

# **CHAPTER -ONE**

## **INTRODUCTION**

### **1.1 General Background**

Language is a means of communication used by human beings to communicate thoughts, desires and feelings. It is the system of human communication. Language learning is a complex system consisting of at least six components: phonology, morphology, syntax, lexicon, speech acts and discourse.

Language is unique and creative.

Hornby (2010, p. 865) has defined "Language is the system of sounds and words used by human to express their thoughts and feelings." It is actually a system. A system refers to group of things or parts working together in an organized way. It is a system of vocal sound i e. a system of organizing sounds. There is also a system of making words which is technically known a morphological system. There are syntactic and semantic systems. Thus language is a system of systematic behaviour.

According to Sapir (1978, p. 8) " It is purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols." Language is purely human and structurally complex. It is the system of produced symbols, only human beings communicates ideas and desires through language.

According to Bloch and Trager (1942, p. 5) "A language is system of arbitrary vocal symbols by means of which a social group co-operates." Thus language is structured system of conventional arbitrary speech symbols used voluntarily as a shared means of communicating ideas, opinions, feelings, desires, thoughts and emotions between or among the people in the society.

There is the relation between language and culture in which it is used. The main purpose of language is to communicate in the society. It is a social phenomenon as it is used in the family and the society to establish the relationship among the human beings. Language is only one thing which makes human beings different from animals. It is a medium of communication which is used by human to express desires and thoughts.

#### **1.1.1 Importance of the English Language**

Thousands of different languages are used by different groups of people to exchange their ideas, knowledge, skills and experience in the world. Among them, English language is the most indispensable language because it has gained the position of an international language. It is spoken all over the world. So it is an international language. It is spoken as a native language in the most of the European countries and other countries in the world. The people of Britain, Canada, U.S.A. and Australia use English language as the mother tongue.

According to Crystal (1995, p. 108, as cited in Poudyal 2005, p. 1) "English holds special status as medium of communication." English language is the medium of communication and it has special position in the field of science and technology. It is claimed that one in every seven people can speak the English language. The English language is used in the field of education, mass media, trade and international diplomacy. It is also the language of world politics, world culture, science and technology, medicine, economics, marketing and so on. The gravity of the English language is more powerful than other languages.

The importance of the English language is increasing day by day in Nepal. Now, it has gained high prestige in both governmental and non-governmental sectors in Nepal. A good number of books, newspapers, magazines are found in English in Nepal. English is taught as compulsory subject from primary level to Bachelor level in Nepal. All subjects except Nepali are taught in English in the boarding school of Nepal. At university level most of the prescribed books and reference books are written in the English language. English has been taught as foreign or second language in Nepal. Nepal is known as a beautiful country in the world. Every year thousands of foreign tourists come to Nepal to enjoy her natural beauty from different parts of the world. Thus the English language is needed to communicate with them and it helps to learn their life style and culture.

The English language is accepted as an international lingua franca and a medium of global communication. It is one of the many modern languages which is being taught and learnt in many countries in the world. The doctors, engineers, pilots, lawyers, high ranking officers, foreign diplomats and so on need to have the knowledge of English. Without the knowledge of English, it is very difficult to get success in higher levels of education. A man having a good command in English is recognized to be a man of high social status. A fluent candidate in English has a chance of getting jobs in many institutions and offices in the different part of the world. The English language helps to know the news

and views of the whole world.

English is the major language of science and technology, business, commerce, banking and industry, civil aviation, hotel management, tourism, communication, advertisement, medicine, E-mail and Internet. It is the voice of progress and modernization. The knowledge of the English language has become a very basic need in these days because nobody can learn technical subjects without the key knowledge of English. The various gates of golden opportunities are always opened all over the world for those who have excellent knowledge of English. So the English language plays a unique role in almost every sector in the world.

### **1.1.2 ELT Situation in Nepal**

The English language has been taught and learnt for a long time in our country. The English language teaching was started to be taught in school level in 1854 with the establishment of Durbar high School by the Prime Minister Janga Bahadur Rana in Nepal. There is no doubt; it was entirely established for the children of Ranas. This school had the objective making the Ranas' sons and daughters know English so that they could please British Empire thinking that they would help their rule in Nepal to be safe. Then it was introduced (developed) at higher level in 1918 with the establishment of Tri-Chandra College. English for higher level was first introduced with the opening of Tri-Chandra College for public. In this way, English has been taught and learnt for a long time in our country Nepal. As a result, English has become a marker of culture and civilization. Its importance is growing day by day in Nepal.

Although Nepal had never been politically under the British colony, it was directly or indirectly affected by the expansion of the English language in India. Nepal had shared the language policy introduced in India because the policy makers of Nepal had earned their degrees from Indian universities. The objectives of teaching and learning English were not clearly defined. The English language had occupied a prominent place in the Nepalese syllabus. Many years passed in uncertainty because of the lack of political stability.

Since the implementation of the NESP in 1971 English language teaching was introduced from class 4 as a compulsory subject up to Bachelor level. In the history of educational development of Nepal, New Education System Plan NESP (1971) is regarded as a milestone as it brought a revolutionary change.

With the implementation of the NESP, Nepalese government completely restructured the education system of the country in which the objectives of the teaching English were clearly defined. English was introduced as a language of science and technology, foreign contact, tourism, medicine and so on. School level syllabuses were designed carefully to meet the objectives of teaching English.

All the private boarding schools of Nepal have used the English language in teaching learning activities in the classroom from nursery classes. Except Nepali, all the subjects have been taught in English and the books also have been written in the English language. All the subjects have been translated into English language except Nepali of the government schools of Nepal. The examination question papers have been printed in English language except Nepali from bachelor level of Nepal.

Now, to meet the demand of the English language several English language training centers, cyber café, technical institutions and English medium schools have been opened in the different parts of the country. Because of strong of people and the call of time most of the parents want to send their children at the English medium schools. Recently, the government of Nepal has decided to introduce English as compulsory subject from grade one in the government schools of Nepal. International seminars, conferences and important sessions held in English. Most of the research reports and dissertations are produced in English. Thus, there is a great importance of English language teaching in Nepal.

### **1.1.3 Vocabulary**

Vocabulary can be roughly defined as the words which are used in our day to day communication. The term 'vocabulary' is defined differently in different books. According to Oxford Advanced Learner's Dictionary of Current English (1989, P. 959) "vocabulary is body of words known to a person or used in a particular book or subject etc." The meaning of vocabulary is also given as "total number of word that makes up a language."

According to Richards et al. (1985, p.307) vocabulary refers to a set of lexemes, including single words, compound words and idioms."

According to Harmer (1991, p.153) "if language structure makes up the skeleton of language then it is vocabulary that provides the vital organs and flesh." Since vocabulary functions as the vital organs and flesh of language learning, it is of great importance. Crystal (1995, p.111) says "Vocabulary is the Everest of a language." The height and importance of vocabulary can be realized from his statement.

Vocabulary of any language is a vast ocean. A word may be used in different ways in different situations. Without having an adequate number of vocabularies one cannot speak any language fluently and appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language. Vocabulary is the important aspect of languages without which no one can express his ideas and thoughts. So, it is the basic unit of language.

### **1.1.3.1 Types of Vocabulary**

Vocabulary can be classified on the basis of different criteria. Basically, there are mainly two types of vocabulary: active and passive. According to Harmer (1991, P. 153) "a distinction is frequently made between 'active' and 'passive'".

Active vocabulary of one person may differ from the active vocabulary of another. There are some words which are actively used by one person may not be used by another person and vice-versa. A word that has been active through constant use may slip back into the passive store if it is not used. On the other hand, a word that students have in their passive store may suddenly become active if the situations or the context provokes. The vocabularies that we can use in both productive and receptive skills of language are active vocabularies that we can use only in receptive skills of language are passive vocabularies.

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

Fries (1945:44-50) distinguishes words into four different groups.

i) Function words; ii) Substitute words; iii) Grammatically distributed words and iv) Content words.

Functional words are also known as the empty words. They primarily perform grammatical functions, for example 'do' signaling questions. The substitute words i.e. he, she, they etc. replace class of words. Grammatically distributed words show the unusual grammatical restriction in distribution, e.g. so, any,

etc. The vocabulary also can be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If word refers to an object with a concrete shape, it is called concrete vocabulary 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 called abstract vocabulary, for example love, kindness, bravery etc.

### **1.1.3.2 Importance of Teaching Vocabulary**

Sounds are the building block of language though the words are the most important unit of it. A sound in itself has no meaning but a word is always meaningful. With the proper choice of words, a speaker creates good impression in the hearer. If we do not know the words, we cannot speak the language. With words, we can send our message and ultimately communication takes place.

Vocabulary and grammar are equally important components of language for effective communication. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in case of vocabulary since a word may be used in different situations. Hence, a vital question arises, which of the two is more important. The complexity or simplicity of our thought the formality and informality of our knowledge and the degree of politeness are all reflected by the words used. Therefore, acquisition of words is as important as the grammar. In this regard Wilkins (1972, P. 111) says without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Thus vocabulary teaching is very important.

When one acquires/learns languages, s/he automatically acquires/learns vocabulary. This implies that language learning is a matter of learning the vocabulary of that language. So when we want to express our feelings, thoughts, ideas etc. we must have adequate knowledge of vocabulary. When we do not have vocabulary, we are not successful to communicate our ideas. In this regard Wallace (1982, P. 9) says "it has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language." It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find the appropriate words, while communicating in the target language. So it needs adequate number of vocabulary to engage in communication.

Teaching vocabulary in isolation is not to be productive. If we want to understand the meaning of particular word, we need to see the context and situations in which the word has been used. Thus, we should know the meaning apart from dictionary, as a word may convey other meaning as well. There are mainly five different kinds of meanings which are discussed below:-

**i) Lexical meaning**

Lexical meaning refers to the meanings of words as given in the dictionary. For example, in the sentence, "The beautiful girl married the ugly boy". The dictionary tells us that the girl and the boy are human beings. The words beautiful and ugly stand for qualities and the word "marry" shows specific actions. Dictionary gives us only this much of understanding but does not to whether beautiful refers to the quality of a boy or a girl.

**ii) Syntactical meaning**

Syntactical meaning refers to the word order in a sentence. The position of words helps us to understand the sentence. For example in the above sentence we know that the girl is beautiful and the boy is ugly. The beautiful girl is preceded by the verb 'marry' so it makes clear that the beautiful girl performed the action not the ugly boy.

**iii) Morphological meaning**

Morphological meaning indicates the form of the word. In the above sentence the form of the word girl (as against girls) and the form of the word boy (as against boys) tells us that there was only girl and one boy. Similarly the word 'married' shows that the action was performed in the past, not in the present or the future.

**iv) Intonational meaning**

Sometimes the meaning of words or sentences depends upon the way they are spoken. For example the word ' fire' can be spoken in two ways, if we use the falling intonation, the word 'fire' gives us a warning that there is blaze but if we use the rising intonation its sounds like a questions whether there is really fire.

**v) Cultural or Contextual meaning**

Cultural meaning is derived from the knowledge of background experience of the life of the speaker. The people who live in a particular society have their nations about the word. For e.g. the

meaning of the English word 'dinner' as used by the English people can not be fully appreciated unless we are familiar with their eating habits. The dictionary gives the meaning of these groups according to their own motions. The meaning attached to a word by a culture group is called its cultural meaning.

### **1.1.3.3 Principles of Teaching and Learning Vocabulary**

Learning vocabulary is not the same as memorizing the list of words. According to Wallace (1982, p.27) the teaching and learning should be based on the following principles.

1. 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? Unless the teacher is clear on this point, it will be difficult to assess how successful the vocabulary learning has been.
2. Quantity: After the teacher has decided on what is involved in vocabulary learning. S/he may have to decide on the quantity of vocabulary to be learnt. Clearly, the actual number will be varied from class to class and learner to learner.
3. Need: The vocabulary should be presented in response to the students needs and interests and they are perhaps more likely to remember it. So, the student should feel that they need the target words.
4. Frequent exposure and repetition: We cannot remember a new word simply by hearing it at once. It has to be repeated frequently. The students should be given the opportunity to repeat the new words frequently.
5. Meaningful Presentation: The vocabulary must be used in an unambiguous way. A word may have different meaning in different situations. The word that is going to be learnt should be presented in such a way that its reference is perfectly clear and unambiguous.
5. Situation Presentation: The words should be learnt in an appreciate situation. The choice of words can vary according to the situations in which we are speaking.
6. Presentation in Context: The words are rarely occurred in isolation. The teacher should teach the vocabulary in meaningful context not in situation.

### **1.1.3.4 Presenting and Practicing Vocabulary**



A good store of words is crucial for understanding and communication. A major aim of most teaching programmes is to help students to gain large vocabulary of useful words. In every lesson, the teacher has to introduce new words and practice them making clear the meaning and the ways in which each can be used. There are two main ways to present (introduce) vocabulary. The teacher can either show the meaning in some way or he can use language that the students already know in order to make clear the meaning of the new lexical item. There is a third way, too, but one that is little used. We can present meanings through sounds. This third way is described, as it offers yet another approach to the problem of introducing difficult words. There are several techniques that may be used, whether we are working linguistically or ostensive. Some words are very easy to present (nouns, verbs, adverbs and adjectives). Some are more difficult because they represent abstract notions. The words which have no independent meaning, and so they cannot be presented in the same ways. These are the grammar words e.g. articles, conjunctions, auxiliaries and some prepositions, and so on. They will normally become part of grammar presentation rather than being introduced as lexical items.

There are several ways of making clear the meaning of a word and these may be used alone or in combination which are as follows:

**a) Ostensive means:**

Ostensive means by showing. Obviously, the teacher can hold up things or point object in the classroom (such as pen, bag, tallest, boy, brown bag, my book). This approach is widely used with beginner classes but its potential with mature learners should not be neglected. The teacher needs not limit ostensive techniques to only those things which can be found in the room.

**b) Realia:**

Realia is the use of real object. The teacher can bring real objects like 'postcard', 'pen', 'ball', etc. It is mainly useful for teaching at elementary level.

**c) Pictures:**

Pictures can be used when concrete objects are impossible to bring into the classroom. Pictures can be drawn by the teacher on the board or s/he can bring magazine pictures. For example words like cow, car, elephant, etc. can be taught using pictures.

**d) Explanation:**

Instead of giving direct dictionary meaning of the word, we can explain the meaning of the word which must include any fact of word use which is relevant. We can contextualize the meaning of the particular

word. For example, the meaning of 'demise' (death) can be explained as it is used in formal context. This technique is difficult at elementary level.

**e) Translation:**

We can teach meaning of the new word translating it into students' mother-tongue. It is an easy and quick way. It is useful in teaching the meaning of abstract words, e.g. 'love', 'democracy', etc. The point to remember is that translation must be used judiciously that is to say translation should not make students avoid use of foreign language they are learning.

**f) Audio translation:**

It is the way of signaling the meaning of a word. Many words are more easily presented by a tape recording than by the ways already described. The noises of an argument, a jet plane, a horse galloping, children splashing in water, a river gurgling, and so on are easily obtained or created. The presentation procedure is simple. We can just tell the class to listen to the sound of things.

**h) Running context:**

Whatever the mode of presentation, we should try to link all the new words in the same way. This can be done after the presentation of the words as separate entities or during the entire presentation. IN this way we make what is called a running context. This adds interests, as we tell what a little story becomes during or after the presentation stage. Supposing we were presenting flood, thunder, and collapse. The story of a storm with heavy rain, which caused a house in the village to collapse, would create interest as three new words are introduced. The teacher would probably use a picture, or he might bring in pack playing cards and build a card house to determine the meaning of the collapse.

**i) Mime, action and gesture:**

Explaining the meaning of words through the use of realia or in pictures sometimes becomes impossible. For example, words like running, jumping, sleeping, crying, smoking can best be taught through the use of mime, action and gesture but not through the use of realia and in pictures. All of these presentation techniques either singly or in combination are useful ways of introducing new words. The teacher can use any other techniques which are useful for students and relevant for them. Ur (1996:63 as cited in Sharma and Phyak, 20006:149) lists out the following ways of presenting the meaning of a new item:

- concise definition
- qualification

- examples
- illustration
- demonstration
- context
- synonyms
- antonyms
- translation
- association ideas, collocations.

### **1.1.3.5 Problems of Teaching Vocabulary**

Vocabulary in one of the aspects of language we have to teach students. Students have to learn varieties of vocabulary. It ranges from simple day-to-day vocabulary to new/difficult words. The students have to know organization, pronunciation, meaning, etc of new words. There are some problems of teaching/learning vocabulary. Wallace (1989 as cited in Sharma and Phyak, 2005, p 143) gives following problems of teaching/learning vocabulary:

**a) Inability to retrieve vocabulary that has been taught**

The student cannot bring the learnt-word into mind when s/he needs it. Either this breaks down communication or s/he has to use repair strategy.

**b) Use of vocabulary inappropriate to the given situation**

A word-meaning changes according to situation. For example, 'right' and 'left' are acceptable way of indicating direction in general but in a ship it is strange because port (or left) and starboard (for right) are used. Such contextual factors create problems in teaching vocabulary.

**c) Use of vocabulary at the wrong level of formality**

This is related to use of formal or informal language according to situation and speakers with whom the students are speaking. The students may use slang or colloquial expressions in formal situation.

**d) Possessing the wrong kind of vocabulary for one's needs**

The student who is studying medicine in English needs to know English medical words and expressions. S/he needs knowledge of colloquial terms that occur in doctor-patient discussions. If s/he doesn't have vocabulary for his/her need, there will be no communication.

**e) Using vocabulary in an unidiomatic way**

Although a student has the right kind of vocabulary, s/he may use it in an unidiomatic way. For example, 'no else corner of our planet' is unidiomatic. Here, 'else' is used for 'other'.

**f) Using vocabulary in a meaningless way**

Sometimes, students use vocabulary in a meaningless way as in 'I have democracy with clock'. We don't find any meaning of 'democracy' in the sentence.

Other two problems Wallace (ibid.) given are incorrect use of dictionary and use of incorrect grammatical form, spelling, pronunciation or stress.

### **1.1.3.6 Sources of vocabulary Learning**

Vocabulary is one of the important aspects of the English language. It is the core part of English language teaching. The various types of vocabularies are

used in day to day communication. They are learnt from different sources. Learning vocabulary is not only limited in certain courses and textbooks. There is wide area learning English vocabulary. Rapid development of modern technology has helped us to learn English vocabulary. Magazine, newspaper, journals, books etc have played great role in vocabulary learning. Because of the invention of modern technology the mobile phone also have played the role in learning English vocabulary to the students. Beside this thing the other technical things for example computer, television, and internet also are the very important things to learn the vocabularies. But nowadays the students use mobile phone in their daily life and this thing has become the great source of learning vocabularies for them because it is accessible for the poor students and portable. So the researcher has chosen this topic to investigate.

### **1.1.4 Technology and language learning**

The term 'technology', in one sense, refers to the scientific knowledge used in practical ways for doing things. In another sense, it refers to any machinery or equipment designed using scientific knowledge.

In talking about English language teaching (ELT) technology, we have taken the term ‘technology’ in the second of these two senses. Thus, modern ELT technology refers to all sorts of modern electronic machines or devices that are made use of in teaching and learning English. Such items of equipment range from a simple display device like the overhead projector (OHP) to a complex machine like the computer.

The rapid advancement of science and technology in modern times has provided us with a host of machines and other tools or devices to make our life easier. Recent developments in information and communication technology are particularly notable in this connection. For example, machines and devices like radio, tape recorder, television, computer, video, slides, film strips, film projectors, mobile phone, etc. have worked wonderfully to make our life easier and enjoyable by making us more informed, by promoting our efficiency and by increasing the pace of development. These items of machinery were not originally developed for the language teaching purpose, but language teachers across the world have been able to utilize their potentialities in their job to make it easier and more effective. The facility of the tape recorder or the language laboratory supported much in the use of accuracy-based drilling activity, the major technique of the audio-lingual method, whereas the computer has added much to the possibility of self-access and interactive learning a central tenet of the communicative approach. Thus, language teachers have always shown interest in looking for ways to use modern technology to their advantage, but their efforts have not always, and not equally, been rewarding and cost-effective.

Teachers in developing countries like ours often fail to use the variety of these technological devices because they are not informed about their operation and functions in language teaching. So they need to be familiar with these technological aids to use them effectively and to guide their students in their use. Keeping this need in view, the researcher has introduced mobile phone in this research.

### **1.1.5 The Mobile Phone**

A mobile phone (also known as a cellular phone, cell phone, and a hand phone) is a device that can make and receive telephone calls over a radio link while moving around a wide geographic area. The mobile phone is a telephone that does not have wires and that you can carry with you and use everywhere. It is the modern equipment which can be regarded as the extended form of the telephone. It can be regarded as the latest discovery of science in the field of telephone. It is very small in size and one can keep it in his/her own pocket while moving here and there. It is a means through which one

person can communicate with another person over long distance. It is very wonderful equipment that has been the essence part for each and every individual.

There are various good and bad aspects of this modern equipment in the present days. There are really uncountable good aspects of this modern equipment. One can communicate with another at the time of a walking, eating, sleeping and so on with this important means of communication. Not only this, if one does not have sufficient balance then he can deliver SMS by writing crucial message also. It has become one of the very popular equipments in order to send SMS during various occasions and festivals by including best wishes. It has also become the important sources of communication during the time of emergency. As it is on the hand of the owner, one can talk and communicate with the needed person at the needed time. One can keep in touch with each other through this medium.

In addition to telephony, modern mobile phones also support a wide variety of other services such as text messaging , MMS, email, internet access, short range wireless communications (infrared, Bluetooth), business application, gaming and photography. Mobile phones that offer thee and more general computing capabilities are referred to as smart phones.

The mobile phone has also got the system of listening FM and watching pictures. Because of this one can know the worldly news and at the same time entertain himself through this medium. It has become crucial in each any every fields and also to the people related to these fields, e.g. in business sectors. Businessman needs mobile phone in order to keep in touch with his customer.

### **1.1.6 Vocabulary Used in Mobile Phone**

In the recent years, mobile phones have been a part of human life. Through the use of mobile phone, great deal of vocabularies can be learnt. Many vocabularies are stored in some format and there is easy access of mobile phone to the people in these days. There are many English vocabularies as already stored some of which are listed as below:

messaging, saved items, create, inbox, outbox, drafts, send, sent items, saved items, delivery reports, instant messages, voice messages, radio, delete, names, synchronize, contact, display, font size, setting, memory, groups, speed, dials, move, copy, call log, missed calls, received calls, dialed calls, message recipients, call duration, details, pocket data, calculator, profiles, activate, themes, tones, display, time,

date, shortcuts, connectivity, call, call divert, voice, any key answer, automatic redial, summary, security, key guard, application, operator, selection, notes, memory card, phone card, am, pm, music files, multimedia, gallery, alarm clock, collection, enhancement, support, radio video, images, select, games, photo, timeline, my albums, camera, video camera, internet, Google, calendar, date, world clock, open, options, back, recording, charging, wallpaper, face book, chat, friend requests etc

## **1.2 Review of Related Literature**

The teacher's and the student's interest towards teaching and learning vocabulary is increasing in recent years. In the Department of English education, various researches have been carried out in the field of English vocabulary and vocabulary achievement. Some of the researches are reviewed below which are related to the present study:

**Chapagain** (1999) in his research work 'Use of Teaching Materials and Its Impact in the English Language Teaching: A Case Study' had the objective to find out impact of teaching materials in English language learning. He found that teaching aids are affective and reliable supplement in teaching English language. He recommended that the schools should provide necessary teaching materials for the teachers and untrained teachers should be given training and there should be the refreshment training for the old teachers.

**Karki** (2000) has carried out a research on "A study of English vocabulary Achievement of the students of Grade Eight." The main objective of the study was to find out the proficiency in the achievement of the vocabulary used in the English textbook for grade eight. It has attempted to compare the achievement of the students in nouns with the achievement in verbs. The study found that the English vocabulary achievement of the students of grade Eight was found satisfactory. The achievement in nouns was found better than that in verbs.

**Tiwari** (2001) has carried out a research on "The vocabulary Achievement of the Students of Grade X". The objective of this study was to investigate the achievement of English vocabulary used in the new English textbook for grade 'x'. His study has presented that 43% of the vocabulary were quite difficult for the level of grade x and 52% of the total students were below average.

**Sharma** (2002) in her study on " Vocabulary Achievement of Grade Nine: A Practical Study" has the

objectives to classify words-parts of speech for vocabulary exercises, to find out difficulty level of vocabulary items and to compare the achievement of the students. The researcher concluded that vocabulary exercises of grade nine text book contained 122 noun words, 36 verbs, 18 adjectives, 9 adverbs, 1 preposition, 1 phrasal verb and 1 pronoun. The highest percentage of the vocabulary achievement was with the word 'father' (88%) and the lowest percentage of the vocabulary achievement was with the word 'bewilder' and 'reinstate' (14%). The achievement in crossword puzzle was 20 %, single word 30 %, multiple choice and fill in the blanks, 50% and 60 % respectively. The achievement of the girls was found better than that of the boys in the study being 53.62 and 44.85 % respectively.

Similar research work has been carried out by **Sapkota** (2004) on "A study on the language used in EMAIL, CHAT and TEXT messaging (SMS)." His objectives were to identify the characteristic features of English used in email, chat groups etc and to find out the context in which English-Nepali code switching takes place. His study focused on finding out the students of intermediate level and a few studying at higher level were regular internet users. This could be attributed to the fact that students belonging to 16-25 age groups are more up to date with CMC even though they were not well versed with the terms used in Net speak.

Similarly, another research carried out by **Acharya** (2005) on "Effectiveness of instructional materials on Teaching English to Grade x" had the main objective to determine the degree of effectiveness of instructional materials in teaching English of grade x. His primary source of data was 30 students of grade ten from Balvidya Secondary School, Banke and their responses to the tests. He used test items (pre-test and post test) as research tools. His main findings were that public school teachers didn't use instructional materials except the textbook and blackboard, they never conducted listening classes. The experimental group which was taught using instructional materials increased its average scores in all skills of language. Experimental group's progress rate was very high in all areas except listening because of the instructional materials.

**Adhikari** (2005) carried out his M.Ed. thesis entitled, "The effectiveness of teaching vocabulary through games" The main objective of the study was to find out the effectiveness of teaching vocabulary through games. The research was actually a practical in which both primary and secondary sources of data were used. A set of different test items was used as major tool for data collection. The researcher took 60 students of grade nine and divided them group A and group B as sampling population from a



private higher secondary school in Kathmandu district. The study found out that teaching vocabulary through games was effective than as usual classroom techniques.

**Kattel** (2005) carried out his M. Ed. thesis entitled "A Study on the Vocabulary items Grade Three"

The study was carried out to study the vocabulary items used in the English textbook for grade three in terms of parts of speech, frequency, syllable structure and morphological structure. The researcher used both primary and secondary sources of data for the study. He listed all the vocabulary items used in the English textbook for grade three and classified the (words) into eleven groups, namely nouns, verbs, adverbs, adjectives, pronouns, propositions, articles, conjunctions, numerical, qualifiers and interjections. Then the researcher counted the frequency of occurrence of vocabulary items. The study found out that 693 different vocabulary items were found in terms of parts of speech (word class) and the nouns were used as the highest number of frequency in the textbook of grade three. Monosyllabic words were found more than other syllabic words.

**Shrestha** (2005) has carried out a research entitled "An Effectiveness of CDC Recorded materials for teaching speech" The objective of his study was mainly centered in finding out the effectiveness in the use of CDC recorded materials in teaching speech. It was an experimental research. His finding is that the effectiveness of the CDC recorded materials over live materials cannot really be attested, which is due to lack of practice.

**Pandy** (2006) carried out his M.Ed. thesis entitled "Learnability of the Book 30 Days to a More Powerful Vocabulary for the Students of B.Ed. 1<sup>st</sup> year". It was carried out to find out the learnability of the book 30 days to a more powerful vocabulary for the students of B.Ed. 1<sup>st</sup> year. The students have the average increment percentage of 112.78 on 'words about specialists and theories', 166.5% 'words about your fellow men', 225.56% on 'words about phobias and manias', 150.37% on words about feelings', 1166.5% on 'words for mature , minds and human traits' and 57.08% on 'words that describe you'. In holistic comparison, the students have the average increment percentage of 24.95%.

**Thakuri** (2006) has carried out a research on "Proficiency of Grade ten Students in the Use of Synonyms" with the objectives of finding out the proficiency of the students of grade ten in the use of synonyms, compare the performance of students in terms of types of schools, gender and secondary school norms, compare the performance of students in the context of experience tours and travels as

well as in word class. The researcher concluded that the arithmetic mean is 49.82% and the total performance of the students was found good. The researcher found that the brightest student scored 75 marks and the weakest students scored 32 marks with a big gap between them. There is a difference of 15 marks between the private school's mean (57.81) and public schools' mean (42.18). There is negligible difference between the mean of boys and girls. The students of private schools performed excellent than the students of public schools..

**Sapkota** (2010) carried out his M.Ed thesis entitled "Techniques of teaching vocabulary used by the teachers of Khotang district." It was carried out to find out the techniques of teaching vocabulary used by the teachers of Khotang district in terms of aspects of vocabulary. The researcher used both primary and secondary sources of data. Only twenty five teachers who teach compulsory English at secondary level were taken for sampling. The study found out that 96% teachers used synonyms, and 88% teachers used translation as a technique of teaching word meaning. He also found that teachers use dictionary, dictation, synonym, antonym, picture, translation, modeling etc as the techniques of teaching vocabulary.

#### **1.4 Objectives of the study**

This study aims at achieving the following objectives:

- i. To find out English vocabulary achievement through the use of mobile phone.
- ii. To suggest some pedagogical implications.

#### **1.5 Significance of the study**

English has been taught and learnt as a foreign language and learnt as a foreign language in Nepal which offers immense opportunities for research for years. Language teaching places heavy emphasis upon early and extensive vocabulary learning.

This study will be significant to all those who are interested in second/foreign teaching and learning such as students, teachers, textbook writers, syllabus designers, methodologists and other people who work in different fields.

This study will be more particularly helpful to the prospective researchers who want to undertake

researches on different facts of vocabulary and critical mass that are involved in teaching and learning about online communication. More specifically this study will be directly or indirectly beneficial to the persons who are interested in computer mediated communication. Hopefully this research will have global significance.

## **CHAPTER-TWO**

### **METHODOLOGY**

The researcher followed the following methodology to carry out the present study:

#### **2.1 Sources of Data**

The researcher utilized both primary and secondary sources of data. The primary source was used for collecting data and the secondary source was to facilitate the research.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were forty students of Dhankuta and Sankhuwasabha districts studying in Grade X and different words which are already inserted in software programme of mobile phones were investigated.

##### **2.1.2 Secondary Sources of Data**

The researcher used the books, articles, journals, documents and previously carried researches related to the vocabulary and modern technology. Some of them were Harmer (1991), Tiwari (2001), Sharma (2002), Poudyal (2005), Pokhrel (2005), Kattel (2005), Sapkota (2004), , Shrestha (2005), Acharya

(2060), Thakuri (2006), Thapaliya (2007), Kattel (2008), Yule (2008), Sapkota (2010), Kumar, R. (1999) and so on.

## **2.2 Sampling Procedure**

The researcher applied non random purposive sampling procedure. The researcher selected forty students of four government aided schools of Dhankuta and Sankhuwasabha districts. Two schools were selected from Dhankuta district and two from Sankhuwasabha district. From each school 10 students (i.e. 5 boys and 5 girls) were taken for the sample population of this study.

## **2.3 Tools for the Data collection**

For this research, written questionnaires were the tools for data collection. A written questionnaire was developed that inquire about mobiles' vocabulary. The questionnaire was administered to forty mobile user students. The researcher gave questionnaires to the students of four different schools and collected the data from them.

## **2.4 Process of Data Collection**

After the preparation of the test items, the researcher personally visited the selected public schools of both Sankhusabha and Dhankuta districts to get the information about the number of students and time management for the test. He requested the headmaster of the selected schools to provide him a suitable time and date for the administration of the test. The researcher again visited the selected schools. According to the date and time provided by them the researcher administered the test. Ten students consisting of equal number of boys and girls were selected from each school. The test items were distributed to the selected students. Students were instructed verbally before they start writing. Students were asked to write their answers on the test paper itself. The test was administered for one hour. All the answer papers were collected. The researcher followed the same procedure in all schools. All the answer sheets were marked accurately and systematically as far as possible. The scores obtained by the students were analyzed comparing the percentage and number of students with correct response with the total score made by them. .

## **2.5 Delimitation of the Study**

Language teaching and learning is a complex process. It takes a lot of time and effort. Modern technology has a great role in our learning process of English language. Mobile phone is also a kind of useful scientific invention which has helped to learn more important vocabulary in our daily use. So, the researcher carried out this research to investigate in English vocabulary achievement through the use of mobile phones. But this work has some limitations. They are as follows:

- a. The area of study was confined only in Dhankuta and Sankhuwasabha districts.
- b. The study was limited only with the terminologies used in mobile phones.
- c. The study was limited to forty people from Dhankuta and Sankhuwasabha districts.
- d. This study was further limited only to vocabulary aspect of English language.
- e. Only the written medium of language was used.
- f. Spelling and meaning aspect of vocabulary was analyzed.
- h. The data was taken only from the students who has not used computer yet.
- i. The researcher took the data from the students who have used the mobile phone for one year.

## **CHAPTER -THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the analysis and interpretation of data. The main aim of this study was to find out English vocabulary achievement through mobile use. The researcher has tried to discover the student's achievement of English vocabulary on the basis of the test items administered to them. All the responses of the students have been marked systematically and accurately as far as possible. The correct responses of the students have been tabulated for analysis, evaluation and interpretation to make the study more objective, accurate, effective and reliable as far as possible. The researcher has applied descriptive approach and simple statistical tools: average, rank and percentage etc to analyse the collected data (words used in cell phones). The scores obtained by the students were tabulated for analysis and interpretation.

The vocabulary achievement of the students above 50% was regarded as satisfactory. The minimum marks assumed to be the lowest and maximum marks to be the highest.

### **3.1 Analysis of vocabulary achievement**

The analysis and interpretation of data has been carried out under the following headings:

3.1.1 Analysis of vocabulary achievement of the students in the whole test.

3.1.2 School-wise Analysis of vocabulary achievement in the whole test

3.1.3 School-wise analysis of vocabulary achievement in each test

3.1.4 Item-wise analysis of vocabulary achievement

3.1.5 Mode-based analysis of vocabulary achievement

3.1.6 Sex-wise analysis of vocabulary achievement

3.1.7 District-wise analysis of vocabulary achievement

3.1.8 Comparison of vocabulary achievement with the secondary norm

#### **3.1.1 Analysis of vocabulary achievement of the students in the whole test**

The researcher has attempted to investigate the students' vocabulary achievement on the basis of six different test items (see Appendix-I). Among these test items two item were subjective items and others were objective. For subjective items, sixty marks were allocated and forty marks for objective items out of hundred marks. The researcher has applied simple statistical tools i.e. total sample, average rank and percentage for the analysis and interpretation of data. The vocabulary achievement of the students

above 50% was considered as the satisfactory achievement and below 50% was considered as unsatisfactory.

**Table no. 1**

**Status of vocabulary achievement of students in the whole test**

Total sample	Average marks	Average percentage	Above average		Below average	
			No of Ss	%	No. of Ss	%
40	65.75	65.75	22	55%	18	45%

The table shows that total average score obtained by the students in the whole test was 65.75. The total numbers of sample students were 40. Among 40 students, 22 students were found above total average. The percentage of the students above total average was 55. Similarly among 40 students, 18 were found below total average marks. The percentage of the students below the total average was 45. It means majority of the students secured above average marks. The average percentage of the whole test is 65.75. The total vocabulary achievement of the students on the whole test was found satisfactory. So English vocabulary learning through the use of mobile phone is very helpful. Use of mobile phone is not completely negative matter.

### **3.1.2 School-wise Analysis of vocabulary achievement in the whole test**

In this analysis, the researcher has attempted to investigate the total vocabulary achievement of the students in the whole test of four different schools. The total sample, the total average and above average number of students and below average number of students were computed and tabulated in general in the following table.

**Table no -2**

**Status of school-wise vocabulary achievement of the students in the whole test**

Schools	Total	Average	Average	Above average	Below average

	sample	Marks	Percentage	No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	80.1	80.1	5	50	5	50
Arunodaya Higher Secondary School	10	61.9	61.9	6	60	4	40
Hemadri Secondary School	10	57.2	57.2	6	60	4	40
Bidhyodaya Secondary School	10	63.8	63.8	6	60	4	40

The above table shows that the students vocabulary achievement of four different schools, i.e. Shree Chanuwa Higher Secondary School, Shree Arunodaya Higher Secondary School, Shree Hemadri Secondary School and Shree Bidhyodaya Secondary School.

Out of 10 students from each school, the percentage of students' average vocabulary achievement through the use of mobile phone in Shree Chanuwa Higher Secondary School was found the highest i.e. 80.1 and the percentage of Hemadri Secondary School was lowest i.e. 57.2. The average vocabulary achievement of Shree Arunodaya Higher Secondary School was 61.9 and Shree Bidhyodaya Secondary School was 63.8.

The number of students above average is most in Shree Chanuwa Higher secondary School and the number of students below average is in Shree Hemadri Secondary School. But all schools obtained above 57.2 average marks in the whole test. So the vocabulary achievement of the students of all schools was found satisfactory. This data also proves mobile phone is very useful device to learn the English vocabulary.

### **3.1.3 School-wise analysis of vocabulary achievement in each test**

In this analysis, the researcher has analysed the marks of each item obtained by the students. Hundred marks were assigned for different test items to check the vocabulary achievement of the students through the use of mobile phone. For the purpose of testing vocabulary achievement six different test



items were administered and the average marks of each school, number of students above average and below average were tabulated to find out the vocabulary achievement of four different schools.

**i. Analysis of vocabulary Achievement in item no. 4**

This item carried 30 marks. In this item the students have to make a list of thirty English words that they had known through the use of mobile phone only. Each word contained one mark.

**Table no. -3**  
**School-wise vocabulary achievement in item no. – 4**

Schools	Total sample	Average Marks	Average Percentage	Above average		Below average	
				No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	24.8	82.67	6	60	4	40
Arunodaya Higher Secondary School	10	15.9	53	6	60	4	40
Hemadri Secondary School	10	14.9	49.67	6	60	4	40
Bidhyodaya Secondary School	10	18.3	61	5	50	5	50

The table shows that out of ten students, the students of Shree Chanuwa Higher Secondary School, Shree Arunodaya Higher Secondary School, Shree Hemadri Secondary School and Shree Bidhyodaya Secondary School achieved 24.8, 15.9, 14.9 and 18.3 average marks respectively in item no 4. This table also shows that the average marks of Shree Chanuwa Higher Secondary School was highest i.e. 24.8 and Shree Hemadri Secondary School was the lowest i.e. 14.9.

Thus, the total vocabulary achievement of the students of all schools in this item is satisfactory because more than 50% students scored above the total average marks. This also shows that mobile phone is a useful device to learn the new English vocabulary.

## ii. Analysis of Vocabulary achievement in item no. 5

This item carried 30 marks. In this item the students had to write the thirty words dictated by the teacher.

**Table no. – 4**

**School-wise vocabulary achievement in item no. – 5**

Schools	Total sample	Average Marks	Average Percentage	Above average		Below average	
				No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	23.9	79.67	7	70	3	30
Arunodaya Higher Secondary School	10	20	66.67	5	50	5	50
Hemadri Secondary School	10	17.6	58.67	6	60	4	40
Bidhyodaya Secondary School	10	18.9	63	6	60	4	40

The above table shows that the students of Shree Chanuwa Higher Secondary School obtained the highest average marks i.e. 23.9 and the Students of Shree Hemadri Secondary School scored the lowest average marks i.e. 17.6. Shree Arunodaya Higher Secondary School and Bidhyodaya Secondary School obtained 20 and 18.9 marks respectively. In this item, the students of all schools displayed good result.

This table also proves that in this item all schools obtained above 58.67% average marks out of thirty marks. In this item, the students of Shree Chanuwa Higher Secondary School showed good performance since 7 students got above average marks out of 10 students and got 79.67% average marks. The total vocabulary achievement of the students of all schools in this item is satisfactory because more than 50% students scored above the total average marks. This also proves that vocabulary achievement through the use of mobile phone is accessible.

### iii. Analysis of vocabulary achievement in item no. 6

This item carried 10 marks. In this item the students had to write 'T' for true and 'F' for false statements.

**Table no. – 5**

**School-wise vocabulary achievement in item no. – 6**

Schools	Total sample	Average Marks	Average Percentage	Above average		Below average	
				No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	8.2	82	4	40	6	60
Arunodaya Higher Secondary School	10	8.1	81	5	50	5	50
Hemadri Secondary School	10	6.4	64	5	50	5	50
Bidhyodaya Secondary School	10	6.3	63	6	60	4	40

The above table shows that Shree Chanuwa Higher Secondary School obtained the highest average marks i.e. 8.2 and the students of Shree Bidhyodaya Secondary School secured lowest average marks i.e. 6.3. Shree Arunodaya Higher Secondary school and Shree Hemadri secondary school obtained 8.1 and 6.4 marks respectively. In this item, all of the schools scored more than sixty three percent average

marks. The student number of Shree Chanuwa Higher Secondary School is less than other three schools in above average marks.

From the above analysis, it was found that the achievement of students' vocabulary in Shree Chanuwa Higher Secondary School is unsatisfactory but the result shows that the achievement of students' vocabulary of other schools is satisfactory. Thus, the mobile phone is very useful device to learn the new English vocabulary for the students.

#### iv. Analysis of vocabulary achievement in items no. 7

This item carried 10 marks. In this item the students were asked to tick the best answer and each item carried one mark.

**Table no. 6**  
**School-wise vocabulary achievement in item no. – 7**

Schools	Total sample	Average Marks	Average Percentage	Above average		Below average	
				No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	7.5	75	6	60	4	40
Arunodaya Higher Secondary School	10	8.2	82	4	40	6	60
Hemadri Secondary School	10	6.2	62	6	60	4	40
Bidhyodaya Secondary School	10	7.4	74	6	60	4	40

The above table shows that Shree Arunodaya Higher Secondary School scored the highest average marks i.e. 8.2 and Shree Hemadri Secondary school obtained the lowest average marks i.e. 6.2. In this item, Shree Chanuwa Higher secondary school and Shree Bidhyodaya Secondary school scored 7.5 and 7.4 average marks respectively. In this item, the students of all schools showed good result since all of

the schools got more than sixty two percent average marks. Among the four schools, Shree Arunodaya Higher secondary school showed the best result in average marks. The number of students above average marks was 6 in Shree Chanuwa higher secondary school, Shree Hemadri secondary school and Shree Bidhyodaya secondary school and the number of students securing less average marks is 4 in Shree Arunodaya higher secondary school.

In this item, the total vocabulary achievement of the students of three schools i.e. Shree Chanuwa Higher Secondary School, Shree Hemadri Secondary School and Shree Bidhyodaya Secondary School was satisfactory because more than 50% students scored above the total average marks but the achievement of students' vocabulary in Shree Arunodaya Higher Secondary School was not found satisfactory. So, we can say that the use of mobile phone is not completely negative matter but it is the source of English vocabulary learning.

#### **v. Analysis of vocabulary achievement in item no. 8**

This item carried 10 marks. In this item students were asked to fill in the blanks and each item carried one mark.

**Table no. 7**

#### **School-wise vocabulary achievement in item no. – 8**

Schools	Total sample	Average Marks	Average Percentage	Above average		Below average	
				No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	7.5	75	6	60	4	40
Arunodaya Higher Secondary School	10	6	60	5	50	5	50
Hemadri Secondary School	10	6	60	6	60	4	40
Bidhyodaya Secondary School	10	6.2	62	4	40	6	60

The above table showed that Shree Chanuwa Higher Secondary scored the highest average marks i.e. 7.5 and Shree Arunodaya Higher Secondary School and Hemandri Secondary School obtained the lowest average marks i.e. 6 of each school. In this item, the students of all schools displayed good result since all of the schools got more than sixty percent average marks. The student number of Shree Bidhyodaya Higher Secondary School was less than other three schools in above average marks. But all schools got above 60% average marks in this item.

Hence, the achievement of students' vocabulary in Shree Bidhyodaya Secondary School was found not satisfactory. But the achievement of students' vocabulary in other schools was satisfactory. This proves that English vocabulary achievement through the use of mobile phone is certain.

#### **vi. Analysis of vocabulary achievement in item no. 9**

This item carried 10 marks. In this item, students had to match the correct words from group 'A' with their correct meaning in group 'B'.

**Table no. 8**

#### **School-wise vocabulary achievement in item no. – 9**

Schools	Total sample	Average Marks	Average Percentage	Above average		Below average	
				No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	8.2	82	3	30	7	70
Arunodaya Higher Secondary School	10	3.7	37	6	60	4	40
Hemadri Secondary School	10	6.1	61	3	30	7	70
Bidhyodaya Secondary School	10	6.6	66	4	40	6	60

The above table shows that Shree Chanuwa Higher secondary school got the highest average marks i.e. 8.2 and Shree Arunodaya Higher secondary school scored the lowest average marks i.e. 3.7 and Shree Hemadri secondary school and Shree Bidhyodaya secondary school obtained 6.1 and 6.6 average marks respectively. In this item, Chanuwa higher secondary school showed good result in comparison to other schools. The number of students above average marks is more in Arunodaya Higher secondary school and Bidhyodaya Secondary School than in Chanuwa Higher secondary School and Hemadri secondary school.

In this item, all schools got above 61% average marks but Shree Arunodaya Higher Secondary School scored only 37% average marks so the result of this school is not satisfactory as a whole. Similarly, the achievement of students' vocabulary in Arunodaya Higher Secondary School was satisfactory but the achievement of students' vocabulary in other schools were not found satisfactory in this item because more than 50% students scored below the total average marks.

### **3.1.4 Item-wise analysis of vocabulary achievement**

For the Item-wise analysis of the total vocabulary achievement, the researcher had computed and tabulated the total average marks of each item separately. For the purpose of testing written response 6 different test items were administered with 100 marks i.e. 30 marks in each item no. 4 and 5, 10 marks in each item no. 6, 7, 8 and 9. On the basis of the data, item-wise total vocabulary achievement through the use of mobile phone was analyzed and interpreted.

### **Table no. 9**

### Status of item-wise vocabulary achievement

Test item	Total Sample	Full Marks	Average Marks	Average Percentage	Above average		Below average	
					No of Ss	%	No. of Ss	%
4	40	30	18.48	61.6	22	55	18	45
5	40	30	20.10	67	25	62.5	15	37.5
6	40	10	7.25	72.50	30	75	10	25
7	40	10	7.33	73.30	23	57.5	17	42.5
8	40	10	6.45	64.50	19	47.5	21	52.5
9	40	10	6.15	61.50	15	37.5	25	62.5

The above table number no. 9 shows the status of the total vocabulary achievement in each test item. The table simply displays that in item number 4 the total average score made by the students of all the four schools was 18.48. The sample population was forty altogether. Out of 40 students, 22 (i.e. 55%) students were above their total average score. Thus, the total vocabulary achievement of the students in this item was satisfactory.

Similarly, in test item no. 5, the total average score secured by the students was 20.10 (i.e. 67%) out of 30 marks. The total percentage of the students found above the total average score was 62.5. So, the total vocabulary achievement of students was found more satisfactory in this item then in number 4 item.

Likewise, in test item number 6 ‘True or false’, there were altogether 40 students. The total average score made by them was 7.25 (i.e.72.50%) out of 10 marks. The number of students above the average marks was 30 (i.e. 73.30%). So, the English vocabulary achievement of students’ in this item is more satisfactory than in item no. 4 and 5.

In item no. 7 ‘Tick the best answer’, the total average score secured by the students was 7.33 (i.e. 73.30%) out of 10 marks. The total number of the students found above the total average score was 23 (i.e. 57.5%). Thus, the total vocabulary achievement of the students in this item was satisfactory.



Similarly, in test item no. 8 ‘Fill in the blanks’, the total average score secured by the students was 6.45 (i.e. 64.50%) out of 10 marks. The total number of the students found above the total average score was 19(i.e. 47.5%) and below the total average marks was 21(i.e. 52.5%). So, the total vocabulary achievement of students was found unsatisfactory in this item.

Likewise, in item no. 9 ‘Match’, there were altogether 40 students. The total average score made by them was 6.15 (i.e. 61.50%) out of 10 marks. The number of students above the average marks was 15 (i.e. 37.5%). So, the English vocabulary achievement of students in this item is unsatisfactory.

The above table clearly shows that the total average percentage of the score made by the students of all four schools was above the 61.50. So, this data proves that mobile phone is a very important source of English vocabulary learning.

### **3.1.5 Mode-based analysis of vocabulary achievement**

For this process of data collection both subjective and objective tests were administered and the average scores obtained by the students of all schools were tabulated in the table. Out of 100 marks, 60 marks were allocated for subjective test item and 40 marks were allocated for objective test items. The average marks of the subjective test and objective test were observed to find out the English vocabulary achievement through the use of mobile phone and achievement of vocabulary was analyzed and interpreted.

#### **i. Analysis of vocabulary achievement in subjective test**

Subjective test carried 60 marks and two items were administered, each for 30 marks. In this test, in item no. 4 the students had to write 30 words which they had known through the use of mobile phone only and in item no. 5 they had to write 30 words dictated by the teacher. The average marks of subjective test obtained by each school, average percentage of the marks, the number of students above and under average marks are tabulated below:

**Table no. 10**

**Status of vocabulary achievement in subjective test**

Schools	Total	Average	Average	Above average	Below average
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	sample	Marks	Percentage	No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	48.7	81.16	5	50	5	70
Arunodaya Higher Secondary School	10	35.9	59.83	5	50	5	40
Hemadri Secondary School	10	32.5	54.16	6	60	4	70
Bidhyodaya Secondary School	10	37.2	62	6	60	4	60

The above table shows that Shree Chanuwa Higher Secondary School got highest average marks i.e.48.7 (81.16%) in subjective test item and Shree Hemadri Secondary School lowest average marks i.e. 32.5 (54.16%), Shree Arunodaya Higher Secondary School and Bidhyodaya Secondary School obtained 35.9 (59.83%) and 37.2 (62%) marks respectively. The number of students above the average marks were 5 (50%) in Shree Chanuwa Higher Secondary School and in and Arunodaya Higher Secondary School and 6 (60%) in Shree Bidhyodaya and Hemadri Secondary School.

So, the English vocabulary achievement of students of all schools through the use of mobile phone is satisfactory in this item. This proves that mobile phone is very useful device to learn the new English vocabulary with spelling.

## **ii. Analysis of vocabulary achievement in objective test**

Objective test carries 40 marks. This included true and false item, tick the best answer item, fill in the blanks and matching item. Each item carried 10 marks. The average mark, average percentage of the marks, the number of students above average marks and the number of students below average marks of each school are tabulated below:

**Table no. 11****Status of vocabulary achievement in objective test**

Schools	Total sample	Average	Average	Above average		Below average	
		Marks	Percentage	No of Ss	%	No. of Ss	%
Chanuwa Higher Secondary School	10	31.4	81.17	6	60	4	40
Arunodaya Higher Secondary School	10	26.0	65	4	40	6	60
Hemadri Secondary School	10	24.7	61.75	5	50	5	50
Bidhyodaya Secondary School	10	26.5	66.25	6	60	4	40

The above table shows that Chanuwa got highest average marks i.e. 31.40 (81.17%) in objective test item and Hemadri Secondary School got the lowest average marks i.e. 24.70 (61.75%) in this item. Shree Arunodaya Higher Secondary School and Shree Bidhyodaya Secondary School obtained 26.00 (65% ) and 26.50 (66.25%) average marks respectively. Out of 40 marks, all of the schools got above 60 percent average marks in objective test items. The number of students above average were 6 (60%) in Shree Chanuwa Higher Secondary School and Bidhyodaya Secondary School, 5 (50%) in Hemadri Secondary School and 4 (40%) in Shree Arunodaya Higher Secondary school.

Thus, the total vocabulary achievement of the students of all schools except Shree Arunodaya Higher Secondary School in this test is satisfactory because more than 50% students scored above the total average marks. This also shows that mobile phone is a useful device or helpful material to learn the new English vocabulary.

**3.1.6 Sex-wise Analysis of vocabulary achievement**

For this analysis, the boy students and girl students of each school were categorized separately and the total number of them were tabulated and analyzed. In this process the obtained by the girls and boys

number of each school were analyzed to find out the English vocabulary achievement through the use of mobile phone.

**Table no -12**

**Status of sex-wise vocabulary achievement**

Sex	Total sample	Average Marks	Average Percentage	Above average		Below average	
				No of Ss	%	No. of Ss	%
Boys	20	66.80	66.80	12	60	8	40
Girls	20	64.70	64.70	12	60	8	40

The above table shows that the boy students showed good performance than girls students. The boy students got 66.80 average marks and girl students got 64.70 average marks. The number of boy students above average marks was 12, out of 20 and the number of girl students above average marks was also 12, out of 20.

This analysis shows that boys can learn more English vocabularies through the use mobile phone than the girl students. But both the boy and girl students scored more than 64% average marks in the test.

**3.1.7 District-wise Analysis of vocabulary Achievement**

This topic presents the status of the vocabulary achievement by the students in two different districts – Dhankuta and Shankhuwasabha. For this process of data collection, two schools and twenty students from each district were selected and the test was administered. The total sample, average score, average percentage of marks obtained by the students of two districts and the number of students above average and below average were presented and tabulated to find out the vocabulary achievement through the use of mobile phone.

**Table no 13**

**Status of district-wise vocabulary achievement**

Schools	Total	Average	Average	Above average	Below average
				36	

	sample	Marks	Percentage	No of Ss	%	No. of Ss	%
Dhankuta	20	71	71	12	60	8	40
Sankhuwasabha	20	60.50	60.50	11	55	9	45

The above table shows that the

students from Dhankuta got the highest average marks i.e. 71(71%) and the students of Shankhuwasabha obtained 60.50 (60.50%) average marks. The number of students above average were (60%) in Dhankuta district and 11 (55%) in Shankhuwasabha district.

The table proves that the students from Dhankuta were good in learning English vocabulary through the use of mobile phone in comparison to Shankhuwasabha district because the number of students above average is more in Dhankuta district than Sankhuwasabha district though 60% students from both districts obtained above average marks. Thus, mobile phone is a technological device which helps to improve English vocabularies.

### 3.1.8 Comparison of vocabulary Achievement with the Secondary Norm

For this analysis, the total marks obtained by all students in all the items are computed and tabulated separately. Then, the marks obtained by all the students were compared with the nationally recognized existing secondary norm. The nationally recognized existing secondary norm is 32 out of 100 marks in the case of our country. The researcher had also taken the test of 100 marks to find out English vocabulary achievement through the use of mobile phone.

**Table no 14**

#### **Status of vocabulary achievement of students with the secondary norm**

Total Sample	Full Marks	Secondary Norm	Above secondary norm		Below secondary norm	
			No of Ss	%	No. of Ss	%
40	100	32	38	95	2	5

The above table displays that the total sample of the

students was 40 and the full mark of the whole test administered was 100. The existing nationally recognized secondary norm was 32%. While making comparison to this norm with the marks obtained

by 40 students, 38 (95%) of them were found above the secondary norm. Only 2 (5%) of them were below secondary norm.

Hence, English vocabulary achievement of those students on the basis of secondary norm was found satisfactory. Most of the students crossed the existing secondary norm which is impossible in our class-wise formal examination of English subject.

## **CHAPTER – FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The main focus of the study was to investigate students' English vocabulary achievement through the use of mobile phone on the basis of analysis and interpretation of data. In this study, 40 students of four different schools (10 students from each school) were administered a test of 100 marks and the results of them in the form of scores were computed and tabulated. After the analysis and interpretation of data, the following conclusions are drawn and some recommendations are put forward:

#### **4.1 Findings**

The analysis and interpretation of the data obtained from the test given to the students have led the researcher to reach some findings. The main findings of this research work have been summarized in the following points:

- i) It was found that the average vocabulary achievement was 65.75 marks in the whole test. This shows very satisfactory result as a whole because there is above 65% average marks out of 100 marks. It proves that mobile phone is a source of English vocabulary achievement.
- ii) The English vocabulary learning of students of all schools was good since all schools obtained above 57 % average marks. Shree Chanuwa Higher Secondary School, Shree Arunodaya Higher Secondary School, Shree Hemadri Secondary School and Shree Bidhyodaya Secondary School obtained 80.1, 61.9, 57.2 and 63.8 average marks respectively. It proved that the students of all

schools are equally benefitted in the field of vocabulary achievement through the use of mobile phone.

- iii) In item wise test, in item no. 4 the average marks of vocabulary learning of Shree Chanuwa Higher Secondary School, Shree Arunodaya Higher Secondary School, Shree Hemadri Secondary School and Shree Bidhyodaya Secondary School obtained 24.8 (82.67%), 15.9 (53%), 14.9 (49.67%) and 18.3 (61%) respectively out of 30 marks and the students of all schools are more in above average marks than in below average marks. This proves that mobile is very helpful device to remember new words in English.
- iv) It was found that the average marks of Shree Chanuwa Higher Secondary School was the highest i.e. 23.9 (79.67%), and was the lowest i.e. 17.6 (58.67%) marks out of 30 marks in item no. 5. Shree Arunodaya Higher Secondary School Shree Bidhyodaya Secondary School obtained 20 (66.67%) and 18.9 (63%) respectively. All schools obtained above 58% average marks. So, mobile phone is equally useful device to improve spelling aspect of English words also which is one of the aspect of vocabulary teaching and learning.
- v) It was found that the average marks of Shree Chanuwa Higher Secondary School was the highest i.e. 8.2 (82%) and Shree Bidhyodaya Secondary School obtained 6.3 (63%) average marks in item no. 6. Shree Arunodaya Higher Secondary School and Shree Hemadri Secondary School obtained 8.1 (81%) and 6.4 (64%) average marks respectively. This proves that the vocabulary achievement through the use of mobile phone seemed satisfactory.
- vi) In item no. 7, the average marks of vocabulary achievement of Shree Chanuwa Higher Secondary School, Shree Arunodaya Higher Secondary School, Shree Hemadri Secondary School and Shree Bidhyodaya Secondary School was 7.5, 8.2, 6.2 and 7.4 out of 10 marks respectively. Shree Arunodaya Higher Secondary School obtained highest average marks and Shree Hemadri Secondary School the lowest marks. The result of all schools is satisfactory except Shree Arunodaya Higher Secondary School in this item because more than 50 students are above average marks. So, mobile phone is a source to increase English vocabularies.

- vii) Similarly, It was found that the average marks of Shree Chanuwa Higher Secondary School was the highest i.e. 7.5 and Shree Arunodaya Higher Secondary School and Shree Hemadri Secondary School obtained the lowest marks i.e. 6 in out of 10 marks in item no. 8. Shree Bidhyodaya Secondary School obtained 6.3 average marks. 6 students from Shree Chanuwa Higher Secondary School and Shree Hemadri Secondary School, 5 students from Shree Arunodaya Higher Secondary School and 4 students from Shree Bidhyodaya Secondary School obtained above average marks. It proves that mobile phone is a resourceful device to achieve new English vocabularies.
- viii) Likewise, it was found that the average marks of Shree Chanuwa Higher Secondary School, Shree Arunodaya Higher Secondary School, Shree Hemadri Secondary School and Shree Bidhyodaya Secondary School were 8.2, 3.7, 6.1 and 6.6 respectively in item no. 9. So, mobile phone is a means of learning new English vocabularies.
- ix) In item-wise analysis of the total vocabulary achievement, the average marks of item no. 4 was 18.48 (61.60%), out of 30 marks, item no. 5 was 20.10 (67%), out of 30 marks, item no. 6 was 7.25 (72.50%), out of 10 marks, item no. 7 was 7.33 (73.30%), out of 10 marks, item no. 8 was 6.45 (64.50%), out of 10 marks and item no. 9 was 6.15 (61.50%), out of 10 marks. In all items, there was above 61% average marks. We can strongly say that the mobile phone is the source of English vocabulary learning.
- x) It was found that the boys obtained good average marks i.e. 66.8 in comparison to the marks obtained by the girls i.e. 64.70. It shows that boys are intelligent than girls in vocabulary learning through the use of mobile phone or the boys are curious more in using functions of mobile phone than the girls.
- xi) It was found that the students of Dhankuta districts scored good average marks i.e. 71 than the students of Shankhuwasabha district i.e. 60.50. It proves that the students of both districts are



benefitted with the vocabulary aspect of the mobile phone though the students of Dhankuta district got higher marks.

- xii) The students of all schools obtained good average marks in objective test than in subjective test. So, the students know the meaning of words used in mobile phone than the memories of the words.
- xiii) In comparison of vocabulary achievement with the secondary norm, all students except 2 students crossed secondary norm marks. So, vocabulary achievement through the use of mobile is one of the good medium.

## **4.2 Recommendations:**

- i) Learning of vocabulary items needs to be tested frequently.
- ii) The development of vocabulary repertoire of the learners is of vital importance in learning a language. Language learning depends far the most on learning vocabulary. How competent a learner is in any language solely depends on how rich vocabulary repertoire he has got. So, vocabulary teaching plays a vital role in ELT as well.
- iii) The electronic media is developing and becoming a new form of communication. Therefore, curriculum designers, teachers and students should be aware of it and in the language classroom the words used in electronic device should be equally emphasized.
- iv) Educators, teachers and practitioners should not deny the positive use of mobile phone strongly.
- v) The words used in mobile phone are also useful in teaching other texts. So they should be taught associating with other text.
- vi) Using mobile phone is not negative behaviour. It also helps in learning language.
- vii) Students learn vocabularies better using modern technological devices than parroting the books.

- viii) Language is not for knowing something but for doing something easily. This is the era of science and technology. So, the use of electronic devices is necessary nowadays. Use of mobile phone also helps in learning computer, internet etc.
- ix) Teaching should be real life oriented rather than examination oriented.
- x) The boys were found better than girls in the achievement of vocabulary. So parental attitude towards the girls should be changed by making them conscious and educated so that they should not make any sex based discrimination against the girls. The girls and the boys should enjoy equal social status.
- xi) The vocabulary items to be taught should be selected on the basis of need and interest of students.
- xii) This research was limited to the English vocabulary achievement through the use of mobile phone only. Similar type of research can be carried on the other areas also.
- xiv) Vocabulary learning through the use of mobile use entertains the students. Even the poor students of English can remember more vocabularies inserted in the mobile phone unknowingly. So, the teacher should teach the text relating to life oriented behaviour.

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**APPENDIX- I**  
**Internal Test Examination 2069**

Class: -  
Name: -  
School's Name: -

Full Mark:-60  
Time: - 1.5 hours  
Roll No:-

**1. Do you use mobile phone?**

**Ans:**

**2. How long are you using mobile phone?**

**Ans:**

**3. Did you learn new English words from your mobile phone?**

**Ans:**

4. Write any 30 English words that you have learnt from your mobile phone. 30 x 1=30

Ans:

5. Write these words in your answer paper. 30 x 1=30

- |                     |                     |
|---------------------|---------------------|
| i. calendar         | xx. outbox          |
| ii. contacts        | xxi. message        |
| iii. mail           | xxii. draps         |
| iv. internet        | xxiii. conversation |
| v. messaging        | xxiv. songs         |
| vi. photos          | xxv. video          |
| vii. store          | xxvi. radio         |
| viii. music         | xxvii. calculator   |
| ix. game            | xxviii. gallery     |
| x. setting          | xxix. alarm clock   |
| xi. lug             | xxx. tones          |
| xii. application    |                     |
| xiii. Nepal telecom |                     |
| xiv. select         |                     |
| xv. menu            |                     |
| xvi. options        |                     |
| xvii. exit          |                     |
| xviii.. back        |                     |
| xix. inbox          |                     |

**APPENDIX- II**  
**MARKS OF THE STUDENTS**

**1. Shree Hemandri Secondary School**

Marks obtained in all items

Full Marks: 100

<b>S. N.</b>	<b>Student's Name</b>	<b>Item no. 4</b>	<b>Item no. 5</b>	<b>Item no. 6</b>	<b>Item no. 7</b>	<b>Item no. 8</b>	<b>Item no. 9</b>	<b>Total</b>
1	Gopal Rai	18	20	7	8	6	8	67
2	Pancha Bahadur Rai	22	24	6	7	8	6	73
3	Sarada Rai	2	8	6	5	6	4	31
4	Indra Kumari Bista	15	20	7	8	4	5	59
5	Bishal Parajuli	13	16	4	6	5	8	52
6	Sabita Rai	17	20	8	7	4	6	62
7	Alina Rai	8	5	3	2	6	4	28
8	Tilak Karki	9	14	6	4	5	6	44
9	Rabindra Chapagain	24	26	8	7	9	8	82
10	Bimala Subedi	21	23	9	8	7	6	74
Total		149	176	64	62	60	61	572
Average		14.9	17.6	6.4	6.2	6	6.1	57.2

## 2. Shree Bidhyodaya Sanskrit | y School

Marks obtained in all items

Full Marks: 100

S. N.	Student's Name	Item no. 4	Item no. 5	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total
1	Roshan Ghimire	19	22	7	8	9	6	71
2	Kalpna Karki	21	20	8	8	7	4	68
3	Jarman Shrestha	16	14	3	7	5	6	51
4	Ganesh Bhandari	13	18	6	9	6	8	60
5	Sushila Bhandari	16	20	7	8	7	8	66
6	Balkumari Ghimire	11	16	8	4	6	6	51
7	Surya Tamang	22	26	9	7	8	6	78
8	Tara Parajuli	24	12	2	9	4	8	59
9	Lal Bahadur Khatri	18	21	6	8	5	6	64
10	Subhadra Dahal	23	20	7	6	6	8	70
Total		183	189	63	74	63	66	638
Average		18.3	18.9	6.3	7.4	6.3	6.6	63.8

### 3. Shree Chanuwa Higher Secondary School, Chanuwa-2, Dhankuta

Marks obtained in all items

Full Marks: 100

S. N.	Student's Name	tem no. 4	Item no. 5	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total
1	Manisha Ramtel	26	27	9	8	7	10	87
2	Kopila Bhujel	23	18	9	8	8	10	76
3	Jit Bahadur Bhujel	27	27	10	9	9	8	90
4	Kumar Thapa	22	20	8	8	7	6	71
5	Tanka Bahadur Karki	26	22	9	7	8	8	80
6	Manish Jimée	22	24	7	4	5	6	68
7	Baburam Bhujel	27	25	8	7	8	8	83
8	Bishnu Acharya	25	26	7	9	6	10	83
9	Sangita Bhudhathoki	22	24	7	8	9	8	78
10	Manita Rai	28	26	8	7	8	8	85
Total		248	239	82	75	75	82	801
Average		24.8	23.9	8.2	7.5	7.5	8.2	80.1



**4. Shree Arunodaya Higher Secondary School, Leguwa-3, Dhankuta**

Marks obtained in all items

Full Marks: 100

S. N.	Student's Name	Item no. 4	Item no. 5	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total
1	Sabitra Bhandari	9	15	7	7	3	1	42
2	Kamal Kunwar	8	20	9	9	9	5	60
3	Kumarbabu Biswakarma	8	10	6	7	5	2	38
4	Susma Bhandari	20	18	9	9	6	2	64
5	Malin Katuwal	14	15	7	8	4	5	53
6	Shashi Mishra	16	18	9	8	9	4	64
7	Lokash Bhandari	22	26	8	8	4	5	73
8	Sumiata Bhandari	24	28	9	9	8	6	84
9	Ramesh Bhandari	20	28	10	9	7	4	78
10	Manisha Mishra	18	22	7	8	5	3	63
Total		159	200	81	82	60	37	619
Average		15.9	20	8.1	8.2	6	3.7	61.9

## 5. Shree Hemandri Secondary School

Marks obtained in subjective item

Full Marks: 60

S. N.	Student's Name	Item no. 4	Item no. 5	Total
1	Gopal Rai	18	20	38
2	Pancha Bahadur Rai	22	24	46
3	Sarada Rai	2	8	10
4	Indra Kumari Bista	15	20	35
5	Bishal Parajuli	13	16	29
6	Sabita Rai	17	20	37
7	Alina Rai	8	5	13
8	Tilak Karki	9	14	23
9	Rabindra Chapagain	24	26	50
10	Bimala Subedi	21	23	44
Total		149	176	325
Average		14.9	17.6	32.5

## 6. Shree Bidhyodaya Sanskrit Secondary School

Marks obtained subjective item

Full Marks: 60

S. N.	Student's Name	Item no. 4	Item no. 5	Total
1	Roshan Ghimire	19	22	41
2	Kalpana Karki	21	20	41
3	Jarman Shrestha	16	14	30
4	Ganesh Bhandari	13	18	31
5	Sushila Bhandari	16	20	36
6	Balkumari Ghimire	11	16	27
7	Surya Tamang	22	26	48
8	Tara Parajuli	24	12	14
9	Lal Bahadur Khatri	18	21	39
10	Subhadra Dahal	23	20	43
Total		161	189	350
Average		16.1	18.9	35

## 7. Shree Chanuwa Higher Secondary School

Marks obtained subjective item

Full Marks: 60

S. N.	Student's Name	Item no. 4	Item no. 5	Total
1	Manisha Ramtel	26	27	53
2	Kopila Bhujel	23	18	41
3	Jit Bahadur Bhujel	27	27	54
4	Kumar Thapa	22	20	42
5	Tanka Bahadur Karki	26	22	48
6	Manish Jimee	22	24	46
7	Baburam Bhujel	27	25	52
8	Bishnu Acharya	25	26	51
9	Sangita Bhudhathoki	22	24	46
10	Manita Rai	28	26	54
Total		248	239	487
Average		24.8	23.9	48.7

## 8. Shree Arunodaya Higher Secondary School

Marks obtained in subjective item

Full Marks: 60

S. N.	Student's Name	Item no. 4	Item no. 5	Total
1	Sabitra Bhandari	9	15	24
2	Kamal Kunwar	8	20	28
3	Kumarbabu Biswakarma	8	10	18
4	Susma Bhandari	20	18	38
5	Malin Katuwal	14	15	29
6	Shashi Mishra	16	18	34
7	Lokash Bhandari	22	26	48
8	Sumiata Bhandari	24	28	52
9	Ramesh Bhandari	20	28	48
10	Manisha Mishra	18	22	40
Total		159	200	359
Average		15.9	20	35.9

## 9. Shree Hemandri Secondary School

Marks obtained in objective item

Full Marks: 40

S. N.	Student's Name	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total
1	Gopal Rai	7	8	6	8	29
2	Pancha Bahadur Rai	6	7	8	6	27
3	Sarada Rai	6	5	6	4	21
4	Indra Kumari Bista	7	8	4	5	24
5	Bishal Parajuli	4	6	5	8	23
6	Sabita Rai	8	7	4	6	25
7	Alina Rai	3	2	6	4	15
8	Tilak Karki	6	4	5	6	21

9	Rabindra Chapagain	8	7	9	8	32
10	Bimala Subedi	9	8	7	6	30
Total		64	61	60	61	247
Average		6.4	6.1	6	6.1	24.7

## 10. Shree Bidhyodaya Sanskrit Secondary School

Marks obtained in objective item

Full Marks: 40

S. N.	Student's Name	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total
1	Roshan Ghimire	7	8	9	6	30
2	Kalpana Karki	8	8	7	4	27
3	Jarman Shrestha	3	7	5	6	21
4	Ganesh Bhandari	6	9	6	8	29
5	Sushila Bhandari	7	8	7	8	30
6	Balkumari Ghimire	8	4	6	6	23

7	Surya Tamang	9	7	8	6	30
8	Tara Parajuli	2	9	4	8	23
9	Lal Bahadur Khatri	6	8	5	6	25
10	Subhadra Dahal	7	6	6	8	27
Total		63	74	62	66	265
Average		6.3	7.4	6.2	6.6	26.5

## 11. Shree Chanuwa Higher Secondary School

Marks obtained in objective item

Full Marks: 40

S. N.	Student's Name	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total
1	Manisha Ramtel	9	8	7	10	53
2	Kopila Bhujel	9	8	8	10	41
3	Jit Bahadur Bhujel	10	9	9	8	54



4	Kumar Thapa	8	8	7	6	42
5	Tanka Bahadur Karki	9	7	8	8	48
6	Manish Jimjee	7	4	5	6	46
7	Baburam Bhujel	8	7	8	8	52
8	Bishnu Acharya	7	9	6	10	51
9	Sangita Bhudhathoki	7	8	9	8	46
10	Manita Rai	8	7	8	8	54
Total		82	75	75	82	487
Average		8.2	7.5	7.5	8.2	48.7

## 12. Shree Arunodaya Higher Secondary School

Marks obtained in objective item

Full Marks: 40

S. N.	Student's Name	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total

1	Sabitra Bhandari	7	7	3	1	24
2	Kamal Kunwar	9	9	9	5	28
3	Kumarbabu Biswakarma	6	7	5	2	18
4	Susma Bhandari	9	9	6	2	38
5	Malin Katuwal	7	8	4	5	29
6	Shashi Mishra	9	8	9	4	34
7	Lokash Bhandari	8	8	4	5	48
8	Sumiata Bhandari	9	9	8	6	52
9	Ramesh Bhandari	10	9	7	4	48
10	Manisha Mishra	7	8	5	3	40
Total		81	82	60	37	359
Average		8.1	8.2	6	3.7	35.9

### 13. Vocabulary achievement in ९.....uwasava District

Marks obtained in all items

Full Marks: 100

<b>S. N.</b>	<b>Student's Name</b>	<b>Item no. 4</b>	<b>Item no. 5</b>	<b>Item no. 6</b>	<b>Item no. 7</b>	<b>Item no. 8</b>	<b>Item no. 9</b>	<b>Total</b>
1	Gopal Rai	18	20	7	8	6	8	67
2	Pancha Bahadur Rai	22	24	6	7	8	6	73
3	Sarada Rai	2	8	6	5	6	4	31
4	Indra Kumari Bista	15	20	7	8	4	5	59
5	Bishal Parajuli	13	16	4	6	5	8	52
6	Sabita Rai	17	20	8	7	4	6	62
7	Alina Rai	8	5	3	2	6	4	28
8	Tilak Karki	9	14	6	4	5	6	44
9	Rabindra Chapagain	24	26	8	7	9	8	82
10	Bimala Subedi	21	23	9	8	7	6	74
11	Roshan Ghimire	19	22	7	8	9	6	71
12	Kalpna Karki	21	20	8	8	7	4	68
13	Jarman Shrestha	16	14	3	7	5	6	51
14	Ganesh Bhandari	13	18	6	9	6	8	60
15	Sushila Bhandari	16	20	7	8	7	8	66
16	Balkumari Ghimire	11	16	8	4	6	6	51
17	Surya Tamang	22	26	9	7	8	6	78
18	Tara Parajuli	24	12	2	9	4	8	59
19	Lal Bahadur Khatri	18	21	6	8	5	6	64
20	Subhadra Dahal	23	20	7	6	6	8	70
Total								1210
Average								60.50

#### **14. Vocabulary achievement in Dnankuta District**

Marks obtained in all items

Full Marks: 100

S. N.	Student's Name	Item no. 4	Item no. 5	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total
1	Manisha Ramtel	26	27	9	8	7	10	87
2	Kopila Bhujel	23	18	9	8	8	10	76
3	Jit Bahadur Bhujel	27	27	10	9	9	8	90
4	Kumar Thapa	22	20	8	8	7	6	71
5	Tanka B. Karki	26	22	9	7	8	8	80
6	Manish Jimee	22	24	7	4	5	6	68
7	Baburam Bhujel	27	25	8	7	8	8	83
8	Bishnu Acharya	25	26	7	9	6	10	83
9	Sangita Bhudhathoki	22	24	7	8	9	8	78
10	Manita Rai	28	26	8	7	8	8	85
11	Sabitra Bhandari	9	15	7	7	3	1	42
12	Kamal Kunwar	8	20	9	9	9	5	60
13	Kumarbabu Biswakarma	8	10	6	7	5	2	38
14	Susma Bhandari	20	18	9	9	6	2	64
15	Malin Katuwal	14	15	7	8	4	5	53
16	Shashi Mishra	16	18	9	8	9	4	64
17	Lokesh Bhandari	22	26	8	8	4	5	73
18	Sumita Bhandari	24	28	9	9	8	6	84
19	Ramesh Bhandari	20	28	10	9	7	4	78
20	Manisha Mishra	18	22	7	8	5	3	63
Total								1420
Average								71

### 15. Vocabulary achievement of ;      idents

Marks obtained in all items

Full Marks: 100

<b>S. N.</b>	<b>Student's Name</b>	<b>Item no. 4</b>	<b>Item no. 5</b>	<b>Item no. 6</b>	<b>Item no. 7</b>	<b>Item no. 8</b>	<b>Item no. 9</b>	<b>Total</b>
1	Manisha Ramtel	26	27	9	8	7	10	87
2	Kopila Bhujel	23	18	9	8	8	10	76
3	Bishnu Acharya	25	26	7	9	6	10	83
4	Sangita Bhudhathoki	22	24	7	8	9	8	78
5	Manita Rai	28	26	8	7	8	8	85
6	Susma Bhandari	20	18	9	9	6	2	64
7	Shashi Mishra	16	18	9	8	9	4	64
8	Sumita Bhandari	24	28	9	9	8	6	84
9	Manisha Mishra	18	22	7	8	5	3	63
10	Sabitra Bhandari	9	15	7	7	3	1	42
11	Sarada Rai	2	8	6	5	6	4	31
12	Indra Kumari Bista	15	20	7	8	4	5	59
13	Sabita Rai	17	20	8	7	4	6	62
14	Alina Rai	8	5	3	2	6	4	28
15	Bimala Subedi	21	23	9	8	7	6	74
16	Kalpana Karki	21	20	8	8	7	4	68
17	Sushila Bhandari	16	20	7	8	7	8	66
18	Tara Parajuli	24	12	2	9	4	8	59
19	Subhadra Dahal	23	20	7	6	6	8	70
20	Balkumari Ghimire	11	16	8	4	6	6	51
<b>Total</b>								1294
<b>Average</b>								64.70

## 16. Vocabulary achievement of boy students

Marks obtained in all items

Full Marks: 100

S. N.	Student's Name	Item no. 4	Item no. 5	Item no. 6	Item no. 7	Item no. 8	Item no. 9	Total
1	Jit Bahadur Bhujel	27	27	10	9	9	8	90
2	Kumar Thapa	22	20	8	8	7	6	71
3	Tanka Bahadur Karki	26	22	9	7	8	8	80
4	Manish Jimée	22	24	7	4	5	6	68
5	Baburam Bhujel	27	25	8	7	8	8	83
6	Kamal Kunwar	8	20	9	9	9	5	60
7	Kumarbabu Biswakarma	8	10	6	7	5	2	38
8	Malin Katuwal	14	15	7	8	4	5	53
9	Lokash Bhandari	22	26	8	8	4	5	73
10	Ramesh Bhandari	20	28	10	9	7	4	78
11	Gopal Rai	18	20	7	8	6	8	67
12	Pancha Bahadur Rai	22	24	6	7	8	6	73
13	Bishal Parajuli	13	16	4	6	5	8	52
14	Tilak Karki	9	14	6	4	5	6	44
15	Rabindra Chapagain	24	26	8	7	9	8	82
16	Roshan Ghimire	19	22	7	8	9	6	71
17	Jarman Shrestha	16	14	3	7	5	6	51
18	Ganesh Bhandari	13	18	6	9	6	8	60
19	Surya Tamang	22	26	9	7	8	6	78
20	Lal Bahadur Khatri	18	21	6	8	5	6	64
Total								1336
Average								66.80

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## Internal Test Examination 2069

Class:-  
Name:-  
School's Name:-

Full Mark:-40  
Time:- 1.5 hours  
Roll No:-

**6. Write 'T' for true and 'F' for false statements.      10 x 1=10**

- |   |   |
|---|---|
| <p>a. 'am' refers to morning time.</p> <p>b. 'back' refers to 'to go forward.'</p> <p>c. 'option' refers to choose.</p> <p>d. 'select' refers to choose a willing word.</p> <p>e. 'contacts' contains the number of willing song.</p> | <p>f. Calendar contains date.</p> <p>g. 'go to address' is included within internet.</p> <p>h. 'music file' contains songs.</p> <p>i. 'call duration' means period of phone calling.</p> <p>j. 'sent items' means getting new things.</p> |
|---|---|

**7. Tick the best answer. 10x1=10**

- a. 'now press' means.....
- |                           |                       |                       |
|---------------------------|-----------------------|-----------------------|
| i. Switch off your mobile | ii. Close your mobile | iii. Open your mobile |
|---------------------------|-----------------------|-----------------------|
- b. 'back' means.....
- |                |                        |                    |
|----------------|------------------------|--------------------|
| i. Start again | ii. Come to file again | iii. View the file |
|----------------|------------------------|--------------------|
- c. 'image viewer' is the file of.....
- |          |           |            |
|----------|-----------|------------|
| i. Photo | ii. Video | iii. Audio |
|----------|-----------|------------|

- d. 'insert SIM' refers to .....
- i. put \SIM in the mobile phone      ii. Put out SIM from the mobile phone      iii.  
Phone is busy
- e. 'Tone setting' is a process of .....
- i. phone setting      ii. sound setting      iii.  
call setting
- f. 'Headset' is used to .....
- i. listen the radio in mobile phone      ii. use new contact      iii.  
search new contact
- g. In which folder do you find play all, settings, help, exit etc functions?
- i. music      ii. internet      iii.  
clock
- h. Alarms are used to .....
- i. play the music      ii. ring the mobile phone on time      iii.  
finding out the date
- i. Week view, go to date, go to today etc are in .....
- i. contacts      ii. store      iii.  
calender
- j. Wallpaper is related with .....
- i. display setting      ii. song setting      iii.  
tone setting

**8. Fill in the blanks. 10 x 1=10**

eg. Search

- a] D - t - i -      b] O - t - o -      c] P - o - o -      d] - a - e s
- e] C - n - a - t
- f] C - l - u - a - o -      h] S - n -      i] c - d -      j] c - e - r
- k] f - l - e -

**9. Match the following items. 10 x 1=10**

Column-'A'

- a. outbox  
b. inbox  
c. gallery  
d. message  
e. security  
f. font size  
g. accept

Column-'B'

- i. written thing  
ii. getting items  
iii. safe  
iv. a file to put all things  
v. sent items  
vi. size of letter  
vii. Not to receive



h. reject

i. portrait mode

j. mark

**Answer**

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

viii. Receive

ix. To sign certain thing

x. horizontal side