AN INVESTIGATION INTO THE KNOWLEDGE OF   VOCABULARY AMONG PRE-SERVICE TEACHERS OF

ENGLISH IN GUJARAT

A DISSERTATION SUBMITTED TO

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION

Guide: Investigator:

Dr. Anjali Mehta   Ms. Priyanka Soni

CENTRE OF ADVANCED STUDY IN EDUCATION (CASE)

FACULTY OF EDUCATION AND PSYCHOLOGY

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

VADODARA – 390002

June, 2021

<u>CERTIFICATE</u>

This is to certify that the dissertation entitled **'An Investigation into the Knowledge of Vocabulary among the Pre – Service Teachers of English in Gujarat '** which is being submitted by **Ms. Priyanka Soni** for the partial fulfillment of the requirement for the degree of Masters of Education (M.Ed.) through Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara is the students own work carried out under my continuous supervision and guidance and has completed it to my satisfaction.

Dr. Anjali Mehta
(Associate Professor)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara

ACKNOWLEDGMENT

DECLARATION

I, Priyanka Soni hereby declare that the dissertation entitled **'An Investigation into the Knowledge of Vocabulary among the Pre – Service Teachers of English in Gujarat'** conducted and submitted by me for the partial fulfillment of the Masters of Education (M.Ed.) Programme at the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. It is my original work and has not been submitted earlier either to The Maharaja Sayajirao University of Baroda, Vadodara or any other institute for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

(Priyanka Soni)

Table of Contents

Chapter-1 Conceptual Framework

LIST OF TABLES

List of Appendices

CHAPTER – I

CONCEPTUAL FRAMEWORK

1.1   INTRODUCTION

Human being is social entity. Education has been playing a fundamental role in determining individual's life. It inculcates all the essential values and makes him adapt for future life. Language plays a significant role in the process of imparting education. It (language) is the vehicle for all kinds of learning be it for science & technology, mathematics or history. Every subject need language as the medium to convey its logic and knowledge.

Man is a social animal. He needs language to express their thoughts, ideas, feelings and viewpoints. It is the strongest source for the means of communication. In Vedic period education is being imparted orally. It is a collection or repertoire of words. For communicating precisely and effectively one needs to have composite vocabulary of the language. In the present era the language which dominates and has become a necessity is English language. It is unique and has large number of words, concepts and culture borrowed from various languages of the world. **Stevens (1986)** said," English has made its way to become second largest spoken language in the world". For making communication effective, impressive and noteworthy in English individual should have affluent vocabulary – wide range of words. Adequate vocabulary of English language would enable the individual to master the language and help in presenting him in a better way.

1.2   IMPORTANCE OF LANGUAGE

A language is a systematic means of communication. It is important in every aspect of our lives because it allows people to communicate in a manner that enables the sharing of common ideas and goals. It is the code we all use to express ourselves and communicate to others. It is a system for communicating our ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically human speech- the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language which plays greater role in the day-to- day communication of people. For living in the society and conducting social activities human beings require language. Every person has its own experience and knowledge which should be transmitted to the next generation. This transmission could be made with tool of language.

1.3   IMPORTANCE OF ENGLISH LANGUAGE

In a multilingual country like India English language works as a unifying factor. It occupies today the pride of place as a universal language. English is one of the factors which have broken down frontiers and brought nations closer. It is essential for higher studies in India and abroad as well. English is a library language which has a huge amount of information which is in printed form and that is in English. Therefore, it is considered as the gateway of knowledge. It is easy for self- learning and is much faster to learn than classical English language. Simple English is used even for the Wiki articles, granting easy access to the information to those who are just starting to learn English. **Dash (2004),"** English has been rightly described as a gateway of the world culture. It is a pipe-line for the stream of knowledge in all branches of learning." English is unique as it has large number of words,

concepts and culture borrowed from various languages of the world. Its richness, flexibility and elegance have made it universally popular.

According to **Education Commission (1964-66)**," English is a language which is rich in literature, humanistic, scientific and technical areas." It helps in excelling all areas of life and is a means of progress and success. English has over the years become one of the principal assets in many parts of the world. English language comes to our aid in any kind of transactions throughout the globe and also attracts people because of the wealth of literature and knowledge enshrined in it.

According to **Acharya (2004)** "English is still a world language. A common language of communication all over the world and it is a language of communication too. Today we live in the age of knowledge. Most of the world knowledge is available in English." Any other country can highlight its achievements and latest developments through English. It is considered as a ladder for social mobility. In the era of high competitiveness, it gives an extra edge to one who knows it and helps him securing better jobs.

According to **McKay (2002),"** English is no longer viewed as the property of the English-speaking world but is an international commodity sometimes referred to as world English or English as an international language". The historical circumstances of India that is having been ruled by the British for over two centuries have given the Indians an easy access to mastering English language and with this, innumerable opportunities for advancement in the field of science and technology. Thus, it is an established truth that English as a language holds vital importance and one can neglect its study only at the risk of loss to one's self.

According to the **Kothari Commission,"** English would play a vital role in higher education as an important library language. The commission maintained that no student should be considered qualified for a degree in particular as Master's degree, unless he has acquired a reasonable proficiency in English language."

At the secondary stage, the State Governments should adopt, and vigorously implement, the three-language formula which 'includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the non-Hindi speaking States. Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards.

1.4   STATUS OF ENGLISH IN PRE - INDEPENDENCE ERA

According to **Kachru (1983)** there are mainly three phases in establishment of English during pre-independent era:

The first one of them, the missionary phase, which was initiated around 1614 by Christian missionaries. The second phase, the demand from the South Asian public (in the 18th century) was considered to come about through local demand, as some scholars were of the opinion that the spread of English language was the result of the demand and willingness of local people to learn the language. There were prominent spokesman for English. Two of them were Raja Ram Mohan Roy and Rajunath Hari Navalkar. Roy and Navalkar, among others, were persuading the officials of the East India Company to give instruction in English, rather than in Sanskrit or Arabic. They thought that English would open the way for people to find out about scientific developments of the West. Knowledge of Sanskrit, Persian, and

Arabic or of Indian vernaculars would not contribute to this goal. A letter of Raja Ram Mohan Roy addressed to Lord Amherst (1773 -1857) from the year 1823 is often presented as evidence of local demand for English. Roy embraced European learning, and in his opinion, English provided Indians with "the key to all knowledge - all the really useful knowledge which the world contains." Roy's letter has been claimed to be responsible for starting the Oriental- Anglicist controversy, the controversy over which educational policy would be suitable for India. The third phase, the Government policy, begun in 1765, when the East India Company's authority was established. English was established firmly as the medium of instruction and administration.The English language became popular, because it opened paths to employment and influence. English of the subject Indians became gradually a widespread means of communication. During the governor generalship lord William Bentick in the early 19th century, India saw many social reforms. English became the language of record of government and higher courts, and government support was given to the cultivation of Western learning and science through the medium of English. In this he was supported by lord Macaulay he was the central figure in the language debate over which language should be used as the medium of education in India. Macaulay's minute on education paved the strong and lasting path for the establishment of English in India. On 7th March, 1835 Macaulay's resolution was passed. This resolution ''formed the cornerstone of the implementation of a language policy in India and ultimately resulted in the diffusion of bilingualism in English.

1.5   STATUS OF ENGLISH IN POST - INDEPENDENCE ERA

English was established firmly as the medium of instruction and administration by the British raj. Indian education was ever greater anglicized as the English language became rooted in an alien linguistic, cultural, administrative and educational setting. English became accepted as the language of the elite, of the administration, and of the pan- Indian press. English newspapers had an influential reading public Indian literature in English was also developing. English provided a medium for understanding technology and scientific development. Non - western intellectuals admired accomplishments of the west. In India, English gradually acquired socially and administratively the most dominant roles: the power and prestige of language was defined by the domains of language use. Ultimately the legal system, the national media and important professions were conducted in English. **Kachru (1986)** said, ''by the 1920s English had become the language of political discourse, intra- national administration, and law, a language associated with liberal thinking. Even after the colonial period ended, English maintained its power over local languages.'' The intimation with the language is such that it is now reckoned that more than 40 to 45 million Indians speaking or write English of some type or other. It is manifest that English with its variants has found a permanent place in India. Many people will use English as a matter of convenience, for communicating across the country, keeping in touch with the outside world and remaining at rest of developments in all fields

1.6 OBJECTIVES OF TEACHING ENGLISH AT SECONDARY LEVEL

- To develop the student's language sense and linguistic skill and his ability to understand, speak, read and write English language.
- To develop the capacity of our students to express themselves their viewpoints in English freely, correctly and with proper pronunciation or conversation on ordinary topics.
- To generate love for the language and a desire to cultivate it at leisure for pleasure and profit.
- To increase the student's intellectual powers through foreign language teaching.
- To bring to the student a greater understanding of people across national barriers by giving him a sympathetic insight into the ways of life and ways of thinking of the people who speak the language he is learning.
- To provide the student with skills which would enable him to communicate orally and in writing.

1.7 MEANING OF VOCABULARY

A person's vocabulary is the set of words he / she is familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and knowledge acquisition. It is also the sum of the distinct words related to a discipline or profession. It is a supply of expressive means, a repertoire of communication.

1.8 TYPES OF VOCABULARY

Reading vocabulary

A literate person's vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

Listening vocabulary

A person's listening vocabulary is all the words they can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

Speaking vocabulary

A person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice.

Writing vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating. For example, if there are a number of synonyms, a writer may

have a preference as to which of them to use, and they are unlikely to use technical vocabulary relating to a subject in whom they have no knowledge or interest.

Focal Vocabulary

"Focal Vocabulary" is a specialized set of terms and distinctions that is particularly important to a certain group, those with a particular focus of experience or activity. For example Medical Professionals, Commerce Personnel etc.

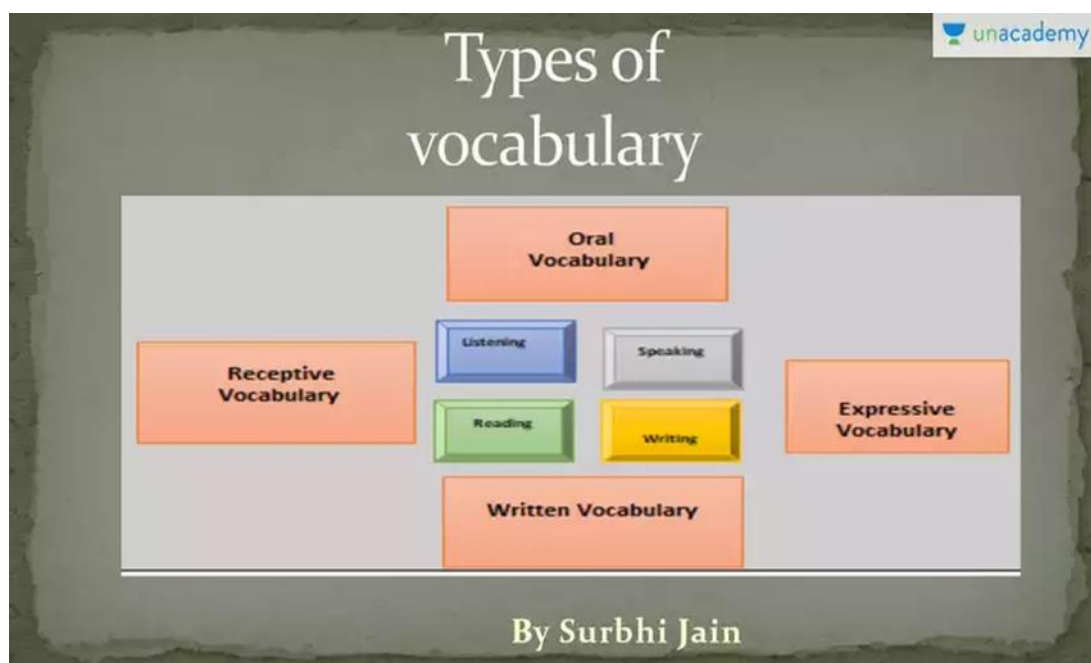These types can be further elaborated as shown in the diagram.

Figure - Types of Vocabulary

CHAPTER – II

REVIEW OF RELATED LITERATURE

CHAPTER – II
REVIEW OF RELATED LITERATURE

2.1   INTRODUCTION

A systematic review of previous literature related to the intended research study is vital in the process of research. It helps in clearing the dark clouds from the mind of the researcher and show the silver line. It shows that what have been done already and what to do and what not to do in his / her research. Best and Khan (2001)'' A brief summary of previous research and writing of recognised experts provide the researcher familiar with what is already known and with what is still unknown and untested. Since effective research must be based on past knowledge this step helps to eliminate the duplication of what has been done already and provides useful suggestions for significant investigation''. In the present chapter, the researcher has made an attempt to understand the objectives, sample, data collection tools, data analysis techniques and the findings of the related studies in the areas of the present study. On the basis of the analysis of the review of related literature, the researcher made an attempt to prepare the implication of the related literature for the present study.

The review of related literature was divided into three categories:

   i.   Studies related to English language.
  ii.   Studies related to vocabulary of English and other languages.
 iii.   Studies related to researches conducted for pre- service teachers.

Bernard (1996) conducted a study which aimed at getting a detailed picture of English reading vocabulary of P.U.C and final year of secondary school students in Chotanagpur. The results of this project would form the first step towards the comparative study of P.U.C students' recognition vocabulary in Hindi speaking areas and in India as a whole. The major findings indicate (i) The average recognition vocabulary of the students in the area. (ii) The Familiarity status of each word on the tested list in the Chotanagpur Student's. (iii) The strength and weakness of the student's vocabulary.

Das Gupta (1975) studies the vocabulary in English of the students of the class VI studying in the non-English medium schools in the Meghalaya and the influence of socio-economic background on the actual vocabulary. The main objective of the study was to major the gap between the expected and the actual vocabulary in the English. The researcher found that of 2043 words, 469 had greatest weight, 1295 had minimum weight and 279 words had medium weight. 27.34% words from the checklist were known by 19% students, 28.49% words were known to more than 90% students. The remaining 44.17% words had medium difficulties value.

Sarma (1978) conducted a study were the main objectives of the study were to take an account of the basic comprehension of the vocabulary by finding out the percentage of children who knew the meaning of the words and to prepare glossary of words with their difficulty values in respect of the students of class VI of the secondary school of the Assam. The major findings of the study were (i) The gross estimated vocabulary in Assam is for the students of the class VI studying in the secondary schools was 1986 after deducting the clusters the net estimate of words was 1589. (ii) Only 204 from among the 1987 words of the estimated vocabulary were known to more than 60% of the class VI students.(iii) The gap between the estimated vocabulary and the actual vocabulary was 1385 words.

Koppar (1979) made an enquiry into the factors affecting the reading comprehension in the English. She made an assumption that vocabulary is the first step in learning a language. The knowledge of the essential words would help text writers as well as teachers to set their targets. She could find out that knowledge of vocabulary plays important role in better language learning. She gave Suggestions related to improvement of vocabulary.

Kotak (1981) He dealt with the development of the course for increasing the reading proficiency of the post-high school students of Gujarat. The main objective of the study was to develop an instructional course that would increase the reading proficiency in English of the students of the post high school stage in the state of Gujarat. The major findings of the study were (i) It was possible to develop the reading proficiency through the skills approach in which learning practiced different skills separately to engage in the task of reading. (ii) Students with a high achievement level perhaps needed a different approach for developing their reading proficiency.

Patrikar (1981) He conducted a study on the linguistic analysis of the errors in the written English among students of B.A. in urban centers of Vidarbha. The study was concerned with the causes of the deterioration in the usage of English language to be analyzed by the critical examination of errors in language performance of students and suggestions for improvement in teaching learning process.

Shivpuri (1982) He dealt with an investigation into pupil's comprehension of English of class XI students. The main objectives of the study were (i) to find out how the back ground factors of intelligence, socio-economic status, level of aspiration and personality affects in comprehension of class XI students and (ii) to find out the sex differences in reading comprehension. The findings of the study were (i) in case of the boy's maximum contribution to comprehension score was that of intelligence. (ii) there was no significant difference in comprehension scores of the two sexes.

Brij Jain (1987) He conducted a study of English language teaching in the secondary schools of Gujarat state. This study attempts to examine in detail the teaching of English in the secondary schools of Baroda with regard to human resources, classroom teaching, evaluation system, methods of teaching. The major findings of the study were-(i) Lecture and Grammar-Translation Method predominate with 70% teachers using them in classroom teaching. (ii) Evaluation of student's performance was not merely based on written examination alone but also on internal assessment in which their oral competence was also taken into consideration. (iii) Teachers teaching English were found over burdened with teaching load, clerical duties, co-curricular activities etc. Overcrowded classrooms also added to their burden.

Vatsalya (1992) conducted a research on the problems faced by woman teacher trainees of B.Ed. at the Maharaja Sayajirao university of Baroda. His major findings included that woman teacher trainees faced many problems like understanding the terms in various subjects like philosophy and psychology.

Dak (2006) conducted a study where he developed a strategy for improving English language comprehension skills of the B.Ed. students of the Maharaja Sayajirao University Baroda. The major findings showed that the treatment worked for the students and there was considerable difference in their post- test mean scores from their pre-test scores.

Ravlaji (2019) He conducted a study on the reading comprehension of students of grade VII of GSEB schools. The main objectives of her study were (i) To prepare programme of English reading comprehension for VII standard students. (ii) To study the effectiveness of the reading comprehension programme. The major findings were that there was a significant difference observed after the program for reading comprehension between the pre-test and

post-test means. She also found that students learn more if they are provided opportunity for peer discussion and interaction as well as creating conducive environment for learning.

2.2 IMPLICATIONS OF STUDIES REVIEWED FOR THE PRESENT STUDY

From the review of related literature, the investigator has found out that Dasgupta (1975) focused on English vocabulary of class VI students of non- English medium schools of Meghalaya and prepared glossary for it. Koppar (1979) stressed on factors affecting reading comprehension. Sarma (1978) worked on the gross estimated vocabulary of standard VI students in Assamese and prepared a glossary for that. Kotak (1981), Shivpuri (1982) and Ravalaji (2019) dealt with the reading proficiency and comprehension respectively.

Bernard (1996) studied the weaknesses and strength of English vocabulary among secondary school students in Hindi speaking area of Chotanagpur. Patrikar (1981) focused on causes of deterioration in the usage of English language and suggested remedies for teaching- learning process. Vatsalya (1992), Dak (2006) have done studies on pre-service teachers of the M.S University of Baroda. Their studies focused respectively on problems faced by women teacher trainees in different subjects, a strategy developed for improving English comprehension skills, a remedial program and instructional strategy for English language. Brij Jain (1987) have conducted a study of English language teaching in the Secondary Schools of Gujarat state.

The above-mentioned reviews of related literature made it clear that researches have been carried out in vocabulary among students of different age. Few studies were related to pre-service teachers but in different subjects. Many studies were there related to grammar, reading comprehension, text- book evaluation etc. The vocabulary aspect of future teachers was not touched upon. The investigator did not find any study related to vocabulary knowledge of English so, the need of the present study was conducted by the investigator.

CHAPTER – III

PLAN AND PROCEDURE

3.1 INTRODUCTION

Research is a systematic investigation to study the nature of a problem and find a solution. It is a formal process adhering to certain well- established procedures and methods. The spirit of research guides the investigation. '' It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of results or conclusions''.
(Best and Kahn, 1992)

This chapter deals with plan and procedure adopted for the present study. This chapter will give clear understanding about the plan and procedure followed in carrying out the study, and all the aspects of methodology adopted by the investigator. Plan and Procedure is regarded as the key of the study as it provides the direction at every moment to the investigator and lead to the appropriate and timely completion of the study. It is made after evaluating the plans made by other researchers for same kind of study and also evaluating one's own work.

The focal point of the present study is the knowledge of vocabulary among pre service teachers of English method of teaching according to their academic qualification and medium of instruction in which they have studied. Vocabulary is the soul of any language and thus plays major role in teaching and learning of any language. To achieve the objectives of the study the survey method is adopted by the investigator. This method was being used as it helped in gathering data from all pre- service teachers regarding the study taken up by the investigator.

3.2 RATIONALE OF THE STUDY

The history of English language teaching in India can be traced back to Lord Macaulay in 1935 when it became the language of government, education, advancement and self-improvement which was once a symbol of imperial rule. **NCF (2005)** emphasizes the need for providing better language learning experience. The goal then of English language teaching as stated there in is 'attainment of a basic proficiency, such as acquired in natural language learning and the development of language into an instrument for abstract thought and knowledge acquisition'. It says that English should be acquired as fluidly as a mother tongue and should accelerate abstract thinking of child.

It is important for teachers in teaching of any language, transacting the syllabus in hand and also to suffice the need of effective teaching learning process. According to **Secondary Education commission (1952-1953),** ''secondary stage is a bridge between primary stage and higher secondary stage and if we see age wise then it is a crucial period of student's life. It is the responsibility of teachers to make student well develop in language at secondary stage. So that student will communicate his/her views easily'' Teacher should take care of student's ability, skill and proficiency instead of focusing only on the subject matter of text book. Emphasis on only the subject matter would lead to rote memorization without understanding the actual use and context of the word and ultimately the meaning will be lost.

Pre-service teacher training being the base to prepare future teachers investigator had a feeling to study their vocabulary knowledge regarding English language. It will help the

investigator to know whether mastering a language will have influence in one's vocabulary or not. The investigator also wanted to know whether medium of instruction i.e English or Gujarati whose vocabulary skills are more according to their objectives. The investigator also wanted to know whose adequate mastery is high related to their vocabulary skills.

3.3 STATEMENT OF THE PROBLEM

An investigation into the knowledge of Vocabulary among Pre-Service teachers of English in Gujarat.

3.4   OBJECTIVES OF THE STUDY

(i)   To study the knowledge of vocabulary among pre-service teachers of English according to their expressive vocabulary.

(ii)   To study about the knowledge of vocabulary among pre- service teachers of English according to their-
(a) Academic qualification
(b) Medium of instruction

3.5   HYPOTHESIS

On the basis of the said objectives following hypothesis are formulated.

- There will be no significant difference in the mean scores obtained by the pre- service teachers with respect to their academic qualification.
- There will be no significant difference in the mean scores obtained by the pre- service teachers with respect to their medium of instruction.

3.6   EXPLANATION OF THE TERMS

Knowledge - Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning.

Vocabulary – A person's vocabulary is the set of words he/she is familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and knowledge acquisition. It is also the sum of the distinct words related to a discipline or profession. It is a supply of expressive means; a repertoire of communication.

3.7   OPERATIONAL DEFINATION OF TERMS

Knowledge of Vocabulary:

The knowledge of vocabulary here refers to the set of familiar words to the pre -service teachers within English language.

3.8   DELIMITATION OF THE STUDY

- The present study was delimited to the written vocabulary according to the English language.
- The present study was delimited to the number of pre- service teachers who have opted English as a method subject in the year 2020 – 2021.

3.9   METHODOLOGY

The present study is a Survey type of Research. It is a method for collecting and analyzing data obtained from a large number of respondents, representing a specific population. It is an organized attempt to describe and interpret what exists at present in the form of conditions, practices, process, trends, effects, attitudes and beliefs. The following methodology of the survey research was used in the present study.

3.9.1   POPULATION

There are five B.Ed colleges in Vadodara (Gujarat) . Out of these three colleges follow English medium and rest of them two follows Gujarati medium. Population for the present study consisted of all pre-service teachers who had opted English as a method of teaching in all five colleges for the academic year 2020 - 2021.

Table 3.9.1 : List of B.Ed Colleges in Gujarat

Sr. No.	Name of the College	Medium of Instruction
1	M.S. University of Baroda	English
2	Way made College of Education, Anand	English
3	H.M. Patel College of Education, Anand	English
4	N.H. Patel College of Education, Anand	Gujarati
5	S.D. Patel College of Education	Gujarati

From the above table 9.1.1 it was observed that there were total 5 B.Ed Colleges in Vadodara (Gujarat).

3.9.2   SAMPLE OF THE STUDY

All pre-service teachers who had opted English as a method of teaching in all five B.Ed colleges of Vadodara (Gujarat) constituted the sample for the present study. The sample is non-probability sample as the chances of selection were equal and independent. The total number of Pre-service teachers who had opted English as a method subject was 100. The number of students who were responded at available time was 80. Thus the sample for the

present study comprise of 80 B.Ed students who had opted English as a method of teaching in their colleges.

3.9.3   TOOLS FOR DATA COLLECTION

An achievement test was conducted by the investigator for the purpose of data collection in the present study. The test was conducted for the knowledge of vocabulary of B.Ed students.

VOCABULARY TEST

For the present study an achievement test was conducted by the investigator to know the vocabulary skills of those B.Ed students who have opted English as a method subject. The test was of 50 marks and all the questions are objective type questions and there is no negative marking in the exam. The test was prepared using objective items like Synonyms, Antonyms, Error Analysis and Idioms and Phrases. All the questions are made by the level of the B.Ed students. The achievement test questions are given in Appendix- 1.

3.9.4   PROCEDURE OF DATA COLLECTION

The researcher had a telephonic contact with all the pre service colleges there she took a permission for the data collection from their students. It took a lot of time for collecting the data. The data was collected immediately after the completion of the test from all the B. Ed students of each college.

3.9.5   STATISTICAL ANALYSIS OF DATA

Data were collected with the help of SPSS. For the purpose of descriptive analysis of data mean, standard deviation was used. The data was divided into two groups according to their medium of instruction and their academic qualification. The mean of two groups was calculated to find out the difference between the mean scores of these two groups and to test the null hypothesis.

Detailed analysis and interpretation of data is given in Chapter- IV.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1   INTRODUCTION

The analysis and interpretation of data represents the application inductive logic to the research process. Analysis of data includes the comparison of outcomes of various treatments upon the several groups and making of a decision as to the achievement of the objectives of research.

Analysis of data involves studying the material in order to determine inherent facts of meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation and testing of hypothesis.

The problem of the present investigation, as described in the previous chapter, is the study of ''knowledge of vocabulary'' among the pre service teachers of English in Gujarat. The knowledge of vocabulary is identified with two variables that is medium of instruction in which the students have studied and their academic qualification. These variables are specifically organized under certain hypothesis. These hypotheses are studied through quantitative statistical technique and the right results are analyzed and interpreted.

4.2   ANALYSIS AND INTERPRETATION RELATED TO FIRST OBJECTIVE

The **First** objective was to identify the knowledge of vocabulary among pre service teachers of English in Gujarat it is meant to check the overall performance of the pre service teachers according to their expressive vocabulary. The over all performance of B.Ed students is as shown in the table given below:

Table 4.1: Total Score Obtained by Pre- Service Teachers according to their Expressive Vocabulary

Sr. No.	Max. Score	Obtained Score
1	50	22
2	50	16
3	50	18
4	50	14
5	50	12
6	50	24
7	50	24

8	50	38
9	50	38
10	50	32
11	50	48
12	50	20
13	50	21
14	50	12
15	50	37
16	50	29
17	50	39
18	50	27
19	50	48
20	50	23
21	50	46
22	50	16
23	50	21
24	50	26
25	50	21
26	50	34
27	50	47
28	50	31
29	50	34
30	50	35
31	50	29
32	50	29
33	50	29
34	50	38
35	50	39
36	50	29
37	50	47
38	50	46
39	50	47
40	50	50
41	50	22

42	50	22
43	50	46
44	50	9
45	50	34
46	50	19
47	50	28
48	50	34
49	50	28
50	50	26
51	50	26
52	50	49
53	50	21
54	50	20
55	50	20
56	50	49
57	50	49
58	50	49
59	50	31
60	50	6
61	50	33
62	50	49
63	50	50
64	50	45
65	50	40
66	50	19
67	50	30
68	50	38
69	50	35
70	50	20
71	50	17
72	50	42
73	50	40
74	50	48
75	50	21

76	50	46
77	50	45
78	50	32
79	50	49
80	50	43
Total	**4000**	**3926**

From the figure 4.1, it is observed that scores of the data obtained from all five B.Ed colleges are presented in the table no. 4.1.The answer sheets were analyzed and the raw score from each answer sheet which showed the over all performance of the pre- service teacher in the area of vocabulary of English language which is their method of teaching. There was variation in the scores of the Pre- service teachers on vocabulary test.

The highest score obtained was **50** and the lowest was **6** out of 50 which was the maximum score of the test. To see the deviation of the scores from the mean standard deviation was calculated.

Table 4.2 Mean, Mode, Median, Standard Deviation of the total score obtained by the Pre-service teachers

Mean	31.95
Median	31.50
Mode	49
Standard Deviation	11.69

As it is shown in the table 4.2, the mean of the total score of pre- service teachers was 31.95. It can be interpreted that the group as a whole could secure half of the maximum score that was 50. The median is 31.50 and mode is 49. The deviation from the mean was 11.69.

4.3 ANALYSIS AND INTERPRETATION RELATED TO SECOND OBJECTIVE

The second objective was to identify the knowledge of vocabulary among pre- service teachers according to their-

a)   Academic Qualification
b)   Medium of Instruction

The second objective tried to explain whether academic qualification and medium of instruction in which the pre service teachers had studied affects their knowledge of vocabulary in English language. The sample which was taken for it was of pre service teachers of English method of teaching. They were expected to have enough amount of vocabulary as they would be teaching English language at school.

4.3.1 ANALYSIS AND INTERPRETATION RELATED TO ACADEMIC QUALIFICATION

The scores according to pre -service teacher's academic qualification obtained from the data have been presented in the table no. 4.3 as shown below and the interpretation for that has been done further.

Table 4.3: Scores with respect to Academic Qualification of Pre- Service Teachers of English

Bachelor of Arts	Master of Arts
22	12
21	24
12	38
39	48
46	20
21	48
26	23
34	47
31	29
34	39
29	22
29	46
46	49
22	50
9	40
34	19
28	45
26	
20	
20	
49	
49	
31	
6	
33	

38	
20	
17	
21	
32	
49	
43	
Total Score :937	**Total Score: 608**

Further the scores obtained by the pre service teachers according to their academic qualification are represented in the table 4.3.

For second objective the variable which was taken was academic qualification. The hypothesis was made accordingly this variable.

Ho1 - There will be no significant difference in the mean score obtained by the Pre- Service Teachers according to their academic qualification.

For analysis according to the academic qualification that is B.A (Bachelor of Arts) and M.A (Master of Arts) to test the hypothesis the mean value is B.A- 30.7 and M.A 25.96. Thus, it could be concluded that there was no significant difference in the vocabulary knowledge of B.Ed students according to their academic qualification.

4.3.2 ANALYSIS AND INTERPRETATION RELATED TO MEDIUM OF INSTRUCTION

The scores according to pre-service teachers' medium of instruction obtained from the data have been presented in the table no. 4.3 as shown below and the interpretation for that has been done further. Number of English Medium Students are 41 and Gujarati Medium are 39.

Table 4.3 Scores according to Medium of Instruction of Pre- Service Teachers of English

Sr. No.	English Medium	Gujarati Medium
1	22	24
2	16	24
3	18	38
4	14	37
5	12	29

6	38	39
7	32	27
8	48	16
9	20	26
10	21	34
11	12	47
12	48	34
13	23	35
14	46	29
15	21	29
16	21	47
17	31	47
18	29	50
19	29	22
20	38	46
21	39	34
22	46	28
23	22	26
24	9	21
25	34	49
26	19	49
27	28	49
28	26	49
29	49	31
30	20	33
31	20	49
32	6	45
33	38	40
34	20	19
35	17	30
36	42	35
37	21	40
38	46	38
39	32	45

40	49	-
41	43	-
	Total Score:1165	**Total Score: 1391**

Further the scores obtained by the pre-service teachers according to their academic qualification is represented in the table 4.3. Horizontal numbers indicate number of Pre-Service teachers and Vertical numbers indicate their score.

For second objective the variable which was taken was medium of instruction. The hypothesis was made accordingly this variable.

Ho2 - There will be no significant difference in the mean score obtained by the Pre- Service Teachers according to their Medium of Instruction.

For analysis according to the Medium of Instruction that is English and Gujarati Medium to test the hypothesis the mean value of **English Medium – 28.41 and Gujarati Medium – 35.61.** Thus, it could be concluded that there was no significant difference in the vocabulary knowledge of B.Ed students according to their Medium of Instruction.
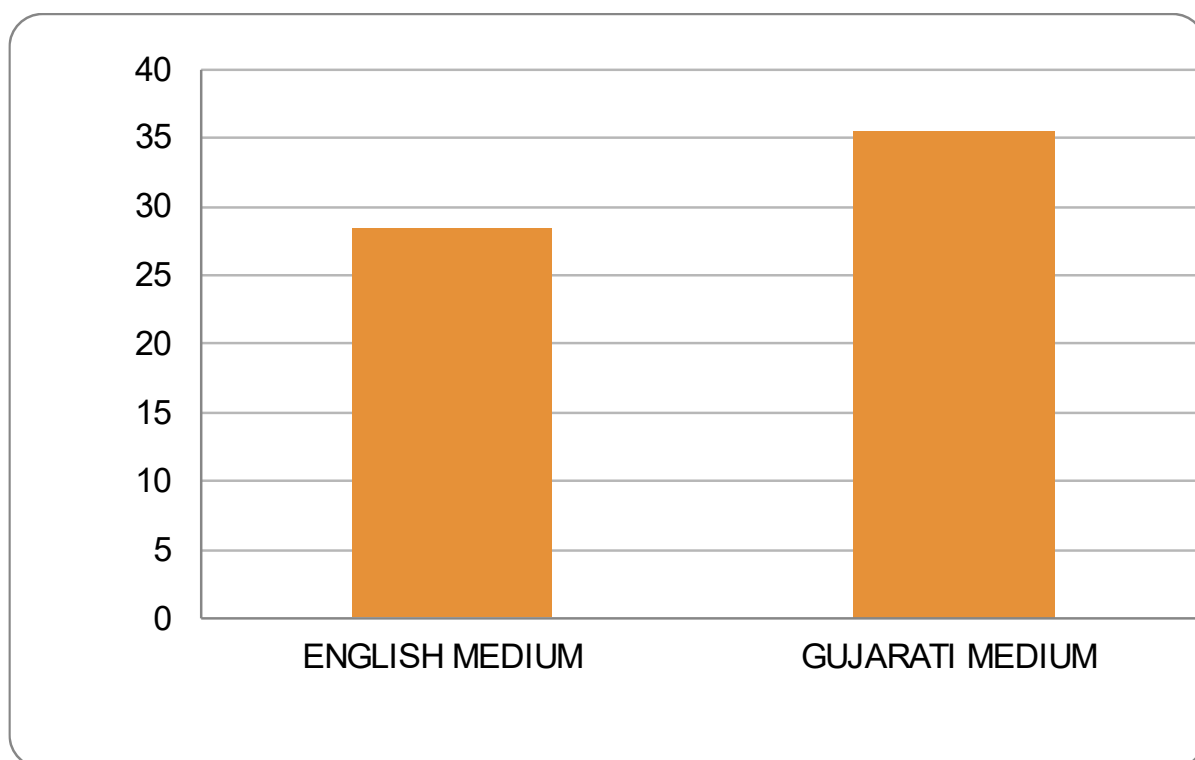
The Mean Value of Gujarati Medium is more than English Medium students.

CHAPTER – V

SUMMARY AND CONCLUSION

CHAPTER – V
SUMMARY AND CONCLUSION

5.1 INTRODUCTION

Human being is social entity. Education has been playing a fundamental role in determining individual's life. It inculcates all the essential values and makes him adapt for future life. Language plays a significant role in the process of imparting education. It (language) is the vehicle for all kinds of learning be it for science & technology, mathematics or history. Every subject need language as the medium to convey its logic and knowledge.

Man is a social animal. He needs language to express their thoughts, ideas, feelings and viewpoints. It is the strongest source for the means of communication. In Vedic period education is being imparted orally. It is a collection or repertoire of words. For communicating precisely and effectively one needs to have composite vocabulary of the language. In the present era the language which dominates and has become a necessity is English language. It is unique and has large number of words, concepts and culture borrowed from various languages of the world. **Stevens (1986)** said," English has made its way to become second largest spoken language in the world". For making communication effective, impressive and noteworthy in English individual should have affluent vocabulary – wide range of words. Adequate vocabulary of English language would enable the individual to master the language and help in presenting him in a better way.

In this chapter the investigator presents the major findings, discussion based on the findings, suggestions related to present study and suggestions for further studies. Suggestions related to study would give information regarding what more could be done to improve the phenomenon studied by the investigator.

5.2 REVIEW OF RELATED LITERATURE

A systematic review of previous literature related to the intended research study is vital in the process of research. It helps in clearing the dark clouds from the mind of the researcher and show the silver line. It shows that what have been done already and what to do and what not to do in his / her research. Best and Khan (2001)'' A brief summary of previous research and writing of recognised experts provide the researcher familiar with what is already known and with what is still unknown and untested. Since effective research must be based on past knowledge this step helps to eliminate the duplication of what has been done already and provides useful suggestions for significant investigation''. In the present chapter, the researcher has made an attempt to understand the objectives, sample, data collection tools, data analysis techniques and the findings of the related studies in the areas of the present study. On the basis of the analysis of the review of related literature, the researcher made an attempt to prepare the implication of the related literature for the present study.

The review of related literature was divided into three categories:

   i)   Studies related to English language.
   ii)   Studies related to vocabulary of English and other languages.
   iii) Studies related to researches conducted for pre- service teachers.

From the review of related literature, the investigator has found out that Dasgupta (1975) focused on English vocabulary of class VI students of non- English medium schools of Meghalaya and prepared glossary for it. Koppar (1979) stressed on factors affecting reading comprehension. Sarma (1978) worked on the gross estimated vocabulary of standard VI students in Assamese and prepared a glossary for that. Kotak (1981), Shivpuri (1982) and Ravalaji (2019) dealt with the reading proficiency and comprehension respectively.

Bernard (1996) studied the weaknesses and strength of English vocabulary among secondary school students in Hindi speaking area of Chotanagpur. Patrikar (1981) focused on causes of deterioration in the usage of English language and suggested remedies for teaching- learning process. Vatsalya (1992), Dak (2006) have done studies on pre-service teachers of the M.S University of Baroda. Their studies focused respectively on problems faced by women teacher trainees in different subjects, a strategy developed for improving English Comprehension skills.

The above-mentioned reviews made it clear that researches have been carried out in vocabulary among students of different age. Few studies were related to pre- service teachers but in different subjects. Many studies were there related to grammar, reading comprehension, text- book evaluation etc.The vocabulary aspect of future teachers was not touched upon. The investigator did not find any study related to vocabulary knowledge of English so, the need of the present study was conducted by the investigator.

5.3   RATIONALE OF THE STUDY

The history of English language teaching in India can be traced back to Lord Macaulay in 1935 when it became the language of government, education, advancement and self-improvement which was once a symbol of imperial rule. **NCF (2005)** emphasizes the need for providing better language learning experience. The goal then of English language teaching as stated there in is 'attainment of a basic proficiency, such as acquired in natural language learning and the development of language into an instrument for abstract thought and knowledge acquisition'. It says that English should be acquired as fluidly as a mother tongue and should accelerate abstract thinking of child.

It is important for teachers in teaching of any language, transacting the syllabus in hand and also to suffice the need of effective teaching learning process. According to **Secondary Education commission (1952-1953),** ''secondary stage is a bridge between primary stage and higher secondary stage and if we see age wise then it is a crucial period of student's life. It is the responsibility of teachers to make student well develop in language at secondary stage. So that student will communicate his/her views easily'' Teacher should take care of student's ability, skill and proficiency instead of focusing only on the subject matter of text book. Emphasis on only the subject matter would lead to rote memorization without understanding the actual use and context of the word and ultimately the meaning will be lost.

Pre-service teacher training being the base to prepare future teachers investigator had a feeling to study their vocabulary knowledge regarding English language.it will help the investigator to know whether mastering a language will have influence in one's vocabulary or not. The investigator also wanted to know whether medium of instruction i.e. English or Gujarati whose vocabulary skills are more according to their objectives. The investigator also wanted to know whose adequate mastery is high related to their vocabulary skills.

5.4   STATEMENT OF THE PROBLEM

An investigation into the knowledge of Vocabulary among Pre-Service teachers of English in Gujarat.

5.5   OBJECTIVES OF THE STUDY

(i) To study the knowledge of vocabulary among pre-service teachers of English according to their expressive vocabulary.
(ii) To study about the knowledge of vocabulary among pre- service teachers of English according to their-
   (a) Academic qualification
   (b) Medium of instruction

5.6   HYPOTHESIS

On the basis of the said objectives following hypothesis are formulated.

- There will be no significant difference in the mean scores obtained by the pre- service teachers with respect to their academic qualification.
- There will be no significant difference in the mean scores obtained by the pre- service teachers with respect to their medium of instruction.

5.7   EXPLANATION OF THE TERMS

Knowledge - Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning.

Vocabulary – A person's vocabulary is the set of words he/she is familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and knowledge acquisition. It is also the sum of the distinct words related to a discipline or profession. It is a supply of expressive means; a repertoire of communication.

5.8   OPERATIONAL DEFINATION OF TERMS

Knowledge of Vocabulary:

The knowledge of vocabulary here refers to the set of familiar words to the pre -service teachers within English language.

5.9   DELIMITATION OF THE STUDY

▪ The present study was delimited to the written vocabulary according to the English language.
▪ The present study was delimited to the number of pre- service teachers who have opted English as a method subject in the year 2020 – 2021.

5.10   METHODOLOGY

The present study is a Survey type of Research. It is a method for collecting and analyzing data obtained from a large number of respondents, representing a specific population. It is an organized attempt to describe and interpret what exists at present in the form of conditions, practices, process, trends, effects, attitudes and beliefs. The following methodology of the survey research was used in the present study.

5.10.1   POPULATION

There are five B.Ed colleges in Vadodara (Gujarat) . Out of these three colleges follow English medium and rest of them two follows Gujarati medium. Population for the present study consisted of all pre-service teachers who had opted English as a method of teaching in all five colleges for the academic year 2020 - 2021.

Table 5.10 : List of B.Ed Colleges in Gujarat

Sr. No.	Name of the College	Medium of Instruction
1	M.S. University of Baroda	English
2	Way made College of Education, Anand	English
3	H.M. Patel College of Education, Anand	English
4	N.H. Patel College of Education, Anand	Gujarati
5	S.D. Patel College of Education	Gujarati

5.10.2   SAMPLE OF THE STUDY

All pre-service teachers who had opted English as a method of teaching in all five B.Ed colleges of Vadodara (Gujarat) constituted the sample for the present study. The sample is non -probability sample as the chances of selection were equal and independent. The total number of Pre-service teachers who had opted English as a method subject was 100. The number of students who were responded at available time was 80. Thus the sample for the

present study comprise of 80 B.Ed students who had opted English as a method of teaching in their colleges.

5.10.3 TOOLS FOR DATA COLLECTION

An achievement test was conducted by the investigator for the purpose of data collection in the present study. The test was conducted for the knowledge of vocabulary of B.Ed. students.

VOCABULARY TEST

For the present study an achievement test was conducted by the investigator to know the vocabulary skills of those B.Ed students who have opted English as a method subject. The test was of 50 marks and all the questions are objective type questions and there is no negative marking in the exam. The test was prepared using objective items like Synonyms, Antonyms, Error Analysis and Idioms and Phrases. All the questions are made by the level of the B.Ed students.

5.10.4 PROCEDURE OF DATA COLLECTION

The researcher had a telephonic contact with all the pre service colleges there she took a permission for the data collection from their students. It took a lot of time for collecting the data. The data was collected immediately after the completion of the test from all the B. Ed students of each college.

5.10.5 STATISTICAL ANALYSIS OF DATA

Data were collected with the help of SPSS. For the purpose of descriptive analysis of data mean, standard deviation was used. The data was divided into two groups according to their medium of instruction and their academic qualification. The mean of two groups was calculated to find out the difference between the mean scores of these two groups and to test the null hypothesis.

5.11 MAJOR FINDINGS OF THE STUDY

The findings of the present study are based on the analysis interpretation done in the previous chapter. The investigator has arrived to these major findings by focusing on the objectives of the study. The discussion is based on the findings and also done in the present chapter whatever the investigator has found out is presented as follow

1. It was found that overall performance of pre service teachers according to expressive vocabulary showed a lot of variation in the scores.
2. The highest score obtained was 50 and the lowest score was 6.
3. It was found out that the mean of the total score of pre service teachers was 31.95 it showed that the group as a whole could score half of the maximum score that was 50.
4. The median of the total score was 31.50 it indicated that 50% of the pre services teachers score lie below 31.50. It was found out that 50% of the pre service teacher's score more than 31.50.

5. After analyzing all these aspects it was found out that the overall performance of pre-service teachers according to their expressive vocabulary was satisfactory. On the basis of the findings of the present study it is apparent that among pre-service teacher that level of vocabulary is sufficient for teaching in the normal school setting. They have enough vocabulary knowledge to express themselves.

6. It was found that there was no significant difference in the mean score obtained by pre service teachers with respect to the variable academic qualification.

7. It was found that the mean scores of B.A (Bachelors of Arts) is more than M.A (Master of Arts).

8. It was found that there was no significant difference in the means score obtained by pre service teachers with respect to the variable medium of instruction.

9. It was found that the mean of Gujarati Medium students is more than English Medium. It means language students have more vocabulary knowledge of English.

10. It was found that the pre- service teachers faced a lot of difficulty in the questions related to Error Analysis and Idioms and Phrases more.

5.12   SUGGESTIONS FOR THE PRESENT STUDY

The investigator has experienced many things in the course of her study and on the basis of that suggestions are being provided. During the Analysis some of the areas were found out by the investigator which needed improvement for acquisition of effective and affluent vocabulary. On the basis the investigator has tried to provide few suggestions for Pre- Service Teachers, Teacher Educators and school teachers of English Language.

SUGGESTIONS FOR SCHOOL TEACHERS:

- "Instructional'' read - aloud events.
- Provide direct instruction in the meaning of clusters of words and individual words.
- Systematically teach students the meaning of prefixes, suffixes and root words.
- Teach the effective, efficient, realistic use of dictionaries, thesaurus, and other reference books.
- Teach the model and encourage the application of a word -learning strategy.
- Create a keen awareness of and a deep interest in language and words.
- Words should be used in context so that students can remember the meaning and it's use.
- The teacher should relate each and every word with its associative words it means the teacher should also explain other similar words which have association with the word the teacher is teaching. For example, while explaining the word Doctor, teacher should also explain words like Stethoscope, hospital, nurse etc.

FOR PRE- SERVICE TEACHERS AND TEACHER EDUCATORS:

To build their vocabulary skills -

1. They should read more and develop positive attitude towards the language learning.
2. They should show inquisitiveness in knowing new words with regard to its appropriate use.

3. They should use good dictionary and thesaurus also. They should listen to English News Channels and read English Newspapers daily.
4. They should prepare the modules related to important and most frequently used words and topics which are commonly used for communication.
5. They interact with others in English so that the fluency to speak English increases. This would give them chance to use their knowledge of vocabulary actively and would learn new words while interacting with or listening to others.

5.13 SUGGESTIONS FOR FURTHER STUDIES

1. A study can be conducted on knowledge of vocabulary among pre- service teachers of English.
2. A study can be conducted on the problems faced by English teachers in integrating vocabulary in their teaching.
3. A study can be conducted on the vocabulary knowledge of English language of secondary and higher secondary students.
4. An experimental study can be conducted to improve the grammatical errors of B. Ed students related to vocabulary.
5. A doctoral study can be conducted in the area of standardization of vocabulary test.
6. An experimental study can be carried out dealing with development of communication skills and vocabulary among students of secondary or higher secondary as well as among the Pre- Service Teachers.

5.14 CONCLUSION

Vocabulary is an essential aspect of language teaching and learning. Vocabulary of any language has immense importance as it is indispensable part of language acquisition and expression. Vocabulary is significant for teachers in teaching of any language, transacting the syllabus and also to meet the requirements the need of effective teaching learning process. Teaching is the process where communication between student and teacher occurs. To make the communication successful and effective vocabulary knowledge is must for all. It is also important when they got a job in any teacher education institute.

Present study has made it apparent that knowledge of vocabulary creates communication properly, especially where the conductive climate is not provided in language learning. The knowledge of vocabulary could be enhanced through many ways like using dictionary, thesaurus, meaning diaries etc. We also take use of online platforms to build our vocabulary skills.

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APPENDICES

ENGLISH VOCABULARY TEST

General Instruction:

- There are 40 questions.
- All the questions are Multiple Choice Questions (MCQ).
- Choose the most appropriate options for each question.
- There is no negative marking, so attempt all the questions.

Question no. 1 to 30 carries 1 mark each (Antonyms, Error Analysis, and Synonyms)
Question no. 31 to 40 carries 2 mark each (Idioms & Phrases)

1. E-Mail Id –
2. Name of the Student –
3. Qualification –
4. Name of the College / University-
5. Medium of Instruction-
   i) Hindi
   ii) English
   iii) Gujarati
6. Medium of Instruction of the school you have studied
   i) Hindi
   ii) English
   iii) Gujarati
7. Method Subject
   i) English
   ii) Other

QUESTIONS

1. Choose the correct antonym of MILITARY

   i) Coup   ii) Militant

   iii) Civil   iv) Civility

2. Choose the correct antonym of the word EMBRACE

   i) Disobey   ii) Contradict

   iii) Reject   iv) Obscure

3. Choose the correct antonym of the word COERCIVE

   i) Progressive   ii) Promoting

   iii) Opinionated   iv) Gentle

4. Choose the opposite meaning of ORIENT

   i) Disorder   ii) Fact

   iii) Conform   iv) Casual

5. Find the word just opposite to TIMID

   i) Gentle   ii) Tired

   iii) Brave   iv) Snicker

6. Find the word just opposite of STERILE

   i) Short   ii) Wild

   iii) Common   iv) Fertile

7. Find the word just opposite to the word AMENDMENT

   i) Correction   ii) Polarized

   iii) Improvement   iv) Worsening

8. Find the word just opposite of ARBITRARY

    i)   Appropriate   ii)   Consistent

    iii)   Superficial   iv)   Snicker

9. Find the word just opposite to the word INTENSE

    i)   Pointed   `   ii)   Allow

    iii)   Calm   iv)   Disallow

10. Find the antonym of the word HARMONY

    i)   Particular   ii)   Expedite

    iii)   Discord   iv)   None of these

11. Choose the correct Spelling

    i)   Amatuer   ii)   Amature

    iii)   Amateur   iv)   Ameteur

12. Spot the correct word

    i)   Committee   ii)   Commitee

    iii)   Committee   iv)   Committey

13. Choose the mis- spelt word

    i)   Annex   ii)   Aniversary

    iii)   Animate   iv)   Animosity

14. Find out the correct spelling (A great writer)

    i)   Shakespear   ii)   Shakespeare

    iii)   Shakspiear   iv)   Shakespire

15. Choose the word with wrong spelling

i)   Feudal   ii)   Fumble

iii) Fuel   iv)   Feugitive

16. Choose the word wrongly spelt

i)   Teaser   ii)   Teething

iii) Tedious   iv)   Teatotaller

17. Choose the word wrongly spelt

i)   Imperative   ii)   Illicit

iii) Imminent   iv)   Immature

18. Find the correctly spelt word

i)   Servant   ii)   Sarvent

iii) Servent   iv)   Sarvant

19. Select the word with correct spelling

i)   Benefited   ii)   Benefitted

iii) Benifitted   iv)   Benifited

20. Select the word with correct spelling

i)   Semester   ii)   Sensory

iii) Salacious   iv)   All of the above

21. Synonym of the word FOSTERING

i)   Safeguarding   ii)   Neglecting

iii) Ignoring   iv)   Nurturing

22. Synonym of the word PROPEL

i)   Drive   ii)   Burst

iii) Acclimatize   iv)   Modify

23. Synonym of the word FAKE

    i)   Original   ii)   Imitation

    iii)   Trustworthy   iv)   Loyal

24. Synonym of the word LAMENT

    i)   Complain   ii)   Comment

    iii)   Condone   iv)   Console

25. Synonym of the word AWAKENED

    i)   Enlightened   ii)   Realized

    iii)   Shook   iv)   Waken

26. It is very difficult to RETAIN all that you hear in the class.

    i)   Keep   ii)   Recall

    iii)   Preserve   iv)   Conserve

27. In spite of their efforts, the team of scientists could not make much HEADWAY to solve the problem**.**

    i)   Progress   ii)   Thinking

    iii)   Efforts   iv)   Start

28. The accident occurred due to his LAPSE

    i)   Trick   ii)   Interval

    iii)   Error   iv)   Ignorance

29. Silence is MANDATORY for meditation to be effective.

    i)   Compulsory   ii)   Optional

    iii)   Voluntary   iv)   Permissive

30. The prisoner has been LANGUISHING in the jail for the last many years.

    i)   Convicted   ii)   Suffering

    iii)   Attempting   iv)   Avoiding

31. The inspector was caught RED HANDED (Idioms and Phrases)

i)   Founded with hands tied   ii)   Caught with dirty hands

iii)   Caught in the act of committing the crime

iv)   quickly

32. He was murdered in COLD BLOOD

i)   Thoughtlessly   ii)   Coolly

iii)   Deliberately   iv)   Unfeelingly

33. He WENT BACK ON his promise to vote for me.

i)   Withdrew   ii)   Forgot

iii)   Reinforced   iv)   Supported

34. Their business is now ON ITS LAST LEGS.

i)   About to fructify   ii)   About to Perish

iii)   About to produce results   iv)   About to take off

35. In spite of the immense pressure exerted by the militants, the Government has decided not to GIVE IN.

i)   Accede   ii)   Yield

iii)   Oblige   iv)   Confirm

36. The authorities TOOK HIM TO TASK for his negligence.

i)   Gave him additional work   ii)   Suspended his assignment

iii)   Reprimanded him   iv)   Forced him to resign

37. To talk through one's hat

i)   To speak fluently   ii)   To talk nonsense

iii)   To talk wisdom   iv)   To speak at random

38. To get into hot waters

i)   To be impatient   ii)   To suffer a huge financial loss

iii)   To get into trouble   iv)   To be in a confused state of mind

39. To talk one's head off

i)	To talk loudly	ii)	To talk in whispers	
iii)	To talk to oneself	iv)	To talk excessively	

40. To keep one's head

i)	To be agile and active	ii)	To keep calm	
iii)	To think coherently	iv)	None of these	

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