5.1. Introduction

A good command over English is the key to success in the modern world. Success at school, at work, in business and in social life depends on being able to use words correctly, confidently and persuasively. Most challenging of all, however, is the confusing number of words that look and spell the same, but have often widely different meanings. Standards are distressingly so low in many schools, in much of broadcasting and the press, and in the public life that many of the educationalists are even urging a return to traditional grammar lessons in the school curriculum.

Certainly correct grammar is important. But good English is more than a matter of grammar, or the combination of words. It involves a respect for individual words, the use of the right word at the right time.

5.2. Lexical Categories

Nouns, verbs, adjectives, adverbs and prepositions are the major word classes of English, and they are the sorts of words we find in dictionaries with meanings attached to them. However, not all words are straightforwardly meaningful in this way, and this
observation paves the way for extending the word classes, which must be recognised in grammars for languages. Let us consider the italicized words in the following example:

“Bill thinks that Tom and Dick have been visiting Harriet to ask for help with one of the assignments, which have to be finished for the next morphology class”.

It is difficult to begin to ascribe a simple meaning to such words in the way that we often do afford for words in our major classes. For instance, imagine being asked by some one who does not know English well what think or assignment means in the above sentence. Since major class words normally denote objects, ideas, events, states properties and so on, native-speakers of English can usually formulate answers of some kind to such questions. Suppose one is asked what that or of or to mean in the above sentence, it is unlikely that one will have any answer.

A better way of thinking of these words is, as fulfilling a particular function in the sentence. For instance, that is traditionally regarded as a subordinating conjunction. It is attached to the beginning of the sentence Tom and Dick have been visiting Harriet .... to indicate that the clause it introduces is a statement rather than a question. The word to in to ask signals that this was the purpose of Tom and Dick’s visits, while the to in to be finished is there simply because it appears to be a part of English grammar that the verb have
in its meaning of obligation must be followed by to and the base form of a verb. From a quite different perspective, which appears to be somehow dependent on the assignments and to be devoid of any meaning in its own right.

The above words, which do not denote objects, ideas, etc., are known as function words and they belong to classes known as functional categories. They are distinguished from nouns, verbs, adjectives, adverbs and prepositions, which are often called content words. This distinction has proved important not only in the description of individual languages but also in the study of the acquisition of language and the study of language disorders. There is an important relationship between function words and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words.

5.3. Analysis

The lexical categories are elicited from the students' response and the data are analysed accordingly. The lexical categories or the production and comprehension of words, which are analysed mainly on the basis of their functional and content meaning in the production of sentences. This chapter also deals with the errors in lexical entries committed by the students because of the influence of L1 and lexical borrowing.
The following analysis concentrates on the errors committed by the students while writing the compositions such as, letter writing, hints development (Autobiography), dialogue writing, job application, invitation and comprehension passage. The informants have written the responses for the given composition and they are analysed.

5.3.1 Ordering Books

The first composition taken up for analysis is letter writing. The students were asked to write a letter either to a bookseller ordering some books for their personal reading, or to The Reader's Digest Association Limited, Mumbai, seeking information regarding the subscription for the magazine.

The letters of the informants were analysed to study the appropriateness of the lexical choices. Some of the words, which they have used while writing the composition, seem to be inappropriate and misleading semantically. The words used are either out of context, or meaning less or new coinage due to L1 influence or wrong spelling. The above said errors are found in the response, from the informants' composition. Such incorrect lexical categories found in the letter writing are analysed in the following passage.

5.3.1.1. Received: Please give me the books.

Expected: Please send me the books.
The informant, while writing the letter, requests the bookseller to send the books through post which he has ordered. The choice of the word given in that context is an inappropriate one, despite the fact that both the lexical items “give” and “send” come under the same grammatical category “verb”.

**5.3.1.2. Received:** I want Gandhiji *history* book.

*Expected:* I want Gandhiji’s *Autobiography*.

The informant, while listing out the books has selected a wrong lexical choice. He likes to order the book on the life of Gandhi. But he has not mentioned the correct title of that book. He should have written either biography or autobiography of Gandhiji. Instead he has written it as a “history book”. This error is due to the informants’ poor vocabulary.

**5.3.1.3. Received:** I want some books for my personal reading from your *entire* shop.

*Expected:* I want some books for my personal reading from your shop.

Though the sentence written by the informant is correct, the lexical entry “entire” in the above sentence is an unwanted one. The sentence will be correct, only if the unwanted addition is taken off.
5.3.1.4. **Received:** I request you to send the book through V.P.P. and I will be much **pleasure**.

**Expected:** I request you to send the book through V.P.P. and I will be much **happy**.

The lexical items “pleasure” and “happy” means the same semantically, but in this context the person is feeling contented on receiving the books which relates the lexical choice “happy” whereas “pleasure” relates to the meaning “delight” which will not suit the above context.

5.3.1.5. **Received:** One book, “**Ignimat**” by A.P.J.Abdul Kalam.

**Expected:** One book, “**Wings of Fire**”/”**Aggini Ciragugal**” by A.P.J.Abdul Kalam

The informant wishes to order the book written by the President A.P.J.Abdul Kalam’s “Wings of Fire” (English) and “Aggini Ciragugal” (Tamil). The informant, due to absent mindedness or improper knowledge on that particular book and its “Title”, even forgetting to recollect has titled the book on his own as “Ignimat”, which is a wrong lexical choice. Semantically, it does not have any meaning; it is a new coinage, resulting from his self-imagination.

5.3.1.6. **Received:** I will give the amount to the **Post-Officer**.

**Expected:** I will give the amount to the **Post-man / Postmaster**.
From the above sentence, it can be said that the informant, while writing the letter to the editor, has mentioned that, the books, which he orders to the publisher, should be sent by post. The request he makes to the bookseller is that he would pay the amount to the postal department. Though he has written the sentence correctly, he has failed in selecting the correct lexical entry.

The expected lexical choice here is either, the “post-man”, one whose job is to deliver and collect letters and parcels that are sent by post. “Post master” is the other lexical option substituting the received response. He is a person who is in charge of the post office. The informant might have selected the lexical item “officer” because he might have registered the meaning that “officer” always refers to a person who has a position of authority, responsibility in an organization. The word “officer” is used in the places such as, armed forces, customs, personnel, police etc.

The postal department has an official by name “post-man” in lower grade and “post-master” in higher grade. So the informant should have selected either the “post-man” or “post-master” in the above said context.

5.3.1.7. Received: I want more books for your book center.

Expected: I want more books from your book center.

The wrong choice of the preposition “for” means appropriate to; in interest; defence; or favour of; in interest as consequence or on
account of; in order to get or reach; so as to start promptly at; not with standing etc.

None of the above meaning can match the above context. So it has to be substituted with “from”, which shows the “origin or source” of any object or thing. In the above sentence, the informant likes to buy a book by placing an order to the bookseller, which acts as a source of supply.

5.3.1.8. Received: I received a books in courier man.

Expected: I received the books from the courier man.

The informant has used the incorrect lexical items while constructing the above sentence. The indefinite article “a” is used before the plural noun “books” and thus the functional lexical item, does not coincide with the content words. Even the preposition “in” in the above sentence has been wrongly used. Thus substituting the article “a” and the preposition “in” with the definite article “the” and the preposition “from” should remodel the above sentence respectively.

5.3.1.9. Received: Please send me the books at my address.

Expected: Please send me the books to my address.

The functional lexical category “at” in the above sentence is a wrong choice by the informant because “at” shows the exact position or particular place, whereas the expected functional category, which
suits the above context, is “to”. So the lexical item “at” has to be substituted with “to” to make it acceptable.

5.3.2. Hints Development (Autobiography)

The second composition given to the students is the “Hints development (Autobiography)”. The informants were asked to develop the given hints into autobiography or story as told by a river. The hints given to the informants are as follows.

**Title:** A River

River as spring in mountains; or from a glacier; mountain torrent; rocky bed; water-falls; tributaries; swollen when snow melts; reaches plains; slow steady river; cultivated fields on banks; irrigation canals taken off; passes villages and small towns; flows through a big town; pollution of waters; boats and ships; fall into sea at big port; etc.

According to the rule, “Hints development (Autobiography)” should be written in the first person singular. The responses from the informants show that out of 143, only 71 have written it in first person and the rest 72 have written it in second and third person.

This section of the chapter aims at finding out the performance level of informants in developing the hints into a short story. The informants have used their imagination to develop the given hints into a story as told by the river. Though they have manifested their creative
skill through proper imagination in expanding the given hints, the language used by them while constructing the sentences is not so attractive. The irregularity in the flow is due to the wrong choice of lexical categories. The functional and content lexical categories selected by the informants, sometimes misleads the meaning contextually.

The faulty lexical categories from the informants' responses are taken up for analysis and they are as follows,

5.3.2.1. **Received:** It reaches the plain *plays*.

**Expected:** It reaches the plain *place*.

The above sentence unveils that the informant has not employed the first person narrative style while developing the given hints into a story as told by the river. So the first step in writing the composition is marked negative. The erroneous construction is due to the homophone, which has mislead the meaning of the sentence. The lexical item "plays" is an incorrect lexical item received from the informant and the expected lexical item is "place". It has to be noted that both the items sound the same. Whereas the spelling and meaning differ contextually.

The word "plays" refers to a lot of meaning depending upon the place of occurrence. They are, occupy; amuse one self pleasantly; perform on musical instrument, take part in games; etc., whereas the
lexical item “place” means particular part of space; order for goods; in suitable place; etc. So the choice of the words is improper.

5.3.2.2. Received: It flows across the hole city.

Expected: It flows across the whole city.

The informant explains the flow of the river here. The above sentence clearly shows that the language selected by the informant is wrong; he has not written the “Hints development (Autobiography)” in the first person. The lexical choice in the response is incorrect. This error, like the previous one is also caused by the confusion in homophonous words.

The lexical item “hole” means empty space in a solid body; opening in or through something; burrow etc., which will not suit the above context, whereas the word “whole” means, “entire”. So the received incorrect lexical item from the informant’s response has to be substituted with the expected lexical item “whole”.

5.3.2.3. Received: I am the river; I development in a mountain.

Expected: I am the river, start as a spring in a mountain.

The informant has selected the lexical item “development”, instead of the more appropriate word “start”. From the given hints, the informant has constructed a sentence to describe the river’s origin. The hints given to them regarding the origin is, “River as spring in mountains”.

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The given hint is developed as in the above sentence by one of the informants. Though the meaning is correct, the lexical item, which has been selected for expanding the hints, is incorrect. The word “development” is referred to “when some one or something grows or changes and becomes more advanced”, whereas the substituting word “start” is used in the context, “to begin at one point and then move to another, in distance or range”. The word “start” suits the above context because, the river starts from the glacier or mountain and flows in the direction downward, only after that it develops into many forms as water falls, stream, river, etc.

5.3.2.4.  Received: The water is suffer from pollution.

Expected: The water is affected by pollution.

The sentence elicited from the response gives a clear picture that the informant has not used the first person singular in writing the “Hints development (Autobiography)”. The informant has developed the given hints “pollution of water” as such by adding and shuffling some lexical items. The incorrect word “suffer” means “a painful experience physically or mentally”. This word does not suit the context because the river is an inanimate creation by natural process, which does not feel any pain physically or mentally. So the correct word, which will suit the context is “affected”, which relates completely for the above context because the pollution affects the river “to have an influence or to cause them a change”.

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5.3.2.5. **Received:** During cold time I freeze myself at the top.

**Expected:** During winter I freeze myself at the top.

It has been traced out that the informant has applied the right rule of the composition, "Hints development (Autobiography)", by writing the story in first person singular. He personifies himself as the river and narrates the story with an added imagination. It is noteworthy that the informant has written the above sentence applying his own imagination and has not referred to the hints given in the questionnaire. An extra message has been added, that during the winter season the river's flow decreases in pressure due to the low temperature that prevails in the higher altitudes. In spite of the imagination the informant has committed an error by selecting the inappropriate lexical word "cold"; it denotes only the climatic condition of the weather or temperature. But a more appropriate word, would be, "winter".

5.3.2.6. **Received:** I manufacturing in the mountain.

**Expected:** I originate in the mountain.

The above sentence speaks on the origin of the river in the mountain. The informant has brought out this message from the hints. While developing the hints, he has selected the wrong choice "manufacturing", for "originate".
The word "manufacturing", connotates, to produce goods, usually in a factory using machines or it may be used as a verb, to invent something, such as an excuse or story, in order to deceive someone. In spite of all these options, the word cannot fill-in to the context. So it has to be exchanged with the correct lexical item "originate", which imports the meaning as, "coming from a particular place; time; situation; etc". This lexical item agrees well with the context because the river starts from a particular place in the mountain and later flows towards the plains.

5.3.3. Dialogue writing

The next composition, given to the informants was the "Dialogue writing". They were asked to write a dialogue in about 10 lines, imagining two friends engaged in a discussion about their hobbies. The responses from the informants regarding this composition are analysed to identify the incorrect use of the lexical categories. A discussion on the performance of the informants is presented below.

5.3.3.1. Received: High Sudha, how are you

Expected: Hai/Hi Sudha, how are you?

The sentence seems ungrammatical because the informant has not marked the punctuation correctly. He has forgotten to put a question mark at the end of the sentence, which is an interrogative sentence. The sentence is erroneous because of the lexical item "high",

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which denotes, "distance; above average; important; mental state; sound; etc". These meanings will never enhance the situation so they have to be exchanged with the agreeable lexical item "Hai /Hi" which imports the meaning for the above situation. "Hai/Hi" is the informal salutation to greet a person whom we meet.

The problem in the above sentence is due to the "homophones". Though both the received and expected words sound the same, there are differences in their spelling and usage.

5.3.3.2. **Received:** Ya, you are right friend, even I do paintings, and **right** songs.

**Expected:** Yah, you are right friend, even I do paintings and **write** songs.

This error is also due to the confusion brought out by the "Homophones". The informant has selected the same pair of homophones, which has the same sound, "right; write", and tried to apply in the same sentence. The word "right", denotes, "correct; exact; etc.", whereas the word "write" means, to make marks which represent letters; words or numbers on a surface, such as paper or a computer screen; using a pen, pencil or key board; or to use this method to record thoughts, facts or messages. In spite of all the possible meaning, the lexical item "write" should be preferred, because the informant expresses his interest in writing songs as a message to his friend.
5.3.3.3. Received: What is your like favourite place?

Expected: Which is your favourite place?

The interrogative adjective “what” should be replaced by “which” because “what”, is used to ask for information about people or things, whereas “which” is used as the subject or object of a verb to show what thing or things referring to, or to add information about the thing just mentioned. It is used usually for things not people. The lexical item “like” has to be deleted because both the items “like” and “favourite” are semantically same, so any one of them can be placed in the above sentence.

5.3.3.4. Received: What is your hobby in your waste time?

Expected: What is your hobby in your leisure / free time?

The lexical item “waste” in this sentence is unacceptable. A more appropriate lexical item for the above context may be “leisure / free” time. The word “waste” means “useless”. Hence, the hobby selected should be useful and time worthy. So the apt word for the above context should be “leisure” which denotes, “the time when we are not working or doing other duties; describes an action that is done in a relaxed way, without hurrying”.

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5.3.3.5. Received: In which ingredient you are expert?

**Expected:** In which dish are you an expert?

The word “ingredient” is a component part in mixture that is used with the other foods in the preparation of a particular dish, whereas, “dish” is a particular kind of food prepared in a particular way as part of a meal. The informant should have written the correct lexical item “dish” which suits the above context.

5.3.4 Job Application

The next composition in the questionnaire is the “job application”. The informants were asked to draft an application in response to the advertisement in “The Hindu”. Applications were invited for, the post of secretary for a firm, from first class under graduate degree holders with higher in typewriting and sound knowledge in short hand. Knowledge of computers is preferable.

The informants were asked to draft a bio-data in response to the above notification enclosed with the introductory letter. The informants have committed a lot of wrong choice of the lexical categories in drafting the “job application”, enclosed with the “bio-data”. They are as follows.

5.3.4.1. Received: I kept my bio-data with this letter

I was connecting my bio-data with the letter
I joint my bio-data with this

**Expected:** I have enclosed my bio-data with this letter.

The above three sentences are taken from three different responses. The informants on writing the job application have constructed these sentences to deliver the information that they have enclosed their bio-data with the introductory letter. The lexical item kept used in the sentence means "have charge of; retain possession of; observe or respect; own and look after; maintain; protect; etc.," the word "connecting" and "joint" inter-relates each other semantically. They refer to the "association of ideas, link especially wire and transport".

So from the meanings of the received lexical items, it is found that the above three lexical items do not agree with the context. They have to be replaced by the correct lexical item "enclosed" which means, "to send something in the same envelope or parcel for communication".

### 5.3.5. Invitation

Following this composition on "job application" the informants were asked to write an "invitation", assuming him to be the chair person of his college and draft a letter, to a VIP with the programme schedule inviting him to address a function in the college.
The informants have written a letter welcoming the VIP, with a programme schedule. While writing the composition the informants have selected some inappropriate lexical items, which do not agree with the context. They are discussed below.

5.3.5.1. **Received:** We are **celebrating** a lot of programmes.

**Expected:** We are **conducting** / **organising** a lot of programmes.

The informant has used this lexical item in his invitation letter, while explaining the details on their college function to the V.I.P. The lexical item "celebrating" is considered as faulty because it is used only to name the special enjoyable activities, in order to show that a particular occasion is important. But the lexical item does not semantically match with the context, it has to be substituted with a more apt word "conducting / organising".

5.3.5.2. **Received:** We are **connecting** one function.

**Expected:** We are **conducting** one function.

For the same situation as mentioned in the above data, one more response from yet another informant who has used the incorrect lexical item "connecting" for "conducting". As "conducting" refers to organise and perform a particular activity, the faulty lexical choice "connecting" means joining or being joined, which does not agree with the above context.
5.3.5.3. **Received:** Programme *circular*.

**Expected:** Programme *schedule*.

The informant assuming himself to be the chairperson of his college has drafted a letter to a VIP correctly, but he has used a wrong lexical choice, “programme circular” which semantically deviates from the given context. The lexical item “circular” issued in as “a letter or notice sent to a large number of people”, where as the correct lexical item as mentioned already in the questionnaire is programme “schedule” which means, “a list of planned activities or things to be done showing the times or dates when they are intended to happen or be done”.

**5.3.6. Comprehension**

The last composition given to the informants is “the comprehension”. This composition has helped the researcher to find out the IQ and the vocabulary levels of the informants. From the analysis it is found that 113/143 have written the composition as expected and 20/143 of them have failed to do so.

The exercise given to the informants is that they are supposed to read the following passage and write a similar one using the clues given as questions under the passage.

Christmas falls on 25th December every year. It is celebrated as the birthday of Jesus Christ. Christians dress themselves in a grand
manner and go to church to offer their prayers to the Lord. They share their joy with their friends of other religions too. Such festivals help us to live in harmony and honour other religions.

Questions:

1. When is Deepavali celebrated?

2. Why is it celebrated?

3. What do the Hindus do on the festival day?

4. Whom do they share their joy with?

5. How do such festivals help us?

So the lexical items, which they have chosen while responding to the questions, exhibit the acquisition level of the students. The use of inappropriate lexical items are analysed and presented below.

5.3.6.1. Received: Deepavali is celebrated on the assassination of Narahasura.

Expected: Deepavali is celebrated on the death day of Narahasura. (or)

Deepavali is celebrated in commemoration of the death of Narahasura.

The lexical choice in the above sentence is incorrect because the lexical item “assassination” refers to the act of killing a person for some political gains or for exchange of money. This lexical item does
not agree with the above context. So it has to be replaced with the correct lexical item “death day” as per the context.

5.3.6.2. **Received:** They *play* crackers and enjoy with their friends.

**Expected:** They *fire* crackers and enjoy with their friends.

The verb “play” is an incorrect lexical choice because semantically it refers, “to occupy or amuse oneself pleasantly”, whereas crackers are very dangerous and one has to be careful while holding it. So the lexical item “play” should be substituted with the correct lexical item “fire” which means the state of burning that produces flames, which sends out heat and light, and might produce smoke when exploded.

5.3.6.3. **Received:** Deepavali is celebrated on a *full moon day*.

Deepavali is celebrated on a *half moon day*.

**Expected:** Deepavali is celebrated on the *new moon day*.

The two lexical items “full moon day” and “half moon day” are incorrect. Both the responses should have been as “new moon day”, because Deepavali is celebrated only on a “new moon day”.

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5.3.6.4. **Received:** The festival helps us to be happy with our friends and **natives**.

**Expected:** The festival helps us to be happy with our friends and **relatives**.

The wrong lexical choice "natives" seems erroneous in the above sentence. This has to be rectified by providing the correct lexical form "relatives", referring to "the members of their family". The wrong lexical choice "natives" does not agree with the context because it spells lot of meaning, "person born in specified place; local inhabitant; indigenous animal or plant", etc., which does not go hand in hand with the above context.

5.3.6.5. **Received:** Every **festivator** lights up the lamps on that day.

**Expected:** Every **one** lights up the lamps on that day.

The informant has used the word "festivator" which does not exist in English. The informant might have coined the lexical item "festivator" from the noun "festival" by adding the suffix "-tor" to the noun form, which is grammatically and semantically erroneous.

5.3.6.6. **Received:** Deepavali is celebrated on the death of the **cruel man** Narahasuran.

**Expected:** Deepavali is celebrated on the death of the **cruel man** Narahasuran.

For the death of Narahasuran a **bad guy**.
The **bad man** Narahasuran was killed on that day.

**Expected:** Deepavali is celebrated on the death day of the **demon** Narahasura.

The above three responses have been identified erroneous due to the wrong choice of the lexical items “cruel man; bad guy; bad man” which have to be replaced with the correct lexical item “demon”, referring to “the devil; evil spirit; forceful or skilful performer possessing evil characters”.

**5.4. Lexical Errors due to L₁ Influence**

The following analysis is to discover how mother tongue interferes as a hurdle in writing the English language. No two languages are alike. Each one in an astounding way differs from the other. The sound system, the structures, and the vocabulary of English do not have similarities in any of the various native languages, of modern India. When we learn the mother tongue, there is no influence of other languages. While picking up from other languages [mother tongue] English, is hindered. Some of them have been identified and produced here. The error is mainly due to the interference of the sound system. The informants have transliterated the lexical items from their mother tongue – Tamil, which has become more erroneous in the sentence construction.

1. Water like an “**eye water**” (*KaNNiir*)
2. It can be changed, the colour of the water in the river is "muddy red" (CemmaN)

3. The village man used water over the vayal (vayal) "field".

4. There was boats were move in the river for the purpose of catching fish, taking muthu's etc. (Muthu) "pearl".

5. Imalaya mountain (imayamalai) "Himalaya".

6. Narahasuran is a very dangerous asuran (asuran) "demon".

7. They shair [share] their joy with their friends of other religions too and sweets to more and pattasu also (pattaasu) "crackers".

8. I will help the handicaps and small human's (ciRupaanmai maKKal) "minority people".

9. Indus have oil bath and have a new dress on deepavali (induKKal) "Hindus".

10. Hindus prepare sweets and karam on the festival day (Kaaram) "savoury".

11. They celebrate deepavali on ammavasai (amaavaasai) "new moon day".

12. Lighting thipams (tiipam) "lamp".

13. The Hindus will celebrate the festival deepavali by lightening the chirath (cirat) "lamp" denotes the lexical item from the
informants' response whose L₁ is Malayalam. In their mother tongue “chirath” means “lamp”.

14. Lighting of (kuthuvizaku) “lamp”.

15. I go to see the cheri people’s life (ceeri) “slum”.

16. Hai chellam “dear”.

17. Hai da (Da) “friend”. In Tamil it is used for referring the masculine (vaaTaa), (pooTaa).

Thus, it is very clear from the above lexical items that the informants have just transliterated their mother tongue lexical items. They might have really forgotten or do not know the correct vocabulary of the target language, to fix it exactly to the context.

5.5. Lexical Borrowing

Speakers borrow words from other languages; perhaps the most obvious reason is sheer necessity. People need to develop words for new and unfamiliar concepts – new technology, new plants and animals, and unfamiliar foods. When a word is borrowed, it is often gradually changed so that it fits the phonological and morphological structure of the borrowing language or dialect.

Some of lexical borrowings are taken from the informants’ responses. The new coinage due to the influence of the language used
in the screens, "Internet", "cell phone" etc., has made them to reproduce in the given compositions.

The abbreviated lexical items written by the informants substitute the phonological sound for the full lexical word. The following are elicited as data from the informants' responses.

1. u'r = Your
2. be'coz = Because
3. Frenz = Friends
4. Wat = What
5. R = Are
6. Plz = Please
7. Cum = Come
8. Vx = Very important
9. U = You
10. No: = Number
11. Accha = OK

Variation in language is multi-dimensional. Different levels of contact between different people at different times cause the geographical variation in languages.
5.6 Conclusion

From the above analysis, it has been examined that the lexical errors are due to the confusion in homophones; poor vocabulary of the informants and the use of transliteration. The incorrect choice of lexical items of the informants leads to the distraction of the meaning, which is also due to the influence of L1 in the L2 context.

The influence of the modern technology has brought out a drastic change in the coinage of new words. The lexical item, due to the interference of the E-language (machine language to send E-mail and messages in cell phone), has made some effect on the writings of the informants to apply the abbreviated forms in the sentence construction. Some times when new concepts are introduced from other societies, the speakers of a particular language may use their own native linguistic resources to coin a new word. These are known as "calques".

Gradually, over time, one meaning has begun to be used much more than the other to such an extent that the older meaning is dying out. This, the informants should be taught with the new coinage but with the exact meaning of its origin. The students should learn the words not from mere teaching but with self-interest. They should learn new vocabularies day by day. Thus, it will enrich their life style, and their acquaintance to the modern (situation) era.