

Chapter - I

Introduction

1.1 General Background

Language is a unique gift for human beings. It is the means of communication used by human beings to share their ideas, feelings, thoughts, emotions, desires, pains, pleasures, experiences with each others. In other words, language helps us to think, to interpret and to perceive about the world. It is the way of transmitting civilization, history, thought, literature and the whole of human achievements. Richards et al. (1999, p. 196) defines language as “the system of human communication which consists of structural arrangement of sounds for their representation into larger units e.g. morphemes, words, sentences, utterances etc.

According to Widdowson (1983), “Language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learnt the system of that culture to communicate or to interest.” (p. 3). So language is a voluntary, vocal system of human communication which is as essential as other biophysical needs; clothes, food and shelter. Thus, language is defined differently by different linguists. Some of them have tried to define language differently from functional aspect whereas some have attempted to define it from physiological aspect. Whatever the attempts, language is the most powerful device of human beings and it is purely human phenomenon. Of course, language is the most valuable possession of mankind. It connects a person with another person and society as it is so flexible, comprehensive, perfect, extensive and systematic in its nature. Human civilization would not have come to this stage in the absence of language. Man is called the social animal and the means of socialization of mankind is language.

There are several questions related to the history of language. Really some of them are still unanswered. When did the first language start to bring into use? How was the first language of the world? How did people use it; orally, by sign

or any other way? How was the function of the first language? Was it as much broader as language is used today, or was it limited like animal's communication? Regarding these questions, sociolinguists are neither able to trace the exact date of such first language used nor they can answer these questions, but they are all confirm to one belief that language has a long history and it is the essential part of civilization.

Latin, Greek, Sanskrit and Chinese are some of the very old languages that are still in use. The old form of language has been tremendously changed. Let us take an example the English spoken in Anglo-Saxon period or middle age; it bears many changes in it and it can be realized in its phonetic level to morphological, semantic, pragmatic and discourse levels. (Todd, 1987). The form of Nepali language used in the Bhanubhaktan era is different than it is used today.

The government of Nepal has designed the curriculum in the national languages of the country. Among the curriculums in national languages, the curriculum in Limbu language is also implemented in different schools of Eastern Nepal. In this context, the two textbooks for grade one - Limbu Aanipan Yakfa Thik and English Book Grade One are studied and analyzed in terms of the use of the vocabulary of major word classes.

1.2 Statement of Problem

Language is a unique phenomenon bounded to man. It is a means of communication implied to share feelings and information. It consists of arbitrary vocal symbols transmitted to the receiver through audio codes produced by the sender. These vocal symbols are set in different systems. The systems make up a language. A number of sets of systems prevailing in different social contexts have emerged different languages. By the intermingling of the people of different social contexts, different languages are seen being used in the same society too. In such a condition, a man has to learn more than one language so as to adjust in the society.

The study area is made up of people from different ethnic groups who speak different languages. Among them, majority of the Limbu people speak their own language, Limbu language, as the mother tongue. The government, in the present days, has made a provision that the children from indigenous groups can get primary education in their mother tongue. Under this provision, curriculum for primary level in some languages has been designed and textbooks have been published. In some public schools, it has been found that children from indigenous group have been getting primary education in their own mother tongue. The fact that the curriculum or the textbooks of the same level and grade in any language should be parallel has not been tested yet. No one is sure whether the Limbu Aanipan and English Reader are parallel or not.

In this context, it is relevant to analyze the textbooks of Aanipan and English Reader. The present study has considered the use of words in Limbu Aanipan Yakfa Thik and tried to analyze it comparatively with the English Textbook of Grade One.

1.3 Objectives of the Study

The study has the following objectives:

- a. To identify the vocabulary (based on major word class: Noun, Verb, Adjectives, and Adverbs) of grade one Limbu and English textbooks on the basis of semantic aspect.
- b. To find out the coverage of vocabulary.
- c. To find out the similarities and differences in the vocabulary.
- d. To suggest pedagogical implications.

1.4 Research Questions

To accomplish the present study, the following research questions are set.

- i. How many content words (nouns, verbs, adjectives, adverbs) are used in the English textbook of Grade I?
- ii. How many content words (nouns, verbs, adjectives, adverbs) are used in Limbu Aanipan Yakfa Thik?

- iii. Are the words used in English textbook and Limbu Aanipan Yakfa Thik similar as per the level of difficulty?
- iv. Are the words used in English textbook and Limbu Aanipan Yakfa Thik similar in quantity?

1.5 Significance of the Study

The study will be significant to all people who are interested in conducting the research on the Limbu language because it provides foundation to work. It will be equally important to all those textbook writers, language researchers, syllabus designers, language teachers, trainers, experts, methodologists and the students who are directly or indirectly involved in the Limbu language and the English language teaching in the context of Nepal.

1.6 Delimitations of the Study

The research work has the following limitations.

- i. The research work is limited to grade one Limbu and English textbooks.
- ii. The study is limited to the content words only. Functions words will be neglected.
- iii. The study is limited to the vocabulary in reading text, not in other given activities or exercises.
- iv. The research is carried out to find out the coverage of vocabulary based on semantic aspect. Other aspects of vocabularies, language change, word formation process etc are neglected.

1.7 Operational Definition of the Key Terms

adjective: a qualifying word

adverb: a word that qualifies a verb or an adjective

data: the numbers of the words collected from the grade one Limbu and English textbooks

dialect : a sub group of any language that has been slightly different due to geographical and other reasons: Panchthare, Taplejung, Chhathare and Phedappe dialects of Limbu language.

indigeneous: native people belonging to a particular place

Limbuwan : an inhabitant area where the tribe of Limbu people settle in the eastern hills and the Terai of Nepal.

major word: four open classes of words viz. nouns, verbs, adjectives and adverbs

Mundhum : a sacred religious book of Limbu people that directs about their cultures & rites and rituals.

noun : a naming word

numerical : a word that denotes number

qualitative : a word that shows the quality

script : the system of characters used in writing a language

semantic : the aspect of meaning

textbook : a book that treats a subject comprehensively and is used by students as a basis for study

verb : an action or stating word

Chapter-II

Review of Related Literature and Theoretical Framework

2.1 Review of Theoretical Literature

2.1.1 The Linguistic Scenario of Nepal

Geographically, Nepal is a small landlocked, but beautiful Himalayan and sovereign state with an area of 147181 square km. It is also multiethnic, multicultural and multilingual country. It is regarded as the fertile land for numerous dialects and languages. So, it is one of the fascinating areas for linguistic researches in the world. Even being small in size according to the population census 2012, more than 93 languages are spoken in Nepal (CBS, 2011). But many languages of Nepal do not have written form i.e. formal script, they exist only in oral form. So due to the small number of speakers and lack of the proper policy of the nation for the preservation of such minority languages, they are in the verge of extinction. We should pay more attention to those indigenous languages. They are the property of the nation.

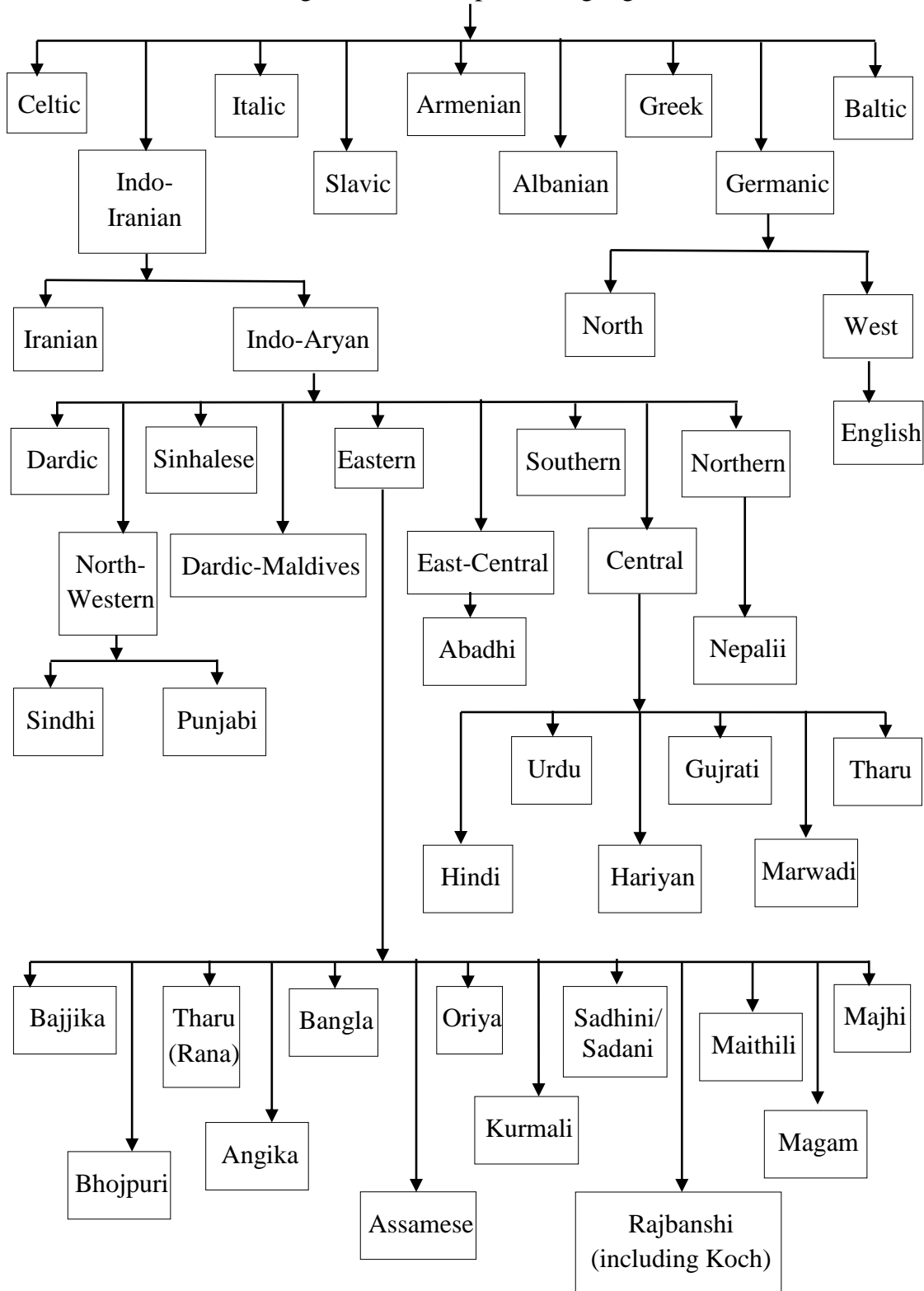
According to the linguists and some well known native and non-native speakers, the languages found in Nepal are classified into four major language families viz. Indo-European, Sino-Tibetan Burman, Austro-Asiatic and Dravidian family, besides there are so many other such families of languages spoken in different parts of the world (Vergheese, 1990).

I. Indo-European Language Family

This family of language mainly consists of Indo-Aryan group of languages in Nepal, which form the largest group of languages in terms of number of speakers, viz. nearly 80 percent.

The Indo-Aryan languages spoken in Nepal can be genetically subcategorized in the following diagram:

Fig. 1: Indo-European Languages



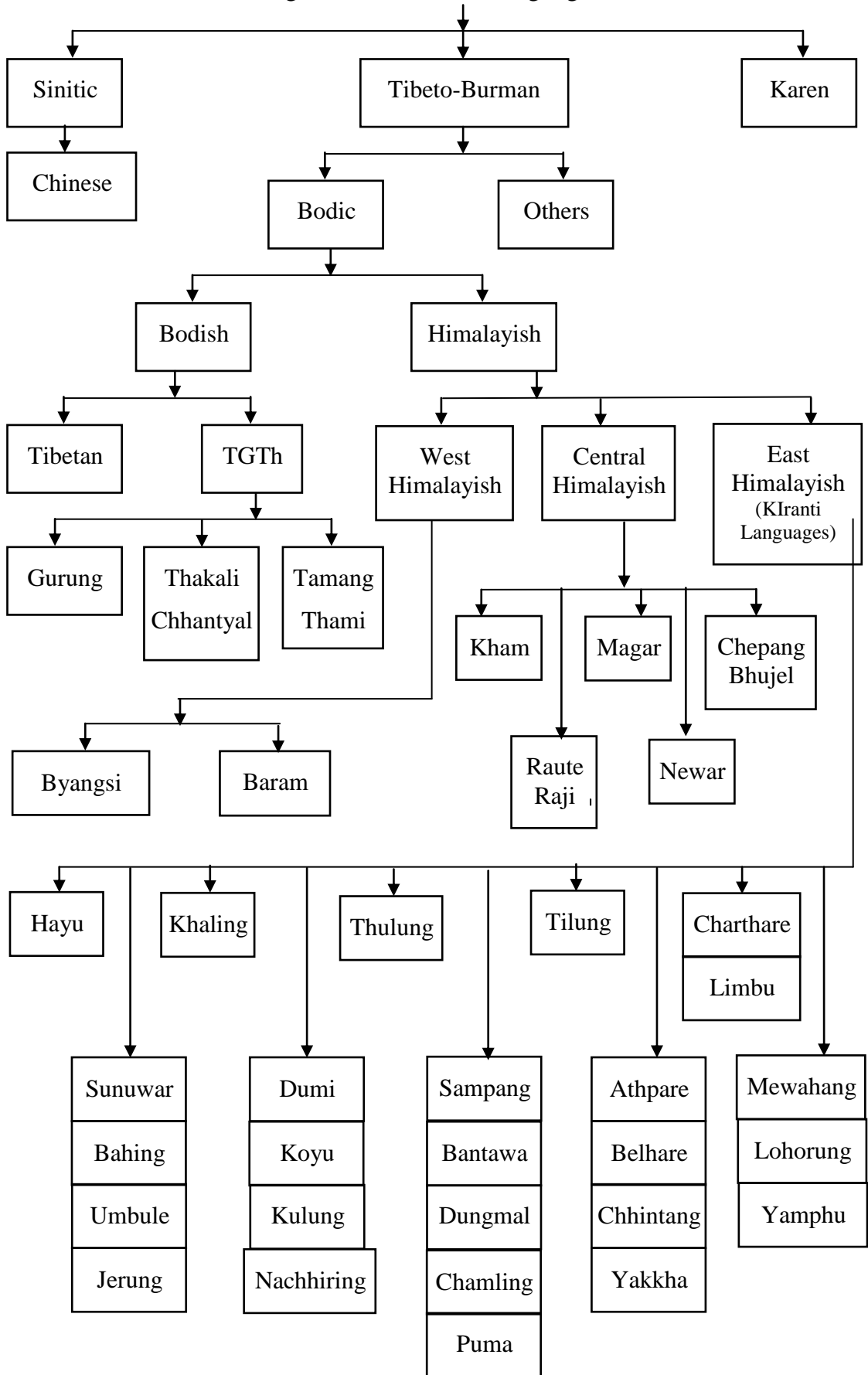
(Adapted from Bradley, 2002)

Some of the Indo-Aryan languages spoken in Nepal are not yet sub-classified in the lack of their adequate description. These languages include Bote, Kumal, Darai, Churauti and Danuwar.

II. Sino-Tibetan language Family

Another important group of languages spoken in Nepal is the Tibeto-Burman group of Sino-Tibetan family. Though relatively lesser number of people than the Indo-European family speaks it, it consists of the largest number of languages viz. about 57 languages. During the 1952-1981 censuses, its speakers decreased but in the later censuses conducted in 1991 and 2001, its speakers increased.

Fig. 2: Sino-Tibetan Languages

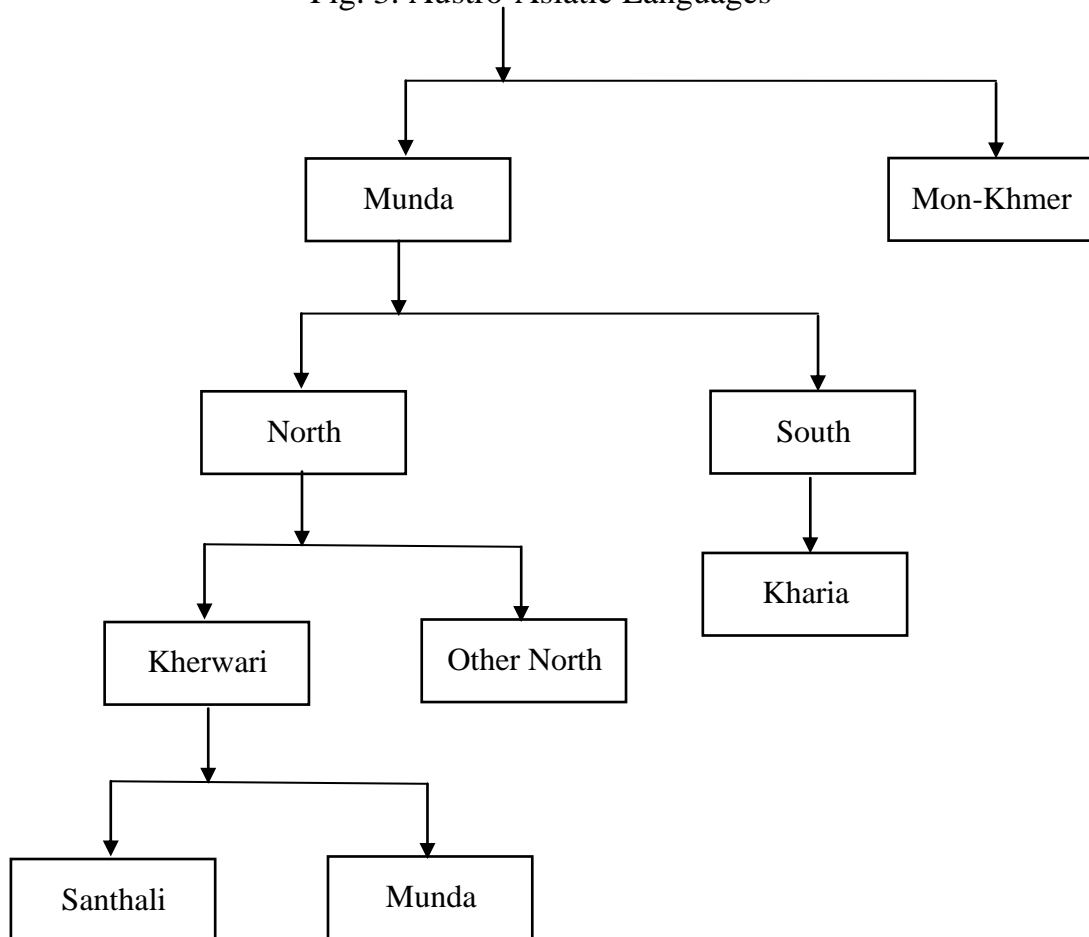


(Adapted from Bradley, 2002)

III. Austro-Asiatic Language Family

This language family comprises Santhali of the northern Munda group and Kharia of the southern Munda group. It is to be noted that Satar has been reported as a separate language except in the 1952/54 census. The 2001 census lumps both Satar and Santhali together into a single language called ‘Santhali’. These are just variant names of same language. All the Austric languages are spoken by the groups of tribal people from the eastern part of Nepal in Jhapa.

Fig. 3: Austro-Asiatic Languages

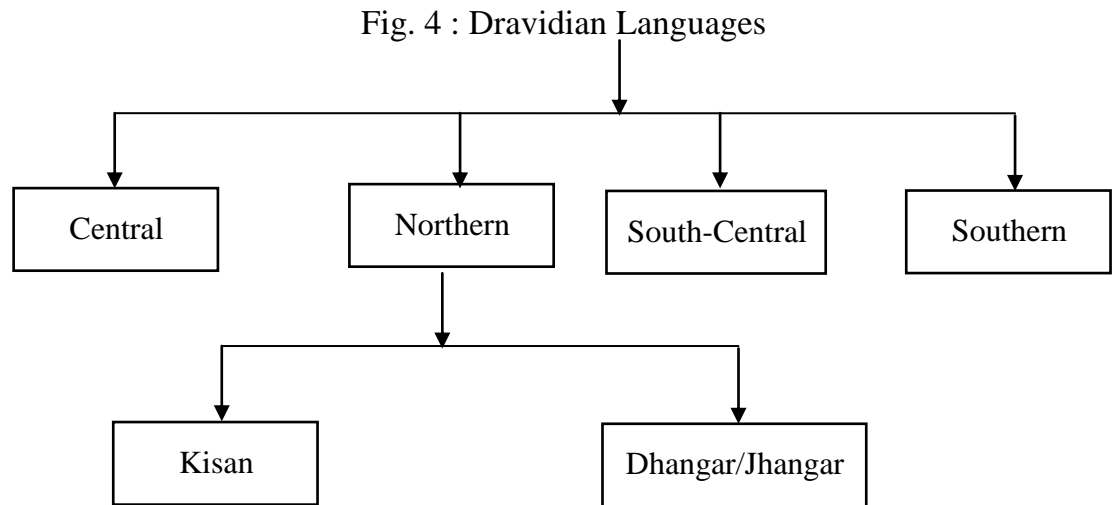


(Adapted from Bradley, 2002)

IV. Dravidian Language Family

This language family includes two languages spoken in Nepal. One of them is called Jhangar which is spoken in the east province of Koshi River and Dhargar in the west region of Koshi River. It constitutes the northernmost part of family of languages. It is said to be a regional variant of Kurux spoken in

Jharkhand state of India though it shows divergence in its vocabulary and grammar (Yadav, 2003). Another Dravidian language is Kisan with 489 speakers settled in Jhapa district.



(Adapted from Bradley, 2002)

Surprisingly, the languages of all four families are spoken in Nepal. For example, Nepali, Bhojpuri, Maithili and Santali etc. shelter under Indo-Aryan languages of Indo-European language family; Limbu, Rai, Sherpa etc. belong to Tibeto-Burman languages of Sino-Tibetan language family; Santhali, Munda, Kharia etc. fall under Austro-Asiatic languages; and Jhangar, Kisan, Dhangar etc. are categorized to Dravidian language family.

2.1.2 The English Language and its Importance

The English language is one of the most widely used Germanic subject branches of Indo-European family (Miller, 1999). It was originated in the northwestern Europe. Anglo-Saxon settlers whose dialects were collectively known as “Englisc” arrived in Britain in the 5th century and in due course their language became identified as the main one of the Kingdoms of England. This early English was a homogenous tongue, and the characteristic hybrid vocabulary of the present day language is the result, successively, of Scandinavian, Northern French, and Greco-Latin influence. The history of English passes through four historical phases to come to today’s modern and popular form. They are Old English (around 500-1150), Middle English

(around 1150-1450), Early Modern English (around 1450-1700), and Modern English afterwards (Zechmiester, 1989).

Now-a-days English language has developed as a global and international language. It has largest vocabulary and grammatical system. It has served the function of lingua-franca in international arena. It is one of the six major of UNO languages too. It has become as a passport through which one can peep and visit the whole world and who knows English can enjoy the advantage of the world civilization. The world has entertained the taste of speaking English for many decades. Nepal is no exception of it. One in every seven people can speak English in the world.

In the context of Nepal, English is known as a second and or foreign language. It is taught as a second language in all the schools starting from grade one and up to bachelor level knowing that the English language is the need of today. The importance of English is increasing day by day in Nepal. It has played the role of mediator for international networking. English being an international language, teaching of English has taken place all round the world. Of course, it is one of the dominant languages of the world. Thus, English is used for the purposes of education, employment, entertainment and electronic communication. Most of the books, newspapers, literatures and journals in the world are published in English language. So, it has become a treasure of knowledge. Regarding Nepal, it has few native English speakers. About 0.004% people speak English as the mother tongue in Nepal (CBS report, 2007).

The English entered Nepal during the Rana Regime for the first time with the establishment of Durbar High School in 1910 B.S. (Sharma, 2003). It was Janga Bahadur Rana, the first Prime Minister, who imported English Education System in Nepal after he visited England formally. He brought some Anglo-Indian teachers from India to teach English in the Durbar High School. He had to bear the difficulties to gladden the Anglo rulers of India for their support to stay in throne in Nepal. Since then English has been one of the important

languages to be encountered in academic field on both government and non-governmental sides in Nepal. But Nepal has not made English as the Official language. However, it is used as a chief foreign language in schools, colleges and universities in Nepal. Thus, English has become as a gateway to gain the whole body of knowledge. In the view of these facts, the English language is given great importance in the education system in Nepal.

2.1.3 Limbu People and Their Languages

Nepal is an exotic place of different ethnic groups. Among them, Limbu is one of the major ethnic groups. The ethnonym of the Limbus is Yakthungba for male and Yakthungma for female and they designate their language as 'Yakthungpan' or 'Yakthung-ba-Pan'.

The Limbu language is one of the members of Tibetan-Burman groups. According to Van Driem (1987, p. IX), the Limbus are the sedentary agriculturalist people of the Mongoloid race dwelling in the hills of the Koshi and Mechi zones of eastern part of Nepal, parts of Sikkim to the west of Tista and Darjeeling district of India. They are from the Kirati groups.

By large, the largest part of Limbu nation lies within eastern Nepal, which is the home of approximately 180000 speakers of Limbu language (Widert and Subba, 1976:142). They consider themselves to be the original inhabitants of the homeland where they have occupied now.

In the Limbu history, the origin of Limbu is rarely found. However, most of the writers have explained 'Limbuwan'. According to Chemjong (2003), Limbuwan was established due to the quarrel between Limbus after the death of Isha Mashih's. Chemjong further says that the term 'Limbuwan' was derived from 'Li', 'Abu' and 'Wan'. Here, 'Li', 'Abu' and 'Wan' mean 'bow', 'to shoot' and 'to name' respectively.

The ancestors of the present Limbus were 'Shan-Mokwans' who were previously from 'Tai-Shan' tribe. Later, they settled in a place called 'Monkwan' of the Sittang Valley, North Burma and started calling themselves 'Shan-

Mokwan' family. In course of time, those Shan-Mokwan people came to Assam in a major group of ten leaders titled 'Haang'. They again migrated to the western Terai land of North Bengal and from there they came up to the hilly part of east Nepal which was already under the eight Kirat Chiefs. The Kirat Chiefs gave them permission to live in the Kirat land but oppressed them so much so that the children of Shan-Mokwan family couldn't tolerate them any longer. So, they held meetings in a place called 'Ambe-Pojoma', a sacred land (i.e. the Pheden Fort of Panchthar district). There, they discussed long and finally decided to revolt against their former Kirati rulers. They did it and got victory over their rulers by driving them away. Eventually, the Shan-Mokwan people seized the eight Kirat's land. And they assembled at their holy place Ambe-Pojoma again and fixed their boundaries of the conquered land. They fixed the northern boundary in Tibet, the southern boundary in the Indian plain at Jalal Garh near Purnea, the eastern boundary at river Teesta, and the western boundary at Dudhkoshi. Thus, the conquered land inhabited by former Kirati was divided into ten districts. Again the representatives of the ten Shan-Mokwan family assembled in a meeting at their holy place and decided the Kirat land by the name of 'Limbuwan' for their own nationality. The people who used to live around the mountain 'Isalimba' were later called "Limbu". So, the tribe 'Limbu' was originated after the name of the mountain 'Isalimba' located in Panchthar district. Accordingly, they resolved and changed the name of 'Shan-Mokwan' into 'Yakha-Thumba' or Limbu. The ten leaders or Chiefs became ten Limbus and the word 'Yakhathumba' was retained as the new name for the race. Thus, the ten Limbus became the administrators of the entire 'Yakhathumba' race. They further resolved to convert all the old Kirat people into this new race of 'Yakhathumba' (i. e. more stronger people than Yakha Kirat people). After such a division of the Kirat land, the Limbu remained as rulers of their country until the Gorkhas waged war against them (Chemjong, 2003, 47-50).

The origin of 'Limbu Tribe' is 'Sino-Tibetan-Burman' group of family. 'Limbu' belongs to the 'Kirati' group. The term 'Kirat' is corrupted form of Kiriat or

Kiryat or Kirajath which means 'Fort' or 'Town' in Moabite language of Mediterranean regions. 'Kirats' are 'Animists' from the ancient period. They worship the nature keeping the extreme respect, esteem love and faith in it. Their supreme God as Omnipresent Maang is 'Tagera- Ningwabhu-Maang', which is preserved in the holy book 'Mundhum'. Mundhum connotes the universal movement and the cosmic energy that governs the life and produces positive vibration of enlightenment.

Limbus' are mainly migrated from 'Tsang' province of Tibet to eastern Nepal and south western part of Sikkim. The word 'Limbu' is derived from 'Li' and 'Abu'; 'Li' means 'Bow' and 'Abu' means 'Shoot'. Hence, 'Limbu' means 'bow shooters' or 'Archers'. They prefer themselves to tell "Yak-thumba", meaning 'Yak' means 'Fort' or 'Place' and 'K-thumba' means 'Brave' or 'Defenders' or 'Hardworking'. Hence, 'Yakthumba' means 'Brave man or Defenders of the Fort' or 'Hardworking person of a particular house'. Thus, Limbus were known as hardworking and good agriculturalists in the past. Today Limbus are also called "Subbas" the title given to them by the King Prithivinarayan Shah during the campaign of unification. It is also synonymous to 'Limbu'. The term 'Subba' was derived from 'Showbwa' meaning the headman of a village of Limbu community (Chemjong, 2003).

The history speaks that Limbu people are descended from ten brothers and claim that they are the residents of Burma. Later, they agreed to inhabit in the mountains of Nepal. Five of the ten brothers marched straight from Burma to Nepal, those descendents are called 'Kashigotra', and the five brothers went to Tibet and from Tibet they entered Nepal through 'Lahsadhinga', their descendents are called 'Lhasagotra'.

The Limbu homeland in eastern Nepal is known as 'Limbuwan'. In fact, this is their motherland. Traditionally, the Kirati land was divided into three provinces as Wallo Kirat, Majh Kirat and Pallo Kirat. 'Pallo Kirat' includes Taplejung, Panchthar, Tehrathum, Ilam, Dhankuta, Sankhuwasabha, Sunsari, the northern part of Morang and Jhapa districts and even the regions of Darjeeling and

Sikkim of India in the past which are the main places of Limbus. Now-a-days, Limbus have spread to Lalitpur, Kathmandu and Bhaktapur of Nepal and Assam, Meghalaya, Nagaland and Manipur of India, even in Burma, Bhutan and U.K.

Still in this 21st century, the Limbu people known as indigeneous and ethnic people are inhabiting on the lands of Taplejung, Panchthar, Ilam, Jhapa, Morang, Sunsari, Dhankuta, Terhathum and Sankhuwasabha districts in large number of thick density of population and the total population of Limbu all over the country of Nepal including the 5 development regions and the 3 belts with rural and urban is 387,300 as per the report of CBS, (Nov. 2011 A.D.). These districts are the homes of Limbu people, so this Limbu homeland in eastern Nepal is known as 'Limbuwan'. In fact, this is their motherland.

According to the District Development Profile of Nepal, Mega Publication Research Centre, Kathmandu (2010/2011) the Limbu language users are 39.86% in Taplejung, 39.57% in Panchthar, 12.68% in Ilam, 13.75% in Dhankuta, 32.75% in Terhathum, 4.94% in Sankhuwasabha, 5.05% in Jhapa, 4.27% in Morang and 2.58% in Sunsari districts out of total linguistic population in Mechi and Koshi zones.

Limbu being a major ethnic group of people are well known ancient inhabitants living below the Kunchanjangha Himalayas Range of eastern Nepal. They have their own distinctive language, literature, custom, rite and rituals, festivals, scripts and unique cultures. They speak Limbu language and used 'Srijunga' scripts. Their script is now-a-days well developed and modified at present, so the Limbu language possesses a systematic writing system. This script is called as 'Kirati' script too. Different books, journals and newspapers have been published in the Limbu language with the help of this Srijunga script.

Limbu community has its own peculiar culture and tradition. Limbu's holy book is called 'Mundhum' according to which their life style runs. The Mundhum is divided into two parts. The first part is called "Thungsap

Mundhum" which is original one and came from the very words of mouth till the art of writing was introduced. It was an epic recited in songs by the learned "Sambas" or poets. The Kirats priests in the beginning were called "Sambas" where "Sam" means songs and "Ba" means the one who knows the songs. The second one is called "Pesyap Mundhum". It is a written book about religion (Chemjong, 2003).

According to Limbu culture, when a married woman becomes pregnant of 5 or 6 or 7 months, a ceremony is held at home praying to the God to look after the baby till gets birth which is known as "Sappok Chomen". When the baby gets birth from the mother's womb, naming ceremony is held after 3 days for daughter and after 4 days if he is son. This ceremony is called "Yondang Fongma". Like so, when a member of family dies, the corpse should be washed and wrapped with a white shroud and put into a wooden coffin, "Khong" and should be covered with "Khuk". In such a way that the head of the corpse should be exposed and be sheltered with a kind of cap, "Saklip". The coffin should be buried. All the mourning members who attend the buried ceremony should offer a last handful of earth to show their last respect the dead person. The mourning should be observed for four days for men and three days for women. The living members of the house of deceased person shouldn't take salt, oil, ginger, garlic and chilli within the mourning period. On the fourth day or third day, all the relatives and friends of the deceased person who remained impure because of the death of one of the members of their house, gather together and perform their rituals so as to complete the mourning.

Tagera Ningwabhumang is the supreme God for Limbu people but it doesn't have proper image. Limbu people basically celebrate "Ubhauri and Udhauri" as festivals. They also celebrate Chasok Tangnam in the month of Mangshir according to Nepali calendar. One of the Limbu festivities is "Ya-laang-ma" originally a harvest dance and hence called "Dhannach" in Nepali, joining hands in a large circle men and women sing and dance with rhythmic forward and backward steps. The Limbu drum is fairly large known as "Chyabrung"

and provides an impressive sound when several are played in unison. Dhannach is popular among Limbu community. It is performed in every happy ceremony except the sad period. "Yalaangma" is said to have originated as a dance song for the harvest of paddy and has been called Dhannach, the rice dance (Bista, 1967). The song sung during 'Dhannach' is called "Palam".

The Limbu language is widely spoken by about two lakh people of India mostly in the state of Sikkim, hill areas of West Bengal, Assam and other Northern-Eastern state. About six lakh Limbu people speak this language in the world throughout Nepal, India, Hongkong, Myanmar, Bhutan, UK, Brunoi, Canada and the other parts of the world. According to the recent policy of the government, all Janjati children have the opportunity to learn in their own mother tongue up to the primary level. The Limbu language is being taught as an optional subject up to the primary level where the majority of the population is the Limbus (Subba, 2002).

Yakwa Tangnam, Shisekpa Tangnam, Balihang Tangnam, Chasok Tangnam and Kokfekwa Tangnam are the Limbus's major festivals which are celebrated in different occasion within every year (Lawati 2006, p.5 as cited in Tanchoppa, 2006). In the case of literature, Limbus have their own literature in their language. Different literary texts have been published in the Limbu languages such as 'Kirati Dantya Katha' by Imanshing Chemjong (1965), 'Kirati Lok Kathaharu' by Shiva Kumar Shrestha (1991), 'Nisam Sewasamlo' by Bajbir Thalang (1930). According to Subba (2002, p 34-36), the Limbus have the folk, life, play and dialogue literature; poem, story, novel, essay and journals etc.

2.1.4 Dialects of the Limbu Language

Limbu language has four dialects, viz. Panchthare, Phedappe, Tamorkhole (Taplejung) and Chhathare (Limbu Nepali English Dictionary 2059, p 10-11).

I. Panchthare Dialect

Panchthare dialect is literally dialect of Panchthar. The term 'Panchthare' refers to 'Five-Clans'. This dialect is spoken to the east of the Tamor River especially in Panchthar and Ilam district of the eastern part of Nepal. It is also known as '*standard dialect*' among the varieties of Limbu language. Centres of population in Panchthar speaking Limbuwan are Yasok, Phidim, Ilam beyond which it is spoken in Yangrok of Taplejung, Chaubis Thum of Dhankuta and some parts of India. Most of the books and literary works, and dictionaries are written in this dialect.

II. Phedappe Dialect

Phedappe dialect is spoken throughout the Tehrathum district. Even those who live outside Tehrathum bazaar, especially those of lower caste, speak some Limbu language in addition to their mother tongue Nepali (Van Driem, 1987, p XXII). The term 'Phedappe' is an adjectival form of Phedap. This dialect is confined by Tamor River to the east and Arun River to the west.

III. Tamorkhole Dialect

This dialect is spoken in Taplejung district including Tamorkhola, Yanrup, Mewakhola and Maewakhola areas. It is also spoken to the north of Phedap along and especially to the Tamor River in Taplejung district and beyond the dialect boundary with Phedappe and Panchthare dialect is an abrupt transition as one who crosses the Tamor River between Tehrathum and Yasok.

IV. Chhathare Dialect

The term 'Chhathar' refers to the 'six-clans' or Chha Thar. The dialect is also literally dialect of the Chhathar. It is spoken throughout Chhathar, which lies to the eastern part of Dhankuta, Parewadin, Murtidunga, Bhirgaun, Hati Dhunga and in the southern part of Tehrathum district fringing Dhankuta, Phakchamara, Okhre and Sukrabare VDCs. The recent studies and researches claim that the Chhathare Limbus' language is as a separate language. It may be so because Chhathare Limbu is totally unintelligible to the other Limbu speakers who belong to the other dialects (Ibid 1987, XXII-XXIII).

2.1.5 Vocabulary

In fact, regarding the vocabulary the language teachers often say that the vocabularies are treated as the bullets for the nozzle of the barrel of a gun. That is to say, if a hunter has innumerable of bullets, more possibly s/he is able to hunt/kill preys. Similarly, if a language learner is familiar with more vocabularies, s/he is able to know and gain the treasure of knowledge; and express more exposures.

“If language structures make up to the skeleton of language, it is vocabulary that provides the vital organs and flesh” (Harmer, 1991).

‘Vocabulary means all the words used by a particular person or all the words which exist in a particular language or subject’ (Cambridge International Dictionary of English 2006).

‘The language unit that is the smallest in form and has meaning of its own’ (Schonell, 1956, retrieved from www.google.literature/schonell on June 12, 2015).

Vocabulary is very important aspect of language and it is really important to impart the knowledge of vocabulary while teaching a language. To know a language is to know its vocabulary (Miller, 1999). Language learning /teaching cannot be possible without teaching and learning vocabulary (Grant, 1988, retrieved from www.google.literature/grant on June 12, 2015).The vocabulary includes the knowledge of words. And words are the smallest meaningful units of a language. Language learners learn the words of a language (Rivers, 1968). A person’s vocabulary is the set of words they are familiar within a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

This study is the comparative study of vocabulary that is taught in grade one in Limbu and English textbooks. The study has found out the level of vocabulary that the students learn in grade one. The study covers the only content words of

the textbooks in English and Limbu on semantic, cultural and word for word criteria. The study also includes the various aspects of vocabulary.

2.1.6 Importance of Vocabulary

In the words of Nida (1970) the vocabulary has the following importance/ characteristics:

- An extensive vocabulary aids expressions and communication
- Vocabulary size has been directly linked to reading comprehension
- Linguistic vocabulary is synonymous with thinking vocabulary
- A person may be judged by others based on his or her vocabulary

2.1.7 Types of Vocabulary

The appearance of a new word is only the beginning of its existence. Once it becomes the part of language the meanings and applications it has for speakers can shift dramatically, to the point of causing misunderstanding. For example, ‘villain’ once meant a peasant, or farmhand, but means a criminal individual in the English language. This is an example of a word that has gone undergone pejoration, which means that a negative meaning has come to be attached to it. Conversely, other words have undergone amelioration, where a positive meaning comes to be understood. Thus, the word ‘wicked’ (generally meaning ‘evil’) now means ‘brilliant’ in slang or in a colloquial context.

Other semantic change includes narrowing and broadening. Narrowing of a word semantically limits its alternative meanings. For example, the word ‘girl’ once meant ‘a young child’ and ‘hound’ (old English ‘hund’) referred to all dogs. And now it means a particular type. Example of words has been broadened now. Examples of words that have been broadened semantically include ‘dog’ (which once meant a particular breed).

Stahl (1999) opines the following types of vocabulary:

Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize by context and tone of voice.

Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech due to the spontaneous nature of the speaking vocabulary, words are often misused. The misuse- through slight and unintentional- may be compensated by facial expression, tone of voice or hand gesture.

Focal Vocabulary

"Focal vocabulary" is a set of terms and distinctions that is particularly important to a certain group; those with particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names for things, events, and ideas. Some linguists believe that that lexicon influences people's perception on things, the Sapir-Whorf hypothesis. For example, the Neur of Sudan has an elaborate vocabulary to describe cattle. The Neur have dozens of names for cattle because of the cattle's particular histories, economics, and environments (Zeichmeister, 1989, retrieved from www.google.literature/zeichmeister on June 12, 2015). This kind of comparison has elicited some linguistic controversy, as with the number of "Eskimos words for snow". English speakers can also elaborate their snow and cattle vocabulary when the need arises.

Vocabulary Growth

Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child thought become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained through questions and education-the anomalies and irregularities of language can be discovered.

In the first grade, an advantaged student (i.e. a literate student) knows about twice as many words as a disadvantaged student (Stahl, 1999). Generally, this gap does not tighten. This translates into a wide range of vocabulary size by age five or six, at which time an English speaking child will know about 2500-5000 words. An average student learns some 3000 words per year, or approximately eight words per day. People may then expand their vocabularies by reading, playing word games, participating in vocabulary programs, etc (ibid).

Active and Passive Vocabulary

Even if we learn a word, it takes a lot of practice and context connections for us to learn it well. A rough grouping of words we understand when we hear them encompasses our “Passive” vocabulary, whereas our “active” vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak (Rivers, 1968). In this case, we often have to come up with a word in the timeframe of milliseconds; one has to know it well, often in combinations with other words in phrases, where it is commonly used.

2.1.8 Contrastive Analysis (CA)

Contrastive Analysis (CA) is the comparative study of the linguistic system of two or more languages to find out the similarities and differences. In contrastive analysis, generally two languages, one being the native language and other one being the target language of the students, are compared. It is based on the assumption that second language learners tend to transfer the

formal features of their first language. CA is based on structural linguistics and behaviorist theory of learning. CA was introduced in the late 1940s and 50s, highly popularized in the 60s and its popularity declined in the 70s. American linguist C.C Fries for the first time used CA to derive the best teaching material in teaching second and foreign languages.

Contrastive Analysis (CA) is sometimes called correlation analysis. It is a branch of applied linguistics. It predicts the areas of difficulty in the learning of the target language. It focuses on the comparative study of the linguistic systems of two or more languages to find out similarities and differences. Comparison can be made at various linguistic levels, for examples, at phonological or grammatical level. Fries (1945), as quoted in Lado (1957:1), asserts "The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the Learner." This was the fundamental assumption guiding the preparation of teaching materials at the English Language Institute of the University of Michigan. After C. C. Fries, Robert Lado made the concept more clear and explicit. In 1957, he published the book entitled "Linguistics across Culture".

"The same assumption, that in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning." (Lado 1957:1) He explained the concept of CA which is summarized as follows:

1. Language learning is the matter of habit formation.
2. Errors are committed productively and receptively while learning the language.
3. The magnitude of error is determined as per the magnitude of difference between the L1 and L2.
4. The greater the differences between the native language and the target language, the more errors will occur.

5. Difficulties are focused whereas eases are ignored while learning the language.
6. Teaching materials can make use of contrastive analysis to reduce the effects of interference.

The basic assumptions of CA are as follows:

CA seems to be a hybrid linguistic enterprise. It is a linguistic enterprise aimed at producing contrastive two-valued typologies. It is always concerned with a pair of languages, and founded on the assumption that languages can be compared. CA is an Interlingua study. It is interested in the emergence of the languages compared rather than in the finished product. The basic assumption of CA is the theoretical basis of CA or the CA hypothesis. The CA hypothesis explains how contrastive analysis predicts learner's errors. The basic assumption of CA is that while the learners are learning a second language, they will tend to use their first language structure in the second language and where structures in their target language differ from their native language, they will commit errors. The student who comes in contact with a foreign language finds some features of it quite easy and some others extremely difficult. Those elements that are similar to his native language will be simple to him and those that are different will be difficult. To be more specific, CA hypothesis can be analyzed into two facets. They are:

- A. linguistic aspect
- B. psychological aspect

A. Linguistic Aspect

Linguistic aspect underlies the following beliefs:

1. Language learning is essentially a matter of habit formation
2. The mind of a child at birth is tabula rasa (blank sheet of paper).
3. Languages are comparable.

B. Psychological Aspect

CA is founded on the assumption that L2 learners will tend to transfer to their L2 utterances the formal features of their L1, that, as Lado puts it " individuals tend to transfer the forms and meanings and the distribution of forms and meaning of their nature language and culture to the foreign language and culture " (Lado, 1957:2) . The psychological basis of CA is transfer theory, elaborated and formulated within a Stimulus - Response theory of psychology. As Corder puts it: "One explanation of L2 errors is that the learner is carrying over the habits of his mother-tongue onto the second language clearly this explanation is related to a view of language as some sort of habit-structure" (Corder, 1971:158). In other words, past learning facilitates the present learning in case of similarity, and it hinders in case of difference.

The former is known as facilitation or positive transfer and the latter is known as interference or negative transfer. CA hypothesis does not regard similarity and difference as binary terms. The matter of similarity and difference is a matter of degree. The summary of this hypothesis can be summed up in the following table.

Nature of L1&L2	Learning	Performance
Similarity	easy	errorless
Difference	difficult	erroneous

2.2 Review of the Empirical Literature

There are some linguistic comparative research works on different issues on different languages such as Nepali, Limbu, Gurung, Rai, Newar, Maithili, etc. in the department of English education and linguistics, T.U. But, no any single research has yet been carried out on the content words with reference to comparison between the Limbu language and the English language. Therefore, the researcher attempts to carry out the research on this particular field. Some related and relevant reviews of the research on literature are given below.

Tiwari (2001) has, in his M. Ed. thesis, studied 'A Study on English Vocabulary Achievements by the students of Grade X'. The objective of this was to investigate the students achievement of English vocabulary used in the new English textbook for grade X'. He selected 100 students and prepared test items having 150 words. He distributed the questionnaires to the students and examined the level of students in using the words and understanding the meaning. He used two sets of questionnaires and analyzed their proficiency. He found that the students in urban area were more proficient.

Gyawali (2004) has carried out a research on 'A Study on Vocabulary Teaching through Direct and Indirect Techniques: A Practical Study'. The main purpose of that research was to compare the effectiveness of direct and indirect techniques. He did this experimental research in class IX with the help of pre and post test. The finding showed that the direct technique was somehow effective in vocabulary teaching.

Tumbapo (2005) has carried out a research on ' Verbal Affixation of Limbu and English: A Comparative Study'. The main purpose of the study was to analyze the similar and different verbal affixes used in both languages. His findings were Panthare dialect of Limbu has personal marker prefixes, infixes and suffixes, whereas the English has only marker, suffix and it marks the third person singular. Similarly, Panthare dialect of Limbu has tense marker suffixes in greater number than English Language. Likewise, he concluded that affixation system in Panthare dialect of Limbu is more complicated than that of English. Limbu verbal negative markers have grammatical functions as well as semantic functions. The negative marker prefix, infix and negative marker suffix simultaneously occur in a single verb in Panthare dialect of Limbu to make negative system which is not available in English.

Thapaliya (2007) has carried out a research on 'A Study on Techniques of Teaching Vocabulary: A Case of Secondary Level English Teacher'. The main objective of this study was to find out the common procedure of teaching vocabulary (i.e. relia, picture, synonym, antonym, action word analysis, game

etc.) and to compare the procedure of teaching vocabulary in terms of the aspects of vocabulary (i.e. pronunciation, spelling, word meaning, word use and word grammar etc.). It was found that most of the English teachers used the modeling, phonetic transcription, minimal pair, copying, word analysis (i.e. parts of speech) synonym, and antonym, definition, translation and facial expressions etc. as the techniques of teaching vocabulary. They conducted their classes without motivation, encouragement and students participation. There was the lack of teaching materials while teaching vocabulary.

Dewan (2009) has carried out a research work entitled ' Tense Aspect Systems in English and Yakkha Language'. The objective of the study was to find out the tense aspect system in Yakkha language. The finding showed that morphologically, the Yakkha language has the past and non-past tense. It codes futurity periphrastically with the help of future time adverbials.

A. C. (2009) has carried out a research entitled 'A Comparative Study of Vocabulary of Hamar Tharu: Pahil Kilas and My English Book: Grade One.' The major finding of the research was to analyze the vocabulary based on major word class: Noun, Verb, Adjective, and Adverb of grade one Tharu and English textbook on the basis of semantic aspect. The researcher developed document analysis as the major tool and consultation with the experts as the supportive tool of research .He found that Tharu textbook has more coverage than the English textbook in the categories of kinship, name of foods, knowledge of number (digit), clothes, domestic animals etc. whereas the English textbook has more coverage than the Tharu textbook in the categories of body parts, color words and heavenly bodies etc.

Limbu (2012) has conducted a research on 'A Study of Adverbs in Limbu and English'. The objectives of his research were to identify and analyze the adverbs used in the Limbu and English, and to find out similarities and differences in the adverbial words of two languages. He used the judgmental and snowball sampling procedures as a main tool for questionnaires and consulted with the subject experts as a supportive tool of research. He found

that both English and Limbu dialects have adverb systems with derivative and non-derivative forms, and the adverbs of both languages have the initial, middle and final positions, and mostly the adverbs of both occur in the middle position of sentences. The adverbs in both languages are formed by adding suffixes to adjectives. The Limbu adverbs are mostly formed by free morphemes. The degree adverbs, manner adverbs, and instrumental adverbs in English are found in the final position of sentences but these adverbs in Limbu are found in middle position of sentences. Similarly frequency, time, place and act-related adverbs in English have free morphemes but these adverbs in Limbu do not have free morphemes.

While reviewing the related literature, I found that this present study differs from the above mentioned researches not only in data or procedures but also in the quality because it is a comparative study of vocabulary that are in grade one Limbu and English textbooks. This study is to see how English or Limbu textbooks enhance the students. Thus, this study will be a new study in the department of English Education and it will be a new venture in itself.

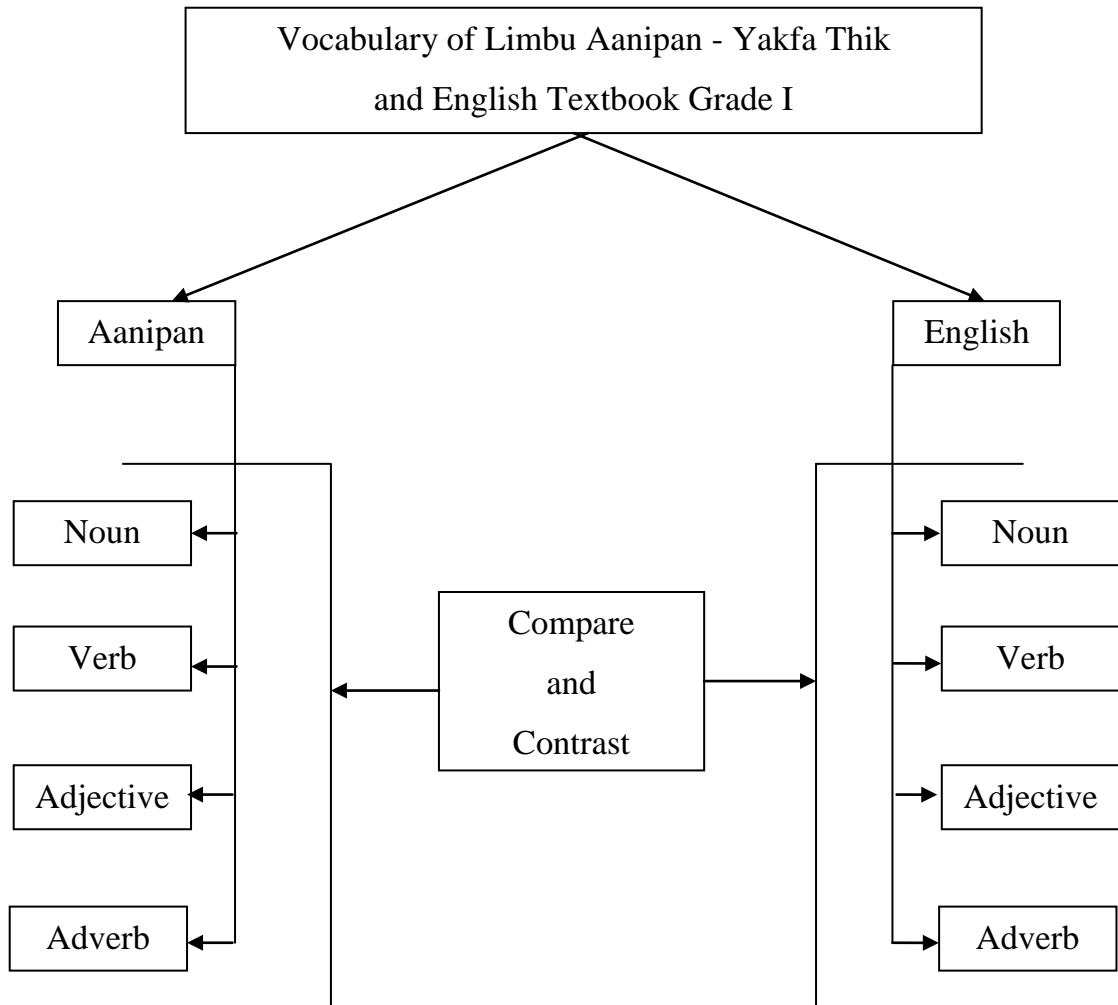
2.3 Implication of the Review of the Study

The literature reviewed has helped the present study in different ways. The research works by different scholars have helped in modeling the present study. Limbu (2012) has helped in finding out the trace of comparing and contrasting the two intended languages. The same way A.C. (2009) has paved a way out to mark the points of similarities and differences. Even the other studied literature has helped the present study to manage with the range and the analysis of the information. The theoretical literature has moulded the thesis.

2.4 Conceptual Framework

The following table incorporates a central vision or ideas regarding the vocabulary items of major word class found in the both textbooks of Limbu and English Book Grade One.

Fig. 5 : Conceptual Framework



Chapter-III

Methods and Procedures of the Study

3.1 Research Design

The present study is basically a qualitative one even though some quantitative tools are also implied in some cases. Mostly views are presented and analyzed qualitatively and measurable data are presented and analyzed quantitatively. So the nature of the present thesis is of mixed type.

3.2 Population and Sample

The population of different schools - community and institutional of Jhapa district and the primary level curriculums of different languages are considered as the population of the present study. Out of the total population, Limbu curriculum and English curriculum for class one are taken as the sample.

3.3 Sampling Procedure

The researcher has adopted the purposive non-random sampling procedure to select the sample - Limbu curriculum.

3.4 Data Collection Tools

The researcher has used the tools of individual contact and interviews, library study and discussions to collect the necessary data for the study. The teachers and the school head teachers of the schools where Limbu Aanipan Yakfa Thik is taught are contacted and interviewed. Similarly the researcher has studied different materials containing Limbu language and culture.

3.5 Data Collection Procedure

The researcher collected the Limbu and English textbooks. Then the researcher first established the universal concept of 'Vocabulary', and then he went through the texts and selected the core area of research. He read the text several times and marked the words of major classes. He collected all the vocabulary under four major word classes: noun, verb, adjective and adverb. To gather the

required data for the study, the researcher administered two tools: document analysis and consultation with the experts.

3.6 Data Analysis Procedure

The data are analyzed and interpreted quantitatively as well as qualitatively. They are presented in tables, charts, percentage and explained verbally too.

Chapter-IV

Results and Discussion

This chapter provides the discussion, analysis and interpretation of the vocabulary used in the grade one textbooks of English and Limbu. The researcher analyzed and described the data collected from the textbooks under the prescribed pattern. The sample of the description of the data is listed in the appendices. The researcher used the tables and the charts. The analysis was done based on the following aspects:

- i. Length of vocabulary
- ii. Coverage of vocabulary on semantics aspects in the grade one textbooks
- iii. Comparison of major word classes
- iv. Comparison on the base of similarities and differences.

4.1 Results

The main purpose of this study is to find out the vocabulary items (NAVA) used in the Limbu and the English textbooks of grade one. In course of making comparison the major word-class, the following results are derived :

- a. The Limbu textbook has more coverage (in the case of nouns) than that of English textbook in the word categories of kinship terms, names of places, wild animals, domestic animals, man-made resources and others; whereas the English textbook has more coverage in the terms of proper nouns, and personal needs.
- b. Both the textbooks have equal vocabulary in the word categories of foods name, musical instrument, names of days, ornaments, parts of house and vegetable items. The English textbook does not have even a single word in the names of places, means of entertainment, wild birds, domestic birds, corns/crops; and the Limbu textbook does not have even a single word in the word categories of colour items, clothes, means of transportations, playing tools.

- c. The subject matters in the Limbu textbook are properly managed/organised. The students are given at the beginning some brainstorming texts, and then the Limbu alphabets (vowels & consonants) with clear illustrations to easy, short sentences; then poems, moral story, knowledge of numbers and days respectively.
- d. The English textbook has some ordinary verbs which are repeatedly used in many pages. The verbs are used in the present tense. And the four copula verbs such as; is, am, are, and have are used in the present aspect, whereas in the Limbu textbook there are four copula verbs used such as; is, am, are and was; and some inflected and derivated verbs are used in the past aspect too. Let's take an example, saap-maa (write), saap-temme (imperative-write); and ko-su (looked after) etc.
- e. There are 29 adjectives in the Limbu textbook. Among them 19 are qualitative, 2 are quantitative and 8 are numerical ones. The adjectives are not frequently used. Among the 27 adjectives used in the English textbook, 17, 7 and 3 are used respectively as qualitative, quantitative and possessive ones. The frequency of the use of adjectives is also less in English text. Both the Limbu and the English textbooks have the adjectives in the opposite sense relation with the number twelve and six words respectively. The same adjective has been repeated in different units and pages.
- f. There are thirty nine and fifteen adverbs found in the Limbu and the English textbook respectively. None of the textbooks has the same sense relation adverbs but the Limbu textbook has rhyming sense relation whereas the English textbook has the opposite sense relation of words. Some adverbs in the Limbu textbooks are difficult words to learn by the students, so they need to be omitted.

4.2 Discussion

4.2.1 Vocabulary Used in Limbu Textbook

The total counts of the words of major class used in Limbu textbooks of grade one are presented in the following table:

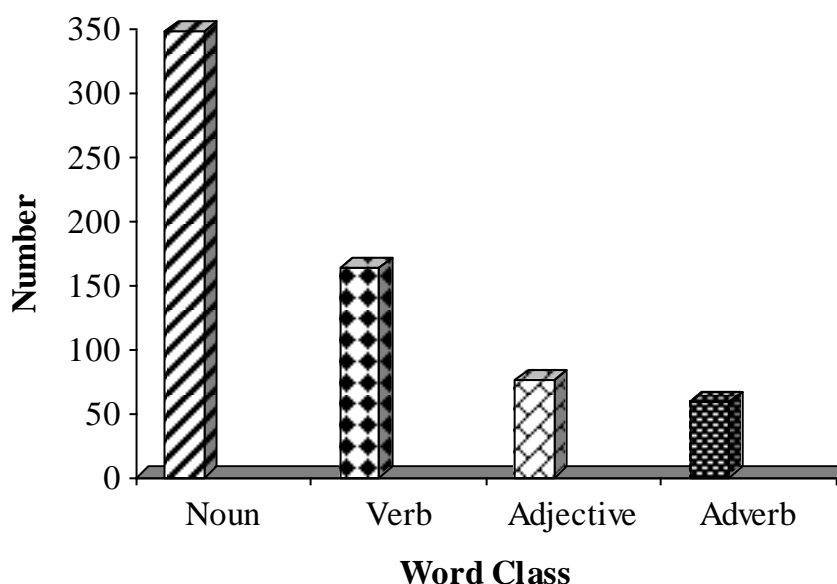
Table 1 : Major words found in the units of the textbooks

Unit	Word Class				Unit	Word Class			
	Noun	Verb	Adj.	Adv.		Noun	Verb	Adj.	Adv.
1	13	2	-	-	14	10	-	-	-
2	12	2	2	-	15	25	2	1	-
3	8	-	2	1	16	-	-	-	6
4	23	8	5	3	17	12	16	6	8
5	23	25	4	6	18	11	4	13	8
6	16	6	-	1	19	9	22	2	7
7	8	1	-	-	20	-	-	8	-
8	9	1	-	-	21	-	1	2	-
9	49	47	6	14	22	15	6	24	2
10	13	5	1	1	23	20	3	-	-
11	7	1	-	-	24	13	4	-	-
12	7	2	-	-	25	31	1	-	1
13	13	5	-	-	Total	347	164	76	58

(Source : Textbook Study, 2015)

Table 1 shows that there are altogether 645 major words in the Limbu textbook. There are 347 nouns, 164 verbs, 76 adjectives, and 58 adverbs in 25 units. The data are presented in the bar diagram below :

Fig. 6: Word Composition in Limbu Textbook



Nouns (𑌶𑌷)

Noun is the first major word class in the parts of speech. Nouns are the words denoting any person, place or thing. It includes the words of denoting the process. Cambridge International Dictionary of English (2007, p. 1039) defines a noun as "a word that refers to a person, (such as Ann or doctor), a place (such as Paris or city) or a thing, a quality or activity (such as plant, sorrow or tennis)". Nouns are the words that every child learns faster than the words of other categories (Franklin, 2001). Nouns cover broader area in every language. The nouns are the words that are used maximum in all the languages (Fischer, 1997). The words on the basis of semantic aspects are presented in the following tables:

Table 2 : Body Parts (𑌶𑌷𑌶𑌷𑌶𑌷)

𑌶𑌷𑌶𑌷 𑌶𑌷. Chu-k-waa laang (right leg) ²	𑌶𑌷. Laang (leg) ^{25,40,44,45}
𑌶𑌷𑌶𑌷 𑌶𑌷. Feng-waa laang (left leg) ²	𑌶𑌷. Hu-k (hand) ^{44,45,46}
𑌶𑌷𑌶𑌷. Naa-raa-n (face) ⁹	𑌶𑌷𑌶𑌷𑌶𑌷. Huk-chek (finger) ⁵⁵
𑌶𑌷𑌶. Mee-k (eye) ^{9,40,48,49}	𑌶𑌷. 𑌶𑌷 𑌶𑌷. Laang & Huk (leg & hand) ⁴⁶
𑌶𑌷𑌶. Mu-raa (mouth) ^{18,19,28}	

(Source : Textbook Study, 2015)

The first word category was body parts. There are nine words in the textbook. The Limbu textbook needs to add some more the names of the parts of body in it because a child's first learning word is nouns. They are easy to learn as well.

Table 3 : Kinship Terms (ཇི་ ལྟོ་ལྟོ་ལྟོ་)

ཇི་ལྟོ་	Aa-m-baa (my father) ^{6,7,8}	ཇི་ལྟོ་ལྟོ་	Aa-m-bhu (my elder brother) ^{6,7}
ཇི་ལྟོ་ལྟོ་	Aa-m-maa (my mother) ^{6,7,8}	ཇི་ལྟོ་ལྟོ་	Ku-n-saa (his/her younger brother or sister) ⁷
ཇི་ལྟོ་ལྟོ་	Aa-n-ne (elder sister) ^{6,7,8}	ཇི་ལྟོ་ལྟོ་	Kum-bhu (his/her elder brother) ⁷
ཇི་ལྟོ་ལྟོ་	Aa-n-saa (younger brother/sister) ⁶		

(Source : Textbook Study, 2015)

The textbook has seven words of kinship terms. They are my father, my mother, elder sister, younger brother, elder brother, his younger brother/ sister and his/her elder bother. It is better to teach students some more kinship terms.

Table 4 : Utensils/Kitchen Instruments (ལྟོ་ལྟོ་ལྟོ་ ལྟོ་ལྟོ་ལྟོ་)

ལྟོ་ལྟོ་	Khə-pyaa (a small rice pot) ^{15,18,27,28}
ལྟོ་ལྟོ་	Khore (a small soup bowl) ¹⁹

(Source : Textbook Study, 2015)

The textbook has only two words of kitchen instruments. The children can learn enough words of kitchen instruments which they see and use at home daily. In fact, there are more utensils used in the kitchen, so they should be added such as spoon, knife, jug, pitcher, plate, bowl, basket, ladle, pan etc.

Table 5 : Foods Name (ཇི་ལྟོ་ ལྟོ་)

ཇི་ལྟོ་	Tək (rice) ^{8,15}	ཇི་ལྟོ་	Chit-chi (meat) ²⁰
ཇི་ལྟོ་	Sum-baak (curry with soup) ⁴⁸		

(Source : Textbook Study, 2015)

The textbook has three words of foods name - rice, meat and curry with soup. Some simple words such as bread, breakfast, lunch, supper, papaya, salt, tomatoes, sugarcane, etc. can be included.

Table 6 : Fruits (ཁྲི་ལྷན་)

མེ་ལོ་ལྷན་	Aa-m-be (mango) ^{12,13}	ཐེ་ལྷན་	Te-l-la-se (banana) ²¹
------------	----------------------------------	---------	-----------------------------------

(Source : Textbook Study, 2015)

There are only two fruit words in the textbook - mango and banana. It is better to include some more words for the names of fruits they eat, such as larim-se (apple), fe-naa (jackfruit), kham-brek (plum), seri-mse (orange), sum-sum-baa/lu:p-se (guava),sə-ə-m-se (pear) etc.

Table 7 : Musical Instruments (ཁྲི་ལྷན་གྱི་རྩི་ལྷན་)

ཐེ་ལྷན་	Tung-naa (saarangi) ^{40,}	ཙེ་	Ke-y (chyaabrung) ^{25,39}
---------	------------------------------------	-----	------------------------------------

(Source : Textbook Study, 2015)

Here, the textbook has two words for musical instruments - Tung-naa (saarangi) and Ke-y (chyaabrung). These words are not easy to learn because they are beyond the level of grade one students. Better here they may be omitted.

Table 8 : Means of Entertainment (ཁྲི་ལྷན་གྱི་ལྷན་གྱི་རྩི་ལྷན་)

ཁྲི་ལྷན་	Hi-l-lo-ki (rote ping) ⁴³
----------	--------------------------------------

(Source : Textbook Study, 2015)

The textbook has one word of denoting means of entertainment - Hi-l-lo-ki (rote ping). It is not easy to conceptualize by a grade one learner, so it may be omitted.

Table 9 : Number Names (འདྲེས་གྲུབ་)

ཨོལ་	Ho-p (zero) ⁶²	ཅེ་གེ་	Ngaa-si (five) ^{60,62,63,67,69}
ཅི་ཀ་	Thi-k (one) ^{57,59,62,63,67,69}	ཅུ་	Tuk (six) ^{60,62,64,67,69}
ཇེ་/ཇེ་	Ne-t/Ni (two) ^{57,59,62,64,67,69}	ཇུ་	Nu (seven) ^{60,62,65,67,69}
གུལ་/གུལ་གེ་	Sum/Sum-si (three) ^{57,59,62,63,64,67,69}	ཇེ་	Ye-t (eight) ^{60,62,65,67,69}
ལེ་/ལེ་གེ་	Li/Li-si (four) ^{57,59,62,64,67,69}	ཇི་	Faa-ng (nine) ^{61,62,65,67,69}
		ཅི་བོང་	Thi-bong (ten) ^{61,62,65,67,69}

(Source : Textbook Study, 2015)

The textbook has eleven number names - from zero to ten. They are in order. It may be good to add up to twenty in grade one in the textbook. It makes them easy to study in the upper classes too.

Table 10 : Names of Days (ཚེ་ལེ་)

ཅེ་ཚེ་	Te-ne-baa (Sunday) ⁶⁹	རྒྱ་ལེ་	Ku-ru-p-paa (Thursday) ⁶⁹
ཇི་ལེ་	Fo-raa-baa (Monday) ⁶⁹	ཇེ་ལེ་	Fə-su-p-paa (Friday) ⁶⁹
ཇི་ལེ་	Mik-haang-baa (Tuesday) ⁶⁹	ཇི་ལེ་	Sen-chhreng-baa (Saturday) ⁶⁹
ཇི་ལེ་	Khek-su-baa (Wednesday) ⁶⁹		

(Source : Textbook Study, 2015)

There are seven days in a week. The textbook has the names of all the days in the order. All the seven days in the Limbu language are spelt as *Tenebaa*, *Foraabaa*, *Mikhaangbaa*, *Kheksupaa*, *Kurup-paa*, *Fəsup-paa* and *Senchhrengbaa* that means Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday respectively.

Table 11 : Names of Places (མི་ལེ་)

ཇི་ལེ་	Me-yəng-lung (Meyanglung) ⁴	ཇི་ལེ་	Ni-saam-him (School) ⁷
ཇི་ལེ་	Taam-bhu-l-laa (Taambhullaa) ⁴	ཇི་ལེ་	Sə-haang-yuk (Office) ⁷
ཇི་ལེ་	Taam-bhung (Jungle Shrub) ¹⁸	ཇི་ལེ་	Laa-je (Country) ⁶⁶

(Source : Textbook Study, 2015)

The textbook has six words for the names of places. The names of the places help the students to write the names of their own places.

Table 12 : Proper Nouns (མཉམ་མཉམ་པོ་)

རྩེ་རྩེ་མོ་ Naam-o-ti (Naamoti) ⁴	མཉམ་མཉམ་པོ་ E-saa-men (Esamen) ⁹
གཤམ་མཉམ་ Se-se-maa (Sesemaa) ⁴	མཉམ་ E-saa (Esa) ¹³

(Source : Textbook Study, 2015)

The Limbu textbook has four proper nouns. To facilitate the learning of the students, the Limbu textbook needs to add some more proper nouns.

Table 13 : Wild Animals (རྩེ་ལྟ་ ཆུ་ཁྱོད་)

ལྷ་ལྷ་ U-me: (camel) ⁹	མཉམ་ Fə-t-taa (rabbit) ²²
ལཱ་ Sə-baa (monkey) ^{15,34}	ལྷ་ Su-baa (mouse) ²⁹
འཕམ་ Pə-dək (frog/toad) ^{15,45,46}	འཕམ་ Peng-waa (deer) ^{57,}
ཆུ་ཁྱོད་ Thaa:k-paa/Simbaa (squirrel) ¹⁷	ལྷ་ Ke-baa (tiger) ⁵⁷
མཉམ་མཉམ་པོ་/འཕམ་ Kə-daa-baa/Pə-dhe (Gohoro) ^{18,33}	འཕམ་ Təkmibaa (elephant) ^{57,59}
ཆུ་ Ngaa (fish) ^{19,39}	ལྷ་ Ken-daa (rhino) ⁵⁹
ལྷ་ལྷ་ Nə-l-lek (lizard) ^{20,33}	

(Source : Textbook Study, 2015)

The coverage in terms of the wild animal words in the Limbu textbook looks a bit rich. The textbook has thirteen words of wild which is enough for the students.

Table 14 : Domestic Animals (རྩེ་ལྟ་ ཆུ་ཁྱོད་)

ལྷ་ Pit (cow) ^{1,5}	ལྷ་ Me-yəng (cat) ¹⁷
ལྷ་ Khyaa-baa (dog) ¹	མཉམ་ Fə-taa: (rabbit) ^{22,27,30}
ལྷ་ ən (horse) ^{2,12,13,41,57,59}	ལྷ་ Faa:k (pig) ⁴⁰
ལྷ་ Men-daa (goat) ^{5,57}	

(Source : Textbook Study, 2015)

The textbook has seven words of domestic animals - Pit (cow), Khyaa-baa (dog), ən (horse), Men-daa (goat), Me-yəng (cat), Fə-taa: (rabbit), Faa:k (pig).

It may be good to add some more words in the English textbook such as; buffalo, ox, calf, sheep, etc.

Table 15 : Wild Birds (ཚུལ་ལྟོ་ལྟོ་)

མེ་རཱ་	Mə- <i>raa</i> (peacock) ^{27,34}	སེལ་ལོག་ཡཱ་	Sel-lok-waa (Neuli bird) ⁴³
ཕུ་ཏུ་	Put-tuke (a small kind of dove) ⁴¹		

(Source : Textbook Study, 2015)

The Limbu textbook has three words of wild birds - Mə-*raa* (peacock), Put-tuke (a small kind of dove) and Sel-lok-waa (Neuli bird). It is better to have some more names of wild birds in the texts which they often see everyday either on the way to their school or their in surroundings such as; crow, parrot, eagle, swallow, hawk, nightingale, cuckoo, owl, woodpecker, etc.

Table 16 : Domestic Birds (ཚུལ་ལྟོ་ལྟོ་)

འོ་ཡཱ་	Ing-waa (cock) ^{1,52,}	ཡཱ་མམ་མམ་	Waa-map-maa (hen) ²⁴
ཡེ་ལཱ་ཡཱ་	Pe-l-laakwaa (duck) ^{3,11}	ཡཱ་ཇཱཱ་	Wə-jyaak (chickens) ⁶⁰

(Source : Textbook Study, 2015)

The textbook has four words of domestic birds - Ing-waa (cock), Pe-l-laakwaa (duck), Waa-map-maa (hen) and Wə-jyaak (chickens). It is better to add some more names of domestic birds to foster their knowledge.

Table 17 : Heavenly Bodies (འོ་ལྷ་ལྷ་)

འོ་ཤཱ་	Ik-shaa (Earth) ^{12,13}	མེ་ཤཱ་	Khese (Star) ⁵⁰
མེ་	Naam (Sun) ⁴²	ལཱ་	Laa-baa (Moon) ⁵⁰
མུ་ཏཱཱ་	Mu-dhaang (Sky) ⁵⁰		

(Source : Textbook Study, 2015)

The Limbu textbook has five words of heavenly bodies. It seems okay for the grade one students.

Table 18 : Greeting Words (ཚུལ་ལྟོ་ལྟོ་)

སེ་ཡཱ་	Sewaaro (Namaste) ⁴
--------	--------------------------------

(Source : Textbook Study, 2015)

The Limbu textbook has one word of greeting - Sewaro (Namaste). The greeting word 'Sewaaro' in Limbu culture is used any time, a symbol of great respect with polite feel.

Table 19 : Ornaments (ཨཱཱཱཱ)

ཧཱཱཱཱཱཱ Huk-paangi (a kind of woman bangle) ⁶⁷

(Source : Textbook Study, 2015)

The textbook of Limbu has only one word for ornament - Huk-paangi (a kind of woman bangle). It is good to have some more words of ornaments in the textbook. The words such as; ear-ring, necklace, finger ring, locket, etc should be added.

Table 20 : Natural Resources (འཇཱཱཱཱཱཱ འཱཱཱཱཱཱ)

ཧཱཱཱཱཱ Ko-k-maa (hill) ^{1,5}
ཧཱཱཱཱ Sing-bung (tree) ^{1,5,25}
ཧཱཱཱཱ On-d d3:ng-fung (Babari flower) ⁸
ཧཱཱཱ Chwaat (water) ^{8,22}
ཧཱཱཱ Həngək-sing (a species of tree used in making 'Chyaabrunng') ²⁵

(Source : Textbook Study, 2015)

The Limbu textbook has six words of natural resources. The textbook should add some more words land, sand, hill, earth, water, iron, jungle, rock, etc. as the students see or use the natural resources every day. It may enrich their language.

Table 21 : Man Made Resources (འཇཱཱཱཱཱཱ འཱཱཱཱཱཱ)

ཧཱཱཱཱ Ni-saam-heem (school) ^{9,29}	ཧཱཱ Heem (house) ^{1,5,50}
ཧཱཱ Yak-maa (farmhouse) ²³	ཧཱཱ Ek-naam (chair) ²
ཧཱཱ Tu-ng-Naa (violin) ⁴⁰	ཧཱཱ Thə-re (ladder) ^{21,35}
ཧཱཱ Ep-la-ve (hand-made fan) ¹⁴	ཧཱཱ Ke (Cyaabrunng) ³⁹
ཧཱཱ Fon-daa-k/Yaang-daang (cradle) ⁴¹	ཧཱཱ Hilloki (Rote Ping) ⁴³
ཧཱཱ Khə-r-baa (wooden curd pot) ⁴³	

(Source : Textbook Study, 2015)

The Limbu textbook has eleven words of man made resources. It looks okay for the grade one students.

Table 22 : Names of Plant (ཁྱོ་ལྟོ་ལྟོ་ ལྟོ་)

ཁྱོ་ལྟོ་	Sing-bung (tree) ^{1,56,66}
ལྟོ་	Fung (flower) ^{5,66}
མ་ང་ ལྟོ་	ən-dang-fung (baabari flower) ^{8,41}
མྱེ་ལྟོ་	Chaa-m-botti-fung (chaamboti flower) ³⁵
ཁྱོ་	Sə-gee (nettle) ⁴⁸

(Source : Textbook Study, 2015)

The Limbu textbook has five words of plants. The textbook may add some plants; Sal, Sisau, Sakhuwa, Banyan etc which the students can easily know in their area.

Table 23 : Parts of Plants (ཁྱོ་ལྟོ་ལྟོ་ ཁྱོ་ལྟོ་)

ལྟོ་	Tet-laa (dropped of leaf) ²⁰	ལྟོ་	Fung (flower) ⁸
ལྟོ་	Fek-waa (Undropped leaf) ⁶⁷		

(Source : Textbook Study, 2015)

The textbook has three words of the parts of plants. 'Flower' and 'Leaf' are common among them. It seems the textbook has insufficient words of parts of the plant. Some more words may be added in the language textbook; root, stem, branch, stalk, etc.

Table 24 : Parts of a House (ཁྱོ་ལྟོ་ ཁྱོ་ལྟོ་)

ཁྱོ་	Thəre (ladder) ^{15,21,35}	ལྱེ་ལྱེ་	Laam-dhe-pin (door) ¹
ཁྱོ་	Sitlaang (pillar) ¹	ལྱེ་	Khaam-bu (roof) ¹

(Source : Textbook Study, 2015)

The Limbu textbook has four words for the parts of a house. Among them the words 'door', and 'roof' are the common words. The textbook needs to add some other words of parts of house such as Chil-lep (wall), Yaktu-be (corner), Hə:ng-bit (window), etc.

Table 25 : Writing Materials (ཉིམ་པོ་འུ་མཁའ་ལོ་ལྷོ་)

རྩེ་ལྷོ་ Naakchaa (pen) ^{2,24,61}
--

(Source : Textbook Study, 2015)

The Limbu textbook has only one word of writing instruments. The textbook may add some words of writing instruments such as; sign-pen, marker, ball-pen, etc.

Table 26 : Vegetables (རྩེ་ལྷོ་ཉིམ་པོ་)

ལཱ་བཅུ་ Laa-bak (raddish) ⁶⁷	རྩེ་ལྷོ་ Nudhee (Rye) ⁶⁷
---	-------------------------------------

(Source : Textbook Study, 2015)

The textbook has two words of vegetables. The book needs to include some more words that they often everyday see and eat varieties of vegetables such as; cauliflower, cabbage, bitter gourd, coriander, gourd, pumpkin, potato, carrot etc.

Table 27 : Corns/crops (ལྷོ་ལྷོ་ལྷོ་)

ལྷོ་ལྷོ་ Hak-see (barley) ³⁹	ལྷོ་ལྷོ་ Maa-k i(maize) ³⁹
---	---------------------------------------

(Source : Textbook Study, 2015)

The Limbu textbook has two words of corns. It is better to include some more corns names to enrich the student's vocabulary, such as; paddy, wheat, buckwheat, millet, etc.

Table 28 : Personal Needs (ཉིམ་པོ་ལྷོ་ལྷོ་)

རྩེ་ལྷོ་ Naa-k-chaa (pen) ²	ལྷོ་ལྷོ་ Tho-naa-raa (mirror) ⁹
ལྷོ་ལྷོ་ Ek-naam (chair) ²	ལྷོ་ལྷོ་ Ep-laa-ve (hand made fan) ¹²
ལྷོ་ལྷོ་ Thak-kin (body) ⁷	

(Source : Textbook Study, 2015)

The Limbu textbook has five words of personal needs. The vocabulary of Limbu textbook neither includes many more or nor has more coverage. The words are very few and some words may be added. Basically the words the

students have to use in day to day activities such as; comb, tap, fishing net, sewing machine, spade, axe, etc. may be added to make the Limbu language learning more effective and competent.

Table 29 : Others (५१,५१)

थकड	Thaa-k-paa (rope) ⁵
तःकःकः	T 3:k-kaat (supportive stick) ^{5,20}
थकःकः	Thaa-k-kin (domestic cloth machine) ⁷
अडुगु लीडु	A-bung-li-in (caterpuller) ⁷
अडुडुडु	Cherfembaa (butterfly) ¹⁹
लःडुडु	L 3:-vit (tongs/pincers) ²⁴
लुगु	Loong (stone) ⁴⁰
नेडु	Netya (scissors) ⁴¹
सःडुडु	Sər-maa (hand made basket for filtering vodka) ⁴³
खःडुडु	Khar-baa (wooden curd pot) ⁴³
तेथक	Tet-thak (hand made leaf plate) ⁶⁸

(Source : Textbook Study, 2015)

The Limbu textbook has ten words of other category. Some words in the Limbu textbook are difficult. The students of grade one may not understand the meaning of some words; netya (scissors), abungliin (cater puller), thaak-kin (domestic hand-made wooden cloth machine). Such difficult words should be removed from the Limbu textbook.

Verbs (वर्षडुडु)

Verbs are the 'action words'. Cambridge International Dictionary of English defines verb as, ' a word or phrase that describes an action, condition or experience.' There are two classes of verbs in English (Thomson and Martinet, 1999). They are auxiliary verbs (auxiliaries) and ordinary verbs. Some linguists also classify the verbs as auxiliary verbs and main verbs (Michael, 1953).

Auxiliary verbs are the helping verbs. They state the position of the verbs in a sentence. It means the aspect of the verbs in a sentence. In terms of the Limbu

language and grammar, it has its own distinctive grammar rules and usages. It is a pronominalised language, (Chemjong, 1970 p.i-ii). The sentence formulation rule is the same as Nepali language but vice-versa to the English. Limbu language has both copula (helping) and ordinary (principal) verbs in the usage of grammar. But the copula verb is always used being attached either to a noun or to a verb in a sentence. It is not used after the subject as that of English. For example: Aang-gaa mə-naa-a : (N.-aux. verb) → I am a human being. Hen?aat-to ke-waa (V.-aux. verb) → Where are you?

Such helping verbs in Limbu language are of two types (Nepal Pragma Pratisthan, 2013, p. 179-181). They are- the equational copula and the existential copula. The ordinary verbs in the Limbu language are used as the conjugated form of verbs and they are used in an independent way. Likewise there is the provision of both helping verb and principal verbs in the English language grammar. The volume of the principal verbs in English is infinite.

The auxiliary verbs found in Limbu textbook are listed as below:

Table 30 : Auxiliary Verbs (ဆိ:၇ ဝိ၇၇၇)

a: →/is, am-present/ ^{22,23}	ne:/wa:→/are-present/ ⁴⁵
o:/wai-yaa→/was-past/ ⁵¹	wa:/wa:yo → /is-present/ ^{19,57}

(Source : Textbook Study, 2015)

The Limbu textbook has four auxiliary verbs and some ordinary verbs. The ordinary verbs are used as the form of the conjugated ones (David Crystal, 2003, p.96,). Only conjugated verbs are mostly used in Limbu language. The function of helping verbs comes by adding itself at the end of the ordinary verb in sentence making. The ordinary verbs in the Limbu language have the five different forms as that of English such as; *Paa-thi-naa* (V¹- Pek-lə/Saap-maa), *Paa-ni-naa*(V²-Pe-gaa/Saap-tu), *Paa-sum-naa* (V³-Pegaa-ang/Saap-tu-aang), *Paa-li-naa* (V⁴-Pek-lə/Saap-tu-rə), and *Paa-nga-naa* (V⁵-Pek/Saap).

The ordinary verbs used in the Limbu textbook are listed below :

Table 31 : Ordinary Verbs (ယူဇာ ဝိယာဉ်)

ဝိဟဉ်ဒါး	Po-dhək-tem-me (explain) ⁵	ဝိဒါး	Paa-tem-me (say) ^{1,22,53}
ဉ္ဇုာ် ဉ်ဒါးဒါး	Ku-sing-nit-tem-sim-me (understand) ^{6,8,13,15,16,33,59,62}	ဒါးဒါး	Omeṗ-maa (look) ⁵
ဒါး	Aa-bung (shoot/strike) ⁷	ဒါးဒါး	Se-gem-me (choose) ²
ဒါး	Ketum-lo (let's pour/emerge) ⁸	ဒါး	Thaa-gu (wove) ⁷
ဒါး	Tək-thok (cook rice) ⁸	ဒါး	Pek-lo (go) ⁷
ဒါး	Laang-ghək (walk) ⁸	ဒါး	Kosu (looked after) ⁷
ဒါး	Hi-sing-lə (turn round) ⁸	ဒါး	Letum-lo (to plant) ⁸
ဒါး	Thing-sing-lə (stretch) ⁸	ဒါး	Kuyu (carry) ⁹
ဒါး	Ni:p-maa (to read) ^{9,10,12}	ဒါး	Pek-lə-pə-t (going) ⁹
ဒါး	Ot-lə-waa-ro (lighting/ shining) ¹⁰	ဒါး	Nir-u-m (let's read) ¹⁰
ဒါး	Kep-maa-le (thrust/plunge) ²²	ဒါး	I:ng-maa (to clean) ^{18,28}
ဒါး	Saa-p-tum (let's write) ^{10,13,21,24, 25,30,33,40}	ဒါး	Chaa-maa (eat) ^{18,21,28}
ဒါး	Thim-sem-me (fill) ¹¹	ဒါး	Paap-maa (tell) ^{18,21,59}
ဒါး	Su-maa-paang-maa-si (get sb. to touch) ¹²	ဒါး	Laak-khi (dance) ¹⁸
ဒါး	Taam-baak-chaa (eat by searching in the field) ¹⁸	ဒါး	Pin-di (jump) ^{18,25}
ဒါး	Chaa-got-chaa (eat by guarding) ¹⁸	ဒါး	Ponglo (become) ^{19,21}
ဒါး	Thoong-maa (to drink) ^{18,19,28}	ဒါး	Aa-jaam-lo (we eat) ¹⁹
ဒါး	Se-rə-waa (scattering with scent) ¹⁹	ဒါး	Pe-rə-waa (flying) ¹⁹
ဒါး	Yəng-maa-syaang (startled/scared) ²⁰	ဒါး	Lok-maa (run) ²⁰
ဒါး	Tək-sing-maa (to get support) ²⁰	ဒါး	Ling-maa (climb) ²¹
		ဒါး	Ye-bi (stand) ²¹
		ဒါး	Laa-se-ro (entered) ²³
		ဒါး	Me-bok-khaa (became) ²³
		ဒါး	Hek-tum (start) ²⁴
		ဒါး	Hi-sum-lo (turn round) ²⁴
		ဒါး	Aa-vik-lo (scream) ²⁴
		ဒါး	Tuk-kil-le (pain) ²⁴
		ဒါး	Kaa-maa (crow) ³⁷

ထုံ့ဝံ့သိ	Khaang-sing-maa (hit by sudden) ²⁰	ဆွဲ	U:-gu (scratched) ³⁷
ဒု့ဝံ့	Kət-tung-sing (to own/have) ²³	ထုံ့ ဝံ့	Po-ro (grow) ^{38,51}
ထုံ့ဝံ့	Haa-raa-dhaang (come fast) ^{23,}	ထုံ့	Fe-re (came)* ³⁸
ဆုံ့ဝံ့	Aa-bok-khaa (wake up) ²³	ထုံ့	Me-haap (cry/weep) ^{45,46}
ဒု့ဝံ့	Ke-maa (not to move or to use) ²⁴	ထုံ့	Me-jaa (play) ^{45,46}
ဆုံ့ဝံ့	Aavit-lo (to pinch/seal) ²⁴	ထုံ့	Melən-de (came out of) ⁴⁵
ထုံ့ဝံ့	Yaang-sing (grabbed to own) ²⁵	ထုံ့	Mebaa-re (spoke) ⁴⁵
ထုံ့	Thaa-su (drop/fall rain) ⁴⁵	ထုံ့	E-ge (broke) ^{45,46}
ထုံ့	Chip-tu (stopped rainfall) ⁴⁵	ထုံ့	Thun-ngu (drank) ⁴⁸
ထုံ့	Me-yunge (lived/stayed) ⁴⁵	ထုံ့	Fe-l-lə (coming) ⁴⁹
ထုံ့	Me-lep-tusi (stroke/ targeted) ⁴⁵	ထုံ့	Waa-yaa (existed) ⁴⁹
ထုံ့	Sə:-p-maa (to be happy) ⁴⁶	ထုံ့	It-tung (think) ⁴⁹
ထုံ့	Me-t-tusi (told/instructed) ⁴⁶	ထုံ့	Paa-tung (said) ⁴⁹
ထုံ့	Aage-lep-tibaa (hit –past) ⁴⁶	ထုံ့	Ket-lə (be enough) ⁴⁹
ထုံ့	Ke-nni-sum-min-bi (didn't see)	ထုံ့	Met-tum (say/.....) ⁴⁹
ထုံ့	Sep-maa-si-men (let's not kill) ⁴⁶	ထုံ့	Khem-sing (suited) ⁵⁰
ထုံ့	Waan-dum (shake/swing) ⁴⁹	ထုံ့	Etl-la (smiling) ^{49,50}
ထုံ့	Taa-aang (having come) ⁵¹	ထုံ့	Yem-sing (stood) ⁵⁰
ထုံ့	Ke-bə-ng (carry by holding) ⁵¹	ထုံ့	Maak-tu (dreamed) ⁵⁰
ထုံ့	Yaa-raa-k-chaa (live by involving 'Dhaan-Naach') ⁵¹	ထုံ့	Tai-yaa (to come) ⁵¹
ထုံ့	Pe-re-de (came by flying) ⁵²	ထုံ့	Pin-daa (hop) ⁵¹
ထုံ့	Ke-re-de (came by walking) ⁵²	ထုံ့	Po-gaa (woke up) ⁵¹
ထုံ့	Melokte (ran) ⁵⁷	ထုံ့	Chən-de (push) ⁵²
ထုံ့	Sendemme (select) ⁵⁷	ထုံ့	Kən-de (roam) ⁵²
		ထုံ့	Kaa-saa (crow) ⁵²
		ထုံ့	Pe-ro (went) ⁵²
		ထုံ့	Paa-te (say) ⁵²
		ထုံ့	Le-sem-me (know) ⁵³
		ထုံ့	Piremme (give) ⁵³

(Source : Textbook Study, 2015)

The Limbu textbook has 347 verbs. They are all ordinary and conjugated verbs. Some of the verbs have repeated. The verb 'saap-tem-me' (write) is repeated in maximum pages. And so is the case of other verbs such as 'omet-tem-me' (see) and 'kusing- nit-tem-me' (understand).

Verbs are studied in the past and non-past aspects. The Limbu textbook has some verbs in past. They are given below:

Table 32 : Verbs on the basis of past and non-past

Verbs in Past Aspect	Verbs in Non-Past Aspect
Thaa-gu, Kosu, Aa-bung, Ketum, Saap-tum, Ni-rum, Ye-bi, Hi-sum, Thim-sem-me, Laak-khi, Pin-di, Yəng-maang-syaang, Laa-se, Kət-tung-sing, Aa-bok-khaa, Me-bok-khaa, Hek-tum, Aa-vik, U-gu, Po-ro, Fe-re, Thaa-su, Chip-tu, Melə-n-de, Meyung-gne, Me-lep-tusi, Ke-re-de, Met-tu-si, Ken-ni-su-mim-bi, Thu-gnu, Wai-yaa, Waan-dum, It-tung, Paat-tung, Met-tum, Khem-sing, Yem-sing, Maak-tu, Tai-yaa, Pin-daa, E-ge, Po-gaa, Yung-sing, Kaa-saa, Chən-de, Kən-de, Pe-re-de .	Paa-tem-me, Saap-temme, Podhək tem-maa, O-məp-maa, Kusing-nit-maa, Le-tum, Nip-maa, Aap-maa, Lok-maa, Sumaa-paang-maa, Ing-maa, Thoong-maa, Chaa-maa, Paap-maa, Tək-sing-maa, Khaang-sing-maa, Ling-maa, Ket-maa, Kaa-maa, Saap-maa, Sep-maa-si-men,

(Source : Textbook Study, 2015)

There are fifty one ordinary verbs in the Limbu textbook in past aspect and twenty one verbs in non-past aspect.

Adjectives (ཕྱི་གླིང་།)

One of the major aspects of the parts of speech is an adjective. Adjectives are the words that describe a quality of a noun. Adjectives remain invariant in form, no matter what position they occupy in a sentence (Murcia and Freeman, 1990). Adjectives are not used maximum in grade one books. The Limbu textbook has very few adjectives. The textbook has 33 adjectives. Adjectives can be classified as derivational and inflectional on the process of word formation. The adjectives in the Limbu textbook have the three forms for comparison as that of English such as; *Pung-waa-naam* (A¹- Nubaa/Good), *Təng-waa-naam* (A²-Myaak-nubaa/ Better), and *Num-waa-naam* (A³-Pə-nu-baa/Best). The adjectives can be used as the words to explain the opposite meanings are called antonyms.

Table 33 : Adjectives (ཕྱི་གླིང་།)

མེལེ	Feng-waa (left) ²	(qualitative)
ཀྲུལེ	Chuk-waa (right) ²	(qualitative)
མེལ	Maak (black) ⁹	(qualitative)
ཅེལེ	Tehim (low) ²³	(qualitative)
འཕེལེ	Pahim (imaginative thrilling) ²³	(qualitative)
མེལེལ	Norik (good) ²⁴	(qualitative)
ཀྲུལེ	Chuk-saa (small) ^{45,53,58}	(qualitative)
མེལེལ	Yambaa (big) ^{45,53,58}	(qualitative)
མེལེལ	Yallik (several) ⁴⁵	(qualitative)
མེལེལེ	Kaap-pobaa (old) ⁴⁶	(qualitative)
མེལེལེ	Kam-vyaak (so much) ⁴⁶	(qualitative)
མེལེ	Haa-raa (quick) ⁵¹	(qualitative)
མེལེལེ	Ke:ʔm-baa (long) ^{53,58}	(qualitative)
མེལེ	Taa:ng-baa (short) ^{53,58}	(qualitative)
མེལེལེ	Kedhung-baa (thick) ⁵³	(qualitative)
མེལེལེ	Paa-baam-baa (thin) ⁵³	(qualitative)
མེལེལེ	Ke-me-baa (fat) ⁵³	(qualitative)

၅၅၅၅၅	Sung-gik-waa (slim) ⁵³	(qualitative)
၃၀၃	Təngdəng (equal) ⁵⁸	(qualitative)
၃၃၃	Yə-rik (many) ⁵⁴	(quantitative)
၃၃၃	Miyaak (few) ⁵⁸	(quantitative)
၅၅၅၅၅	Thik-si-gek (first) ⁵⁷	(numerical)
၅၅၅၅၅	Nisi-gek (second) ⁵⁷	(numerical)
၅၅၅၅၅	Sumsi-gek (third) ⁵⁷	(numerical)
၅၅၅၅၅	Lisi-gek (fourth) ^{57,58}	(numerical)
၅၅၅၅၅	Nga-sigek (fifth) ⁵⁸	(numerical)
၅၅၅၅၅	Tuksi-gek (sixth) ⁵⁸	(numerical)
၅၅၅၅၅	Nusigek (ninth) ⁵⁸	(numerical)
၅၅၅၅၅	Yet-chhi-gek (tenth) ⁵⁸	(numerical)
၅၅၅	Nubaang (seven number of people) ⁶⁷	(numerical)

(Source : Textbook Study, 2015)

There are thirty adjectives in the Limbu textbook. They are frequently used. The use of adjectives in the Limbu language is the same as that of the English as *attributive* and *predicative*, such as 'yəm-baa mə-naa/ ... the big man) and 'kən-mə-naa yə-mbaa/ ...the man is big) respectively. On the other hand, the adjectives are studied on the basis of qualitative, quantitative, numerical and distributive. It is good to add some more adjectives in the Limbu textbook. Adjectives help in complete expression, as they qualify the objects.

Table 34 : Adjectives in Opposite Sense Relation

Adjective Word	Word in Opposite Sense
Feng-waa	Chuk-waa
Chuk-saa	Yə-m-baa
Kem-baa	Taang-baa
Ke-dhung-baa	Paa-baam-baa
Keme-baa	Sung-gik-waa
Y ə-rik	Mi-yaak

(Source : Textbook Study, 2015)

There are twelve adjectives in the opposite sense relation. They are *Feng-waa* (left) – *Chuk-waa* (right), *Chuk-saa* (small) – *Yə-m-baa* (big), *Kem-baa* (long) – *Taang-baa* (short), *Kedhung-baa* (thick) – *Paa-baam-baa* (thin), *Ke-me-baa* (fat) – *Sung-gik-waa* (slim/lean) and *Yə-rik* (many) – *Mi-yaak* (few). The students find it easy to learn the language in opposite sense. It helps them to understand well. They can explain the situation or object well with the help of the antonymous adjectives. It is good to include some more adjectives in the list that are in opposite sense relation.

Adverbs (ཨོལ་འཕྲུལ་)

Adverb is a word that modifies a verb (she walked slowly), an adjective (a very good book), or another adverb (she walked very slowly). Adverbs may indicate place or direction (where, whence), time (ever, immediately), degree (very, almost), manner (thus, and words ending in-ly, such as (wisely), and belief or doubt (perhaps, no). Like adjectives, they too may be comparative (wisely, more wisely, most wisely). The Limbu textbook has 58 adverbs. The adverbs are the words that modify the quality of a noun or an adjective or an adverb itself. The adverbs are used to express the quality of a word. The adverbs found in the Limbu textbook are given below in table 35.

Table 35 : Adverbs (ཨོལ་འཕྲུལ་)

ལུང་ཚུལ་གྲུབ་	Fuk-kaang-vuk (beatig /striking continuously) ⁷
འོ་མེ་ཚུལ་	Pegek-kek(<u>bendy</u> body) ⁹
མེ་མེ་ཚུལ་	Thegek-kek(tremulously) ⁹
འོ་མེ་ཚུལ་	Pegek-kaang(in a crooked way) ¹⁰
མྱུ་ལེ་ཚུལ་	Aal-lek-a-kaang/Aa-l-lə (now) ^{10,52}
མྱེ་ལེ་ཚུལ་	Norik-kaang(well) ¹⁸
ཤྱེ་ལེ་ཚུལ་	Sorik-kaang(together) ¹⁸
ཚུ་ཚུལ་ མེ་ལེ་	Kunaam-bhəng-bhəng(send off scent sweetly) ¹⁹
འོ་ལེ་ལེ་ལེ་	Pə-lim-lim (very sweet) ^{19,48}
ཤེ་མེ་	Sageng-geng (run by making noisily or startlingly) ²⁰
མེ་མེ་	The-geng-geng (startled tremulously) ²⁰
ཤྱེ་ཤྱེ་ཚུལ་	Sing-sing–aang(carefully) ²¹

တံ့တံ့တံ့	Thing-dhing-aang(stand straight) ²¹
ပိတ်တံ့ ပိတ်တံ့	Pit-thik-pindero (jumped suddenly) ²²
ဟေ့ ဟေ့ ဟေ့	Haa-haa-haa (laugh loudly) ²³
ချီချီ ချီ	Chyaak-chyaak-lə (making sharply sound of chyaak) ²⁴
ကဲကဲ ချီ	Kək-kək-lə (making sound continuously of kak-kak..) ²⁴
စိတ်စိတ်ချီ	Sik-chim-chim (satisfactorily) ²⁵
ချီ ဝှံ့ ဝှံ့	Chyaang-khrung-ghrung (sweet sound of chyaang-brung smoothly) ²⁵
စေ့စေ့	Sek-sek (pinching smoothly) ⁴⁴
ယွဲယွဲ	U:k-u:k (stretching lightly) ⁴⁴
လှံ့ လှံ့	Laang-thep-thep (stride the earth softly by legs) ⁴⁴
မိတ် မိတ်	Mik-kaang-gaang (open eyes rapidly) ⁴⁴
ဟွတ် မိတ်	Huk-kaang-gaang (make sound of Huk-kaang-gaang loudly) ⁴⁴
အိတ်အိတ်	Aa-p-pha-l-le-aang (never) ⁴⁷
မိတ်မိတ်	Mik-sim-sim (close eyes lightly) ⁴⁸
အိတ်အိတ်	Im-lo-im (sleeping soundly) ^{48,49,50}
လှံ့လှံ့	Laam-baak Khum-baak (hurriedly & hastily to ahead) ⁴⁸
လှံ့လှံ့	Fi-li-li-li-fing (moving roundly) ⁴⁹
ကုတ်ကုတ်	Kunu-nu-im (sleep soundly) ⁴⁹
ပဝဲပဝဲ	Pə-nu-nu-nu (very beautiful) ⁵⁰
လှံ့လှံ့	Fi-ring-ling (shining brightly) ⁵¹
နီနီ နီ	Naa-naa-kət-naa (here & there) ⁵²
တံ့တံ့	Thing-sing-lə (being stretched out) ⁵²
ချီချီ	Ching-sing-lə (hidingly) ⁵²
ချီချီ	Chot-cho (stand shakingly) ⁵²
တံ့တံ့	Taat-te (walk tremously) ⁵²
ဒီဒီ ဒီ	Ki-ding-ding (running by making noise and hastily) ⁵⁷
ကုတ်ကုတ်	Ku-num-mo (between) ⁵⁷

(Source : Textbook Study, 2015)

There are thirty nine adverbs in the Limbu textbook. The adverbs in the textbook are sufficient. The adverbs are the word categories that every child learns slowly and afterwards. It shows the linguistic maturity of the child in that language.

Adverbs can be studied under the sense relation aspects. In the Limbu textbook, some rhyming sense relations adverbs are found in the textbook .They are as follows:

Table 36 : Adverbs in Rhyming Sense Relation

Pegek-gek	Thegek-gek
Nori-kaang	Sori-kaang
Segeng-geng	The-geng-geng
Sing-sing-aang	Thing-ding-aang
Sik-chim-chim	Mik-sim-sim
Thing-sing-lə	Ching-sing-lə

(Source : Textbook Study, 2015)

There are twelve adverbs in the Limbu textbook in rhyming sense relation words. This is sufficient. Better the Limbu textbook may include some same and opposite sense relations of adverbs.

4.2.2 Vocabulary Used in English Textbook

The total counts of the words of major class used in English textbooks of grade one are presented in the following table:

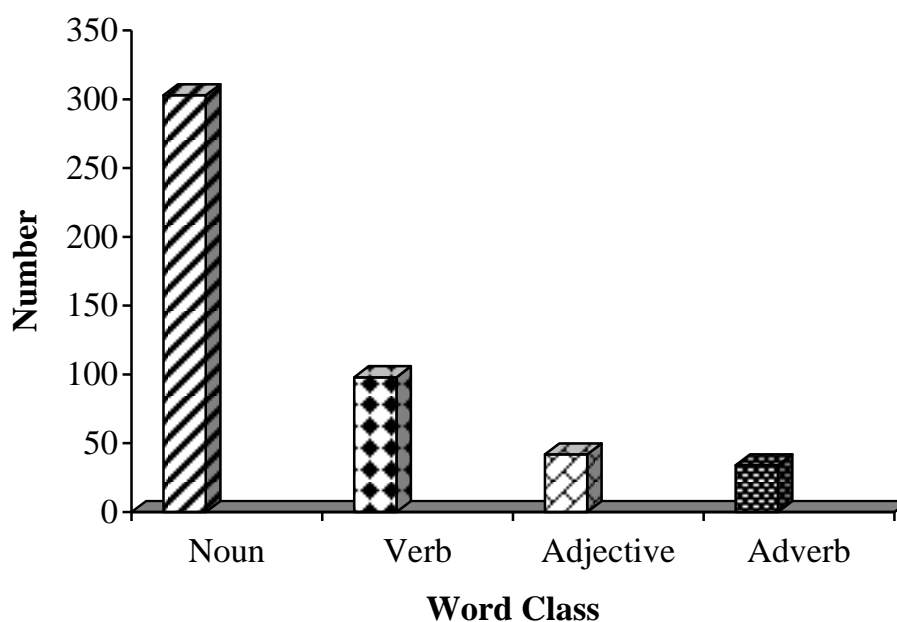
Table 37 : Major words

Unit	Noun	Verb	Adj.	Adv.	Unit	Noun	Verb	Adj.	Adv.
1	26	17	6	2	6	46	6	5	5
2	36	16	2	5	7	28	3	10	5
3	27	16	2	1	8	15	20	1	1
4	26	3	1	5	9	34	8	2	2
5	30	3	3	5	10	35	6	10	3
					Total	303	98	42	34

(Source : Textbook Study, 2015)

Table 37 shows that there are altogether 477 major words in the English textbook. There are 303 nouns, 98 verbs, 44 adjectives and 34 adverbs in 10 units. The textbook has all major words classes in all chapters. Since the word categories that the child learns first language is nouns and it is good that the textbook has maximum nouns. Verbs are the second word category in both the textbooks. The adjectives and the adverbs are found less in number. The data are presented in the bar diagram below :

Fig. 7 : Word Composition in English Textbook



Nouns

Noun is the first major word class in the parts of speech. Nouns are the words denoting any person, place or thing. It includes the words of denoting the process. Cambridge International Dictionary of English (2007, p. 1039) defines a noun as " a word that refers to a person, (such as Ann or doctor), a place (such as Paris or city) or a thing, a quality or activity (such as plant, sorrow or tennis)". Nouns are the words that every child learns faster than the words of other categories (Franklin, 2001). Nouns cover broader area in every language. The nouns are the words that are used maximum in all the languages (Fistcher, 1997). The words on the basis of semantic aspects are presented in the following tables:

Table 38 : Body Parts

Hands ^{15,13}	Leg ^{7,40}	Finger ^{24,29}	Hair ⁴⁵
Eye ^{20,39,43,46}	Toes ^{9,43}	Ear ⁴⁰	Nose ^{20,26,27,33,43}
Mouth ^{20,34}	Head ⁴⁵	Foot ⁶⁷	

(Source : Textbook Study, 2015)

The first word category was body parts. There are eleven words in English textbook. It is better to have more words for body parts added because a child's first learning word is noun. They are easy to learn as well.

Table 39 : Kinship Terms

Father ^{62,64}	Mother ^{62,64}	Brother ⁶²	Sister ^{62,63,64}
-------------------------	-------------------------	-----------------------	----------------------------

(Source : Textbook Study, 2015)

The English textbook has four kinship terms and they are father, mother, brother and sister. The textbook needs to add a bit some more words for kinship terms to increase their word power.

Table 40 : Colour Words

Blue ^{45,46,47}	Black ^{45,46,47}	Yellow ^{46,47}	White ^{46,47}
Red ^{45,46,47}	Green ^{45,46,47}	Brown ^{46,47}	

(Source : Textbook Study, 2015)

The English textbook has seven colour words. It seems okay for grade one students.

Table 41 : Utensils/Kitchen Instruments

Pot ^{43,49,61,65}	Pan ^{43,}	Glass ⁴²
----------------------------	--------------------	---------------------

(Source : Textbook Study, 2015)

The English textbook has three words for kitchen instruments and utensils. There are more words used in the kitchen such as spoon, knife, jug, pitcher, plate, bowl, basket, ladle etc. So, they may be added.

Table 42 : Foods Name

Egg ^{21,22}	Sweet ²³	Potato ⁴⁴
----------------------	---------------------	----------------------

(Source : Textbook Study, 2015)

the English textbook has three words for the name of foods. Some simple words such as rice, bread, breakfast, lunch, supper, papaya, salt, tomatoes, sugarcane, etc. can be included.

Table 43 : Fruits

Carrot ¹³	Apple ^{18,19,22,24,30,40}	Banana ^{42,47,48}
Orange ^{16,22,40}	Mango ^{34,46,47}	

(Source : Textbook Study, 2015)

There are five words for the name of fruits in the English textbook. It is better to add some more words of common fruits.

Table 44 : Musical Instruments

Tomtom ^{5,31}	Radio ³⁵
------------------------	---------------------

(Source : Textbook Study, 2015)

Here, the English textbook has two words for musical instruments. These words are not easy to learn because they are beyond the level of grade one students. Better here they may be omitted.

Table 45 : Knowledge of Numbers

One ^{29,30,44}	Six ^{29,33,,34,44,57}
Two ^{29,30,44,63,64}	Seven ^{29,33,44}
Three ^{29,30,33,35,44,64}	Eight ^{29,33,34}
Four ^{29,30,33,44,57}	Nine ^{29,33}
Five ^{29,30,33,44,57}	Ten ^{29,33}

(Source : Textbook Study, 2015)

The English textbook has ten number words. They are in order. It may be good to add from one to twenty in grade one. It makes them easy to study in the upper classes too.

Table 46 : Names of Days

Saturday ^{14,59,60}	Wednesday ^{59,60}
Sunday ^{59,60}	Thursday ^{59,60}
Monday ^{59,60}	Friday ^{59,60}
Tuesday ^{59,60}	

(Source : Textbook Study, 2015)

There are seven days in a week. The English textbook has the names of seven days but they are not in order. The day 'Saturday' in English textbook is used first and the other days respectively.

Table 47 : Proper Nouns

Raju ^{1,2,21,32,51,56,57,59,64}	Imran ^{2,56,}	Anup ⁵⁸	Rita ⁵⁸
Lakpa ^{1,8,51}	Gita ^{58,}	Mina ⁶⁴	Prem ⁶²
Lila ^{1,2,7,32,51,56}	Bina ⁵⁸	Hari ⁵⁸	Maya ^{62,66}
Numa ^{1,2,7,21,51,56,63}	Lok ⁵⁸	Pemba ⁵⁸	Sita ⁶⁶

(Source : Textbook Study, 2015)

The English textbook has sixteen proper nouns. It is sufficient for the students of grade one.

Table 48 : Means of Transportation

Bus ^{42,61}

(Source : Textbook Study, 2015)

The English textbook has one word of denoting means of transportation. It is better to have some easy words of means of transportation are: bus, truck, car, van, tractor, etc added.

Table 49 : Clothes

Cap ^{13,16,22}	Shiirt ⁴⁶
-------------------------	----------------------

(Source : Textbook Study, 2015)

The English textbook has two words of clothes - cap and shirt. The textbook may add some easy words for wearing clothes which they daily wear, such as; cap, coat, shirt, shoe, pant, trouser, etc.

Table 50 : Wild Animals

Rat ^{16,35}	Elephant ²¹	Yak ⁴⁹	Mouse ³³
Snake ^{23,65}	Fish ²⁴	Ant ^{22,27}	

(Source : Textbook Study, 2015)

The English textbook has seven words for the names of wild animals. The textbook should add some more words of wild animals such as monkey, tiger, bear, rabbit, deer, etc.

Table 51 : Domestic Animals

Cow ^{5,13,64}	Cat ^{19,23,24,33,61,65}	Dog ^{35,38,41,46,61}	Goat ^{38,64}
------------------------	----------------------------------	-------------------------------	-----------------------

(Source : Textbook Study, 2015)

The English textbook has four words for domestic animals - 'Cow', 'Dog', 'Goat', and 'Cat'. The number of words is not enough for the students' learning. So it may be good to add some more words such as; buffalo, ox, cow, calf, sheep, etc.

Table 52 : Heavenly Bodies

Sun ^{14,23}	Moon ^{14,34}	Star ^{14,1223,42}	Sky ⁴⁵
----------------------	-----------------------	----------------------------	-------------------

(Source : Textbook Study, 2015)

The English textbook has four words of heavenly bodies. It seems okay for the grade one students.

Table 53 : Playing Tools

Net ^{25,26,33,40}	Ball ^{41,42,48,63}	Volleyball ^{47,53}
----------------------------	-----------------------------	-----------------------------

(Source : Textbook Study, 2015)

Here, the English textbook has three words of playing tools. The textbook needs to have some words for playing tool names that the students daily see and use in their school life such as doll, swing, see saw, cricket, bat, football, badminton, etc.

Table 54 : Greeting Words

Good morning ¹	Hello ^{2,5,6}
---------------------------	------------------------

(Source : Textbook Study, 2015)

The English textbook has two words of greeting - good morning and hello. Some more greeting words like 'good afternoon, good evening, and 'have a good day' etc. should be added.

Table 55 : Ornaments

Watch ⁴⁹

(Source : Textbook Study, 2015)

The English textbook has only one word of ornament - watch. It is good to have some more words of ornaments included such as; ear-ring, necklace, finger ring, locket, etc.

Table 56 : Natural Resources

Tree ^{9,10,14,16,23,31,38,44,45,47,48}	Hill ³²	Water ⁴⁹	Flower ²⁸
---	--------------------	---------------------	----------------------

(Source : Textbook Study, 2015)

The English textbook has four words of natural resources. The textbook has insufficient words of natural resources and should add some more words like land, sand, hill, earth, water, iron, jungle, rock, etc. as the students see or use the natural resources every day. It may enrich their language.

Table 57 : Man Made Resources

Ladder ¹⁰	School ²³	House ³²	Table ^{9,10,19,24,36,39,41,61}
----------------------	----------------------	---------------------	---

(Source : Textbook Study, 2015)

The English textbook has four words of man made resources. The textbook should add some more words of man made resources like road, bridge, hospital, television, phone, cinema hall, or any other locally available.

Table 58 : Names of Plant

Tree ^{9,10,14,16,22,31,38,39,48}

(Source : Textbook Study, 2015)

The English textbook has only one word of plant name. The textbook may add some plants like Sal, Sisau, Sakhuwa, Banyan etc which the students can easily know in their area.

Table 59 : Parts of Plant

Leaf ^{7,46}	Flower ²⁸
----------------------	----------------------

(Source : Textbook Study, 2015)

The English textbook has only two words of the parts of plant - 'Flower' and 'Leaf'. It seems the textbook has insufficient words of parts of the plant. Some more words may be added like root, stem, branch, stalk, etc.

Table 60 : Parts of a House

Door ^{11,17,18,29}	Window ^{17,18,24,49}	Floor ¹⁸	Roof ⁶⁵
-----------------------------	-------------------------------	---------------------	--------------------

(Source : Textbook Study, 2015)

The English textbook has four words for the parts of a house - 'door', 'roof', 'floor' and 'roof'. The textbook needs to add some other words of parts of house.

Table 61 : Writing Materials

Chalk ⁴⁰	Pen ^{43,53}	Pencil ^{43,46}
---------------------	----------------------	-------------------------

(Source : Textbook Study, 2015)

The English textbook has three words of writing instruments. The text may add some words of writing instruments such as; sign-pen, marker, ball-pen, etc.

Table 62 : Vegetables

Carrot ¹³	Potato ⁴⁴
----------------------	----------------------

(Source : Textbook Study, 2015)

The English textbook has two words of vegetables. The textbook needs to include some more words that they often everyday see and eat varieties of

vegetables such as raddish, cauliflower, cabbage, bitter gourd, coriander, gourd, pumpkin etc.

Table 63 : Personal Needs

Bag ^{3,16,36,39,42}	Tap ^{9,66}	Shoe ²⁹	Umbrella ⁴⁵
Book ^{3,63}	Ink ^{11,16,40}	Mat ^{34,65}	Shirt ⁴⁶
Lamp ⁷	Cap ^{14,16}	Radio ³⁵	Sock ⁶⁶

(Source : Textbook Study, 2015)

The English textbook has twelve words of personal needs. The words are very few and some words may be added. Basically the words the students have to use in day to day activities such as comb, tap, fishing net, sewing machine, spade, axe, etc. may be added to make the English language learning more effective and competent.

Table 64 : Others

Purse (made of cloth) ⁶	Sticks ²⁹	Lamp ⁷
Gate ²⁹	Bed ⁶⁶	

(Source : Textbook Study, 2015)

The English textbook has five words of other category. The textbook may include some common words, mirror, money, farmland, street, market, shop, etc.

Verbs

Verbs are the 'action words'. Cambridge International Dictionary of English defines verb as, ' a word or phrase that describes an action, condition or experience.' There are two classes of verbs in English (Thomson and Martinet, 1999). They are auxiliary verbs (auxiliaries) and ordinary verbs. Some linguists also classify the verbs as auxiliary verbs and main verbs (Michael, 1953).

Auxiliary verbs are the helping verbs. They state the position of the verbs in a sentence. It means the aspect of the verbs in a sentence. The volume of the

principal verbs in English is infinite. The auxiliary verbs found in English textbook are listed as below:

Table 65 : Auxiliary Verbs

am ^{1,2,5,6,51,52,53,54,57}	is ^{2,3,7,9,11,13,16,18,19,20,21,22,23,24,25,26,27,28,29,31,32,35,36,37,38,39,40,41,42,43,45, 46,47,47,48,49,51,52,53,54,55,56,57,58,59,61,62,64,65,66}
have ^{63,64}	are ^{5,8,15,25,26,28,29,31,34,35,44,54,57,59}

(Source : Textbook Study, 2015)

The English textbook has four auxiliary verbs used in grade one. They are *am*, *is*, *are* and *have*. The frequency of the auxiliaries in the English textbook is very high. The verb 'is' is repeated in more than sixty pages for more than one hundred and eighty times. Though there are other auxiliary verbs in English and they are generally categorized as do, be, have and modal auxiliaries (Thomson and Martinet, 1999), but the English textbook of grade one has used only be and have. The English textbook may include some auxiliary verbs such as modal auxiliary and do verbs.

The ordinary verbs are the verbs they can stand for their own (ibid). They are also called main verbs. They have their own meaning in isolation. The ordinary verbs used in grade one English textbook are listed below :

Table 66 : Ordinary Verbs

Say ^{1,3,6,7,10,13,20,29}	Give ^{15,66}	Pick up ¹⁹
Match ³	Chant ^{15,18,51,59}	Put ^{19,39}
Copy ^{3,8,9,11,12,16,19}	Turn ¹⁵	Talk ²²
Listen ^{1,9,4,6,7,16,19,31,40}	Wave ¹⁵	Count ³⁰
Do ^{4,8,9,15,16,18,19,29}	Touch ^{17,20,43}	Read ^{40,52,55}
Stand up ^{5,15,18}	Close ^{17,43}	Clap ⁴³
Sit down ^{5,156,18}	Open ¹⁷	Answer ⁴⁸
Use ^{5,8,12,14,16,19}	Run ^{18,23,51,52,54,55}	Jump ^{51,52,53,54}
Draw ^{5,14,15}	Drink ⁵²	Carry ⁵¹
Let ⁵	Hop ⁵³	Walk ^{51,52}
Play ^{5,8,12,14,44,52,53,60}	Hold ⁵³	Stand ⁵¹
Circle ⁶	Sit ^{52,53}	Laugh ⁵¹
Point ^{9,10,17,18,20,40,43,49}	Smile ⁵²	Dance ^{51,52,53,54}
Write ^{10,11,22,30,38,48,52,55}	Feed ⁵²	Eat ^{52,55}
Join ¹⁰	Follow ⁵⁸	Choose ⁶¹
Ask ^{11,16,20,48}	Find ⁵⁸	Look ⁶⁶
Go ^{14,}	Come ⁵⁹	
Make ⁵	Arrange ⁶⁰	

(Source : Textbook Study, 2015)

The English textbook has 94 are ordinary verbs. The verbs are frequently repeated. The textbook does not have any verbs in past aspect.

Adjectives

One of the major aspects of the parts of speech is an adjective. Adjectives are the words that describe a quality of a noun. Adjectives remain invariant in form, no matter what position they occupy in a sentence (Murcia and Freeman, 1990). Adjectives are not used maximum in grade one books. The English textbook has 20 adjectives. Adjectives can be classified as derivational and inflectional on the process of word formation. The adjectives can be used as the words to explain the opposite meanings are called antonyms.

Table 67 : Adjectives

Adjectives	Class	Adjectives	Class
Good	qualitative	Right ²	qualitative
Fine ⁵	qualitative	Wrong ^{2,8}	qualitative
Round ^{14,15}	qualitative	Same ⁶	qualitative
Sweet ²³	qualitative	Big ^{29,48,61}	qualitative
Red ^{29,45,46}	qualitative	Blue ^{44,46,47}	qualitative
Your ^{39,43,62,66}	possessive	Black ^{45,46,47}	qualitative
One ⁴⁴	numerical	My ^{45,62,64,66}	possessive
Two ⁴⁴	numerical	Green ^{45,46,47}	qualitative
Three ⁴⁴	numerical	Yellow ^{46,47}	qualitative
Four ⁴⁴	numerical	Brown ^{46,47}	qualitative
Five ⁴	numerical	White ⁴⁷	qualitative
Six ⁶⁴	numerical	Small ⁴⁸	qualitative
Seven ⁴⁴	numerical	Old ⁵⁷	qualitative
Maya's	possessive		

(Source : Textbook Study, 2015)

Out of twenty seven adjectives in the English textbook, many of the adjectives are repeated and the qualitative adjectives are 17, possessive are 3 and numerical are 7. The textbook has sufficient adjectives that the students of grade one can learn more adjectives. It is better to include the adjectives which come across in daily life of students.

Table 68 : Adjectives in Opposite Sense Relation

Adjectives	Words of Opposite Sense
Big	Small
Black	White
Right	Wrong

(Source : Textbook Study, 2015)

There are only six adjectives in the opposite sense relation. It is not sufficient. The textbook may include some more words on antonymous adjectives. The students can easily learn the adjectives such as good-bad, tall-short, fat-thin and clean-dirty, etc.

Adverbs

Adverb is a word that modifies a verb (she walked slowly), an adjective (a very good book), or another adverb (she walked very slowly). Adverbs may indicate place or direction (where, whence), time (ever, immediately), degree (very, almost), manner (thus, and words ending in-ly, such as (wisely), and belief or doubt (perhaps, no). Like adjectives, they too may be comparative (wisely, more wisely, most wisely). The English textbook has 34 adverbs. The adverbs are the words that modify the quality of a noun or an adjective or an adverb itself. The adverbs are used to express the quality of a word. Fries, in his work 'The Structure of English' (19520, classify the words into four major word classes. And one of them is adverb. The adverbs found in English textbook are given below:

Table 69 : Adverbs in the English Textbook

How ^{5,35,44}	More ⁴⁴	These ²⁸
Now ⁵	Up	Here ²⁹
This ^{7,8,16,22,23,29,35,62}	Down	There ^{29,31,354,35,44}
That ^{8,16,22,29}	Right	Everywhere ^{37,66}
Quickly ²³	Wrong	Where ⁴⁰

(Source : Textbook Study, 2015)

There are fifteen adverbs in the English textbook. The adverbs in the textbook are not sufficient for the grade one learners. The adverbs are the word categories that every child learns slowly and afterwards. It shows the linguistic maturity of the child in that language. Here, the English textbook needs to include more adverbs.

Adverbs can be studied under the sense relation aspects, and they are same sense relation and opposite sense relation. The English textbook does not have any adverbs of same sense relation but it has the opposite sense relation. They are as follows:

Table 70 : Adverbs in opposite sense

Here	There
This	That
Right	Wrong
Up	Down

(Source : Textbook Study, 2015)

The English textbook has eight adverbs of opposite sense relation. It is better to add some same sense relation adverbs too.

4.2.3 Comparision between Limbu and English

The researcher had collected the Limbu and the English textbooks of grade one. The researcher read the texts repeatedly and selected carefully the *core area of research*. The researcher counted all the words of major word class (NAVA) used in the textbooks, even repeated and found altogether 645 major words in the Limbu textbook and 477 major words in the English textbook. Because the numbers of the prescribed chapters in the both textbooks is not equal, the quantity of words used is found unequal. In the Limbu textbook, there were 347 nouns, 164 verbs, 76 adjectives, and 58 adverbs consisted of 25 units, whereas there were 303 nouns, 98 verbs, 44 adjectives and 34 adverbs

consisted of 10 units in the English textbook. The words were found in the different units of the textbooks were different. The Limbu textbook did not have the major words of adjective, adverbs in the chapters one, seven, eight, eleven, twelve, thirteen, and fourteen. Some other units such as units sixteen and twenty did not have noun and verb; the units two, fifteen, twenty, and twenty one did not have adverbs. The English textbook has all major words class in all chapters. The major words used in the English and Limbu textbook are presented below in the table :

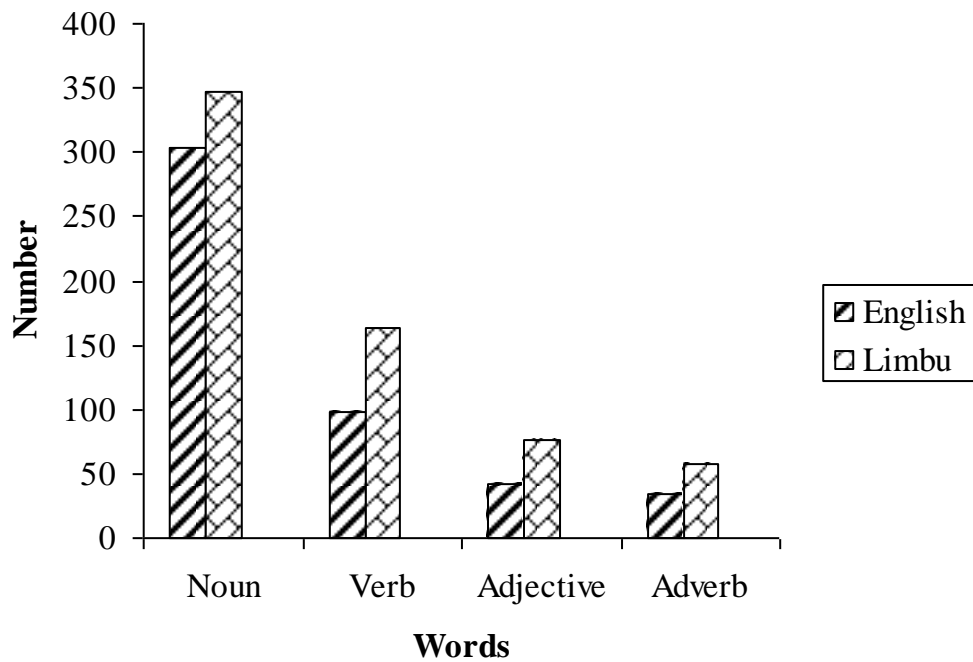
Table 71 : Major words found in the units of the textbooks

Unit	Noun		Verb		Adjective		Adverb	
	Limbu	English	Limbu	English	Limbu	English	Limbu	English
1	13	26	2	17	-	6	-	2
2	12	36	2	16	2	2	-	5
3	8	27	-	16	2	2	1	1
4	23	26	8	3	5	1	3	5
5	23	30	25	3	4	3	6	5
6	16	46	6	6	-	5	1	5
7	8	28	1	3	-	10	-	5
8	9	15	1	20	-	1	-	1
9	49	34	47	8	6	2	14	2
10	13	35	5	6	1	10	1	3
11	7		1		-		-	
12	7		2		-		-	
13	13		5		-		-	
14	10		-		-		-	
15	25		2		1		-	
16	-		-		-		6	
17	12		16		6		8	
18	11		4		13		8	
19	9		22		2		7	
20	-		-		8		-	
21	-		1		2		-	
22	15		6		24		2	
23	20		3		-		-	
24	13		4		-		-	
25	31		1		-		1	
Total	347	303	164	98	76	42	58	34

Source : Textual Survey, 2015

It showed that the numbers of nouns in both the textbooks were more. Since the word categories that the child learns first language is nouns and it is good that both the textbooks had maximum nouns. Verbs were the second word categories in both the textbooks. The adjectives and the adverbs were found less in number. The compositions of vocabulary found in the both textbooks are given below in a bar diagram:

Fig. 8: Comparative study of Vocabulary found in both textbooks



Chapter-V

Summary, Conclusions and Implications

5.1 Summary

Language learning first of all begins recognizing letters, words, and then to the words with their contextual meanings used in the textbook. Such vocabulary learning administers and fosters the students' performance for language exposure/output within the allocated time-frame. It is a must as the basic aspect to all the four language skills for a language learner. Needless to say, it helps to meet the goal of their language learning ratio and language proficiency. The more they learn, the more the volume of their language exposure increases. They can convey their communication message up to their audiences. Specially, language learning is associated with vocabulary learning. So, the main purpose of this study is to find out the vocabulary items (NAVA) used in the Limbu and the English textbooks of grade one.

In course of making comparison the major word-class, it is found that the Limbu textbook has more coverage (in the case of nouns) than that of English textbook in the word categories of kinship terms, names of places, wild animals, domestic animals, man-made resources and others; whereas the English textbook has more coverage in the terms of proper nouns, and personal needs. And the both textbooks have equal vocabulary in the word categories of foods name, musical instrument, names of days, ornaments, parts of house and vegetable items. The English and the Limbu textbooks do not have even a single word in the names of places, wild birds, domestic birds, corns/crops; and in the word categories of colour items, clothes, means of transportations, playing tools etc. respectively. The subject matters in the Limbu textbook are properly managed/organised. The students are given at the beginning some brainstorming texts, and then the Limbu alphabets (vowels & consonants) with clear illustrations to easy, short sentences; then poems, moral story, knowledge of numbers and days respectively.

The English textbook has some ordinary verbs which are repeatedly used in many pages. The verbs are used in the present tense. And the four copula verbs such as; is, am, are, and have are used in the present aspect, whereas in the Limbu textbook some inflected and derivated verbs are used in the past aspect too. Let's take an example, *saap-maa* (write), *saap-temme* (imperative-write); and *ko-su* (looked after) etc.

There are thirty two adjectives in the Limbu textbook. Among them 19 are qualitative, 2 are quantitative and 8 are numerical ones. The adjectives are not frequently used. Among the 27 adjectives used in the English textbook, 17, 7 and 3 are used respectively as qualitative, quantitative and possessive ones. The frequency of the use of adjectives is also less in English text. Both the Limbu and the English textbooks have the adjectives in the opposite sense relation with the number twelve and six words respectively.

The thirty eight and the fifteen adverbs are found in the Limbu and the English textbook do not have the same sense relation but the Limbu textbook has rhyming sense relation whereas the English textbook has the opposite sense relation of words. Some adverbs in the Limbu textbooks are difficult words to learn by the students, so they need to be omitted.

5.2 Conclusion

The present study has tried to find out the wholesome coverage of vocabulary items (NAVA) used in the English and the Limbu textbooks of grade one. The major words class were counted, studied, classified and analysed from different methods (i.e. items of various word categories); and although it was found out that the numbers of NAVA is not equal because of the more and the less number of the prescribed chapters. It needs to equalize in order to impart the equal word knowledge and vocabulary competency. The words to some extent are appropriate except the word category of adverbs. The vocabulary learning of a child should be real life-oriented.

5.3 Implications

5.3.1 Policy Level

- a. The aim of teaching vocabulary is to enable the students to use the language sufficiently to serve the various functions but this case was not found in this research. So the course designers should pay more attention to the words coverage (wide range of vocabulary of NAVA) to be used in the textbooks.
- b. The length of chapters in both textbooks should be to some extent equivalence is good, for such provision is able to impart the vocabulary knowledge equally, there should not be fluctuated numbers.
- c. The level of the word use gradually should be from simple to slight complex order in the textbook.

5.3.2 Practice Level

- a. The major words class should be included in the textbook according to the language learner's age and interests that they come across daily in their lives.
- b. The entry of the easy to the difficult words in the textbooks can be helpful in vocabulary learning but some confusing terms and tough words needs to be removed while preparing textbook by the writers.

5.3.3 Further Research

The present study of 'A Comparative Study of Vocabulary in Limbu Aanipan and English Textbook of Grade I' is an opening or an inauguration for a number of possible research works that can be conducted. There are many instances in the textbooks of primary level of different mother tongues as well as curriculum that are to be reviewed. In such situation there are many issues on which researches can be conducted by many scholars and researchers. Thus, present study can be a very important resource material for those people who are very keen to carry out a research on any issue on the textbooks of primary level.

In this context a few possible further research topics are listed below :

A Study on Limbu textbooks of Primary Level

An Analysis of English and Aanipan Textbooks in Terms of Language Skills

A Comparative Study of Aanipan and English Textbook of Grade 2

A Comparative Study of Aanipan and English Textbook of Grade 3

A Comparative Study of Aanipan and English Textbook of Grade 4

A Comparative Study of Aanipan and English Textbook of Grade 5

References

- A. C. Ghan B. (2009) *A comparative study of vocabulary of hamar Tharu: pahil kilas and my English book: Grade One*. An unpublished Thesis of M. Ed., Department of English Education, Tribhuvan University, Kathmandu, Nepal.
- Aarts, F. and Aarts J. (1968). *English syntactic structure*, Oxford : Pergamon Press.
- Bajracharya, D. B. (2030) *Lichchhivikaalko abhilekh* (The archives of Lichchhivikalko abilekh), Nepal ra Asiali Adhyan Sansthan, Kathmandu.
- Benedict, P.K. (1972) *Sino-Tibetan: A cospectus*. Cambridge: Cambridge University Press.
- Bhattarai, G.R. (2001). *A thematic analysis of research report*. Kathmandu: Ratna Pustak Bhandar.
- Bradley, D. (1997) . *Tibeto-Burman languages and classification*, in David Bradley (ed) *Tibeto-Burman Languages of the Himalayas*, 1-72, Papers in Southeast Asian Linguistics, no 14, Pacific Linguistics, Series A, No. 86.
- CBS Report, (2011). *Population census Nepal report 2011*, Kathmandu : GON/CBS.
- Chemjong, I.S. (2003). *History and culture of kirat people*. Kathmandu: Kirat Yakthung Chumlung.
- Chemjong I. S. (1970), *Kirat byakaran*, Kathmandu : Kirat Yakthung Chumlung.
- Corder, S.D. (1971), *Language and linguistics*. London : Oxford University Press.
- Dawadi, S. (2004). *An analysis of new English textbook for grade VII*. An unpublished M. Ed. Thesis in English, Tribhuvan University.
- Dewan, T. (2009). *Tense aspect system in English and Yakkha language*. An unpublished M. Ed. Thesis, Department of English Education, Tribhuvan University.
- Driem, V. G. (1987). *A Grammar of Limbu*, Berlin, New York and Amsterdam : Mouton de Gruyter.
- E. B. Zeichmeister et al (1989). *Growth of a functionally important lexicon*, Journal of Reading Behaviour.

- Ebert, Karen H. (1994). *The structures of Kirati languages*. Zürich: University ä Zürich.
- F. J. Schonell, I.G. Meddleton and B. Shaw (1956). *A Study of the oral vocabulary of adults*, Brisbane : University of Queensland Press.
- Gyawali, G.(2004). *A study on vocabulary teaching through direct and indirect techniques. A practical study*. An unpublished M. Ed. thesis, Department of English Education, Tribhuvan University.
- Harmar, J. (1991). *The practice of English language teaching*, London and New York : Longman Publication.
- Hornby, A. S. (2011). *Oxford advanced learners dictionary*. London: OUP.
- Katamba, F. (1997). *Morphology*. London. Macmillan Press Ltd.
- Kainla, B. (2059). *Limbu-Nepali-English-dictionary*, Kathmandu: Nepal Rajkiya Pragya Pratisthan.
- Kainla, B. et al (2013). *Limbu byakaran*, Kathmandu : Nepal Pragya Pratisthan.
- Kumar, R. (1996), *Research methodology*. London: Sage Publication.
- Lado, Robert (1957), *Linguistics*. London : Oxford University Press.
- Lawati, Y. (2006). *Limbu jatika tangnam (chad) haru*, Tanchhopa.
- Limbu, B.K.(2012). *A study of adverbs in Limbu and English*. An unpublished M.Ed. thesis, T. U. Kathmandu, Nepal.
- Lyons, J. (1969). *Introduction to theoretical linguistics*, Cambridge : CUP.
- Miller, B. (1999). *Cultural anthropology* (4th ed.,pg 315). New York: Allyn and Bacon.
- Nepal Pragya Pratisthan, (2013), *Limbu langauge grammar*, Kathmandu : Author.
- Nida, E. A. (1970). *Morphology: The descriptive analysis of words*. Ann Arbor : The Michigan University Press.
- Richards, J.C.et al. (1992). *Longman dictionary of language teaching and applied linguistics*, London : Longman Publication.
- Rivers, W. M. (1968). *Teaching foreign language skills*. Chicago : The University of Chicago Press.
- Sharma, A.R. (2003). *Aryorpatti (Origin of Aryas)*.Varanashi : Vyas publication.

- Subba, J.R. (2002). *History of development of Limbu language*. Sikkim: Yakthung Mundhum.
- Stahl, Steven A. (1999). *Vocabulary development*, Cambridge: Brookline Books.
- Tembe, H.(2007). *A comparative study of apologies between Limbu and English*.
An unpublished M.Ed. thesis, Department of English Education, TU, Kathmandu, Nepal.
- Thapaliya, M.P.(2007). *A study on techniques of teaching vocabulary: A case of secondary level English teacher*. An unpublished M.Ed. thesis, Department of English Education, T.U. Kathmandu, Nepal.
- Tiwari, B.K. (2001). *A study on English vocabulary achievement by the students of grade X*. An unpublished M. Ed. thesis, Department of English Education, T.U. Kathmandu, Nepal.
- Todd, L. P. (1987). *An introduction to linguistics*. London, Essex.
- Tumbapo, P.B. (2005). *Verbal affixation of Limbu and English: A comparative study*.
An unpublished M.Ed. thesis, Department of English Education, T.U. Kathmandu, Nepal.
- Verghese, L. P. (1990). *Teaching English as a second language in India*. New Delhi : Sterling publishers Pvt. Ltd.
- Weidert, A. and Subba, B. (1976). *Concise Limbu grammar and dictionary*.
Amsterdam : Lobster Publication.
- Widdowson, H.G. (1983). *Learning purpose and language use*. London :Oxford University Press.

Appendix-I

Script of Limbu Language

6. ལྷོ་ལྷོ་ ལྷོ་ Vowels

མ	མྩ	མི	མུ	མེ	མེྩ	མོ	མོྩ	མེ:
a	aa	i	u	e	ai	o	ou	e:

7. ལྷོ་ལྷོ་ ལྷོ་ Consonants

ཀ	ཁ	ག	ང	ཅ	ཆ	ཇ
ka	kha	ga	nga	cha	chha	ja

ཉ	ཏ	ཐ	ད	ཏྩ	པ	ཕ
na	ta	tha	da	dha	pa	pha

བ	ཡ	མ	མེ	ར	ལ	ལྷ
ba	bha	ma	ya	ra	la	sha

གྷ	ཇ	པ
sa	ha	gha

8. ལྷོ་ལྷོ་ Number

0	1	2	3	4	5	6	7	8	9	10
འ	ཨ	ཨྩ	ཨྩྩ	ཨྩྩྩ	ཨྩྩྩྩ	ཨྩྩྩྩྩ	ཨྩྩྩྩྩྩ	ཨྩྩྩྩྩྩྩ	ཨྩྩྩྩྩྩྩྩ	ཨྩྩྩྩྩྩྩྩྩ

Appendix-II

Name of the Schools Selected for this Research Work

S. N.	Names of the Schools	Type of School	Address
1.	Kirat Saamjik Mundhum Nisaamhim	Recognized Religious School	Banjho- 9, Maangsebung,Ilam
2	Saraswati Higher Secondary School	Community	Banjho-9, Bhalutaar,Ilam
3.	Janata Ma. Bi	Community	Chulachuli-1, Ilam
4.	Shiva Jyoti Pra. Bi.	Community	Chulachuli-2, Ilam
5.	Kirat Cho:lung Pra. Bi.	Community	Chulachuli-7, Ilam

Appendix-III

Names of the Teachers Contacted and Consulted for the Research Work

S.N.	Names of the Teachers	Names of the Schools	Type of School
1.	Mr. Serma Dil Bir (Saamjiri Semi)	Kirat Saamjik Mundhum Nisaamhim	Recognized Religious
2.	Mr. Serma Dil Bir (Saamjiri Semi)	Saraswati Higher Secondary School	Public
3.	Ms. Nari Haang Chemjong	Janat Ma. Vi.	Public
4.	Mr. Purna Kmr.Chemjong	Shiva Jyoti Pra. Vi.	Public
5.	Junga Bdr. Anghupo	Kirat Cho:lung Pra. Vi.	Public

Appendix-V

Pages from English Textbook

10. Ask 

Is it a nail?



No it isn't.



Is it a nose?



Is it an elephant?



Is it an ant?



Yes, it is.
adj. Well done.



11. Write. 

What's this?



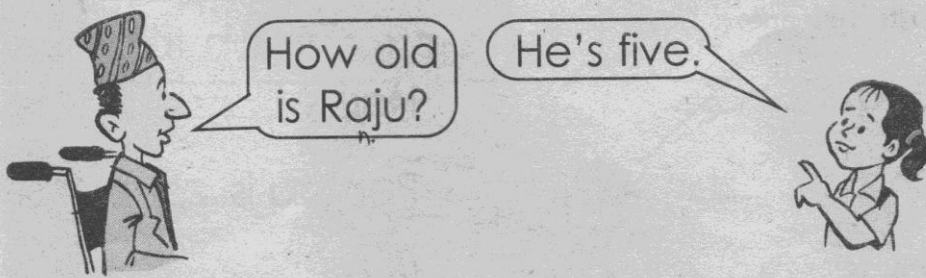
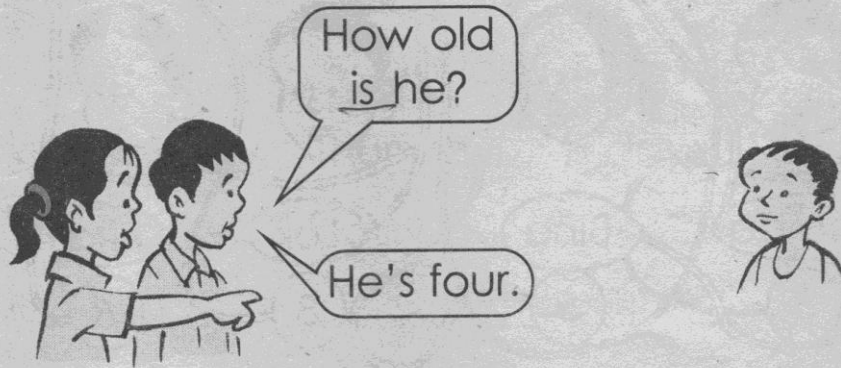
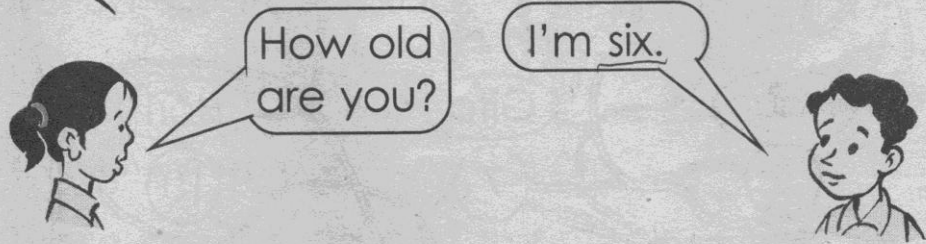
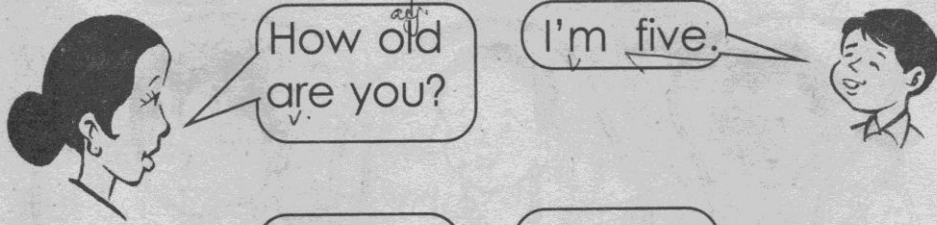
a nose

It's _____

शिक्षण निर्देशन : Exercise 10 guessing game हो । चित्रपत्तीको प्रयोग गरी yes/no question अन्वय गराउनुहोस् ।

Unit 9 Age and days

1. Say. 🗣️



शिक्षण निर्देशन : पाठमा दिइएजस्तै सुरुमा प्रश्नोत्तर गर्नुहोस् । त्यसपछि विद्यार्थीविद्यार्थीबीच अभ्यास गराउनुहोस् ।