# CHAPTER ONE
# INTRODUCTION

This study is entitled as "Evaluation of Content Words Achievements of the students of grade eight."This section introduces the introduction of research with background of the study, statement of the problems, objectives of study, research questions, significances of the study, delimitations of the study and operational definition of the key terms.

## 1.1 Background of the Study

The term 'vocabulary' refers to the total number of words that make up a language. Lexicon or lexical items are synonyms for vocabulary. The lexicon has been characterized as a mental inventory of words and productive and derivational processes, the term vocabulary is defined differently in various books.

According to Richards, Johnson and Brown (1985) "Vocabulary refers to a set of lexemes, including single words, compound words and idioms." If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh (as cited in Harmer, 1991}). It means vocabulary functions as the vital organs and flesh of language learning. Similarly, Hockett (1958) defines words "as any segment of a sentence bounded by successive point at which pausing is possible". Word is a combination of sounds acting as a stimulus to bring into attention, the experience to which it has become attached by use" Fries (1957). Similarly, defining vocabulary Verghese, (1989)" states that word used in a languages constitutes vocabulary meaning.

We can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning. For example 'post- office' and 'brother-in-law' which are made up of two and three words but express a single

Learners need to learn what vocabulary is and how it is used in the language. To manipulate grammatical structure does not have any potential for expressing meaning

unless words are used. So, a great store of vocabulary is crucial for communication. In language, a major aim of teaching programmer is to help students to gain a large vocabulary or useful words. A word may be used in different ways in different situations. Without having an adequate number of vocabularies, no one can speak any language fluently and appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language. E.g. learners know certain vocabulary but their achievement is not satisfactory so, they are not competent in speaking.

## 1.2 Statement of the Problem

Vocabulary are the building blocks of language however, all the vocabulary of a language is impossible to teach it any one educational level. So, one of the problem of vocabulary teaching is how to select what words to teach. A general principle in the past was to teach more concrete words at lower level and gradually, more abstract words in upper level. However, this tried does not is not operate in well manner in our context. The problem being carry out his study for the learners as well as the teacher in our context. The researcher aims to find out the vocabulary achievement of secondary level students in grade eight in contents words.

In order to be a competent learner, learners should have a wide range of knowledge to the selection and use of proper vocabulary in their speech unless, they achieve a more vocabulary, they can not be a competent language user. So vocabulary achievement is one of the most important part of language teaching and learning. This study clearly states the problem of vocabulary achievement. If we observe the vocabulary power of our students, very few of them have good repertoire in vocabulary. So this study aim to address the important of teaching vocabulary and its achievement level in the students.

## 1.3    Objectives of the Study

The objectives of the present study were as follows:

    a.  To investigate the students  achievement of English vocabulary of content words,

    b.  To identify the teacher perceptions and way of teaching vocabulary to the students, and

    c.  To suggest some pedagogical implications.

## 1.4    Research Questions or Hypotheses

The  study was oriented to find out the answer to the following questions.

1.  What is the achievement level of school's students on content word ?
2.  How do the teachers help the students to prepare for vocabulary achievement in government school?
3.  What is the proficiency level of students in learning vocabulary ?

## 1.5    Significance of the Study

English has been learnt and taught as a foreign language in Nepal which offers immense opportunities for research. This study is proposed to find out whether the achievement of vocabulary is satisfactory or not. This study will be significant for both teachers and students at first. It is because it will provide the information about the vocabulary achievement of the students  when they are directly or indirectly involved in teaching and learning activities. How far the learners of government school students have achieved the vocabulary based on the English textbook was significant to know for teachers and the students. This study was equally beneficial to the students, teachers, curriculum designers, textbook writers, language trainers.

## 1.6    Delimitations of the Study

This study had following limitations.

  i.    This study was limited to decipher the vocabulary achievement of content words only.
 ii.    The study was limited into two different schools of Tanahun district.
iii.    Questionnaire were used as the tools for data collection.
 iv.    The questionnaire included both open-ended and close ended items and two passages (seen and unseen) as well.
  v.    The data was only elicited from 40 purposively selected students of Tanahun district.

## 1.7.    Operational Definition of the Key Terms

**Achievement:** Achievement in this study refers to the vocabulary  achievement of grade eight students.

**Content Word:** It refers to the words included in the textbook of grade eight.

**Government Aided School:** It refers to the schools which get direct government funding.

**Survey:** In this study, refers to the research design in which data was collected through questionnaires and analyzed using mixed method.

**Vocabulary:** In this study, vocabulary refers to the words achieved by government school students of grade eight.

# CHAPTER TWO
# REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of all the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework is also included under this chapter.

## 2.1 Review of Related Theoretical Literature

This is the important part of research study in which different theoretical concepts related to this study are included.

### 2.1.1 Introduction of Vocabulary

Vocabulary is an important aspect of language teaching as well as teaching grammar. It is true that without an accurate knowledge of vocabulary, a learner cannot use target language effectively. 'In fact, if organs and flesh unit'. It can be said that' without grammar very little conveyed, without vocabulary nothing can be conveyed.

Rongong, (1973) carried out a study on "A study of the Spoken Vocabulary of the Primary School Children of Nepal." He attempted to investigate the words that come in oral use of the children of primary level. The finding of the study showed that not much difference was found in the words used by children from three regions (i.e. Himalayan region, Terai region and Mountain region). It was also found that the children from the Terai region tended to use more Hindi words.

Chudal (1997) carried out a research on "A study of English Vocabulary Achievement of the Students of Grade Six in Kathmandu. The purpose of the study was to investigate students' achievement of English vocabulary used in the English textbook of grade six. Another purpose of the study was to make a comparative study of English vocabulary achievement of the students of class six on the basis of sex and locality. He used test item tools. He investigates 20 students from its school. The

study concludes that the students' English vocabulary achievement was found poor in total. The boys' proficiency of the vocabulary was found better than those of girls. Although the girls' proficiency was found satisfactory than the boys' in the rural school. Similarly, urban school students proficiency in the achievement of English vocabulary was found satisfactory than that of the rural school students.

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 the study was to compare the effectiveness of the two different techniques direct and indirect in teaching vocabulary. In his experimental research he has done both pre-test and post-test in class IX students for carrying out a research. The students were selected altogether 30 randomly and divided into 2 groups. The finding of the research was somehow effective in vocabulary teaching.

Though there have been difficult researches in vocabulary area, there have not been any research on strategies used in teaching vocabulary. In this context, this research study has been attempted to find out the strategies that government school students use in learning vocabulary in terms of word meaning, word use, word formation and word grammar.

Although, these studies mentioned above are related to vocabulary development, no research has been done on the study of vocabulary development of government school students in content words. So, I will conduct this study to find out the vocabulary achievement of students of government school in content words on the basis of sex and school wise as well.

**2.1.2 Aspects of Learning a Word/Vocabulary**

Vocabulary is the most important aspect of language. To express our thoughts and ideas language is indeed. Teaching vocabulary is an entire notion which make it meaningful about the teaching of vocabulary. For instance, word meaning, word use, word formation and word grammar are aspects of vocabulary. It is the widespread concept that the teaching of vocabulary purports the teaching of meanings of the world. Teaching vocabulary is not only to present new words and work with their meanings, but also to consider other issue i.e. to work with the uses in different ways. It has great importance that which aspect of the word has to be focused in teaching. Unless the learner commands over these aspects of word, his/her learning remains incomplete. It is obvious that some words are more frequent in use than others due to which we should lay emphasis on selection of words having high frequency, range coverage, learner ability, etc. While teaching vocabulary items, apart from those things, we should be aware of which aspects of the words to be highly considered.

Regarding this, Harmer (1991, p.158) has presented the aspects of teaching vocabulary in following table.

| WORDS | MEANING | Meaning in context |
| | | Sense relation |
| | WORD USE | Metaphor and idiom |
| | | Collocation |
| | | Style and register |
| | WORD FORMATION | Parts of speech |
| | | Prefix and suffix |
| | | Spelling and pronunciation |
| | WORD GRAMMAR | Nouns; countable and uncountable |
| | | Verb complementation, phrasal verbs |
| | | Adjectives and adverbs |

(Harmer, 1991,p. 158)

The above table shows that vocabulary should be presented along with their meaning, word use, word formation and word grammar. Meaning presents with context and sense relation. Likewise, word use can be presented with metaphor and idiom, collocation and style and register. Under word formation parts of speech, prefix and suffix, spelling and pronunciation occur and in word grammar nouns, verb complementation, phrasal verbs, adjectives and adverbs are discussed.

**2.1.2.1 Word Meaning**

Meaning of any lexeme is the sense that is understood in mind. It is said that spelling of vocabulary is the physical aspect whereas meaning is the mental aspect of word. Mostly, one word has only one meaning where the learner does not get any trouble but sometimes one word has more than one meaning. Harmer (1991, p, 156) has described the trend of meaning change in different context giving example of word 'book' with its various meanings. The word book has been presented including the categories as noun, verb and phrasal words with different meanings. Similarly, the word 'bank' refers to various meaning according to the situation of its use e.g. we go to the bank to withdraw the money. Police found the corpse at the bank of the river. Students bought the question bank of all subjects. The doctor sent me to the blood bank to check whether there is blood.

From the above examples, it is obvious that the context determines the meaning of words. Students should be able to understand the context to infer the meaning of words. If the teacher provides the meaning of new words in context, students are facilitated to get clear cut idea.

The meaning with the various sense relationships incorporates the following features;

| Lexical/Sense Relation | Synonymy |
| | Antonym |
| | Hyponymy |
| | Prototype |
| | Homonymy, Homophony, Polysemy |
| | Metonymy |
| | Denotation and Connotation |

(Harmer, 1991,p.156)

The above table shows the relationships of meaning of lexical item or sense relation with various features. Lexical or sense relates with synonymy, antonym, hyponymy, prototype, homonymy, homophony, polysemy, metonymy and denotation and connotation.

## 2.1.2.2 Word Use

Knowing a word is not only knowing its meaning. It is a way of using them in sentences. In other words, it refers to changing or limiting the word according to its use in different situations. Mostly, the words are understood with their direct meaning but they are frequently stretched through the use of metaphor and simile, collocations, style and register etc. Metaphor and simile are the figures of speech which express the thing comparing with one another. Metaphor is figure of speech which makes use of comparison or descriptive term for a person or thing which is literally impossible. Abrahms (1993) says, "In metaphor a word or expression that in literal usage denotes one kind of thing or action is applied to a distinctly different kind of things, without asserting a comparison" (p.102).e.g. My wife is tiger.

Simile is another figure of speech which compares the thing comparing with the use of 'like' or 'as'. Abrahms (1993) says, in a simile a comparison between two distinctly different things is explicitly indicated by the word like or as (p.102).e.g. My Mistress Eyes are nothing Like the Sun.

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Similarly, idiom is a group of words which functions as a single unit whose meaning can't be inferred by separating the parts. In another sense, the meaning of idiom is completely different from the meaning of individual words, e.g. It was raining cats and dogs. Here cats and dogs mean 'heavily'.

Likewise, collocation is the association of one lexical item with another lexical item. Yule (1996), takes collocation as frequent occurrence together e.g. needle and thread, salt and pepper, etc.Style is the way of using language by as individual which differs from formal situation to informal situation in the basis of person, location, place etc. But the register is one of the varieties of language which is used by a group of people who are sharing a same occupation or the same interest. The language used by lawyer may be difficult for the preacher. A register may be defined as a variety of language distinguished according to use.

Thus, word is meaningful with its use. The various uses of words are distinguished as metaphor, simile, collocations, style and register according to use.

### 2.1.2.3 Word Formation

Word formation is refer to the process of forming a word. It means, word formation focus on how words are constructed. Word can change their shape and their grammatical value too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. "Vocabulary items, whether one word, can often be broken down into their component 'bits'. Exactly, how these bits are put together in another piece of useful information perhaps mainly for more advanced learners" (Ur,1992, p.62).

In relation to the types of word formation, Yule (1996, p. 64) has categorized them in the following different ways;

| | Compounding |
| --- | --- |
| | Coinage |
| | Blending |
| | Borrowing |
| Word formation | Clipping |
| | Back formation |
| | Acronym |
| | Modification |
| | Reduplication |
| | Conversion |

The above table presents that the formation of words format with compounding, coinage, blending, blending, borrowing, clipping, back formation, acronym, modification, reduplication, conversion and affixation.

**2.1.2.4 Word Grammar**

Word grammar is the study of words according to the structure and analysis of them into morphological level. Harmer (1991) says, "As words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical patterns" (p.157). Word grammar mainly concerns with the major word classes like noun, verb, adjective and adverbs with their detail description. For example, if a word is noun then we have to consider whether it is countable or uncountable, singular or plural, takes singular or plural verb and so on. Similarly, if a word is verb then in which verb pattern it may occur in a sentence, i.e. transitive, intransitive and so on. If the words are adjectives then in their position they occur in a sentence should be considered.

### 2.1.3 Importance of Teaching Vocabulary

Vocabulary is the most important unit of language. Vocabulary is such important aspects of language without which communication is rather difficult even if one who has good knowledge of a language. Although, we have much vocabulary, we choose right vocabulary according to situation, subject matter of communication, the person with whom we are talking. The complexity or simplicity of our thought, the formality and informality of our knowledge and degree of politeness all are reflected by the words used. So, in order to communicate appropriately he/she should learn the adequate number of vocabulary of language. Vocabulary and grammar are equally important components of language for effective communication. In this regard, Wilkins (1970, p. 111) says "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Vocabulary is, in fact the back bone of language. It refers to a set of lexemes including single words, compound words and idioms. A good store of words is quite useful for understanding and communication. Mostly, the language teaching programme aims to help students to provide large range of useful vocabulary. In every teaching topic, students face the new words. They practice them clarifying the meaning and using them in sentences.

### 2.1.4 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria. Basically, there are mainly two types: active and passive vocabulary (Harmer, 1991).The former refers to the vocabulary that students have been taught or learnt which they are expected to be able to use while the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce." This description reveals that those words that an individual used more frequently are called active vocabularies. On the other hand, those words which can be understood but not frequently use are called passive vocabularies.

The vocabulary can also be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabularies e.g. Bag, stick, house etc. on the contrary, if it signifies something which has no definite shape, size or measurement and it entirely dependent on our personal imagination, it is also called abstract vocabularies, works like love, kindness, bravery etc., come under this vocabulary .

Vocabulary is also divided into recognition and production vocabulary (Gyawali, 2004). The vocabulary that conveys meaning is recognition vocabulary, and the vocabulary that is used for communication is production vocabulary. Recognition vocabulary is the receptive of the student and productive in the active vocabulary used in speech or writing. Receptive and productive vocabulary is another distinction resembling with the recognition and production vocabulary.

Fries (1945) classifies English words into four different groups, viz. (i) function or structural word, (ii) substitute words, (iii) grammatically distributed words, and (iv) content words. According to him function words refer to the grammatical words which have no meaning in isolation. Substitute words replace a class and several classes of words. Grammatically-disturbed words, he refers to word like 'some', any which show unusual grammatical restrictions in distribution. These words serve as links in a syntactic string.

Richards et al. (1985) divide word into two classes: content and function words. "The word which refers to thing quality, state or action and which have meaning in isolation are known as content words and the words which have little meaning on their own, but show grammatical relationship in between sentences are known as function words." This shows the attachment of meaning which keeps on changing as per the context and collection.

Similarly, broadly words can be categorized into two types: content and structural words. Content words are also called lexical or full words. They are defined as the words which have stable lexical meaning. Content words are meaningful in isolation as; nouns, verbs, adjectives and adverbs. On the other hand, structural words have no

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meaning of their own. They are also called grammatical or empty or function words. Structural words give mathematical meaning as auxiliaries, prepositions, conjunctions, pronouns etc.

The similar distinctions can be made into the three levels.

- Vocabulary to operate the patterns and illustrate the pronunciation of the language
- Vocabulary to communicate in different areas of wide currency and
- Aesthetic and technical vocabularies.

The first two are the common or core vocabularies and the third is the specialized one.

A word is supposed to be perfect word if it has its own meaning. But functional/ content  words are almost meaningless in isolation. Therefore, they cannot share the quality to the perfect word. Content words are independent and have more meaningful quality. However, only literal denotation or dictionary meaning is not always complete meaning of words because they have different connotations which are obvious by situational use.

Aarts and Aarts (1986) classify the words into two types: major and minor words. The former is also called open word class, its membership is unrestricted and indefinitely large since it allows the addition of new members. Minor word is also called close word class; its membership is restricted since it does not allow the creation of new members. Moreover, the number of items, they comprises is as rule, so small that they can easily be listed. In English there are four major word classes: noun, adjective, verb and adverb. The minor word classes: conjunction, article, pronoun, quantifier, numeral and interjection. Regarding the types of word, arts and arts (1986), there are three types of words: simple, compound and complex.

Simple word consists of a single free morpheme followed not to combine any affixes.

Compound word consists of two or more free morphemes where the constituents themselves and constitutes are words, e.g. Black tea, copyright. Compound word is a

lexical item composed of two or more pats of written (-) where the parts themselves are usually words e.g. Bus Park.

Complex word consists of a root and one or more derivational affixes, e.g., babyhood, determination etc.

In short a word is the smallest meaningful unit of speech that can occur in isolation. Todd (1991), says that  term word is used for the following five senses:

) Orthographical word
) Phonological word
) Morphological word
) Lexical word
) Semantic word

 i.   Orthographical word: it represents the word in its conventional alphabetical writing. It has space on either side. For example, go, come, stone, pen and so on

 ii.   Phonological word: it refers to the word in spoken form. It is preceded and followed by pause/silence in speech. Phonological word is represented in phonemic or phonetic symbol. For example, 'Rat' is orthographic word and /rat/ is phonological is phonological word.

 iii.   Morphological word: It consists of the form. Ball has two meanings (a spherical object used in games and a formal social gather for dancing) but the word it has a single morphological word.

 iv.   Lexical word: It is also called lexeme. The lexical word is an abstract unit which underlies many morphological words. For example, the set of morphological words play, plays, playing, played represent a single lexeme.

 v.   Semantic word: It consists the meaning of a linguistic unit. The one morphological word 'ball' represents two semantic words because it has two different unrelated meanings.

## 2.1.5 Principles of Teaching and Learning Vocabulary

Principles of teaching and learning vocabulary pave the path of teacher and student in teaching and learning vocabulary. Learning vocabulary is not the same as memorizing the list of words. It will be very difficult for the teachers as well as students for teaching and learning vocabulary without knowing the principles of teaching and learning vocabulary. Wallace (1982, p. 27) has discussed the following principles of teaching and learning vocabulary.

i. **Aims**: At first, the teacher has to be clear about his/her aims. How many of the things listed does the teacher expect the learner to be able to do? If the teacher is not clear on this topic, it will be difficult to assess how successful the vocabulary learning has been.

ii. **Quantity**: After determining the aims the teacher should make decision on the quantity of vocabulary to be learnt. Clearly, the actual number will be varied from class to class and learner to learner.

iii. **Need:** The vocabulary should be presented in response to the student's need and interest and they are perhaps more likely to remember it. So, the teacher should try to bring such situations in the classroom by which the students should feel that they need target words.

iv. **Frequent exposure and repetitions**: We can't remember a new word simply by learning it at once. It has to be repeated frequently. The students should be given the opportunity to response the new words frequently.

v. **Meaningful presentation**: The vocabulary must be used in an unambiguous way. A word may have different meanings in different situations. The words that are going to be learned should be presented in such a way that its reference is perfectly clear and unambiguous.

vi. **Presentations in context**: The words are rarely occurred in isolation. The teacher should teach the vocabulary in meaningful context not in isolation.

## 2.2 Review of Related Empirical Literature

Every researcher needs to observe the fundamental need objectives, procedure tools and methodology to carry out his study successfully. In order to do so he/she observe the fundamental background of the related subjects and past studies. Some of the major research works and concept related to present study are reviewed below:

Rongong, (1973) carried out a study on "A study of the Spoken Vocabulary of the Primary School Children of Nepal." He investigates 20 students from its school. He used questionnaire tool. He attempted to investigate the words that come in oral use of the children of primary level. The finding of the study showed that not much difference was found in the words used by children from three regions (i.e. Himalayan region, Terai region and Mountain region). It was also found that the children from the Terai region tended to use more Hindi words.

Caudal (1997) carried out a research on "A study of English Vocabulary Achievement of the Students of Grade Six in Kathmandu. The purpose of the study was to investigate students' achievement of English vocabulary used in the English textbook of grade six. Another purpose of the study was to make a comparative study of English vocabulary achievement of the students of class six on the basis of sex and locality. He investigates 20 students from its school. The study concludes that the students' English vocabulary achievement was found poor in total. The boys' proficiency of the vocabulary was found better than those of girls. Although the girls' proficiency was found satisfactory than the boys' in the rural school. Similarly, urban school students proficiency in the achievement of English vocabulary was found satisfactory than that of the rural school students.

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 the study was to compare the effectiveness of the two different techniques direct and indirect in teaching vocabulary. In his experimental research he has done both pre-test and post-test in class IX students for carrying out a research. The students were selected altogether 30 randomly and divided into 2 groups. The finding of the research was somehow effective in vocabulary teaching.

Thapaliya (2007) has entitled his research is "A Study on Techniques of Teaching Vocabulary: A Case of Secondary Level English Teachers". The main objectives of the study were to find out the common procedure of teaching vocabulary and to compare the common procedure of teaching vocabulary in terms of the aspects of vocabulary. In his research he has observed class observation of secondary school English teachers. The schools were altogether 20 randomly selected in Kathmandu. He used test item tool. The researcher observed five classes of each teacher. The finding of the research was somehow effective in vocabulary teaching.

Though there have been difficult researches in vocabulary area, there have not been any research on strategies used in teaching vocabulary. In this context, this research study has been attempted to find out the strategies that primary school teachers use in teaching vocabulary in terms of word meaning, word use, word formation and word grammar.

Ghimire (2007) has carried out a research entitled "A Study on Vocabulary Development of the Students of Grade Six". He investigates 50 students of its school. He used test item tool. The objectives of the study were to study the vocabulary development of grade six students and to make comparative study of the vocabulary development of grade six students and to make a comparative study of the vocabulary development of the students on the basis of different variables, such as active vs. passive vocabulary, boys' vs. girls' performance, schools wise and district wise comparison. And the finding of the study showed that the performance of the students

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in passive vocabulary is far better than in active vocabulary. The students of private and urban schools were better than those of government aided and rural schools on their vocabulary development.

Although, those studies mentioned above are related to vocabulary development, no research has been done on the study of vocabulary achievement development of students in grade 8 in content words. So, I conducted this study to find out the vocabulary achievement of students of in content words on the basis of sex and school wise as well.

## 2.3 Implication of the Review for the Study

Out of six different studies so far reviewed in the previous section. The study of Chudal, Ghimire and Thapaliya are related to so some extend to my study. This study provided me ideas to conduct research on this topic. After review, my these works I got lot of ideas regarding the definition and way to teaching vocabulary along with its components to learn in teaching. Chudal (1997), Thapaliya (2007) have done is survey research that how vocabulary are achieved, the aspects a vocabulary and text the used in vocabulary teaching for particular level of student. I got an idea to conduct survey design. However, the research review have particularly shown that here weakness of vocabulary are not informed. Previous research work concluded that the achievement of learning vocabulary is not satisfaction All the above review are conclusive remarks derive from the review done so far which will help to bring the clarity and focus on research problems improve methodology and contextualized findings.

## 2.4 Conceptual Framework

Vocabulary cannot be restricted just within four walls activities in classroom. It is an extensive terms. So, the way of teaching and expressing ideas and knowledge should be expanded to learners. Various ways are used in teaching vocabulary. They can be presented along with the components of those vocabulary. There is also distinction in teaching between public school and private school, so in variation of using techniques in vocabulary teaching.

The conceptual framework of teaching vocabulary is mentioned as follows:
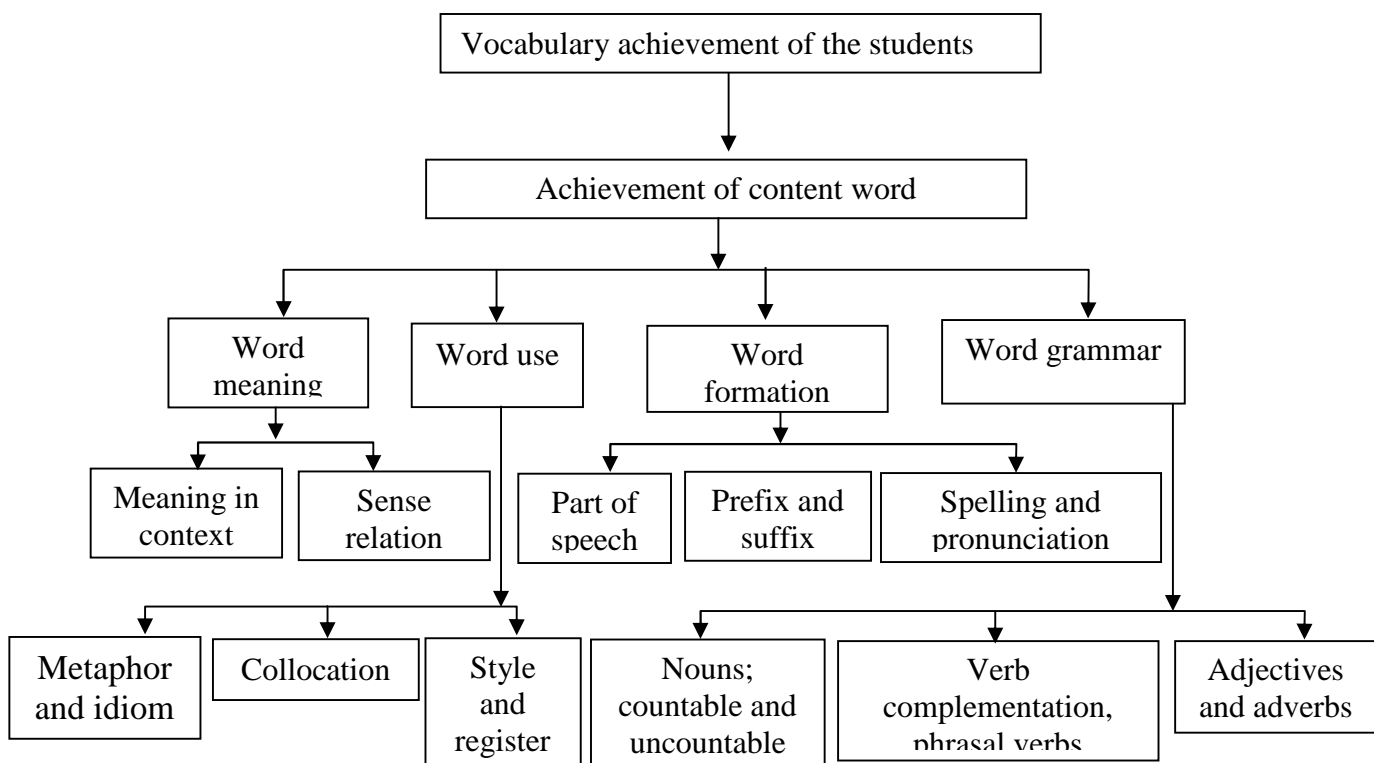
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                    ┌──────────────────────────────────────────┐
                    │  Vocabulary achievement of the students  │
                    └──────────────────────────────────────────┘
                                      │
                                      ▼
                    ┌──────────────────────────────────────────┐
                    │        Achievement of content word       │
                    └──────────────────────────────────────────┘
                                      │
        ┌─────────────────┬───────────┴──────────┬─────────────────┐
        ▼                 ▼                      ▼                 ▼
  ┌───────────┐     ┌───────────┐          ┌───────────┐    ┌───────────────┐
  │   Word    │     │ Word use  │          │   Word    │    │ Word grammar  │
  │  meaning  │     └───────────┘          │ formation │    └───────────────┘
  └───────────┘                            └───────────┘
      │                                        │                  │
   ┌──┴───┐                              ┌─────┼──────┐       ┌───┴────┐
   ▼      ▼                              ▼     ▼      ▼       ▼        ▼
┌────────┐┌────────┐  ┌───────┐  ┌───────┐┌────────┐┌────────┐ ┌──────────┐
│Meaning ││ Sense  │  │ Part  │  │Prefix ││Spelling│          │Adjectives│
│  in    ││relation│  │  of   │  │and    ││and     │          │and       │
│context ││        │  │speech │  │suffix ││pronun- │          │adverbs   │
└────────┘└────────┘  └───────┘  └───────┘│ciation │          └──────────┘
   │         │           │               └────────┘
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| Metaphor and idiom | Collocation | Style and register | Nouns; countable and uncountable | Verb complementation, phrasal verbs | Adjectives and adverbs |

The above table shows that vocabulary should be presented along with their meaning, word use, word formation and word grammar. Meaning presents with context and sense relation. Likewise, word use has presented with metaphor and idiom, collocation and style and register. Under word formation parts of speech, prefix and suffix, spelling and pronunciation are presented and in word grammar nouns, verb complementation, phrasal verbs, adjectives and adverbs are presented.

# CHAPTER THREE
# METHODS AND PROCEDURES OF THE STUDY

The following methodology and procedure used in this research.

## 3.1. Design and Method of the Study

I had follow survey research design. Survey design is widely used for collecting data in most area of social inquiry from politics to sociology, from education to linguistics. So, survey gathers data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared, or determining the relationships that exists between specific events. The purpose of a survey is generally to obtain a snap-shot of conditions attitudes and/or events at a single point in time; survey is always done in natural settings. The researcher is not responsible for changing the setting instead he just goes to the setting which is natural. According to Cohen and Manion, (2010), "Surveys are the most commonly used descriptive methods educational research and may vary in scope from large scale government investigations to small scale studies carried out by single researcher.

## 3.2 Population, Sample and Sampling Strategy

The population of this study was government school students of grade eight of Tanahun district. To accomplish the research objectives I selected forty students from two school as my sample. Twenty students from each school selected by using simple random sampling procedure through fish bowl draw. Similarly I selected six teachers.

## 3.3 Study of Area/Field

In this type of small scale research study, it was difficult to include very broad area/ field. Therefore, the study area of my study will be Tanahun district. The study of vocabulary achievement of the students is becoming the central area of my study. So far we have discussed on the various research work which have been carried out in the field of effectiveness of vocabulary. The research reviews have particularly shown that there weakness of vocabulary are not informed. Previous research work concluded that the achievement of learning vocabulary is not satisfactory. All the above review are conclusive remarks derived from the review done so far which will help to bring the clarity and focus on research problems to improve methodology and contextualize findings.

## 3.4 Data Collection tools and Techniques

The main tools for the collection of the data was a set of test items and questionnaire for the students and teachers close ended question were distributed to collect data.

## 3.5 Data Collection Procedure

I will follow the following procedure to collect the primary data:

- I prepared the research tools then I will go to the selected schools and build rapport with concerned people.
- I told the purpose of my study to the English teacher and request them for list of the name of the students.
- Then, I selected twenty students randomly from the list and tell them the purpose of my study.
- After that, I met the selected students and establish rapport with them.
- I distributed the questionnaire to the selected students.
- I instructed them in order to administer the questionnaire. Then, I distributed the questionnaire to the selected teacher and collected to the questionnaire.
- Finally, I thanked them.

## 3.6 Data Analysis and Interpretation Procedure

I followed both descriptive and statistical analysis such as percentile to analyze and interpret the gained data. I had do so because my tool was pre-formulated questionnaires structures interview. The data gained from such tools can be analyzed by using mixed methods.

# CHAPTER FOUR
# ANALYSIS AND INTERPRETATION OF THE RESULTS

Results and discussion are the core part of the research work. Any research work to be complete and useful, it must possess results and discussion. The following tables analyse and interpret the data. The responses of the students were marked as accurately and systematically as possible to find out the achievement of English vocabulary of grade VIII students. The vocabulary words were tabulated and analyzed. A questionnaire was prepared focusing on teaching English vocabulary and made by the students and given to the English teacher of the respected schools. Students and teachers' responses on the questionnaire were analyzed to find out the factors influencing in the achievement of English vocabulary. The correct responses of the students have been tabulated for analysis, evaluation and interpretation to make the study more objective, accurate, effective and reliable. I have applied descriptive approach and simple statistical tools. The vocabulary achievement of the students above 50% was regarded as satisfactory.

## 4.1 Analysis of Data and Interpretation of Results

The collected data were presented analyzed and interpreted both quantitative and qualitative. Qualitative data has been interpreted descriptively data has been analyzed interpreted by using simple statistical tools. The details of analysis and interpretation is given below:

## 4.1.1 Holistic Analysis of Vocabulary Achievement of Grade Eight Students

This section deals with the English of teaching vocabulary which was found in the lower secondary level, typically in class eight students. Shree Jana Jukta Shahi Secondary School and Shree Indu Secondary School of Tanahanu district. I selected six teachers in my data and interview for the English teacher. The vocabulary achievement in each criterion by total sample is presented.

## 4.1.2 Analysis of the Vocabulary Achievement in Test Items

a. Holistic Analysis

b. True or False Items Analysis

c. Antonym Analysis

d. Use of Synonym Analysis

e. Finding at the Single Definition Analysis

f. Finding Missing Word

g. Making Sentence

**Table 1**

**Status of Holistic Vocabulary Achievement**

| Total sample | Total average score | Above average | | Below average | |
|---|---|---|---|---|---|
| | | No. of students | Percentage | No. of students | Percentage |
| 40 | 47.6 | 16 | 40 | 24 | 60 |
| 40 | 4.45 | 26 | 65 | 14 | 35 |
| 40 | 5.05 | 6 | 15 | 34 | 85 |
| 40 | 2.4 | 22 | 55 | 18 | 45 |
| 40 | 3.85 | 14 | 35 | 26 | 65 |
| 40 | 3.55 | 22 | 55 | 18 | 45 |
| 40 | 4.5 | 6 | 15 | 32 | 85 |
| 40 | 2.7 | 24 | 60 | 16 | 40 |

The table given above shows that the total average score obtained by 40 students was 47.6 in the whole test. It is the score of 16 total sample students studying at 2 different schools of Sange valley. 16 students are found above the total average in the whole test. The percentage of the students found above the total average was 60%. On the other hand, 24 students are found below the total average. The percentage of the students below the total average is 60%. Majority of the students are found above the total average in the whole test.

**4.2 Item wise Analysis of the Vocabulary Achievement**

In this section, I have tried to find out the English vocabulary achievement of grade 8 students in different criteria. English vocabulary were selected utilizing the different criteria like true or false, plural forms, antonym, synonym, words with single definition, missing word, sentence making. The vocabulary achievement in each criterion by the total sample is presented.

**4.2.1 Analysis of Vocabulary Achievement True or False Items**

**Table 2**

**Status of the Achievement of Vocabulary of True or False**

| Total sample | Total average score | Above average | | Below average | |
|---|---|---|---|---|---|
| | | No. of students | Percentage | No. of students | Percentage |
| 40 | 4.45 | 26 | 65 | 14 | 35 |

The above table shows that the total average score obtained by 40 students is 4.45 in true or false. Among them, 26 students are found above the total average, that is 65% of total students and 14 students are found below the total average. This means 35% students are found below the total average. Students achievement in the true or false is to be satisfactory because majority of the students 65% are found above the total average.

**4.2.2 Analysis of Vocabulary Achievement in the Use of Plural Form**

**Table 3**

**Status of the Achievement of Vocabulary of Plural Form**

| Total sample | Total average score | Above average | | Below average | |
|---|---|---|---|---|---|
| | | No. of students | Percentage | No. of students | Percentage |
| 40 | 5.05 | 6 | 15 | 34 | 85 |

The above table shows that the total average score obtained by 40 students is 5.05 in plural form. Among them, 6 students are found above the total average, that is 15% of total students and 34 students are found below the total average. This means 85% students are found below the total average. Students achievement in the plural form is not satisfactory because majority of the students 85% are found below the total average.

### 4.2.3 Analysis of Vocabulary Achievement in the Use of Antonymy

**Table 4**

**Status of the Achievement of Vocabulary of Antonymy Word**

| Total sample | Total average score | Above average | | Below average | |
|---|---|---|---|---|---|
| | | No. of students | Percentage | No. of students | Percentage |
| 40 | 2.4 | 22 | 55 | 18 | 45 |

The above table shows that the total average score obtained by 40 students is 2.4 in antonym word. Among them, 22 students are found above the total average, that is 55% of total students and 18 students are found below the total average. This means 45% students are found below the total average. Students achievement in the antonym word is satisfactory because majority of the students 55% are found above the total average.

### 4.2.4 Analysis of Vocabulary Achievement in Use of Synonymy

**Table 5**

**Status of the Achievement of Vocabulary of Synonymy Word**

| Total sample | Total average score | Above average | | Below average | |
|---|---|---|---|---|---|
| | | No. of students | Percentage | No. of students | Percentage |
| 40 | 3.85 | 14 | 35 | 26 | 65 |

The above table shows that the total average score obtained by 40 students is 3.85 in synonym word. Among them, 14 students are found above the total average, that is

35% of total students and 26 students are found below the total average. This means 65% students are found below the total average. Students achievement in the synonym word is not satisfactory because majority of the students 65% are not found below the total average.

**4.2.5 Analysis of Vocabulary Achievement in the Finding of the Single Definition**

**Table 6**

**Status of the Achievement of Vocabulary of Word with Single Definition**

| Total sample | Total average score | Above average | | Below average | |
|---|---|---|---|---|---|
| | | No. of students | Percentage | No. of students | Percentage |
| 40 | 3.55 | 22 | 55 | 18 | 45 |

The above table shows that the total average score obtained by 40 students is 3.55 in word with single definition. Among them, 22 students are found above the total average, that is 55% of total students and 18 students are found below the total average. This means 45% students are found below the total average. Students achievement in the word with single definition is satisfactory because majority of the students 55% are found above the total average.

**4.2.6 Analysis of Vocabulary Achievement in Finding the Missing Word**

**Table 7**

**Status of the Achievement of Vocabulary of Missing Word**

| Total sample | Total average score | Above average | | Below average | |
|---|---|---|---|---|---|
| | | No. of students | Percentage | No. of students | Percentage |
| 40 | 4.5 | 6 | 15 | 32 | 85 |

The above table shows that the total average score obtained by 40 students is 4.5 in missing word. Among them, 6 students are found above the total average, that is 15% of total students and 32 students are found below the total average. This means 8.5% students are found below the total average. Students achievement in the missing word

was not satisfactory because majority of the students 85% were found above the total average.

### 4.2.7 Analysis of Vocabulary Achievement in Making Sentence

**Table 8**

**Status of the Achievement of Vocabulary of Making Sentence**

| Total sample | Total average score | Above average | | Below average | |
|---|---|---|---|---|---|
| | | No. of students | Percentage | No. of students | Percentage |
| 40 | 2.7 | 24 | 60 | 16 | 40 |

The above table shows that the total average score obtained by 40 students is 2.7 in making sentence. Among them, 24 students are found above the total average, that is 60% of total students and 16 students are found below the total average. This means 40% students are found below the total average. Students achievement in the making sentence is satisfactory because majority of the students 60% are found above the total average.

### 4.3 Schoolwize Comparison Vocabulary Achievement in Different Test Item

In this section, schoolwise analysis of the vocabulary achievement in different test items is presented on the basis of the total average score obtained by 40.

**4.3.1 Vocabulary Achievement by the Students of Shree Indu Secondary School in Different Test Items**

**Table 9**

**Status of Vocabulary Achievement by the Students of SHREE INDU SECONDARY SCHOOL**

**in Different Test Items**

| Item | Total sample | Total average score of 40 students | Above average | | Below Average | |
|---|---|---|---|---|---|---|
| | | | No. of students | Percentage | No. of students | Percentage |
| A | 10 | 4.45 | 9 | 90 | 1 | 10 |
| B | 10 | 5.05 | 3 | 30 | 7 | 70 |
| C | 10 | 2.4 | 5 | 50 | 5 | 50 |
| D | 10 | 3.85 | 6 | 60 | 4 | 40 |
| E | 10 | 3.55 | 7 | 70 | 3 | 30 |
| F | 10 | 4.5 | 3 | 30 | 7 | 70 |
| G | 10 | 2.7 | 5 | 50 | 5 | 50 |

The above table shows that the vocabulary achievement of the students of Shree Indu Secondary School in different test items, ten students studying in grade eight are selected from Shree Indu Secondary School. The total average score obtained by 40 students or two selected schools in item no. 'A' is 4.45. Among them 10 students of Shree Indu Secondary School, 9 students are found above the total average and 1 student is found below the total average. This means 90% students are found above the total average and 10% students are found below the total average.

The total average score in item no. 'B' was 5.05. Among them 10 students, 3 students are found above the total average, 7 students are found below the total average. This means, 30% students are found above the total average and 70% students were found below the total average.

Similarly, the total average score in item no. 'c' is 2.4. Among them 10 students, 5 students are found above the total average, 5 students are found below the total average. This means, 50% students are found above the total average and 50% students are found below the total average.

In item no. 'D' 3.85 is the total average score. Among them 10 students of Shree Indu Secondary School, 6 students are found above the total average, 4 students are found below the total average. This means, 60% students are found above the total average and 40% students are found below the total average.

Likewise, in item no. 'E', the total average score secured by the students of two selected schools is 3.55. Among them 10 students of Shree Indu Secondary School, 7 students are found above the total average, 3 students are found below the total average. The performance of the students in this item is satisfactory because 70% students are found above the total average and 30% students are found below the total average.

In the same way, students of Shree Indu Secondary School are found very well in item no. 'F'. Among them 10 students of this school, all the students are found above the total average that is 4.5.

In test item no. 'G' as shown in the table no 9, the total average score is found 2.7. Among them 10 students, 5 are found below the total average. We can say that 50% students are found above the total average and 50% students are found below the total average.

The table 9 shows that English vocabulary achievement of the students of Shree Indu Secondary School is satisfactory in each item because the majority of the students of this school are found above the total average.

**4.3.2 Analysis of Vocabulary Achievement by the Students of SHREE Janajukta Shahi Secondary School in Different Test Items**

**Table 10**

**Status of Vocabulary Achievement by the Students of SHREE Janajukta Shahi Secondary School**

**in Different Test Items**

| Item | Total sample | Total average score of 40 students | Above average | | Below Average | |
|------|--------------|-----------------------------------|---------------|------------|---------------|------------|
| | | | No. of students | Percentage | No. of students | Percentage |
| A | 10 | 4.45 | 4 | 40 | 6 | 60 |
| B | 10 | 5.05 | 0 | 0 | 10 | 100 |
| C | 10 | 2.4 | 6 | 60 | 4 | 40 |
| D | 10 | 3.85 | 3 | 30 | 7 | 70 |
| E | 10 | 3.55 | 4 | 40 | 6 | 60 |
| F | 10 | 4.5 | 0 | 0 | 10 | 100 |
| G | 10 | 2.7 | 8 | 80 | 2 | 20 |

The above table shows that the vocabulary achievement of the students of SJISSS in different test items, ten students studying in grade eight are selected from SJISSS. The total average score obtained by 40 students or two selected schools in item no. 'A' is 4.45. Among them 10 students of Shree Janajukta Shahi Secondary School, 4 students are found above the total average and 6 student is found below the total average. This means 40% students are found above the total average and 60% students are found below the total average.

The total average score in item no. 'B' is 5.05. Among them 10 students, 10 students are found above the total average, 0 students are found below the total average. This means, 100% students are found above the total average and 0% students are found below the total average.

Similarly, the total average score in item no. 'c' is 2.4. Among them 10 students, 6 students are found above the total average, 4 students are found below the total average. This means, 60% students are found above the total average and 40% students are found below the total average.

In item no. 'D' 3.85 is the total average score. Among them 10 students of Shree Janajukta Shahi Secondary School, 3 students are found above the total average, 7 students are found below the total average. This means, 30% students are found above the total average and 70% students are found below the total average.

Likewise, in item no. 'E', the total average score secured by the students of two selected schools is 3.55. Among them 10 students of Shree Indu Secondary School, 4 students are found above the total average, 6 students are found below the total average. The performance of the students in this item is satisfactory because 40% students are found above the total average and 60% students are found below the total average.

In the same way, students of Shree Janajukta Shahi Secondary School are found very well in item no. 'F'. Among them 10 students of this school, all the students are found above the total average that is 100.

In test item no. 'G' as shown in the table no 10, the total average score is found 2.7. Among them 10 students, 8 are found below the total average. We can say that 80% students are found above the total average and 20% students are found below the total average.

The table 10 shows that English vocabulary achievement of the students of SJISS is not satisfactory in each item because the majority of the students of this school are found above the total average.

**4.1.2 Analysis of the Data Obtained from the Interview with Teacher**

In my study, I have selected six teachers of Shree Jana Jukta shahi secondary school. I took data from students of grade eight. I asked nine questionnaire for English teacher about vocabulary.

**4.1.2.1 Teacher's Way of Teaching New Vocabulary**

By analyzing 1st questionnaire, interviewed with six teachers, they responded in different way. One teacher used real object in class. But three teacher taught students by using word grammar, word formation and word meaning. But two teachers did not use picture in class.

**4.1.2.2 Strategies Preferred by the teachers in teaching vocabulary.**

By analyzing 2nd questionnaire, interviewed with six teachers, they responded in different way. One teacher used question answer and explanation. One teacher used student centered method. But two teacher uses illustration and demonstration. But two teachers did not use explanation.

**4.1.2.3 Importance of Teaching Vocabulary**

By analyzing 3rd questionnaire, interviewed with six teachers, they responded in different way. One teacher answered is for text clues. Two teachers answer that is for communication and three teacher answered that is for comprehensive capacity of learners.

**4.1.2.4 Reason behind the Use of Inductive Method**

By analyzing 4 questionnaire, interviewed with 6 teacher, they responded in different way. Three teacher preferred inductive method due to new and innovative. Three teacher preferred it due to student centered method and one teacher answered it due to funny and enjoy.

### 4.1.2.5 Effective way of teaching vocabulary

By analyzing 5th questionnaire, interviewed with 6 teachers, they responded in different way. All teachers gave different view and opinion about the effective way of teaching vocabulary. One teacher focused in demonstration. Four teacher focused on illustration and one teacher focused on relia.

### 4.1.2.6 Techniques Used in Teaching Vocabulary

By analyzing seventh questionnaire, interviewed with six teachers, they responded in different way. Two teachers used student centered, two teacher answered they were not satisfactory but two teacher said it is teacher centered.

### 4.1.2.7 Problems Faced in Teaching Vocabulary

By analyzing 8th questionnaire, interviewed with six teachers, they responded in different way. Two teachers answered that students did not understand English. Two teachers answered that students did not understand the pronunciation.

### 4.2 Summary, Discussion of the Findings

After the analysis and interpretation of the data, the findings of the study are summarized as follows:

a) English vocabulary achievement of grade eight students was found above the total average. In the whole test 40% students were found above the total average and 60% were found below the total average.

b) The achievement of English vocabulary of the students of Shree Indu Secondary School was satisfactory in the whole test i.e. majority of the student were found above the total average. But the achievement of English vocabulary of the students of Shree Janajukta Shahi Secondary School was found unsatisfactory i.e. majority of the students were found below the total average in the whole test.

c) In the vocabulary of the plurals forms 115% students were found above the total average and 85% were found below the total average. This means students' achievement in the vocabulary of the plural form was unsatisfactory.

d) In the vocabulary of the true or false 65% students were found above the vocabulary. This means students' achievement in the vocabulary of true or false was satisfactory.

e) In the vocabulary of synonyms 35% students were found above the total average and 65% students were found below the total average. This means students achievement the vocabulary was not satisfactory.

f) In the vocabulary of single word with definition 55% students were found above the total average and 45% students were found below the total average so students achievement in the vocabulary of single definition was satisfactory.

g) In the vocabulary of government school students in missing word 15% students were found above the total average and 85% students were found below the total average. This means students achievement in missing word was not satisfactory.

h) Most of the students were able to make sentence among them 60% students were found above the total average and 40% student were found below the total average. This mean students achievement in vocabulary of sentence making was satisfactory.

i) In relation to the total average score obtained by the 40 students of two selected schools in different test items, the performance of the students of Shree Indu Secondary School and Shree Janajukta Shahi Secondary School was found poor in most of the test items.

j) Irregularities in rules, no correlation between sound and letter, lack of practice were found as the factor influence the achievement of English vocabulary.

# CHAPTER FIVE
# CONCLUSION AND RECOMMENDATIONS

This study especially focused on finding of English vocabulary achievement of grade eight students and factors influencing their achievement in vocabulary.

## 5.1 Conclusion

Teaching is a challenging job and language teaching to vocabulary for the student is more challenging. English vocabulary system is the result of process of development that has been going on for over thousands year. The English language has the great history of development. many socio-linguistic events took place in the process of development. So, English vocabulary is mixture of different influence.

While going to find out the vocabulary achievement of the students of grade eight the researcher reviewed the theoretical literature of related research. He used random sampling procedure to select students and teacher, from two government schools of Tanahun district. He asked questionnaire to both teacher and students and collected some information on it. He focused that the vocabulary achievement in the whole test students' achievement was found unsatisfactory. They committed mistake in using plural and autonomy because the majority of the students are found below the total average.

The major finding of this study are;

꞉ The vocabulary achievement of the students of government school was so poor.

꞉ Teacher didn't teach it by using content words.

꞉ Students weren't habituated to read pronounce the words accurately.

꞉ Teacher didn't use any teaching material to make the concept of vocabulary clear.

) Teacher didn't motivate students to grab their concentration.

On the basis of the above findings, it can be said that, the level of government school student is so poor. The government teachers though they are efficient and experienced in related field, they have not used any effective technique to teach vocabulary items. The students of grade eight can't even pronounce the words accurately. They can't produce a single sentence and express their opinion in any subject matter.

In item wise analysis of the vocabulary achievement in the whole test student achievement was found unsatisfactory in the vocabulary of the plural and autonomy because the majority of the students are found below the total average.

**5.2 Recommendations of the Study**

On the basis of the above conclusions, following recommendations have been presented:

**5.2.1 Implication at the Policy Related**

1.    Teachers and students of Shree Indu Secondary School and Shree Janajukta Shahi School should given importance in teaching and learning English vocabulary.

2.    Teacher needs to be informed and trained to teach even other aspect of vocabulary from the responsible agencies.

3.    Similarly, it seems mandatory that the authorities are required to organize an experience sharing programme for vocabulary teaching technique.

4.    It was found that teachers were not competent in advanced teaching methodology.

**5.2.2 Implication at the Practise Related**

1.    Extracurricular activities related to English vocabulary should he conducted on regular basis.

2.      The school should carry out different quiz. contest for consolidating spelling of the tough vocabulary on the part of the learners.

3.      The students could hardly read the words so pronunciation aspect has to have key focus.

4.      Curriculum and course designers methodologies and textbook writer should provide appropriate adequate practical.

5.      School administration should help teacher to bring different chart related to vocabulary.

6.      To activate students, their participation was felt to be a must.

### 5.2.3 Implication at the Further Research Related

1.      This research will provide a valuable secondary source for the researchers.

2.      It will provide new research area which are left to be investigated .

3.      This research is delimited to the study of vocabulary achievement of government school of grade eight student. Similarly, other levels and classes can be investigated.

4.      It also seems important enough to carry out students' vocabulary learning technique in class.

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# Appendix-I
## Test for the Students

**School:**                                                    **Class:**

**Name:**

**Researcher**
Saroj Tiwari

A)      Read the following passage carefully and do the activities that follows.

Holi is the festival of color. It is one of the most beautiful festival in Hindu culture. It is a joyful festival celebrating the victory of good over evil. This festival is generally celebrated in the month of February  or early March. People from Terai celebrate it a day later with joy and ceremony.

Fagu is another name for Holi. Fagu means the sacred red powder. It is mostly celebrated on the full moon day called Fagu Purnima. People play with different colors on this day. It is usually celebrated for a week in Terai. However, it is only the last day that all the people celebrate colors.  People can be seen going round the streets either on foot or on some vehicles, with a variety of colors smeared over their face and body.

During this festival family members and friends get together and celebrate' the occasion with a lot of merry making. It is also an outburst of youthful  excitement throwing colors and water balloons at each other.

1.    Write T for true and F for false statement.

a)  This festival is generally celebrated in the month of December.   (    )

b)  People from terai celebrate it a day later. (    )

c)  Holi is the festival of putting tika by sister. (    )

d)  It is mostly celebrated by mountain people. (    )

e)  People play with different colours on this day. (    )

f)  It is mostly celebrated on the full moon day called falgu  purnima. (    )

g)  Fagu mean the sacred while powdwe. (    )

h)  It is one of the festival of Islam culture. (    )

i)  Family members and friend get together celebrates this festival. (    )

j)  People were apply this festival . (    )

a) Excitement

b) Diversity

c) Occasion

d) Joyful

e) Victory

f) Smeared

g) Variety

h) Beautiful

i) Festival

j) Color

4.   Write the words from the passage as indicated in the brackets.

a)   late ( antonyms )

b) ugly   (antonym )

c)  first day ( synonym )

d) exciting ( antonym )

5.   Find the words from the passage as indicated in the brackets.

a.  Diversity    ( synonym )

b.  Red powder   ( synonym )

c.  Colors  ( synonym )

d.  Cherry   ( synonym )

e.  Delightful  ( synonym )

f.  Fans   ( synonym )

# Appendix- II
## Questionnaire for the Teacher

Dear Sir/Madam,

This questionnaire is a part of my research study entitled **The Study of Vocabulary Achievement of Government School** under the supervision of **Dr. Govinda Raj Bhattarai** professor of the Department of English Education, TU, Kirtipur. your co-operation in completion of the questionnaire will be more valuable for me. Your answer will help us to identify the different vocabularies that the learners use to learn English language. I hope that you will give reliable and authentic information to co-operate me and that will be valuable contribution to complete the research work. Moreover, the findings, in turn, will have greater significance to take necessary action to the required direction in the days to come.

**Researcher**

Saroj Tiwari

T.U, Kritipur

Name of the teacher:

Name of the school: Shree Jana Jukta Shahi Secondary School

Teaching Experience:

Qualification:

1. How do you teach new vocabulary items to the students ?

   _____

   _____

2. Which strategies do you mostly prefer to teaching vocabulary ? Why ?

   _____

   _____

3. What are the importance of teaching vocabulary ?

   _____

   _____

4. Why do they prefer inductive methods?

_____

_____

5. Please give your opinion on what should be the effective in teaching vocabulary ?

_____

_____

6. Which techniques do you prefer mostly in teaching vocabulary ?

_____

_____

7. What are the situations for teaching vocabulary ?

_____

_____

8. Is teaching of English vocabulary important ?

(i) Yes                          (ii) No

If yes, why do you think it is important ?

_____

_____

If no, give reasons.

_____

_____

9. Do you teach English vocabulary ?

(i) Yes                          (ii) No

If yes, how do you teach ?

_____

_____

If no, give reasons.

_____

_____

10. What problems do you face to teach English vocabulary ?

(i) Yes                          (ii) No

_____

_____

**Thank you for you kind co-operation**

# Appendix - III

## Name of the Students

### A. Shree Indu Secondary School

| S.N. | Name of the Students | Test Items | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G |
| 1 | Sushm Shrestha | 5 | 6 | 3 | 6 | 4 | 7 | 5 |
| 2 | Radhika Malla | 5 | 7 | 2 | 6 | 4 | 8 | 2 |
| 3 | Bimal Thapa Magar | 5 | 4 | 3 | 6 | 4 | 4 | 4 |
| 4 | Siddhant Shrestha | 5 | 7 | 4 | 7 | 4 | 7 | 4 |
| 5 | Sabita Shrestha | 5 | 5 | 2 | 5 | 5 | 3 | 3 |
| 6 | Santosh Rimal | 5 | 5 | 3 | 6 | 2 | 2 | 1 |
| 7 | Maniraj Shrestha | 5 | 4 | 2 | 2 | 3 | 3 | 4 |
| 8 | Mahesh Pariyar | 5 | 3 | 3 | 3 | 4 | 3 | 1 |
| 9 | Arati B.K. | 5 | 3 | 2 | 2 | 6 | 2 | 1 |
| 10 | Sanju Kafle | 4 | 3 | - | 3 | 3 | 1 | 1 |
| | Total | 49 | 47 | 24 | 46 | 39 | 67 | 30 |

### B. Shree Jana Jukta Shahi Secondary School

| S.N. | Name of the Students | Test Items | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G |
| 1 | Susmita Khawas | 4 | 3 | 3 | 5 | 5 | 3 | 3 |
| 2 | Sanjetta Shrestha | 5 | 4 | 3 | 2 | 2 | 3 | 3 |
| 3 | Samir Thapa | 4 | 4 | 3 | 3 | 4 | 2 | 2 |
| 4 | Sujit Shrestha | 3 | 3 | 4 | 3 | 3 | 2 | 2 |
| 5 | Tara Khatri | 5 | 4 | 3 | 5 | 5 | 2 | 3 |
| 6 | Binod B.K. | 5 | 4 | 5 | 3 | 2 | 2 | 1 |
| 7 | Sharila Malla | 5 | 2 | 1 | 2 | 4 | 2 | 3 |
| 8 | Parmila Malla | 2 | 2 | 1 | 3 | 3 | 3 | 4 |
| 9 | Asmita Sunar | 3 | 3 | 1 | 2 | 3 | 3 | 3 |
| 10 | Saroj Nepali | 4 | 2 | 2 | 1 | 1 | 1 | 3 |
| | Total | 40 | 54 | 24 | 31 | 32 | 23 | 28 |