CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

The data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. Analysis of data means studying and organising material in order to discover inherent facts. These data are studied from as many angles as possible either to explore the new facts or to reinterpret already known existing facts. In a general way, analysis of data includes a number of closely related operations which are performed with the purpose of summarising the collected data and organising these in such a manner that they answer the research questions. It involves breaking down a problem into smaller, separate components for clearer comprehension and for the purpose of interpretation. Interpretation is a careful, logical and critical examination of the result obtained after analysis, keeping in view the limitation of the sample chosen, the tools selected and used in the study.

For the present study both qualitative and quantitative methods were adopted in analyzing the data collected regarding the errors committed by the Vernacular Medium Secondary School Students of Class IX of Dibrugarh district of Assam.
4.1 ANALYSIS OF ERRORS THROUGH GRAMMAR DIAGNOSTIC TEST BOOKLET

The Grammar Diagnostic Test Booklet was distributed among six hundred students of Class IX of Vernacular Medium Secondary Schools. The answer scripts were collected and analysed to find out the syntactic errors and to study the causes of the syntactic errors they committed while writing English. The Test Booklet comprised of six aspects with thirty one (31) items. It is generally not possible to find out and analyze all the syntactic errors as the time span is limited. The investigator, therefore, found out the specific syntactic errors which are very essential in the syntax of English language. An attempt has been made by the investigator through the analysis part to explain how and why the students made the errors. The investigator, for purpose of analysis, has presented a few of the erroneous sentences along with their nature and source of errors. The correct forms are also provided within the brackets. The sub-categories of errors themselves are the nature of the errors committed by the Vernacular Medium students of Secondary Schools of Dibrugarh district. The errors were analysed as hereunder:

4.1.1 Errors in Sentence Structure

Table 8

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Errors</th>
<th>Assamese Medium</th>
<th>Bengali Medium</th>
<th>Hindi Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Word order</td>
<td>175(87.50%)</td>
<td>166(83%)</td>
<td>173(86.50%)</td>
</tr>
<tr>
<td>2</td>
<td>Use of wh - sentence</td>
<td>177(88.50%)</td>
<td>189(94.50%)</td>
<td>183(91.50%)</td>
</tr>
</tbody>
</table>
Sentence structure or Sentence formation is the most important aspect in developing proficiency of students in composition. With regard to Word-Order, 87.50% respondents from Assamese Medium, 83% respondents from Bengali Medium and 86.50% respondents from Hindi Medium committed errors by inserting wrong Word-Order in sentence formation.

Again in the formation of Wh-sentence or Interrogative Sentence, errors were committed by 88.50% Assamese Medium respondents, 94.50% Bengali Medium respondents and 91.50% respondents from Hindi Medium Secondary Schools.

a) Errors in Word order

English is a language with what is commonly called ‘fixed word order’. If the order of the words in a sentence is disturbed, it can cause sufficient damage to the sense it is meant to convey.

From the answer scripts of the Vernacular Medium Secondary School students of Class IX, the errors committed by them in word-order can be listed under the following sub- categories (nature of errors):

i) Verb before the Subject.

For eg:

a) Saw I hotel the you.                        (I saw you in the hotel.)
b) Like I TV to watch everyday.       (I like to watch TV everyday)
c) Told me a story he.                  (He told me a story.)
d) Writing we now are.                  (We are writing now.)
e) Like I watch everyday TV.           (I like to watch TV everyday)
f) Study I in class IX               (I study in class IX.)
ii) Object before the Verb.

For eg:

a) I you saw the hotel in.  (I saw you in the hotel.)
b) I in class IX study.  (I study in class IX.)
c) We now writing are.  (We are writing now.)
d) Ram Saturday in the road fainted.  (Ram fainted on the road Saturday)
e) 2 October we Gandhi jaynti celebrate on.  (We celebrate Gandhi Jayanti on 2nd October.)

iii) Object before the Subject.

For eg:

a) The hotel in I you saw.  (I saw you in the hotel)
b) Story he a told me.  (He told me a story.)
c) In class IX I study.  (I study in class IX)
d) There you what are doing.  (What are you doing there?)

The students’ scripts indicate that they depended on sentence pattern of their mother tongue. Simple sentence structure in Assamese, Bengali and Hindi has Subject+Object+Verb (SOV) pattern. So they made error under category Object before the Verb, specially in the translation section and re-arrangement of jumbled words.

Interference from the mother tongue is obvious in these erroneous sentences where the Object is placed before the Verb. In other cases - the Verb before the Subject – the only possible cause that may be thought of is that the students had not acquired competence in handling these patterns. These errors,
according to Jain (1974) (Cited in D'Souza, 1978 p.36) are ‘a-systematic errors’ because the students from their exposure to the target language have not been able to arrive at any firm generalisation with respect to word order in English.

From the study of wrong insertion of Word Order, errors in Concord have also been found between different elements in a sentence. The errors are:

i) **Wrong concord between Subject and Verb ‘to be’ as Auxiliary.**

   For eg :
   
   a) *There are a library in our school.*  
      (There is a library in our school.)
   b) *He is fainted due to fever.*  
      (He fainted due to fever.)
   c) *Our school are a beautiful building.*  
      (Our school has a beautiful building.)

ii) **Wrong concord between Subject and Verb ‘to have’ as an Auxiliary.**

   For eg :
   
   a) *My school is having a big garden.*  
      (My school has a big garden.)
   b) *My school is a library.*  
      (My school has a library.)
   c) *My school is very big campus.*  
      (My school has a very big campus.)
   d) *My school is six hundred students.*  
      (My school has six hundred students.)
   e) *My school is ten rooms.*  
      (My school has ten rooms.)
   f) *My school is a long play ground.*  
      (My school has a long play ground.)

iii) **Wrong concord between Subject and ‘do’.

   For eg :
   
   a) *She do not want to talk about the incident.*  
      (She does not want to talk about the incident.)

iv) **Wrong concord between Third person Singular Subject and the main Verb in Simple Present Tense.**

   For eg :
   
   a) *His father live in Guwahati.*  
      (His father lives in Guwahati.)
b) My school start at 9.15 a.m.  (My school starts at 9.15 a.m.)
c) Everybody go to school.  (Everybody goes to school.)
d) My family celebrate Christmas  (My family celebrates Christmas.)
e) The little girl do not want to talk.  (The little girl does not want ....)

Lack of agreement between the Subject and the Verbs ‘to be’, ‘to have’, ‘do’ and other lexical verbs can be traced back to redundancy and are the result of the linguistic system of English. By omitting –s (which is a redundant feature) in do, have or any other lexical Verb, students overgeneralised the English Verbal System. “Redundancies in the SL lead themselves to overgeneralization” (Selinker 1972, Richards 1971, Taylor 1974 cited in Martha 1977 p.27).

v) Errors due to Lack of Agreement between the plural Subject and the Verb, i.e., the students added the ending –s, to the root form even when the Subject is plural.

For eg :

a) They goes to Guwahati next month.  (They will go to Guwahati next month.)
b) They will goes to Guwahati next month.  (They will go to Guwahati next month.)
c) My teachers teaches good in the classroom.  (My teachers teach good in the classroom.)

“These errors are due to hypercorrection or overgeneralization. The teacher being enthusiastic about teaching the stem + s form corrects students so often that they in order to over compensate start using stem + s form with the plural subjects also.” (Duskova 1969 cited in Martha p.27)
vi) Errors due to lack of agreement between the main Verb and the dummy ‘do’.

For eg:

\[ a) \text{Where did Shila went?} \quad (\text{Where did Shila go ?}) \]
\[ b) \text{She did not wanted it.} \quad (\text{She did not want it.}) \]
\[ c) \text{When did they came?} \quad (\text{When did they come?}) \]

It was found from the analysis of the students’ answer scripts that the students had internalized a wrong rule that both ‘do’ and the main verb carry tense. George (1972 cited in Martha p.29) maintains that this error is a result of analogy. “On the basis of analogy, the students internalize that in English one needs a question marker ‘do’ to indicate the question, a past marker –ed to indicate past and –s ending to indicate the third person singular Verb. They also internalize that the past marker –ed and –s ending are to be used both with ‘do’ and the main Verb.”

b) Errors in the formation of Wh-questions

The students committed errors in Wh –questions by omitting the dummy ‘do’ and misplaced auxiliaries in wh- questions and thus produced the following sentences:

\[ a) \text{Where Shila went yesterday ?} \quad (\text{Where did Shila go yesterday?}) \]
\[ b) \text{Why the baby is crying ?} \quad (\text{Why is the baby crying?}) \]
\[ c) \text{When they will come tomorrow ?} \quad (\text{When will they come tomorrow ?}) \]
\[ d) \text{What he is doing now ?} \quad (\text{What is he doing now?}) \]
These type of question forms are ‘fossilised’ (Selinker 1974) in the interlanguage of the students of the Vernacular Medium.

4.1.2 Errors in Use of Articles

### Table 9

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium</th>
<th>Bengali Medium</th>
<th>Hindi Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission of Articles</td>
<td>132(66%)</td>
<td>160(80%)</td>
<td>167(83.50%)</td>
</tr>
<tr>
<td>2</td>
<td>Insertion of Articles</td>
<td>164(82%)</td>
<td>150(75%)</td>
<td>170(85%)</td>
</tr>
</tbody>
</table>

Table 9 shows 66% Assamese Medium students committed errors in writing by omitting Articles and 82% students inserted wrong Articles, 80% Bengali Medium committed errors of Article by omission and 75% students by inserting wrong Articles. Again regarding Hindi Medium, 83.50% students committed errors in Articles by omitting and 85% students by inserting wrong Articles.

There are two major categories of errors made in the use of Articles: a) omission of Articles and b) inappropriate use of Articles.

**a) Omission of Articles**

The omission of *a (n)* and *the* accounts for a large number of errors committed such as:

- a) *Shachi is best student of class IX.*  
  *(Shachi is the best student of class IX.)*
- b) *I saw you in hotel.*  
  *(I saw you in the hotel.)*
- c) *He told me story.*  
  *(He told me a story.)*
- d) *Amit is naughty boy of class eleven.*  
  *(Amit is a naughty boy of class eleven.)*
- e) *Why is baby crying?*  
  *(Why is the baby crying?)*
- f) *They will see zoo there.*  
  *(They will see the zoo there.)*
These errors are common across languages. “They can be attributed to the learners’ failure to observe restrictions on article usage which derive from analogy and the learning strategy of simplification”. (Duskova1969, Richards 1971 and Jain1974 cited in D’Souza p. 92)

b) Errors by using inappropriate Articles: Students committed errors by inserting inappropriate articles such as,

- a) You shall a go to the zoo. (You will go to see the zoo.
- b) I am a play daily. (I play daily.)
- c) My school is a very beautiful. (My school is very beautiful.)
- d) Almas and her parents went to the celebrate Christmas there. (Almas and her parents went to celebrate Christmas there.)
- e) Next month they will go to the Guwahati. (Next month they will go to Guwahati.
- f) My school is in the Dibrugarh. (My school is in Dibrugarh.)

These errors are also due to the learners’ failure to observe restrictions in article usage. They ignored the grammatical restrictions and over generalised the use of articles. These errors are caused due to ‘analogy’. (French 1949 cited in Paresher 1977 p.29)

4.1.3 Errors in Verbal Group

Table 10

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium</th>
<th>Bengali Medium</th>
<th>Hindi Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use of Verbs in tense</td>
<td>181(90.50%)</td>
<td>182(91%)</td>
<td>187(93.50%)</td>
</tr>
<tr>
<td>2</td>
<td>Use of Auxiliaries</td>
<td>177(88.50%)</td>
<td>177(88.50%)</td>
<td>172(86%)</td>
</tr>
</tbody>
</table>
Table No.10 above shows, 90.50% Assamese Medium students committed errors in the use of Verbs in tense and 88.50% students in the use of Auxiliaries; 91% Bengali Medium students in use of Verbs in tense and 88.50% students in the use of Auxiliary verbs; 93.50% Hindi Medium students committed errors in use of Verbs in tense and 86% students in the use of Auxiliary verbs.

Here the errors were divided under (a) Errors in the use of Verbs in Tense and (b) Errors in Auxiliaries.

**a) Errors in use of Verbs in Tense:** The errors committed by the vernacular medium students are listed under the following sub–categories:

i) Be V+ main V for main V.

ii) Be V + main V + -s for main V

iii) Be V + past form of main V (strong/weak form)

The errors under these three categories are due to intra–language interference. Brooks (1964) (cited in D’ Souza 1978 p. 47) calls them ‘anomalies in the new language’, Richards (1971) refers to them as ‘intra–lingual problem areas’. Other term is ‘redundancies in the Second Language (SL) which lead themselves to overgeneralization (Selinker 1972, Richards 1971, Taylor 1974, cited in Martha p.27). As they are the result of the same source they can be grouped together. The typical errors are –

a) *We are celebrate Christmas on 25th December.*  
(We celebrate Christmas on 25th December.)

b) *My family is celebrate durga puja to Assam.*  
(My family celebrates Durga puja in Assam.)

c) *My school is starts at 9.00 am.*  
(My school starts at 9.00a.m.)
d) My school was win Inter school cricket championship.  
(My school won Inter School cricket Championship.)

e) Next month they are go to Guwahati.  
(Next month they will go to Guwahati.)

f) They are go there to see the zoo.  
(They will go there to see the zoo.)

g) My school was opened at 9.15 am.  
(My school starts at 9.15 a.m.)

h) They were told us, “Do good in reading and writing.”  
(They told us, ‘Do well in reading and writing.)

i) When they were came we were reading.  
(When they came we were reading.)

They are the result of faulty comprehension of the role of the Verb ‘to be’ in the target language. It again appears that students interpreted the form ‘was’ as a marker of past tense and the form ‘is’ as a marker of present tense and hence produced forms like is celebrate, is starts, was opened, were told etc.

Students’ errors regarding the use of Verb in Tense were found in the section of free composition and translation. The other Sub –category of errors under this section were enlisted as hereunder:

i) The perfect aspect with adverbial referring to past time.

ii) Wrong tense used in sentences with adverbial referring to future time.

iii) Incorrect sequence of tense.

Sub –category (i) is the result of students’ mother tongue interference. The students produced the following types of deviant sentences:

a) Yesterday Shila has gone to Guwahati.  
(Yesterday Shila went to Guwahati.)

b) When they had coming, we are reading.  
(When they came we were reading.)

c) I had met the man last week.  
(I met the man last week.)
Here, adverbial of past time were used by the students either in the Simple Past or Past Perfect. Therefore, under the influence of ‘negative transfer’ (D’Souza1978 p.75), the students used the perfect aspect with the adverbials referring to past time.

The students who produced the following type of sentences under sub –category (ii), are at the ‘pre –systematic stage of error’ (Corder 1973) with reference to ‘time and tense’ in English.

a) Next month they returned to Guwahati. (Next month they will return to Guwahati.)
b) They came to Guwahati next month. (They will come to Guwahati next month.)
c) They shall saw zoo there. (They will see the zoo there.)
d) They will went Guwahati next month. (They will go to Guwahati next month.)
e) They shall reached Guwahati next month. (They will reach Guwahati next month.)
f) Where will Shila went yesterday? (Where did Shila go yesterday?)

There was a confusion among the students between next month, last month, tomorrow, yesterday in sentences. There is one lexical word ‘kal’ or ‘kali’ in L1 of Assamese, Bengali and Hindi Medium students which is equivalent to tomorrow and yesterday in English.

With regard to sub –category (iii) Incorrect sequence of tense, students committed errors by using Present tense in place of Past tense and vice –-versa.

For eg :

a) When they came we are reading. (When they came we were reading.)
b) We had read when they come. (We were reading when they came.)
c) When they had coming we read. (When they came we were reading.)
d) When they were coming we read. (When they came we were reading.)

“The cause may be due to the hyper –correction by teachers or students’ enthusiasm that they use Past Tense at places where it is not required and did not place where it required. In any case, all these errors are a – systematic.” (Jain 1969 p. 203).

Likewise, They was saying to do well in reading and writing. They are gone to look the zoo etc. sentences can be called ‘false concepts hypothesized’ which according to Richards (1974) (cited in Singh 2009 p.55) are “developmental errors which derive from faulty comprehension of distinction in the target language.”

b) Errors in the use of Auxiliaries

The errors may be listed under three sub –categories:

i) Overuse of Auxiliaries.

ii) Wrong insertion of Auxiliaries in simple sentence.

iii) Use of wrong Auxiliaries/ omission of Auxiliaries in Wh –questions.

It was found that students made more errors in the sections of free composition and translation.

For eg.:

a) They is will come next month. (They will come next month.)
b) He is shall gone to Guwahati next month. (He will go to Guwahati next month).
c) They shall see the zoo. (They will see the zoo.)
d) They are go there to see the zoo. (They will go there to see the zoo.)
e) They were go to see zoo. (They will go to see the zoo.)
f) They should go there to see the zoo. (They will go there to see the zoo.)
g) They was says to study well.  (They say to study well.)  
h) When does he come tomorrow?  (When will he come tomorrow?)  
i) Where Shila went?  (Where did Shila go?)  
j) Where does Shila went?  (Where did Shila go?)  
k) where are you going yesterday?  (Where did you go yesterday?)  
l) What he doing now?  (What is he doing now?)

From the errors observed in the answer scripts, some of the learners have come to regard *is/was* and *was/were* as the only markers of the Present and the Past Tense in a great many contexts. They tend to extend this transitional rule to the formation of the future tense also and produce deviant structure as *they shall see the zoo, they should go there to see the zoo, (They will go to see the zoo there)*. The omission of ‘be’ from the progressive (*what he doing now?*) is “typical developmental errors made by learners in English as a second language.”(Richards 1971). The omission of ‘do’ from questions or insertion of wrong form of ‘do’ in questions is also a developmental error made by learners of English as a second language. According to Parasher (1977) “The learners’ strategy is held responsible for errors like omission of Auxiliaries, dropping of Modals and errors in questions. The learners’ imperfect perception, faulty comprehension and lack of control over the L2 system due to ignorance lead to errors.”

Again, learners used a unique kind of sentence structure without Verb and concrete sense such as, *he for next tomorrow to going a Guwahati, the tsunami going country my government is faint*. Such examples can be considered as an example of ‘ambiguous goof’ (Dulay & Burt 1974 cited in Singh 2009 p. 35)
because such sentences can not be categorized as either L1 interference or developmental errors.

4.1.4 Errors in Use of Preposition

Table 11

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium</th>
<th>Bengali Medium</th>
<th>Hindi Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use of Preposition</td>
<td>148(74%)</td>
<td>161(80.50%)</td>
<td>142(71%)</td>
</tr>
</tbody>
</table>

Table 11 shows, 74% Assamese Medium students committed errors in the use of appropriate Preposition; with regard to Bengali Medium, 80.50% students committed errors in the use of Prepositions and 71% Hindi Medium students committed errors in the use of appropriate Prepositions.

Deviant use of or omission of Preposition has been observed in the following sentences:

a) Next month they will return (Next month they will return to Guwahati.)

b) I wake up from bed 6 o’clock. (I wake up from bed at 6 o’clock.)

c) My school was situated 1936. (My school was established in 1936.)

d) They will go there see zoo. (They will go there to see the zoo.)

e) I study class IX. (I study in class IX.)

f) My school opens 9. a.m. (My school starts at 9 a.m.)

g) I wake up five o’clock at morning. (I wake up at five o’clock in the morning.)

h) The family had gone there celebrate Christmas. (The family had gone there to celebrate Christmas.)

i) My family celebrate to Durga puja to Assam. (My family celebrates Durga Puja in Assam.)

j) Rahul’s wife arise up to 6 a.m. (Rahul’s wife wakes up at 6 a.m.)
k) He will return in Guwahati next month.

l) They ask us to study well.

(He will return to Guwahati next month.)

(They tell us to study well.)

All these errors provide evidence of insufficient mastery of different Prepositions and their functions. Inappropriate use of Prepositions may be due to the application of false analogy. The learners having internalized the use of a particular Preposition with a particular type of Verb or Noun attempted by analogy to use the same Preposition with other Verb and Nouns of similar nature: at night leads to at morning, at evening; wake up leads to arise up; live at leads to come at; say to us leads to ask to us.

4.1.5 Errors in Use of Lexical Items

Table 12

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium</th>
<th>Bengali Medium</th>
<th>Hindi Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lexical errors</td>
<td>190(95%)</td>
<td>173(86.50%)</td>
<td>153(76.50%)</td>
</tr>
</tbody>
</table>

A Lexical item or Lexical unit is a single word, a part of a word, or a chain of words that forms the basic elements of a language’s vocabulary. While putting lexical item in sentences, 95% of the Assamese Medium students committed errors; with regard to Bengali Medium, 86.50% students committed that error and 76.50% of the Hindi Medium students committed errors in the use of Lexical items.
After examining the errors in the use of Lexical items from the answer scripts committed by the Assamese, Bengali and Hindi Medium students, the investigator has sub-categorised these errors as follows:

i) Errors due to use of wrong words.

ii) Errors due to misuse of words.

iii) Errors due to unnecessary insertion of words.

From the errors analysed, it was found that as English language contains certain phonetically similar sounds, the students might be confused and used words wrongly for one another, such as

a) His father leave in Guwahati.       (His father lives in Guwahati.)
b) Our had master is Nagendra Misra.  (Our head master is Nagendra Misra.)
c) My school is vary big.             (My school is very big.)
d) They said to as to study well.   (They said to us to study well.)
e) He woke up everyone and tired to rush to a safer place. (He woke everyone and tried to rush to a safer place.)
f) Ashish did not do herd work so he failed in class eleven. (Ashish did not do hard work so he failed in class eleven.)
g) My school has a very small temple. (My school has a very small temple.)
h) Their is a field in our school (There is a field in our school.)

A vast majority of deviations in the use of Lexical items can be attributed to ‘confusion of words’ related in meaning (semantically similar words) (Parida 1985). Words like these are often confused by learners because they somehow know their meaning but can not use them appropriately. For eg.:

a) My school opens 9 a.m.       (My school starts at 9 a.m.)
b) Next month we will back to Guwahati. (Next month they will return to Guwahati.)
c) My school stands near Shani mandir. 
(My school is situated near the Shani mandir.)

d) My school go away at 3.30 p.m. 
(My school ends at 3.30 p.m.)

e) My school near by some flowers and coconut trees. 
(There are flowers and coconut trees in my school.)

f) My school live in Jhalukpara, Dibrugarh. 
(My school is situated at Jhalukpara, Dibrugarh.)

There was use of non existent words by the students which were seemingly English but completely un English, such as.

a) We celeribate bihu. 
(We celebrate bihu.)

b) I now how doing swing. 
(I know how to swing.)

c) Once day they talk us to do study well. 
(One day they told us to study well.)

d) We do work in school very happily. 
(We do work in school very happily.)

These errors may be ascribed to students’ negligence or due to the weak English competence in them. These may be due to the students’ lack of language contact inside and outside the classroom that makes the learning situation deplorable.

Again inelegant expressions like backside of our school, on coming month and the use of mother tongue expressions like behosh ho gayee, uvoti jabo, chiriyakhana etc are evidence of the students’ brave attempt to communicate in a situation where vocabulary falls short of ideas.

Errors due to the misuse of words refer to the fact that students had knowledge about the words, but grammatically from the point of view of function or form, these are not correctly used. For eg.
a) They talk to us “Do study well”. (They say to us, “Do study well”.)
b) My school is beautiful very. (My school is very beautiful.)
c) My school name ……….. (The name of my school is…..)
d) You are what doing there. (What are you doing there?)
e) My school was in a kitchen. (My school has a kitchen.)

One possible reason for these types of errors seems to be the students’ lack of vocabulary. Secondly, the influence of mother tongue (L1) seems to be generating such errors. The conceptual transfer of L1 was seen in expressions like My school name and you are what doing, where the L1 equivalent are Mur vidyalayar naam and Tum kya kar rahe ho.

With regard to the errors due to unnecessary insertion of words, the following sentences may be cited as example of such errors:

a) (what) anil is my best friend. (Anil is my best friend.)
b) (our school is the) there are twelve (There are twelve teachers in our school.)
teachers in (the) our school.
c) We (are)celebrate (in the) Christmas (some) every year.
d) (There is a )I am proud of my school.
e) My school (was) is very beautiful (than a school underground).
f) (The) his father saw (is) a wave uprooted (His father saw a wave uprooted the tree.)
the tree.
g) (There are) our school has a football (Our school has a football playground.)
play ground (playing).

In the above examples it is evident that the insertion of words (the bracketed words) was not systematic. The students did not seem to have acquired the basic knowledge of word order of the language.
4.1.6 Errors in the Use of Punctuation Marks

Table 13

Percentage (%) of Errors Committed by the Students of Different Medium

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium</th>
<th>Bengali Medium</th>
<th>Hindi Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use of Punctuation marks</td>
<td>189(94.50%)</td>
<td>183(91.50%)</td>
<td>187(93.50%)</td>
</tr>
</tbody>
</table>

Regarding errors in the use of Punctuation marks, 94.50% Assamese Medium students; 91.50% Bengali Medium students and 93.50% Hindi Medium students of Class IX committed errors.

Margaret Maison (1977) (Cited in Parida 1985 p.56) states “The major factor is the students’ ignorance and lack of perception. Two third of punctuation is governed by rule and one third by personal taste.” In the following sentences students used wrong punctuation marks:

a) what is he doing                    (What is he doing?)
b) his father lives in guwahati   (His father lives in Guwahati.)
c) amit is a naughty boy of class IX  (Amit is a naughty boy of Class IX.)
d) i study in class IX                      (I study in Class IX.)

4.1.7 Errors in Spellings

Table 14

Percentage (%) of Errors Committed by the Students of Different Medium

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium</th>
<th>Bengali Medium</th>
<th>Hindi Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spelling mistakes</td>
<td>187(93.50%)</td>
<td>183(91.50%)</td>
<td>190(95%)</td>
</tr>
</tbody>
</table>
Table 14 shows that 93.50% Assamese Medium students committed spelling mistakes while writing in English; 91.50% Bengali Medium students and 95% Hindi Medium students committed spelling mistakes in writing.

The following factors may be ascribed as the possible sources of students’ committing spelling mistakes:

i) Non-discrimination of sound

The students could not distinguish between one sound from another both at the vowel and consonant levels. So that one sound is substituted by another or omitted completely or inserted or misplaced elsewhere in the word, such as leborty (laboratory), liberary (library), receda (recede), writting (writing), comeing (coming), sow (saw), criket (cricket), brakfast (breakfast), reding (reading), bycicle (bicycle), studen (student), beatiful (beautiful) etc. Both at the visual and audio perception levels, the learner’s perception is either defective or incomplete, so that the sounds can not be organized properly and encoded in its spelling.

ii) Inconsistencies of English Spelling System

The problem of one letter representing various sounds in different combinations such as calling, clinging, gorgeous etc or one sound represented by various letter or letters such as but, naughty etc were baffling to the students and thus they wrote as naty or notty. The same problem was observed in the answer
scripts of the students with regard to the silent letters for which they wrote *iland* (island), *cud* (could), *suname/sunami* (tsunami), *notty* (naughty).

iii) Overgeneralization

The simple rule ‘that plurals are formed by adding –s’ is over generalised by students for other words which caused misspelling as in the case of *mans* instead of *men*, *leafs* instead of *leaves*.

4.2 NON–SPECIFIC ERRORS

In the study it was found that a number of respondents’ sentence structures were incomplete. Hence, the errors in those sentences can not be specifically detected and included in any of the specific errors described under the heading ‘Specific Errors’. The researcher, for the purpose of analysis has categorized these types of errors as ‘Non –specific Errors.’ Table No.10 shows the percentage (%) of Vernacular Medium Secondary School students who committed the non –specific errors:

<table>
<thead>
<tr>
<th>Table 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (%) of Non –Specific Errors Committed by Vernacular Medium Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium(200)</th>
<th>Bengali Medium(200)</th>
<th>Hindi Medium(200)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Non –specific</td>
<td>47(23.50%)</td>
<td>44(22%)</td>
<td>53(26.50%)</td>
</tr>
</tbody>
</table>
4.3 ANALYSIS OF THE QUESTIONNAIRE

The questionnaire was prepared with thirteen aspects and consisted of thirty six issues. The investigator wanted to find out particular six information items through the questionnaire which affect the students in learning English as Second Language and lack of which create problems in acquiring the language and they commit errors. All the information was taken from students’ perspective. The six information items are –

a) **Personal information**: Seven personal information were recorded such as name, age, gender, school, and locality, occupation of parents and educational qualification of parents. This information was collected to identify the gender of the students, their medium of schools, their habitation and parents’ educational qualification. A table wise presentation is given hereunder to show the percentage of the parents of the Vernacular Medium students of Class IX with regard to their educational qualification.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Educational Qualification</th>
<th>Assamese(200)</th>
<th>Bengali(200)</th>
<th>Hindi(200)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Illiterate</td>
<td>79</td>
<td>44</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>Upto class V</td>
<td>59</td>
<td>58</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>Upto class VIII</td>
<td>35</td>
<td>36</td>
<td>28</td>
</tr>
<tr>
<td>4.</td>
<td>Upto class X</td>
<td>23</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>5.</td>
<td>Upto class XII</td>
<td>11</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>6.</td>
<td>Upto Bachelor Degree</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 16

Educational Qualification of Parents
b) **Sociolinguistic Context**: Information on the students’ use of language in their social setting will be an indicator of their knowledge and nearness to English as second language. Here how much the students were exposed to the second language and its efficient use were desired to be collected through their familiarity, understanding and acquaintance or proficiency in English.

c) **Proficiency in the Communicative Skills**: Under this information item, the investigator collected record to rate the level of the students’ proficiency in the communicative skills based on five scales which indicated their confidence and competence in the skills.

d) **Methods of Teaching and Role of the Teacher in Developing Students’ Skill in Listening, Speaking, Reading and Writing (LSRW)**: The data on the style and methods of teaching English were to record the strategies adopted by the teachers in the English classroom that were to be measured on a five point scale such as ‘Always’, ‘Frequently’, ‘Sometimes’, ‘Rarely’ and ‘Never’,

e) **The Learning Style**: The process of learning a language involves a total commitment on the part of the learners both at the intellectual as well as emotional levels. The strategy either facilitates or constraints learning a language. This information item was to collect data on how the students of the Vernacular Medium Secondary Schools of Class IX learn English as a Second Language.
f) **Classroom Evaluation and Monitoring**: An assessment of the teachers’ commitment towards supervising learning of a learner is an important feature of teaching. Feedbacks and analysis of the learners’ errors will help them to understand the problem areas. Here data was collected through teachers’ way of evaluating the students, their feedback and encouragement, punishment and students’ participation in learning English as a second language.

All the aspects have been analysed as hereunder:

4.3.1 **Use of English (L2) at Home by Students and their Parents**

**Table 17**

*Showing Responses of use of English (L2) at Home*

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspects</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students use English at home</td>
<td>6.66%</td>
<td>7.66%</td>
<td>29.50%</td>
<td>25.50%</td>
<td>27.50%</td>
</tr>
<tr>
<td>2.</td>
<td>Parents use English at home</td>
<td>2.66%</td>
<td>3.83%</td>
<td>13.83%</td>
<td>27%</td>
<td>53%</td>
</tr>
</tbody>
</table>

The Table 17 shows 6.66% students always used English at home, 7.66% used frequently, 29.50% used the language sometimes, 25.50% rarely used English at home and 27.50% never used English at home.

Regarding parents’ use of English at home, it is revealed that 2.66% parents always used English at home, whereas 3.83% used it frequently, 13.83% used English sometimes, 27% rarely and 53% parents never used English at home.
### 4.3.2 Students’ Practice in Listening and Speaking Skill

#### Table 18

**Showing Practice of Listening and Speaking by Students**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspects</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students read newspaper/magazine/storybook</td>
<td>12.16%</td>
<td>9.83%</td>
<td>30.33%</td>
<td>23.83%</td>
<td>23.50%</td>
</tr>
<tr>
<td></td>
<td>written in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students listen to TV/Radio news and other</td>
<td>12.66%</td>
<td>10.83%</td>
<td>34.33%</td>
<td>13.83%</td>
<td>28.66%</td>
</tr>
<tr>
<td></td>
<td>programmes in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students speak English with friends</td>
<td>2.83%</td>
<td>7.66%</td>
<td>32.50%</td>
<td>30.83%</td>
<td>26.33%</td>
</tr>
<tr>
<td>4.</td>
<td>Students hesitate to speak English in class</td>
<td>37.50%</td>
<td>23.66%</td>
<td>23.33%</td>
<td>7.66%</td>
<td>9.33%</td>
</tr>
</tbody>
</table>

Table 18 shows 12.16% of students always read newspaper or magazine or storybook written in English, 9.83% frequently used to read books or magazine written in English, 30.33% opined that they sometimes read newspaper or magazine or storybooks written in English, 23.83% rarely read and 23.50% of students never read those at school or at home.

The study reveals that 12.66% students always listened to TV or radio news and other programmes in English, 10.83% frequently, 34.33% sometimes listened to, 13.83% rarely listened to TV or radio news and other programmes in English and 28.66% never used to listen TV or radio news to improve their listening and speaking ability in English.

As regard to students’ speaking English with their friends, only 2.83% said that they always spoke in English with friends, 7.66% frequently spoke the
language with friends, 32.50% students sometimes used to speak in English, 30.83% rarely and 26.33% students never spoke in English with their friends.

37.50% of students always hesitated to speak English in class, 23.66% frequently, 23.33% students sometimes hesitated to speak English, 7.66% rarely hesitated and 9.33% students never hesitated to speak the language in classroom.

### 4.3.4 Students’ Own Assessment of Proficiency in the Communicative Skills

#### Table 19

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Aspects</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A. Reading</td>
<td>10.66%</td>
<td>21.16%</td>
<td>31.50%</td>
<td>22%</td>
<td>13.83%</td>
</tr>
<tr>
<td>2</td>
<td>B. Writing</td>
<td>7.33%</td>
<td>21.16%</td>
<td>27.50%</td>
<td>30.66%</td>
<td>13.83%</td>
</tr>
<tr>
<td>3</td>
<td>C. Speaking</td>
<td>6%</td>
<td>13.33%</td>
<td>27.66%</td>
<td>33.83%</td>
<td>18.33%</td>
</tr>
<tr>
<td>4</td>
<td>D. Vocabulary</td>
<td>4.50%</td>
<td>12.83%</td>
<td>23%</td>
<td>33.66%</td>
<td>26.33%</td>
</tr>
<tr>
<td>5</td>
<td>E. Pronunciation</td>
<td>10.66%</td>
<td>19.16%</td>
<td>31.33%</td>
<td>20.83%</td>
<td>20.83%</td>
</tr>
</tbody>
</table>

With regard to the proficiency in ‘Reading’, Table No. 19 reveals that 10.66% of the sampled students rated ‘excellent’, 21.16% sample students rated ‘good’, 31.50% students rated ‘average’, 22% students rated ‘poor’ and 13.83% of the sampled students rated ‘very poor’ in reading skill of English.

Regarding proficiency in ‘Writing’ skill, 7.33% students rated ‘excellent’, 21.16% of the sampled students rated ‘good’, 27.50% students rated ‘average’, majority of the students (30.66%) rated ‘poor’ and 13.83% students rated ‘very poor’. 
Only 6% of the sampled students rated ‘excellent’ with regard to the proficiency in ‘Speaking’ skill of English, whereas, 13.33% students rated ‘good’, 27.66% students rated ‘average’, 33.83% students rated ‘poor’ and 18.33% of the sampled students are ‘very poor’ in speaking skill of English.

4.50% of the sampled students said they had ‘excellent’ proficiency in English vocabulary, 12.83% students rated ‘good’, 23% of the students rated ‘average’ in proficiency of English vocabulary, 33.66% of the students rated ‘poor’ whereas 26.33% of the students said ‘very poor’ in the proficiency of English vocabulary.

Regarding English pronunciation, 10.66% students had ‘excellent’ proficiency, 19.16% of the sampled students rated ‘good’, 31.33% students said ‘average’ proficiency in pronunciation of English words, 20.83% students rated ‘poor’ and 20.83% students rated ‘very poor’ in English pronunciation.

4.3.5 Students’ Interest in Speaking English (L2)

Table20.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspects</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students feel bore in the English class and so not want to pay attention</td>
<td>14.83%</td>
<td>21.33%</td>
<td>25.16%</td>
<td>16.33%</td>
<td>23.66%</td>
</tr>
<tr>
<td>2.</td>
<td>Students find the English class interesting</td>
<td>25%</td>
<td>16.50%</td>
<td>19.50%</td>
<td>21.16%</td>
<td>17.83%</td>
</tr>
<tr>
<td>3.</td>
<td>Students understand the English pronunciation of the English teacher</td>
<td>24.16%</td>
<td>21%</td>
<td>26.33%</td>
<td>11%</td>
<td>17.50%</td>
</tr>
</tbody>
</table>
Regarding students’ interest in speaking English, Table 20 shows that 14.83% students did not have interest in speaking English and they always felt bored in the class and not pay attention, 21.33% students frequently felt bored and so not want to pay attention, where as 25.16% of students sometimes felt bored and do not pay attention, 16.33% students rarely felt bored in the English class and pay less attention and 23.66% students never felt bored and they did not want to pay less attention in class.

25% of the students found the English class always interesting, 16.50% students frequently found the class interesting, 19.50% students sometimes found the class interesting, 21.16% students rarely found the class interesting and 17.83% never found the English class interesting.

As regard to the pronunciation of the teachers, 24.16% students said that they always understood the English pronunciation of their teachers without any difficulty, 21% frequently understood it without difficulty, 26.33% sometimes found difficulty in understanding the teacher’s pronunciation, 11% rarely understood the teachers’ pronunciation and 17.50% of the students opined they never understood the pronunciation of their teachers when they used it at the time of reading and speaking.

4.3.6 Teachers’ use of English in Classroom

Table 21

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspects</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers’ use of English while teaching</td>
<td>24.33%</td>
<td>14%</td>
<td>27.83%</td>
<td>20.66%</td>
<td>14.16%</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers’ interaction with students in English</td>
<td>16%</td>
<td>8.16%</td>
<td>33.83%</td>
<td>19.16%</td>
<td>22.50%</td>
</tr>
</tbody>
</table>
The analysis of Table 21 shows that according to the students, 24.33% of their teachers always spoke in English while teaching, 14% frequently used it while teaching, 27.83% teachers sometimes used English while explaining the lessons, 20.66% rarely spoke English while teaching and 14.16% never used English while teaching or explaining.

An important factor is teachers’ interaction with students in English. From the students’ questionnaire it reveals from the students’ response that only 16% teachers always interacted with their students in English, 8.16% teachers frequently used English at the time of interaction with students, 33.83% teachers sometimes talked with their students in English, 19.16% teachers rarely used the language for interaction with students and 22.50% teachers never interacted with students in English.

4.3.7 Teachers’ Method of Teaching in Classroom

Table 22

Method of Teaching of English Teachers in Classroom

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspect</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers’ writing textual question answers of English on blackboard</td>
<td>24.66%</td>
<td>15.16%</td>
<td>26.16%</td>
<td>19%</td>
<td>15%</td>
</tr>
</tbody>
</table>

The Table(22) shows according to 24.66% students, their teachers always wrote textual question –answers of English on blackboard, 15.16% students told the teachers frequently used the blackboard to present the question –
answers in written form, 26.16% of the students opined the teachers sometimes wrote the question - answers of English on blackboard, 19% students said the teachers rarely used the blackboard to write the question – answers of English and 15% of the students said the teachers never wrote the question – answers of English on the blackboard.

4.3.8 Teachers’ use of L1 (Assamese/ Bengali/ Hindi) while Teaching

Table23.

Use of L1 (Assamese/ Bengali/ Hindi) while Teaching in Classroom

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspect</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers’ use of vernacular medium while teaching</td>
<td>60%</td>
<td>13%</td>
<td>19%</td>
<td>4%</td>
<td>4.33%</td>
</tr>
</tbody>
</table>

The Table (23) shows that most of the students (60%) said that their teachers always used the mother tongue while teaching, 13% students said their teachers frequently used mother tongue while teaching English, according to 19% students, their teachers sometimes used mother tongue to teach lessons of English, 4% students said their teachers rarely used mother tongue while teaching and 4.33% students opined that their teachers never used mother tongue while teaching.
4.3.9 Role of Teacher in Developing Students’ Skill in Listening, Speaking, Reading, Writing (LSRW)

Table 24

Teacher’s Role in Developing LSRW of Students in Classroom

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspects</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers encourage students to discuss and carry out tasks given in lessons</td>
<td>33.50%</td>
<td>14%</td>
<td>23.66%</td>
<td>17.50%</td>
<td>10.50%</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers encourage students to speak in English in English period</td>
<td>25.66%</td>
<td>15.16%</td>
<td>24.16%</td>
<td>17%</td>
<td>18.33%</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers ask students to read lessons loudly</td>
<td>28.16%</td>
<td>15%</td>
<td>27.16%</td>
<td>14.66%</td>
<td>12.83%</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers insist on to pronounce and write correct English</td>
<td>28.33%</td>
<td>23.83%</td>
<td>24.16%</td>
<td>12.16%</td>
<td>11%</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers take spelling tests in English</td>
<td>12.83%</td>
<td>5.66%</td>
<td>38.66%</td>
<td>16.50%</td>
<td>24%</td>
</tr>
<tr>
<td>6.</td>
<td>Teachers give dictation in English</td>
<td>9.50%</td>
<td>10.33%</td>
<td>28.33%</td>
<td>26%</td>
<td>25.83%</td>
</tr>
<tr>
<td>7.</td>
<td>Teachers encourage students for group discussion in English</td>
<td>29.33%</td>
<td>9.33%</td>
<td>26.83%</td>
<td>19.83%</td>
<td>14.83%</td>
</tr>
<tr>
<td>8.</td>
<td>Teachers select students to explain the textual lessons</td>
<td>7.83%</td>
<td>8.66%</td>
<td>26%</td>
<td>24.16%</td>
<td>33.83%</td>
</tr>
<tr>
<td>9.</td>
<td>Teachers’ teaching grammar topic along with prose</td>
<td>15.50%</td>
<td>10.66%</td>
<td>38%</td>
<td>19.50%</td>
<td>19.83%</td>
</tr>
</tbody>
</table>

A teacher has a great role in developing students’ four fold skills (LSRW) in English. Table 24 shows that according to 33.50% students, their
teachers always encouraged them to discuss in English and carry out tasks given in lessons, 14% of the students said their teachers frequently encouraged them to discuss in English and carry out tasks given in lessons, 23.66% students opined that their teachers sometimes did so, 17.50% students said their teachers rarely used to encourage them to use English in such activities and only 10.50% students said their teachers never encouraged them to discuss in English and carry out tasks given in English lessons.

It is revealed from 25.66% students that their teachers always encouraged them to speak in English during English period, according to 15.16% students their teachers frequently encouraged them to speak English in English period, 24.16% students said their teachers sometimes used to encourage them to speak in English, 17% students said their teachers rarely encouraged them to speak in English in class and 18.33% students opined that their teachers never encouraged them to speak in English in English period.

The data reveals that according to 28.16% students, the teachers always asked students to read lessons loudly, according to 15% students it happens frequently, 27.16% students said their teachers sometimes asked them to read lessons loudly, according to 14.66% students, their teachers rarely asked them to read loudly English lessons and 12.83% said their teachers never said for loud reading of the English lessons.

28.33% students said that their teachers always insisted on to pronounce and write correct English, 23.83% students said their teachers frequently did so, 24.16% students said that was done sometimes, 12.16%
students said that their teachers rarely insisted on to do so and according to 11% students their teachers never insisted them.

According to 12.83% students, their teachers always took spelling tests in English, according to 5.66% students spelling test was frequently taken by their teachers, 38.66% students said their teachers sometimes took spelling tests in English, 16.50% students said it was done rarely by the teachers and 24% students opined their teachers never took spelling tests in English.

9.50% students said their teachers always took dictation in English, teachers took dictation frequently according to 10.33% students, 28.33% students said their teachers sometimes took dictation, 26% students said it was done rarely and according to 25.83% students it was done never.

The data revealed that according to 29.33% students, their teachers always encouraged them for group discussion in English, 9.33% students said this motivation was given frequently, 26.83% students said their teachers sometimes encouraged them for group discussion, according to 19.83% English teachers rarely did this and according to 14.83% students it was never done by their teachers.

7.83% students said their teachers always selected students to explain the textual lessons, 8.66% said they frequently selected students to explain the textual lessons, 26% students said their teachers sometimes asked the selected students to explain textual lessons, 24.16% students said that their teachers rarely selected students for that task and 33.83% students said their teachers never selected students to explain the textual lessons.
Grammar occupies an important place in the teaching of English and is taught integrated with reading and composition. So with regard to the role of English teacher in developing the skills of speaking and writing, 15.50% students said their teachers always taught them grammar along with the prose lesson, according to 10.66% students, teachers frequently taught grammar with textual lesson, 38% students opined their teachers sometimes taught them integrated grammar, 19.50% students said the English teachers rarely taught them grammar and 19.83% students said their teachers never taught them grammar with the textual lessons.

4.3.10 Continuous Evaluation by Teachers

Table 25
Responses on Continuous Evaluation by Teachers

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspect</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers’ continuous evaluation</td>
<td>13.33%</td>
<td>9.50%</td>
<td>30.83%</td>
<td>21.66%</td>
<td>17%</td>
</tr>
</tbody>
</table>

The data reveals from Table 25 that according to 13.33% students, their teachers always continuously evaluated them after completion of the teaching points, 9.50% students opined their teachers frequently engaged in continuous evaluation, 30.83% students said their teachers sometimes did continuous evaluation, 21.66% students said that was done rarely and 17% students said their teachers never did continuous evaluation of the teaching points.
4.3.11 Feedback from Teachers

Table 26.

Responses on Feedback of the Teachers from Students

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspects</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers give homework</td>
<td>16.66%</td>
<td>8.83%</td>
<td>29.66%</td>
<td>24.83%</td>
<td>20.50%</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers correct errors and explain class work and homework</td>
<td>18.50%</td>
<td>14.83%</td>
<td>25.83%</td>
<td>24.83%</td>
<td>16%</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers understand students’ problem and pay attention for correction</td>
<td>26.83%</td>
<td>15%</td>
<td>21.66%</td>
<td>21.50%</td>
<td>13.66%</td>
</tr>
</tbody>
</table>

The Table (26) shows that according to 16.66% students, their teachers always gave homework to them, according to 8.83% students, they frequently gave students homework, 29.66% students said their teachers sometimes gave homework, 24.83% students said homework was rarely given by their teachers and according to 20.50% students, their teachers never gave them any homework to do.

Regarding teachers’ correction of students’ errors and explain class work and homework, 18.50% students said their teachers always corrected the errors committed by them and explained class work and homework again, 14.83% students said correction and re explanation of class work and homework was frequently done by their teachers, 25.83% students said their teachers sometimes corrected their errors and re explained class work and
homework, 24.83% students said it was done rarely by the teachers and 16% students said their errors were never corrected by their teachers.

26.83% students said that the teachers always understood their problems and paid attention for correction, 15% students said their teachers frequently understood their problems, 21.66% students said their teachers sometimes understood their problems and pay attention, according to 21.50% students, their teachers rarely understood their problems and paid attention and according to 13.66% students their teachers never understood their problems and so didn’t pay any attention for correction.

4.3.12 Punishment given by Teachers

Table 27 shows 18.16% students opined that their teachers always punished them for their errors, 11.50% students said their teachers frequently gave punishment for their errors, 29.66% students said their teachers sometimes punished them, 17.83% students said their teachers rarely punished them and 25.50% students said their teachers never gave punishment for their errors.
4.3.13 Participation of Students in Learning English as Second Language

Table 28.

Details of Responses in Students’ Participation in Language Learning

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students’ memorization of question answers of English lessons</td>
<td>29.83%</td>
<td>15.16%</td>
<td>25.50%</td>
<td>15.66%</td>
<td>13%</td>
</tr>
<tr>
<td>2.</td>
<td>Students study for improvement of writing skill</td>
<td>32.33%</td>
<td>18.50%</td>
<td>18.83%</td>
<td>20.16%</td>
<td>10.50%</td>
</tr>
<tr>
<td>3.</td>
<td>Students practise grammar at home</td>
<td>14%</td>
<td>12.66%</td>
<td>31.50%</td>
<td>18.50%</td>
<td>22.33%</td>
</tr>
<tr>
<td>4.</td>
<td>Students understand grammar points Clearly</td>
<td>13.83%</td>
<td>11.66%</td>
<td>25%</td>
<td>19%</td>
<td>30.83%</td>
</tr>
<tr>
<td>5.</td>
<td>Students keep in mind the structure of their mother tongue to translate words into English</td>
<td>45.66%</td>
<td>17.66%</td>
<td>21.50%</td>
<td>7.50%</td>
<td>7.66%</td>
</tr>
<tr>
<td>6.</td>
<td>Students follow bazaar notes and Guides orally to memorize answers</td>
<td>23.16%</td>
<td>16.50%</td>
<td>22.50%</td>
<td>18.33%</td>
<td>19.83%</td>
</tr>
</tbody>
</table>

Table 28 shows that 29.83% students always memorised the question answers of English lessons, 15.16% students frequently memorised question answers of English lessons, 25.50% students sometimes memorised question answers of English lessons, 15.66% students rarely memorised and 13% of the students never memorised the question answers of English lessons.

With regard to learn English as a second language 32.33% students always studied for improvement of writing skill, 18.50% students
frequently studied for writing skill development, 18.83% students said they
sometimes studied to develop their writing skill, 20.16% students rarely
studied for improvement of writing skill and 10.50% students said they
never studied regularly for improvement of the writing skill.

14% students said they always practised grammar at home for
improvement of English language, 12.66% students said they frequently
practised grammar at home, 31.50% students sometimes practised grammar
at home, 18.50% students rarely practised grammar at home and 22.33%
students never practised grammar at home.

The data reveals that 13.83% students always understood
grammar points clearly when explained, 11.66% students frequently
understood grammar points clearly, 25% of the students sometimes
understood grammar points, 19% rarely understood grammar and 30.83%
students never understood grammar points when explained by the English
teachers.

A majority of the students (45.66%) always kept in mind the
structure of their mother tongue to translate words into English, 17.66%
students frequently did so at the time of translating words into English,
21.50% student sometimes used the structure of their mother tongue while
translating words into English, 7.50% of the students rarely kept in mind the
structure of their mother tongue at the time of translating words into English
and 7.66% never used to do so.
4.3.14 Encouragement of Teachers to Students in Learning English

Table 29.
Responses of Students regarding Teachers’ Encouragement in Learning English

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Aspects</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers suggest to read books written in English</td>
<td>27%</td>
<td>20.16%</td>
<td>23.33%</td>
<td>13.16%</td>
<td>17.50%</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers suggest to read for extensive study</td>
<td>20.66%</td>
<td>15.66%</td>
<td>22.16%</td>
<td>28.50%</td>
<td>12.66%</td>
</tr>
</tbody>
</table>

Table 29 reveals, according to 27% students, their teachers always suggested them to read books written in English, 20.16% said their teachers frequently encouraged them to read books written in English, 23.33% students opined their teachers sometimes suggested for reading books in English, 13.16% students said the teachers rarely did so and in 17.50% students’ opinion their teachers never suggested them to read books in English.

With regard to teachers’ encouragement for students in learning English, 20.66% said their teachers always encouraged for extensive study, 15.66% of students said their teachers frequently suggested for extensive study, 22.16% students said their teachers sometimes suggested them for extensive study, 28.50% students opined that their teachers rarely encouraged them for extensive study and according to 12.66% students their teachers never suggested them for extensive study.
4.4 STATISTICAL ANALYSIS OF THE SYNTACTIC ERRORS COMMITTED BY VERNACULAR MEDIUM CLASS IX STUDENTS STUDYING IN SECONDARY SCHOOLS OF DIBRUGARH DISTRICT:

The data collected through the Grammar Diagnostic Test were arranged in Tables (Table 30 to 34). The tabulated data show all the frequencies. As to test the hypotheses, the significance of mean was not possible to find out, hence the significance of difference between the percentages (%) of two groups was found out by calculating the Critical Ratio (CR). Here in this study both 0.05 and 0.01 level were taken as the significant level. The following formula of CR has been used (Garrett, 1966. Pp. 235-236)

\[
P = \frac{N_1 P_1 + N_2 P_2}{N_1 + N_2}
\]

In which

P = the percentage occurrence of the observed behaviour.

N_1 - Size of the first sample

N_2 - Size of the second sample

P_1 - Percentage of error committed by first sample

P_2 - Percentage of error committed by second sample

Q = 100 – P

In which Q – Quartile deviation

\[
\sigma_{D%} = \sqrt{PQ \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}
\]
In which

\[ \sigma_{D\%} \] - Significance of the difference between two percentage.

\[ CR = \frac{P_1 - P_2}{\sigma_{D\%}} \]

In which

CR – Critical Ratio

4.4.1 Comparision of Syntactic Errors in English committed by Vernacular Medium Secondary School Students of Class IX of Dibrugarh District:

In the present study, differences between syntactic errors of the Vernacular Medium students of Class IX of Dibrugarh district were studied with reference to their medium, gender and habitation of the schools. In order to study the difference between the syntactic errors of the Vernacular Medium Secondary School students of Class IX of Dibrugarh district, the following hypotheses were formulated in null form –

Null hypotheses:

i) There is no significant difference between the Assamese Medium and Bengali Medium Class IX students of Secondary Schools of Dibrugarh district as far as the percentage (%) of frequency of errors is concerned.
ii) There is no significant difference between the Assamese Medium and Hindi Medium Class IX students of Dibrugarh district as far as the percentage (%) of frequency of errors is concerned.

iii) There is no significant difference between the Bengali Medium and Hindi Medium Class IX Students of Dibrugarh district as far as the percentage (%) of frequency of errors is concerned.

iv) There is no significant difference between the Boys and Girls students of Class IX of Vernacular Medium Secondary Schools of Dibrugarh district with regard to their syntactic errors.

v) There is no significant difference between the Urban and Rural students of Class IX of Vernacular Medium Secondary Schools of Dibrugarh district with regard to their syntactic errors.

To test the frequency of syntactic errors of Vernacular Medium Secondary Schools students of Class IX in Secondary Schools of Dibrugarh district, Critical Ratio (CR) was computed. Table 30, Table 31 and Table 32 show the comparision of the syntactic errors committed by the Assamese Medium and Bengali Medium, Assamese Medium and Hindi Medium and Bengali Medium and Hindi Medium Secondary School students of Class IX of Dibrugarh district. Again Table 33 shows the difference between the Boys and Girls students of Vernacular Medium of Class IX of Dibrugarh district with regard to their syntactic errors. Table 34 shows the difference between the Urban and Rural students of Vernacular Medium of Class IX of Dibrugarh district. The results obtained have been presented in the following tables-
Table 30
Difference between Assamese Medium and Bengali Medium Secondary Students of Class IX of Dibrugarh District in Committing Errors

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium (200)</th>
<th>Bengali Medium (200)</th>
<th>Critical Ratio (CR)</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word –order</td>
<td>175 (87.50%)</td>
<td>166 (83%)</td>
<td>1.27</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>2.</td>
<td>Wh-sentence</td>
<td>177 (88.50%)</td>
<td>189 (94.50%)</td>
<td>2.15</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>3.</td>
<td>Omission of Article</td>
<td>132 (66%)</td>
<td>160 (80%)</td>
<td>3.16</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>4.</td>
<td>Insertion of wrong Article</td>
<td>164 (82%)</td>
<td>150 (75%)</td>
<td>1.70</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>5.</td>
<td>Use of Verbs in Tense</td>
<td>181 (90.50%)</td>
<td>182 (91%)</td>
<td>0.17</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>6.</td>
<td>Use of Auxiliaries</td>
<td>177 (88.50%)</td>
<td>177 (88.50%)</td>
<td>0</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>7.</td>
<td>Use of Preposition</td>
<td>148 (74%)</td>
<td>161 (80.50%)</td>
<td>1.55</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>8.</td>
<td>Lexical item</td>
<td>190 (95%)</td>
<td>173 (86.50%)</td>
<td>2.94</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>9.</td>
<td>Use of Punctuation marks</td>
<td>189 (94.50%)</td>
<td>183 (91.50%)</td>
<td>1.17</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>10.</td>
<td>Spelling</td>
<td>187 (93.50%)</td>
<td>183 (91.50%)</td>
<td>0.76</td>
<td>Not significant at 0.05 level</td>
</tr>
</tbody>
</table>

From the above Table (30) it was observed that regarding the errors in Word –order, the calculated ‘CR’ value was found to be 1.27 which is less than 1.96 (The tabulated value at 0.05 level). The obtained difference is therefore not
significant at 0.05 level of significance. Therefore, the null hypothesis may be
accepted at 95% confidence interval and we can conclude that there was no
significant difference between Assamese Medium and Bengali Medium students of
Class IX in Secondary Schools of Dibrugarh district as far as their errors in Word –
order are concerned.

Regarding the errors in Wh –sentence, the calculated ‘CR’ value
was found to be 2.15 which is greater than 1.96 (The tabulated value at 0.05
level). So the obtained difference is significant at 0.05 level of significance. We
may therefore reject the null hypothesis at 95% confidence interval and can
conclude that there was a significant difference between Assamese Medium and
Bengali Medium students of Class IX in Secondary Schools of Dibrugarh district
as far as their errors in Wh –sentence are concerned.

Here, the ‘CR’ value with regard to the errors in omission of
Articles was found to be 3.16 which is greater than 2.58 at 0.01level of
significance. So we may reject the null hypothesis at 99% confidence interval and
conclude that there was a significant difference between the Assamese Medium
and Bengali Medium students studying in Class IX of Secondary Schools of
Dibrugarh district as far as their errors in Article omission are concerned.

With regard to the errors in insertion of Articles, the ‘CR’ value
was found to be 1.70 which is less than the tabulated value at 0.05 level of
significance. So we may accept the null hypothesis at 95% confidence interval
and conclude that there was no significant difference between the Assamese
Medium and Bengali Medium students studying in Class IX of Secondary
Schools of Dibrugarh district as far as their errors in insertion of Articles are concerned.

With regard to the errors in use of Verbs in Tense, the ‘CR’ value was found to be 0.17 which is less than 1.96 (The tabulated value at 0.05 level). So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Assamese Medium and Bengali Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in the use of Verbs in Tense are concerned.

It was observed that regarding the errors in the use of Auxiliaries, the calculated ‘CR’ value was found to be 0 which is less than 0.05 level of significance. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Assamese Medium and Bengali Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Auxiliaries are concerned.

Regarding the errors in the use of Preposition, the calculated ‘CR’ value was found to be 1.55 which is less than the tabulated value at 0.05 level of significance. Therefore, the null hypothesis may be accepted and we can conclude that there was no significant difference between Assamese Medium and Bengali Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Preposition are concerned.
With regard to the errors in the use of Lexical items, the calculated ‘CR’ value was found to be 2.94 which is greater than 2.58 (The tabulated value at 0.01 level of significance. Therefore, the null hypothesis may be rejected at 99% confidence interval and we can conclude that there was a significant difference between Assamese Medium and Bengali Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Lexical items are concerned.

With regard to the errors in the use of Punctuation marks, the ‘CR’ value was found to be 1.17 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Assamese Medium and Bengali Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in the use of Punctuation marks are concerned.

Regarding the errors in Spelling, the ‘CR’ value was found to be 0.76 which is less than 1.96 (The tabulated value at 0.05 level of significance.) So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Assamese Medium and Bengali Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in Spelling are concerned.

A graphical representation regarding the syntactic errors committed by Assamese medium and Bengali Medium Students of class IX may be presented as hereunder:
Figure 2. Differences between Assamese Medium and Bengali Medium Students of Class IX in Committing Syntactic Errors.

Table 31

Difference between Assamese Medium and Hindi Medium Secondary Students of Class IX of Dibrugarh District in Committing Errors

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Assamese Medium(200)</th>
<th>Hindi Medium(200)</th>
<th>Critical Ratio (CR)</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word –order</td>
<td>175 (87.50%)</td>
<td>173 (86.50%)</td>
<td>0.29</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>2.</td>
<td>Wh-sentence</td>
<td>177 (88.50%)</td>
<td>183 (91.50%)</td>
<td>1</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>3.</td>
<td>Omission of Article</td>
<td>132 (66%)</td>
<td>167 (83.50%)</td>
<td>4.03</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>4.</td>
<td>Insertion of Article</td>
<td>164 (82%)</td>
<td>170 (85%)</td>
<td>0.80</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>5.</td>
<td>Use of Verbs in Tense</td>
<td>181 (90.50%)</td>
<td>187 (93.50%)</td>
<td>1.10</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>6.</td>
<td>Selection of Auxiliaries</td>
<td>177 (88.50%)</td>
<td>172 (86%)</td>
<td>0.75</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>7.</td>
<td>Use of Preposition</td>
<td>148 (74%)</td>
<td>142 (71%)</td>
<td>0.67</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>8.</td>
<td>Lexical item</td>
<td>190 (95%)</td>
<td>153 (76.50%)</td>
<td>5.30</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>9.</td>
<td>Use of Punctuation marks</td>
<td>189 (94.50%)</td>
<td>187 (93.50%)</td>
<td>0.42</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>10.</td>
<td>Spelling</td>
<td>187 (93.50%)</td>
<td>190 (95%)</td>
<td>0.64</td>
<td>Not significant at 0.05 level</td>
</tr>
</tbody>
</table>
Table 31 reveals that the calculated value of ‘CR’ was found to be 0.29 which is less than the tabulated value at 0.05 level of significance regarding the errors in Word–order. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Assamese Medium and Hindi Medium Secondary School students of Class IX of Dibrugarh district as far as their errors in Word–order are concerned.

Regarding the error in Wh–sentence, the calculated value of ‘CR’ was found to be 1 which is less than the tabulated value at 0.05 level of significance. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Assamese Medium and Hindi Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in Wh–sentence are concerned.

Here, the ‘CR’ with regard to the errors in omission of Articles was found to be 4.03 which is greater than 2.58 (The tabulated value at 0.01 level of significance. So we may reject the null hypothesis at 99% confidence interval and conclude that there was a significant difference between the Assamese Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in Article omission are concerned.

With regard to the errors in insertion of Articles, the value of ‘CR’ was found to be 0.80 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Assamese
Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in insertion of Articles are concerned.

With regard to the errors in use of Verbs in Tense, the value of ‘CR’ was found to be 1.10 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Assamese Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in the use of Verbs in Tense are concerned.

It was observed that regarding the errors in the use of Auxiliaries, the calculated value of ‘CR’ was found to be 0.75 which is less than the calculated value at 0.05 level of significance. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Assamese Medium and Hindi Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Auxiliaries are concerned.

Regarding the errors in the use of Preposition, the calculated ‘CR’ value was found to be 0.67 which is less than 1.96 (The calculated value at 0.05 level of significance). Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Assamese Medium and Hindi Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Preposition are concerned.
With regard to the errors in the use of Lexical items, the calculated ‘CR’ value was found to be 5.30 which is greater than 2.96 at 0.01 level of significance. Therefore, the null hypothesis may be rejected at 99% confidence interval and we can conclude that there was a significant difference between Assamese Medium and Hindi Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Lexical items are concerned.

With regard to the errors in the use of Punctuation marks, the ‘CR’ value was found to be 0.42 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Assamese Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in the use of Punctuation marks are concerned.

Regarding the errors in Spelling, the ‘CR’ value was found to be 0.64 which is less than the calculated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Assamese Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in Spelling are concerned.

The differences may be presented in graphical form in the following way:
Figure 3. Differences between Assamese Medium and Hindi Medium Students of Class IX in Committing Syntactic Errors.

Table 32

Difference between Bengali Medium and Hindi Medium Secondary Students of Class IX of Dibrugarh District in Committing Errors

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Errors</th>
<th>Bengali Medium (200)</th>
<th>Hindi Medium (200)</th>
<th>Critical Ratio (CR)</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word –order</td>
<td>166 (83%)</td>
<td>173 (86.50%)</td>
<td>0.97</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>2.</td>
<td>Wh-sentence</td>
<td>189 (94.50%)</td>
<td>183 (91.50%)</td>
<td>1.17</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>3.</td>
<td>Omission of Article</td>
<td>160 (80%)</td>
<td>167 (83.50%)</td>
<td>0.90</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>4.</td>
<td>Insertion of Articles</td>
<td>150 (75%)</td>
<td>170 (85%)</td>
<td>2.5</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>5.</td>
<td>Use of Verb in Tense</td>
<td>182 (91%)</td>
<td>187 (93.50%)</td>
<td>0.93</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>6.</td>
<td>Use of Auxiliaries</td>
<td>177 (88.50%)</td>
<td>172 (86%)</td>
<td>0.75</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>7.</td>
<td>Use of Preposition</td>
<td>161 (80.50%)</td>
<td>142 (71%)</td>
<td>2.21</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>8.</td>
<td>Use of Lexical item</td>
<td>173 (86.50%)</td>
<td>153 (76.50%)</td>
<td>2.57</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>9.</td>
<td>Use of Punctuation marks</td>
<td>183 (91.50%)</td>
<td>187 (93.50%)</td>
<td>0.76</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>10.</td>
<td>Spelling</td>
<td>183 (91.50%)</td>
<td>190 (95%)</td>
<td>1.4</td>
<td>Not significant at 0.05 level</td>
</tr>
</tbody>
</table>
The calculated value of ‘CR’ regarding the errors in Word –order in Table 32 was found to be 0.97 which is less than 1.96 (The tabulated value at 0.05 level of significance). Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Bengali Medium and Hindi Medium Secondary students of Class IX of Dibrugarh district as far as their errors in Word –order are concerned.

The ‘CR’ value regarding the errors in Wh –sentence was found to be 1.17 which is less than the tabulated value at 0.05 level of significance. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Bengali Medium and Hindi Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in Wh –sentence are concerned.

Here, the ‘CR’ value with regard to the errors in omission of Articles was found to be 0.90 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Bengali Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in Article omission are concerned.

With regard to the errors in insertion of Articles, the value of ‘CR’ was found to be 2.5 which is greater than 1.96 (The tabulated value at 0.05 level). So we may reject the null hypothesis at 95% confidence interval and conclude that there was a significant difference between the Bengali Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in insertion of Articles are concerned.
With regard to the errors in use of Verbs in Tense, the value of ‘CR’ was found to be 0.93 which is less than the tabulated value at 0.05 level of confidence. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Bengali Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in the use of Verbs in Tense are concerned.

It was observed that regarding the errors in the use of Auxiliaries, the calculated ‘CR’ value was found to be 0.75 which is less than the tabulated value at 0.05 level of confidence. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Bengali Medium and Hindi Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Auxiliaries are concerned.

Regarding the errors in the use of Preposition, the calculated value of ‘CR’ was found to be 2.21 which is greater than 1.96 (The calculated value at 0.05 level). Therefore, we can reject the null hypothesis at 95% confidence interval and conclude that there was a significant difference between Bengali Medium and Hindi Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Preposition are concerned.

With regard to the errors in the use of Lexical items, the calculated ‘CR’ value was found to be 2.57 which is greater than the calculated value at 0.05 level of significance. Therefore, the null hypothesis may be rejected at 95% confidence interval and we can conclude that there was a significant difference between Bengali Medium and Hindi Medium students of Class IX in Secondary Schools of Dibrugarh district as far as their errors in the use of Lexical items are concerned.
With regard to the errors in use of Punctuation, the ‘CR’ value was found to be 0.76 which is less than 1.96 (The tabulated value at 0.05 level). So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Bengali Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in the use of Punctuation marks are concerned.

Regarding the errors in Spelling, the ‘p’ value was found to be 1.4 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Bengali Medium and Hindi Medium students studying in Class IX of Secondary Schools of Dibrugarh district as far as their errors in Spelling are concerned.

The differences of syntactic errors committed by Bengali and Hindi Medium Students of Class IX may be graphically represented in the following way:

![Figure 4. Differences between Bengali Medium and Hindi Medium Students of Class IX in committing syntactic errors.](image-url)
Table 33
Difference between Boys Students and Girls Students of Class IX Vernacular Medium Secondary Schools of Dibrugarh District in Committing Errors

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Boys(300)</th>
<th>Girls(300)</th>
<th>Critical Ratio (CR)</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word –order</td>
<td>262 (87.33%)</td>
<td>252 (84%)</td>
<td>0.95</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>2.</td>
<td>Wh-sentence</td>
<td>280 (93.33%)</td>
<td>269 (89.66%)</td>
<td>1.32</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>3.</td>
<td>Omission of Article</td>
<td>229 (76.33%)</td>
<td>230 (76.66%)</td>
<td>0.07</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>4.</td>
<td>Insertion of Article</td>
<td>234 (78%)</td>
<td>250 (83.33%)</td>
<td>1.35</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>5.</td>
<td>Use of Verbs in Tense</td>
<td>280 (93.33%)</td>
<td>270 (90%)</td>
<td>1.20</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>6.</td>
<td>Selection of Auxiliaries</td>
<td>256 (85.33%)</td>
<td>270 (90%)</td>
<td>1.42</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>7.</td>
<td>Use of Preposition</td>
<td>212 (70.66%)</td>
<td>239 (79.66%)</td>
<td>2.08</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>8.</td>
<td>Use of Lexical items</td>
<td>279 (93%)</td>
<td>237 (79%)</td>
<td>4.04</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>9.</td>
<td>Use of Punctuation marks</td>
<td>278 (92.66%)</td>
<td>281 (93.66%)</td>
<td>0.39</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>10.</td>
<td>Spelling</td>
<td>281 (93.66%)</td>
<td>279 (93%)</td>
<td>0.26</td>
<td>Not significant at 0.05 level</td>
</tr>
</tbody>
</table>

In Table 33 it shows that the calculated value of ‘CR’ regarding the errors in Word –order was found to be 0.95 which is less than the tabulated value at 0.05 level of significance. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference.
between Boys and Girls students of Vernacular Medium Secondary Schools of Class IX of Dibrugarh district as far as their errors in Word–order are concerned.

The ‘CR’ value regarding the error in Wh–sentence was found to be 1.32 which is less than the tabulated value at 0.05 level of significance. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Boys and Girls students of Class IX in Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in Wh–sentence are concerned.

Here, the ‘CR’ value with regard to the errors in omission of Articles was found to be 0.07 which is less than 1.96 (the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Boys and Girls students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in Article omission are concerned.

With regard to the errors in insertion of Articles, the value of ‘CR’ was found to be 1.35 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Boys and Girls students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in insertion of Articles are concerned.

With regard to the errors in use of Verbs in Tense, the value of ‘CR’ was found to be 1.20 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that
there was no significant difference between the Boys and Girls students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Verbs in Tense are concerned.

It was observed that regarding the errors in the use of Auxiliaries, the calculated ‘CR’ value was found to be 1.42 which is less than 1.96 (The tabulated value at 0.05 level). Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between the Boys and Girls students of Class IX in Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Auxiliaries are concerned.

Regarding the errors in the use of Preposition, the calculated value of ‘CR’ was found to be 2.08 which is greater than 1.96 (The tabulated value at 0.05 level). Therefore, we can reject the null hypothesis at 95% confidence interval and conclude that there was a significant difference between Boys and Girls students of Class IX in Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Prepositions are concerned.

With regard to the errors in the use of Lexical items, the calculated ‘CR’ value was found to be 4.04 which is greater than 2.58 at 0.01 level of significance. Therefore, the null hypothesis may be rejected at 99% confidence interval and we can conclude that there was a significant difference between Boys and Girls students of Class IX in Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Lexical items are concerned.

With regard to the errors in use of Punctuation marks, the ‘CR’ value was found to be 0.39 which is less than the tabulated value at 0.05 level of significance.
So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Boys and Girls students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Punctuation marks are concerned.

Regarding the errors in Spelling, the value of ‘CR’ was found to be 0.26 which is less than 1.96 (The tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Boys and Girls students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in Spelling are concerned.

The differences of the syntactic errors committed by the Boys and Girls Students of Vernacular Medium may be graphically represented as hereunder:

![Graph showing differences between Boys and Girls Students of Class IX of Vernacular Medium in committing syntactic errors.](image)

**Figure 5. Differences between Boys and Girls Students of Class IX of Vernacular Medium in Committing Syntactic Errors.**
Table 34

Difference between Urban and Rural Students of Class IX Vernacular Medium Secondary Schools of Dibrugarh District in Committing Errors

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Errors</th>
<th>Urban(300)</th>
<th>Rural(300)</th>
<th>Critical Ratio(CR)</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word –order</td>
<td>253 (84.33%)</td>
<td>261 (87%)</td>
<td>0.76</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>2.</td>
<td>Wh-sentence</td>
<td>273 (91%)</td>
<td>276 (92%)</td>
<td>0.35</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>3.</td>
<td>Omission of Article</td>
<td>222 (74%)</td>
<td>237 (79%)</td>
<td>1.18</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>4.</td>
<td>Insertion of Articles</td>
<td>239 (79.66%)</td>
<td>245 (81.66%)</td>
<td>0.50</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>5.</td>
<td>Use of Verbs in Tense</td>
<td>275 (91.66%)</td>
<td>270 (90%)</td>
<td>0.57</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>6.</td>
<td>Selection of Auxiliaries</td>
<td>265 (88.33%)</td>
<td>261 (87%)</td>
<td>0.40</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>7.</td>
<td>Use of Preposition</td>
<td>222 (74%)</td>
<td>229 (76.33%)</td>
<td>0.54</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>8.</td>
<td>Use of Lexical item</td>
<td>265 (88.33%)</td>
<td>251 (83.66%)</td>
<td>1.34</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>9.</td>
<td>Use of Punctuation marks</td>
<td>280 (93.33%)</td>
<td>279 (93%)</td>
<td>0.13</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td>10.</td>
<td>Spelling</td>
<td>280 (93.33%)</td>
<td>276 (92%)</td>
<td>0.51</td>
<td>Not significant at 0.05 level</td>
</tr>
</tbody>
</table>

Table 34 reveals that regarding the errors in Word –order the value of ‘CR’ was found to be 0.76 which is less than 1.96 (The tabulated value at 0.05 level). Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Urban and Rural Vernacular Medium Secondary School students of Class IX of Dibrugarh district as far as their errors in Word –order are concerned.
The value of ‘CR’ regarding the errors in Wh–sentence was found to be 0.35 which is less than the tabulated value at 0.05 level of significance. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Urban and Rural students of Class IX in Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in Wh–sentence are concerned.

Here, the ‘CR’ value with regard to the errors in omission of Articles was found to be 1.18 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Urban and Rural students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in Article omission are concerned.

With regard to the errors in insertion of Articles, the value of ‘CR’ was found to be 0.50 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Urban and Rural students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in insertion of Articles are concerned.

With regard to the errors in use of Verbs in Tense, the value of ‘CR’ was found to be 0.57 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Urban and Rural students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in use of Verbs in Tense are concerned.
Dibrugarh district as far as their errors in the use of Verbs in Tense are concerned.

   It was observed that regarding the errors in the use of Auxiliaries, the calculated ‘CR’ value was found to be 0.40 which is less than the tabulated value at 0.05 level of significance. Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between the Urban and Rural students of Class IX in Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Auxiliaries are concerned.

   Regarding the errors in the use of Preposition, the calculated ‘CR’ value was found to be 0.54 which is less than the tabulated value at 0.05 level of significance. Therefore, we can accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between Urban and Rural students of Class IX in Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Preposition are concerned.

   With regard to the errors in the use of Lexical items, the calculated ‘CR’ value was found to be 1.34 which is less than 1.96 (The tabulated value at 0.05 level). Therefore, the null hypothesis may be accepted at 95% confidence interval and we can conclude that there was no significant difference between Urban and Rural students of Class IX in Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Lexical items are concerned.

   With regard to the errors in use of Punctuation, the value of ‘CR’ was found to be 0.13 which is less than the tabulated value at 0.05 level of
significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Urban and Rural students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in the use of Punctuation are concerned.

Regarding the errors in Spelling, the ‘CR’ value was found to be 0.51 which is less than the tabulated value at 0.05 level of significance. So we may accept the null hypothesis at 95% confidence interval and conclude that there was no significant difference between the Urban and Rural students studying in Class IX of Vernacular Medium Secondary Schools of Dibrugarh district as far as their errors in Spellings are concerned.

The following figure represents the differences between Urban and Rural students of Class IX of Vernacular Medium regarding the syntactic errors:

![Figure 6. Differences between Urban and Rural Students of Class IX of Vernacular Medium in Committing Syntactic Errors.](image_url)
REFERENCES


