

**A Study of Learners' Errors in Case of Hindi Speakers
Learning English in Schools of Delhi**

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

MASTER OF PHILOSOPHY

RAM NARESH MAHTO



**Centre for Linguistics
School of Language, Literature & Culture Studies
Jawaharlal Nehru University
New Delhi-110067
India**

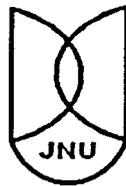
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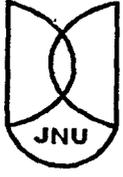
2006

Date 25-07-2006

DECLARATION BY THE CANDIDATE

This dissertation titled "**A Study of Learners' Errors in Case of Hindi Speakers Learning English in Schools of Delhi**" submitted by me for the award of the degree of Master of Philosophy, is an original work and has not been submitted so far in part or in full, for any other degree or diploma of any University or Institution.


(R.N. MAHTO)
M.Phil student
C L/SLL&CS
JNU



Centre for Linguistics
School of Language, Literature & Culture Studies
Jawaharlal Nehru University
New Delhi-110067, India

Date:

CERTIFICATE

This dissertation titled "*A Study of Learners' Errors in Case of Hindi Speakers Learning English in Schools of Delhi*", submitted by **Mr. R.N. Mahto**, Centre for Linguistics, School of Language, Literature and Culture Studies, Jawaharlal Nehru University, New Delhi, for the award of the degree of Master of Philosophy, is an original work and has not been submitted so far in part or in full, for any other degree or diploma of any University or Institution.

This may be placed before the examiners for evaluation for the award of the degree of Master of Philosophy.

(PROF. VAISHNA NARANG)

SUPERVISOR

Prof. Vaishna Narang
Centre for Linguistics
School of Language, Literature & Culture Studies
Jawaharlal Nehru University
New Delhi - 110 067

(PROF. P.K.S. PANDEY)
CHAIRPERSON

Prof. P.K.S. Pandey
Chairperson
Centre for Linguistics
School of Language, Literature & Culture Studies
Jawaharlal Nehru University, New Delhi-110067

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Chapter I

INTRODUCTION & LITERATURE REVIEW

English is one of the most powerful languages worldwide. It is believed that knowledge of English is sort of power, which increases the learners' abilities/opportunities by giving them access to better jobs or levels of political power (Mercer & Swann, 1996: 271). It is getting increasingly important due to the fact that English has established itself as a language of Global Communication. It has the largest number of non-native users/speakers are spread all over the world (Rao, E.N. 1992: 13).

In this situation the teaching and learning of English, the complete Pedagogical Paradigm is also changing. There is need to have a new Methodology which is functional and learners' oriented. In spite of a large number of textbooks and other learning materials being produced for various kinds of programs and for different levels, there are only a few studies which focus on the learners' competence and the process of learning. Many textbooks for teaching English as Second Language/Foreign Language do not even include information and criteria upon which teaching materials are based.

Various studies on learners' errors acquire significance because they not only provide a feedback to the teachers but also reflect the gradually increasing competence of the learners and hence the process of SL/FL learning.

It has been suggested by researchers that the learners' language can yield insights in the process of learning by which the rules of L₂ are interpreted and internalized by the learners.

The present study shall focus on the errors of Hindi speakers learning English in a formal learning situation where English is used and recognized as second language.

1.1 Second Language acquisition vs learning

The first detailed description of a L₂ acquisition was given by Kenyars (1938), who found, "L₂ acquisition, while being achieved in harmonious fashion, does not follow the same route as L₁ acquisition, and that the majority of errors in L₂ can be attributed to MT interference".

Tits (1948), on the other hand concluded from his observations, "L₂ acquisition followed the same stages of development as L₁ acquisition, though at a faster pace".

Lenneburg (1967) hypothesized the existence of a 'critical period' for language acquisition which terminates with neuro-physiological maturity i.e., at around puberty. This hypothesis implies that all the language acquisition, be it L₁ or L₂, beyond the critical period will be qualitatively different from childhood language acquisition.

Corder (1975) suggested that L₂ acquisition is a cognitive learning process, and the proficiency in L₂ is the expression of a competence rather than ability to answer a given stimulus with a set of responses".

It has been also suggested that two different types of cognitive structures are used in the internationalization of grammatical rules; in one type they are automatic and spontaneous, without conscious awareness of the rules, in the other there is a conscious effort on the part of the learner to internalize the rules. This concept prompted d' Anglejan (1978) to make distinction between formal and informal learning situation.

Oyama (1979) hypothesized 'sensitive period' for L₂ acquisition i.e., a development period during which there should be a greater receptivity for language. The existence of sensitive period for L₂ acquisition has also been questioned in view of the concept that children acquire L₂ morphology and Syntax faster than younger ones. (Ervin-Tripp 1974, Fathman, 1975 & Krashen & Scarcella, 1979).

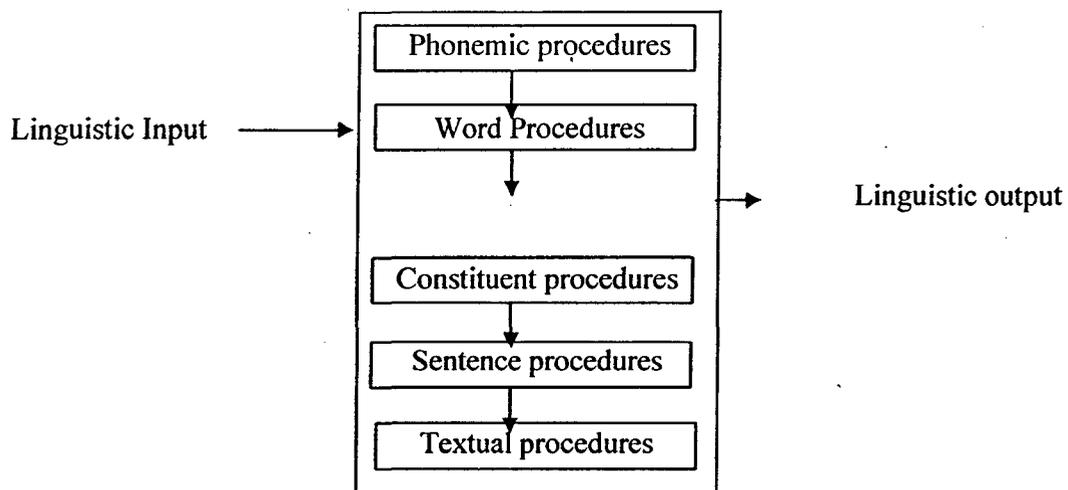
Krashen (1981) introduced a systematic distinction between acquisition and learning through 'monitor model'. For Krashen 'the fundamental claim of monitor theory is that conscious learning is available to the performer only as a monitor'; L₂ output is initiated by acquisition and learned components serve only as a monitor which alters the output, given enough time, and focus on form. The use of the monitor is optimal when it acts as a complement to unconscious internationalization of rules (acquisition) and when it does not interfere with spontaneous output. An excessive use of the monitor will lead to L₂ output closer to the standard but impede spontaneous communication in a natural setting. So he defines acquisition as subconscious process with implicit rule internalization in which attention is paid to meaning rather than to form, i.e. Similar to L₁; learning on the other hand is conscious with explicit internationalization of rules and attention to forms, typical of class room instruction.

Skehan (1984) points out that the monitor model ignores what we know of skill formation in psychology, which stresses the role of conscious learning mechanisms in

the early establishment of complex skills. The idioms and formulae which play a major role in L₂ acquisition is completely ignored in 'monitored model'.

McLaughlin (1987) "The distinction between conscious and subconscious process has never been clearly defined and is not testable. The claim of the monitor model that acquisition and learning are entirely separate and that learning does not become acquisition has been challenged by a number of authors".

Language learning is based on the development of the hierarchy of language behaviour i.e.



(Els T.V. 1984 : 18)

For the theory of language learning, the development from behaviouristic to mentalistic psychology has been of crucial importance. Behaviourist theories base themselves exclusively on observable behaviour in the description and explanation of learning behaviour, while mentalistic theories base themselves on the structure and mechanisms of the mind for such description and explanations. Behaviouristic ideas about language learning are based mainly on a theory of learning, in which the focus is mainly on the role of the environment, both verbal and non-verbal. Mentalistic ideas about language learning are based on theoretical linguistic assumptions in which the focus is on the innate capacity of the learner to learn any language.

Various attempts at describing L₂ development in terms of a series of transitional or interim grammars have been undertaken. Corder (1971:151) the concept of 'transitional idiosyncratic dialect', Nemser (1971:116) 'Approximate system' and Selinker's (1972: 214) 'Interlanguage'.

The basic idea is common to all proposals i.e. The L₂ learner constructs an internal grammar on the basis of the L₂ input he receives. It is a grammar, which in subsequent stages keeps being constructed and will approximate a certain target language variety of native speakers of that language more and more.

There are four major approaches in the study of learners' language:

- Contrastive Analysis
 - Language Transfer
 - Error Analysis
 - Interlanguage Hypothesis.
- (for details see Literature Review pages 14-17)

Language learning also depends on the socio-cultural and political circumstances in which the languages have been acquired /learned. The function, the status and the role of language in the socio-cultural, political and educational context determines whether the language is being acquired as L₂ or being learnt as FL. A no. of studies discussing the concept of second language/FL (Ferguson, 1971; Fishman, 1978; Srivastav, 1979; and Narang, 1996, etc.) indicate that SL is generally used as an alternate medium of expression for one's own culture and is therefore used in a no. of domains in which L₁ is used. The SL also plays a greater role in social, political economic life of the people. L₂ i.e. English in Urban Metropolitan India plays this kind of great role. Since English has the official status and political support, it is almost necessary for an Indian student to learn English for the sake of higher education and for finding a good career in any of the prestigious sectors such as corporate sector, technical and professional fields.

1.2 Learning a Second language

Learning a Second language can take place in many different ways:

- L₁ & L₂ may be learned simultaneously/successively.
- L₂ may be learned at various ages; It may be learned at childhood, adolescents or adults.
- L₂ may be learned in either an L₁ or an L₂ environment; in the former case L₂ is usually learned through instructions, while in the latter case, L₂ is learned through verbal contact with native speakers in natural environment.
- L₂ learning may relate to the development of various linguistic skills.

Mc Laughlin (1978a: 72-3) speaks of successive L₂ learning if the L₂ is introduced after the age of about three. Although this is of course an arbitrary boundary. We can note the following paradox although most of the people learn an L₂ after they have learned their L₁. The research into L₂ learning has also traditionally focused on simultaneous learning of L₁ & L₂. The work of Leopold (1939-1949) is a striking example of this.

Above mentioned distinction between L₂ learning in an L₁ environment (via instruction) and L₂ learning in an L₂ environment (via verbal contact with native speakers) has given rise to a large no. of different terms used in the literature i.e.

L ₂ learning in L ₁ Environment	L ₂ learning in L ₂ environment
Guided learning	Unguided learning
Tutored learning	Untutored learning
Formal learning	Informal learning Spontaneous learning Natural learning
FLL	L ₂ learning
Learning	Acquisition

(Els, T.V. et al 1984: 36).

From historical point of view, research into L₂ learning has witnessed a no. of shifts in emphases and developments in this area have been extremely rapid. Before 1970, L₂ learning was almost exclusively related to teaching. The implicit assumption was that L₂ learner would learn what he was taught and would learn nothing that he was not taught. The focal point was a discussion of teaching methodology. Assumptions about the best method of teaching were numerous such as:

- Grammar-Translation Method
- Direct Method
- The Audiovisual Method
- Cognate Method etc.

After 1970, the learner became more and more the centre of attention. A Central tenet of this type of research is that empirical data and theories about L₂ learning should constitute an essential element in any discussion about the organization of teaching. This development is illustrated by the title of Oller & Richards (1973) In 'Focus on Learners'.

This shift in emphasis not only significantly increased the interest in natural L₂ learning (in L₂ environment), but also provided the link with the research into L₁ learning which had developed much earlier.

In research into L₁ learning, deviations from the adult norm are interpreted as inevitable and systematic stages in the language learning process, whereas the tradition in L₂ learning research is for deviations from the L₂ norm to be interpreted as mere errors.

In this connection it can be pointed out that research into successive L₂ learning is, in a number of ways, more complex than the research into L₁ learning.

1.3 There are two Main Common Research Designs in L₂ Learning

As far as research into second language learning is concerned, the main division is between 'cross-sectional' and 'longitudinal'. Very often, one finds one of the following two common research designs in studies on L₂ learning.

	Design 'A'	Design 'B'
Time	Longitudinal	Cross-sectional
Informants	Single/Multiple Case Study	Group(s) of subjects
Data collection	Naturalistic	Experimental

(Els, T.V. et al. 1984 : 72)

We also find the combinations of these two designs.

After 1970, the focus in studies on L₂ learning was initially on cross-sectional with group(s) of subjects one tends to encounter type A designs in more recent studies. McLaughlin (1978), Felix (1978), Wode (1981) etc. are examples of longitudinal studies on L₂ learning.

This study is based on cross-sectional design with four different groups of learners the analysis done is within the framework of EA (Error Analysis). The generalization of the study is based on the learners' error learning L₂ in formal learning situation.

1.4 Purpose & Scope of the Present Study: Learning of English at school level by Hindi speakers shows a number of problems that need Pedagogical focus and attention. In order to get better understanding of the nature of learning English, the study will be made within the framework of EA keeping in mind the following objectives:

This study specially aims to find the type and nature of learners' errors learning English at school level in Delhi.

1. To study and assess the attitude and knowledge of English grammar of the subjects.
2. To analyze the number and nature of errors, classifying them primarily into two classes i.e. Morpho-syntactic and Lexico semantic types. The errors of spellings are listed separately.
3. To examine the errors against two different parameters i.e. Gender & Age/level i.e. class IX and XI.
4. To analyze the errors in order to assess the progress as indicated by language competence of the students in two years between class IX and XI.
5. To analyze the errors of Male and Female learners at class IX and XI in order to study gender differences in learning if any.
6. To find out the hierarchy of errors, if any, in four different groups of learners.
7. To analyze and reflect on the nature of learning, difficulty of different learner groups through the hierarchy of errors found in each group.
8. To identify the nature and number of errors attributed to L₁ transfer.
9. To identify the nature and number of errors attributed to the structure of target language, i.e. English.
10. To identify the nature and number of errors attributed to teaching (materials and methods).
11. To suggest effective pedagogical measures which may help improve learning of English as SL by Indian students in general and Hindi speakers learning English in Delhi in particular.

This study claims to deal with only three linguistic aspects in detail i.e. Morphosyntactic, Lexico-semantic and spelling. This study also limits itself to the analysis of L₂ learners errors based on the performance data (written) of learners in formal situation at school level.

1.5 Basis of Error Analysis

EA developed as a branch of Applied Linguistics in 1960s. It (EA) was meant for the study and analysis of errors made by the second language learners.

EA can be carried out in order to: -

- Identify strategies which learners use in learning a language.
- Identify the causes of learners' errors.
- Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.

It was set out to demonstrate that many learners' errors are not due to their MT but reflected universal learning strategies. It was offered as an alternative to CA.

A basic distinction was drawn between intra-lingual and inter-lingual errors. In intralingual a number of terminology developed i.e. overgeneralization, simplifications, developmental errors etc. By late 1970s, EA. had been superseded by inter-lingual i.e. Learners hypothesis testing in learning SL. The followings are the two approaches on the basis of which Errors analysis has been conducted.

- Behaviorist Approach
- Cognitive Approach

Behaviorists based EA. on the hypotheses clearly expressing the involvement of MT (or) the first language into the second language (or) Foreign language learning. This involvement of MT in the process of learning SL/FL is through structures, and the usage of one language forms and structures, meanings too, in the place of other.

If the contradiction between the forms of the L₁ and L₂ is less, it is called 'positive transfer' or 'influence' if the contradiction is more; it is called 'negative transfer' or 'interference'.

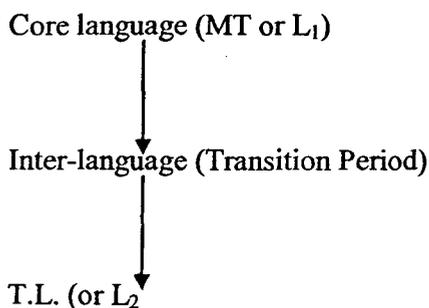
Sharwood (1994: 13), "'Interference' refers only to effects of transferring elements of one linguistic system to another".

Lowie (1998:3) believes that "The role of the learners native language, for instance, is one of the factors that will play a major role in the study of both L₂ Morphology and other areas of SLA research, and findings in the field of morphology could be generalized to other fields".

In the cognitive approach, the learners are endowed with cognitive abilities, which help them to have the language learning capabilities in the wake of structure of L₂. Errors are predicted by this approach in the following as per David Crystal (Dictionary of Language, 1997).

Wrong deductions about the nature of L₂ (assuming that a pattern is general but in fact there are exceptions)

Errors enable us to find out the process of learning. LAD is the faculty, which develops the language of the learners. 'Unconscious learning' replaces the imitation of learning. There are three steps involved in learning new languages.



This approach bases the analysis on learners' errors and also tries to find out what actually goes into learners mind while learning L₂ i.e. learners strategies etc.

1.6 Why Grammar as A Reference Point in EA

Error presupposes the existence of a norm, a standard, through which the learners' competence is to be judged. There should be a point of reference with which learners' dialect is to be judged. Should we select the native or a local variety as the point of reference?

If we select the native language as a point of reference then we have to select variety. In our country like India, where English is widely recognized in a variety of formal and informal contexts but practically there is no opportunity for the speakers of English as a second language to have day to day contact with native speakers. It becomes natural for a local variety of English to develop. According to George

(1972:4) “when only a small number of proficient speakers are required, a standard variety may be aimed at; when large number of speakers are needed locally, a local variety may come to constitute the official or semi-official as well as the only practical aim”. In Indian context the teaching and testing model should be standard Indian English if such standard is objectively established.

But we find no such descriptions of Indian English except phonology i.e. Bansal (1966), lexis i.e. (Kachru 1965-66) etc. In the present study, our attempt to describe the errors made by Indian learners of English has no alternative but to choose one of the grammatical descriptions of a standard variety of English. So the obvious choice would be English Grammar, the Grammar that I shall use as a reference point in the study.

In the absence of a well-defined Indian standard, an error, for the purpose of this paper, is a deviation from the normal standard usage of educated American /British writers of English language. Here, the term error/deviation will be applied to all those linguistic forms, which are unacceptable to educated native speakers of American/British writers.

1.7 Notion of Error: Generally a psycholinguistic term referring to mistakes in spontaneous speaking or writing attributable to a malfunctioning of neuromuscular system. This is distinct from the traditional notion of error, which refer to ability to conform to a set of real or imagined standards of expression. Psycholinguistic may involve difficulties in skills particularly in SL acquisition. It is sometimes difficult to draw distinction between errors of production and errors of perception. The notion of error in acquisition differs from the pedagogical notion of error.

In ELT especially in EA it is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by the L₂ learners by using linguistic principles and procedures.

Errors are assumed to reflect in a systematic way. The level of competence achieved by the learner.

Various terms i.e. ‘lapses’, ‘mistakes’, goofs and ‘errors’ have been used to describe an error. It is also assumed, “an error is an unwanted form which a particular course designer or teacher does not want”. This process arises due to learners’ process of learning.

S.P. Corder (1967) distinguishes between systematic and non-systematic errors by making distinction between lapses, mistakes and errors. Since our aim in teaching second language is not simply the teaching of rules of grammar but to enable the learner to use the language appropriately in communication, so attention must be paid to errors & mistakes both.

Burt (1975), Burt and Kipersky (1972, 75) & Dulay & Burt (1974a) use the terms 'mistake', 'error' and 'Goof' to refer to the violation of rules of the language. A goof is an error learners tend to make in learning English as a second language (Burt & Kipersky, 1972:1).

For Selinker (1972) errors are phenomenon of an Inter-language. The second language learners' successful learning is the reorganization of linguistic material from an inter-language to bring it closer to the target language. Learners write an inter-language with fossilized linguistic elements irrespective of the age of the learners' account, which they have received in the target language. These fossilized structures are considered errors/deviations those become permanent in the learner's language. Errors are not obstacles but an explicit factor process in process of learning.

1.8 Research Hypotheses: Four learners groups of twenty each are identified keeping their socio-cultural and economic parameter and non-variant (control) section 2.6, and are given a set of questionnaires tests to elicit the data consisting of different types of errors under similar/identified learning situation. It is assumed that the nature and types of errors of different groups of learners will reflect the variation due to different parameters chosen viz. learner factors, target language factors and the teaching materials and methods. To be specific I would like explore the following hypotheses:

- (1) There are errors corresponding to variable no. 1 i.e. Gender differences.
- (2) There are errors corresponding to variable no. 2 i.e. level/age differences i.e. class IX & Class XI students.
- (3) There are errors corresponding to variable no. 3 i.e. Complexity of L₂ Structure.
- (4) There are errors corresponding to variable no. 4 i.e. L₁ transfer.
- (5) There are errors corresponding to variable no. 5 i.e. The Teaching Methods and Materials.

1.9 Review of Related Literature:

In the process of learning L₂ the learners' utter/write, which are noticeably deviant from the language, they are learning. The study of L₂ learners' errors dates back to 1960. The main focus was on similarities and differences between L₁ & L₂. Lado (1957, p.2) claims: "Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture". The study of learners' errors and their learning process were largely on the analysis and comparison between L1 & L2. Due to severe criticism of CA the researchers found their way and diverted their interest in the study of errors themselves i.e. EA. Influenced by the Chomskyan view of language as a creative phenomena against the mechanical view of behaviorist approach linguist such as Corder, Nemser & Selinker proposed the different concepts and views about the SL learners.

It has also been suggested that learners' language can achieve insight into the process of learning whereby the learners interpret the rules of the SL.

There are four major approaches in the study of learners' language:

- Contrastive Analysis
- Language Transfer
- Error Analysis
- Interlanguage Hypothesis.

The study focuses in brief the hypotheses of these approaches alongwith some of the main features of the same in the following sections.

1.9.1 Contrastive Analysis and Language Transfer Hypothesis – Two versions of CA hypothesis emerged: Strong and Weak. Strong version claimed that all errors in L₂ learning could be attributed to patterns of L1 (Native Language). This meant that if the two languages in question are similar, the burden of learning is reduced, if great differences exist, one has more to learn and we can therefore speak of 'interference' or 'negative transfer'. It gained much prevalence in '40s and '50s. Linguists such Lado & Fries are known as the Main Proponents of this hypothesis. Lado (1957: 2, see introduction)

The weak version of CA hypothesis claimed that we could look at errors once they have been made and offer an explanation based on a CA of that area of the grammar as to why those errors occurred. Despite arguments regarding the relative merits of the strong versus weak hypothesis, empirical studies have failed to substantiate interference as the sole or even primary source of errors in L₂. There are many cases of errors which can't be attributed to a learners' native language as well as cases of 'potential difficulty' at all for the learner (Bureau, 1970; Duskova 1969; Nemser, 1971; Richards 1974).

The main demerit of this hypothesis is that it is neither predictive nor theoretical.

Language Transfer: Although CA has largely lost its popularity but the notion of L₁ interference was not reflected. It was reconstituted as one factor among many of the cognitive processes responsible for L₂ learning.

This hypothesis claims that transfer does occur in learning language but it is developmental, systematic, constrained by the formal properties of linguistic devices of the languages involved and variation in the use of transfer along several dimensions; Adjemian (1976), Gass & Selinker (1983), etc.

Adjemian (1976) assumed that learner's language is a natural language and proposed the following hypothesis.

- When all natural languages are alike with respect to some Linguistic Property, L₁ - L₂ facilitation is guaranteed. Such properties do not have to be relearned.
- When L₁ & L₂ are alike with respect to some Linguistic Property, but not all languages are alike with respect to that property, L₁ - L₂ facilitation is not guaranteed.

Selinker (1983) discussed language transfer with concept of fossilization and emphasized that fossilization happens only when language transfer occurs. Selinker also hypothesized that there are essentially four pieces to the fossilization puzzle and we need to research all four:

- There is the early occurrence of fossilization in cases of severely stricted input.
- It is difficult and if not possible, to eradicate certain IL phenomena

- IL phenomena that change and do not over time following IL development on the same individual.
- Certain linguistic structures find to fossilize even without severely restricted input. This can only occur in a narrow range of structures where language transfer is co-factor.

1.9.2 Error Analysis and Inter-language Hypothesis: In 1970s there was replacement of behaviorist learning theory by Generative Grammar and Cognitive theory from the theoretical base of EA and accordingly CA hypothesis came under severe criticism.

According to the basic principle of EA language learning is not merely the result of repetition but the result of a cognitive interaction between learners' of L₁ & L₂ as well as the learning environment. The development of L₂ reflects the complex interaction between language learning and mental process.

The proponents of EA claim that the errors the L₂ learners make do not result from L₁ transfer but rather from the strategies the learners use to learn L₂ and also complexity of L₂ (Corder, S.P., Richards, J.C. & Cook).

Inter-language Hypothesis – Selinker introduced the term Inter-language to suggest that intermediate stages between L₁ & L₂ are observable in learner's language. According to Selinker assumption, "There are psychological structures latent in brain which are activated when one attempts to learn L₂. This theory deals with different factors involved in the learning process i.e. language transfer, transfer of training, strategies of learning, strategies of communication, over generalization of L₂ and Linguistic materials (Selinker, L., Nemser, W., & Richards, J.C.).

1.9.3 Contrastive Analysis vs Error Analysis : An Overview

Contrastive Analysis developed as an attempt to establish Linguistic universals and language specific characteristics of languages. Originally such Contrastive research was done within the historical linguistic tradition William Jones (1786) compared Greek & Latin with Sanskrit and discovered systematic similarities between these languages. During 19th century more and more comparative linguistic studies appeared.

Lado (1957) advocated empirical validation of the assumption that comparison between languages can predict learning problems.

Stockwell (1957) questioned this assumption, it was not until Alatis (1968) that the first real change took place. One aspect which is continually highlighted in Alatis (1968) is the analysis of errors made by L₂ learners.

Marton (1972:199) remarks: "the relation of equivalence holds between a sentence in one language and a sentence in another language if each of them is an optimal translation of the other in a given context."

Stegeman (1979: 22-40) and James (1980: 45-60) discuss in great detail the adequacies of traditional, structuralist and transformational generative grammars for contrastive purpose. Despite a number contrastive analyses in these grammars there was no explicit predictive device illustrated for L₂ learners.

The reliance on CA in L₂ teaching methodology has been also criticized by a number of scholar because it can predict only a limited number of errors (Richards & Sampson, 1974). The scholars also found the serious theoretical difficulties in comparing the grammatical structures of two different languages.

To overcome these difficulties, EA was founded as a tool for the analysis of the learners' language errors.

Error Analysis was first introduced by Fries (1945), Lado (1957) who claimed that foreign language /L₂ learner's errors would be predicted on the basis of differences between learners' native language/second language. They also suggested that where the aspects of target language are similar to those of the learners' native language, learning will be easy, otherwise it will be difficult and 2nd language learners are expected to make errors. Language were compared and contrasted in an attempt to figure out the differences or similarities that might exist between them and data were used to predict errors that L₂ learners would make. As a result CA dominated SLA researchers for a quite a some time. It was hoped that the findings reached by the different researchers would eventually be useful to the learners.

However, the figure was not clear at that point. Errors insisted to manifest themselves in learners' written and verbal production. So the researchers again found where the learners are expected to make errors, they eventually do not, and where they are not expected to err they do. They face difficulties where they are not expected to (Dulay

& Burt, 1973). The conclusion reached by both EFL teachers & SLA researchers was that CA is not an efficient tool by which SL foreign language learners' errors could be predicted and accounted for.

Consequently SLA researchers shifted their focus from predicting errors based on CA to the classification of the various types of errors the learners made.

As a result a substantial number of studies (Jain, 1969; Nemser, 1971; Richards, 1971; Selinker, 1972; Dulay and Burt (1972) Corder, 1985) have been carried out all over the world. It was hoped that by studying the various types of errors made by the SL/foreign language learners, SLA researchers would be able to draw a clean picture of 2nd language learning process, the learning strategies and the sources of the learners' errors.

CA was based on the similarities and differences that exist between two languages and at the same time took into account a number of axioms about L₂ learning behavior.

Whereas EA focuses on the learners' language consisting of empirical research into the nature and causes of learners' language.

The main objectives of CA were:

- Providing insights into similarities and differences between languages
- Explaining and Predicting Problems in L₂ learning.
- Developing Course Materials for language teaching.

EA follows a series of steps in its most complete form i.e. identification, description, explanation, evaluation, and correction of errors. In addition to these steps EA also involves two main operating principles at different linguistic levels.

- i. Interlingual
- ii. Intralingual

CA has been criticized due to the following reasons.

- It focuses on the different linguistic aspects of L₁ & L₂ and ignores learners' oriented different factors.
- Not all the errors are attributed to L₁ and consequently other reasons must be sought.

- The concept of CA is based on 'L₁ interference' has been questioned.
- The objectivity of CA methodology is questionable due to different output presenting different predictions.
- "Most of CA studies deal with the notion of Linguistic universals leaving Pedagogical one". (Jackson, 1976).
- "Most of the available different descriptions are superficial and incomplete as to be misleading' (Mackey, 1966: 201).

As a result the CA studies and hypotheses were divided (see literature review).

Due to failures in accounting for learners Errors, EA was adopted as a tool for the analysis of learners' language.

A series of Successive steps are followed in EA, Nickel (1972 a: 11-12).

Identification of Errors

Description of Errors

Explanation of Errors

Evaluation of Errors

Correction of Errors

EA tended to become more closely associated with transformational Linguistic theory because it refers to learners competence and the process of learning.

The study has covered a wide part of EA in the following section of literature review.

1.10 EA studies can be reviewed as five stages in the past five decades

1.10.1 In 60's we saw the contrastive analysis at its peak and reactions pouring in immediately after in the seventies.

Corder, (1967); Jain (1969); Richards (1971 and Nemser (1971) etc.

S.P. Corder (1967: 25) "The significance of Learners' Errors". He talks about the significance of errors. A learner's errors, then, provide evidence of the system of the language that he is using (i.e. has learned) at particular point in the course. They are significant in three different ways.

- To the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and what remains to learn.

- To provide the researcher evidence of how language is learned/acquired, what strategies or procedures the learner is employing in his discovery of language.
- They are indispensable to the learner himself, because we regard the making of errors as a device the learner uses in order to learn i.e. learner is testing hypothesis about the nature of the language he is learning.

Jain, M.P. (1969), in *Error Analysis of an Indian Corpus* suggests that the purpose of EA is not merely to identify and classify the errors made by the students but also to suggest that there is a system in their errors. He further talks about major theoretical assumption which forms the basis of his study is that not all errors are the result of the transfer of the structure of learner's native language. He quotes Coulter (1968, p.2) "tendency to reduce and speech or expression as avoidance of the use of grammatical formatives such as articles, inflections, and prepositions". He also suggested that in case of the SL learner the tendency to reduce the TL to simple system is exemplified at all levels of syntax: from higher order constituents to the lowest ones, from higher and lower order syntactic categories and grammatical relations to grammatical and lexical formatives. He further states that the SL learner adopts at least three strategies in reducing an LL to a simpler system.

- Motivation to reduction seems to be highest in those syntactic areas of the L₂ where one system in a particular area out of a network of intricate systems and subsystems.
- Overgeneralization.
- The third strategy of reducing the L₂ to a simpler system with serious syntactic consequences is in the area where a deep structure element is more than one way i.e. overtly marked past tense form of the verb on the surface can signal future time etc.

He also focuses on L₁ independent source, cause and significance of errors which are based on L₁ independent variables i.e. learning strategy, training procedure, text books, sociolinguistic etc. He emphasizes that the learners during their learning process form their own system i.e. asystematic which lies between systematic and unsystematic (Cf. S.P. Corder).

Richards, J.C. (1971), in “A Non-contrastive Approach to EA”. He focuses on several types of errors, observed in the acquisition of English as a L₂, which do not derive from transfer from another language. He proposes errors of different nature. Which is regardless of learner's Linguistic background?

- Intralingual Errors
- Developmental Errors
- Intra-lingual Errors are those which reflect the general characteristics of rule learning such as faulty generalisation, incomplete application of rules and failure to learn conditions under which rules apply.
- Developmental Errors - the learners attempt to build up hypothesis from his limited experience of L₂ in classroom or textbook.

He also discusses the development errors in terms of:

- overgeneralization
- Ignorance of rule construction
- Incomplete application of rules
- False hypothesis

Nemser (1971), in ‘approximate system says the language systems represented in a contact situation can be classified in accordance with their functions as follows:

- The target language is that in which communication is being attempted; in the case of a learner it is the language he is learning, when he uses it.
- The source language is that acting as a source of interference (deviations from the norm of the target language); it is normally the learner's native language.
- An approximative system is the deviant linguistic system actually employed by the learner attempting to utilize the target language. Such approximative systems vary in character in accordance with proficiency level; variation is also introduced by learning experience (including exposure to a target language script system), communication function, personal learning characteristics, etc.

He suggests that the behaviour of learner's language may be structurally organized, and that the contact situation should therefore be described not only with reference to

the native and target languages of the learner (source language and target language) but with reference to a learner system as well.

1.10.2 In 70's EA studies focused on analysis and study of errors.

Candlin (1973); Corder (1973); Tran-Thi-Chau (1975) and Johansson (1975) etc.

Candlin, C.N. (1973), in "preface" to Richards (ed.), *Error Analysis*, he talks about one of the most important shifts in Applied Linguistic interest in recent years has seen from the view of the teacher as the controller of language learning towards a more learner centred view which stresses the learner's powers of hypothesis formation as he moves towards that bilingual competence sufficient for his communicative needs. He also discusses about three objectives which have been proposed for EA.

- Firstly, that far from there being a fundamental opposition between CA & EA, the latter serves as an important sources of corroboration to contrastive linguistic analyses in their claims for predictability of error.
- Secondly, that the study of learner error should permit the formation of rules for learners' inter-lingual system, thus providing incidentally for the teacher confirmation of what remains to be learned.
- Thirdly, charting a learner's language development through error study has psychological linguistic importance in that it submits transfer theory to critical observation and provides data on the nature and significance of the obstacles.

Corder, S.P. (1973). "The study of learners language", EA Corder distinguishes among lapses, mistakes and errors. He discusses about two uses of EA.

- Practical use– As a feedback to teacher & teaching program.
- Theoretical use – As a feed back to descriptive and psycholinguistic theory.
- He classifies the errors into omission, addition, selection and ordering at different linguistic levels.

Tran-Thi-Chau (1975), in a study of difficulty in L₂ learning discusses about the merits and shortcomings of EA. He upholds the Selinker's 'Inter-language', Cooper's "Hypothesis Testing" and Nemser "Intermediate system" with the following shortcomings:

- Lack of objectivity
- Determining the errors by tests of acceptability/non-acceptability of native speakers.
- Lack of explicitness in multiple errors.

He focuses on a new dimension in Psycholinguistic approach to EA especially in grammatical analysis through the following questionnaires.

- What is the degree of adequacy of EA in diagnosing and explaining learners' difficulty?
- What is the degree of adequacy in predicting and explaining learners' difficulty?
- Can the learners' perception of difficulty provide method of diagnosing problem area?
- How much insight do the learners have into their own learning problems.

Johansson (1975), in uses of C.A. & EA suggests the following questions in study of the free production of L₂ learning.

- What constructions are used by the learners correctly?
- What constructions are used by the learners incorrectly?
- Can the use/non use of construction, the correct/ incorrect used construction and differences in frequency of errors be related to differences in SL & TL.
- Can difference between learners be related to differences in age and teaching (methods & materials).

1.10.3 In 80's we find EA studies focusing on the psychology of the learners and their process of learning.

Corder, (1971); Selinker (1972); etc.

Corder, SP (1971). "Idiosyncratic dialects and Error analysis". In IRAL vol. IX/2. pp.158-171.

Corder presents a model based on a distinction between an *idiosyncratic* dialect (the learner's personal, unstable, developing grammar) and a social dialect (the target



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language which is the dialect of a social group). He attributes greater importance to the relationship mother tongue/learner's dialect than other might; he does however acknowledge that there are other variables involved. He proposes three stages in EA

- Recognition of idiosyncrasy dialect either overt/covert.
- Accounting for learner's idiosyncratic dialect
- Explanation of the nature of this dialect.

Selinker (1972): 'Interlanguage', discusses some theoretical preliminaries for researchers concerned with linguistic aspects of psychology of SL learning. His discussion is based after Lenneberg concept of Latent language structure (Lenneberg 1967, pp.374-79).

According to Lenneberg- LAD is already a formulated arrangement in the brain. It is a biological counterpart of UG. The infant transforms into the realized structure of a particular grammar in accordance with certain maturational stages. So the learners form their own language, which differs from L₁ & L₂.

Selinker suggests five central process, which exist in latent psychological structure.

- Language transfer
- Transfer of training
- Strategies of L₂ learning
- Strategies of L₂ Communication
- Overgeneralization of L₂

Selinker also introduces the concept of 'Fossilization'. It is mechanism which is assumed also to exist in latent psychological structure described above. Fossilizable linguistic phenomena are linguistic items, rules and subsystems which the speakers of a particular NL will tend to keep in their IL relative to a TL and irrespective to the age of the learners.

1.10.4 In 90's we find implications of EA and LL studies for interpreting the cognitive hypothesis and acquisitional studies.

Noth, (1979); Gass, (1980) and Ghadessy (1980); Lightbown, (1980).etc.

Noth, W (1979), in "Errors as a discovery procedure in Linguistics." He focuses on the relationship between Linguistic theory and errors, which is mutually dependent. He discusses the following roles of errors in linguistic theory.

- Errors signalize the restrictions underlying the rules of the language system.
- Errors indicate the points where language system is easily subject to disturbances.
- Errors lead to the discovery of new aspects of language use.
- EA is used as method of verification of hypothesis developed within the framework of linguistic theory.

He also discusses two types of errors. Monosystematic i.e. errors in speaking, writing and reading.

Disystematic i.e. interference between several language system. Language in contact (cf. Weinreich 1963)

Gass, S. (1980). "An Investigation of Syntactic transfers in adult L₂ learners. Gass discusses that there are many cases of errors which can't be attributed to learner's native language as well as cases of potential difficulty which prove not to be the areas of difficulty at all for the learners (Buteau, 1970; DusKova, 1969; Nemser, 1971 & Richards 1974).

He suggests that three factors play a role in determining the learning patterns of L₂ learner

- Universal factors
- Specific facts about learner's native language
- Specific facts about L₂

In considering the relationship between these factors he indicates that it is universal principle of language which play the leading role since they are dominant in assigning a relative order to difficulty to certain structures.

Lightbown, P.M. et.al. (1980). On the basis of a Pilot study On "some effects of instructions on child & adolescent ESL learners", they discuss on the evidence that though there are patterns of consistency in L₂ acquisition, the cross-sectional "Obligatory contacts" methodology fails to capture important aspects of the development of learners control of particular linguistic structures (Anderson, 1977; Hakuta, 1974; Hatch, 1978;). Even 90% correct supplying of a form in obligatory contents can't be taken alone as sufficient evidence that the learner knows the

functions of the form or the restriction on its uses. However evidence from outside the obligatory contacts showed that they also overextended these forms, using them where they did not belong.

Ghadessy, M. (1980) "Implications of EA for L₂ acquisition". He assumes that the patterns of L₁ influence to a certain degree in the acquisition of L₂ but in learning L₂ learners establish a competence based on limited data. He verifies his hypothesis through phrase structure, transformational and Morphological aspect. His findings reflect that the development of a 2nd language resembles that of a native language as there are similarity in Error types made by the learners of L₁ and L₂.

Abbot, G. (1980) "Towards a more rigorous analysis of FL errors". He discusses about two stages in EA.

- Description of data i.e. specification of data description, classification and sub classification of data.
- Psychological explanation of data.

He also suggests the following points to be followed in EA.

- Its result should be verifiable by other scholars using the same procedure.
- Its procedure should not be prejudiced by causal considerations.
- An analysis must make provision for the inevitable cases of doubt.
- One grammatical Unit is easier to focus at each stage of analysis.

1.10.5 In 90's and 2000 we still continue to work on Grammar of L_L.

Morrissey, (1982); Laufer, (1990); and Agnihotri, (1994)

Morrissey, M.D. (1982), in "Towards a grammar of learners errors" discusses about the contribution of linguistic theory in grammatical analysis of learners' errors. He finds the following weaknesses involved in the grammatical analysis of learners' errors.

- Unable to decide erroneous factor in the sentence.
- Simple juxtaposition of an erroneous utterance and its correction serves merely to label the error rather than describe it.

- Tendency to regard L₂ learners' errors strictly as psychological rather than linguistic.

Laufer, B. (1990), in “why are some words more difficult” focuses on the factors for ease and difficulty of learning the words. In Grammatical Category – parts of speech, inflectional and derivational complexity.

In semantic – Abstractness, specificity and idiom city.

Agnihotri, R.K. et. al (1994), in “the use of articles in Indian English” try to find out the difficulty of learning L₂ (English) in one aspect i.e. article. In their conclusion they discuss if we consider the available grammars generally used in our schools and colleges, e.g. Wren and Martin (1966); Wood (1968); Corder (1964) and the teaching strategies generally employed by teachers in teaching articles against the background of their analysis the vast gulf between what these students need and what is in effect offered to them becomes apparent. For example, the correct use of the two different realizations of the indefinite article. Though some grammars do make the point that 'a' is used before sounded consonants and 'an' before sounded vowels, most teachers do not make the distinction clear and what the students are generally taught is just that 'an' is used before the letters 'a, e, i, o, u'.

It is not enough to tell these students that in English only nouns or noun phrases take articles. They have to be drilled intensively and shown sufficient examples of other grammatical categories which do not take articles. Particularly in the case of 'an', students need to be told that expressions such as 'an alone', 'an opened', etc., are not possible. Along with the grammatical categories other than nouns (verbs, adjectives, adverbs, etc.) which do not take articles, students should be introduced to nouns and noun like expressions which never takes articles as is done in Kaluza (1981).

Their behaviour reflects their learning strategies and our teaching (or its absence) over the years. It is possible that the situation may improve if the pedagogical implications suggested are incorporated in remedial courses for these students. They suggest the following points to improve learners knowledge of use of article.

- Drilling
- Explicit Specification of L2 structure.
- Incorporation of the various pedagogical implications in remedial courses.

1.10.6 At the end of 20th Century and the beginning of 21st Century one finds more elaborate discussion on L_L grammars and the process of learning /acquisition in the context of cognitive hypothesis, the Linguists focus more on the validity of the concept of EA, teaching methods and materials. In Kachru, (1996) “South Asian English” he focuses on the theoretical and empirical validity of the concepts such as interlanguage, fossilization error etc. and says that it is true EA is almost dead in its place of birth and it may be thriving in South Asia but it is still alive and well. Kachru criticizes that the EA paradigm did not provide insights for separating errors from innovations and in a serious sense constrained our understanding of the bilinguals ‘creativity in S.A. & in other parts of outer circle.

1.10.7 In 21st Century. The Linguists are emphasizing more on the source of difficulties of L₂ learners as well as on the description of the single linguistic aspect of the L_L Errors and teaching methods and materials and also socio-cultural, political & economic variables affecting in the process L₂ learning.

Jumaily, (2005); and Shielamani, (2005) etc.

Jumaily, S.A. (2005), in “Interference as a Source of Difficulty for Iraqi and Arab Pupils Learning English as a Second/Foreign Language”, focuses on the diagnosing the difficulties of L₂ learners with an emphasis on ‘interference’ through inflectional behaviour of learners’ English errors detected. In concluding part of this article he says that it is evident that the errors detected are the results of three factors, the first two of which are linguistic, and the last being non-linguistic. In other words, the first factor is the complexity of English language system, and the second is interference from L₁, while the last and of no less significance, is a two-fold factor resulting from inefficiency of the teaching cadre as well as the fact that if they were to achieve a perfect teaching method, errors would never be made, on the one hand, and the testees’ inadequate mastery of L₂, on the other. He suggests the following points for the L₂ learners’ errors.

- Complexity of L₂ structure
- L₁ interference
- Insufficient teaching methods & materials
- Implicit Mode of L₂ to the learners.

Shielamani, K.R. (2005), In “errors of style in learners’ language” tries to find the source and causes of the errors. His work is based on stylistic feature of L₂ learners in formal/informal situation. In his article he explains the stylistic errors in terms of the socio-cultural factors.

Language teachers often lament that errors are still found in written & verbal productions of L₂ learners may be because the feedback to language pedagogy is not systematic and appropriate. Hornsta (2002), Ellis (1985), Tono (1999), Larsen Freeman & Long (1991) have pointed out weaknesses EA suffers from some of which are as follows:

- Collected data in EA represents a single point in time.
- So, it is not a sufficient tool for studying the development of the learners’ L₂
- EA deals with verbal & written production of the learners, which are not able to tackle receptive competence.
- EA is based on a linguistic paradigm, which does not describe accurately the way the language works.
- An interference error in one study is a developmental error in another. There is no way of accounting for the difference.

But despite all these above mentioned demerits EA helps:

- SLA researchers about L₂ psychological Linguistic process.
- Find psycholinguistic process in L₂ learning which constitutes an important role in L₁ and L₂ learning (Senders and Moray, 1991).
- ESL/EFL teachers and methodologists who need EA to understand the learning strategies that learners adopt at different stage of learning.
- ESL/EFL teachers and pedagogies in designing better syllabi, and developing better teaching materials and methods.
- The development of better teaching methods and syllabus designing.

Chapter II

RESEARCH METHODOLOGY

Introduction

Research is defined as a scientific and systematic search for pertinent information on a specific topic. The purpose of research is to discover answers to the questions through application of scientific methods.

The present trend in research reflects the changing approaches i.e. From Prescriptive to Descriptive and vice versa, Rational to Empirical, Longitudinal, Cross-section and Longitudinal and Cross-sectional both. These are not exclusive to one another but their merits are valuable to one another.

The present study is cross-sectional due to limited little time in M.Phil program. It is not possible within this stipulated period to conduct longitudinal study.

There are mainly two sources of data.

- Primary
- Secondary

The present study is data based collected from the students at school level as a primary source. For the secondary source this study refers to Literature Review.

2.1 Objectives of the present Study

1. To study and assess the attitude and knowledge of English grammar of the subjects.
2. To analyze the number and nature of errors, classifying them primarily into two classes i.e. Morpho syntactic and Lexico semantic types. The errors of spellings are listed and counted separately.
3. To examine the errors against two different parameters i.e. Gender & Age/Level i.e. class IX and XI.
4. To analyze the errors in order to assess the progress as indicated by language competence of the students in two years between class IX and XI.

5. To analyze the errors of Male and Female learners at class IX and XI in order to study gender differences in learning if any.
6. To find out the hierarchy of errors, if any, in four different groups of learners.
7. To analyze and reflect on the nature of learning, difficulty of different learners' groups through the hierarchy of errors found in each group.
8. To identify the nature and number of errors attributed to L1 transfer.
9. To identify the nature and number of errors attributed to the structure of target language, i.e. English.
10. To identify the nature and number of errors attributed to teaching(materials and methods).
11. To suggest effective Pedagogical Measures which may help improve learning of English by Indian students in general and Hindi speakers learning English in Delhi in particular.

2.2. Research Hypothesis

Four learners groups of twenty each are identified keeping their socio-cultural and economic parameter and non-variant (control) section 2.6, and are given a set of questionnaires tests to elicit the data consisting of different types of errors under similar/identified learning situation. It is assumed that the nature and types of errors of different groups of learners will reflect the variation due to different parameters chosen viz. learner factors, target language factors and the teaching materials and methods. To be specific I would like explore the following hypotheses:

- (1) There are errors corresponding to variable no. 1 i.e. Gender differences
- (2) There are errors corresponding to variable no. 2 i.e. Level/Age differences i.e. Class IX & Class XI.
- (3) There are errors corresponding to variable no. 3 i.e. Complexity of L₂ Structure
- (4) There are errors corresponding to variable no. 4 i.e. L₁ transfer.
- (5) There are errors corresponding to variable no .5 i.e. The Teaching Methods and Materials.

2.3 Empirical Part of the Study

Three different tests were conducted.

(a) 200 Random samples were collected from the students of KV-II, New Delhi. Out of these 200 students 80 students were selected for the test. In these 80 students there were 50% male and 50% female. They belong to class IX and class XI, 40 each. (For details see section 2.5 and 2.6)

(b) They were provided with three optional topics and were asked to write 300 to 400 words on any one of these:

- Ambition in Life.
- A favorite Game/Sports person.
- A favorite leader.

The time limit for this test was 50 minutes.

(c) The selected 80 students were asked to fill up one questionnaire with three sections, one personal details including their linguistic background; the second for their attitude measurement and the third for the knowledge of English Grammar. The time given was 50 minutes.

(d) These selected 80 students were also given Language Ability Test with 50 objective type questions. The time given was 50 minutes.

(e) Attitude Test & knowledge of English Grammar have been repeated thrice after gaps of two months, each. (see further details of the tests in section 2.7, pages 6-9)

Analytical procedures included identification, classification, tabulation of the errors of different groups; finding the correlation as explained in the objectives and hypotheses in this chapter. (see details in section 2.8)

2.4 Administration of the Test

The test (i.e. Free Composition Test) was administered to around 100 students of Class IX and 100 students of Class IX, 50 percent male and 50 percent female belonging to each respective class. Prior to the test they were encouraged by their English teachers to ask any explanation regarding the test. They were also briefed about the purpose of the test. They were instructed to write neatly in about 300 to 400 words and not to copy either any text or any writings. The time allotted for the test

was 50 minutes and they were asked to stop writing on the 'completion of stipulated time.

After a gap of a few days the selected eighty- (80) students were asked to fill up a questionnaire within 50 minutes. They were instructed to fill up the column neatly and were told that this was for research purpose.

In Language Ability Test they were instructed by their class teachers to write honestly whatever they know about the given questions. They were briefed about the time limit i.e. 50 minutes. They are asked to stop writing after 50 minutes.

2.5 Criteria of Selecting the Students

- Those students whose essay have been neatly written and consisted of 300 to 400 words are selected for corpus.
- They all have started learning L₂ i.e. English between the age of 4 and 5 years.
- They all are Hindi Speakers.
- They use either English or Hindi during their study.
- Their L₁ is Hindi.
- They don't belong to English speaking community.
- They have undergone English learning since their class – I.
- Almost all the selected students have been at Delhi for the period of at least two years.
- They belong to the age group of 14-16 years.

2.6. (a) Subjects: All the eighty subjects are Hindi-speakers and have been arranged as follows:

Class IX	Class XI
20 M	20 M
20 F	20 F

- M = Male
- F = Female
- IX = Subjects' Class

- XI = subjects' class
- Total number of Subjects is eighty -(80).
- They have been codified in the following manners according to their class & gender.
 - IX M 1.1 To M 1.20
 - IX F2.1 to F 2.20
 - XI M 3.1 to M 3.20
 - XI F 4.1 to F 4.20

i.e. XI M3.1 means the subject belongs to class XI and his gender is male. (Sl. No. 1 in order of analysis).

The following parameters are controlled and therefore invariant.

- They belong to one school i.e. K.V. No.2, New Delhi10.
- The parents of almost all the students are in transferable and Government job.
- They all belong to Middle class family.
- They all claim Hindi as their MT.
- They study their prescribed subjects in Hindi & English both.
- They have studied English and Hindi as their compulsory subjects for the period of 9 & 11 years – respectively.
- They speak Hindi and English both in their classes, at home and at the public places.

These information have been elicited from students biodata [Ref. Questionnaire – I (Appendice)]

(b) Distribution of Subjects according to the length of learning.

Years	Males (M)	Females (F)
1 to 9 years	20	20
1 to 11 years	20	20
Total	40	40

- All these subjects have undergone formal English education i.e. materials prescribed by CBSE etc.
- Subjects are highly motivated for learning English due to their need in future for higher education. But they are devoid of congenial environment outside their classes.
- Total hours of L₂ teaching per week is 20 to 25 hours.

2.7 Data Elicitation Procedure

Nearly 200 students was given free composition test. Those who wrote 3 to 4 hundred words were selected for the present study.

- I. In informal situation, there were informal interviews with teachers for the purpose of eliciting information about the teaching methodology and for the verification of the responses about learners in teachers' questionnaires. I have appended the responses in the appendix.

The students also underwent informal discussion for the learning process of English grammar and also for the purpose of verifying the information in the biodata. (See appendix).

- II. In formal situation three different types of tests have been conducted for data elicitation for different purposes.

- A. Free Composition Test

- B. Questionnaires – I, II & III

- I. The student Biodata, Attitude Test & Knowledge of English Grammar Test.

- II. Language Ability Test

- III. Teacher's questionnaires

- C. Questionnaire- I consisting of Attitude Test and knowledge of English Grammar Test have been repeated for three times to check the deviations and reliability.

- A. Free composition Test:

Time : 50 minutes

- Topics : (i) Ambition in Life
(ii) A Favorite Game/Sports Person
(iii) A Favorite Leader

Expected Length of composition : 300 to 400 words.

- Instructions Given : (i) Write on any one of the given topics
(ii) Don't copy either any writing or a text
(iii) Stop writing on completion of stipulated time

B. I. Questionnaire – I – This Questionnaire has been prepared to elicit information about subjects as mentioned in "A Brief description of questionnaires.

Time : 50 minutes

- A Brief Descriptions of Questionnaires :
- Linguistic Background of the subjects.
 - Attitude towards a certain English Grammatical categories.
 - Knowledge of English Grammar

Subjects are instructed by their class teacher to fill the questionnaire within stipulated time.

In attitude test they are instructed to write the digits as per the given instruction on five points scale in order to elicit information about their attitude towards different categories. (see appendix for detail)

In knowledge of English grammar test the subjects are asked to write four English examples of each one of the given categories and each example is consisting of one mark. (see appendix for detail)

These two tests have been repeated for three times after a gap of two months each.

B. II. Questionnaire II. This has been conducted in order to assess competence in L₂ learning. This questionnaire is divided into four parts

Time : 50 minutes

- Descriptions of Questionnaires • Multiple choice

- Rewrite sentences (Error in lexical verb)
- Write as directed (lexical/derivational words)
- Correction of ungrammatical words.

•Multiple choice – Subjects are provided with four options and instructed to write suitable one.

•Rewrite sentences – The subjects are instructed to rewrite the sentences, which are grammatically incorrect. They have been also given an hint that the errors occur in main verb (lexical verb) only.

•Write as directed - The subjects are instructed to write the derivational forms of the given L₂ Grammatical category. They are to write five examples of each category and each example carries one mark.

•In "correction of ungrammatical words" the students are asked to re-write the underlined words , which are syntactically well but semantically wrong.

III. Questionnaire (Teachers Questionnaire) – It consists of ten questions and the responses of these questionnaires have been collected from two PGT & 4 TGT English teachers of the same school. The details of the questionnaires and the teachers' responses are appended in appendix.

Purpose of this questionnaire

- To elicit information about L₂ teaching methodology
 - To elicit information about the students and schools.
 - To obtain information about the time devoted by learners in L₂ learning.
 - To obtain information about the L2 learning process .
 - To elicit information about the teaching materials.
 - To elicit information about learning environment.
- C. The purpose of repeating attitude Test and knowledge of English Grammar Test is to verify the deviations in results and its reliability.

2.8 Analytical Procedures

The analysis of data in this study involves:

- The identification of Errors
- The classification of Errors

- The Explanation of Errors

These errors are statistically presented in their frequencies of occurrences in the subject groups. The free composition written by all the 80 selected subjects of the four groups were investigated to identify and analyse the errors in the following major linguistic level.

- I. Morphosyntactic
- II. Lexicosemantic

The errors of spellings have been counted separately. The errors identified were classified and tabulated to form a statistical presentation of their frequencies of occurrence according to the three major linguistic categories. A typology of error was provided in an attempt to explain the process of learning.

Identification and Classification of Errors

The term error refers to deviant forms unacceptable to the native speakers. The learners' ill forms /ungrammatical forms have been judged according to the prescribed rules of L₂. (For detail see notion of errors in introduction)

In Free Composition the length of the text, number of words in the text, the number of words per sentence for each one of the four groups have been tabulated in the following format.

	IX M	IX F	XI M	XI F
Average Length of Composition (in words)				
Total no. of words				
Total no. of Sentences				
Mean of Words in a sentence				
Error Free Sentence				
Total no. of Errors				

Errors identified in free composition test produced by the learners were classified into three major linguistic levels.

- I. Morphosyntactic
- II. Lexicosemantic
- III. Spelling

Morphosyntactic Errors have been classified into the following subcategories.

Errors of Concord

- Errors of Clause
- Errors of word order
- Errors of VP
- Errors of Adverb
- Errors of Adjective
- Errors of Passive
- Errors of Article
- Errors of Number
- Errors of Inflection
- Errors of Negation
- Errors of Tense and Aspects
- Errors of Connectors
- Errors of Preposition
- Errors of Infinitive
- Errors of Reflexive
- Errors of NP

The scores & the errors of each one of the four groups of the learners have been classified and tabulated separately for the analysis in the following format.

A. Free Composition Test

Error Types	IX Male	IX Female	XI Male	XI Female
VP				
Prepositions				
Adjectives				
Word orders				
Infinitives				
Reflexives				
Negations				
Concord				
Adverbs				
Passives				
Articles				
Inflection				
Tenses & Aspects				
Numbers				
Connectors				

B. Attitude Test

Grammatical Categories	Learners Scores and their attitude			
	IX M	XI M	IX F	XI F
1. The use of Article				
2. The use of Determiners				
3. The use of Adjective				
4. The use of Transitive Verb				
5. The use of Intransitive Verb				
6. The use of Pronouns				
7. The use of Preposition				
8. The use of Adverbs				
9. The use of Tenses				
10. The use of Nouns				

C. The Knowledge of English Grammar

No. of Students	Question attempted	No. of Errors	Individual scores
M 1.1			
1.2			
1.3			
1.4			
1.5			
1.6			
1.7			
1.8			
1.9			
1.10			
1.11			
1.12			
1.13			
1.14			
1.15			
1.16			
1.17			
1.18			
1.19			
1.20			
Total			

D. Language Ability Test

Students	Max marks	Scores obtained	Errors	Q. attempted
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				
1.7				
1.8				
1.9				
1.10				
1.11				
1.12				
1.13				
1.14				
1.15				
1.16				
1.17				
1.18				
1.19				
1.20				

E. Overall Responses of the Learners

Percentage	IX Male	IX Female	XI Male	XI Female
Scoring				
Errors				
Question attempted				

The errors and the scores as tabulated and the hierarchy of errors obtained are used to explain :

- a. The gender differences if reflected in the process of learning .

- b. Level/Age differences i.e. class IX and Class XI as reflected..
- c. The nature and number of errors attributed to the structure of target language i.e. English.
- d. The nature and number of errors attributed to L1 transfer.
- e. The nature of learning and learners difficulty.
- f. The errors common to all two groups (irrespective of gender) which may reflect on the process of learning in 2 years of progression from IX to XI.
- g. All four groups which may be reflected on pedagogical process.

The following chapter i.e. Chapter-III has detailed data tabulated and analysed as explained in this chapter.

2.9 Chapterization

Chapter I : INTRODUCTION AND LITERATURE REVIEW

Chapter II : RESEARCH METHODOLOGY

Chapter III : DATA ANALYSIS AND DISCUSSIONS

Chapter IV : SUMMARY AND CONCLUSION

Chapter III

DATA ANALYSIS AND DISCUSSIONS

Introduction

As mentioned in the chapter on Research Methodology the scope and objectives for the present study have been identified keeping in mind the learner groups i.e. eighty Hindi speakers learning English in Kendriya Vidyalay in Delhi, 40 of these from class IX and the other 40 from Class XI. Both the groups are consisting of 50% male & 50% female students.

The learning situation is formal education and materials used are as prescribed by the Central Board of Secondary Education. The goals and objectives are given in the chapter on Research methodology (section 2.1, pages 1 to 2). The hypotheses that are being examined in this study are stated in Chapter two, pages 2 & 3. They are reiterated here for ready reference:

Research Hypothesis: Four learners groups of twenty each are identified keeping their socio-cultural and economic parameter and non-variant (control) section 2.6, and are given a set of questionnaires tests to elicit the data consisting of different types of errors under similar/identified learning situation. It is assumed that the nature and types of errors of different groups of learners will reflect the variation due to different parameters chosen viz. learner factors, target language factors and the teaching materials and methods. To be specific I would like explore the following hypotheses:

- 1) There are errors corresponding to variable no. 1 i.e. Gender differences
- 2) There are errors corresponding to variable no. 2 i.e. Level/Age differences i.e. class IX & class XI.
- 3) There are errors corresponding to variable no. 3 i.e. Complexity of L₂ Structure
- 4) There are errors corresponding to variable no. 4 i.e. L₁ transfer.

- 5) There are errors corresponding to variable no. 5 i.e. The Teaching Methods and Materials.

In order to meet these objectives the study conducted was mostly empirical i.e. collecting data through four different sets of questionnaires (see Chapter II and Appendix for questionnaires)

Processing of the data involved classification and tabulation of the information elicited using the parameters mentioned in Chapter II of Research Methodology, section 2.6 and pages 5 & 6.

Three sets of parameters chosen are briefly mentioned here once again for ready reference:

- I. Learner factors: Age, Class/Level, Gender and Attitudes
- II. Target Language Structure: Morphosyntactic, Lexicosemantic levels & Spellings
- III. Materials and methods, learners' impressions about English grammar, about different grammatical categories and their learnability.

The four sets of data elicited from the learners' group are discussed in detail with the classification, tabulation and analysis in the following sections.

3.1 Free Composition Test

(a) Topics Given:

- I. Ambition in Life
- II. A favourite Game/Sports person
- III. A favourite Leader

(b) Time Allotted: 50 (fifty) minutes

(c) Instructions before writing composition

- I. Write on anyone of the given topics
- II. The length of Composition-300 to 400 words.

III. Do not copy either any text/writings

IV. Stop writing on completion of stipulated time.

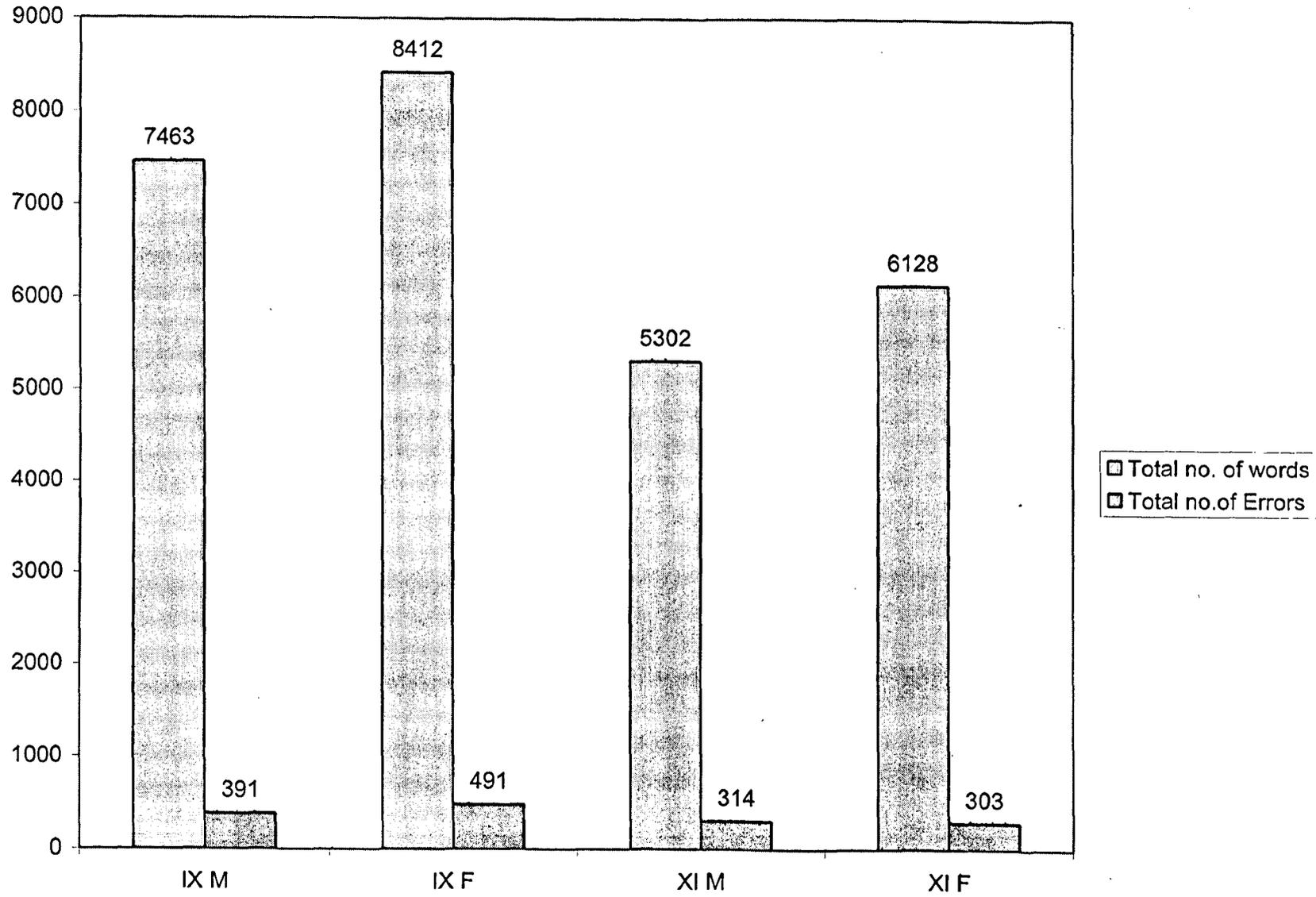
3.1.1 The description of the Composition

The description of the Composition by each one of the four different groups of the learners is as follows.

Table 1

	IX M	IX F	XI M	XI F
Average Length of Composition (in words)	373	420	265	306
Total no. of words	7463	8412	5302	6128
Total no. of Sentences	515	534	320	379
Mean of Words in a sentence	14.49	15.75	16.56	16.16
Error Free Sentences	223	193	120	168
Total no. of Errors	391	491	314	303

Total no of Words vs Total no of Errors

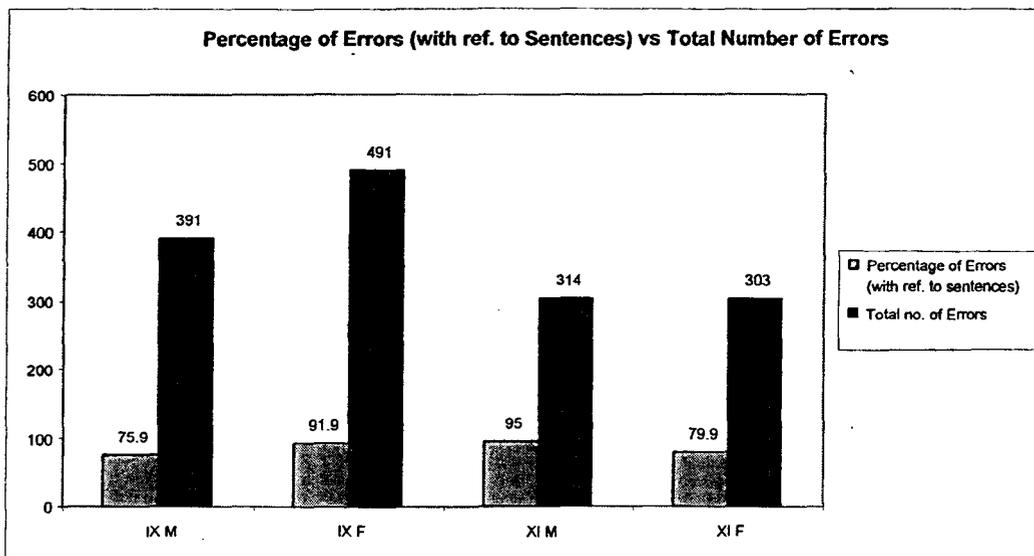


The errors produced by each one of the four groups of the learners are reflected separately in % for easy reference.

Table 2

	IX M	IX F	XI M	XI F
Percentage of Error Free Sentences	43.3%	36.1%	37.5%	44.3%
Total Number of Errors with ref. to sentences	75.9%	91.9%	95%	79.9%
Total no. of errors (with ref. to words)	5.2%	5.8%	5.7%	4.9%
Total no. of errors	391	491	314	303

Figure 2



Discussion

All these figures indicate that the female students are generally writing longer composition than male students. Also IX class students are generally writing longer than the XI class student. The average length of the sentence is however longer, around 16.38 words per sentence for XI class students as compared to 15.12 words per sentence of class IX students.

It is surprising to compare the % of error free sentences in all the four groups. While the XI class female students show the highest % of error free sentence. The IX class female students who wrote the largest composition actually have the lowest % of error free sentence.

Also % of Error free sentences of class XI male students is almost as good as IX class male students i.e. 43.3%.

3.1.2 Methods of Error Countings

The same error committed more than once in a sentence and all the occurrences of the errors have been counted separately for each one of the four groups of the learners. Two occurrences of the same type of error in different sentences are counted as two errors. Percentage is calculated with ref. to both, the total no. of sentences and total no. of words.

3.1.3 Classification and Tabulation of Data:

The study has been carried out within the framework of E.A. So the errors produced by the four different groups of learners have been classified on the basis of categories/subcategories of two major linguistic levels. i.e. Morphosyntactic level and Lexico semantic level. The spelling errors have been counted separately for each one of the four different groups. The errors produced by the learners on Morphosyntactic level have been classified in the following sub-categories as they appeared in the scripts:

Errors of concord

Errors of clause construction

Errors of word order

Errors of VP

Errors of adverb

Errors of adjective

Errors of passivization

Errors of article
 Errors of number
 Errors of inflection
 Errors of negation
 Errors of reflexives
 Errors of NP
 Errors of Preposition
 Errors of Infinitives
 Errors of Tenses and aspects
 Errors of connectors

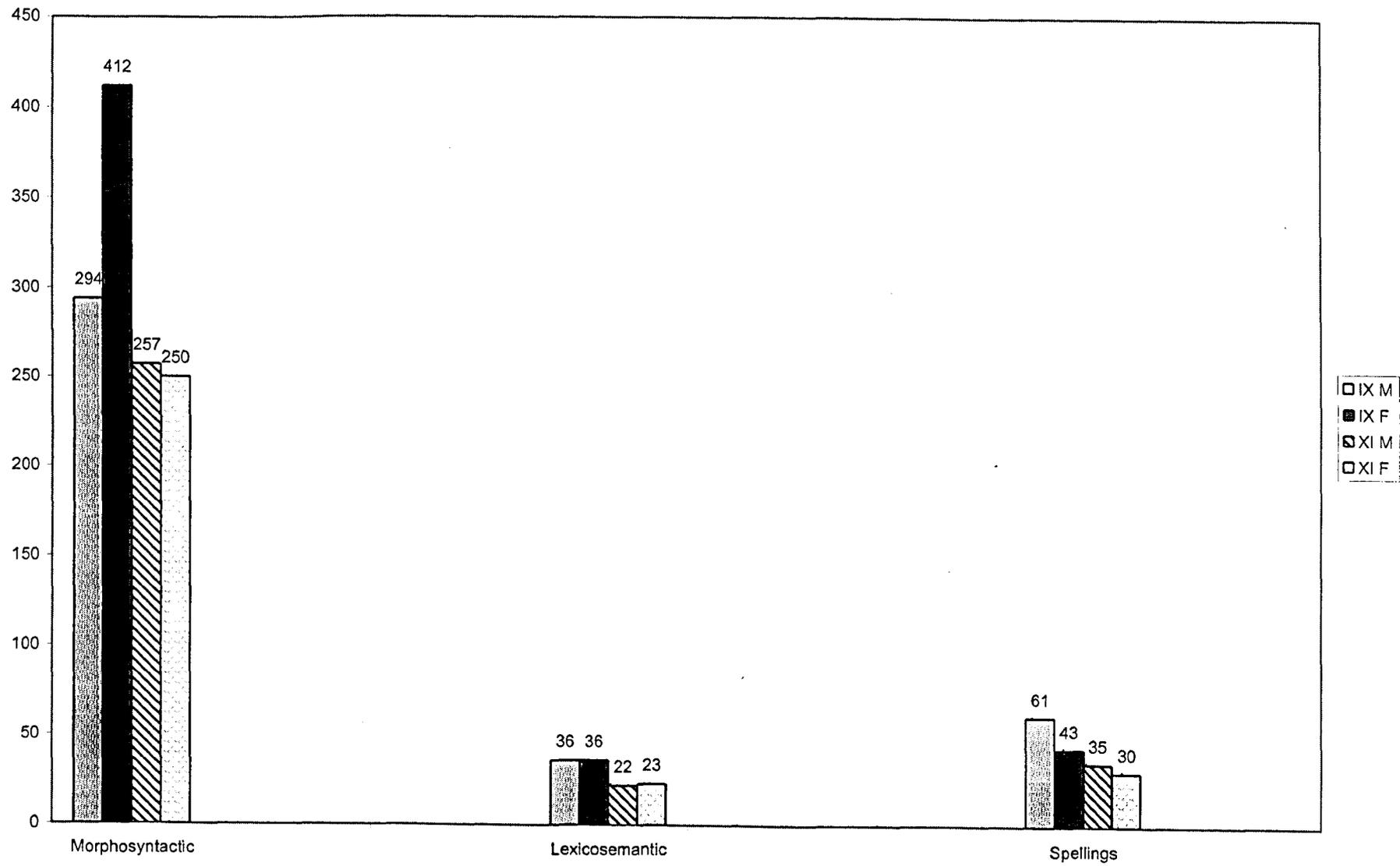
3.1.3 (a) Number and types of errors, (in %age)

Number and types of errors, (in %age) of the four different groups of learners:

Table 3

Linguistic Levels	IX M	IX F	XI M	XI F
Morphosyntactic	294 (75.1%)	412 (83.9%)	257 81.8%	250 (82.5%)
Lexicosemantic	36 (9.2%)	36 (7.3%)	22 (7.0%)	23 7.6%)
Spellings	61 (15.6%)	43 (8.7%)	35 (11.1%	30 10%

Number of Errors of the Four Different Groups of Learners

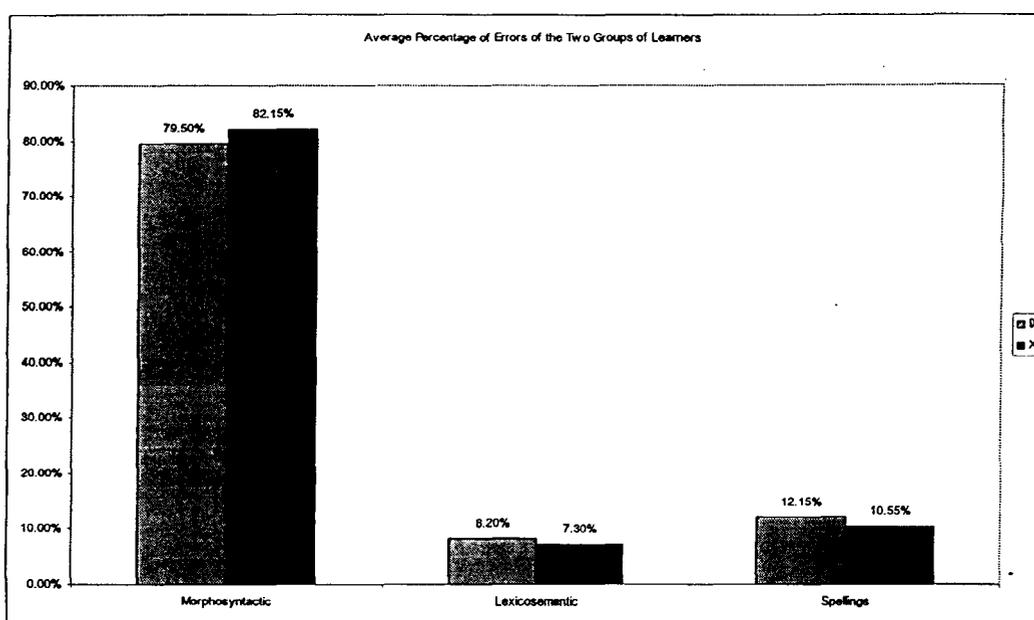


3.1.3 (b) Average Error % of the two groups Irrespective of Gender

Table 4

Linguistic Levels	IX	XI
Morphosyntactic	79.5%	82.15%
Lexicosemantic	8.2%	7.3%
Spellings	12.15%	10.55%

Figure 4



Discussion

As reflected in the figures the errors of spellings definitely go down as the learners progress from class IX to class XI. What ever be the nature of the program, the progress better in spellings in the writings of class XI student. Average of 10.5% as compared to average of 12.5% by IX class students. Maximum errors are seen in all the four groups at Morphosyntactic level. While in case of lexicosemantic we can see the effect of learning because the % of errors goes down as the learner progress from class IX to class XI. But when we examine the % of errors on Morphosyntactic level across all these four groups, the % of errors remains almost comparable between class IX and class XI. The difference of 2.65% Morpho syntactic errors is lesser in case of

class XI definitely shows that the learners continue to make as many errors in grammar in class XI as they used to make in class IX.

3.1.4a. Hierarchy of Morphosyntactic Errors

Hierarchy obtained from Morphosyntactic Errors with reference to total no. of Errors:

Table 5a

Rank	IX M	IX F	XI M	XI F
1.	Concord (12.78%)	VP (15.07%)	VP (16.87%)	VP (21.19%)
2.	VP (11.25%)	Concord (14.0%)	Article (8.28%)	Concord (9.2%)
3.	Article (8.43%)	Article (9.16%)	Preposition (7.64%)	NP (7.59%)
4.	NP (7.42%)	Number (7.94%)	Concord (7.32%)	Tense & Aspects (6.93%)
5.	Number (7.42%)	NP 7.74%)	NP (6.68%)	Infinitive (6.6%)
6.	Tense & Aspects (7.16%)	Tense & Aspects (6.31%)	Number (6.68%)	Preposition (5.61%)
7.	Preposition (4.86%)	Preposition (5.29%)	Tense & Aspects (5.41%)	Article (5.61%)
8.	Connectors (3.32%)	Adjective (4.68%)	Word order (4.77%)	Number (5.28%)
9.	Passive (2.56%)	Clause (3.86%)	Adjective (3.82%)	Adjectives (4.29%)
10.	Adjective (2.30%)	Inflection (2.64%)	Infinitive (3.82%)	Word orders (3.63%)
11.	Word order (2.05%)	Word order (2.03%)	Inflection (3.18%)	Adverbs (1.65%)
12.	Clause (1.80%)	Infinitive (2.03%)	Clause (2.54%)	Clause (1.6%)
13.	Inflection (1.53%)	Adverb P. (1.22%)	Reflexive (1.54%)	Connectors (0.99%)
14.	Adverb P. (1.02%)	Passive (1.22%)	Adverb P. (1.27%)	Passive (0.99%)

15.	Infinitive (0.77%)	Connectors. (0.61%)	Connector (0.95%)	Reflexive (0.66%)
16.	Reflexive (0.26%)	Reflexive (nil)	Passive (0.63%)	Inflection (0.66%)
17.	Negation (10.26%)	Negation (Nil)	Negation (0.31%)	Negation (Nil)

3.1.4b. Hierarchy obtained from Morphosyntactic Errors with reference to total no. of Morphosyntactic errors

Table 5b

Rank	IX M	IX F	XI M	XI F
1.	Concord (17.0%)	VP (17.96%)	VP (20.6%)	VP (25.6%)
2.	VP (14.96%)	Concord (16.74%)	Article (10.11%)	Concord (11.2%)
3.	Article (11.22%)	Article (10.9%)	Preposition (9.33%)	NP (9.2%)
4.	NP (9.86%)	Number (9.46%)	Concord (8.94%)	Tense & Aspects (8.4%)
5.	Number (9.86%)	NP (9.2%)	NP (8.17%)	Infinitive (8%)
6.	Tense & Aspects (9.52%)	Tense & Aspects (7.52%)	Number (8.17%)	Preposition (6.8%)
7.	Preposition (6.46%)	Preposition (6.31%)	Tense & Aspects (6.61%)	Article (6.8%)
8.	Connectors (4.42%)	Adjective (5.58%)	Word order (5.83%)	Number (6.4%)
9.	Passive (3.40%)	Clause (4.61%)	Adjective (4.66%)	Adjective (5.2%)
10.	Adjective (3.06%)	Inflection (3.15%)	Infinitive (4.66%)	Word orders (4.4%)
11.	Word order (2.72%)	Word order (2.42%)	Inflection (3.89%)	Adverbs (2%)
12.	Clause (2.38%)	Infinitive (2.42%)	Clause (3.11%)	Clause (2%)

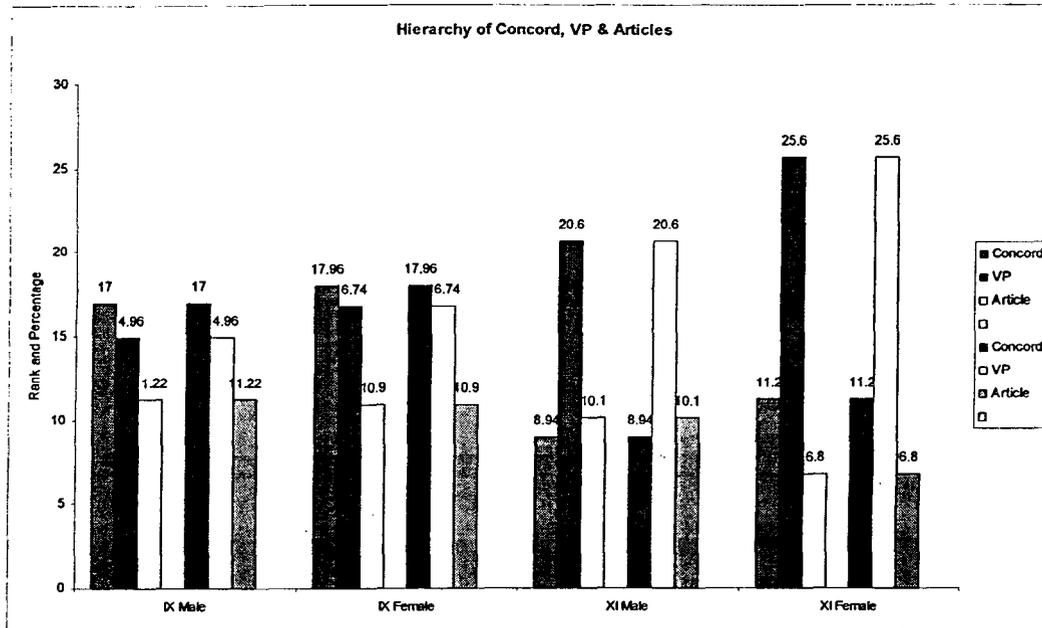
13.	Inflection (2.04%)	Adverbs (1.45%)	Reflexive (1.94%)	Connectors (1.2%)
14.	Adverbs (1.36%)	Passive (1.45%)	Adverb (1.55%)	Passive (1.2%)
15.	Infinitive (1.02%)	Connectors (0.72%)	Connectors (1.16%)	Reflexive (0.8%)
16.	Reflexives (.003%)	Reflexives (Nil)	Passive (0.77%)	Inflection (0.8%)
17.	Negation (.003%)	Negation (Nil)	Negation (0.38%)	Negation (Nil)

Discussion

As indicated in the earlier figures one does not see much of the progress in learning with Morphosyntactic errors going down in class XI. This chart indicating the hierarchy of Morpho-syntactic errors in four different groups shows a few interesting figures which can lead to some hypotheses to be examined with more extensive studies. Some of these observations are:

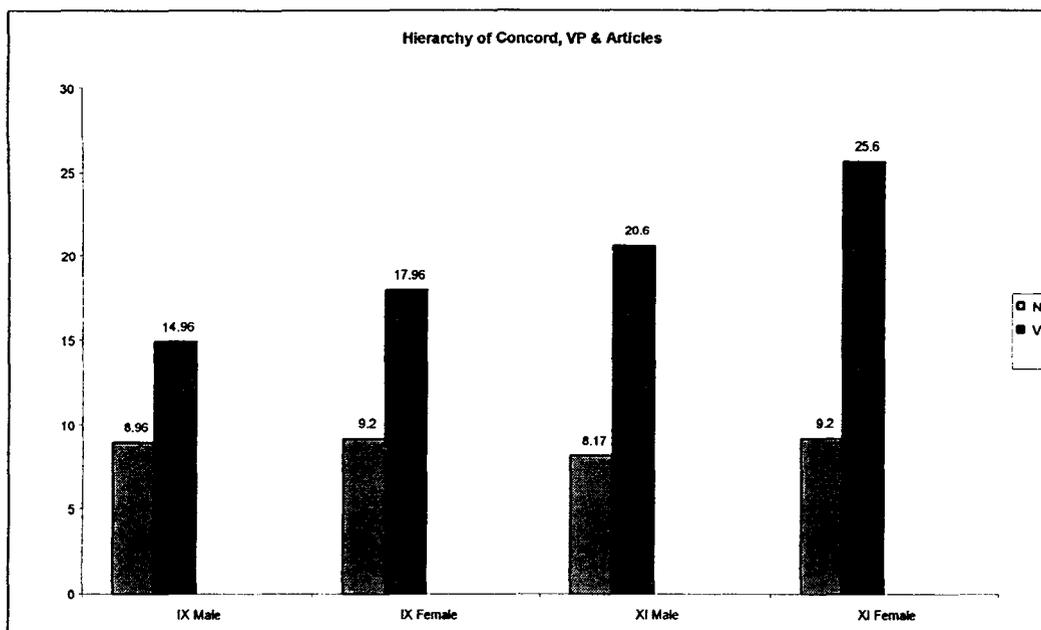
1. Concord, VP & Article figure in the first-three categories indicating the maximum errors in all the four groups, by indicating maximum difficulty in learning in these categories.

Figure 5b (i)



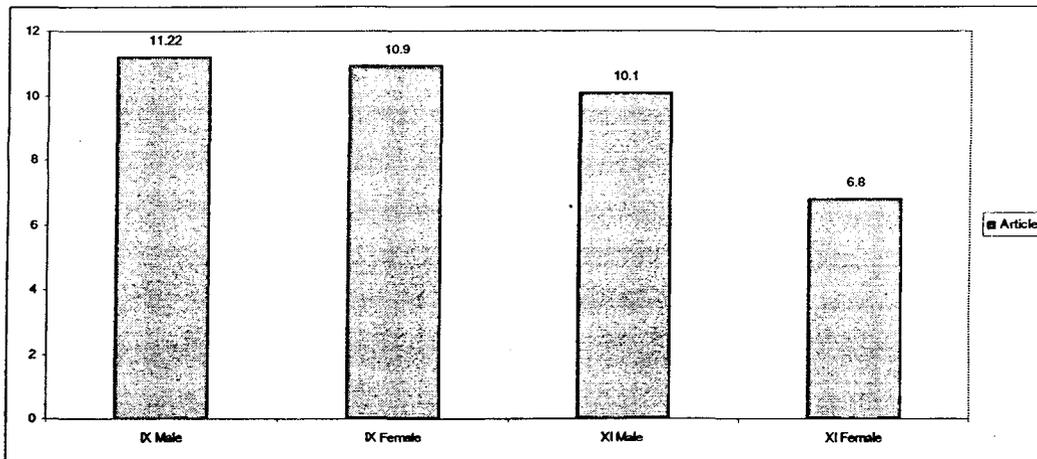
2. NP & VP are broad categories (it is not surprising) that many errors are grouped together under these labels. It is not surprising therefore that the two categories have a number of errors which come within the first five in all the four groups.

Figure 5b(ii)



3. Articles show a comparable % of errors i.e. between 9 & 11% in the three groups i.e. IX Male & Female & XI Male but fourth group i.e. XI Female show lower % of error in article i.e. 6.8%.

Figure 5b(iii)

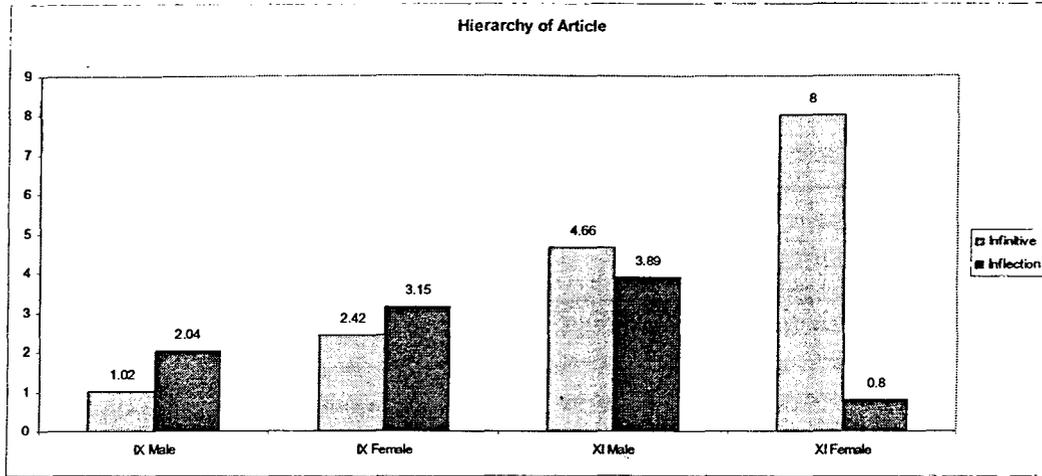


4. The same group i.e. XI Female show the errors of tenses at Rank of 4 whereas for the other groups it is 6 or 7.

5. Infinitive shows a lot of variation in these ranking and % of error across these groups. Where the IX class students show 1.02% and 2.03% error by Male and Female groups respectively and rank them at 15 and 12 respectively, the XI class shows infinitive ranking at 10 for Male students and number of 5 for Female students with 4.66% and 8% errors respectively.

Inflection also shows similar variation across the 4 groups. In case of IX class inflection rank at 13 & 10 for Male and Female groups and the rank at 11 and 16 for Male & Female groups of class XI.

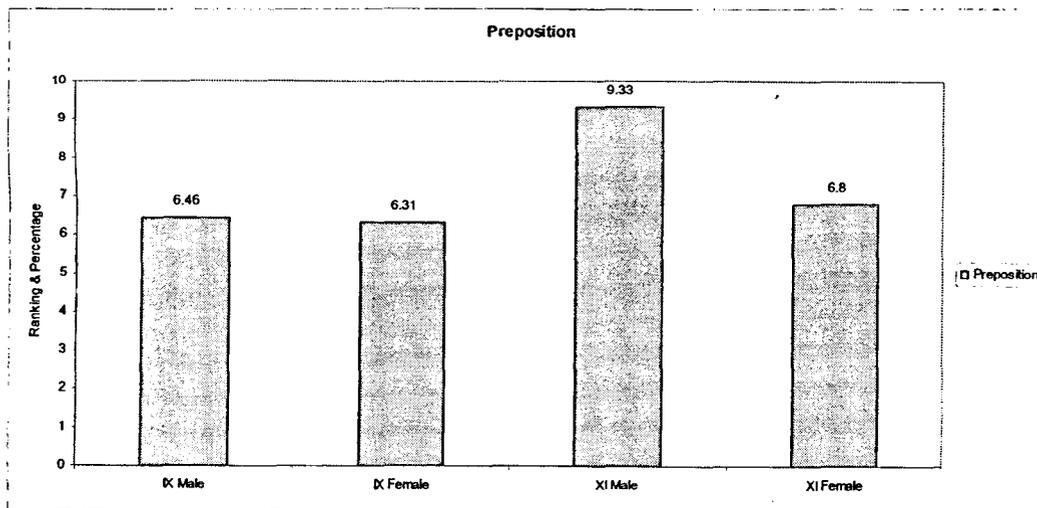
Figure 5b(iv)



6. Prepositions: It is interesting to know that IX class, Male and Female both rank preposition at 7 but class XI shows this ranking much higher i.e. number 3 for Male and number 6 for Female students.

It seems the program of two years of learning does not help the learners to better in preposition in class XI.

Figure 5b(v)



7. Passivization: Passive shows 16 and 14 in ranking of class XI as compared to class IX ranking i.e. 9 and 14 for Male and Female students. In contrast with preposition the program seems to focus more on passive and therefore we find XI class.

8. Negation seems to be easy for all the four groups which ranks at number 17 for all the groups of class IX and XI Male and Female.

3.1.5 The responses of the learners irrespective of gender

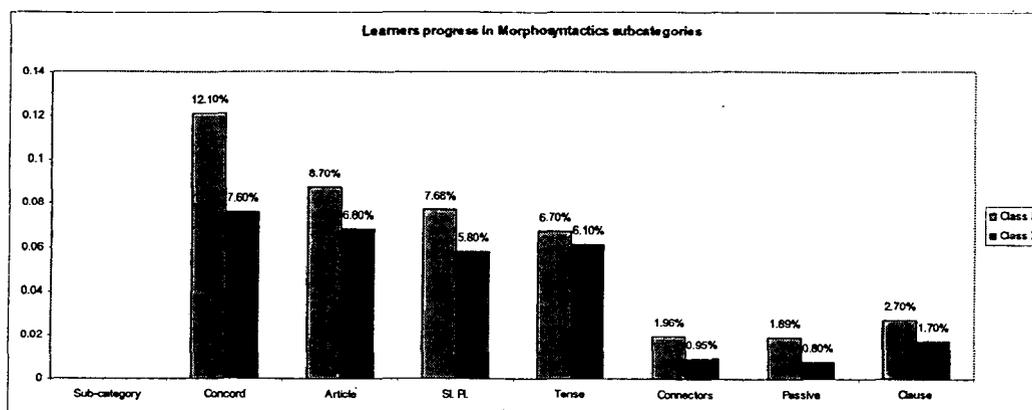
The responses of the four groups of the learners irrespective of gender :

I. The Morphosyntactic categories where the learners show progress.

Table 6

Morphosyntactic	Class IX	Class XI
Categories		
Concord	12.1%	7.6%
Article	8.7%	6.8%
Numbers	7.68%	5.8%
Tense	6.7%	6.1%
Connectors	1.96%	0.95%
Passive	1.89%	0.80%
Clause	2.7%	1.7%

Figure 6

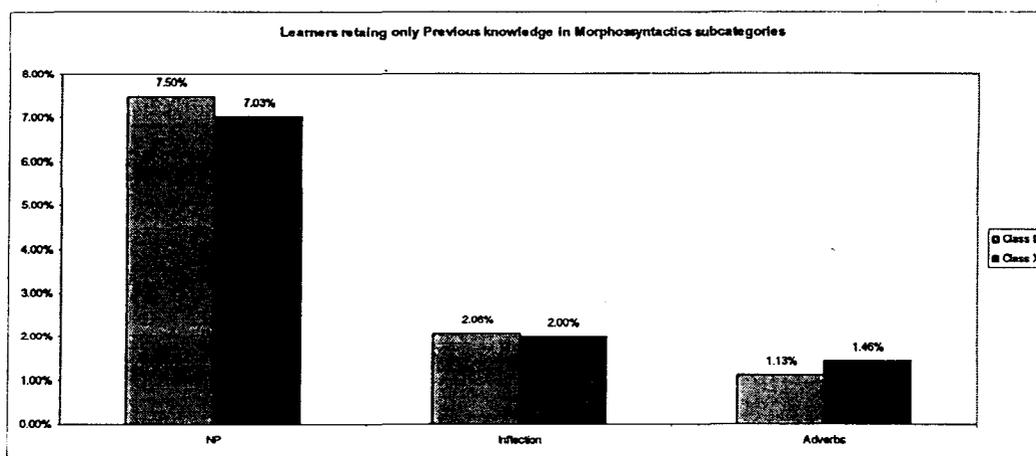


II. The Morphosyntactic Categories where the learners retain only previous knowledge

Table 7

Categories	Class IX	Class XI
NP	7.5%	7.03%
Inflection	2.08%	2.0%
Adverbs	1.13%	1.46%

Figure 7

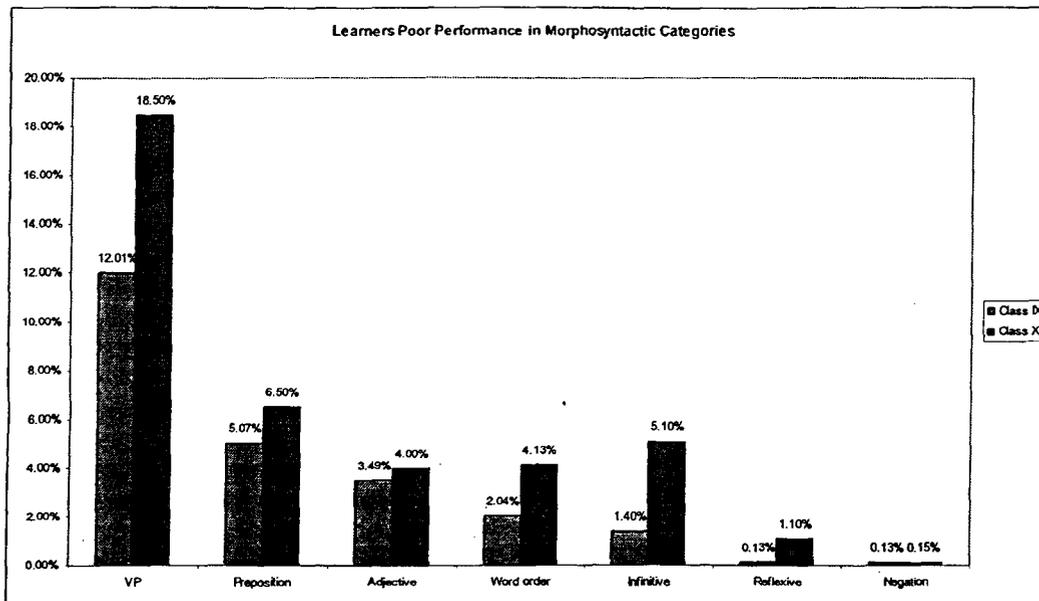


III. Morphosyntactic categories where the learners show poor performance

Table 8

Categories	Class IX	Class XI
VP	12.01%	18.5%
Preposition	5.07%	6.5%
Adjective	3.49%	4.0%
Word order	2.04%	4.13%
Infinitive	1.4%	5.1%
Reflexive	0.13%	1.1%
Negation	0.13%	0.15%

Figure 8



This section shows a comparison of % of errors in the compositions of class IX & class XI irrespective of gender. There are some categories of Morphosyntactic errors which show a higher % in class IX and a lower % in composition of class XI student. This reflects efficacy of materials and methods used in this two years of learning. There are also some categories remain almost the same.

In those categories perhaps the teaching methods and materials not helping the students improve upon their performance of class IX. There is a third set of Morphosyntactic in which the performance of class XI student is worse than the performance of class IX. These are the categories which need special pedagogical attention and focus.

3.1.6 Lexico Semantic and Spelling Errors

Lexico Semantic Errors

Lexico Semantic errors are 8.25% in case of class IX and 7.3% in the writings of XI students. This shows some improvement in words and word derivation as students progress shows from class IX to class XI.

The improvement expected more than 1% which the current results are indicating. This appears that the program of teaching material and method also need focused on extending the range and use of lexicon at this level.

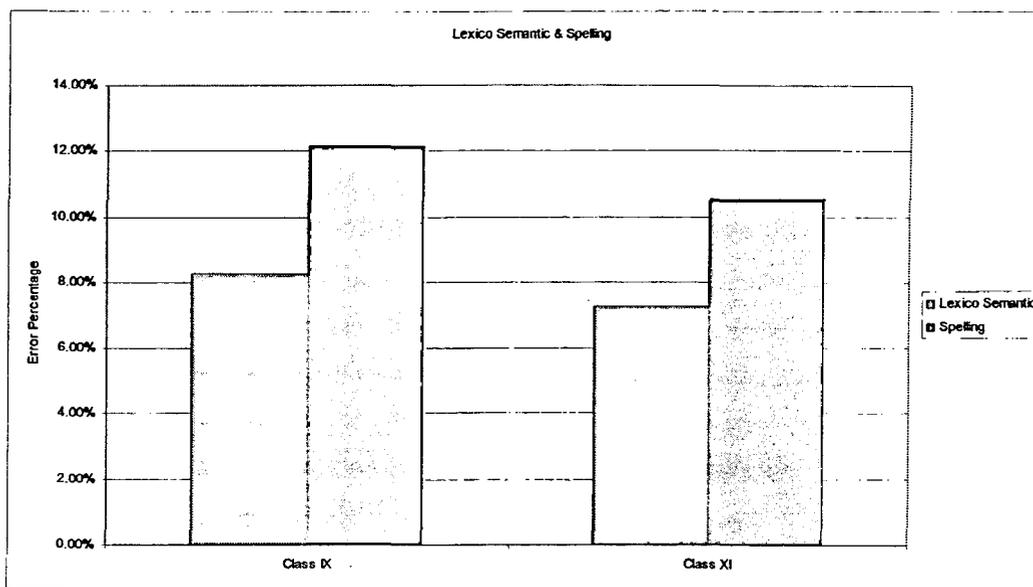
Spellings

The errors of spellings are 12.15% in case of class IX students and 10.55% for class XI. This also shows some improvement as students process from class IX to XI.

Table 9

Linguistic Level	Class IX	Class XI
Lexico Semantic	8.25%	7.3%
Spelling	12.15%	10.55

Figure 9



3.2 Attitude Test:

Data for this test were processed on the basis the results produced by the learners of different four groups at five point scale on the following categories.

The respondent is asked to respond to each of the given ten English grammatical categories in terms the given value of easy or difficult. i.e. when asked to express attitude whether one considers grammatical category quite easy /difficult the respondent may respond in one of the followings :

- I. Very easy
- II. Easy
- III. Neutral
- IV. Difficult
- V. Very difficult

Grammatical Categories

- I. Use of Articles
- II. Use of Determiners
- III. Use of Adjectives
- IV. Use of Transitive Verb
- V. Use of Intransitive verb
- VI. Use of Pronouns
- VII. Use of Prepositions
- VIII. Use of Adverbs
- IX. Use of Tenses
- X. Use of Nouns

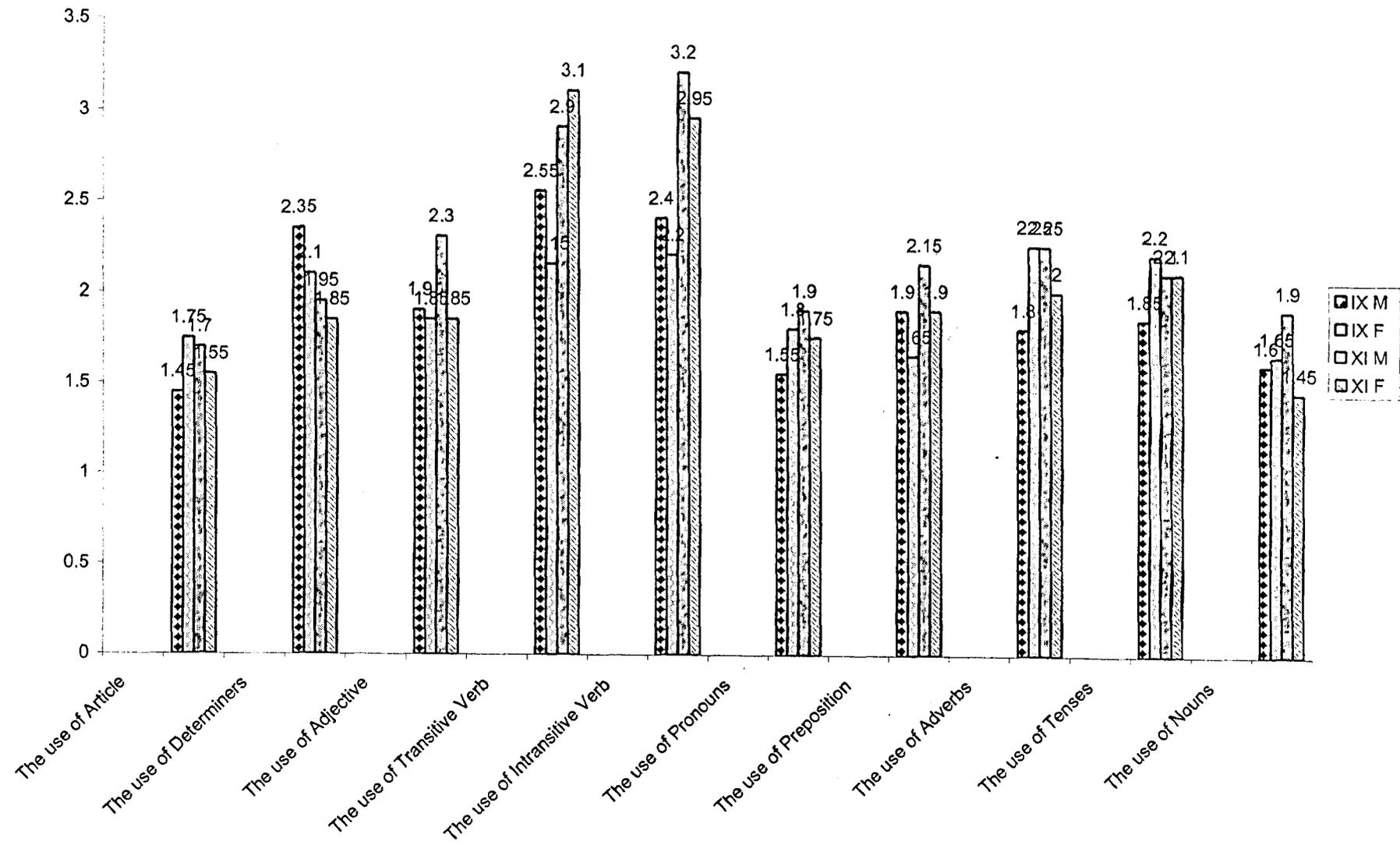
3.2.1 Classification & Tabulation of Responses:

I. The responses of the learners in the each category

Table 10

Grammatical Categories	Learners Scores and their attitude				Average response of all
	IX M	IX F	XI M	XI F	
1. The use of Article	(29) 1.45	(35) 1.75	(34) 1.70	(31) 1.55	1.61
2. The use of Determiners	(47) 2.35	(42) 2.10	(39) 1.95	(37) 1.85	2.06
3. The use of Adjective	(38) 1.90	(37) 1.85	(46) 2.30	(37) 1.85	1.97
4. The use of Transitive Verb	(51) 2.55	(43) 2.15	(58) 2.9	(62) 3.1	2.67
5. The use of Intransitive Verb	(48) 2.40	(44) 2.20	(64) 3.20	(59) 2.95	2.68
6. The use of Pronouns	(31) 1.55	(36) 1.80	(38) 1.90	(35) 1.75	1.75
7. The use of Preposition	(38) 1.90	(33) 1.65	(43) 2.15	(38) 1.90	1.90
8. The use of Adverbs	(36) 1.80	(45) 2.25	(45) 2.55	(40) 2.0	2.07
9. The use of Tenses	(37) 1.85	(44) 2.2	(42) 2.1	(42) 2.1	2.06
10. The use of Nouns	(32) 1.60	(33) 1.65	(38) 1.90	(29) 1.45	1.65

The Attitude of the Learners

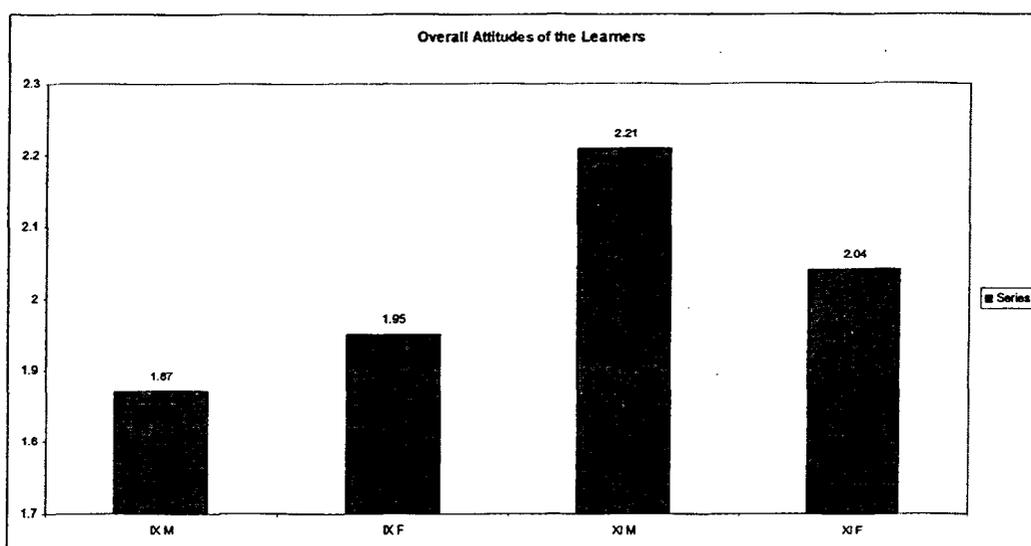


3.2.2 Overall Responses of the learners

Table 11

IX M	IX F	XI M	XI F
(374) 1.87	(391) 1.95	(443) 2.21	(408) 2.04

Figure 11



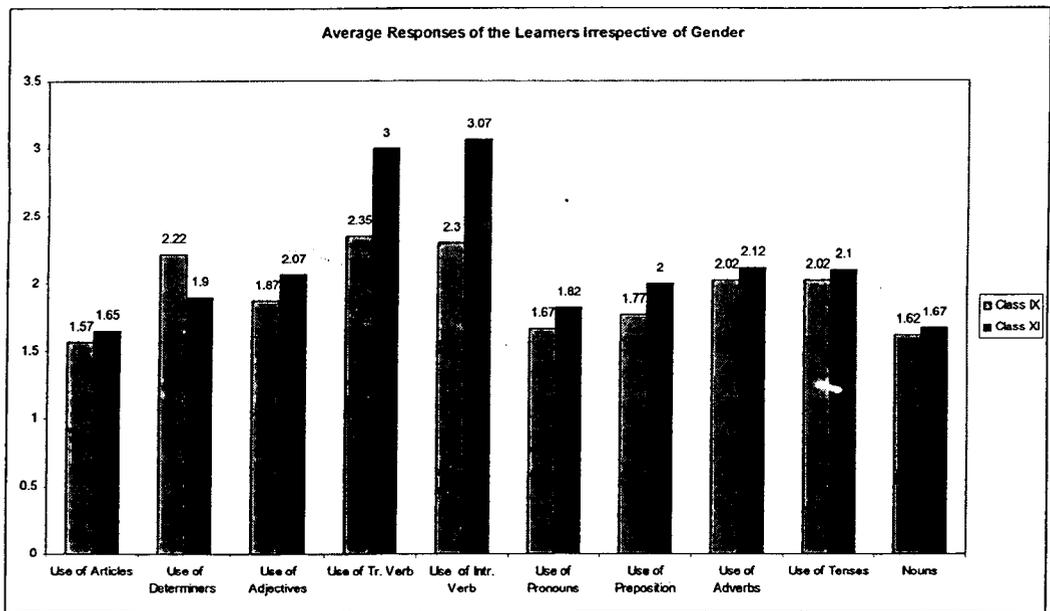
3.2.3 Average Responses of the learners irrespective of Gender

Table 12

Statement	Attitude of Class IX	Attitude of Class XI
1. Use of Articles	1.57	1.65
2. Use of Determiners	2.22	1.9
3. Use of Adjectives	1.87	2.07
4. Use of Tr. Verb	2.35	3.0
5. Use of Intr. Verb	2.30	3.07
6. Use of Pronouns	1.67	1.82
7. Use of Preposition	1.77	2.0

8. Use of Adverbs	2.02	2.12
9. Use of Tenses	2.02	2.1
10. Nouns	1.62	1.67

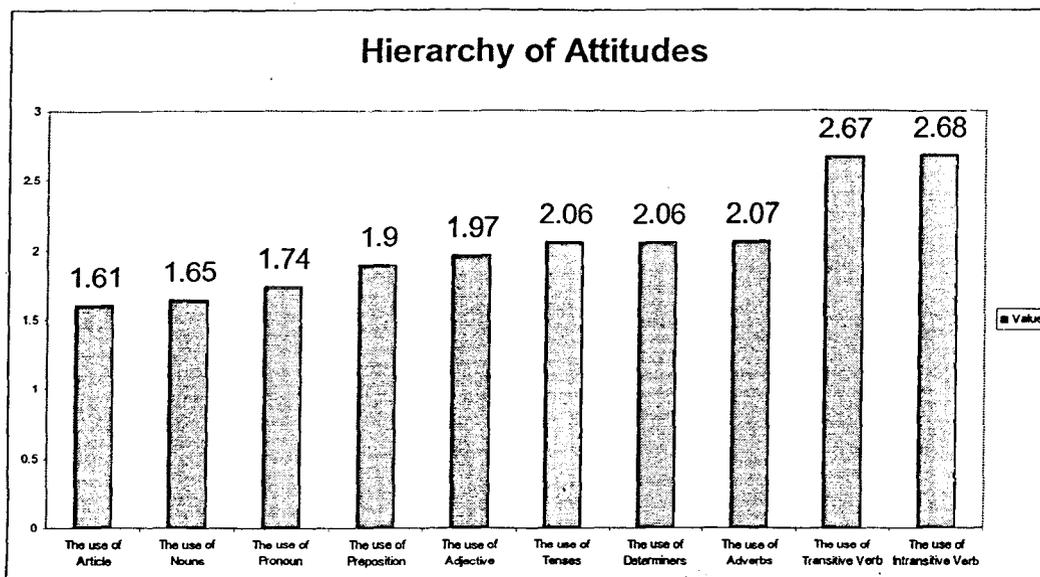
Figure 12



3.2.4 Hierarchy obtained from the Attitude Test

Table 13

Rank	Category	Value
1.	The use of Article	1.61
	The use of Nouns	1.65
	The use of Pronoun	1.74
2.	The use of Preposition	1.90
	The use of Adjective	1.97
3.	The use of Tenses	2.06
	The use of Determiners	2.06
	The use of Adverbs	2.07
4.	The use of Transitive Verb	2.67
	The use of Intransitive Verb	2.68



Discussion

This part of the test aims to examine the attitude of the learners towards learnability of different grammatical categories. The learners were asked to rate the ten given English grammatical categories in terms of their learnability on a five point scale. One (+ve) for very easy and 5 (-ve) for very difficult.

I. The figures indicate a positive attitude when the score is low and negative attitude when the score is high.

II. The responses of all the four groups of the learners in English grammatical categories presented in the table indicates that the learners have generally the positive attitude towards their learnability. (see Table 10 ,section 3.2.1 & p.-20)

III. The figures in 3.2.8 also indicate that the IX class student both Male and Female respond relatively more positively as compared to XI class Male and Female (Average value for class IX is 1.96 whereas the average value of class XI is 2.13).

IV. While comparing with the responses of class IX and class XI i.e. irrespective of gender one can point out that the learners think the use of transitive and intransitive verbs is more difficult than the use of tenses and determiners. The learners also find that the use of article, nouns & pronouns relatively easy (see hierarchy of attitude test scores).

Comparing the same figures i.e. figure 3.2.4 of class IX & class XI one kinds slight difference and this difference is higher for class XI and the same being revealed through the hierarchy obtained from the attitude test (see table13, section 3.2.4).

V. The difference obtained from across gender and across classes is very little and statistically insignificant. So it was decided to sum up the responses of all learners towards the use of different grammatical categories as in 3.2.3. (see charts & figures 3.2.3.)

VI. The Hierarchy obtained from the result of attitude test is as follows:

(a) The hierarchy indicates that the learners think that Transitive and Intransitive verbs are more difficult than the use of tense, adverbs and determiners.

(b) The 3rd group of categories (see Table 13) i.e. tenses, adverbs and determiners are considered relatively more difficult than articles, adjectives and prepositions.

The 2nd group of categories i.e. the use of the preposition and adjective is considered relatively more difficult than the use of articles, nouns & pronouns (The first three categories). This group of categories i.e. the use of prepositions and adjectives are considered relatively more difficult than the last three categories Nouns, pronouns and articles. Surprisingly the Hindi speaking learners don't think that the articles are a difficult category to learn.

3.3 The knowledge of English Grammar

I. Questionnaire:

1. Nouns	1.....	2.....	3.....	4.....
2. Pronoun	1.....	2.....	3.....	4.....
3. Verb (Tr.)	1.....	2.....	3.....	4.....

4. Verb (Intr.)	1.....	2.....	3.....	4.....
5. Adverbs	1.....	2.....	3.....	4.....
6. Articles	1.....	2.....	3.....	4.....
7. Prepositions	1.....	2.....	3.....	4.....
8. Adjectives	1.....	2.....	3.....	4.....
9. Past perfect	1.....	2.....	3.....	4.....
10. Future Perfect	1.....	2.....	3.....	4.....

II. Time Allotted : 15 minutes

III. Instructions :

1. Write four examples of each one the given grammatical categories.
2. Each example is carrying one mark etc.

3.3.1 Classification and Tabulation of data

The data for the analysis of this component has been classified and tabulated in three different ways.

- I. The score of each one of the individual learner of the four different groups.
- II. The scores obtained in each grammatical category have been classified tabulated separately.

III. Overall responses of each one of the four groups.

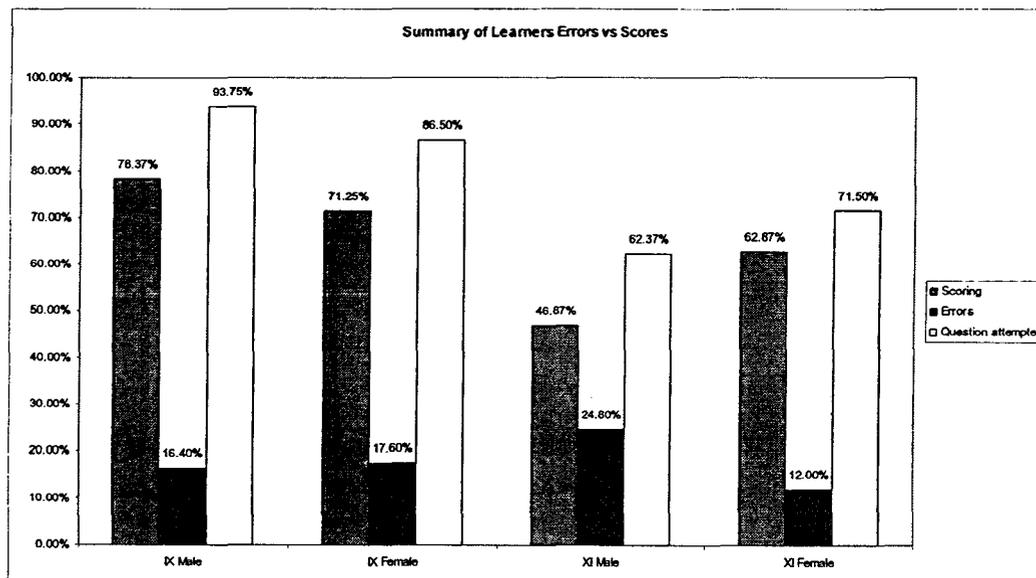
I. Scoring Responses in the knowledge of English Grammar Test

In this test, the students are required to write four examples of Noun, Pronoun, Verb Transit., Verb Intransit, Prepositions, Adjectives, Adverbs, Articles and Past & Future Perfects. The scoring responses of each one of the four different groups in each grammatical category are appended appendix.

3.3.2 Summary of the Learners Responses

Table 14

Percentage	IX Male	IX Female	XI Male	XI Female
Scoring	78.37%	71.25%	46.87%	62.87%
Errors	16.4%	17.6%	24.8%	12.0%
Question attempted	93.75%	86.50%	62.37%	71.50%



Discussion

The results indicate that the XI class students attempted, on an average 66.93% of the test. (62.37% for males and 71.5 for females) whereas IX class student attempted

more with an average of 90.12% of the total questions; (93.75% for males and 86.50 for females). Therefore, although % errors are comparable i.e. in the range of 12.0 to 24.8%. XI class females with the lowest percentage of errors in comparison with IX class females whereas XI class males show highest % of errors in comparison with IX class males and also among these four groups. The actual scores are very different i.e. IX class students show better performance with scores "Male = 78.37%, Females = 71.25%". The XI class male student show very poor scores of 46.87% and the female of XI class with 62.87%.

The section below gives the performance of the scores of all four groups with respect to each grammatical category tested. The scores of individual group obtained in each category need to be interpreted in the light of their own performance given in the section 3.3

3.3.3 Scores of the learners in grammatical category

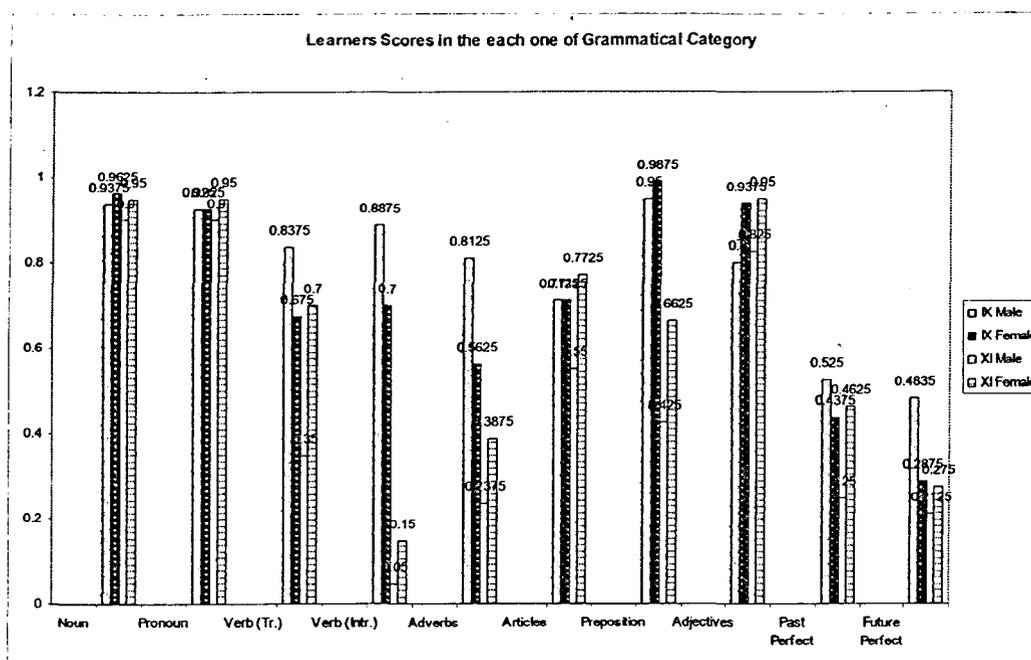
The scores obtained by the learners in each one of the given grammatical category are as follows:

Table 15

Grammatical Category	IX Male	IX Female	XI Male	XI Female	Total Scoring (%)
Noun	(75) 93.75%	(77) 96.25%	(72) 90%	(76) 95%	93.75
Pronoun	(74) 92.5%	(74) 92.5%	(72) 90%	(76) 95%	92.5
Verb (Tr.)	(67) 83.75%	(54) 67.5%	(28) 35%	(56) 70%	64.6
Verb (Intr.)	(71) 88.75%	(56) 70%	(4) 5%	(12) 15%	44.6
Adverbs	(65) 81.25%	(45) 56.25%	(19) 23.75%	(31) 38.75%	50.0
Articles	(57) 71.25%	(57) 71.25%	(44) 55%	(62) 77.25%	68.75
Preposition	(75) 95%	(79) 98.75%	(34) 42.5%	(53) 66.25%	75.6

Adjectives	(64) 80%	(75) 93.75%	(66) 82.5%	(76) 95%	87.8
Past Perfect	(42) 52.5%	(35) 43.75%	(20) 25%	(37) 46.25%	41.8
Future Perfect	(39) 48.35%	(23) 28.75%	(17) 21.25%	(22) 27.5%	31.26

Figure 15



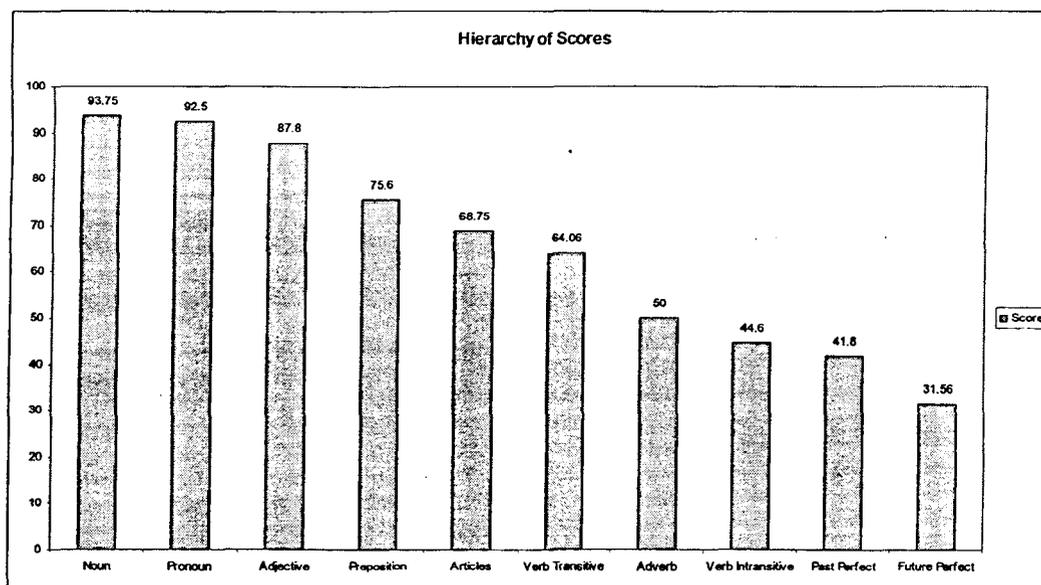
3.3.4 Hierarchy obtained from the Scores of the Knowledge of English Grammar Test

Table 16

Rank	Category	Score
1.	Noun	93.75
2.	Pronoun	92.5
3.	Adjective	87.8
4.	Preposition	75.6
5.	Articles	68.75
6.	Verb Transitive	64.06

7.	Adverb	50.0
8.	Verb Intransitive	44.6
9.	Past Perfect	41.8
10.	Future Perfect	31.56

Figure 16



The result of this test which is the actual performance of the learners does not always match with the results of attitude test discussed in section. 3.2.1.

Rank	Category	Value
1.	The use of Article	1.61
	The use of Nouns	1.65
	The use of Pronoun	1.74
2.	The use of Preposition	1.90
	The use of Adjective	1.97
3.	The use of Tenses	2.06
	The use of Determiners	2.06
	The use of Adverbs	2.07
4.	The use of Transitive Verb	2.67
	The use of Intransitive Verb	2.68

The hierarchy obtained from attitude test given on page number 64 and section 3.2.4 is reproduced above for comparison and discussion.

I. The attitude test shows that the Transitive and Intransitive verb seems to be the most difficult of ten grammatical categories tested. The actual performance in this shows that many of the XI class students, particularly males did not even attempt this part of the test. So the overall performance indicates that they do find Transitive and Intransitive difficult to score.

II. The use of tense is the 2nd most difficult category according to the result of the attitude test. But the scores indicate that it is the tenses i.e. Past Perfect and Future Perfect in which the actual performance of the students is the worst. (Scores: the past perfect IX M=52.5%, IX F = 43.75%, XI M = 25% and XI F= 46.25% and with the future perfect IX M=48.75%, IX F = 28.75%, XI M = 21.25% and XI F= 27.5%). Overall results of Grammar test share 31.56% scores for future perfect 41.8% scores for past perfect, the lowest as compared to all other categories.

III. The attitude test shows that the articles are considered no problem as far as the attitude towards the use of article is concerned but the actual scores indicate that the performance in the use of article is slightly better than the use of tenses but worse than other categories tested. 68% score, irrespective of Gender & level and rank 5 in the hierarchy shows that the actual performance is not so good.

IV. Nouns and Pronouns show comparable results in Grammar test and Attitude test. These two categories are at the top ranks no. 1, 2 and 3.

3.4 Language Ability Test:

Description of questions in LAT

- Multiple choice
- Rewrite the sentences
- Write as directed (derivational forms of the words and passive forms)
- Correction of ungrammatical words

(The details of these questions of this component is appended in the appendix)

Total no. of questions: fifty (50) (each carries one mark)

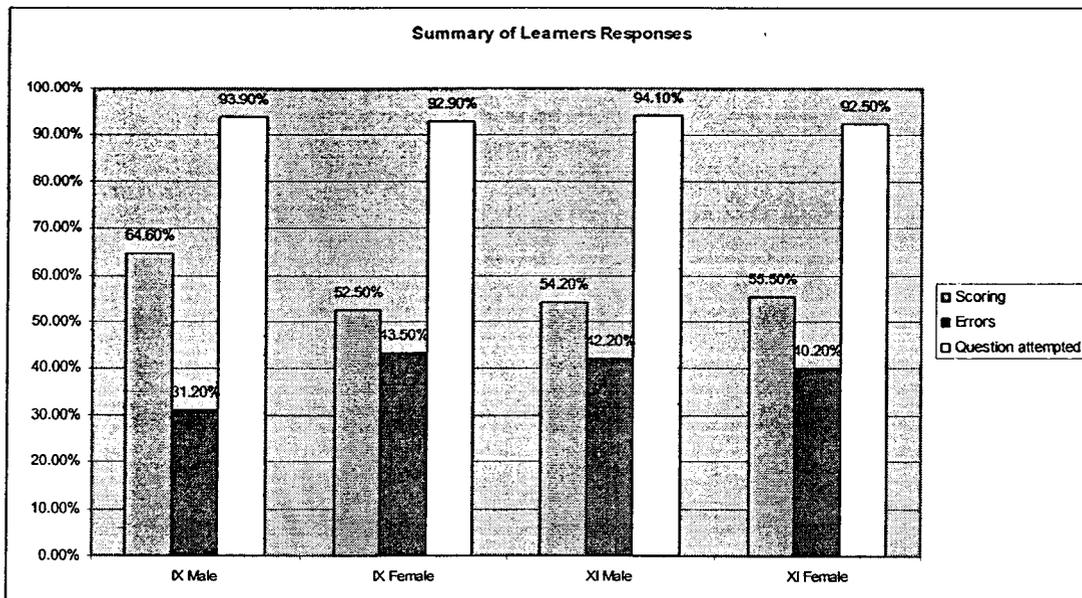
Time allotted : Thirty (50) minutes

3.4.1 Classification and tabulation of data

For the analysis of this component the data have been classified and tabulated separately for all the learners in different groups. These four charts with individual scores are included in the appendix.

3.4.2 Overall Responses of the Learners

Percentage	IX Male	IX Female	XI Male	XI Female
Scoring	64.6%	52.5%	54.2%	55.5%
Errors	31.2%	43.5%	42.2%	40.2%
Question attempted	93.9%	92.9%	94.1%	92.5%



Discussion

The overall responses of the learners indicate that the results are comparable across these groups irrespective of gender as well as, level. There is no statistically significant difference in performance of males and female students both in terms of scores and errors. The only significant difference seen in performance of IX class male learner group indicating 64.4% scores which is the highest in all the four groups and 40.2% errors which is the lowest for class XI female among these four groups.

Chapter IV

SUMMARY & CONCLUSION OF THE PRESENT STUDY

Learning English in schools in India shows a number of problems that need pedagogical focus and attention. In order to gain better understanding of the process of learning in second language i.e. English, an empirical study was conducted in a Government school, in Delhi. This empirical study attempts to examine the nature of learners' language in formal learning situation through learners' errors.

It is a cross-sectional study conducted on eighty (80) Hindi speakers learning English in Kendriya Vidyalaya in class IX and XI.

4.1 The goals and objectives of the present study

The goals and objectives of the present study have been discussed in chapter one pg. 8-9 and also, in the chapter on Methodology pages 1-2. A brief summary of the goals and objectives is presented below for ready references:

1. To study and assess the attitude and knowledge of English grammar of the subjects.
2. To analyze the number and nature of errors, classifying them primarily into two classes i.e. Morpho syntactic and Lexico semantic types. The errors of spellings are listed and counted separately.
3. To examine the errors against two different parameters i.e. Gender & Age/level i.e. class IX and XI.
4. To analyze the errors in order to assess the progress as indicated by language competence of the students in two years between class IX and XI.
5. To analyze the errors of Male and Female learners at class IX and XI in order to study gender differences in learning if any.
6. To find out the hierarchy of errors, if any, in four different groups of learners.
7. To analyze and reflect on the nature of learning, difficulty of different learners' groups through the hierarchy of errors found in each group.
8. To identify the nature and number of errors attributed to L₁ transfer.

9. To identify the nature and number of errors attributed to the structure of target language, i.e. English.
10. To identify the nature and number of errors attributed to teaching (materials and methods).
11. To suggest effective Pedagogical Measures which may help improve learning of English by Indian students in general and Hindi speakers learning English in Delhi in particular.

4.2 Methodology and Procedural Steps followed:

Data were elicited by means of four different kinds of tests.

- Free Composition Test was given to nearly 200 students (50% Male and 50% Female): They were asked to write in the length of 300 to 400 words (see for details pg. no.7 of chapter-II).
- Attitude Test was carried on 5 point scale for all the eighty selected students who underwent free composition test.
- The knowledge of English Grammar test was also given to selected 80 learners (50% Male and 50% Female) These students were also asked to write 04 English examples of each ten given grammatical categories i.e. Noun, Pronoun, V. Tr. V. Intr., Preposition., Article etc. Each Example carried one mark and the time allotted was fifteen minutes.(The details of this questionnaire is appended in appendix).
- Language Ability Test was carried out to assess the competence of the learners language i.e. English.

(see appendix for details)

4.3 The data processing was done differently for each one of these four components of the data elicited.

- Free Composition Test: The data of Free Composition were processed in three steps i.e. Identification of the error, classification of the error and explanation of the error. Each error of this test was underlined first. After identification, these errors were counted separately for each subject and classified on the basis of three major linguistic categories. The samples of the errors of the learners have been underlined and appended in the appendix. The learners'

errors have been hierarchically presented according to their frequency of occurrence in four different groups.

- Attitude Test: The responses in attitude in each ten given grammatical categories in digits were counted separately for each subject. The total value of each student was divided by the total number of given categories. The value of each category was counted separately for each one of the four groups and this total value was divided by the total no. of learners in each group. The value of each category has also been statistically and hierarchically presented.
- The knowledge of English Grammar: The responses of all the subjects for each grammatical category were processed in the following pattern
 - Total number of attempted examples of the given category
 - Total number of errors produced by each subject
 - Total number of scores.

The percentage of errors, scores and questions attempted have been classified and tabulated separately for all the four groups.

- Language Ability Test: The responses of the learners in this test were processed in the following pattern.
 - The total number of scores of each subject was counted separately.
 - The total number of errors counted separately for each subject.
 - The total number of questions attempted and their percentage for each one of four groups.
 - The percentage of errors and scores with reference to question attempted.

4.4 Main findings

Main findings of each one of these four components of the study are summed up as below:

4.4.1 Free Composition Test: This empirical study is data based and the findings of this component are based on the following data:

Errors produced by the students in three major linguistic categories:

Linguistic Category	IX M	IX F	XI M	XI F
Morpho syntactic	75.1%	83.9%	81.8%	82.5%
Lexicosemantic	9.2%	7.3%	7.0%	7.6%
Spellings	15.6%	8.7%	11.1%	10%

Errors % irrespective of Gender

	IX	XI
Mrph.Synt.	79.5%	82.4%
Lexical Semantic	8.7%	7.1%
Spell	12.1%	10.4%

Hierarchy obtained from Morphosyntactic Errors

Rank	IX M	IX F	XI M	XI F
1.	Concord (17.0%)	VP (17.96%)	VP (20.6%)	VP (25.6%)
2.	VP (14.96%)	Concord (16.74%)	Article (10.11%)	Concord (11.2%)
3.	Article (11.22%)	Article (10.9%)	Preposition (9.33%)	NP (9.2%)
4.	NP (9.86%)	Number (9.46%)	Concord (8.94%)	Tense & Aspects (8.4%)
5.	Number (9.86%)	NP (9.2%)	NP (8.17%)	Infinite (8%)
6.	Tense & Aspects (9.52%)	Tense & Aspects (7.52%)	Number (8.17%)	Preposition (6.8%)
7.	Preposition (6.46%)	Preposition (6.31%)	Tense & Aspects (6.61%)	Article (6.8%)
8.	Connectors (4.42%)	Adjective (5.58%)	Word order (5.83%)	Number (6.4%)
9.	Passive (3.40%)	Clause (4.61%)	Adjectives (4.66%)	Adjectives (5.2%)

10.	Adjective (3.06%)	Inflection (3.15%)	Infinitive (4.66%)	Word orders (4.4%)
11.	Word order (2.72%)	Word order (2.42%)	Inflection (3.89%)	Adverbs (2%)
12.	Clause (2.38%)	Infinitive (2.42%)	Clause (3.11%)	Clause (2%)
13.	Inflection (2.04%)	Adverbs (1.45%)	Reflexive (1.94%)	Connectors (1.2%)
14.	Adverbs (1.36%)	Passive (1.45%)	Adverb (1.55%)	Passive (1.2%)
15.	Infinitive (1.02%)	Connectors (0.72%)	Connectors (1.16%)	Reflexive (0.8%)
16.	Reflexives (.003%)	Reflexives (Nil)	Passive (0.77%)	Inflection (0.8%)
17.	Negation (.003%)	Negation (Nil)	Negation (0.38%)	Negation (Nil)

Findings

The findings of this study specially in Free Composition (writing skill) shows that the female students are writing longer composition than the male students.

Female students show highest percentage of error free sentences as compared to male students.

Maximum errors are in all the four groups at morphosyntactic level.

The learners show improvement in lexico-semantic level and in spelling in two years of learning.

In some categories at Morphosyntactic level the learners show improvement such as concord, article, numbers, tense, connectors, passive & clause.

The learners retain only previous knowledge in the morphosyntactic categories i.e. N Inflection & Adverbs

The learners show poor performance in VP, Preposition, Adjective, Wordorder, Infinitive, Reflexive and Negation.

4.4.2 Attitude Test:

Overall responses of the learners of each one of the four groups on five point scale:

IXM =1.87	XI M = 2.21
IX F=1.95	XI F = 2.04

The responses of the learners in each ten grammatical categories irrespective Gender on Five point scales;

Grammatical Categories	Learners Scores and their attitude				Average response of all
	IX M	IX F	XI M	XI F	
1. The use of Article	(29) 1.45	(35) 1.75	(34) 1.70	(31) 1.55	1.61
2. The use of Determiners	(47) 2.35	(42) 2.10	(39) 1.95	(37) 1.85	2.06
3. The use of Adjective	(38) 1.90	(37) 1.85	(46) 2.30	(37) 1.85	1.97
4. The use of Transitive Verb	(51) 2.55	(43) 2.15	(58) 2.9	(62) 3.1	2.67
5. The use of Intransitive Verb	(48) 2.40	(44) 2.20	(64) 3.20	(59) 2.95	2.68
6. The use of Pronouns	(31) 1.55	(36) 1.80	(38) 1.90	(35) 1.75	1.75
7. The use of Preposition	(38) 1.90	(33) 1.65	(43) 2.15	(38) 1.90	1.90
8. The use of Adverbs	(36) 1.80	(45) 2.25	(45) 2.55	(40) 2.0	2.07
9. The use of Tenses	(37) 1.85	(44) 2.2	(42) 2.1	(42) 2.1	2.06
10. The use of Nouns	(32) 1.60	(33) 1.65	(38) 1.90	(29) 1.45	1.65

Hierarchy obtained from Attitude Test

Rank	Category	Value
1.	The use of Article	1.61
	The use of Nouns	1.65
	The use of Pronoun	1.74
2.	The use of Preposition	1.90
	The use of Adjective	1.97
3.	The use of Tenses	2.06
	The use of Determiners	2.06
	The use of Adverbs	2.07
4.	The use of Transitive Verb	2.67
	The use of Intransitive Verb	2.68

Findings

Both male and female of class IX respond relatively more positive attitude as compared to XI class male and female.

The learners think the use of transitive and intransitive verbs are more difficult than the use of tenses and determiners.

The learners also think that use of article, nouns & pronouns are relatively more easy.

The attitude of the learners across gender and classes is very little.

The use of the preposition and adjective is considered relatively more difficult than adverbs and determiner tenses.

In comparison with nouns, pronouns and article the use of prepositions and adjectives are more difficult.

4.4.3 The Knowledge of English Grammar

Overall scoring %, Error % & Q. attempted % of each one of the four groups of learners.

Scoring %		Error %		Q. attempted %	
IXM= 78.37%	XIM= 46.87%	IX M= 16.4%	XIM = 24.8%	IXM= 93.75%	XIM= 62.37%
IXF = 71.25%	XIF = 62.87%	IX F= 17.6%	XIF = 12.0%	IX F= 86.50%	XIF = 71.50%

The scores obtained by the learners each one of grammatical category are as follows:

Grammatical Category	IX Male	IX Female	XI Male	XI Female	Total Scoring (%)
Noun	(75) 93.75%	(77) 96.25%	(72) 90%	(76) 95%	93.75
Pronoun	(74) 92.5%	(74) 92.5%	(72) 90%	(76) 95%	92.5
Verb (Tr.)	(67) 83.75%	(54) 67.5%	(28) 35%	(56) 70%	64.6
Verb (Intr.)	(71) 88.75%	(56) 70%	(4) 5%	(12) 15%	44.6
Adverbs	(65) 81.25%	(45) 56.25%	(19) 23.75%	(31) 38.75%	50.0
Articles	(57) 71.25%	(57) 71.25%	(44) 55%	(62) 77.25%	68.75
Preposition	(75) 95%	(79) 98.75%	(34) 42.5%	(53) 66.25%	75.6
Adjectives	(64) 80%	(75) 93.75%	(66) 82.5%	(76) 95%	87.8
Past Perfect	(42) 52.5%	(35) 43.75%	(20) 25%	(37) 46.25%	41.8
Future Perfect	(39) 48.35%	(23) 28.75%	(17) 21.25%	(22) 27.5%	31.26

Scoring % of the learners irrespective Gender

G. Category	Class IX	Class XI
Nouns	96.8%	95%
Pronouns	94.9%	92.5%
Verb (Tr.)	92.2%	88.7%
Verb (Intr.)	84.3%	73.6%
Adverbs	77.4%	56.2%
Articles	75.6%	50%
Prepositions	73.7%	35%
Adjectives	63.7%	31.2%
Past Perfect	48.1%	24.3%
Future Perfect	38.5%	10%

Hierarchy of Scores

Rank	Category	Score
1.	Noun	93.75
2.	Pronoun	92.5
3.	Adjective	87.8
4.	Preposition	75.6
5.	Articles	68.75
6.	Verb Transitive	64.06
7.	Adverb	50.0
8.	Verb Intransitive	44.6
9.	Past Perfect	41.8
10.	Future Perfect	31.56

Findings:

The XI class females show the lowest percentage of errors in comparison with IX class females.

XI class males show highest percentage of errors in comparison with IX class males.

XI class student show better performance.

XI class student show no improvement in knowledge English grammar in two years of learning.

The most difficult area in grammar of all the four groups is tense i.e. past perfect and future perfect.

Noun and pronouns are the easiest for all the four groups of the learners.

4.4.4 Overall responses of the learners in LAT

Scoring %		Error %		Q. attempted %	
IXM = 64.6%	XIM = 54.2%	IX M= 31.2%	XIM = 42.4%	IX M= 93.9%	XIM = 94.1%
IXF = 52.5%	XIF = 55.5%	IX F= 43.5%	XIF = 40.2%	IX F= 92.9%	XIF = 92.5%

Findings:

No statistically significant differences in performance of males and females in LAT.

Learners show no improvement in LAT in two years of learning.

The IX class male groups score is the highest among the four groups.

Female of class XI show lowest percentage of errors among four groups.

4.5 Future Projections

The overall analysis of the results obtained from the three different components of the data elicited as discussed in this chapter show that

I. The progress from class IX to class XI and two years of exposure to English language leads to improvement in vocabulary, lexico semantic range and spellings. There is also improvement in some grammatical categories in which errors go down from class XI such as concord, clause structure, passivization, connectors numbers and to such as extent article and tenses.

II. The progress shows to be nil in case of inflection and adverbs and XI class performance is worse than class IX, as far as prepositions infinitive, negation, word

order and VP are concerned. (As mentioned in hierarchy obtained from Morphosyntactic Errors of Free Composition Test).

The teaching methods and materials definitely seem to play a role in this context and the program requires better focus on these categories.

III. Gender does not seem to play a major role except that XI class females are better than all the other three groups.

The hierarchy of different grammatical categories obtained from different kinds of tests including an attitude test show some interesting comparison which can lead to fresh hypothesis about "Natural Order" which may be tested by further detailed study.

The grammar test shows that the tenses seems to be the most difficult to learn whereas NP & Pronoun appears to be very easy. The results of the attitude test indicate that it is Transitive and Intransitive distinction which is difficult to grasp and appears more difficult than the use of tenses and used prepositions.

Articles present a very interesting picture. The errors in the use of articles in Free Composition Test put this category in the top three; hierarchy obtained in the English Grammar Test articles appear at fine (Middle) but in the attitude test articles appear at the most +ve end of the scale with Nouns & Pronouns which indicates that students do not consider learning of articles in English language. They don't consider this problem at their own. May be they don't even realise that there is a problem in learning article.

These are the areas and these are the hierarchies which need to be explored further in order to draw any definite conclusions about natural order in second language acquisition.

If I continue to work in the area of EA and L_L studies for my Ph.D. then I would like to focus on the natural order in second language acquisition with some more tests and procedures.

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APPENDICES

Annexure I

1. Free Composition Test

School :

Time: 50 Minutes
Class:

Name:

Date of birth

Male / Female:

Instructions:

- I. Attempt only one of given the topic
- II. Write the composition in the length of 300 to 400 words
- III. Do not copy either any Text/Writing
- IV. Stop writing on completion of stipulated time.

Topics:

Ambition in Life
OR A favourite Game/Sports Person
OR A favourite Leader.

2. QUESTIONNAIRE - I: STUDENTS' PERSONAL DATA

Time: 50 Minutes
Class:

- 1. (a) Name:
(b) Date of Birth:
(c) Male/Female

- 2. (i) Native Place (Town, Village & State to which learner belongs).

(ii) Place where has lived for more than one year:

- (a) Place-----From-----To-----
- (b) Place-----From-----To-----
- (c) Place-----From-----To-----
- (d) Place-----From-----To-----
- (e) Place-----From-----To-----

3. Subjects of study with medium:
- (a) Subject-----Medium-----
- (b) Subject-----Medium-----
- (c) Subject-----Medium-----
- (d) Subject-----Medium-----
- (e) Subject-----Medium-----
- (f) Subject-----Medium-----
- (g) Subject-----Medium-----
- (h) Subject-----Medium-----

4..Which language do you use?Tick the appropriate with () mark:

- (1)At home; English()Hindi, ()&Other language().
- (2)During English Class; English(),Hindi()& Other languages().
- (3)During Recess Period at School; English (), Hindi () & Other languages ().
- (4)With Classmates; English(),Hindi()& Other languages().
- (5)In the market;English(),Hindi()&Other language().
- (6)In writings, Other than English paper; English (), Hindi& Other languages ().

b. Name the other written/spoken language at home:

5. Have you ever studied in an English Medium School: YES/NO.

6. If yes, mention the class(es) and the school(s).

7.We want to know if you can recall the grammatical categories, which you have read till now in your English course. To help you recall the contents of English language book i.e. Articles, Determiners, Prepositions etc.

Against each category you have to give your rating about how easy you find the particular category. You are required to indicate the degree of interest by writing in the place provided in 5 points scale.

Very easy: 1

Easy: 2

Neutral: 3

Difficult:4

Very difficult: 5

For examples, if you find a particular category easy in learning English write “2” in the appropriate place.

- 1.Use of Articles : _____
- 2.Use of Determiners : _____
- 3.Use of Adjectives: _____
- 4.Use of Transitive verb: _____
- 5.Use of Intransitive verb: _____
- 6.Use of Pronouns: _____
- 7.Use of Prepositions: _____
- 8.Use of Adverbs: _____

9. Use of Tenses: _____

10. Use of Nouns: _____

8. We want to know if you have knowledge of English grammar. Write the examples of following English grammatical categories i.e.

Example: Adjective: a. Good b. Bad c. Beautiful d. Much e. Less

<u>Grammatical Categories</u>				<u>Examples</u>
1. Nouns	a.	b.	c.	d.
2. Pronouns	a.	b.	c.	d.
3. Verb(Transitive)	a.	b.	c.	d.
4. Verb(Intransitive)	a.	b.	c.	d.
5. Adverbs	a.	b.	c.	d.
6. Articles	a.	b.	c.	d.
7. Prepositions	a.	b.	c.	d.
8. Adjectives	a.	b.	c.	d.
9. Past Perfect	a.	b.	c.	d.
10. Future Perfect	a.	b.	c.	d.

3. QUESTIONNAIRE -II

(a) Name:

(b) Date of Birth:

(c) Sex :

(d) Class:

LANGUAGE ABILITY TEST

A. Fill up the blanks with one of the following choices.

1. I love -----music.

(a) a (b) an (c) the (d) O(no article)

2. -----Ganges flows into-----Bay of Bengal.

(a) a (b) an (c) the (d) O(no article)

3. The data-----not sufficient for analysis.

(a) is (b) are (c) was (d) were

4. The criterion-----not conducive to the decision.

(a) is (b) are (c) have (d) were

5. Patna is situated-----the bank of Ganges.

(a) on (b) into (c) at (d) in

6. The boat is sinking-----the river.

(a) in (b) into (c) at (d) on

7. He-----go to School.

(a) needs not (b) needed not (c) need not (d) needing not

8. Each of the books-----good.

(a) are (b) is (c) are not (d) were

9.-----of them doing his duty.

(a) every (b) both (c)every one (d) everybody

B. Rewrite the following sentences. Errors occur only in the form of main verbs(lexical verbs).

(i) I have knew him for a long time.

Ans.-----

(ii) He has been sleep for five hours.

Ans.-----

(iii) He receives his letter yesterday.

Ans.-----

(iv) I had wrote the letter before he arrives.

Ans.-----

(v) These books were took by John.

Ans.-----

(vi) These pencils were being selling by him.

Ans.-----

(vii) He will have been teaching by his teacher.

Ans.-----

C. Choose one of the given forms and fill up the blanks.

(i) John's pen is black----- is red.

a.my b.i c.mine d.their

(ii) There-----a certain boy.

a.are b.were c.is d.have

(iii) John has----- pens.

a.a few b.few c.a little d.little

(iv) When-----go to the school?

a.does he b.do he c.he does d.he do

(v) John asked Robinson-----what he wanted.

a.if b.that c.whether d.O(no article)

(vi) They-----do their work.

a.himself b.yourself c.themselves d.themself

(vii) I prevented him-----this work.

a.do b.does c.did d.doing

(viii) I have-----book.

a.some b.not c.no d.any

(ix) He is better than any-----in the school.

a.other boys b.another boy c.another boys d.other boy

D. Answer the following questions as it has been directed.

1.write noun forms for the following adjectives.

a.able----- b.busy----- c.curious----- d.scientific----- e.
mobile-----

2. write verb forms for the following nouns.
a.excellence----- b.error----- c.health-----d.knowledge-----e.speech-----

3. write adjective forms for the following nouns.
a.atmosphere----- b. air----- c. circle----- d.drama----- e. watch-----

4. write passive forms for the following active forms.
a.takes----- b.has taken----- c.will write-----
d.must write----- e. were taking----- .

E. Errors in the following sentences have been underlined; you have to write the correct form in space provided.

- a. He walked on his cycle. -----.
- b. There is a bevy of boys. ----- .
- c. I admire her womanish virtues.----- .
- d. A lot of men suspect the existence of God. -----.
- e. I went there especially to see him.----- .

4. QUESTIONNAIRE-III :TEACHERS' QUESTIONNAIRE

01. How many hours of English teaching is done per week

Ans.-----

02. Do the learners use English in the class-room ?

Ans.-----

03. Do the learners use Hindi during English period in the classroom?

Ans.-----

04. DO the learners converse with one another in English or English&Hindi both?

Ans.-----

05. Do the learners take keen interest in their English classes?

Ans.-----

06. Do the learners go through only prescribed English grammar or any additional English Grammar's book? If learners use an additional book for English Grammar, please quote the book's name &its writer.

Ans.-----

07. Do you use only English during your teaching period or Hindi-English both or any other languages?

Ans.-----

08. Do the learners use only English dictionary or English-Hindi dictionary?

Ans.-----

09. Do you use audio-visual aids? If yes, mention the aids used?

Ans.-----

10. Do the learners participate in any kind of English writing competition? If yes, please mention the type.

Ans.-----

1. SAMPLES OF LEARNERS' ERRORS IN FREE COMPOSITION TEST

Note : The following signs have been used as error making in Learners writings.

(.....) left over part of a sentence/Clause, found grammatically correct (Ref. Jain M.P. "Error Analysis; some Causes and Significance" ; Meziani, A. "Moroccan learners' English errors. A Pilot Study" ; Abbot, G. "Towards a more Rigorous Analysis of FLE" and Richard, S.C. "A Non-Contrastive Approach To EA".

(-----) = Underlined shows error at different Linguistic level
(Ref. Jain M.P. "Error Analysis".)

Richard J.C. " A Non Contrastive Appr. to E.A.)

() = the blank space shows omission.

Morphosyntactic Errors

- M 1.1 A Police Officer do not want care to his life.
He did not thought.....
.... that who loved his country.
- M 1.2 It takes very important decision.
I would made.....
- M 1.3 This job have lots of things....
It teach us all those qualities....
So this _____ my dream.
- M 1.4 I joint a coaching centre.
- M 1.5 She had became.....
She had to stroke....
- M 1.6 I also wanted to _____ that.....
- M 1.7 Every person has _____ aim
People who did not committed....
I will killed.....
- M 1.8 I am afraid from
- M 1.9 He is a honest man.
He _____ also an writer and poet.
- M 1.10 I scores
..... that I became a good player in future .
They not want
- M1.11 but may be write....
- M1.12 ... who _____ out or not out.
This game is of two type.
- M1.13 They are living their life in very difficulty condition.
I will band corruption and robbery.
.... that why people kill each other.
... Indian will again became
I shall remove the problems of unemploying .
I shall provide equal right for all.
.....even though if they are poor or rich.
- M1.14 The court comprise a rectangular area.
It are drawn across the court.
- M1.15 They will play it with childrens.
They will buy with their own partner/friends
There are more than 12 countries _____ are playing crickets

- India have many players which have many records of cricket.
 Not only the most run scorer he is most of a century scorer.
 India have won world cup one time.
 The most world cup winners are Australia with 3 world cups.
 Both the countries are some of the best team in the world.
- M1.16 Some example of Player in India is.....
 In this game _____ use cricket.
 The game is start century ago.
The games play two types.
In 1870 started the badminton game in India by some British officers
- M1.17 It is the best way to help my nation in _____ forward direction.
 My elder brother is a soldiers.
 I know it is way for encourage me.
 I want to devote me _____
 To become devote is not a small achievement
- M1.18 Human is like an animal.
 They are not fulfilled with _____
It is my own decision to become _____ writer.
 I should _____ able to _____
 I have also wrote _____
- M1.19 With there day _____
- M1.20 Every persons in this word are made of
- F2.1 People can't _____ able to work
- I want to become _____ doctor.
- F2.1 Every one have..... of their life.
 They would made to goschool
- F2.2 My aim in life _____ to become a doctor.
 A doctor understand.....
- F2.3 The film Munna Bhai is a good examples of doctors.
 Doctors are help many people.
- F2.5 I will always behaves.....
- F2.6 Everyone have some dream
- F2.7 I want to be _____ good doctor.
- F2.8 We have chose.....
- F2.9 She had no friends.
- F2.12 We can _____ bold.
- F2.13 Everyone have a aim.
- F2.14 It is an service.....
 All youngsters wanted to servng.....
- F2.15 He/she give the way to the country.
- F2.16 God have created nature for some reasons.
- 3.3 India is a land of different religiouis.
- 3.4 I _____ influenced from my father.
 I will promotes.....
 Many people does not get.....
- 3.6 is to set a one goal to achieve.
- 3.7 I _____ done regular practice.....
 I will play very _____ on each innings.
- 3.8 My aim in life _____ to be come _____ army officer.
 I see that how the army.....
- 3.9 I am proud on me.
 I hard work for become a doctor.
- 3.10 I really makes one feel.....
- 3.13 I want to became.....
 My brother is also an doctor.

- 3.19 I want to become _____ doctor.
The thing that most inspires.
- 4.2 My subjects is.....
- 4.3 Everyone in this world want.....
- 4.4 This is _____ era of cut throat.
Everyone is trying to achieve my goal.
- 4.5 No doctor were available
- 4.7 When I grow I focused.
- 4.8 They donot have intelligently like human being.
- 4.9 The word aim _____ a very beautiful.
- 4.10 Everyone have their
- 4.11 One of the person who enjoy.....
- 4.12 I want to became....
- 4.14 I do not _____ why I had chose
- 4.15 I will became
- 4.18 My uncle _____ also a CBI officer.
- 4.19 I shall definitely became teacher.
- 4.20 Everyone is having an aim in its life.

Lexico Semantic Errors

- M1.1 _____ I also want to like the duty of police officer.
----- written in the book of Sanbhidhan.
- M.1.2 I made people to clear them.
- M.1.3 I want death like a warrior .
- M.1.4 Slowly-slowly I set my hands.
- M.1.15 _____ to become the most maker in test cricket world.
- F. 2.1 I saw downing condition my country.
I should be able to decline their problems.
Every citizen should distribute a hand.
Opinions would not help if one/I should lead them to action .
- F2.2 where I shall give the treatment.
.....to help the people through a good doctor.
- 2.3 Doctors don't see who are good and who are poor.
- 2.4 They die of bad treatment .
- 2.5 She is one who always helps to take our future.
- 2.7 Everybody has to know human rides.
- 2.14 To do aeroplanes up and down.
- 2.15to stop children-marriage
- M3.3,...all the public , leaving near police station.
- 3.18
- F4.1where physic has no.....
- 4.4 I want to give my co-operation .
- 4.12to proceed self confidence.
- 4.13Maharaja style.
- 4.16 is hearting .
.....on peek.

Spelling Errors

- M1.1 allways, pe__ple, heiding
- 1.3 leuti-ent, g-lantery
- 1.4 Emagination
- 1.5 Meddlist, Nonethless, Techiniques
- 1.6 op--ner, cri-ket, bowling
- 1.7 Dijaster, Disterbance, Comitted, beautifull, Carefull
- 1.8 Their, Curiculum

- 1.9 Miccailes
- 1.11 untill, Re-tangular
- 1.12 Middil, decited, umpiars, decilition, Cace
- 1.13 illitrated, terrist
- 1.14 Probally, Rectanl
- 1.15 Wether
- 4.16 Cort
- F2.1 accelerating
- 2.2 Inteligent
- 2.6 Forigners
- 2.7 Coarse, appriciate, activites
- 2.8 Intresting
- 2.10 Shinigh, vigarously, Fisrt
- 2.12 Tuff, seweet, anspire
- M3.1 arround
- 3.5 geting
- 3.6 Inspired
- 3.8 Courege
- 3.10 allways
- nessassary
- 3.17 automaticly
- 3.19 Definacely
- Facileties
- Copperation
- F4.1 Percenalite
- Voilence
- 4.2 shoold
- 4.7 Hearan
- 4.8 citizon
- 4.9 cotation
- 4.15 braid
- collage
- 4.17 trutful

**2. RESPONSE OF EACH LEARNER IN THE KNOWLEDGE OF ENGLISH
GRAMMAR TEST**

The Scoring Response of IX M

No. of Students	Attempted out of 40	No. of Errors	Individual scores
M1.1	39	12	27
2	39	0	39
3	40	3	37
4	31	7	24
5	39	0	39
6	37	8	29
7	39	9	30
8	37	5	26
9	40	3	37
10	40	4	36
11	40	15	25
12	38	14	24
13	23	4	19
14	39	12	27
15	40	6	34
16	39	12	27
17	38	6	32
18	39	1	38
19	39	1	38
20	40	1	39
Total	750	123	627

Percentage of errors committed by IX Male-students

$$123 \times 100 / 750 = 16.4\%$$

$$\text{Scoring \% of IX M} = 627 \times 100 \div 800 = 78.4\%$$

$$\% \text{ of attempted Question} = 93.75\%$$

The Scoring Response of IX Female

No. of Students	Attempted out of 40	No. of Errors	Individual scores
F2.1	39	3	36
2	39	14	25
3	15	0	15
4	37	8	29
5	37	1	36
6	39	11	28
7	40	9	31
8	40	10	30
9	38	16	22
10	32	10	22
11	39	5	34
12	16	2	14
13	32	10	22
14	40	8	32

15	40	9	31
16	39	3	36
17	39	0	39
18	39	0	39
19	23	5	18
20	29	7	22
Total	692	122	570

Percentage of errors committed by IX Female-students

$$122 \times 100 / 692 = 17.6\%$$

$$\text{Scoring \% of IX F} = 570 \times 100 \div 800 = 71.25\%$$

$$\% \text{ of attempted Question} = 86.50\%$$

The Scoring Response of XI Males

No. of Students	Attempted out of 40	No. of Errors	Individual scores
M3.1	8	0	8
2	29	1	28
3	0	0	0
4	28	10	18
5	4	0	4
6	23	11	12
7	40	21	19
8	24	8	16
9	36	8	28
10	36	6	30
11	24	9	15
12	27	1	26
13	31	5	26
14	35	2	33
15	35	13	22
16	15	0	15
17	24	7	17
18	22	3	19
19	35	10	25
20	22	8	14
Total	499	124	375

Percentage of errors committed by XI Male-students

$$124 \times 100 / 499 = 24.8\%$$

$$\text{Scoring \% of IX M} = 375 \times 100 \div 800 = 46.87\%$$

$$\% \text{ of attempted Question} = 62.375\%$$

The Scoring Response XI of Females

No. of Students	Attempted out of 40	No. of Errors	Individual scores
F4.1	19	0	19
2	31	4	27
3	22	4	18
4	29	0	29
5	20	0	20
6	26	0	26
7	27	8	19
8	39	0	39
9	26	4	22
10	37	1	36
11	29	2	27
12	22	3	19
13	35	5	30
14	19	0	19
15	39	5	34
16	32	13	19
17	29	7	22
18	28	8	20
19	27	1	26
20	36	4	32
Total	572	69	503

Percentage of errors committed by XI Female-students

$$124 \times 100 / 499 = 24.8\%$$

$$\text{Scoring \% of XI Female} = 375 \times 100 \div 800 = 46.87\%$$

$$\% \text{ of attempted Question} = 71.50\%$$

3. RESPONSE OF EACH LEARNER IN LANGUAGE ABILITY TEST

Responses of IX male students (LAT)

Students	Max. Marks	Scores obtained	Errors	Q. attempted
IX M 1.1	50	39	7	46
1.2	50	43	7	50
1.3	50	27	19	46
1.4	50	30	10	40
1.5	50	31	19	50
1.6	50	24	26	50
1.7	50	28	13	41
1.8	50	24	25	49
1.9	50	40	10	50
1.10	50	30	19	49
1.11	50	14	36	50
1.12	50	32	18	50
1.13	50	19	9	28
1.14	50	28	12	40
1.15	50	39	11	50
1.16	50	34	16	50
1.17	50	39	11	50
1.18	50	43	7	50
1.19	50	41	9	50
1.20	50	41	9	50
Total	1000	646	293	939

$$\% \text{ Score} = \frac{646}{1000} \times 100 = 64.6\%; \quad \% \text{ of Q. attempted} = 93.9\%$$

$$\text{Error \%} = 31.20\%$$

Responses of IX Male students

Students	Max. Marks	Scores obtained	Errors	Q. attempted
F 2.1	50	36	12	48
2.2	50	16	27	43
2.3	50	13	20	33
2.4	50	11	38	49
2.5	50	35	15	50
2.6	50	37	13	50
2.7	50	31	17	48
2.8	50	35	15	50
2.9	50	16	34	50
2.10	50	23	25	48
2.11	50	13	35	48
2.12	50	13	32	45
2.13	50	20	13	33
2.14	50	32	18	50
2.15	50	35	15	50
2.16	50	34	15	49
2.17	50	34	11	45
2.18	50	43	7	50
2.19	50	22	24	46
2.20	50	26	18	44
Total	1000	525	404	929

% Score = 52.5% ; % of Q. attempted = 92.9%

Error % = 43.5%

Responses of XI Male students

Students	Max. Marks	Scores obtained	Errors	Q. attempted
XI M 3.1	50	21	19	40
3.2	50	34	14	48
3.3	50	21	22	43
3.4	50	32	17	49
3.5	50	23	20	43
3.6	50	23	25	48
3.7	50	26	24	50
3.8	50	17	32	49
3.9	50	26	24	50
3.10	50	34	13	47
3.11	50	18	32	50
3.12	50	34	14	50
3.13	50	29	20	49
3.14	50	35	11	46
3.15	50	32	17	49
3.16	50	30	14	44
3.17	50	27	23	50
3.18	50	23	20	43
3.19	50	22	28	50
3.20	50	35	10	45
Total	1000	542	399	942

% Score = 54.2% ; % of Q. attempted = 94.1%

Error % = 43.5%

Responses of XI Female students

Students	Max. Marks	Scores obtained	Errors	Q. attempted
F 4.1	50	26	21	47
4.2	50	23	24	47
4.3	50	17	23	40
4.4	50	36	9	45
4.5	50	32	17	49
4.6	50	22	28	50
4.7	50	22	24	46
4.8	50	38	12	50
4.9	50	33	9	42
4.10	50	35	15	50
4.11	50	20	22	42
4.12	50	19	29	48
4.13	50	32	18	50
4.14	50	36	10	46
4.15	50	36	10	46
4.16	50	20	20	40
4.17	50	27	23	50
4.18	50	26	22	48
4.19	50	25	21	46
4.20	50	30	17	47
Total	1000	533	374	929

% Score = 55.5% ; % of Q. attempted = 92.5%

% of errors = 40.2%

Error % = 43.5%

4. Teachers Questionnaires & Their Responses

Questions	Teachers & their Responses					
	PGT Teacher (1)	PGT Teacher (2)	TGT Teacher (3)	TGT Teacher (4)	TGT Teacher (5)	TGT Teacher
Total no. of Q. are Ten						
1. how many hours of English teaching is done per week?	'25 Hrs'	20-21 hrs	16-18 Hrs.	16-18 Hrs.	16-18 Hrs.	18 Hrs
2. Do the learners use English in the class room?	'Yes'	'Yes'	'Yes'	'Yes'	Partly	Yes
3. Do the learners use Hindi during English period in the classroom?	'Sometimes'	'No'	'No'	No	Rarely	No
4. Do the learners converse with one another in English or English Hindi Both?	'Both'	'English-Hind Both'	Mainly in Hindi outside My classes	English	Eng. Hindi Both	English-Hindi Both
5. Do the learners take keen interest in their English classes?	'Yes'	'Yes'	'Yes'	Yes	'Yes'	'Yes'
6. Do the learners go through only prescribed English Grammar or any additional English Grammar's book? If they use an addl. Book for Gram. Please quote the book's name and its writer.	'Wren & Martin'	Only prescribed English Gramm (work book) book	Prescribed Text/Gramm.	Wren & Martin	Book of their own choice	Prescribed Grammar, work book and their own choice
7. Do you use only English during your teaching period or Hindi-English both or any other languages?	'Only English'	Only English	Only English	Only English	Only English	Only English
8. Do the learners use only English dictionary or English-Hindi dictionary?	'English Dictionary	Only English Dictionary	English-Hindi	Only English	Only English	Both
9. Do you use audio-visual aids? If yes, Mention the aids used	'Black Board, OHP, LLD	Computer aided teaching	Audio Tape and OHP	Tape script Based Lessons	Tape script	Of & on
10. Do the learners participate in any kind of English writing competition? If yes, Please mention the type.	Spell the word, Essay writing, Story writing	No.	Essay, Paragraph writing letter writing	Essay writing, Report writing, story writing	Essay writing paragraph and letter writing	Essay, debate paragraph, letter writing and article for magazine

Note: "learners participate in writing competition at school level only

K.V.'s English Syllabi of Class IX & XI



केन्द्रीय विद्यालय संगठन

(दिल्ली संभाग)

जे.एन.यू. परिसर, नई दिल्ली

KENDRIYA VIDYALAYA SANGATHAN

(Delhi Region)

J.N.U. Campus, New Mehrauli Road, New Delhi

SPLIT UP OF SYLLABUS

2005 - 06



SUBJECTS :

English

Hindi

Mathematics

Science

Social Science

Sanskrit

CLASS - IX

Class : IX

Subject - English

Term	Steps to English	A Mosaic of Life	Work Book- Writing
I Term Unit Test IInd Week of July	<ol style="list-style-type: none"> 1. My Childhood 2. Kathmandu 3. The Snake and the Mirror <p>Poems :</p> <ol style="list-style-type: none"> 1. Open the eyes and see thy God. 2. The Road not taken. 	<ol style="list-style-type: none"> 1. The Lost Child 2. The Adventures of Toto 	<ol style="list-style-type: none"> 1. Worksheet 1, 2 2. Notice 3. Paragraph 4. Formal Letter 5. Dialogue Completion
II Term Unit Test IIIrd Week of September	<ol style="list-style-type: none"> 1. If I were you 2. The Gonds – their art and culture <p>Poems :</p> <ol style="list-style-type: none"> 1. Wind 	<ol style="list-style-type: none"> 1. Iswaran the story teller 2. In the Kingdom of Fools 3. The Happy Prince 	<ol style="list-style-type: none"> 1. Worksheet 3, 4, 5 2. Paragraph 3. Message 4. Dialogue Completion 5. Story Writing 6. Note-Making
Half Yearly Exam. IInd Week of November	<ol style="list-style-type: none"> 1. My Childhood 2. Kathmandu 3. The Snake and the Mirror 4. If I were you 5. The Gonds – their art and culture 6. The lost Moon-walker 7. How to borrow money 	<ol style="list-style-type: none"> 1. The lost child 2. The Adventures of Toto 3. Iswaran the story teller 4. In the kingdom of fools 5. The Happy Prince 6. The Little Girl 	<ol style="list-style-type: none"> 1. Worksheet 1 to 7 2. Notice 3. Message 4. Note making 5. Paragraph 6. Speech/Debate 7. Report

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	<p>Poems :</p> <ol style="list-style-type: none"> 1. Open thy eyes and see the God 2. The Road not taken 3. Wind 4. Evil wins when good men walk away 		<ol style="list-style-type: none"> 8. Diary entry 9. Formal/Informal letters 10. Story Writing
<p>IIIrd Term Unit Test Ist Week of February</p>	<ol style="list-style-type: none"> 1. Good bricks 2. Bismillah Khan – the Shahnai Maestro 3. The Bond of Love <p>Poems :</p> <ol style="list-style-type: none"> 1. Ozymandias 2. A Legend of the Northland 	<ol style="list-style-type: none"> 1. The Lost Leaf 2. Packing 3. Weathering the storm in Ersama 	<ol style="list-style-type: none"> 1. Worksheet 8, 9, 10 2. Omission/Editing 3. Informal Letter 4. Report 5. Diary entry
<p>Final Exam IInd Week of March</p>	Chapters 1-12	Chapters 1-10	<p>Work sheet 1-12</p> <p>All writing skills covered throughout the year</p>

Class : IX

Subject - English

Month	Tentative No. of Days	Detailed Split Up	No. of Periods	Computer Aided Learning
April/ May	22 6	Steps to English : My Childhood Open Thy Eyes and See Thy God (Poem) Work Book : Worksheet - I Supplementary Reader : The Lost Child Writing Skills : Paragraph writing (with verbal inputs) Note Making Dialogue Completion Notice Writing	7 3 2 4 2 2 2 1 2	Prepare short-biography of APJ A. Kalam/Mahatma Gandhi on MS-Word.
June	09	Steps to English : Kathmandu The Snake and the Mirror The Road not taken (Poem)	6 6 3	
July	26	Work Book : Worksheet – 2 Worksheet – 3 Supplementary Reader : The Adventures of Toto Iswaran the story teller Writing Skills : Paragraph Writing (Visual input) Dialogue Completion Preparing and Conducting Debate	2 2 4 4 2 1 4	Download information from the net about Kathmandu

		Narrating an adventurous experience	2	
		Formal Letter – Application to the Principal	2	
August	24	Steps to English : If I were you (play) 6 The Gonds – their art and culture 7 Work Book : Worksheet – 4 2 Worksheet – 5 2 Supplementary Reader : In the Kingdom of Fools 4 Writing Skills : Dialogue Completion 1 Paragraph on self description 1 Story Writing with Verbal/Visual inputs 1 Message Writing 1 2		Prepare a write-up about four Indian tribes using information from the internet.
September	25	Steps to English : The Last Moon Walker (Play) 7 Wind (Poem) 3 Work Book : Worksheet – 6 2 Supplementary Reader : The Happy Prince 5 The Little Girl 4 Writing Skills : Note-making 2 Paragraph Writing (based on imagination) 1 Formal letter of complaint 2 2		Download information about Apollo 17 from the net and stick it on your class display board.

Class : IX

Subject - English

		Supplementary Reader : Weathering the storm in Ersama Writing Skills : Report Writing Informal letter (letter of advice) Narrative paragraph	4 2 2 2 2	
January	23	Steps to English : Grooming of a boy Ozymandias (Poem) Work Book : Worksheet – 11 Supplementary Reader : The Beggar Writing Skills : Diary Entry Formal Letter (To the Publisher) Paragraph with Verbal Input	6 3 2 4 1 1 1	Write an article on M.S. Word-Science and Modern lifestyle.
February and March	22 07	Steps to English : Where is Science taking us ? Work Book : Worksheet – 12 Writing Skills : Debate Speech REVISION	6 2 2 2	

Class : IX

Exam. Specification (Half Yearly and Annual Exam. 2005-06)

Sub. - English

Sec. A (Reading)		Total Marks 15
A1	- 125 words	Marks 8
A2	- 125 words (Questions Specification, Local, Global & Vocabulary) (3 Marks for Vocabulary to include)	Marks 7
Sec. B (Writing)		Total Marks 20
B1	- Formal/Informal letter writing	Marks 10
B2	- Notice/Message (40 words)	Marks 4
B3	- Note Making/Speech Writing, Debate Writing/Paragraph Writing (Based on Verbal/Visual Stimulus – 80 words)	Marks 6
Sec. C (Grammar)		Total Marks 15
C1	- Fill in the blanks (Tenses/Modals/Prepositions/Determiners)	Marks 4
C2	- Editing/Omission (Paragraph/Sentences)	Marks 3
C3	- Completion of dialogue/Reported Speech	Marks 4
C4	- Passive Voice/Noun/Adverb/Clauses/Relative Clauses	Marks 4
Sec. D (Reader- I) Steps to English		Total Marks 30
D1	- One extract from Reader Lessons (Approx. 100 words, Out of 5, One mark for Vocabulary)	Marks 5
D2	- One extract from Reader Lesson (Approx. 100 words) (Local, Global questions)	Marks 5
D3	- One question (Detailed/Extrapolative) (Two Questions to give to do one only)	Marks 10
D4 & D5	- Poem (a) Two questions based on Interpretation of themes and ideas (3 Marks each)	Marks 6
D6 & D7	- Two short questions on Appreciation of the poems (2 Marks each)	Marks 4
Supplementary Book (English – IX)		Total Marks 20
D8	- One long question based on character/Plot or situation (100 words) (Two questions to give, to do only one)	Marks 8
D9	- One short answer type question of interpretative & evaluative nature (Two questions to give, to do only one)	Marks 3
D10	- One short answer type question based on Interpretative aspect of the lesson	Marks 3
D11	- One short answer type question based on factual aspect of the lesson	Marks 3
D12	- One short answer type question based on factual aspect of the lesson	Marks 3



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SPLIT UP OF SYLLABUS



2005-06

CLASS - XI

SUBJECTS :

English Accountancy
Hindi Economics
Mathematics History
Chemistry Geography
Physics
Biology
Business Studies
Informatics Practices



English

Class – XI

Month	No. of Working Days	Books & Unit	Detailed Split-up	Class Room Pds.	Period for Computer aided learning
June & July	9 + 26	English With a Purpose Supplementary Reader Work Book Reading Writing	Introductory Session 1. Bharat is My Home 2. To Blossoms Conversation Technique I 3. A Father's Letter 1. The Open Window Unit I - The Sounds of English (Worksheet 1 – 4) 1. Note-making Refer pg. 6 (English with a Purpose) 2. Unseen Passages Writing Speeches – Refer pg. 5 (English With a Purpose) 3. Factual Descriptions 4. Notice Writing 5. Writing E-mail messages	1 5 1 1 4 3 4 4 4 2 2 2	2
August	24	English With a Purpose Supplementary Reader	1. The Portrait of a Lady 2. A Little Grain of Gold 3. With the Photographer Conversation Technique – 2 1. Kabuliwallah 2. A Dialogue on Civilization	3 1 3 1 2 3	

English

Class – XI

		Workbook	Unit II (Worksheet 1 to 3)	2	
		Reading	Unseen Passage (Workbook Unit - 4)	2	
		Writing	Letter to editor on issues of social relevance (Refer Pg. 15 – English with a Purpose)	2	
			Article Writing	1	
			Debate Writing	2	
		Computer Aided Teaching	Project Profile of a famous personality To be prepared on MS Word or Powerpoint		2
September	24	English With a Purpose	1. Sermon on the Mount 2. The Ballad of Father Gilligan	5 2	
		Supplementary Reader	1. The Drought 2. The Bull Beneath the Earth	3 2	
		Workbook	Unit II & III Worksheet 4 & 5, Worksheet 1 to 3	2	
		Writing	Paragraph Writing (Refer pg. 42 & 43 of English With a Purpose & Unit – V of Workbook, W. Sheet 1 & 2)	3	
			Informal letters (pg. 103 – 105 of Workbook)	2	
		Reading	Note Making Unit – 6 of Workbook	2	
		Computer Aided Teaching	Comparative Study (Our Composite Culture) PowerPoint presentation		2

English

Class – XI

October	18	English With a Purpose	1. Cat in the Rain 2. The Other Side	5 5			
		Supplementary Reader Workbook	1. Albert Einstein in School Determiners worksheet 4 & 5 Modals	2 1 1			
		Reading	Unseen Passage (Unit – 4 of Workbook)	1			
		Writing	Letters – Placing / Cancelling Orders, Letters of Complaint	3			
November	20	English With a Purpose Workbook	1. Confession of a Born Spectator 2. Leh Determiner – (Worksheet 6 & 7) Tenses – (Worksheet 6 & 7)	2 6 1 1			
		Reading	Notemaking Unseen Passage (Unit 4 & 6 of W. book)	1 1			
		Writing	Job Application (Refer pg. 101 & 102 of W. book) Report Writing Factual Description Writing Memorandum	2 2 2 2			
		December	16	English With a Purpose	1. Communication in the Modern Age Conversation Technique 2. The Unknown Citizen	3 1 2	

English

Class – XI

		Supplementary Reader	1. The Leopard 2. The Rule of the Road 3. A Cup of Tea	2 2 2	
		Workbook	Unit II Tenses (W. Sheet 8 & 9) Clauses	1 2	2
January	24	Writing	Letter of enquiry (Refer pg. 97, 100 of W. Book) Letter of request (Refer pg. 70 - English with a Purpose) Poem Review / Book Review	3 3	2
		Computer Aided Teaching			
		English With a Purpose	1. The Wizard	6	
		Supplementary Reader	1. How much land does a man require	6	
		Grammar	Active Passive	4	
Feb. & March			Revision		
<p>I Term – Till July 16</p> <p>II Term – July (3rd Week) to Sept. 15</p> <p>Half Yearly – Sept. (3rd Week) till Nov. 10 (Syllabus of I & II term will also be included)</p> <p>III Term – Nov. (4th Week) till Jan. 15</p> <p>Final Exam. – The entire syllabus will be covered</p>					

✓ Details of Term – Wise Syllabus

Ist Term	–	Bharat is my Home, To Blossoms, The Open Window, Note Making, Writing Speeches, Tenses, Notice Writing
IInd Term	–	A Father's Letter, The Portrait of a Lady, A Little Grain of Gold, With the Photographer, Sermon on the Mount, Kabuliwallah, A Dialogue on Civilization, The Drought, Tenses, Determiners, Unseen Passage, Note Making, Factual Description, Letter to Editor, Article Writing, Paragraph Writing.
Half Yearly	–	I Term, II Term and
Examination		The Ballad of Father Gilligan, Cat in the Rain, The Bull Beneath the Earth, Tenses, Determiners, Modals, Unseen Passages, Job Applications, Letter Writing, Writing Memorandum
IIIrd Term	–	The Other Side, Confessions of a Born Spectator, Leh, Albert Einstein at School, The Leopard, The Rule of the Road, A Cup of Tea, Clauses, Letter Writing, Tenses, Notemaking, Unseen Passages.

Final Examination will be based on entire Syllabus.