the vocabulary they used was very limited. Since, the use of English was only at school, they lack the environment where they could pick-up the language easily, or where they could use the language learnt in classroom. Use of English is very limited in that area, as it is Hindi speaking, region. Hindi is used everywhere. Native language is used at home, market place and in other domains of day to day life, along with other regional languages.

3.6. Methods

Data was collected through the following methods:

1. Questionnaire for the teachers and students

2. Written test for the students, 'composition'

27

3. Interviews with the teachers

Questionnaire method:

Questionnaires prepared for students were based on opinion about language teaching in the school and about the importance of English language and its uses. The questionnaire included seven objective type questions based on importance of English language which was judged upon five point scale. Starting from very good at point one to very bad at point five. The other section of questionnaire included essay and letter writing to judge their language aptitude. The questions gathered information's about the condition of English language teaching in their school, its uses and its importance. It also included information about their interest in learning English and their knowledge of its requirements the third part was a written test given in order to collect errors in thus written English.

Data collected from the total 60 students, 20 from private school and 40 from Govt. school, consisted of one letter writing and two short essays. The written data Topic for the letter was to write their experiences over a recently seen movie. And topic for essays were

1. Our culture and Tradition

2. English in India (its uses and requirements)

3. Education facilities in Munger, in Bihar, in India.

The given topic were not concerned with specific and unfamiliar content areas requiring any specialized and technical vocabulary. The topics were chosen on the ground that they would elicit the students' personal experiences, impressions and feelings, and thus they would have less problems expressing themselves.

3.7. Analytical Procedures

The procedure followed for data analyses involved questionnaires for empirical information was examined to find at about the differences in the aptitude and motivation to learn English in the students going to private schools as compared to the students of government schools. It also included identification classification, description and explanation of errors found in a corpus of written compositions and their frequency of occurrences in both Government and Public schools was made.

The composition writings collected from the subjects from both the groups were investigated to identify and analyze the errors at different levels of language such as Lexicon, Semantics, Morpho-syntactic and Syntactic by means of Error Analysis. The errors identified were then classified and tabulated to form a statistical presentation of their occurrences according to the linguistic categories involved for both the groups. To examine the similarities and differences between Government and Private Schools, overall comparisons of the frequency of all errors were made. The nature of errors produced by the two groups were examined and compared. Moreover, observation was also made on the interference of native language. The nature of error as well as their causes of the error was examined more intensively rather than mere presentation of their frequency of occurrence. In addition, the student's responses to the questionnaire as well as teacher's responses were also examined.

3.8. Identification of Errors

Within the context of linguistics, the term 'error' refers to a non-native speaker's deviant form, which a native speaker intuitively recognizes as part of the linguistic system. Or, learners ungrammatical or ill formed sentences were judged by the generally accepted rules of the target language. In learning second language (L2), the learner

produce deviations from the L_2 norms. These deviations were labeled as 'errors'. If the sentence appears ill formed in terms of the rules of the target language, it is overtly erroneous. If the sentences appear superficially well formed, but an examination of its context shows that it is ungrammatical, then the sentence is covertly erroneous (Corder, 1971, p. 147-160) in this study, grammatical and lexical items are considered errors when they are erroneous both overtly and covertly. For example, in the sentences like:

(1) In this vacation, I would go to sea, mountain, etc.

(2) In the final exam I will become to know my level.

In sentence (1), some grammatical items are found to be overtly erroneous. On the other hand, in the second sentence it seems superficially well formed but includes a lexical item that is covertly erroneous.in the context.

3.9. Classification and Tabulation of Errors

In this study, errors identified in the written compositions produced by both Government and Private School students were classified into three main linguistic categories such as Lexicon, Morpho-syntactic, and syntactic categories. These three main categories were further subdivided according to different parts of speech. Spelling errors were also counted separately.

(1) Lexical Errors

    (i)   Noun

    (ii)   Adjective

    (iii)   Adverb

    (iv)   Verb

(2) Morpho-Syntactic errors

(i)   Errors in Plural/Singular markers.

(ii)   Errors in Subject-verb agreement

(iii)   Errors in Participle ending

(iv)   Errors in Negative markers

(v)   Possessive markers

(vi)   Article

(vii)   Prepositions

(viii) Pronouns

(ix)   Tense and Aspects

(x)   Conjunctions

(xi)   Quantifiers

(xii)   Errors in Modal/Auxiliary Verb

Syntactic errors

(i)   Word-order

(ii)   Clause

(iii)   Direct/indirect speech

(iv)   Active/Passive

(v)   Negation

(vi)   Interrogation

(3) Miscellaneous

The total numbers of errors produced by both the groups were counted separately. Comparison was made in terms of number and percentage of errors. They were tabulated for each group separately.

3.10. Analytical Method

Counting of errors was done according to their number of occurrences and sometimes taking whole sentence as one error.

When the same type of error occurred more than once, the number of all occurrences was counted. For example: -

Their is own culture and tradition of their own country. (P16)

If we talk India *their* is many culture and tradition in India. (P16)

This is counted as two errors.

CHAPTER – IV

4. ANALYSIS OF DATA

4.1 Introduction

This chapter includes the data analysis. The data has been collected from two different groups of students. The first group includes the students of English medium schools, which are not government but private school. In such schools English is taught from the beginning i.e., Nursery or class I. The other group includes students of Government school, who learn English only as a subject. The medium of instruction in these schools is Hindi. The students here start learning English from class V or VI.

The analysis of the data in this study involved identification, categorization and description of deviations from the target language, and a statistical presentation of their frequency in all the three groups i.e., Group A, Group B and Group C. Group A is class IX of private school, Group B is class IX of Government school and Group C is class X of Government school.

The incorrect forms and patterns identified were categorized along the main linguistic categories into lexical, morpho-syntactic and syntactic level. These three categories were further subdivided according to different parts of speech. In order to examine the similarities and differences between performance of the Government and Private school, overall comparisons of the frequency of all errors were made in terms of number and percentage and were tabulated.

The boundary between the categories, especially between syntactic errors and morpho-syntactic errors, was often difficult to draw, and some overlap was inevitable.

"Morphology and syntax are two different but inter related areas of study. Morphology interacts with other components of syntax and shares some of their rules. The selection of a particular form of, on a given occasion is dependent on the syntactic construction in which it appears. Certain morphological properties of words must be seen by syntactic rules and there are inflectional properties of words that are determined by syntax" (Katamba 1993: 217).

In English, a verb is inflected to agree in number with the subject. Agreement is a grammatical constraint requiring that if one word has a particular form, other words appearing in the same construction must take the appropriate corresponding form. Two words are said to agree in respect of some grammatical features if they have the same value for the relevant features (Radford 1997). Inflection occurs when, at different points in a sentence, syntax imposes choices from a menu of affixes. Typically, affixes serving a syntactic function are inflectional, and verbal affixes in English are strongly syntactically determined. For instance, inflectional -s in verbs which realizes the syntactically pertinent properties of third person, present tense and singular number, is obligatory (Katamba 1993: 207). Based on these criteria of inflectional morphology, errors on subject-verb agreement was categorized into morphology in the present study.

Furthermore, the categorization of errors into linguistic categories cut across other grouping based on parts of speech. For example, errors related to verb were dealt with under syntax (e.g., wrong position in clause) and under lexicon (e.g., inappropriate choice, omission and insertion of verb, etc) and also under morphology (e.g., incorrect subject-verb agreement, incorrect formation of participle endings, etc.).

The results of the analyzed data are presented and each of the error types are compared and discussed in detail. Illustration from the corpus is given in appendix.

4.2 Results

Overall comparison of the three Groups of boys and girls taken together are presented in Table 1 and figure 1. And a comparison between Group A and Group B, boys and girls taking together were presented in Table 2. In Table 2 and figure 2, it clearly shows the sharp distinction of percentage of incorrect usage between both the groups. Group B has twice the number of errors as compared to Group A. Group A has 8.35% of incorrect usage while Group B has 16.83% of incorrect usage.

A comparison was also made between Group A and Group C presented in Table 3. Here also the performance of Group A is better then Group C. There is a large difference in the average length of the composition between both the groups. Group A has 506.35 words while Group C has an average length of the composition as 154.3 words. It is almost three and half times more in Group A.

The overall performances of the subjects in the target language were examined, and the total number of words and errors produced by each group of the subjects were separately counted. An approximate percentage of incorrect usage was also calculated in terms of the number of errors by total number of words written in the composition. The approximate percentage of incorrect usage might not be identical with the actual incorrect usage because errors occurred not only at the word level, but also at the phrase and the sentence levels. The overall performance of private school and Government school are presented in Table 4 and 5.

In Table 4 the comparison is made between boys and girls of class IX, private school. It shows that overall performance of girls were better

Table 1. Overall Comparison of all three Groups

	Group A	Group B	Group C
	Private School	Government School	
	9th Class (20 no.)	9th Class (20 no.)	10th Class (20 no.)
Average length of composition	506.35 words	103.35 words	154.3 words
Total no. of words	10127	2067	3086
Total no. of sentences	739	274	319
Mean of words in a sentence	13.70	7.54	9.67
Correct no. of sentences	317	42	102
Total no. of errors	846	348	394
Percentage of incorrect usage	8.35%	16.83%	12.76

Figure 1

Overall Comparison of percentage of errors in all three Groups
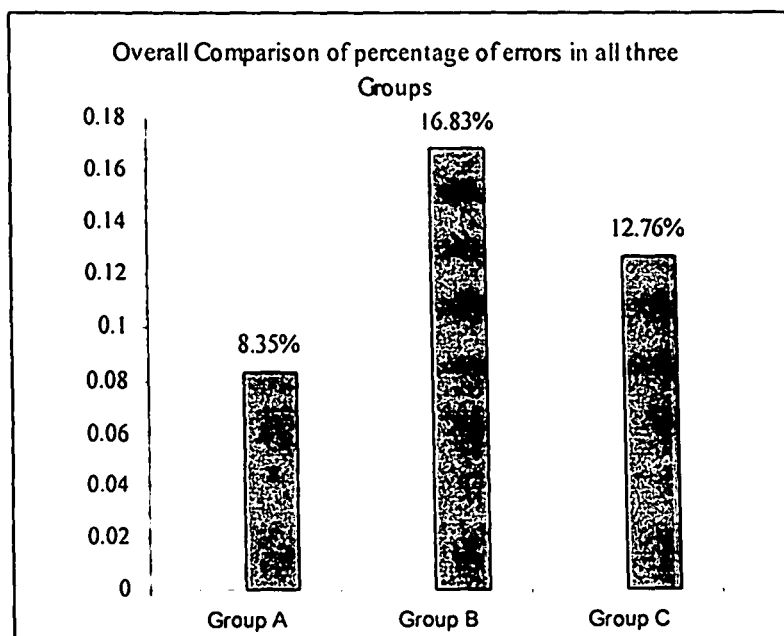
Table 2. Comparison between Group A and Group B

	Group (A)	Group (B)
	Private School	Government School
	9th Class (20 no.)	9th Class (20 no.)
Average length of composition	506.35 words	103.35 words
Total no. of words	10127	2067
Total no. of sentences	739	274
Mean of words in a sentence	13.70	7.54
Correct no. of sentences	317	42
Total no. of errors	846	348
Percentage of incorrect usage	8.35%	16.83%

Figure 2

Comparison of percentage of errors between Group A and Group B
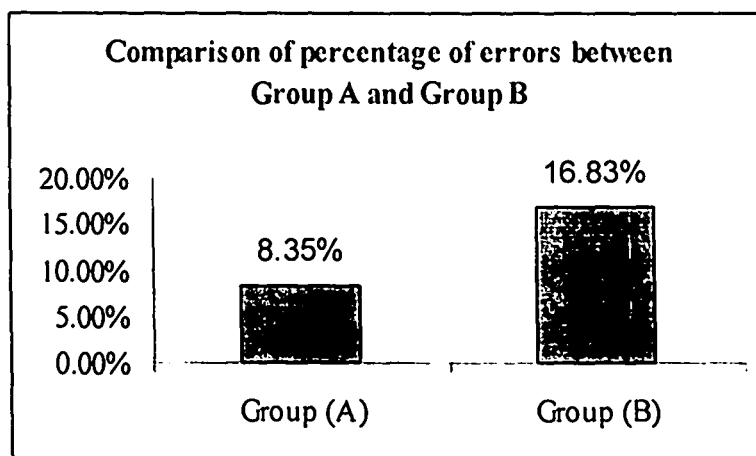
Table 3. Comparison between Group A and Group C

	Group (A)	Group (C)
	Private School	Government School
	9th Class (20 no.)	10thClass (20 no.)
Average length of composition	506.35 words	154.3 words
Total no. of words	10127	3086
Total no. of sentences	739	319
Mean of words in a sentence	13.70	9.67
Correct no. of sentences	317	102
Total no. of errors	846	394
Percentage of incorrect usage	8.35%	12.76

Figure 3

Comparison of percentage of errors between Group A and Group C
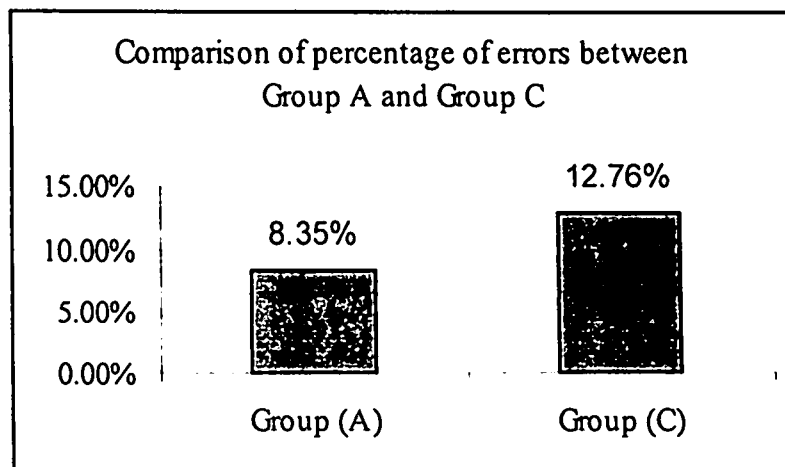
than boys. Average length of compositions written by girls was longer (533.3 words) as compared to the boys (479.4 words). Girls had more correct number of sentences (186 sentences out of 375) as compared to boys (131 sentences out of 364). It is also seen that the total number of errors produced by boys (465 error) were more than the girls (354 errors). Therefore, the percentage of incorrect usage for boys and girls were (9.69% and 6.63%). It shows that girls showed better performance in comparison with boys. Table 5 gives the overall performance of class IX and X of Government schools.

Students of class X performed better than the students of class IX. Girls had performed better in both the groups as compared to boys. In Group B the average length of composition of class IXth girls (125 words) was more as compared to the boys of class IX (75.1 words). Number of correct sentences of girls (30 sentences out of 170) was more as compared to boys (12 sentences out of 104). Therefore, percentage of incorrect usage was also more in boys (17.04%) as compared to girls (16.71%). In Group C, the percentages of incorrect usage of boys were more as compared to girls i.e., 17.39% and 11.07%. Comparison between class IX of private school and Government school are presented in Table 3 (i.e., Group A and Group B) comparison between girls and boys were also made. Group B (boys) had the maximum percentage of incorrect usage i.e., (17.04%). It shows that Government school boys had almost twice the number of error as compared to the boys of private school. Similarly, the performance of girls in Group A was better as compared to the girls of Government school. The percentage of incorrect usage of Group B girls was (16.71%), which was almost more than twice the percentage of incorrect usage in Group A girls.

Again, Group A (boys and girls) were compared separately with group C boys and girls which is presented in Table 7. The percentage of incorrect usage found in Group B was almost twice the percentage of incorrect usage found in Group A. Comparison between boys and girls

Table 4. Overall performance of Private School Students

	Group (A)	
	Class IX	
	Boys (10)	Girls (10)
Average length of composition	479.4 words range 368-563	533.3 words range 387-624
Total no. of words	4794	5333
Total no. of sentences	364	375
Mean of words in a sentence	13.17	14.22
Correct no. of sentences	131	186
Total no. of errors	465	354
Percentage of incorrect usage ℸ	9.69	6.63

Table 5. Overall performance of Government School Students

	Group (B)		Group (C)	
	Class IX		Class X	
	Boys (10)	Girls (10)	Boys (10)	Girls (10)
Average length of composition	75.1 words Range 36-132	125 words range 60-282	82.8 words range 36-175	231 words range 152-306
Total no. of words	751	1316	828	2258
Total no. of sentences	104	170	107	212
Mean of words in a sentence	7.22	7.74	7.73	10.65
Correct no. of sentences	12	30	16	86
Total no. of errors	128	220	144	250
Percentage of incorrect usage	17.04	16.71	17.39	11.07

Table 6. Comparison between Class IX of Private school and Government school

	Group (A) Class IX Private School		Group (B) Class IX Government School	
	Boys (10)	Girls (10)	Boys (10)	Girls (10)
Average length of composition	479.4 words Range 368-563	533.3 words range 387-624	75.1 words range 36-132	125 words range 60-282
Total no. of words	4794	5333	751	1316
Total no. of sentences	364	375	104	170
Mean of words in a sentence	13.17	14.22	7.22	7.74
Correct no. of sentences	131	186	12	30
Total no. of errors	465	354	129	232
Percentage of incorrect usage	9.69	6.63	17.04%	16.71

Figure 4

Comparison of percentage of errors between Boys and Grils of Group A and B

20.00%
15.00%
10.00%
5.00%
0.00%

9.69%   6.63%   17.04%   16.71%

Boys (10)   Girls (10)   Boys (10)   Girls (10)
Group (A)   Group (A)   Group (B)   Group (B)

41
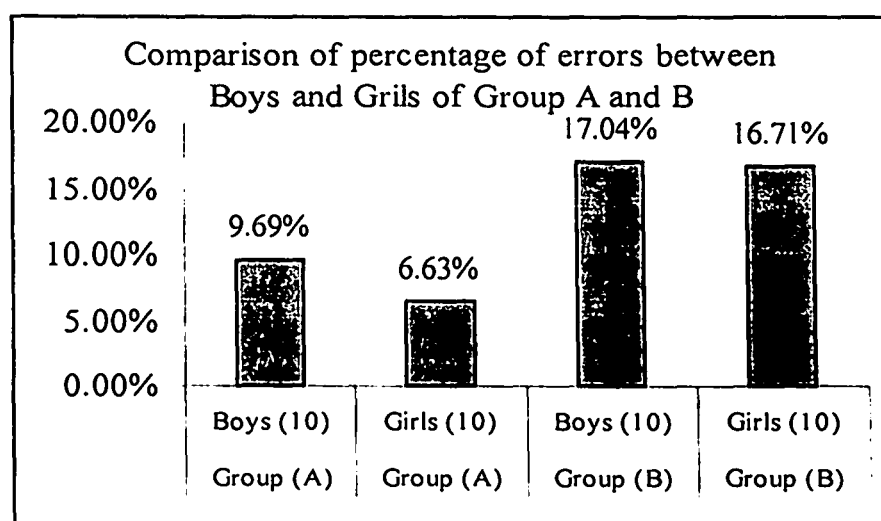
Table 7. Comparison between Class IX of Private School and class X of Government school

	Group (A)		Group (C)	
	Class IX Private School		Class X Government School	
	Boys (10)	Girls (10)	Boys (10)	Girls (10)
Average length of composition	479.4 words range 368-563	533.3 words Range 387-624	82.8 words range 36-175	231 words range 152-306
Total no. of words	4794	5333	828	2258
Total no. of sentences	364	375	107	212
Mean of words in a sentence	13.17	14.22	7.73	10.65
Correct no. of sentences	131	186	16	86
Total no. of errors	465	354	144	250
Percentage of incorrect usage	9.69	6.63	17.39	11.07

Figure 5

Comparison of percentage of errors between Boys and Girls of Group A and C

20.00%

17.39%

15.00%

9.69%

11.07%

10.00%

6.63%

5.00%

0.00%

| Boys (10) | Girls (10) | Boys (10) | Girls (10) |
| Group (A) | Group (A) | Group (C) | Group (C) |

42
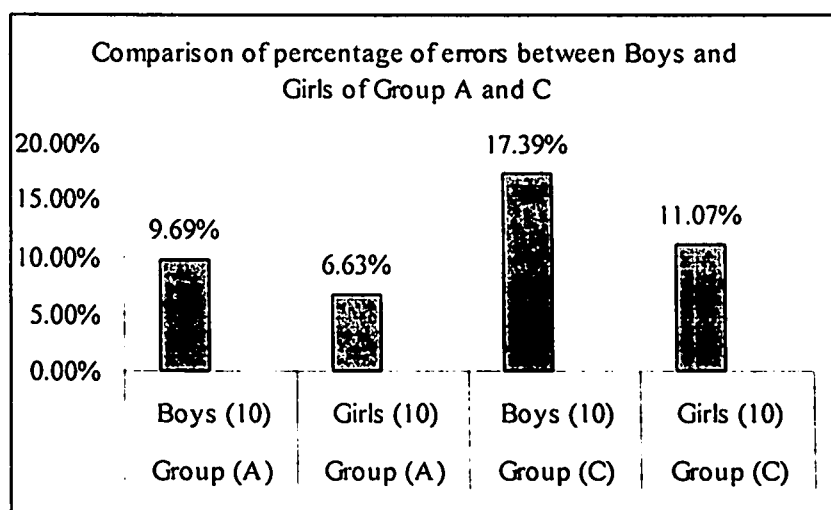
were also made. Here also it shows that girls had better performance as compared to boys.

Analysis of errors was done by dividing them in three main linguistics categories. They are as follows:

1. Lexical errors

2. Morpho – Syntactic errors and

3. Syntactic errors.

The number and percentage of Errors in three main linguistic categories are presented in Table 8. And a comparison is made between Group A and Group B in Table 9 and Group A and Group C in Table 10. Table 9 shows that Group A has 2.33% of lexical errors and Group B has 3.33%. This shows that Group B has more lexical errors as compared to Group A.

Morpho-syntactic errors in Group A is 5.32% and Group B is 10.78%. It shows that the number of morpho-syntactic errors was twice that of Group A. This number of syntactic errors in Group B was thrice that of Group A i.e., (0.7% in Group A and 2.75% in Group B).

All these three major categories of errors included the following into different types of errors in data:

I. Lexical Errors

1. Errors in Adverb use

2. Errors in Adjective use

3. Errors in Noun Use

4. Errors in verb use

II. Morpho-Syntactic errors

1. Errors in quantifier use

2. Errors in participle Ending

3. Errors in Possessives

4. Errors in Conjunction use

5. Errors in Modal/Auxiliary Verb Use

Table 8. Number and Percentage of Errors in main Linguistic categories.

Error types	Number of Errors (%)		
	Private Schools	Government Schools	
	Group A	Group B	Group C
	Class IX (20 students)	Class IX 20 Students	Class X 20 Students
Lexical Errors	236 (2.33%)	69 (3.33%)	57 (1.84%)
Morpho-syntactic Errors	539 (5.32%)	223(10.78%)	301 (9.75%)
ʻ Syntactic Errors	71 (0.71%)	57 (2.75%)	36 (1.16%)
Total No. Of errors	846 (8.35%)	348 (16.83%)	394 (12.76%)

Figure 6

Percentage of Errors in three main Linguistic categories

□ Lexical Errors ■ Morpho-syntactic Errors □ Syntactic Errors
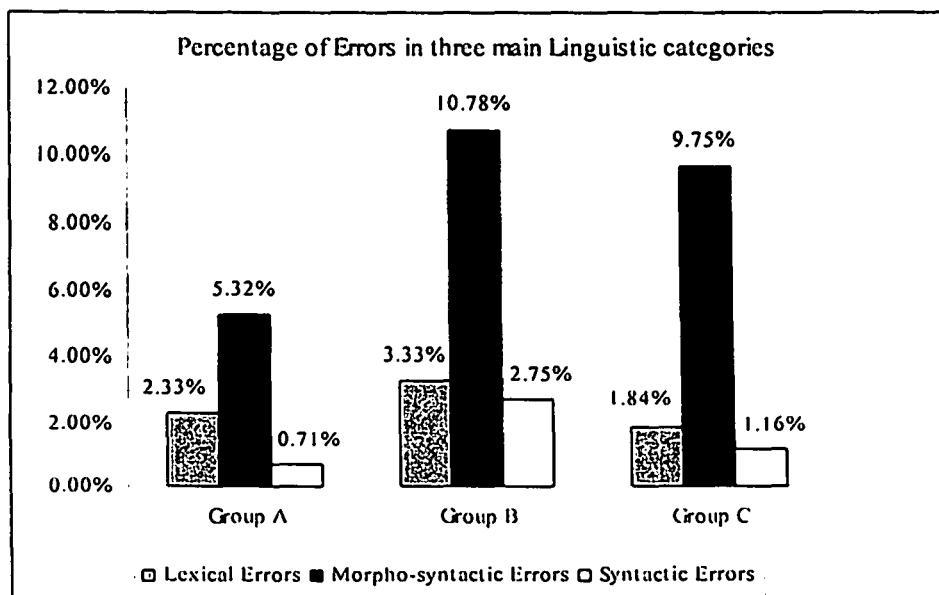
6. Errors in Article use

7. Errors in Subject – Verb Agreement

8. Errors in Pronoun Use

9. Errors in Preposition use

10. Errors in Tense and Aspect

11. Errors in Plural/Singular Markers

III. Syntactic Errors

1. Errors in Active/Passive voice

2. Errors in Clause

3. Errors in Direct/Indirect-speech

4. Errors in Negation

5. Errors in word order

6. Miscellaneous

4.2.1 LEXICAL ERRORS

The number and percentage of lexical errors in all the group s are as follows.

Group A	Group B	Group C
236 (2.33%)	69 (3.33%)	57 (1.84%)

Lexical errors were further sub categorized as follows

1. Adjective

2. Adverb

3. Noun

4. Verb

Adjective Errors

The number and percentage of adjective errors in all the three groups were as given.

Group A	Group B	Group C
57 (0.56%)	7 (0.33%)	14 (0.45%)

Private school (Group A) has more number of adjective errors as compared to Group B of Government school. It doesn't mean that Group

Table 9. Comparison of number and percentage of errors between Group A and Group B in three main Linguistic Categories

Error Types	Private School	Government School
	Group A	Group B
Lexical Errors	236 (2.33%)	69 (3.33%)
Morpho-syntactic Errors	539 (5.32%)	223(10.78%)
Syntactic Errors	71 (0.7%)	57 (2.75%)
Total No. Of errors	846 (8.35%)	348 (16.83%)

'r

Table 10. Comparison of number and percentage of errors between Group A and Group C in three main Linguistic Categories

Error Types	Private School	Government School
	Group A	Group C
Lexical Errors	236 (2.33%)	57 (1.84%)
Morpho-syntactic Errors	539 (5.32%)	301 (9.75%)
Syntactic Errors	71 (0.71%)	36 (1.16%)
Total No. Of errors	846 (8.35%)	394 (12.76%)

B students were perfect but the reason behind the less number of adjective errors in group B was due to the length of the compositions. They had very short and simple sentences as well as repetition of the same kind of sentence structure. Their ideas were limited within the limited vocabularies. The students of private school had written very long passages as compared to that of Government school students. The average length of the written composition was about 500 words as compared to Group B which had average length of 100 words. This creates a lot of difference in their performance Group C i.e., class IX of Government school had almost the same percentage of adjective errors as compared to Group A. Which again does not mean that their performance was equal. Group C had some knowledge of adjectives, which they tried to use but still the average length of the composition was smaller i.e., 200 words as compared to Group A who had 500 words. Group C had several repeated adjectives in a simple sentence construction as compared to Group A who had large number of adjectives as well as complex sentences. Here are some examples from the corpus.

Adverb Errors

The number and percentage of Adverb errors in all three groups were as given.

Group A	Group B	Group C
15 (0.14%)	4 (0.19%)	6 (0.19%)

Inappropriate use of adverb was found in all the three groups.

Noun Errors

Inappropriate occurrence of Noun in all the three groups were accounted in numbers and percentage which are as given.

Group A	Group B	Group C
67 (0.66%)	13 (1.5%)	12 (0.38%)

Table 11. Frequency distribution of lexical errors

Lexical errors	Number of errors (%)		
	Group A	Group B	Group C
Adjective	57 (0.56%)	7(0.33%)	14 (0.45%)
Adverb	15 (0.14%)	4(0.19%)	6(0.19%)
Noun	67(0.66%)	31 (1.5%)	12 (0.38%)
Verb	97 (0.95%)	27 (1.3%)	25 (0.81%)s
Percentage of total Lexical errors	236 (2.33%)	69 (3.33%)	57 (1.84%)

Group B has the highest noun error (1.5%) as compared to other two groups. This shows that they are limited to their vocabulary. Most of the occurrences were incorrect choice and incorrect use.

Verb Errors

Verb errors had the highest frequency of occurrence in the lexical level. The number and percentage of Verb errors in all the three groups were as given.

Group A	Group B	Group C
97 (0.95%)	27 (1.3%)	25 (0.81%)

It included incorrect choice of verb, omission of verb and insertion of unnecessary verb.

4.2.2 Morpho-Syntactic Errors

Morpho-Syntactic Errors comprised the largest frequency of occurrences among the three main linguistic categories. It was observed

that both the groups of students had major problem in this area. After the comparison was made in numbers and percentage, it was found that the rate of morpho-syntactic errors in Government school students was twice that of private school students. The error produced by the students of private school (group A) was 539 (5.32%) and errors produced by the students of Government Schools were group B were 223 (10.78%) and group C 301 (9.75%). The distribution of Morpho-Syntactic errors between the three groups A,B, and C are described in table 12 on the following page.

Quantifiers Errors

Quantifiers refer to a set of items which express contrasts in quantity, such as all, much/many, each, etc. The nature of the noun (i.e. countable/uncountable or singular/plural) determines appropriate quantifiers in the contact.

1. Quantifier Errors were found in both the groups. But the students of Govt. Schools had more no. of errors than compared to private school students. Errors in Participle Ending

Table 12. Frequency distribution of morpho-syntactic errors

Types of errors	Number of errors (%)		
	Group A	Group B	Group C
Quantifier	2 (0.01%)	8 (0.38%)	0
Participle ending	10 (0.09%)	10 (0.48%)	1 (0.03%)
Possessives	11 (0.10%)	23 (1.11%)	18 (0.58%)
Conjunction	26 (0.25%)	13 (0.62%)	15 (0.48%)
Modal/auxiliary verb ï	41 (0.40%)	11 (0.53%)	10 (0.32%)
Article	45 (0.44%)	36 (1.74%)	35 (1.13%)
Subject-verb agreement	57 (0.56%)	15 (0.72%)	34 (1.10%)
Pronoun	66 (0.66%)	27 (1.3%)	33 (1.06%)
Preposition	76 (0.75%)	40 (1.93%)	41 (1.32%)
Tense/aspect	95 (0.93%)	28 (1.35%)	74 (2.39%)
Plural/singular	110 (1.08%)	12 (0.58%)	40 (1.29%)
Percentage of total morpho-syntactic errors	539 (5.32%)	223 (10.78%)	301 (9.75%)

Group A had (10), group B (10) and group C (1) error in participle ending. Comparing between two groups, first A with B, than A with C, we find that group C had very less number of participle ending error. It does not mean that they new the correct usage but that they did not had any such construction in their compositions. The stem form was used instead of '-ing' form and vice versa in several instances.

Significantly, genuine prepositions in English only permit following verbal complements when the verb is in the '-ing' form. By contrast infinitival 'to' can only take a verbal complement when the verb is in uninflected base/infinitive form, never when it is in a gerund form (Radford 1997: 52-53). Participle ending falls into further four sub-categories.

- Substitution of stem for '-ing' form'
- 'ing' form instead of stem form,
- stem form instead of '-ed' form, and
- '-ing' form instead of '-ed' form as below:

Errors in Possessives

All the three groups contained this error. Group A had 11 (2.04%), Group B, 23(10.31) and Group C., 18 (5.98%). It clearly shows the difference in the occurrence of error in possessive marker between Group A and Group B, Group C. Group A has only 2.04% compared to other two groups who has 5 times more to it.

	Group A (IX)	Group B (IX)
Errors in Possessives	11(0.10%)	23 (1.11%)
	Group A (IX)	Group C (X)
	11 (0.10%)	18 (0.58%)

Conjunction Errors

The percentage of conjunction errors found among the three groups were not very far from each other Group A had 26 (4.82%), Group B 13 (5.82%) and Group C 15 (4.98%) Crowhurst (1987) points out that while low proficiency writers tend to use more conjunctions,

high proficiency writers rely on other cohesive devices rather than on explicit conjunctions to avoid redundancy.

Errors in Modal/Auxiliary Verbs

Students of private school had large number of Modal/Auxiliary verb errors as compared to the number and percentage of Government School. It is as follows:

Private Schools		Government Schools
Group A Class IX	Group B Class IX	Group C Class X
41 (0.40%)	11 (0.53%)	10 (0.32%)

1. The reason behind this was that students of Government school were less able to utilize modality feature in their learner's language system as compared to the students of private school (Group A). The average length of compositions was also less as compared to the private school. It was approximately (75-125 words) while private school students had written approximately around 500 words. Errors in the use of modal/auxiliary verbs included the wrong choice, omission and insertion of modals and auxiliary verbs.

2. **Errors in Article Use**

   Incorrect use of English articles were commonly found in all the written compositions written by different subjects, i.e., Government Schools and Private School. Private School student had 45 (8.364%) article errors and students of government schools had 36 (16.14%) and 35 (11.62%).

Private Schools		Government Schools
Group A Class IX	Group B Class IX	Group C Class X
45 (0.44%)	36 (1.74%)	35 (1.13%)

It was found that the percentage of article errors produced by Government school students were double the percentage of article errors produced by private school (i.e., Group A).

The wrong use of articles were sub-categorized into five areas.

1. Omission of 'a/am'

2. Omission of 'the'

3. 'a/am' instead of 'the'

4. 'the' instead of 'a/am'

5. 'a' instead of 'an'

Preposition Errors

Number and percentage of preposition found in all the three groups are as follows:

Private Schools		Government Schools
Group A	Group B	Group C
76 (0.75%)	40 (1.93%)	41 (1.32%)

1. Group A has less number of preposition errors as compared to Group B. The difference is of only 4% (approx). All the three groups had used prepositions in their written compositions, at their maximum capabilities, which showed that they had knowledge in this area of speech. The errors found were observed carefully and was found that it had an effect of their mother tongue. Incorrect uses of prepositions fell into three groups. They were wrong choice, lacking and insertion of unnecessary prepositions.)

Pronoun Errors

Pronoun errors produced by all the three groups in number and percentage are as follows:

Private Schools		Government Schools
Group A	Group B	Group C
66 (0.66%)	27 (1.3%)	33 (1.06%)

1. Misuse of pronoun was found in all the three groups. Group B produced twice that of group A. Misuse of pronoun was sub-categorized into wrong choice of pronoun, omission of pronoun and insertion of unnecessary pronoun.

2. Subject-Verb Agreement Errors

Incorrect use of subject verb agreement was found in all the three groups. Number and percentage observed was

Group A	Group B	Group C
57 (0.56%)	15 (0.72%)	34 (1.10%)

1. Group A has low percentage as compared to the others. There were repetition of the same kind of sentence construction and more use of simple sentences in group B as compared to Group A students. Omission of third person singular S was commonly found in all the cases.

Errors in Tense Aspect

1. Present instead of past
2. Past instead of present
3. Past instead of present perfect
4. Present instead of past perfect

Students of Govt. School had more problems with past and present tense as well as with perfect and continuous tense in both past and present tense. While students of private schools had less problems with past and present tense but they also had problems with perfect and continuous tense in both past and present tense.

Errors in Plural/Singular Markers

A large number of errors occurred in the area of inflectional nominal morphology involving number and the countable/uncountable noun distinction. The number and percentage of errors in plural/singular marker in all three groups were as follows.

Group A	Group B	Group C
110 (1.08%)	12 (0.58%)	40 (1.29%)

Errors in this category included the omission of plural markers and unnecessary insertion of plural markers. Omission of plural markers were more common and frequent than insertion of plural markers across all the groups.

4.2.3 Syntactic Errors

The number and percentage of Syntactic errors in all three groups are as given.

Group A	Group B	Group C
71(0.7%)	57 (2.75%)	36 (1.16%)

Students of Government School Group B has thrice the percentage of Syntactic errors as compared to the students of Private School i.e. Group A. It gives a clear cut information about their capabilities in handling the language on Syntactic level. This is the most important level in the language because it differentiates one language from the other. As it was found that interference of native language occurred at several places especially in word order category. Syntactic level is sub-categorized as follows:

1. Word-order
2. Clause
3. Direct/Indirect speech
4. Active/Passive
5. Negation
6. Miscellaneous

Word-Order Errors

Incorrect use of word position was found in all the groups at large number. They are as given.

Group A	Group B	Group C
44(0.43%)	19 (0.92%)	25(0.81%)

Clause Errors

Clause errors were the least error found in all three groups. It is as given

Group A	Group B	Group C
1(0.009%)	4 (0.19%)	1 (0.03%)

Table 13. Frequency distribution of syntactic errors

Error types	Number of errors (%)		
	Group A	Group B	Group C
Active/passive	0	0	0
Clause	1 (0.009%)	4 (0.19%)	1 (0.03%)
Direct/indirect	3 (0.02%)	1 (0.04%)	0
Negation	7 (0.06%)	6 (0.29%)	2 (0.06%)
Word order	44 (0.43%)	19 (0.92%)	8 (0.81%)
Miscellaneous	16 (0.15%)	26 (1.25%)	8 (0.25%)
Percentage of total syntactic errors	71 (0.7%)	57 (2.75%)	36 (1.16%)

Direct/Indirect Speech errors

Direct/Indirect Speech errors were not found in all three groups. But few errors was seen in Group A and Group B which are as given.

Group A	Group B	Group C
3 (0.02%)	1 (0.04%)	0

Active/Passive Errors were not found at all in any groups.

Negation Errors

Negation errors were found in all the three groups. The number and percentage of the errors are as given.

Group A	Group B	Group C
7 (0.06%)	6(0.29%)	2 (0.06%)

Miscellaneous Errors

Most of the errors found were direct translation from their native language and also unnecessary use of several vocabularies. Major problem was to semantic level. The number and percentage of miscellaneous errors were as given.

Group A	Group B	Group C
16 (0.15%)	26 (1.25%)	8(0.25%)

4.2.4 Spelling Errors

Total number of spelling errors counted in all the three groups are as given

IX Class Group A		IX Class Group B (boys)		X Class Group C (boys)	
(boys)	(girls)	(boys)	(girls)	(boys)	(girls)
47 (0.98%)	55 (1.03%)	35 (4.66%)	65 (4.93%)	30 (3.62%)	59 (2.6%)

4.2.5 A brief summary of the result discussion

1. Table 1, shows that the overall performance of Group A was better than Group B and Group C.

2. Group A had written long compositions with about 500 words on average, as compared to Group B who had short compositions at about 103 words and Group C had 154 words.

3. Total number of words produced by Group A was greater than that of Group B and Group C. (Group A 10127, Group B 2067, Group C 3086)

4. Total number of sentences in Group A was also larger as compared to Group B and Group C.

5. Average length of sentence in Group A was more at about 13.70 words per sentences than that of Group B (7.54) and Group C (9.67 words).

6. Correct number of sentences in Group A was therefore also more as compared to Group B and Group C.

7. Overall comparison of percentage of errors is shown in Figure 1, which clearly indicates that Group A had the lowest percentage of errors as compared to the other two Groups. (Group A 8.35%, Group B 16.83%, Group C 12.76%)

8. Figure 2 shows that Group A again performed well and had less number of errors as compared to Group B. (Class IXth of Private school in comparison with class IX of government school)

9. Figure 3 shows that Group A again performed well and had less number of errors as compared to Group C. (Class IXth of Private school in comparison with class X of government school).

10. Table 4 gives the overall performance of Group A. Here, the comparison is made between girls and boys. it shows that girls had performed better than boys.

11. Table 5 gives the overall performance of Group A and Group C boys and girls. Here also, girls had performed better than boys in both the groups.

12. Figure 4 shows that girls in both in the groups in A and B had less number of errors as compared to the boys.

13. Figure 5 shows that again girls had less number of errors in both the group i.e. A and C as compared to the boys.

14. A figure 6 show that the maximum errors found was in morpho-syntactic category in all the three groups.

15. Figure 6 also shows that the minimum number of errors found was in syntactic category in all the three groups.

4.3 Attitude/Aptitude Test

Responses to the seven objective type questions asked from the students.

Responses to all the seven questions were obtained on five point scale. Starting from 1 to 5 point. 1 is considered very positive and 5 is considered as very negative point 3 labelled as neutral, neither good nor bad. While calculating the mean 2.5 is taken as average response. If it comes between 1 and 2.5 it is considered above average and if it comes between to 2.5 and 5 then it is considered as below average.

Q.1. English language teaching in your school.

Very good	Above average	Average	below average	Bad
1	2	3	4	5

Responses:

Group A		Group B		Group C	
Boys	Girls	Boys	Girls	Boys	Girls
2.3	3.0	2.5	2.8	2.8	2.3

According to Group A i.e. Private school boys said it was above average (2.3) Girls said it was below average (3.0).

Taken together it comes to 2.65 so, the overall response for question 1 was *below average in Private School*.

Therefore, according to the responses the expectations of the students of the three groups from English language teaching in their Schools are different. Girls in Group A who show the highest

competence in English find ELT in their school definitely below average (score 3) while all the other groups show it is "average".

(Responses 2.3 to 2.8)

Q. 2. Teaching of Spoken English in Schools

Very good	Above average	Average	below average	Bad
1	2	3	4	5

Responses:

Group A		Group B		Group C	
3.1	3.5	3.3	3.6	3.5	3.3

Therefore according to the responses teaching of spoken English is below average in all the three Schools, girls in Group A and boys in Group C marking this as the lowest at 3.6.

Q. 3. English language teaching materials books, stories

Very good	Interesting	Average	Boring	Difficult
1	2	3	4	5

Responses:

Group A		Group B		Group C	
1.9	2.8	1.9	2.3	2.2	2.8

All responses are within the average mark boys of A and C find it interesting i.e., the responses of Private School students and Government Boys School find it interesting while Government Girls School finds it average.

Q.4 Use of English in higher Education/

Essential	May be useful with other languages.	May not be necessary	Needed partly	Not required
1	2	3	4	5

Responses:

Group A		Group B		Group C	
1.0	1.0	1.1	1.3	1.3	1.6

All responses are around 1 and 1.6. Group A find it essential definitely and the other groups find it essential too except some people find it may be useful with other languages.

Q.5 English for getting good jobs

Essential	May be useful with other languages.	May not be necessary	Needed partly	Not required
1	2	3	4	5

Responses:

Group A		Group B		Group C	
1.0	1.0	1.3	1.2	1.1	1.6

All responses are between 1 and 2. Group A finds it essential and others mostly mark it between essential and useful (1 and 2).

According to the responses Private School students as well as Government Girls School find it essential while Government Boys School students has the opinion that it might be useful with other languages.

Q.6 English for Competitive Exams

Essential	May be useful with other languages.	May not be necessary	Needed partly	Not required
1	2	3	4	5

Responses:

Group A		Group B		Group C	
1.0	1.2	2.0	1.3	1.9	2.0

All three school students have the same opinion i.e. English is essential for competitive exams.

Q.7 Do you enjoy reading English stories

Very much	Sometimes	Average	Little bit	not at all
1	2	3	4	5

Responses:

Group A		Group B		Group C	
1.7	1.1	1.4	1.5	1.6	1.4

Girls in Group A seem to be the best readers of English stories, others put it around 1.4 to 1.7 i.e., very much and sometimes.

	Group A		Group B		Group C	
Q.1	2.3	3.0	2.5	2.8	2.8	2.3
Q.2	3.1	3.5	3.3	3.6	3.5	3.3
Q.3	1.9	2.8	1.9	2.3	2.2	2.8
Q4.	1.0	1.0	1.1	1.3	1.3	1.6
Q.5.	1.0	1.0	1.3	1.2	1.1	1.6
Q.6.	1.0	1.2	2.0	1.3	1.9	2.0
Q.7	1.7	1.1	1.4	1.5	1.6	1.4
	1.71	1.94	2	2	2.05	2.14

CHAPTER – V

5. SUMMARY AND CONCLUSIONS

Objective of the Present Study is to compare the process of English language learning in two different kinds of schools in the district of Munger, Bihar i.e. Private School and Government School.

This study is based on data collection and participant observations. Another component of the study is based on rational procedures and subjective assessment rather than pure-empirical steps and procedures. Number and percentage of errors were counted and compared between different groups. Errors were divided in three main Linguistic categories i.e. Lexical, morpho-syntactic and syntactic. These levels were further subdivided into different parts of speech. Number and percentage of errors in all these categories were counted separately and were tabulated for comparison. The result of this study shows significant differences in the nature of Learner Language in both the situations. 20 students of Group A were IXth class students from private school and 20 students of Group B were IX class students of government school and Group C consisted of 20 students of class X of government school. The initial hypothesis in this study was that the performance of Group A should be better than Group B and Group C, and the performance of Group C (Class X) should be better than that of Group B (IX). Also, the performance of girls should be better than the boys in all the three groups.

5.1. A brief summary of the study

i   After comparing all the errors produced by all the groups, it was found that Group A i.e. Private School students had least number of errors as compared to the students from the government schools. Percentage of errors in Group B and C (class IX and X

63

of government school) were twice that of Group A. Group A had (8.35%), Group B (16.83%) and Group C (12.76%).

ii   Performance of girls in all the three groups was better than boys. Group A boys 9.69%, girls 6.63%. Group B boys 17.04%, girls 16.71%, and Group C boys 17.39% and girls 11.07%.

iii   Average length of compositions in Group B and C were less as compared to Group A. Students of Group A wrote approximately 500 words on an average whereas Group B student wrote 100 words and Group C – 200 words approximately. It shows their capabilities and knowledge of language usage.

iv   Average length of sentence in Group A was approximately 13.17 words and in Group B, (7.54) Group C had 9.67 words. This defines that Group A had required competence of constructing long, complex sentences, which was not found in Group B&C.

v   Group B&C had simple and short sentences of the same kind. Repetition of the same kind of sentence structures was found in Group B and Group C. They lacked the ability to form complex and compound sentences. Simple conjunctions like 'and', 'but' were found missing. Instead of using conjunctions they preferred constructing new sentences.

vi   Most of the time, direct transfer was found, more in case of B and C, relatively less in Group A. Probably because thinking was done in their native language and then they tried to translate it into English. This was one of the reasons to have short compositions with simple, repetitive patterns written by Group B and C as compared to Group A.

vii   Table 1, shows that the overall performance of Group A was better than Group B and Group C.

viii   Group A had written long compositions at about 500 words, as compared to Group B who had short compositions at about 103 words and Group C had 154 words.

ix   Total number of words in Group A was greater than that of Group B and Group C.

x   Total number of sentences in Group A was also larger as compared to Group B and Group C.

xi   Average length of sentence in Group A was more at about 13.70 word than that of Group B (7.54) and Group C (9.67 words).

xii   Correct number of sentences in Group A was therefore also more as compared to Group B and Group C.

xiii   Overall comparison of percentage of errors is shown is Figure 1, which clearly shows that Group A had the least number of errors as compared to the other two Groups.

xiv   Figure 2 shows that Group A performed well and had less number of errors as compared to Group B.

xv   Figure 3 shows that Group A again performed well and had less number of errors as compared to Group C which is class X government school.

xvi   Table 4 gives the overall performance of Group A. Here, the comparison is made between girls and boys. it shows that girls had performed better than boys.

xvii   Table 5 gives the overall performance of Group A and Group C boys and girls. Here also, girls performed better than boys.

xviii   Figure 4 shows that girls in both in the groups in A and B had less number of errors as compared to the boys.

xix   Figure 5 shows that again girls had less number of errors in both the group i.e. A and C as compared to the boys. Therefor it

clearly shows that girls had performed better than boys in all three groups.

xx   Figure 6 sshow that the maximum errors found was in morpho-syntactic category in all the three groups.

xxi   Figure 6 also shows that the minimum error found was in syntactic category in all the three groups.

5.1.1. Results of the errors in three main linguistic categories

(a) The results of data analysis shows that most of the errors were at morpho-syntactic level. All the three groups had the maximum number of errors at this level. Group A had (5.32%), Group B (10.78%) and Group C 9.75%). Students of Group B and C had almost twice the percentage of errors at morpho-syntactic level as compared to group A. Morpho-syntactic errors were sub-categorized and labelled depending on whatever errors were found in the data. They are as follows- quantifier, participle ending, possessives, conjunction, Modal/auxiliary verb, Article, Subject verb agreement, pronoun, preposition, Tense/Aspect and Plural/Singular.

i.   Maximum number of errors found in Group A was in singular/Plural usage. It was (1.08%).

ii.   Maximum number of errors found in group B and C were in use of prepositions. Group B had (1.93%) and Group C (1.32%).

iii.   As compared to Group B and C, Group A had only (0.75%) of preposition errors, which was less than half of Group B and C.

iv.   Tense/Aspect errors were also maximum in Group B and C as compared to group A. Group B had (1.35%), Group C (2.39%) and group A had (0.93%).

v.   Use of incorrect Article in Group B and C was almost three times that of Group A. Group B had (1.74%), Group C (1.13%) and Group A (0.44%).

(b) Errors at Syntactic level was less than that of morpho-syntactic level in all the three groups.

i.   Group A had only (0.7%) of Syntactic errors whereas Group B had 2.75% and Group C (1.16%). Group B had almost four times of syntactic errors that of Group A and Group C had twice incorrect usage of syntactic errors as compared to Group A. It clearly shows that students of Government schools were not aware of the correct sentence construction.

ii.   Most of the errors were found in word-order.

iii.   At several places it was found that most of the sentence construction has influence of their native language sentence structure. Basically, they tried to translate it from their native language.

(C) Incorrect use at lexical level was found in all three groups. Group A had 2.33%, Group B (3.33%) and Group C (1.84%). It was subcategorized as follows: Adjective, Adverb, Noun, and Verb.

i.   Group A had the maximum number of errors in Verb category. It was (0.95%). Group had (1.3%) and Group C had (0.81%).

ii.   Maximum number of error in Group B was found in Noun category. It was (1.5%). Group A had (0.66%) and Group C (0.38%). It shows that Government school students had more problems in verb and Noun categories as compared to the students of Private School, who had more problems in verb category.

5.2 Implications

The result of the present study reveals that there are significant differences between the private School and Government Schools learning process and developmental route and rate of the target language learning, which draws considerable pedagogical attention Students of

Government School face much more difficulties in learning language due to less exposure conditions, ineffective teaching methods, lack of practice in context, not sufficient time given and also lack of spoken situations. To change and facilitate the learning process and in Governmental Schools, some radical changes in the present English education system should be necessary. This will lead to the betterment and enhancement of English language teaching (ELT) in the district of Munger. Some recommendations are suggested in the following sections.

5.3 Recommendations for English Language Teaching in Government Schools of Munger

English has become essential in every field of education, especially in Higher Education. To compete in this competitive era, one has to be equipped with knowledge of English.

1. Language teaching is below average which needs immediate action.

2. Extra emphasis should be on spoken English to improve their spoken language.

3. Teaching materials should be made interesting, which helps them use English in other contexts.

4. They should know the importance of English language in higher studies as well as in getting jobs.

5. English teaching in Government School starts from class V or VI which needs immediate change. English education should be given from Class I. Students must be given more number of hours in English, not only in English language and literature classes but also in other subjects. There should also be extracurricular activities in the school.

i. Motivation makes a person more active and conscious. Only when one knows its importance, will show the urge in learning it. When something is learned with motivation, it is learned perfectly and with increasing pace. It creates interest and learning becomes easier.

ii. English teaching should help students to acquire all four language skills in balance, shifting the emphasis from acquiring grammatical competence to communicative competence that enables them to use the language in actual communicative situations.

6. Use of English as Medium of Instruction

It is suggested that English teaching should be conducted in the target language itself. It is adoption of monolingual teaching approach 'Direct Methods' with the target language as a means of communication in the classroom. It will facilitate practical use of English in actual situations. It is very important in language learning.

7. English Teaching Methodology and Materials

Teaching methods should also be revised.

i. Grammar-Translation method is still widely used in language teaching. It should gradually be changed to direct method.

ii. Audio-lingual method should also be applied for teaching English.

iii. Conversational class should be made, where students can interact with teacher and other students in English without having any tests or exams in it.

iv. Cartoon films or any other short films in English videos of tourist interest etc. can be arranged once in a week. All these methods will make an interesting classroom situation as well as improve their language learning.

8. Teacher – Training Programmes

For English language teaching, there should be a separate teacher-training program where a teacher can be equipped with all current information of teaching methods and materials. Teacher should have a good knowledge of language and teaching skills. Teacher's Guide Book should be available so that teacher can consult it whenever there is a problem.

5.4 Directions for further Research

It was found that, this study had enough data for further work. It is advisable to see the nature of errors in more detail. It will not only provide indepth information about their learner language but also an insight into the process of language learning. Methods and materials could be examined in more detail and further changes if needed, could be advised.

Since only written data was used in the present study, not much can be claimed regarding patterns of spoken aspects of the language. If spoken aspects of learner language could also be investigated, it might yield further insights in their learning ability, and learning process.

This study involved Error-Analysis in all three main linguistic categories, i.e. lexical, morpho-syntactic and Syntactic level, but it is advisable that further investigation should be directed towards examining the learners' pragmatic use of the language at the extended levels.

Indeed, replicas of this study with a greater variety of variables and aspects would provide additional information about English language learning. These types of research not only provide knowledge about second/foreign language learning but also about the process of second language learning.

BIBLIOGRAPHY

Agnihotri, R&A Khanna. (1995). *English Language Teaching in India.* New Delhi: Sage Publications.

Agnihotri, R&A Khanna. (1997). *Problematizing English in India.* New Delhi. Sage Publications.

Alwalss, Bakil Ali Ahmad. (2000). *Reading Skills and Strategies: A Study of Undergraduates Speakers of Arabic Learning English at Sana's University, (Thesis), JNU, New Delhi.*

Bahns, Jens. (1991). What did you bought? Explaining a typical error in the acquisition of English, *IRAL,* 29/1, 213-228.

Beechhold, Henry F. (1972*). The science of language and the art of teaching.* New York Charles Scrubner's.

Billows, F.L. (1968). *The techniques of language teaching.* London: Longmans.

Brown, H. (1987). *Principles of Language Learning and Teaching.* Englewood Cliffs: Prentice Hall.

Buteau, M. (1970). Student's errors and the learning of French as a second language: a pilot study. *IRAL,* 8, 133-145.

Cha, Mi Yang Lee. (2000). *Learning of English by Koreans: Cross-Sectional Studies of Learner Language in EFL/ESL situations (Ph.D. Thesis), JNU, New Delhi.*

Chomsky, Noam. (1994). *Language and problems of knowledge.* The Managua lectures Cambridge MIT Press.

Corder, S.P. (1967). The Significance of Learners error. *IRAL,* 5/4, 161-170.

Corder, S.P. (1971). Idiosyncraticdialects & Error analysis. *IRAL,* 9/2, 147-160.

Corder, S.P. (1973). *Introducing Applied Linguistics.* Harmandsworth: Penguin.

Corder, S.P. (1981). *Error Analysis and Interlanguage*. Oxford: Oxford University Press.

Corder, S.P. (1983). A Role for the Mother Tongue: In Gass & Selinker (eds) *Language Transfers in Language Learning*. Rowley, Mass: Newbury House Publishers.

Crystal, David. (1976). *Child language learning and linguistics*: An overview for the teaching and therapeutic professions. Edward Arnold 25 Hill Street. London.

Debot, K. Ginsberg, R.S. Kramsch, C. (1991). *Foreign Language Research. In Cross-Cultural*. Publishing Company.

Dua H.R. (1994). *Hegemony of English*. Yashoda Publications Mysore.

Dulay, H. Burt, M. & Krashen, S. (1982). *Language Two*. Oxford: Oxford University Press.

Faerch, C. and G. Kasper. (1987). Perspective on Language transfer. *Applied Linguistics*, 8/2, 111-132.

Felix, S.W. (1980). *Second language development: Trends and issues*. Tubingen. Gunter Narr Velag.

Flynn, S. and W.O. 'Neil (eds.). (1988). *Linguistics Theory and Second Language Acquisition*. Dordrecht: Kluwer.

Gass S. & Selinker, I. (1994). *Second Language Acquisition*. New Jersey: Lawerance Erlabaum Associates, Publishers.

Gass, S. & Selinker, L. (1992). *Language transfer in language learning*. Amsterdam. John Benjamins Publishing Company.

Gass, S. (1980). An investigation of Syntactic transfer in adult second language learners. In S.D. Krashen & R.C. Scarcella (ed.*)*, *Issues in second language research* (pp. 132-141). Rowley, Newbury House Publishers.

Gautam, K. (1988). *English Language Teaching*. New Delhi, Harman Publishing House.

Gupta, R.S. & K. Kapoor (1991). *English in India, Issues and Problems*.Delhi, Academic Foundation.

Gurrey, P. (1970). *Teaching English as a Foreign Language*. London, Longman.

Halliday, M.A. (1973). Towards a Social Semantics. *In Explorations in the Functions of Language*. Edward Arnold.

Hatch, E. (1980). Second Language Acquisition Avoiding the Question. In S.W. Felix (ed.) *Second Language Development* (pp. 177-183). Gunter Nam Verlog Tubingen.

Hyams, M. Nina. (1986). *Language Acquisition and the Theory of Parameters*. D. Radel Publishing Company.

Hymes, D. (1972). On Communicative Competence in J. Pride & A Holmes (eds). *Sociolinguistics*. London: Penguin.

Jain, M. (1972). Error Analysis: Source, cause and Significance. In J. Richards (ed.). *Error Analysis*. London: Penguin.

Jakobovits, L.A. (1970). *Foreign Language Learning: A Psycholinguistic Analysis*. Rowley, Mass: Newbury House Publishers.

Jakobson, Roman and Halle Morus. (1971). *Fundamentals of Language*. Mouton. The Hague Press.

James, C. (1988). Perspective on transfer and translation. *The Linguistic. (Journal of Institute of Linguistics)* 27/1, 45-48.

James, C. (1990). Learner Language. *Language Teaching*. 23/4, 205-213.

Jha, A. & Bhargava, R. (1988). *New Directions in English Language Teaching*. Jaipur: Pointer Publishers.

Kachru, B. (1965). The Indianess in India English. *World 21*, 391-410.

Kachru, B. (1983). *The Indianization of English*. Oxford University Press.

Kachru, B. (1985). Discourse Analysis, non-native Englishes and Second Language Acquisition Research. *World Englishes*, 4/2 223-232.

Kachru, B. (1996). *The other Tongue*. Oxford University Press.

Katamba, Francis. (1993). *Morphology*: Macmillan.

Khan, I. (1990). *Research in Teaching of English*. New Delhi: Shish Publishing House.

Kothari, C.R. (1985). *Research Methodology: Method and Techniques*. New Delih: Wishva Prakashan. Second Language Development (pp. 185-203.), Gunter Nam Verlag Tibingen.

Krashen S.D. (1980). Relating Theory and Practice in Adult Second Language Acquisition. In S.E. Felvi (ed.), *Second Language Development*. (pp. 185-203). Tubingen Gunter Nam Verlag.

Krashen, Stephen and Terrell. D. Tracy. (1983). *The Natural Approach*. Language Acquisition in the Classrom. Pergamon Press and Alemany Press, USA. ᵧ

Krashen. S. & Scarcella. R. (1980). *Issues in Second Language Research*. Massachusetts: Newbury House Publishers.

Krishnaswamy N. (1980). *Introduction to Linguistics for Language Teachers*. Bombay Somaiya Publication. Bombay.

Krishnaswamy, N. & Sriram T. (1994). *English Teaching in India*. Madras: T.R. Publication.

Lado, Robert. (1964). *Language Teaching: A Scientific Approach*. Bombay. Tata McGraw Hill.

Mackey, W.F. (1965). *Language Teaching Analysis*. London Longman.

Morrissey, M. (1983). Towards a grammar of Learner's Errors: *IRAL*, 23/3, 193-207.

Narang, Vaishna. (1996). *Communicative language Teaching*. New Delhi, Creative Books.

Odlin, T. (1989). *Language Transfer*. Cambridge: Cambridge University Press.

Oksaar, Els. (1995). *Language Acquisition in the Early Years*. Translated from German (1983), Batsford Academic and Educational Ltd. St. Marlin's Press, Inc.

Oller, J.W. Jr. (1972). Contrastive Analysis, difficulty and predictability. *Foreign Language Annuals*, 6, 115-135.

Palmer, F. (1976). *Semantics: A New Outline*. London: Cambridge University Press.

Perdu, C. (1993). *Adult Language Acquisition: Cross-Linguistic Perspectives*. Cambridge University Press.

Pfaff, Wollman Carol. (1986). *First and Second Language Acquisition Processes*. Cambridge: Newbury House Publishers.

Politizer, R. L. (1970). *Foreign Language Learning*. New Jersey Englewood Cliffs.

Radford, Andrew. (1997). *Syntactic theory and the structure of English*. Cambridge University Press.

Rao, E.N. (1992). *New Horizons in Teaching English*. Delhi: Academic Foundation.

Richards, J. (1972). Social factors, interlanguage and language learning. *Language learning*,22/2,159-188.

Richards, J. (1974). *Error Analysis: Perspectives on Second Language Acquisition*. London & New York, Longman.

Rutherford, W. (1984). Description and explanation in interlanguage syntax: State of the art. *Language Learning,* 134/3, 127-155.

Schacter, J. (1974). An error in error analysis. *Language Learning*, 24/2, 213.

Schmidt, M. (1980). Co-ordinate structures and language universals in interlanguage. *Language Learning*, 30/2, 397-415.

Schumann, J. (1976). Second Language Acquisition: The Pidginization hypothesis. *Language Learning*, 26, 391-408.

Selinker, L. (1972). Interlangauge. *IRAL*, 10, 209-231

Selinker, L. (1992). *Rediscovery Interlangauge*. Harlaw: Longman.

Selinker, Larry 1989. CA/EA/IL: The Earliest Experimental Record. *IRAL*. 27/4, 267-291.

Singh, R. (1991). *Explorations in Interlanguage*. New Delhi; Bahri Publications.

Sood, S. (1998). *New Direction in English Language and Literature Teaching in India*. New Delhi: Sage Publications.

Srivastava, R.N. (1995). *Studies in Language and Linguistics. Vol.IV, Applied Linguistics*. Delhi: Kalinga Publications.

Strevens, P. (1977). *Papers in Language & Language Teaching*. London: Oxford University Press.

Valdman, A. (1975). Error analysis and grading in the preparation of teaching materials. *Modern Language Journal*, 59, 422-426.

Verma, S. (1988). Teaching and Learning English in a multilingual setting. In A Jha & R. Bhargava (eds.). *New Directions in English Language Teaching*. Jaipur: Pointer Publishers.

Verma, S. (1993). *Aspects of English Language Teaching*. Madras: T.R. Publications.

Wardhaugh, R. (1970). *The contrastive analysis hypothesis. TESOL Quarterly*, 4/2, 123-130.

Widdowson, H.C. (1975). *The Significance of Simplification: Exploration in Applied Linguistics*, Oxford, OUP.

Widdowson, H.G. (1978). *Teaching Language as Communication*. Oxford University Press.

Wilkins, D.A. (1972). *Linguistics in Language teaching*. London. Edward Arnold.

Wilkinson, Andrew. (1975). *Language and Education*. Oxford University Press.

William, E. Rutherford. (1984). *Language Universals and Second Language Acquisition*. Amsterdam, John Benjamin Publishing Company.

Yule, G. (1985). *The Study of Language: An Introduction*. Cambridge University Press.

APPENDIX – A

List of incorrect usage found in private and government schools.

There are several other errors including the error shown in the sentences.

PRIVATE SCHOOL

(P1 – P10 = Boys, P11 – P20 = Girls)

1. English is a *wordly* language. (P9) (international)

2. But *Education* institution is made for those students which have no money to study. (P10) (educational)

3. In 365 day 360 days are festival in *Hindi*. (P1) (India)

4. The *strucutre* of film is very good. (P2) (story)

5. This film based on the fighting between the Indian *military* and terrorist. (P2) (Army)

6. All school in Munger chosen English as a teaching.   .(P3) (medium)

7. But now *today* in Bihar education scale just got better. (P3) (not needed).

8. But, in India there where many *towns* except Bihar their's education facilities is good. (P5) (states)

9. It any *person* in our *area* is not *education* we must be *thing* care of it. (P6) (body/one), (locality), (educated), (incorrect use).

10. In India great *men* like Subhash Chandra Bose, Mahatma Gandhi, Jawaharlal Nehru, are made great leader due to education. (P6) (people)

11. In year, he always sees from where we earn money from the students (P5) (semantic)

12. But, students has not sufficient for this (P5) (semantic)

13. He teaches that how our parents want to him. (P5) (semantic)

14. Every people of India doing work according to this culture and tradition (P1) (direct translation)

15. Want to say that every student should *not* ignore education, its facilities et c. related to that (P4)

(I want to say that no student should ignore education and its facilities)

16. But I suggest you not to buy that novel so that your suspense will *not* spoil. (P4)

(... that your suspense won't get spoilt).

17. So, that *non-* can suffer any hard task (P8) (no one)

18. Education only depend upon the student by which he/she fulfil the aim of life (P1)

(Students only depend upon education by which he/she fulfils his/ver aim of life).

19. I like very much the movie (P1)

(I like the movie very much.)

20. My recently cinema that I have seen is Zamin (P2)

(The cinema that I have recently seen is Zamin).

21. Many countries national language becomes English (P2)

(English has become national language of many countries)

22. It is very poor condition (P3)

(The condition here is very poor)

23. Then he would pay 3 times taxes (P3)

(Then he would pay the taxes 3 times).

24. Even English is necessary to operate computers (P3)

(English is even necessary to operate computers)

25. We have to uses education in our language (P6)

(We have to use language in our education)

26. In India different *religion* have different culture & *tradition* (P1) (religions, traditions)

27. Here many *peoples* are below the poverty lines. (P2) (people)

28. But in rural areas there *is* no *school*. (P2) (are, schools)

29. This film based on the fighting between the Indian terrorist. (P2) (terrorists)

30. The *terrorist* of Pakistan want to make disturbances in India (P2) (terrorists)

31. All good *school* in Munger chosen English as a teaching. (P3) (schools)

32. These schools also give *instruction* to speak in English. (P3) (instructions)

33. There are some *state* where there is good condition of education facility. (P 3) (states)

34. But these *tradition* are abolished. (P3) (traditions)

35. It's story is about a cricket match between Britishers and *Indian*. (P3) (Indians).

36. In early times there *is* Purdah system and Sati system. (P14) (was) past instead of present

37. This tradition *is* to much very bad. (P14) (was) Past instead of present.

38. In earlier time Mughal came to India & *introduce* their culture & traditions. (P15) (introduced) past instead of present.

39. In west Rajput *have* their different custom. (P15) (had) past instead of present.
    The Rajput *are* very ambitious. (P15) (were).

40. Hindu sepeak Hindi language, Muslim read Quran, Bengali *spoke* bangala. (P13) (speak) present instead of past.

41. The people of Munger *got* education from this facilities. (P10) (get) (Present instead of past)

42. Through this lot of people or child *got* knowledge and they *got* job also. (get) present instead of past.

43. People cannot *done* anything himself without education (P12) (do) Present instead of Past

44. The Government *gave* him some money, books & food also every month without taking any money. (P12) (gives/provides) (present instead of past).

45. ⌐When a husband of a women is *die*. The women *will* also *burnt* in the fine. (died, had to) (burn).

46. He *go* on fasting for the peace or etc. (P1) (goes)

47. The culture and tradition *is* very much importance. (P1) (are)

48. It *give* the lesson about the bhavier of Bhagat Singh for the 'Bharat Mata'. (P1) (gives)

49. Education only *depend* upon the student by which he/she *fulfil* the aim of his/her life. (P1) (depends, fulfils)

50. Only 21 crores people (approximately) *knows* to speak English correctly. (P4) (know)

51. The teacher *come* in class *take* the attendance and *sit* on the chair and feeling sleeping. (P5) (Comes, takes, sits)

52. In Munger there where many school *has* open who gave them education facilities. (P5) (have)

53. Education *mean* to cultivate the mind of common people in order. (P6) (means)

54. In India many *tradition has* been followed. (P7) (many traditions have)

55. No good teacher *want* to stay here. (P9) (wants)

56. In year, *he* always sees from where we earn money. (P5) (they)

57. It is required in foreign countries to express *his* feelings. (P4) (your)

58. *There's* the condition as in Munger. (P4) (This is the condition in Munger)

59. As *it* is competition in private schools, they just want to increase their education scale, so that every student recommend them. (P4) (there)

60. In metro cities *their* are best schools/collage of India. (P4) (there)

61. If Indians lose then *he* would pay 3 time taxes and if *he* won then *he* not collect any taxes. (P3) (they, they, the Britishers)

   (If Indians lose then they would have to pay the taxes three times more, and if they win then the Britishers would not collect the taxes from them any more.)

62. According to challenge *he* left that place. (P3) (the Britishers or they)

63. All the visiters   came India accepted our culture and tradition. (P3) (who)

64. The people *which* are living in Patna they are not satisfied about education facility in Patna. (P3) (who)

65. She *himself* not knowing proper education..... (P3) (herself)

66. So, *there* is very important to known English language (P3) (it)

67. I am writing this letter to tell you *that* the thrills of the cinema that I have recently seen. (P3) (about)

68. It give   the lesson   (P1) (It gives us a lesson   )

69. *He* were at the time to win when the last ball came. (P6) (They)

70. India think so that *he* lost the match (P6) (they)

71. But Education institution is made for those students *which* have no money to study (P10) (who)

72. And those people have no knowledge of English *they* have to face problem (P10) (who) (not needed)

73. *By* my view the education in Munger is very good. (P1) (in)

74. India, *from* my view the education is on above average. (P1) (in)

75. Our culture and tradition *of* India is very much good. (P1) (in)

76. All the visiters came   India. (P3) (to)

77. Today in India English is very common *between* literate or semiliterate people. (P4) (among)

78. If any body want to live his life traveling *in* the world, he must learn English first. (P4) (throughout)

79. Today I am writing you this letter about my experience *on* the movie which I had recently seen. (P7) (of/about)

80. Due to English language we can go   any other country. (P10) (to)

81. India is the biggest country *of* the world. (P14) (in)

82. Many culture and tradition is gone *through* in India. (P14) (from)

83. Today it suffering from great tragedy. (P2) is (a)

84. Today without English we are not   complete man. (P2) (a)

85. So, education is   must (P2) (a)

86. You know that I seen   movie which I never forget. (P9)

87. It should be allowed as essential language. (P3) (an)

88. Today education becomes challenge for people. (P2) (a), (the)

89. I cannot able to write... whole story. (P2) (the)

90. He had his army destroy the plans of   terrorists. (P2) (the)

91. The teacher come in   class take the attendance and sit on the chair and feeling sleeping (P2) (the)

92. The plot of   Story moves around him. (P9) (the)

93. Main idea of writing you this letter   (P9) (The main idea   )

94. The hero of Movie Amir Khan plays a good cricket. (P3) (the)

95. Here is also *the* lack of good teachers and professors. (P2) (a)

96. He is *the* military officer (P2) (a)

97. I recall one seen when *a* dinoseour went in the house of the prolagonist   (P9) (the)

98. English is *the* necessary language in the world because it is highly used in anything of international level. (P9) (a)

99. He is *the* military offices. (P9) (a)

100. It is *the* very good picture. (P9) (a)

101. India is *a* agricultural country. (P2) (an)

102. Nowadays English becomes *a* official language. (P2) (an)

103. English is *a* important language that we have to know. (P2) (an)

104. English is become *a* official language. (P6) (an)

105. English is *a* Interesting language in India. (P6) (an)

106. Kalidas was *the* great poet of India. (P6) (a)

107. You know that I seen   movie which I never forget. (P6) (a)

108. English is become *a* official language. (P6) (an)

109. I like this movie because this shows that *the* love can also melt the stone. (P7) (that)

110. A person cannot *be* progressed without education. (P12) (A person cannot progress without education)

111. Those person who enable to go to school, they can teach something in night. (P12) (Who are unable....)

112. They *won't* have to go anywhere without the permission of the family member. (P12) (They couldn't go anywhere)

113. The women *will* also burnt in the fire (P13) (was)

114. Now in city it *is* to much progress. (P13) (has)
     (Now in cities it has too much progress)

115. Without Education nothing *is* happen. (P13) (can)

116. I hope you *will* fine there. (P13) (are)

117. I *have* saw the movie Bhagwan. (P13) (I saw the movie Bhagwan)

118. When the Amitabh *is* retair to his office, He asked to his four son's. (P13) (After Amitabh retires.....)

119. Lastly Salman Khan *can* come and he keep both her father and mother. (P13) (Lastly Salman Khan comes and keeps both his father and mother)

120. Today, in India, English is very common between literate *or* semiliterate. (P4) (and)

121. English words are used frequently in villages   town like a Hindi word (P4) (and)

122. Since the 18th century we Indians are using English language in India And it was mostly spreaded by the Britishers in India, And not only India, almost the world's every developed or developing

countries uses English. (P4) (Redundance) (not only India but almost)

123. I want to say that every student should not ignore education its facilities, etc. (P4) (education and its facilities)

124. The education facilities of munger is partly good *or* bad. (P5) (Partly good and Partly bad.)

125. Whole Munger's good education is based on private schools. (P4) (Education of Munger)

126. *There's* the condition as in Munger (P4) (This is)

127. Thus the *Munger's student* not progress in time. (P1) (Student of Munger)

128. His son's can live her mother and father. (P14) (sons)

129. If we got *success* to *achieve* our aim (P11) (succeeded, achieving) (If we have succeeded in achieving our aim)

130. Person who are *living* Maharastra tell Marathi. (P12) (lives) (person who lives in Maharastra speaks Marathi).

131. A person cannot be *progressed* without education. Adjective participle is used as verb) (P12) (progress)

132. I think that you *read* this letter and learn something (P18) (reading).
(I think that after reading this letter you will learn something-)

133. In *teach* time he also do own work. (P18) (teaching)
(In teaching time he also does his own work)

134. The Indian were not *knowing* about cricket. (P3) (know)

135. But there is some bad traditions is which not good for women and people *belong* to lower caste. (P3) (belonging)

136. And it was mostly *spreaded* by the Britishers in India (P4) (spread)

137. We *known* that our mother tongue is Hindi. (P5) (know)

138. Bihar a small state in India, is with *many* disturbances (P2) (lots of)

139. Here *many* peoples are below the poverty lines. (P2) (most of the people).

140. There are *a lot of* culture in India. (too many) (P8).

141. Education is very much *importance* in our progressive life. (P1) (important)

142. *Every* people of India doing work according to his culture and tradition. (P1) (not needed)

143. Today education is *very* must (P2) (not needed)

144. Condition of education is not *fair*. (P2) (good)

145. We should not touch any people who belong to tower caste *all all* tradition. (P5) (are old)

146. *India* culture is based on agriculture. (P3) (Indian)

147. In metro cities *their* are best schools/college of India. (P4) (there)

148. I want to say that *every* student should not ignore education, its facilities etc. related to that. (P 4) (no)

149. In Bihar, we know the name of some *education* institution where the education facilities is good. (P5) (educational)

150. He can't able to live in the society *wely*. (P6) (properly)

151. Give my *happy* wishes to uncle aunti. (P7) (good)

152. It is very *much* interesting from my view. (P1) (incorrect use)

153. It has also shown the bad works done by the Bachaa Yadav *before*. (P8) (earlier)

154. This language is not   spoken in India or England but it is spoken all over the world. (P10) (only), (also)

GOVERNMENT SCHOOL

Class IX (G1 – G10 = Boys, G11 – G20 = Girls)

Class X (G21 – G30 = Boys, G31 – G40 = Girls)

155. Baghban is my *intrested* film. (G8) (favourite)

156. Hema Malani and Amitab bachan is a *success* Heroes. (G8) (successful)

157. Our India is *Independence* country. (G19) (independent)

158. I am feeling *Interesting*. (G26) (nice/thrilled)

159. He was *India* Army. (G26) (Indian)

160. English is a *famous* subject. (G29) (important)

161. *Cultural* are very good. (G30) (culture)

162. Because all people *very* injoy in this pooja. (G39) (not needed)

163. You are *very* enjoy own family. (G40) (not needed)

164. This is the main theme of the *poem*. (P12) (film)

165. It is best picture and *growth* my noluge (G9) (increase)

166. It *learn* I leav for another (G9) (teaches)

167. *know* I want to stop my pen (G9) (now)

168. I learn this film that I also-some work of my country (G10) (do)

169. I mustly *saying* see this movie (G34) (say)

170. Education facilities in Munger is not *very much* but facilities in Munger is *some much*. (G17) (not enough).

171. Every people of India doing work according to his culture and tradition. (G18) (People in India work according to their culture and traditions.)

172. Now, English is essential for *every* area of jobs. (G18) (all the areas of job).

173. The people of *any* country, they know English language (G18) (other countries).

174. It learns us *very* much. (G2) direct translation.

    (Ye həme bəhut kučh sikhata hai)

175. You are very *enjoy* own family. (G40) (enjoying)

    (You are enjoying with your family)

176. English *learn* is very simple (G4) (learning) Learning English is very simple.

177. It is an *Interested* picture (G12). (Interesting)

178. His parents bad *taked* devoirs (G17) (taken)

179. Father *taked* to child and goes one village (G17) (taking) (After taking the child father goes)

180. Your father and mother's parnam. (G11) (Give my Pranam to your mother and father).

181. India culture's best with all the world. (G11) (Culture of India)

182. Film name is the Geet (G15) (Name of the film)

183. All boy say him you are thiefs son (G15) (thief's son)

184. In this picture's seen is very good. (G16). (Scenes of the picture)

185. In this pictures Dayloc is very good. (G16) (Dialogue of the picture)

186. In this picture's song 'Musafhir Jaane Wale" is my favourite song. (G16) (In this picture the song)   ⸱⸱

187. Amitabh Bachan wife was (G1) (Bachan's wife)

188. The pecture name sarswati chandra. (G9) (Name of the picture was)

189. I am keping well *hear* with my health study (G11) (and)

190. Now I have geo to cinema and howl with my sister and causions. (G14) (cinemahall/theatre)

191. This film is very and very and causions. (G14) (not needed)

192. I have not received *and* any letter one month. (G14) (received any letter)

193. Our culture and tradition is very important our family *and* our society and our *distaik*. (G39) (family in our society)

194. I eat sweets and bescuits *and* etc. (G39) (Biscuits)

195. He is very innocent boy *and* his mother is very poor also family is very poor. (G39) (His mother is very poor and also his family is very poor.)

196. Thus my teacher *is* like for me. (G11) (Thus my teacher like me)

197. My sister and my gargen is like for me (G11)
(My sister and my parents like me.)

198. Hope that you *will* also fine by the grace of God. (G12) (are)

199. Main lesson of this picture is that every people should careful and help the police. (GO12) (Should be careful)

200. It is very interesting *are* film, (G14) (It is a very interesting film)

201. Many people *are* spoken English (G3) (Many people speak English.)

202. I also some work of my country. (G10) (I should also do something for my country.)

203. There childrens *are* spoken in English (G22) (Their children can speak in English).

204. New multinational company intered in India. (G22) (New Multinational companies have entered in India.)

205. There *are* ruling a terrorist group who named "ALE TAHIR". (G28) (A terrorist group called "ALE TAHIR" was ruling there).

206. English is *a* Interesting language in India. (G3). (an)

207. It was *the* grate film. (G10)

    (It was a great film)

208. I like song 'Dostoin Se Milon'. (G12) (the)

209. I remember you, you are *a* intelligent boy. (G6) (an)

210. It is best picture. (G9) (the)

211. *A* boy was poor. (G15) (the)

212. English is *a* Enternational language (G29) (an)

213. English is Easy and good subject for me. (G29) (an). (a)

214. It is great country of world. (G30) (a) (the)

215. a great man, *a* educaled man, (G30) (an)

216. English is very important language in any competitions. (G32) (a)

217. You must seen *in* this picture. (G16) (You must see this picture)

218. I am upsette *to* you. (G18) (with)

219. The movis was based *in* science. (G20) (on)

220. The film is looked *of* family. (G8) (on)

221. This film is Amitab bachan *of* four sons and one orphan boy. (G8) (In this film Amitabh bachan has four sons)

222. This film is Salman Khan a good Hero. (G8) (In this film Salman Khan is a good hero)

223. I found your last letter *at* 20th Jan. 03. (G28) (on)

224. The plot of story moves Hindustan Pakistan relasansipe. (G28) (the)

225. The story began *on* area of Kashmir. (G28) (in)

226. There are many types *on* man (G22) (of)

227. So sometimes in India some diffficultys *to* spoken. (G22) (in)

228. It is great country of world. (G22) (in)

229. Now, English is essential for every area of jobs. (G22) (in)

230. This film teaches us we love our country and save our country. (G22) (to) (that we should)

231. I go movie yesterday named Zameen. (G18) (to) [I went to]

232. But in Indian English is not teaches many places. (G18) (at) [not taught at many places]

233. India is a beautiful country *with* all would. (G11) (over) [in all over the world]

234. And then father taked to child and goes one village (G17) (to) [and then the father took the child and went to one village]

235. In village child became for two year old (G17)

236. Many countries speak *in* English (G17)

237. And then the father taked *to* child goes one village. (G17)

238. She was separated *with* the hero. (G23) (from)

239. He fight tariest and eneamy of Pakistan. (G26) (against)

240. Children in many schools start English education *to* class – 2 (G36) (from)

241. He wants play football and cricket. (G39) (to)

242. His mother learn Mannu speak truth. (G 39) (to)

243. I should talk this picture (G40) (about)

244. When I goes to out of station English is very important to talk with another people. (G32) (when I go out of station...)

245. I know   are *fine*. (G19) (you)

246. *You* frind Nehapriya. (G19) (your)

247. I like *it* the role of *the* Hero and Heroin. (G16) (not needed)

248. *His* culture and Tradition is very good so *he* made a great man. (G30) (our; it)

249. *He* is the best picture. (G30) (it).

250. I see a picture *thats* name Geet Gata Chal. (G30) (It's)

251. The hero is very smart and heroin is very beautiful. I like *him* very much. (G33) (them)

252. *They* are many religious like Jain, Vaisnav and many etc. (G35) (There)

253. *This* is very nice. (G35) (It)

254. Rest is ok please written me that *who* is *you* best movie. (G35) (which, your)

255. *It* have many culture and tradition   are very old. (G35) (we, which/they)

256. In   culture and tradition a man can only the marage. (G35) (our)

257. He *fall* in love with Lara Dutta. (G23) (falls)

258. It *make* a great, Educated man. (G30) (makes)

259. Our culture & tradition *is* very good (G30) (are)

260. His culture & tradition *is* very good. (G30) (are)

261. It *have* many culture and tradition are very old. (G35) (has)

262. Give my *regard* elders and my love youngers. (G35) (regards)

263. Our India culture and Tradition *is* very interesting. (G37) (are)

264. Our culture and Tradition *is* old. (G37) (are)

265. Ramzan and ID *is* very Important festival for Muslim. (G37) (are)

266. We *wants* to munger facilities also good. (G38) (want)

267. India's culture *are* important for us. (G38) (is)

268. The songs *is* very nice. (G13) (are)

269. All *was* rich boys. (G15) (were)

270. She *sing* is very swet. (G18) (sings)

271. Amitabh Bachan and Hema Malani *is* my favourite Heroines. (G18) (are)

272. The store *began* an are of Kashmir. (G28) (begins)
    (The story begins in the area of Kashmir).

273. And then father *taked* to child and goes one village (takes) (G17)
    (And then the father takes the child and goes to one village).

274. In village child *became* for two year old (G17) (becomes)
    (The child becomes two years old iṅ the village).

275. So sometimes in India some difficultys to *spoken*. (speaking) (G3)

276. Many people are *spoken* English. (G3) (speak)
    (Many people speak English).

277. Through this lot of people or child got knowledge and they got job also. (G3) (get) present instead of past.

278. People cannot done anything himself without education (G12)
    (do) Present instead of Past

279. The Government *gave* him some money, books & food also every month without taking any money. (G12) (gives/provides) (present instead of past).

280. When a husband of a women is *die*. The women *will* also *burnt* in the fine. (G12) (died, had to) (burn).

281. English is a large subject. It *speaks* all world. (G9) (spoken)
    (It is spoken all over the world).

282. But in India English is not *teaches* many places. (G9) (taught)
    (English is not taught at many places).

283. *Recieve* your letter. (G16) (received)
    (I received your letter).

284. I *like* it the role of Hero and Heroin. (G16) (liked)

(I liked the role of Here and Heroin).

285. Yesterday I *have seen* Andaz film. (G6) (saw)

286. The *have pity* on her. (G6) (pitied)

(They pitied her).

287. You have *wrote* in your letter. (G2) (written)

288. It is *interested* picture (G18) (an interesting)

289. There are many *language* in India. (G3) (languages)

290. There are many *socity* in India spoken in English. (G3) (societies)

291. When I wanted getting good jobs then there English is very important. (G32) (job)

292. English is very important language in any *competitiṻns*. (G32) (competition)

293. I have seen this *movies*. (G34) (movie)

294. English is needed partly for getting job. (G36) (jobs)

295. *Childrens* in many schools start English education to class – 2. (G36) (children)

296. D. P. is very important for *hundu*. (G37) (Hindus)

297. Ramzan and Id is very Important *festival* for *Muslim*. (G37) (festivals, Muslims)

298. We make enjoy all *festival*. (G38) (festivals)

299. This film is Amitab Bachan of four sms. (G8)

(In this film Amitabh bachan has four sons)

300. This film is Salman Khan a good Hero. (G8)

(In this film Salman Khan is a good Hero)

301. Next is more (G16)

(More in next)

302. And very much here is mosquito. (G17)

(And here is very much mosquitos)

303. India Good is grent (G19)

(India is good and great)

304. I wanted you are also see this movie. (G32)

(I also wanted you to see this movie)

305. Today English is in need of a student (G31)

(Today a student is in need of English)

306. Now i am going to stop my writing (G2) (direct translation)

(əb mæ lIkhəna bənd kər rəhi hũ)

307. It learns us very much (G2) (direct translation)

(ye həme bəhut kuch sIkhāta hai)

learn = sikhəna (mixing up of two different verbs)

teach = sikhāna   ₹

Appendix – B

This questionairre if for Research Work, so please co-operate and be honest in answering them. Please take it seriously.

The questions have been divided in Four Sections:

A- Background of the teacher

B- Teacher's training program

C- Classroom teaching

D- Evaluation pattern

Section –A   (Background Of The Teacher)

Q.1.   Name:_____

Age:_____

Mother tongue:_____

Other Languages Known:_____

ﻭ   Degrees:_____

Any Training /Refreshing course:_____

Q.2.   Languages used at home and family:_____

In the market place:_____

With friends, entertainment:_____

At working place:_____

Q.3.   Use of English Language

At home   Yes/ No.

Market place   Yes/No.

Friends   Yes/No.

Working Place   Yes/ No.

SECTION –B

(About the teacher's training program)

Q.1.   Any teacher's training courses done

Course I:_____

Duration:_____

Medium:_____

Focus/ Title:_____

Private/ Govt.:_____

Course II_____

Duration:_____

Medium:_____

Focus/title:_____

Private/ Govt.:_____

Q.2.   Any Suggestion for teacher's training/Orientation   Program?

_____

_____

_____

Q.3.   How do you assess the usefulness of ELT course

      a) Very useful / not useful

      b) Focused / too scattered

      c) Easy /difficult

      d) Relevant to the course / too General

Q.4.   Do you have any help book or teacher's guide available?

      Yes/No. _____

      If any, Name them:_____

Q.5.   Are you satisfied with the new Syllabus._____

      What is the nature of the syllabus (old / New)

Q.6.   Teaching material in use: _____

Q.7.   Methods of Teaching in use_____

Q.8.   Any Comments or suggestion for better teaching:_____

      (a) Syllabus _____

      (b) Material_____

      (c) Methods_____

SECTION -C

(About the classroom teaching)

Q.1.   What is the medium of instruction used in the English class.

      a) English

      b) Hindi

      c) Magahi

      d) Any other

Q.2. What is the <u>teaching method</u> used for teaching English language.

a) Direct method

b) Translation method

c) Grammar Translation method

d) Audio-lingual method

c) Any other.

Q.3. How do you divide the syllabus to teach?

a) Chapter wise

b) Grammar followed by literature

c) Comprehension followed by Grammar

d) Any other.

Q.4. How do you teach spoken English?

Q.5. How do you handle weak students?

Q. 6. Do you think that there can be no better way of teaching English than Reading. Why?

Q.7. What is the role and significance of dictation in ELT.

Q.8. Many student are weak i.. English because

- They do not pay attention

- They do not understand the medium of instruction

- They find the text too difficult

- They find the text not useful in other studies.

96

Q.9. What are the common problems you face while teaching English

Text-

_____

Grammar-

_____

Exercises-

_____

Comprehension-

_____

Poems-

_____

Spoken-

_____

Reading-
                              'r

_____

✔ Spellings-

_____

Dictation-

_____

Written skills-

_____

SECTION-D

(About the evaluation pattern)

Q.1. What is the test pattern followed in the class?

_____

_____

Q.2. Do you give small test (Spoken/ Written) while teaching a text?

_____

Q.3. What is the system followed in testing while teaching lesson

_____

Q.4. Do you think it is enough to test
     Grammar

97

Comprehension

Spoken

Writing

Lexicon

Q.5.   Any additional test that you like to use in class

_____

_____

Q.6.   Any Suggestions for final English exam patterns.

Test_____

_____

_____

Evaluation_____

_____

_____

<u>Test for the students</u>

Q.1.   a) Name

b) Age

c) Language Background

Languages	Reading	Writing	Speaking
English			

d) Language spoken at home: _____

e) Medium of instruction in school: _____

f) English Education since class: _____

Q.II.

(1) English language teaching in your school

Very good	Above average	Average	Below average	Bad

(2). Teaching spoken English in schools

Very good	Above average	Average	Below average	Bad

(3). English Language Teaching materials-books, stories....

Very good	Interesting	Average	Boring	Difficult

(4). Use of English in higher Education?

Essential	May be useful with other languages	May not be necessary	Needed partly	Not required

(5). English for getting good jobs

Essential	May be useful with other languages	May not be necessary	Needed partly	Not required

(6). English for Competitive Exams

Essential	May be useful with other languages	May not be necessary	Needed partly	Not required

(7). Do you enjoy reading English stories

Very Much	Some times	Average	Little bit	Not at all

Q.III.

1. Write an easy on any **two** given topics

a) Our Culture and Tradition

b) English in India (its uses, requirement, Education etc.)

c) Education facilities in Munger, in Bihar, in India

2. Write a letter to your friend telling him/her about your experience about the movie you have recently seen.

T