CHAPTER - I
INTRODUCTION

1.1   Background

Language is a means of communication through which human beings share their thoughts, feeling, desires etc and also express their ideas to each others. Language is a unique possession of human beings. There are thousands of languages spoken in the world. Among them English language is important and most essential language because it is an international language. So, it is taken as a social phenomenon which is used to establish good relationship among the people in community, nations and the world.

According to Hornby (2000, p.720) "language is a system of communication in speech and writing that is used by people of a particular country." Highlighting the importance of English, Crystal (1995, p. 108) says "English holds special status as a medium of communication."

Thus, language has been defined differently by different scholars and linguists. Any one definition can not be suitable for language. But language is broadly accepted that it is a complex human phenomenon and its major function is communication.

English language has been taught as a second language in all schools in Nepal. To get mastery over any language, it needs to give lots of time to go over all levels of language. The levels of language are phonology, morphology, grammar and semantic. Among them morphology is very important because language learning begins with this level. It is the prominent building blocks of language. So, the effective use of English vocabulary is needed for communication.

Vocabulary is the body of the words used in a particular language. It also refers to all words that have meaning and that person knows or uses. It is the most significant aspect of language. Among the elements of language, vocabulary is the most important one. The study on vocabulary achievement of the learners of primary level is therefore an important area of any research.

1.2   Statement of the Problem

Vocabulary is an important aspect of language. It is not possible to teach each and every word of a foreign language at a time. Teaching a word takes a long time and much exposure to the word used in different situation. To solve this problem, we need to select the words that are required to be taught because unless we have some kind of selection and control, we are in great danger of being lost in the ocean of words.

The first problem of vocabulary teaching is how to select what words to teach. The second problem of vocabulary teaching is to make distinction between the active and passive vocabulary. The third problem of vocabulary teaching is that the teachers never teach in the context but in isolation. The fourth problem is for exposure.

The aforementioned problems of teaching vocabulary affect the vocabulary achievement of the learners. For long there have been a number of studies and research works regarding the vocabulary achievement of the learners. However, no remarkable signs of improvements can be claimed. In such a situation, the study of the vocabulary achievement of lower grade learners seems to be an essential problem.

When we observe the ELT practices of grade 5 English teachers we find that teaching of reading skill is not focused much although there is a provision of asking questions is not focused much. There is a provision of asking question or practical examination separately for this reading skill. In ELT classroom, some students always worry about pronunciation of the words badly and therefore face uneasy in front of their classmates. There is also seen spelling problem of the words in ELT classroom.

The specific problem about improving teaching vocabulary by using picture of fifth grade students are pointed out as follows:

- there is no significant change in English language vocabulary achievement of grade five despite the rigorous efforts.
- to improve English language vocabulary of primary level students has always been a challenge.

1.3   Objectives of the Study

The objectives of the present study were as follows:

i) To find out the English vocabulary achievement of Grade Five Students.

ii) To suggest some pedagogical implications based on the findings of the study.

1.4   Research questions :

This study was guided by the following research questions :

i)   What type of vocabulary items are better achieved by the students?

ii) What strong and weak aspects of teaching and learning the English language at primary level are reflected through the study of the vocabulary achievement of the learners?

iii) What recommendations can be made on the basis of the findings   on the students' vocabulary achievement?

1.5   Significance of the Study

For years, language teaching has placed heavy emphasis upon early and extensive vocabulary learning with the more recent changes. So far, many studies have dealt with vocabulary acquisition and its problems. Still this study, being slightly different from the rest ones, can be significant in many ways. Firstly, this study can be useful to find out the English language vocabulary achievement of the students having strong mother tongue interference i.e. of Maithili and Tharu. Those who are interested in this area will be benefitted from it. Secondly, it can be an input and feedback for the students, teachers,

subject experts, language planners and syllabus and curriculum designers. Furthermore, it can be beneficial to the stakeholders and can also can be helpful for other individuals and organizations whose concern is on vocabulary achievement.

More significantly, teachers will be encouraged to use different types of teachings techniques for teaching vocabulary in their ELT classrooms.

This research will equally be beneficial to upcoming researchers as well as and textbook writers in the sense that they can utilize the findings of this research work for their purposes.

1.6 Delimitations of the Study

The study has following limitations:

a. The study was limited to achievement of major word class (content words) and minor word class (function words).

b. It was limited to four different public schools of Saptari district.

c. The study was limited to 200 students of Bodhe-Barsain Resource Centre, Saptari.

d. It was limited to the students of grade five.

e. The vocabulary items were selected from the textbook of Grade 4 and 5 on the basis of their frequency of occurrence and difficulty level.

f. The study was limited to the information collected through a check list and written test.

1.7 Operational Definitions of the Key Terms

Achievement: It refers to what somebody has done successfully, especially with effort and skill.

Improve: To become or make something better.

Public School: It refers to the schools controlled and financed by the government of Nepal. Lately, they are referred to as community schools .

Word: It indicates a single unit of language which means something and can be spoken or written.

Vocabulary: The term 'vocabulary ' refers to the body of words known to a person or used to a particular book, subject etc.

CHAPTER - II
REVIEW OF RELATED LITERATURE AND
CONCEPTUAL FRAMEWORK

This part consists of the review of related theoretical and empirical literature as well as their implications to the present study. Moreover, conceptual framework is also included under this chapter.

2.1   Theoretical Literature

2.1.1 Defining Vocabulary

Vocabulary is defined as a set of lexical items or lexeme that include words phrases and idioms. Vocabulary is one of the important aspects of language. Any ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used. Vocabularies play the role of bricks for language.

Richards et al. (1985, p. 307).define vocabulary as "a set of lexemes including single word, compound word and idioms." Broadly speaking, vocabulary refers to the words that we use in our daily communication in order to express feelings, ideas and thoughts.

Learning a foreign language is a matter of learning vocabulary of that language. In this regard, Wallace (1982, p. 9) says, "It has often been remarked how strong it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language." Thus, vocabulary plays a significant role in language and therefore, it is taken as the core element of language.

Languages are made up of vocabulary items and grammatical rules. Vocabulary is one of the most important aspects of language. It refers to the word that we use in our day to day life in order to express our feelings,

emotions etc. Generally, the term vocabulary can be defined differently by different scholars or linguistics.

Hornby in OALD (1996, p. 1425) defines vocabulary as" the total number of words. In general sense, it refers to the total number of words that make up a language.

Similarly, The Oxford Advanced Learners Dictionary (2003, p. 1331) defines vocabulary in different ways as:

⟩ all the words of a language that a person known as uses.

⟩ all the words in a particular language which are used or understood by a particular person.

⟩ the words that people use when they are talking about a particular subject.

From these definitions, we can conclude that vocabulary does not refer to the words used only in a text but it includes the use of single words, compound words and idioms and the meaning in oral or written discourse and it is vital aspect of language.

2.1.2 Classification of Vocabulary

Vocabulary of any language is a vast ocean. Vocabulary can be defined as the words which are used in our day to day communication. Without having greater number of vocabulary one can not speak any language frequently and appropriately. So far as a type of vocabulary is concerned, there are different criteria on the basis of which vocabulary is classified.

Harmer (1991, p. 159) classified vocabulary into two types: active and passive. "Active vocabulary refers to the vocabulary that students have been taught or learnt and which they are accepted to be able to understand, pronounce and use constructively in speaking and writing. On the other hand, "passive vocabulary refers to the words which the students recognizes when they occur in a context but which they will probably not be able to produce".

Similarly, Bhandari (2063, p. 162) says, " by active vocabulary we mean the words which students will need to understand and also use themselves and passive vocabulary is that vocabulary over which we do not have full command and we do not use in our speech". So, active vocabulary is active itself that it is used frequently by learners, learners need to know active vocabulary for day to day communication but passive vocabulary is passive in use.

Likewise, Richards, et. al. (1985, p. 61) divide "words into two classes: content and function words. Richards, et. al. (ibid) further defines content words as "the words which refer to thing, quality, state or action and which have meaning in isolation". It shows that content words exist alone in a sentence with their own meaning. According to Richards, et .al. (ibid) "the words which have little meaning on their own, but show grammatical relationships in between sentences are known as function words".

In conclusion, we can say words are divided into active and passive on the basis of use and content and grammatical on the basis of their meaning.

Similarly, According to Fries (1994, p.40) English words are classified into four groups: function words, substitute words, grammatically distributed words and content words. Those words which have no meaning in isolation are function words, i.e. they have almost zero meaning but they show the structural relation within and between the sentences. Substitute words replace a class and several classes of words. For example, synonymous, pronouns, etc. Grammatically distributed words show the distribution. For example, some, any, so, etc. These words serve as links in a syntactic string. And content words are those which have lexical meaning in isolation. They convey the primary meaning in entire area.

On the basis of the structure, there are three types of words: simple, compound and complex. Simple word consists of a single morpheme followed or not followed by any inflection such as play, plays, played, etc.

Compound words consist of two or more free morphemes. For example, blackboard, bus park, etc. It is a lexical item composed of two or more parts

where the parts function as a word. Complex words consist of a root plus one or more derivational affixes. For example, babyhood, uncountable, etc.

Aarts and Aarts (1986, p. 22) classify words into 'Major' and 'Minor' word classes. The 'Major' word classes are also called open class; its membership unrestricted and indefinitely large since they allow the addition of new members. 'Minor' word classes are closed classes; its memberships are restricted and therefore fixed and very small since they don't allow the creation of new members. In English noun, verb, adverb, adjectives are four major word classes and conjunction, article, pronoun, preposition and interjection are minor word classes.

Wallace (1982, p. 23) has classified vocabulary as" productive and receptive. The words which are produced correctly are productive and which are recognized by the learners but not produced are receptive vocabulary."

On the basis of types of meaning they convey, vocabularies are two types: concrete and abstract. The concrete vocabularies refer to an object with a concrete shape. For example, bag, pen, earth etc. On the other hand, abstract words refer to those words which have no definite shape, size and measurement and also do not have concrete denotation. For example, love, pretty, sorrow, etc.

From above mentioned classification/type, we can conclude that there are various types of words which are based on different criteria.

2.1.3 Importance of Teaching Vocabulary

Any sound in itself has no meaning but a word is always meaningful. If we do not know the word we can not speak the language. The complexity or simplicity of our thought, the formality and informality of our knowledge and degree of politeness all are reflected by the words used. Although grammar is also important in language, vocabulary is more important than grammar. In this regard Wilkins (1972, p. 111) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Wallace (1982, p. 9) says, "It is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it, whereas if we have vocabulary we need it is usually possible to communicate … ."

An extensive vocabulary directly aids expressions and communication. Furthermore, a language user may be judged by others based on his or her vocabulary.

Harmer (1991, p. 153) states the importance of vocabulary as, "If language structure makes the skeleton of language than it is vocabulary that provides the vital organs and flesh."

To get mastery over language, it becomes crucial to have a wide procession of vocabulary. Without knowledge of vocabulary, our language becomes incomplete and it becomes so difficult to convey our message .

2.1.4   Aspects of Learning Words

Learning a word means learning different aspects of that word like meaning, use, formation, grammar. Aspects of learning word. Knowing a word means far more than just understanding its meaning (Harmer, 1997, p. 158).

Based on Harmer (1997, p. 173), there are four aspects of learning word as dealt in the following points:

i) Word Meaning

Harmer (1991, p. 156) has described the trend of meaning change in different contexts giving example of the word 'book' with its various meanings. The word 'book' has been presented as nous, verb and phrasal word with different meanings. It is obvious that the context determines the meaning of words.

Similarly, sense relation is another aspect of meaning to be considered. The meaning of the word can be learnt in terms of the relationship with other words in the language. In this regard, Yule (1985, p. 118) says, "Words are not only meaning containers and role players but they have relationship ". We also

understand the meaning of a word like 'good' in relation to a word like 'bad' (antonyms) and so on.

ii) Word Use

Word meaning is stretched through the use of metaphor and idiom. Similarly, word meaning is also governed by collocation, style and register. The word meaning of the phrase 'kicked the bucket ' is used in the sentence…… Ram kicked the bucket', here it means Ram died. In a metaphor a word or expression that in literal usage denotes one kind of thing or action is applied to distinctly different kind of thing, without asserting a comparison, for example- my wife is a tiger.

iii) Word Formation

Generally, word formation refers to know how words are written and spoken and how they can change their form. We need to know how suffixes and prefixes change the shape and meaning of the word. Fox example, if we add 'in' to the word correct and 'ly' to the word usual, both word form and meaning will be entirely changed. So, Harmer (1997) says words are formed by the use of suffixes and prefixes which change the shape and meaning of word. That is why we need to know the word formation process as well.

iv) Word Grammar

Some words reflect certain grammatical patterns. For example, countable noun can be both singular and plural (one desk, two desks) but an uncountable noun only be singular (news, furniture). This difference is reflected in grammatical rules, the word desk can collocate with plural verbs, whereas the word furniture cannot.

Wallace (1982, p. 23) mentions pronunciation, spelling also as aspects of vocabulary. Aspects of teaching vocabulary includes pronunciation of words too. If we teach vocabulary means also teaching means also teaching spelling without being able to spell the word students cannot learn word easily. So that spelling is taken an important aspect of vocabulary leaning.

Vocabulary plays an important role for expressing complex thought of ideas. Therefore, vocabulary learning and teaching should not be neglected. The knowledge of vocabulary & structure is very much important for all the learners.

Thus, vocabulary plays an important role in making ideas & thought. Teaching vocabulary must be emphasized in both creative and productive manner. It makes crucial effect on students' vocabulary achievement.

2.2   Empirical Literature

English is an international language in the word because it has the richest vocabulary in comparison to other languages. So, a second language learner of English definitely has to learn adequate number of vocabulary. Vocabulary is as important aspect of language, without sound knowledge of vocabulary; language learning process becomes very difficult. To communicate at all seriously and adequately through the language, a command of both grammar and vocabulary is necessary. Vocabulary plays a key role to convey the message meaningfully. But for many years, vocabulary teaching was neglected. Recently, however methodologists and linguists have increasingly been turning their researches to vocabulary and stressing its importance in language teaching. Although some researchers have done researches about the acquisition of vocabulary by the children in the past, none of them has done study of English vocabulary achievement of fifth grade children in Saptari district in the past.

Each and Every work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. The data based findings of the past researches related to the present study have been mentioned as given below:

Rongbong (1973) carried out a research on 'A study of the primary children of Nepal. The purpose was to identify a list of Nepali words, which were most

frequently used by pupils of grade one, two and three of the primary schools of Nepal. Not much difference was found in the words used by children from the Terai region tended to use more Hindi words. He has not mentioned the percentage of vocabulary achieved by grade one, two and three students. And he has also not mentioned the types of vocabulary gained by the students as a hole.

Chudal, (1997) has carried out a research entitled "A Study of the Vocabulary Achievement of the Students of Grade Six in Jhapa District." His objective of the study was to investigate the student's achievement of English vocabulary used in English textbook for grade six and to make gender-wise comparison of the vocabulary achievement. The finding of the study showed that English vocabulary achievement was poor in aggregate. The girls proficiency was found satisfactory than the boys' in the achievement of English vocabulary.

Tiwari (2001) undertook a research on 'A Study on English Vocabulary Achievement by the Students of Grade X. The result of this test should that most of the students were below the average. Hence, they were not found satisfactory in the achievement of English Vocabulary (as cited in Tiwari, B. 2001 P.)

Karki (2000) has carried out a research on 'The achievement of English vocabulary of the students of grade eight'. He collected the data from public and private schools for which he used the test items as the tools for data collection. The finding of the study shows that students' vocabulary achievement of the nouns was better than the verbs.

Aryal (2006) carried out a research on "Vocabulary achievement of madrasa versus public school students of grade five". Her study aimed to compare the vocabulary achievement of these two types of school. The finding showed that achievement of vocabulary of Madrasa School was better than Public school.

Devkota (2007) has carried out a research on vocabulary achievement of students from different ethnic groups. He attempted to compare the

achievement of vocabulary items used in English text book of grade eight among ten different ethnic groups: Chhetri, Brahmin-hill, Magar, Tamang, Yadav, Rai. Among these groups, Brahmin-hill students were found most proficient in vocabulary items than other groups.

Nepal (2012) carried out a research entitled 'Vocabulary Acheivement of Newar and Tamang students' which was aimed at finding out English vocabulary achieved by Newar and Tamang students of Grade six. To achieve the objectives, a test item was prepared for data collection. Two lower secondary and two secondary schools' students of grade six were selected. The findings showed that Tamang student's vocabulary achievement was higher than Newar students of grade six.

Bhandari (2012) conducted a research entitled " A Study on English Vocabulary Achievement by the Students of Grade Seven in Content Words". His study attempted to explore the students achievement of vocabulary items included in the textbook of grade seven. Four schools and altogether forty students from each of the four schools of Kailali district were selected for his study. A set of written tests was used as a main instrument for the data collection. The finding of the study showed that the English vocabulary achievement of the students of grade 7 on content words was satisfactory in total but while doing school-wise analysis, the students of Shree Kalika Lower Secondary School were found unsatisfactory in the use of content words in comparison to other schools. The students of Shree Arunodaya H. S. School were found unsatisfactory in the use of verbs, adjectives and adverbs. Similarly, the students of Shree United Academy School and Shree Mt. Saipal International Academy School were found satisfactory in verbs and adjectives and adverbs respectively. It was also found that there was a great disparity in students achievement of English vocabulary in different schools.

The vocabulary achievement of boys in nouns, verbs, adjectives and adverbs was found better then that of girls in urban school but in nouns, the performance of girls was better than the boys in sub-urban schools.

Thapa (2012) carried out his research on "Vocabulary Achievement of Gurukul and Private School Students of Grade Eight" which was an attempt to find out the students' achievement of vocabulary items included in the English textbook of grade eight. To meet the objectives of the research, the researcher prepared a list of content words (nouns, verbs, adjectives, and adverbs) used in the English textbook of grade eight and counted their frequency. He selected the 100 words including 75 words having high frequency and 25 words having low frequency. Fourteen test items were constructed consisting of 100 vocabulary items which included 38 nouns, 40 verbs, 15 adjectives and 7 adverbs. After that, he visited two Gurukul and two private schools of Kathmandu Valley with a prepared set of test items. The students in this study were altogether sixty in number; fifteen from each school. They were selected using simple random sampling procedure and the test was administered in the classroom for two hours. The findings of the study show that the English vocabulary achievement of Grukul and Private School students was satisfactory. The students of private schools were good in the use of adjectives and adverbs whereas the students of Gurukul were good in the use of nouns and verbs.

Baral (2013) carried out his research entitled "A study of English Vocabulary Achievement of Fifth Graders in Ilam District". It attempted to explore the achievement of vocabulary included in the English textbook of grade five. The objectives of the study were to find out students' achievement of English Vocabulary items used in English text book of Grade Five. The researcher constructed a set of written questionnaire as the main instrument for data collection. The data was provided by the 48 students studying at public schools of Ilam district. The findings of the study showed that the English vocabulary achievement of the fifth graders was found satisfactory in total but while doing school wise analysis the students in total, highest vocabulary achievement were found satisfactory in School 'B' and School 'D'. It was also found that boys'

15

achievement of English vocabulary was better than girls in total. The disparity in English vocabulary achievement was found in different schools.

After doing exhaustive research of the literature, I found that it is still necessary to research on Vocabulary Achievement in ELT classroom in Nepal. Thus, I attempt to carry out research on it and this study will investigate the vocabulary achievement of grade five students in an area where mother tongue is the basic hindrance in learning a foreign language although there are different studies conducted on vocabulary achievement different grades. So, the present study is different from the previous ones in the sense that the researcher is interested to find out the vocabulary achievement of the students from a different community.

2.3. Implications of the Review for the Study

The literature review is an integral part of the entire process of a research work. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is interested.

The researcher has reviewed different previous research works, articles and books which are related to the present research work to some extent. All the reviewed studies are related to the periphery of vocabulary achievement. After reviewing these research works, it will be easier to develop a clear concept of vocabulary, vocabulary achievement and its related terminology in the researcher's mind. Apart from this, the review of empirical literature will enable the researcher to construct research tools, to study analyse and interpret the data through various analysing tools and ultimately reaching the expected destination of her own research work.

2.4 Theoretical Framework

With regard to vocabulary achievement Harmer (2007, p. 49) views that children are not taught language, nor do they set out to learn it consciously. Rather they acquire it subconsciously as a result of massive exposure to it which they get from the adults and other children around them .Their instinct-

the mental capability we are all born with act upon the language they hear and transform it into a knowledge of the language and ability to speak it. Specially, parents choose special vocabulary which the children can understand rather than more sophisticated lexical items which they would not understand

Similarly, Gass & Silinker (2009, p. 33) state that at the age of 18 months from birth children's vocabulary is supposed to reach 20. At the age of 18 to 24 months it is supposed to increase from 20 to 200 words. These words are single word utterance. The child starts to learn syntax at the age of 24 to 30 months. This age is also taken as pivot grammar age. At 30 to 48 months of birth a child learns to a great portion of language as he becomes fully creative initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabulary is attained though questions and education the anomalies and irregularities of language can be discovered.

It has long been recognized that child second language acquisition is a central and important part of the field of second language acquisition. Child's second language acquisition refers to acquisition by individuals young enough to be within the critical period, but yet with a first language already learned or successive acquisition of two languages in childhood (ibid).

To sum up, active vocabularies differ from person to person. There is no water light demarcation between active and passive vocabularies Same vocabularies can be active for one person and passive for another and vice versa.

2.5. Conceptual Framework

In order to elaborate the research problem in relevant to relevant literature, the following conceptual frame work has been generated:

Aarts and Aarts (1986, p. 22) classify words into 'Major' and 'Minor' word classes. The 'Major' word classes are also called open class and 'Minor' word

classes are called closed classes. In English noun, verb, adverb, adjectives are four major word classes and conjunction, article, pronoun, preposition and interjection are minor word classes.

Richards, et. al. (1985, p. 61) divide "words into two classes: content and function words. Content words are the words which refer to thing, quality, state or action and which have meaning in isolation". It shows that content words exist alone in a sentence with their own meaning. The words which have little meaning on their own, but show grammatical relationships in between sentences are known as function words (ibid).

Conceptual Framework

Vocabulary Achievement of Grade Five Students

Vocabulary Achievement

Major Word Class		Minor Word Class

Content Words	Nouns	Conjunctions	Function Words
	Verbs	Pronouns	
	Adverbs	Prepositions	
	Adjectives	Articles	
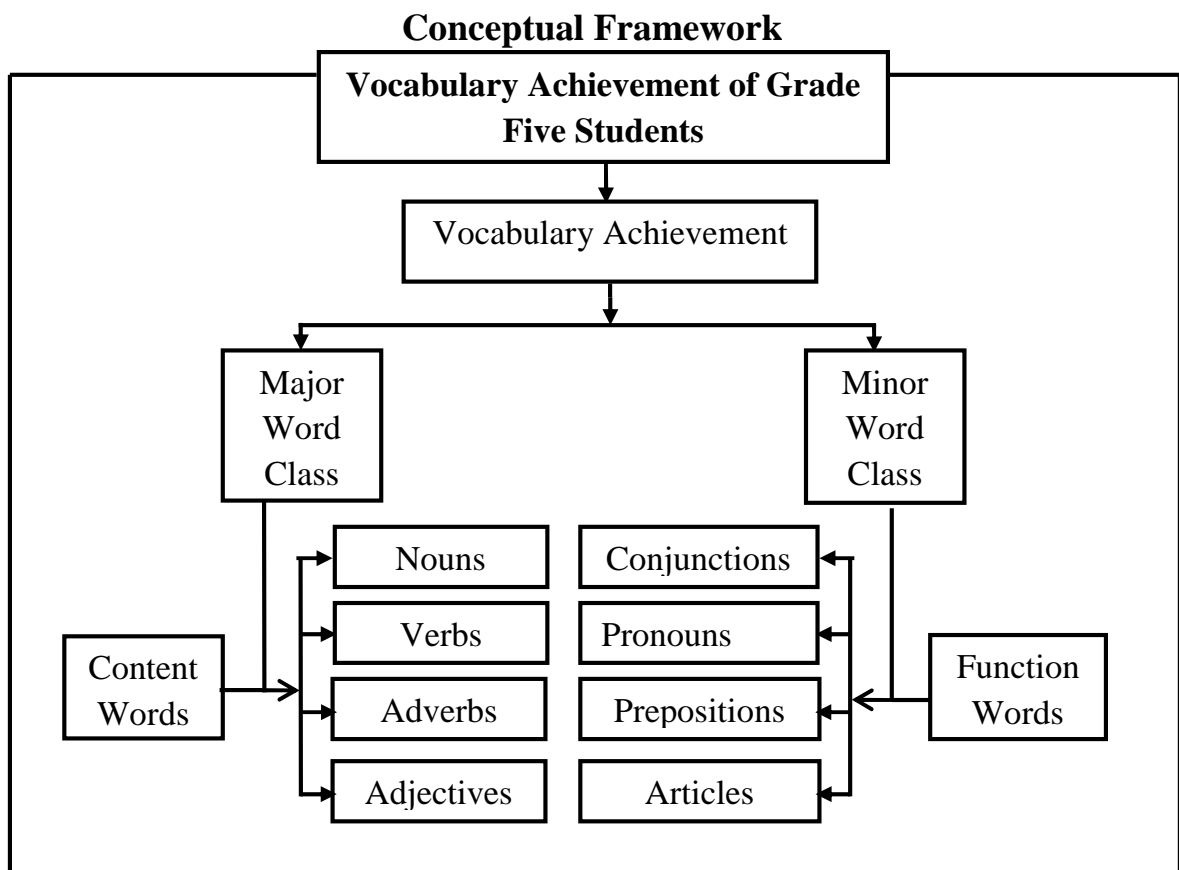
(Source: Arts and Arts)

CHAPTER-III
METHODS AND PROCEDURES OF THE STUDY

This chapter includes details about the various logistic procedures which the researcher intends to follow while carrying out research. The present study will be carried out through qualitative - quantitative approach. The following procedures were used to accomplish the research.

3.1 Design of the Study

This study was carried out in a descriptive or survey research design. The research was conducted carrying out a survey among the fifth grade students of Bode-Barsain Resource Centre, Saptari regarding their existing status of vocabulary achievement.

3.2 Population and Sample

The population of this study was 40 students from 10 different schools of Grade Five. The Sample population consisted of a total number of 40 students out of 200 students studying in Grade Five.

3.3 Sampling Procedure

The sample population for this research was 40 students of Grade Five from 10 different public schools of Bode-Barsain Resource Centre, Saptari district. The researcher selected equal number of students i.e. 4 from each school using purposive random sampling procedure.

The sample population of the study represents the students of different linguistic background as far as possible.

3.4 Data Collection Instruments

In this research, different test items were applied to meet the objectives of the research. The vocabulary items to be included in the test were based on the textbook of Grade four and the first two-three units of grade five. They were

selected on the basis of frequency and difficulty level. Primary level curriculum was consulted in selection of the lexemes. There was a checklist and different types of test item Such as multiple choice, fill in the blanks, rearrangements of the jumbled letters, completing words, odd man out and cross-word puzzle. The whole test consisted of 60 vocabulary items and each vocabulary item carried one mark. The Full mark of the test was 60.

3.5 Data Collection Procedures

To carry out this research, I prepared different sets of questions to measure the vocabulary achievement of the students of Grade five. The questions were distributed process of data collection was as follows :

    i.   First, the researcher prepared the tools, i.e. questions as included in the appendix section.

    ii.   After that, she visited the selected schools and make rapport with school authorities. I asked the authorities for the permission of data collection.

    iii.   Then, the researcher arranged time for data collection using prepared checklist and sets of questions for oral and written test.

    v.   After that, instructions were given to the sampled population. Questions were distributed and the students will be supported in case of any difficulty in understanding them.

    vi.   Then, the researcher collected the answer sheets.

    vii. Finally, the informants and authorities were thanked for their kind co-operation.

             The same procedures were applied for each selected school.

3.6   Data Analysis and Interpretation Procedure

The researcher tried her best to discover the students' achievement of English vocabulary on the basis of written test. The answer sheets of the students were marked as accurately & systematically as possible. I applied both descriptive as well as statistical tools while presenting, analyzing and interpreting the data.

The data are presented in tables and figures accompanied by textual description. The bases of classification of the responses are divisions, primary norm and level of satisfaction. The support of primary norm is taken to divide the students into different divisions and the vocabulary achievement of the students above 80% is assumed to be very good, above 60% is good , above 40% is satisfactory whereas below this is unsatisfactory.

CHAPTER-IV

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data which is core part of this research. The researcher has tried best to discover the students' achievement of English vocabulary on the basis of different test items. The responses of the students were marked as accurately and systematically as possible.

The analysis and interpretation of data had been carried out under the following headings.

4.1 Different Aspects of Vocabulary Achievement

The researcher used a checklist in order to study the status of students' achievement of the different aspects of vocabulary. The study showed the following data:

Table 1

Analysis of the Status of Vocabulary Achievement

S. N.	Aspects	Total No.	Responses No.	Yes Percent	No responses No.	Percent
1.	Pronunciation	40	24	60	16	40
2.	Spelling	40	20	50	20	50
3.	Meaning	40	19	47.5	21	52.5
4.	Simple sentence formation	40	14	35	26	65
5.	Imitation	40	38	95	2	5

The above table shows that while testing different aspects of vocabulary achievement of the students through oral tests, 60% of students could pronounce the given vocabulary items while 40% of them could not. Similarly, only 50 percent of them could spell the given words. Among the selected students 47.5% could identify the

22

meaning of the given words while 52.5% of them could not. Simple sentence formation ability was developed in only 35% of the students while 65% of them still lack this ability. The largest number of students i.e. 95% could imitate the given vocabulary items while 5% still lack this ability.

4.2   Analysis of Test Paper-Wise Score

The researcher used two sets of test papers to examine the status of students' vocabulary achievement. The test result showed the following data:

Table 2

Analysis of Students' Score in Test paper (A)

S. N.	Full marks	Obtained marks	No. of students	Percent (%)
1.	30	1-5	3	7.5
2.	30	6-10	9	22.5
3.	30	11-15	10	25
4.	30	16-20	8	20
5.	30	21-25	6	15
6.	30	26-30	4	10
			40	100%

The above table shows the status of students scoring in vocabulary achievement test paper -A. According to the presented data, the full mark for the test paper was 30. It shows that out of the total 40 students 3 students obtained marks ranging from 1 to 5 which is 7.5%, 9 students obtained marks ranging from 6-10 which is 22.5%. Similarly, 10 students obtained marks ranging from 11 to 15 i.e. 25%. The number of students obtaining marks between 16- to 20 is 8 which is 20%. Likewise, 6 students obtained the scores from 21 to 25 which is calculated 15%. At last, the number of students scoring 26-30 is 4 and it is calculated 10% of the total number.

In order to analyse the scores of the students as obtained from test paper 'B', the following data have been presented:

Table 3

Analysis of Students' Score Test Paper (B)

S. N.	Full marks	Obtained marks	No. of Students	Percent (%)
1	30	1-5	6	15
2	30	6-10	8	20
3	30	11-15	10	25
4	30	16-20	3	7.5
5	30	21-25	7	17.5
6	30	26-30	6	15
			40	100%

The above table shows the status of students scoring in vocabulary achievement test paper -B. According to the presented data, the full mark for the test paper was 30. It shows that out of the total 40 students 6 students obtained marks ranging from 1 to 5 which is 15%, 8 students obtained marks ranging from 6-10 which is 20%. Similarly, 10 students obtained marks ranging from 11 to 15 i.e. 25%. The number of students obtaining marks between 16- to 20 is 3 which is 7.5%. Likewise, 7 students obtained the scores from 21 to 25 which is calculated 17.5%. At last, the number of students scoring 26-30 is 6 and it is calculated 15% of the total number.

4.2.1 Item-wise Analysis of Test Paper- A

In this part, the researcher analysed the test scores of the students as obtained in the test papers. The findings from test paper - A are presented in the tables below:

Table 4
Analysis of Item No. - 1 (Fill in the gaps)

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	am	40	25	62.5
2.	are	40	15	37.5
3.	sets	40	28	70
4.	sleep	40	23	57.5
5.	can not	40	17	42.5

The above table shows the students' responses of the first item (fill in the blanks) in test paper A. According to the table, out of 40 responses 25 responses i.e. 62.5% correct responses were made for am, 15 i.e. 37.5% correct responses were made for are, 28 i.e. 70 correct responses were made for sets, 23 i.e. 57.5% correct responses were made for sleep. Similarly, 17 i.e. 42.5% correct responses were made for cannot.

Table 5
Analysis of Item No. 2 (Jumbled words)

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Remote	40	15	37.5
2.	Picture	40	15	37.5
3.	District	40	16	40
4.	Already	40	12	30
5.	Pleasant	40	9	22.5

The above table shows the students' responses of the second item (jumbled words) in test paper A. According to the table, out of 40 responses 15 responses i.e. 37.5% correct responses were made for remote, in the same way

25

15 i.e. 37.5% correct responses were made for picture, 16 i.e. 40 % correct responses were made for district, 12 i.e. 30% correct responses were made for already. Similarly, 9 i.e. 22.5% correct responses were made for pleasant.

Table 6

Analysis of Item No. 3 (Complete the Pair)

S. N.	Item	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Father-Mother	40	31	77.5
2.	Uncle-Aunt	40	26	65
3.	Sir-Madam	40	14	35
4.	Nephew-Niece	40	3	7.5
5.	Lion-Lioness	40	18	45

The above table shows the students' responses of the third item (Complete the pair) in test paper A. According to the table, out of 40 responses 31 i.e. 77.5% of correct responses were made for father-mother, in the same way 26 i.e. 65% of correct responses were made for uncle-aunt, 14 i.e. 35 % correct responses were made for sir-madam, 3 i.e. 7.5% of correct responses were made for nephew-niece. Similarly, 18 i.e. 45% correct responses were made for lion-lioness.

Table 7

Analysis of Item No. 4 (Formation of Adverbs Adding-ly)

S. N.	Item	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Carefully	40	33	82.5
2.	Cleverly	40	39	97.5
3.	Honestly	40	38	95
4.	Beautifully	40	33	82.5
5.	Slowly	40	36	90

The above table shows the students' responses of the fourth item (Formation of adverbs using-ly) in test paper A. According to the table, out of 40 responses

33 i.e. 82.5% of correct responses were made for carefully, in the same way 39 i.e. 97.5% of correct responses were made for cleverly, 38 i.e. 95 % correct responses were made for honestly, 33 i.e. 82.5% of correct responses were made for beautifully. Similarly, 36 i.e. 90% correct responses were made for slowly.

Table 8

Analysis of Item No. 5 (Matching of Word-Meaning)

S. N.	Item	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Hillock-A small hill	40	30	75
2.	Spare-free	40	19	47.5
3.	Chores- Uninteresting work	40	19	47.5
4.	To and fro- Backwards and forwards	40	22	55
5.	Whisper- A soft sound	40	23	57.5

The above table shows the students' responses of the fifth item (Matching of word-meaning) in test paper A. According to the table, out of 40 responses 30 i.e. 75% of correct responses were made for hillock, 19 i.e. 47.5% of correct responses were made for spare and chores respectively. Similarly, 22 i.e. 55 % correct responses were made for to and fro, 23 i.e. 57.5% of correct responses were made for whisper.

Table 9

Analysis of Item No. 6 (Fill in the missing letters)

S. N.	Item	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Write	40	23	57.5
2.	Sleep	40	32	80
3.	Drink	40	19	47.5
4.	Book	40	34	85
5.	Enough	40	27	67.5

27

The above table shows the students' responses of the sixth item (Fill in the missing letters) in test paper A. According to the table, out of 40 responses 23 i.e. 57.5% of correct responses were made for write, 32 i.e. 80% of correct responses were made for sleep, 19 i.e. 47.5 % correct responses were made for drink, 34 i.e. 85% of correct responses were made for book. Similarly, 27 i.e. 67.5 % correct responses were made for enough.

4.2.2 Item-wise Analysis of Test Paper- B

In this part, the researcher analysed the test scores of the students as obtained in the test papers. The findings from test paper - B are presented in the tables below:

Table 10

Analysis of Item No. 1 (Choose the Best Answer)

S. N.	Item	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	One	40	30	75
2.	Dig	40	24	60
3.	Prison	40	32	80
4.	Babbu	40	18	45
5.	An old man	40	23	57.5

The above table shows the students' responses of the first item (Choose the best answer) in test paper B. According to the table, out of 40 responses 30 i.e. 75% of correct responses were made for 'one', 24 i.e. 60% of correct responses were made for 'dig', 32 i.e. 80 % correct responses were made for prison, 18 i.e. 45% of correct responses were made for Babbu. Similarly, 23 i.e. 57.5 % correct responses were made for an old man.

Table 11

Analysis of Item No. 2 (Single Word)

S. N.	Item	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1	Prison	40	20	50
2	Circumstances	40	7	17.5
3	Buried	40	13	32.5
4	Received	40	6	15
5	Piano	40	16	40

The above table shows the students' responses of the second item (Single Word) in test paper B. According to the table, out of 40 responses 20 i.e. 50% of correct responses were made for prison, 24 i.e. 60% of correct responses were made for circumstances, 7 i.e. 17.5 % correct responses were made for buried, 13 i.e. 32.5% of correct responses were made for received. Similarly, 16 i.e. 40 % correct responses were made for piano.

Table 12

Analysis of Item No. 3 (Fill in the blanks)

S. N.	Vocabulary	Total No. of responses	Correct Responses	Percent (%)
1.	Want/wants	200	118	59

The above table shows that total correct responses for the present singular and plural form of the verb 'want'. According to the table out of 200 responses 118 i.e. 59% were correct.

Table 13

Analysis of Item No. 4 (Matching with the Opposite)

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Happy-sad	40	30	75
2.	Tall-Short	40	17	42.5
3.	Beautiful-ugly	40	26	65
4.	Fast- Slow	40	26	65
5.	Before-after	40	25	62.5

The above table shows the students' responses of the forth item (Matching with the opposite) in test paper B. According to the table, out of 40 responses 30 i.e. 75% of correct responses were made for happy-sad, 17 i.e. 42.5% of correct responses were made for tall-short, 26 i.e. 65 % correct responses were made for beautiful-ugly, in the same way 26 i.e. 65% of correct responses were made for fast-slow. Similarly, 25 i.e. 62.5 % correct responses were made for before-after.

Table 14

Analysis of Item No. 5 (Sentence Formation)

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1	Play	40	22	55
2	Want	40	20	50
3	Write	40	13	32.5
4	Go	40	15	37.5
5	Live	40	16	40

The above table shows the students' responses of the fifth item (Sentence formation) in test paper B. According to the table, out of 40 responses 22 i.e. 55% of correct responses were made for play, 20 i.e. 50% of correct responses were made for want, 13 i.e. 32.5 % correct responses were made for write, in

the same way 15 i.e. 37.5% of correct responses were made for go. Similarly, 16 i.e. 40 % correct responses were made for live.

4.3   Analysis of the Responses in Terms of Word Classes:

Under this heading, the researcher attempted to analyse the average test scores of each word classes under both the major and minor word class category in both test paper A and test paper B.

4.3.1   Nouns

The following table depicts an analysis of the students' responses to nouns in all test papers in a collective way. At the end of the table, the average has been calculated.

Table 15

Analysis of Students' Responses to Nouns

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Picture	40	15	37.5
2.	District	40	16	40
3.	Father-Mother	40	31	77.5
4.	Uncle-Aunt	40	26	65
5.	Sir-Madam	40	14	35
6.	Nephew-Niece	40	3	7.5
7.	Lion-Lioness	40	18	45
8.	Hillock-A small hill	40	30	75
9.	Book	40	34	85
10.	Prison	40	32	80
11.	Babbu	40	18	45
12.	Circumstances	40	7	17.5
13.	Piano	40	16	40
Average		**40**	**20**	**50**

The table above shows that there were altogether 13 items representing the major word class 'nouns'. It shows the total number of responses, number of

correct responses and the percentage of correct responses to each item. Finally , the average calculation shows that out of total 40 responses, 20 responses were correct and it is 50% of the total responses.

4.3.2 Pronouns

The following table presents an analysis of the students' responses to pronouns in all test papers in a collective way. At the end of the table, the average has been calculated.

Table 16

Analysis of Students' Responses to Pronouns

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	I	40	36	90
2.	We	40	38	95
3.	You	40	35	87.5
4.	They	40	32	80
5.	He	40	34	85
6.	She	40	33	82.5
7.	It	40	32	80
Average		**40**	**34.28**	**85.71**

The table above shows that there were altogether 7 items representing the minor word class 'pronouns'. It shows the total number of responses, number of correct responses and the percentage of correct responses to each item. Finally , the average calculation shows that out of total 40 responses, 34.28 responses were correct and it is 85.71% of the total responses.

4.3.3 Verbs

The following table presents an analysis of the students' responses to verbs in all test papers in a collective way. At the end of the table, the average has been calculated.

Table 17

Analysis of Students' Responses to Verbs

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	am	40	25	62.5
2.	are	40	15	37.5
3.	sets	40	28	70
4.	sleep	40	23	57.5
5.	can not	40	17	42.5
6.	Whisper	40	23	57.5
7.	Write	40	23	57.5
8.	Sleep	40	32	80
9.	Drink	40	19	47.5
10.	Dig	40	24	60
11.	Buried	40	13	32.5
12.	Received	40	6	15
13.	Want/wants	40	24	60
14.	Play	40	22	55
15.	Want	40	20	50
16.	Write	40	13	32.5
17.	Go	40	15	37.5
18.	Live	40	16	40
Average		**40**	**20**	**50%**

The table above shows that there were altogether 18 items representing the major word class 'verbs'. It shows the total number of responses, number of

33

correct responses and the percentage of correct responses to each item. Finally ,
the average calculation shows that out of total 40 responses, 20 responses were
correct and it is 50% of the total responses.

4.3.4 Adjectives

The following table presents an analysis of the students' responses to
adjectives in all test papers in a collective way. At the end of the table, the
average has been calculated.

Table 18

Analysis of Students' Responses to Adjectives

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Remote	40	15	37.5
2.	Pleasant	40	9	22.5
3.	Spare-free	40	19	47.5
4.	Enough	40	27	67.5
5.	Happy-sad	40	30	75
6.	Tall-Short	40	17	42.5
7.	Beautiful-ugly	40	26	65
8.	Fast- Slow	40	26	65
Average		**40**	**21**	**52.5**

The table above shows that there were altogether 8 items representing the
major word class 'adjectives'. It shows the total number of responses, number
of correct responses and the percentage of correct responses to each item.
Finally , the average calculation shows that out of total 40 responses, 21
responses were correct and it is 52.5% of the total responses.

4.3.5 Adverbs

The following table presents an analysis of the students' responses to adverbs in all test papers in a collective way. At the end of the table, the average has been calculated.

Table 19

Analysis of Students' Responses to Adverbs

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Already	40	12	30
2.	Carefully	40	33	82.5
3.	Cleverly	40	39	97.5
4.	Honestly	40	38	95
5.	Beautifully	40	33	82.5
6.	Slowly	40	36	90
7.	To and fro- Backwards and forwards	40	22	55
Average		**40**	**30**	**75**

The table above shows that there were altogether 7 items representing the major word class 'adverbs'. It shows the total number of responses, number of correct responses and the percentage of correct responses to each item. Finally , the average calculation shows that out of total 40 responses, 30 responses were correct and it is 75% of the total responses.

4.3.6 Prepositions

The table below presents an analysis of the students' responses to prepositions in all test papers in a collective way. At the end of the table, the average has been calculated.

Table 20

Analysis of Students' Responses to Prepositions

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	Before-after	40	25	62.5
2.	in	40	28	70
3.	on	40	29	72.5
4.	at	40	24	60
5.	for	40	23	57.5
6.	to	40	26	65
7.	with	40	22	55
8.	under	40	29	72.5
9.	over	40	31	77.5
10.	between	40	34	85
Average		**40**	**27**	**67.5**

The table above shows that there were altogether 10 items representing the minor word class 'prepositions'. It shows the total number of responses, number of correct responses and the percentage of correct responses to each item. Finally, the average calculation shows that out of total 40 responses, 27 responses were correct and it is 67.5% of the total responses.

4.3.7 Conjunctions

The table below presents an analysis of the students' responses to conjunctions in all test papers in a collective way. At the end of the table, the average has been calculated.

Table 21

Analysis of Students' Responses to Conjunctions

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	and	40	21	52.5
2.	but	40	22	55
3.	because	40	24	60
	Average	**40**	**22**	**55**

The table above shows that there were altogether 3 items representing the minor word class 'conjunctions'. It shows the total number of responses, number of correct responses and the percentage of correct responses to each item. Finally, the average calculation shows that out of total 40 responses, 22 responses were correct and it is 55% of the total responses.

4.3.8 Articles

The table below presents an analysis of the students' responses to articles in all test papers in a collective way. At the end of the table, the average has been calculated.

Table 22

Analysis of Students' Responses to Articles

S. N.	Vocabulary	Total No. of Respondents	Total No. of correct Responses	Percent (%)
1.	a	40	22	52.5
2.	an	40	19	55
3.	the	40	16	60
	Average	**40**	**19**	**47.5**

The table above shows that there were altogether 3 items representing the minor word class 'articles'. It shows the total number of responses, number of correct responses and the percentage of correct responses to each item. Finally, the average calculation shows that out of total 40 responses, 19 responses were correct and it is 47.5% of the total responses.

4.4   Analysis of vocabulary achievement of major word classes

After thorough analysis of all the major word classes, the conclusive data has been presented in the following table:

Table 23

Vocabulary Achievement of Major Word Classes (Content Words)

S. N.	Word Class	Total No. of Sample	Total No. of Students	Total No. of respondents	Correct Average Responses	Percent %
1.	Nouns	13	40	40	20	50
2.	Verbs	18	40	40	20	50
3.	Adjectives	8	40	40	21	52.5
4.	Adverbs	7	40	40	30	75
Grand Total/Average		**66**	**40**	**40**	**23**	**57.5**

The above table presents the total vocabulary achievement in terms of word classes i.e. of content words. Out of 13 samples, there were 40 responses and out of which 20 (i.e. 50%) were correct in nouns. There were 40 responses in verbs, 20 (i.e. 50 %) were correct. Similarly, there were 8 items to be responded in adjectives, among 40 responses 21 (i.e. 52.5%) responses were correct. In the same way, there were 7 items to be responded in adverbs, out of 40 total responses 30 (i.e. 75 %) answers were correct.

The above table makes it clear that the greater percentage of the correct responses is in adverbs.

4.5   Analysis of Vocabulary Achievement of Minor Word Classes

After thorough analysis of all the minor word classes, the conclusive data have been presented in the following table:

Table 24

Vocabulary Achievement of Minor Word Classes (Function Words)

S. N.	Word Class	Total No. of Sample	Total No. of Students	Total No. of respondents	Correct Responses	%
1.	Conjunctions	3	40	40	22	55
2.	Pronouns	7	40	40	34	85
3.	Prepositions	10	40	40	27	67.5
4.	Articles	3	40	40	19	47.5
	Grand Total/Average	**23**	**40**	**40**	**26**	**65**

The above table presents the total vocabulary achievement in function words. In 3 sample words , there were 40 responses and out of which 22 (i.e. 55%) were correct in conjunctions. There were 34 responses in pronouns, out of which 34 (i.e. 85%) were correct. Similarly, there were 10 items to be responded in prepositions, among 40 responses 27 (i.e. 67.5%) responses were correct. In the same way, in articles, out of 40 total responses 19 (i.e. 47.5 %) answers were correct.

4.6   Analysis of Total vocabulary Achievement of Major and Minor Word Classes

In this section, the researcher has attempted to find out the total vocabulary achievement of the students including both major and minor word classes. The data have been analysed in the table that follows:

Table 25

Total Vocabulary Achievement

S. N.	Word Classes	Total No. of Sample	Total No. of Students	Total No. of respondents	Correct Responses	%
1.	Major	66	40	40	23	57.5
2.	Minor	23	40	40	26	65
Grand Total/Average		**89**	**40**	**40**	**24.5**	**61.25**

The above table shows that there were 89 total vocabulary items in the test. The total number of students taking part in the test were 40 and all of them responded to each vocabulary item. Out of the total 40 respondents, an average of 23 correct responses i.e. 57.5% has been shown in the major word class and the number is 26 i.e. 65% in minor word classes. The average calculation of both word classes shows that 24.5 i.e. 61.25% is the total vocabulary achievement of the selected students.

4.7   Summary and findings

The major findings of the study on the basis of analysis and interpretation of data are presented below :

1.   While testing different aspects of vocabulary achievement of the students through oral tests, 60% of students could pronounce the given vocabulary items while 40% of them couldn't. Similarly, only 50 percent of them could spell the given words. Among the selected students 47.5% could identify the meaning of the given words while 52.5% of them could not. Simple sentence formation ability was developed in only 35% of the students while 65% of them still lack this ability. The largest number of students i.e. 95% could imitate the given vocabulary items while 5% still lack this ability.

2.   The status of students scoring in vocabulary achievement test paper -A. shows that out of the total 40 students 3 students obtained marks ranging from 1 to 5 which is 7.5%, 9 students obtained marks ranging from 6-10

which is 22.5%. Similarly, 10 students obtained marks ranging from 11 to 15 i.e. 25%. The number of students obtaining marks between 16- to 20 is 8 which is 20%. Likewise, 5 students obtained the scores from 21 to 25 which is calculated 12.5%. At last, the number of students scoring 26-30 is 4 and it is calculated 10% of the total number.

3. Among 13 items representing the major word class 'nouns' the average calculation showed that out of total 40 responses, 20 responses were correct and it is 50% of the total responses.

4. Among 18 items representing the major word class, the average calculation showed that out of total 40 responses, 20 responses were correct and it is 50% of the total responses.

5. Among 8 items representing the major word class 'adjectives', the average calculation showed that out of total 40 responses, 21 responses were correct and it is 52.5% of the total responses.

6. Seven items representing the major word class 'adverbs' were tested. The average calculation showed that out of total 40 responses, 30 responses were correct and it is 75% of the total responses.

7. Ten items representing the minor word class 'prepositions' were tested. The average calculation showed that out of total 40 responses, 27 responses were correct and it is 67.5% of the total responses.

8. Three items representing the minor word class 'conjunctions' were ` assigned to the students. The average calculation showed that out of total 40 responses, 22 responses were correct and it is 55% of the total responses.

9. Three items representing the minor word class articles' were given to the students. The average calculation of the students' achievement showed that out of total 40 responses, 19 responses were correct and it is 47.5% of the total responses.

10. The responses in the category major word classes (content words) indicates that the achievement of adverbs i. e, 75% was better than that of nouns(50%), verbs (50%) and adjectives(52.5%).

41

11. The analysis of students' responses in the category minor word classes has shown that the greater percentage of the correct responses is in pronouns i.e. 85% which indicates that the achievement of pronouns is better than that of conjunctions (55%), prepositions (67.5%) and articles(47.5%).

12. There were 89 total vocabulary items in the test. The total number of students taking part in the test were 40 and all of them responded to each vocabulary item. Out of the total 40 respondents, an average of 23 correct responses i.e. 57.5% has been shown in the major word class and the number is 26 i.e. 65% in minor word classes. The average calculation of both word classes shows that 24.5 i.e. 61.25% is the total vocabulary achievement of the selected   students.

CHAPTER - V

CONCLUSION AND RECOMMENDATIONS

This part of the thesis encompasses, a short conclusion along with recommendations based on the findings of the study.

5.1. Conclusion

This thesis was focused on English Vocabulary Achievement of fifth graders. The objective of the study was to find out students' English vocabulary achievement of words used in English textbook of grade five. It was based on the analysis of the status of vocabulary achievement of fifth graders in a rural area where classrooms are filled with the native speakers different local languages. To carry out the research, the researcher selected 40 students of grade five from different community based schools. To carry out the research, the researcher visited the schools and students individually which was an effortful task. However, the research proceedings were full of curiosity and enthusiasm. The research has provided me with great desire to carry out further researches in ELT related areas.

5.2   Recommendations and Pedagogical Implications

On the basis of the above findings, the following recommendations and pedagogical implications of the study have been made:

5.2.1 Policy Level

1.   Curriculum designers should give much emphasis to the teaching of vocabulary .

2.   Text-book writers should select appropriate vocabulary items while writing the text-books.

3.   The English teachers should be given in-service training.

4.   Regular monitoring and supervision of language classes should be done in order to provide feedback to the teachers about the effective teaching of vocabulary as well as other aspects of language teaching.

5. Teachers should be supported and encouraged for their special contribution in improving their learners' learning level of achievement.

5.2.2 Practice Level

1. The total vocabulary achievement of the student was found not more than 61.25% as a whole. So, it needs to train students while teaching and learning new vocabulary.

2. Majority of students were found poor in learning and using major word classes. So, there must be new strategies to teach the major word classes.

3. Teachers have to put emphasis on finding out the reasons why students do not learn all vocabulary items at the same rate.

4. Teaching and learning of vocabulary should be enhanced with new techniques so that the students will learn better.

5. Regularity of students to the class should be encouraged. It may be one reason for their poor performance.

6. Emphasis should be given on achievement test after finishing the unit or topic because teachers were hardly taking achievement test after finishing the unit or topic.

7. The vocabulary items should be selected, taught on the basis of needs and interests of the learners.

8. The students' achievement of vocabulary should be tested frequently so that students get more chances to practice vocabulary items.

9. Different activities (like pair work, project work, games, etc.) should be used while teaching/learning vocabulary.

10. The teachers should pay more attention to teach vocabulary to students because it is a building block of language.

11. The teachers should be aware about curriculum and level wise objectives of the course.

5.2.3 Further Research Related

Beside some recommendations **related** to the policy level and practice level, the following recommendations have been made for the further researchers who are interested in the field of vocabulary achievement:

1. Researchers should focus their attention on vocabulary teaching and testing methods rather than simply testing the vocabulary achievement.

2. Comparative studies should be made between the private and community schools.

3. Action research is the best way to improve the situation of teaching and learning of language. Therefore, researcher should pay more attention to carrying out action researches instead of a general survey.

REFERENCES

Aarts F. and Aarts J. (1986). *English syntactic structures.* New York: Oxford.

Aryal, S. (2006). *Vocabulary achievement of Madarasa Vs. public schools.* An Unpublished M.Ed. Thesis. T. U.: Kathmandu.

Baral, M. (2013). *A study of vocabulary achievement of fifth graders in Ilam district.* An Unpublished M.Ed. Thesis T. U.: Kathmandu.

Bhandari, B. M. (2063). *ELT theories and methods. Kathmandu:* Vidhyarthi Prakashan.

Bhandari, B. R. (2012). *A study on vocabulary achievement by the students of grade seven in content words.* An Unpublished M.Ed. Thesis. T. U.: Kathmandu.

Chudal, N.P. (1997). *A study of English vocabulary achievement of the students of grade six*. An Unpublished M.Ed. Thesis. T. U.: Kathmandu.

Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge : CUP.

Crystal, D. (2003). *A dictionary of linguistics and phonetics*. Blackwell Publishing.

Devkota, B. R.(2007). *Vocabulary achievement of students from different ethnic groups.* An Unpublished M.Ed. Thesis. T. U.: Kathmandu.

Fries, C.C. (1994). *Teaching and learning English as a foreign language.* An Arbor: University of Michigan Press.

Gass, S.M. and Selinker, L. (2009). *Second language acquisition. New York: Routledge.*

Harmer, J. (1991). *The practice of the English language teaching*. London : Longman.

Harmer, J. (1997). The practice of the English language teaching. London: Longman.

Harmer J. (2007). *The practice of English language.* London : Longman

Publication.

Hornby, A. S. (2000). *Oxford advanced learner's dictionary of current English.* London: Oxford University Press(Sixth edition).

Karki, S. (2007). *A study on English vocabulary achievement by the students of grade three*. An Unpublished M.Ed. Thesis. T.U.: Kathmandu.

Nepal, S. (2012). Vocabulary achievement of Newar and Tamang students. An Unpublished M.Ed. Thesis. T. U.: Kathmandu.

Richards, J. et al. (1985). *Longman dictionary of applied linguistics*. London : Longman.

Rongbong, R. K. (1973). *A study of spoken vocabulary of the primary children* of Nepal. An Unpublished M.Ed. Thesis. T.U.: Kathmandu.

Thapa, A. (2012). *Vocabulary achievement of Gurukul and private school students of grade eight.* An Unpublished M.Ed. Thesis T. U.: Kathmandu.

Tiwari, B. (2001). *A study on English Vocabulary achievement by the students of grade ten.* An Unpublished M.Ed. Thesis, T.U. : Kathmandu.

Wallace, M. J. (1982). *Teaching Vocabulary.* London : Heinemann Educational Books.

Wilkins, D.A. (1997). *Linguistics in language teaching.* London : Edward Arnold.

Yule, G. (1985). The study of language. Cambridge: Cambridge University Press.

Appendix-I

"Vocabulary Achievement of Grade Five students in ELT classroom"

CHECKLIST

The checklist is prepared for data from Grade five English students. The checklist was completed on the direct observation of the researcher

Vocabulary Achievement of Grade Five students Observation form

Name of the student :

School :

Day :

S. N.	Activities	Yes	No
1.	The student pronounces the vocabulary.		
2.	The student spells the vocabulary correctly.		
3.	The student repeats the same alphabet.		
4.	The student understands the vocabulary.		
5.	The student makes simple sentence.		
6.	The student repeat the words after the teacher asked them to repeat		

Appendix-II

Test items

Name :

School :

Sex : Male   Female

Q.[1.] Fill in the spaces with the following verbs.

am, are, sets, sleep cannot

a. The sun ……………in the west.

b. I …………… in Grade V.

c. We …………… see the air.

d. People ……………at night.

e. We …………… all Nepalese.

Q.[2.] Make meaningful words from the given jumbled letters.

a. moeter ………….   b. uretcip………….

c. cttiisd ………….   d. adyelra ………….

e. saelntpa………….

Q.[3.] Complete the following pairs.

a. Father =

b. Uncle =

c. Sir =

d. Nephew =

e. Lion

Q.[4.] Add – ly to these adjectives to make adverbs.

Example : slow – slowly

a. Careful

b. Clever

c. Honest

d. Beautiful

Q.[5.] Find these words and match them with the correct meaning.

a. Hillock	a. Uninteresting work
b. Spare	b ll hill
c. Chores	c ʾards and forwards
d. To and fro	d. a soft sound
e. Whisper	e. Free

Q.[6.] Complete the missing letters and find the words.

a. W………it………   b. Sl……… ………p

c. D……… ……… nk   d. B……… ………k

e. En……… ……… i………h

Q.[7.] Fill in the gaps with correct words :

in, but, and, an, her, he, a, on,

a. I have a book ………. a pen.

b. He eats …….. apple.

c. The book is ……….. the table.

d. Ram is a teacher. ………… teaches in a school.

e. He is fat ………… his brother is thin.

f. Rita and ………….. mother go to market.

g. There is ………. bus.

h. This is ……….. cat.

i. I am sitting …… my room.