CHAPTER VI

SUMMARY, MAJOR FINDINGS, LIMITATIONS AND SUGGESTIONS
CHAPTER VI

SUMMARY, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

6.1 Summary

Man is a social being. Man lives in the society, which needs communication. The communication is oral or written through with language only. Language is an essential tool for man. Language is made up of words and phrases. These are the symbols for the ideas and experiences. Man starts accumulating from the time he is born into this world. The stock of these words that man possesses is vocabulary.

Just as food is essential for the physical growth and development of the individual, there is need for the intake of vocabulary for his mental development. This mind development would enable him to master the language. A large vocabulary is essential for mastering the language. With too many words or limited vocabulary made the individual collapsing the language development due to misunderstanding. Hence, knowledge of words is very essential.

English is an international language. Pandit Jawaharlal Nehru, the first Prime minister of India, describes it as the window of the world. The advancements in science and technology are taking place at a very fast pace, the learning of English will enable us to catch up with the rest of the world. Therefore, the knowledge of English is an assist to the Indian student. Sufficient vocabulary is necessary to master the sound system and structures of the language, which come only through proper exposure to them. The more the input is the better the vocabulary. Thus, the input of the English language my take place in the English classroom, at home, in the library and in better social environment.

Vocabulary is an important aspect of language. A person's knowledge depends on the bulk of English vocabulary he possesses. The success of an individual is governed by his vocabulary. It develops one's command over the language that develops confidence in him. Lack of sufficient words or inability to recall the correct words make one inefficient in expression, be it oral or written. The English vocabulary is a must for the student for higher education and professional life. In view of the need and importance of English vocabulary it is felt that the factors contributing to the improvement or development be studied.
Word recognition must become something children can do on their own, because they will quickly be expected to read words they have never before seen in print. Only a few thousand words usually receive direct instruction in the primary and secondary grades. It would be impossible to directly teach children all the words they encounter in print. For the Indian students good command in English vocabulary is an asset in their higher education and will very useful in their professional life. In view of the need and importance of the acquisition of English vocabulary, it is felt that the factors contributing to the improvement or development is to be studied. Many social, psychological and personality factors do affect the development of the vocabulary among the children. Some of them are discussed here.

The 'sociological factors' tend to include the social, educational, professional/occupational and economic status of the parents. The home conditions, school and environmental facilities are also will be considered. In countries like India educational status goes with professional status and both go a great deal to count the social status. Merchants and landlords are often richer than the educated officers. Therefore, the income can be considered as a separate factor viz. Economic conditions / factor.

Home is the place where the pupil has more opportunities to improve his knowledge. Whatever the parents say or do draws the attention of the child. The home conditions can facilitate the pupils learning of the English vocabulary. If the parents speak to the child in English or encourage the pupil to read English books or listen to Radio and to view the television programmes in English, this will naturally be another source of English vocabulary.

Socio-economic Status have been widely researched as likely correlates of school achievement and findings indicate a strong association due to reduced educational and employment opportunities, deprived living conditions, less educationally stimulating experiences and discrimination on grounds of caste, religion or colour. Indian studies have reported favourable findings in the context of underachieving children from scheduled castes and tribes and lower income groups.. Mothers' educational level has been found to be significantly associated with wider vocabulary and higher scores in all aspects of language development and attainment in reading at the end of nursery (Tizard et al., 1988).
In the Indian context, due to the large economic and social disparities, home background is likely to be an important factor influencing acquisition of vocabulary in English. It was defined in the study as including family income, parents’ education and occupation. Family structure is also important in India in terms of educational opportunity and access, as families include both ‘extended’ families in which members of perhaps two or three generations live together as one household, and ‘nuclear’ families consisting of a couple and their children. An additional factor is the number of children in the family as it is likely that in a hugely populated nation such as India, family size could be associated with the extent of educational opportunities and ultimately influence the levels of vocabulary acquisition.

The ‘psychological’ factors viz., intelligence, attitude towards the subject, mental health, interest, classroom activities, leisure time activities, study habits etc., may have certainly influence the level of acquisition of the vocabulary.

The concept of study habits has become an important area of educational research in recent times. Students use different styles of study habits while reading at homes and in schools. Child is not born with innate ability to perform any activity in his environment. This activity is generally formulated, acquired, cultivated and fixed by repeated efforts. This is what we term as “Habit”. The ability to form habit is the most striking and useful characteristic of the growing child. This tendency gets firmly conditioned during the adolescent period. It is generally believed that cultivation of proper habits is the sole aim of education and those habits are the fly-wheels of vocabulary development.

Vocabulary acquisition is a multifaceted problem. It is well accepted that besides curricular factors, individual’s study habits play a pivotal role in determining his vocabulary acquisition. A reader’s progress or failure in vocabulary development depends upon several factors like interest in subject, encouragement by parents and teachers, reading facilities, reading habits of the students, home and environmental variables. Although some students excel in learning a foreign language, many students fail to achieve their desired levels of comprehension and achievement. The use of effective study habits has been found consistently to be related to vocabulary acquisition.
Outside the classroom the child has his own leisure time. The leisure time can be in reading English newspapers or comics or magazines are very interesting and at the same time the pupil will learn unconsciously. Leisure time activities contribute to the development of vocabulary. If the child learns under stress and fear complex, then learning becomes secondary. The fear of the subject and the emotional toils connected with it will draw the student away from the English class. This movement will gradually increase the distance between the teacher and the taught and it will become an obstacle in the process of learning.

The Significance of the Problem

Learning to read is difficult. It depends upon both learning to read words and having background knowledge of concepts and the world to understand the text. The sheer volume of words that children are expected to read quickly and accurately is daunting. This means that they must be able to recognize these words and know their meanings. Research indicates that early school development of vocabulary and world knowledge is especially critical for children who come from impoverished homes.

Right perceptions are necessary among the teachers and parents about the various factors involved in the development of the pupils' vocabulary. After the shift in the emphasis of English from the first language to third language position, there is a steady decline in the standard of English. There is an educational and social need to study the factors that influence vocabulary acquisition of high school pupils to draw up conclusions for the poor/better vocabulary, to prepare a tool to predict the achievement levels of the individuals who are studying English as a foreign language and second language and to suggest measures for further improvement of acquisition of vocabulary. Adequate command in the vocabulary will help to decrease this decline. Therefore, there is need to find out the ways of developing the pupil's English vocabulary.

A very few investigations have been reported in India by the researchers in the area of reading achievement in relation to certain psycho-sociological variables, particularly, for the students who are studying English as a foreign language and second language in other than English medium schools. Studies are not available to find the influence of demographic factors, study habits, personality factors and personal factors of the students on vocabulary acquisition in English, which is being taught as a
second language and which is purely a foreign language for Telugu medium students in Andhra Pradesh. And no standardized tool has been developed by the investigators to predict the vocabulary acquisition of the foreign language learners studying in different types of schools in which Telugu is the medium of instruction.

The above crucial conditions led the investigator to attempt to develop and standardize a tool to measure the vocabulary acquisition levels of the high school students and to study the influences of various demographic variables, personality variables, study habits and personal factors on vocabulary acquisition in English.

Statement of the Problem

The present study is concerned with the vocabulary acquisition of high school pupils in English as a foreign language. It examines the similarities or differences in the performances of class VIII pupils' acquisition of vocabulary in the government and private schools lies in rural and urban localities. This study establishes the relationship between vocabulary and other variables namely personality factors, study habits and demographic variables such as personal characteristics, school conditions, home background and socio-economic conditions of the high school pupils studying in Chittoor District of Andhra Pradesh.

Title of the Problem

The title of the present study is stated as *The acquisition of active and passive vocabulary in English of pupils of VIII class in relation to certain Social-Psychological factors: A Study.*

Here vocabulary is inclusive of both active and passive vocabulary. The active and passive vocabulary is together tested as vocabulary as there are only 31 passive words and they were not separately tested.

Need for the Study

There is an educational and social need to identify the factors, which influence the vocabulary acquisition of high school pupils in English (in Telugu Medium schools) and suggest remedial measures and further studies. As early as 1956, the Official Language Commission stressed the need for the Teaching of English principally as a language of comprehension.
For the majority of Indian students who are getting school education in their mother tongue (regional language i.e. Telugu), the English class in the school is likely to be the only place for listening, speaking, reading and using English. Next to school, at home and in society, the parents and others may contribute to the vocabulary acquisition directly or indirectly.

Vocabulary acquisition continues to be one of the most important variables held in high esteem in all cultures, countries and times. Hence the research related to the area of acquisition of vocabulary is an ever-growing concern of the researchers, educationists and administrators.

Attention of the educationists and researchers has been directed to this field of research and a few studies have been reported in India by the investigators in the languages of Hindi, Kannada, Tamil, Marati, Gujarati, and Telugu. The paucity of reading tests and other allied literature is not adequately available in India to measure the vocabulary acquisition of Class VIII pupils in English.

The above crucial conditions led the investigator to make an attempt in the area of vocabulary acquisition of Class VIII pupils in English in relation to certain socio-psychological factors.

**Purpose of the Study**

The present study aims at investigating the ability of VIII pupils, in vocabulary in relation to certain socio-psychological factors. The purpose of the present study is an attempt to answer the following research questions.

i) What is the general level of acquisition of VIII class pupils in vocabulary, in English, which is being studied as a third language?

ii) Whether there is any relationship between vocabulary in English and the different management institutions viz., Government and Private schools.

iii) Whether there exists any relationship between levels of acquisition vocabulary class VIII pupils and other variables namely gender, personal characters, school environment, home atmosphere and socio-economic factors of their families.

iv) Whether there is any significant relationship between the study habits of the class VIII pupils regarding English and their acquisition levels in vocabulary scores.
v) Whether there is any relationship between personality factors and acquisition of vocabulary levels of class VIII pupils in English.

vi) Whether there is any impact of demographic variables on vocabulary of class VIII pupils in English.

vii) Whether there is any impact of self-concepts on acquisition of vocabulary of class VIII pupils in English.

viii) Whether it is possible to predict the acquisition of vocabulary levels in English with the help of demographic, personality, self concepts and study habits of class VIII pupils.

Scope of the Study

Scope means area, sphere, field or range within which any form of activity takes place. The primary intention of the investigation is to find the relationships or differences between the acquisition of vocabulary of class VIII pupils studying in different kinds of educational institutions like Government High Schools and Private High Schools situated in Chittoor District of Andhra Pradesh.

This investigation has attempted to identify personality factors, study habits, home environment socio-economic status and leisure time activities of the class VIII pupil. The influence and impact of these variables on vocabulary are studied in relation to the personality factors. The impact of personal factors, school factors, home factors on vocabulary is also investigated.

Objectives of the Study

The study is undertaken with the following objectives:

i) To estimate the general level of acquisition of English vocabulary of class VIII pupils.

ii) To identify the different categories of vocabulary acquisition in English of class VIII pupils.

iii) To compare the level of acquisition of vocabulary of class VIII pupils studying in different administrative types of schools namely Government and Private schools, studying in rural and urban areas and boys and girls and to examine the significance or otherwise of these differences.
iv) To compare or contrast the level of acquisition of vocabulary with the home environment of the class VIII pupils.

v) To compare or contrast the level of acquisition of vocabulary with the socio-economic status of the class VIII pupils.

vi) To find the influence of the leisure time activities on the level of acquisition of vocabulary of the class VIII pupils.

vii) To find the influence of the study habits on the level of acquisition of vocabulary of the class VIII pupils.

viii) To compare or contrast the level of acquisition of vocabulary with personality factors of the class VIII pupils.

ix) To develop multiple regression equations in order to predict the level of acquisition of vocabulary in relation to social, psychological, demographic and personality variables of VIII class pupils.

**Hypotheses**

A hypothesis states what we are looking for. It is a proposition which can be put to test to determine its validity. It may prove or disprove.

The hypotheses are setup in a null form, as this form of hypothesis is akin to the legal principle that a man is innocent until he is proved guilty. The null hypothesis assumes that observed difference is attributable by sampling error and true difference is zero. The statistical test of significance is used to accept or reject the null hypothesis. The following hypotheses were setup for the investigation.

i. The VIII class pupils do not have the same level of acquisition of vocabulary in English.

ii. There would be no significant difference between the level of acquisition of active vocabulary and passive vocabulary of the class VIII pupils.

iii. The VIII class pupils studying in Government and Private schools do not have significant differences in their level of acquisition of vocabulary in English.

iv. Rural and Urban students of class VIII do not differ significantly in their level of acquisition of vocabulary in English.
v. Boys and Girls of studying class VIII do not differ significantly in their level of acquisition of vocabulary in English.

vi. Home Environment of the pupils would not turn out to be significant predictor of acquisition of vocabulary in English.

vii. Socio-economic status of the pupils would not turn out to be significant predictor of acquisition of vocabulary in English.

viii. Study habits of the pupils would not turn out to be significant predictor of acquisition of vocabulary in English.

ix. Leisure time activities of the pupils would not turn out to be significant predictor of acquisition of vocabulary in English.

tax. Personality factors would not play significant role in predicting the acquisition of vocabulary of the class VIII pupils in English.

xi. No independent variable out of 44 (all the variables in the study) variables in the study turn out to be significant predictors of acquisition of vocabulary of the class VIII pupils in English.

Variables Included in the Study

The present study envisages an investigation into the influences of a number of Socio-psychological variables on vocabulary acquisition. Hence the following Socio-psychological variables are studied:

It is obvious that the dependent variable in the present investigation was — acquisition of vocabulary in English of the VIII class pupils.

Although there are different independent and intervening variables which may influence the dependent variable, a few of such variables were considered in this study.
Research Tools

- The investigator has developed vocabulary test and standardized to measure the acquisition of vocabulary levels of the class VIII students in English.


- Socio-economic Status Scale developed and standardized by Singh and Sexena (1999) was adopted.

- Leisure time activities scale was developed by Eva Elizbeth (1992) was adopted.

- Study Habits Inventory developed and standardized by Dr B.V. Patel (1975) was adopted.

- Cattle’s 14 Personality Factors of HSPQ was adopted to measure the personality traits of the students.

- Personal Data Questionnaire was developed by the investigator to measure the demographic variables.
Sample

The sample for the investigation consisted of 1600 pupils studying class VIII. The stratified random sampling technique was adopted in three stages. In the first stage, the stratification was made on the basis of Locality (Rural and Urban School Pupil). The second stratification was made on the basis of gender of the student i.e. boys and girls. And in the third stage, on the basis of management of the schools, where the students are studying i.e. Government School or Private School, the stratification was made. 40 high schools were selected for this investigation from each of the stratification sub-groups.

The study was essentially a $2 \times 2 \times 2$ factorial design (2 localities $\times$ 2 gender $\times$ 2 managements). The sample for the present study was thus, 1600 students studying VIII class were equally distributed between 2 localities, between 2 genders and between 2 managements. Thus, the sample of students was selected by a multiple stratified random sampling procedure.

The distribution of the sample of students for the final study under different categories is shown hereunder.

<table>
<thead>
<tr>
<th>Locality</th>
<th>Rural</th>
<th>Urban</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Government</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Private</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>

Administration of Tools and Data Collection

The investigator in person visited the sample schools with the permission of the head of the institution. The required number of pupils were selected at random and given the instructions orally about the data gathering tools and motivated to respond genuinely to the items.
The booklets and answer sheets were distributed among the selected students. The instructions were read out and the purpose of investigation was explained to motivate them to give answers in a proper manner. Sufficient time was provided for the students to give answers to the questionnaires. The investigator took care to ensure that all the questions were answered by the students following the instructions.

Vocabulary Test, socio-economic status scale, home environment inventory, study habits and leisure time activities scales were given in the morning one after the other with a break of 10 minutes. After the completion of sufficient time the investigator had collected the booklets and answer sheets.

In the afternoon the HSPQ was given and the students were instructed on how to answer each questionnaire. They were assured that the information given by them would be kept confidential. The investigator requested the students to respond to the questions genuinely to help him to find solutions to the research problems. The investigator helped the students wherever they raise doubts in understanding the questions.

After successful completion of the test, the investigator collected the booklets and answer sheets thanking the students for their good cooperation.

After the data collection the investigator consulted the head of the institution and obtained the common examination marks from the school register for the pupil who gathered the data. This was taken as the indices of the level of their academic achievement in the concerned subject i.e. English.

**Analysis**

The analysis was carried out, on the basis of objectives of the study and hypotheses formulated, by employing statistical techniques.

i. Frequency distributions were calculated wherever necessary.

ii. Measures of central tendency, Measures of dispersion, skewness, kurtosis, and coefficient of variance were calculated wherever necessary.

iii. The ANOVA and 't' – test were used in the study to test the significant differences.
iv. Multiple ‘R’ was calculated by carrying out the step-wise regression analysis to find out whether it was possible to estimate the study habits score of the pupils.

v. Necessary graphs were used for the study.

6.2 Major Findings of the Study

6.2.1 Distribution Characteristics of Vocabulary Acquisition Scores

i. The mean total vocabulary acquisition score for the whole group (N = 1600) is 58.58 and the median is 61.00. Since there is no significant difference between mean and median, the distribution is normal. The magnitude of Skewness is -0.365 and Kurtosis is -0.929. Hence the frequency distribution of total vocabulary acquisition scores for the whole group pupil is slightly leptokurtic.

ii. The mean value on vocabulary acquisition scores for rural pupil is 56.69 and for urban is 60.47. It can be inferred that urban pupil possessed better vocabulary acquisition than rural pupils.

iii. The mean value on vocabulary acquisition scores for government school pupil is 56.99 and for private school is 60.17. It can be inferred that private school pupil possessed better vocabulary acquisition than government school pupils.

iv. The mean value on vocabulary acquisition scores for boys is 58.40 and for girls is 58.76. Though the girls possessed a little better in total vocabulary acquisition than boys, however statistically it is in significant. In the case of active vocabulary, girls (50.07) studying in Government schools were significantly better in their level of vocabulary acquisition than boys (47.33) of Government schools.

v. The similar trend was found in the active vocabulary acquisition and passive vocabulary acquisition scores.

vi. The locality of the pupil showed a significant influence on the level of vocabulary acquisition among the pupils. There was a significant difference in the case of boys who are studying in government and private schools.

vii. Type of family of the pupils living with showed a significant influence on their acquisition of passive vocabulary only.
viii. Size of the family of the pupils also showed its significant influence on their level of acquisition of passive vocabulary only.

ix. Caste of the pupil showed a great influence on their level of acquisition of total vocabulary and active vocabulary.

x. Similarly Religion of the pupils showed a great influence on their level of acquisition of total vocabulary and active vocabulary.

xi. Type of school, where the pupils studied their VII class showed a significant influence on their acquisition of total vocabulary and also on active and passive vocabularies.

xii. Father Educational level of the pupils showed a significant influence on their level of acquisition of active and passive vocabulary.

xiii. Home Environment of the pupils influenced their level of acquisition of vocabulary and active and passive vocabulary also.

xiv. Only Personality Factor – A of pupil showed a significant influence on their level of total acquisition of vocabulary. In the case of Active vocabulary personality factors – A, C, D and F showed their significant influence and in the case of Passive vocabulary personality factors – B, C and F showed their influence.

xv. Only 3.80% of the variance in Total Vocabulary Acquisition was predicted by the variables – Locality, Management, Personality Factor-1 and Home Environment of the pupil. That means locality, management, pf-1 and home environment of the pupils were found to be the significant predictors which have strong association with the Total Vocabulary Acquisition.

xvi. Only 4.30% of the variance in Active Vocabulary Acquisition was predicted by the variables – Management, Locality, Personality Factor-4, Home Environment and Personality Factor-1 of the pupil. That means management, locality, personality actor-4, home environment and personality factor-1 of the pupils were found to be the significant predictors which have strong association with the Active Vocabulary Acquisition.
Only 4.01% of the variance in Passive Vocabulary Acquisition was predicted by the variables – Personality Factor-3, Locality, Management and Personality Factor-8 of the pupil. That means Personality Factor-3, Locality, Management and Personality Factor-8 of the pupil were found to be the significant predictors which have strong association with the Passive Vocabulary Acquisition.

6.3 Educational Implications

Language is a system comprising of the elements like sound system-phonology and the structural or the grammatical elements and vocabulary. Vocabulary development must be seen as organic part of a language system involving listening, speaking, reading, writing, visualizing and observing. Inadequate vocabulary skills results in inadequate conceptualization and this ultimately leads to confused comprehension and low reading achievement. In India, English has been playing the role of link language. It is the language of the source of knowledge.

The overall analysis of the findings of the study led to certain inferences that can be applied to the classroom situation and the individual pupils and parents to improve the English vocabulary of the secondary school pupil at all the classes.

The English teacher can try to improve the fear about the English language and the feeling that English is a difficult subject. The pupils can be given the opportunity to make use of the words in the class, the students can be asked to frame sentences with the new words orally in the classes.

The teacher in the rural school must devote more time to teach new words and teach them in an interesting way. The first thing that the rural teacher says – “our students are poor at English”. The teacher attributes this to the rural environment and the limited exposure that the child gets. The teacher can make the class into a place of wide exposure, by using pictures and objects.

The teacher has to change his attitude and made the class mere interesting by making use of the simple teaching learning material. The teaching of English words ought to be combined with real language context and the teacher should be innovative in this regard. Pupils could be made to develop increased interest in reading and proper self-study habits. They should be given training in exploiting the informal sources of language learning like books, magazines, story books, radio, television and co-curricular activities. They could be given practice in identifying words of different kinds – homophones, homonyms similarly affixed words etc.
The teacher should check the pupils progress now and then and encourage the pupils to do more. The learning of English Vocabulary is also influenced by the attitude of the learner. If the learner is alert, attentive and interested in the material to be learnt, he is bound to have a favourable attitude towards it. Such an attitude will enable him to tackle the learning situation economically, pleasantly and effectively.

Desirable emotional conditions enhance the speed of learning. This could be applied to the learning of English vocabulary. Happiness, joy and satisfaction are always favourable for any type of learning. Adverse emotional factors would hinder learning. Many studies have established the fact that emotional strain, stress, tensions, disturbances, etc. The most common emotional provocations – are inferiority complex, frustration, previous expressions of school failure, humiliating attitude of the teachers and classmates etc.

A considerate teacher can locate the pupils suffering from these emotional impediments to learning English and help them to overcome these obstacles. The role of family expectancy forces encouragement for the acquisition of English vocabulary. Child’s learning is greatly influenced by the ambitions, aspirations and encouragement of the parents.

The investigator observed that the class reader contains a number of exercises to reinforce the vocabulary that is introduced. But the students just dictated the answers or they found answers in the guides or question banks. From the oral information collected from the teachers while administrating the test, it was known that the teachers do not make use of any teaching-learning material even though they are available. The investigator found the teacher making use of the radio lesson for social studies and sciences, the same teacher expressed inability to use radio lesson in English. Their reason for not using was that they found the radio lessons to be difficult to follow.

The analysis of the test revealed that in general the pupils were poor in the use of the antonyms, prefixes and suffixes. The teacher can take more care about these aspects of the English Vocabulary. They can be taught through language games. As Lake (1957) puts it "Every classroom teacher should be virtually interested in establishing a firm base upon which the child might learn to build his vocabulary". The natural process of acquiring a good vocabulary is by absorbing words steadily from extensive reading. Since children spend comparatively less time in reading, the teacher can assign herself on to this by incorporating more vocabulary games and puzzles – for children respond easily to them.
6.4 Limitations and Suggestions for Further Research

i. This study is limited to Chittoor District of Andhra Pradesh only. Similar studies can be undertaken covering other districts in the state and it can be extended to other states also.

ii. The present study is limited to VIII class students only. This could be extended to all the other classes like class VI, VII, IX or X.

iii. The sample selected from Telugu medium schools only. This could be extended to where English / Urdu is the medium of instruction.

iv. The present study is only on the pupil studying in government and private schools. This study may be extended on the residential or non-residential schools, corporate schools, Navodaya schools etc.

v. The present study was limited to the study of the words in VII class reader (Telugu Medium). This study could be extended by taking into acquisition of words from the readers of other classes also.

vi. The present study did not classify the acquisition of vocabulary according to the classification of words into structural words and content words. The further study on vocabulary could be done for both structural and content words.

vii. The present study about the independent variable was limited to statements about hearing, vision and general health, all taken together as one. This could be done in a systematic way by dividing this part into different sections – hearing, vision etc., and each one could be treated as a separate variable.

viii. The present study about the vocabulary acquisition did not consider the attainment in the parts of speech like nouns, verbs, articles, prepositions etc. This could be done by giving test items separately on the parts of speech.

ix. In the present study the distribution of vocabulary in each unit, in the reader was not studied. A study could be done on the distribution of words in each unit and analysed for the grading and selecting of vocabulary.
x. The study was limited to vocabulary acquisition as indicated by the ability of the pupil to understand the usage in context, antonyms and definitions and not a mere test of comprehension. The test was constructed by indicating certain items where more than one alternative was found to be acceptable answer. The future researchers may construct such items with an instruction to the subjects to identify the most appropriate alternative instead of a correct one. This study could be undertaken by taking up the vocabulary acquisition at the production level. The study was confined to the vocabulary that was given in their text books.

xi. Mental ability should have an influence over the acquisition of vocabulary. The further studies may include this variable to identify its influence on the vocabulary acquisition.