

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is the most powerful and widely used means of communication. It is viewed to be unique asset of human beings. It is the greatest accomplishment of human civilization. Language is a man made system for exchanging ideas, feelings, information and thoughts. According to Sapir (1921,p.9cited in Lyons 1981,p.3) "Language is a purely human and non-instinctive method of communicating ideas , emotions and desires by means of voluntarily produced symbols." We can not think of any social, academic or any other activities without language. According to Soanes (2001,p.469) "Language is the means of human communication , consisting of the use of spoken or written word in a structured way." It is the most significant asset of human life. Language is unique and creative. So in the Encyclopedia Britannica (vol.13,p.696 as mentioned in Pokhrel 2005,p.1), language is defined as a system of conventional, spoken and written symbols by means of human beings, as a members of a social group and participants in a culture, interact and communicate.

Language preserves and transmits the culture. According to Descartes (as cited in Rai, 2005, p.1)"Language is the most dynamic form in which culture is preserved and transmitted to the future generations. "The word 'language' is defined by different scholars in different ways. To quote Widdowson (2003,p.12cited in Lyons ,1981,p.4)" Language is system of arbitrary vocal symbols which permits all people in a given culture to communicate or to interact." There are thousands of languages in the world. All of them are equally important as their communicative function is

concerned. According to Bloch and Trager (1942,p.5 cited in Lyons 1981,p.4) "Language is system of arbitrary vocal symbols by means of which social group co-operates". We human beings express our feelings, experiences, desires by means of arbitrary vocal symbols. Similarly Chomsky (1957,p.13 cited in Lyons 1981,p.7) defines language as "a set of sentences, each finite set in length and constructed out of a finite set of elements." All these definitions given by different scholars try to cover only the important features of language. All the languages in the world are equally important. No language is thought superior or inferior to each other. But some languages play more dominant role in particular situation. English is one of such languages which is regarded as the standard language in the international society. So, language is as far as we know species specific to man.

1.1.1 The English Language : A Brief Introduction

It is believed that more than 6,000 languages are spoken in this world (Huxley, 1968, p.6). Among them English is the most widely used language. It is standard international language. It is the world's most prestigious language. A large number of books, newspapers, journals, articles are published in English in this world. It is richer than other languages in its vocabulary. English is used as a lingua franca. People of different linguistic background use English to communicate with each other. In fact English language is used highly as link language, language of diplomatic, mass communication, trade, foreign mission, academic medium of instruction and also as one of the official languages of U.N. Nowadays more emphasis is given to learning English due to the fact that the craze of English is seen in the eyes of everyone.

1.1.2 English Language Teaching in Nepal

Nepal as a developing country cannot be beyond the influence of the English language. The history of teaching and learning the English language in Nepal goes back to Prime-ministership of Bhimsen Thapa when British Government opened 'Gorkha Bharti Kendra'. Especially Nepalese youths were attracted towards learning English, as the selectors and immigrants used this language. The formal teaching and learning of the English language in Nepal began with the establishment of Durbar High School. Firstly, it was a private like school established by late Junga Bahadur Rana after returning from his visit to England in 1850 A.D. as he was highly impressed with English education system in England. He intended to educate his sons hiring some Englishmen as teachers. The school was run in Thapathali Palace. Later it was formally established to educate sons of Rana family in 1854 A.D. It proved to be a pioneer effort and later in 1881 A.D. it was shifted to Ranipokhari and opened for all.

Teaching and learning of the English language at higher education started with the establishment of Tri-Chandra College in 1919 A.D. The establishment of SLC Board and T.U. Examination Board in 1933 and 1956 respectively strengthened the formal education system along with institutionalization of teaching English in Nepal.

The implementation of New Education System Plan (NESP) in 1972 A.D. brought revolutionary change in education system as well as English curriculum. It allocated 100 full marks for English subject at school level, especially grade four onwards, including the provision of optional English. Methods of teaching the English language too differed before and after the implementation of NESP. Besides , notable contributions were made to enhance the teaching learning process by Nepal National Education

Commission (NNEC 1996) , All Round National Education Committee (ARNEC 1961) , Curriculum Implementation Plan (CIP 1981) and National Education Commission (NEC 1992).

High Level National Education Commission (HLEC) was constituted in 1997 which suggested undertaking measures timely to reform education system in Nepal. The development of the present curriculum is the significant contribution of the report of this commission. Accordingly, changes and reforms in English language curriculums have over gone. At present, English is being taught and learnt as a compulsory subject from grade one to bachelor's degree and English language course occupies 100 full marks in each level. Furthermore, English is being taught as an optional subject at school as well as college levels.

1.1.3 Vocabulary

There are different aspects of language. They are pronunciation, grammar, communication and vocabulary. Vocabulary is one of the important aspects of language. Every language has words in stock. So, all the words in a particular language are collectively known as vocabulary.

The vocabulary of a language is the most important aspect. No language can be learnt without its vocabulary. It works as the backbone of our ability to communicate in a language. According to Richards (1985,p.307), " Vocabulary refers to a set of lexemes including single words, compound words and idioms ”.

Learning a foreign language is a matter of learning the vocabulary of that language. 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 a foreign language because there is a sense in which learning a foreign language is basically the matter of learning the vocabulary of that language". Adequate vocabulary of a language helps to express emotions, feelings and thoughts effectively. Hornby (1996) views that vocabulary refers to the total number of words in a language or all the words known to a person or used in a particular book, subject etc.

To define vocabulary Harmer (1991,p.153) writes, "If language structure makes up the skeleton of language then it is vocabulary that provides the vital organ as flesh". From this definition, we can say that vocabulary provides the vital organ and flesh to the language, its learning is of great importance.

Every language skill starts with vocabulary. Listening and reading is impossible unless one knows some vocabulary. We can not imagine speaking and writing unless some words in that language are learnt. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins,1982, as cited in Bhandari 2063,p.156) .

Thus, vocabulary of a language is the most important aspect to be studied. Without having the knowledge of vocabulary language learning can not be imagined. For this a detailed study and analysis of vocabulary is essential.

1.1.4 Types of Vocabulary

Vocabulary of language can be classified on the basis of various criterion. Different scholars have classified and mentioned the types of vocabulary. Some of them are presented here.

Harmer (1997,p.159) classifies vocabulary into two types: active and passive. Some words of the language are very common and we use them

very frequently in speech and writing. The list of such words forms our active or working vocabulary. On the other hand, there are some words which are known to us but they are very rarely used whenever those words appear before us in spoken or written form, we can recognize them. They are known as passive or recognition vocabulary.

Similarly, Firsby (1954,p.94 as cited in Tiwari 2004) says that we have four types of vocabularies. We have our speaking vocabulary, our listening vocabulary, our writing vocabulary and our reading vocabulary. The speaking vocabulary is the smallest and the reading vocabulary is the largest. We use language on two levels i.e. the production level and recognition level. We can recognize many more words that we really use. This holds good for our mother tongue as well as for a foreign language. One of the aims of English language teaching is to transfer words from the large vocabulary to the smaller and especially, to our speaking vocabulary.

Aarts and Aarts (1986,p.22 as cited in Pokhrel 2005, p.7) classify words into two types : major and minor word classes. The former are also called open classes; their membership is unrestricted and indefinitely large since they allow the addition of new members. Moreover, the number of items they comprise is, as a rule, so small that they can easily be listed. In English there are four major word classes: nouns, adjectives, adverbs and verbs. The minor word classes are conjunctions, articles, numerals, pronouns, quantifiers and interjections.

Regarding the types of vocabulary/words Todd(1991,p.49) has mentioned that the term word is used for the following five senses.

- i. Orthographic word
- ii. Phonological word

- iii. Morphological word
- iv. Lexical word
- v. Semantic word

i. Orthographic Word

An orthographic word represents the word in its conventional alphabetical writing. An orthographic word has space on either side, e.g. book, go etc.

ii. Phonological Word

A Phonological word refers to the word in spoken form. Phonological word is preceded and followed by pause or silence in speech. Phonological word is represented in phonemic or phonetic symbol. For example, 'cat' is orthographic word and \ kæt \ is phonological word.

iii. Morphological Word

A Morphological word considers the form but not meaning. 'Ball' has two meanings (a spherical object used in games and a formal social gather for dancing) but is a single morphological word.

iv. Lexical Word

A lexical word is also called lexeme. The lexical word is an abstract unit which underlies many morphological words. For example, the set of morphological words sing, sings, singing, sang and sung represent a single lexeme.

v. Semantic Word

A semantic word considers the meaning of a linguistic unit. The one

morphological word 'ball' represents two semantic words because it has two different unrelated meanings.

1.1.5 Word Formation

Word formation process refers to the whole process of morphological variation in the constitution of words. In other word, word formation is the process of forming other word adding free or bound morphemes in the root or stem or base words. For example: happy, unhappy, unhappily. Here the word 'happy' is root un and ly are affixes.

1.1.6 Various Ways of Word Formation

Words are formed by various ways, which are as follows:

i) Affixation

The process of forming a new word by adding inflectional suffix and a derivational affix or both is called affixation in general. For example, love + ly = lovely, un + happy = unhappy, cat + s = cats etc.

ii) Modification

The process of forming a new word by replacing a sound segment or spelling in writing is called modification , e.g. 'tooth – teeth' where 'oo' is replaced with 'ee'.

iii) Functional Homonymy/Functional Shifting

It is also called conversion. In this process, one class of word can function as the member of another class. For example, the noun 'stone' can be used as verb in the sentence 'he stoned me'.

iv) Reduplication

In this process a new word is formed by repeating an item with a change in initial consonant or with a change in the medial vowel or with no change.

There are three types of reduplication. They are as follows:

- a. Changing the initial consonant, e.g. hotch-potch
- b. Changing the medial vowel, e.g. ping-pong
- c. With no change, e.g. bye-bye

v) Compounding

In compounding, two or more free morphemes are combined to form a new word e.g. classroom.

vi) Shortening / Clipping

In shortening or clipping, word is shortened by clipping initial, medial or final part of the word to form a new word e.g. laboratory – lab, telephone – phone, influenza- flu etc.

vii) Blending

In blending, initial part of one word and final part of another word are blended together to form a new word e.g. television + broadcast – telecast.

viii) Borrowing

In this process, words are borrowed from another language e.g. ghee (borrowed from Hindi), campus (borrowed from Latin) etc.

ix) Back Formation

It refers to the process of forming root or base words by deleting the suffixes, e.g: 'edit' derives from editor by deleting the suffix 'or'.

x) Acronym/Abbreviation

It is a kind of abbreviation in which initial letters of a group of words which is pronounced as a word e.g. SARRC, NELTA etc.

xi) Coinage

In this process, a totally new word is coined from existing material to represent the new invention e.g. computer, mobile phone etc. are the new words coined after their invention.

1.1.7 Importance of Vocabulary

Vocabulary is very important to know a language. It is necessary to have the knowledge of its vocabulary. That is why learning a language is the matter of learning the vocabulary of that language. Language is the most powerful and widely used means of communication and vocabulary is a main part of it. According to Wallace (1982, p.9 cited in Pokhrel 2005, p.7) 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 plays a very important role in expressing complex thoughts and ideas.

People should have sufficient amount of vocabulary without which we can not speak any language accurately. Due to this reason most of the people often get frustrated when they do not find the words they need to express themselves while listening, speaking, reading or writing in the target language. This is true to language learners as well. Thus, vocabulary is very important aspect of language without which communication is rather difficult even if we have good knowledge of the system of a language.

1.1.8 Criteria of Selecting Vocabulary

It is necessary to select vocabulary for teaching learning purpose. Teaching vocabulary with the selection of appropriate items can be more effective. Regarding this idea Harmer (1997,p.154) says 'one of the problems of vocabulary teaching is how to select what to teach'. Thus, selecting vocabulary to the particular level is a difficult task. However, there are certain criteria which are used to select the vocabulary. Some of the criteria which can be rather scientific for the teaching of vocabulary are given below:

i. Frequency

We can decide which words to teach on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones we should select for teaching first.

ii. Coverage

A word is more useful if it has wider coverage than if it only has very specific meaning. We have to select the words which have wider coverage.

iii. Availability

Selection of vocabulary also depends on whether the things (vocabulary items) being used are available in the locality.

The above mentioned criteria are essentially helpful for the teaching of vocabulary at all levels. Moreover, these criteria are also useful for the selection of the vocabulary for analysis.

1.1.9 Brief Introduction of Secondary Level English Curriculum in Nepal

The English language is the appropriate language for Nepal and a vital tool for all the students to be successful in local, national and international communication. English is the means of communication globally and is also the major world language. English language is taught as a foreign language in all the schools of Nepal starting from grade -1 up to grade 12. It is also taught as a compulsory subject up to bachelor level in different universities of the country.

The two years' English curriculum for grade 9 and 10 has two main purposes : one is to enable students to exchange ideas with people of any nationality who speak or write English and the other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English.

For this purpose, the secondary level English curriculum is designed in order to make the grade 9 and 10 course more applicable in society both in Nepal and in the world. Language here is seen as a skill that allows one to

get things done. The things done through the language are described as the functions such as expressing likes and dislikes, good wishes etc. A single language function can usually be expressed through more than one grammatical structure or set of vocabulary items. The grammar is inbuilt with the structure of language functions. Therefore, students are expected to internalise grammar rules naturally and use correct language both in written and spoken expression. English introduced at the primary level is simple than the English used at the secondary level. The functions remain the same at this advanced level but they are recycled with an increasing expansion of the structure vocabulary and registers. The curriculum also includes instructional objectives and skills in content area and a scope and sequence chart specifying the numbers of period for each unit.

In short, it is hoped that curriculum will support to promote and strengthen the aspirations and interest of the nation.

General Objectives

The general objectives of teaching English are to enable the students to :

-) develop an understanding of and competence in spoken English.
-) communicate fluently and accurately with other English speaker.
-) develop competence in understanding a variety of reading texts.
-) gain the skills necessary to write appropriate and effective English.

Specific Objectives

At the end of grade 9 and 10 the students will be able to integrate receptive and productive work in the four major skills (listening, speaking, reading and writing).

1.1.10 English Textbook of Grade - 10

English language is taught as a foreign language in all the schools of Nepal. Curricula and curricular materials get changed and revised in order to make them effective and relevant to the ever changing context. The secondary level English curriculum, which was developed and implemented in 1999, has been repackaged after government's decision to administer the SLC examination only from grade ten course.

The English textbook of grade ten 'English' contains communicative activities with an aim to make the students competent in communicating idea with the people of any nationality. The exercises in this book contain all language skills like listening, speaking, reading and writing. They are designed so carefully that students gain knowledge, skills and confidence in handling language.

The English book of grade ten was originally written by Vishnu Sign Rai, Ishwor Shreshta and Krishna R Hamal. The valuable suggestions were given by Professors, Subject committees members Dr.Yogendra Prasad Yadav, Dr.Jai Raj Awasthi, Dorna Dahal, Bandev Gautam, Gangadhar Hada, Jaya Lamsal and The Executive Director of CDC Mr. Haribol Khanal in order to bring this book 'English' in form.

The textbook 'English' contains 19 units. Some units are long and some are short. The units contain great deal of exercises for practice. Its cover page was designed by Tarjan Rai and Hiroko Masukawa. Its original version was edited and illustrated by Tarjan Rai and Anil Rai. In order to achieve the objectives specified by curriculum students and experienced teachers can use various resources in teaching and learning.

1.2 The Review of Related Literature

Before carrying out research on the selected topic, the researcher has gone through some researches in an attempt to review the related literature in the field of his research work.

Many scholars have carried out their studies in the field of teaching listening and instructional materials.

Chudal (1997), carried out a research on "A Study of English Vocabulary Achievement of the Students of Grade Six". The objective of his study was to investigate the student's achievement of English textbook for Grade Six. The study was based on the primary data. The data were elicited from the population by administering a test among them. The vocabulary items nouns, adjectives, verbs and adverbs were collected from the textbooks for grade IV, V and VI. Then a questionnaire was developed maintaining the proportionate distribution of the vocabulary items. The test consisted of 52 items divided into nine sets consisting of both close ended and open ended items. He found that boys' vocabulary achievement was better than of girls in urban area, but in rural area it was opposite.

Karki (2000) carried out a research work on the topic "A Study of English Vocabulary Achievement of the Students of Grade VIII." The objective of the study was to investigate the achievement of English vocabulary of the students of grade eight. The sample population consisted of 80 students of grade eight, twenty each from the public schools of Kathmandu. The study was based on the primary data. The instrument was a test. The researcher selected 25 nouns and 25 verbs of high frequency from the English book of grade VIII. Then, eight types of test were developed and administered to test the vocabulary achievement level of the learners. It was a cross

sectional study, the researcher had a single contact with the population. He found out that the percentage of the total achievement of the students in nouns and verbs were 67.9% and 59% respectively.

Tiwari (2001) carried out a research on "A Study on English Vocabulary Achievement by the Students of Grade Ten". The objective of the study was to investigate the students' achievement of English vocabulary used in the new textbook of for grade ten. The population of the study consists of 200 students of tenth grade from five public schools of Kaski. The data were elicited by using a tools and questionnaire. The questionnaire consisted of 13 items including a cloze test. The vocabulary items were selected from the textbook on the basis of frequency. The major findings were presented item wise, school wise, word wise. Forty three percent of vocabulary items were quite difficult for the level of the grade. The conclusion of the study is that the students' level of vocabulary achievement was not satisfactory (52% of them were below average).

Tiwari (2004) carried out his research entitled "An Analysis of the Vocabulary Used in the English Textbook for Grade Four". His study was an attempt to analyse vocabulary items used in the textbook for grade four on the basis of the total number, parts of speech, phonological structure and morphological structure. The data for this study included all the vocabulary items used in the English textbook of grade four produced by CDC and JEMC. All the vocabulary items were categorised in four different groups as words forms, contracted forms, abbreviated forms and conventionalised forms. The major findings are the whole corpus is made up of 4407 vocabulary items. Five hundred forty six different vocabulary items are used in the textbook. The auxiliary verb 'is' has the highest frequency of occurrence. The representation of different parts of speech is found in the

textbook. Among them, the highest numbers of vocabulary items are used as nouns.

Similarly, Dawadi (2004) has conducted her research on "An Analysis of the New English Textbook for Grade Seven". Her objective of the study was to examine the qualities of Grade seven English textbook in terms of physical and academic aspects. Her study shows that the subject matter is free from sex-bias. It is interesting for the students to read and it provides new information. it does not contain all contents expected by curriculum.

Kattel (2005) carried out his research work on "An Analysis of the Vocabulary Items Used in the New English Textbook for Grade Three". The objective of the study was to analysis the vocabulary items used in the book in terms of parts of speech, frequency, syllable structure and consonant cluster. The researcher collected the data first through the analytical study of the textbook and by collecting various articles, journals, thesis books, primary level English curriculum and textbooks from grade one and two. The researcher listed the vocabulary items used in the English textbook for grade three. He divided all the vocabulary items. the major findings show that among all the words nouns occupy the highest number and the auxiliary verb 'is' has the highest frequency of occurrence. The words such as 'yesterday' and 'tomorrow' are used both as noun and adverb. Among the total 693 words included in parts of speech, 163 are verbs (134 lexical verbs, 16 auxiliary verbs and 18 phrasal verbs), 85 words are adjectives, 49 words are adverbs, 29 are pronouns, 26 are prepositions, 19 are numerals, 6 are conjunctions, 3 are articles and 5 words are quantifiers. Among the vocabulary items, 60.14% are monosyllabic, 31.97% are two syllabic, 7.44% are three syllabic, 0.19% are four syllabic and 0.14% are five syllabic respectively.

Similarly, Silwal (2006) carried out his research work entitled "The Effectiveness of Elicitation Technique in Vocabulary Comprehension" The objective of the study were to find out the effectiveness of elicitation technique in English vocabulary comprehension in the context of Nepal and also to compare and analyse the item-wise and gender-wise achievement of experimental and control group of students. The data were collected the students of grade eight from Dhading district by administering pre-test and post- test. The tool consisted of ten items, questions category as multiple choice, true false, matching, gap filling -I, odd man out gap filling -II, synonyms, antonyms, single word, sentence completion and sentence making. The questions were parallel and were divided into two groups : 'A' and 'B' (i.e. 10 questions to group – A and 10 questions to group – B). The major findings of his study show that the experimental groups performed better than the controlled group. However, the performance of controlled group is also not at disappointing level. The study also shows that better result of elicitation technique is used in most classrooms.

Some researches have already been carried out on vocabulary achievement and textbook analysis. Some of the researches are aimed at finding out the vocabulary achievement of the students whereas some others are solely based on the analysis of the vocabulary items used in a certain textbook. However, no one has yet done a research on analysis of the vocabulary of Grade Ten English textbook.

1.3 Objectives of the Study

This study had the following objectives:

- i) To list all the vocabulary items used in the textbook of Grade Ten.
- ii) To analyse the vocabulary items in terms of parts of speech, phonological structure and morphological structure.
- iii) To point out some pedagogical implications.

1.4 Significance of the Study

This study will be significant for those who are directly or indirectly concerned with English language teaching in Nepal, especially teaching vocabulary as it is a detailed analysis of the vocabulary items used in the Grade Ten textbook of English. To the great extent, English language teachers will be facilitated. Besides, the concerned authorities, course designers, textbook writers, trainers, school administrators, teachers as well as students will be benefited from this study.

The study is expected to be significant for those who are interested to gain information about the vocabulary analysis and those who want to carry out researches in these areas. Furthermore, it will be helpful for the students who are studying English language teaching courses at various levels.

CHAPTER -TWO

METHODOLOGY

The methodology i.e. sources of data, sample population and sampling procedure, tools for the data collection, process of data collection and limitation of the study for this research work were specified as follows.

2.1 Sources of Data

The researcher used secondary sources of data for this study.

2.1.1 Secondary Sources of Data

The researcher used various secondary sources of data such as grade ten English books, especially on studies on vocabulary, journals, research reports and M.Ed. theses submitted to the Department of English. Some of the secondary sources used for this study were Wallace(1982), Awasthi(2006), Bhattarai(2001), Rai (1998), Ur(1996) and so on.

2.2 Tools for Data Collection

Observation of the main tool used for the collection data. However, different forms for list and analyzing the vocabulary items were prepared as the tools for data collection to accomplish the study.

2.3 Process of Data Collection

In the process of data collection, the researcher herself studied the English textbook of grade ten thoroughly. She made a list of vocabulary items in terms of their parts of speech and counted the frequency of the words. After listing the words together with their frequencies, 498 vocabulary items representing every fifth word from the list were selected purposively and

they were further analysed in terms of their phonological structure (number of syllables, syllable structure and consonant clusters). The morphological structures of the words were again analysed from the list of total number of words.

2.4 Limitations of the Study

This small-scale research was carried out with the following limitations and considerations:

- i) The study was limited to the analysis of vocabulary.
- ii) Only the vocabulary items used in the English textbook for grade ten (from 'Before you begin' to 'After you finish') were analysed.
- iii) Since the number of vocabulary items is large, only four hundred ninety eight vocabulary items were selected for the purpose of analysing the phonological structure.
- iv) The analysis of the vocabulary items was done only in terms of parts of speech, phonological structure and morphological structure.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The vocabulary items enlisted from the English textbook of grade ten are analysed and interpreted to meet the objectives of the study.

3.1 Vocabulary Items in Terms of their Frequency of Occurrence

The vocabulary items in the grade ten textbook are enlisted for the purpose of their analysis according to their alphabets. From the list, it has been found that altogether 2615 words are found in the textbook. After enlisting the words in a table, their parts of speech have been identified.

3.1.1 Vocabulary Items in Terms of Corpus

The grade ten English textbook contains the words belonging to various types. The total corpus in terms of word forms, contracted forms and abbreviated forms are presented with their numbers, frequencies and percentage as follows:

Table No. 1

Total Corpus According to their Number and Percentage

S.N.	Vocabulary Items	Number of words	Total frequency	Percentage in terms of number
1.	Word forms	2,556	24,409	97.74%
2.	Contracted forms	22	361	0.84%
3.	Abbreviated forms	37	131	1.42%
Total		2615	24,901	100%

The above table shows that the whole corpus of the grade ten English textbook is made up of 24,901 words. The total number of words is 2615. Among the words, word forms are 97.74%, contracted forms are 0.84% and abbreviated forms occupy 1.42% of the total vocabulary items.

3.2 Analysis of the Vocabulary Items

The textbook of English for grade-ten contains altogether 2615 different words representing different parts of speech (See Appendix). The analysis of the vocabulary items in terms of their parts of speech, phonological structure and morphological structure has been carried out and presented in this section.

3.2.1 Vocabulary Items in Terms of the Parts of Speech

The parts of speech here refer to nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, articles, quantifiers and numerals. The number of vocabulary items belonging to different parts of speech is shown in the following table.

Table No. 2

Words in Terms of their Parts of Speech

S. N.	Parts of Speech	Total Number of words	Percentage	Total Frequency	Percentage
1.	Nouns	1160	45.38%	5683	23.28%
2.	Verbs	760	29.73%	5818	23.84%
3.	Adjectives	401	15.69%	1661	6.81%
4.	Adverbs	100	3.91%	544	2.23%
5.	Pronouns	32	1.25%	2937	12.03%

S. N.	Parts of Speech	Total Number of words	Percentage	Total Frequency	Percentage
6.	Prepositions	21	0.82%	2912	11.93%
7.	Conjunctions	20	0.78%	1469	6.02%
8.	Articles	3	0.12%	2859	11.71%
9.	Interjections	27	1.06%	59	0.24%
10.	Quantifiers	16	0.63%	278	1.14%
11.	Numerals	16	0.63%	189	0.77%
Total		2,556	100%	24,409	100%

Note: No.1-4 and No.5-11 represent major and minor word classes respectively.

The above table shows that in terms of number, nouns have the greatest number i.e. 1160 (45.83%) among all the parts of speech. Similarly, verbs occupy the second position in terms of total number. The total number of verbs is 760(29.73%). Adjective are 401 in number and occupy 15.69% of the total items. Likewise, adverbs are 100 in number and 3.91 in percentage. Pronouns, prepositions, conjunctions, articles, interjections, quantifiers and numerals are 32, 21, 20, 3, 27, 16 and 16 in numbers and cover 1.25%, 0.82%, 0.78%, 0.12% , 1.06% 0.63% and 0.63% in terms of percentage respectively.

In terms of frequency, verbs have the highest frequency of occurrence i.e. 5818 among 24409, which is 23.84% of the total frequency. Nouns occur in the second position with 5683 with total frequency, which is 23.28% of the total frequency. Adjectives and adverbs cover 6.61% and 2.23% of the total frequency of words respectively. Pronouns occur more frequently than

adjectives and adverbs having 12.03% of coverage. Similarly, prepositions, conjunctions, articles, interjections, quantifiers and numerals have 11.93%, 6.02% , 11.71%, 0.24% , 1.14% and 0.77% of coverage in terms of their total frequencies.

3.2.1.1 Frequency of Occurrence of Nouns in Terms of their Kinds

Nouns are of four kinds. They are proper nouns, common nouns, collective nouns and abstract nouns respectively. The nouns are enlisted alphabetically first. From the list, the number and frequencies of the four different kinds of nouns are calculated. The nouns used in the grade ten English textbook in terms of their kinds are given in the following table:

Table No. 3
Nouns in Terms of their Kinds

Singular and Plural Nouns				
S.N.	Kinds of Nouns	Total Number of words	Percentage	Remarks
1.	Singular Nouns	895	77.16%	
2.	Plural Nouns	265	22.84	
Countable and Uncountable Nouns				
S.N.	Kinds of Nouns	Total Number of words	Total Frequency	Remarks
1.	Countable Nouns	952	82.07%	
2.	Uncountable nouns	208	17.93%	

The above table shows that nouns are found to be used both in singular and plural forms. The number of singular nouns exceeds the number of plural nouns. Singular nouns are 895(77.16%) and plural nouns are 265 in number

and 22.84 in percentage. Similarly, countable and uncountable nouns also seem to be used in great disparity. The number of countable nouns is 952 which is 82.07% of the total number, whereas only 208 (17.83%) uncountable nouns occur throughout the textbook.

3.2.1.2 Frequency of Occurrence of Verbs in Terms of their forms

The textbook of English for grade-X contains altogether 760 verbs. The verbs used in the textbook are enlisted as they occur in their different forms. Here, the number of verbs and their frequencies are presented according to their different forms:

Table No. 4

Verbs in Terms of their Forms

S.N.	Forms of Verbs	Total Number of words	Percentage
1.	Present (Infinitive)	264	34.74%
2.	Past and past participle	324	42.63%
3.	Present Participle	137	18.02%
4.	Present Singular	35	4.61%
Total		760	100%

The above table presents the analysis of various forms of verbs. Among 760 different forms of verbs, the past and past participle forms have the largest number and percentage i.e. 324(42.63%). The number of verbs in their present (infinitive) form is 264, which is 34.74% of the total number of verbs. Similarly, the present participle form has 137 total number and it is 18.02% in percentage. The least number of verbs i.e. 35 occur in the present singular form, which is only 4.61% of the total number of verbs.

3.2.1.3 Frequency of Occurrence of Adjectives in Terms of their Forms

The textbook of English for grade-X contains altogether 401 adjectives. The adjectives in the textbook are enlisted as they occur in their different forms. The number of adjectives and their frequencies of occurrence are presented according to their different forms:

Table No. 5
Adjectives in Terms of their Forms

S.N.	Forms of Adjectives	Total Number Of words	Percentage
1.	Positive	387	96.51%
2.	Comparative (with –er)	10	2.49%
3.	Superlative (with - est)	8	2%

The above table shows the number of adjectives in their various forms. The positive forms of adjectives appear in greatest number i.e. 387 among 401, which occupies 96.51% of the total number. Similarly, the comparative and superlative forms are 10 and 8 in number and only 2.49% and 2% in percentage among the total.

3.2.1.4 Frequency of Occurrence of Adverbs

There are altogether 100 adverbs in the textbook. The number of adverbs is not so high. Therefore, they can be presented in a table here. The total number of adverbs along with their frequency of occurrence is shown in the following table :

Table No. 6**Adverbs with their Frequency of Occurrence**

S.N.	Adverbs	Freq.	S.N.	Adverbs	Freq.
1	actually	3	26	eventually	1
2	always	15	27	fully	1
3	artificially	2	28	entirely	1
4	already	8	29	frantically	2
5	abruptly	1	30	fairly	1
6	apparently	2	31	fluently	1
7	abruptly	1	32	hilly	1
8	Blissfully	1	33	homewards	1
9	badly	3	34	immediately	6
10	consequently	1	35	impolitely	1
11	Carefully	2	36	indeed	1
12	constantly	1	37	indiscriminately	2
13	conspicuously	1	38	intently	1
14	considerably	1	39	just	24
15	deeply	1	40	jerkily	1
16	doubly	1	41	knowingly	1
17	duly	1	42	loudly	1
18	Else	1	43	late	10
19	especially	1	44	luckily	2
20	expressively	1	45	likely	4
21	exactly	1	46	leisurely	2
22	effectively	1	47	later	6
23	Ever	1	48	mostly	3
24	equally	1	49	lightly	1
25	easily	3	50	merely	1

S.N.	Adverbs	Freq.	S.N.	Adverbs	Freq.
51	meanwhile	1	76	soon	8
52	Mentally	2	77	so	56
53	Now	34	78	such	16
54	Next	12	79	slightly	2
55	nowadays	1	80	seemingly	1
56	nearly	6	81	seldom	2
57	noticeably	1	82	spotlessly	1
58	once	15	83	strictly	6
59	officially	1	84	somehow	1
60	often	4	85	sometime	6
61	obviously	2	86	shrewdly	2
62	probably	8	87	thus	2
63	perhaps	8	88	together	9
64	passively	4	89	then	85
65	perfectly	8	90	temporary	1
66	potentially	1	91	twice	3
67	quickly	27	92	too	34
68	quite	1	93	tightly	1
69	recklessly	1	94	uniquely	1
70	really	9	95	very	15
71	roughly	2	96	vigorously	1
72	recently	1	97	vividly	1
73	regularly	1	98	widely	1
74	repeatedly	1	99	well	7
75	suddenly	5	Total		544

The above table shows that there are 100 different kinds of adverbs in the textbook. Among the adverbs, ‘then’ has the highest frequency of occurrence i.e. 85 times throughout the textbook. Similarly, the adverbs

‘so’, ‘quickly’, ‘too’ ‘just’ and ‘now’ also occur much more frequently than the others. From the table it is also found that many adverbs have been used in the textbook just once.

3.2.1.5 Frequency of Occurrence of Pronouns

Pronouns occupy 12.03 percentage of the vocabulary items in the grade-ten English textbook. The total number of pronouns found to be used in the textbook are listed in the following table:

Table No. 7

Pronouns with their Frequency of Occurrence

S.N.	Pronouns	Freq.	S.N.	Pronouns	Freq.
1	he	187	17	that	185
2	my	141	18	her	103
3	me	83	19	it	217
4	myself	5	20	I	418
5	this	58	21	his	133
6	these	65	22	anything	5
7	those	17	23	himself	6
8	their	85	24	anyone	4
9	each	18	25	none	7
10	nothing	12	26	neither	4
11	she	142	27	our	80
12	thee	2	28	either	1
13	we	40	29.	You	453
14	there	78	30.	Your	229
15	us	13	31.	yourself	11
16	they	134	32.	yours	1
Total Frequency					2937

The above table shows that altogether 32 vocabulary items represent pronouns in the textbook and their total frequency is 2937. The personal pronoun ‘you’ deserves the first position in terms of frequency. It occurs 453 times in the textbook. Secondly, the personal pronoun ‘I’ has appeared 418 times in the textbook. The possessive pronoun ‘your’ and personal pronoun ‘it’ also occur 229 and 227 times respectively, which is considered as high frequency in comparison to the others.

3.2.1.6 Frequency of Occurrence of Prepositions

Altogether 42 vocabulary items belonging to prepositions were found to be used in the textbook. They are presented in the following table with their frequency of occurrence:

Table No. 8

Prepositions with their Frequency of Occurrence

S.N.	Prepositions	Freq.	S.N.	Prepositions	Freq.
1	at	161	15	among	3
2	about	119	16	Below	54
3	through	11	17	within	10
4	towards	11	18	behind	5
5	between	24	19	up to	1
6	throughout	1	20	beside	3
7	under	3	21	Off	5
8	away	3	22	before	42
9	during	16	23	by	98
10	after	24	24	Down	27
11	until	14	25	In	637
12	ago	1	26	into	47
13	to	780	27	since	16
14	up	34	28	amongst	2

S.N.	Prepositions	Freq.	S.N.	Prepositions	Freq.
29	for	138	36	out of	5
30	front	3	37	With	55
31	from	102	38	inside	3
32	of	255	39	against	4
33	over	18	40	onto	5
34	on	150	41	outside	10
35	without	2	42	opposite	10
Total Frequency					2912

The above table depicts that the total number of prepositions in the Grade-10 English textbook is 42. The total frequency of the items representing prepositions is calculated 2912. Among the prepositions, the preposition ‘to’ is found to be used most frequently i.e. 780 times. The preposition ‘in’ has occurred 637 times and remarkably ‘of’ appears 255 times. Likewise the prepositions ‘at’, ‘on’, ‘about’, ‘for’, ‘from’ and ‘by’, are also non-the-less frequent prepositions in the textbook as they occur 161, 150, 119, 138, 102 and 98 times respectively.

3.2.1.7 Frequency of Occurrence of Conjunctions

Altogether 20 vocabulary items belonging to conjunctions were found to be used in the textbook. The conjunctions occupy 0.78% of the total vocabulary items but they occupy more percentage in terms of their frequency. The conjunctions are found to be used various times for various purposes for linking words and sentences. The items representing conjunctions found to be used in the grade-10 English textbook are presented in the following table with their frequency of occurrence:

Table No. 9
Conjunctions with their Frequency of Occurrence

S.N.	Conjunctions	Freq.	S.N.	Conjunctions	Freq.
1	and	840	12	Unless	4
2	as	85	13	although	12
3	but	122	14	also	16
4	thus	2	15	therefore	3
5	however	5	16	that	185
6	due to	2	17	if	132
7	instead	3	18	whether	4
8	despite	4	19	Whereas	1
9	even	1	20	whichever	1
10	till	7	Total		1469
11	because	40			

The above table shows that the conjunction ‘and’ has the highest frequency of occurrence among all the twenty conjunctions. Similarly, the conjunctions ‘that’, ‘if’ and ‘but’ appear in remarkable frequency in the textbook. However, some conjunctions occur only once throughout the textbook. Such conjunctions are ‘even’, ‘whereas’ and ‘whichever’.

3.2.1.8 Frequency of Occurrence of the Articles

The articles are 3 in number but they occupy very high percentage in terms of their frequency. The percentage in terms of their frequency of occurrence is 11.71% , which is already presented in table 1. Both indefinite (a and an) and definite (the) articles were found to be used in the textbook of grade ten. The definite and indefinite article as they have been used in the textbook are tabulated with their frequency of occurrence as follows :

Table No. 10

Articles with their Frequency of Occurrence

S.N.	Articles	Freq.
1.	the	2193
2.	A	597
3.	an	69
Total		2859

This table shows that the definite article 'the' has the highest number of frequency of occurrence. It has occurred 2193 times in the textbook. Similarly the indefinitely articles 'a' and 'an' have occurred 597 and 69 times respectively.

3.2.1.9 Frequency of Occurrence of the Interjections

The total number of interjections found in the grade ten English textbook was 27. The vocabulary items used as interjections in the textbook are presented in the following table:

Table No. 11

Interjections with their Frequency of occurrence

S.N.	Interjections	Freq.	S.N.	Interjections	Freq.
1.	Oh	9	9.	Good morning	2
2.	Ha , ha...	1	10.	Oh no	2
3.	Oh, God	1	11.	Good night	2
4.	Please	5	12.	Of course	2
5.	Oh dear	2	13.	I'm afraid	2
6.	Excuse me	3	14.	Hello	1
7.	Thanks	4	15.	Good	1
8.	Don't worry	1	16.	Right	1

S.N.	Interjections	Freq.	S.N.	Interjections	Freq.
17.	Very good	2	23.	That's terrible	1
18.	That's right	1	24.	No problem	1
19.	Sorry	1	25.	Well	5
20.	Thank you	3	26.	You see	1
21.	OK	2	27.	Yes	30
22.	Bye	2	Total		59

The above table shows that the interjection 'yes' has the highest frequency of occurrence in the textbook i.e. 30 times. Secondly, the interjection 'oh' has been found to be used 9 times. Rest of the terms have very low frequency of occurrence.

3.2.1.10 Frequency of Occurrence of the Quantifiers

Throughout the English textbook for Grade-X, 16 vocabulary items denoting quantifiers were found. The quantifiers found in the textbook are listed in the following table together with their frequency.

Table No. 12

Quantifiers with their Frequency of occurrence

S.N.	Quantifiers	Freq.	S.N.	Quantifiers	Freq.
1.	another	13	9.	many	45
2.	any	10	10.	more	34
3.	alone	1	11.	Some	49
4.	enough	9	12.	Several	7
5.	few	12	13.	most	19
6.	half	10	14.	Much	23
7.	little	17	15.	almost	4
8.	less	10	16.	Very	15
Total Frequency					278

The above table shows that the total frequency of occurrence of the quantifiers in the textbook is 278. Among the quantifiers the item ‘some’ has its frequency occurrence 49, which is the highest of all. Similarly, the quantifiers ‘many’ and ‘more’ occur 45 and 34 times in the textbook, which is remarkable.

3.2.1.11 Frequency of Occurrence of the Numerals

Throughout the English textbook for Grade-ten, 16 vocabulary items denoting numerals were found. The numerals found in the textbook are listed in the following table together with their frequency.

Table No. 13

Numerals with their Frequency of occurrence

S.N.	Numerals	Freq.	S.N.	Numerals	Freq.
1.	three	23	9.	twelve	1
2.	thirty	1	10.	sixteen	1
3.	Ten	4	11.	Seven	1
4.	Six	3	12.	Four	6
5.	one	30	13.	Five	10
6.	thousand	2	14.	Forty	1
7.	two	34	15.	first	48
8.	third	10	16.	second	14
Total					189

The above table shows that the total frequency of the numerals used in the textbook is 189. Among the numerals, 13 are cardinal numbers and 3 are ordinals. The frequency of the ordinal number ‘first’ is the highest of all i.e. 48. Similarly, the cardinal number ‘two’ occurs 34 times in the textbook. The numbers ‘one’ and ‘three’ deserve the third and the fourth position

respectively. There are even some numerals that appear only once in the textbook.

3.2.2 Contracted Forms and Abbreviated Forms

Apart from the parts of speech, the vocabulary items representing the various forms were analysed. In this section, words in contracted forms and abbreviated form which were enlisted separately have been studied. Such words are presented below:

3.2.2.1 List of Contracted Forms

The list of some contracted forms found in the English textbook for grade ten are presented in the following table:

Table No. 14
List of Contracted Forms

S.N.	Contractions	Freq.	S.N.	Contractions	Freq.
1.	'm	28	12.	aren't	4
2.	've	19	13.	wouldn't	1
3.	can't	13	14.	haven't	3
4.	'll	24	15.	's(is)	73
5.	don't	57	16.	'd (had)	8
6.	won't	4	17.	's(has)	18
7.	couldn't	11	18.	're	18
8.	didn't	25	19.	doesn't	19
9.	isn't	8	20.	'd(would)	3
10.	hadn't	3	21.	should	3
11.	wasn't	10	22.	mustn't	9
Total					361

The above table shows that there are altogether 22 contracted forms found to be used in the textbook and their total frequency of occurrence is 281. Among the contracted forms, the auxiliary verb 'is' in its contracted form ('s) has the highest frequency of occurrence in the textbook. It has occurred 73 times in the textbook. Similarly, the contractions 'don't', 'didn't' and ('m) have remarkable frequency of occurrence too.

3.2.2.2 List of Abbreviated Forms

The list of some abbreviated forms found in the English textbook for grade ten are presented in the following table:

Table No. 15

List of Abbreviated Forms

S.N.	Abbreviated forms	Freq.	S.N.	Abbreviated forms	Freq.
1.	Aux	3	15.	CUP	1
2.	NP	2	16.	UN	1
3.	Sq.	1	17.	NBL	5
4.	Km.	1	18.	US	1
5.	P.O.	1	19.	S	3
6.	O'clock	8	20.	Vp	1
7.	TV	14	21.	Vpp	2
8.	V	4	22.	Wh	1
9.	a.m.	9	23.	IGP	1
10.	p.m.	10	24.	DIGP	1
11.	Mr.	33	25.	AIGP	1
12.	UK	1	26.	CPU	5
13.	Ms.	4	27.	VDU	1
14.	et al	1	28	OUP	1

S.N.	Abbreviated forms	Freq.	S.N.	Abbreviated forms	Freq.
29.	SLC	1	34.	Vol.	1
30.	USA	1	35.	No.	1
31.	etc.	1	36.	Ma'am	1
32.	WHO	4	37.	Obj.	1
33.	Dec.	1	Total		131

The above table shows that altogether 37 abbreviated forms are found to be used in the English textbook for Grade-ten and most of them have single frequency. The abbreviated form 'Mr' has the highest frequency of occurrence i.e. 33 times throughout the textbook. Similarly, the abbreviated form of television i.e. 'TV' occurs 14 times and 'p.m.' and 'a.m.' occur 10 and 9 times respectively.

3.2.3 Vocabulary Items in Terms of Phonological Structure

The vocabulary items in Grade-X English textbook has also been studied in terms of their phonological structure. Since the total number of words in the text book is very large, only 497 words have been selected for this purpose. The selected vocabulary items have been analysed mainly on the basis of the number of syllable, syllable structure and consonant clusters. The phonological structures of the vocabulary items listed for study are presented under the following headings:

3.2.3.1 Vocabulary Items in Terms of the Number of Syllables

On the basis of the number of syllables contained in the words, words are classified into five groups: monosyllabic, two syllabic, three syllabic, four syllabic and five syllabic. Number and percentage of words according to their number of syllables is as given in the following table:

Table No. 16

Number and Percentage in Terms of Their Number of Syllable

S.N.	No. of Syllable	No. of Words	Percentage
1.	One syllable	211	42.45%
2.	Two syllables	179	36.02%
3.	Three syllables	82	16.5%
4.	Four syllables	22	4.43%
5.	Five Syllables	3	0.6%
Total		497	100%

(List Given in Appendix)

The above table shows that the greatest number of words i.e. 211 have only one syllable. The percentage of one syllabic words is 42.45%. Similarly, the words having two syllables are 179 in number and 36.02% in terms of percentage. The words with three syllables are 82 in number and their percentage is 16.5%. Likewise, four syllabic words are 22 in number and it is 4.43% of the total. Finally, there are only three five syllabic words and their percentage is 0.6%.

3.2.3.2 Vocabulary Items in Terms of Syllable Structure

The structure of the syllables can be represented by the syllabic pattern in terms of consonant and vowel sound segments. The selected 498 words were further analysed in terms of their syllable structures. The syllable structures of the words found in the selected vocabulary items among the total vocabulary items are presented with the examples of each syllable structure as follows:

Table No. 17
Words in Terms of their Syllable Structures

S.N.	Syllable Structure	Words	Total No. of Words
1.	V	a, I	2
2.	VC	all,	1
3.	CV	low, law	4
4.	CV(C)	fear, near	7
5.	V(C)	or	1
6.	CCV	fly, snow	4
7.	VCC	east, arms	3
8.	VCV	essay, area	4
9.	CVCV	money, barley	8
10.	VCCV	only, agree	2
11.	VCCV(C)	unfair	1
12.	CVCC	list, model,	48
13.	CCVC	press, stick	24
14.	VCVC	arrive, oppose	7
15.	CVCV(C)	leader, water	9
16.	CVCVC	decide, forfeit	21
17.	VCVCVC	adapted, operate	3
18.	VCVCC	offence, occasions	4
19.	VCCVCCVC	exhausted, intestine	4
20.	VCCVCCCVC	abruptly, industry	2
21.	VCCVCCV(C)	Atmosphere	1
22.	VCVCV	anyway, ivory	2
23.	VCVCCVC	attitude	1
24.	VCCVC	invaded, obtained	5

S.N.	Syllable Structure	Words	Total No. of Words
25.	VCCVCVCVC	activities, infinitive	2
26.	VCCCV	angry, outcry	2
27.	VCCVCCVVC	Advantages	1
28.	VCCVCC	abnormal, impulse	6
29.	VCCC	action	1
30.	VCVVCVCCCV	Apparently	1
31.	VCVVCV(C)	alligators	1
32.	CCVCCVCC	broadcast	1
33.	CVCCVC	census, tending	14
34.	CCVCC	plant, stand	14
35.	CVCCV(C)	pointer, longer	7
36.	CVCVCC	cartoons, revolt	15
37.	CCVCVCC	beautiful, product	2
38.	CVCVCVC	mechanic, religious	6
39.	CVCVCVCC	politician, sanitation	5
40.	CVCCCVC	hundred, natural	8
41.	CVCCVCCVC	continuous, consulted	2
42.	CVCCCV	country, hungry	3
43.	CCVCVC	status, twilight	11
44.	CVCVCV	cholera, dilemma	3
45.	CVCCVCVCC	conservation, reprimand	2
46.	CCVCCVC	crossword, stiffened	5
47.	CVCCVCC	household, sensible	5
48.	CVCCVCVC	centuries, comforted	2
49.	CVCCCVCCCV	constantly	1
50.	CVCCVCVCC	constipation	1

S.N.	Syllable Structure	Words	Total No. of Words
51.	CVCCCVCC	complex, situation	2
52.	CVCVCV(C)	caretaker	1
53.	CVCVCCC	chemicals, divisions	4
54.	CVCVCCVCCVC	corresponding	1
55.	CVCVCCCVC	circumstances	1
56.	CVCCVCV(C)	circular	1
57.	CCVCV(C)	driver	1
58.	CVCVCCV	disagree, suddenly	2
59.	CVCCCVCCC	districts	1
60.	CVCVCVCCVC	disappointed, pessimistic	2
61.	CVCVCVCCC	definitions, residents	2
62.	CVVCV	diarrhoea, hyena	2
63.	CVCCVCV	deputy	1
64.	CVVCVC	dialogue, nowadays,	3
65.	CVCVCVCCV	difficulty	1
66.	VCCCCVC	express, exclude,	3
67.	VCCVCVC	equally	1
68.	VCCVV(C)	entire	1
69.	VCVCCC	emotions	1
70.	VCCVCVCC	excellent, information	3
71.	VCCCVCCC	exchanged	1
72.	VCVCVCCC	elements	1
73.	VCCVC	expert	1
74.	VCCCVCC	exchange	1
75.	VCCVCVCCC	enthusiasts	1
76.	VCVCCVCV	eventually	1

S.N.	Syllable Structure	Words	Total No. of Words
77.	VCCCVV(C)	employer	1
78.	CVCVVC	followers, periods	2
79.	CCV(C)	floor	1
80.	CVCCC	harmful, thousand	9
81.	CCVVC	quiet, trying	4
82.	CVCCVVC	geographical	1
83.	CVCVCCVCC	government	1
84.	CVCCCCVC	gentleman, destroyed	2
85.	CCVCVCCVC	gratitude, tremendous	2
86.	CVV(C)	higher	1
87.	CCVCVVCV	humanity	1
88.	CVCVCCVC	horoscope, selective	4
89.	VCVCVVC	immediate	1
90.	VCVCVVCCV	immediately	1
91.	VCCCVCCVC	interested	1
92.	VCCCVVC	including	1
93.	VCCVCVCCVC	Indigestion	1
94.	VCCVCVVC	inhabitant	1
95.	CVV	joy	1
96.	CVCCCC	junction, jumbled	2
97.	CVCCV	lovely, lightly	4
98.	CVCCVCV(C)	leftovers	1
99.	CVCVCVVC	material	1
100.	CVCCVCCVC	magnitude	1
101.	CVCVCVVC	majority , necessary	2
102.	CVCVCCV(C)	minister, reservoirs	2

S.N.	Syllable Structure	Words	Total No. of Words
103.	CVCVCCVCVC	Manipulate	1
104.	VCV(C)	occur	1
105.	VCVCVCV	officially	1
106.	VCCVVC	obvious	1
107.	CCVCV(C)	plumber	1
108.	CCVCCVCVC	prosperous	1
109.	CCVVCCV	probably	1
110.	CVCCVCVCCC	regulations	1
111.	CCVCVVC	previous	1
112.	CCVCVCC	protect, prefix	3
113.	CCVCVCVCC	professional, specialist	2
114.	CVCCVCVCV	publicity, squeezing	2
115.	CCVCVCVC	prejudice	1
116.	CVCCVVCVCVC	patriotism	1
117.	CCVCCVCC	presentation	1
118.	CVCCVCVCVCV	popularity	1
119.	CCVCCVCV	quantity	1
120.	CVCCVCCCV(C)	Rectangular	1
121.	CVCVCVVCC	Negotiation	1
122.	CCVV	snowy	1
123.	CCCVC	spread, street, split	3
125.	CCVCVC	steamed , dresses	2
126.	CVCVVCV	societies	1
127.	CCV(C)	star	1
128.	CCCVCCC	scribbles , strange	2
129.	CCCVCCVC	streamline	1

S.N.	Syllable Structure	Words	Total No. of Words
130.	CVVCCVCC	scientist	1
131.	CCVV(C)	flower	1
132.	CCVCCVCCC	Fragments	1
133.	CCV	three, try	2
134.	CCVCCCVC	troublesome	1
135.	CVCCVC	thinking	1
136.	CVCVCCV(C)	reservoir	1
137.	CVCCCCV	recently	1
138.	CVVCC	ruined	1
139.	CCVCV	story	1
140.	CVCVCC	survived	1
141.	CCCVCC	strained	1
142.	CVC	buck, tow	73
Total number of words			498

Note: The syllable structure of the compound words and phrasal verbs are not included here.

The above list shows that 142 different syllable structure of the words can be found in the textbook. Among the total 498 selected words, the largest number of words have the syllable structure CVC. The number of words having the syllable structure CVC is 73 among 498. Secondly, the syllable structure CVCC contains 48 words. Many of the words in list have a different single syllable structure.

3.2.3.3 Vocabulary Items in Terms of Consonant Clusters

In terms of consonant clusters, the vocabulary items were analysed under the following subheadings:

A. Consonant Clusters in Initial Position

Two and three consonant clusters were found among the selected vocabulary items. The examples of the initial consonant clusters are presented below:

i) Initial Two Consonant clusters

The followings are the examples of initial two consonant clusters:

) /pl/	as in	plot	) /hj/	as in	huge
) /fr/	as in	phrase	) /sm/	as in	smile
) /br/	as in	brown	) /sl/	as in	sleep
) /kl/	as in	clock	) / r/	as in	threaten
) /kr/	as in	cross	) /sp/	as in	spikes
) /dr/	as in	drum	) /tw/	as in	twelve
) /st/	as in	stick	) /bj/	as in	beautiful
) /sl/	as in	slip	) /pr/	as in	product
) /tr/	as in	truth	) /kw/	as in	quiet
) /fl/	as in	flake	) /sn/	as in	snow
) /gr/	as in	grade			

ii) Initial Three Consonant clusters

The followings are the examples of initial three consonant clusters :

) /spr/	as in	spread	) /spl/	as in	split
) /str/	as in	street	) /skr/	as in	scribbles

A. Consonant Clusters in Medial Position

Two, three and four consonant clusters were found in the medial position among the selected vocabulary items. The examples of different medial consonant clusters are given below:

i) Two Medial Consonant Clusters

The followings are the examples of two medial consonant clusters :

) /nf/	as in	unfair	) /nv/	as in	invited
) /lt/	as in	altitude	) /kt/	as in	activities
) /nt/	as in	intensive	) /tw/	as in	between
) /sl/	as in	asleep	) /sp/	as in	despite
) /br/	as in	abroad			

ii) Three Medial Consonant Clusters

The following are the examples of three medial consonant clusters:

) /ptl/	as in	abruptly	) /ktr/	as in	factory
) /str/	as in	industry	) /ksp/	as in	expert
) /-gr/	as in	angry	) /kstɔ/	as in	exchange
) /tkr/	as in	outcry	) /n j/	as in	enthusiasts
) /ntr/	as in	control	) /mpl/	as in	employer
) /spj/	as in	dispute	) /nkl/	as in	including
) /ndr/	as in	hundred			

iii) Four Medial Consonant Clusters

The following are the examples of three medial consonant clusters:

) /kspr/	as in	express	) /ntlm/	as in	gentleman
) /kspl/	as in	explain	) /sntl/	as in	recently

C. Consonant Clusters in Final Position

Two, three and four final consonant clusters were found among the selected vocabulary items. The examples of the final consonant clusters are presented below:

i) Two Final Consonant Clusters

The following are the examples of two final consonant clusters:

) /st/	as in	east	) /lv/	as in	involve
) /nd/	as in	end	) /kn/	as in	broken
) /ft/	as in	soft	) /kt/	as in	correct
) /l /	as in	health	) /lt/	as in	revolt
) /dn/	as in	garden	) /fl/	as in	beautiful
) /mp/	as in	jump	) /pt/	as in	concept
) /pl/	as in	people	) /bl/	as in	sensible
) /lf/	as in	self	) /ks/	as in	complex
) /nt/	as in	account	) /vd/	as in	survived

ii) Three Final Consonant Clusters

The following are the examples of three final consonant clusters:

) /nts/	as in	fragments	) /-gl/	as in	jungle
) /blz/	as in	scribbles	) /mts/	as in	elements
) /snz/	as in	regulations	) /ngd/	as in	exchanged
) /snd/	as in	fashioned	) /kts/	as in	districts
) /mfl/	as in	harmful	) /klz/	as in	chemicals
) /stl/	as in	hostel			

iii) Four Final Consonant Clusters

The following are the examples of three final consonant clusters:

) /-ksn/	as in	junction
) /mbld/	as in	jumbled

3.2.4 Vocabulary Items in Terms of Morphological Structure

In terms of morphological structure, the selected vocabulary items were analysed under the following subheadings:

3.2.4.1 Monomorphemic and Polymorphic Words

The vocabulary items were analysed in terms of their number of morpheme. They were further classified according to the number of morphemes into Monomorphemic and polymorphemic. The vocabulary items in terms of their number of morphemes are presented in the following table:

Table No. 18

Monomorphemic and Polymorphic Words

S. N.	Parts of Speech	No. of Mono-morphemic words	Percentage	No. of Poly-morphic words	Percentage
1.	Nouns	520	43.83%	640	55.17%
2.	Verbs	289	38.03%	471	61.97%
3.	Adjectives	240	59.85%	161	40.15%
4.	Adverbs	22	22%	78	78%
5.	Pronouns	26	81.25%	6	18.25%
6.	Interjections	10	37.04%	17	62.96%
7.	Conjunctions	16	80%	4	20%
8.	Prepositions	35	83.33	7	16.67%
9.	Articles	3	100%	–	
10.	Numerals	16	100%	–	
11.	Quantifiers	16	100%	–	

The above table shows that the words belonging to the nouns are both monomorphemic and polymorphic. The monomorphemic nouns are 43.83% and polymorphic nouns are 55.17%. Similarly, 38.03% of the verbs are monomorphemic and 61.97% are polymorphic ones. The number and percentage of monomorphemic adjectives are more than that of the polymorphic ones. There are 59.85% and 40.15% of the monomorphemic and polymorphic adjectives respectively. Regarding adverbs, 22% are monomorphemic and 88% are polymorphic. Pronouns are 81.25% under monomorphemic and 18.25% are polymorphic. Interjections are 37.04% monomorphemic and 62.96% polymorphic. Conjunctions are 80% monomorphemic and 20% polymorphic. Likewise, the percentage of monomorphemic prepositions exceeds the percentage of polymorphic ones i.e. 83.33% are monomorphemic and 16.17% are polymorphic. All the articles, quantifiers and numerals are monomorphemic.

3.2.4.2 Complex Words

On the basis of the structures of the complex words, the following two types of affixations are found:

A. Single Affixation

A root with only one prefix and derivational suffix are grouped under single affixation. The examples of the complex words formed through the process of single affixation are given below:

i) Prefix + root

The followings are the examples under this type of affixation :

) un + fair – unfair	) dis + like – dislike
) a + miss – amiss	) dis + agree – disagree
) a + sleep – asleep	) dis + able – disable

B. Multiple Affixation

Roots with only two or more than two prefix or derivational suffixes are grouped under multiple affixations. The examples of the complex words formed through the process of multiple affixations are given below:

i) Prefix + root + suffix

The followings are the examples under this type of affixation :

-) anti + bacteria + l – antibacterial
-) co + work + er – coworker
-) dis + grace + ful – disgraceful
-) im + polite + ly – impolitely
-) mis + understand + ing – misunderstanding

ii) Root + suffix + suffix

The followings are the examples under this type of affixation:

-) blis + ful + ly – blissfully
-) care + ful + ly – carefully
-) care + less + ness – carelessness
-) consider + able + ly – considerably
-) conserve + tion + ist – conservation
-) express + ive + ly – expressively
-) know + ing + ly – knowingly
-) mountain + eer + ing – mountaineering
-) notice + able + ly – noticeably
-) reck + less + ly – recklessly
-) repeat + ed + ly – repeatedly
-) vigor + ous + ly – vigorously
-) work + er + s – workers

ii) Prefix + Root + suffix + suffix

The following word represents the example of this type of affixation:

) un + touch + able + ity – untouchability

The above lists of words with affixation show that the number of words with single affixation is greater than that of multiple affixation.

3.2.4.3 Compound Words

From the list of total vocabulary items in the English textbook for grade-10, the following compound words have been enlisted here. They are as follows:

i) Noun + Noun

The following compound words are found with noun + noun structure:

) birth + day – birthday

) blood + stream – bloodstream

) birth + place – birthplace

) bed + room – bedroom

) class + mate – classmate

) chair + person – chairperson

) cup + board – cupboard

) finger + nails – fingernails

) gang + way – gangway

) hail + storm – hailstorm

) hail + stones – hailstones

) hair + style – hairstyle

) home + work – homework

) jack + fruit – jackfruit

) mother + land – motherland

) news + paper – newspaper

-) police + man – policeman
-) photo + graph – photograph
-) pea + fowl – peafowl
-) photo + copies
-) space + ship – spaceship
-) suit + cases – suitcases
-) stream + line – streamline
-) school + children – schoolchildren
-) time + table – timetable
-) text + book – textbook
-) wood + peckers – woodpeckers

ii) Noun + Verb

The compound words in noun + verb structure are given below:

-) bottle + fed – bottle-fed
-) baby + sit – baby-sit
-) land + locked – landlocked
-) heart + attack – heart-attack
-) house + hold – household
-) land + slide – landslide

iii) Adjective + Noun

The compound words having the structure Adjective + Noun are listed as follows:

-) black + smith – blacksmith
-) black + board – blackboard
-) free + ways – freeways
-) gentle + man – gentleman
-) head + quarters – headquarters
-) head + lines – headlines

-) head + teacher – head-teacher
-) hard + ware – hardware
-) low + land – lowland
-) main + road = main-road
-) prime + minister – prime-minister
-) some + time – sometime

iv) Verb + Noun

The words in the above structure are as follows:

-) cross + word – crossword
-) care + taker – caretaker
-) pick + pockets – pickpockets
-) store + house – storehouse
-) type + writer – typewriter
-) view + points – viewpoints

v) Preposition + Verb

The compound words having preposition + verb structure are as follows:

-) down + pour – downpour
-) over + cast – overcast
-) out + standing – outstanding
-) over + slept – overslept
-) out + cry – outcry
-) under + stand – understand

vi) Preposition + Noun

The compound words that fall under this structure are given below:

-) under + line – underline
-) after + noon – afternoon

vii) Adjective + Verb

Only a single word is selected with this structure, which is given below:

) broad + cast – broadcast

viii) Adjective + adverb

The word having adjective + adverb structure is as follows:

) some + how – somehow

ix) Noun + Adjective

The single word with the above structure is:

) trouble + some – troublesome

x) Adverb + Adverb

The compound word with the above structure is:

) which + ever – whichever

The lists of the compound words show that the largest number of compound words in the grade-10 English textbook fall under the structure Noun + Noun i.e. the number of compound nouns is the greatest of all.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After the analysis of the data, the findings of the study are summarised as follows:

- i. The English textbook for grade-10 contains 24,901 words altogether i.e. the whole corpus is made up of 24,901 vocabulary items.
- ii. In terms of total number, 2556 total different vocabulary items are used in the textbook.
- iii. All the parts of speech are included in the textbook. Among all, the highest number of vocabulary items are nouns. Out of 2556 vocabulary items, 1160 (45.38%) are nouns, 760 are verbs (742 lexical and 18 auxiliary), 401 are adjectives, 100 adverbs , 32 pronouns, 21 prepositions, 20 conjunctions, 3 articles, 27 interjections, 16 quantifiers and 16 numerals.
- iv. The number of contracted forms and abbreviated forms are 22 and 37 respectively.
- v. Countable and singular nouns have greater number than uncountable and plural ones.
- vi. The verbs are found to be used in their past and past participle forms to a great extent. The present and present participle forms are average in number, whereas the least number of verbs are used in the present singular forms.
- vii. The adjectives are used in all degrees of comparison (positive, comparative and superlative). The greatest number of adjectives occur in positive degree.

- viii. Adverbs are less in number and are mostly used in positive degrees. Some of the adverbs are highly frequent, whereas some occur only once.
- ix. Pronouns are found to be used much in the textbook. Among them, the personal pronoun 'you' has the highest frequency of occurrence.
- x. The conjunction 'and' has the highest frequency of occurrence.
- xi. Both definite and indefinite articles are used in the textbook. Among them, the definite article 'the' has the highest frequency i.e. it occurs 2193 times in the textbook. It is the most frequently used vocabulary item in the textbook.
- xii. The auxiliary verb is in its contracted form ('s) has the highest frequency among all the contracted forms. It comes 73 times in the textbook.
- xiii. Among the abbreviated forms, 'Mr.' has the highest frequency of occurrence i.e. 33.
- xiv. Regarding the number of syllable, the largest number of vocabulary items in the textbook are one syllabic.
- xv. The largest number of words have the syllable structure 'CVC'.
- xvi. The number of monomorphemic words is more than that of the polymorphic ones.
- xvii. Complex words are found containing both single and multiple affixations. The number of words with single affixation is greater than the number of words with multiple affixations.
- xviii. Compound words which are used in the textbook are formed through the process of noun + noun, verb + noun, adjective + noun, noun + verb, verb + adjective and so on. The number of compound words formed through the process of noun + noun is the greatest of all.

4.2 Recommendations

From this small research work, the following recommendations have been drawn:

- i. Among the major word classes, the number of adjectives and adverbs are comparatively less than that of nouns and verbs. Such items should be increased for better vocabulary practice of the students.
- ii. Great disparity is seen in the frequency of occurrence of the articles, conjunctions, interjections, quantifiers and numerals. It should be balanced.
- iii. Singular-plural and countable-uncountable forms of nouns should be given equal priority while selecting the vocabulary items.
- iv. Present participle and present singular forms of verbs are found to be used less in number. Most of the verbs that occur in their infinitive form should be used in their other forms somewhere in the textbook so that the students can learn all forms of verbs.
- v. The number of comparatives and superlatives should be increased.
- vi. All kinds of pronouns should be considered equally and should be used in a balanced way.
- vii. Not only 'and', 'as' and 'but', all other difficult conjunctions should be used more frequently.
- viii. Prepositions should be used in order that the students can learn them by reading the textbook. Some of the prepositions have very low frequency of occurrence.

- ix. The glossary does not include the phonological aspects of the vocabulary items. The phonemic transcription of the words should be given in the glossary as in the previous classes i.e. in grade – 6, 7 and 8.
- x. Many compound words are mostly formed through limited process. The number of words should be increased in all the possible processes.

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