

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language has been defined by various scholars in various ways. "Language is a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact" Finocchiaro (1964, p. 8).

Language is a means of human communication through which we express our desires, feelings, wants, thoughts etc. So, there is a great need of a language. It can also be taken as a means to have a good relationship among the people in a community, nation and the world as a whole. Language has enabled man to establish great civilization on this earth. Man differs from all other species because s/he possesses unique faculty of speech. Mankind is the only species gifted with the power of speech. We perceive the whole picture of the universe in terms of languages we pray and think, read and write, meditate and dream in terms of language. Language is the way of transmitting our history, thoughts, literature and the whole of our achievement from generation to generation.

There are many languages spoken in the world. Among them the English language is the most indispensable asset for us because it has gained the status of an international language. It is also often called a link language because it is used to communicate with the people of different linguistic background. So, the sound knowledge of English is our basic need. It can also be used as a lingua franca. Most of the books in the field of science and technology are written in English medium. So, it is an inevitable source of knowledge.

People interact with language with every other aspect of human life in society so it can be understood only if it is considered in relation to society. Each language is both a working system of communication in the period and in the community where it is used .

1.1.1 Importance of English Language Teaching in Nepal

Language is used as a means of communication among human beings. There are several languages in the world and English is one of them. Nowadays, it is also used as the second or foreign language worldwide. In fact, one out of seven people in the world speaks English with some level of competence. English has also been very beneficial in our country for the Nepali people. This has been a passport to see the world for them.

Firstly, when it is considered as the international language it has earned more popularity. Secondly, since, it is the language of science and technology, everybody is compelled to learn it. Considering this fact in mind, Junga Bahadur Rana, the Prime Minister of Nepal established an English elementary school (a primary school) on the ground floor of Thapathali Durbar in 1854. Even if it was not open for the public, it is assumed as the initiation of that language in the formal teaching in Nepal.

A radical change in politics with the establishment of democracy in 1950 also brought about change in education. It increased the access of English education along with other subject to the public. But instable policies towards teacher training and instability of the government could not help to grow the quality education in ELT along with other subjects.

The teacher education programme is a must for the quality development in ELT, along with others. Though some teacher education programmes like Basic Education Teacher Training Center in 1948, Remote Area Teacher Training in

1973, and Women Teacher Training in 1971 etc were initiated to train the primary teachers and to give equal access for women and girls to education, they could not get continuity. So, they did not bring any considerable change in teacher education.

Presently, Ministry of Education and Faculty of Education (Previously known as the Institute of Education) are running inservice and pre -service teacher trainings. Inservice teacher training programmes are being conducted by National Center for Education Development (NCED). Preservice teacher training education is being conducted by faculties and schools of different universities and Higher Secondary Education Board (HSEB) affiliated schools (Awasthi, 2003).

Anyway, the English language is regarded as the cry of the day in the context of Nepal which is a language of educated civilization. It is useful in each and every field of professional development, including the field of ELT. The English language has been introduced at grade one since 2060 B.S. and it has been taught as a compulsory subject up to bachelor level. English is taught as a specialized subject in PCL, B.Ed and M.Ed. English, as well as in Humanities and Social Sciences in T.U. In the Faculty of Education, it has been a much more popular language in the field of teaching and learning.

1.1.1.1 Vocabulary

Vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. Richards et al. (1999) say that "vocabulary refers to a set of lexemes (lexical items) including single word, compound, complex and idioms word". It is vocabulary which is much more important as it provides the vital organs and flesh on the structure of language. The term vocabulary is defined differently in different books.

Oxford Advanced Learner's Dictionary of Current English (1989, p. 1447), defines the term vocabulary as a "body of words known to a person or used in a particular book, subject etc. the meaning of vocabulary is also given as total number of words that make up a language".

On the other hand, Webster's New International Dictionary (2000) defines vocabulary as "A list or collection of words or, often, of words and phrases, usually alphabetically arranged and explained or defined".

Similarly, Harmer (1991, p.153) thinks "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh".

Giving importance to the word 'vocabulary', Crystal (1995, p.111) says "vocabulary is the Everest of language". The height and importance of vocabulary can be realized from the statement.

From the above definitions we can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning, for example, blackboard and father-in-law which are made up of two and three words respectively but express a single idea. Vocabulary is such a vital aspect of language in the lack of which it is rather difficult to communicate even if some one has a good knowledge of the system of a language in question. In other words, one may have a good knowledge of the system of a language and yet he will not be able to communicate.

1.1.1.2 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria. Basically there are mainly two types of vocabulary. Active and passive, According to Harmer (1991, p. 153) 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 whilst the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce. This description reveals that those words that an individual uses more frequently are called active vocabulary. On the other hand, those words which can be understood but are not frequently used are called passive vocabulary.

Active vocabulary of one person may differ from the active vocabulary of another. A word that has been active through constant use may slip back into the passive store, if it is not used. On the other hand, a word that students have in their passive store may suddenly be provoked by the context. The vocabularies that we can use in both productive and receptive skills of language are active vocabularies and the ones that we can use only in receptive skills of language are passive vocabulary.

Similarly, words can broadly be categorized into two types: content words and structure. Content words are also called lexical or full words. They are defined as the words which have stable lexical meaning. They are words that have meaning in themselves. Content words include nouns, verbs, adjectives and adverbs. On the other hand, structural words have no meanings of their own; they are used in utterances or sentences to show grammatical relationship. So, they are also called grammatical words. Structural words include auxiliaries, prepositions, conjunctions, pronouns, etc.

Fries (1945, pp. 44-50) distinguishes words into four different groups. i) function words; ii) substitute words; iii) grammatically distributed words and iv) content words. Functional words are also known as the empty words. They primarily perform grammatical functions, for example 'do' signaling questions. The substitute words i.e. he, she, they etc. replace class or words. Grammatically distributed words show the unusual grammatical restriction in distribution, e.g. so, any, etc. The number of words in the first three groups is rather small say around

200 in number in English. The fourth group, content words constitute the bulk of the vocabulary of the language.

The vocabulary also can be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If a word refers to an objective with a concrete shape, it is called concrete vocabulary e.g. bag, stick, house, etc. On the contrary, if it signifies something which has not definite shape, size or measurement and is entirely dependent on our personal imagination, it is called abstract vocabulary, for example, love, kindness, bravery etc.

1.1.1.3 Importance of Vocabulary

Vocabulary is like the backbone of human being without which the structure of language cannot express the meaning which is the vital function of language.

People often get frustrated when they do not find the words they need to express themselves while speaking in the target language. This is true with the language learners as well. How much of the language students can comprehend and express depends largely on the vocabulary repertoire he has required. Therefore, it should be accepted that vocabulary plays an important role in expressing complete thoughts and ideas. However, they should be selected and taught according to students' proficiency level. It is essential for a teacher to find out the existing knowledge of the vocabulary of students and add new vocabulary items accordingly. Likewise, curriculum designers, textbook writers and the persons involved in teaching the English language should be equipped with this idea. The importance of vocabulary items is listed below:

1. Language structure makes up the skeleton of language and vocabulary provides vital organ and flesh to the skeleton (Harmer 1991, p. 153).
2. Vocabulary items should be provided to the structure for expressing meanings. Structures without vocabulary items are meaningless.

3. The formality and informality of our language and the degree of politeness are all reflected by the words used. Therefore, learning of vocabulary is as important as learning grammar.

1.1.1.4 Word Classes

Traditional grammarians have classified words into different 'parts of speech' and defined each part of speech in national terms. According to most traditional grammars, there are eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. Nesfield (1965), for example, defines these parts of speech as follows:

- i. "A noun is word used for naming person or things" (1965, p. 8).
- ii. "A pronoun is a word used instead of a noun or noun equivalent" (1965, p. 34).
- iii. "An adjective is a word used to qualify a noun or "pronoun" (1965, p. 37).
- iv. "A verb is a word used for saying something about persons or things" (1965, p. 47).
- v. "An adverb is a word used to add something to meaning of a verb, an adjective or another adverb" (1965, p31).
- vi. "A preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else" (1965, p. 52).
- vii. "A conjunction is a word used to join words or sentences"(1965, p. 65).
- viii. "An interjection is word used to express some sudden feeling" (1965, p. 70).

Those definitions provided by traditional grammarians are largely notional and extremely vague. It is almost impossible to judge from these definitions whether a particular word is noun, a verb or an adjective.

Likewise, articles (a, an, the), possessive (his, her, their, your, my, our) demonstratives (this, that, these, those) and quantifiers (all, some, etc.) are traditionally included in adjective but they are different from most adjectives in the sense that, firstly, they precede adjective in sentences; secondly, most of them are never used predicatively; and lastly, they have not comparative and superlative forms.

Modern grammarians classify words into 'word classes' by considering their formal and functional characterization. The main criteria for classes should be their formal structure (i.e. morphological properties) and functional characteristics (i.e. syntactic properties). We should assign words to various classes considering how they are built and what role or roles they play in the structure of phrases separately in brief.

i) Noun

Words are identifiable as nouns on the basis of their syntactic and morphological properties. Adams (1973, p. 17) says,

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

Typical derivational suffixes that form such nouns are:

- age: coverage, percentage, postage, etc.
- ance: appearance, utterance, reluctance, etc.
- ation: information, confirmation, reservation, etc.
- dom: wisdom, kingdom, boredom, etc.
- ee: examinee, employee, payee, etc.
- ence: difference, preference, reference, etc.

- er: farmer, preacher, teacher, etc.
- ess: actress, princess, tigress, etc.
- hood: brotherhood, childhood, parenthood, etc.
- ism: idealism, organism, socialism, etc.
- ist: socialist, feminist, specialist, etc.
- ment: betterment, amendment, statement, etc.

ii) Pronoun

A pronoun can occupy the same place as a noun or noun phrase in a sentence. Therefore, the simplest test for the identification of a pronoun is to check if it can replace a noun or a noun phrase. For example: the boy followed the girl=he followed her.

Pronouns can be classified into various sub-classes such as,

Personal pronouns:	he, she, they, etc
Possessive pronouns:	his my, our, etc.
Demonstrative pronouns:	this, that, these, etc.
Reflexive pronouns:	myself, ourselves, yourself, etc.
Interrogative pronouns :	what, which, who, etc.
Distributive pronouns :	all, both, each, etc.
Indefinite pronouns:	some, any, so, etc.

iii) Adjective

Adjectives, in general, can occur within a noun phrase as its constituent Adams. (1973, p. 17) says, "Adjectives are identified by such characteristics as the ability to assume comparative and superlative forms, to be preceded by adverbs of degree, like very"

The following are some typical derivational suffixes of adjectives.

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

- al:formal, functional, etc.
- ic/-ical: economical, historical, etc.
- ish: selfish, greenish, etc.
- ive: active, effective, etc.
- less: hopeless, endless, etc.
- ours: continuous, courageous, etc.
- y:sleepy, dirty, etc.

iv) **Verb**

The class of verb has a specific function in a sentence. It is the element which is used as the minimal predicate of a sentence, co-occurring with a subject e.g. He came, Birds fly etc. Adams (1973, p. 21) states, "We may say that verbs are typically associated with reference to time, with activity and changing conditions".

There are three derivational suffixes that are typical to verbs alone, for example.

- en: blacken, soften, lengthen, etc.
- ify: beautify, classify, simplify, etc.
- ise/-ize: realize, organize, analyze, etc.

v) **Adverb**

An adverb has two major functions: to serve as a constituent in the structure of a sentence, and to serve as a modifier of the head in an adjective phrase or an adverb phrase. As constituents of sentences adverbs function as adverbials expressing such meaning as the time, place, manner and degree of the verb action.

For example,

- He plays football *everyday*. (Time)
- She is waiting for you *outside*. (Place)
- He completed the work *successfully*. (Manner)
- His request was absolutely *refused*. (Degree)

Many adverbs can be identified on the basis of typical derivational suffixes. For example,

- ly: really, completely, truly , etc
- wards: afterwards, upwards, etc.
- wise: clockwise, lengthwise, levelwise, etc.

vi) Preposition

A preposition is a functional words belonging to a closed class, whose form is invariable. Syntactically, it is always followed by a noun, a pronoun or a noun phrase in English. For example:

He came *to* school yesterday.

My father bought a bicycle *for* me.

vii) Conjunction

Conjunctions like prepositions are closed - class words, which are formally invariable and serve a purpose of linking words, phrase and sentences. For example,

Poor but honest

Bread and butter

From functional point of view there are two types of conjunctions: co-ordinating conjunctions and sub-ordinating conjunctions. Conjunctions Such as because before, while, although, etc, are the example of sub-ordinating conjunctions.

viii) Interjection

Interjections are closed-class items, which are very limited in number, and most of which are monosyllabic. They are used only to express emotions such as joy, pleasure, surprise, pain, etc. For example,

Hey, come and look at this!

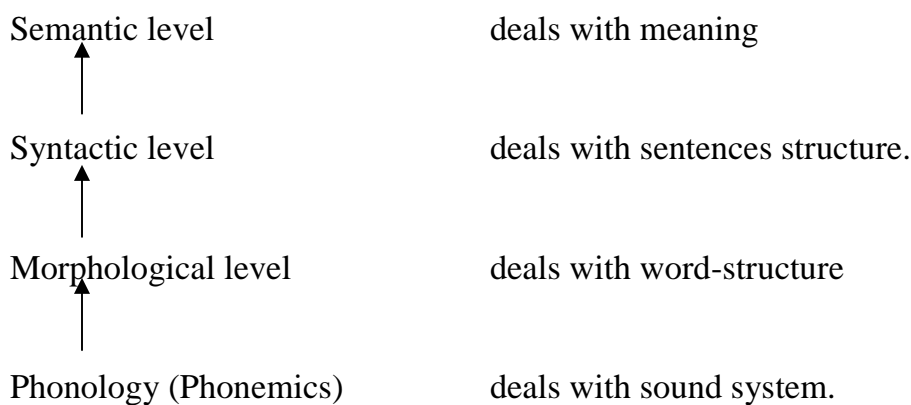
Oh, how horrible !

Wow, that car certainly goes fast!

1.1.1.5 Levels of Language

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

There are four levels of language (often called linguistics levels). They are shown in the following



(Katamba, 1993, p.4)

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.

a. Phonology

Phonology studies how speech sounds are structured or patterned in a particular language. Beside, it describes contrastive relationships of the phonemes of a language, their distribution, and the articulatory 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 languages and the functions of sounds. Phonology, thus, differs from phonetics in that phonetics studies the features of all human speech sounds.

b. Morphology

Crystal (1996; 249) defines it as "The branch of grammar which studies the structure or forms of words." It deals with the internal structure 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 take, took, taken, taking and takes differ from one another and how the forms national, unlimited, lively, etc, are derived from the forms nation, limit and live respectively.

Similarly, according to Lyons (1968, p. 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.

c. Syntactic Level

Language is organized at various levels: phonological, morphological, syntactic, semantic and discourse level. Of them the syntactic level is concerned with sentences. Sentences are made up of words organized by certain rules. Sentences have thus structure. It is the task of linguistics to account for the rules which operate in sentence structure. Thus, specific branch of linguistics which deals with the rules about sentence structure is called syntactic level. In syntactic levels, we study how words are combined to form larger units of languages, viz. phrases, clauses and sentences.

d. Semantic Level

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

1.1.1.6 Criteria / Principles of Vocabulary Selection

Language is like a vast ocean. Even a native speaker does not know the whole vocabulary of his language. All learners start acquiring very small bits of it. For a foreign language learner, vocabulary selection is very important. So we need to follow the principles of selection while teaching vocabulary. While learning a foreign language, we have to choose teaching items according to theoretical principles of selection; natural selection does not help much. The present actions of vocabulary items require our careful choice of materials. The Principles of selection is based on a number of criteria. To quote Bhattraï (2000, p.54) "selection is that inherent characteristics of a method which makes sorting of vocabulary items in accordance with the learner's need, level and various choice of criteria". According to Mackey (1965, pp.177-88) following are the criteria / principles of vocabulary selection.

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. Thus, words like 'book' or 'pen' are frequently used than 'encyclopedia' or 'proliferation'. Therefore, the first should be taught first. However, frequency count is heavily influenced by the type of text we read or listen. The words which are more frequent in scientific books may be less frequent in legal document. Therefore, one can not depend solely on frequency principle alone.

B) Availability : The term availability refers to the language items that frequently occur in one topic or situation. For example, while narrating the scientific experiments, the passive structures are frequently used. Mackey says, "The degree of availability of a word corresponds to the readiness with which it is remembered and used in a certain situation" (1965, p.183).

In the class, the words like chalk, duster, blackboard, book, pen, table, bench, desk etc. posses high availability.

C) Coverage: It is another principle of vocabulary selection, which means the covering capacity of an item. A word is more useful if it covers more things than if it only has one very specific meaning so the argument goes. A word of poor covering capacity cannot be used to express the meaning of more objects. Some words or language items can be used to give more than one meaning. They are items of more covering capacity.

Some words can replace other ones in the following ways:

- a) **Inclusion :** Some words include the meaning of other words for examples, the word 'seat' can be used instead of chair, bench, stool, etc. Here, the word 'seat' includes the meaning of other words as it can include more meanings.
- b) **Extensions:** We should select such words as can include more meanings. For example, 'branch' is a simple word. It means 'the branch of a tree'. But this word can be used to say 'the branch of river, too'. So teach this simple word instead of teaching the difficult word 'tributary' to mean the same things as 'branch' in the context of rivers. Thus, the meaning of 'branch' can be extended. The words having extended meaning should be selected.
- c) **Combination:** Combination of easy words can form a new word, which can be easy to understand. Such words must be selected. If you can teach something with simple words, why do you select difficult words for the same purpose? For e.g. do not select the difficult item 'journalist' for the beginners, better choose news + paper + man = newspapermen. So we should select those words that can be combined to displace a difficult word.
- d) **Definition:** Certain difficult words can be replaced by simple definition. In order words, some difficult words can be understood if they are defined in simple words. For example, Widow = A woman whose

husband is dead. Like wise 'breakfast' can be defined as 'morning meal', 'Pony' can be defined as a small horse'. In this way the number of vocabulary items can be reduced by replacing difficult words

D) Range: A word that is found everywhere, in every text should not be missed. It has a high range. It should be selected for teaching. An item that is found in a variety of texts should be selected because it has a wider range than that of an item that occurs in a limited range of texts. The words like equanimity, retribution, indisposition wayfarer etc. are found only in limited texts. Such words with low range are given least priority. The more texts and samples or situations we examine, the better we decide the range of teaching item. Therefore, we should choose a word that is found everywhere, we should choose a word that occurs in many texts or different situations.

Range is the number of samples or text in which an item is found. The language items that occur everywhere are more important than others. A word that is found everywhere, in every text should not be missed. For example, the function words like this, that, the etc. have a wider range. The words having the widest range are also called empty words, form words and heavy - duty words, they are:

- auxiliaries; be, do can, could, will etc.,
- pronouns; he she, it, they etc.,
- prepositions; at, on, in etc,
- relative; who, which , what etc.,
- interrogative; who? which?, where ? etc.,
- connectives; because, as since, it etc.,
- conjunctions; but, and etc.,

E) Learnability: The criteria 'learnability' suggests that we should choose such items as are easier to learn. It is because some words and structures are easier to learn than other ones. The teaching items, which are easier to learn, have to be first

selected. This principle may discredit the above-mentioned principles. We choose a word not because it has higher frequency or greater range, or more covering capacity but because it has learnability, that is, the word is easier to learn, it is learnable. The items, which own similarity, clarity, brevity and regularity, are easier to learn than other ones, which lack these attributes.

According to the Oxford English Dictionary Vol. VIII (1989, p. 768) "The quality or fact of being learnable" is known as learnability.

In conclusion, the easier or the difficulty with which it affects the person trying to acquire it is called learnability. The principles of learnability are as follows:

a) Similarity

The item, which is often a resemblance between an item of the learners' mother tongue and target language, are easier to learn. The words and structures, which possess the property of similarity are to be selected. For e.g. *bakas* in Nepali resembles English *box* in sound. The similarity in sound or meaning helps a learner more. The English 'Path' and Nepali word 'Patha' are similar in the spelling structure, pronunciation and meaning. Similarly, 'mouse and muso', 'mother and 'mata', 'name and 'nam'. Sanskrit 'bhratara' and English 'brother' are more similar in sound or in meaning.

b) Clarity

Some items are clearer than other ones should be selected first. In other words, we should select those words that can be taught and learnt clearly, that can be pointed out and explained to the students easily. The words conscience, patriotism, diplomacy etc are not as clear as the words dog, man, good, bad etc. On the other hand, we can clearly point to a brick, an engine, a book, a blade and a ladder. In short, the item, which possess the higher degree of clarity, have to be first selected.

c) Brevity

Brevity refers to the quality of being short and the teacher should select shorter words to teach. They should be very brief because short words and structures are easier than the longer ones. They are easier for students in two ways to perceive their shape and to pronounce. Longer words and constructions are naturally difficult for the learners.

d) Regularity

Items, which follow the regular patterns of the language, are easily learnt than those, which are irregular ones, e.g. regular verbs, plurals, adjectives, adverbs etc. are easier than the irregular ones. Similarly, the structures, which follow common rules, are easier than the structures, which are exceptional. The regular items are to be first selected.

The above-mentioned criteria are completely applicable in vocabulary selection. In addition to vocabulary selection; phonetic selection, semantic selection and syntactic selection are equally important because language is always structured in a pattern of utterances. So curriculum has to be designed on the basis of the above-mentioned principles.

1.1.1.7 Purpose of Vocabulary Selection

The question to ask about the purposes of a selection are; why was the selection made, and for whom? Was it made for purposes of teaching or examination of travel? Mackey (1965, p.162).

The committee of the interim report on vocabulary recognized nine possible purposes for the selection of words. :

1. The island vocabulary (closed)
2. The foundation vocabulary (open)
3. The standard examination vocabulary

4. The purification of style and usage
5. The practical vocabulary
6. The cultural vocabulary
7. The vocabulary for the simplification of texts.
8. The lingua franca vocabulary and
9. The vocabulary of travel.

For whom was the selection made-for children, adults, adolescents? for students soldiers or tourists ? The committee of the francais fundamental recognized three types of people for whom a selection should be made.

1. Students in school
2. Foreign peoples and immigrants and
3. Tourists and travelers

Any way, the main purpose of selecting vocabulary is to make teaching and learning easy and systematic.

1.2 Review of Related Literature

In the Department of English Education, some studies have been carried out on the analysis of textbook, analysis of vocabulary used in English textbook and some of the studies carried out on vocabulary achievement which are more or less related to this study; they can be observed as follows :

The first research to investigate the vocabulary repertoire of the students in Nepal was carried out by Rongong (1973) entitled on "A Study of the Spoken Vocabulary of the Primary School Children of Nepal". He has 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 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.

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 student' achievement of English vocabulary used in the English textbook 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 concludes 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" has made an attempt to investigate students' achievement of English vocabulary used in the English textbook of grade seven. He has also attempted to compare the vocabulary achievement in nouns with the achievement in verbs. The findings of the study reveal that the English 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.

Dawadi (2004) in her M.Ed. Thesis has Analyzed Grade Seven English Textbook. She has done this study to examine the qualities of grade seven English textbook in term of physical and academic aspect and to examine the relationship between the curriculum and the textbook. She found the textbook for grade seven satisfactory from physical point of view but it did not contain all contents completely expected by the curriculum.

Tiwari (2004) has in his M.E.d Thesis, analyzed the vocabulary used in the English textbook for Grade four. He found the whole corpus is made up of 4407

vocabulary items. Among them the highest number of vocabulary items are nouns in the textbook. Regarding the frequency of occurrence the auxiliary verb 'is' has the highest number of occurrence. Both mono-morphemic and polymorphemic words are found to be used in the textbook.

Shrestha (2005) has carried out a research on "Relation between frequency of occurrence 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 textbook. Another purpose of the study was to compare the vocabulary achievement in the frequency of high occurrence with the achievement in the frequency of low occurrence, the findings of the study reveal that although, in 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, their achievement by the students is not satisfactory.

Kattel (2005) has analyzed the vocabulary used in the English textbook for grade three. His findings shows that among 693 vocabulary items nouns occupy the highest number and articles occupy the lowest number of occurrence. Both monomorphemic and polymorphemic words have been found to be used in the textbook.

Karki (2007) carried out a research on "A study on English vocabulary achievement by the students of grade three in Kathmandu district". The purpose of the study was to compare the vocabulary achievement in terms of sex and locality. The study concludes that in Urban schools the achievement of girls in nouns, verb, adjectives and adverbs way sound to be better them that of boys. In suburban schools the vocabulary achievement of the boys in nouns and adverbs was found better than of girls but the achievement of verbs and adjectives was found better than that of boys. The achievement of sub urban schools' students in nouns, verbs and adverbs was found better then that of urban school. Urban schools students achievement was better that those of sub-urban schools in adjectives.

Budhathoki (2008) has analyzed the vocabulary used in the new English textbook for grade five. His findings show that among 909 vocabulary items, nouns occupy the highest number and articles occupy the lowest number of occurrence. Both monomorphemic and polymorphemic words have been found to be used in the text.

The review above shows that none of the researches have been carried out on an analysis of vocabulary for grade two. So the researcher has selected this topic for the study.

1.3 Objectives of the Study

The objectives of this study are as follows:

- i) To analyze the vocabulary used in the English textbook for grade two in terms of the following variables:
 - a. Total number
 - b. Parts of speech
 - c. Structure (i.e. morphological syllable and word)
 - d. Frequency
- ii) To list some pedagogical implications.

1.4 Significance of the Study

The researcher hopes that this study will be significant to provide valuable insights to the people who are interested in analyzing vocabulary items. It will be beneficial to syllabus designers, textbook writers, teacher, and teacher trainers in that they will get insight from the study.

1.5 Definitions of Specific Terms

Abbreviated forms: Abbreviated forms refers to short form of word e.g. Mr.

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

Complex Words: 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.

Contracted Forms: Contracted forms refers to the items which have become shorter due to the deletion of some letter, e.g. 'haven't is the contracted form of have not.

Frequency : Frequency 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 Words: A word containing a single syllable is called monosyllabic words.

Morpheme: A minimal linguistic unit which can be used independently, such as boy, man, etc.

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

Polymorphemic Word: Words with more than one morpheme.

Polysyllabic Word: A word containing more than one syllable is called polysyllabic word.

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' in quietly.
Syllable :	It refers to a unit of pronunciation typically larger than a single sound and smaller than a word.
Vocabulary:	It refers to the words used in the English textbook for Grade Two
Word Forms :	Physical realizations (or representations or manifestations) of lexemes.
Quantifier:	It refers to a set of items which express contrasts in quantity for example, all, some, each etc.
Numeral :	A sign or symbol that represents a number, for example, one, two etc.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to accomplish the present study.

2.1 The Sources of Data

The researcher used only secondary sources of data for this study.

2.1.1 Secondary Sources

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

Textbook for grade two is the major secondary source. Vocabulary items included in the English textbook for grade two were the data. The researcher also consulted other relevant materials such as primary level English curriculum, Wallace (1982), Aarts and Aarts (1986) Katamba (1993), Harmer (1997), Oxford Dictionary (2000), Crystal (2003) and reports, articles, journals, theses approved in the Department of English Education T.U. and internet articles related to the topic.

2.2 Tools of Data Collection

The researcher used observation and document analysis as the main tool for the collection of data.

2.3 Process of Data Collection

In the process of data collection the researcher adopted the following procedure. Firstly, the researcher listed all the vocabulary items used in the English textbook for grade two syllabically (i.e. monosyllabic, two syllabic). She divided all the

vocabulary items into three different groups: word forms (eg. she, do, eat, write, etc), contracted forms (e.g. it's that's, isn't, etc)\ and abbreviated forms (e.g. a.m., T.V., P.M. etc).

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 the English textbook for grade, two, Oxford Advanced Learner's Dictionary (Hornby, 2000) and English Syntactic Structure (Aarts and Aarts, 1986).

Thirdly, the researcher counted the frequency of occurrence of each and every vocabulary items. While counting the frequency of occurrence of vocabulary items, the following procedure was adopted.

- a. 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 words 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 the same procedure, frequency of occurrence of each and every vocabulary item was counted. For instance 'boy' and 'boys' were counted as a lexeme 'boy'. Similarly, compound nouns were counted as a word. Proper nouns which are used in the textbook were not included in the data.
- b. While counting the frequency of occurrence of verb, the verb which is found for the first time in the textbook was written as it was. 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 instance, eat, ate, eaten, eating and eats were counted as a lexeme 'eat'. The verbs used in contracted form were

not included while counting the number of frequency of verbs. They were studied in contracted forms separately.

- c. While counting the frequency of occurrence of adjectives and adverbs, the above mentioned procedure was applied.
- d. While counting the frequency of occurrence of pronouns, frequency of personal pronouns, possessive pronouns, demonstrative pronouns, reflexive pronouns, interrogative pronouns and indefinite pronouns were separately counted.
- e. 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: monosyllabic, two syllabic, three syllabic and four syllabic, in terms of syllable. Similarly, the syllable structure also observed.

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

Sixthly complex and compound words were also observed.

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

2.4 Limitations of the Study

The study was limited in the following ways:

- a) The study was limited to the vocabularies of English textbook for grade two used in government-aided schools in Nepal.
- b). The analysis of the vocabulary was limited to the evaluation criteria as developed by the researcher.
- c) The study was limited to analyze the vocabulary items in terms of the total number of parts of speech, structure (syllable, word and morphological structure) and frequency of occurrence.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The researcher has made an attempt to study the vocabulary items used in the English textbook for grade two prescribed for the government-aided schools of Nepal. So, under this heading the researcher has attempted to analyze the collected data (i.e., all the vocabulary items). For this, all the vocabulary items were analyzed into three different groups, namely word forms, contracted forms and abbreviated forms in terms of total number, structure (syllable, morphological and word) and frequency of occurrence whereas word forms were divided into eleven different groups (in terms of parts of speech or word class) namely nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunction's articles, interjection, quantifiers and numerals and studied in terms of the following variables.

- i) Total number
- ii) Parts of speech
- iii) Frequency of occurrence
- iv) Structure: Syllable, Morphological and word structure

3.1 Holistic Analysis of Vocabulary Items

Altogether 396 different vocabulary items were found to be used in the textbook (see appendix - I). Total number of vocabulary items found to be used in the textbook can be presented in the following table.

Table No. 1

Total number of vocabulary items according to their number and percentage

S.N.	Vocabulary Items	No. of words	Percentage
1	Word forms	381	96.22%
2	Abbreviated forms	3	0.75%
3	Contracted forms	12	3.03%
	Total	396	100%

The above table shows that the highest number of vocabulary items is found in the first category i.e. word forms and the least number of vocabulary items are found in second category i.e. abbreviated forms. Out of 396 vocabulary items, 381 (96.22%), 3 (0.75%) and 12 (3.03%) vocabulary items are word forms, abbreviated forms and contracted forms respectively.

3.2 Analysis of the Vocabulary Items in Terms of the Parts of Speech

Altogether 381 different words were found to be used belonging to different parts of speech. The number of vocabulary items belonging to different parts of speech can be presented in the following table.

Table No. 2
Number and Percentage of words according to the parts of speech

S.N.	Parts of speech	No. of words	Percentage
1	Nouns	178	46.72%
2	Verbs	78	20.48%
3	Adjectives	28	7.35%
4	Adverbs	14	3.68%
5	Pronouns	19	4.99%
6	Prepositions	18	4.73%
7	Conjunctions	3	0.78%
8	Articles	3	0.78%
9	Interjections	14	3.68%
10	Quantifiers	3	0.78%
11	Numerals	23	6.03%
	Total	381	100%

Note: NOS. 1-4 and NOS 5-11 represent major and minor word class respectively.

The above table reflects that there are 178 nouns used in the textbook which have covered almost half of the words (46.72%). Similarly, out of 381, there are 78 (20.48%) verbs, 28 (7.35%) adjectives, 14 (3.68%) adverbs, 19 (4.99%) pronouns, 18 (4.73%) prepositions, 3 (0.78%) conjunctions, 3 (0.78%) articles, 14 (3.68%) interjections, 3 (0.78%) quantifiers and 23 (6.03%) numerals were found in the text-book.

3.3 Analysis of the Vocabulary Items in Terms of the Frequency of Occurrence

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

3.3.1 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 sub headings:

a. Frequency of occurrence of the nouns

Altogether 178 vocabulary items belonging to nouns were found to be used in the textbook. (See in Appendix 2) In the study, the researcher found out that the noun 'boy' has the highest number of frequency of occurrence. It has occurred 21 times in the textbook. Out of 21 times, it has occurred 20 times in the singular form and only once in the plural form. Out of 178 nouns, 94 (53%) different nouns have occurred only one time in the textbook.

This fact shows that frequency of occurrence among nouns is unbalanced, because 94 nouns have occurred only one time. Most of the nouns used in the textbook are concrete, so selection of nouns is found good.

b. Frequency of Occurrence of the Verbs

Altogether 78 vocabulary items related to verbs were found to be used in the textbook. (See in Appendix 3) In the study of verbs, the researcher found out that there were 61 (NOS. 1-61) lexical verbs used in the textbook. Among lexical verbs, the verb 'get' has the highest number of frequency. It has occurred 34 times in the textbook. Out of 34 times, it has been used once in the present form and 33 times in the past forms. Similarly, there are 9 (NOS. 62-70) auxiliary verbs used in the textbook. Among them the auxiliary verb 'is' has the highest number of frequency. It has occurred 92 times in the textbook. It has occurred 92 times without contraction and 4 times with contraction. Virtually, there are 8 (NOS. 71-78) phrasal verbs, 'get up' has occurred 10 times in different forms in the textbook. So, 'get up' has the highest number of frequency of occurrence among phrasal verbs. It is also noticed that the auxiliary verb 'is' has the highest number frequency of occurrence among all the verbs. It has occurred 92 times in the textbook. Only nine principal auxiliary verbs namely: is, am, are, was, were, has, have, do, and been found to be used in the textbook.

From the above facts we can state that the verbs are not selected scientifically because present verb, verb past and V-ing forms of the verb forms are used but past participle form is not used. Similarly, great disparity is also seen in the frequency of occurrence among verbs because 29 (37.18%) verbs have occurred only one time in the textbook.

c. Frequency of Occurrence of the Adjectives

Altogether 28 vocabulary items belonging to adjectives were found to be used in the textbook. Among three degrees of comparison of adjectives (positive, comparative and superlative degree), only positive degree of adjectives were found to be used in the textbook. (See in Appendix 4) The researcher found out that the adjectives 'fat' has the highest number of frequency. It has occurred twelve times in the textbook. There is not a balance in the frequency of occurrence of

adjectives because out of 28 adjectives, 13(46.42%) adjectives have occurred only one time in the textbook. So they should be used in balanced way.

d. 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 can be tabulated with their frequency of occurrence in the following table.

Table No. 3
Adverbs with their frequency of occurrence

S.N.	Adverbs	No. Of Freq.	S.N.	Adverbs	No. Of Freq.
1	how	25	8	o'clock	7
2	also	1	9	today	5
3	tomorrow	3	10	yesterday	4
4	there	24	11	now	1
5	only	1	12	together	1
6	where	21	13	away	1
7	fairly	6	14	then	4

From the above table it observes that the adverbs 'how' has the highest number of frequency. It has occurred 25 times in the textbook. Out of 14 adverbs, 5 (35.71%) adverbs have occurred only one time in the textbook. It seems great a disparity in the frequency of occurrence of adverbs.

e. Frequency of Occurrence of the Pronouns

Altogether 19 vocabulary items belonging to pronouns were found to be used in the textbook. Pronouns found in the textbook can be presented in the following table with their frequency of occurrence.

Table No. 4
Pronouns with their frequency of occurrence

S.N.	Pronouns	No. of Freq.	S.N.	Pronouns	No. of Freq.
1	you	39	11	that	10
2	what	42	12	they	9
3	your	14	13	It	17
4	my	22	14	which	7
5	I	19	15	mine	2
6	this	7	16	her	13
7	she	80	17	their	2
8	who	4	18	your selves	1
9	his	13	19	me	1
10	he	65			

As mentioned in the table above, among 19 different pronouns, the personal pronoun 'she' has the highest number of frequency. It has occurred 80 times in the textbook. Out of 19 pronouns, 6 personal pronouns (e.g. I, he, etc), one reflexive pronouns (e.g. yourselves), 3 interrogative pronouns (e.g., who, which, etc), 2 demonstrative pronouns (e.g. this, that) and 7 possessive pronouns (e.g. my, mine his, etc) are found to be used in the textbook.

The great difference is seen in the frequency of occurrence among pronouns. Similarly, the distribution of pronouns in terms of subclasses of pronouns is not balanced because six and seven different pronouns are used as personal and possessive pronouns respectively whereas only one reflexive pronouns is used in the textbook. It is better not to use reflexive pronoun for the beginners.

f. Frequency of Occurrence of the Preposition

Altogether 18 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. 5
Prepositions with their frequency of occurrence

S.N	Propositions	No. of Freq.	S.N.	Propositions	No. of. Freq.
1	about	1	10	next to	2
2	in	20	11	in front of	2
3	on	12	12	behind	6
4	of	5	13	on top of	2
5	up	9	14	out side	2
6	to	18	15	in side	1
7	under	5	16	at	15
8	over	1	17	for	1
9	with	2	18	down	1

From the above table, it was found that among 18 different prepositions, the preposition 'in' has the highest number of frequency of occurrence that has occurred 20 times in the textbook. Similarly, to, at, on, up, behind, of and under have occurred 18, 15, 12, 9, 6 and 5 times respectively.

Five different prepositions have occurred two times and five different prepositions have occurred only one time. Both simple (one- word) and complex (multi word) prepositions are used in the textbook. Out of 18, 13 prepositions are simple (i.e. one word) and 5 prepositions are complex (i.e. multiword). It is better not a present complex prepositions for the beginners.

g. 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 following table.

Table No. 6
Conjunctions with their frequency of occurrence

S.N.	Conjunctions	No. of Freq.
1	and	12
2	but	2
3	or	7

The above table presents 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 has occurred 12 times in the textbook.

Similarly, 'or' and 'but' have occurred 7 and 2 times respectively. This shows that there is some difference between the frequency of occurrence of the conjunctions.

h. Frequency of Occurrence of the Articles

Both indefinite (a, and an) and definite articles were found to be used in the textbook. They are tabulated with their frequency of occurrence in the following table.

Table No. 7

Articles with their frequency of occurrence

S.N.	Articles	No. of Freq.
1	a	122
2	the	92
3	an	7

This table displays that the indefinite article 'a' has the highest number frequency of occurrence among all the articles as well as all the words found in the textbook. It has occurred 122 times in the textbook. Similarly, definite article 'the' and indefinite articles 'an' have occurred 92 and 7 times respectively. Both, definite and indefinite articles should be used in a balanced way.

i. Frequency of Occurrence of the Interjections

Fourteen 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. 8

Interjections with their frequency of occurrence

S.N.	Interjections	No. of Freq.	S.N.	Interjections	No. of Freq.
1	Hello	12	8	Good morning	2
2	Please	2	9	God afternoon	1
3	Thank you	2	10	Good evening	1
4	Good bye	7	11	See you	1
5	Bye bye	7	12	No	10
6	Bye	3	13	Keep quiet	2
7	Good night	4	14	Well done	1

The above table reflects that the interjection 'hello' has the highest number of frequency of occurrence. It has occurred 12 times in the textbook. Out of the 14 interjections, 4 interjections have occurred only one time in the textbook. This shows that the different interjections have been emphasized.

j. Frequency of Occurrence of the Numerals

Altogether 23 numbers were found to be used in the textbook. They are presented with their frequency of occurrence in the following table.

Table No. 9
Numerals with their frequency of occurrence

S.N.	Numerals	No. of Freq.	S.N.	Numerals	No. of Freq.
1	ten	1	13	nine	1
2	twelve	1	14	six	1
3	thirty six	1	15	seven	1
4	forty seven	1	16	hundred	1
5	twenty	1	17	forty one	1
6	fifty	1	18	thirty five	1
7	eleven	1	19	thirty three	1
8	one	12	20	seventy four	1
9	two	1	21	twenty nine	1
10	three	1	22	fifty six	1
11	four	3	23	first	1
12	five	3			

The above table mirrors 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 has occurred 12 times in the textbook. There is only one (i.e. first) ordinal number in the textbook. It has occurred only one time in the textbook.

k. Frequency of Occurrence of the Quantifiers

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

Table No. 10

Quantifiers with their frequency of occurrence

S.N.	Quantifiers	No. of Freq.
1	many	12
2	all	5
3	some	3

The above table observes that, the quantifier 'many' has the highest number of frequency of occurrence. It has occurred 12 times in the textbook. Similarly, all and some have occurred 5 and 3 times respectively. Great disparity is also seen in the frequency of occurrence of the quantifiers.

3.3.2 Frequency of Occurrence of the Abbreviated Forms

Three different abbreviated vocabulary items were found to be used in textbook. They are presented with their frequency of occurrence in the following table.

Table No. 11

Abbreviated forms with their frequency of occurrence

S.N.	Abbreviated Forms	No. of Freq.
1	Mr.	3
2	T.V.	2
3	P.M.	1

The above table indicates that the abbreviated word 'Mr.' has the highest number of frequency. It has occurred 3 times in the textbook. Similarly, T.V. and P.M. have occurred 2 and 1 time respectively.

3.3.3 Frequency of Occurrence of the Contracted Forms

Twelve different contracted forms were found to be used in the textbook. They are presented with their frequency of occurrence in the following table.

Table No. 12
Contracted forms with their frequency of occurrence

S.N.	Contracted Forms	No. of Freq.
1	it's	30
2	what's	14
3	that's	1
4	he's	1
5	she's	1
6	dog's	1
7	where're	1
8	isn't	4
9	don't	22
10	haven't	5
11	hasn't	12
12	I'm	6

Note: 1 Nos. 1-6, Nos. 7, Nos. 8-11 and Nos. 12 represent 'is' contraction, 'are' contraction, 'negative' contraction and 'am' contraction respectively.

The above table displays that the contracted forms it's (it is) has the highest number of frequency. It has occurred 30 times in the textbook. Similarly, among negative contracted forms, the contracted word 'don't' (do not) has the highest number of frequency of occurrence. It has occurred 22 times in the textbook.

3.4 Vocabulary Items in Terms of Structure

In terms of structure, the data was analyzed under the following sub headings:

3.4.1 Vocabulary Items in Terms of Syllable Structure

On the basis of syllable structure vocabulary items are described on the following subheadings.

a. On the Basis of Number of Syllable

On the basis of the number of the syllable, words are classified into four groups. One syllabic (i.e. monosyllabic), two syllabic, three syllabic and four syllabic.

Number and Percentage of words according to their number of syllable are presented in the following table.

Table No. 13

Number and percentage of words according to their number of syllables

S.N.	No. of Syllable	No. of Words	Percentage
1	One syllables	243	63.78%
2	Two syllables	101	26.5%
3	Three syllables	33	8.66%
4	Four syllables	4	1.05%
	Total	381	100%

The above table informs that, out of 381 words 243 (63.78%) are monosyllabic, 101 (26.5%) are two syllabic, 33 (8.66%) are three syllabic and 4 (1.05%) are four syllabic (see appendix I).

Among 178 nouns 98 are one syllabic, 61 are two syllabic, and 19 are three syllabic. Similarly, among 78 verbs 68 are monosyllabic and 10 are two syllabic. Out of 28 adjectives, 23 are monosyllabic. 4 are two syllabic and one is three syllabic. Similarly, out of 14 adverbs, 6 are monosyllabic, 5 are two syllabic and

three are three syllabic. Likewise, out of 19 pronouns 18 are monosyllabic and only one is two syllabic. Similarly, out of 18 prepositions, 9 are monosyllabic, 7 are two syllabic and 2 are three syllabic.

Similarly, out of 3 conjunctions and 3 articles all are monosyllabic. Out of 14 interjections 3 are monosyllabic, 8 are two syllabic, only one is three syllabic and 2 are four syllabic. Out of 3 quantifiers 2 are monosyllabic and only one is two syllabic. Likewise, out of 23 numerals, 10 are monosyllabic 4 are two syllabic, 7 are three syllabic and 2 are four syllabic.

There are four words having four syllables, good afternoon, good evening, forty seven, seventy four.

It proves that, the concept of one syllabic two syllabic, three syllabic and four syllabic words are given but there is not a balance in the distribution of words in terms of syllable structure, presenting four syllabic words to the beginners of foreign languages, may be impractical because they cannot pronounce four syllabic words So, four syllabic words must not be used in the textbook.

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

The structure of the syllable can be presented by the syllabic pattern in terms of consonant and vowel sound segment syllable structure of the words found in the textbook are presented with examples as follows.

Syllable Structure	Examples
CV	toy
CVC	pool
CVCV	puppy
CCVC	school
CCV	three
CVCCV	mango

CVCC	milk
CVCVCV	banana
CCCVC	street
CVCVCCV	butterfly
CVCCCV	wednesday
CCCVCVCC	student
CVCCVCV	library
CVCCVC	jungle
CVCCVCC	sentence
CCVCC	friend
CVCCVCVC	hospital
CVCCCVCV(C)	computer
CVCVC	parrot
CCVCV	story
CVCVCVC	bicycle
CVCCVCCVC	badminton
CVCVCC	correct
CV(C)CVCCC	yourselves
CCVCCV	twenty
CVCCCVC	hundred
V	a
VC	eat
VCC	and
VCV	away
VCVC	open
VCCV	also
VCCVC	uncle
VCVCVCC	elephant
VCCCVCV	umbrella
VCVCVC	animal

- Note: i) (c) denotes the optional constant in syllable structure.
- ii) C is a syllabic contoid that functions as a nucleus of a syllable.
- iii) syllable structure of the compound words and phrasal verbs are not included here.

The above list mentions that 36 different syllable structures of the word have been found in the textbook.

3.4.2 Vocabulary Items in Terms of Morphological Structure

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

a. Monomorphemic Words

Most of the words used in the textbook are monomorphemic. Out of 381 total word forms 322 (84.51%) are monomorphemic (See Appendix I). Out of the 178 nouns, 155 (87.08%) are monomorphemic. Similarly, out of 78 verbs 70 (89.74 %) are monomorphemic. Likewise, out of 28 adjectives 26 (92.86%) are monomorphemic. Out of 19 pronouns 18 (94.74%) are monomorphemic. In the same way, out of 18 prepositions, 13 (72.22%) are monomorphemic. Out of 23 numerals, 15 (65.22) are monomorphemic. Similarly, out of 14 interjections, 4 (28.57%) are monomorphemic. All the quantifiers, articles and conjunctions used in the textbook are monomorphemic.

b. Polymorphemic Words

Among 381 words, 59 (15.49%) are polymorphemic (see appendix I) out of 178 nouns, 23 (12.92%) are polymorphemic. Out of 78 verbs, 8 (10.26%) are polymorphemic. Among 8 polymorphemic verbs, all are phrasal verbs. Similarly, out of 28 adjectives, 2 (7.14%) are polymorphemic. Likewise, out of 14 adverbs, 2 (14.29) are polymorphemic. Out of 19 pronouns, only one (5.26%) is polymorphemic. Out of 18 prepositions, 5(27.78%) are polymorphemic. In the same way, out of 23 numerals, 8 (34.78%) are polymorphemic. Out of 14 interjections, 10 (71.43%) are polymorphemic. All the quantifiers, articles and conjunctions are not found polymorphemic in the textbook.

3.4.3 Vocabulary Items in Term of Word Structure

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:

a. Complex Words

Complex words are formed by using single affixation and multiaffixation. The structure of the complex words formed through the process of single- affixation is as follows:

i) Single Affixation

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

Root		Suffix
fair (adjective) + ly	=	fairly (adverb)
beauty (noun) + ful	=	beautiful (adjective)

teach (verb) + er = teacher (noun)
 drive (verb) + er = driver (noun)
 dust (noun) + er = duster (noun)
 farm (noun) + er = farmer (noun)
 one (noun) + ly = only (adverb)
 butter (noun) + fly = butterfly (noun)

Thus, altogether 9 complex words formed through the process of single affixation are found to be used in the textbook.

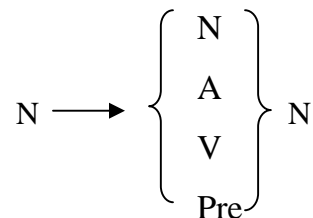
ii) Multi-affixation

There is no word having multi-affixation (i.e. a root with more than one derivational suffix) in the textbook.

b. Compound Words

According to Longman Dictionary of Applied Linguistics. (1985, p. 54) a combination of two or more words which functions as a single word is compound word.

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



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

1. N → NN
thirty six football cricket bat
forty seven book shop policeman
forty one house wife shopkeeper
thirty three pad lock grandfather
seventy four birth day grandmother
twenty nine homework fifty six
newspaper cricket ball
2. N → AN
teddy bear
3. N → NV
hopscotch
4. N → VN
Play ground

The above examples indicate that there are all together 23 compound words. Out of 23 compound words, only one containing verb followed by a noun is found. Similarly, only one compound word containing adjective followed by noun. Likewise only one, compound word containing noun followed by verb. Virtually, out of 23 compound words 20 containing a noun followed by another noun is found.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main purpose of this research was to study the vocabulary items used in the English textbook for grade two in terms of total number parts of speech, frequency and structure (syllable structure, word structure and morphological structure).

To carry out research, the English textbook of grade 2 was intensively studied. Then all the vocabulary items were counted and tabulated to find out total number their word class, number of frequency and structure (syllable, word and morphological structure).

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

1. In terms of total number, 396 Vocabulary items were found to be used in the grade two English textbook. Nouns occupy the highest number and articles, quantifiers ,conjunctions and abbreviated forms occupy the lowest number.
2. In terms of parts of speech (i.e. word class) the following findings are recorded:
 - a) Among different parts of speech, nouns occupy the highest number of vocabulary. Out of 381 different vocabulary items, 178 nouns were found to be used. Among them 23 are used as compound nouns(e.g. football, play ground etc). Beyond word classes, 3 abbreviated forms and 12 contracted forms were used in the textbook.
 - b) Out of 381 words included in parts of speech, 78 were verbs (61 lexical, 9 auxiliary verbs and 8 were phrasal verbs), 28 adjectives, 14 adverbs, 19

pronouns, 18 prepositions, 3 conjunctions, 14 interjection, 3 articles, 3 quantifiers and 23 numerals.

- c. Present form of verb continuous forms (v-ing) and past forms of the verbs are found to be used in the textbook. There is only one verb used as past participle form in the textbook that is 'see'.
 - d. Among three degrees of comparison of adjectives (positive, comparative, and superlative) the adjectives of positive degree are found in the textbook.
 - e. Cardinal numbers are found to be used in the textbook.
 - f. Only one ordinal number is found to be used in the textbook.
 - g. Personal pronoun, possessive pronouns, reflexive pronouns, demonstrative pronouns and interrogative pronouns are found to be used in the textbook.
 - h. Only co-ordinating conjunction (and, or and but) are found to be used in the textbook.
 - i. Both definite and indefinite articles are found to be used in the textbook.
3. Regarding the frequency of occurrence, the indefinite articles 'a' has occurred 122 times in the textbook. It is the highest number of occurrence among all the vocabulary items used in the textbook.
- a) Among abbreviated forms, 'Mr.' has the highest number of frequency of occurrence that has occurred 3 times in the textbook.
 - b) Three quantifiers were also found in the textbook.
 - c) Among contracted forms 'it's' (i.e. 'it is' has the highest number of frequency of occurrence. It has occurred 30 times in the textbook.
4. In terms of structure (syllable, morphological and word structure) the following findings are recorded ;
- a) Out of 381 word forms, 36 syllable structure were found in the textbook.

- b) Only single affixation was found to form complex word for instance fair-ly=farly
- c) Syllabic patterns having syllabic contoid (i.e ç) are also found in the textbook e.g bicycle
- d) Out of 381 vocabulary items 243 words are monosyllabic, 101 two syllabic, 33 three syllabic and 4 are four syllabic words.
- e) Out of 381 vocabulary items, 322 monomorphemic and 59 are ploymorphemic words.
- f) Compound nouns were formed through the process of Noun + verb, Noun + Noun, Verb + noun, and adjective + noun were found. For instance, hopscotch, football, play ground and teddy bear respectively.

4.2 Recommendations

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

1. In terms of total number 396 vocabulary items were found to be used in the textbook. So, it would be better if other vocabulary items should be included in the textbook.
2. Different parts of speech were used in the textbook. So, it would be better to give equal emphasized in frequency of occurrence to all the parts of speech.
 - a. Phrasal verbs were used in the textbook. So, it would be better phrasal verbs were not used for the beginners.
 - b. Regarding the cardinal number, one to hundred are not included in the textbook but randomly twenty, fifty six, forty one etc are selected and used. It creates confusion to the students and teachers, too. In the sense that, the teacher cannot assess how much (i.e. either up to hundred or up to ten) of cardinal number are taught. So, it needs modification of the textbook in terms of vocabulary items.

- c. Only one ordinal number was found in the textbook. So, it would be fruitful if these were other such words in the textbook.
3. The ratio of the frequency of occurrence of vocabulary items should be balanced. The greater disparity is seen in the frequency of occurrence among the vocabulary items. It is difficult to decide whether the vocabulary items that occur in the textbook are scientifically selected or not. So, vocabulary items should be selected scientifically.
4. In terms of structure (syllable, morphological and word structure) the following recommendations are recorded.
 - a. Out of 381 word forms, 243 monosyllabic, 101 bisyllabic, 33 trisyllabic and 4 quadrasyllabic words were found. But much emphasis is given on one syllabic word. So, it would be better if two- and three-syllabic words should also be given more emphasis.
 - b. Different compound nouns were used in the textbook. So, it would be better if compound words containing verb followed by a noun, noun followed by verb and adjective followed by a noun should not be presented because they may have difficulty to grasp the meanings of such words. Thus, for the beginners of foreign learners compound words containing a noun followed by another noun should be presented.

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Appendix - 1

List of Vocabulary Items in terms of Number of Syllable

Monosyllabic	zoo	new	vine	go
Socks	bee	clean	pine	pull
Milk	hive	old	hour	sell
Pool	den	young	sir	jump
man	boot	light	gun	eat
school	door	bright	way	drink
bag	food	how	teeth	dance
pen	fire	there	tea	laugh
ball	light	where	meal	drive
cage	land	fairly	lion	clap
house	road	now	street	climb
board	boy	ten	frock	write
box	girl	and	run	ride
tree	shoe	but	swim	fall
bus	hat	or	weep	move
gate	head	a	punch	break
chair	bone	an	sing	touch
dog	pet	the	ride	throw
goat	lane	all	play	talk
name	knee	some	look	get
comb	knot	you	wear	count
shirt	knit	what	hold	read
hair	knife	my	beat	is
student	pair	I	open	am
year	piece	this	clean	are
nose	load	she	sit	was
toy	green	who	drop	were
glass	love	his	pick	been
nurse	mouse	he	sleep	do
cat	lamp	that	put	have
fish	doll	they	bark	has
clock	hole	it	work	good
sheep	chalk	which	see	fine
bean	miss	mine	walk	wrong
seat	time	her	stand	long
foot	live	their	rise	right
cheek	home	me	hide	small
friend	day	in	fly	big
hand	bed	on	watch	near
spade	born	of	phone	black
book	group	up	draw	white
bird	park	to	help	tall
aunt	bike	at	come	short
	kite	for	say	full
			point	fat
			brush	thin

			pick fight choose	wide far
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with down please no ten one two three four five nine six twelve first	Two Syllabic taxi water river football bookshop apple table parrot puppy rabbit camel women colour teacher sari mother morning mango flower market soldier farmer duster driver doctor letter pilot father house wife brother spider uncle monkey tiger bicycle padlock sister ruler radio crayon Thursday	Friday birthday Sunday Tuesday homework play ground tower window picture hopscotch city hunter jungle lesson jacket honey Wednesday carry correct get up climb up run away hold up sit down go out stand up fall down ugly narrow fair happy also only o'clock today away many over about under next to	Hallow thank you good by bye bye good night see you keep quiet well done twenty fifty seven hundred Three syllabic banana newspaper cricket ball cricket bat hospital uniform policeman shopkeeper grandfather grandmother animal umbrella teddy bear butterfly Saturday library computer elephant beautiful tomorrow yesterday together in front of on top of good morning thirty six eleven twenty one	Four Syllabic forty seven seventy four good afternoon good evening Abbreviated forms Mr. T.V. P.M. Contracted forms it's what's that's he's she's dog's where're isn't don't haven't hasn't I'm
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	Monday story sentence	behind outside inside yourselves	thirty five thirty three thirty six twenty nine	
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Appendix - 2
Nouns with their frequency of occurrence

S.N.	Nouns	Singular Forms	Plural forms	No.of. Freq.
1	toy	2	1	3
2	taxi	3	1	4
3	socks	3		3
4	banana	2	-	2
5	water	2	-	2
6	milk	2	-	2
7	river	2	3	5
8	pool	3	-	3
9	man	2	3	5
10	newspaper	4	2	6
11	school	3	2	5
12	football	2	2	4
13	badminton	1	1	2
14	book shop	2	-	2
15	bag	4	-	4
16	pen	4	-	4
17	apple	2	1	2
18	table	12	-	12
19	ball	1	1	2
20	parrot	1	2	3
21	cage	1	-	1
22	house	7	2	9
23	board	1	1	2
24	box	2	-	2
25	tree	13	2	15
26	bus	3	1	4
27	puppy	3	-	3
28	gate	1	-	1
29	chair	1	-	1

S.N.	Nouns	Singular Forms	Plural forms	No.of. Freq.
84	uncle	1	-	1
85	aunt	1	-	1
86	animal	1	1	2
87	zoo	4	-	4
88	monkey	4	2	6
89	bee	1	1	2
92	den	1	-	1
93	bicycle	2	1	3
94	padlock	1	1	2
95	sister	4	6	10
96	boot	1	-	1
97	door	1	-	1
98	food	1	-	1
99	fire	1	-	1
100	light	1	-	1
101	land	1	-	1
102	road	1	-	1
103	ruler	3	-	3
104	umbrella	1	-	1
105	radio	1	-	1
106	crayon	1	-	1
107	boy	20	1	21
108	girl	6	1	7
109	shoe	-	2	2
110	hat	1	-	1
111	head	1	-	1
112	bone	1	-	1
113	teddy bear	2	-	2
114	pet	1	-	1

30	dog	17	2	19
31	goat	2	-	2
32	name	11	-	11
33	cricket ball	1	-	1
34	cricket bat	1	-	1
35	comb	1	-	1
36	shirt	6	-	6
37	rabbit	1	-	1
38	camel	1	-	1
39	woman	1	1	2
40	colour	1	-	1
41	hair	2	-	2
42	student	5	2	7
43	year	1	-	1
44	nose	1	-	1
45	teacher	7	-	7
46	glass	1	2	3
47	sari	1	-	1
48	hospital	1	-	1
49	nurse	2	1	3
50	cat	2	3	5
51	uniform	1	-	1
52	mother	2	-	2
53	morning	1	-	1
54	fish	1	-	1
55	mango	1	2	3
56	flower	1	1	2
57	clock	1	1	2
58	market	1	-	1
59	sheep	1	-	1
60	bean	1	-	1
61	seat	1	-	1
62	foot	1	1	2

115	lane	1	-	1
116	story	1	-	1
117	knee	1	-	1
118	knot	1	-	1
119	knit	1	-	1
120	knife	1	-	1
121	pair	4	-	4
122	piece	1	-	1
123	butterfly	3	-	3
124	load	1	-	1
125	green	1	-	1
126	love	1	-	1
127	mouse	1	-	1
128	lamp	1	-	1
129	doll	1	-	1
130	hole	1	-	1
131	chalk	1	-	1
132	miss	3	-	3
133	time	14	-	14
134	line	1	-	1
135	sentence	1	-	1
136	home	2	-	2
137	day	12	-	12
138	bed	3	-	3
139	Friday	2	-	2
140	Saturday	1	-	1
141	Thursday	1	-	1
142	Monday	1	-	1
143	birthday	1	-	1
144	Sunday	4	1	5
145	Tuesday	1	-	1
146	Wednesday	1	-	1
147	born	2	-	2

63	cheek	1	1	2
64	friend	17	-	17
65	soldier	1	-	1
66	farmer	1	-	1
67	hand	1	1	2
68	spade	1	-	1
69	duster	1	-	1
70	driver	2	-	2
71	doctor	5	-	5
72	policeman	1	-	1
73	shopkeeper	1	-	1
74	letter	4	-	4
75	book	8	6	14
76	pilot	1	-	1
77	father	1	1	2
78	house wife	1	-	1
79	brother	4	2	6
80	bird	6	4	10
81	spider	-	4	4
82	grandfather	2	-	2
83	grandmother	2	-	2

148	group	1	-	1
149	homework	1	-	1
150	park	1	-	1
151	library	1	-	1
152	playground	1	-	1
153	bike	1	-	1
154	kite	4	-	4
155	vine	1	-	1
156	pine	1	-	1
157	tower	1	-	1
158	hour	1	2	3
159	sir	1	-	1
160	window	1	-	1
161	picture	1	-	1
162	hopscotch	1	-	1
173	lion	1	-	1
174	elephant	1	-	1
175	street	1	-	1
176	jacket	1	-	1
177	frock	1	-	1
178	honey	1	-	1

Appendix 3

Verbs with their frequency of Occurrence

S.N.	Verbs	Infinitive	V ₂	V ₃	V ₄	V ₅	Frequency
1	run	1	-	-	1	-	2
2	swim	1	-	-	2	-	3
3	weep	1	-	-	1	-	2
4	punch	1	-	-	1	-	2
5	sing	1	-	-	1	-	2
6	ride	1	-	-	1	-	2
7	play	2	2	-	4	-	8
8	look	9	-	-	1	-	10
9	carry	1	-	-	3	-	4
10	wear	1	-	-	9	-	10
11	hold	1	-	-	1	-	2
12	beat	1	-	-	-	-	1
13	open	1	-	-	-	-	1
14	clean	1	1	-	-	-	2
15	sit	1	1	-	5	-	7
16	drop	1	-	-	-	-	1
17	pick	1	-	-	-	-	1
18	sleep	1	-	-	1	8	10
19	put	2	-	-	-	-	2
20	bark	1	-	-	1	-	2
21	work	1	1	-	1	-	3
22	see	2	2	3	-	-	7
23	walk	1	-	-	-	-	1
24	stand	1	-	-	1	-	2
25	rise	1	-	-	-	-	1

26	hide	1	-	-	-	-	1
27	fly	1	-	-	-	-	1
28	watch	1	-	-	-	-	1
29	phone	1	1	-	-	-	2
30	draw	1	1	-	-	-	2
31	help	1	6	-	-	-	7
32	come	1	-	-	-	-	2
33	say	1	1	-	-	-	2
34	point	1	1	-	-	-	2
35	brush	1	3	-	-	-	4
36	pick	1	-	-	-	-	1
37	fight	1	-	-	-	-	1
38	choose	1	-	-	-	-	1
39	correct	1	--	-	-	-	1
40	go	3	12	-	10	2	27
41	pull	1	-	-	-	-	1
42	sell	1	-	-	-	-	1
43	jump	1	-	-	-	-	1
44	eat	1	1	-	6	-	8
45	drink	1	2	-	3	-	6
46	dance	1	-	-	1	-	2
47	laugh	1	-	-	-	-	1
48	drive	1	-	-	-	-	1
49	clap	1	-	-	-	-	1
50	climb	1	2	-	-	-	3
51	write	1	3	-	-	-	4
52	ride	3	-	-	1	-	4
53	fall	1	-	-	-	-	1

54	move	1	-	-	-	-	1
55	break	1	-	-	-	-	1
56	touch	2	-	-	-	-	2
57	throw	1	-	-	-	-	1
58	talk	2	-	-	-	-	1
59	get	1	33	-	-		34
60	count	1	-	-	-	-	1
61	read	2	-	-	7	-	8
62	is	92	-	-	-	-	92
63	am	2	-	-	-	-	2
64	are	47	-	-	-	-	47
65	was	27	-	-	-	-	27
66	were	4	-	-	-	-	4
67	been	2	-	-	-	-	2
68	do	16	10	-	18	4	48
69	have	19	-	-	-	-	19
70	has	22	-	-	-	-	22
71	get up	5	3	-	1	1	10
72	climb up	2	1	-	-	-	3
73	run away	2	-	-	-	-	2
74	hold up	1	-	-	-	-	1
75	sit down	4	-	-	-	-	4
76	go out	1	-	-	-	-	1
77	stand up	1	-	-	-	-	1
78	fall down	1	1	-	-	-	1

Note: NOS. 1-61, NOS. 62 - 70 and NOS. 71-78 represent lexical verbs, auxiliary verbs and phrasal verbs respectively.

Appendix - 4

Adjectives with their frequency of occurrence

S.N.	Adjectives	No. Of. Freq.	S.N.	Adjectives	No. Of. Freq.
1	good	3	15	beautiful	1
2	fine	5	16	ugly	1
3	long	2	17	wide	1
4	wrong	1	18	narrow	1
5	right	1	19	far	1
6	small	3	20	new	1
7	big	7	21	clean	1
8	near	3	22	old	6
9	black	4	23	young	1
10	white	3	24	fair	1
11	tall	7	25	light	1
12	short	10	26	bright	1
13	fat	12	27	happy	1
14	thin	8	28	full	1