

**A STUDY OF THE VOCABULARY USED
IN
MY ENGLISH BOOK FOR GRADE TWO**

**A Thesis Submitted to the Department of English Language
Education, T.U., Kirtipur, Kathmandu
In Partial Fulfillment for the Master's Degree in
English Language Education**

**By
Dilip Sharma**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2007

**A STUDY OF THE VOCABULARY USED
IN
MY ENGLISH BOOK FOR GRADE TWO**

**A Thesis Submitted to the Department of English Language
Education, T.U., Kirtipur, Kathmandu
In Partial Fulfillment for the Master's Degree in
English Language Education**

**By
Dilip Sharma**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2007**

T.U. Regd. No. 15762-94

Campus Roll No.: 389

2nd Year Exam Roll No.: 28158/059

Date of Approval of the Thesis

Proposal: 2063-04-20

Date of Submission: 2063-12-27

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dilip Sharma** has worked and completed this dissertation entitled "**A Study of the Vocabulary Used in My English Book for Grade Two**" under my guidance and supervision.

I recommend the dissertation for acceptance.

Date: _____

Dr. Govinda Raj Bhattarai
Professor
Department of English Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal.

(Guide)

RECOMMENDATION FOR EVALUATION

This dissertation entitled "**A Study of the Vocabulary Used in My English Book for Grade Two**" has been recommended for evaluation by the following Research Guidance committee.

Signature

Dr. Chandreshar Mishra
Reader and Head
Department of English Education
T.U., Kirtipur,
Kathmandu.

Chairperson

Dr. Govinda Raj Bhattarai
Professor
Department of English Education
T.U., Kirtipur,
Kathmandu.

Member

Dr. Anjana Bhattarai
Reader
Department of English Education
T.U., Kirtipur,
Kathmandu.

Member

Date: _____

EVALUATION AND APPROVAL

This dissertation has been evaluated and approved by the following thesis evaluation committee.

Signature

Dr. Chandreshar Mishra
Reader and Head
Department of English Education
T.U., Kirtipur,
Kathmandu.

Chairperson

Dr. Jai Raj Awasthi
Professor
Department of English Education
T.U., Kirtipur,
Kathmandu.

Member

Dr. Govinda Raj Bhattarai (Guide)
Professor
Department of English Education
T.U., Kirtipur,
Kathmandu.

Member

Date: _____

DEDICATION

TO

My parents who devoted their whole life to shape my future.

ACKNOWLEDGEMENTS

Initially, I would like to extend my profound gratitude to **Prof. Dr. Govinda Raj Bhattarai**, Assistant Dean, Faculty of Education, who as my teacher and thesis guide provided me with all sorts of ideas for carrying out this research work from the beginning to the end.

I would like to extend my sincere gratitude to **Prof. Dr. Shishir Kumar Sthapit**, the senior most Professor of the Department of English Education, **Prof. Dr. Shanti Basnyat**, Chairperson of English and other Foreign Languages Education Subject Committee, **Prof. Dr. Jai Raj Awasthi** and **Prof. Dr. Tirtha Raj Khaniya** of the same Department for their invaluable suggestions, co-operation and other kinds of help throughout my study.

I owe much to **Dr. Chandreshar Mishra**, Reader and Head, Department of English Education, **Dr. Anjana Bhattarai**, Reader, Department of English Education for their genuine inspiration and insightful suggestions to accomplish this thesis.

Likewise, I am indebted to all the Readers and Lecturers working with the Department, especially **Mr. Prem Bahadur Phyank** and **Mr. Durga Prasad Pokhrel** whose contribution have enriched me a lot.

Furthermore, I extend my sincere gratitude to **Mr. Naba Raj Mudwari**, Lecturer of Health, Physical and Population Education Department, T.U., Kirtipur for his constant inspiration and encouragement throughout the study.

I would like to thank my friends **Mr. Prem Prasad Adhikari** and **Mr. Sagar Pandey** who personally helped me a lot during the period of data collection and further as well.

My special thanks go to **Mrs. Sunita**, my wife, who truly speaking, constantly encouraged me to complete the research work in time.

Lastly, **Mr. Kumar Jamkatel** and **Mr. Hari Gyawali** deserve my thanks for their excellent computer works.

April, 2007

- **Dilip Sharma**

ABSTRACT

The present study entitled "A Study of the Vocabulary used in **My English Book for Grade Two**" is an attempt to study the vocabulary items used in the textbook for Grade Two on the basis of parts of speech, frequency, syllable structure and consonant cluster and morphological structure. Basically, all the vocabulary items used in the English textbook for Grade Two are the secondary sources of data for this study.

The major findings of this study are: nouns occupy the highest number of vocabulary items in the textbook. The auxiliary verb *is* has the highest number of frequency among all the words found in the Grade Two textbook. Monomorphemic and polymorphemic words are also found to be used in the textbook. Both definite and indefinite articles are found to be used in the textbook of Grade Two.

The study is divided into four chapters. Chapter one introduces the study in terms of general background, review of the related literature, objectives of the study and definition of the specific terms.

Chapter two deals with the methodology adopted for the study under which the sources of data, process of data collection and limitations of the study are presented.

Chapter three consists of analysis and interpretation of vocabulary items. Mainly descriptive and analytical approaches have been used for the purpose.

Chapter four discusses the major findings and recommendations of the study.

LIST OF ABBREVIATIONS

B.S.	-	Bikram Sambat
C	-	Consonant
CDC	-	Curriculum Development Center
CUP	-	Cambridge University Press
e.g.	-	For example
etc.	-	et cetera (=and so on)
Freq.	-	Frequency
et al.	-	et alii /alia (and other people or thing)
i.e.	-	id est (that is to say/in other words)
Inf.	-	Infinitive form of the verb
Interj.	-	Interjection
No.	-	Number
Nos.	-	Numbers
Plu.	-	Plural
Prep.	-	Preposition
Prof.	-	Professor
Sing.	-	Singular
S.N.	-	Serial Number
T.U.	-	Tribhuvan University
V	-	Vowel
V-ed	-	Past form of the verb
V-en	-	Past participle form of the verb
v-ing	-	Present participle form of the verb
V ^{s/es}	-	Third person singular present verb
Viz.	-	Videlicet (that is to say/in other words)
Vol.	-	Volume
%	-	Percentage

CONTENTS

	<u>Page No.</u>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vi</i>
<i>List of Abbreviations</i>	<i>vii</i>
<i>Contents</i>	<i>viii</i>
<i>Appendices</i>	<i>x</i>
<i>List of Tables</i>	<i>xi</i>
CHAPTER - ONE : INTRODUCTION	1-9
1.1 General Background	1
1.2 Levels of Language	2
1.2.1. Phonology	3
1.2.2. Morphology	3
1.2.3. Syntactic level	4
1.2.4. Semantic level	4
1.3 Definition of Vocabulary	4
1.4 Criteria of Selecting Vocabulary	5
1.4.1. Frequency	5
1.4.2. Coverage	5
1.4.3. Range	6
1.4.4. Learnability	6
1.5 Literature Review	6
1.6 Objectives of the Study	7
1.7 Significance of the Study	7
1.8 Definitions of Specific Terms	8
CHAPTER - TWO: METHODOLOGY	10-12
2.1 Sources of Data	10
2.1.1 Primary Sources of Data	10
2.1.2 Secondary Sources of Data	10
2.2 Process of Data collection	10
2.3 Limitations of the study	112
CHAPTER - THREE: ANALYSIS AND INTERPRETATION	13-40
3.1 The Vocabulary Items in Terms of the Parts of Speech	13

3.2	The Vocabulary Items in Terms of the Frequency of Occurrence	14
3.2.1	Frequency of the Word Forms	14
	i. Frequency of Occurrence of the Nouns	15
	ii. Frequency of Occurrence of the Verbs	20
	iii. Frequency of Occurrence of the Adjectives	23
	iv. Frequency of Occurrence of the Adverbs	24
	v. Frequency of Occurrence of the Pronouns	25
	vi. Frequency of Occurrence of the Prepositions	25
	vii. Frequency of Occurrence of the Conjunctions	26
	viii. Frequency of Occurrence of the Articles	27
	ix. Frequency of Occurrence of the Interjections	27
	x. Frequency of Occurrence of the Quantifiers	28
	xi. Frequency of Occurrence of the Numerals	29
3.2.2	Frequency of Occurrence of the Abbreviated Forms	29
3.2.3	Frequency of Occurrence of the Conventionalized Multiword Forms	30
3.2.4	Frequency of Occurrence of the Contracted Forms	31
3.3	Vocabulary Items in Terms of Syllable Structure and Consonant Cluster	

31

3.3.1	Syllable	32
	i. On the Basis of the Number	32
	ii. On the Basis of the Syllable Structures of the Words	33
3.3.2	Consonant Cluster in Initial Position	35
	i. Initial Consonant Clusters: Two Consonants	35
	ii. Initial Consonant Clusters: Three Consonants	35
3.3.3	Consonant Clusters in Final Position	36
	i. Final Consonant Clusters: Two Consonants	36
	ii. Final Consonant Clusters: Three Consonants	36
3.4	Vocabulary Items in Terms of Morphological Structure	37
3.4.1	Monomorphemic Words	37
3.4.2	Polymorphemic Words	37
	i. Complex Words	38
	ii. Compound Words	39

CHAPTER - FOUR: FINDINGS AND RECOMMENDATIONS 41-43

4.1	Findings	41
4.2	Recommendations	43

REFERENCES

44-45

ix

viii

APPENDICES

APPENDIX - I: Number of Vocabulary Items According to their Parts of Speech Used in the Textbook of Grade Two	46
APPENDIX - II: Words According to Their Number of Syllable Used in the Textbook of Grade Two	49
APPENDIX - III: Syllable Structure of the Words Used in the Textbook of Grade Two	52
APPENDIX – IV: Vocabulary Items Listed in the Word List in Grade Two Textbook	57

LIST OF TABLES

	Page No.
1. Number and Percentage of Words According to the Parts of Speech	14
2. Nouns with Their Frequency of Occurrence	15
3. Verbs with Their Frequency of Occurrence	20
4. Adjectives with Their Frequency of Occurrence	23
5. Adverbs with Their Frequency of Occurrence	24
6. Pronouns with Their Frequency of Occurrence	25
7. Prepositions with Their Frequency of Occurrence	26
8. Conjunctions with Their Frequency of Occurrence	26
9. Articles with Their Frequency of Occurrence	27
10. Interjections with Their Frequency of Occurrence	27
11. Quantifiers with Their Frequency of Occurrence	28
12. Numerals with Their Frequency of Occurrence	29
13. Abbreviated Forms with Their Frequency of Occurrence	30
14. Conventionalized Multiword Forms with Their Frequency of Occurrence	30
15. Contracted Forms with Their Frequency of Occurrence	31
16. Number and Percentage of Words According to Their Number of Syllables	32

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is the most advanced means of communication. It functions in different fields of human activity marching along with the advancement of knowledge. It is the means of self-expression and of communicating or expressing ideas or feelings. Language is specific, unique and universal within the species.

“ Language is a system of arbitrary, vocal symbols which permits all people in a given culture or other people who have learned the system of that culture, to communicate or to interact” (Finocchiaro, 1964:8, cited in Brown, 1994). Language is a social phenomenon, which we use in the society to express our ideas and feelings, by means of which we establish the relation in the society.

Many languages are spoken in the world. Among them, English is one of the most influential, dominant and rich languages. Undoubtedly, we can say that English is a global language or a world language. English is the language of books, newspapers, airports, and air traffic, international business and academic conference, science and technology, the language of medicine, diplomacy, sports and advertisement. In the countries like the USA and the UK it is the primary language; in the countries like India and Singapore it has been regarded as a second language; the countries like Nepal and China have realized its immense importance and have used as an international language.

The influence as well as domination of English, a well-established international medium of communication and discourse of science and technology, is explicit and pervasive. This language has been recognized as one of the official languages of the UNO. So, it has played a vital and significant role in the international communication. It has been rightly claimed that it is a store of knowledge, the window through which we can view the world. It has been

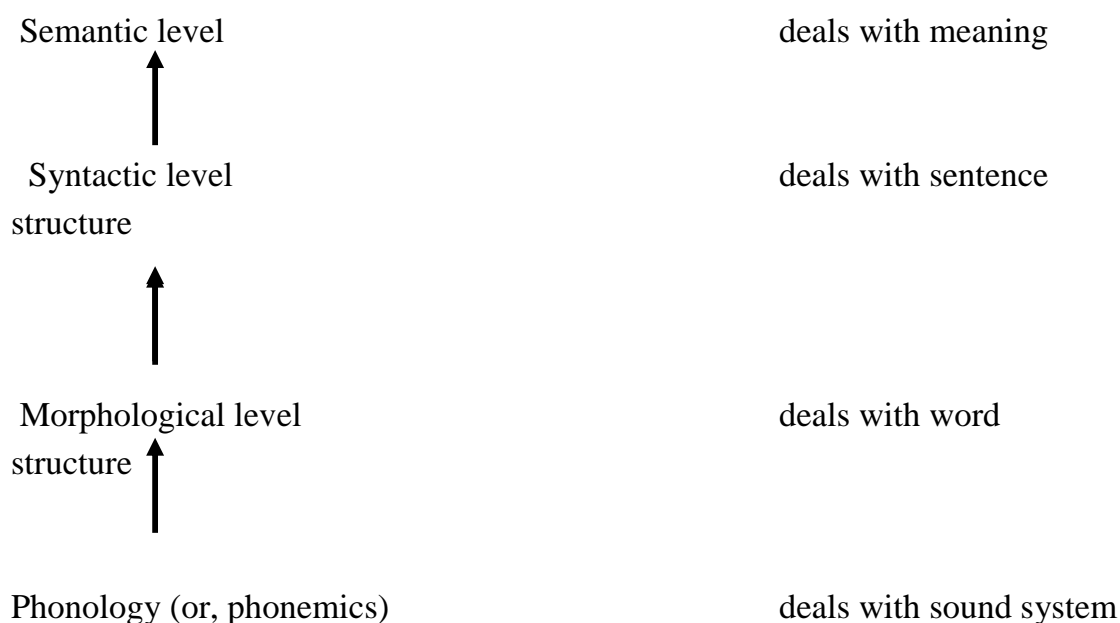
regarded as a library language. Because of the fact, English has been indispensable for all those who seek knowledge. The importance of the English language can be judged from the fact that there is no country in the world where the speaker of English cannot be understood. Therefore, everyone is supposed to learn and know it.

Realizing the value of the English language, Government of Nepal has introduced it as a compulsory subject from Grade One to the Bachelor's Level. In this connection, CDC (2005) states "There has been an increasing demand for the English language to start at the beginning of primary education. To meet this demand, Government of Nepal decided to introduce English as a subject from Grade one, starting in the academic year 2060 BS. The present book, **My English Book for Grade Two** has been developed to achieve the objectives set in the Primary English Education 2059 BS" (in preface to **My English Book for Grade Two, 2004**).

1.2 Levels of Language

The most widely recognized levels of languages are phonology, grammar and semantics, most often phonetics is distinguished from phonology, lexis from semantics, and morphology and syntax are seen as separate levels within grammar. Sometimes, pragmatics is also described as a level of language.

According to Katamba (1993:4), there are four levels of language (often called linguistic levels). They are shown in the following diagram.



The levels are assumed to be ordered in hierarchy with phonology at the bottom and semantics at the top. The short description of each level is given below.

1.2.1 Phonology

Phonology studies how speech sounds are structured or patterned in a particular language. Besides, it describes contrastive relationships of the phonemes of a language, their distribution and the articulator features of their allophones.

Each language has its own sound system which is itself complicated in terms of their functioning. Phonology deals with the sound systems of language and the functions of sounds. Within phonology, two branches of study are usually recognized; segmental phonology and supra-segmental phonology.

Segmental phonology (also called non-segmental phonology) analyses those features which extend over more than one segment, such as intonation, pitch, etc.

1.2.2 Morphology

Morphology is the study of word structure. Crystal (1996:249) defines it as “the branch of grammar which studies the structures or forms of words.” It

deals with the internal structural of words –such things as inflection for number, gender, case, tense, aspect, etc. and derivation to form new words. It studies, for example, how the forms *eat, ate, eaten, eating* and *eats* differ from one another and how the forms *national, successful, truly*, etc. are derived from the forms *nation, success* and *truly* respectively.

According to Lyons (1968:52), “Morphology deals with the internal structure of words”. This simply means how words are formed is morphology. Thus, it studies the internal structure of words, morphemes, their types, function and formation.

1.2.3 Syntactic level

It deals with the sentence structure. In this level, we study how words are combined to form larger units of language, viz. phrases, clauses and sentences.

1.2.4 Semantic level

It is the study of meaning and deals with the meanings of linguistic forms. It tells us, for example, that the sense relationship between the words *big* and *huge* is under the heading synonymy. Similarly, it studies *big* and *small* under the heading antonym.

1.3 Definition of Vocabulary

Oxford Advanced Learner’s Dictionary defines vocabulary as “the total number of words in a language”. For effective communication, one has to get mastery over various aspects of the language. In other words, the user has to be competent in the language he uses. In a lay sense, to know a language is to know its vocabulary and grammar. Learning of a language whether it is the first language or the second language begins with learning its vocabulary. If we take the grammar of a language as the skeleton, vocabulary can be taken as the flesh and blood. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used. The speaker must have meanings that he wishes to express, and he needs to have a store of words that

he can select from when he wishes to express these meanings. Therefore, the acquisition of vocabulary is just as important as the acquisition of grammar- though the two are obviously interdependent- and teachers should have the same kind of enterprise in teaching of vocabulary as they do in the teaching of structure. Sometimes learning of a language is loosely equated with learning its vocabulary. To write with Harmer (1991: 154), language students need to learn the vocabulary of the language. They need to know what words mean and how they are used.

1.4 Criteria of Selecting Vocabulary

There exists no consensus regarding the criteria for selecting vocabulary. Harmer (1997:154) opines "One of the problems of vocabulary teaching is how to select words to teach." Some of the syllabuses are based on the principle that concrete words like *house, bottle, book*, etc. have to be taught at lower levels.

Gradually, at the upper levels, the more abstract words like *charity, affection, democracy*, etc. are to be taught. These are the generally and conventionally followed principles. The more scientific criteria are: frequency, coverage, range, and learnability.

1.4.1 Frequency

Frequency refers to the number of a vocabulary item in a text. Different vocabulary items have different frequencies of occurrence in the text. In English, function words (e.g. *a, the, to*, etc.) occur more frequently than verbs, nouns, adjectives, or adverbs. Word frequency counts are used to select vocabulary for language teaching. So, the words which are more frequent should be selected.

1.4.2 Coverage

Coverage refers to the degree to which the vocabulary items can be used to replace other items because they have a similar meaning. In other words, coverage means the covering capacity of a vocabulary item. A word of poor covering capacity cannot be used to express the meaning of more objects. Some words can be used to give more than one meaning. For example, *seat* includes the meanings of *chair*, *bench*, and *stool*.

Coverage is one of the criteria to help select vocabulary items for language teaching since the items with a high degree of coverage are likely to be the most useful to language teaching.

1.4.3 Range

Range refers to the number of samples or texts in which an item is found. The basic assumption is that a word that is found everywhere, in every text has to be given prime emphasis while selecting the vocabulary items.

1.4.4 Learnability

This criterion suggests that the vocabulary item that is easier to learn has to be selected. While selecting the vocabulary items on the basis of this criterion, we have to consider the factors such as similarity, clarity, brevity, regularity and leaning load.

1.5 Literature Review

In the Department of English Education some studies have been carried out on the analysis of English textbooks in terms of the vocabulary used. Some of the studies which are more or less related to this study are observed here.

Chudal (1997) has studied on the English vocabulary achievement of the students of Grade Six. His findings have been presented descriptively. He

found that the average achievement of the students was poor. Students from the urban area were better than the students from the rural area.

Khatri (2000) has studied on the vocabulary (nouns and verbs) achievement of Grade Eight students. His study has shown that the students had achieved 67.9% nouns and 59% verbs. On the average, the students were better on nouns than on verbs.

Tiwari (2001) has studied the achievement of English Vocabulary by the students of Grade Ten. His study has shown that 43% of vocabulary items were quite difficult for the level of the Grade. 52% of the total students were below average.

Dahal (2002) has analysed the **New English Textbook for Grade Ten** in terms of physical aspects, organization of the materials and its presentation. His study was positive towards the organization and presentation of the materials but it was negative on the physical aspects of the book.

Tiwari (2004) has studied the vocabulary used in **English Textbook for Grade Four**. His findings have shown that 546 different vocabulary items were used in the textbook. Among the used words, it is the word *is* that has the highest number of frequency.

Kattel (2005) has carried out a study on the vocabulary used in **My English Textbook for Grade Three**. His findings have shown that nouns occupy the highest number of Vocabulary items; the auxiliary *is* has the highest number of frequency; both monomorphemic and polymorphemic words have been found to be used in the textbook.

The observation above shows that many studies have been carried out in the area of vocabulary, but despite this multiplicity of studies, the present research will be confined to analyze the vocabulary used in **My English Book for Grade Two**.

In order to accomplish this study, the researcher attempts to analyze the vocabulary used in the English textbook entitled **My English Book for Grade Two** prepared and published by Curriculum Development Centre, Sanothimi, Bhaktapur.

1.6 Objectives of the Study

The study has the following objectives:

1. To find out and analyze the vocabulary items used in **My English Book for Grade Two** in terms of-
 - parts of speech
 - frequency
 - phonological structure (syllable structure and consonant cluster)
 - morphological structure.
2. To suggest some pedagogical implications.

1.7 Significance of the Study

This study attempts to analyze the vocabulary of the textbook entitled **My English Book for Grade Two** on the basis of word classes, frequency, phonological and morphological structures. The findings of the study will be beneficial to the syllabus designers, textbook writers, teachers and students, and those who are directly and indirectly involved in teaching and learning English as a foreign\second language in Nepal. Moreover, the findings of this study will help those who want to conduct further researches in the use of vocabulary in English textbooks.

1.8 Definitions of Specific Terms

Affix: A morpheme which only occurs when attached to some other morpheme or morphemes, such as a root, a stem or a base.

Complex Word: Polymorphemic vocabulary items with a root and one or more than one derivational affix.

Compound Words: Polymorphemic words with at least two bases which are both words, or at any rate, root morphemes.

Consonant Cluster: It refers to the sequence of two or more consonant phonemes at the beginning or final of a syllable.

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

Contracted Forms: Contracted forms refer to the items which have become shorter due to the deletion of some letters.

Conventionalized Multiword Forms: Group of words that occur and serve specific functions.

Derivation: The formation of new words by adding affixes to other words or morphemes.

Frequency: It refers to the reoccurrence of words.

Lexemes: Lexemes are the vocabulary items that are listed in the dictionary.

Monomorphemic Words: Words with only one morpheme (free morpheme)

Monosyllabic Word: A word containing a single syllable is called monosyllabic word.

Morpheme: A minimal linguistic unit which can't be segmented any further.

Parts of speech: It refers to groups of words which are similar in function.

Polymorphemic words: Words with more than one morpheme.

Polysyllabic word: A word containing more than one syllable.

Quantifier: A word or phrase which is used with a noun and which shows quantities, e.g. little, many.

Root: The irreducible core of a word with absolutely nothing else attached to it.

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

Syllable: A unit of pronunciation typically larger than a single sound and smaller than a word.

Textbook for Grade Two: A book for English prescribed for **Grade Two** students to be studied as a compulsory subject published by CDC and written by Pramod Kumar Shah, Krishna Raj Hamal and Dev Narayan Mukhiya.

Vocabulary: The words in the English textbook for **Grade Two**.

Word Forms: Physical realizations or representations of lexemes.

CHAPTER - TWO

METHODOLOGY

This chapter deals with the sources of data, process of data collection and limitation of the study. The methodology adopted for this study is presented in the following sections.

2.1 Sources of Data

To accomplish the present study, the researcher used and consulted the following sources of data.

2.1.1 Primary Sources of Data

Primary sources of data are not used in this research.

2.1.2 Secondary Sources of Data

My English Book for Grade Two, various books, journals, research reports, dictionaries and articles related to this study are the secondary sources of data.

2.2 Process of Data Collection

In the process of data collection, the researcher adopted the following procedures:

Firstly, the researcher listed all the vocabulary items used in **My English Book for Grade Two** alphabetically. He divided all the vocabulary items into four different groups. Word forms (e.g. *hand, eat, open*, etc.), contracted forms (e.g. *isn't they're*, etc.), abbreviated forms (e.g. *a.m., p.m.*, etc.) and conventionalized multiword forms (e.g. *good morning, good bye*, etc.) in corpus.

Secondly the word forms were classified into eleven different groups namely nouns, verbs, adjectives, adverbs, pronouns, prepositions, articles,

conjunctions, numerals, quantifiers and interjections in terms of parts of speech (i.e. word class). While determining the parts of speech, the researcher used **My English Book for Grade Two**, Oxford Advanced learner's Dictionary (Hornby, 2002) and English syntactic structures (Aarts and Aarts, 1986).

Thirdly, the researcher counted the frequency of occurrence of each and every vocabulary item. While counting the frequency of occurrence of vocabulary items, following procedures were adopted. .

- i. While counting the frequency of occurrence of nouns, the noun which is used in the textbook for the first time was written as it was. When the same word or variant forms of the same word (i.e. lexeme) were found + 1 mark was assigned after the written noun and total number of frequency of occurrence was counted. Applying same procedure, frequency of occurrence of each and every vocabulary item was counted. For instance, *dog, dogs* were counted as a lexeme *dog*. Similarly, compound nouns were counted as a word. Proper nouns used in the textbook were not included in the data.
- ii. While counting the frequency of occurrence of verbs, verb which is found for the first time in the textbook was written as it was in the copy. When the same verb or various forms of the same verb were found +1 mark was assigned and total number of frequency of occurrence was counted. Various forms of same lexeme were counted as one lexeme. For example, *keep, keeps, keeping* were counted as a lexeme *keep*. The verbs used in contracted forms were not included while counting the number of frequency of verbs. They were studied in contracted forms.
- (iii) While counting the frequency of occurrence of adjectives and adverbs, the above mentioned procedure was applied.
- iv. While counting the frequency of pronouns, frequency of personal pronouns, demonstrative pronouns, reflexive pronouns, interrogative pronouns were separately counted.

- v. Frequency of occurrence of prepositions, articles, conjunctions, numerals, quantifiers, interjections, abbreviated forms and contracted forms were counted applying the procedure mentioned above.

Fourthly, the researcher classified all the vocabulary items into four groups: one syllabic, two syllabic, three syllabic and four syllabic in terms of syllable. Similarly, the syllable structure and consonant cluster were also observed.

Fifthly, morphological structures of vocabulary items were observed in terms of derivational suffixes. .

Lastly, the collected items were tabulated, analyzed and interpreted descriptively using simple statistical tools like percentage.

2.3 Limitations of the Study

The present study was limited in the following ways.

- (i) The area of the study, as the title suggests, was limited only to study the vocabulary items of the selected textbook.
- (ii) The study was further limited to study the vocabulary items on the basis of frequency, parts of speech, phonological and morphological structures.
- (iii) The study was limited to study the morphological structure of words in terms of the derivational affix.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

The main objective of this study was to analyze the vocabulary items used in **My English Book for Grade Two**. So, under this heading the researcher has attempted to study the collected data (i.e. all the vocabulary items). To calculate the total corpus, all the vocabulary items, were grouped into four different groups namely word forms, contracted forms, abbreviated forms and conventionalized multiword forms in terms of total number and frequency of occurrence whereas word forms were subdivided into eleven different groups (in terms of parts of speech or word class) namely nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles, interjections, quantifiers and numerals and studied them in terms of the following variables.

- i. Total number,
- ii. Parts of speech,
- iii. Frequency of occurrence,
- iv. Syllable structure and consonant cluster, and
- v. Morphological structure

While studying and interpreting the data to find out the frequency, repetition and addition of new vocabulary, the researcher has also presented the word forms of Grade Two in terms of total number, parts of speech and frequency of occurrence. (See Appendix IV)

Note: The word forms and conventionalized multiword forms are adopted from Katamba (1993:22) and Celce-Murcia and Larsen-Freeman (1993:29) respectively.

3.1 The Vocabulary Items in Terms of the Parts of Speech

Altogether 410 different words were found in the textbook of Grade Two (See Appendix I). The number of vocabulary items belonging to different parts of speech is presented in the Table No. 1.

Table No. 1

The Vocabulary Items in Terms of the Parts of Speech

S.N.	Parts of Speech	No. of Words	Percentage
1.	Nouns	199	48.53
2.	Verbs	93	22.69
3.	Adjectives	25	6.10
4.	Adverbs	14	3.41
5.	Pronouns	20	4.88
6.	Prepositions	13	3.18
7.	Conjunctions	3	0.73
8.	Interjections	10	2.43
9.	Articles	3	0.73
10.	Quantifiers	4	0.98
11.	Numerals	26	6.34
Total		410	100

Note: 1. Abbreviated forms, contracted forms and conventionalized multiword forms are not included in this table.

2. Nos.1-4 and Nos.5-11 represent major and minor word class respectively.

The Table No. 1 shows that there are 199 nouns used in the textbook which covers 48.53%. Similarly out of 410, there are 93 (22.69 %) verbs, 25 (6.10%) adjectives, 14 (3.41%) adverbs, 20 (4.88%) pronouns, 13 (3.18%), prepositions, 3 (0.73%) conjunctions, 10 (2.43%) interjections, 3 (0.73%) articles, 4 (0.98%) quantifiers and 26 (6.34%) numerals.

3.2 The Vocabulary Items in Terms of the Frequency of Occurrence

The data was analyzed in terms of frequency of occurrence under the following subheadings.

3.2.1 Frequency of the Word Forms

While counting the frequency of occurrence of word forms, all word forms were categorized into eleven different groups in terms of parts of speech and analyzed under the following subheadings.

i. Frequency of Occurrence of the Nouns

Altogether 199 vocabulary items belonging to nouns were found to be used in the textbook. The Table No. 2 presents nouns with their frequency of occurrence.

Table No. 2

Nouns with their Frequency of Occurrence

S.N.	Nouns	Sing.	Plu.	Freq.
1.	dog	15	4	19
2.	table	15	-	15
3.	book	8	6	14
4.	time	14	-	14
5.	cat	10	3	13
6.	tree	13	-	13
7.	game	12	-	12
8.	bird	7	4	11
9.	boy	7	4	11
10.	friend	10	1	11
11.	girl	7	3	10
12.	name	10	-	10
13.	chant	9	-	9
14.	day	8	1	9
15.	school	9	-	9
16.	sister	4	5	9
17.	bag	8	-	8
18.	house	8	-	8

19.	brother	6	1	7
20.	conversation	7	-	7
21.	letter	6	1	7
22.	shirt	7	-	7
23.	bicycle	2	4	6
24.	doctor	6	-	6
25.	farmer	6	-	6
26.	flower	4	2	6
27.	miss	6	-	6
28.	teacher	6	-	6
29.	tiger	5	1	6
30.	exercise book	5	-	5
31.	father	5	-	5
32.	monkey	2	3	5
33.	ruler	5	-	5
34.	apple	2	2	4
35.	bed	4	-	4
36.	butterfly	4	-	4
37.	child	-	4	4
38.	home	4	-	4
39.	newspaper	4	-	4
40.	pair	4	-	4
41.	padlock	-	4	4
42.	park	4	-	4
43.	pen	4	-	4
44.	plate	4	-	4
45.	puppy	4	-	4
46.	spider	-	4	4
47.	student	4	-	4
48.	Sunday	3	1	4
49.	tea	4	-	4
50.	year	-	4	4
51.	box	3	-	3
52.	driver	3	-	3
53.	Friday	3	-	3
54.	front	3	-	3
55.	kite	3	-	3
56.	library	3	-	3
57.	Monday	2	1	3
58.	mother	3	-	3
59.	nurse	3	-	3
60.	pool	3	-	3
61.	shopkeeper	3	-	3
62.	tooth	-	3	3
63.	top	3	-	3

64.	umbrella	3	-	3
65.	bean	2	-	2
66.	badminton	2	-	2
67.	banana	2	-	2
68.	birthday	2	-	2
69.	chair	2	-	2
70.	comb	2	-	2
71.	clock	2	-	2
72.	classroom	2	-	2
73.	fairy	2	-	2
74.	farm	2	-	2
75.	foot	1	1	2
76.	gate	2	-	2
77.	garden	2	-	2
78.	glass	-	2	2
79.	goat	2	-	2
80.	hair	2	-	2
81.	hand	2	-	2
82.	hopscotch	2	-	2
83.	jungle	2	-	2
84.	light	2	-	2
85.	mango	2	-	2
86.	market	2	-	2
87.	notebook	2	-	2
88.	number	1	1	2
89.	parrot	-	2	2
90.	people	-	2	2
91.	picture	2	-	2
92.	pilot	2	-	2
93.	playground	2	-	2
94.	policeman	2	-	2
95.	queen	2	-	2
96.	radio	2	-	2
97.	rhyme	2	-	2
98.	river	2	-	2
99.	room	2	-	2
100.	Saturday	2	2	4
101.	shoe	-	2	2
102.	sir	2	-	2
103.	thing	-	2	2
104.	Thursday	2	-	2
105.	Tuesday	2	-	2
106.	water	2	-	2
107.	Wednesday	2	-	2
108.	window	2	-	2

109.	woman	2	-	2
110.	word	1	1	2
111.	animal	-	1	1
112.	aunt	1	-	1
113.	action	1	-	1
114.	bee	-	1	1
115.	bike	1	-	1
116.	board	1	-	1
117.	bookshop	1	-	1
118.	bone	1	-	1
119.	boot	1	-	1
120.	camel	1	-	1
121.	chalk	1	-	1
122.	carp	1	-	1
123.	cart	1	-	1
124.	cheek	1	-	1
125.	cat	1	-	1
126.	computer	1	-	1
127.	cage	1	-	1
128.	crayon	1	-	1
129.	cricket bat	1	-	1
130.	crown	1	-	1
131.	chain	1	-	1
132.	chautary	1	-	1
133.	den	1	-	1
134.	duck	-	1	1
135.	duster	1	-	1
136.	drill	1	-	1
137.	elephant	1	-	1
138.	eye	-	1	1
139.	fish	1	-	1
140.	food	1	-	1
141.	football	1	-	1
142.	grandfather	1	-	1
143.	grandmother	1	-	1
144.	group	1	-	1
145.	hat	1	-	1
146.	head	1	-	1
147.	heart	1	-	1
148.	hill	1	-	1
149.	hole	1	-	1
150.	homework	1	-	1
151.	hospital	1	-	1
152.	hour	1	-	1
153.	housewife	1	-	1

154.	hunter	1	-	1
155.	knee	1	-	1
156.	knife	1	-	1
157.	knot	1	-	1
158.	land	1	1	1
159.	lane	1	-	1
160.	lesson	-	1	1
161.	line	1	-	1
162.	lion	1	-	1
163.	load	1	-	1
164.	man	1	-	1
165.	March	1	-	1
166.	meal	1	-	1
167.	milk	1	-	1
168.	morning	1	-	1
169.	mouse	1	-	1
170.	mind	1	-	1
171.	nose	1	-	1
172.	order	1	-	1
173.	piece	1	-	1
174.	past	1	-	1
175.	pail	1	-	1
176.	pencil	1	-	1
177.	pet	1	-	1
178.	pine	1	-	1
179.	rabbit	1	-	1
180.	road	1	-	1
181.	riverside	1	-	1
182.	sari	1	-	1
183.	sheep	-	1	1
184.	shop	1	-	1
185.	sock	-	1	1
186.	soldier	1	-	1
187.	spade	1	-	1
188.	storybook	1	-	1
189.	street	1	-	1
190.	sentence	-	1	1
191.	taxi	1	-	1
192.	teddy bear	1	-	1
193.	tower	1	-	1
194.	uncle	1	-	1
195.	uniform	1	-	1
196.	vine	1	-	1
197.	way	1	-	1
198.	wolf	1	-	1

199.	zoo	1	-	1
------	-----	---	---	---

The Table No. 2 mirrors that the noun *dog* has the highest frequency of occurrence. It occurs 19 times in the textbook. Out of 19 times it occurs 15 times in the singular form and 4 times in the plural form. Out of 199 nouns, 89 (44.72%) different nouns occur only one time in the textbook.

This fact shows that frequency of occurrence among nouns is unbalanced because 89 nouns occur only one time. Most of the nouns used in the textbook are concrete. So, the selection of nouns is good.

ii. Frequency of Occurrence of the Verbs

Altogether 93 vocabulary items related to verbs were found to be used in the textbook. Verbs with their frequency of occurrence are presented in the following table.

Table No. 3**Verbs with Their Frequency of Occurrence**

S.N.	Verbs	Inf.	V-ed	V-en	V-ing	V-^{s/es}	Freq.
1.	say	36	1	-	-	3	40
2.	listen	29	-	-	-	-	29
3.	write	23	3	-	-	-	26
4.	go	4	8	-	12	1	25
5.	read	16	-	-	1	-	17
6.	look	10	-	-	1	-	11
7.	match	11	-	-	-	-	11
8.	wear	-	-	-	10	-	10
9.	answer	9	-	-	-	-	9
10.	copy	9	-	-	-	-	9
11.	sleep	-	-	-	1	8	9
12.	ask	8	-	-	-	-	8
13.	play	1	1	-	6	-	8
14.	eat	2	1	-	4	-	7
15.	drink	1	3	-	3	-	7
16.	sit	-	1	-	6	-	7
17.	see	4	3	-	-	-	7
18.	repeat	7	-	-	-	-	7
19.	put	6	-	-	-	-	6
20.	ride	4	-	-	2	-	6
21.	stand	3	-	-	2	-	5
22.	work	1	2	-	-	2	5
23.	clear	3	1	-	-	-	4
24.	quack	4	-	-	-	-	4
25.	swim	1	-	-	3	-	4
26.	choose	3	-	-	-	-	3
27.	fly	-	3	-	-	-	3
28.	take	2	1	-	-	-	3
29.	talk	3	-	-	-	-	3
30.	break	1	1	-	-	-	2
31.	climb	1	1	-	-	-	2
32.	come	-	1	-	1	-	2

33.	complete	2	-	-	--	-	2
34.	dance	2	-	-	-	-	2
35.	draw	1	1	-	-	-	2
36.	drop	2	-	-	--	-	2
37.	fall	2	-	-	-	-	2
38.	jump	2	-	-	-	-	2
39.	laugh	1	-	-	1	-	2
40.	move	2	-	-	-	-	2
41.	phone	-	2	-	-	-	2
42.	run	-	-	-	2	-	2
43.	sing	1	-	-	1	-	2
44.	touch	2	-	-	-	-	2
45.	weep	2	-	-	-	-	2
46.	beat	1	-	-	-	-	1
47.	bark	-	-	-	1	-	1
48.	be	-	--	1	-	-	1
49.	bear	-	-	1	-	-	1
50.	brush	-	1	-	-	-	1
51.	begin	-	-	-	-	1	1
52.	carry	-	-	-	1	-	1
53.	clap	1	-	-	-	-	1
54.	count	1	-	-	-	-	1
55.	drive	1	-	-	-	-	1
56.	describe	-	-	-	1	-	1
57.	fight	1	-	-	-	-	1
58.	get	-	1	-	-	-	1
59.	guess	1	-	-	-	-	1
60.	help	1	-	-	-	-	1
61.	hide	1	-	-	-	-	1
62.	hold	1	-	-	-	-	1
63.	knit	1	-	-	-	-	1
64.	open	1	-	-	-	-	1
65.	point	1	-	-	-	-	1
66.	pull	1	-	-	-	-	1
67.	punch	-	-	-	1	-	1
68.	rise	1	-	-	-	-	1
69.	try	1	-	-	-	-	1

70.	tumble	-	-	-	1	-	1
71.	use	1	-	-	-	-	1
72.	walk	1	-	-	-	-	1
73.	watch	-	1	-	-	-	1
74.	is	-	-	-	-	-	223
75.	are	-	-	-	-	-	52
76.	have	28	2	-	-	22	52
77.	do	12	5	-	17	3	37
78.	was	-	-	-	-	-	30
79.	were	-	-	-	-	-	13
80.	am	-	-	-	-	-	4
81.	can	-	-	-	-	-	1
82.	look at	8	-	-	-	-	8
83.	get up	3	3	-	-	1	7
84.	sit down	7	-	-	-	-	7
85.	go out	4	-	-	-	-	4
86.	run away	3	-	-	-	-	3
87.	climb up	-	2	-	-	-	2
88.	fall down	-	2	-	-	-	2
89.	pick up	2	-	-	-	-	2
90.	come in	1	-	-	-	-	1
91.	hold up	1	-	-	-	-	1
92.	point to	1	-	-	-	-	1
93.	stand up	1	-	-	-	-	1

Note: Nos. 1-73, Nos. 74-81 and Nos.82-93 represent lexical verbs, auxiliary verbs and phrasal verbs respectively.

The Table No. 3 shows that 73 (Nos.1-73) lexical verbs are used in the textbook. Among lexical verbs, the verb *say* has the highest number of frequency. It occurs 40 times in the textbook. Out of 40 times, it occurs 36 times as an infinitive form, once in the past form and 3 times in the present form (i.e. V-^{s/es}). Similarly, there are 8 (Nos.74-81) auxiliary verbs used in the textbook. Among them, the auxiliary verb *is* has the highest number of frequency. It has occurs 223 times in the textbook. Similarly, there are 12 (Nos.82-93) phrasal verbs used in the textbook. Among them, *look at* occurs 8 times in the textbook. So, *look at* has the highest number of frequency of

occurrence. It is also noticed that the auxiliary verb *is* has the highest number of frequency among all the verbs found in the textbook.

iii. Frequency of Occurrence of the Adjectives

Altogether 25 vocabulary items belonging to adjectives were found to be used in the textbook. Adjectives found in the textbook are presented in the Table No. 4 with their frequency of occurrence.

Table No. 4

Adjectives with their Frequency of Occurrence

S.N.	Adjectives	Freq.
1.	fat	11
2.	thin	10
3.	tall	8
4.	big	7
5.	old	7
6.	near	6
7.	black	5
8.	oral	5
9.	correct	4
10.	small	4
11.	new	3
12.	beautiful	2
13.	fine	2
14.	long	2
15.	ugly	2
16.	wide	2
17.	bright	1
18.	full	1
19.	good	1
20.	happy	1
21.	narrow	1
22.	right	1
23.	similar	1
24.	wrong	1
25.	young	1

The Table No. 4 indicates that the adjective *fat* has the highest number of frequency. It occurs 11 times in the textbook. Out of 25 adjectives, 9 (36%) different adjectives occur only one time in the textbook. Among three degrees of comparison of adjectives, positive was found to be used in the textbook. There is no balance in the frequency of occurrence of adjectives.

iv. Frequency of Occurrence of the Adverbs

Altogether 14 vocabulary items belonging to adverbs were found to be used in the textbook. Adverbs found in the textbook are tabulated with their frequency of occurrence in the following way.

Table No. 5

Adverbs with their Frequency of Occurrence

S.N.	Adverbs	Freq.
1.	where	33
2.	how	30
3.	there	28
4.	o'clock	11
5.	yesterday	10
6.	not	6
7.	today	4
8.	tomorrow	3
9.	also	2
10.	here	2
11.	now	2
12.	together	2
13.	everywhere	1
14.	only	1

The Table No. 5 shows that the adverb *where* has the highest number of frequency. It occurs 33 times in the textbook. Out of 14 adverbs, 2 (14.29%) adverbs occur only one time in the textbook.

v. Frequency of Occurrence of the Pronouns

Altogether 20 vocabulary items belonging to pronouns were found to be used in the textbook. Pronouns found in the textbook are presented in the following table with their frequency of occurrence.

Table No. 6

Pronouns with their Frequency of Occurrence

S.N.	Pronouns	Freq.	S.N.	Pronouns	Freq.
1.	she	75	11.	that	12
2.	what	71	12.	which	11
3.	he	65	13.	his	10
4.	you	55	14.	they	5
5.	I	44	15.	who	5
6.	it	32	16..	mine	3
7.	my	24	17.	its	1
8.	your	23	18.	me	1
9.	this	15	19.	something	1
10.	her	12	20.	yourselves	1

The Table No. 6 shows that among 20 different pronouns, the personal pronoun *she* has the highest number of frequency. It occurs 75 times in the textbook. Out of 20 pronouns, 13 personal pronouns (e.g. *I, he they*, etc), 3 interrogative pronouns (e.g. *What, which*, etc.), 2 demonstrative pronouns (e.g. *this, that*, etc.), 1 reflexive pronoun (e.g. *myself*, etc.) and 1 indefinite pronoun (e.g. *something*) are found to be used in the textbook.

vi. Frequency of Occurrence of the Prepositions

Altogether 13 vocabulary items belonging to prepositions were found to be used in the textbook. They are presented in the following table with their frequency of occurrence.

Table No. 7

Prepositions with their Frequency of Occurrence

S.N.	Prepositions	Freq.
1.	in	36
2.	to	20
3.	at	17
4.	on	16
5.	of	10
6.	under	8
7.	with	5

S.N.	Prepositions	Freq.
8.	up	3
9.	about	2
10.	inside	2
11.	outside	2
12.	for	1
13.	over	1

The Table No. 7 shows that among 13 different prepositions, the preposition *in* has the highest number of frequency of occurrence that occurs 36 times in the textbook. Out of 13 prepositions, 2 (15.39%) different prepositions occur only one time in the textbook.

vii. Frequency of Occurrence of the Conjunctions

Altogether 3 vocabulary items belonging to conjunctions were found to be used in the textbook. They are presented with their frequency of occurrence in the Table No. 8.

Table No. 8

Conjunctions with their Frequency of Occurrence

S.N.	Conjunctions	Freq.
1.	and	71
2.	or	7
3.	but	5

The Table No. 8 shows that three co-ordinating conjunctions were used in the textbook. Among these three different co-ordinating conjunctions, *and* has the highest number of frequency. It occurs 71 times in the textbook. Similarly, *or* and *but* occur 7 and 5 times respectively. This fact shows that there is the great disparity in the frequency of the conjunctions.

viii. Frequency of Occurrence of the Articles

Both indefinite *a* and *an* and definite *the* articles were found to be used in the textbook. They are tabulated with their frequency of occurrence in the Table No. 9.

Table No. 9

Articles with their Frequency of Occurrence

S.N.	Articles	Freq.
1.	a	152
2.	the	103
3.	an	6

This Table No. 9 shows that the indefinite article *a* has the highest number of frequency of occurrence than others. It occurs 152 times in the textbook.

Similarly, definite article *the* and indefinite article *an* occur 103 and 6 times respectively.

The greater disparity is also seen in the frequency of occurrence of articles.

ix. Frequency of Occurrence of the Interjections

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

Table No. 10

Interjections with their Frequency of Occurrence

S.N.	Interjections	Freq.
1.	no	14
2.	hello	12
3.	yes	11
4.	good bye	8
5.	bye-bye	5
6.	bye	4
7.	thank you	4
8.	please	2
9.	well done	1
10.	ha! ha! ha!	1

The Table No. 10 shows that the interjection *no* has the highest number of frequency of occurrence. It occurs 14 times in the textbook. Similarly, *hello*, *yes*, *good bye*, *bye-bye*, *bye*, *thank you* and *please* occur 12 times, 11 times, 8 times, 5 times, 4 times, 4 times, and 2 times respectively. Two different interjections namely *well done* and *ha! ha! ha!* occur only one time in the textbook.

x. Frequency of Occurrence of the Quantifiers

Altogether 4 different vocabulary items belonging to quantifiers were found to be used in the textbook. They are presented with their frequency of occurrence in the Table No. 11.

Table No. 11

Quantifiers with Their Frequency of Occurrence

S.N.	Quantifiers	Freq.
1.	many	18
2.	little	11
3.	all	3
4.	some	2

The Table No. 11 shows that the quantifier *many* has the highest number of frequency of occurrence. It occurs 18 times in the textbook. Similarly, *little*, *all*, *some* occur 11, 3 and 2 times respectively. Great disparity is also seen in the frequency of occurrence of the quantifiers.

xi. Frequency of Occurrence of the Numerals

Altogether 26 numerals were found to be used in the textbook. They are presented with their frequency of occurrence in the Table No. 12.

Table No. 12

Numerals with Their Frequency of Occurrence

S.N.	Numerals	Freq.	S.N.	Numerals	Freq.
1.	one	12	14.	one hundred	1
2.	ten	6	15.	seventeen	1
3.	five	4	16.	seventy	1
4.	fifty six	3	17.	seventy four	1
5.	four	3	18.	six	1
6.	thirty six	3	19.	thirty five	1
7.	twenty nine	3	20.	three	1
8.	two	3	21.	twelve	1
9.	nine	2	22.	twenty	1
10.	seven	2	23.	twenty five	1
11.	six	2	24.	twenty four	1
12.	forty	1	25.	twenty two	1
13.	nineteen	1	26.	first	1

Note: Nos. 1-25 and No.26 represent cardinal and ordinal numbers respectively.

The Table No. 12 shows that both cardinal and ordinal numbers were found to be used in the textbook. The cardinal number *one* has the highest number of frequency among all the numerals. It occurs 12 times in the textbook. Only one ordinal number *first* occurs once in the textbook.

3.2.2. Frequency of Occurrence of the Abbreviated Forms

Altogether 2 different abbreviated forms were found to be used in the textbook. They are presented with their frequency of occurrence in the Table No. 13.

Table No. 13

Abbreviated Forms with Their Frequency of Occurrence

S.N.	Abbreviated Forms	Freq.
1	Mr.	5
2	T.V	2

The Table No. 13 shows that two abbreviated words (i.e. Mr. and T.V) occur in the textbook. The abbreviated words, *Mr.* and *T.V.* occur 5 and 2 times respectively.

3.2.3. Frequency of Occurrence of the Conventionalized Multiword Forms

Altogether 8 different conventionalized multiword forms were found to be used in the textbook. They are presented with their frequency of occurrence in the Table No. 14.

Table No. 14

Conventionalized Multiword Forms with Their Frequency of Occurrence

S.N.	Conventionalized Multiword Forms	Freq.
1.	good morning	4
2.	good night	4
3.	good afternoon	2
4.	good evening	2
5.	keep quiet	2
6.	see you	2
7.	come here	1
8.	half-past	1

The Table 14 shows that out of 8 different conventionalized multiword forms, *good morning* and *good night* have the highest number of frequency. They occur 4 times in the textbook. Similarly, the conventionalized multiword forms *come here* and *half-past* occur once in the textbook.

3.2.4. Frequency of Occurrence of the Contracted Forms

Altogether 11 different contracted forms were found to be used in the textbook. They are presented with their frequency of occurrence in the Table No. 15.

Table No. 15

Contracted Forms with Their Frequency of occurrence

S.N.	Contracted Forms	Freq.
1.	it's	45
2.	what's	14
3.	she's	6
4.	he's	3
5.	that's	1
6.	where're	1
7.	I'm	14
8.	don't	19
9.	haven't	5
10.	isn't	5
11.	didn't	1

Note:

- Nos. 1-5, Nos. 6, No. 7, Nos. 8-11 represent *is contraction*, *are contraction*, *am contraction* and *negative contraction* respectively.
- Contracted forms which were contracted with proper nouns are not included in the frequency. (e.g. *Ram's*)

The Table No. 15 shows that the contracted forms. *It's* (it is) has the highest number of frequency. It occurs 45 times in the textbook. Among negative contacted forms, the contracted word *don't* (do not) has the highest number of frequency of occurrence. It occurs 19 times in the textbook.

3.3 Vocabulary Items in Terms of Syllable Structure and Consonant Cluster

The data was analyzed in terms of phonological structure under the following subheadings.

3.3.1 Syllable

In terms of syllable, the data was analyzed under the following subheadings.

i. On the Basis of the Number

On the basis of the number of the syllable, words are classified into four groups: One syllabic (i.e. monosyllabic), two syllabic, three syllabic, four syllabic. Number and percentage of words according to their number of syllables are presented in the Table No. 16.

Table No. 16

Number and Percentages of Words According to Their Number of Syllables

S.N.	No of syllables	No. of words	Percentage
1.	One syllables	268	65.36
2.	Two syllables	106	25.85
3.	Three syllables	34	8.30
4.	Four syllables	2	0.49
Total		410	100

Note: The same word belonging to different parts of speech is supposed to be a single word in this table (See Appendix II)

The Table No. 16 mirrors that out of 410 words, 268 (65.36 %) words are monosyllabic, 106 (25.85 %) words are two syllabic, 34 (8.30 %) words are three syllabic, 2 (0.49 %) are four syllabic.

Among 199 nouns, 118 are one syllabic, 57 are two syllabic, 22 are three syllabic and 2 are four syllabic. Out of 93 verbs, 74 are one syllabic, 18 are two syllabic, 1 is three syllabic. Similarly, out of 25 adjectives, 19 are one syllabic, 4 are two syllabic, 2 are three syllabic. Similarly, among 14 adverbs, 6 are one syllabic, 4 are two syllabic, 4 are three syllabic. Out of 20 pronouns, 18 are one syllabic, 2 are two syllabic. Among 13 prepositions, 8 are one syllabic, 5 are two syllabic. Out of 3 conjunctions, all are one syllabic. Among 10 interjections, 4 are one syllabic, 5 are two syllabic and 1 is three syllabic. Out of three articles, all are one syllabic. Among 4 quantifiers, 3 are one syllabic, 1 is two syllabic. Out of 26 numbers, 11 are one syllabic, 6 are two syllabic, 9 are three syllabic. (See Appendix II)

This fact shows that the more emphasis is given to monosyllabic word because it occupies 66.59 % of the total word in the textbook. It is also noted that the less priority is given to four syllabic words. Presenting four syllabic words to the beginners of foreign language learners may be impractical because they can't pronounce these words easily.

ii. On the Basis of the Syllable Structure of the Words

The structure of the syllable can be represented by the syllabic pattern in terms of consonant and vowel segments. Syllable structures of the words found in the textbook are presented with examples as follows (See Appendix III).

Syllable Structures	Examples
CV	boy
CVC	bag
CVCC	jump
CVCCC	jungle
CVCCCV	seventy
CVCCVC	children
CVCCVCVC	computer
CVCCV	birthday
CVCCVC	housewife
CVCCVCC	hospital

CVCCVCCVC	badminton
CVCCVCV	library
CVCCVCVC	shopkeeper
CVCCVCVCC	conversation
CVCV	copy
CVCVC	garden
CVCVCC	bicycle
CVCVCCC	yourselves
CVCVCCV	butterfly
CVCVCCVC	policeman
CVCVCV	banana
CVCVCVC	uniform
CVCVV	radio
CVVC	lion
CCCVC	street
CCCVCCC	student
CCV	play
CCVC	black
CCVVC	crayon
CCVVCC	flowers
CCVCC	friend
CCVCCC	friends
CCVCCV	Tuesday
CCVCCVC	classroom
CCVCCVCC	playground
CCVCCVCVC	newspaper
CCVCCCV	swiftly
CCVCVCC	beautiful
CCVCVC	cricket
CCVCV	Friday
CCVCVCVC	story book
V	a
VC	all
VCC	old
VCCC	uncle
VCCCVCV	umbrella
VCCVC	inside

VCCV	also
VCCVCVC	everywhere
VCVC	about
VCVCC	eleven
VCVCCC	animals
VCVCVCC	elephant

Note: Syllable structures of the compound words and phrasal verbs are not included here.

The above list shows that 53 different structures of the words have been found in the textbook.

3.3.2 Consonant Clusters in Initial Position

Two or three consonants in sequence were found to be used at the beginning of the words which are presented below.

i. Initial Consonant Clusters: Two Consonants

Initial consonant clusters with two consonants found in the textbook are presented below.

/bj/	as in beautiful	/nj/	as in new
/bl/	as in black	/pl/	as in plate
/br/	as in brother	/kw/	as in quack
/cl/	as in clap	/sk/	as in school
/cr/	as in crayon	/sl/	as in sleeps
/dr/	as in drink	/sm/	as in small
/fl/	as in flower	/sp/	as in spade
/fr/	as in Friday	/st/	as in stand
/gl/	as in glass	/sw/	as in swiftly
/gr/	as in grandfather		
/θr/	as in three		
/tr/	as in tree		
/tj/	as in Tuesday		

(See Appendix

III)

ii. Initial Consonant Clusters: Three Consonants

Following types of consonant clusters were found starting with CCCV.

/flj/ as in flew /str/ as in street /stj/ as in student

The above list (A and B) shows that the initial consonant clusters having the syllable structure CCV and consonant clusters having the syllable structure CCCV were found in the textbook.

Consonant cluster in spoken Nepali is very rare. That's why, students feel difficulty in learning English consonant clusters such as /str/, /stj/, /gl/, /dr/, /tw/, etc. In this connection Bhattarai (2004:3) says, "From pedagogical point of view, *clap*, *draw*, *play*, *stand*, *read* and *write* pose great difficulty to the beginners in that these have /kl/, /dr/, /pl/, and /st/ cluster are not found in Nepali. Similarly, sound /r/ also becomes difficult to pronounce for the small children. These sound units should not have been introduced in the primary grades"

3.3.3 Consonant Clusters in Final Position

Two and three consonants in sequence were found to be used at the end of words which are presented below. (See Appendix III)

i. Final Consonant Clusters: Two consonants

Final consonant clusters with two consonants found in the textbook are as follows:

/fl/	as in beautiful	/sn/	as in listen
/kl/	as in bicycle	/tl/	as in little
/ks/	as in box	/st/	as in past
/ml/	as in camel	/pl/	as in people
/ts/	as in cats	/vn/	as in seven
/nt/	as in chant	/ps/	as in sleeps
/ʃn/	as in conversation	/bl/	as in table
/kt/	as in correct	/lf/	as in wolf
/ns/	as in dance	/dz/	as in words
/gz/	as in dogs		
/nk/	as in drink		
/lz/	as in girls		
/lp/	as in help		
/tl/	as in hospital		
/mp/	as in jump		

ii. Final Consonant Clusters: Three Consonants

The above lists (A and B) show that final consonant clusters having the syllable structure VCC and VCCC occur in the textbook. Obviously, beginners of the foreign language learners may feel difficulty to pronounce the cluster VCCC at the final position of the word. So, it is better not to introduce such type of words in the primary level.

3.4 Vocabulary Items in Terms of Morphological Structure

In terms of morphological structure, the data was analyzed under the following subheadings.

3.4.1 Monomorphemic Words

Most of the words used in the textbook are monomorphemic. Out of 410 total word forms, 330 (80.49%) are monomorphemic. Out of 199 nouns, 178 (89.44%) are monomorphemic. Similarly, out of 93 verbs 56 (60.21%) verbs are monomorphemic. Likewise, out of 25 adjectives, 24 (96%) adjectives are monomorphemic. In the same way, out of 14 adverbs, 13 (92.85%) adverbs are monomorphemic. Out of 20 pronouns, 18 (90 %) pronouns are monomorphemic. Out of 13 prepositions, 11 (84.61 %) prepositions are monomorphemic. Similarly, out of 3 conjunctions, all the conjunctions are monomorphemic. Out of 10 interjections, 5 (50%) are monomorphemic. In the same way, out of 3 articles, all the articles are monomorphemic. Similarly, out of 4 quantifiers all are monomorphemic. Out of 26 numerals, 15 (57.70 %) are monomorphemic.

3.4.2 Polymorphemic Words

Among 410 words, 80 (19.51 %) are polymorphemic. Out of 199 nouns, 21 (10.55 %) are polymorphemic. Out of 93 verbs, 37 (39.79%) are polymorphemic. Among them, 25 are lexical verbs and 12 are phrasal verbs. Similarly, out of 25 adjectives, 1 (4%) is polymorphemic. Similarly, out of 14 adverbs 1 (7.14%) is polymorphemic. Out of 20 pronouns, 2 (10%) are polymorphemic. Similarly, out of 13 prepositions, 2 (15.39%) are polymorphemic. In the same way, among 10 interjections, 5 (50%) are polymorphemic. In the same way, out of 26 numerals, 11 (42.30%) are polymorphemic. Polymorphemic conjunctions, articles and quantifiers are not found in the textbook.

Note:

1. The same lexeme having different morphological structure has been counted as different words in 3.4.1 and 3.4.2
2. Words belonging to more than one word class has been counted as a single lexeme in 3.4.1 and 3.4.2

Except inflected words (i.e. words formed through the inflectional suffixes, two types of polymorphemic words are found to be used in the textbook. They are as follows:

i. Complex Words

On the basis of the structure of the complex words, the following type of affixation is found.

Single Affixation

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

<u>Root</u>		<u>Suffix</u>	
converse (verb)	+	ation	=conversation (noun)
drive (verb)	+	er	= driver (noun)
every (adverb)	+	where	=everywhere (adverb)
farm (noun)	+	er	= farmer (noun)
out (preposition)	+	side	=outside (preposition)
river (noun)	+	side	= riverside (noun)
shop (noun)	+	keeper	=shopkeeper (noun)
swift (adjective)	+	ly	= swiftly (adverb)
beauty (noun)	+	full	=beautiful(adjective)
teach (verb)	+	er	= teacher (noun)
compute (verb)	+	er	= computer (noun)

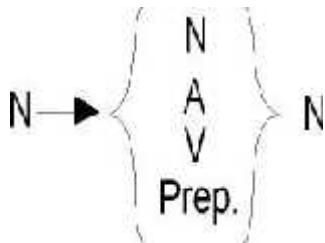
In this way, altogether 11 complex words formed through the process of single affixation are found to be used in the textbook.

There is no word having multiple affixations (i.e. a root with more than derivational suffix) in the textbook.

ii. Compound words

On the basis of the head word (i.e. dominant constituent of the entire compound word), only 22 compound nouns are found in the textbook. Out of 22 compound nouns, 18 are found containing a noun followed by another noun, 3 are found containing an adjective followed by a noun and 1 is found containing a verb followed by a noun.

According to Katamba (1993:323), the general structure of the compound noun is as follows.



Among them, the following ones are found to occur in the textbook.

A. N → NN

birthday	notebook
book-shop	policeman
classroom	storybook
cricket bat	seventy four
exercise book	thirty five
fifty six	thirty six
homework	twenty five
housewife	twenty four
	twenty nine
	twenty two

B. N → AN

grandfather
grandmother

half-past

C. N → VN

playground

The above examples show that out of 22 compound words, 18 compound words containing a noun followed by another noun are found. Similarly, 3 compound words containing adjective followed by a noun is found. Similarly, only 1 compound word containing verb followed by a noun is found.

For the beginners of foreign language learners, compound words containing verb followed by a noun should not be presented because they may have difficulty to grasp the meaning of such words. Thus, for the beginners of foreign language learners, compound words containing a noun followed by another noun should be presented.

Beside these, there is one word (i.e. *bye-bye*) which is formed through the process of reduplication in which the same word is repeated without any change.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main objectives of this research was to find out the vocabulary items used in **My English Book for Grade Two** in terms of parts of speech, frequency, syllable structure and consonant cluster and morphological structure.

To carry out the research, **My English Book for Grade Two** was intensively studied. Then, all the vocabulary items were counted and tabulated to find out their word class, number of frequency, phonological structure and morphological structure.

On the basis of the study and interpretation, the findings of the present study are summarized below.

1. In terms of parts of speech (i.e. word class) 410 different vocabulary items are found to be used in **My English Book for Grade Two**. (See Appendix I)
2. Among different parts of vocabulary (i.e. word class), nouns occupy the highest number of vocabulary items in the textbook. Out of 410 different vocabulary items, 199 different nouns are found to be used in **My English Book for Grade Two**. Most of the nouns used in the textbook are concrete. So, selection of nouns is found good.
3. Regarding the frequency of occurrence, the auxiliary verb *is* has the highest number of frequency among all the words found in **My English Book for Grade Two**. It occurs 223 times in the textbook.

4. In Grade Two, the number of adjectives is 25. Among three degrees of comparison of adjectives (i.e. positive, comparative and superlative), the adjectives in positive degree are found in the textbook.
5. Out of 410 words included in parts of speech, 93 verbs (73 lexical verbs, 8 auxiliary verbs and 12 phrasal verbs), 25 adjectives 14 adverbs , 20 pronouns, 13 prepositions, 3 conjunctions, 10 interjections, 3 articles, 4 quantifiers, 26 numerals were found to be used in **My English Book for Grade Two**. Beyond word classes, 2 abbreviated forms, 8 conventionalized multiword forms and 11 contracted forms are used in the textbook of Grade Two.
6. Personal pronouns, demonstrative pronouns, reflexive pronouns and interrogative pronouns are found to be used in the textbook of Grade Two.
7. Only co-ordinating conjunctions (i.e. and, or and but) are found to be used in Grade Two textbook.
8. Both cardinal and ordinal numbers are found to be used in the textbook of Grade Two.
9. Both definite and indefinite articles are found to be used in the textbook of Grade Two.
10. Among conventionalized multiword forms, *good morning* and *good night* have the highest number of frequency. They occur 4 times in the textbook.
11. Among contracted forms, *it's* (it is) has the highest number of frequency. It occurs 45 times in the textbook.
12. Among 410 word forms, 268 (65.36%) are monosyllabic, 106 (25.85 %) are two syllabic, 34 (8.30%) are three syllabic and 2 (0.49%) are four syllabic. (See Appendix II)

13. The words which have initial consonant clusters having the CCV and CCCV are found in the textbook.
14. Both monomorphemic and polymorphemic words are found to be used in the textbook.
15. Only the single affixation, for instance, swiftly is used to form complex vocabulary items in the textbook.
16. Compound words which are used in the textbook are formed through the process of adjective + noun, noun + noun and verb+ noun, for instance, grandfather, birthday, playground respectively.

4.2 Recommendations

On the basis of the findings from the analysis and interpretation of data, the following recommendations have been made.

1. All the vocabulary items found in the textbook are not listed in the word list. The textbook presents a list of only 215 vocabulary items. (See Appendix IV).So, it would be better if all the vocabulary items in the textbook were presented in the word list.
2. The ratio of the frequency of occurrence of vocabulary items should be balanced. A great disparity is seen in the frequency of occurrence among the vocabulary items. It is difficult here to decide whether the vocabulary items that occur in the textbook are scientifically selected or not. So, vocabulary items should be selected on the basis of the scientific principle.
3. Regarding the cardinal numbers, one to hundred are not included in the textbook but randomly five, twenty, one hundred are selected and used. It creates confusion to the students and teachers, too. In the sense that teacher can't assess how much (i.e, either up to hundred or

up to ten) of cardinal numbers are taught. So, it needs modification of the textbook in terms of vocabulary items.

4. It would be better if the word list presented in the textbook were divided into different parts of speech so that both the teachers and the students could be familiar with the parts of speech and treat the words accordingly.

REFERENCES

- Aarts, F. and Aarts.1986. **English syntactic structures**. New York: Pergamon Press.
- Basnet, N. B. 2002. **Fundamentals of Language and Linguistics**. Kathmandu: Kshitiz Prakashan.
- Bhattarai, G. R. 2001. **Evaluating English Textbooks for Grade VI-X**. Kathmandu : Ratna Pustak Bhandar.
- Bloomfield, L.1933. **Language**. (Indian Edition) New Delhi: Motilal Banarasidas.
- Cele-Murcia, M. and D. Larsen – Freeman, 1983. **The Grammar book, An ESLEFL Teacher’s course**. Massachusetts: Newbury.
- Crystal, D. 1996. **A Dictionary of Linguistics and Phonetics**. Basil Blackwell.
- Harmer, J. 1997. **The Practice of English Language Teaching** (New Edition). London: Longman.
- Hornby, A. S. 1998. **Oxford Advanced Learner’s Dictionary** (Fifth Edition). Oxford: CUP.
- Kansakar, T. R. 1998. **A Course in English Phonetics**. Chennai: Orient Longman.
- Katamba, F. 1993. **Morphology**. London: McMillan.
- Kumar, R. 1996. **Research Methodology**. London: Sage Publications.
- Lamichhane, P.B. 1999. **An analysis of the New English Textbook for Grade Eight**. An Unpublished M.Ed. Thesis. Kathmandu:T.U.
- Langacker, R.W. 1973. **Language and its structure**. New York: Harcourt Brace and World.
- Lyons, J. 1968. **Introduction to Theoretical Linguistics**. London: CUP.
- O’corner, J.D. 1992. **Better English Pronunciation**. London: CUP. Richards, J. et al. 1985. **Longman Dictionary of Applied Linguistics**. Essex: Longman.
- Sapir, E. 1978. **Language**. London: Granada Publishing Ltd.

- Shah, P. K. et al. 2004. **My English Book Grade II**. Bhaktapur: CDC.
- Simpson, J.A. and E.S.C. Weiner.1989. **The Oxford English Dictionary**. Vol. XIX. Oxford: Clarendon Press.
- Thomson, A. J. and A.R. Martinet, 1993. **A Practical English Grammar**. Oxford: OUP.
- Tiwari, B. 2001. **A Study on English Vocabulary Achievement by the Students of Grade X**. An Unpublished M.ED. Thesis. Kathmandu: T.U.
- Tiwari, H. P. 2004. **An Analysis of the Vocabulary Used in the English Textbook for Grade Four**. An Unpublished M.ED. Thesis. Kathmandu : T.U
- Wallace, M. J. 1989. **Teaching Vocabulary**. London: ELBS.
- Yule, G.1997. **The Study of Language** (Low price edition). Cambridge: CUP.

APPENDIX - 1

NUMBER OF VOCABULARY ITEMS ACCORDING TO THEIR PARTS OF SPEECH USED IN THE TEXTBOOK OF GRADE TWO

Nouns:

action animal apple aunt badminton bag
banana bean bed bee bicycle bike
bird birthday board bone book
 bookshop boot box boy brother
 butterfly cage
camel carp cart cat chain
 chair
chalk chant chautary cheek child classroom
clock coat comb computer conversation
crayon cricket bat crown day den doctor
 dog drill drive duck duster
 elephant exercise
eye fairy farm farmer father
 fish
flower food foot football Friday
 friend
front game garden gate girl
 glass goat grandfather grandmother group
 hair hand
hat head heart hill hole
 home homework hopscotch hospital hour
 house housewife hunter jungle kite
 knee knife knot land lane
 lesson letter library light
line lion load man mango
March
market meal milk mind miss
Monday monkey morning mother mouse name
newspaper nose nurse notebook number
 order padlock

pail pair park parrot past pen
 pencil people pet picture piece
 pilot pine plate playground policeman
 pool puppy queen rabbit radio
 rhyme river riverside road room
 ruler sari Saturday school
 sentence sheep shirt shoe shop
 shopkeeper sir sister sock soldier
 spade spider
 storybook street student Sunday table
 taxi tea teacher teddy bear thing
 Thursday tiger time tooth top
 tower tree Tuesday umbrella uncle
 uniform vine water way Wednesday window
 wolf woman word year
 zoo

Verbs :

am answer are ask
 bark
 be bear beat begin
 break
 brush can carry choose
 clap
 clean climb climb up come
 come in
 complete copy count dance
 describe
 do draw drink drive
 drop
 eat fall fall down fight fly
 get get up go go out
 guess
 have help hide hold
 hold up
 is jump knit laugh
 listen

look	look at	match	move	
	open			
phone	pick up	play	point	
point to				
pull	punch	put	quack	
	read			
repeat	ride	rise	run	run
away				
say	see	sing	sit	sit
down				
sleep	stand	stand up	swim	
	take			
talk	touch	try	tumble	use
walk	was	watch	wear	
	weep			
were	work	write		

Adjectives :

beautiful	big	black	bright	
correct				
fat	fine	full	good	
	happy			
long	narrow	near	new	old
oral	right	small	similar	tall
thin	ugly	wide	wrong	
	young			

Adverbs:

also	everywhere	here	how	not
now	o'clock	only	today	together
tomorrow	where	yesterday		

Pronouns:

he	her	his	I	it	its
me	mine	my	she	something	that
they	this	what	which	who	you

your yourselves

Prepositions :

about at for in inside of
on to outside over under up
with

Conjunctions:

and or but

Interjections:

bye bye –bye good bye ha !ha! ha!
hello no please thank you
well done yes

Articles:

a an the

Quantifiers:

all little many some

Numerals:

eleven fifty-six first five
forty
four nine nineteen one one
hundred
seven seventeen seventy seventy four six
ten thirty five thirty six three
twelve
twenty twenty five twenty four twenty nine twenty
two
two

APPENDIX - II

Words According to Their Number of Syllables used in the Textbook of Grade Two

One Syllabic Words:

a	action	all	am	an
and	apple	are	ask	at
aunt	bag	bark	be	bean
beat	bed	bee	big	bike
bird	board	bone	book	boot
born	box	boy	break	bright
brush	but	bye	cage	camel
can	carp	cart	cat	chain
chair	chalk	chant	cheek	child
choose	clap	clean	climb	clock
coat	comb	come	count	crown
dance	day	den	do	dog
doll	door	draw	drill	drink
drive	drop	duck	eat	eye
fall	farm	fat	feet	fetch
fight	fine	first	fish	five
fly	food	foot	for	four
friend	from	front	full	game
gate	get	girl	glass	go
goat	good	group	guess	hair
hand	hat	have	he	head
heart	help	her	here	hide
hill	his	hold	hole	home
hour	house	I	in	is
it	its	jump	jungle	kite
knife	knit	knot	land	lane
laugh	lesson	light	line	lion
little	load	long	look	man
March	match	me	meal	milk
mind	mine	miss	mouse	move
my	name	near	new	nine
no	nose	not	now	nurse
of	old	on	one	or
pail	pair	park	past	pen
people	pet	phone	piece	pine
plate	play	please	pool	pull
punch	put	read	red	rhyme

ride	right	rise	room	run
say	see	seven	she	sheep
shirt	shoe	shop	short	sing
sir	sit	six	sleep	small
sock	some	spade	spy	stand
street	student	swim	table	take
talk	tall	tea	tooth	ten
that	the	them	then	there
they	thin	thing	this	three
throw	time	to	top	touch
tree	try	tumble	twelve	two
up	use	vine	walk	was
watch	way	wear	weep	were
what	where	which	white	who
wide	with	wolf	work	word
write	wrong	year	yes	you
young	your	zoo		

Two Syllabic Words:

about	after	also	animal	answer
bicycle	birthday	bookshop	brother	begin
bye-bye	carry	classroom	climb up	colour
come here	come in	complete	copy	correct
crayon	describe	doctor	driver	duster
eleven	fairy	farmer	father	fall down
flower	football	forty	Friday	garden
get up	good bye	go out	happy	hello
hold up	homework	hopscotch	hospital	here
homework	housewife	inside	letter	look at
mango	market	Monday	monkey	morning
mother	narrow	nineteen	notebook	number
o'clock	only	open	oral	order
outside	over	padlock	parrot	pick up
picture	pilot	playground	point to	puppy
rabbit	radio	repeat	river	ruler
sari	school	sentence	seventeen	seventy
sister	sit down	soldier	someone	something
spider	stand up	Sunday	swiftly	taxi
teacher	Thursday	tiger	today	Tuesday
twenty	ugly	under	water	
	Wednesday			

window woman yourselves
Three Syllabic Words:

	badminton	banana	beautiful	butterfly
	chautary	computer	cricket bat	elephant
	everywhere	forty six	grandfather	
	grandmother	ha! ha! ha!	library	newspaper
	policeman			
four	riverside	run away	Saturday	seventy
	shopkeeper	storybook	similar	thirty five
	thirty six	together	tomorrow	twenty
five	twenty four	twenty nine	twenty two	
	umbrella	uniform	yesterday	

Four Syllabic Words:

conversation exercise book

APPENDIX –III

SYLLABLE STRUCTURE OF THE WORDS USED IN THE TEXTBOOK OF GRADE TWO

CV:

boy	bye	day	do	go	he
how	me	my	no	now	say
see	she	tea	the	they	to
two	way	who	you	zoo	

CVC:

bag	bean	beat	bed	bees	big
board	bike	bone	boot	born	boys
can	cage	carp	cart	cat	chain
CV(C) chalk	choose	clock	coat	comb	
come	days	den	doll	does	fat
feet	fetch	fight	fine	fish	food
foot	for CV(C)	four	CV (C) full	gate	
goat	goes	goal	good	guess	hair CV(C)
her CV (C)	has	hat	have	head	heart
home	here CV(C)	hide	hill	his	hole
house	kite	knife	knit	knot	land
lane	line	load	long	look	March
light	mind	mine	miss	mouse	move
match	name				
milk	near CV(C)	nine	nose	not	nurse
pair CV(C)	park	pen	pet	pine	pool
pull	read	red	rhyme	ride	right
rise	road	room	sheep	shirt	shoes
shop	short	sing	sir CV(C)	sit	some
take	talk	tall	teeth	ten	that
them	then	their CV(C)	thin	this	time
top	thoch	use	vine	walk	was
watch	what	where CV(C)	which	white	wide
with	word	work	write	wrong	yes
young	your CV(C)				

CVCC:

birds	books	box	camel
cats	cheeks	count	dance
dogs	ducks	first	jump
land	listen	little	past
people	milk	seven	six
socks	table	things	works
words	wolf		

CVCCC:

pencil	jungle	lessons
--------	--------	---------

CVCCCV:

Wednesday	seventy
-----------	---------

CVCCCVC:

children	hopscotch	hundred	complete	seventeen
----------	-----------	---------	----------	-----------

CVCCVCVC:

computer CVCCVCV(C)

CVCCV:

birthday	mango	Monday	monkey
Sunday	taxi	Thursday	window

CVCCVC:

doctor CVCCV(C)	duster CVCCV(C)	football
homework	housewife	hunter CVCCV(C)
monkeys	Mondays	nineteen
number CVCCV(C)	picture CVCCV(C)	sister CVCCV(C)
soldier CVCCV(C)	someone	something

CVCCVCC:

hospital	numbers CVCCV(C)C	padlocks
sentence	sisters CVCCV(C)C	

CVCCVCCVC:

Badminton	sentences
-----------	-----------

CVCCVCV:

yesterday	library
-----------	---------

CVCCVCVC :

shopkeeper CVCCVCV(C)

CVCCVCC:
conversation

CVCV:

copy
happy
narrow
today

fairy
hello
puppy

forty
money
sari

CVCVC:

garden
parrot
pilot
woman

market
rabbit

morning
repeat

colour CVCV(C)
letter CVCV(C)
ruler CVCV(C)
water CVCV(C)

farmer CVCV(C)
mother CVCV(C)
teacher CVCV(C)

father CVCV(C)
river CVCV(C)
tiger CVCV(C)

CVCVCC:

begins
letters CVCV(C) C

bicycle
tigers CVCV(C)C

correct

CVCVCCC:

bicycles

yourselves

CVCVCCV:

butterfly

CVCVCCVC:

policeman

CVCVCV:

banana

chautary

Saturday

tomorrow

CVCVCVC:

riverside
uniform

similar CVCVCV(C)

together CVCVCV(C)

CVCVV:

radio

CVVC:

lion

going

tower

CCCVC:

street

CCCVCCC:

student

CCV:

draw

new

play

spy

three

throw

tree

try

CCVC :

black

break

bright

clap

clean

climb

clock

crown

drill

drive

drop

from

group

plate

please

quack

queen

school

small

spade

swim

CCVVC:

crayon

flower

CCVVCC:

flowers CCVV(C)C

CCVCC:

drink

friend

front

sleeps

stand

twelve

CCVCCC:

friends

CCVCCV:

Tuesday

twenty

CCVCCVC:

classroom

CCVCCVCC:

playground

CCVCCVCVC:

newspaper CCVCCVCV (C)

CCVCCCV:

swiftly

CCVCVCC:

beautiful
spiders CCVCV(C)C

brothers CCVCV(C)C

CCVCVC:
brother CCVCV(C)
swimming

cricket driver CCVCV(C)

CCVCV:
Friday

CCVCVCVC:
storybook

V:
a I

VC:
all am an are V(C) at eat
eyes in is it of on
one or up

VCC
and apple ask aunt its old

VCCC: action apples uncle

VCCCVCV:
umbrella

VCCVC:
after VCCV(C) answer VCCV(C) inside
o'clock outside under VCCV(C)

VCCV:
also only ugly

VCCVCVC:
everywhere VCCVCV(C)

VCVC:
about oral open order VCV(C)

VCVCC:
eleven

VCVCCC:
animals

VCVCVCC:
elephant

APPENDIX - IV

VOCABULARY ITEMS LISTED IN GRADE TWO TEXTBOOK

Word list

about	count	glass	mango
aeroplane	cow	goat	many
afternoon	crayon	good	market
again	cricket	morning/ afternoon	mat
ant	dance	good-bye	moon
apple	den	grandmother	monkey
arm	desk	green	morning
aunt	doctor	hair	mother
bag	doing	hand	mouth
badminton	door	have/'ve	move
bean	down	head	nail
ball	drink/drinking	help	name
banana	drive/r	hen	net
bench	duster	here	near
bicycle	eat/eating	hide	newspaper
big	egg	hill	night
bird	elephant	hop/hopping	nose
black	everyone	hopscotch	old
blackboard	eye	house	open/opening
blue	face	how	orange
book	fall	ink	page
boot	family	jump/jumping	pan
bring	farmer	keep	park
bright	father	kite	parrot
brother	feet	knee	picture
brown	fine	knife	pick up/picking
brush	finger	knit	up pilot
cage	fish	knot	plate
carry	flag	ladder	please
carrot	floor	lamp	point to/pointing
cheeks	flower	laugh	to
city	food	leaf	police
children	foot	leg	pool
class/room	friend	listen	pull
clap	game	load	puppy
coat	garden	look/look at/looking at	put/putting
colour	girl	love	quiet
comb	give/giving	man	quick

radio	sit/sitting	table	under
read/reading	(down)	tap	uniform
rice	small	teacher	vine
ride	snake	thank you	volleyball
rise	sock	that/that's	watch
ruler	soldier	teeth	walk/walking
run/running	spade	there	water
school	spider	these	wave/waving
seat	stamp	thin	wear
sheep	stand/standing (up)	tiger	white
shirt	star	time	window
shop	stick	toe	write/writing
short	stone	touch/touchin	yak
show	story	g	yellow
shut/shutting	sun	tower	zoo
sister	sweet	tree	
	swim	umbrella	