

**THE VOCABULARY ITEMS USED IN NEW ENGLISH TEXTBOOK FOR  
GRADE THREE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Bed Hari Subedi**

**Faculty of Education**

**Prithvi Narayan Campus, Pokhara**

**Tribhuvan University, Kirtipur, Kathmandu, Nepal**

**2012**

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## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original: no part of it was earlier submitted for the candidature of research degree to any University.

Date: 3<sup>rd</sup> May, 2012

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## RECOMMEDATION FOR ACCEPTANCE

This is to certify that **Mr. Bed Hari Subedi** has presented this thesis entitled **The Vocabulary Items used in the New English Textbook of Grade Three** under my guidance and supervision. I recommended the thesis for acceptance.

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# **DEDICATION**

## ***Dedicated To***

My parents who devoted their entire lives to make me what I am today

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**Bed Hari Subedi**

Date : 3<sup>th</sup> May, 2012

## ABSTRACT

The present study entitled **The Vocabulary Items Used in New English Textbook Grade III** is an attempt to analyze the vocabulary items incorporated in the new English textbook for Grade Three in terms of total number of words, their respective words classes, frequency of occurrence and morphological structure. The data of this study include all the vocabulary items used in the new English text book for Grade Three published by Government of Nepal, Ministry of Education, Curriculum Development Centre, written by Pramod Kumar Shah and Bishnu Prasad Parajuli. The researcher listed all the words used in the textbook in the alphabetically with their phonetic transcription and categorized them in to forms, contrasted forms and conventionalized word forms. He counted the total number of word forms and classified them into different word classes. He listed all the words belonging to particular word class in alphabetical order with their phonetic transcription and counted the total number of each and every word class. The major finding of the study is that there are altogether 763 vocabulary items belonging to eleven different word classes among which nouns occupy the highest number of vocabulary items.

The study includes four chapters. The first chapter introduces the study which consists of general background, review of the related literature, objectives and significance of the study, and definition of specific terms. The second chapter deals with the methodology adapted for the study under which the sources of data, process of data collection and limitations of the study are presented. Similarly, in the third chapter the analysis and interpretation of data is incorporated. Mainly descriptive and analytical approaches have been applied for this purpose. The fourth chapter introduces the product of the analysis and interpretation of the data. On the basis of the findings, some recommendations are also presented in it.

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## LIST OF ABBREVIATIONS AND SYMBOLS

A	:	Adjective
AD	:	After the death of Christ
Adv.	:	Adverbs
B.Ed.	:	Bachelor in Education
Dr.	:	Doctor
ELT	:	English Language Teaching
ESP	:	English for Specific Purpose
FOE	:	Faculty of Education
FOHSS	:	Faculty of Humanities and Social Sciences
Freq.	:	Frequency
M.Ed.	:	Master in Education
Mr.	:	Mister
N	:	Noun
NEC	:	National Education Commission
NESP	:	National Education System Plan
No.	:	Number
Plu.	:	Plural
Prep.	:	Preposition
Sb		Somebody
Sg.	:	Singular
Sth	:	Something
T.U.	:	Tribhuvan University
USA	:	United States of America
V	:	Verb
V-ed	:	Past form of the verb
V-en	:	Past Participle form of the Verb
Viz.	:	Namely

V-sles : Third Person Singular Present Verb

VS : Versus

% : Percentage

# **rCHAPTER ONE**

## **INTRODUCTION**

This chapter begins with the concept of language i. e. general background followed by English language and English teaching in Nepal. Similarly, it includes definitions and importance of vocabulary. Likewise, it includes the different word classes and their introduction, types and aspects of vocabulary. The other topics that are discussed in this section are review of the related literature, objectives of the study, the significance of the study and definitions of the specific terms used in the study.

### **1.1 General Background**

There are various means of communication language is one of them. We express our opinions, ideas, thoughts, want and desires through language. It is often defined as voluntary vocal system of human communication. It is the means of self expression and communicating or expressing ideas and feelings. A language is species specific, unique and universal within the species. Language has enabled people to establish great civilization on the earth. Man differs from all other species because s/he possesses unique faculty of speech. Mankind is the only species gifted with the power of speech. Human beings express their personality through language. We perceive the picture of the whole universe in terms of language. It is ubiquitous, it is present everywhere. We pray and think, read and write, mediate and dream in terms of language. It is the way of transmitting our history, thought, literature and the whole of our achievement from generation to generation.

Language is a very complex human phenomenon. Although there are other means of communication viz. tactile, olfactory and gustatory, language is the most widely used means of communication. There are many great linguists and scholars who have devoted the whole of their lives to the mysterious question of defining language. According to Sapir(1978, p. 8) ,"Language is a purely human non-instinctive method of communicating ideas, emotions and desires

by means of a system of voluntarily produced symbols." Similarly, Richards J. C., John, P. and Heidi, P. (1999, p. 196) define language as "The system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units e.g. morphemes, words, sentences and utterances." Likewise, Finnocchiaro (1964, as cited in Brown, 1994, p. 4) defines language as " A system of arbitrary, vocal symbols which permits all people in a given culture or other people who have learned the system of that culture." Syal & Jindal (2007, p. 5) state "Language is a fully developed means of communication with the civilized man who can convey and receive millions of messages across the universe."

From the definitions cited above, it can be concluded that language is the system of communication more for human and less for non-human purpose such as the language of bees, dolphins and other animals. In this system of communication process one produces the clear picture of the whole world and the other perceive it. Language is a social phenomenon which we use in the society to express our feelings, ideas thoughts, emotions and relationship with other people in the society. Language is a very complex phenomenon which includes a speaker's or writers' personal, psychological, cultural and academic condition. Man would have remained only a dumb animal without language. In fact, human beings have been able to enjoy their academic, social, cultural and personal activities through language. It is only because of language that the whole world has become a united family. Thus, language has become a united family. Thus, language can be taken as one of the basic needs of people for living.

There is a variety of language spoken in the world. Among them, English is the most widely used language because it has gained the status of an international language. It has earned name, fame and popularity all over the world and played a significant role in international communication. It is often called a link language i. e. Lingua franca in the world because it is used to communicate with the people who belong to different linguistic backgrounds. It is therefore,

the sound knowledge of the English language has become a basic need and the demand of the day. It is regarded as the store of knowledge, the window through which one can view the broad world. It can be taken as the passport which permits one to visit and contact the whole world without any restriction. Thus, the sound knowledge of English has been indispensable for many people in these days.

Moreover, most of the world's books have been written in English, Crystal (1990, p. 7) writes, "Three quarters of the world's mail is written in English. Eighty percent of all the information stored in electronic retrieval systems of the world is stored in English." Nowadays computer has become an inevitable part of human life and even for the minor operation on computer one needs the knowledge of English. Similarly, radio is one of the great means of information and knowledge. In this connection Karn (2006, p. 73) says, "Some sixty percent of radio broadcasts are beamed in English." English has become the voice of progress and modernization. It has become the language of science and technology, business, advertisement, media, tourism, hotel management, diplomacy and internet. Hence, English has been practiced and used all over the world by millions of people either as a second language or as a foreign language. It has been developed as an inclusive channel of communication and education throughout the world.

### **1.1.1 ELT in Nepal**

English in Nepal was introduced by the Prime Minister Jung Bahadur Rana in 1854 A.D. He introduced English in the school level education with the establishment of Durbar High School after his short visit to Britain. Its importance and use in multiple fields is increasing day by day in Nepal. Highlighting this Bhattarai (2006, p. 11) says, "Compared to the history of modern education in the neighboring India and the position that English has occupied there, this period is quite short, however, this has left clear traces of its existence and gradual pace of development in Nepal too."

English for higher level was introduced with the establishment of Tri-Chandra college. There was no college or university for higher education in Nepal until Rana Primeminister Chandra Shamsher established Tri-chandra College in 1918 A. D. Tri-chandra College played a paramount role to uplift English Education in Nepal. But education system of Nepal could not flourish much during the Rana regime. Many people were deprived of education. Some reforms were seen in the field of education because several educational institutions were established throughout the whole kingdom and new plan in education such as NESP 1971 was implemented after the revolution of 1950 A. D. in Nepal. Awasthi (2003, p. 22) says, "ELT in Nepal started in 1971 with the implementation of National Education system Plan (NESP) and the same year Tribhuvan University started B.Ed. Programme in English education." Awasthi (ibid) says:

Nepal is providing education through six Universities about 1000 constituent and their affiliated colleges, some 1500 higher secondary schools and 42100 schools of which 1754 are privately run and the rest are publicly run. English occupies a prominent position in total education system in Nepal.

After the restoration of democracy in 1990 A. D. several meaningful efforts have been made in the field of education. Furthermore, the national Education Commission (NEC) 1992 report and several other meaningful efforts laid great emphasis on introducing English as a compulsory subject in all schools of Nepal from the very beginning of school education. Relating to the context of why Nepalese people should learn English, Malla (1977, as cited in Sharma 2006, p. 25) writes we shall have to learn English not because of its prestige value but because of its practical utility particularly in the face of our own limitation-material as well as non-material." Emphasizing the importance of

English, Sharma (2006, p. 25) writes "Keeping away from the treasure of English is almost an intended suicidal."

At present, English occupies an important place in the education system of Nepal. English is offered as a compulsory subject up to bachelor level and an elective subject under the faculty of Education (FOE) and faculty of humanities and social sciences (FOHSS) in TU. The courses of compulsory English are designed with the objectives of making learners communicatively competent. Elective courses in English under FOE aim at teaching language theory, grammar, skills, functions, phonetics and phonology, ELT methods, theories, practices and pedagogy whilst elective course in English under FOHSS concentrate on teaching different genres of literature and literary theory. English is the medium of instruction in the schools run by private sectors where all subjects except Nepali are taught in English. Furthermore, English is taught for specific purposes (ESP) in the faculty of law, in the institute of Medicine, Engineering and Forestry.

### **1.1.2 Aspects of Teaching English: Grammar and Vocabulary**

Teaching a language generally means teaching grammar and vocabulary of that particular language. Grammar is a framework of a language. Etymologically the word grammar is derived from the Greek word 'Grammatiká' or Grammatika techne which means 'the art of writing'. Grammar can be defined as a set of rules of a particular language. Teaching grammar is indispensable for teaching a language. The modern concept of scholars about teaching grammar is that grammar should be taught in context.

The another important aspect of teaching English is teaching vocabulary. Vocabulary includes words, compound words and idioms. In other words, vocabulary is a set of lexeme including single words, compound words and idioms. Vocabulary can be taken as the building block of a language. For an effective communication a person should have a good mastery of vocabulary

items. Vocabulary should be selected and graded carefully according to the need, interest, age, level and ability of the students.

### **1.1.3 Introduction to Vocabulary**

Vocabulary is one of the most important aspects of language which includes words, compound words and idioms. Vocabulary ranges from simple day-to-day vocabulary to completely new words. Vocabulary can roughly be defined as the words we teach in a given language. Vocabularies are building blocks of language, i.e. elements of language. In the absence of building blocks one cannot construct his/her building. Similarly, one cannot communicate message in a language if the language lacks vocabulary. Vocabularies have vital role in framing our ideas in a continuous flow. We need to select the appropriate vocabulary items and combine them together with the help of underlying rules in order to communicate effectively. The term vocabulary has been defined differently by different scholars in different books.

Hornby, (1999, p. 1331) defines vocabulary as " the total number of words in a language."

According to Richards, John, and Heidi (1999, p. 400) vocabulary refers to "a set of lexeme, including single words, compound words and idioms."

Mayor, T. (2009, p. 1177), defines vocabulary as "all the words that someone knows or uses."

Procter, (2008, p. 1624) defines vocabulary as "all the words which exist in a particular language or subject."

Webster, N. (2010, p. 1425) defines vocabulary as "a list or collection of words or, often of words and phrases usually alphabetically arranged and explained or defined."

Regarding vocabulary, Celce-Murica and Larsen-Freeman (1999, p. 29) say "We take a considerably broader view of the lexicon; We consider it to

comprise not only single words but also word compounds and conventionalized multiword phrases. Contrary to this, Halmer (1991, p. 153) provides completely different definition of vocabulary. According to him if a language structures make up the skeleton of the language, then it is vocabulary that provides vital organs and the flesh.

From the above definitions, it can be concluded that vocabulary can either be a single words, or a group of words that take a single meaning. For example; 'post office' and 'father-in-law', which are made up of two and three words respectively but express a single meaning. Learning a language begins with learning its vocabularies. If we take grammar of a language as skeleton, vocabulary can be taken as vital organs and flesh. For effective communication one has to be competent in the language he uses. In a common sense, to know language is to know its vocabulary and grammar.

In this connection Wallace (1989, p. 9) says, "There is a sense in which learning a foreign language is basically a matter of learning the vocabulary of the language." A good store of vocabulary is crucial for understanding and communication. Not being able to find the words one needs to express himself is the most frustrating experience in speaking another language.

So, there is greater need of systematic analysis and evaluation of the vocabulary included in the text designed for the learners. Thus, the researcher has tried to analyze the vocabulary used in the New English text book of grade three.

#### **1.1.4 Importance of Vocabulary**

Vocabulary is one of the most important aspects of language which should be taught in an appropriate and effective way. A sound in itself has no meaning at all whereas words are always meaningful. Communication is possible only with use of words i.e. we can send or receive our message with the use of words. A speaker creates good impressions in the hearer with the right selection of words. Students cannot use language according to the demand of

communication until and unless they have adequate number of vocabulary in their linguistic repertoire. If language structures make up the skeleton of language, then it is vocabulary that provides vital organs and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Therefore, students cannot express their news, views and ideas according to the need of the context if they have not got mastery over vocabulary.

Language is a composite whole comprising grammar and vocabulary. Both of these components of language are equally important for meaningful communication. In this regard, Wilkins (1972, p. 11) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Thus vocabulary teaching is one of the most integral aspects of language teaching.

The complexity or simplicity of our thought, the formality or informality of our language and the degree of politeness are all reflected by the words that we use. In this sense, acquisition (Learning) of words is as important as the learning of grammar. When one acquires or learners a language s/he acquires or learns vocabulary automatically. This implies that language learning is the matter of learning vocabulary of that language. When we want to convey our news, views, opinions, ideas, feelings and thoughts, we need vocabulary power. We fail to communicate the ideas in the absence of vocabulary. Thus, vocabulary being an indispensable aspect of language, it should be highly emphasized during the course of teaching language.

### **1.1.5 Words Classes**

Word class is a new linguistic term used for traditional part of speech. Part of speech is a traditional term to describe different classes of words which are used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. From time to time other parts of speech have been proposed, such as DETERMINER. Parts of speech may be identified

by their meaning, form and function. Modern grammarians distinguish between major and minor word classes. The major word classes are also called open word classes; their membership is unrestricted and indefinitely larger. Minor word classes are closed classes; their membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is so small that they can easily be easily listed out. There are four major word classes; noun, verb, adjective and adverbs. The minor word classes are pronouns, prepositions, conjunctions, interjections, determiners, intensifiers and classifiers.

It is quite impossible to determine whether a particular word belongs to the class of a noun, a verb or an adjective from the traditional definitions since they are notional and vague. For example, traditionally, a noun is defined as the name of a person, place or thing but the words reflection, betterment, love, anxiety and jealousy which are not the name of person, place or thing, belong to the class of noun. They are regarded as nouns in the sense that they fit in the slot of noun in the structure of a language. Similarly, the words black, white and red which denote the name of colors belong to the class of adjective rather than noun. Likewise, articles, possessives, quantifiers and demonstratives are traditionally included in the class of adjectives in the sentences, they have no comparative and superlative form and most of them are never used predicatively.

Unlike traditional grammarians, the modern grammarians classify words into word classes by considering formal as well as functional characteristics. The main criteria of word classes should be their formal structure (i. e. morphological properties) and functional characteristics (i. e. syntactic characteristics) "Many word classes if considered in isolation, cannot be classified as belonging to this or that class." (Arts & Arts 1986, p. 21). It is only when we consider their function in a particular context that we are able to say which word class that belong to. Thus the words like 'sir' and 'inevitable'

primarily belong to the class of noun and adjective respectively. However, they may be said to be converted into a verb and a noun in the following contexts.

Don't sir me please.

We are prepared for the inevitable to happen.

In many cases words are not felt to belong primarily to one class, but to more than one class at the same time. For instance, it is hard to tell, whether the words like 'answer' and 'desire' are primarily verbs or nouns. We should assign words to different classes considering how they are built and what role(s) they play in the structure of phrases separately. The above mentioned word classes are described briefly as follows:

### **1.1.5.1 Major Word Classes**

Words which are meaningful in isolation are known as major word classes. The major word classes include nouns, verbs, adjectives, and adverbs. The major word classes carry most of the content or meaning of a sentence. Thus major words classes are also known as the content words. Major word classes are known as open classes since they allow the creation of new members.

#### **Nouns**

A noun can be defined as the word which has specific distributions in the structure of a language. Words are identified as nouns on the basis of their morphological and syntactic properties.

Adams (1973, p. 17) says:

Among the features that we expect of nouns are: the ability to take the plural and genetic inflection to the certain characteristic suffixes like -er, -once, -ness, -ism, to be preceded by determiners like a, the, my, another, this; to follow prepositions to all as the subject or the object of a sentence.

According to Arts and Arts (1986, p. 22) the typical derivational suffixes that form nouns are as follows:

- age : anchorage, coverage, postage, etc.
- ance : acceptance, appearance, utterance, etc.
- ation : affirmation, information, transformation. etc.
- dom : boredom, freedom, kingdom, etc.
- ee : divorcee, employee, payee, etc.
- eer : enigneer, mountaineer, profiteer, etc.
- ence : difference, existence, preference, etc.
- ness : bitterness, exactness, whiteness, etc.
- hood : childhood, knighthood, parenthood, etc.
- ism : idealism, modernism, organism, etc.
- ment : amendment, commandment, shipment, etc.
- ess : actress, governess, murderess etc.
- ship : friendship, kinship, scholarship, etc.
- ette : cigarette, maisonette, usherette, etc.
- ist : maxiste, royalist, specialist, etc.

## **Verbs**

The verb is the element that occurs as a part of the predicate of a sentence co-occurring with subject, e. g. boys play, they came, etc. Adam (1973, p. 12) says "We may say that verbs are typically associated with reference to time, with activity and changing conditions."

There are three derivational suffixes that are typical of the class of verbs.

Arts & Arts (1986 p. 32)

-en : broaden, darken, lengthen, etc.

-ify : glorify, nullify, simplify, etc.

-ise/ize : economize, nationalise, scandalize, etc.

## **Adjectives**

Adjectives, in general can occur within a noun phrase as its constituent. Arts & Arts (1986, p. 28) says "Many members of the class of adjectives are identifiable on the basis of typical derivational suffixes; many adjectives are also characterized by the fact that they inflect for the comparative and the superlative." From syntactic point of view, we can distinguish between the attributive and predicative adjectives. Most of the adjectives can be used both attributively as well as predicatively. Attributive adjectives are constituents of the noun phrase and precede the noun phrase head. Predicative adjectives function in the structure of the sentence as either subject attribute or object attribute. According to Arts and Arts (1986, p. 28) some typical derivational suffixes that form adjectives are as follows

-able/ible : preferable, reasonable, visible, etc.

-ful : beautiful, harmful, useful, etc.

-ic/ical : economic(al), historic(al), allergic, nonsensical, etc.

-ish : Danish, greenish, tallish, etc.

-ive : abortive, massive, restive, etc.

-less : childless, speechless, thoughtless, etc.

-like : manlike, warlike, ladylike, etc.

## Adverbs

An adverb can be defined as a word which is used to say, for example, when, where, how or how often something happens. Arts & Arts (1986, p. 31) say "Syntactically speaking, two major functions of adverb can be distinguished. They are used to serve as constituent in the structure of a sentence constituent, and as a modifier of a head in an adjective phrase and an adverb phrase. When functioning as sentence constituent, adverbs express such meaning as the time, place, manner and degree of the verbal action." For example,

The plane arrived yesterday. (Time)

Rupa is waiting Outside. (place)

The soldiers were punished cruelly. (Manner)

He absolutely refused to come. (degree)

According to Arts and Arts (1986, P. 31) many adverbs can be identified on the basis of typical derivational suffixes as given below:

- ly : fully, intelligently, wisely, etc.
- ward(s) : afterwards, downwards, upward(s), etc.
- Wise : clockwise, lengthwise, edgewise, etc

Thomson and Martinet (1993, p. 47) distinguish eight types of adverbs as follows:

- Adverb of manner : clearly, beautifully, carefully, etc.
- Adverb of place : here, there, near, etc.
- Adverb of time : now, yesterday, tomorrow, etc.
- Adverb of frequency : always, never, sometimes, etc.
- Sentence adverb : certainly, surely, obviously, etc.

Adverb of degree : very, quite, extremely, etc.

Interrogative adverb : when, where, why, etc.

Relative adverb : when, where, why, etc.

### 1.1.5.2 Minor Word Classes

Minor word classes are known as closed classes because their membership is restricted since they do not allow the creation of new members. The minor word classes include pronouns, prepositions, conjunctions, interjections, articles, quantifiers and numerals. These word classes are also known as grammatical or functional words since they help the major words in a sentence.

#### **Pronouns**

According to Celce-Murcia and Larsen-Freeman (1999, p. 18) "Pronouns refer to or replace nouns or noun phrases within a text (e. g. "My aunt, she ...") or as direct reference to an outside situation ( e.g. in response to sudden loud noise "what's that ?" )" . They occupy same place as a noun or noun phrase does. We replace noun by pronoun only when it is already clear who or what we are talking about. So, more precise description is necessary. It seems awkward to use the same long noun phrase repeated by in each sentence. On the one hand, to be short, specific, clear and precise, everyone should try to use pronouns and on the other hand, they must be proficient in recognizing what it stands for so that they can understand the materials they go through.

Arts and Arts (1986, p. 48) classify pronouns into following sub-classes:

Personal pronouns : I, we, you, he, she, it, they.

Possessive pronouns : my, ours, yours, his, her, its.

Demonstrative pronouns : this, that, these, those.

Interrogative pronouns : what, who, which, etc.

Reflective pronouns : myself, ourselves, yourself.

Reciprocal pronouns : each-other, one-another.

Relative pronouns : who, whose, whom, etc.

Indefinite pronouns : some, all, any, etc.

## **Prepositions**

A preposition is a functional word that belongs to a closed class. The form of preposition is invariable. It is always followed by a noun, a pronoun or a noun phrase. For example,

John came to Nepal Yesterday.

Mary bought a toy for her child.

Following Arts & Arts (1986, p. 44) we can distinguish simple (one-word) and complex (multi-word) prepositions. Some examples are given below.

### **Simple Prepositions**

at

In

before

between

during

### **Complex Prepositions**

according to

in spite of

out of

with regard to

in front of

## **Conjunctions**

Like prepositions, conjunctions constitute a closed set of words which do not vary in form and serve the purpose of linking words, phrases and sentences.

For example:

slow and steady

bread and butter

poor but honest

do or die

Conjunctions can be categorized into two types according to their form. They are: simple (e. g. and, if, but, because, etc.) and complex (e. g. as if, in case, so that, etc. Functionally, conjunctions can be categorized in to two types. They are coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions function as linkers between words, phrase, clauses and sentences. Conjunctions such as 'and', 'but', 'or', 'so', 'for', are the examples of coordinating conjunctions. Subordinating conjunctions consist of subordinators. Subordinators introduce subclauses, that is clauses functioning as constituents of sentences of phrases of sentences or phrases. Conjunctions such as 'although', 'before', while', 'if', 'whether', 'since' etc. are the examples of subordinating conjunctions.

### **Interjections**

Interjections are closed class items which are limited in number and most of which are monosyllabic. They are unproductive and are used to express the emotion of surprise, pleasure, pain, joy, disgust etc. Some examples are given below.

Oh dam! I forget he was coming.

Alas ! he was dead.

Hurrah ! we have won the match.

Hey ! come and look at this !

Wow ! you look terrific.

### **Determiners**

Older grammars make no special reference to determiner, incorporating them into the adjective word class. Modern grammars use the term 'determiner' to

refers to that special class of words that limit the nouns that follow them. It is a class of items whose main role is to co-occur with nouns to express a wide range of semantic contrasts, such as quantity or number. In English, determiner includes articles, demonstrative and possessive pronouns, cardinal and ordinal numbers and quantifiers like all, both, double, half, etc. They precede an adjective if one is present; otherwise they are positioned directly in front of a noun.

### **Intensifiers**

Intensifier is kept under the minor word class in modern grammars. But most of the grammarians prefer to put it under the class of adverb called intensifying adverb. Anyway, intensifier refers to a class of word which intensifies (i. e. makes stronger or more emphatic) the meaning of another element in the sentence. For instance, in the sentence 'The food was very nice,' the intensifier 'very' makes the word 'nice' stronger. Some other examples of intensifiers are, terribly, hardly, definitely and so on.

### **Classifiers**

Classifiers generally refer to the grammatical item, that the words into various word classes. Modern grammarians have regarded classifier as one of the minor word classes. But, especially classifier is a morpheme whose function is to indicate the formal or semantic class to which grammatical items belong to. For instance, 'ly' is an adverb classifier and 'ess' is femininity classifier.

## **1.1.5 Types of Vocabulary**

Words have been classified from different angles. Broadly, they are classified into content and function words. The classification of words into content and function words is referred to as semantic-grammatical classification of words. Content words have their lexical meaning and fall under major word class. Function word has only grammatical meaning and come under minor word

class'. The word 'prize' and 'form' for instance, are content and function words respectively.

Structurally, words can be classified into three types: simple, complex and compound. A simple word consists of a single free morpheme with or without the addition of inflectional affix. For example, 'pen', 'washed', 'go', etc. are simple words. A complex word consists of more than one morpheme one of which is free and others are bound morpheme. The words 'smoking', 'careful', 'humanity', and 'competition' are complex words where smoke, care, human and compete are free and ing, full, ity and ion are bound morphemes respectively. If two or more free morphemes are combined to form a new word without changing their shape or form, such words are referred to as compound words, for example; 'necklace', 'black-bird', 'sun-flower', 'house-wife', etc.

Harmer, (1991, p. 159) classifies vocabularies into two types: active and passive. Native speakers of a language can understand many more words that they actively use. The vocabularies that one can use are active and the ones that one cannot use but can understand are passive vocabularies. In other words, the vocabularies that can be used in both receptive and productive skills, of language are active and those that can be used only in receptive skills are passive. Thus, we can produce active vocabulary in our speech and writing and we can understand passive vocabulary in others speech and writing but cannot use in our speech and writing.

In the context of language teaching, active vocabulary refer to the vocabulary that students have been taught and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the vocabulary which the students recognize when they occur in a context but which they will probably not be able to produce. People have a large number of vocabularies in their linguistic repertoire but the distinction between the two types is hard to maintain because the status of vocabulary in terms of active and passive is not a permanent state of affairs. There is no hard and fast rule of determining whether a given vocabulary

belongs to active or passive vocabulary. A vocabulary that has been active through constant use may slip back into passive store if it is not used for long period of time. A vocabulary that students have in passive store may suddenly become active if the situation or the context provokes its use. So, it is in terms of exposure vocabularies are determined active or passive. Regarding the concept of active and passive vocabulary and their teaching. Doff (1988, p. 42) says "Words which students will need to understand and also use themselves we call this active vocabulary; words which we want students to understand but which they will not need to use themselves we call this passive vocabulary." Thus, vocabularies which students face in their day- to-day communication should be given priority in teaching. Similarly students should be provided adequate time to use their active vocabulary and they should also be involved in various exercises by which they can change their passive vocabulary into active.

### **1.1.6 Aspects of Teaching Vocabulary**

There are various aspects of teaching vocabulary. Harmer (1991, p. 18) Provides the following four aspects.

#### **1.1.6.1 Word Meaning**

It seems very easy to define word meaning but it is very difficult because words have a wide range of denotation according to the context, i. e. word meaning is a context bound phenomenon. For example, the word 'watch' refers to the electronic device that we wear on our wrist to see time. But the very word means to look at sth/sb with attention in the sentence ' She watches television.' Aspects of word meaning include denotation, connotation, appropriateness and meaning relationship. What a word primarily refers is its denotative meaning , which varies according to the context. On the other hand, a less obvious component of the meaning of an item is its connotation, the association or positive or negative feeling it evokes. Same word having positive connotation in one context may have negative connotation if it is use in another

context. For example, if someone used the word 'guy' to address his/ her friend it shows intimacy, i. e. close relationship but the very word has negative connotation if it is used to address elder or senior people. Similarly, some words can not be appropriate in all situations though they are used with same denotation. For example, 'cry' and 'weep' are synonyms but 'cry' is found more common in writing than in speech whereas 'weep' is found more common in speech than in writing. Teaching meaning in relation to the meaning of other words is also very useful. Among various such relationships the crucial ones are synonymy (i. e. sameness of meaning), antonymy (I .e. oppositeness of meaning), hyponymy (i. e. the relation between two lexical units in which the meaning of first one is included in that of the second). Homonymy (i. e. the relation between words having some forms but different meanings, and polysymy (i. e. the multiple meanings of a single word).

#### **1.1.6.2 Word Use**

Word use is one of the most significant aspects of teaching vocabulary. Words are used differently in different contexts. 'What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. Words do not have only literal use but they may have metaphorical or idiomatic use as well. For example, 'cats and dogs' are not used as nouns in the sentence 'It's raining cats and dogs'. Here, the use is idiomatic and the meaning is heavily.

Word is also governed by collocation; some certain word forms are used with some other word forms. For example, the word 'ache can be used with the word 'head' and 'stomach' (e. g. headache stomachache) but can not say legache, throatache and handache. The use of words sometimes is bound to certain social context or setting. For example, the word 'row' means noisy quarrel in one context and it means a line of things or people in another context. Similarly, some items are used in certain context for certain function. For example, the meaning of 'afraid' in the sentence ' I become afraid of tiger' differs from the meaning in the sentence 'I'm afraid, I cannot.' Thus, students

should be taught not only use of words but also their metaphorical use, collocation and registers.

### **1.1.6 .3 Word Formation**

Word formation is one of the main aspects of teaching vocabulary. According to Richards J.C., John P., and Heidi, P. (1999, p. 143) form refers to "The means by which an element of language is expressed in speech or writing. Forms can be shown by the standard writing system for a language or by phonemic symbols." Words can change their shape and their grammatical value too. Words forms are changed according the rule system of grammar. Thus, how words are twisted to fit different grammatical contexts should be taught to the students.

Word forms are changed when prefixes and suffixes are attached to them. Students should know how prefixes and suffixes work. If they know the meaning of 'sub' 'on' and 'able' this will help them guess the meaning of words like 'subdivision', 'unbearable', and 'reasonable'. But they should also be warned that in many common words the affixes no longer have any obvious connections with their root meaning as in 'subject.' Some common affixes in English as found in Oxford Advanced Learners Dictionary (2010) are:

Prefixes : anti-, auto-, co-, com-, dis-, e-/ex-, inter-, mis-, non-, per-, pre-, re-, tran-, etc.

Suffixes: er/or, -ic, fy, -ism, -ist, -ise /ize, ness, -tion, -ity, etc.

Students should be taught various ways of word formation including affixes. Teaching of pronunciation and spelling are also included in teaching word formation. Students should learn how word can change their form and how they are written and spoken.

#### **1.1.6.4 Word Grammar**

Grammar of word items should be emphasized while teaching word grammar because they are not covered by general grammar rules. An item may have unpredictable change of form in certain grammatical context or may have some idiosyncratic way of connecting with other words in sentence. It is important provide learners with this information at the same time as we teach the base form. For example the verb 'tell' is followed by an object to infinitive and so is 'ask' as in 'he told me to go' and 'he asked me to go.' But the word say does not work in the same way. Similarly, while teaching noun countable/ uncountable and singular/ plural forms should be taught. Some nouns do not have regular plural forms as 'man- men' and some nouns have no plural form such as 'advice', 'information', etc. Similarly, teachers can present adjectives and verbs together with their following preposition as 'responsible for' 'reminded someone of', etc. Therefore, students should be taught about how words are used in different grammatical contexts.

#### **1.2 Review of the Related Literature**

Although a few researches have been carried out on vocabulary analysis no research has been carried out on vocabulary analysis of the new English text book for grade three. An attempt has already been made to review the literature on the same subject. The following are the various to pice on the subject that happened to see.

Chudal (1997) has studied the vocabulary achievement of the students of grade six in his M. Ed thesis. The objective of this study was to investigate the students achievement of English text book for grade six and to make gender wise comparison of the vocabulary achievement. In aggregate, the study found that the achievement level was poor.

Similarly, Karki (2000) has studied vocabulary achievement of the students of grade eight. The objective of the study was to investigate the achievement of English vocabulary of the students of grade eight.

Likewise, Tiwari (2001) has studied the vocabulary achievement of students of grade ten. The objective of this study is to investigate the student's achievement of English vocabulary used in the new textbook for grade ten.

In the same way, Tiwari (2004) has carried out a study on 'An Analysis of Vocabulary used in English textbook for grade four.' The objective of this study was to analyze vocabulary used in the English textbook for grade four in terms of the total number, parts of speech, frequency and structure (morphological and phonological) His study has shown that 546 different vocabulary items were found to be used in the textbook. Regarding the frequency of occurrence the auxiliary verb 'is' has the highest number of frequency. Both mono-phonemic and poly-phonemic words and definite and indefinite articles were found to be used in the text book.

Similarly, Gaire (2006) has carried out a research on 'Analysis and achievement of vocabulary of grade two English.' The major objectives of the study were to examine total number of vocabulary items with their frequency and achievement. The study shows that 413 different vocabulary items were found to be used in the textbook having the highest number of nouns. In his study 92.22 percent students were found above the average level. In comparison to other vocabulary items, nouns were found to be easier.

Likewise, Poudel (2007) studies the vocabulary items used in the English textbook for grade one in terms of frequency of occurrence and difficulty level. His findings show that 217 different words were found to have been used in the text book. Among different word classes, nouns occupy the highest number of vocabulary items and articles occupy the lowest number of vocabulary items. Student's achievement was found comparatively better in the text of adverbs, adjectives, nouns and verbs than pronouns, conjunctions, articles and interjections.

Similarly, Budhathoki (2008) has conducted a research on the vocabulary items used in the English textbook for grade five to examine the vocabularies in

terms of parts of speech, frequency and structure. His findings show that nouns occupy the highest and articles occupy the lowest number of vocabulary. Some of the words are used both as noun and verb. Some of the words used in the textbook are found difficult for the beginners. Regarding the frequency, the definite article 'the' has the highest frequency of occurrence which has occurred 465 times in the textbook.

In the same way, Lamichhane (2010) has studied vocabulary items used in our English books for Grade VI in terms of total number, their frequency occurrence, word classes, syllabus pattern and morphological structure. His study has shown that there were 1333 words belonging to eleven different word classes in the textbook. The definite article 'the' has the highest frequency among all vocabularies used in the text book. The most used syllable pattern was CVC and the least used syllable pattern was CCCVCCCC and both single and multiple affixations were used to form complex vocabulary items.

Although the researches mentioned above are related to textbook analysis, vocabulary achievements of different grades and vocabulary analysis of different textbook, no research has been carried out to analyze the vocabulary used in new, English text book of grade three. So, it is going to be the new research.

### **1.3 Objectives of the Study**

This study has the following objectives:

- ) To analyze the vocabulary used in the New English textbook of grade three in terms of following variables;
  - total number
  - their respective word classes
  - frequency
  - structure: morphological
- ) To list some pedagogical implications

## 1.4 Significance of the Study

Vocabularies work as the building blocks of language. Thus, the researcher has attempted to analyze the vocabulary used in New English textbook of grade three. This study will be significant to the syllabus designers, textbook writers, subject experts, language teachers, language trainers and students and those who are directly or indirectly involved in teaching and learning English as a foreign language in Nepal.

## 1.5 Definition of the Specific Terms

**Abbreviated Form:** Abbreviated form refers to a short form of a word for example, T.V

**Affix:** Affix refers to a letter or group of letters added to the beginning or the end of a word to change its meaning and function.

**Complex Word:** A poly-morphemic word with at least a root and one or more than one derivational affix for example, beautiful.

**Compound Word:** A poly-morphemic word with at least two bases, which are both words, or at any rate root morphemes, for examples, police station.

**Constituent:** A term in grammatical analysis for a linguistic unit which is a functional component of a larger construction.

**Contrasted form:** It refers to the items which has become shorter due to the deletion of some letters for example, you're.

**Conventionalized Multiword Form:** A group of words that occur and serve specific function, for example, of course.

**Derivation:** The formation of a new word by adding affixes to word or morpheme.

**Frequency:** It refers to the number of occurrence of words.

**Inflection :** A term used in morphology to refer to one of the two main categories or processes of word- formation.

**Lexeme:** The vocabulary item that is listed in the dictionary.

**Mono-morphemic Word:** A word containing only one morpheme (free morpheme).

**Morpheme:** A minimal unit of grammatical description that cannot be segmented any further at grammatical level of analysis.

**Parts of speech:** A term used to describe the different types of words that are used to form sentence, such as noun, verb, adjectives, adverb, pronoun, etc.

**Poly-morphemic Word:** A word containing more than one morpheme.

**Quantifier:** A word or phrase which is used with a noun and which shows quantities, for example, some, little, much, etc.

**Root:** The base form of a word which can not be further segmented without total loss of its identity.

**Suffix:** An affix attached after a root or stem such as -ly as in slowly.

**Word Class:** Different types of words that are used to form sentences, such as nouns, verbs, pronouns, prepositions, etc.

**Word Form:** Physical realization for representation of a lexeme

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with the methodology used by the researcher for his study. Methodology includes the sources of data collection, process of data collection and limitation of the study. The researcher has adopted the following methodology to achieve the objectives of this study.

#### **2.1 Source of Data**

To accomplish the present study and to achieve the intended objectives the researcher utilized the following sources of data.

##### **2.1.1 Secondary Sources**

To accomplish the present study, the researcher consulted only the secondary sources of data because it was limited to analyze the vocabulary items used in new English textbook of grade three. So, the researcher has consulted basically the New English textbook of Grade Three Published in 2007 and reprinted in 2008 A. D.

For this, all the vocabulary items included in the new English Textbook of grade three are used as the sources of data. The researcher also consulted other sources like previously carried out researcher related to vocabulary analysis, dictionaries, journals, articles, various books and other supportive materials to facilitate the research. Some of them are Oxford Advanced Learners Dictionary, Primary levels English Curriculum, An analysis of vocabulary items used in our English Book for grade six ( Lamichhane, 2010), English syntactic structures (Aarts & Aarts,1986) and so forth.

## **2.2 Sampling Procedure**

All the vocabulary items used in New English textbook for grade three were incorporated in the study. Thus the population census was used.

## **2.3 Tools for Data Collection**

The researcher used observation table to note down all the vocabulary items used in the new English text book for grade three.

## **2.4 Process of Data Collection and Analysis**

First of all, the researcher studied the new English textbook for grade three and listed out all the vocabulary used in the textbook thoroughly. He arranged all the vocabulary used in the textbook alphabetically. He categorized vocabulary item into four different groups, viz. word forms, abbreviated forms, and contrasted forms and conventionalized multi word forms.

Secondly, the total number of word forms was found out and the word forms were classified into eleven different groups, viz. nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections, articles, quantifiers and numbers in terms of parts of speech (word class).

In course of determining word classes and phonemic transcription, the researcher used the new English textbook of grade three, Oxford Advanced Learners Dictionary (2010) and English syntactic structures (Aarts & Aarts, 1986 ). So, the books mentioned above were taken as the sole source to determine the word classes.

Thirdly, the frequency of each and every vocabulary item was counted. The following procedure was adopted while counting the frequency of the words. All the words forms were arranged alphabetically with their respective parts of speech. While counting the frequency of nouns, the noun which is found in the textbook of grade three for the first time according to alphabetical order was written as it was. When the same noun or variant forms of the same noun (i. e.

lexeme) were found. +1 mark was assigned after written noun and total number of frequency of occurrence of each and every vocabulary item was found. For instance, 'brother' and 'brothers' were taken as a single words and proper nouns which are used in the textbook were not included in the data

While counting frequency occurrence of verbs, the verbs the verb which was found in the textbook in the beginning according to the alphabetical order was written as it was. When the same verb or variant forms of same verbs were found, +1 mark was assigned and the total number of frequency of occurrence of the verb was counted. Variant forms of the same verb were counted as single lexeme. For instance, 'make', 'made', 'making', and 'makes' were counted as a lexeme.

While counting the frequency of adjectives and adverbs, the same procedure mentioned above was applied.

While counting the frequency of occurrence of the minor class of words such as pronouns, prepositions, conjunctions, interjections, article, quantifiers, contrasted forms, abbreviated forms and conventionalized multiword forms, the procedure mentioned above was adopted.

Thirdly, the morphological structure of vocabulary were observed in terms of derivational and inflectional affixes.

Fourthly, the phonemic transcription of individual word according to Oxford Advanced Learners Dictionary (2010) has been included.

Finally, the collected items were tabulated, analyzed and interpreted using simple stastical tools like percentage.

## **2.5 Limitations of the Study**

The study has the following limitations:

- ) The study was limited to new English textbook for grade three in Nepal.

- ) The study was limited to analyze the vocabulary items in terms of total number, word classes, their frequency and structure ( morphological).
- ) The study was father limited to the fact that, it does not include the proper nouns used in the textbook.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data, i.e. vocabulary used in the new English textbook for grade three prescribed for the government aided schools of Nepal. Therefore, under this heading the researcher has attempted to analyze the systematically collected data (i.e. all the vocabulary item used in the textbook). For this purpose, all the vocabulary items incorporated in the new English textbook for grade three were analyzed into different group viz word forms, abbreviated forms, contrasted forms and conventionalized multi-word forms in terms of their, total number frequency of occurrence. The terms words forms and conventionalized multiword form are adopted from Katamba (1993) and Celce- Murica and Lavrsen-Freeman (1999) respectively. Word forms were sub-categorized into eleven different groups interms of parts off speech (word classes) viz. nouns verbs, adjectives, adverbs pronouns, prepositions, conjunctions, interjections, numerals, articles and quantifiers and studied in terms of following variables.

- ) Total number
- ) Words classes
- ) Frequency
- ) Structure (Morphological)

#### 3.1 Vocabulary in Terms Word Classes

Altogether 763 vocabulary items were found to have been used belonging to different word classes. The number of different vocabulary items belonging to different words classes is tabulated with the percentage they cover in the following way.

**Table 1**

**Number and Percentage of Words According to Word Class.**

S.N	Word Classes	No. of Words	Percentage
1.	Nouns	361	47.31
2.	Verbs	166	21.76
3.	Adjectives	82	10.75
4.	Adverbs	42	5.50
5.	Pronouns	36	4.72
6.	Prepositions	25	3.28
7.	Conjunctions	10	1.31
8.	Interjections	10	1.31
9.	Articles	3	0.39
10.	Quantifiers	11	1.44
11	Numerals	17	2.23
	Total	763	100%

Note:

- 1. Contrasted forms, abbreviated forms and conventionalized multiword forms are not included in this table*
- 2. No. 1-4 and No. 5-11 represent major and minor word classes respectively.*

The above table displays that the total number of vocabulary items incorporated in the New English textbook of grade there is 763. Out of them, there are 361 nouns which cover (47.31%) . Likewise, there are 166 ( 21.76%) verbs, 82 (10. 75%) adjectives, 42 (5.50) adverbs, 36 (4.7%) pronouns , 25 (3.28%) prepositions, 10 (1.31%) conjunctions, 10 ( 1.31%) interjections, 3 (0.39%) articles, 11 (1.44%) quantifiers and 17 (2.23) numerals. This shows that nouns constitute the major part of vocabulary and articles sonstitute the least part of vocabulary in the textbook.

## **3.2 Vocabulary Items in Terms of the Frequency**

The data was analysed in terms of frequency of occurrence under the following sub- headings.

### **3.2.1 Frequency of Word Forms**

While counting the frequency of occurrence of word forms were classified into eleven different groups in terms of word classes and analysed under the following sub- headings.

#### **3.2.1.1 Frequency of Nouns**

Altogether 361 vocabulary items belonging to nouns were found to have been used in the textbook. (See Appendix 1)

In the study the researcher found that the nouns 'hair' and 'school' have the highest number of frequency. They have occurred 24 times as singular. Out of 361 nouns, 163 (45.15%) different nouns have occurred only once in the text book.

It seems that different nouns have been emphasized in the new English textbook of grade three. The frequency of occurrence among nouns is unbalanced because 163 (45.14%) different nouns have occurred only one time. Most of the nouns used in the textbook are concrete. In this sense, the selection of nouns is found appropriate.

#### **3.2.1.2 Frequency of the verbs**

Altogether 166 vocabulary items belonging to verbs were found to be used in the textbook (see Appendix-2).

In the study of verbs, the researcher found that there 132 lexical verbs. Among lexical verbs, the verb 'like' has the highest number of frequency which has occurred 47 times, it has occurred 41 times as an infinitive form and 6 times in

past form. Similarly, 15 auxiliary verbs has been used the textbook. Among them, the auxiliary verb 'is' has the highest number of frequency which has occurred 142 times in the textbook. Similarly, 19 phrasal verbs have been used in the textbook. Among them the phrasal verb 'get up' has highest number of frequency which has occurred 6 times in the textbook. It is also found that the auxiliary verb 'is' has the highest number of frequency among all the verbs used in the textbook. Both principal and modal auxiliary verbs were found to have been used in the textbook. Out of 166 verbs 51 (30.72%) different verbs have occurred only one time in the textbook.

From the above fact, we can state that the selection of verbs has not been done appropriately because past participles (i.e v-en) forms of the verbs are rarely used in the textbook. Great disparity is seen in the frequency of occurrence of verbs because 51 (30.91%) verbs have occurred only once in the textbook.

### **3.2.1.3 Frequency of the Adjectives**

Altogether 82 vocabulary items belonging to adjectives were found to be used in the textbook (see Appendix-3). In the study of adjectives the researcher found that the adjective 'white' has the highest number of frequency occurrence which has occurred 20 times in the textbook. Out off 82 adjectives, 37 (45.12%) adjectives have only one time in the textbook. Most of the adjectives have occurred only in their positive degree. Some of the adjectives have occurred in both positive and comparative degrees. None of the adjectives have occurred in superlative degree.

### **3.2.1.4 Frequency of the Adverbs**

Altogether 42 vocabulary items belonging to adverbs were found to be used in the textbook (see Appendix-4). In the study, the researcher found that the interrogative adverb 'where' has the highest number of frequency of occurrence which has occurred 29 times in the textbook. Out of 42 adverbs, 15 (35.71%) have occurred only one time in the textbook.

It shows that the adverbs which have high frequency are supposed to learn intensively while others are less emphasized. There is no balance in the frequency of occurrence because out of 42 adverbs, 15 (35.71%) have been used only once in the textbook.

### **3.2.1.5 Frequency of Pronouns**

Altogether 36 vocabulary items belonging to pronouns were found to be used in the textbook (see Appendix-5). In the study, the researcher found that out of 36 pronouns, the personal pronoun 'you' has the highest frequency of occurrence. It has occurred 137 times in the textbook. Out of 36 pronouns, 9 (25%) of pronouns have been used only once in the textbook. Though different pronouns are emphasized in the new English textbook of grade three, great disparity can be seen in the frequency of occurrence of pronouns. Maximum use of personal pronouns (e. i, I, You, He, She, etc.) can be seen in the textbook.

### **3.2.1.6 Frequency of Prepositions**

Altogether 25 different vocabulary items belonging to prepositions were found to have been used in the textbook (see Appendix-6)

In the study, the researcher found that the preposition 'in' has the highest number of frequency that has occurred 105 times in the whole textbook. Out of 25 prepositions, 5(20%) prepositions have occurred only one time in the textbook. So, great disparity can be seen in the distribution of prepositions in terms of their frequency. It can also be noted that both simple (i.e. one word) and complex (multiword) prepositions are used in the textbook. Out of 25 prepositions, 23 are simple and 2 are complex.

### **3.2.1.7 Frequency of Conjunctions**

Altogether 10 different vocabulary items belonging to conjunctions were found to have been used in the textbook. They are tabulated with their phonetic transcription and frequency of occurrence in the following way.

**Table 2**

**Conjunctions with their Phonemic Transcription of Frequency**

S.N	Conjunctions	Transcription	Frequency
1	and	/ə =Ω	108
2	because	/βə ←ΔI	1
3	but	/βϕ ∅	26
4	if	/ɪkɪ	1
5	nor	/nɔ:(r)/	1
6	or	/ɔ:(r)/	37
7	so	/sɔ  Δ/	2
8	than	/zɪ τ ⇒	2
9	while	/ɛɪ λkɪ	1
10	when	/ɛ n ⇒	3

The table -2 displays the conjunction 'and' has the greatest number of frequency. It has occurred 108 times in the textbook. Out of 10 conjunctions 4 (40%) have occurred only once in the textbook so, there is not balance in the frequency of occurrence of conjunctions in the textbook.

**3.2.1.8 Frequency of Interjections**

Altogether 10 different vocabulary items belonging to interjections were found to have been used in the textbook. They are presented in the following table with their phonetic transcription and frequency of occurrence.

**Table 3**

**Interjections with their Phonemic Transcription and Occurrence**

S.N	interjections	Transcriptions	Frequency
1	bye	/ɔɪ ɪ/	4
2	excuse	/ɪ ɪ β ɛ ɪ ɪ ɪ ɪ ɪ ɪ/	7
3	hello	/h ɪ β ɛ ɪ ɪ ɪ/	8
4	hi	/h ɪ ɪ/	4
5	no	/n ɔ ɪ ɪ/	28
6	oh	/o ɪ ɪ/	4
7	ok	/o ɪ ɪ β ɛ ɪ ɪ/	4
8	please	/p ɪ ɪ ɪ ɪ ɪ ɪ/	9
9	sorry	/s ɔ ɪ ɪ ɪ ɪ ɪ ɪ/	8
10	yes	/j ɛ ɪ ɪ/	22

The table-3 displays that the interjection 'No' has the highest number of frequency of occurrence in the textbook. It has occurred 28 times. None of the interjection have occurred only once in the textbook. So, there is no great disparity in the frequency of occurrence of interjections.

**3.2.1.9 Frequency of Articles**

Both definite (i.e. 'the') and indefinite (i.e. 'a' and 'an') articles were found to have been used in the textbook. They are tabulated with their phonetic transcription and frequency of occurrence in the following way.

**Table 4**

**Articles with their Phonemic Transcription and Frequency**

S.N	Articles	Transcription	Frequency
1	a	/ə/	158
2	an	/ən/	6
3	the	/ði/	249

The table 4 displays that the definite article 'the' has the highest number of frequency among all the articles. It has occurred 294 times in the whole textbook. It has the highest number of occurrence among all 763 vocabulary items. The indefinite articles 'a' and 'an' have occurred 158 and 6 times respectively. The greater disparity is also seen in the frequency of occurrence of articles.

**3.2.1.10 Frequency of Quantifiers**

Altogether 11 different vocabulary items belonging to quantifiers were found to have been used in the textbook. They are presented in the following table with their phonetic transcription and frequency of occurrence.

**Table 5**

**Quantifiers with their Phonemic Transcription and Frequency**

S.N	Quantifiers	Transcription	Frequency
1	a little		4
2	all	/ɔ:l/	17
3	a lot		1
4	any	/əni/	1
5	each	/i:tʃ/	1
6	how Many		1

7	less	/↔≡/	1
8	many	/↑↔↔/	1
9	more	/↑≤:(r)/	3
10	most	/↑  Δ∃∅	1
11	some	/∃  ↑/	9

The displays that the quantifier 'all' has the highest number of frequency. It has occurred 17 times in the textbook. Out of 11 quantifiers 7 (63.63%) have occurred only once in the textbook. This shows great disparity in the use of quantifiers in this textbook.

### 3.2.1.11 Frequency of Numerals

Altogether 17 different vocabulary items belonging to numberless were found to be used in the textbook (see appendix 7). Both cardinal and ordinal numerals are to be used in the textbook. There were 15 cardinal numerals and 2 ordinal numbered used in the textbook. In the study the researcher found that the numeral 'two' has the highest number of frequency. It has occurred 11 times in the textbook. Among 17 numerals, 4 (23.52%) numerals have occurred only one time in the textbook. This fact shows that great disparity can be seen in the frequency of occurrence of numerals.

On the whole the percentage of vocabulary items covered by the above mentioned word classes can be shown in figure 1

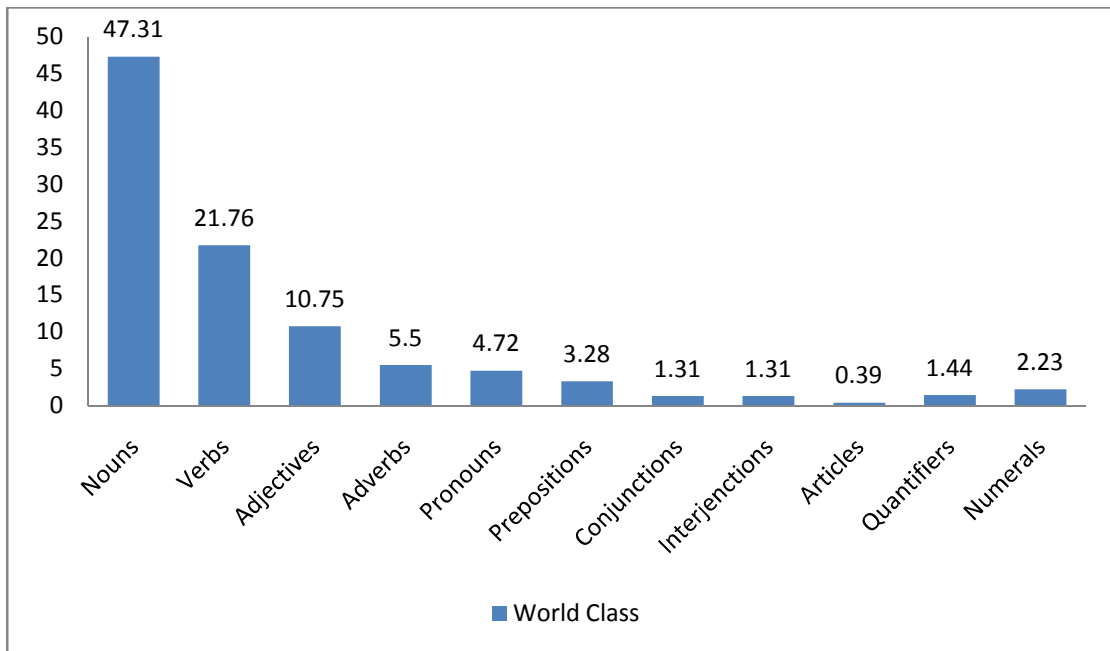


Figure 1: **Percentage of Words According to their Word Class**

The above bar diagram shows that nouns constitute the major part of vocabulary items as they cover 47.31 percent vocabularies. Similarly, verbs, adjectives and adverbs cover 21.76 percent, 10.75 percent and 5.50 percent of vocabularies respectively. Likewise, pronouns, prepositions conjunctions, interjections, articles, quantifiers and numerals cover 4.72 percent, 3.28 percent, 1.31 percent, 1.31 percent, 0.39 percent 1.44 percent and 2.23 percent respectively which is far less as compared to nouns verbs, adjectives and adverbs .

### 3.2.2 Frequency of Abbreviated Form

Altogether 3f different vocabulary items belonging to the abbreviated forms were to be used in the text book. They are presented with their phonetic transcriptions and frequency of occurrence in the following table.

**Table 6**

**Quantifiers with their Phonemic Transcription and Frequency**

SN	Abbreviated Form	Frequency
etc	/ɪtʃs/	3
Mr.	/mɪstɪ (r)/	3
TV	/,ti'vi:/	1

The displays that only 3 abbreviated forms via, etc., TV and Mr. have been used in the textbook. Out of three abbreviated forms, the abbreviated form TV has been occurred only once and the other two abbreviated forms 'etc' and Mr. have been occurred 3/3 times respectively.

**3.2.3 Frequency of Contrasted Forms**

Altogether 15 different vocabulary items belonging to contrasted forms were found to have been used in the textbook. The contrasted forms with their phonetic transcription and frequency of occurrence are presented in the following table.

**Table 7**

**Contrasted Forms with their Phonemic Transcription and Frequency**

S.N	Contrasted Form	Transcription	Freq
1	can't	/kɑːnt/	17
2	didn't	/dɪdn̩t/	1
3	doesn't	/dɒznt/	2
4	don't	/dɒnt/	4
5	I'll	/ɪl/	7

6	I'm	/ɪ m/	14
7	isn't	/ɪ z n t/	6
8	it's	/ɪ t s/	25
9	I've	/ɪ v/	2
10	let's	/l e t s/	25
11	sister's	/sɪ s t ə r s/	1
12	that's	/ð a t s/	6
13	what's	/w h a t s/	2
14	you'll	/j uː l/	2
15	you're	/j uː (ə) r/	3

The table 7 displays that contrasted forms 'it's' and 'let's' have the highest number of frequency of occurrence. They have occurred 25 times in the textbook. Among 25 contrasted forms, 2 (8%) contrasted forms have occurred only once in the textbook.

### 3.2.4 Frequency of Conventionalized Multiword Forms

Altogether 14 different conventionalized multiword forms were found to have been used in the textbook. They are presented with their frequency of occurrence in the following table.

**Table 8**

#### **Conventionalized Multiword Forms with their Frequency**

SN	conventionalized Multiword Form	Frequency
1	all right	2
2	birthday party	2
3	bus station	2
4	cinema Hall	2

5	excuse me	17
6	happy birthday	3
7	of course	4
8	pair work	4
9	post office	3
10	swimming pool	2
11	thank you	5
12	thank you very much	4
13	turn left	2
14	turn right	3

The table 8 shows that 15 different conventionalized multiword forms have been used in the textbook. Among them, the conventionalized multiword form 'excuse me' has the highest number of frequency. It has occurred 17 times in the textbook. None of the conventionalized multiword forms have occurred only once in the textbook.

Note:- Conventionalized multiword forms not been transcribed phonetically since they have already been transcribed in isolation.

### **3.3 Vocabulary Items In terms of Structure**

The vocabulary has been analyzed in items of their morphological structure. In terms of morphological structure the data was analyzed under the following sub-heading.

#### **3.3.1 Mono-morphemic Words**

Most of the words used in the textbook are found mono-morphemic. Out of 763 total word forms, 515 (67.49%) words are mono-morphemic. (See Appendices). Out of 361 Nouns 259 (71.75%) are mono-morphemic. Out of 166 verbs 81(48.79%) are mono-morphemic. Similarly, out of 82 adjectives, 59

(71.95%) are mono-morphemic mono-morphemic. In the same way all of the interjections used in the textbook are mono-morphemic. Likewise, out of 42 adverbs, 27 (64.28%) are mono-morphemic. In the same way out of 36 pronouns used in the textbook, 24 (66.66%) are mono-morphemic. Out of 25 prepositions, 19 (76%) are mono-morphemic. Similarly, out of 10 conjunctions, 9 (90%) are mono-morphemic. In the same way all of the interjections used in the textbook are mono-morphemic. Similarly, all the articles namely 'a', 'an' and 'the' are mono-morphemic. Similarly, out of 11 quantifiers, 8 (72.72%) are mono-morphemic. Out of 17 numerals 16 (94%) are mono-morphemic.

### **3.3.2 Poly-morphemic Words**

Out of 763 vocabulary items used in the textbook, 248 (32.50%) words are poly-morphemic. Out of 361 nouns used in the textbook, 102 (28.25%) are poly-morphemic. Similarly, out of 166 verbs, 85 (51.21%) are poly-morphemic. Likewise out of 82 adjectives, 23 (28.05%) are poly-morphemic. In the same way out of 42 adverbs, 15 (35.71%) are poly-morphemic. Out of 36 pronouns, 12 (33.33%) are poly-morphemic. Out of 25 prepositions, 6 (24%) are poly-morphemic. Out of 10 conjunctions, 1 (10%) are poly-morphemic. Out of 11 quantifiers 3 (27.27%) are poly-morphemic. Out of 17 numerals 1 (5.88%) are poly-morphemic. Poly-morphemic interjections and articles are not found in the textbook.

Poly-morphemic words are broadly categorized into two types i.e. derivational and inflectional poly-morphemic words.

#### **3.3.2.1 Derivational Poly-morphemic Words**

On the basis of derivational suffixes two types of poly-morphemic words are found to have been used in the textbook they are described as follows.

##### **a Complex words**

On the basis of the structure of complex words, the following two types of affixation are found to be used in the textbook.

### **i Single Affixation**

A root with single derivational suffix is found in some of the complex words. The structure of complex words formed through the process of single affixation is as follows:

Root		Suffix	Complex word
active (verb)	+	ity	Activity ( Noun)
compete (verb)	+	tion	Competition (Noun)
converse (verb)	+	tion	conversation (Noun)
govern ( verb)	+	ment	Government (Noun)
alphabet (noun)	+	ic	Alphabetic (Adjective)
beauty (noun)	+	ful	Beautiful(Adjective)
center (noun)	+	al	Central(Adjective)
differ (verb)	+	ent	Different(Adjective)
dress (noun)	+	ed	Dressed(Adjective)
follow	+	ing	Following(Adjective)
fool (noun)	+	ish	Foolish(Adjective)
frighten (verbs)	+	ed	Frightened (Adjective)
interest (Noun )	+	ing	Interesting (Adjective)
pass (Verb)	+	ing	Passing(Adjective)
sleep (Noun)	+	y	Sleepy(Adjective)
start (Noun)	+	ing	Starting (Adjective)

sun (Noun)	+	y	Sunny(Adjective)
suit (Verbs)	+	able	Suitable (Adjective)
thirst (Noun)	+	y	Thirsty (Adjective)
tire (Verb)	+	ed	Tried (Adjective)
torrect(Adjective)	+	ly	Correctly (Adverb)
eager (Adjective)	+	ly	Eagerly(Adverb)
happy (Adjective)	+	ly	Happily(Adverb)
oral (Adjective)	+	ly	Orally (Adverb)
probable (Adjective)+		ly	Probably (Adverb)
quick (Adjective)	+	ly	Quickly (Adverb)
swift (Adjective)	+	ly	Swiftly (Adverb)

Altogether 28 complex words formed through the process of single affixation are found to have been used in the textbook.

## ii Multiple Affixation

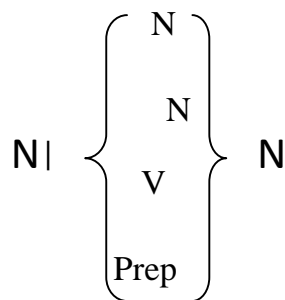
A root with more than one derivational suffix is found in some of the complex words. The is only one complex word formed through the process of multiple affixation. The word is foolishness.

Root		Suffix	suffix	
Fool (noun)	+	ish	ness	= foolishness (Noun)

## b Compound Words

At least two free morphemes are found in some of the polymorphemic words. On the basis of the head word (i.e.dominant constituent of the entire compound

word) only 13 compound nouns are found to be used in the textbook. Out of 13 compound nouns 11 are found containing a noun followed by another noun, 1 is found containing an adjective followed by a noun. According to Katamba (1993, p.323 ), the general structure of compound noun is as follows:



Here, N= Noun  
 A = Adjective  
 V = Verb  
 Prep = Preposition

Following this structure all the compound nouns found in the textbook are listed out below:

i N | NN

- |             |           |           |
|-------------|-----------|-----------|
| Birthday    | classroom | Homework  |
| Businessman | football  | Jackfruit |
| Pineapple   |           |           |
| Policeman   |           |           |
| Raindrops   |           |           |
| Volleyball  |           |           |
| Lakeside    |           |           |

i N | AN

Black board

ii N | VN

## Crossword

The above list shows that out of 13 compound nouns no compound noun containing a preposition followed by a noun is found in the textbook.

Similarly, only one compound noun containing an adjective and followed by a noun and only one compound noun containing a verb and followed by a noun are found in the textbook. There are 11 compound words containing a noun and followed by another noun in the textbook.

### 3.3.2.2 Inflectional Poly-morphemic Word

Inflectional poly-morphemic words consist a base and inflectional morpheme.. Celce- Murcia & Larsen Freeman (1999 p. 32) “If a morpheme simply adds some element of meaning required by the grammar and changes the form of a word without changing its basic part of speech then it is called an inflectional morpheme”. There are eight inflectional affixes in English. They are as follows:

- Noun + 's (possessive)
- Noun + s (plural)
- Verbs + ed (past tense)
- Verb +ed /en (past participle )
- Verbs + ing ( present participle)
- Verb + s ( present tense)
- Adjective +er ( comparative)
- Adjective + est (superlative)

There are only seven types of inflectional affixes used in the textbook. There are 15 inflectional poly-morphemic words used in the textbook. Among them, there are only two inflections of nouns indicating possessive case. They are 'Uncle' and Sister's. Similarly there are 76 inflectional poly-morphemic words indicating plural nouns. There are 86 inflectional poly-morphemic verbs. Among them 47 indicate past tense, 4 indicate past participle 19 indicate present participle and 19 indicate present tense (third person Singular). In the

same way there are 4 inflectional poly-morphemic word indicating the comparative degree of adjectives. None of the inflectional poly-morphemic words indicating superlative degree are in the textbook.

## CHAPTER FOUR

### FINDING AND RECOMMENDATION

This is the final chapter of the study which deals with the major finding based on the analyzed data. In addition, some recommendation has been suggested on the basis of the finding of the study.

#### 4.1 Findings

The main purpose of the study was to analyze the vocabulary items incorporated in the new English textbook for grade three prescribed for the government aided school of Nepal in terms of total number, parts of speech, frequency and structure (morphological).

To carry out this research, the New English textbook for grade three was intensively studied. Then all the vocabulary items incorporated in the textbook were copied from the beginning to end. Those words were arranged in alphabetical order to find out the total number. The words used in the textbook were categorized in different word classes with the help of Oxford Advanced Learners' Dictionary. Words belonging to the same word class were placed in their respective in the alphabetical order with their phonetic transcription and frequency was assigned. Finally, the morphological structures of words were presented in the study.

On the basis of the analysis and interpretation of data the findings of the study can be summarized as following:

- i The total number of vocabulary is found 763 in the textbook. Among them the highest number of vocabulary items is nouns. Out of 763 vocabulary items, 361 (47.31%) are nouns. Similarly there are 166 (21.76%) are verbs, (132 lexical verbs, 15 auxiliary verbs, and 19 phrasal verbs), 82 (10.75%) adjectives, 42 (5.50%) adverbs, 36 (4.72%) pronouns, 25 (3.28%)

prepositions, 10 (1.31%) conjunctions, 10 (1.31%) interjections, 3 (0.39%) articles, 11 (1.44%) quantifiers, and 17 (2.23%) numerals. Beyond word classes 3 abbreviated forms 25 contrasted forms, and 15 conventionalized multiword forms were found to be used in the textbook.

- ii Some of the words such as fly, love, thank and rain has been used both as noun and verb in the textbook.
- iii Regarding the frequency of occurrence of definite article 'the' has the highest number of frequency among all the words used in the textbook. It has occurred 294 times in the whole textbook.
- iv Most of adjectives used in the textbook were found in their positive degree and only few adjective were found in both positive and comparative degrees.
- v All the types of pronouns were found to be used in the textbook. Among then the personal pronouns have been used more frequently.
- vi Both co-ordinating (i.e. and, but, or) and sub-ordinating (because, if) conjunctions were found to be used in the textbook.
- vii Both definite and indefinite articles were found to have been used in the textbook.
- viii Both cardinal and ordinal numbers were found to have been used in the textbook.
- ix Among 361 different nouns the two nouns 'hair and 'school' have the highest number of frequency. They have occurred 24/24 times in the textbook. Among 166 verbs, the auxiliary verb 'is' has the highest number of frequency that has occurred 142 times in the textbook. Similarly, 'white' has the highest number of frequency of occurrence among adjectives which have occurred 20 times in the textbook. Among adverbs, 'where' has the highest frequency of occurrence that has occurred 29 times in the textbook.

Likewise, the personal pronoun 'you' has the highest frequency occurrence among pronouns which has occurred 137 times in the textbook.

- x Among prepositions, the preposition 'in' has the highest frequency of occurrence which has occurred 105 times in the textbook.
- xi Among conjunctions the conjunctions 'and' has the highest frequency of occurrence that has occurred 108 times in the textbook.
- xii Among interjections, 'No' has the highest frequency of occurrence which has occurred 28 times in the textbook .
- xiii Among quantifiers, the quantifier 'all' has the highest frequency of occurrence which has occurred 17 times in the textbook.
- xiv Among numerals, 'two' has highest frequency of occurrence which has occurred 11 times in the textbook.
- xv The two abbreviated forms 'etc' and 'Mr.' have the highest number frequency. They have occurred 3/3 times in the textbook.
- xvi Among contrasted forms 'It's' and 'let's' have the highest frequency of occurrence which have occurred 25/25 times in the textbook.
- xvii Among conventionalized multiword forms 'Excuse me' has the highest frequency of occurrence that has occurred 17 times in the textbook.
- xviii Both mono-morphemic and poly-morphemic words were found to be used in the textbook.
- xix Both single affixation and multiple affixation are used to form complex vocabulary items in the textbook.
- xx Compound nouns are formed through the process of noun+ noun (Home +work), adjective+ noun (Black+ board) and verb+noun (cross +word).
- xxi Inflectional poly-morphemic words are formed through the process of Noun+ 's (possessive), Noun +s (plural), verb +ed ( Past tense), verb +

ed/en (Past participle) , verb + ing ( Present participle), verb + s ( present tense) and adjective +er ( comparative degree).

## **4.2 Recommendations**

On the basis of the finding of the study the following recommendations have been made.

- i All the vocabulary items found in textbook are not included in the word list. The textbook presents a list of only 303 vocabulary items in it's word list So, it would be better if all the vocabulary items incorporated in the textbook were presented in the word list.
- ii. The greater disparity is seen in the frequency of occurrence among the vocabulary items in the textbook. It seems that scientific principle has not been followed while selecting the vocabulary items Greater disparity creates more confusion. So vocabulary items should be selected scientifically.
- iii No phonetic transcription of the words is found in the textbook. It would be better to provide the phonetic transcription of the new vocabulary items to help the students to pronounce the long words appropriately.
- iv Complex words with affixation could be more difficult for learning for the students of grade three. So, these words should be given less emphasis.
- v Regarding the inflectional poly-morphemic words only the regular poly-morphemic words would be appropriate to learn by the students. The use of irregular inflectional poly-morphemic words may create confusion in learning for junior students. Therefore the textbook needs to be modified in terms of vocabulary items.

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## APPENDIX -1

### Nouns with their phonemic Transcription and frequency of Occurrence

S.N.	Nouns	P.T	Sing	Plu	Freq
1	activity	/ˌæktɪvə'ti/	2	-	2
2	address	/ˈædres/	1	-	1
3	aeroplane	/ˈæroʊˌpleɪn/	5	-	5
4	air	/eə/	1	-	1
5	animal	/ˈænɪmə/	1	-	1
6	ant	/ænt/	2	-	2
7	apple	/ˈæpl/	3	-	3
8	april	/ˈeɪprəl/	5	-	5
9	arm	/ɑːm/	1	-	1
10	ash	/æʃ/	6	-	6
11	august	/ˈɔːɡst/	2	-	2
12	aunt	/ɑːnt/	1	-	1
13	badminton	/ˈbædmɪntən/	1	-	1
14	bag	/bæg/	10	-	10
15	banana	/bəˈnɑːnə/	3	-	3
16	bank	/bæŋk/	5	-	5
17	basis	/ˈbeɪsɪs/	1	-	1
18	bath	/bɑːθ/	1	-	1
19	beak	/biːk/	1	-	1
20	bean	/biːn/	1	-	1
21	bear	/beə(r)/	1	-	1
22	bed	/bed/	2	-	2
23	beach	/biːtʃ/	1	-	1

24	bicycle	/βby λsλk≠	1	-	1
25	bird	/b :d/	6	-	6
26	birthday	/ɔb :χdɪ/	14	-	14
27	biscuit	/ɔβɛɪk/	-	1	1
28	bit	/bɪt/	1	-	1
29	blackboard	/bɛɪ ɔβɛ:d/	1	-	1
30	blank	/bɛɪ p ɔ/	-	1	1
31	blood	/bɛ d/	2	-	2
32	book	/bɔk/	16	-	16
33	boot	/bɔ:t/	1	-	1
34	box	/bɔks/	4	1	5
35	bridge	/bɪdʒ /	2	-	2
36	brother	/bɒ θɹ(r)/	1	1	2
37	brush	/bɹʃ /	1	-	1
38	buffalo	/βbɪ ɔɪ ɔ/	1	-	1
39	bus	/b ɛ/	8	-	8
40	businessman	/βbɪznɪmən ɛɪtɹ ɛ/	1	-	1
41	bye	/baɪ /	4	-	4
42	cage	/tʃeɪdʒ /	1	-	1
43	cake	/tʃeɪk /	1	1	2
44	capital	/βɪtɪ ɔɪ ɔ/	2	-	2
45	car	/kɑ:(r)/	7	-	7
46	care	/kɛə (r)/	1	-	1
47	carpenter	/βɪkɑ:pɛntɹ (r)/	1	-	1
48	carrot	/βɪtɹ ɔɪ /	1	-	1
49	cat	/kæt /	11	-	11
50	ceiling	/ˈsi:lɪŋ /	3	-	3
51	chair	/tʃɛə (r)/	4	-	4

52	Chant	/tʃɑːnt/	10	-	10
53	Chart	/tʃɑːt/	2	-	2
54	Cheek	/tʃiːk/	-	1	1
55	Child	/tʃɪld/	2	8	10
56	Cinema	/ˈsɪnəmə/	2	-	2
57	City	/ˈsɪti/	1	-	1
58	Clap	/klæp/	-	1	1
59	Class	/klɑːs/	5	-	5
60	Classroom	/ˈklɑːsrʊm/	3	-	3
61	Clock	/klɒk/	6	-	6
62	Cloth	/klɒθ/	4	7	11
63	Cloud	/klaʊd/	2	-	2
64	Cluster	/ˈklʌstə(r)/	1	-	1
65	Coat	/kəʊt/	1	-	1
66	Coffee	/ˈkɒfi/	2	-	2
67	Colour	/ˈkʌlə(r)/	3	-	3
68	Competition	/ˌkɒmpɪˈtɪʃən/	4	1	5
69	Computer	/kəmˈpi:tə(r)/	2	-	2
70	Consonant	/ˈkɒnsənənt/	1	-	1
71	conversation	/ˌkɒnvəˈseɪʃən/	2	-	2
72	cop	/kɒp/	-	1	1
73	corner	/ˈkɔːnə(r)/	2	-	2
74	cotton	/ˈkɒtn/	1	-	1
75	course	/kɔːrs/	1	-	1
76	cow	/kaʊ/	6	-	6

77	crab	/kɹæb/	2	-	2
78	crayon	/kɹeɪən/	1	-	1
79	cream	/kɹiːm/	1	-	1
80	cricket	/kɹɪkɪt/	2	-	2
81	crossword	/kɹɒs(w)ɜːd/	5	-	5
82	crow	/kɹəʊ/	3	-	3
83	cup	/kʌp/	1	-	1
84	dancing	/ˈdɑːnsɪŋ/	2	-	2
85	day	/deɪ/	12	8	20
86	december	/dɪˈseɪmbə(r)/	1	-	1
87	den	/den/	1	-	1
88	desk	/desk/	1	-	1
89	dialogue	/ˈdɪəlɒɡ/	2	-	2
90	diary	/ˈdaɪəri/	2	-	2
91	digit	/ˈdɪdʒɪt/	-	1	1
92	dish	/dɪʃ/	-	1	1
93	doctor	/ˈdɒktə(r)/	1	-	1
94	dog	/dɒɡ/	7	-	7
95	doggie	/ˈdɒɡi/	1	-	1
96	doll	/dɒl/	3	-	3
97	donkey	/ˈdɒŋki/	2	-	2
98	door	/dɔː(r)/	2	-	2
99	drawer	/ˈdrɔː(r)/	2	-	2
100	dress	/dres/	5	-	5
101	driver	/ˈdraɪvə(r)/	1	-	1
102	duster	/ˈdʌstə(r)/	1	-	1
103	ear	/ɪə(r)/	-	1	1
104	earth	/ɜːθ/	1	-	1

105	egg	/ε↑/	-	3	3
106	elephant	/βεεε↑⇒∅	3	-	3
107	end	/ε⇒∅	2	1	3
108	English	/βλρ↑←φ/	6	-	6
109	evening	/β↓∇⇒φ/	1	-	1
110	event	/λβ∇ε⇒∅	1	1	2
111	example	/λ↑βΠγ:↑←ε/	11	2	13
112	exercise	/βεεε εγλΠ	6	-	6
113	eye	/γγλ	1	1	2
114	face	/←εε/	1	-	1
115	family	/←ε↑ ←↓	1	-	1
116	fan	/←ε⇒	2	-	2
117	farm	/←ε:↑/	1	-	1
118	farmer	/βε←ε:↑  (r)/	1	-	1
119	father	/βε←ε:ζ  (r)/	5	-	5
120	February	/βε←εεΔ ε↓	9	-	9
121	field	/←ε←ε	-	1	1
122	finger	/βε←ε  (r)	1	1	2
123	fire	/βε←ελ (r)	1	-	1
124	fish	/←εφ/	1	-	1
125	fishing	/βε←εφλρ/	1	-	1
126	flag	/←εε↑	1	-	1
127	fly	/←εελ	-	1	1
128	floor	/←εε:(r)	1	-	1
129	flower	/βε←εεΔ  (r)/	3	-	3
130	fold	/←εΔ←ε	2	-	2
131	food	/←εΔ:∅	8	-	8
132	foolishness	/←εΔ:βε←εφ⇒ε/	1	-	1

133	foot	/←Δ∅	2	1	3
134	football	/ β←Δ∅∫:≠	6	-	6
135	fray	/←∅	1	-	1
136	French	/←r N=∅/	1	-	1
137	friend	/←∅ N=Ω	7	3	10
138	frog	/←∅ ∠/	1	-	1
139	front	/←∅ =∅	1	-	1
140	fruit	/←∅Δ:∅	-	1	1
141	game	/↑N↑/	5	-	5
142	gap	/↑τ ↔	-	1	1
143	garden	/↑γ :Ω↔	2	-	2
144	girl	/↑ :≠	9	2	11
145	government	/ ↑ ∇   ⇒   =∅	2	-	2
146	grade	/↑r NΩ	3	-	3
147	grape	/↑r N↔	1	-	1
148	grass	/↑ry :∃/	1	-	1
149	ground	/↑∅γ Δ=Ω	1	-	1
150	group	/↑∅Δ:↔	5	-	5
151	guava	/ ↑∈γ :∇   /	1	-	1
152	guest	/↑N∅	-	1	1
153	guitar	/↑λ ∅:(r)/	2	-	2
154	hair	/→* (r)/	24	-	24
155	hall	/→s:≠	2	-	2
156	hand	/→x =Ω	17	2	19
157	head	/→NΩ	3	1	4
158	heart	/→γ :∅	1	-	1
159	height	/→γ λ∅	2	-	2

160	hen	/-hɛn/	4	4	8
161	hill	/-hɪl/	2	-	2
162	hockey	/-hɒki:/	2	-	2
163	hole	/-həʊl/	-	2	2
164	holiday	/-hɒlɪdeɪ/	3	-	3
165	home	/-həʊm/	12	-	12
166	homework	/-həʊmɜːk/	4	-	4
167	hook	/-hʊk/	2	-	2
168	hope	/-həʊp/	1	-	1
169	horse	/-hɔːs/	1	-	1
170	hospital	/-hɒspɪtəl/	2	-	2
171	house	/-haʊs/	7	-	7
172	hurry	/-hʌrɪ/	1	-	1
173	ice	/-aɪs/	1	-	1
174	jackfruit	/-dʒækfrʊt/	1	-	1
175	july	/-dʒʊli/	8	-	8
176	jumping	/-dʒʌmpɪŋ/	1	-	1
177	june	/-dʒuːn/	6	-	6
178	key	/-kiː/	1	-	1
179	kind	/-kaɪnd/	-	1	1
180	kitchen	/-kɪtʃn/	1	-	1
181	kite	/-kaɪt/	6	-	6
182	lakeside	/-leɪksaɪd/	1	-	1
183	land	/-lænd/	1	-	1
184	leaf	/-liːf/	1	1	2
185	leg	/-leɪg/	1	4	5
186	letter	/-letə(r)/	5	2	7
187	library	/-laɪbrəri/	2	-	2

188	life	/↵ λ↵/	2	1	3
189	light	/↵ λ∅	1	-	1
190	lion	/↵ λ ⇒	1	-	1
191	listening	/ β↵ ↵ ⇒ ρ/	2	-	2
192	lot	/↵ ∅	1	-	1
193	love	/↵ ∇/	2	-	1
194	man	/↵ τ ⇒	1	1	2
195	mango	/↵ τ ρ ↵ ∆/	2	-	2
196	map	/↵ τ ⇔	1	-	1
197	marble	/ β↵ γ : ρ ≠	2	-	2
198	march	/ β↵ γ : ∅/	7	-	7
199	market	/ β↵ γ : ↵ ∅	3	-	3
200	mark	/↵ γ : ↵/	1	-	1
201	match	/↵ τ ∅/	4	-	4
202	maths	/↵ τ χ ∅/	-	1	1
203	maximum	/↵ τ ↵ ↵ ↵ ↵ ↵	1	-	1
204	may	/↵ ↵ λ	5	-	5
205	meal	/↵ ↵ ↵ ↵	2	-	2
206	meaning	/↵ ↵ ↵ ρ/	1	-	1
207	medal	/ β↵ ↵ ↵ ≠	1	-	1
208	milk	/↵ λ ↵ ↵/	11	-	11
209	maiming	/ β↵ γ ↵ ↵ λ	2	-	2
210	minimum	/ β↵ λ ↵ ↵ ↵ ↵/	2	-	2
211	minute	/ β↵ λ ↵ ∅	3	4	7
212	mirror	/ β↵ λ ∅ (∅)/	2	-	2
213	miss	/↵ λ ∅/	5	-	5
214	monday	/ β↵ ↵ ↵ ↵ ↵/	2	-	2
215	money	/ β↵ ↵ ↵ ↵	3	-	3

216	monkey	/ ββ↑ ρ ↯	1	-	1
217	month	/↑↑ ⇒ϕ/	6	3	9
218	morning	/ β↑↑ ≤:⇒ρ/	6	-	6
219	mother	/ β↑↑ ζ  (∂)	14	-	14
220	mountain	/ β↑↑ γ Δ⇒ϕ ⇒	1	-	1
221	mouse	/ ↑↑ γ ΔΞ/	3	-	3
222	mouth	/ ↑↑ γ Δσ/	3	-	3
223	multiply	/ β↑↑ ⇐ϕ⇐γ λ	3	-	3
224	mummy	/ β↑↑ ↑λ	2	-	2
225	name	/ ⇒↑↑/	7	1	8
226	net	/ ⇒ϕ	1	-	1
227	night	/ ⇒γ λϕ	2	-	2
228	note	/ ⇒⇐ Δϕ	1	-	1
229	November	/ ⇒⇐ Δ β∇↑↑ ϕ (∂)	1	-	1
230	number	/ β⇒ ↑↑ ϕ (∂)/	1	-	1
231	oater	/   Δϕ (∂)/	1	-	1
232	object	/ β∠ϕ∇λ ϕ	-	1	1
233	office	/ β∠∠λΞ/	2	-	2
234	orange	/ β∠λ⇒ϕ	1	-	1
235	order	/ β≤:ϕ (∂)/	2	-	2
236	pair	/ ⇐↑ (∂)/	5	-	5
237	papaya	/ ⇐⇐ β⇐γ λ /	1	-	1
238	paper	/ β⇐↑⇐ (∂)	1	-	1
239	parent	/ β⇐↑ ∂  ⇒ϕ	-	1	1
240	parrot	/ β⇐ ∂  ϕ	1	-	1
241	partner	/ β⇐:ϕ⇐ (∂)/	1	-	1
242	party	/ β⇐:ϕ	18	-	18



271	rain	/ð̩̄ ɹ̄/	1	-	1
272	raindrop	/ β̄ ð̩̄ ɹ̄ ɔ̄ ɹ̄ /	-	2	2
273	rat	/ð̩̄ ɹ̄ ɔ̄ /	2	-	2
274	reading	/ð̩̄ ɹ̄ ɔ̄ ɹ̄ /	3	-	3
275	riddle	/ β̄ ð̩̄ ɹ̄ ɔ̄ /	10	-	10
276	river	/ β̄ ð̩̄ ɹ̄   (r)/	11	1	12
277	road	/ð̩̄   ɔ̄ ɹ̄ /	7	-	7
278	role	/ð̩̄   ɔ̄ ɹ̄ /	1	-	1
279	roof	/ð̩̄ ɹ̄ ɔ̄ ɹ̄ /	2	-	2
280	room	/ð̩̄ ɹ̄ ɔ̄ ɹ̄ /	1	-	1
281	sack	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	1	-	1
282	sandwich	/ β̄ ɛ̄ ɹ̄ ɔ̄ ɹ̄ ɔ̄ ɹ̄ /	-	1	1
283	Saturday	/ β̄ ɛ̄ ɹ̄ ɔ̄ ɹ̄ ɔ̄ ɹ̄ /	5	-	5
284	school	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ ɔ̄ ɹ̄ /	24	-	24
285	seat	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	2	-	2
286	sentence	/ β̄ ɛ̄ ɹ̄ ɔ̄ ɹ̄ ɔ̄ ɹ̄ /	2	10	12
287	sheep	/ʃ̄ ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	-	5	5
288	sheet	/ʃ̄ ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	-	2	2
289	shirt	/ʃ̄ : ɔ̄ /	1	-	1
290	sister	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ (ɔ̄) /	1	2	3
291	skipping	/ β̄ ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	1	-	1
292	sky	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	1	-	1
293	smoke	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	1	-	1
294	snake	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	1	-	1
295	song	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	-	3	3
296	space	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	-	1	1
297	sparrow	/ β̄ ɛ̄ ɹ̄ ɔ̄ ɹ̄ ɔ̄ /	1	-	1
298	spoon	/ɛ̄ ɹ̄ ɔ̄ ɹ̄ /	4	-	4

299	sport	/ɜ:ɪpɔ:t/	1	2	3
300	stadium	/ˈstædiəm/	2	-	2
301	stamp	/stæmp/	1	-	1
302	stick	/stɪk/	3	-	3
303	story	/ˈstɔ:ri/	2	-	2
304	string	/ˈstrɪŋ/	2	-	2
305	student	/ˈstju:dnt/	11	-	11
306	subject	/ˈsʌbdʒekt/	1	-	1
307	sum	/sʌm/	1	-	1
308	sun	/sʌn/	2	-	2
309	Sunday	/ˈsʌndei/	1	-	1
310	sweet	/swi:t/	-	1	1
311	table	/ˈteɪbəl/	16	-	16
312	tangerine	/ˈtæŋdʒɪn/	1	-	1
313	tap	/tæp/	1	-	1
314	tape	/teɪp/	1	-	1
315	taste	/teɪst/	1	-	1
316	tea	/ti:/	6	-	6
317	teacher	/ˈti:tʃə(r)/	6	-	6
318	team	/ti:m/	11	1	12
319	ted	/ted/	2	-	2
320	temple	/ˈtempəl/	6	-	6
321	tennis	/ˈtenɪs/	1	-	1
322	text	/tekst/	-	2	2
323	thank	/θæŋk/	-	2	2
324	thing	/θɪŋ/	2	4	6
325	thread	/θred/	3	-	3

326	thunder	/ βχ =ϑ (ə)/	2	-	2
327	tie	/ϕ λ	1	-	1
328	time	/ϕ λ↑/	13	-	13
329	tongue	/ϕ ρ/	1	-	1
330	top	/ϕ λ⇔	3	-	3
331	tourist	/ βϕ λ ρϕ	3	-	3
332	town	/ϕ Δ⇔	1	-	1
333	toy	/ϕ λ	1	-	1
334	tree	/ϕ ↓:/	7	4	11
335	trunk	/ϕ ρ ↓/	1	-	1
336	Tuesday	/ βϕ Δ: Π ϕ	1	-	1
337	type	/ϕ λ⇔	3	-	3
338	umbrella	/ ↑ β ϕ ϕ ϕ /	1	-	1
339	uncle	/ β ρ ↓⇔	-	1	1
340	uniform	/ β Δ: ϕ ϕ: ↑/	1	-	1
341	unit	/ β Δ: ϕ	18	-	18
342	vase	/ ∇ γ: Π	2	-	2
343	village	/ β ∇ λ ϕ ϕ	7	-	7
344	volleyball	/ β ∇ λ ϕ ϕ: ⇔	1	-	1
345	wall	/ ε ϕ: ⇔	1	-	1
346	water	/ β ε ϕ: ϕ (r)/	8	-	8
347	way	/ ε ϕ	4	-	4
348	weather	/ β ε ϕ   (r)/	1	-	1
349	wedding	/ β ε ϕ ρ/	4	-	4
350	wednesday	/ β ε ϕ ϕ ϕ	1	-	1
351	wife	/ ε γ λ ϕ	7	2	9
352	wind	/ ε λ ϕ	6	-	6
353	woman	/ β ε Δ ↑   ⇔	2	-	2

354	word	/ɛ :Ω	4	16	20
355	work	/ɛ :ɹ/	4	1	6
356	working	/ βɛ :ɹp /	1	-	1
357	window	/ βɛ λ=ɔ Δ/	-	1	1
358	winner	/ βɛ λ=ɹ (r)/	-	1	1
359	winter	/ βɛ λ=ɔ (r)	1	-	1
360	wire	/ βɛ γ λ (r)/	-	1	1
361	yak	/ɛ :ɹ/	1	1	1

## APPENDIX-II

### Verbs with their Phonemic Transcription and Frequency of Occurrence

S.N	Verbs	Transcription	Inf.	V-ed	V-en	V-ing	V-sles	Freq.
1	add	/τ Ω	1	1	-	-	-	2
2	answer	/ βγ :ɹ=ɔ (ə)	15	-	-	-	-	15
3	arrange	/ βθ ɹ=ɔ/	2	-	-	-	-	2
4	ask	/ɛ :ɹ/	10	-	-	-	1	11

5	attend	/ ɪ ˈtɛnd /	2	-	-	-	-	2
6	begin	/ bɪ ˈɡɪn /	1	1	-	-	-	2
7	bind	/ baɪ ˈnaɪnd /	1	-	-	-	-	1
8	blow	/ bləʊ /	1	-	-	-	1	2
9	boil	/ bɔɪ /	2	-	-	-	-	2
10	borrow	/ ˈbɒrɒ /	1	-	-	-	-	1
11	bow	/ baʊ /	1	-	-	-	-	1
12	break	/ breɪk /	5	2	1	-	-	8
13	bring	/ brɪŋ /	2	-	-	-	-	2
14	buy	/ baɪ /	1	-	-	-	-	1
15	call	/ kɔːl /	3	1	-	1	-	5
16	carry	/ ˈkæri /	1	-	-	-	-	1
17	catch	/ kætʃ /	1	-	--	-	-	1
18	change	/ tʃeɪndʒ /	1	-	-	-	-	1
19	chase	/ tʃeɪs /	1	-	-	-	-	1
20	choose	/ tʃuːz /	1	-	-	-	-	1
21	clean	/ kliːn /	1	-	-	-	-	1
22	climb	/ klaɪm /	5	-	-	-	-	5
23	comb	/ kɒm /	1	-	-	1	-	2
24	come	/ kʌm /	8	1	-	-	-	9
25	complete	/ kəm ˈpliːt /	7	-	-	-	-	7
26	cook	/ kʊk /	-	3	-	1	1	5
27	copy	/ kɒpi /	8	-	-	-	-	8
28	count	/ kaʊnt /	1	-	-	-	-	1
29	cross	/ krɒs /	5	-	-	-	-	5
30	cut	/ kʌt /	-	-	-	-	1	1
31	dance	/ ˈdɑːns /	1	3	-	2	-	6

32	discuss	/Ω βΕ↓ Ε/ Ε/	11	-	-	-	-	11
33	display	/Ω βΕ↔↔↔/	2	-	-	-	-	2
34	do	/Ω/	-	-	1	11	-	12
35	draw	/Ω≤:/	2	-	-	-	-	2
36	drink	/Ωλρ ↓/	4	2	-	1	-	7
38	drive	/Ωγ λ∇/	6	-	-	-	1	7
39	eat	/↓:∅	6	6	-	3	-	15
40	excuse	/λ↓ βΕ↓↔↔↔:Ε/ Ε/	17	-	-	-	-	17
41	fall	/↔≤:↔	-	2	-	-	-	2
42	feel	/↔↓↔	7	7	-	-	-	14
43	fight	/↔γ λ∅	1	-	-	-	-	1
44	fill	/↔λ↔	2	-	-	-	-	2
45	find	/↔γ λ↔Ω	6	1	-	-	-	7
46	finish	/↔λ↔∅/	3	-	-	-	-	3
47	fly	/↔↔γ λ	10	-	-	-	-	10
48	forget	/↔ β↑∅	1	1	-	-	-	2
49	get	/↑∅	14	1	-	1	-	16
50	give	/↑∇/	4	1	5	1	-	11
51	go	/↑ Δ/	23	10	-	-	-	33
52	guess	/↑Ε/	1	-	-	-	-	1
53	hang	/↔ ρ/	1	-	-	-	-	1
54	happen	/ β↔↔↔↔	1	-	-	-	-	1
55	hate	/↔∅	1	-	-	-	-	1
56	hear	/↔ (r)	4	-	-	-	-	4
57	help	/↔↔↔↔	16	1	-	-	-	17

58	invite	/λ⇒β∇γ λ∅	1	2	-	-	-	3
59	jump	/Ω∞ ↑↔	3	1	-	-	1	5
60	keep	/↵↔	1	-	-	-	-	1
61	kill	/↵↔≠	1	-	-	-	-	1
62	kiss	/↵∃/	-	1	-	-	-	1
63	know	/⇒ Δ/	7	-	-	-	-	7
64	laugh	/↔:↔	1	1	-	1	-	3
65	lay	/↔∞	2	-	-	-	1	3
66	laze	/↔∞	1	-	-	-	-	1
67	learn	/↔:⇒	1	-	-	-	-	1
68	let	/↔∅	2	-	-	-	-	2
69	lift	/↔∅	1	-	-	-	-	1
70	like	/↔λ↵	41	6	-	-	-	47
71	listen	/ β↔∃⇒	11	-	-	-	-	11
72	live	/↔∇/	5	-	-	-	1	6
73	look	/↔↵↵	18	1	-	1	-	20
74	love	/↔ ∇/	1	-	-	-	-	1
75	make	/↑↔↵↵	14	1	-	1	1	17
76	need	/⇒↔Ω	1	1	-	-	1	3
77	open	/ β  Δ↔ ⇒	1	-	-	-	-	1
78	owe	/  Δ/	1	-	-	-	-	1
79	pass	/↔:∃/	1	1	-	2	-	4
80	pat	/↔∅	1	1	-	-	-	2
81	pike	/↔λ↵	1	-	-	-	-	1
82	play	/↔↔∞	10	3	-	2	-	15
83	plough	/↔↔ Δ/	1	-	-	-	-	1
84	point	/↔λ=∅	1	-	-	-	1	2

85	present	/ β↔NFIØ	2	1	-	-	-	3
86	promise	/ β↔∠↑λE/	-	1	-	-	-	1
87	pull	/↔Δ≠	1	6	-	-	-	7
88	put	/↔ΔØ	14	-	-	-	-	14
89	rain	/ðN↔	-	1	-	2	1	4
90	reach	/ð↓:Ø/	2	2	-	-	-	4
91	read	/ð↓:Ω	-	-	-	-	-	19
92	repeat	/ð↓β↔:Ø	1	-	-	-	-	1
93	re-write	/ϵ↓: βðγλØ	1	-	-	-	-	1
94	run	/ð↔	4	3	-	5	-	12
95	say	/E↔N	26	5	-	-	2	23
96	see	/E↓:/	2	2	-	-	-	4
97	sell	/E↔≠	2	-	-	-	-	2
98	send	/E↔NΩ	2	1	-	-	-	3
99	set	/E↔NØ	1	-	-	-	-	1
100	shake	/φN↔/	2	-	-	-	-	2
101	shine	/ βφγλ↔	-	-	-	1	-	1
102	shout	/EγΔØ	1	-	-	-	-	1
103	show	/E  Δ	1	-	1	-	-	2
104	sing	/Eϕ/	5	-	-	-	-	5
105	sit	/EλØ	2	-	-	1	-	3
106	skip	/E↔λ↔	1	-	-	-	-	1
107	sleep	/E↔E↔/	-	-	-	1	-	1
108	speak	/E↔λ↔/	6	-	-	-	-	6
109	stand	/E↔=Ω	3	-	-	4	-	7
110	start	/E↔:Ø	-	1	-	-	-	1
111	stop	/E↔λ↔	1	-	-	-	1	2

112	study	/ βΞΘ Ω↓	2	-	-	-	-	2
113	swim	/Ξελ↑/	5	3	-	-	1	9
114	take	/Θ↓	4	1	-	-	-	5
115	talk	/Θ:↓	1	-	-	-	-	1
116	tell	/Θ≠	1	-	-	-	-	1
117	thank	/σ τ ρ ↓	10	-	-	-	-	10
118	think	/σ λ ρ ↓	2	3	-	-	-	5
119	tick	/Θ↓	5	-	-	-	-	5
120	touch	/Θ Θ/	4	-	-	-	-	4
121	travel	/ βΘτ ∇↔	1	-	-	-	-	1
122	turn	/Θ :⇒	7	3	-	-	1	11
123	use	/↔Δ:Π	1	-	-	-	-	1
124	wait	/ε ΝΘ	-	-	-	2	-	2
125	wake	/ε Ν↓	1	2	-	-	-	3
126	walk	/ε ≤:↓	13	-	-	-	1	14
127	want	/ε ∠=Θ	1	2	-	-	1	4
128	wash	/ε ∠φ/	3	2	-	1	-	6
129	wear	/ε † (r)/	2	-	-	1	-	3
130	weep	/ε ↓↔	-	-	-	1	-	1
131	welcome	/ ε Ν↔↓ ↑/	1	-	-	-	-	1
132	work	/wω:↓	1	-	-	-	-	1
133	write	/ðγ λΘ	17	-	-	2	-	19
134	break into		-	1	-	-	-	1
135	fall off		-	1	-	-	-	1
136	get up		5	-	-	1	-	6
137	lay down		1	-	-	-	-	1
138	listen to		1	-	-	-	-	1

139	look at		1	-	-	-	-	1
140	pick up		1	-	-	1	-	2
141	point to		1	-	-	1	-	2
142	pull down		-	2	-	-	-	2
143	pull out		1	-	-	1	-	2
144	put down		2	-	-	-	-	2
145	run down		1	-	-	-	-	1
146	run up		1	-	-	-	-	1
147	stand up		2	-	-	-	-	2
148	wait for		-	-	-	2	-	2
149	wake up		2	1	-	-	-	3
150	walk away		1	--	-	-	-	1
151	walk down		1	-	-	-	-	1
152	am	/ə ɪ/						14
153	are	/ɑː(r)/						37
154	be	/bi/						9
155	can	/kæn/						62
156	could	/kəd/						3
157	had	/həd/						8
158	has	/hæz/						7
159	have	/hæv/						15
160	is	/ɪz/						142
161	was	/wəz/						67
162	were	/wɛr (r)/						10
163	will	/wɪl/						22
164	do	/du/						64
165	did	/dɪd/						44
166	does	/dəz/						8

### APPENDIX-III

#### Adjectives with their Phonemic Transcription and Frequency

S.N	adjective	Translation	Freq.
1	absent	/ βτ ςα  =∅	1
2	alphabetic	/ ετ ←† ςαλ↓	1
3	angry	/ βτ ρ ↑∂↓	2
4	back	/ ςα k/	3
5	beautiful	/ β ςα Δ:∅←≠	1
6	blue	/ ςα Δ:/	7
7	both	/ ς∅ Δσ /	6
8	bright	/ ς∅γ λ∅	2
9	brown	/ ς∅γ Δ⇒	1
10	central	/ βε ςα  ←≠	2
11	Chinese	/ ε∅γ λ β⇒*Π	1
12	cold	/ ↓ Δ←Ω	8
13	colder	/ β ↓ Δ←Ω (∂)/	1
14	correct	/ ↓ β∂ ς∅	3
15	dear	/ Ω (∂)/	2
16	different	/ βΩ←∂  =∅	3
17	double	/ βΩ ς∅/	1
18	dressed	/ Ω ς∅	1
19	dry	/ Ωγ λ	1
20	extra	/ β ςα∅  /	2
21	fair	/ ←* (∂)/	1
22	false	/ ←≠:≠/	1
23	final	/ ββ←γ λ⇒ ←≠	1
24	fine	/ ←γ λ⇒	4
25	following	/ β←≠† uλρ /	3
26	foolish	/ β←Δ:←∅/	1
27	frightened	/ β←∂γ λ∅Ω	1

28	full	/←Δ≠	1
29	great	/↑∅	1
30	happy	/β→ε↔	4
31	hard	/→γ:Ω	1
32	hot	/→∅	12
33	hotter	/β→∅(∅)/	3
34	hungry	/β→ρ↑∅	1
35	interesting	/βλ→∅∅ρ/	1
36	last	/←ε:∅	8
37	late	/←∅	5
38	left	/←∅	7
39	long	/←ρ/	11
40	longer	/β←ρ↑(∅)/	1
41	main	/↑∅	2
42	middle	/β↑λΩ≠	1
43	near	/→∅(∅)/	1
44	neat	/→∅	1
45	next	/→∅	2
46	nice	/→γ∅/	2
47	off	/↗↖	3
48	oral	/β≤:∅ ≠	2
49	passing	/β←ε:∅λρ/	3
50	past	/β←ε:∅	5
51	ready	/β∅∅	3
52	red	/∅∅	2
53	rich	/∅λ∅/	1
54	right	/∅γ∅	15
55	ripe	/∅γλ≠	1

56	round	/ɔɾ Δ=Ω	1
57	same	/ɛ ʌ↑/	2
58	short	/ɔ≤:∅	5
59	shorter	/ɔ≤:∅ (ə)/	2
60	similar	/ βɛʌ↑ ɛ (ə)/	1
61	sleepy	/ βɛɛ↔↔	3
62	slow	/ɛ ɛ Δ/	1
63	small	/ɛ↑≤:≠	4
65	soft	/ɛ↔↔∅	1
66	starting	/ βɛ∅:∅p /	2
67	strong	/ɛ∅↔p /	2
68	suitable	/ βɛΔ:∅ ʌ≠	1
69	sunny	/ βɛ =↔	1
70	sure	/ɔψ  (r)/	1
71	tall	/∅:≠	1
72	thin	/χλ↔	1
73	thirsty	/ βχ  ɛ∅	2
74	tired	/ β∅ ɾ Ω	3
75	true	/∅Δ:/	3
76	welcome	/ βɛ ʌ=  ↑/	2
77	well	/ɛ ʌ≠	8
78	wet	/ɛ ʌ∅	2
79	white	/ɛɾ λ∅	20
80	wide	/ɛɾ λΩ	1
81	wrong	/ɔ↔p /	1
82	young	/↔↔ p /	6

#### Appendix -IV

#### Adverbs with the Phonemic Translations and Frequency

S.N	Adverbs	Transcription	Freq.
1	again	/ ɪ βɪŋ ñ/	3
2	ago	/ ɪ βɪŋ ∆/	2
3	already	/ ɪ ð: ð ð ñ ñ/	2
4	also	/ ɪ β ð: ð ñ/ ∆/	6
5	always	/ ɪ ð: ð ð ñ ñ/	4
6	around	/ ɪ β ∂ γ ∆ ñ/	1
7	away	/ ɪ β ð ñ/	3
8	behind	/ ð ð β ð ñ ñ/	3
9	correctly	/ ɪ ð ð ð ñ ñ ñ/	1
10	down	/ ñ γ ∆ ð/	7
11	eagerly	/ ɪ β ð: ð ð ð ð/	1
12	early	/ ð: ð ð/	1
13	enough	/ ð ð ð ð ð ð/	3
14	everyday	/ ɪ β ñ ð ð ñ ñ/	1
15	far	/ ð γ: (r)/	1
16	finally	/ ɪ β ð γ ð ð ð ð/	1
17	happily	/ ɪ β ð ð ð ð ð ð/	1
18	heavily	/ ɪ β ð ð ð ð ð ð/	1
19	how	/ ð γ ∆/	15
20	just	/ ñ ñ ð ð ð/	2
21	now	/ ð ð γ ∆/	5
22	nowhere	/ ɪ β ð ð ð ð ð ð (r)/	1
23	o'clock	/ ɪ β ð ð ð ð ð/	15
24	orally	/ ɪ β ð: ð ð ð ð/	8
25	probably	/ ɪ β ð ð ð ð ð ð ð/	1
26	quickly	/ ɪ β ð ð ð ð ð ð/	2
27	quite	/ ð ð ð γ ð ð/	1

28	really	/ βð↓  ↔ ↓	1
29	so	/ɛ  Δ/	3
30	swiftly	/ βɛελ<Ω/	1
31	then	/ζ ↔	15
32	there	/ζ ↔ (r)/	24
33	today	/ϕ βΩ	11
34	together	/ϕ β↑ζ  (r)/	1
35	tomorrow	/ϕ β↑Δ  Δ/	5
36	too	/Ω:/	5
37	up	/ ↔	13
38	very	/∇ ↔ ↓	22
39	were	/ε  (r)	29
40	when	/ε ↔	25
41	why	/εγ λ	14
42	yesterday	/ β<ϕ Ω	22

## Appendix -V

### Pronouns with their Phonemic Transcription and Frequency of Occurrence

S.N	Pronouns	Transcription	Freq.
1	each	/ɛ:ə/	2
2	everyone	/ βɛvɪdɪe ð/	1
3	everything	/ βɛvɪdɪs λp /	1
4	he	/-h:/	23
5	her	/-h (r)	24
6	hers	/-h :ɪ/	2
7	herself	/-h : βɛɪ ð/	2
8	him	/-hɪm/	3
9	himself	/-hɪm βɛɪ ð/	2
10	his	/-hɪz/	6
11	I	/aɪ/	128
12	it	/ɪt/	84
13	its	/ɪts/	25
14	me	/mi:/	25
15	my	/maɪ/	31
16	myself	/maɪ λ βɛɪ ð/	1
17	nothing	/ βnʌθɪŋ /	1
18	ones	/ε ðeɪz/	1
19	our	/ βaʊə (r)/	1
20	she	/ʃi:/	48
21	something	/ βsʌθɪŋ λp /	3
22	that	/ðæt/	11
23	their	/ðeə (r)/	1

24	them	/ζ θ̄/	1
25	they	/ζ θ̄/	35
26	this	/ζ θ̄/	27
28	us	/ ε θ̄/	1
29	what	/ε θ̄/	62
30	which	/ε θ̄/	9
31	who	/ε θ̄/	26
32	whom	/ε θ̄/	3
33	whose	/ε θ̄/	9
34	you	/ε θ̄/	137
35	your	/ε θ̄:(r)/	42
36	yours	/ε θ̄/	5
38	yourself	/ε θ̄: ε θ̄/	4

## Appendix-VI

### Prepositions with the Phonemic Translation and Frequency

S.N	Prepositions	Transcription	Frequencies
1	about	/ə Δə/	14
2	above	/ə v/	1
3	across	/ə kɾəs/	1
4	after	/ɑːftə (r)/	2
5	along	/ə lɒŋ/	3
6	at	/ət/	36
7	below	/bɪləʊ/	2
8	beside	/bɪsaɪd/	2
9	between	/biːtwɛn/	2
10	by	/baɪ/	5
11	for	/fɔː (r)/	22
11	from	/frɒm/	12
12	in	/ɪn/	105
13	in front of	/ɪn frʌnt əv/	2
14	in to	/ɪntə/	3
15	of	/əv/	41
16	on	/ɒn/	50
17	on top of	/ɒn tɒp əv/	1
18	outside	/aʊtsaɪd/	1
19	over	/əvə (r)/	4
20	through	/θruː/	5
21	to	/tuː/	86
22	towards	/təʊəz/	1
23	under	/ʌndə (r)/	3
24	until	/ənˈtɪl/	2
25	with	/ɪθ/	17

## Appendix-VII

### Numerals with their Phonemic Transcription and Frequency

S.N	Numerals	Transcription	Frequency
1	eight	/ɛt/	3
2	eleven	/ɛlɛvən/	1
3	first	/fɜ:st/	6
4	five	/faɪv/	6
5	four	/fɔ:(r)/	6
6	fourteen	/fɔ:(r)ti:n/	3
7	hundred	/ˈhʌndrɪd/	1
8	nine	/naɪn/	9
9	one	/wʌn/	1
10	second	/sɛkənd/	1
11	seven	/sɛvən/	2
12	six	/sɪks/	8
13	ten	/tɛn/	6
14	three	/θri:/	9
15	twelve	/twɛlv/	2
16	twenty	/ˈtwɛnti/	3
17	two	/tu:/	11