CHAPTER – ONE

INTRODUCTION

1.1 General Background

There are a number of distinctive features that characterize human beings. These features set them apart from the rest of living creatures including animals. They include thinking capacity, feelings, gestures, language, and so on. Of all these features, language is perhaps the greatest human achievements.

Language is a special gift that all normal human being are endowed with. Therefore, it is said to be species uniform. And, it is only the human beings who can acquire language. Hence, it is the most uniquely human. In other words, it is said to be species specific. We use it in one form or other when we speak, write, think, recollect something. It is, thus, a means of communication. As such, it pervades most of human activities.

Though there are other modes of communication, language differs from other modes of communication in terms of the role they play in human activities. Language plays a central role in all types of social organizations as well as the great achievements in the fields of science and technology. We manage and control our community through the medium of language. Above all, we can record and preserve our culture through language, as every culture is encoded in a particular language. Language is, thus, very much crucial in our life.

Language is so important in human life by which we can perform several things such as communication, thinking, and creation and so on. We cannot think of any social, academic, and artistic activities going on without language. Thus, it is the most significant asset of human life.

Language has been defined as a symbolic system. That is to say, it consists of symbols and these symbols are connected in systematic fashion. There are two

key terms in this definition, i.e. symbol and system. Any language has its own specific symbols and these symbols are systematically arranged to express ideas, feelings and emotions.

There are several languages in the world. These are spoken by different people in different countries, communities, different cultures. That is language differs from place to place, as per the different ethnic communities. Language even renews itself along with the change in the development in different spheres of human life like science, technology, commerce, etc.

English language, however, has been the common lingua-franca for all over the world. Most of the important messages are encoded in English. Many of the important books on different disciplines are also written in English in the globe.

Primarily, the components of language include phonology, lexicon, grammar and semantics. Therefore, language teaching brings teaching pronunciation, vocabulary, grammar, and language skills into consideration. Among these my focus here centers on vocabulary as an important component of language.

1.1.1 The English Language

Among the languages spoken in the world, English has been recognized as a widely used language for global communication. In addition to their national languages, nowadays most of the countries in the world have put more emphasis on the English language education, realizing that English has played greater roles on international trade, technology, education, entertainment and other aspects of social life. Because of this increasing expansion of the scope of English, demands of learning it as a second language has also been increased rapidly. As we know that different languages such as English, Nepali, Hindi, Newari, Maithili, Bhojpuri, etc. are spoken in the world. English deserves to be regarded as an international language. It is one of the world's most widely spoken language and common means of communication between the people of

different nations. English is supposed to be the passport to the mother tongue of most of the people of Great Britain, Canada, the USA and Australia. Indeed, English is supposed to be the passport to travel the whole world and this has become an indispensable and excellent vehicle for the transmission of modern civilization in any part of the world.

1.1.2 English Language Teaching in Nepal

The teaching of the English in Nepal was formally introduced for the first time at Darbar High School in 1853 A. D. Prime Minister Jung Bahadur Rana established this school after returning from England to give formal education to his children and to the children of other ruling Rana family members. He visited Britain in 1850 to strengthen the ties of friendship with British Empire. He realized the importance of the English language to communicate and strengthen his friendship with the English people to make his position ever stronger in Nepal. He invited an Englishman to teach the children of Rana and Royal families. However, it was opened for the general public in 1885 A.D. After the establishment of Trichandra College in 1975 B.S., English became a compulsory subject in the higher education in Nepal.

During the Rana regime, there were only a limited number of schools and colleges which provided education in English medium. Now, it has occupied an important place in the educational system of Nepal. In Nepal, it is taught as a compulsory subject right from the Primary to Bachelor's level whereas the English medium schools teach English right from the nursery level.

1.1.3 Importance of English in Nepal

English is known as the key success in science, technology and world culture for developing countries like Nepal. The interest of every country is growing wider with the development of modern civilization. No country can afford to limit itself to its own store of knowledge and to the researchers of its own nation. Nepal cannot be untouched from above conditions.

The importance of English is increasing day by day in Nepal. Now, even after completing Bachelor's degree one has to use as the library language or as a means of communication with the foreigners. Accordingly, it has occupied an important place in the academic world. So, it has got a high position in our curricula. Now, it has gained high prestige in both governmental and non-governmental sectors in Nepal.

Nepal has got the membership of international organizations like the UNO, SAARC, UNESCO, and so on. Most of the people use English as the common language. We use the products of foods, clothes, machines, equipments and the manuals/ instruments written in English as a common language. Doctors, Engineers, pilots and high-technical personalities should have the knowledge of English. Without the knowledge of English, it is very difficult to get success in higher levels of education.

Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development providing financial assistance and technicians. We need to deal with such technicians through English. Being an international language, English has become very important language.

1.1.4 Aspects of Language

The objective of teaching a language is to help the learners in learning it. But the most important question regarding the language learning is what are the things that a language learners need to learn. A student of language needs to learn its vocabulary, grammar, pronunciation and spelling and different language skills such as listening, speaking, reading and writing. Thus, aspects of language refer to components of language that a student/learner of language needs to learn. According to Harmer (1997, p.22), these aspects are: pronunciation, grammar, vocabulary, discourse and skills. They are described as follows:

i) Pronunciation

Teaching pronunciation involves the different aspects such as sounds, stress, rhythm, intonation, fluency, pause and so on. Teaching pronunciation of words of a second language is really a tough job. First, a teacher is required to be a good model to teach pronunciation. It is not always possible. Second, language learners cannot get mastery over pronunciation easily. There is required constant and regular practice to pronounce words of the target language. Some of the ways of teaching pronunciation are: through modeling, through visual representation, through phonetic symbols and so on.

ii) Grammar

Teaching grammar is concerned with providing opportunities for students to practice different grammatical structures and their respective functions. Primarily, grammar focuses on accuracy of the expressions. The main aspects of grammar are morphology and syntax. Morphology refers to word grammar which deals with how morphemes are arranged to form words. It is the morphological aspect of grammar. Syntax deals with sentence grammar that studies how words, phrases and clauses are arranged to form a grammatically correct sentence. It is syntactic aspect of grammar.

iii) Vocabulary

A vocabulary is defined as a list of words. Teaching vocabulary means getting students acquainted with new word and its meanings. On the basis of the function, words are further divided into two types viz. function words and content words. A word always has a meaning attached to it. A word can express different meanings in different contexts. A word can have denotative and connotative meanings as well. A word can have following levels of meaning:

a) Lexical meaning: the meaning given in the general dictionary

b) Syntactical meaning: the meaning which is conveyed by the order

c) Morphological meaning: the meaning which is conveyed through the forms of words

d) Cultural meaning: the meaning related to some culture

e) Intonational meaning: The meaning which is conveyed by the way the word is pronounced

iv) Discourse

Discourse is generally defined as the linguistic unit which is larger than a single sentence and involves ways of connecting sentences or utterances, organizing information and structuring interactions, texts, etc. And, when we are concerned with teaching of discourse, the teaching learning activities are based on organizational and contextual features such as cohesion, coherence, background knowledge, context, etc. along with the traditional features of four language skills; listening, speaking, reading and writing.

v) Language Skills

There are four language skills. They are: listening, speaking, reading and writing. These four language skills are integrated not only while we are teaching and learning a language but also in real life situations while we are using it for various purposes. To grasp information, we have to listen someone, or read a written text. Therefore, listening and reading are referred to as receptive skills. On the other hand, a language is used to express our feelings, thoughts, and so on in terms of speaking and writing. Hence, speaking and writing are known as productive skills. Thus, teaching language skills involves receptive and productive skills.

1.1.4.1 Vocabulary

Vocabulary is defined as a set of lexical items or lexeme that includes 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. One cannot communicate language if s/he lacks vocabularies. Word is the most important unit of language. Every sentence is made up of words that are used in daily communication.

Some of the opinions from different scholars can be mentioned below to define vocabulary in a real sense:

Richards et al. (1985, p.307) define vocabulary as "a set of lexemes including single words, compound words and idioms". Harmer (1991, p.153), another scholar in this line views "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh."

So, there should be right choice of words in discourse level. The learners are compelled to utilize the limited items which are in their store unless they have a large number of vocabularies.

1.1.4.2 Types of Vocabulary

Vocabularies are categorized on the basis of different point of views according to different linguists. One of the distinguished linguists Jeremy Harmer (1991) categorizes vocabularies into two types. They are active and passive. Harmer highlights the dichotomy between active and passive in different circumstances. While classifying vocabularies, he says:

> A distinction is frequently made between 'active' and 'passive'
> vocabulary. The former refers to vocabulary that students have been
> taught or learnt and which they are expected to be able to use while the

latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce (p.153).

Examining the above mentioned distinction on active and passive vocabulary made by Harmer, active vocabularies are those words that are common and we use them very frequently in speech and writing. Since they belong to production like speaking and writing, they are also called productive vocabularies. The frequency of active vocabularies is high and therefore, students are supposed to be able to use quite often in their speaking and writing. On the other hand, passive vocabularies are those words that are known to us but are used very rarely in speech and writing. While active vocabularies are productive, passive vocabularies are receptive as they belong to reception. They are receptive in the sense that they are received in the form of reading and listening in language use. The occurrence of passive vocabularies is less frequent in the use of language and hence the students seem to be somehow familiar only after when they happen to meet those vocabularies. Here, despite recognizing such vocabularies once they meet them, the students are not able to produce them because of their low frequency.

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

Besides these, vocabularies can also be categorized into two types on the basis of the types of meaning they decipher: concrete and abstract. Concrete vocabularies are those vocabularies that refer to physical entities, i.e. having size, shape, weight, measurement etc. For instance, building, bridge, monument, temple etc. come under concrete vocabulary. On the other hand, abstract vocabularies, unlike concrete ones, are those that are associated with thoughts, ideas, imagination, feelings etc. which can just be felt or internalized. Examples can be love, hatred, courage, happiness etc.

1.1.4.3 Importance of Vocabulary

It is clear from the definitions and types of vocabulary discussed that vocabularies are the chief ingredients of language without which use of language becomes paralyzed. Grammar alone has nothing to do unless the vocabularies are exploited in language. To make this analysis more conspicuous, we can borrow some of the ideas from different thinkers.

Wilkins (1972, p.111), focusing on the importance of vocabularies, believes that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This gives the idea that without vocabulary the desired expressions, thoughts, feelings, emotions and ideas cannot be expressed easily. Wilkins does not deny the importance of grammar in language but he seems to be highly inclined towards the use of vocabulary in language. Similarly, another linguist Wallace (1982) puts forward this view on the importance of vocabulary:

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

This definition clearly says that no communication is possible only by the system of how language works, i.e. no grammar is good unless vocabularies are used. Without vocabularies, communication fails. Therefore, we can say that vocabularies are must for communication.

This analysis obviously sheds light on the importance of vocabulary in language teaching. The major function of language is to communicate, which is possible only by the knowledge of vocabularies of a given language, making students competent in vocabularies becomes an inevitable in teaching.

1.1.4.4 Aspects of Learning Words

There are many things about words that we need to know. In this regard, Harmer (1997, p.158) says, knowing a word means far more than just understanding its meanings. Knowing a word implies knowing four different aspects of vocabulary. Based on Harmer (1997), it can be summarized that knowing a word comprises:

-word meaning (meaning in context and sense relation)

-word use (metaphor and idiom, collocation and style and register)

-word formation (parts of speech, prefixes and suffixes, spelling and

  pronunciation)

-word grammar (nouns: countable and uncountable, verb complementation

  phrasal verbs etc. and adjectives and adverbs: position etc.)

A short description of each is given below:

Word meaning

Most words have more than one meaning. We cannot decipher the meaning of a word in isolation. It needs the context in which it is used. For example, the word 'bank' has two meanings: an organization that provides various financial services and the side of the river. The meaning of the word 'bank' cannot be deciphered in isolation but it needs context in which it is used. The way to understand the meaning is the way to know sense relation. Sometimes, words have meanings in relation to other words. For example, the word 'furniture' is used to any one of the number of things, e.g: chair, table, sofa etc. We also understand the meaning of a word like 'good' in relation to a word like 'bad' (antonyms) and so on.

Word use

Word meaning is stretched through the use of metaphor and idiom. Similarly, word meaning is also governed by collection, style and register. And, we need to recognize metaphorical language use. For example, the word 'hiss' is used to describe the noise that snakes make. But we can stretch its meaning to describe the way people talk to each other.

Word formation

Word formation means knowing how words are written and spoken and how can they change their form. We need to know how suffixes and pre-fixes change the shape and meaning of the word. For example, if we add 'im' to the word 'perfect' and 'ly' to the word 'slow' both word form and meaning will be entirely changed. So, it needs the knowledge of word formation process.

Word grammar

Words not only change according to their grammatical meaning but they can also trigger the use of certain grammatical patterns. For example, a countable noun can be both singular and plural (one chair, two chairs) but an uncountable noun only be singular (furniture). This difference is reflected in grammatical rules: the word 'chair' can collocate with plural verbs whereas the word 'furniture' never can. So, we need to know many more grammatical behaviors of words.

To sum up, knowing a word implies knowing its meaning its meaning, use, information and grammar. Hence, while teaching vocabulary we should treat all the aspects of each and every vocabulary item.

1.1.4.5 Criteria for Selecting Vocabulary

Regarding the selection of vocabulary, Harmer (1997, p.154) says "One of the problems of vocabulary teaching is how to select what words to teach".

Selecting vocabulary to the particular level is a difficult task. However, there are certain criteria which are used to select vocabulary:

a) **Frequency:** This principle maintains that the words which are most commonly used should be selected and taught first, the most commonly used words being those which frequently occur. The words like 'book' or 'dog 'are more frequently used than 'encyclopedia' or 'proliferation'. In this case, the first should be taught first. However, frequency count is heavily influenced by the type of the text we read or listen. The words which are more frequent in scientific books may be less frequent in legal documents. Therefore, one cannot depend solely on frequency principle alone.

b) **Range:** There are some words which have more structural value than others. Words such as a, an, the, this etc. have the widest range. A word which is found everywhere is more important than a word which is found only in a particular situation. Those words that have wide range should be selected.

c) **Availability:** According to this criterion, words that are readily available should be selected. The frequency of a word relating to a particular topic is called its availability. The words 'book', 'blackboard', 'chalk' etc. have low range but they are readily available for the students and they should be selected.

d) **Coverage:** Some words can cover a larger conceptual or semantic field than others. For example, the word 'chair', 'table', 'bench' etc. Similarly, the word 'meal' has more covering capacity than 'breakfast' 'lunch', or 'dinner'. The words with larger coverage should get priority in selection.

e) **Learnability:** Some words are very difficult to learn and some are easy. Similarly, clarity, brevity, regularity, and learning load determine the degree of difficulty. The words that are easy to learn should be selected.

f) **Productivity:** There are some words out of which more words can be produced by means of prefixes and suffixes. Such words are more productive

than others. So, they should be selected. For example, the word 'man' has more productivity as we can have words like 'manly', 'unmanly', 'manliness', and 'manhood' by adding prefixes and suffixes.

1.1.5 Introduction of Gurukul

Gurukul tradition is believed to have been started with the creation of universe. To believe the God's words in holy books like Vedas, Lord Brahma taught his disciple, Sanakadi, a human child, the knowledge of Veda which he had acquired from God Bishnu. Coming through this, in ancient classical period, Gurukul education was supposed to have been started by God Shiva. Parvati, the wife of Shiva, had acquired the knowledge of Byakaran (grammar), Tantrabidhya (magic),and Sangeetbidhya (music).

Starting from small Kutis in ancient period through advanced Kutis Gurukul education seems to have reached to apex in Mahabharata era. Gurukul system which is inherited from Arsha tradition is known to be all prevailed in Vedic, Ramayana, and Mahabharata era. God Rama from Guru Vashistha's ashram and brothers of god Krishna from great Rishi Sandipani's ashram had got Gurukul education which is still worthy enough to be mentioned. To be clearer about Gurukul system as an ancient form of getting education, we can take help of greatest holy books like Shreemadvagwat, Upanishad, and Purana etc. Mythology says that God Shree Krishna himself had stayed in Guru's ashram to get educated. Sudama, the friend of Shree Krishna had acquired sixty four types of arts staying at Sandipani's ashram serving whole heartedly day and night. The interesting and touching story of Shree Krishna and Sudama has been mentioned in the holy book, Shreemadvagwat. Similarly, story of Gurukul of Vyasa, Yagyavalkya, Panini, Vashistha Gautama Agastya etc. is found in Upanishad and Purana etc. Also, the description of sacred Guru-disciple relationship of Gautama and Attunga, Dhaumya and Uddalaka, Sandipani and Shree Krishna -Sudama, Vartantu and Kautsa, Vashistha and Rama has been

beautifully presented in Puranas. In ancient time, two types of schools were supposed to have been in existence. They were:

a) Matri-Pitrikul Education (Parental Education)

In this education system, the parents themselves used to teach their children at home. The home used to be the first school to the child for primary education. For instance, Madalasa herself had taught Brahmavidya to her son, Alarka. Similarly, Sita, the daughter of King Janaka to her sons Lawa-Kusha, Rati to her son Pradhumna had taught Shastravidhya.

b) Gurukul Education

For Gurukul education system, Gurukul was the main center where the disciples used to go to their Guru's ashram to get education leaving their own homes. Guru himself used to be the main source of different sorts of knowledge and skills to the disciples. The disciples had to acquire the knowledge under the direction, control and guidance serving their Gurus. The medium of education was Sanskrit language. (Pokharel, 2011, p.5)

Gurukul primarily refers to the place where practical and theoretical knowledge is acquired along with traditional values and disciplines remaining at Guru's Ashram. There, the disciples learn academic, practical, theoretical, moral, and many other skills like extra-educational activities etc. are taught with the motive of preserving ancient culture and tradition. Gurukul education system is purely based on the Eastern education philosophy which gives emphasis on learning at Guru's ashram from the period of Bratabandha (7/8 years old) till bachelor's degree (about 25 years old) living with a Guru leaving his own home. In this, all the programs either formal or informal that are related with education are conducted under the direction, control, supervision of Guru in all the educational as well as behavioral activities. In this system, the disciples had to serve their Gurus and their position seems like that of slave.

There is a long history of Gurukul in Nepal. Nepalese education system has been believed to have its roots in Gurukul. It means to say that, the conscience of Nepalese education seems to have developed from Gurukul tradition. Balaguru Shadananda established Saskrit Pathshala based on Gurukul at Dingla, in Bhojpur district in 1932 B.S. Though many other schools were in existence before him, they were not run systematically. They had run the classes only in leisure time. It was Shadananda whose school was conducted quite systematically and he also managed other Sanskrit schools which were opened before him. The students produced from his school did contribute a lot in overall development of the nation. Therefore, his name comes ahead as an initiator of quality education through Gurukul. (Upadhyaya, 2011, p.41)

In the context of Sanskrit education in Nepal, so many views come that are associated to Lichchhabi, Malla and Shaha periods. Though all the periods were associated with Sanskrit language, Ranipokhari Pathshala comes forward that was established in 1934 B. S. by the then Education director Dhir Shamsher from government level as a first Sanskrit school in the country.

Sanskrit schools in Nepal are conducted in two ways: Public Sanskrit schools and Sanskrit schools under Gurukul. The former have already adopted modern system of education as they have included English a compulsory subject. On the other hand, the schools of second category have not implemented English as a compulsory subject. As they have no English in their curriculum, they have felt incompetent to compete with complex modern world. They have even felt humiliated due to the lack of English in the field of education to expose themselves in the international arena. Realizing this very fact, they have felt the urgency of English in their curriculum. This has prompted them to include English in the curriculum. Therefore, to fulfill the gap between these two curricula they have started teaching English as an optional subject in such schools as an experimentation at present.

1.2 Review of Related Literature

Various studies have been worked out by different researchers in the Department of English Education on vocabulary achievement in English language. Among them, I have selected and reviewed some of the studies that support my work.

The first research to investigate the vocabulary repertoire of the students in Nepal was carried out by Rongong (1974) entitled 'A Study of the Spoken Vocabulary of the Primary School Children of Nepal'. He had attempted to investigate the words that come in oral use of the children of primary level. The findings of the study showed that not much difference was found in the words used by the children from three regions (i.e. the Himalayan region, the Terai region and the Mountain region). It was also found that the children from the Terai region tended to use more Hindi words.

Research Center for Innovation and Development (CERID) (1982) conducted a study on the achievement of primary school children. The main purpose of the study was to find out the achievement level of the primary children in English. The findings of the study showed that there was no significant difference in the performance of students living in remote areas or non-remote areas. The study also showed that students were poor in the tests on comprehension, writing sentences with understanding and dictation exercises.

Likewise, Chudal (1997) carried out a research on 'A Study of English Vocabulary Achievement of the Students of Grade Six in Jhapa District." The purpose of the study was to investigate students' achievement of English vocabulary used in the English text book of grade six. Another purpose of the study was to make a comparative study of English vocabulary achievement of the students of class six on the basis of sex and locality. The study came to the conclusion that the students' English vocabulary achievement was found poor in total. The boys' proficiency of the English vocabulary was found better than those of girls, although the girls' proficiency was found satisfactory than the

boys in the rural school. Similarly, urban school students' proficiency in the achievement of English vocabulary was found satisfactory than that of the rural school students.

Khatri (2000) in his thesis entitled "A Study of English Vocabulary Achievement of the Students of Grade Eight" made an attempt to investigate students' achievement of English vocabulary used in the English text book of grade seven. He also attempted to compare the vocabulary achievement of the students of grade eight was found satisfactory in total. However, the achievement in nouns was found better than the achievement in verbs.

Likewise, Tiwari (2001) carried out a research on 'A Study on English Vocabulary Achievement by the students of Grade Ten." The purpose of the study was to find out the students' proficiency in the achievement of English vocabulary used in the English text book of grade ten. It also made an attempt to analyze the difficulty level of the vocabulary on the basis of the students' intellectual maturity. The findings of his study revealed that the English vocabulary achievement of the students of grade ten was not found satisfactory in total. So far as the difficulty level of vocabulary item is concerned, 43.75% of them were found beyond the students' intellectual maturity.

Similarly, Upadhyaya (2002) carried out a study on achievement of phrasal verbs of the students of higher secondary level. He made an attempt to find out students' achievement in phrasal verbs used in the English textbooks of higher secondary level. The study showed that the achievement of commerce students was highest. They achieved 83.24%. Phrasal verb achievement of the students was found satisfactory in total because the percentage of all streams (education, arts, science and commerce) were above 50%.

Another researcher, Gautam (2003) made an effort to study the achievement level in English of grade ninth students. The achievement level of grade nine students of Dang district was found satisfactory in English. Sex was not the

determining factor in the performance of English subject in Dang district, though boys' performance was slightly better than girls'.

Shrestha (2005) carried out a research on "Relation Between Frequency of Vocabulary Items in the Text Book and their Learning." The purpose of the study was to find out the students' proficiency in the achievement of vocabulary items by the tenth graders on the basis of the frequency of vocabulary items used in the text book. Moreover, the purpose of study also was to compare the vocabulary achievement in the frequency of high occurrence. The findings of the study revealed that although, the vocabulary items have high frequency in the textbook their achievement is not so high, the vocabulary items which have low frequency in the textbook have low achievement level, i.e. as expected, although the vocabulary items have high frequency in the textbook, the achievement by the students is not satisfactory.

Aryal (2006) carried out the research on "Vocabulary Achievement of Madrasa vs. Public Schools Students of Grade Five." The study showed that the English vocabulary achievement of Madrasa students was satisfactory. But the vocabulary achievement of Public schools' students was not satisfactory. Vocabulary achievement of Madrasa was better than the Public schools. In total vocabulary of all schools, the achievement of adjectives was better than that of nouns, verbs, and adverbs but the achievement of verbs is not better than that of nouns and adverbs. The achievement of Madrasas students in noun, verbs, adjectives and adverbs was better than that of Public schools students' achievement.

Similarly, Devkota (2007) conducted an investigation to find out the vocabulary achievement of the students from different ethnic groups. The outcome of the study showed that the Brahmin-Hill students' vocabulary achievement (which was found 79.40%) was better than that of Kami (found 44.40%) students. The study also showed that most of the students were weak to create their own sentences by using vocabulary.

The present study is different from the previous ones in terms of the study methodology and subjects that are involved in the research. The researcher is interested to find out the students' achievement of vocabulary items used in the English textbook of Grade Eight at Gurukul. It also attempts to compare the vocabulary achievement of the students with the students of private schools.

1.3 Objectives of the Study

This study has following specific objectives:

a. To find out the Gurukul and private school students' achievement of English vocabulary items used in the English textbook of Grade Eight.

b. To compare the English vocabulary achievement of Grade Eight students of Gurukul and private schools.

c. To suggest some pedagogical implications.

1.4 Significance of the Study

English has been taught and learnt as a foreign language in Nepal which offers immense opportunities for study and research. For years, language teaching has laid heavy emphasis upon early and extensive vocabulary learning. With the more recent change in emphasis fewer studies have dealt with vocabulary acquisition and its shortcomings.

There's no doubt, English is included from Nursery in private English medium based schools and Public schools have also started to teach English from class one. This may be the impression of English medium based schools or needs of the students to face English problem. That is to say, people have understood the importance of English language. However, Gurukul schools are not in touch with English as a whole because English has been included in their curriculum as optional very recently. So, there are fewer number of schools which have been teaching English under Gurukul. Hence, the researcher is interested to

investigate the English vocabulary achievement of the students of Gurukul schools. The main significances of the present study are:

a) This study will impart precious insights to the people involved in teaching and learning the English language in Gurukul.

b) This study will also be helpful to find out the students' proficiency in the acquisition of the vocabulary used in the English textbook of grade eight.

c) It will provide an insight on the nature of vocabulary to be selected while designing the English textbook for grade eight.

d) Moreover, this study will be helpful to determine whether the difficulty level of those vocabularies used in the English textbook of lower secondary level is appropriate to the intellectual maturity of the students or not.

e) This study will be helpful for the further researchers.

1.5 Definitions of the Specific Terms

Achievement

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

Ashram

It is a place where Hindus, who wish to live away from society, live together as a group.

Lingua-franca

A shared language of communication used between people whose main languages are different.

Private

It refers to the program owned or managed by an individual person or an independent company rather than by the state.

Veda

This denotes the ancient holy text book of Hinduism which is originally written in Sanskrit language.

Vidhyaashram

The term Vidhyaashram refers to the Sanskrit School conducted under Gurukul.

Word

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

CHAPTER – TWO

METHODOLOGY

Research is a scientific discipline. It deserves much more attention on the part of the researcher so that the process carried out through the whole work needs to be systematic for the achievement of the objectives. A systematic study needs to follow a proper methodology to achieve the predetermined objectives. To quote Kothari (1993, p.19), "Research methodology is a sequential procedure and method to be adopted in a systematic study."

In this study, the researcher tried to find out the proficiency of the students of grade eight in English vocabulary at Gurukul schools compared with the students' of private English medium schools. The methodology adopted during the study is discussed below:

2.1 Sources of Data

In this study, both primary and secondary sources were used for the collection of data. These sources were as follows:

2.1.1 Primary Sources

Most of the activities depended upon field study. The researcher selected two Gurukul schools of Kathmandu Valley for the sake of data collection. There are seventeen schools under Gurukul in Kathmandu valley out of 159 schools in Nepal as listed in the Department of Education, Sanothimi, Bhaktapur. Among them, some have started English teaching and learning.

2.1.2 Secondary Sources

The researcher used various books required to accomplish the research successfully. The books that were consulted here include Wilkins (1972 & 1979), Wallace (1982), Richards et al. (1985), Anderson, Clapham and Wall (1995), Hughes (2003), Kumar (2005), Harmer (2007), Cohen, Manion and

Morrison (2010), Gurukul Sandesh (2011) and Curriculum of Gurukul Education (2011), apart from English textbook of grade eight for the purpose of data collection.

2.2 Sampling Procedure

The researcher used the non-random purposive sampling method for the selection of Gurukul and private schools. Similarly, for the selection of students, the researcher used the simple random sampling approach. There were 30 students of grade eight studying in Gurukul and 30 students of grade eight studying in private school of Kathmandu Valley.

2.3 Tools for Data Collection

To meet the objectives of study, the investigator prepared a list of different content words consisting of nouns, verbs, adjectives and adverbs from the English textbook of grade eight. The words selected on the basis of their frequency counts from the textbook of grade eight. Then, 75% of the vocabularies having high frequency and 25% having low frequency items were chosen. After that, a set of test items was constructed for collecting the data.

Different types of test items such as multiple choices, fill in the blanks, word matching, rearranging jumble letters, using words in sentences, writing word meanings, writing single words, fill in the crossed puzzle, etc. were used in the study. Similarly, the whole test consisted of 100 individual vocabulary items including 75 words having high frequency and 25 words having low frequency.

2.4 Process of Data Collection

The researcher visited two Gurukul schools and two private schools of Kathmandu Valley selected for the study after having prepared a set of test items. The researcher requested the headmasters and subject teachers of the selected schools to assign him a suitable time and date for the administration of

the test. After getting permission, he administered the test to the concerned students.

Fifteen students from each school were selected by using simple random sampling procedure in order to administer the test. The question papers were distributed to the selected students. The researcher instructed the test-takers verbally which was also in the written form in the question papers. They were asked to write their answers on their question papers. And, the test was administered in the classroom for two hours. The researcher used the same procedure for the collection of data in all the schools selected for the study.

Further, after getting the test administered in all the schools, the question papers were marked as accurately and systematically as possible and the scores obtained by the students were analyzed by comparing the percentage and the number of the students with correct responses and the total score will made by them. Finally, the data was tabulated, analyzed and interpreted by using descriptive approach and simple statistical tools, i.e. mean, percentage etc.

2.5 Limitations of the Study

This study had following limitations:

a) This study was limited only to two Gurukul and two private schools of Kathmandu Valley and the data was taken from the students of both types of schools studying in class eight.

b) The researcher was limited to only sixty students by taking fifteen students from each selected school and medium of language was English.

c) The study was also limited to the content words (nouns, verbs, adjectives, and adverbs), 75% of the vocabulary items having high frequency and 25% items having low frequency based on the English textbook of grade eight.

d) The study was limited to the comparison between performance of the students of Gurukul and private schools.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The researcher attempted to investigate the students' achievement of vocabulary on the basis of test items administered to them. The responses of the students tabulated and analyzed. The researcher applied descriptive approach and simple statistical tools, i.e. mean and percentage. The vocabulary achievement of the students above 50% was assumed to be satisfactory achievement and below 50% was assumed as unsatisfactory and minimum marks assumed to be the lowest and maximum to be the highest.

The analysis and interpretation of data carried out under the following headings:

1. School-wise analysis of vocabulary achievement

2. Total analysis of vocabulary achievement

3. Comparison of vocabulary achievement on the basis of word classes

    (Nouns, Verbs, Adjectives, and Adverbs)

4. Comparison of vocabulary achievement between Gurukul and

    private schools

3.1 School-wise Analysis of Vocabulary Achievement

The achievement of each vocabulary items by the students of each school is separately described in the following sub-sections. The words are placed into two groups on the basis of total average obtained by the students.

3.1.1 Analysis of Vocabulary Achievement of Budhanilkantha Veda Vidhyaashram in Major Word Classes

Table No.1

Achievement Ratio of Nouns in Budhanilkantha Veda Vidhyaashram

	Above Average				Below Average	

			27			
1.				1.		
2.				2.		
3.				3.		
4.				4.		

5.				5.		
6.				6.		
7.				7.		
8.				8.		
9.				9.		

10.				10.		
11.				11.		
12.				12.		
13.				13.		

			30			
14.			14.			
15.			15.			
16.			16.			
17.			17.			
18.						
19.						

20.						
21.						
	Total					

The above table shows that the status of vocabulary achievement of nouns in Budhanilkantha Veda Vidhyaashram. The total average score obtained by the students was 8.21. Out of 38 nouns, most of the students responded 21 nouns correctly but a few number of students correctly to these 17 nouns. It was found that majority of the students achieved good marks in nouns. Hundred percent correct of nouns included 'ideas', 'information', 'gabion', 'archaeologist', 'pouch', and 'candle', which indicate the highest position. But 5 nouns were found in the lowest rank (i.e. 0%). Those nouns were 'pair', 'monastery', 'craftsman', 'article' and 'herd'.

Table No. 2

Achievement Ratio of Verbs in Budhanilkantha Veda Vidhyaashram

Above Average	Below Aver

						age	
1.				1.			

2.				2.		
3.				3.		
4.				4.		
5.				5.		
6.				6.		
7.				7.		
8.				8.		

			34				
9.				9.			
10.				10.			
11.				11.			
12.				12.			
13.							
14.							
15.							

			35				
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							

24.						
25.						
26.						
27.						
28.						

The above table shows the total average score obtained by the students was 9.83. Out of 40 verbs, majority of the students responded correctly. But a few responses were unsatisfactory. Verbs like 'practise', 'enjoy', 'arrive', 'complete', 'measure', and 'know' were found in the highest rank (i.e. 100%) but 'fly' and 'crouch' were found in the lowest rank (i.e. 0%).

Table No. 3

Achievement Ratio of Adjectives in Budhanilkantha Veda Vidhyaashram

Above Average	B e

					low Average	

37

			38				
1.				1.			
2.				2.			
3.				3.			
4.				4.			
5.							
6.							

7.						
8.						
9.						
10.						
11.						

Table no. 3 shows the vocabulary achievement of the students of Budhanilkantha Veda Vidhyaashram in adjectives. The total average score obtained by the students was 11.27. Out of fifteen adjectives, most of the students succeeded to respond but some of the students could not succeed. So, the result makes clear that most of the students achieved satisfactory result in adjectives. The correct responses of adjectives include 'shallow', 'empty', and 'favourite' were found in the highest rank (i.e. 100%). The only one adjective 'deaf' was found in the lowest position (i.e. 20%).

Table No. 4

Achievement Ratio of Adverbs in Budhanilkantha Veda Vidhyaashram

	Above Average			Below Average	

			41				
1.				1.			
2.							
3.							

4.						
5.						
6.						
	Total					

The above table shows the vocabulary achievement of Budhanilkantha Veda Vidhyaashram in adverbs. The total average score obtained by the students was 10.29. Out of seven adverbs, the adverb 'silently' was answered correctly by all the students. So, the adverb 'silently' was found in the top position (i.e. 100%). But also the one adverb 'painfully' was found in the bottom position (i.e. 0%).

Figure No. 1

Comparison of Major Word Classes in Total

The above diagram presents the achievement of the students of Budhanilkantha Veda Vidhyaashram in content words. The diagram reveals that the percentage of the correct responses in adjectives was better than that of nouns, verbs and adverbs. Similarly, the achievement of adverbs and verbs was found in the second and third position respectively. But the percentage of the correct

responses shows the satisfactory achievement in all nouns, verbs, adjectives and adverbs.

3.1.2 Analysis of Vocabulary Achievement of Nepal Veda Vidhyaashram Sanskrit Secondary School in Major Word Classes

Table No. 5

Achievement of Nouns in Nepal Veda Vidhyaashram Sanskrit Secondary School

	Above Average				Below Average		

1.			1.			
2.			2.			

3.				3.		
4.				4.		
5.				5.		
6.				6.		

7.			7.			
8.			8.			
9.			9.			
10.			10.			
11.			11.			

		48				
12.						
13.						
14.						
15.						
16.						
17.						

		49				
18.						
19.						
20.						
21.						
22.						
23.						

24.							
25.							
26.							
27.							
	Total						

The above table shows the vocabulary achievement of the students of Nepal Veda Vidhyashram Sanskrit Secondary School in nouns. The total average was 9.45. Out of 38 nouns, majority of the students succeeded to respond to these nouns correctly. Hundred percent correct responses of these nouns included 'ideas', 'information', 'gabion', 'instruction', ' archaelogist', 'pouch', 'summit', 'pair', 'candle', 'poem', and 'suggestion' shows the highest rank. Similarly, zero response of nouns 'submarine', 'herd', 'trotter', 'craftsman', 'article' and 'flash' shows the lowest position. The students of Nepal Veda

50

Vidhyaashram Sanskrit Secondary School were found satisfactory in the achievement of nouns.

Table No. 6

Achievement of Verbs in Nepal Veda Vidhyaashram Sanskrit Secondary School

	Above the Average				Below the Average	

1.				1.		
2.				2.		
3.				3.		
4.				4.		
5.				5.		

			53				
6.				6.			
7.							
8.							
9.							
10.							
11.							
12.							

		54				
13.						
14.						
15.						
16.						
17.						
18.						
19.						

		55				
20.						
21.						
22.						
23.						
24.						
25.						
26.						

27.						
28.						
29.						
30.						
31.						
32.						
33.						
34.						
			Tota l			

The table mentioned above displays the vocabulary achievement by the student of Nepal Veda Vidhyaashrasm Sanskrit Secondary School in verbs. The total average was 12.13. Out of 40 verbs, most of the students were correct in 34 verbs. On the other hand, a few students answered correctly to 4 verbs. But there were no correct response for these 2 verbs. The correct response of verbs 'happen', 'practise', 'enjoy', 'discuss', 'rescue', 'remember', 'arrive', 'complete', 'arrange', 'show', 'describe', 'finish', 'climb', 'stop', 'stay', 'measure', 'trace', 'change', 'generate', 'develop' and 'need' were found in the highest position (i.e. 100%). But two verbs 'fly', and 'crouch' were found in the lowest position (i.e. 0%).

Table No. 7

Achievement of Adjectives in Nepal Veda Vidhyaashram Sanskrit Secondary School

	Above Average					Below Average	

1.				1.		
2.				2.		

			59				
3.				3.			
4.				4.			
5.				5.			
6.							
7.							
8.							

			60				
9.							
10.							
	Total						

The above table shows the vocabulary achievement of Nepal Veda Vidhyaashram Sanskrit Secondary School. The total average was 10.87. Out of 15 adjectives, most of the students were found correct in all the 10 adjectives but most of the students could not respond these 6 adjectives correctly. Five of the adjectives: 'shallow', 'empty', 'amazing', 'vivid' and 'careful' were found in the top position (i.e. 100%) whereas, the only one adjective 'favourite' was found in the bottom position (i.e. 7%).

Table No. 8

Achievement Ratio of Adverbs in Nepal Veda Vidhyaashram Sanskrit Secondary School

	Above the Average				Below the Average		

			62				
1.				1.			
2.							
3.							
4.							

5.							
6.							

The above table presents the vocabulary achievement of Nepal Veda Vidhyaashram Sanskrit Secondary School in adverbs. The total average mark obtained by the students was 12.57. Out of seven adverbs, most of the students successfully responded to the 6 adverbs whereas very few students successfully responded to only one adverb. Four of the adverbs: 'carefully', 'silently', 'suddenly' and 'smartly' were in the top position (i.e. 100%).The only one adverb 'painfully' was found in the bottom position (i.e. 33%).

Figure No. 2

Comparison of Major Word classes in Total

The diagram mentioned above represents the achievement of the students of Nepal Veda Vidhyaashram Sanskrit Secondary School in content words. The diagram presents the percentage of the correct responses in adverbs displays that the achievement of adverbs is better than that of nouns, verbs and adjectives. The lower percentage was found in nouns (i.e. 62.98%). The achievement of verbs and adjectives was found in the second and third position respectively. The lower percentage in nouns indicates that the achievement of nouns was not better than verbs, adjectives and adverbs in Nepal Veda Vidhyaashram Sanskrit Secondary School.

3.1.3 Analysis of Vocabulary Achievement of Jesses International Boarding Secondary School in Major Word Classes

Table No. 9

Achievement Ratio of Nouns in Jesses International Boarding Secondary School

	Above Average					Below Average	

1.			1.			
2.			2.			
3.			3.			

			4.			
4.						
5.			5.			
6.			6.			
7.			7.			
8.			8.			

			68			
9.				9.		
10.				10.		
11.				11.		
12.				12.		
13.				13.		

			69				
14.				14.			
15.				15.			
16.				16.			
17.				17.			
18.				18.			

19.			19.			
	Total					

The table mentioned above shows the vocabulary achievement of the students of Jesses International Boarding Secondary School in nouns. The total average score was 7.68. Achievement of Nouns by the students was found to be satisfactory. Out of the 38 nouns, majority of the students succeeded to respond to these 19 nouns correctly. On the other hand, a very few students succeeded to respond in the next 19 nouns. Five of the nouns: 'ideas', 'instruction', 'poem', 'candle', and 'suggestion' were found in the highest rank (i.e. 100%) but ten nouns 'practice', 'summit', 'statement', 'speech', 'pair', 'trotter', 'terracotta', 'flash', and 'sonar' were found to be in the lowest rank (i.e. 0%).

Table No. 10

Achievement Ratio of Verbs in Jesses International Boarding Secondary School

	Above Average		Below Average

				e			
1.				1.			

2.				2.		
3.				3.		
4.				4.		
5.				5.		
6.				6.		
7.				7.		
8.				8.		

9.				9.		
10.				10.		
11.				11.		
12.				12.		
13.				13.		
14.				14.		
15.				15.		

			74			
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						

25.						

The above table shows the vocabulary achievement of verbs by the students of Jesses International Boarding Secondary School. The total average of the score was 9.85. Out of 40 verbs, twenty-five verbs were responded satisfactorily. Remaining 15 verbs were not responded satisfactorily. The achievement of students in verbs is satisfactory. The correct responses to the verbs 'decide', 'complete', 'show', 'stop', and 'stay' were found in the highest rank (i.e. 100%) but these three verbs 'fly', 'soar', and 'amaze' were found in the lowest rank (i.e. 0%).

Table No. 11

Achievement of Adjectives in Jesse International Boarding Secondary School

	Above Average	Below Average

				e			
1.				1.			

2.			77			
3.						
4.						
5.						
6.						
7.						
8.						

9.			78			
10.						
11.						
12.						
13.						
14.						

Table no. 11 above shows the vocabulary achievement of the students of Jesses International Boarding Secondary School in adjectives. The total average of the students was 11.87. Out of 15 adjectives, fourteen adjectives were answered correctly. The only one adjective was not answered satisfactorily. It indicates that the achievement of students in adjectives is satisfactory. Three adjectives 'enough', 'empty' and 'careful' were found in the top position (i.e. 100%) whereas only one adjective 'exciting' was found in the bottom position (i.e. 40%).

Table No. 12

Achievement of Adverbs in Jesses International Boarding Secondary School

Above Average				Below Average		

1.				1.			
2.							

			81			
3.						
4.						
5.						
6.						

The table mentioned above shows the achievement of adverbs by the students of Jesses International Boarding Secondary School. The total average of the

students was 11.43. The students' achievement of adverbs was satisfactory. One of the adverbs 'silently', was found in the highest rank (i.e. 100%) and the next adverb 'painfully' was found in the lowest rank (i.e. 27%).

Figure No. 3

Comparison of Major Word Classes in Total

The above diagram presents the vocabulary achievement of the students of Jesses International Boarding Secondary School in content words (i.e. nouns, verbs, adjectives and adverbs). The percentage of the correct responses in adjectives displays that the achievement of adjectives (i.e. 79.11%) was found

better than nouns, verbs and adverbs. Similarly, the achievement of adverbs (i.e. 76.19%) was found in second position and the achievement of verbs (i.e. 65.60%) and nouns (i.e. 51.23%) in the third and fourth position respectively. The lower percentage in nouns indicates that the achievement of nouns is not better than verbs, adjectives and adverbs in Jesses International Boarding Secondary School. The vocabulary achievement by the students of Jesses International Boarding Secondary School in content words was satisfactory.

3.1.4 Analysis of Vocabulary Achievement of Prime English School in Major Word Classes

Table No. 13

Achievement of Nouns in Prime English School

Above Average				Below Average		

			84			
1.				1.		
2.				2.		

3.				3.		
4.				4.		
5.				5.		
6.				6.		
7.				7.		

			86			
8.			8.			
9.			9.			
10.			10.			
11.			11.			
12.			12.			

			87				
13.				13.			
14.				14.			
15.				15.			
16.				16.			

			17.			
17.			17.			
18.						
19.						
20.						
21.						
	Total					

Table no.13 shows the vocabulary achievement of the students of Prime
English School in nouns. The total average by the students was 8.08. Out of 38
nouns, majority of the students succeeded to respond to these 21 nouns

correctly. On the other hand, a very few students were able to answer correctly to these 17 nouns. Seven of the nouns: 'ideas', 'information', 'archaeologist', 'pouch', 'candle', 'poem' and 'palace' were found in the highest position (i.e. 100%) and the next seven nouns 'statement', 'speech', 'pair', 'trotter', 'terracotta', 'reason' and 'sonar' were found in the lowest position (i.e. 0%). It was seen that majority of the students achieved satisfactory marks in nouns.

Table No. 14

Achievement of Verbs in Prime English School

	Above Average				Below Average	

1.				1.		
2.				2.		
3.				3.		
4.				4.		
5.				5.		
6.				6.		

				91			
7.				7.			
8.				8.			
9.				9.			
10.				10.			
11.				11.			
12.				12.			

13.			13.			
14.			14.			
15.						
16.						
17.						
18.						
19.						
20.						

21.						
22.						
23.						
24.						
25.						
26.						

The above table shows the achievement of students in verbs by the students of Prime English School. The total average score obtained by the students was 10.13. Out of the 40 verbs, most of the students responded correctly to these 26 verbs. On the other hand, a few students responded correctly to these 14 verbs. Eleven verbs 'enjoy', 'decide', 'complete', 'show', 'send', 'arrest', 'explain', 'stop', 'stay', 'need' and 'continue' were found in the top position (i.e. 100%)

93

and only two verbs 'crouch' and 'amaze' were found in the bottom position (i.e. 0%). The scores obtained by the students in verbs is satisfactory.

Table No. 15

Achievement of Adjectives in Prime English School

Above the Average				
			No. of students with correct responses	

1.		1 5	
2.		1 5	
3.		1 3	
4.		1 3	
5.		1 1	
6.		1 4	
7.		1 3	

		96	
8.		1 4	
9.		1 2	
10.		9	
11.		1 5	
12.		1 3	
13.		1 1	

14.		1 3	
15.		1 4	
	T o t a l	1 9 5	

The table mentioned above shows the students' achievement in adjectives of Prime English School. The total average score obtained by the students was 13. All of these 15 adjectives were responded correctly whereas no adjective was found below the average that the students responded. Three 'adjectives', 'famous', 'enough' and 'careful' were found in the top rank (i.e. 100%) but one adjective 'vivid' was found in the bottom rank (i.e. 60%). It was found that all the students of Prime English School achieved satisfactory marks in adjectives.

Table No. 16

Achievement of Adverbs in Prime English School

	A b o v e A v er	B e l o w A v

	a g e			e r a g e		
1.			1.			

		99				
2.			2.			
3.						
4.						
5.						

The above table presents the vocabulary achievement of Prime English School in adverbs. The total average mark obtained by the students was 11.71. Out of 7 adverbs, most of the students successfully responded to these 5 adverbs whereas very few students successfully responded to the only two adverbs 'smartly' and 'painfully'. The table reveals that most of the students were found satisfactory in adverbs. Hundred percent correct responses of the verbs included 'everyday', 'carefully', 'silently' and 'actually' and indicate the highest position but the adverb 'painfully' was found in the lowest rank (i.e. 20%).

Figure No. 4

Comparison of Major Word Classes in Total

The above diagram displays the achievement of the students of Prime English School in content words. The diagram reveals that the correct responses in adjectives show that the achievement of adjective was better than nouns, verbs and adverbs. Similarly, the achievement of adverbs and verbs was found in second and third position respectively. The achievement of the students of Prime English School in content words was almost satisfactory.

3.2 Status of the Total Vocabulary Achievement of the Students in the Whole Test

Table No. 17

Status of Total Vocabulary Achievement in all Schools

1.						
2.						
3.						
4.						

T
h
e

a
b
o
v
e

t
a
ble presents the total vocabulary achievement in content words. Out of 2280 responses, 1270 (i.e. 55.70%) were correct in nouns but there were 2400 responses in verbs, 1677 (i.e. 69.87%) were correct. Similarly, there were 900 items to be responded in adjectives, 705 (i.e. 78.33%) responses were correct. In the same way, there were 420 items to be responded in adverbs, 322 (i.e. 76.67%) answers were correct.

The above table makes it clear that the greater percentage of the correct responses in adjectives indicates that the achievement of adjectives was better than nouns, verbs, and adverbs. Similarly, the achievement of adverbs and verbs was found second and third position respectively. The percentage of the correct responses in nouns indicates that the achievement of nouns is not better

than verbs, adjectives and adverbs. However, the total vocabulary achievement in content words was not found unsatisfactory.

3.3 Comparison of Vocabulary Achievement in Terms of Word Classes

This sub-section deals with the students' achievement on the basis of word classes (noun, verb, adjective and adverb).

3.3.1 Comparison of Vocabulary Achievement in Nouns

Table No. 18

Status of Different Schools in the Achievement of Nouns

		Schools				
1.		B				

	udhanilkantha Veda Vidhyaashraam				
2.	Nepal Veda Vidh				

		yaashram Sanskrit Secondary School			
3.		Jesses Inter			

		national Boarding Secondary School				
4.		Prime Englis				

		h S c h o o l				

The above table shows the status of different schools in the achievement of nouns. There were 570 items to be responded. Out of them, students of Nepal Veda Vidhyaashram Sanskrit Secondary School secured the highest score in nouns. Similarly, Budhanilkantha Veda Vidhyaashram secured higher score followed by Prime English School and Jesses International Boarding Secondary School. It was found that out of four schools, the total percentage of the students of Nepal Veda Vidhyaashram Sanskrit Secondary School in nouns was highest (i.e. 62.98%) and the percentage of the students of Jesses International Boarding Secondary School was found the lowest (i.e. 51.23%). Therefore, the students of Nepal Veda Vidhyaashram Sanskrit Secondary School were found better than the other schools in nouns.

3.3.2 Comparison of Vocabulary Achievement in Verbs

Table No. 19

Status of Different School in the Achievement of Verbs

		S c h o o l				

	s				
1.	Budhanilkantha Veda Vidhyaashra				

		m			
2.		Nepal Veda Vidhyaashram Sanskrit Secondary Sc			

		hool			
3.		Jesses International Boarding Secondary Sc			

		h o o l				
4.		P r i m e E n g l i s h S c h o o l				

The table mentioned above shows the analysis of vocabulary achievement in terms of verbs. The students of Nepal Veda Vidhyaashram Sanskrit Secondary School achieved higher score (i.e. 80.83%) in verbs. Similarly, the students of Prime English School, Jesses International Boarding Secondary School and Budhanilkantha Veda Vidhyaashram secured the marks respectively. The table also reveals the percentage of the students of Nepal Veda Vidhyaashram Sanskrit Secondary School was found the highest and the percentage of Budhanilkantha Veda Vidhyaashram was the lowest. The students of all schools were found satisfactory in the achievement of verbs.

3.3.3 Comparison of Vocabulary Achievement in Adjectives

Table No. 20

Status of Different Schools in the Achievement of Adjectives

		Schools			
1.		Budhanilkantha Veda Vidhy			

		aashram			
2.		Nepal Veda Vidhyaashram Sanskrit Second			

		ary School			
3.		Jesses International Boarding Second			

	ary School				
	Prime English School				

The above table shows the analysis of vocabulary achievement of different schools in terms of adjectives. The score of the students of Prime English in adjectives was 195 (i.e. 86.67%). Similarly, the score of Jesses International Boarding Secondary School, Budhanilkantha Veda Vidhyaashram and Nepal Veda Vidhyaashram Sanskrit Secondary School were in hierarchical order.

It was found that the achievement score of Prime English School in adjectives was highest and the score of Nepal Veda Vidhyaashram Sanskrit Secondary School was the lowest. The score of all the schools were found satisfactory.

3.3.4 Comparison of Vocabulary Achievement in Adverbs

Table No. 21

Status of Different Schools in the Achievement of Adverbs

1.					

		118			
2.					

		119			
3.					

		120			
4.					

The table mentioned above displays the analysis of the vocabulary achievement in terms of adverbs. The students of Nepal Veda Vidhyaashram Sanskrit Secondary School secured the highest (i.e. 83.81%) marks. Similarly, the students of Prime English School, Jesses International Boarding Secondary School and Budhanilkantha Veda Vidhyaashram secured the marks respectively.

The total percentage of adverbs by the students of Nepal Veda Vidhyaashram Sanskrit Secondary School was found the highest (i.e. 83.81%) and the lowest was by the Budhanilkantha Veda Vidhyaashram (i.e. 68.57%). The achievement of adverbs in all schools was found satisfactory. The status of the students of Nepal Veda Vidhyaashram was found the best in nouns, verbs and adverbs and Prime English School in adjectives.

3.4 Comparison of Vocabulary Achievement in Terms of Types of Schools

This topic represents the status of the vocabulary achievement by the students of Gurukul and private schools.

3.4.1 Comparison of the Vocabulary Achievement of the Students between Gurukul and Private Schools

Table No. 22

Status of the Vocabulary Achievement by the Students of Gurukul and Private Schools

Gurukul				Private Schools		

			122				
1.				1.			
2.				2.			
3.				3.			
4.				4.			

There were 1140 items to be responded in nouns, 671 (i.e. 58.86%) items were solved by the students of Gurukul correctly. But only 599 (i.e. 52.54%) items were solved by the students of private schools. Therefore, the percentage of the students of Gurukul in nouns indicates that the vocabulary achievement of Gurukul students was better than private schools' students in nouns.

Likewise, there were 1200 items to be responded in verbs. Out of them, 878 (i.e. 73.17%) responses of the students in Gurukul were correct whereas 799 (i.e. 66.58%) items of the verbs were solved by the students of private chools. Such Percentage of the students of Gurukul indicates that the achievement of verbs by the students of Gurukul was better than the private schools students' achievement.

Similarly, there were 450 items to be responded in adjectives. 373 (i.e. 82.89%) responses of the students of private schools were correct whereas 332 (i.e. 73.78%) responses of the students of Gurukul were correct. So, the percentage of the private school students' achievement was better than Gurukul students' achievement in adjectives.

In the same way, there were 210 items to be responded in adverbs. Out of them, 162 (i.e. 77.14%) questions were solved correctly by the students of private schools in adverbs whereas 160 (i.e. 76.19%) questions were solved by the students of Gurukul. Therefore, the percentage of the private schools' students in adverbs shows that the private schools' students' achievement in adverbs was better than Gurukul students.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

The study mainly focused on investigating the students' achievement of English vocabulary used in the English textbook of grade eight. The purpose of the study was to compare the vocabulary achievement of Gurukul and English medium private schools.

The study was limited to the students' achievement of content words (noun, verb, adjective and adverb) used in the English textbook of grade eight. The researcher selected two Gurukul and two English medium private schools of Kathmandu Valley. Fifteen students of eighth grade from each school were selected by using simple random sampling procedure. The test was administered among sixty students. The collected data was analyzed and interpreted using simple statistical tools, i.e. mean and percentage. The vocabulary achievement of the students above 50% was assumed to be satisfactory and below 50% unsatisfactory. Maximum marks assumed to be the highest and minimum to be the lowest.

4.1 Findings

On the basis of analysis and interpretation of the primary data, the findings have been presented in this section. The researcher has dealt with all the items to compare different items and derived the following findings:

1. The English vocabulary achievement of Gurukul and private school students was found satisfactory.

2. The achievement of Gurukul was found better in nouns and verbs whereas Private Schools' achievement was found better in adjectives and adverbs.

3. The students of Prime English School were found weaker than next three schools in the use of nouns.

4. The students of Jesses International Boarding Secondary School were found weakest among the four schools in the use of verbs.

5. The students of Nepal Veda Vidhyaashram Sanskrit Secondary School were found weaker than next three schools in the use of adjectives.

6. The students of Budhanilkantha Veda Vidhyaashram were found weakest among the four schools in the use of adverbs.

7. The students of Nepal Veda Vidhyaashram Sanskrit Secondary School were found better than next three schools in the use of adverbs.

8. Budhanilkantha Veda Vidhyaashram, Jesses International Boarding Secondary School and Prime English School, the achievement of adjectives was better than nouns, verbs and adverbs but in Nepal Veda Vidhyaashram Sanskrit Secondary School, achievement of adverbs is

better than nouns, verbs and adjectives.

9. The students of Nepal Veda Vidhyaashram Sanskrit Secondary School were found in the highest position in the achievement of nouns, verbs and adverbs. However, the students of Prime English School were good in the achievement of adjectives.

From the primary data collection it has been found that higher number of students was weak in the use of nouns in all schools in comparison with verbs, adjectives and adverbs. However, the students of English medium private schools were good in the use of adjectives and adverbs, comparatively they were poor in the use of nouns and verbs than the students of Gurukul in totality.

4.2 Recommendations

Relying on the mentioned findings of the research work, the researcher has presented the following suggestions and recommendations:

1. The students were found weak in the use of nouns than in verbs, adjectives and adverbs. So, too much effort should be made on teaching the usage of all classes of words.

2. The students of Gurukul can also do well in English subject. Therefore, it is better to implement English subject as compulsory subject up to grade ten in Gurukul because it is the burning need of the students of the modern world.

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Appendix – 1

List of Schools Selected for the Study

Gurukul Schools

1. Budhanilkantha Veda Vidhyaashram, Budhanilkantha, Kathmandu

2. Nepal Veda Vidhyaashram Sanskrit Secondary School, Pashupati

   Kshetra, Kathmandu

Private Schools

3. Jesses International Boarding Secondary School, Satungal, Kathmandu

4. Prime English School, Tinthana, Kathmandu

Appendix – 2

Curriculum Design of Grade Eight of Gurukul/Ashram

		Subjects		
1.		N		

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		a		
		l		
		i		
2.		E		
		n		
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		S		
		a		
		n		
		s		
		k		
		r		
		i		
		t		
		l		

		anguage	
3.		Mathematics	
4.		Socia	

	l S t u d i e s		
5.	S a n s k r i t B y a k a		

		r a n	
6.		V e d a o r E t h i c s	
7.		V o c a t i	

134

		onal Subject (Karmakan		

		d a)		
8.		S a n s k r i t R a c h a n a		
	Tota l			

Appendix – 3

Frequency counts of the vocabulary Items used in the English Textbook of Grade VIII

Nouns

		Vocabulary Items				Vocabulary Items
1.		abor				igin

		Vocabulary Items
		sea
2.		accident
3.		account
4.		advantage
5.		advertu

		Vocabulary Items
		re
6.		advertisement
7.		advice
8.		agent
9.		agreeme

		Vocabulary Items
10.		agriculture
11.		arourt
12.		anger
13.		anriversa

		Vocabulary Items
14.		nyarnourerent
15.		antler
16.		archaeologist

		Vocabulary Items
17.		archaeology
18.		archer
19.		arrour
20.		arrov
21.		artic

		Vocabulary Items
		le
22.		ash
23.		assembly
24.		assistant
25.		astronomy
26.		at

		Vocabulary Items
		last
27.		attitude
28.		audience
29.		avalanche
30.		barbe

		Vocabulary Items
		n
31.		barley
32.		base
33.		battle
34.		beach
35.		behaviour
36.		be

#		Vocabulary Items
		longing
37.		bered
38.		binocular
39.		biology
40.		block
41.		b

#		Vocabulary Items
		loon
42.		boat
43.		bonb
44.		braille
45.		brick
46.		bridge
47.		burn

		Vocabulary Items
		oh
48.		carpus
49.		**carole**
50.		capital
51.		carriage
52.		carv

		Vocabulary Items
		ing
53.		castle
54.		celebration
55.		centre
56.		certifi

		Vocabulary Items
		cate
57.		chariot
58.		cheque
59.		chief
60.		clay
61.		cliff
62.		co

		Vocabulary Items
		ast
63.		coin
64.		**community**
65.		comparison
66.		**competi**

#		Vocabulary Items
67.		concert
68.		condition
69.		conflict
70.		congr

#		Vocabulary Items
		atulation
71.		copper
72.		cottage
73.		crack
74.		crafts

		Vocabulary Items
		on an
75.		on a r p o r
76.		on e c i t
77.		on e v a s s e
78.		on e v
79.		on r i n e

		Vocabulary Items
80.		on o p s
81.		on o s s b r e e d
82.		on o v c
83.		ou p b o a r c
84.		ou r n e

#		Vocabulary Items
		r c y
85.		c u r t a i n
86.		c u s t o n
87.		c a r
88.		c a n k r e s s
89.		c a v n
90.		c e

#		Vocabulary Items
		a f
91.		c e f i n i t i o n
92.		c e n o r s t r a t i o n
93.		c e s c r i p t

		Vocabulary Items
94.		oesent
95.		oiagram
96.		oineotion
97.		oisaovar

		Vocabulary Items tage
98.		oisease
99.		oistriot
100.		oraft
101.		orara
102.		orea

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#		Vocabulary Items
		n
103.		orift
104.		onug
105.		eoge
106.		eoitor
107.		effort
108.		**enkassy**

#		Vocabulary Items
109.		energency
110.		enperor
111.		enpire
112.		enu
113.		**encyclol**

No.		Vocabulary Items
		edia
114.		energy
115.		entertainment
116.		entrance
117.		ert

No.		Vocabulary Items
		ry epilepsy
118.		epilepsy
119.		eruption
120.		eucalyptus
121.		evert

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#		Vocabulary Items
122.		exciterent
123.		expansion
124.		expedition
125.		expl

#		Vocabulary Items
		oren
126.		fact
127.		fear
128.		**feather**
129.		feature
130.		festiva

		Vocabulary Items
		l
131.		figure
132.		fingerprint
133.		flare
134.		**flash**
135.		flat
136.		f

		Vocabulary Items
		leet
137.		flood
138.		flour
139.		flov
140.		fridge
141.		frostbit
142.		f

#		Vocabulary Items
		suel
143.		**gabion**
144.		generator
145.		geography
146.		gift
147.		gl

#		Vocabulary Items
		acien
148.		glossary
149.		gloves
150.		government
151.		gues

#		Vocabulary Items
		guilt...
152.		gun
153.		harm
154.		hatchery
155.		headline
156.		heel
157.		**hero**
158.		h

#		Vocabulary Items
		history
159.		holiday
160.		hostess
161.		hurter
162.		husband

		Vocabulary Items
163.		ideas
164.		igloo
165.		illustration
166.		inage
167.		inaggin

		Vocabulary Items ation
168.		impression
169.		inconvenience
170.		**infor**

		Vocabulary Iteration
171.		inspector
172.		**instruction**
173.		**instrur**

		Vocabulary Iterasent
174.		interest
175.		introduction
176.		iruit
177.		inven

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No.		Vocabulary Items
		stor
178.		invest
179.		invitation
180.		iror
181.		island
182.		job
183.		j

No.		Vocabulary Items
		oke
184.		journalist
185.		journey
186.		knowledge
187.		labe

#		Vocabulary Items
		l
188.		ladder
189.		landslide
190.		latrine
191.		lav
192.		lawyer
193.		l

#		Vocabulary Items
		eaflet
194.		library
195.		livestore
196.		literacy
197.		loc

		Vocabulary Items
		ation
198.		luggage
199.		lurp
200.		magazine
201.		manager
202.		ma

		Vocabulary Items
		nsh
203.		narsupial
204.		material
205.		maze
206.		member
207.		met

		Vocabulary Iters
		al
208.		minister
209.		mission
210.		more rt
211.		morastery
212.		n

		Vocabulary Iters
		onster
213.		moraire
214.		mouro
215.		moverert
216.		muo
217.		muri

#		Vocabulary Items
		...cipality
218.		museum
219.		rationality
220.		navy
221.		news

#		Vocabulary Items
222.		norserse
223.		notice
224.		oak
225.		object
226.		orchard
227.		orc

		Vocabulary Items
		sen
228.		outline
229.		pair
230.		palace
231.		pan
232.		parcel
233.		paren

		Vocabulary Items
		t
234.		passenger
235.		patch
236.		patient
237.		pattern
238.		paus

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#		Vocabulary Items
239.		peace
240.		percentage
241.		pile
242.		pilgrim
243.		pilgri

#		Vocabulary Items
244.		pine
245.		plart
246.		platypus
247.		**poer**
248.		poet
249.		pott

No.		Vocabulary Iters
		eny
250.		**rough**
251.		poverty
252.		**practice**
253.		preparatio

No.		Vocabulary Itersn
254.		president
255.		prince
256.		prisoner
257.		**prize**
258.		prob

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		Vocabulary Items
		len
259.		process
260.		profession
261.		protection
262.		puni

		Vocabulary Items shment
263.		purpose
264.		puzzle
265.		queue
266.		quills
267.		rac

No.		Vocabulary Items
		reference
268.		reason
269.		record
270.		recovery
271.		recreation
272.		re

No.		Vocabulary Items
		ference
273.		relation
274.		relief
275.		remains
276.		report

#		Vocabulary Items
277.		reservoir
278.		rest
279.		result
280.		rhyre
281.		rhythr
282.		ri

#		Vocabulary Items
		oger
283.		rock
284.		rocket
285.		rope
286.		rubbish
287.		**rucksack**
288.		r

No.		Vocabulary
		V o c a b u l a r y I t e r s u l e r
289.		s a i l o r
290.		s a l a r y
291.		s a n c t u a r y
292.		s a r o
293.		s c h e

No.		Vocabulary
		V o c a b u l a r y I t e r s n e
294.		s c i e n t i s t
295.		s c i s s o r s
296.		s c r e e n
297.		s e a l
298.		s e c t

#		Vocabulary Items
		...ion
299.		sense
300.		sergeant
301.		series
302.		service
303.		shac

#		Vocabulary Items
		ov
304.		share
305.		shearer
306.		shelter
307.		sigral
308.		site
309.		si

		Vocabulary Items
		situation
310.		skill
311.		slave
312.		sledge
313.		slope
314.		snout

		Vocabulary Items
315.		socket
316.		sonar
317.		song
318.		soundtrack
319.		space
320.		spe

		Vocabulary Items
		sectch
321.		spider
322.		spire
323.		spirit
324.		square
325.		squatte

		Vocabulary Items
		r
326.		staff
327.		starvation
328.		**statement**
329.		stationa

		Vocabulary Items
		ry statue
330.		statue
331.		stream
332.		step
333.		storn
334.		stove
335.		strang

		Vocabulary Items
		e stream
336.		stream
337.		string
338.		stroke
339.		studio
340.		style
341.		sub

		Vocabulary Items arine	
342.		substance	
343.		success	
344.		suggestion	
345.		su	

		Vocabulary Items it case	
346.		summit	
347.		supper	
348.		surrane	
349.		surprise	

		Vocabulary Items
350.		swarn
351.		synpathy
352.		syninge
353.		tear
354.		terperatu

		Vocabulary Items
355.		terracotta
356.		terrible
357.		territory
358.		tern

#		Vocabulary Items
		on
359.		theatre
360.		there
361.		therapist
362.		threa
363.		thu r

#		Vocabulary Items
		oer
364.		topic
365.		tour
366.		track
367.		tracer
368.		trail
369.		trans

#		Vocabulary Items
		lation
370.		transmission
371.		travellen
372.		treasu

#		Vocabulary Items
		netrekker
373.		trekker
374.		trenon
375.		trip
376.		**trotter**
377.		trouble

		Vocabulary Items
378.		truth
379.		turnel
380.		turbine
381.		turnip
382.		upstairs
383.		v

		Vocabulary Items
		ariety
384.		vase
385.		verse
386.		voice
387.		volcano
388.		volture

		Vocabulary Items
389.		var
390.		varring
391.		varrior
392.		vave
393.		veapor
394.		veathe

		Vocabulary Items
395.		veooing
396.		vheelchair
397.		ving
398.		virmer
399.		vire
400.		v

		order

Verbs

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Adverbs

Note: The vocabulary items given in the bold face have been used in the test.

Appendix – 4 (a)

Vocabulary Achievement Test

Name: …………….................................   Date: 2068/   /   /

School's Name: ………………………….   Time: 2 hrs.

Class: ……………   Full Marks: 100

Roll No.: ……………….   Sex …………..

Q.No.1.Circle (O) the best answer to complete the following sentences.   7

A. I always feel bored because I have no ……………… about how to write essays.

   i. ideas   ii. craftsman

   iii. dream   iv. Exploration

B. He goes to the church………………………..

   i. sometimes   ii. ever

   iii. yesterday   iv. everyday

C. Laxmi Prasad Devkota is ……………..in Nepali literature.

   i. writing   ii. famous

   iii. Munamadan   iv. Poor

D. The past tense of the verb 'happen' is…………

   i. happened   ii. happening

   iii. happens   iv. will happen

E. We can get a lot of ………… through reading informative books.

   i. noise   ii. information

   iii. money   iv. Games

F. They were hungry but there was not …………….food to eat.

   i. delicious   ii. enough

   iii. smart   iv. Happy

G. Mathematicians love to………….. mathematics problems.

i. dance   ii. learn

iii. sing   iv. practise

Q. No.2. Match the words in column 'A' with their meaning in column 'B'.   7

        <u>Column 'A'</u>   <u>Column 'B'</u>

    a. gabion   i. a person who studies ancient buried remains

    b. shallow   ii. find pleasure

    c. enjoy   iii. a big wire cage full of stones for roads and rivers.

    d. instruction   iv. small bag ,detachable pocket, baggy area of skin

                            under eyes etc.

    e. archaeologist   v. order, direction

    f. actually   vi. in fact, really

    g. pouch   vii. having little depth

                      viii. An institution giving order

Q.No.3. Fill in the blanks with appropriate noun.   7

    a) ……..……….. is a ship which sails under the water surface.

    b)……………… makes a man perfect.

   c) The climbers reached on the …………………. of the Nilgiri mountain.

   d) He is looking ………………… in the newspaper for a job.

   e)……………….. is a large bag which is used by the mountaineers.

   f) An axe is an ……………. that is used to cut log.

   g) It is impossible for people to fly with …………..on their arms.

Q.No.4. Write in space <u>a single word</u> by replacing the words given in the brackets.   7

    a) Mr. Pathak ignores his wife's talk because he is …………….. (unable to listen).

    b) He is reading a ……………… (something that is said).

    c) The journalist noted the ……………... (a formal talk about a subject) of the

      prime minister delivered about the hydroelectricity of Nepal.

   d) Sarmila always reads an …………………….(a book giving information about

      everything).

e) Our friends are taking part in quiz……………… (an event in which people compete).

f) All the spectators were watching the cricket match attentively because the match was very ……………………….. (holding the attention).

g) Driving a motorbike in high speed is…………………... (involving danger).

Q.No.5. Complete the following sentences using the correct form of the words given in the brackets.   **7**

a) Students should write their answer…………... (careful) in the examination.

b) The leaders of Nepal have been ………………..(discuss) about the constitution formation since 2063 B.S.

c) She…………… (rescue) her husband from the car accident.

d) Nobody………………. (believe) upon her talk.

e) They have ………………. (decide) to leave their birth place.

f) In the past animals were used to …………….. (carry) goods for the human.

g) Everybody should ……………….(remember) what he/she reads in this book.

Q.No.6. Find the opposite word in column 'B' for each word in 'A'.   **7**

Column 'A'	Column 'B'
a. silently	i. occupied
b. empty	ii. loudly
c) arrive	iii. incomplete
d) complete	iv. depart
e) arrange	v. individual
f) show	vi. disorder
g) pair	vii. hide
	vii. impair

Q. No.7. Fill in the blanks with appropriate forms of the verbs given below.   **7**

[punish, reach, describe, finish, send, request, fly]

a) The headmaster ………….. the students yesterday.

b)The wife……………. her husband to buy a gold ring last week.

c) The crow…………... in the sky.

d) They have……………on the top of the mountain.

e) Nobody can ………….. his/her pain.

f) The students always ……………….. their work on time.

g) Radha will………………. a letter to her husband.

Q.No.8. Match the words in column 'A' with the similar meaning in column 'B'.   **6**

<u>Column A</u>	<u>Column B</u>
i) suddenly	a. catch
ii) arrest	b. quickly
iii) jubilant	c. command
iv) explain	d. ascend
v) order	e. describe
vi) climb	f. happy

Q.No.9. Fill in the blanks with suitable verbs given below.   **7**

[stop, stay, generate, measure, trace, develop, change]

a) ……………… writing! It's time to read.

b) Don't……………. for a long time in India.

c) ………………the size before you cut the clothes for swing.

d) To ……………...the footmark of the thief is really a tough job.

e) Don't ……………..the given style while drawing this picture.

f) We need someone to ……………..new ideas.

g) We need more time to see how things …………….before we take action.

Q.No.10. From the list of words given below, choose the one which is the most suitable

    for each blank and fill in each blank.(use one word only once)   **7**

{amazing, careful, need, poem, suggestion, vivid, candle}

In a dark night, Harikrishna lit the……… and started to write a …………. After finishing his writing, he read himself that piece of writing. He found that the piece of his writing was very ………….. He got the …………… picture of the lives of poor people in his writing. It was late night to go to bed when he finished all the work. Abruptly, he remembered the doctor's ……………. "Be ………… on your health, every night you …………. to go to bed on time".

Q. No. 11.Write the meaning of the following words. 8

       i) favourite …………………………………………………………………………..

       ii) exciting …………………………………………………….................................

       iii) monastery …………………………………………………………………………..

       iv) herd ……………………………………………………………………………

       v) trotter …………………………………………………………………………...

       vi) craftsman …………………………………………………………………………...

       vii) article ……………………………………………………………………………

       viii) terracotta …………………………………………………………………………..

Q.No.12. Rearrange the following letters to make meaningful words. 7

       a) cialfanin ……………………

       b) cointuen ……………………

       c) bemsysa ……………………

       d) sronea ………………………

       e) scriptioned ………………….

       f) therwae ………………………

       g) spalcie ………………………

Q.No.13. Use the following words in sentences of your own. 10

       a) report …………………………………………………………………………...

       b) know …………………………………………………………………………...

       c) painfully …………………………………………………………………………..

       d) attack …………………………………………………………………………..

       e) community …………………………………………………………………………..

       f) punishment …………………………………………………………………………..

       g) injure …………………………………………………………………….........

       h) soar …………………………………………………………………………..

       i) smartly …………………………………………………………………………

       j) crouch …………………………………………………………………………..

Q.No.14. Find the words with the help of their meanings and fill in the crossword   puzzle.   **6**

Down

    1. to surprise somebody much

    2. the official home of king, queen, president etc.

    4. equipment or a system for finding objects under water using sound waves

Across

    2. an award that is given to a person who wins a competition.

    3. a sudden bright light that shines for a moment

    5. a book of maps

The End