

**ENGLISH TEXTBOOKS: A VOCABULARY  
PERSPECTIVE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master's Degree in Education**

**Submitted by  
Rameshwar B.K. Jyoti**

**Faculty of Education  
Surkhet Campus, (Education)  
Birendranagar, Surkhet, Nepal  
2009**

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2009

T.U. Regd. No. :13456-91  
Campus Roll No.: 335  
Second Year Roll No. 570187

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Rameshwar B.K. Jyoti** has prepared the thesis entitled "**English Textbooks: A Vocabulary Perspective**" under my guidance and supervision.

I recommend the thesis for acceptance.

.....

**Uttam Gaulee**

(Guide)

Teaching Assistant

Department of English

Faculty of Education

Surkhet Campus (Education)

Birendranagar, Surkhet Nepal

Date :2066/ /

## RECOMMENDATION FOR EVALUATION

The following **Research Guidance Committee** has recommended the thesis for evaluation.

Signature

**Mr. Nem Bahadur Shahi**

.....

Head

Chairperson

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet, Nepal

**Mr. Uttam Gaulee (Guide)**

.....

Teaching Assistant

Member

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet, Nepal

**Mr. Vasu Dev Karki**

.....

Teaching Assistant

Member

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet, Nepal

Date :2066/ /

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee**.

**Mr. Nem Bahadur Shahi**

Head

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet, Nepal

.....

Chairperson

**Dr. Jai Raj Awasthi**

Professor /Chairperson

English and Other Foreign Languages

Education Subject Committee

Faculty of Education

Tribhuvan University

.....

Expert

**Mr. Uttam Gaulee (Guide)**

Teaching Assistant

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet, Nepal

.....

Member

Date :2066/ /

## **DEDICATION**

Dedicated to

My respected parents, teachers and beloved daughters, Risika, Ansika and Aayu.

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Date:-2066/08/21

**Rameshwar Jyoti**



## ABSTRACT

The present study entitled "**English Textbooks: A Vocabulary Perspective**" is an attempt to study the vocabulary items used in the new English textbook for grade five and find out excluded and repeated vocabulary items from the old textbook, as well as to find out word forms included in the new English textbook as new entry. The vocabulary items are analyzed in terms of total numbers, parts of speech, frequency of occurrence, syllable structure, morphological structure and word structure. Basically, all the vocabulary items used in the new and old English textbooks for grade five published by CDC are used as the secondary source of this study. Regarding the findings of this study, 1413 different vocabulary items are found in the new English textbook. The word 'the' has the highest frequency of occurrence of all. Among different vocabulary items, 'nouns' have the highest share and 'articles' occupy the lowest. Seven abbreviated and 37 contracted forms are used in the textbook. One, two, three, four and five syllabic words are used in the textbook including monomorphemic and polymorphemic ones. Out of 909 vocabulary items used in the old English textbook for grade V, 268 words are excluded, 641 are repeated and 772 words are included as 'new entry' in the new textbook.

The study is divided into four chapters, Chapter one introduces the study in terms of introduction, the general background, review of related literature, objectives of the study and definition of the specific terms. Chapter two deals with the methodology adopted for the study under which, the sources of data, process of data collection and limitations of the study are presented.

Chapter three consists of analysis and interpretation of vocabulary items.  
Mainly descriptive and analytical approaches have been used for the purpose.  
Chapter four discusses the major findings and recommendations of the study.

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## ABBREVIATIONS AND SYMBOLS

%	:	Percentage
&	:	And
$\bar{X}$	:	Average frequency
$\Sigma f$	:	Sum of frequency
Adj.	:	Adjective
Adv.	:	Adverb
B.S.	:	Bikram Sambat
C	:	Consonant
CDC	:	Curriculum Development Centre
Com	:	Comparative
CUP	:	Cambridge University Press
e.g.	:	For Example
etc.	:	Et cetera (and so on)
esp.	:	Especially
ed.	:	Edition
ELT	:	English Language Teaching
Freq.	:	Frequency
G.T.	:	Grammar Translation
i.e.	:	id est (That is)
N	:	Number of words
No.	:	Number
Nos.	:	Numbers
OUP	:	Oxford University Press
N	:	Noun

M.Ed.	:	Mater's in Education
Plu.	:	Plural
Po	:	Positive
Sing.	:	Singular
S.N.	:	Serial Number
S.L.C.	:	School Leaving Certificate
Su	:	Superlative
Prep.	:	Preposition
V	:	Vowel
V <sup>1</sup>	:	Infinitive / Present Form of the Verb
V <sup>2</sup>	:	Past Form of the Verb
V <sup>3</sup>	:	Past Participle Form of the Verb
V <sup>4</sup>	:	Continuous Form of the Verb
V <sup>5</sup>	:	Third Person Singular, Present Form of Verb
Viz.	:	Namely (Videlicet)